

Secondary Education Curriculum
2076
English (Optional)

Grade: 11 and 12
(Grade 12) **Credit Hour:** 5

Subject Code: Eng. 333 (Grade 11), Eng. 334
Annual Working hours: 160

1.Introduction

English has been considered to be one of the strongest global common tongue and lingua franca contributing in all spheres of life like; education, communication, business, science, information technology, entertainment and so on. Therefore, it has been given more importance in learning and education. This curriculum for English is intended for the students of grade XI and XII who are interested in studying English literature. An effort has been made to make the new curricula for Optional English more inclusive covering a wide range of texts written in different varieties of English without compromising its standard.

It aims at exposing students to different literary and non-literary writings with a view to developing their skills of analyzing, interpreting, synthesizing, summarizing, evaluating, and assimilating texts. This curriculum comprises history of English literature, introduction to Language and linguistics, fiction and non-fiction on different themes, poetry, drama and introduction to critical perspectives. By encouraging students to undertake wide readings in literary genres and other materials of variegated world ideas, the course intends to expand their horizon of knowledge. The readings acquaint them with the current global issues: women and gender, ecology and environment, information and communication technology, science fiction, linguistics, culture and folklore, law and justice, modernity and development, business, human conditions, and postmodernism and globalization.

This curriculum attempts to bridge the optional English prescribed for Grades IX and X with the major English syllabuses prescribed for tertiary education. The curriculum acknowledges language–literature integrated approach, interdisciplinary approach, and content-based approach. It focuses on more activities of reading with literary and non-literary texts (both intensive and extensive) followed by discussion, sharing and writing to enhance students’ creative and critical abilities. The following outline incorporates course details for both grades – XI and XII.

2. Level -Wise Competencies

This curriculum aims at developing the following competencies in the learners:

- a. Explore the evolution of English Language and literature from Anglo-Saxon period to Post-modern
- b. Be acquainted with fundamentals of Language and Linguistics
- c. Be familiar with characteristics of folk tales, ancient tales, metafiction, science fiction, children stories, realistic, contemporary short stories, and the novella
- d. Comprehend the essays/non-fiction for intensive and extensive reading on various themes
- e. Be familiar with literary devices and identify them used in various literary texts
- f. Apply the skills of reading for information, comprehension and pleasure
- g. Identify the characteristics of drama
- h. Apply the skills of paraphrasing, interpreting, appreciating, analyzing, synthesizing and assimilating
- i. Employ the basic literary skills of reading; interpretation, critical analysis, synthesis, and evaluation of the reading texts across multiple cultural and linguistic traditions, various historical periods and multiple genres
- j. Be acquainted with different theoretical perspectives and apply them.

3. Learning Outcomes

By the end of Grade XI and XII, the learners will be able to:

Grade XI	Grade XII
1. Trace out the outline history of English Language and literature	1. Comprehend the language family and language change
2. Explain, classify and summarize the evolution of various periods in English Language and Literature	2. Identify the varieties of language (Dialect, register, idiolect, pidgin, creole)
3. Understand and explain the characteristics of different periods of English Language and Literature	3. Explain and summarise the current theories of language teaching
4. Define and explain the basic feature of language and linguistics	4. Read different prose texts for information and pleasure
5. Classify the branches of linguistics	5. Identify and explain the contextual meanings of specific phrases, idioms and sentences to draw the intent in reading between the lines
6. Identify and use English Sound system	6. Comprehend the texts and answer questions based on them
7. Explain and use word formation and sentence formation process in English	7. Draw the central ideas of the given texts
8. Read different prose texts for information and pleasure	

<p>9. Identify and explain the contextual meanings of specific phrases, idioms and sentences to draw the intent in reading between the lines</p> <p>10. Comprehend the texts and answer questions based on them</p> <p>11. Draw the central ideas of the given texts</p> <p>12. Present the themes of the given texts</p> <p>13. Explain the extracts from the text with reference to their contexts</p> <p>14. Paraphrase the specific extracts from the text</p> <p>15. Summarize the text and justify its title</p> <p>16. Write a critical appreciation of the texts</p> <p>17. Write narratives, descriptions, report and summaries</p> <p>18. Write characteristics of short stories and novella.</p> <p>19. Give a brief background information of the author</p> <p>20. Describe the basic features of poetry and differentiate it from other genres</p> <p>21. Comprehend the poems and answer the questions based on them</p> <p>22. Extract the central idea/theme of the poem</p> <p>23. Write a critical appreciation of the poem</p> <p>24. Give the meaning of the selected words and phrases in a poem and explain their literary and figurative meaning</p> <p>25. Introduce the literary devices such as simile, metaphor, personification, alliteration, assonance, hyperbole, symbol and imagery</p> <p>26. Introduce prosodic feature such as rhyme, rhythm and meter</p> <p>27. Annotate the extract with reference to the context.</p> <p>28. Summarize the poem and justify its</p>	<p>8. Present the themes of the given texts</p> <p>9. Explain the extracts from the text with reference to their contexts</p> <p>10. Paraphrase the specific extracts from the text</p> <p>11. Summarize the text and justify its title</p> <p>12. Write a critical appreciation of the texts</p> <p>13. Write narratives, descriptions, report and summaries</p> <p>14. Write characteristics of short stories and novella.</p> <p>15. Give a brief background information of the author</p> <p>16. Describe the basic features of poetry and differentiate it from other genres</p> <p>17. Comprehend the poems and answer the questions based on them</p> <p>18. Extract the central idea/theme of the poem</p> <p>19. Write a critical appreciation of the poem</p> <p>20. Give the meaning of the selected words and phrases in a poem and explain their literary and figurative meaning</p> <p>21. Introduce the literary devices such as simile, metaphor, personification, alliteration, assonance, hyperbole, symbol and imagery</p> <p>22. Introduce prosodic feature such as rhyme, rhythm and meter</p> <p>23. Annotate the extract with reference to the context.</p> <p>24. Summarize the poem and justify its title</p> <p>25. Give a brief background information of the poet (s)</p> <p>26. Compose a poem or a song of their own</p> <p>27. Assimilate the themes of the given poem with their life experiences</p>
---	---

<p>title</p> <p>29. Give a brief background information of the poet(s).</p> <p>30. Compose a poem or a song of their own</p> <p>31. Assimilate the themes of the given poem with their life experiences</p> <p>32. Identify and describe the elements of one act play: plot, characters, dialogue and setting</p> <p>33. Identify and explain the meanings of phrases, sentences and expressions used in the play according to the context</p> <p>34. Explain the given extracts from the play with reference to the context</p> <p>35. Paraphrase the specific extracts from the drama</p> <p>36. Write a summary of the play and justify its title</p> <p>37. Write a critical appreciation of the play</p> <p>38. Give a brief background information of the dramatist/playwright</p> <p>39. Compose a meaningful dialogue on the given topic</p> <p>40. Compose a skit/one act play</p>	<p>28. Identify and describe the elements of drama such as plot, characters, dialogue and setting</p> <p>29. Identify and describe the fivefold structure of drama: Exposition, Conflict, Rising Action, Climax and Falling Action/Denouement</p> <p>30. Identify and explain the meanings of phrases, sentences and expressions used in the play according to the context</p> <p>31. Comprehend the given text and answer the questions based on it</p> <p>32. Explain the given extracts from the play with reference to the context</p> <p>33. Paraphrase the specific extracts from the drama</p> <p>34. Write a summary of the play and justify its title</p> <p>35. Write a critical appreciation of the play</p> <p>36. Give a brief background information of the dramatist/playwright</p> <p>37. Compose a meaningful dialogue on the given topic</p> <p>38. Compose a skit/one act play</p> <p>39. Describe major critical perspectives</p> <p>40. Review the given texts from the critical perspectives.</p>
---	---

4. Scope and Sequence of the Content

4.1 Content of Grade XI and Grade XII

A. Contents for Grade XI

Area/Genre	Content/Type	Items	Working Hours
1. A Historical Survey of English Language and Literature	Anglo Saxon Period to Postmodern	1	21
2. An Introduction to Language and Linguistics	Introduction to language and linguistics English Sound system Grammar: Morphology, Syntax Semantics Discourse Pragmatics	1	25
3. Prose (Themes: Media and Society, Family, Ecology and Environment, Gender, Globalization, Migration and Diaspora, Cyber, Cyborgs and Robotics, Travel and Adventure, Values and Ideals, Ethnicity and Culture, Patriotism and Nationalism, Development and Decay, Our universe, Voices of the Voiceless, Myth, Language and Education)	Prose		75
	I. Fiction		
	a. Short stories (Realism, Naturalism, Surrealism)	6	18
	b. Folk tales	1	3
	c. Fantasy	1	3
	d. Ancient stories	1	3
	e. Mythical stories	1	3
	Novel or a novella (within two hundred pages realism/fantasy/science fiction)	1	15
	II. Non-fiction		
	a. Essays (Narrative, descriptive, argumentative, comparison and contrast, cause and effect, travel account, seminal, classical, modern)	6	18
b. Biography, autobiography,	1	3	

	c. Diary	1	3
	d. Newspaper/non-fiction extracts	1	3
	e. Moral values related texts	1	3
4. Poetry (Themes: Media and Society, Family, Ecology and Environment, Gender, Globalization, Migration and Diaspora, Cyber, Cyborgs and Robotics, Travel and Adventure , Values and Ideals, Ethnicity and Culture, Patriotism and Nationalism, Development and Decay, Our Universe, Voices of the Voiceless, Identity and Alienation)	Poems (Poems by British, American and non-Western poets)		30
	a. Ballads	2	5
	b. Lyrical poetry	2	5
	c. Romantic poetry	2	5
	d. Haiku	1	2
	e. Free verse and modern poems	3	9
	f. Sonnet	2	4
5. Drama	One Act Plays	3	9
Total Working Hours			160

B. Content of Grade XII

Area/Genre	Contents/Types	Items	Working Hours
1. An Introduction to Language and Linguistics	Language Studies: Language Family, Language Change and Language Death Varieties of Language Issues and Aspects of Language <ul style="list-style-type: none"> • Language and pedagogy • Multiculturalism 	1	29

	<ul style="list-style-type: none"> • Multilingualism • Language Rights • Translation 		
2. Prose (Themes: Science Fiction, Justice and Human Rights, Population and Migration, Love and Marriage, Money, Work and Leisure; Authority and State (power, war, people, politics), Ideals/Values, Diaspora/ Acculturation, Transnationalism, Protest / Rebellion/ Freedom, Religion and Morality (<i>Geeta</i>), Dream and Ambition, Sports and Entertainment, Film and Theatre, Language and Education)	Prose		66
	I. Fiction		
	a. Short stories (Realism, Naturalism, Surrealism)	5	15
	b. Ancient Tales	3	9
	c. Metafiction	1	3
	d. Children’s Stories	2	6
	e. Fantasy	1	3
	II. Non-fiction		
	a. Essays (Narrative, descriptive, argumentative, comparison and contrast, cause and effect, travel account, seminal, classical, modern)	5	15
	b. Memoir	1	3
	c. Blog writing	1	3
d. Moral values related texts	2	6	
e. Meta language essay	1	3	
3. Poetry (Themes: Justice and Human rights, Population and Migration, Love and Marriage, Money, Work and Leisure; Authority and State (power, war, people, politics), Ideals/Values, Diaspora/ Acculturation, Transnationalism, Protest /Rebellion/ freedom, Religion and Morality (<i>Geeta</i>), Dream	Poems (Poems by British, American and non-Western poets)		30
	a. Ballads	2	5
	b. Lyrical poetry	2	5
	c. Romantic poetry	2	5
	d. Haiku	1	2
	e. Free verse and modern poems	3	9
	f. Sonnet	2	4

and Ambition, Identity and Alienation)			
4. Drama	A classic play either tragedy or comedy	1	15
5. Introduction to Critical Perspectives	Introduction to Critical Perspectives Different perspectives a. Gender b. Class c. Textual Reading (formalistic and linguistic) d. Cultural perspective e. The Marginalized perspectives (Language minority, LGBTI , disability, subaltern, modern/postmodern) f. Ecological Reading	1	20
Total Working Hours			160

4.2 Elaboration of Contents and Prescribed Texts for Grade XI and Grade XII

A. Elaboration of Contents and Prescribed Texts for Grade XI

1. A Historical Survey of English Language and Literature

I. English Literature from Anglo-Saxon to Middle English Period

- Background and introduction old English literature
- Beowulf (poem): Introduction and salient features
- Development of old English language
- Historical background of the middle English literature
- Geoffrey Chaucer, his contribution to middle English literature, ‘The Canterbury Tales’ and other poems, Sir Thomas More and his literary work(s)
- Miracle and Morality plays: Introduction and differences
- Status of English language during middle English period

II. English Literature in the Renaissance

- Background of the age and adoption of the renaissance spirit in English literature
- Elizabethan poetry: The contribution of Sir Thomas Wyatt and Earl of Surrey; William Shakespeare and his sonnets, Edmund Spenser and his Faerie Queene, The Shepherd’s Calendar and other poems(discussions)
- Elizabethan drama: Shakespeare, Christopher Marlowe with their representative plays, Elizabethan age as a golden period of drama
- Elizabethan prose: Francis Bacon(prose writer and a renaissance experimentalist), his prose and writing style(exploration and discussion)
- Development of English language during Elizabethan period
- John Milton as a poet and a prose writer, discussion on his short and long poems along with prose works
- The metaphysical school of thought in English literature: background and introduction
- Representative metaphysical poets: John Donne, Andrew Marvell, their representative poems and discussion on them

III. English Literature from Restoration to Eighteenth Century

- Restoration drama: John Dryden, William Congreve and their representative dramas, the characteristics of restoration plays

- Restoration prose: John Dryden, John Bunyan, John Locke, Samuel Pepys and their representative prose works
- Eighteenth century English literature as the age of reason, the importance of coffee houses and public discussions
- Poetry in eighteenth century: Alexander Pope, Rape of the Lock and other works; Thomas Gray and his Elegy Written in Country Churchyard, Robert Burns and his representative poems
- Essays and novels in eighteenth century: Steele and Addison, Jonathan Swift, their essays and writing styles; Daniel Defoe, Samuel Richardson and their representative novels (discussion)
- William Blake as a poet of transition period and the essence in Songs of Experience and Songs of Innocence
- Language growth and expansion in vocabulary during the age

IV. Nineteenth Century English Literature

- Background and introduction of the romantic age/ early nineteenth century English literature, the publication of Lyrical Ballads as the beginning of new era in English literature
- The early nineteenth century poetry: The contribution of Wordsworth and Coleridge in English literature, discussion on Lord Byron, P.B. Shelley, John Keats with their representative poems
- Latter nineteenth century and the spirits of the Victorian literature (introduction and brief explanation)
- Poetry in the Victorian age: the contribution of Alfred Lord Tennyson to English literature, the poetry of Robert Browning, Matthew Arnold
- Nineteenth century novels: the contribution of female novelists- Jane Austen, Emily Brontë, George Eliot to English literature, discussion on the themes of their novels
- The other representative novelists: Charles Dickens, Joseph Conrad and Oscar Wilde and discussions on their representative novels
- Prose in nineteenth century: William Hazlitt, Charles Lamb, Thomas De Quincey, Carlyle and Ruskin, and Walter Pater with their major prose works
- Status of English language in nineteenth century English society

V. Modern Age (Twentieth Century English Literature)

- Background and introduction of the age (for example, development of science fiction, new concept in the field of drama, and the understanding of human life)
- The representative novelists of twentieth century: Rudyard Kipling, E.M. Forster, H.G. Wells, D.H. Lawrence, James Joyce, Virginia Woolf, George Orwell, William Golding and discussion on the themes of their representative novels
- The Modern age and drama: The contribution of the following dramatists has been highlighted (use their representative plays for discussion):
 - G.B. Shaw as a dramatist of social phenomenon
 - J. M. Synge as a dramatist of the life of ordinary people
 - Samuel Beckett and Harold Pinter as dramatists of human existence and other aspects
 - Augusta Lady Gregory as a pleader for change/ liberation
- The modern age and poetry: in this section, the following poets with their representative works will be discussed:
 - W. B. Yeats and T. S. Eliot as versatile literary genius, their contribution to modern English literature, their major literary works for discussion
 - The war poets: Rupert Brooke, Siegfried Sassoon, Wilfred Owen and their major poems
 - Other poets: Thomas Hardy, G. M. Hopkins, Dylan Thomas, Ted Hughes, R. S. Thomas, Philip Larkin, W. H. Auden with their representative poems for discussion
 - English language in twentieth century: the language of public

prestige, language

of communication and vocation, language of academia

VI. The Postmodern Age in English Literature

- Background and introduction of the age
- Development of translation literature
- Growth of diaspora
- Subaltern literature and its development
- Cyber literature/ digital literature
- The representative literary authors of the age and their major works

2. An Introduction to Language and Linguistics

I. Basics of Language and Linguistics

- Introduction to language
- Characteristics of language
- Human language and animal communication
- Varieties of language: dialect, register, idiolect
- Introduction to linguistics
- Branches of linguistics: theoretical and applied
- Langue and parole
- Competence and performance
- Form and function
- Speech and writing

II. English Sound System

- Letters and sounds
- English phonemes: consonants and vowels
- Sound identification, sound discrimination and practical work on them
- The speech organs: lungs, vocal cords, pharynx, palate, tongue, lips
- Voiced and voiceless sounds
- Monophthongs and diphthongs
- Long and short vowels
- The syllable and stress
- Dictionary use and practice in them

III. Grammar: Morphology and Syntax

- Morpheme: Free and bound
- The word, word formation: derivation, inflection
- Phrase, clause and their types: noun phrase, verb phrase, adverb phrase, prepositional phrase; main clause, subordinate and coordinate clauses
- The sentence: simple, compound and complex
- Grammatical Transformations: negation, question, contraction, passivation

IV. Semantics, Pragmatics and Discourse

- Introduction: Semantics, Pragmatics, Discourse
- Denotative and connotative meaning

- Synonymy and antonym
- Homophony and homograph
- Pragmatics
- Context and deixis
- Discourse
- Cohesion and coherence

3. Prose

I. Fiction (Short stories/folk tales/ fantasy/ ancient stories/mythical stories)

S.N.	Title of the Story	Author	Themes
1	The Piece of String	Guy De Maupassant	Realism/Class
2	The Cactus	O'Henry	Realism/ Suspense/Relation
3	Half a Day	Naguib Mahfouz	Time/Ageing/Values
4	Boys and Girls	Alice Munro	Gender/Relation/family values
5	Three Questions	Leo Tolstoy	Values
6	Simulacra	Julio Cortazar	Metafiction/postmodernism
7	The Woman on Platform No. 8	Ruskin Bond	Naturalism
8	The Seven Ravens	Jacob and Wilhelm Grimm	Folk tale
9	The Myth of Prometheus	Greek Mythological story	Myth/rebellion/values
10	The Last Question	Isaac Asimov	Cyborg and Robotics
Novel or a novella (within two hundred pages realism/fantasy/science fiction)			

S.N.	Title of a Novel/Novella	Author	Themes
1.	Of Mice and Men	John Steinbeck	Migration

II. Non-fiction (Essays/biography/auto-biography/diary/newspaper/non-fiction extracts/moral value related text)

S.N.	Title of the Essay	Author	Themes
1	Letter from the New Land	Christopher Columbus	Travel narrative
2	Of Studies	Francis Bacon	Values and Ideals/education
3	Our House is on Fire	Greta Thurnberg	Environment/climate change
4	The Silk Road in the World History	Alfred Andre	Globalization
5	A Piece of Chalk	G. K Chesterton	narrative/descriptive/values and ideals
6	The world's Desire	E.V. Lukas	Entertainment/values
7	Getting in Touch with Aliens	Stephen Hawkins	Science/universe
8	An Encounter with a Dog	Padma Devkota	history/values
9	Beyond the pandemic	Govinda Raj Bhattarai	experience of a disaster
10	Why I Write	Joan Didion	Writing/values

4. Poetry (Ballad/lyrical poetry/romantic poetry/haiku/free verse and modern poem/sonnets)

S.N.	Title of the Poem	Author	Themes
1	The Bistro Styx (Mother Love)	Rita Dove	Postmodernism/Relation/generation gap
2	Home They Brought Her Warrior Dead	Alfred Lord Tennyson	Family (Ballad)

3	In Memory of WB Yeats- Elegy/ Relation/values	W.H. Auden	Elegy/Ideals/Values
4	On the Grasshopper and Cricket	John Keats	Ecology and Environment (sonnet)
5	Lady Lazarus	Sylvia Plath	Identity/Gender/Myth
6	Still I Rise	Maya Angelou	Ethnicity/Identity and Alienation
7	United Fruit Co.	Pablo Neruda	Patriotism
8	Five Haikus	Matsuo Basho	Nature/ideals
9	The Flea	John Donne	Metaphysical poem/Relation
10	This is Just to say	Williams Carlos Williams	Imagism/Relation
11	She is not Dead	Shreedhar Pd. Lohani	Relation/values
12	Sonnet 18	Shakespeare	Love/values/sonnet

5. Drama (One Act Plays)

S. N	Name of the Play	Author	Themes
1	The Boor	Anton Chekhov	Love
2	The Song of Death	Tawfiq Al-Hakim	Realism/tradition vs. modernity/Values
3	Chitra	Rabindranath Tagore	myth/values

B. Elaboration of Contents and Prescribed Texts for Grade XII

1. An Introduction to Language and Linguistics

I. Introduction to Language Studies

- Language family: An introduction
- The Indo-European family, the Sino-Tibetan family, and the Niger-Congo family
- Languages of Nepal
- Language change and language death
 - Causes of language change: fashion, foreign influence, broadening and narrowing
 - Language death: language shift; minority, endangered and dominant languages
- Varieties of language: pidgin, creole, registers in education, humanities and social sciences, science and technology, law and justice (some examples); BrE and AmE (vocabulary, pronunciation, grammar), Black English Vernacular and Standard American English (some examples)

II. Issues and Aspects of Language

- Language pedagogy: the teaching of language and about language, the teaching of contents or skills or both, major shifts in language pedagogy (approaches and methods), English language teaching situation in Nepal
- Multilingualism and multiculturalism (as problems or resources in language learning)
- Language rights: minority language identity, mother tongue education, language politics
- Translation: Source and target languages, types of translation, and techniques of translation

2. Prose

I. Fiction (Short stories/ancient tales/meta fiction/ children's stories/fantasy)

S.N.	Title of the Story	Author	Themes
1	Brahmadatta and the Bunyan Deer	Buddhist Story	Ancient tales
2	Cost of Wisdom: The God King Odin's Tale		Norse mythology

3	This is a Story	Jeannette C. Armstrong	Folk Tale, protest/rebellion/children story
4	Paul's Case	Willa Cather	Values/children story
5	Three Students	Sir Arthur Canon Doyle	Detective story
6	Everything That Rises Must Converge	Flannery O'Connor	Realism/ethnicity
7	Lullaby	Leslie Marmon Silko	Realism/ethnicity/war/voice from margins
8	Devil Deer	Rudolfo Anaya	Surrealism
9	Deal in the Wheat	Frank Norris	Naturalism/ human vs. nature
10	Leaving	M. G. Vassanji	Realism/migration /Dream and Ambition
11	Autobiography: A Self Recorded Fiction	John Barth	metafiction
12	The Lost Child	Mulk Raj Anand	Realism/relation/ children story

II. Non-fiction (Essays/memoir/blogs writing/moral value related texts/ meta language essay)

SN.	Title of the Essay	Author	Themes
1	Sir Roger at the Assizes	Richard Steele	Narrative/ Humor / people
2	An Eastern Journey	Somerset Maugham	Classic
3	The Case for Xanthippe	Robert Graves	Argumentative
4	Once More to the Lake	EB White	Memoir/ nature/relation

5	Man and Battle of Life	SiriAurobindo	From Gita (religion, morality) /Cause and effect
6	Not Nothing	Stephen Crave	Moral values/Ethics
7	How Lean Production Can Change the World	James P. Womack et al	Comparative/business/industry
8	A Black Grandmother	Sally Morgan	Autobiography (Acculturation) Narrative
9	Speech on Release from Jail	Nelson Mandela	Freedom/human right
10	What is Meta-language?	Lisa Tran	Meta-language

3. Poetry (Ballads/lyrical poetry/romantic poetry/haiku/free verse and modern poems/sonnets)

S. N.	Title of the poem	Poet	Themes
1	King Lear and his Three Daughters	George Wharton Edwards (England)	Filial duty /politics/ballad
2	The Three Knights	Davies Gilbert	Ballad/religion
3	Mending Wall	Robert Frost	Morality/lyric
4	No Second Troy	W. B. Yeats	Romantic/lyric
5	She Dwelt among the Untrodden Ways	Wordsworth	Romantic
6	If I Should Die	Emily Dickinson	Lyric/values/death
7	Five Modern Haikus	Richard Wright /Alexis Rotella/Huguette Ducharme/Don Eulert/Ezra Pound	Haiku/nature/imagism
8	Sonnet 8	John Milton	War
9	Kidnapped	RuperakePepaia	Education/values/ideals

10	Lord! Make Me a Sheep	Laxmi Prasad Devkota	Rebellion/satire/rights
11	Abiku	Wole Soyinka	religion, culture
12	A Woman	Gabriela Mistral	Love/ideal

4. Drama

All My Sons- Arthur Miller(**Classic**)

5. Introduction to Critical Perspectives

Critical perspectives to the study of literature

I. Gender perspective

- Background and introduction
- Concept of coexistence, characters and their roles, themes in literary texts

II. Class perspective

- Background and introduction
- Characters and their socio-economic background, roles, themes of the texts

III. Textual reading (formalistic, linguistic, and new criticism)

- Introduction
- Reading from formalistic, linguistic and new criticism perspectives
- Textual features (prosodic features), literary use of language and mode of communication in formalistic perspective
- Language as a matter of convention, language as arbitrary phenomenon, sound-meaning relationship (signifier-signified relationship), singularity of meaning in linguistic perspective
- Textual features (figures of speech, imagery and symbolism), close reading of them and texts as the only source of aesthetics in new criticism

IV. The perspectives of the margins

- Language minority and subaltern: social, cultural and other backgrounds of characters, their voice, power and authority(identity), themes of literary texts, Lesbian, Gay, Bisexual, Transgender and/or intersexual (LGBTI): disruptive gender identity and other distinctive features of them, characters, their roles and events in literary texts
- Disability: identity of disable/ disability (differently able), characters or voices in literary texts, common perceptions to disables/ disability

V. Postmodern perspective (unreliable narration, fragmentation, boundary and hierarchy demolition, plurality of meaning)

- **Reader's perspective:** aesthetic and non-aesthetic reading, transaction between a reader and a text, using the lenses of reader to determine the meaning

VI. Ecological reading: the issue of ecology and environment in literature, human being (the self-centered views and the feeling of otherness) as the main cause of decay in environment/ nature, the defense of preserving this beautiful nature

VII. The character perspective: character's psyche (dominance and guidance of unconscious), Oedipus complex, expression of suppression and unconscious in literature

VIII. Cultural perspective

- **Introduction,** culture as a site of (diverse) meanings and values, identity and class interest; literature as reflection of a particular cultural forms and practices

5. Learning Facilitation Process

5.1 Principles of learning facilitation

This course draws on two major principles-intensive/extensive reading and creativity/criticality in language learning. With an aim of strengthening students' English language competence, the course expects the teachers to provide their students with opportunities for both intensive and extensive reading. Rather than following a teacher-centered approach, students should be engaged in reading different genres of literary texts for building their vocabulary and micro-reading skills such as extracting main ideas and answering the questions based on the reading texts.

Teachers are also required to develop activities through which students are involved in reading literary texts for pleasure and for understanding their social meanings. In this process, students should be engaged in independent reading so that they get opportunities to understand broader socio-political meanings of the texts organized under different themes. In order to help students, enhance their extensive reading ability, teachers should provide additional readings that deal with similar themes as the reading of the textbook has. In other words, the reading in the textbook should also be supplemented by reference materials.

The pedagogical principles and approaches to be followed in this course should help students foster their creativity and develop their critical thinking skills, both in reading and writing English. While engaging students in reading a variety of literary

texts, the classroom pedagogies for this course should focus on both creative and critical use of English. For this purpose, the students should be involved in writing simple poems, different types of essays, dialogues, biographies, travelogues and so on. In this process, the students are required to carry out creative and other writing projects. Students' interest should be kept at the center for the accomplishment of such projects.

5.2 Learning activities

Based on the above-mentioned pedagogical principles, the following activities should be conducted in order to achieve the goals of this course:

<ul style="list-style-type: none"> • Student's reading and presentation • Writing projects • Dramatization, role-play and simulation • Inquiry-based writing • Reading for comprehension • Reading for critical assessment/analysis • Book talk (reading a particular book and having a talk on it) • Discussion sessions • Think - Pair- Share • RDWS (Read, Discuss, Write and Say/Share) • Teacher-guided self-study • Guest lecture and exposure visits • Journal writing 	<ul style="list-style-type: none"> • Library visits • Listening to rhymes, lyrical poems and songs • Reciting rhymes, lyrical poems and songs • Watching movies (animated/unanimated, comic) and dramas • Brainstorming and mind mapping • Quick write/flash writing • Book/film reviews • Paraphrasing/genre conversion • Genre conversion (e.g. converting poetry into prose and vice-versa)
--	---

6. Student Assessment Process

The letter grading system will be used for assessing the students' performance. In order to assess the student's learning achievement as expected by this curriculum, formative as well as summative and internal as well as external assessment will be used.

6.1 Formative assessment

In order to ensure the learning of the students, informal assessment will be conducted regularly and timely feedback should be provided to the students for improvement. The goal of formative assessment is to help the learners to learn more rather than to check what they have learnt and what they have not. Formative assessment should focus on those areas, which pose problems in learning. This can also take the form of

remedial teaching. Formative assessment should focus on the development of all the language skills and aspects in the learners. Various classroom activities and techniques should be used to help the learners to learn more. The following techniques/activities can be used as tools for formative assessment:

<ul style="list-style-type: none"> • Observation of students' linguistic behaviour • Anecdotal record • Rating scale • Check lists • Work sample/written samples • Interviews • Home assignments 	<ul style="list-style-type: none"> • Portfolio • Tests (class, weekly, monthly) • Oral question-answer • Project works • Creative works • Self-initiation in learning • Class work 	<ul style="list-style-type: none"> • Games • Debates • Brainstorming • Story telling/retelling • Poetry recitation • Dramatization/simulation • Role play • Group discussion • Journals
---	---	--

6.2 Summative assessment

Both internal as well as external evaluation will be carried out as part of summative or final assessment.

- a. Internal evaluation:** In the final examination, there will be an internal examination of 25 percent. This examination will cover not only the learners' content knowledge but also their other affective domains including regularity and classroom performance. The allocation of weightage for each assessment area is given below:

S. N.	Assessment areas	Marks
1.	Participation	3
2.	Project work (See sample tasks below)	16
3.	Terminal Tests	6
	Total marks	25

With regards to the project works in English, the students do at least four project works. Thus, they have to produce four project work reports for internal assessment. The followings are some of the suggested topics for project works though teacher can design other relevant project works for the students based on the curricular contents. There should not be the repetition of the same project works in both grades. Each project works carries 4 marks.

Sample Project Works for Grade XI and XII		
S. N.	Area/Genre	Project Work
1.	A Historical Survey of English	<ul style="list-style-type: none"> • Prepare a comprehensive timeline of the history of English language and literature. Include major writers

	Language and Literature	and major works representing the era/age.
2.	Prose	<ul style="list-style-type: none"> • Write a biography of a legendary writer of Nepal. • Prepare a short profile of a Nepali litterateur who writes in English. • Read a prose (other than given in the course) and write a review of it. • Write a review of a famous Nepali book translated into English. • Write your diary for a week. • Write a short story/essay/travel account of your own.
3.	Poetry	<ul style="list-style-type: none"> • Compose a poem of your own in English. • Review a poem(other than given in the course) that you have read recently. • Prepare a short profile of a poet with his/her works, contribution and information.
4.	One Act Play	<ul style="list-style-type: none"> • Act out one one-act play given in your course book and write a short reflection report. This will be a group project. • Write a short one act play in English. • Write a review of a one act play (other than given in the course).
5.	Drama	<ul style="list-style-type: none"> • Write a review of one of the English Dramas.
6.	Critical Perspectives	<ul style="list-style-type: none"> • Write a review of a literary work based on one of the following perspectives: <ul style="list-style-type: none"> a. Gender b. Class c. Textual Reading (formalistic and linguistic) d. Cultural perspective e. The Marginalized perspectives (Language minority, LGBTI, disability, subaltern, modern/postmodern) f. Ecological Reading

b. External evaluation:In the final examination, there will be an external examination of 75 marks. The allocation of marks for each genre is given below:

S. N.	Area/Genre	Marks	
		Grade XI	Grade XII
1.	A Historical Survey of English Literature and Language	12	-
2.	Introduction to Language and Linguistics	12	13
3	Prose	29	26
4.	Poetry	15	15
5.	One Act Play/Drama	7	10
6.	Introduction to Critical Perspectives	-	11
	Total marks	75	75

6.3 Alternative evaluation

It is recommended that due attention be paid for assessing differently-abled students like the students with hearing impairment, speech impairment and visual impairment. For this, alternative-testing methods should be designed and applied.

7. Teaching Learning/Facilitation Resources and Materials

Each student must have a textbook. Each teacher should have a teacher's guide and a set of teacher support materials for the appropriate grade, including digital and electronic materials as far as practicable. Teachers should make extensive and proper use of the writing board. To make learning easy, effective and interesting, a variety of materials should be used including the following:

<ul style="list-style-type: none"> • Charts such as the chart about the characteristics of historical periods, chart about definitions and examples of literary terms, charts of a poems/stanzas with the mark of prosodic features and figures of speech • Comparison tables • Family charts • Role cards • Newspaper cut-outs • Bulletins, brochures • Pictures/drawings • Audio-visual materials • Writing samples (e.g. essay, book/film review, mind mapping, brainstorming, etc.) 	<ul style="list-style-type: none"> • Worksheets • Flash cards • Formats (of book review/film review/project work, etc.) • Dictionaries, computers, audio players and mobile phones • Multi-media • Online resources • Readers • Additional references • Sample interpretation/sample summary/theme/character sketch/poems, etc.
--	--