

Mid-Western University (MWU)

Faculty of Humanities and Social Sciences

Surkhet, Nepal



Bachelor's Degree in English

Course of Study

Revised in 2078 (2021)

BA/ENG			
SEMESTER	Course No.	Course Title	Credit
First	C. Eng. 411	Compulsory English I	3
	C. Nep. 412	Compulsory Nepali	3
	Eng. 413	Fundamentals of English	3
	Eng. 414	The Study of Literature	3
	Eng. 415	Poetry	3
	Total Cr.		15
Second	C. Eng. 421	Compulsory English II	3
	Eng. 422	The Grammar of English	3
	Eng. 423	History of English Literature	3
	Eng. 424	English Drama	3
	Eng. 425	Fiction	3
	Total Cr.		15
Third	Eng. 431	Nepalese Short Fiction in English	3
	Eng. 432	History of English Language	3
	Eng. 433	Literary Theory	3
	Eng. 434	Translation Studies	3
	Eng. 435	Literary Essay	3
	Total Cr.		15
Fourth	Eng. 441	Practical Criticism	3
	Eng. 442	Critical Thinking	3
	Eng. 443	Prose Writing	3
	Eng. 444	Nepali Literature in English Translation	3
	Eng. 445	Critical Theory for Understanding Literature	3
	Total Cr.		15
Fifth	Eng. 451	Literature and Language Teaching	3
	Eng. 452	Thinking, Reasoning and Problem Solving Skills	3
	Eng. 453	Creative Writing	3
	Eng. 454	The Study of Language	3
	Eng. 455	Development Discourse	3
	Total Cr.		15

Sixth	Eng. 461	Diaspora Studies	3
	Eng. 462	English in the Class room	3
	Eng. 463	Chinese Literature in English	3
	Eng. 464	Writing for the Media	3
	Eng. 465	Creative Poetry Writing	3
	Total Cr.		15
Seventh	Eng. 471	Nepalese Fiction and Narratives	3
	Eng. 472	Nepalese Poetry in English	3
	Eng. 473	Nepalese Drama in English	3
	Eng. 474	Research in English Language and Literature	3
	Eng. 475	Teaching of English Language	3
	Total Cr.		15
Eighth	Eng. 481	Author Specialization (Poetry and Pose)	3
	Eng. 482	Tales by Nepalese Women Authors	3
	Eng. 483	Folklore Studies	3
	Eng. 484	Thesis Writing	6
	Total Cr.		15
		Total Credits	120

Program: BA English
First Semester

C. Eng. 411: Compulsory English I

Credits: 3

General Description: This course introduces the students to the reading of Nepali society and culture through a novel. It also develops grammatical knowledge of the students. The grammar is intended to polish the "grey areas" of grammar.

Course Objectives:

General Objective: The general objective of the course is to make students familiar with psycho-social and economic reality of Nepali society through the reading of the prescribed novel. The course will also remove, to some extent, the grammatical confusions faced by the students at tertiary level.

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

- Develop the understanding of Nepali society
- Develop an empathy with subaltern class
- Learn the literary representation of Nepali social setting
- understand the subtle semantic areas of English grammar
- identify errors committed in English grammar and take steps to remove them
- Improve their knowledge of English grammar
- Analyze grammatical structures

Human Resource produced by the course: The course will produce students who will become sensitive to the psycho-social economic reality of Nepali society, who will also develop an understanding of how the real life situation can be depicted through fiction. They will also be able to understand the push and pull factors of migration and displaced in Nepali Society.

The students studying this course will be fine-tuned to the subtle nuances of English grammar.

Module: I **16 hours**

Muglan by Govinda Raj Bhattarai (translated into English by Lekhnath S Pathak)

Module: II **16 hours**

Following units from *Cambridge Advanced English* by Leo Jones, Cambridge University Press:

- That's show business
- Put it in writing
- The third age
- Communication
- The English speaking world

Module: III **16 hours**

Following units from *Cambridge Advanced English* by Leo Jones, Cambridge University Press:

- Body and Mind
- The natural world
- Here is the news
- Education
- Science and technology

Textbooks

Govinda Raj Bhattarai- *Muglan*, Oriental Publication: Kathmandu, 2012 (English Translation by Lekhnath S Pathak)

Leo Jones- *Cambridge Advanced English*, Cambridge University Press: Cambridge (published in South Asia by Foundation Books, 1998)

Instruction Methodology

A variety of approaches, methods and techniques will be used to deliver the course. Some of them (but not limited to) will be as follows:

- Lecture
- Demonstration
- Illustration
- Project work
- Individual and group work
- Audio and/ or video
- Use of modern information and communication technology

Evaluation Techniques:

The course will be evaluated both externally and internally to assess the knowledge and skill gained by the student during the semester using both formative and summative evaluation. The course will be evaluated as external evaluation based on the examination conducted by the university at the end of the semester which will carry a weightage of 60%. The internal evaluation will be done by the course instructor and the college/ campus throughout the semester where the course is delivered, which will carry 40% of weightage. Internal evaluation will be done on the following areas:

Tests: class/ weekly/ monthly/ quarterly

Quiz(es)

Presentation(s)

Assignments: individual and group reading and writing assignments

Library and research work (extensive reading and reviewing of articles/ papers in literary and linguistic journals/ magazines/ books on topics and themes related to this course and submitting as reports/ essays to the course instructor)

Field work

अनिवार्य नेपाली (व्यावहारिक नेपाली)

विषय कोड : C. Nep ४१२

क्रेडिट आवर : ३

विषयको प्रकृति : सैद्धान्तिक

वर्ष : प्रथम

तह : स्नातक

जम्मा पाठ्यघण्टी : ४८

सेमेस्टर : प्रथम

१. पाठ्यांश परिचय

यो पाठ्यांश चारवर्षे स्नातक तहमा अध्ययन गर्ने विद्यार्थीहरूमा नेपाली भाषाको मानक उच्चारण र वर्णविन्यासको पहिचान गर्ने क्षमताका साथै लेख्य नेपालीमा प्रयुक्त विविध रचना कौशलको विकास गर्नका लागि तयार गरिएको हो । यस अन्तर्गत नेपाली भाषाको कथ्य र लेख्य स्वरूप, वाक्यकोटिपरक रचना र वाक्यान्तरण, पत्र रचना तथा व्यावहारिक लेखन, साहित्यिक रचनाको आस्वादन र कृति समीक्षाका विशिष्ट क्षमताको विकास गर्ने पाठ्यवस्तुहरू समावेश गरिएका छन् ।

२. सामान्य उद्देश्य

यस पाठ्यांशका सामान्य उद्देश्यहरू यसप्रकार रहेका छन् :

- (क) कथ्य र लेख्य नेपालीको स्वरूप पहिल्याई त्यसको मानक रूप प्रयोग गर्ने,
- (ख) विभिन्न शैलीमा वाक्यकोटिपरक अनुच्छेद रचना गर्न र तिनको वाक्यान्तरण गर्न,
- (ग) विभिन्न वाक्यमा व्यक्त छोटो सङ्कथनलाई एकल वाक्यमा संश्लेषण गर्न,
- (घ) निर्धारित ढाँचामा विभिन्न प्रकृतिका पत्र रचना र व्यावहारिक लेखन सम्पन्न गर्न,
- (ङ) विभिन्न विधाका फुटकर रचनाहरूको आस्वादनका आधारमा समीक्षा गर्न,
- (च) निर्धारित साहित्यिक कृतिहरूको समीक्षात्मक टिप्पणी गर्न ।

३. पाठ्यवस्तुको विवरण

(क) पाठ्यवस्तुको विवरण

- अ. एकाइ-१ : अक्षरीकरण र वर्णविन्यास- ०.४ क्रे.आ.
- आ. एकाइ-२ : वाक्यकोटिपरक रचना र वाक्यान्तरण- ०.६ क्रे.आ.
- इ. एकाइ-३ : वाक्यको परिचय, प्रकार र वाक्य संश्लेषण- ०.२ क्रे.आ.

ई. एकाइ-४ : पत्ररचना तथा व्यावहारिक लेखन- ०.३ के.आ.

उ. एकाइ-५ : साहित्यिक रचनाहरूको आस्वादन- १.५ के.आ.

(ख) पाठ्यांशको रूपरेखा

अ. एकाइ-१ : अक्षरीकरण र वर्णविन्यास

क. नेपाली शब्दको अक्षरीकरण

ख. नेपाली शब्दहरूको मानकीकृत वर्णविन्यास

ह्रस्व र दीर्घको प्रयोग, ऋ/रि को प्रयोग, ओ/व को प्रयोग, ब/व को प्रयोग, य/ए को प्रयोग, श/ष/स को प्रयोग, छे/छ्य/क्ष को प्रयोग, ज्ञ/ग्यं को प्रयोग, शिरविन्दु र चन्द्रविन्दुको प्रयोग, हलन्त र अजन्तको प्रयोग, पदयोग र पदवियोगको प्रयोग, लेख्य चिह्न को प्रयोग

आ. एकाइ-२ : वाक्यकोटिपरक रचना र वाक्यान्तरण

क. वाक्यकोटिपरक रचना : लिङ्ग, वचन, पुरुष, आदर, काल, भाव, पक्ष, वाच्य र ध्रुवीयताका वाक्य ढाँचामा उपयुक्त सङ्गति मिलाएर वर्णनात्मक अनुच्छेदको रचना ।

ख. वाक्यान्तरण : लिङ्ग, वचन, पुरुष, आदर, काल, भाव, पक्ष, वाच्य र कथन (प्रत्यक्ष, अप्रत्यक्ष) सित सम्बद्ध भई वर्णनात्मक अनुच्छेदहरूको पारस्परिक वाक्यान्तरण ।

इ. एकाइ-३ : वाक्यको परिचय, प्रकार र वाक्य संश्लेषण

- सरल, मिश्र र संयुक्त वाक्य ।
- विभिन्न वाक्यमा व्यक्त छोटो वर्णनलाई संयोजक र असमापक क्रियाको प्रयोग गरी एकल वाक्यमा संश्लेषण ।

ई. एकाइ-४ : पत्ररचना तथा व्यावहारिक लेखन

क. पत्ररचना : चिठी (व्यावहारिक र व्यापारिक), निवेदन, सम्पादकलाई चिठी

ख. विज्ञापन लेखन

ग. शुभकामना, बधाई, श्रद्धाञ्जली/संवेदना

घ. व्यक्तिवृत्त/बायोडाटा

उ. एकाइ-५ : साहित्यिक रचनाहरूको आस्वादन

निम्नलिखित फुटकर साहित्यिक रचनाहरूको पठनका आधारमा आस्वादन र कथानक, शीर्षक, भाषा, विचार, चरित्र, शिल्प र शैलीका दृष्टिले समीक्षा

क. कविता/गीत/गजल

भूपी शेरचन : घुम्ने मेचमाथि अन्धो मान्छे (कविता)

वासुदेव पाण्डेय : नेपाली सौन्दर्य (कविता)

दुर्गालाल श्रेष्ठ : फूलको आँखामा फूलै संसार (गीत)

श्रेष्ठ प्रिया पत्थर : मानिस हामी रहने छैनौँ... (गजल)

ख. कथा

विश्वेश्वर प्रसाद कोइराला : पवित्रा

माया ठकुरी : साँघु तरेपछि

महेशविक्रम शाह : छापामारको छोरो

ग. निबन्ध

लक्ष्मीप्रसाद देवकोटा : के नेपाल सानो छ ?

भैरव अर्याल : अन्तर्राष्ट्रिय भ्यागुता सम्मेलन

डा. महेन्द्र कुमार मल्ल : सगरमाथाभै अग्लो बन्नु छ

घ. एकाङ्की/नाटक

खोपीराम लम्साल : मातृभूमिको व्यथा

ड. उपन्यास

पद्मावती सिंह : समानान्तर आकाश

४. शिक्षण प्रक्रिया

यो पाठ्यांश मुख्यतः विद्यार्थीहरूको भाषिक सिपको विकाससित सम्बन्धित भएकाले यसलाई अभ्यासमा केन्द्रित गरी सञ्चालन गरिनुपर्छ । यस क्रममा विभिन्न एकाङ्का पाठ्यवस्तुलाई निम्नानुसार शिक्षण गर्दा प्रभावकारी हुन्छ :

- (क) एकाङ्क १ को शिक्षणका क्रममा कथ्य र लेख्य नेपालीको मानक रूपसँग विद्यार्थीलाई परिचित गराउन शिक्षकले नेपाली उच्चार्य र लेख्य वर्णमा पाइने समानता र भिन्नता,

शब्दहरूको अक्षरीकरण र मानकीकृत वर्णविन्यासको प्रदर्शन गर्ने, छलफल र प्रश्नोत्तर गराउने, स्पष्टीकरण दिने गर्नुका साथै अभ्यासमा जोड दिने ।

- (ख) एकाइ २ को वाक्यकोटिपरक रचना र वाक्यान्तरणका लागि वाक्यकोटि अनुसार विभिन्न वाक्य ढाँचाका वर्णनात्मक रचना गर्न विद्यार्थीहरूलाई प्रोत्साहित गर्ने र तिनलाई आवश्यकता अनुसार भिन्न-भिन्न वाक्य ढाँचामा वाक्यान्तरणसमेत गर्न लगाउने ।
- (ग) एकाइ ३ का लागि असंश्लेषित वाक्यहरूमा वर्णित रचनाहरूलाई एकल वाक्यमा संश्लेषण गरी वाक्यान्तरण गर्ने अभ्यास गराउने जसले विद्यार्थीहरूको सङ्क्षेपीकरण गर्न सक्ने भाषिक कौशल बढाउने छ । उल्लिखित कार्यकलाप गराउँदा शिक्षकले पहिले कक्षामा उक्त रचना र तत्सम्बन्धी वाक्यान्तरणका केही नमुनाहरू प्रस्तुत गर्नुपर्छ ।
- (घ) एकाइ ४ मा उल्लिखित पत्ररचना तथा व्यावहारिक कौशल बढाउन तत्सम्बन्धी अभिव्यक्तिहरूको कक्षामा नमुना प्रदर्शन गरी छलफल गराउने र त्यसपछि निर्धारित रचनाहरूका लागि विद्यार्थीहरूलाई सहज हुने शीर्षकहरूको छनोट गरी तिनलाई कक्षाकार्यका रूपमा र गृहकार्यका रूपमा बारम्बार अभ्यास गराउने ।
- (ङ) एकाइ ५ को शिक्षण गर्दा विद्यार्थीहरूलाई निर्धारित विभिन्न विधाका साहित्यिक रचना पठन गर्न लगाई आस्वादन गराउने र आस्वादित रचनालाई अभिव्यक्त विषय, भाव, शीर्षक, पात्र/चरित्र, परिवेश, शैलीगत विशेषता आदिका आधारमा प्रतिक्रियात्मक टिप्पणी लेख्ने अभ्यास गराउने ।

५. मूल्याङ्कन

यस पाठ्यांशको मूल्याङ्कन विद्यार्थीहरूका निम्नलिखित कार्यबाट सम्पन्न गरिनेछ :

- (क) कक्षा प्रस्तुति
- (ख) कक्षाकार्य र सहभागिता
- (ग) समस्या समाधान
- (घ) परियोजना कार्य
- (ङ) मध्यवर्ती परीक्षा
- (च) सत्रान्त परीक्षा

६. सन्दर्भ सामग्री

अधिकारी, हेमाङ्गराज (२०६७), प्रयोगात्मक नेपाली व्याकरण, ललितपुर : साभा प्रकाशन ।

अनिवार्य नेपाली विषय समिति, त्रि.वि. पाठ्यक्रम विकास केन्द्र (२०६६), अनिवार्य नेपाली शिक्षण निर्देशिका, ललितपुर : साभा प्रकाशन ।

..... (२०६९), नेपाली साहित्यिक रचना, ललितपुर : साभा प्रकाशन ।

आचार्य, ब्रतराज र गौतम देवीप्रसाद (२०६९), विशेष नेपाली : प्रयोजनपरक बोध र लेखन, काठमाडौं : विद्यार्थी पुस्तक भण्डार ।

जोशी, खेमराज र जोशी खगेन्द्र (२०७०), साधारण नेपाली रचना, काठमाडौं : वेष्टर्न बुक पब्लिसिङ एण्ड प्रिन्टर्स प्रा.लि. ।

ठकुरी, माया (२०३९), साँघु तरेपछि, ललितपुर : साभा प्रकाशन ।

लम्साल, खोपीराम (२०७२), मातृभूमिको व्यथा, सुर्खेत : आस्था आशिष लम्साल ।

शर्मा, मोहनराज (२०५९), शब्द रचना, वर्णविन्यास, वाक्यतत्त्व, अभिव्यक्ति र पाठहरू, काठमाडौं : नवीन प्रकाशन ।

शेरचन, भूपी (२०२५), घुम्ने मेचमाथिको अन्धो मान्छे, ललितपुर : साभा प्रकाशन ।

श्रेष्ठ, प्रिया पत्थर (२०६७), ओभाएका छैनन् आँखा (गजल सङ्ग्रह), काठमाडौं : अनाम मण्डली ।

सिंह, पद्मावती (२०६२), समानान्तर आकाश, ललितपुर : साभा प्रकाशन ।

Eng. 413: Fundamentals of English

Credits: 3

General Description: This is a basic introductory course to the study of English language and literature. It is designed as a foundation course to prepare the students for other courses in English.

Objectives:

General Objective: This course will introduce the students to the basic elements of language and literature that will help them understand other courses to follow.

Specific Objectives: At the end of the course, students will be able to:

- Understand and use language of writing in literature
- Develop an understanding of literary concepts
- Acquire various skills required in understanding literature
- Develop and understanding about oral and workplace communication
- Analyze a literary text from various angles
- Write essay systematically
- Use arguments in writing

Profile of the student: This course will prepare a student who will be able to develop basic skills required to deal with language and literature.

Course Contents and Teaching Hours

Module I: Aids to effective communication

16 Hours

- 1: The sentence
- 2: The paragraph
- 3: Punctuation
- 4: Oral Communication
- 5: Workplace communication

Module II: Approaches to area of study in English

16 Hours

- 6: An Introduction to the concept of change, prose fiction, poetry
- 7: Extension, enrichment and testing
- 8: Investigative Skills
- 9: Writing for study

Module III: Studying English Literature

16 hours

- 10: Introduction – reading and writing in your life, a very brief history of writing and reading, what do novels know, Literacy in contemporary society, stories, narratives and identity
- 11: Reading – Writing as reading, a love of literature, the discipline of English, the new English student, Plagiarism: too complete a loss of self, how to read: ways of avoiding plagiarism, what to read, some recommended websites
- 12: Argument – Having something to say, rethinking dialogue: Mikhail Mikhailovich Bakhtin, stories, arguments and democracy, the folder paper: how to stand at a distance and start a dialogue with a text, what is rhetoric?, a very brief survey of classical literature, Wayne Booth and *The Rhetoric of Fiction*, more ways of discovering arguments
- 13: Essays – What are essays for? What is an essay? How do you think you write an essay? The stages of writing an essay, thinking of or about the question, research, making a plan, the thesis statement, writing the main body of the essay, beginnings and endings, editing, finally, a frequently asked question: Is it ok to use “I”?
- 14: Sentences – The most common errors made in student assignments, errors involving clauses,

errors involving commas, errors involving apostrophes, errors involving pronouns, errors involving verbs, errors involving words

15: References – The MLA and APA system/style of referencing

Text books

David Mahony - *Fundamentals of English*, Viva Books: New Delhi, 2010

Tory Young – *Studying English Literature: A Practical Guide*, Cambridge University Press: New Delhi, 2008 (First South Asian Edition 2009)

Instructional Methodology

A variety of approaches, methods and techniques will be used to deliver the course. Some of them (but not limited to) will be as follows:

Lecture

Demonstration

Illustration

Project Work

Individual and Group Work

Audio and/or video

Use of modern Information and Communication Technology

Evaluation Techniques:

The course will be evaluated both externally and internally to assess the knowledge and skill gained by the student during the semester using both formative and summative evaluation. The course will be evaluated as external evaluation based on the examination conducted by the university at the end of the semester which will carry a weightage of 60%. The internal evaluation will be done by the course instructor and the college/campus throughout the semester where the course is delivered, which will carry 40% of the weightage. Internal evaluation will be done on the following areas.

Tests: class/weekly/monthly/quarterly

Quiz(es)

Presentation(s)

Assignments: Individual and group reading and writing assignments

Library and research work (extensive reading and reviewing of articles/papers in literary and linguistic journals/magazines/books on topics and themes related to this course and submitting as reports/essays to the course instructor)

Field work

Eng. 414: The Study of Literature

Credits: 3

General Description: This course introduces students to the background and foundation required for the study of literature. The students become familiar with various genres, movements, styles and forms of literary writings.

Objectives:

General Objectives: The general objective of the course is to familiarize students with the ways and methods of studying and understanding literature.

Specific Objectives: On studying this course, the students will:

- Understand the ways of studying literature
- Know about different poetical types and stanza forms
- Be able to analyze prose fiction
- Develop an understanding about English drama and theatre
- Become familiar with different movements in literature

Course contents and teaching hours:

Module I

16 Hours

Ways of studying literature

The study of poetry

- Subjective and objective poetry
- Poetical types (lyric, ode, sonnet, elegy, idyll, epic, ballad, satire)
- Stanza forms (heroic couplet, terza rima, Chaucerian stanza or rhyme royal, ottava rima, Spenserian stanza)

Module II

16 Hours

The study of Prose fiction

- The essay
- The novel
- The short story
- Biography
- Autobiography
- Criticism
- Style

The study of drama and theatre

- The dramatic art
- Dramatic types (tragedy and comedy, tragic-comedy, farce and melodrama, the masque, the one-act-play, the dramatic monologue)
- Dramatic devices (dramatic irony, soliloquy and aside, expectation and surprise, stage directions)
- Origin of English drama
- Origin of English theatre
- Shakespearean drama (Shakespearean comedy, Shakespearean tragedy, Shakespearean Romance, Shakespeare's English historical plays, Shakespeare's Roman plays)

Module III

16 Hours

The study of criticism and valuation of literature

Schools and movements in literature

- The Metaphysical Schools of Poets
- The Classical Movement
- The Romantic Revival
- The Pre-Raphaelites
- The Victorian literature
- Modernism
- Postmodernism

Textbooks:

An Introduction to the study of Literature by William Henry Hudson, Radha Publishing House, Kolkata
A Background to the Study of English Literature by Birjadish Prasad, Macmillan India Limited (Revised Edition 1999, Reprint 2009)

Instructional Methodology

A variety of approaches, methods and techniques will be used to deliver the course. Some of them (but not limited to) will be as follows:

Lecture

Demonstration

Illustration

Project Work

Individual and Group Work

Audio and/or video

Use of modern Information and Communication Technology

Evaluation Techniques:

The course will be evaluated both externally and internally to assess the knowledge and skill gained by the student during the semester using both formative and summative evaluation. The course will be evaluated as external evaluation based on the examination conducted by the university at the end of the semester which will carry a weightage of 60%. The internal evaluation will be done by the course instructor and the college/campus throughout the semester where the course is delivered, which will carry 40% of the weightage. Internal evaluation will be done on the following areas.

Tests: class/weekly/monthly/quarterly

Quiz(es)

Presentation(s)

Assignments: Individual and group reading and writing assignments

Library and research work (extensive reading and reviewing of articles/papers in literary and linguistic journals/magazines/books on topics and themes related to this course and submitting as reports/essays to the course instructor)

Field work

Eng. 415: Poetry

Credits: 3

General Description: This course introduces the study of English poetry—its various forms, styles and patterns and different subject matters that poetry can cover.

Objectives:

General Objective: The general objective of the course is to introduce to the students a general understanding of the English poetry in terms of its growth and development and various traditions underlying the composition of poems and to make them familiar with great masters of English literature.

Specific Objectives: This course aims to:

- Make students familiar with various forms of English poetry
- Expose them to the use of different types of poetic devices that can be used in composition of poems
- Make the students aware of the range of subject matters that poetry subsumes
- Familiarize students with the growth of English poetry in different historical periods and movements

Student Profile: A student studying this course will develop and understanding and appreciation of develop and growth of English poetry. The student will also become aware of the various poetic elements and poetry composition forms and styles.

Course Contents and Teaching Hours

Module I

16

hours

William Shakespeare – Sonnet nos. 35. “No more be grieved at that which thou hast done”, 55. “Not marble, nor stone, nor earth, nor boundless sea”, 106. “When in the chronicle of wasted time”

John Donne – The canonization

John Milton – On Shakespeare

John Dryden – Mac Flecknoe

Alexander Pope – The Dunciad

Samuel Johnson – The Vanity of Human Wishes

Module II

16 Hours

William Blake – The Tyger

William Wordsworth – Resolution and Independence

Samuel Taylor Coleridge - Kubla Khan

Lord Byron – She Walks in Beauty

Percy Bysshe Shelley – Ode to the West Wind

John Keats – Ode on a Grecian Urn

Alfred Tennyson – The woman’s Cause is Man’s

Matthew Verses – Memorial Verses

Module III

16 Hours

Gerard Manley Hopkins – Pied Beauty

Thomas Hardy – The Workbox

William Butler Yeats – The Second Coming

D. H. Lawrence – Snake

T. S. Eliot – Love Song of J. Alfred Prufrock

W. H. Auden – In Memory of W. B. Yeats

Dylan Thomas – The Force that through the Green Fuse Drives the Flower

Textbook

Margaret Ferguson, Mary Jo Slater and Jon Stallworthy – *The Norton Anthology of Poetry* (Fourth Edition), W.W. Norton & Company: London, 1996

Instructional Methodology

A variety of approaches, methods and techniques will be used to deliver the course. Some of them (but not limited to) will be as follows:

Lecture

Demonstration

Illustration

Project Work

Individual and Group Work

Audio and/or video

Use of modern Information and Communication Technology

Evaluation Techniques:

The course will be evaluated both externally and internally to assess the knowledge and skill gained by the student during the semester using both formative and summative evaluation. The course will be evaluated as external evaluation based on the examination conducted by the university at the end of the semester which will carry a weightage of 60%. The internal evaluation will be done by the course instructor and the college/campus throughout the semester where the course is delivered, which will carry 40% of the weightage. Internal evaluation will be done on the following areas.

Tests: class/weekly/monthly/quarterly

Quiz(es)

Presentation(s)

Assignments: Individual and group reading and writing assignments

Library and research work (extensive reading and reviewing of articles/papers in literary and linguistic journals/magazines/books on topics and themes related to this course and submitting as reports/essays to the course instructor)

Field work

Second Semester

C. Eng. 421: Compulsory English II

Credits: 3

General Description: This course introduces students to the different language skills of listening, speaking, reading, writing, study skills and basic concept of research proposal and report writing. On studying this course, the students will be able to perform basic language skills required in daily life.

Course Objectives:

General Objective: The course is designed to develop four skills of language- listening, speaking, reading and writing skills and associated sub-skills among students. They will be able to face and overcome basic language related problems.

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

- Acquire phonetic aspects of listening and become acquainted with problems associated with listening and learn to improve listening skills
- Develop skills related with speaking and perform speaking related tasks
- Become familiar with mechanics of improving their reading skills
- Enhance study skills by learning to focus on the language aspects to sharpen this skill
- Perform different kinds of writing tasks and prepare documents required in day to day life transactions
- Become familiar with the basic concepts of research proposal and report

Profile of the students: The students who have used different language skills will better their existing skills. They will be able to use language for various practical purposes in their daily lives.

Module I

16 hours

Listening and Speaking Skills

Listening skills: Hearing and listening, phonetic features of listening, purpose of listening, benefits to listening, guidelines for improving listening skills.

Speaking skills: English sound system, accentual pattern of words and sentences, effective speech, the art of conversation, debate, group discussion.

Module II

16 hours

Study and Reading Skills

Study skills: dictionary and its use, prepositions and phrasal verbs, vocabulary extension, effective use of words, effective use of sentences, learning spellings, punctuation, common errors in English.

Reading skills: Introduction to reading skills, mechanics of reading, types of reading, reading speed

Module III

16 hours

Writing and Business Communication Skills

Writing skills: Paraphrase writing and precise writing, note-making and summary writing, paragraph writing, writing an essay

Writing a Research Proposal and Report: Contents of a research proposal and writing a research report

Business communication: Structure and style of business correspondence, various types of letters, and job application

Prescribed Textbooks

English Language Skills by Aruna Koneru, Tata McGraw Hill Pvt. Ltd. New Delhi, 2011.

Research Methodology- A Step-by-Step Guide for Beginners (2nd edition) by Ranjit Kumar, Pearson Education, Dorling Kindersley (India) Pvt.Ltd., 2014.

Instructional Methodology

A variety of approaches, methods and techniques will be used to deliver the course. Some of them (but not limited to) will be as follows:

Lecturer

Demonstration

Illustration

Project Work

Individual and Group work

Audio and / Video

Use of Modern Information and Communication Technology

Evaluation Techniques:

The course will be evaluated both externally and internally to assess the knowledge and skill gained by the student during the semester using both formative and summative evaluation. The course will be evaluated as external evaluation based on the examination conducted by the university at the end of the semester which will carry a weightage of 60%. The internal evaluation will be done by the course instructor and the college/campus throughout the semester where the course is delivered, which will carry 40% of the weightage. The internal evaluation will be done on the following areas.

Tests: Class/Weekly/Monthly/Quarterly

Quiz(es)

Presentations(s)

Assignments: Individual and group reading and writing assignments

Library and research work (extensive reading and reviewing of articles/papers in literary and linguistic journal/magazines/books on topics and themes related to this course and submitting as reports/essays to the course instructor)

Field work

Eng. 422: The Grammar of English

Credits: 3

Course Description: This course gives a comprehensive treatment of English grammar. The students are given grounding on finer and subtle nuances of English grammar. It is expected that dealing with grammar in detailed manner will make students aware of the areas that they need to consider when they make grammatical judgments. This course will build a sound foundation of the grammar.

General Objectives: The main objective of this course is to introduce and familiarize them with the grammar of English in a comprehensive manner to the students so that they realize different aspects of grammatical categories and areas to be touched upon.

Specific Objectives: At the end of the course, students will be able to:

- Develop an overall understanding of English grammar,
- Make informed judgments about different grammatical categories,
- Understand and analyze verbal and nominal categories, and semantic areas,
- Describe and explain content and function word classes and their grammar
- Understand the role of clauses
- Connect how knowledge of grammar helps to build higher level discourse.

Student Profile: On the completion and acquisition of this course, the student will have developed better and advanced understanding of English grammar, who will be able to understand and analyze English grammatically and in more informed manner.

Module I

16 Hours

1. The English Language: The English Language today, Grammar and the study of language, varieties of English, acceptability and frequency
2. A survey of English Grammar: parts of the sentences, sentences: form and function, clause structure, phrases, word classes, variations on the basic sentence patterns, grandniece and multiple analysis
3. Verbs and auxiliaries: major verb classes, full verbs, verbs in auxiliary function, the primary verbs BE, HAVE and Do, Modal auxiliaries, the structure of verb phrases, the subjunctive mood, active and passive voice
4. The semantics of the verb phrase: time, tense and the adverb; perfective and progressive aspects; perfective progressive, some means of expressing future time, meanings of the modal verbs, the meanings of marginal auxiliaries, meaning in the nonfinite verb phrase

Module II

16 Hours

5. Nouns and determiners: Types of noun phrase; noun classes: count, non-count and proper nouns, determinatives, the use of articles with common nouns, the articles in the generic reference, proper nouns, number, gender, case
6. Pronouns and numerals: case, person, gender, number, personal pronouns, reflexive pronouns, possessive pronouns, relative pronouns, interrogative pronouns, demonstrative pronouns, indefinite pronouns, universal pronouns, assertive pronouns, nonassertive pronouns, negative pronouns, numerals
7. Adjectives and adverbs: Adjectives – characteristic of adjectives, syntactic functions of adjectives, syntactic sub-classification of adjectives, semantic sub-classification of adjectives, ordering of adjectives in pre=modification; Adverbs – characteristics of adverb, adverb as clause element, adverb as modifier, the adverb and other word classes,

syntactic function of adverbs, correspondence between adjective and adverb, comparison of adjectives and adverbs, intensification

8. The semantics and grammar of adverbials: outline of semantic roles, grammatical functions, adjuncts, grammatical realization of semantic roles – adjuncts of space, adjuncts of time, process adjuncts, subjuncts, disjuncts, conjuncts, adverbials in conspectus

Module III

16 Hours

9. Sentence types and discourse functions: sentence types, questions, directives, exclamatives, echo utterances, irregular sentences, non-sentences
10. Syntactic and semantic functions of subordinate clauses: syntactic functions of subordinate clauses, nominal clauses, syntactic functions of adverbial clauses, semantic roles of adverbial clauses, sentential relative clauses, nonfinite and verbless adverbial clauses, comparative clauses
11. Theme, focus and information processing: prosodic aspects, grammatical aspects, postponement, existential sentences, emotive emphasis, reinforcement
12. From sentences to text: general – the notion of ‘text’, connective devices, grammatical devices, the scrutiny of an example, features of grammar, further illustrative texts

Textbook

A Comprehensive Grammar of the English Language (Indian Licensed Edition 2010) by Randolph Quirk, Sidney Greenbaum, Geoffrey Leech and Jan Svartvik, published by Pearson Education Ltd.: New Delhi

Teaching Methodology: This is both a theoretical and practical nature of course. Therefore, teaching should focus on giving a clear understanding of grammar and also enough practice to be done by the students. Students can be given project works to identify and analyze grammatical errors that they come across in different walks of life – written as well as spoken.

Internal Assessment: Internal assessment will consist of 40% weightage of the course which should focus on the acquisition of knowledge of grammar by the students. There should be constant tests and also practical works so that the students can apply and extend the knowledge gained from this course in real life situations. Project work, assignments, written works and grammatical analysis of the texts containing grammatical errors could be some of the areas to be considered for internal assessment.

Eng. 423: History of English Literature

Credits 3

Course Description: This course introduces the history of English Literature. The course covers the era beginning English literature and touches upon the 21st century. The overall picture of English literature in terms of its development and growth will help students locate and situate different writers and writings in their right perspective.

General Objective: The main objective of the course is to familiarize students with the development of English literature in different periods.

Specific Objectives: On the completion of this course, students will be able to:

- Understand and analyze the growth and development of English literature
- Describe and discuss different movements in English literature
- Identify the major influences in English literature
- Locate different historical and political developments that shaped English literature

Module I

16 Hours

1. Introduction: The Meaning of Literature
2. The Anglo-Saxon or Old English
3. The Anglo-Norman Period
4. The Age of Chaucer
5. The Revival of Learning

Module II

16 Hours

6. The Age of Elizabeth
7. The Puritan Age
8. Period of the Restoration
9. Eighteenth Century Literature

Module III

16 Hours

10. The Age of Romanticism
11. The Victorian Age
12. The Twentieth Century Literature
13. The Twenty First Century

Textbooks

William J. Long – *English Literature: Its History and its Significance for the Life of the English Speaking World*, Maple Press: Noida, U.P, Script Edition 2009

Teaching Methodology: As the course is about the history of English literature, a clear understanding of the evolution of English literature has to be given to the students. There are videos on the internet (e.g. Youtube) related with different historical movements and developments in the growth and development of English literature, which can be downloaded and presented in the class. Students should be asked to conduct further research on English literature by giving them assignments, project works etc.

Evaluation: International assessment of 40% should be spread in different assessment techniques to be followed like class tests, quiz, debate, periodic tests, assignments, project works, presentations in the class, terminal examinations etc. The students can be asked to trace the historical development of English writing in Nepal and by Nepalese.

Eng. 424: English Drama

Credits: 3

Course description: This course introduces selected English Drama. Drama as a genre focuses on the performative language and representing life on the stage. The prescribed dramas are representative of different times and themes in English literature.

General Objective: The main objective of the course is to introduce selected masterpieces of English drama. On the completion of the course, students will be able to analyze the prescribed pieces along themes, characterizations, settings etc.

Specific Objectives: At the end of the course, students will be able to:

- Understand and analyze a Shakespearean tragedy
- Understand how language plays an important role in upward social mobility and analyze a drama based on this theme
- Discuss the effect of consumerism in modern life and its representation in modern drama.

Student Profile: This course will produce a student who will be able to connect the issues and concerns from real life with performative genre like drama in literature. S/he will acquire knowledge of some famous English dramas and will develop an insight about life-in-drama and drama-in-life.

Module I

16 Hours

William Shakespeare – *Hamlet*

Module II

16 Hours

George Bernard Shaw – *Pygmalion*

Module III

16 Hours

Henry Miller – *Death of a Salesman*

Teaching Methodology: Since this is a course on drama, one useful methodology that can be adopted is to make students perform the prescribed plays. The class can be divided into three groups who will prepare performance on each of the play and present in the class/college. Discussion on basic elements like theme, plot, setting, characterization etc. should go simultaneously with the discussion of the overall drama and the prescribed texts. Use of internet to explore more from Google and Youtube on these plays should be encouraged.

Assessment/Evaluation: The international assessment can be done on the presentation of the dramas prescribed. Some research tasks on the age and influence on the dramatist and the drama should be given. Quiz, tests like class tests, terminal tests, assignments etc. should be part of international assessment. Project works should also be given on the related themes and topics to be done individually as well as in group

Eng. 425: Fiction

Credits: 3

General Description: This course introduces students to the study of British, American and Indian fiction in English

Objectives:

General Objective: The main objective of this course is to introduce to the students the samples of fiction from the British, American and Indian worlds and to give them a feel of writing in different perspectives.

Specific Objectives: On completion of this course, students will be able to

- Gain knowledge on the British, American and Indian way of writing fiction
- Understand how world views are portrayed through fiction
- Realize how the idea of superaltern versus subaltern plays a role in society and shaping the consciousness.
- Develop an appreciation for great masters and great works of fiction
- Learn about the subject matters worthy of treatment in fiction writing

Student Profile: The students doing this course will develop a perspective of different world views as represented by British, American and Indian writing and will be able to identify areas of treatment while creating fiction.

Course contents and Teaching Hours

Module I

16 Hours

Charles Dickens – *Great Expectations*

E.R. Braithwaite – *To Sir with Love*

Module II

16 Hours

Ernest Hemingway – *The Old Man and the Sea*

Tony Morrison – *Beloved*

Module III

16 Hours

R. K. Narayanan – *The Guide*

Anurag Mathur – *The Inscrutable Americans*

Instructional Methodology

A variety of approaches, methods and techniques will be used to deliver the course. Some of them (but not limited to) will be as follows:

Lecture

Demonstration

Illustration

Project Work

Individual and Group Work

Audio and/or video

Use of modern Information and Communication Technology

Evaluation Techniques:

The course will be evaluated both externally and internally to assess the knowledge and skill gained by the student during the semester using both formative and summative evaluation. The course will be evaluated as external evaluation based on the examination conducted by the university at the end of the

semester which will carry a weightage of 60%. The internal evaluation will be done by the course instructor and the college/campus throughout the semester where the course is delivered, which will carry 40% of the weightage. Internal evaluation will be done on the following areas.

Tests: class/weekly/monthly/quarterly

Quiz(es)

Presentation(s)

Assignments: Individual and group reading and writing assignments

Library and research work (extensive reading and reviewing of articles/papers in literary and linguistic journals/magazines/books on topics and themes related to this course and submitting as reports/essays to the course instructor) and Fieldwork.

Eng. 431: Nepalese Short Fiction in English

Credits 3

Course Description: This course introduces some of the Nepalese writers in English. The selected short stories of different writers give an emerging scenario of English short story writing by Nepalese writers. The course is also aimed at preparing and encouraging young college students of literature to start penning their creativity through stories in English.

General Objectives: The main objective of the course is to familiarize the students with Nepalese writers' writing in English and the types and varieties of short fiction available in English related to Nepalese life. One of the main objectives is to make students aware of the scope of writing short fiction in English and give a sample reading from the available writings. The course also aims to prepare students to be able to write short fiction in English.

Specific Objectives: At the end of the course, the students will be able to:

- Be familiar and be able to analyze the works of Nepali short fiction writers
- Identify the different themes that pervades Nepali short fiction in English
- Describe and discuss Nepali short fiction writers in terms of their choice of subject matter and style
- Discern generational and gender variations in Nepali English short fiction writing.

Student Profile: This course will prepare a student who is aware of the English short fiction writing trends in Nepali society and will infuse confidence that English fictions by Nepalese writers are also saleable in Nepalese market. The student will develop an understanding of the emerging writers of English in Nepali society and the subject matters that they have taken up in their writing. The course will also prepare a student to try his/her hands on penning some short fiction in English.

Module I

16 Hours

- I. The Following five stories from Samrat Upadhyay's *The Royal Ghosts*:
 1. A refuge
 2. The Third Stage
 3. The Weight of a Gun
 4. Father, Daughter
 5. The Royal Ghosts
- II. The following five stories from Manjushree Thapa's *Tilled Earth*
 6. Solitaire
 7. The Secretary of the Student Union Makes a Career Choice
 8. The Buddha in the Earth-Touching Posture
 9. The Newly Appointed Chemistry Professor
 10. Tilled Earth

Module II

16 Hours

- III. The Following five stories from Ammaraj Joshi's *A Night's Drama: a Collection of Short Stories*:
 11. A Night's Drama
 12. A Small Lie
 13. An Uncertain Journey
 14. The Dying Father
 15. The Bond of Blood
- IV. The Following five stories from Sushma Joshi's *The End of the world: A Collection of Short Stories*:
 16. Cheese

17. Waiting for Rain
18. Law and Order
19. The End of the World
20. The Blockade

Module III

16 Hours

- V. The Following five Stories from Rabi Thapa's *Nothing to Declare*:
 21. Initiation
 22. Nothing to Declare
 23. Home for Dashain
 24. Night Out in Kathmandu
 25. Aryaghat
- VI. The following five Stories from Richa Bhattarai's *Fifteen and Three Quarters*:
 26. Apple Mango in Raspberry
 27. B/W
 28. ABOBA
 29. Poetry Personified
 30. Three Quarters

Textbooks:

1. Samrat Upadhyay – *The Royal Ghosts*, Rupa & Co: New Delhi, 2006
2. Manjushree Thapa – *Tilled Earth*, Penguin Books: New Delhi, 2007
3. Ammaraj Joshi – *A Night's Dream: A Collection of Short Stories*, Adarsh Books: New Delhi, 2008
4. Sushma Joshi – *The End of the World : A Collection of Short Stories*, Fine Print: Kathmandu, 2008
5. Rabi Thapa – *Nothing to Declare*, Penguin Books: New Delhi, 2011
6. Richa Bhattarai – *Fifteen and Three Quarters*, Oriental Publication: Kathmandu, 2011

Teaching Methodology:

The writers of the books prescribed in this course can be accessible with some effort. So the teacher can try to establish contacts with some of the writers, do some research about them and make students also find out more about these writers and their writings. Use of information technology can make it possible for these writers to address the class through Skype or any relevant media. This possibility should be explored. Students should be asked to read the stories in advance and discuss in the class. Teacher should mainly facilitate the exploratory discussion. Students should also be encouraged to read more of the prescribed writers. Efforts should be made to explicate the subject matter, language and styles of writing short stories. It would be meaningful to make the students try some short fiction writing, which can be set as a class work or home assignment.

Evaluation/ Assessment:

International assessment of 40% can be done one project work, individual and group assignments, quiz, class test, unit test, monthly or terminal tests, classroom presentation. Students should be made to conduct research on the authors and their further works and prepare short report or term paper to be presented in the class. It would be productive to make students write some short stories in English on their own. They can choose theme, setting, characters etc. from their own ambience.

Eng. 432: History of English Language

Credits: 3

Course Description: This course introduces the growth and development of English language. In order to understand various texts produced in different periods of time, it's important to understand the way language evolved over a course of time. This course is intended to give an overview of the historical evolution of English and the way this language has diversified and become a truly global language.

General Objective: The main objective of the course is to familiarize students with the historical development of English language and its emergence into world Englishes.

Specific Objectives: At the end of the course, students will be able to –

- Trace the development of English language through different periods
- Identify the socio-political, cultural and economic conditions that contributed to the growth of English
- Recognize the impact of English in modern times and its emergence as the global lingua-franca

Module I

16 Hours

English Present and Future

The Indo-European Family of Languages

Old English

Foreign Influences on Old English

The Norman Conquest and the Subjection of English (1066-1200)

The Reestablishment of English (1200-1500)

Module II

16 Hours

Middle English

The Renaissance (1500-1650)

The Appeal to Authority (1650-1800)

The Nineteenth Century and After

The English Language in America

Module III

16 Hours

World Englishes

Introduction: Key topics in World Englishes

Development: implications and issues

Exploration: current debates in World Englishes

Extension: readings in World Englishes

Instructional Methodology: Since this is a course on historical development of English, it will be useful to correlate political, social, cultural, intellectual and literary developments in different phases of history that contributed to the growth of English language. As English is becoming more and more regionalized and localized to the regions where it is used, the growth of Indian English and Nepalese English should also be incorporated during the delivery of the course. The students should be motivated to explore on their own to explore various other recent developments contributing to the growth and enrichment of English. Relevant materials can be accessed from the internet to find the materials relevant to the course.

Evaluation: External evaluation in the form of university examination at the end of the semester will consist of 60% weightage and the rest 40% is to be internal evaluation which should consist of periodic tests, individual and group assignments, assigning small scale research projects and writing a report and presenting it before the class, classroom seminar, group discussions, debates and quizzes.

Textbooks

Albert C. Baugh & Thomas Cable – *A History of the English Language* (5th Edition), Routledge: London, 2002

Jennifer Jenkins – *World Englishes: A Resource Book for Students* (2nd Edition: Special Indian Edition), Routledge: London, 2009.

Eng. 433: Literary Theory

Credit: 3

Course Description: This course introduces literary theories and their applications to the interpretation of literary texts. The exercise of interpreting and analyzing literary texts requires understanding of various perspectives to approach the text. This course links various literary theories to some selected texts that serve as examples of how to apply the theories to the texts.

General Objective: The main objective of the course is to familiarize students with literary theories and to train them to apply the theories to interpret literary texts.

Specific Objectives: At the end of the course, students will be able to –

- Become familiar with various literary theories
- Apply the theories to literary texts
- Develop their own perspective to handle literary texts along the theories

Module I

16 Hours

1. Julian Wolfreys – Introduction to Literary Theory
2. R. Brandon Kershner – Bakhtinianism (with reading of *A Portrait of the Artist As a Young Man*)
3. K. M. Newton – Structuralism (with reading of *Middlemarch*)
4. Ruth Robbins – Feminism (with reading of *Middlemarch* and *Mrs Dalloway*)
5. Moyra Haslett – Marxism (with reading of *Mrs Dalloway*)

Module II

16 Hours

6. Martin McQuillan – Reader Response Theory (with reading of *Mrs Dalloway*)
7. Jill Barker – Psychoanalysis (with reading of *The Tempest*)
8. Julian Wolfreys – Deconstructionism (with reading of *In Memoriam*)
9. Mark Currie – Poststructuralism (with reading of *Mrs Dalloway*)
10. John Brannigan – New Historicism (with reading of *The Tempest* and *In Memoriam*)

Module III

16 Hours

11. John Brannigan – Cultural Materialism (with reading of *The Tempest* and *In Memoriam*)
12. Gail Ching-Liang Low and Julian Wolfreys – Postcolonialism (with reading of *The Tempest* and *The swimming – Pool Library*)
13. Jane Goldman and Julian Wolfreys – Gay Studies/Queer Theories (with reading of *The swimming – Pool Library*)
14. Kenneth Womack – Cultural Studies (with reading of *The swimming – Pool Library* and *Prospero's Books*)
15. Arkady Plotnitsky – Postmodernism and Post modernity (with reading of *The Tempest*)

Instructional Methodology: The course intends to prepare and train students to understand literary theories and apply them to the literary texts. The instruction should be geared to make the students understand the theories clearly and enable them to apply the theories on their own to different types of literary texts. The examples given in the textbook should serve as pointers to the application of the theories. The instructor can assign texts not given in the textbook also to the students and make them practice the theories by themselves. To ensure that they have understood and are able to apply the theories, classroom discussions and seminars should be organized in the class at certain intervals.

Evaluation: 60% evaluation will be done as external assessment in the form of university examination at the end of the semester. 40% of evaluation will be internal assessment in the form of periodic tests, quizzes, debates, group discussion, classroom seminar, mini research projects leading to the writing of

research reports and presenting the report to the class, individual and group assignments. The internal assessments should categorically focus on the application of the literary theories to the interpretation and analysis of different kinds of literary texts.

Textbook

Julian Wolfreys (Ed.) – *Introducing Literary Theories*, Atlantic Publishers and Distributors: New Delhi, First Indian Reprint 2005

Eng. 434: Translation Studies

Credits: 3

Course Description: This course introduces theoretical and practical elements of translation. Translation studies are gaining popularity as the need to cross-cultural communications and understandings are becoming significantly important. A harmonious and congenial world can be envisaged when there is mutual understanding and respect for each other's language and culture. Translation is an important means to achieve this. This course intends to prepare students to take up translation activities.

General Objective: The main objective of the course is to prepare students to become translators.

Specific Objectives: At the end of the course, students will be able to –

- Acquire translation procedures and methods
- Learn how to deal with different kinds of texts in translation
- Develop the knowledge required to become a translator

Module I

16 Hours

1. Introduction
2. The Analysis of a Text
3. The Process of Translation
4. Language Functions, Text categories and Text-types
5. Translation Methods
6. The Unit of Translation and Discourse Analysis

Module II

16 Hours

7. Literal Translation
8. The Other Translation Procedures
9. Translation and Culture
10. The Translation of Metaphors
11. The Use of Componential Analysis in Translation
12. The Application of Case Grammar to Translation

Module III

16 Hours

13. The Translation of Neologisms
14. Technical Translation
15. The Translation of Serious Literature and Authoritative Statements
16. Reference Books and their Uses; Tracing the 'unfindable' word
17. Translation Criticism
18. Shorter Items

(P.S.:Texts given under Methods in Part II of the Textbook also to be discussed as examples of methods employed in translation. They can be discussed by incorporating them in different modules as appropriate or done separately in the class or set as reading assignments.)

Instructional Methodology: The purpose of this course is to prepare students to become translators, so the instruction should be designed to achieve this aim. It is useful to supplement theory with practice by making students practice actual translation in the class. Various translation works can be compared and contrasted and task set to evaluate the quality of translation. The students should be encouraged to apply the methods and approaches discussed and classroom seminar and discussions can be set along the lines in which students have worked.

Evaluation: External evaluation will consist of 60% as end term examination conducted by the university. The rest 40% will consist of internal assessment, which will include periodic tests, individual

and group assignments, classroom seminar, group discussion, debate, quiz, conducting mini research projects and writing report and presentation in the class. Among the project work, evaluation of translation works, looking at multiple translations of the same texts and undertaking practical translation activity should be compulsory component.

Textbook

Peter Newmark – *A Textbook of Translation*, Prentice Hall Europe: London, 1998.

Eng. 435: Literary Essays

Credits: 3

Course Description: This course aims to develop among students a foundation of various literary genres in English literature. Developing a sound understanding of literature in general and prose, poetry and drama in particular is essential to the overall understanding of literature. The essays present various literary forms, themes, styles and their development.

General Objective: The main objective of the course is to prepare students to understand and analyze various nuances of literary forms and styles.

Specific objectives: At the end of the course, students will be able to –

- Understand the essentials of prose, poetry and drama as distinct forms of literature
- Trace the growth and development of various forms of literature in English
- Analyze and write at length on the given literary genre

Module I

16 Hours

Essays on Literature and Poetry:

1. Essentials of Literature
2. Literature reflects the spirit of the age/ literature and society
3. Literature and Science / Influence of science on literature
4. Literature and psychology / invasion of psychology on literature
5. Art for Art's Sake / Art and Morality / Didacticism in literature / literature and morality
6. Man Behind the Book/ Style is the man/ literature and personality
7. Romanticism and Classicism
8. Satire in English Literature/ Verse Satire and Prose Satire
9. Our Excellent and Indispensable Eighteenth Century
10. French Revolution and English Romantic Movement/ Effect of French Revolution on English Poetry and Prose
11. Trends in Modern Literature/ The Age of Interrogation/ The Age of Nightmare and Anxiety/ Currents and Cross-currents of Modern Literature

Module II

16 Hours

Essays on Poetry and Prose

12. Poetic Diction
13. As Science advances, Poetry declines/ as Civilization advances, Poetry declines
14. Tradition and Experiment in Poetry
15. English Ode and Ballads
16. Rehabilitation of the Seventeenth Century/ The Revival of Metaphysical Poetry/ The Metaphysical School of Poets
17. Nature in Eighteenth Century poetry/ New Light on Nature in the Age of Pope
18. Victorian Poetry
19. Inter-war Poetry/ Post-war disillusionment as reflected in English Poetry
20. Trends in Modern English Poetry/ Twentieth century English Poetry
21. Indian Writers of English Verse
22. Development of the Essay
23. Four Wheels of the Novel – Wain/ Eighteenth Century Novel
24. Historical Novel
25. Victorian Novel
26. The Novel as the Modern Epic/ The Fiction of Today
27. The Stream-of-Consciousness Novel/ The Modern Psychological Novel
28. Indian Writers of English Fiction

29. Art and Development of Biography
30. Romantic and Classic Theories of Criticism/ Development of English Criticism/
Classical and Romantic Criticism
31. Criticism and Creation/ Criticism of Literature is Literature

Module II

16 Hours

Essays on Drama

32. Essentials of Tragedy
33. Development of the Tragedy
34. Function of Tragedy/ Tragic Appeal/ Why Does Tragedy Please/ Emotional Effect
of Tragedy/ Tragic Pleasure
35. End of Tragedy is to Show the Dignity of Man
36. Ideal Tragic Hero
37. In Tragic Life, God Wot; No Villains Need be, Passions Spin the Plot/ Justify that
the Essence of Tragedy is Conflict
38. The Place of Plot and Character in Tragedy/ The First Essential of the Tragedy is Plot,
the Character comes second
39. Salient features of Shakespearean Tragedy/ Patterns in Shakespearean Tragedy
40. Shakespeare and Hardy as Tragic Artists
41. Shakespeare the Humorist and Shakespeare the Dramatist
42. Shakespeare's Fools/ Shakespeare's Clowns
43. Comedies of Shakespeare
44. Restoration Comedy
45. Restoration Tragedy
46. The Problem Play/ The Drama of Ideas
47. The Poetic drama
48. Modern English Drama

Instructional Methodology: This course reinforces the knowledge and understanding the students have developed in the previous courses of history of English literature and studying literature. The instruction should build up on the previous knowledge. This course is aimed to prepare students to write literary essays at length knowledgeably. The instructional strategy should focus on this and make students write in various themes using the prescribed texts as examples. Recent developments on literature should become part of the teaching-learning task which can be set as mini research assignments. Ample use of internet resources can be made use for this course, which should be part of updating mechanism on recent trends and developments in English literature. In order to ensure the understanding of various dimensions of literature, activities like further reading on the related topics, classroom seminars, discussions/ debates need to be organized.

Evaluation: There will be an end-term examination of 60% weightage to be conducted by the university. The 40% internal evaluation should include tests, quizzes, debates, individual and group assignments, writing mini research reports on assigned topics, presentation of projects works in class, debates and group discussions.

Textbook

W. R. Goodman – *Quintessence of Literary Essays*, Doaba House Booksellers and Publishers: Delhi, 1993 (later edition)

Eng. 441. Practical Criticism

Credits: 3

Course Description: This course introduces students how practical criticism is done by handling and analyzing the text objectively.

General Objective: The main objective of the course is to teach students how to conduct practical criticism of various genres of literature.

Specific Objectives: At the end of the course, students will be able to:

- Understand what is practical criticism and why it is required to be learned and applied
- Learn about tools and techniques of analyzing various texts
- Carry out practical criticism of poetry, prose and drama

Module I

16 Hours

Practical Criticism

Why 'practical criticism'?

Ambiguity and meaning

Tools of analysis – features of text

Step-by-step guide to practical criticism

Writing an essay

Module II

16 Hours

Poetry

Understanding a poem

Practical criticism of poetry

Practical criticism of poetry: Comparison

Drama/Poetry criticism - comparison

Understanding a poem: some examples

Building a response

Discussing detail, building a case

Twenty questions

Technical terms

Writing a poetry practical criticism essay

Taking things further

Module III

16 Hours

Prose

Understanding a passage of prose

Practical criticism of eighteenth century prose

Practical criticism of modern prose

Understanding a passage of prose: some examples

Building a response

Discussing a detail, building a case

Writing a prose practical criticism essay

Drama

Understanding an extract from a play

Practical criticism of drama – Shakespeare

Practical criticism of modern drama

Building a response

Writing a drama practical criticism essay

Teaching Instruction/Methodology: This is a practical course, so the focus should be not just developing theoretical understanding of practical criticism but also making students practice the tools and techniques of practical criticism. A good approach would be to give students practical criticism tasks as the related topics are taught and discussed in the class. Various materials can be obtained from the internet about how to make the course most productive.

Evaluation: Besides the 60% external examination conducted by the university, 40% of evaluation will comprise of internal assessment. Internal Evaluation should include quizzes, periodic tests, group discussion, conducting mini scale research and submitting project work as a research report and making presentation of the same in the class. The project works can be done on taking various literary texts of different genres and applying the knowledge and skills of practical criticism.

Textbooks

John Peck & Martin Coyle – *Practical Criticism: How to Write a Critical Appreciation*, Palgrave: New York, 1995

Lindy Miller – *Mastering Practical Criticism*, Palgrave Macmillan: New York, 2001

Eng. 442 Critical Thinking

Credits: 3

Course Description: This course introduces various elements of thinking and the ways and strategies of developing critical thinking.

General Objective: The main objective of the course is to prepare students to be able to develop sound and persuasive arguments while writing and speaking.

Specific Objectives: At the end of the course, students will be able to:

- Develop an understanding how clear critical thinking is important for developing clear writing and using persuasive arguments.
- Be familiar with fallacies committed in developing arguments and how to avoid them
- Reinforce the logical concepts learned earlier and gain stronger understanding of inductive and deductive arguments
- Understand and formulate causal, moral, legal and aesthetic reasoning.

Module I

16 Hours

1. Critical Thinking Basics: Claims, arguments, other concepts and terms, subjectivism, value judgments, basic critical thinking skills, two kinds of good arguments, recognizing arguments, two confusions about argument, relevance, rhetoric, and keeping a clear head
2. Clear Thinking, Critical thinking and Clear Writing: vagueness, vague and misleading comparisons, ambiguous claims, defining terms, writing argumentative essays, writing in a diverse society
3. Credibility: the claim and its source, assessing the content of the claim, credibility of a source, credibility and the news media
4. Persuasion through Rhetoric – Common Devices and techniques: Euphemisms and dysphemisms, rhetorical analogies, rhetorical definitions, and rhetorical explanations, stereotypes, innuendo, loaded questions, weasellers, down players, horse laugh/ridicule/ sarcasm, hyperbole, proof surrogates, persuasive “rhetoric” in photographs and other images

Module II

16 Hours

5. More Rhetorical Devices – psychological and related fallacies: scare tactics, other fallacies based on emotions, rationalizing, everyone knows..., subjectivism again, the relativist fallacy, two wrongs make a right, red herring/smokescreen, recap
6. More Fallacies: the ad hominem fallacy, genetic fallacy, positive ad hominem fallacies, straw man, false dilemma, slippery slope, misplacing the burden of proof, begging the question
7. The Anatomy and Varieties of Arguments: arguments – general features and review, conclusion indicators, premise indicators, don’t confuse arguments with explanations, deductive logic, inductive logic, unstated premises again, identifying unstated premises, techniques for understanding arguments, evaluating arguments
8. Deductive Arguments I – Categorical Logic: Categorical claims, three categorical operations, categorical syllogisms, recap

Module III

16 Hours

9. Deductive Arguments II–Truth–Functional Logic : truth tables and truth–functional symbols, truth – functional logic and electrical circuits, symbolizing compound claims, deductions, recap
10. Inductive Arguments: inductive generalizations, formal and informal inductive arguments, formal generalization, random variation, sample size, informal inductive arguments, fallacies, polls, playing by the numbers
11. Causal Arguments: two basic patterns of causal reasoning, common mistakes in informal causal reasoning, general causal claims, appeal to anecdotal evidence, doubtful causal claims/hypotheses, causal explanations and arguments
12. Moral, legal, and Aesthetic Reasoning: Moral evaluations, major perspectives in moral reasoning, moral deliberation, legal reasoning, aesthetic reasoning

Instructional methodology: This course aims at reinforcing logical concepts learned in previous semester and building upon the argumentative writing and rhetoric. The aim of delivery should be to ensure that students are able to apply these logical and critical thinking. The course is all about how to develop sound and persuasive arguments. So it should work as a strong foundation for students to develop clear critical thinking skills and use such skills while writing and speaking and analyzing texts. There should be enough exercises to get the concept home.

Evaluation: 60% evaluation will be done as external evaluation in the form of university examination. The rest 40% will consist of internal assessment. Since this course aims to develop the critical thinking among students, exercises and tasks should be designed to develop such skills. The assignment should be in the form of argumentative writings in which students find the texts that use arguments and analyze and also use write their own argumentative essays. Debates should be an integral part of assessment as the students will have to prove that they have understood critical thinking and are able to use when the debate and

argue to support or oppose a premise. Periodic tests, quizzes, project work in conducting research and writing a report and presenting in the class should be part of the internal assessment of this course.

Textbook

Brooke Noel Moore and Richard Parker (2007) *Critical Thinking* (8th Edition, International Student Edition), McGraw Hill: New York

Eng. 443: Prose Writing

Credits: 3

Course Description: This course prepares students to develop prose writing skills by giving them exposure to various ways and methods of writing good essays.

General Objective: The main objective of the course is to develop among students skills of writing good prose.

Specific Objectives: At the end of the course, students will be able to:

- Discuss the writing prose process
- Learn how to structure the essays using different patterns
- Identify and write the essays of various patterns
- Apply the knowledge of good prose writing skills in different kinds of writing

Module I

16 Hours

Introduction: Reading to Write

The Writing Process: Invention, arrangement, drafting and revision

Narration: Introduction, structuring narrative essay

Narrative essays: Maya Angelou–Finishing school, H.H. Munro (Saki)–The open window

Description: Introduction, Structuring a descriptive essay

Descriptive essays: Mark Twain – Reading the river, Katherine Anne Porter – The Grave

Module II

16 Hours

Exemplification: Introduction, structuring an exemplification essay

Exemplification essays: Richard Lederer – English is a crazy language, Jonathan Kozol – The human cost of an illiterate society

Process: Introduction, structuring a process essay

Process essays: Alexander Petrunkevitch – The spider and the wasp, Garry Trudeau – Anatomy of a joke

Cause and Effect – Introduction, structuring a cause and effect essay

Cause and Effect essays: Norman Cousins – Who killed Benny Paret?, Marie Winn – Television – The plug-in drug

Comparison and contrast: Introduction, structuring a comparison and contrast essay

Comparison and contrast essays: Bharati Mukherjee – Two ways to belong in America, Deborah Tannen – Sex, lies and conversation

Module III

16 Hours

Classification and Division: Introduction, structuring a classification and division essay

Classification and division essays: Amy Tan – Mother Tongue, Allen Pace-Nelson – Sexism in English: A 1990s update

Definition: introduction, structuring a definition essay

Definition essays: John Kenneth Galbraith – Our forked tongue, James Thurber – The catbird seat

Argumentation: Introduction (inductive and deductive arguments), structuring an argumentative essay

Argumentative essays: Thomas Jefferson – The declaration of independence, Brian Siano – Frankenstein must be destroyed:

Chasing the monster of TV violence

Combining the patterns: Lars Eighner – On Dumpster Diving

Teaching Methodology: This course is mainly practical in nature. The textbook gives the idea of how to write good and effective essays, so the prescribed essays should be used as means and examples of prose and students should be encouraged to write similar kinds of essays using the patterns taught in the course. It's important that the students read and understand the student writing assignments given under each pattern and read carefully the "Points for Special Attention" under each pattern examples so as to get a better understanding of the pattern. Students should be asked to attempt all the seven types of exercises: Comprehension, Purpose and audience, style and structure, vocabulary projects, journal entry, writing workshop and combining the patterns given at the end of each prescribed essay. This will help them develop their own understanding and writing skills. Teacher can assign related essay writing projects to be done by the students.

Evaluation: 60% will be external examination in the form of semester end examination and 40% will be internal evaluation. Internal assessment will consist of periodic tests, quizzes, group discussions, individual and group assignments and classroom presentation. Students should also conduct a research on making a survey of prose writing using various patterns and prepare a report. They should also do a project work of writing essays using the patterns studied and submit to the instructor of the course. They should also make classroom presentation of the project work.

Prescribed Textbook

Laurie G. Kirsner and Stephen R. Mandell – *Patterns for College Writing – A Rhetorical Reader and Guide*, St. Martin's Press: New York, 1998

Eng. 444: Nepali Literature in English Translation

Credits: 3

Course Description: This course introduces some of the representative samples of Nepali literature in English translation.

General Objective: The main objective of the course is to familiarize the students Nepali literature through English.

Specific Objectives: At the end of the course, students will:

- Become familiar with the various genres of Nepali literature that is translated into English
- Get first hand experience of the translation strategies adopted by the translators
- Develop confidence to try their hands in translating Nepali literature into English

Module I

16 Hours

Poetry

Poet

Laxmi Prasad Devkota
Bhanu Bhakta Acharya
Lekh Nath Paudyal
Laxmi Prasad Devkota
Siddhicharan Shrestha
Madhav Prasad Ghimire
Kedar Mani Vyathit
Bhupi Sherchan
Mohan Koirala
Bairagi Kainla
Ishwar Ballabh
Banira Giri
Toya Gurung
Krishna Bhushan Bal
(P.S. RNA= 'Modern Nepali Poems' published by RNA, 1972, quoted. Edited by Prof. Basudev Tripathi)

Poetry

Muna Madan (full text)
The City of Kantipur
The Young Ascetic
The Lunatic
Okhaldhunga
Baisakh
The Egg
Ghantaghar
The Sarangi
A Topsy Man's Address to the Road After Midnight
In This Settlement of Flowers
Union
The Open Market
The Wind of Chaitra

Translator

Anand P Shrestha
Keshar Lal
Madhav Lal Karmacharya
RNA
Madhav Lal Karmacharya
RNA
M.L. Karmacharya & A.P. Pradhan
RNA
RNA
RNA
RNA
M. L. Karmacharya
M. L. Karmacharya
Govinda Raj Bhattarai

Module II

16 Hours

Drama and Short Story

Writer

Madhav Ghimire
Balkrishna Sama
Gopal Prasad Rimal
Vijaya Malla
Sarubhakta Shrestha

Drama

Ashwatthama (full text)
Ranadullabh
Maya
A Story of the Stone
Pseudo-Homo Sapiens

Translator

Padam Prasad Devkota
Shiva R Rijal and Philip H. Pierce
Keshar Lal
Keshar Lal
Keshar Lal

Writer

Guru Prasad Mainali
Puskar Shamsher
Bhawani Bhikshu
Govinda Bahadur Malla 'Gothale' Wedding
B. P. Koirala
Ramesh Bikal
Parashu Pradhan
Manu Bajraki

Short Stories

The Ward
Circumstances
Maiya Saheb
Pabitra
Bire's Mother
The Dalle River
A Feudal State

Translator

Jaya Raj Acharya
Rameshwor P Adhikari
Keshar Lal
M. L. Karmacharya
T. P. Koirala
Keshar Lal
Nirenjan Bajracharya
Keshar Lal

Module III

16 Hours

Novels and Essays

Writer

Lil Bahadur Chhetri
Rudra Raj Pandey
Lain Singh Bangdel
Parijat
Dhruba Chandra Gautam

Novels

Basai (full text)
Rupamati
Out of the Country
Blue Mimosa
Terror of Flowers

Translator

Michael Hutt
Shanti Mishra
Keshar Lal
Govinda Raj Bhattarai
Phillip H. Pierce

Daulat Bikram Bista

The Light of Lights

Keshar Lal

Writer

Hridayachandra Singh Pradhan

Shankar Lamichhane

Bhairab Aryal

Chandra Singh Pradhan *A Letter from Gautam Buddha to Ashoka*

Tara Nath Sharma

Essays

Let me Be a Dwarf in my Next Life Too

Abstract Thinking: An Onion

The Asan Market

A Letter from Gautam Buddha to Ashoka

The Bamboo House

Translator

Keshar Lal

Shiv Ram Rijal

Shiv Ram Rijal Krishna

Govinda Raj Bhattarai

Keshar Lal

Teaching Methodology: The course can be used as a pleasure reading on Nepali literature in English as well as making the students familiar with the kinds of texts translated into English. The course should serve as a sampler of the translated texts and also inspire and motivate the students to lay their own hands in translation. So, the teacher can use the texts to expose the students to translated works and assign students to translate various texts into English from Nepali or other Nepalese languages. This will also give them practical training of doing translation and will help develop their confidence about becoming translators in future. Other relevant translation works also can be used as supplementary materials in and outside the class. The students can also be asked to read the original Nepali texts at home and compare and evaluate how well the translation has been done.

Evaluation: 60% of the evaluation will be done as external evaluation in the form of university exam after the end of the semester. 40% will comprise of internal evaluation which will be conducted as periodic tests, quizzes, individual and group assignments, classroom presentation, conducting a survey of the translation works on Nepali literature and submitting it as a report, undertaking some translation works by themselves as project work and make presentation in the class.

Textbooks:

Selections from:

M.L. Karmacharya and G.R. Bhattarai (Eds.) – *Nepalese Literature*, Kathmandu: Nepal Academy (erstwhile, The Royal Nepal Academy), 2005

Full texts:

Laxmi Prasad Devkota's *Muna Madan* translated by Anand P Shrestha, Nirala Publication: New Delhi, 2000 (First Publication), 2007 (Reprint)

Madhav Ghimire's *Ashwatthama* translated by Padam Prasad Devkota, Royal Nepal Academy: Kathmandu, 1998

Lil Bahadur Chhetri's *Basai* translated by Michael Hutt (Translated with the title *Mountains Painted With Turmeric*), Columbia University Press, 2007

Eng. 445: Critical Theory for Understanding Literature

Credits: 3

Course Description: This course familiarizes students with various critical theories and teaches how to use these theories to understand literature.

General Objective: The main objective of the course is to introduce students to different critical theories and make them aware of the application of theories in understanding literature better.

Specific Objectives: At the end of the course, students will be able to:

- Get acquainted with different critical theories which can be applied to understand literature
- Learn how to apply these theories for the interpretation of literature
- Develop a broader understanding about theoretical underpinnings in analyzing literary works

Module I

16 Hours

Critical Theory and You

Using concepts from reader-response theory to understand our own literary interpretations

Using concepts from New Critical Theory to understand literature

Using concepts from psychoanalytic theory to understand literature

Module II

16 Hours

Using concepts from Marxist theory to understand literature

Using concepts from feminist theory to understand literature

Using concepts from lesbian, gay, and queer theories to understand literature

Module III

16 Hours

Using concepts from African American theory to understand literature

Using concepts from postcolonial theory to understand literature

Holding on to what you have learned

Teaching Methodology: This is a theoretical course with practical implications. It's important to give clear theoretical understanding of the critical theories to the students – what kinds of theories are applied to what kinds of literary work and whether all the theories can be applied to some texts. The students should get enough opportunities not just at understanding the theories but also their applications. So the instructor can set tasks or assignments in which students practice different critical theories by applying them on different texts. Teacher can add his/her own materials to explicate the course to the students.

Evaluation: 60% evaluation will be done as external examination and 40% evaluation will be done as internal assessments. The internal assessment will comprise of periodic tests, quizzes, debates, discussions, individual and group assignments, classroom presentations. Students should conduct a mini-scale research to find out how different critical theories are applied in understanding and interpreting texts and this research should be beyond the exercises in the textbook. Students should extend their learning to interpret and analyze the texts not mentioned in the course or the textbook. Project work should comprise of students themselves applying the critical theories to interpret and analyze different texts and making presentation of the project in the class.

Textbook

Lois Tyson (2011): *Using Critical Theory: How to Read and Write About Literature* (2nd Edition), Routledge: London

Eng. 451: Literature and Language Teaching

Credits: 3

Course Description: This course is an introductory course on teaching English. It prepares students to design materials and lesson plans for teaching literature. The course tries to bridge the gap between content and methodology in English language and literature.

General Objective: The main objective of the course is to prepare students of English literature to deliver a course on literature in the classroom – application of the content in a classroom setting.

Specific Objectives: At the end of the course, students will be able to:

- Understand the issues and purpose of using literature in the classroom
- Select and evaluate the appropriateness of the materials in terms of cultural and academic level of students
- Learn to design materials and plan lessons to teach prose, poetry and play
- Develop skills to present lessons in English classroom in a systematic manner.

Module I

16 Hours

Using literature in the language classroom: The issues
Teaching literature: why, what and how
Approaches to using literature with language learner
Selecting and evaluating materials
Reading literature cross-culturally

Module II

16 Hours

Materials design and lesson planning: Novels and short stories
Materials design and lesson planning: Poetry
Materials design and lesson planning: Plays
Reflecting on the literature lesson
Literature and self-access

Module III

16 Hours

In the classroom
First encounters
Maintaining momentum
Exploiting highlights
Endings

An example of working with a novel: *Lord of the Flies* by William Golding

Instructional Methodology: Since this course envisages to develop teaching skills among students, the instruction of the course should be made practical so that students not only know about teaching English literature but also learn how to teach the same in a diverse classroom setting. The students should make actual lesson plans and present to the instructor and give a demonstration lesson in the class. Use of information technology should be an integral part of teaching to familiarize students with modern technology in teaching.

Evaluation: Besides 60 % of external evaluation, 40% will consist of internal evaluation which will be spread across various activities of regular periodic tests, terminal exams, group discussions, classroom seminars, quizzes, individual and group assignments, research projects – conducting mini-research, preparing a report to be submitted to the instructor and making presentation in the class. Students should also be tested on the use of information technology in teaching English.

Textbooks:

Joanne Collie & Stephen Slatter – *Literature in the Language Classroom*, Cambridge University Press: Cambridge, 1987 (Thirteenth Printing 2000)

Gillian Lazar – *Literature and language Teaching: A guide for Teachers and Trainers*, Cambridge University Press: Cambridge, 1993

Additional Reference:

V. S. Rai (Ed.) (2011). *Teaching Language through Literature*, Bhundipur Publication: Kathmandu

Eng. 452: Thinking, Reasoning and Problem Solving Skills

Credits: 3

General Course Description: This course is a reinforcement and extension of the logic, critical thinking, reasoning, argumentation courses already done in the previous semesters. This course focuses on more practical and applied aspects of reasoning and thinking skills. The students are expected to make application of critical reasoning and thinking skills learned from these courses in their own lives and improve their own perception and understanding of the world around them and contribute to the creation of a rational society.

General Objective: The main objective of the course is to prepare students to develop critical thinking and reasoning skills and apply these skills in day-to-day problem solving situations and become better problem solvers.

Specific Objectives: At the end of the course, the students will be able to:

- Analyze, evaluate and exercise the skills of reasoning
- Recognize, analyze and respond to arguments
- Judge sound and unsound arguments
- Apply analytical and critical thinking skills
- Draw reasoned inferences
- Gather and analyze data, recognize patterns and learn to solve problems
- Understand choices and decisions and find methods of solving problems

Module I

16 Hours

Analyzing Reasoning
Evaluating Reasoning
Recognizing Implications
Two skills in the use of language
Exercising the skills of reasoning

Module II

16 Hours

Critical Thinking
What is an argument?
Recognizing the arguments
Responding to arguments
Analysing arguments
More complex arguments
Claims
Conclusions
Drawing conclusions: inference
Assumptions
Sound or unsound?
Finding flaws
Challenging an argument
Lending support
Explanation
Looking at evidence
More about evidence
Case study: Who is telling the truth?
Case study: Collision course
Introducing longer arguments
Applying analysis skills
Critical evaluation
Further argument
The appliance of science
Conditions
Principles
An argument under the microscope
Synthesis
Critical Marking

Module III

16 Hours

Problem Solving
What do we mean by a 'problem'

How do we solve problems?
Selecting and using information
Processing data
Finding methods of solution
Solving problems by searching
Spatial reasoning
Recognizing patterns
Making choices and decisions
Using Models
Combining skills – using imagination
Using other mathematical methods
Use of more complex diagrams
Modelling and investigating
Analysis: Hypotheses, reasons and inference
Have you solved it?

Instructional Methodology: By the time students reach this course, they are already familiar with logical reasoning and thinking skills in previous semesters. So, this course tries to reinforce and train students to apply the learned skills of reasoning and thinking in practical real life to solve problems. Students are to be trained to be logical and rational rather than become impulsive and susceptible to uncontrolled emotions. As the course progresses, the students should be engaged and involved in identifying and analyzing problems around them and apply logical reasoning, critical and creative thinking skills to solve the problems.

Evaluation: Besides the external evaluation, the internal evaluation of 40% weightage should be made utmost use to train students to become thinkers and problem solvers. Evaluation will comprise of regular periodic tests, quizzes, group discussions, individual and group assignments, classroom seminars, project work, students should conduct a mini-research in real life situation and apply the problem solving skills and make a research report to be submitted to the instructor of the course, they also make classroom presentation of the research.

Textbooks

Anne Thomson – *Critical Reasoning: A Practical Introduction* (2nd edition), Routledge: London and New York, 2002
John Butterworth and Geoff Thwaites – *Thinking Skills*, Cambridge University Press: Cambridge, 2005 (First South Asian Edition 2006)

Eng. 453: Creative Writing

Credits: 3

Course Description: This is an introductory course in creative writing and the course is about preparing students to become creative writers, so that they can contribute to the body of literature. The course also gives some samples of creative writing from Nepali scenario.

General Objective: The main objective of the course is to prepare students to produce some pieces of literature so that they develop confidence about penning their thoughts and emotions creatively.

Specific Objectives: At the end of the course, students will be able to:

- Learn the fundamentals of creative writing
- Write descriptively to create characters, setting and atmosphere
- Develop life-like narrative
- Learn and develop skills of writing creatively in different genres

Module I

16 Hours

Getting started
Writing non-fiction
Creating fictional characters
Setting and atmosphere
Showing not telling

Module II

16 Hours

Writing realistic dialogue
Finding true love
Haunting, thrilling and killing
Writing for children
Sending your work to a publisher

Module III

16 Hours

Poems – Introduction, writing poems
Selected poems: Can you let me pass your exam, please? – Tan Bee Tin, Teacher and his classroom – Jaykaran Mukundan, Haikus – Motikala Dewan, The Leader – Vishnu S Rai
Stories – Introduction, Writing short stories, some practical considerations
Selected stories:
Mini Sagas – Forbidden: Maya Rai, Mistaken identity: Alan Maley, Gee Thanks!: Vishnu S Rai, The heart mender: Rosemary Viete
Short stories: Searching – BaoDat, Monsoon – Jayakaran Mukundan, Anger of another kind _ Maya Rai, Martyr – Vishnu S Rai

Instructional Methodology: This course is designed to develop creative writing skills in students therefore it should be delivered in such a way that the students get the concept of creative writing as well as get hands-on experience of actually producing the pieces of creative writing. The examples and introductions given in the textbooks should help teacher and student how to make the best use of the course. A good way will be to discuss the creative writing issues in the class and set as assignments for the students to produce creative pieces in different genres. An effort to get the work of the students published is more desirable.

Evaluation: There will be external evaluation of 60% and internal evaluation of 40%. The internal evaluation will consist of regular periodic tests, quizzes, debates, classroom seminars, group discussions, individual and group assignments, some survey research of creative writing in Nepalese literature in Nepali as well as English and submit the report to the instruction and make presentation of the same in the class. Extra credit or marks should be awarded to the students who succeed in getting their work published that was produced as part of this course.

Textbooks:

Adele Ramet – *Creative Writing: How to Unlock your Imagination, Develop Your Writing Skills – and get Published* (7th Edition), How to Books: Oxford, 2007
Alan Maley, JayakaranMukundan and Vishnu S Rai – *Life in Words and Words in Life: Poems and Stories for Asian Students*, BhundipurPrakashan: Kathmandu, 2009

Eng. 454: The Study of Language

Credits: 3

General Description: This course acts as a foundation course to the study of language. It gives exposure to the ways of understanding the study and analysis of language.

Objectives:

General Objective: The general objective of the course is to introduce the basic concepts of study of language and to equip the students with knowledge and tools to understand and analyze language.

Specific Objectives: The course aims to:

- Introduce students to the study of language in terms of human communication, sound pattern and word formation process
- Equip students with the knowledge of syntax, semantics and pragmatics
- Familiarize students with the knowledge of brain and its relation with language and also acquisition of first and second language
- Make students aware of language varieties resulting as a result of influence of various aspects of life in language

Student Profile: A student having undergone this course will be able to deal with language when it comes to description and analysis in terms of various levels and layers of language. The student will develop a broad perspective of language study.

Course Contents and Teaching Hours:

Module I

16 Hours

- The origins of language
- Animals and human language
- The development of writing
- The sounds of language
- The sound patterns of language
- Words and word formation process
- Morphology

Module II

16 Hours

- Phrase and sentences: grammar
- Syntax
- Semantics
- Pragmatics
- Language and brain
- First language acquisition
- Second language acquisition

Module III

16 Hours

- Discourse analysis
- Gestures and sign languages
- Language history and change
- Language and regional variation
- Language and social variation
- Language and culture

Textbook

George Yule - *The Study of Language* (3rd Edition-South Asian Edition), Cambridge University Press: New Delhi, 2008

Instructional Methodology

A variety of approaches, methods and techniques will be used to deliver the course. Some of them (but not limited to) will be as follows:

Lecture

Demonstration

Illustration

Project Work

Individual and Group Work

Audio and/or video

Use of modern Information and Communication Technology

Evaluation Techniques:

The course will be evaluated both externally and internally to assess the knowledge and skill gained by the student during the semester using both formative and summative evaluation. The course will be evaluated as external evaluation based on the examination conducted by the university at the end of the semester which will carry a weightage of 60%. The internal evaluation will be done by the course instructor and the college/campus throughout the semester where the course is delivered, which will carry 40% of the weightage. Internal evaluation will be done on the following areas.

Tests: class/weekly/monthly/quarterly

Quiz(es)

Presentation(s)

Assignments: Individual and group reading and writing assignments

Library and research work (extensive reading and reviewing of articles/papers in literary and linguistic journals/magazines/books on topics and themes related to this course and submitting as reports/essays to the course instructor)

Field work

Eng. 455: Development Discourse

Credits: 3

Course Description: This course is meant to sensitize the students theoretically and conceptually on the socio-economic issues pertaining to less developed country like Nepal and what kind of interventions are better suited to such context. This course serves as academic and intellectual foundation for the students of English literature who can develop themselves in writing development related issues.

General Objective: The main objective of this course is to equip students with conceptual understanding of how to understand and analyze socio-economic issues in an under developed economy like Nepal and create appropriate perspective and proper discourse.

Specific Objectives: At the end of the course, students will be able to:

- Learn how to take action against oppressive elements in life and in society
- Adopt humanistic approach to empowering people and economy with strategies that support starting up in a small and sustainable manner
- Develop an understanding why impoverished countries like Nepal fail to progress despite international aid and support and how to take proactive steps by people for their own development.

Module I

16 Hours

Education for Critical Consciousness

Module II

16 Hours

Small is Beautiful

Module III

16 Hours

The Bottom Billion

Instructional Methodology: This course is designed to make students think, reflect and act on the socio-economic condition of Nepal and to realize why dependence on foreign aids will not take the nation anyway further unless the people themselves act proactively to end their misery. The prescribed books are classics in raising such awareness. The course should be able to generate sufficient debates and discussion on developmental issues related to Nepal and create consensus on people themselves moving forward to improve their own condition by starting in small steps. There are enough materials on these books and issues on the internet which can be used to supplement classroom teaching.

Evaluation: There will be 60% of external evaluation and 40% of internal evaluation to the course. The internal evaluation will comprise of regular periodic tests, terminal exams, quizzes, classroom debates and discussions, individual and group assignments. Based on the course, each student should take up a research project to study the socio-economic condition of their own society and come up with workable solutions based on the people's involvement how the situation can be improved by their own efforts. The research report should be submitted to the instructor for evaluation and the same study should be presented in the class using PowerPoint presentation.

Textbooks

Paulo Freire – *Education for Critical Consciousness, Continuum*: New York, 1973 (reprint 2003)

E. F. Schumacher – *Small is Beautiful – A study of Economics as if People Mattered*, Vintage Books: London, 1973

Paul Collier – *The Bottom Billion – Why the Poorest Countries are Falling and What can be Done about It*, Oxford University Press: Oxford, 2008

Eng. 461: Diaspora Studies

Credits: 3

Course Description: Our contemporary world is characterized by massive movement of people in and out of their own geo-political boundaries and becoming a part of the world different from their own and creating a distinct diaspora. This course introduces the formation of such diasporas at global level and looks into the impact created by such diaspora including Nepali diaspora and introduces some methodological issues to the understanding and study of diaspora.

General Objective: The main objective of the course is to introduce the concept of diaspora, its formation and the approach to understand and study such phenomena.

Specific Objectives: At the end of the course, students will be able to:

- Understand different notions, phases and kinds of diaspora
- Analyze the impact created by diaspora at global level
- Familiarize themselves with the method of studying diaspora and learn to conduct similar kind of study
- Develop an understanding of Nepali diaspora

Module I

16 Hours

Four phases of diaspora studies

- The prototypical diaspora
- The expanding concept of diaspora
- Social constructionist critiques of diaspora
- The consolidation phase
- The tools to delineate diaspora

Classical notions of diaspora

- 'Babylon' as a site of oppression
- 'Babylon' as a site of creativity
- The Jewish diaspora and Christianity
- The Jewish diaspora and Islam
- Ashkenazi fates

Victims of diaspora: Africans and Armenians

- Origins of the African diaspora
- The African diaspora: homeland and return
- Other aspects of the African diaspora
- The creation of the Armenian diaspora
- After the massacres: Armenians at home and abroad
- Soviet Armenia and after

Labour and imperial diasporas: indentured Indians and the British

- A new system of slavery?
- The songs of Ramayana and political outcomes
- Imperial diasporas
- The settlement of the British empire
- The end of the dominion diaspora

Trade and business diasporas: Chinese and Lebanese

- The making of the Chinese diaspora
- The Chinese as minorities
- The great Lebanese emigration
- The Lebanese diaspora: butterflies and caterpillars
- Ethnic entrepreneurs and trade diaspora

Module II

16 Hours

Diasporas and their homeland: Zions and Sikhs

- Birth traumas: can 'Israel' be a normal state?
- Israel and the diaspora
- The origins of Sikh diaspora
- Sikhs: the lure of homeland

Deterritorialized diasporas: the black and the lure of Bombay

- The Caribbean: migration and diaspora

- African – Caribbeans in the USA
- African – Caribbeans in the UK
- Caribbean peoples in the Netherlands and France
- The black Atlantic thesis
- Sindhis and Parsis in Bombay

Mobilizing diaspora in a global age

- Diasporas in a globalized economy
- New forms of international migration
- Cosmopolitanism, global cities and the bridging role of diasporas
- Religion and diasporas

Studying diasporas: old methods and new topics

- How and why do typological work?
- Comparing diasporas: Wittgenstein's rope
- Diasporas agents of development
- The role of diasporas in international politics
- Negative reactions to the growth of diasporas

Module III: Nepali Diaspora

16 Hours

Govinda Raj Bhattarai - Envisaging Diaspora studies with its theoretical underpinnings in the context of Nepal

RamjiTimalisina - Aspects of Nepalese diasporic poetry

Chandra K Laksamba, Lokendra P. Dhakal and John Holford - Education and employment of Nepalis in the UK

Michael Hutt – Going to Mugalan: Nepali literary representations of migration to India and Bhutan

Tanka Subba - Do Indian Nepalis Constitute a Diasporic Society?

B.C. Upreti – India-Nepal treaty of Peace and Friendship: Nature, Problems and the Question of Identity of Indian Nepalis

A.C. Sinha – Shared Destiny: Indians of Nepalese Origin (INO) and Nepalese of Indian Origin (NIO)

Anastasia M. Turnbull - Writing from the Edges to the Centre: Theorizing the Fragmented Identity of Indian Nepalis

Instructional Methodology: The idea behind this course is to introduce how different circumstances make people leave their original homeland and move to new places in search 'greener pastures' and ultimately shape their world and their worldview. This impact can be observed in Nepali society as well. So the course should be delivered to prepare the students to develop an understanding of the phenomena and prepare students to take up diaspora study and explore the field further. There is plenty of materials on this subject available on the internet which should be made use of. A good approach would be to involve students in conducting web-based or literature based research as the course progresses so that they have practical hands on experience along with theoretical understanding.

Evaluation: Besides 60% external evaluation, there will be 40% internal evaluation which will comprise of periodic tests, individual and group assignments, group discussions, classroom seminars, debates and quizzes. The students are required to conduct a mini-research on Nepali diaspora individually on any area of their choice and submit the report to the instructor for evaluation and make PowerPoint presentation of the same in the class.

Textbooks:

Robin Cohen – *Global Diasporas: An Introduction* (2nd Ed), Routledge: London, 2008

BairagiKainla, Ganga Prasad Uprety and Govinda Raj Bhattarai (Eds.) – *Journal of Nepalese Literature, art and Culture*, Vol. 8, No. 1; Nepal Academy: Kathmandu, 2013

Krishna P. Adhikari (Ed.) – *Nepalis in the United Kingdom: An Overview*, Center for Nepal Studies United Kingdom: Reading, 2012

T.B. Subba, A.C. Sinha, G.S. Nepal & D.R. Nepal (Eds.) *Indian Nepalis: Issues and Perspectives*, (2009), Concept Publishing Company: New Delhi.

Eng. 462: English in the Classroom

Credits: 3

Course Description: This course is a continuation of the course on literature and language teaching done in the previous semester. It focuses on the use of English in the classroom – the kind of English needed for teachers to manage classroom in English using different techniques and activities. These two courses are expected to help students on the applied aspects of English who might take up teaching in future or to understand the use of dynamics of English in the formal instructional setting like training or workshop.

General Objective: The main objective of the course is to introduce and familiarize students with the use English in the formal instructional setting.

Specific Objectives: At the end of the course, students will be able to:

- Understand the dynamics of English language classroom
- Prepare themselves to present effectively in an English class
- Learn about various language teaching and learning techniques and activities and design and implement them
- Develop themselves more professionally and academically in classroom activities and management

Module I

16 Hours

English for the Teacher

Introduction: About communication, about language learning, about you

Inside the English language classroom: Talking about course books, talking about lessons, talking about relationships

Development: Teacher development, student development, personal development

Being a teacher: Job satisfaction, organizing your time, a teacher's character

Wider issues: Trouble in the classroom, gender in the classroom, your free time

Module II

16 Hours

Presenting vocabulary

Asking questions

Presenting structures

Using the blackboard

Using a reading text

Practising structures

Using visual aids

Planning a lesson

Teaching basic reading

Teaching pronunciation

Teaching handwriting

Pair work and group work

Module III

16 Hours

Writing activities

Eliciting

Reading activities

Correcting errors

Listening activities

Communicative activities

Using English in class

Role play

Using worksheets

Classroom tests

Planning a week's teaching

Self-evaluation

Instructional Methodology: This course intends to prepare students to be able to use English in the classroom situation so that if they decide to take up teaching or would want to use English to run workshop or conduct training, they are able to use English in a pedagogic set up quite confidently. The techniques and activities mentioned in the course need to be practiced by the students, so it's advised to combine instruction with practice.

Evaluation: The evaluation of the course will be done externally and internally, with university conducting the external examination of 60% weightage and the institution where the course is taught evaluating the 40%. Internal evaluation will consist of periodic tests and examination, group and individual assignments, classroom seminars, debates, quizzes. The students are

required to prepare for a model class using the techniques and activities discussed during the course and give a demonstration of the same. Every student need to conduct a mini-research on the use of English in the formal setting and submit the report to the instructor for evaluation and make a PowerPoint presentation of same in the class.

Textbooks:

Mary Spratt – *English for the Teacher: A language Development Course*, Cambridge University Press: New Delhi, 1994 (Low price edition 1996)

Adrian Doff – *Teach English: A Training Course for Teachers*, Cambridge University Press: New Delhi, 1988

Eng. 463: Chinese Literature in English

Credits: 3

Course Description: This course attempts to give a brief glimpse to Chinese philosophy, ethics, culture and literature so that the students develop an understanding and appreciation of our immediate northern neighbouring country.

General Objective: The main objective of the course is to introduce to the students and familiarize them with some aspects of Chinese values and literature so far not sufficiently addressed and explored but needed in the Nepali academia.

Specific Objectives: At the end of the course, the students will be able to:

- Develop an understanding and appreciation of Chinese philosophy, wisdom and values
- Distinguish the differences in the western and Chinese worldview
- Familiarize themselves with some selected Chinese drama, short stories and poetry
- Compare and contrast the literature they have read with Chinese literature

Module I

16 Hours

Philosophy and Wisdom

The Tao that Can be told

The Tao that Can be Told

Why angels can fly?

The Highest Good is Water

Know the Male and Stay With the Female

Do Nothing and Do Everything

Gain and Loss

The Hour of Death

Living Between the Two

The Law of the Tao Is Its Being What It Is

The Battle of Life

Chinese View of Life Philosophy

Social Behaviour: Mianzi outweighs all else; Brotherly Friendship; Chinese Art of Conduct in Playing Mahjong; Different Connotations of "Sorry"; Harmony; To Be Modest or Not; The Culture of Eating; The Collective is Superior to the Individual; A Sense of Propriety; The Concept of Time in Chinese Culture; Feelings and the Law

Family: Holding Dear the Family; Men and Women Play Different Roles; Marriage Development in China; Child is Everything;

Filial Piety – Chinese Old Tradition

Moral Principles: Diligence; Pragmatism; A Man Stands by His Word; "As You Wish" and "A Combination of External Flexibility and Internal Integrity"; Reserved and Implicit Chinese People

Value of Traditional Culture for the Present Era

Chinese Culture in the Context of World Cultures

Value of Chinese Culture Today

From Human-centricism to Unity of Nature and Man

From God-Man Antagonism to Human Spirit

Western Individualism and Confucian Theory "For One's Self"

From Exclusive Values to Harmony in Diversity

Chinese Culture in the Age of Globalization

Module II

16 Hours

Fiction

Drama Stories

The Romance of the Western Chamber

Dou E Meets Injustice

The Peony Pavilion

Peach Blossom Fan

The Palace of Eternal Youth

Chinese Short Stories

A Herdsman's Story

The Log Cabin Overgrown with Creepers

A Land of Wonder and Mystery

Han the Forger

Our Corner

Outside the Marriage Bureau

Love that Burns on a Summer's night

The Black Steed

Among Relatives

The Distant Sound of Tree Felling
The Seven Tined Stag
Little Grass
Serenade on the Plateau

Module III

16 Hours

Poetry

Selected Poems of The Tang Dynasty
Li Bai – Drinking Alone Under the Moon
Wang Changling – A Song in the Pass
Chen Zi'ang – On Climbing Youzhou Tower
Zhang Jiuling –Viewing the Moon and Thinking of the Dear Afar
Cui Hao – Yellow Crane Tower
ShenQuanqi – She is Alone and Can't See Him
Wang Wei – The Deer Enclosure
MengHaoran – Passing the Night on the Jiande River
He Zhizhang – The Return of the Native
Wang Zhihuan – On the Frontier
Selections from the Book of Poetry
Cooing and Wooing
The Starlets
A farewell Song
A Determined Woman
Duchess Zhuan Jiang
The Ruined Capital
Cadet My Dear
The Woodcutter's Song

Instructional Methodology: It is not common to find Chinese writings and literature among the Nepalese academia, so it is pertinent to introduce the same to the students in the context of our close geographical ties. The instructor and the students can begin by developing some Chinese values, philosophy, culture, worldview and its literature from the resources available on the internet. The students are to be assigned literature and internet survey to find more about Chinese materials to support the course. Students can be made to explore a little more on the authors and the themes that they read in this course.

Evaluation: Besides the regular external evaluation of 60%, there will be 40% internal evaluation of the course. %. Internal evaluation will consist of periodic tests and examination, group and individual assignments, classroom seminars, debates, quizzes. Every student need to conduct a mini-research on Chinese culture, philosophy, values, literature and submit the report to the instructor for evaluation and make a PowerPoint presentation of same in the class.

Textbooks

Qiguang Zhao – *The Tao that Can be Told: An Illustrated New Taoism*; Dolphin Books (China international Publishing group): 2010

Sinolingua – *The Way We think: Chinese View of Life Philosophy*; Sinolingua: Beijing, 2009

Zhang Xiping – *Value of Traditional Culture for the Present Era*; Foreign Languages Press: Beijing, 2009

Song Shuhong (Compiler) – *Drama Stories*; China intercontinental Press: Beijing, 2010

Panda Books – *Love That Burns on a Summer's Night*; Chinese Literature Press: Beijing, 1990

Panda Books – *Contemporary Chinese Short Stories*; Chinese Literature Press: Beijing, 1983

Wang Yushu – *Selected Poems and Pictures of the Tang Dynasty*; China intercontinental Press: Beijing, 2010

XuYuanchong – *Selections from the Book of Poetry*; China intercontinental Press: Beijing, 2010

Eng. 464: Writing for the Media

Credits: 3

Course Description: This course intends to prepare students to raise and report issues around them at the media level. Students equipped with media techniques of writing are expected to be better at making interventions for social change.

General Objective: The main objective of the course is to prepare students to become agents of change through the use of media.

Specific Objectives: At the end of the course, students will be able to:

- Develop an understanding about news and collecting information
- Construct news stories and understand media issues
- Apply the media techniques to present different types of news making events

Module I: Understanding news and collecting information **16 Hours**

Writing from the start
Changing concept of news
The basic news story
Grammar and usage
Curiosity and story ideas
Sources and online research
Interviewing techniques

Module II: Constructing stories and understanding media issues **16 Hours**

The writing process
Leads and nut graphs
Story structure
Storytelling and feature techniques
Public relations writing
Broadcast writing
Web writing
Accuracy and libel
Media ethics
Multicultural sensitivity

Module III: Applying the techniques **16 Hours**

Beat reporting
Obituaries
Speeches, news conference and meetings
Governmental and statistical stories
Crime and punishment
Disasters, weather and tragedies
Profiles
Computer-assisted journalism
Media jobs and internships

Instructional Methodology: The course is designed to develop awareness about media issues and media writing and to prepare students to be able to report events around them so that they are able to create impact in the society through reporting, writing and broadcasting. As the course progresses, students should be involved to develop news stories and make them worth publishing. Students also should be encouraged to report events for the local or national media and write for the media. In order to encourage students to write for the media, students whose stories are published be given extra awards/marks.

Evaluation: 60% evaluation of the course will be done as part of final examination by the university and 40% of the evaluation will be internal consisting of periodic tests and examination, group and individual assignments, classroom seminars, debates, quizzes. The students are required to report of the events happening around them in the way it is reported in the professional media – print or electronic. Students should also conduct a mini-research on the effects created by news and reports in the media on the society and also the issues of media ethics. The students should submit the report individually to the instructor for evaluation and make a PowerPoint presentation of same in the class.

Textbook

Carole Rich - *Writing and Reporting News: A Coaching Method*, Thomson/Wadsworth: Belmont, 2003

Eng. 465: Creative Poetry Writing

Credits: 3

Course Description: This course is a continuation and extension of creative writing course introduced in previous semester that introduced different areas of creative writing. This course focuses mainly on poetry as creative writing. Poetry is more artistic and subtler than other genres of literature. Being able to express creatively poetically will prepare students to be better at word crafting and expressing themselves artistically.

General Objective: The main objective of this course is to prepare students to be able to write poems in English

Specific Objectives: At the end of the course, students will be able to:

- Write poems based on sounds and word play
- Compose poems using different linguistic structures
- Express different genres in poetry
- Gain an in-depth exposure of use of a specific form of poetry (sonnet) into writing a novel

Module I

16 Hours

Sound Poems

Word Play Poems

Wordmixing Poems

Sentence Pattern Poems

Time Poems

Module II

16 Hours

Modal Verb Poems

Language Function Poems

Genre Poems

Poetry games

Poems as stories

Module III

16 Hours

The Golden Gate (A Novel in Verse by Vikram Seth)

Teaching Methodology: This is a practical course on creating literature. As the course progresses and different techniques of poetry writing are discussed, the instructor should make students write poems using the techniques discussed in the course. Creative use of language to compose poetry and the difference in the language of poetry and prose should be discussed to prepare students to use language poetically and creatively.

Evaluation: Besides 60% of external evaluation by the university, there will be 40% of internal evaluation consisting of regular periodic tests, quizzes, debates, classroom seminars, group discussions, individual and group assignments, each student should conduct a survey research of creative poetry writing in Nepalese literature in Nepali as well as English and submit the report to the instructor and make presentation of the same in the class. Extra credit or marks should be awarded to the students who succeed in getting their work published that was produced as part of this course.

Textbooks

Jane Spiro – *Creative Poetry Writing*, Oxford University Press: Oxford, 2004

Vikram Seth - *The Golden Gate*, Penguin Books: New Delhi, 1986

Eng. 471: Nepalese Fiction

Credits: 3

Course Description: This course introduces and familiarizes students with the Nepalese fiction in English in recent times and the themes and structures used in these novels.

General Objective: The main objective of the course is to give exposure to the students on existing and emerging trends in Nepalese fiction in English.

Specific objectives: At the end of the course, students will be able to :

- Identify the themes used in contemporary Nepalese English fiction
- Understand and analyze the language and structure in Nepalese fiction in English
- Develop ideas of their own to understand and try their hand in creating fiction in English

Module

Teaching Hours

Module I

16

D. B. Gurung– *Breaking Twilight*

Module II

16

M.K. Limbu– *Fragile Mountains*

Module III

16

Ravi Thapaliya –*Echoes of Pain*

Instructional Methodology: The prescribed novels are composed against a particular backdrop, so it's good to set the context of these novels. The students should be encouraged to read the novels on their own and discuss various elements of the novels in the class relating them to the prescribed texts. Students should be set tasks to develop critical analysis of the fiction. Based on these readings they should be able to explore other English novels by Nepali writer. It is advisable that they also try their hand in writing fiction in English.

Evaluation: Besides 60% of external evaluation by the university, there will be 40% of internal evaluation consisting of regular periodic tests, quizzes, debates, classroom seminars, group discussions, individual and group assignments. Each student should conduct a survey research of English fiction writing in Nepalese literature and submit the report to the instructor and make presentation of the same in the class. Extra credit or marks should be awarded to the students who succeed in getting their fiction in English published that was produced as part of this course.

Textbooks:

D. B. Gurung – *Breaking Twilight*, Mahaveer Publishers: New Delhi, 2013

M.K. Limbu – *Fragile Mountains*, Vajra Publications: Kathmandu, 2005

Ravi Thapaliya –*Echoes of pain*, SajhaPrakashan: Kathamandu, 2005

Eng. 472: Nepalese Poetry in English

Credits: 3

Course Description: This course introduces poems written originally in English by Nepali poets and a non-Nepali poet on Nepal. The poems are echoes of life on Nepal and Nepalese.

General Objective: The main objective of the course is to give exposure to the students of the poems composed in English on the themes pertaining to Nepal and Nepalese.

Specific Objectives: At the end of the course, students will be able to

- Be familiar with major Nepali poets writing in English
- Understand themes and structures used in the poems
- Analyze poetic techniques and styles
- Develop courage and confidence to compose poems on their own

Module I

16

Laxmi Prasad Devkota- Shakuntala and Priyamvada

AbhiSubedi – Mother, You, Salil&Girish, Counter claims, Statues in Kathmandu, City from Promontory, Silence, Tankas, Shifting Queues, South Asia, New Memories, Mason and Street, River Stage, Poet abroad

Padma P. Devkota – A broken melody, In the current, Against the current, Choice, A sunrise, A garden in December, To the moon, The endless one, Shravan Downpour, Machhapuchhre, Analphabetic, The great goddess, Booger – pickers, Common knowledge, To the tower at Soondhara, Daddy

D. B. Gurung – Nothing has convinced him, Like a failing jet, Memories of home from Grant Park, Chicago, Disillusionment, A twin tanka, A twin haiku, Chemistry before separation, Oblivion, Memories, Crepuscule, A requiem for our love, Where are they now?, My daughter's father, I'm nothing

Module II

16

TekB.Karki – Egos, The clearing agents, Deuce, Sick city, Char ana, Maize and monsoon, Driving institutes, Birth control, Congestion, Partitions, Missing wives, Tropical fruits, High fever, Ruminantion, Being a man, Visit Nepal, Open border, Road diversions, Last money

Laxmi Devi Rajbhandari – Shiva Shakti, Nepal, Bonsai, Sweet memories, Until the ocean bled, Unfettered, Naked, Make believe mask, Irrelevant, A magnanimity, A confinement and liberation, Ever newlywed Niagara falls, Daughter-in-love, Elixir, At ease

AratiDahal – Mother's lap, Mother's milk, A woman's eyes, Maya, A new beginning, A wounded tiger, Tears of my eyes, A living tomb, Love, The right man, Forever full stop, A friend for life

Module III

16

Alan McLean – A distant prospect of Nepal, The tea-house in Syangja, Sheltering, Language thought and reality, Going to wedding, The bird in the brittle grass, Recollection, Medicine man, Kagja La Journal (First night, A memory of Langtang, At the gompa, Today is Dasain, A game of chess, Climbing in snow, Going over, After the pass, Meeting at Tharkegyang, Isn't it nice to be home again?, Tea with Karp, Durbar Square Patan, Surjabinayak, Balancing act, September, Changu Narayan, Something bright, The journey to Tserkori, Near Syabrubensi, Prayer walls, Langtang in autumn, Diwali in Patan, Terraces at Tihar

Instructional Methodology: Since this course is designed to familiarize students with writing poetry in English by introducing them to the Nepali/non-Nepali poets writing in English on the issues pertaining to Nepal and Nepalis, students should be motivated to develop poetic sensitivity and encouraged to compose poetry in English. Students also should be encouraged to do projects works around the themes and issues covered in this poems. Introductory lessons on the history of English poetry writing in Nepalese context is desirable.

Evaluation: Besides 60% of external evaluation by the university, there will be 40% of internal evaluation consisting of regular periodic tests, quizzes, debates, classroom seminars, group discussions, individual and group assignments. Each student should conduct a survey research of English poetry writing in Nepalese literature and submit the report to the instructor and make presentation of the same in the class. This should include the poets not covered in this course as well. The students may be given assignments to compose poems in English. Extra credit or marks should be awarded to the students who succeed in getting their poem in English published that was produced as part of this course.

Textbooks:

ShantaMalla (Compiler, Editor, Publisher) – *Voices from Nepal: The first major anthology of poems originally written in English by Nepalese poets*, Kathmandu: ShantaMalla, 1999

Alan McLean – *Kangja La Journal and Other Poems of Nepal*, Dialad Graphics, 1998

Eng. 473: Nepalese Drama in English

Credits: 3

Course Description: This course introduces the samples of classical and modern drama in Nepali literature.

General Objective: The main objective of the course is to familiarize students with the Nepalese tradition of dramaturgy.

Specific Objectives: At the end of the course, students will be able to:

- Understand the themes and structure in Nepalese drama
- Analyze the different levels and elements of Nepalese drama
- Delineate Nepalese tradition of dramaturgy with that of English

Module I 16

Bala Krishna Sama – *Prahlad*

Module II 16

Madhav Prasad Ghimire – *Ashwatthama*

Module III 16

AbhiSubedi- *Fire in the Monastery*

Instructional Methodology: This course should serve to raise interest among students to explore more Nepali plays, be they in Nepali or in translation. Discussion on prevalent themes and structure in Nepalese drama will help students understand the course better. The best way to teach this course could be to divide the class into three groups and assign a drama each to be performed by the groups and to be presented in the class or to the whole campus/ college if the rendition is satisfactory. The instructor can moderate the preparation and presentation of the dramas.

Evaluation: Besides 60% of external evaluation by the university, there will be 40% of internal evaluation consisting of regular periodic tests, quizzes, debates, classroom seminars, group discussions, individual and group assignments. Each student should conduct a survey research of Nepalese drama and submit the report to the instructor and make presentation of the same in the class. This should include the playwrights not covered in this course as well. Staging the dramas in this course will be a good take away for the students, so effort should be made to prepare the plays prescribed in this course to be presented in front of the entire audience of the institution. Special marks may be awarded to the groups that put up the plays and make impressive performance.

Prescribed Books:

Bala Krishna Sama – *Prahlad* (Translated into English by Tika Ram Sharma), Royal Nepal Academy: Kathmandu, 1998

Madhav Prasad Ghimire – *Ashwatthama : A Lyrical Play* (Translated into English by Padma Prasad Devkota), Royal Nepal Academy: Kathmandu, 1998

AbhiSubedi – *Three plays: Fire in the Monastery, A Journey into Thamel, The Caretaker's Sky* (Translated by SangitaRayamajhi),

Across Publication/Mandala Book Point: Kathmandu, 2003

Eng. 474: Research in English Language and Literature

Credits: 3

Course Description: This is a preparatory course for doing research in English studies. It serves as a course work for the thesis that the students will have to write in the final semester.

General Objective: The main objective of the course is to prepare students to doing research in English studies.

Specific Objectives: At the end of the course, students will be able to:

- Develop an overall understanding of doing research in English studies
- Familiarize themselves with the research methods and techniques and the importance of literature review
- Gain knowledge and skills on citation and referencing and issues pertaining to plagiarism
- Understand the issues pertaining to publication

Module I

16 Hours

Research methods in English studies

Introduction:

Archival methods
Auto/biographical research method
Oral history as a research method
Visual methodologies
Discourse analysis
The uses of ethnographic methods in English studies
Numbers and words: Quantitative methods for scholars of texts
Textual analysis as a research method
Interviewing
Creative writing as a research method
ICT as a research method

Module II

16 Hours

Researching English Language

Introduction:

The basics of researching English language
The first stage: getting started and selecting a topic
Reading around your topic
What do you want to know?
Ways of finding out what you want to know
Possibilities and pitfalls
Doing the research: collecting data
Clarifying what you have found
Writing and reporting

Development: The how and why of researching English language

The how and why of getting started and choosing research topic
The how and why of the literature review: joining a 'community of practice'
The how and why of choosing research methods
The how and why of sorting out the details
The how and why of data collection
The how and why of data analysis
The how and why of writing up your project
The how and why of taking it further

Exploration: Issues and debates in researching English Language

Language research topics
The literature review
Research questions
Research methods
Details
Data collection
Data analysis and interpretation
Writing up your project
Looking back, looking ahead

Extension: Readings in research language

The origins of some research projects in English Language
Reviewing previous English Language literature for research

Questions in English language research
Methods in English language research
Collecting English language data
Analyzing English language data
Writing about English language research
Moving on from doing English language research

Module III

16 Hours

Referencing: MLA style and scholarly publishing
Scholarly publishing
Legal issues in scholarly publishing
Basics of scholarly writing
Preparation of scholarly manuscripts
Preparation of theses and dissertations
Documentation: Preparing the list of works cited
Documentation: Citing sources in the text
Abbreviations

Instructional Methodology: Since this course intends to prepare students on doing research in difference issues related to English studies, the delivery of the course should be geared toward developing the skills in conducting research in English language and literature. As the course progresses, students should be able to conceptualize research studies and design and develop research proposals with appropriate methodology. At the end of the course, students should have developed a proposal and conducted a mini-research and prepared a research report using the elements and structure of a dissertation.

Evaluation: Besides 60% of external evaluation by the university, there will be 40% of internal evaluation consisting of regular periodic tests, quizzes, debates, classroom seminars, group discussions, individual and group assignments. Each student should develop a proposal and conduct a research on any area of English language and literature. This is to prepare them to write their dissertation in the next semester. The research should be academically sound and should incorporate all the elements of a research study. The research report should be submitted to the course instructor and a presentation made of the same report in the class.

Textbooks

Gabriele Griffin (ed.) – *Research Methods for English Studies*; Rawat Publications: New Delhi, 2005 (Indian Reprint, 2007)
Alison Sealey – *Researching English Language: A resource book for students*; Routledge: London, 2010 (First Indian Reprint 2012)
MLA – *MLA Style Manual and Guide to Scholarly Publishing* (third edition); Affiliated East-West Press Private Limited: New Delhi, 2008 (First East-West Press Edition 2009)

Eng. 475: Teaching of English Languages

Credit Hours: 3

Course Description: This course is a continuation of the course on literature and language teaching done in the previous semesters. It focuses on the use of English teaching principles and methods in the classroom – the kind of English language teaching principles and methods needed for teachers to manage classroom in English using different techniques and activities. This course is expected to help students on the applied aspects of English who might take up teaching in future or to understand the use of dynamics of English in the formal instructional setting like classroom, training or workshop.

General Objective: The main objective of the course is to introduce and familiarize students with the use English teaching principles and methods.

Specific Objectives: At the end of the course, students will be able to:

- Understand the dynamics of English language teaching principles and methods
- Make familiar with teaching language skills
- Learn about various language teaching and learning methods and techniques
- Develop themselves more professionally and academically in terms of teaching profession

Module I

16 Hours

Learners and Learning/classroom and contexts
Issues for L2 teachers
Knowing about how languages are learned
The nature of input
The process of intake
The role of interaction in the L2 classroom
The role of error
Factors affecting learning process and teaching procedures
Aptitude
Learning style and strategies
Affective Factors
Motivation for learning L2
Roles and responsibilities of teachers, learners, and learning materials
Describing learning contexts
English in the changing perspectives

Module II

16 Hours

Introducing teaching principles and methods
Principles: Behaviorism vs mentalism
Structuralism vs generativism
Methods: Grammar translation methods
Direct method
The Audio-Lingual Method
Community Language learning and teaching
Content based and task based teaching
Participatory approach
Project based teaching

Module III

16 Hours

Teaching language skills
Teaching listening
Teaching speaking
Teaching reading
Teaching writing

Instructional Methodology: This course intends to prepare students to be able to learn teaching methods so that if they decide to take up teaching or would want to use English to run workshop or conduct training, they are able to use English in a pedagogic set up quite confidently. The techniques and activities mentioned in the course need to be practiced by the students, so it's advised to combine instruction with practice.

Evaluation: The evaluation of the course will be done externally and internally, with university conducting the external examination of 60% weightage and the institution where the course is taught evaluating the 40%. Internal evaluation will consist of periodic tests and examination, group and individual assignments, classroom seminars, debates, quizzes. The students are required to prepare for a model class using the techniques and activities discussed during the course and give a demonstration of the same. Every student need to conduct a mini-research on the use of English in the formal setting and submit the report to the instructor for evaluation and make a PowerPoint presentation of same in the class.

Textbooks:

Bikash Sharma-*Readings in Advanced English Language Teaching Methodology*. Kathmandu: Sunlight Publication, 2016. 2014.

Saraswati Dawadi-*English Language Teaching Methods*. Kathmandu: Inclusive Publication, Mary Spratt – *English for the Teacher: A language Development Course*, Cambridge University Press: New Delhi, 1994 (Low price edition 1996)

Adrian Doff – *Teach English: A Training Course for Teachers*, Cambridge University Press: New Delhi, 1988

Eng. 481: Author Specialization (Poetry and Prose)

Credits: 3

Course Description: This course is designed to give an in-depth reading on selected authors from Nepal who have their works in English either by means of translation or composed originally in English. Laxmi Prasad Devkota is regarded as one of the greatest poets in Nepalese literature and Govinda Raj Bhattarai is established author writing on different genres of literature ranging from fiction to poetry, criticism and essays.

General Objective: The main objective of the course is to give a detailed exposure about selected authors in Nepali literature to the students specializing in English.

Specific Objectives: At the end of the course, students will be able to:

- Develop a deeper understanding of Laxmi Prasad Devkota as a poet
- Understand theme and structure used by Devkota
- Develop an understanding of Govinda Raj Bhattarai as an essayist
- Familiarize themselves with the narrative techniques of Bhattarai
- Appreciate and analyze the prescribed poet and essayist in detail

Module I: Poems of Laxmi Prasad Devkota

16

We Nepalese
The Song of the Storm
The Donkey Speaks
Spring (1)
To a Dark Clouded Night
To a Beautiful Prostitute
The Lunatic
Bullets are these!
That one, You
To a Beautiful Chyamini
The Wish of Shah Jahan
The Swallow and Devkota
On the Tiger Peak in Darjeeling
The Moment Now
Fever Allaying Nature

Module II: Poems of Laxmi Prasad Devkota

16

Friday Night at Eleven
A Fling on the Past
To the Rain Storm
The Rainbow
Rice, Pulse and the Mustard Green
To the Soul of Night
The Bird's Hymn
In Falgun Blooms the Entire World
A Call
The Rain
One Morning
The Bearer Heaved the Burden
Spring (2)
Lord ! Make me a Sheep
The Vishnumati in Flood

Module III: Essays by Govinda Raj Bhattarai

16

You Can Create When Your Heart Longs for Singing
Education is not Filling of a Pail but Lighting of a Fire
Read in Order to Live
A Dreamless Night in the Scotland of the East
Memoir of a Journey to an Aesthetic Shrine
A Recollection of a Journey to Stratford-upon-avon
Reminiscing My Childhood Days
Reminiscing a Trip Down Memory Lane
A Great Paradigm Shift is Knocking at the Door...
Experiencing Disastrous Havoc at a Midday

Instructional Methodology: This course deals with detailed study of the work of prescribed authors in a particular genre of their writing. The idea is to create interest among students to read major authors in detail to gain deeper insights about them. So, it's advisable to give background information of these authors and also make students explore about them more and go beyond these authors to read and find more about other authors as well, so that they learn various themes and styles different authors have used and learn to create their own themes and styles as they compose on their own.

Evaluation: Besides 60% of external evaluation by the university, there will be 40% of internal evaluation consisting of regular periodic tests, quizzes, debates, classroom seminars, group discussions, individual and group assignments and case studies. Each student should conduct a survey research to find out more details about the prescribed authors and also find out more about other authors as well. They can work on their own favorite authors, if they have any. The research can be done as a project work and submitted to the instructor the research report and present the study to the classroom as PowerPoint presentation.

Prescribed Texts:

Laxmi Prasad Devkota – *The Lunatic and Other Poems*. Mahakavi Laxmi Prasad Devkota Study and Research Centre: Kathmandu, 2009

Govinda Raj Bhattarai – *Pilgrimages: An Anthology of Essays*. Oriental Publications: Kathmandu, 2015

Eng. 482: Tales by Nepalese Women Authors

Credits: 3

Course Description: This course introduces narratives in English by Nepali women writers and thus familiarizes students with the issues that are concerned specifically with women and also general themes which are universal and common to both men and women.

General Objective: The main objective of the course is to introduce Nepali women authors writing in English, both established and emerging.

Specific Objectives: At the end of the course, students will be able to:

- Develop an understanding of the issues pertaining to Nepalese women and how such issues are raised through their narratives
- Be sensitive to issues and causes related to women in Nepalese society
- Find their own voice to express and create narratives

Module I: Novel

16

Shiwani Neupane - Crossing Shadows

Module II: Narratives (From *Telling a Tale*)

16

Abha Eli – Secondhand lies

Abha Lal – My happy dream

Amrita Gurung – Not being a fool anymore!

Anubhuti Paudel – A day like any other day

Ashmina Ranjit – Yes, it's spelled with 'sh'. Ashmina

Ayushma Regmi – Fleeting moments

Geeta Khadka – Window to my heart

Indira Mishra – Trapped in a liminal persona

Kumari Lama – My first decision

Manjushree Thapa – Rhymes with fun, joy free

Neeta Pokharel – Keeping up appearances

Nisha Ojha – Within my heart lies mustache-ache

Pallavi Gupta – Full moon, facts, and faults

Pratima Sharma – You and me, me and you

Promina Shrestha – I am not a cactus

Rashmi Sheila – Being different

Module III: Narratives (From *Telling a Tale*)

16

Roma – Memories of a girl in Kathmandu

Saguna Shah – Memoir of a sane maharani and the pain within

Sangeeta Thapa – All that remains

Sanjana Shrestha – My name stays with me

Shreya Thapa – Moti

Shristy Uprety – Living a fairy tale

Smriti Ravindra – Mothers

Snigdha Bhatta – Only the beginning

Sradda Thapa – A woman as never before

Sumnima Dewan – Mirror, mirror on the wall...

Sunaina Sherchan – The last cigarette

Sushma Joshi – War Zone

Swasti Sanu – Dear diary

Swastika Shrestha – Spinning dreams for a life

Weena Pun – Chungi in US

Instructional Methodology: As the main purpose of this course is to introduce Nepalese women authors of English, it's important to give introduction to the Nepalese women authors writing in English and also the themes and styles that predominate their writing. Specially, girls students should be encouraged to express themselves through creative writing and using the texts as models, they should be encouraged to write in similar vein and find their own voicing in writing. The male students also should be sensitized to the issues pertaining to women and to find their role how they can contribute to create harmony between both the genders (or other genders) in the society. Male students are to be encouraged to create their own narrative to create harmony in the society by visualizing an equitable society.

Evaluation: Besides 60% of external evaluation by the university, there will be 40% of internal evaluation consisting of regular periodic tests, quizzes, debates, classroom seminars, group discussions, individual and group assignments and case studies. Each student should conduct a research to find out about the Nepalese women authors writing in English and the issues that they take up. They can also conduct studies on women writers at the local level who have not necessarily established themselves yet but have the potential to write. The research can be done as a project work and submitted to the instructor as a research report and present the study to the classroom as powerpoint presentation.

Textbooks:

Shiwani Neupane – *Crossing Shadows*, Kathalaya Prakashan: Kathmandu, 2015

Archana Thapa (Editor) – *Telling a Tale*, Akshar Creations Nepal: Kathmandu, 2010

Eng. 483: Folklore Studies

Credits: 3

Course Description: This course introduces theoretical and practical aspects of folklore studies. It sets up a framework and foundation for folklore studies, with special emphasis on Nepalese folklore studies.

General Objective: The main objective of the course is to familiarize students with the issues pertaining to the studies of folklore and to train and motivate them to carry out studies in this field.

Specific Objectives: At the end of the course, students will be able to:

- Develop theoretical and practical understanding of folklore studies
- Work out how folklore studies is done different parts of the world and also how it is done in Nepal
- Identify fields and devise tools to pursue folk studies in Nepalese perspective

Module I: Introduction

16 Hours

Folklore

Folk literature: an operational definition

Folklore and anthropology

Folklore and the student of literature

The esoteric – exoteric factor in folklore

The eclipse of solar mythology

Psychoanalysis and folklore

Jack and beanstalk

On the symbolism of Oedipus

Module II: Forms and functions of folklore

16 Hours

Epic laws of folk narrative

The hero of tradition

Recurrent themes in myths and mythmaking

Stability of form in traditional and cultivated music

Unifying factors in folk and primitive music

Four functions of folklore

The role of proverbs in Nigerian judicial system

Folksongs as regulators of politics

Changing agricultural magic in Southern Illinois: A systematic analysis of folk-urban transition

Module III: Aspects of Nepalese Folklore

16 Hours

Nepal: A Country of Cultural Diversities

Folklore, Folk Group, Domains And Genres

Nepali Folksongs and Nepalese Folk Musical Instruments

KarkhâAndKarkhâ Singers of Nepal

MundhumAnd Oral Tradition Of Kirat People

Kathmandu The Valley Of Living Folklore

Sorathi, GopichanAnd RâjâBharathari

Social Ballads Indus.

Folklore Of Nepal Terai

Epic Tradition Of The Eco Friendly Tharu People

Religion And Culture Of Himalayan Region

Nepali Riddles

Nepali Folktales

Nepalese Dances

Moribund Languages and Cultures and The Case Of Kusunda
Folklore Studies in Nepal: A Brief Survey

Instructional Methodology: This course is designed to sensitize students to the study of folklore. The students are expected to develop an awareness, as they study this course, on how to go about conducting folklore studies in their own society and culture. The students have to realize that what they live by – the values, norms, ethos, culture are all worthy matter of studies and they can take up studies around their own vicinity and make it an academic and intellectual enterprise. This as the course progresses, it's important to encourage students to take up such studies. Collaborating and participating with Folklore Society of Nepal will also help develop better understanding of the situation of folklore studies in Nepal.

Evaluation: Besides 60% of external evaluation by the university, there will be 40% of internal evaluation consisting of regular periodic tests, quizzes, debates, classroom seminars, group discussions, individual and group assignments and case studies. Each student should conduct a research to find out various aspects of folk life: music, dance forms, art, life style, values, norms, humor, occupational practices and the values and rituals associated with them. They can take up studies on their own community. The research can be done as a project work and submitted to the instructor as a research report and present the study to the classroom as powerpoint presentation.

Textbooks:

Alan Dundes – *The Study of Folklore*, Prentice Hall: New Jersey, 1965

Chuda Mani Bandhu – *Aspects of Nepalese Folklore*, Nepal Academy: Kathmandu, 2015

Eng. 484: Thesis Writing

Credits: 6

Each student has to write a thesis after conducting a thorough research on any aspects related to language and literature, in the final semester. The Head of the Department can assign a thesis supervisor after consultation with the student and the supervisor. The student can decide to work with any supervisor in the Department. It is also possible to have inter-disciplinary supervision of the thesis. If a student would like to work with any faculty member from any department in the university in an area of mutual interest and which is relevant to the courses done, he or she can do so after due consultation with the course instructors or the Head of the Department. The Research Methodology course done in the previous semester should work as a foundational course work in writing the thesis.