

B. A. (Honours) English

Programme Code: BAHENG

Session **2023-24**

PROGRAMME BROCHURE



MATA GUJRI COLLEGE, FATEHGARH SAHIB

(An Autonomous College)

B.A. (Honours) English Revised Syllabus as per UGC guidelines under CBCS (Choice Based Credit System) recommended by Board of Studies on.....approved by the Academic Council on.....

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Introduction to CBCS (Choice Based Credit System)

Choice Based Credit System The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising Core, Elective, AECC, GE, SEC, DCE based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations which enables the student to move across institutions of higher learning. The uniformity in evaluation system also enables the potential employers in assessing the performance of the candidates.

Definitions

1. **'Academic Programme'** means an entire course of study comprising its programme structure, course details, evaluation schemes etc. designed to be taught and evaluated in a teaching Department
2. **'Course'** means a segment of a subject that is part of an Academic Programme.
3. **'Programme Structure'** means a list of courses (Core, Elective, AECC, GE, SEC, DCE) that makes up an Academic Programme, specifying the syllabus, Credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme etc.
4. **'Core Course'** means a course that a student admitted to a particular programme must successfully complete to receive the degree and which cannot be substituted by any other course
5. **Ability Enhancement Compulsory Courses (AECC):** The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement; i. Environmental Science and, ii. English/Hindi/Modern Indian Language (MIL) Communication. These are mandatory for all disciplines. **SEC courses** are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc. These may involve Environmental Science, English Communication/Hindi Communication/MIL Communication.
6. **Skill Enhancement Courses (SEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.
7. **Generic Elective (GE) Course:** An elective course chosen from an unrelated discipline/subject, with an intention to seek exposure beyond discipline/s of choice is called a Generic Elective. The purpose of this category of papers is to offer the students the option to explore disciplines of interest beyond the choices they make in Core and Discipline Specific Elective papers.

8. **Discipline Centric Elective (DCE) Course:** Elective courses offered under the main discipline/subject of study is referred to as Discipline Centric Elective
9. **'Credit'** means the value assigned to a course which indicates the level of instruction; One-hour lecture per week equals 1 Credit, 2 hours practical class per week equals 1 credit. Credit for a practical could be proposed as part of a course or as a separate practical course.
10. **Cumulative Grade Point Average (CGPA):** It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.

English (Honours) Programme Details

The Programme Objectives are:

1. To introduce the students to major genres, styles and forms of Literature.
2. To enable the students to understand the literatures belonging to various ages and to be able to analyze and interpret the same.
3. To deliver knowledge and understanding of English Language and Literature in totality.
4. To introduce the students to the social, cultural, political and intellectual backgrounds of the various periods in literary history.
5. To encourage the students towards self-expression.
6. To provide a holistic grooming of communication skills in English encompassing speaking skills, writing skills, listening skills and reading skills.

Programme Specific Outcomes:

The coursework exposes students to a wide range of writing from British, American, Indian and Anglophone traditions. It helps students to explore how writers use the creative resources of language -- in fiction, poetry, nonfiction prose, and drama -- to inculcate the entire range of human experience. It enables students to read a variety of texts critically and proficiently and also helps them to demonstrate, in writing or speech, comprehension, analysis, and interpretation of those texts.

It will allow the students to strive, to be imaginative and technically proficient and as a result, to gain a deeper insight into life. Apart from developing these skills, the English Honours course will help the students to become more effective thinkers and communicators who are well-equipped for a variety of careers in the society.

ORDINANCES FOR B.A. HONOURS IN ENGLISH

Applicability of Ordinances for the time being in force.

Notwithstanding the integrated nature of a course spread over more than one academic year, the Ordinances in force at the time a student joins a course shall hold good only for the examination held during or at the end of the academic year. Nothing in these Ordinances shall be deemed to debar the College from amending the ordinances subsequently and the amended ordinances, if any, shall apply to all the students whether old or new.

1. B.A. Honours in English is an integrated course comprising three parts spread over three years. Each part will consist of two semesters. The course of study of B.A. Honours in English shall be divided in six semesters and the final examination will be held at the end of every semester in the months of November/December (for semester I,III &V) and April/May (for semester II, IV & VI) or as fixed by the College.

2. The examination in B.A. Honours in English Part-I shall be open to a student who produces the following certificates to the Principal of the college.

i. having passed at least +2 examination of Punjab School Education Board / C.B.S.E. / I.C.S.E. or any other examination recognized as equivalent thereto with at least :

ii. 50% marks in the aggregate in any stream.

Note: Candidate placed under reappear in one or more subjects in 10+2 examination of Punjab School Education Board or any other examination, recognized as equivalent thereto shall not be eligible for admission to B.A. Honours in English Part-I Course.

iii. having remained on the rolls of a School/college admitted to the privileges of the College for the academic year preceding the examinations.

iv. having good character.

v. A student will produce proof for opting Elementary Punjabi. This can be opted only under the following conditions:

(a) Those students who have passed their Matric Examination outside the State of Punjab and have not opted for Punjabi Subject.

(b) Wards of Defense Personnel/Para-Military Personnel can opt for Elementary

Punjabi.

(c) Children of NRI, NRE and Foreign Students.

2.1 To qualify for admission to 3rd semester of the course, the candidate must have passed 50% of total papers of the two semesters of the 1st year. In case, the result of 2nd semester is not declared at the time of admission to 3rd semester, the student may be admitted provisionally and will be allowed to take examination of 3rd semester if he/she has passed in 50% of the total papers of first year (i.e. 1st and 2nd semester). Similarly, to qualify for admission to 5th semester of the course, the student may be admitted provisionally if the result of the previous semester has not been declared and will be allowed to take examination of 5th semester, if he/she has passed 50% of the total papers of previous semesters.

2.2 A student who joins B.A. Honours in English Part II course after having passed B.A. Honours in English Part I or any other Equivalent examination from any other statutory University shall be required to qualify all the deficient papers as provided in the syllabus prescribed by the College for B.A. Honours in English Part I examination along with Part II examination.

A student who joins B.A. Honours in English Part III course after having passed B.A. Honours in English Part II or any other equivalent examination from any other statutory University shall be required to qualify all the deficient papers as provided in the syllabus prescribed by this college for B.A. Honours in English Part I and Part II examination along with Part III examination. However, Mid Semester migration will not be allowed.

2.3 A Candidate placed under reappear in any paper, will be allowed two chances to clear the reappear, which should be availed within consecutive two year/chances i.e. to pass in a paper the candidate will have a total of three chances, one as regular student and two as reappear candidate.

2.4 The examination of reappear papers of odd semester will be held with regular examination of the odd semester and reappear examination in even semester with the even semester. But if a candidate is placed under reappear in the last semester of the course, he/she will be provided

chance to pass the reappear with the examination of the next semester, provided his/her reappear of lower semester does not go beyond next semester.

3 A candidate must complete and pass the whole course of three years within a maximum of six years from the date of admission in B.A. Honours in English First semester. If the candidate does not clear the lower examination within stipulated period, the higher result of the candidate will stand automatically cancelled.

4 Semester examination will be open to regular candidates who have been on the rolls of the college and meet the attendance and other requirements as prescribed in the ordinances of the course.

5 Examination Rules

5.1 Paper Setting/Evaluation will be done by an External Examiner or as decided by the Examination Cell.

5.2 Viva Voce/ Practical examination shall be conducted by a Committee consisting of the following:

- (i) One external examiner
- (ii) One internal examiner

5.3 The supplementary examination will be held along with the routine End Semester Tests.

The supplementary paper would be from the syllabi prescribed for that session in which the candidate is appearing. The student can appear in the theory/practical paper on the payment of the required fee. The candidate will have consecutive two attempts to clear the Supplementary Examination; marks of practical and internal assessment will be carried forward as original.

5.4 Re-evaluation of answer sheet in two subjects is allowed after paying the requisite fee. The application for Re-evaluation should be submitted within 15 days of the declaration of the results. In case there is a difference of more than 10% between the marking of the first evaluator and the second evaluator, then the paper would be sent to a third evaluator. The mean of the marks of the second and third evaluators is then considered as the final marks. The re-evaluated marks will be considered final irrespective of the increase or decrease in marks.

5.5 The students who have reappear in the Vth semester only of three year degree course at undergraduate level, will be allowed to appear in their Reappear examination along with the Final Semester Examinations of their respective courses.

5.6 The Principal can provide Golden Chance (with special chance fee) to students who have been unable to clear their exams even after two attempts.

5.7 IMPROVEMENT EXAMINATIONS:

I. A student who has been declared 'pass' in the Undergraduate course he/she was admitted to, may apply for improvement within a year from the declaration of the result of the final semester and he/she can take maximum of 50% of the total papers for that course for improvement.

II. A student shall have to appear in End semester examination of the paper chosen for improvement along with the regular students. No special exam shall be held for him/her.

III. If a student fails to improve upon the original marks obtained in the paper chosen for improvement, his/her original marks shall be retained and he/she shall not get a second chance for improvement.

IV. Improvement examination in practical/MST paper shall not be allowed.

V. A student taking improvement examination shall have to pay a fee decided by the college.

5.8 Grading System:

The grades and their description, along with equivalent numerical grade points are listed in the Grading Assignment Table below:

Grade Assignment Table

Range of Marks	Description	Grade	Grade Point
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91-100	Outstanding	O	
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81-90	Excellent	A	
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71-80	Very Good	A	
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61-70	Good	B	
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51-60	Above Average	B	
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41-50	Average	C	
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35-40	Pass/Fair	P	
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0-34	Fail	F	
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Absent/Detained	Ab/D		
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a. A student obtaining Grade F shall be considered failed and will be required to reappear in the examination.

- b. For non credit courses ‘Satisfactory’ or ‘Unsatisfactory’ shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.

5.9 MALPRACTICES/UNFAIR MEANS

5.9.1 The following shall be deemed to be unfair means:

- i. Leaving the Examination Hall without submitting the answer book to the invigilator or taking away, tearing off or otherwise disposing off the same or any part thereof.
- ii. Using abusive language in the examination hall or writing the same in the answer sheet.
- iii. Making an appeal to the evaluator through answer sheet.
- iv. Possession by examinee or having access to books, notes, papers, mobile or any other electronic material which can prove to be helpful in the exam.
- v. Any action on the part of candidate at an examination trying to get undue advantage in the performance at examinations or trying to help another, or derive the same.
- vi. Case of Impersonation in the examination.
- vii. Intimidating, threatening, manhandling, using violence, show of force in any form against any invigilator or any person on duty, creating disturbance to the smooth conduct of the examination.
- viii. Any other action which the Controller Examination / Chief Controller deem fit to be a case of UMC.

5.9.2 In case the student is found to have used any of the above Unfair means:

- i. His/her answer book shall be seized and He/She will be given a new answer sheet.

ii. Invigilator shall submit a detailed report along with the answer book of the student and the related material, if any, to the Centre Superintendent who will subsequently hand it over to Controller Examination.

iii. Written statement to this effect shall be obtained from the student by the Centre Superintendent. In case the student refuses to do the same, the fact of refusal must be recorded.

iv. The student reported to have used unfair means shall be allowed to appear in the subsequent papers. However, no marks would be awarded for the paper in which unfair means were used.

v. The Principal shall refer the cases of malpractices in Mid Semester tests, House Tests in End Semester Examinations, to an Unfair Means Committee, constituted by him/her for the purpose. Such committee shall follow the approved scales of punishment. The Principal shall take necessary action, against the erring students based on the recommendations of the committee.

5.9.3 The involvement of the Staff, who are in charge of conducting examinations, evaluating examination papers and preparing/keeping records of documents relating to the examinations if involved in such acts (inclusive of providing incorrect or misleading information) that infringe upon the course of natural justice to one and all concerned at the examination shall be viewed seriously and recommended for award of appropriate punishment after enquiry.

6 Attendance Regulations & Condonation:

6.1 A student shall be eligible to appear for end semester examinations, if he/she acquires minimum of 75% of attendance in each subject.

6.2 Request to the Principal for Condonation of shortage of attendance after the recommendation of the HOD will be forwarded to Lecture Shortage Condonation Committee. The committee can finally condone the shortage in aggregate up to 15% on medical grounds in each semester.

6.3 Any student representing the Institute/ University/ State/ Nation in any Academic/ Sports/ Cultural/Extra Co curricular/ NSS/NCC or any other event shall be considered on duty. His/ Her shortage of lectures shall be condoned, provided that the student is permitted in writing by the Principal/HOD concerned and a certificate to this effect signed by the competent authority where the student attended the event is taken.

6.4 A Student will not be promoted to the next semester unless he/she satisfies the attendance requirement of the present semester as applicable.

6.5 Students whose shortage of attendance is not condoned in any semester are not eligible to take their end semester examination of that particular semester and their registration for examination shall stand cancelled and no fee shall be refunded.

7. Applications for admission to the examination shall be made on the prescribed form attested by the competent authority as per the college rules.

8. Amount of examination fee to be paid by a candidate for each semester shall be as fixed by the College from time to time.

9. The last date by which examination forms and fees must reach the College Office shall be as decided by the Principal.

10. College medal will be awarded to a candidate who secures first position in the College on the basis of the marks of all the six semesters taken together. The general rules and conditions of the College/University for the Award of medal/prizes etc. will be applicable in the award of College medal to the topper of this examination.

11. The minimum number of marks required to pass each semester examination will be 40 % in the aggregate of the semester examination. Provided, that in papers with practicals, the percentage shall be required separately in written and practical/lab work.

12. Assessment:

12.1 The Assessment in each semester of B.A. Honours in English Course will be 25 % internal and 75 % external for each Theory paper. The result of the Internal Assessment shall be conveyed to the students/examination branch by the Head of the Department according to prescribed schedule.

12.2 There shall be Two Mid Semester tests in each Semester.

12.3 Internal Assessment of 25 % will be as under:

(i) Two mid Semester Tests: 12 Marks

(ii) Assignment/Seminar/Class Test/Tutorial/Quiz/Internal Practical etc.: 7 marks

(iii) Attendance: 6 Marks

12.4 A candidate is required to secure at least 40% marks both in external examination (Theory and Practical/ Project work) and in internal assessment separately in each paper in order to qualify in an examination.

12.5 In case the student is dissatisfied with the marks awarded to him/her in internal assessment; he/she can approach the concerned teacher. If the student is still not satisfied, he/she may approach the head of department and the Principal subsequently.

13. End-Semester Examination:

End-semester examination(s) of each theory course shall be of three hours duration and will be conducted as per norms and schedule notified by the Controller of Examination.

The end semester examinations of laboratory/practical courses and other courses such as seminar, colloquium, field work, project, dissertation etc. shall be conducted as notified by the HOD.

14. The College may from time to time revise, amend and change the regulations or the curriculum, if found necessary.

PROGRAMME STRUCTURE

The B.A. English (Hons) programme is a three-year Course divided into six semesters. A student is required to complete a minimum of 140 credits for the completion of Course and the award of degree.

		Semester	Semester
Part – I	First Year	Semester I	Semester II
Part – II	Second Year	Semester III	Semester IV
Part - III	Third Year	Semester V	Semester VI

Course Credit Scheme

Semester	Core Courses			Generic Elective Course			Discipline Core Elective			Skill Enhancement Course (Total Credits)	AECC (Total Credits)	Total Credits
	No. of papers	Credits (L+T)	Total Credits	No. of papers	Credits (L+T)	Total Credits	No. of papers	Credits (L+T)	Total Credits			
I	2	10+2	12	01	5+1	6	NIL	NIL	NIL	NIL	4	22
II	2	10+2	12	01	5+1	6	NIL	NIL	NIL	NIL	4	22
III	3	15+3	18	01	5+1	6	NIL	NIL	NIL	4	NIL	28
IV	3	15+3	18	01	5+1	6	NIL	NIL	NIL	4	NIL	28
V	2	10+2	12	NIL	NIL	NIL	02	10+2	12	NIL	NIL	24
VI	2	10+2	12	NIL	NIL	NIL	02	10+2	12	NIL	NIL	24
Total Credits for the Course			84			24			24	8	8	148

- For each Core, Generic Elective and Discipline Core Elective, there will be 5 lecture hours of teaching per week (worth 5 credits) and 1 hour of tutorial class (worth 1 credit). There shall be AECC and SEC of 4 credits each.

PAPER SCHEME

- Duration of examination of each paper shall be 3 hours.

- Each paper shall be of 100 marks, out of which 75 marks, shall be allocated for semester examination and 25 marks for internal assessment.
- The pass percentage will be 40%.
- The papers will be divided into Unit I and II.

DIVISION OF INTERNAL ASSESSMENT:

The internal assessment of a student shall be marked according to the following pattern:

MST 12.5 marks

Assignment/Quiz/ Seminar/ Co-curricular **05 marks**

Attendance **5 marks**

Class Behaviour **2.5 marks**

Marks for attendance will be given as per the following criterion:

Attendance (%)	Marks
65-70%	1
70-75%	2
75-80%	3
80-85%	4
85% & above	5

FULL COURSE DETAIL
CORE COURSES

Course Code	Course	Theory	Tutorial	Credits
BHE 101	Indian Classical Literature	05	01	06
BHE 102	European Classical Literature	05	01	06
BHE 201	Indian Writing in English	05	01	06
BHE 202	British Poetry and Drama 14 th to 17 th Century	05	01	06
BHE 301	American Literature	05	01	06
BHE 302	Popular Literature	05	01	06
BHE 303	British Poetry and Drama: 17 th and 18 th Century	05	01	06
BHE 401	British Literature: 18 th Century	05	01	06
BHE 402	British Romantic Literature	05	01	06
BHE 403	British Literature: 19 th Century	05	01	06
BHE 501	Women's Writing	05	01	06
BHE 502	British Literature: The Early 20 th Century	05	01	06
BHE 601	Modern European Drama	05	01	06
BHE 602	Post Colonial Literature	05	01	06
Total Credits		70	14	84

GENERIC ELECTIVE COURSES

Course Code	Course	Theory	Tutorial	Credits
BHE 104	Academic Writing and Composition	05	01	06
BHE 204	Media Studies	05	01	06
BHE 304	Text and Performance	05	01	06
BHE 404	Introduction to Linguistics	05	01	06
Total Credits		20	04	24

DISCIPLINE CORE ELECTIVE

Course Code	Course	Theory	Tutorial	Credits
BHE 503	Literature of the Indian Diaspora	05	01	06
BHE 504	Literary Criticism	05	01	06
BHE 603	Partition Literature	05	01	06
BHE 604	Autobiography	05	01	06
Total Credits		20	04	24

SKILL ENHANCEMENT COURSE

Course Code	Course	Theory	Tutorial	Credits
BHE 305	English Language Teaching	04	NIL	04
BHE 405	English and Soft Skills	04	NIL	04
Total Credits		08	NIL	08

ABILITY ENHANCEMENT COMPULSORY COURSE

Course Code	Course	Theory	Tutorial	Credits
BHE 103	Communication and Technology	04	NIL	04
BHE 203	MIL: Punjabi/ Elementary Punjabi	04	NIL	04
Total Credits		08	NIL	08

QUALIFYING COURSE

Course Code	Course	Theory	Tutorial	Credits
EVS 3001	Environment and Road Safety Awareness	NIL	NIL	NIL
DA 4001	Drug Abuse: Problems, Management and Prevention	NIL	NIL	NIL
Total Credits		NIL	NIL	NIL

Total Credits: 84 (Core Courses) +24 (Generic Elective Courses) + 24 (Discipline Core Elective) + 08 (Skill Enhancement Course) + 08 (AECC) = 148

B.A. English (Hons) Programme (Semester Wise)
Syllabus
For the Academic Year (2023-24)

SEMESTER-I

Subject Code	Paper	Title	Credits	Internal Marks	Theory + Practical	Total Marks
BHE 101	CORE I	Indian Classical Literature	5+1(Tutorial)=6	25	75	100
BHE 102	CORE II	European Classical Literature	5+1(Tutorial)=6	25	75	100
BHE 103	AECC	Communication and Technology	4	25	75 (Theory-45 Practical-30)	100
BHE 104	GE I	Academic Writing and Composition	5+1(Tutorial)=6	25	75	100
EVS-3001	Qualifying Paper	Environment and Road Safety Awareness	-	15	35	50

SEMESTER-II

Subject Code	Paper	Title	Credits	Internal Marks	Theory	Total Marks
BHE 201	CORE III	Indian Writing in English	5+1(Tutorial)=6	25	75	100
BHE 202	CORE IV	British Poetry and Drama 14 th to 17 th Century	5+1(Tutorial)=6	25	75	100
BHE 203	AECC	MIL: Punjabi/ Elementary Punjabi	4	25	75	100
BHE 204	GE II	Media Studies	5+1(Tutorial)=6	25	75	100
DA-4001	Qualifying Paper	Drug Abuse: Problem, Management and Prevention	-	15	35	50

SEMESTER-III

Subject Code	Paper	Title	Credits	Internal Marks	Theory	Total Marks
BHE 301	CORE V	American Literature	5+1(Tutorial)=6	25	75	100
BHE 302	CORE VI	Popular Literature	5+1(Tutorial)=6	25	75	100
BHE 303	CORE VII	British Poetry and Drama : 17th and 18th Century	5+1(Tutorial)=6	25	75	100
BHE 304	GE III	Text and Performance	5+1(Tutorial)=6	25	75	100
BHE 305	SEC I	English Language Teaching	4	25	75	100
EVS-3001	Qualifying Paper	Environment and Road Safety Awareness	-	15	35	50

SEMESTER-IV

Subject Code	Paper	Title	Credits	Internal Marks	Theory	Total Marks
BHE 401	CORE VIII	British Literature: 18th Century	5+1(Tutorial)=6	25	75	100
BHE 402	CORE IX	British Romantic Literature	5+1(Tutorial)=6	25	75	100
BHE 403	CORE X	British Literature: 19th Century	5+1(Tutorial)=6	25	75	100
BHE 404	GE IV	Introduction to Linguistics	5+1(Tutorial)=6	25	75	100
BHE 405	SEC II	English and Soft Skills	4	25	75	100

SEMESTER-V

Subject Code	Paper	Title	Credits	Internal Marks	Theory	Total Marks
BHE 501	CORE XI	Women's Writing	5+1(Tutorial)=6	25	75	100
BHE 502	CORE XII	British Literature: The Early 20th Century	5+1(Tutorial)=6	25	75	100
BHE 503	DCE I	Literature of the Indian Diaspora	5+1(Tutorial)=6	25	75	100
BHE 504	DCE II	Literary Criticism	5+1(Tutorial)=6	25	75	100
EVS-3001	Qualifying Paper	Environment and Road Safety Awareness	-	15	35	50

SEMESTER-VI

Subject Code	Paper	Title	Credits	Internal Marks	Theory	Total Marks
BHE 601	CORE XIII	Modern European Drama	5+1(Tutorial)=6	25	75	100
BHE 602	CORE XIV	Post Colonial Literature	5+1(Tutorial)=6	25	75	100
BHE 603	DCE III	Partition Literature	5+1(Tutorial)=6	25	75	100
BHE 604	DCE IV	Autobiography	5+1(Tutorial)=6	25	75	100

SYLLABUS FOR B.A. HONOURS ENGLISH - I**(UNDER CHOICE BASED CREDIT SYSTEM)****Programme Code: BAHENG****SESSION: 2023-2024****SCHEME OF COURSE SEMESTER-I**

Subject Code	Paper	Title	Credits	Internal Marks	Theory + Practical	Total Marks
BHE 101	CORE I	Indian Classical Literature	5+1(Tutorial)=6	25	75	100
BHE 102	CORE II	European Classical Literature	5+1(Tutorial)=6	25	75	100
BHE 103	AECC	Communication and Technology	4	25	75 (Theory-45 Practical-30)	100
BHE 104	GE I	Academic Writing and Composition	5+1(Tutorial)=6	25	75	100
EVS-3001	Qualifying Paper	Environment and Road Safety Awareness	-	15	35	50

BHE 101: CORE PAPER I - INDIAN CLASSICAL LITERATURE**Maximum marks: 100****Theory: 75****Internal Assessment: 25****Pass marks: 40%****Time allowed: 3 Hours****Credits: 5+1(tutorial) = 6****Course Objectives:**

1. To enable the students to appreciate the Indian classical literature and to make them realize its value in practical aspects of life.
2. To understand the didacticism and ethical value contained in Indian classical literature.
3. To introduce students to the major literary works of Indian classical writers.

Course Learning Outcomes:

1. This course will provide knowledge about the important concepts, themes and traditions through the study of influential classical texts from the ancient world.
2. It will create awareness among the students of the rich and diverse literary cultures of ancient India.
3. Students will acquaint themselves with some of the greatest masterpieces of the Indian classical literature.
4. It will enhance the ability of the students to read the texts critically and proficiently.
5. It will enable the students to distinguish between the essential features of Literature – that remain central to literary creation across time and space.

COURSE CONTENT**UNIT I**

1. Kalidasa '*Abhijnana Shakuntalam*', tr. Chandra Rajan, in Kalidasa: '*The Loom of Time*' (New Delhi: Penguin, 1989).
2. Vyasa '*The Dicing*' and '*The Sequel to Dicing*', '*The Book of the Assembly Hall*', '*The Temptation of Karna*', Book V '*The Book of Effort*', in *The Mahabharata*: tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106–69.

UNIT II

3. Sudraka '*Mricchakatika*', tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarsidass, 1962).
4. Ilango Adigal '*The Book of Banci*', in *Cilappatikaram: The Tale of an Anklet*, tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.

SUGGESTED TOPICS AND READINGS FOR CLASS PRESENTATION

- The Indian Epic Tradition: Themes and Recensions
- Classical Indian Drama: Theory and Practice
- Alankara and Rasa
- Dharma and the Heroic

SUGGESTED READINGS

1. Bharata: *Natyashastra*. 2nd edition tr. Manomohan Ghosh, vol. I, Calcutta: Granthalaya, 1967 chap. 6: 'Sentiments', pp. 100–18.
2. Iravati Karve: 'Draupadi', in *Yuganta: The End of an Epoch*, Hyderabad: Disha, 1991 pp. 79–105.
3. J.A.B. Van Buitenen: 'Dharma and Moksha', in Roy W. Perrett, ed., *Indian Philosophy*, vol. V, *Theory of Value: A Collection of Readings*, New York: Garland, 2000 pp. 33–40.
4. Vinay Dharwadkar: '*Orientalism and the Study of Indian Literature*', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter Vander Veer, New Delhi: OUP, 1994 pp. 158–95.

INSTRUCTIONS FOR THE PAPER SETTER:

- The question paper will carry **75** marks and will be of **3** hours duration.
- The Paper will consist of two Units - **Unit I and II**.
- Reference to the Context is to be set from of '*The Loom of Time*' and '*Sudraka Mricchakatika*'.
- Short answer type questions covering all the texts mentioned in **Unit I and Unit II**.

TESTING

UNIT I

Question I: Two passages for Reference to the Context from '*The Loom of Time*' and '*Sudraka Mricchakatika*' shall be set. Out of these two passages the candidate will attempt one.
(1x6=6)

Question II will have one long answer type question which shall be set from **Unit I** (Part 1) with internal choice.
(12 marks)

Question III will have one long answer type question which shall be set from **Unit I** (Part 2) with internal choice.
(12 marks)

UNIT II

Question IV will have one long answer type question which shall be set from **Unit II** (Part 3) with internal choice.
(12 marks)

Question V will have one long answer type question which shall be set from **Unit II** (Part 4) with internal choice.
(12 marks)

Question VI: Seven short answer type questions shall be set from the entire syllabus. The candidate will attempt all the 7 questions in 40-50 words each.
(7x3=21)

BHE 102: CORE PAPER II: EUROPEAN CLASSICAL LITERATURE

Maximum marks: 100

Theory: 75

Internal Assessment: 25

Pass marks: 40%

Time allowed: 3 Hours

Credits: 5+1(tutorial) = 6

Course Objectives:

1. To provide an acquaintance with classical texts from Europe - with particular focus on the ancient Greek and Roman texts.
2. To enhance the understanding of the students regarding the socio-cultural, political and economic background of the classical era.
3. To acquaint the students with important concepts, themes and traditions through the study of influential classical texts from the ancient world.

Course Learning Outcomes:

1. This course will enable the students to become aware of the literary cultures of Augustan Rome and Athens.
2. It will introduce the students to the various literary terms and its implementation and significance in European writing.
3. It will acquaint the students with the origin of the European Canon.
4. It will enhance their ability to interpret the translated works and provide them with an understanding of the significance of how translation bridges cultures across the world.
5. The students will be able to discover the best of the ethical, ideological and cultural elements from the wide gamut of classical texts from across cultures.
6. It will introduce the students to some of the best poetry and drama of European classical literature.

COURSE CONTENT

UNIT I

1. Homer: *The Iliad* (Book-I & II), tr. E.V. Rieu (Harmondsworth: Penguin, 1985).
2. Sophocles: *Oedipus the King*, tr. Robert Fagles in Sophocles: *The Three Theban Plays* (Harmondsworth: Penguin, 1984).

UNIT II

3. Plautus: *The Pot of Gold*, tr. E.F. Watling (Harmondsworth: Penguin, 1965).
4. Ovid: Selections from *Metamorphoses* ‘*Bacchus*’, (Book III), ‘*Pyramus and Thisbe*’ (Book IV), ‘*Philomela*’ (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975).
5. Horace: *Satires I: 4*, in *Horace: Satires and Epistles and Persius: Satires*, tr. Niall Rudd (Harmondsworth: Penguin, 2005).

SUGGESTED TOPICS AND READINGS FOR CLASS PRESENTATION

- The Epic
- Comedy and Tragedy in Classical Drama
- The Athenian City State
- Catharsis and Mimesis
- Satire
- Literary Cultures in Augustan Rome

SUGGESTED READINGS

1. Aristotle: *Poetics*, translated with an introduction and notes by Malcolm Heath, London: Penguin, 1996 Chapters 1-8.
2. Horace, *Ars Poetica*, tr. H. Ruston Furlough, *Horace: Satires, Epistles and Ars Poetica*, Cambridge Mass.: Harvard University Press, 2005 pp. 451–73
3. Plato: *The Republic*, Book X, tr. Desmond Lee, London: Penguin, 2007.
4. Horace, *Ars Poetica*, tr. H. Ruston Furlough, *Horace: Satires, Epistles and Ars Poetica*, Cambridge Mass.: Harvard University Press, 2005 pp. 451–73.

INSTRUCTIONS FOR THE PAPER SETTER

- The question paper will carry **75** marks and will be of **3** hours duration.
- The Paper will consist of two Units - **Unit I and II**.
- Reference to the Context is to be set from ***The Iliad, Oedipus the King and Pot of Gold***.
- Short answer type questions covering all the texts mentioned in **Unit I and Unit II**.

TESTING

UNIT - I

Question I: Two passages for Reference to the Context from *The Iliad*, *Oedipus the King* and *Pot of Gold* shall be set. Out of these two passages the candidate will attempt one.

(1x6=6)

Question II will have one long answer type question which shall be set from **Unit I** (Part 1) with internal choice.

(12 marks)

Question III will have one long answer type question which shall be set from **Unit I** (Part 2) with internal choice.

(12 marks)

UNIT - II

Question IV will have one long answer type question which shall be set from **Unit II** (Part 3) with internal choice.

(12 marks)

Question V will have one long answer type question which shall be set from **Unit II** (Part 4) with internal choice.

(12 marks)

Question VI: Seven short answer type questions shall be set from the entire syllabus. The candidate will attempt all the 7 questions in 40-50 words each.

(7x3=21)

BHE 103: (AECC) COMMUNICATION AND TECHNOLOGY

Maximum marks: 100

Theory: 45

Practical: 30

Internal Assessment: 25

Pass marks: 40%

Time allowed: 3 Hours

Credits: 04

Course Objectives:

1. To learn the basic principles of computer applications.
2. To provide the fundamental training in language handling applications.
3. To introduce the students to the basics of research writing.
4. To hone the speaking ,writing ,listening and reading skills of the students

Course Learning Outcomes:

1. It will enable the students to gain an insight into current and advanced language technological problems of both theoretical and practical nature.
 2. The students will be able to demonstrate the ability to use the basic features of language and technology.
 3. It will enable them to identify and formulate research questions in a critical, independent, and creative way.
 4. They will develop a technical understanding of software usage, which will further improve their communication skills.
 5. The students will exhibit better command over the language.
-

COURSE CONTENT

UNIT- I

An Introduction to Computers - MS Word-Basic Operation: Formatting Of Document, Copying And Moving Text, Paragraph Formatting and Printing,

MS-Power Point: Creating and Editing a Slide Presentation, Working with Graphical and Multimedia Elements, Creating Charts and Tables.

UNIT-II

Listening Skills

Reading Skills

Writing Skills

Speaking Skills

*To be covered from IELTS 14 General Training Book.

SUGGESTED READINGS

1. Saxena Sanjay, 2013: Introduction to Information Technology, Vikas Publication House Pvt. Ltd., New Delhi
2. Lewis Norman, 2015: Word Power, Penguin India.
3. Lamott Anne, 1995: Bird by Bird, Anchor Books.
4. MLA Handbook (Seventh edition).
5. IELTS 14 General Training

TESTING**UNIT I**

Question I will have one long answer type question which shall be set from **Unit I** with internal choice. **(10 marks)**

Question II will have one long answer type question which shall be set from **Unit I** with internal choice. **(10 marks)**

Question III Three short answer type questions shall be set from Unit I. The candidate will attempt any two questions in 40 to 50 words each. **(2x2.5=5)**

UNIT II

Question IV will have one long answer type question (comprehension) which shall be set from **Unit II** with internal choice. **(10 marks)**

Question V will have one long answer type question (essay) which shall be set from **Unit II** with internal choice. **(10 marks)**

INTERNAL PRACTICAL EXAMINATION**Max. Marks 30**

1. An internal examiner shall assess the students for MS word, Power Point Presentation. **10X1=10marks**
2. File (Essay writing) **5x1=5**
3. Viva *
 - a. Listening Skills
 - b. Speaking Skills **2x7.5=15**

*IELTS 14 General Training Book

BHE 104: GENERIC ELECTIVE PAPER I (GE I): ACADEMIC WRITING AND COMPOSITION

Maximum marks: 100

Theory: 75

Internal Assessment: 25

Pass marks: 40%

Time allowed: 3 Hours

Credits: 5+1(tutorial) = 6

Course Objectives:

1. To demonstrate an understanding of writing as a series of tasks, including finding, evaluating, analyzing and synthesizing appropriate sources and as a process that involves composing, editing and revising.
2. To introduce students to principles of effective written communication and critical reading.
3. To demonstrate research skills, integrate one's own ideas with others, and apply the conventions of attribution and citation correctly.

Course Learning Outcomes:

1. The students will be able to plan and structure their writing effectively.
2. It will enable the students to employ various learning strategies to build grammatical accuracy and vocabulary range.
3. The students will be able to demonstrate an understanding of the connection between writing and thinking and use writing and reading for inquiry, learning, thinking and communicating in an academic setting.
4. It will enable the students to communicate their ideas effectively and coherently.
5. The students will be able to demonstrate skills in using the conventions of academic writing, including appropriate use of referencing and citations.

COURSE CONTENT

UNIT I

1. Introduction to Academic Writing; Format of research paper & abstract.
2. Introduction to the Conventions of Academic Writing
3. Introduction to the Writing Process; How to write an essay, paragraph, article, scientific & technical paper.

UNIT II

4. Writing in one's own words: Composition, Summarizing and Paraphrasing
5. Critical Thinking: Syntheses, Analyses, and Evaluation
6. Structuring an Argument: Introduction, Interjection, and Conclusion

SUGGESTED READINGS

1. Gerald Graff and Cathy Birkenstein: *They Say/I Say: The Moves That Matter in Academic Writing*, New York: Norton, 2009.
2. Iona Loki: *Academic Writing: Exploring Processes and Strategies*, New York: CUP, 2nd edition, 1998.
3. Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes*, Cambridge: CUP, 2006.
4. Renu Gupta: *A Course in Academic Writing*, New Delhi: Orient BlackSwan, 2010.
5. Anderson Johnathan and Millicent Poole, *Thesis and Assignment Writing Fourth Edition*, Wiley India Pvt. Ltd. 2001.
6. Nigel Warburton: *The Basics of Essay Writing*, Great Britain: Routledge Taylor and Francis Group, 2007.

INSTRUCTIONS FOR THE PAPER SETTER

- The question paper will carry **75** marks and will be of **3** hours duration.
- The Paper will consist of two Units - **Unit I & II**.
- Short answer type questions covering the entire syllabus mentioned in **Unit I and Unit II**.

TESTING

UNIT I

Question I will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

Question II will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

UNIT II

Question III will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question IV will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question V: Nine short answer type questions shall be set from the entire syllabus. The candidate will attempt all the 9 questions in 40 to 50 words each. **(9x3=27)**

SEM- I

EVS-3001: Environment and Road Safety Awareness
For All UG Courses
Session 2023-24

Maximum Marks-50
 Theory marks- 35
 Internal assessment-15

Time Allowed: 1:30 hours
 Pass Percentage: 35%

Distribution of Internal Assessment marks

Assignment: 7 marks

Attendance: 8 marks

Total : 15 marks

Course Objective: Objective of the paper is to impart knowledge about the nature of Environment, Natural resources, Ecosystem, Biodiversity, Various types of environment pollution, Road safety awareness and stubble burning.

Course learning outcomes: The students will increase their understanding about the importance of environment, the various effects which degrades the environment, how to overcome these effects also the student will learn the different rules and regulations of Road safety Awareness.

Pedagogy: Class room lectures, power point presentations, and field visits, etc. The students also make group discussions.

INSTRUCTIONS FOR THE PAPER SETTERS

The question paper will consist of three sections A, B and C. Each of sections A and B will have 04 questions from the respective Unit of the syllabus. Each question shall carry 6.5 marks. Section C will consist of 09 short answer type questions of 01 mark each.

INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt any two questions from each section A and B. Section C is compulsory.

UNIT 1

1. **The multidisciplinary nature of environment studies.** Definition, scope and importance, Need for public awareness.
2. **Natural resources**-Renewable and Non-renewable resources. Role of an individual in conservation of natural resources for sustainable development.
3. **Ecosystem and its components**-Producers, Consumers and Decomposers. Food chain, Food Web and ecological pyramid.
4. **Biodiversity**-Definition, types, Hotspots of biodiversity, importance and conservation of biodiversity.

UNIT-II

5. **Social Issues and Environment**-Climate changes, Global Warming, Acid Rain, and Ozone Layer depletion. Population Explosion -Family welfare program.

6. **Environmental pollution**-definition causes, types, Effects & Control measure. Introduction to Environment Laws in India: Environmental protection Act, Air and Water Act (Prevention and control of pollution).
7. **Road Safety Awareness**-Concept and Significance of road safety, Traffic Signs and Rules, how to obtain license, Role of First aid in Road safety.
8. **Stubble Burning**: Its meaning: Why Stubble burning, Alternatives to Stubble Burning, Environmental and Health effects/Hazards, Policies to control Stubble burning.

SUGGESTED READINGS:

1. Carson, R. 2002. Silent Spring, Houghton Mifflin Harcourt.
2. Gadgil. M., & Guha, R. 1993. This Fissured Land : An Ecological History of India. Univ. of California press.
3. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.
4. Gleick, P.H. 1993. Water in Crisis. Pacific Institute for Studies in Dev. Environment & Security Stockholm Env. Institute, Oxford Univ. Press.
5. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, 2006.
7. Grumbine, R. Edward, and Pandit, M. K. 2013. Threats from India's Himalayas dams. Science, 339:36-37.
9. McCully, P. 1996. Rivers no more: the environmental effects of dams (pp.29-64). Zed Books.
10. McNeill, John R. 2000. Something New Under the Sun : An Environmental History of the Twentieth Century.
9. Odum, E.P., H.T & Andrews, J. 1971. Fundamentals of Ecology. Philadelphia : Saunders.
11. Pepper, I. L., Gerba, C.P & Brusseau, M.L. 2011. Environmental and Pollution Sciences. Academic Press.
12. Rao, M. N. & Datta, A. K. 1987. Waste Water Treatment. Oxford and IBH Publishing Co. Pvt. Ltd.
13. Raven, P. H., Hassenzahl, D.M. & Berg, L.R. 2012, Environment. 8th edition. John Wiley & Sons.
10. Rosencranz, A., Divan, S., & Nobie, M.L. 2001. Environmental law and policy in India.
11. Sengupta, R. 2003. Ecology and economics: An approach to sustainable development. OUP.
12. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.
13. Sodhi, N.S. Gibson, L. & Raven, P.H. (eds). 2013. Conservation Biology: Voices from the Tropics. John Wiley & Sons.
14. Thapar, V. 1998. Land of the Tiger: A Natural History of the Indian Subcontinent.
15. Warren, C.E. 1971. Biology and Water Pollution Control. WB Saunders.

Teaching Learning Activities

Debate, Discussions, Quiz, Guest Lectures etc.

SYLLABUS FOR B.A. HONOURS ENGLISH-I**(UNDER CHOICE BASED CREDIT SYSTEM)****Programme Code: BAHENG****SESSION: 2023-2024****SCHEME OF COURSE SEMESTER-II**

Subject Code	Paper	Title	Credits	Internal Marks	Theory	Total Marks
BHE 201	CORE III	Indian Writing in English	5+1(Tutorial)=6	25	75	100
BHE 202	CORE IV	British Poetry and Drama 14th to 17th Century	5+1(Tutorial)=6	25	75	100
BHE 203	AECC	MIL: Punjabi/ Elementary Punjabi	4	25	75	100
BHE 204	GE II	Media Studies	5+1(Tutorial)=6	25	75	100
DA-4001	Qualifying Course	Drug Abuse: Problem, Management and Prevention	-	15	35	50

BHE 201: CORE PAPER III- INDIAN WRITING IN ENGLISH

Maximum marks: 100

Theory: 75

Internal Assessment: 25

Pass marks: 40%

Time allowed: 3 Hours

Credits: 5+1(tutorial) = 6

Course Objectives:

1. To understand the various features of Indian literature written in English.
2. To introduce the students to the issues concerning Indian Writing such as the representation of culture, identity, history, gender, etc.
3. To familiarize the students with the major Indian writers and their monumental works as an independent field of Literature in English.

Course Learning Outcomes:

1. The students will be able to evaluate the literary, cultural, historical and political impact of the works of Indian writers in English and thereby understand their role in bringing about social awareness and transformation.
2. The students will be able to comprehend the evolution of Indian Writing in English from the colonial phase till the present.
3. It will provide students a deeper understanding of the major traditions and values of India.
4. It will enable the students to analyze and appreciate the idea of 'Indianness' and 'Indian sensibility' inscribed in the works of Indian writers in English.
5. It will enable the students to critically appreciate various Indian English short stories, poems and novels.

COURSE CONTENT

UNIT I

Novel:

Mulk Raj Anand '*Untouchable*'

Poems:

- H.L.V. Derozio : ‘Freedom to the Slave’
‘The Orphan Girl’
‘To My Native Land’
- Nissim Ezekiel : ‘Enterprise’
‘The Night of the Scorpion’
- Robin S. Ngangom : ‘The Strange Affair of Robin S. Ngangom’
‘A Poem for Mother’

UNIT II**Novel:**

Manohar Malgonkar ‘A Bend in the Ganges’

Stories:

- Salman Rushdie ‘The Free Radio’
- Rohinton Mistry ‘Swimming Lessons’
- Shashi Deshpande ‘The Intrusion’

SUGGESTED TOPICS AND READINGS FOR CLASS PRESENTATION

- Indian English Literature and its Readership
- Themes and Contexts of the Indian English Novel
- The Aesthetics of Indian English Poetry
- Modernism in Indian English Literature

SUGGESTED READINGS

1. Bruce King: ‘Introduction’, in *Modern Indian Poetry in English* New Delhi: OUP, 2nd edn, 2005 pp. 1–10.
2. Meenakshi Mukherjee: ‘Divided by a Common Language’, in *The Perishable Empire* New Delhi: OUP, 2000 pp.187–203.
3. Syed Zaheer Hasan Abidi: *Mulk Raj Anand’s Untouchable: A Critical Study*. Bareilly: Prakash Book Depot, 1976.
4. Saros Cowasjee *So Many Freedoms: A Study of the Major Fiction of Mulk Raj Anand*. OUP, 1977.
5. Ashok Kumar Sharma: *The Novels of Manohar Malgonkar: A Study* (Indian Writer Series) 1995.B.R. Pub. Corp.
6. Sanjit Mishra: *Poetic Art of Nissim Ezekiel*. Atlantic Publishers & Distributors Pvt. Ltd., 2001.

SEM- II

7. Salman Rushdie: '*Commonwealth Literature does not exist*', in *Imaginary Homelands* London: Granta Books, 1991 pp. 61–70.

INSTRUCTIONS FOR THE PAPER SETTER

- The question paper will carry **75** marks and will be of **3** hours duration.
- The Paper will consist of two Units - **Unit I & II**.
- Reference to the Context is to be set from the poems in **Unit I**.
- Short answer type questions covering all the texts mentioned in **Unit I and Unit II**.

TESTING

UNIT I

Question I: Two passages for Reference to the Context shall be set from the poems in **Unit I**.
Out of these two passages the candidate will attempt one. **(1x6=6)**

Question II will have one long answer type question which shall be set from the novel **Unit I** with internal choice. **(12 marks)**

Question III will have one long answer type question which shall be set from the poems **Unit I** with internal choice. **(12 marks)**

UNIT II

Question IV will have one long answer type question which shall be set from the novel **Unit II** with internal choice. **(12 marks)**

Question V will have one long answer type question which shall be set from the stories **Unit II** with internal choice. **(12 marks)**

Question VI: Seven short answer type questions shall be set from the entire syllabus. The candidate will attempt all the 7 questions in 40 to 50 words each. **(7x3=21)**

SEM- II

BHE 202: CORE PAPER IV: BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURY

Maximum marks: 100

Theory: 75

Internal Assessment: 25

Pass marks: 40%

Time allowed: 3 Hours

Credits: 5+1(tutorial) = 6

Course Objectives:

1. To comprehend the development of various trends and movements in British drama and poetry.
2. To view British literature in its socio-cultural and political contexts.
3. To familiarize the students with major literary works written during the Medieval and Renaissance periods.

Course Learning Outcomes:

1. This course will acquaint students with major religious, political and social movements from fourteenth to seventeenth centuries and their influence on British Literature.
2. It will introduce the students to British poetry and drama from the age of Chaucer to the Jacobean age.
3. It will enable the students to critically appreciate various literary works of the prescribed period.
4. It will acquaint students with the origin and growth of drama in England.
5. The students will be able to analyse and appreciate the representative works of Elizabethan and Jacobean drama with respect to its plot, character, dialogue, theme, characters, etc.

COURSE CONTENT

UNIT I

Poetry

Geoffrey Chaucer: ‘*The Prologue to The Wife of Bath’s Tale.*

Play

William Shakespeare: ‘*Twelfth Night*’

UNIT II

Play

Ben Jonson: ‘*The Alchemist*’

Poetry

Edmund Spenser: *Selections from Amoretti:*
 Sonnet LXVII ‘Like as a huntsman...’
 Sonnet LVII ‘Sweet warrior...’
 Sonnet LXXV ‘One day I wrote her name...’

John Donne: ‘*The Sunne Rising*’
 ‘*Batter My Heart*’
 ‘*Valediction: forbidding mourning*’

SUGGESTED TOPICS AND READINGS FOR CLASS PRESENTATION

- Religious Movements in the Fourteenth Century
- Mystery and Morality Plays.
- Arrival of the Printing press.
- The Renaissance
- The Reformation
- Drama
- Elizabethan Literature: Verse, Song, Prose
- Shakespeare and the Drama
- Tales of Shakespeare by Charles Lamb and Mary Lamb
- Drama till 1642
- Poetry from 1603 to Milton

SUGGESTED READINGS

1. Baldassare Castiglione: ‘*Longing for Beauty*’ and ‘*Invocation of Love*’, in Book 4 of *The Courtier, ‘Love and Beauty*’, tr. George Bull, Harmondsworth: Penguin, rpt. 1983 pp. 324–8, 330–5.
2. John Calvin: ‘*Predestination and Free Will*’, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin, New York: Penguin Books, 1953 pp.704–11.
3. Philip Sidney: ‘*An Apology for Poetry*’, ed. Forrest G. Robinson, Indianapolis: Bobbs-Merrill, 1970 pp. 13–18.
4. Pico Della Mirandola: excerpts from the *Oration on the Dignity of Man*, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin, New York: Penguin Books, 1953 pp. 476–9.
5. A.C Bradley: *Shakespearean Tragedy* Atlantic Publishers. 2019.

SEM- II

INSTRUCTIONS FOR THE PAPER SETTER

- The question paper will carry **75** marks and will be of **3** hours duration.
- The Paper will consist of two Units - **Unit I & II.**
- Reference to the Context passages out of all the texts prescribed in **Unit I.**
- Short answer type questions covering all the texts mentioned in **Unit I and Unit II**; history and major movements of the concerned period.

TESTING**UNIT I**

Question I: Two passages for Reference to the Context shall be set from the prescribed texts in **Unit I.** Out of these two passages the candidate will attempt one. **(1x6=6)**

Question II will have one long answer type question which shall be set from poem in **Unit I** with internal choice. **(12 marks)**

Question III will have one long answer type question which shall be set from play in **Unit I** with internal choice. **(12 marks)**

UNIT II

Question IV will have one long answer type question which shall be set from play in **Unit II** with internal choice. **(12 marks)**

Question V will have one long answer type question which shall be set from poems in **Unit II** with internal choice. **(12 marks)**

Question VI: Seven short answer type questions shall be set covering the entire paper, history and major movements of the concerned period mentioned in suggested readings .The candidate will attempt all the 7 questions in 40 to 50 words each. **(7x3=21)**

SEM- II

BHE 203: AECC-PUNJABI

SEM- II SEM- II SEM- II (2 PAPERS ARE PENDING HERE)

BHE 204: GENERIC ELECTIVE II (GE-II) - MEDIA STUDIES

Maximum marks: 100

Theory: 75

Internal Assessment: 25

Pass marks: 40%

Time allowed: 3 Hours

Credits: 5+1(tutorial) = 6

Course Objectives:

1. To understand the fundamentals of print media and electronic media.
2. To use mass media for effective communication.
3. To create media content based on a context for a specific audience.

Course Learning Outcomes:

1. The students will be able to comprehend the significant role of media as a platform which can create awareness about the social issues.
2. The students will become knowledgeable about the language and intricacies of the art of advertising through practical training.
3. It will raise their level of confidence in critical analysis and research in creative works of writing.
4. It will acquaint students with the process and practice of writing for the media.
5. The students will be able to opt for careers in journalism and media, cultural and creative industries, publishing industries like digital design, digital journalism and the field of advertising and marketing.

COURSE CONTENT

UNIT I

1. Introduction to Mass Communication

- a. Mass Communication and Globalization
- b. Forms of Mass Communication

Topics for Class Presentations:

- a. Case studies on current issues of Indian journalism
- b. Writing pamphlets and posters, etc.

SEM-II

2. Advertisement

- a. Types of advertisements: TV ads/Radio ads/Print Media and Cyber Language
- b. Advertising ethics
- c. How to create Print Media advertisements

Topics for Class Presentations:

- a. Creating an advertisement/visualization
- b. Enacting an advertisement in a group
- c. Creating jingles and tagline

UNIT II

3. Media Writing

- a. Scriptwriting for TV and Radio
- b. Reporting: Meaning & types of reporting, writing news reports and Editorials
- c. Editing for Print and Online Media

Topics for Class Presentations:

- a. Script writing for TV news/panel discussion/radio programme
- b. Writing news reports/book reviews/film reviews/TV program reviews/interviews
- c. Writing and Editing articles
- d. Writing an editorial on a topical subject

4. Introduction to Cyber Media and Social Media

- a. Types of Social Media – Facebook & Twitter
- b. The Impact of Social Media
- c. Introduction to Cyber Media

Topics for Class Presentations:

- a. Blog Writing
- b. Caption Writing

SUGGESTED READINGS:

- C.S Rayudu. Media and Communication Management: Himalaya Publishing House.
- Madhuri Madhok. News and Social Media: New Century Publications New Delhi, India
- Vir Bala Aggarwal and V.S Gupta. Handbook of Journalism and Mass Communication: Concept Publishing Company, New Delhi-110059

INSTRUCTIONS FOR THE PAPER SETTER

1. The question paper will carry **75** marks and will be of **3** hours duration.
2. The Paper will consist of two Units – **Unit I and Unit II.**
3. Short answer type questions covering the entire syllabus mentioned in **Unit I and Unit II.**

TESTING

UNIT I

Question I will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

Question II will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

UNIT II

Question III will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question IV will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question V: Nine short answer type questions shall be set from the entire syllabus. The candidate will attempt all the 9 questions in 40 to 50 words each. **(9x3=27)**

DA-4001: DRUG ABUSE: PROBLEMS, MANAGEMENT AND PREVENTION
(Compulsory qualifying paper for all undergraduate classes)

Maximum Marks-50
Theory marks- 35
Internal assessment-15

Time Allowed: 1:30 hours
Pass Percentage: 35%

Distribution of Internal Assessment marks

Assignment: 7 marks
Attendance: 8 marks
Total : 15 marks

Course Objectives-

To introduce the problem of drug abuse to the students
To aware the students regarding consequences of drug abuse
To familiarize the students with the management and prevention of drug abuse

Course Learning Outcomes-

The students will understand the meaning of drug abuse and addiction
The students will become aware of the common signs and symptoms of drug abuse
The students will gain knowledge of how to prevent and manage this menace

Pedagogy-

Class room lectures, assignments, discussions and seminars.

INSTRUCTIONS FOR THE PAPER SETTERS

The question paper will consist of three units I, II and III. Syllabus of each unit (i.e. I&II) will have two subparts. Examiner will set two questions from UNIT-I (each question having internal choice covering both parts of syllabus of UNIT-I) and two questions from UNIT-II (each question having internal choice covering both parts of syllabus of UNIT-II). Each question will carry 6.5 marks. Unit-III is compulsory, and shall comprise nine short answer type questions carrying 1 marks each. The short type answer should be written in approximately 25-30 words.

INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question from each subpart of both the UNIT-I & II of the question paper and the entire UNIT-III. The short type answer should be written in approximately 25-30 words i.e. 3-4 lines

UNIT-I

I) **Problem of Drug Abuse: Concept and Overview; Types of Drug Often Abused**

Meaning of drug abuse, drug dependence and drug addiction

Psychoactive and Non-Psychoactive drugs

Legal & Illegal drugs

Prevalence of drug abuse with special reference to Punjab

Brief introduction of stimulants, depressants, narcotics, hallucinogens, inhalants

II) **Nature of the problem**

Vulnerable age groups

Signs and symptoms of drug abuse: - physical, behavioral, psychological and academic signs

UNIT-II

I) **Causes and Consequences of Drug Abuse**

Physiological, psychological and sociological causes

Consequences of drug abuse for individual, family and society.

II) **Management and Prevention of Drug Abuse**

Medical management and psycho-social management

Role of family, school, media, legislation, de-addiction centers and religion in prevention of drug abuse.

Suggested readings

1. Sharma, R. and Bansal, Y. (2017). Drug Abuse: Problem, Management and Prevention. R.D. Publications, India, ISBN: 978-93-84594-56-5.
2. Goyal, N. (2018). Drug Abuse: Problem, Prevention and Management. Kalyani Publishers, India, ISBN: 978-93-272-8739-4.
3. Kapoor, T. (1985). Drug Epidemic among Indian Youth. New Delhi: Mittal Pub
4. Ahuja, R. (2003). Social Problems in India, Rawat Publications: Jaipur
5. World Drug Report 2011, United Nations Office of Drug and Crime.
6. World Drug Report 2010, United nations Office of Drug and Crime.
7. Extent, Pattern and Trend of Drug Use in India, Ministry of Social Justice and Empowerment, Government of India, 2004.
8. The Narcotic Drugs and Psychotropic Substances Act, 1985, (New Delhi: Universal, 2012)

B.A. HONOURS ENGLISH-II
(UNDER CHOICE BASED CREDIT SYSTEM)

Programme Code: BAHENG

SESSION: 2023-2024

SCHEME OF COURSE SEMESTER-III

Subject Code	Paper	Title	Credits	Internal Marks	Theory	Total Marks
BHE 301	CORE V	American Literature	5+1(Tutorial)=6	25	75	100
BHE 302	CORE VI	Popular Literature	5+1(Tutorial)=6	25	75	100
BHE 303	CORE VII	British Poetry and Drama : 17th and 18th Century	5+1(Tutorial)=6	25	75	100
BHE 304	GE III	Text and Performance	5+1(Tutorial)=6	25	75	100
BHE 305	SEC I	English Language Teaching	4	25	75	100
EVS-3001	Qualifying Paper	Environment and Road Safety Awareness	-	15	35	50

BHE 301: CORE PAPER V - AMERICAN LITERATURE**Maximum Marks: 100****Theory: 75****Internal Assessment: 25****Pass Marks: 40%****Time Allowed: 3 Hours****Credits: 5+1(tutorial) = 6****Course Objectives:**

1. To inform the students about the evolution of American literature and the different cultural backgrounds of the American authors and themes, and their different writing styles.
2. To familiarize students with the literary, socio-political and cultural values of America.
3. To recognize the universality of human experiences reflected in the works produced by Americans.

Course Learning Outcomes:

1. The students will be acquainted with the various historical, cultural, political and intellectual developments that shaped the Literature of America.
2. It will enable the students to appreciate the different forms and styles of American poetry.
3. It will acquaint students with social realism and folklore in American Literature.
4. To understand the historical background of American Literature and the American dream.
5. To familiarize the students with cultural, ethnic, racial and gender disparity in America and its effect on their Literature.
6. To acquaint the students with the evolution and development of American Literature from the colonial period to present times.

COURSE CONTENT**UNIT I**

1. Edgar Allan Poe : *The Purloined Letter, The Tell –Tale Heart*
2. F. Scott Fitzgerald : *The Crack-up*
3. William Faulkner : *Dry September*
4. Anne Bradstreet : *The Prologue*
5. Walt Whitman : *Selections from Leaves of Grass: O Captain, My Captain*

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6. Sherman Alexie : *Crow Testament, Evolution*

UNIT II

1. Tennessee Williams : *The Glass Menagerie*

2. Toni Morrison : *The Bluest Eye*

SUGGESTED TOPICS AND READINGS FOR CLASS PRESENTATION

- The American Dream
- Social Realism and the American Novel
- Folklore and the American Novel
- Black Women's Writings
- Questions of Form in American Poetry

SUGGESTED READINGS:

1. Frederick Douglass, *a Narrative of the life of Frederick Douglass*. Harmondsworth: Penguin, 1982.
2. Hector St John Crevecoeur, 'What is an American', (Letter III) in *Letters from an American Farmer*. Harmondsworth: Penguin, 1982. (p. 66–105)
3. Henry David Thoreau, 'Battle of the Ants' excerpt from *Brute Neighbours*. Oxford: OUP, 1997
4. Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson. New York: The Modern Library, 1964.
5. Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and the Literary Imagination*. London: Picador, 1993.

INSTRUCTIONS FOR THE PAPER SETTER:

1. The question paper will carry **75** marks and will be of **3** hours duration.
2. The Paper will consist of two Units -**Unit I & II**.
3. Reference to the Context passages out of the poems prescribed in **Unit I**.
4. Short answer type questions covering all the texts mentioned in **Unit I and Unit II**.

TESTING

UNIT I

Question I: Two passages for Reference to the Context from poems prescribed in **Unit I** shall be set. Out of these two passages the candidate will attempt one. **(1x6=6)**

Question II will have one long answer type question which shall be set from **Unit I** (Part 1, 2 & 3) with internal choice. **(12 marks)**

Question III will have one long answer type question which shall be set from **Unit I** (Part 4, 5 & 6) with internal choice. **(12 marks)**

UNIT II

Question IV will have one long answer type question which shall be set from **Unit II** (Part 1) with internal choice. **(12 marks)**

Question V will have one long answer type question which shall be set from **Unit II** (Part 2) with internal choice. **(12 marks)**

Question VI: Seven short answer type questions shall be set from the entire syllabus. The candidate will attempt all the 7 questions in 40 to 50 words each. **(7x3=21)**

BHE 302: CORE PAPER VI: POPULAR LITERATURE

Maximum Marks: 100

Theory: 75

Internal Assessment: 25

Pass Marks: 40%

Time allowed: 3 Hours

Credits: 5+1(tutorial) = 6

Course Objectives:

1. To know the meaning of Popular Literature and its distinct characteristics. .
2. To develop an understanding of the significance of the popular fiction in Literature.
3. To demonstrate the various methods of critical analysis to appreciate the popular Literature.

Course Learning Outcomes:

1. The students will be introduced to various genres such as romance, detective fiction, fantasy which can help them to gain a better understanding of the popular roots of literature.
2. It will educate the students about how gender functions in the social context and how it affects Literature.
3. It will educate students about ethics and education in children's literature.
4. The students will be acquainted with the distinct characteristics of Popular Literature.
5. It will enable the students to understand the various concerns and prejudices of the contemporary times as represented in the popular Literature.

COURSE CONTENT

UNIT I

1. Issac Asimov: *Foundation* (First book of the *Foundation Series*)
2. Agatha Christie: *The Murder of Roger Ackroyd*

UNIT II

3. Rabindranath Tagore: a) *The Patriot*
b) *Giribala*

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4. Satyajit Ray : a) *Khagam*

b) *Fritz*

5. J K Rowling: *Harry Potter and The Chamber of Secrets*

SUGGESTED TOPICS AND READINGS FOR CLASS PRESENTATION

- Coming of Age
- The Canonical and the Popular
- Caste, Gender and Identity
- Ethics and Education in Children's Literature
- Sense and Nonsense
- The Graphic Novel

SUGGESTED READINGS:

1. Chelva Kanaganayakam, 'Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature' (ARIEL, Jan. 1998) rpt, Malashri Lal, Alamgir Hashmi, and Victor J. Ramraj, eds., Post Independence Voices in South Asian Writings . Delhi: Doaba Publications, 2001.
2. Felicity Hughes, 'Children's Literature: Theory and Practice'. *English Literary History*, vol. 45, 1978.
3. Leslie Fiedler, 'Towards a Definition of Popular Literature'. *Super Culture: American Popular Culture and Europe*. Ed. C.W.E. Bigsby. Ohio: Bowling Green University Press, 1975.
4. Sumathi Ramaswamy, 'Introduction'. *Beyond Appearances? Visual Practices and Ideologies in Modern India*. Sage: Delhi, 2003.
5. Gunn, James E., and Gunn, James. Isaac Asimov: *The Foundations of Science Fiction*. United Kingdom, Oxford University Press, 1982.

INSTRUCTIONS FOR THE PAPER SETTER:

1. The question paper will carry **75** marks and will be of **3** hours duration.
2. The Paper will consist of two Units named **Unit I & II**.
3. Reference to the Context passages out of the texts prescribed in **Unit I**.
4. Short answer type questions covering all the texts mentioned in **Unit I and Unit II**.

TESTING

UNIT I

Question I: Two passages for Reference to the Context from texts prescribed in **Unit I** shall be set. Out of these two passages the candidate will attempt one. **(1x6=6)**

Question II will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

Question III will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

UNIT II

Question IV will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question V will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question VI: Seven short answer type questions shall be set from the entire syllabus. The candidate will attempt all the 7 questions in 40 to 50 words each. **(7x3=21)**

**BHE 303: CORE PAPER VII: BRITISH POETRY AND DRAMA: 17TH
AND 18TH CENTURY**

Maximum Marks: 100

Theory: 75

Internal Assessment: 25

Pass Marks: 40%

Time allowed: 3 Hours

Credits: 5+1(tutorial) =6

Course Objectives:

1. To provide an introduction to the major British writers of the seventeenth and eighteenth centuries.
2. To enable the students to view texts in terms of developments, values and conflicts in literary history.
3. To develop competence in analysing and interpreting texts from these periods.

Course Learning Outcomes:

1. It will acquaint students with the seventeenth and eighteenth century British poetry and drama.
2. The students will be able to critically analyse the literary texts from the prescribed literary period.
3. They will be able to understand different features of Neoclassicism and its influence on English society.
4. It will make students adept in their knowledge and use of poetic devices and common techniques involved in poetry.
5. It will enable the students to understand how society and culture played a significant role in the lives and careers of the writers of the age.

COURSE CONTENT

UNIT I

1. John Milton: *Paradise Lost: Book 1*
2. John Webster: *The Duchess of Malfi*

UNIT II

3. Aphra Behn: *The Rover*
 4 Alexander Pope: *The Rape of the Lock*

SUGGESTED TOPICS AND READINGS FOR CLASS PRESENTATION

- Religious and Secular Thought in the 17th Century
- The Stage, the State and the Market
- The Mock-epic and Satire
- Women in the 17th Century
- The Comedy of Manners

SUGGESTED READINGS:

1. John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature, vol. 1, 9th edn.* Ed. Stephen Greenblatt. New York: Norton 2012.
2. Niccolo Machiavelli, *The Prince*. Ed. and tr. Robert M. Adams. New York: Norton, 1992. chapters. 15, 16, 18, and 25.
3. The Holy Bible: The Book of Genesis, chapters 1–4, The Gospel according to St. Luke, chapters 1–7 and 22–24
4. Thomas Hobbes, *Selections from The Leviathan- Part I*. New York: Norton, 2006. Chapters- 8, 11, and 13.

INSTRUCTIONS:

1. The question paper will carry **75** marks and will be of **3** hours duration.
2. The Paper will consist of two Units - **Unit I & II**.
3. Reference to the Context passages out of the texts prescribed in **Unit I**.
4. Short answer type questions covering all the texts mentioned in **Unit I and Unit II**.

TESTING**UNIT I**

Question I: Two passages for Reference to the Context from texts prescribed in **Unit I** shall be set. Out of these two passages the candidate will attempt one. **(1x6=6)**

Question II will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

Question III will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

UNIT II

Question IV will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question V will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question VI: Seven short answer type questions shall be set from the entire syllabus. The candidate will attempt all the 7 questions in 40 to 50 words each. **(7x3=21)**

SEM- III

BHE 304: GE III- TEXT AND PERFORMANCE

Maximum Marks: 100
Theory: 75
Internal Assessment: 25

Pass Marks: 40%
Time allowed: 3 Hours
Credits: 5+1(tutorial) = 6

Course Objectives:

1. To develop students' knowledge and understanding of theatre and drama in a variety of historical and cultural settings.
2. To stimulate creative exploration of ideas and the expression of these ideas through dramatic forms and theatre conventions.
3. To acquaint the students with a wide variety of skills involved in acting and directing a play on stage.

Course Learning Outcomes:

1. The students will be able to appreciate the difference between drama and other genres of Literature.
2. The students will be able to demonstrate an understanding of the social and artistic movements that have shaped theatre as we know it today.
3. The students will be able to develop practical skills related to the theory and practice of theatre arts.
4. It will allow the students to integrate and synthesise skills, knowledge and processes into realising a performance.
5. It will equip the students with an understanding of Alienation Effect, the theory of Rasa, etc.

COURSE CONTENT

UNIT I

1. Theatre & Performance

- i. Historical overview of Western and Indian theatre
- ii. Difference between theatre and performance
- iii. Forms and Periods: Classical, Contemporary, Stylized, Naturalist

Topics for Class Presentations:

- a. Perspectives on theatre and performance
- b. Historical development of theatrical forms

- c. Folk traditions

2. Theories of Drama

- i. Bharata Muni : Theory of Rasa
- ii. Brecht : Theory of Epic Theatre

Topics for Class Presentations:

Acting short solo/ group performances followed by discussion and analysis with application of theoretical perspectives

UNIT II

3. Theatrical Forms and Practices

- i. Types of theatre, semiotics of performative spaces, e.g. proscenium ‘in the round’, amphitheatre, open-air, etc.
- ii. Voice, speech: body movement, gestures and techniques (traditional and contemporary), floor exercises: improvisation/characterization
- iii. Direction, production, stage props, costumes, lighting, backstage support.

4. Texts:

- i. Bertolt Brecht: Mother Courage and Her Children
- ii. Girish Karnad: Hayavadana

Topics for Class Presentations:

- a. On the different types of performative space in practice
- b. Poetry reading, elocution, expressive gestures, and choreographed movement.

SUGGESTED READINGS:

1. *The Concept of Rasa: with special reference to Abhinavagupta* edited by S.C Pande
2. More Silberman, Steve Giles and Tom Kuhn. *Brecht on Theatre, ed. Bloomsbury publications.*
3. Sally Mackey, Semon Cooper : *Drama and Theatre Studies*

INSTRUCTIONS FOR THE PAPER SETTER:

1. The question paper will carry **75** marks and will be of **3** hours duration.
2. The Paper will consist of two Units named **Unit I & II**.
3. Short answer type questions covering the entire syllabus mentioned in **Unit I and Unit II**.

TESTING

UNIT-I

Question I will have one long answer type question which shall be set from **Unit I** (Part-I) with internal choice. **(12 marks)**

Question II will have one long answer type question which shall be set from **Unit I** (Part-2) with internal choice. **(12 marks)**

UNIT-II

Question III will have one long answer type question which shall be set from **Unit II** (Part-3) with internal choice. **(12 marks)**

Question IV will have one long answer type question which shall be set from **Unit II** (Part-4) with internal choice. **(12 marks)**

Question V: Nine short answer type questions shall be set from the entire syllabus. The candidate will attempt all the 9 questions in 40 to 50 words each. **(9x3=27)**

BHE 305: SEC I (SKILL ENHANCEMENT COURSE I) - ENGLISH LANGUAGE TEACHING

Maximum Marks: 100
Theory: 75
Internal Assessment: 25

Pass Marks: 40%
Time allowed: 3 Hours
Credits: 04

Course Objectives:

1. To acquire essential subject knowledge and familiarity with the principles of effective teaching.
2. To familiarize the students with the theories, approaches, methods, and specific techniques concerning the teaching of English language.
3. To know how languages function socially and culturally in order to teach the language (English) effectively.

Course Learning Outcomes:

1. The students will be able to gain in-depth knowledge of the structure and different methods of teaching English.
2. It will enable them to evaluate and use English language teaching materials.
3. The students will get acquainted with the psychology of learning and applying it to the classroom situations.
4. The students will be able to develop all the four language skills - listening, speaking, reading and writing.
5. It will enable them to comprehend new and newer methodologies, techniques and strategies of teaching.

COURSE CONTENT

UNIT I

1. Knowing the Learner: the learner's background, psychological aspects, tolerance and discrimination.
2. Structures of English Language: deep and surface structures.
3. Methods of teaching English Literature and Language: grammar translation method, the direct method, the audio lingual method, communicative language teaching, total physical response (TPR), Suggestopedia.

UNIT II

4. Materials for Language Teaching: teaching aids –Audio aids, Visual aids and Audio-Visual aids, Textbooks.
5. Assessing Language Skills: Listening, Speaking, Reading Writing (LSRW), Principles of language assessment
6. Using Technology in Language Teaching.

SUGGESTED READINGS

1. Adrian Doff, *Teach English: A Training Course For Teachers*. Teacher's Workbook. Cambridge: CUP, 1988.
2. Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, *Teaching English as a Second or Foreign Language*. Delhi: Cengage Learning, 4th edn, 2014.
3. Mohammad Aslam, *Teaching of English*. New Delhi: CUP, 2nd edn, 2009.
4. Penny Ur, *A Course in Language Teaching: Practice and Theory*. Cambridge: CUP, 1996.
5. R.K. Bansal and J.B. Harrison, *Spoken English: A Manual of Speech and Phonetics*. New Delhi: Orient BlackSwan, 4th edn, 2013.
6. Salim B. *A Companion to Teaching of English*: Atlantic Publishers and distributors, New Delhi , 2013.
7. Philida Schellekens, *The Oxford ESOL Handbook* .OUP 2007.

INSTRUCTIONS FOR THE PAPER SETTER:

1. The question paper will carry **75** marks and will be of **3** hours duration.
2. The Paper will consist of two Units - **Unit I & II**.
3. Short answer type questions covering the entire syllabus mentioned in **Unit I and Unit II**.

TESTING

UNIT I

Question I will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

Question II will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

UNIT II

Question III will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question IV will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question V: Nine short answer type questions shall be set from the entire syllabus. The candidate will attempt all the 9 questions in 40 to 50 words each. **(9x3=27)**

SEM- III

**EVS-3001: Environment and Road Safety Awareness
For All UG Courses
Session 2023-24**

Maximum Marks-50
Theory marks- 35
Internal assessment-15

Time Allowed: 1:30 hours
Pass Percentage: 35%

Distribution of Internal Assessment marks

Assignment: 7 marks

Attendance: 8 marks

Total : 15 marks

Course Objective: Objective of the paper is to impart knowledge about the nature of Environment, Natural resources, Ecosystem, Biodiversity, Various types of environment pollution, Road safety awareness and stubble burning.

Course learning outcomes: The students will increase their understanding about the importance of environment, the various effects which degrades the environment, how to overcome these effects also the student will learn the different rules and regulations of Road safety Awareness.

Pedagogy: Class room lectures, power point presentations, and field visits, etc. The students also make group discussions.

INSTRUCTIONS FOR THE PAPER SETTERS

The question paper will consist of three sections A, B and C. Each of sections A and B will have 04 questions from the respective Unit of the syllabus. Each question shall carry 6.5 marks. Section C will consist of 09 short answer type questions of 01 mark each.

INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt any two questions from each section A and B. Section C is compulsory.

UNIT 1

14. **The multidisciplinary nature of environment studies.** Definition, scope and importance, Need for public awareness.
15. **Natural resources**-Renewable and Non-renewable resources. Role of an individual in conservation of natural resources for sustainable development.
16. **Ecosystem and its components**-Producers, Consumers and Decomposers. Food chain, Food Web and ecological pyramid.
17. **Biodiversity**-Definition, types, Hotspots of biodiversity, importance and conservation of biodiversity.

UNIT-II

18. **Social Issues and Environment**-Climate changes, Global Warming, Acid Rain, and Ozone Layer depletion. Population Explosion -Family welfare program.

19. **Environmental pollution**-definition causes, types, Effects & Control measure. Introduction to Environment Laws in India: Environmental protection Act, Air and Water Act (Prevention and control of pollution).
20. **Road Safety Awareness**-Concept and Significance of road safety, Traffic Signs and Rules, how to obtain license, Role of First aid in Road safety.
21. **Stubble Burning**: Its meaning: Why Stubble burning, Alternatives to Stubble Burning, Environmental and Health effects/Hazards, Policies to control Stubble burning.

SUGGESTED READINGS:

16. Carson, R. 2002. Silent Spring, Houghton Mifflin Harcourt.
17. Gadgil, M., & Guha, R. 1993. This Fissured Land : An Ecological History of India. Univ. of California press.
18. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.
19. Gleick, P.H. 1993. Water in Crisis. Pacific Institute for Studies in Dev. Environment & Security Stockholm Env. Institute, Oxford Univ. Press.
20. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, 2006.
22. Grumbine, R. Edward, and Pandit, M. K. 2013. Threats from India's Himalayas dams. Science, 339:36-37.
24. McCully, P. 1996. Rivers no more: the environmental effects of dams (pp.29-64). Zed Books.
25. McNeill, John R. 2000. Something New Under the Sun : An Environmental History of the Twentieth Century.
22. Odum, E.P., H.T & Andrews, J. 1971. Fundamentals of Ecology. Philadelphia : Saunders.
26. Pepper, I. L., Gerba, C.P & Brusseau, M.L. 2011. Environmental and Pollution Sciences. Academic Press.
27. Rao, M. N. & Datta, A. K. 1987. Waste Water Treatment. Oxford and IBH Publishing Co. Pvt. Ltd.
28. Raven, P. H., Hassenzahl, D.M. & Berg, L.R. 2012, Environment. 8th edition. John Wiley & Sons.
23. Rosencranz, A., Divan, S., & Nobie, M.L. 2001. Environmental law and policy in India.
24. Sengupta, R. 2003. Ecology and economics: An approach to sustainable development. OUP.
25. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.
26. Sodhi, N.S. Gibson, L. & Raven, P.H. (eds). 2013. Conservation Biology: Voices from the Tropics. John Wiley & Sons.
29. Thapar, V. 1998. Land of the Tiger: A Natural History of the Indian Subcontinent.
30. Warren, C.E. 1971. Biology and Water Pollution Control. WB Saunders.

Teaching Learning Activities

Debate, Discussions, Quiz, Guest Lectures etc.

B.A. HONOURS ENGLISH-II**(UNDER CHOICE BASED CREDIT SYSTEM)****Programme Code: BAHENG****SESSION: 2023-2024****SCHEME OF COURSE SEMESTER-IV**

Subject Code	Paper	Title	Credits	Internal Marks	Theory	Total Marks
BHE 401	CORE VIII	British Literature: 18th Century	5+1(Tutorial)=6	25	75	100
BHE 402	CORE IX	British Romantic Literature	5+1(Tutorial)=6	25	75	100
BHE 403	CORE X	British Literature: 19th Century	5+1(Tutorial)=6	25	75	100
BHE 404	GE IV	Introduction to Linguistics	5+1(Tutorial)=6	25	75	100
BHE 405	SEC II	English and Soft Skills	4	25	75	100

BHE 401: CORE PAPER VIII - BRITISH LITERATURE: 18TH CENTURY

Maximum Marks: 100

Theory: 75

Internal Assessment: 25

Pass Marks: 40%

Time allowed: 3 Hours

Credits: 5+1(tutorial) = 6

Course Objectives:

1. To acquaint the students with the various trends and movements in British Literature during the eighteenth century.
2. To study the development of Restoration drama.
3. To analyse the reasons for the rise and growth of the novel.

Course Learning Outcomes:

1. This course will acquaint students with three remarkable forms of literature: novel, poetry and drama.
2. The students will be able to explore the literary, cultural and socio-political factors that are called forth in the making of the novel.
3. It will introduce the students to the poetry of the eighteenth century within the context of the literary, cultural, religious and political developments of the age.
4. It will educate the students on didactic human values as virtually mirrored in Thomas Gray's poem.
5. A detailed analysis of the prescribed texts will help students to formulate their critical thinking about the diverse genres of literary output in that era.

COURSE CONTENT

UNIT I

1. William Congreve: *The Way of the World*
2. Samuel Johnson: *London*
3. Thomas Gray: *Elegy Written in a Country Churchyard*

UNIT II

4. Jonathan Swift: *Gulliver's Travels (Books III and IV)*
5. Daniel Defoe: *Robinson Crusoe*

SUGGESTED TOPICS AND READINGS FOR CLASS PRESENTATION

- The Enlightenment and Neoclassicism
- Restoration Comedy
- The Country and the City
- The Novel and the Periodical Press

SUGGESTED READINGS:

1. Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley. London: Croom Helm, 1984
2. Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage*. London: Routledge, 1996.
3. Samuel Johnson, 'Essay 156', in *The Rambler, Selected Writings: Samuel Johnson*, ed. Peter Martin. Cambridge: Harvard University Press, 2009. P. 194–7;
4. Rasselas Chapter 10; 'Pope's Intellectual Character: Pope and Dryden Compared', from *The Life of Pope, The Norton Anthology of English Literature, vol. 1*, ed. Stephen Greenblatt, 8th edn. New York: Norton, 2006. pp. 2693–4, 2774–2777.

INSTRUCTIONS FOR THE PAPER SETTER:

1. The question paper will carry **75** marks and will be of **3** hours duration.
2. The Paper will consist of two Units - **Unit I & II**.
3. Reference to the Context passages out of the texts mentioned in **Unit I**
4. Short answer type questions covering all the texts mentioned in **Unit I and Unit II**.

TESTING

UNIT I

Question I: Two passages for Reference to the Context from texts prescribed in **Unit I** shall be set. Out of these two passages the candidate will attempt one. **(1x6=6)**

Question II will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

Question III will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

UNIT II

Question IV will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question V will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question VI: Seven short answer type questions shall be set from the entire syllabus. The candidate will attempt all the 7 questions in 40 to 50 words each.

(7x3=21)

BHE 402: CORE PAPER IX - BRITISH ROMANTIC LITERATURE

Maximum Marks: 100

Theory: 75

Internal Assessment: 25

Pass Marks: 40%

Time allowed: 3 Hours

Credits: 5+1(tutorial) = 6

Course Objectives:

1. It aims at acquainting the students with the Romantic Period and some of its representative writers.
2. To provide the students with the broad idea of the social and historical contexts of British Romantic Literature.
3. To recognize the significant features of Romanticism.

Course Learning Outcomes:

1. The students will be able to evaluate and compare various thematic perspectives and styles within English Romanticism.
2. It will enable them to analyze key themes, topics, and debates that emerge in Romantic texts.
3. The students will be able to examine works of major English Romantic poets by situating them in their historical context of rapid social change and violent political upheavals.
4. The students will be able to understand the difference between reason and imagination and its use in Romantic Literature.
5. The students will be able to analyze the major authors and texts of English Romanticism through close reading.
6. It will enable the students to appreciate the nuances of poetic language and poetic devices.

COURSE CONTENT

UNIT I

William Blake:

- i. *The Lamb,*
- ii. *The Tyger*
- iii. *A Poison Tree*

SEM- IV

William Wordsworth:

- i. *I Wandered Lonely as a Cloud*
- ii. *It is a Beauteous Evening, Calm and Free*

Samuel Taylor Coleridge:

- i. *Kubla Khan*
- ii. *Dejection: An Ode*

Percy Bysshe Shelley:

- i. *Ode to the West Wind*
- ii. *Ozymandias*

UNIT II

Lord Byron:

- i. *She walks in beauty*
- ii. *When we two Parted*

John Keats:

- i. *Ode to a Nightingale*
- ii. *Ode To Autumn*
- iii. *The Human Seasons*

Jane Austen: *Pride & Prejudice*

SUGGESTED TOPICS AND READINGS FOR CLASS PRESENTATION

- Reason and Imagination
- Conceptions of Nature
- Literature and Revolution
- The Romantic Lyric
- Negative Capability

SUGGESTED READINGS

1. Jean-Jacques Rousseau, 'Preface' to *Emile or Education*. Trans. Allan Bloom Harmondsworth: Penguin, 1991.
2. Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII
3. William Wordsworth, 'Preface to Lyrical Ballads', *Romantic Prose and Poetry*. Ed. Harold Bloom and Lionel Trilling .New York: OUP, 1973
4. Michael O'Neil, 'John Keats in Context' (Cambridge University Press, 2017).

INSTRUCTIONS FOR THE PAPER SETTER:

1. The question paper will carry **75** marks and will be of **3** hours duration.
2. The Paper will consist of two Units named **Unit I & II**.
3. Reference to the Context from all the texts prescribed on poetry.
4. Short answer type questions covering all the texts mentioned in **Unit I and Unit II**.

TESTING

UNIT I

Question I: Two passages for Reference to the Context from all the poems prescribed in paper shall be set. Out of these two passages the candidate will attempt only one. **(1x6=6)**

Question II will have one long answer type question with internal choice which shall be set from **Unit I** covering William Blake and William Wordsworth. **(12 marks)**

Question III will have one long answer type question with internal choice which shall be set from **Unit I** covering P.B Shelley and S T Coleridge. **(12 marks)**

UNIT II

Question IV will have one long answer type question with internal choice which shall be set from **Unit II** covering Lord Byron and John Keats. **(12 marks)**

Question V will have one long answer type question with internal choice which shall be set from **Unit II** covering Pride and Prejudice. **(12 marks)**

Question VI: Seven short answer type questions shall be set from the entire syllabus. The candidate will attempt all the 7 questions in 40 to 50 words. **(7x3=21)**

BHE 403: CORE PAPER X-BRITISH LITERATURE: 19TH CENTURY**Maximum Marks: 100****Theory: 75****Internal Assessment: 25****Pass Marks: 40%****Time allowed: 3 Hours****Credits: 5+1(tutorial) = 6****Course Objectives:**

1. To expose the students to the literature produced in Britain in the nineteenth century.
2. To introduce works of different authors and their styles of this literary period.
3. To provide the students with the broad idea of the social and historical contexts of British Literature of the nineteenth century

Course Learning Outcomes:

1. It will acquaint the students with an understanding of the existing conflict between faith and doubt in Victorian society.
2. It will enable the students to study English fiction and poetry written during the nineteenth century, and to reflect on their meanings and reception at the time of writing, and their meanings and reception today.
3. It will acquaint the students with various literary devices used by the writers of the Victorian and late Victorian period.
4. It will enable students to understand the concept of marriage and sexuality, the concept of utilitarianism and its role in human life.
5. The students will be able to demonstrate a critical understanding of the selected texts.

COURSE CONTENT**UNIT I**

1. **Charles Dickens:** *Hard Times*
2. **Alfred Tennyson:** *The Lady of Shalott*
Ulysses
The Defence of Lucknow
3. **Robert Browning:** *My Last Duchess*
The Last Ride Together
Porphyria's Lover
4. **Christina Rossetti:** *The Goblin Market*

UNIT II

5. **Oscar Wilde:** *The Importance of Being Earnest*

6. **Charlotte Bronte:** *Jane Eyre*

SUGGESTED TOPICS AND READINGS FOR CLASS PRESENTATION

- Utilitarianism
- The 19th Century Novel
- Marriage and Sexuality
- The Writer and Society Faith and Doubt
- The Dramatic Monologue

SUGGESTED READINGS

1. Charles Darwin, 'Natural Selection and Sexual Selection', *The Descent of Man in The Norton Anthology of English Literature, 8th edn, vol. 2*. Ed. Stephen Greenblatt. New York: Norton, 2006.
2. John Stuart Mill, *The Subjection of Women in Norton Anthology of English Literature, 8th edn, vol. 2*. Ed. Stephen Greenblatt. New York: Norton, 2006.
3. Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', *A Reader in Marxist Philosophy*. Ed. Howard Selsam and Harry Martel. New York: International Publishers, 1963.
4. Margaret Simpson: *The Companion to Hard Times (Dickens Companions, 6)* Greenwood Press 1997
5. John Peck: *David Copperfield and Hard Times (New Casebooks)* Palgrave Macmillan; New edition 1995

INSTRUCTIONS FOR THE PAPER SETTER:

1. The question paper will carry **75** marks and will be of **3** hours duration.
2. The Paper will consist of two Units named **Unit I & II**.
3. Reference to the Context from all the texts prescribed on poetry.
4. Short answer type questions covering all the texts mentioned in **Unit I** and **Unit II**.

TESTING

UNIT I

Question I: Two passages for Reference to the Context from all the poems prescribed in **Unit I** shall be set. Out of these two passages the candidate will attempt one. **(1x6=6)**

Question II will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

Question III will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

UNIT II

Question IV will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question V will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question VI: Seven short answer type questions shall be set from the entire syllabus. The candidate will attempt all the 7 questions in 40 to 50 words each. **(7x3=21)**

SEM- IV

BHE 404: GE IV (GENERIC ELECTIVE IV) – INTRODUCTION TO LINGUISTICS**Maximum Marks: 100****Theory: 75****Internal assessment: 25****Pass Marks: 40%****Time allowed: 3 Hours****Credits: 5+1(tutorial) = 6****Course Objectives:**

1. To acquaint the students with the basic concepts of Linguistics.
2. To understand the various subsystems of language, including phonology, morphology, syntax, etc.
3. To acquaint the students with the formal properties of language and the ways in which these properties are studied by linguists.

Course Learning Outcomes:

1. This course will equip the students with some tools, techniques, and skills for linguistic analysis.
2. The students will be acquainted with the basic concepts necessary to pursue linguistics studies further.
3. It will enable them to understand the relationship between written and spoken language.
4. The students will be able to perform a phonemic and morphological analysis to determine the phonemes, allophones, morphemes and allomorphs of the given language.
5. The students will be able to identify the basic constituent structure of the given language.

COURSE CONTENT**UNIT I**

1. **Linguistics:** Definition, nature and scope, types of linguistics i.e. descriptive, historical and comparative and branches of linguistics.
2. **Phonetics:** Definition, branches of Phonetics, The production of speech mechanism, Description of speech sound.
3. **Phonology:** what is Phonology; Phoneme, Phone, Allophone, Diaphone. Supra-segmental Features: stress, juncture, accent, intonation.

UNIT II

4. **Morphology:** what is morphology: Morphs, Allomorphs, Morphemes, Morphophonemic and Classification of Morphemes. Word-formation.
5. **Syntax:** what is Syntax, Syntactic processes, Deep & Surface structures, syntactic rules..
6. **Some major Linguistic concepts:** Synchrony and Diachrony, Syntagmatic and Paradigmatic, Langue and Parole.

SUGGESTED READINGS

- Malmberg, B., 1963 : Phonetics, Dove Publication, New York.
- O'Connor, J.D., 1974 : Phonetics, Penguin Books, Harmon's worth.
- Palmer, F.R., (ed.) 1970: Prosodic Analysis, OUP, London.
- Varshney, Radhey L. (2003): An introductory Textbook of Linguistics & Phonetic.
India: Student Store
- Charles F. Hockett (1970): A course in Modern Linguistics.
New Delhi: Oxford & IBH Publishing Co.Pvt.Ltd.
- John Lyons (1981): Language & Linguistics An Introduction.
Cambridge University Press.

INSTRUCTIONS FOR THE PAPER SETTER:

1. The question paper will carry **75** marks and will be of **3** hours duration.
2. The Paper will consist of two Units named **Unit I & II**.
3. Short answer type questions covering the entire syllabus mentioned in **Unit I and Unit II**.

TESTING

UNIT I

Question I will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

Question II will have one long answer type question which shall be set from **Unit I** with internal choice **(12 marks)**

UNIT II

Question III will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question IV will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question V: Nine short answer type questions shall be set from the entire syllabus. The candidate will attempt all the 9 questions in 40 to 50 words each.

(9x3=27)

BHE 405: SEC II (SKILL ENHANCEMENT COURSE II) - ENGLISH AND SOFT SKILLS

Maximum Marks: 100

Theory: 75

Internal Assessment: 25

Pass Marks: 40%

Time allowed: 3 Hours

Credits: 04

Course Objectives:

1. To develop effective communication and presentation skills.
2. To develop self-confidence by mastering interpersonal, team management, and leadership skills.
3. To help formulate problem solving skills and to guide students in making appropriate and responsible decisions.

Course Learning Outcomes:

1. The students will be able to understand the significance and essence of a wide range of soft skills.
2. They will learn how to apply soft skills in social and professional settings.
3. It will enable them to employ these skills to improve interpersonal relationships.
4. Through Teamwork, they will learn how to connect and work with others to achieve a set task.
5. The students will learn how to employ soft skills in order to ensure workplace and career success.

COURSE CONTENT

UNIT I

Communication Skills: Communication - definition, forms and types; Feedback. The four skills - Listening, Speaking, Reading and Writing; Body Language. (Practice: Ch-1 “Listening Skills”, Ch-9 “Non-verbal Communication Skills”, Ch-10 “Written Communication Skills” from S.P. Dhaneval’s *English and Soft Skills*. Hyderabad: Orient Black swan Pvt. Ltd. 2017. Reprint.)

Leadership Skills: Team Building, Strategic Planning, Mentoring, Delegation, Dispute Resolution, Diplomacy, Decision Making, Crisis Management. (Practice: Ch-2 “Teamwork Skills” from S.P. Dhaneval’s *English and Soft Skills*. Hyderabad: Orient Black swan Pvt. Ltd. 2017. Reprint.)

SEM- IV

UNIT II

Interpersonal Skills: Meaning of Interpersonal Skills, its Components, Techniques required to improve Interpersonal Skills, Benefits of effective Interpersonal Skills. (Practice: Ch-6 “Problem Solving Skills” from S.P. Dhaneval’s *English and Soft Skills*. Hyderabad: Orient Black swan Pvt. Ltd. 2017. Reprint.)

Personal Skills: Emotional Intelligence, Emotional Management, Stress Management, Taking Criticism, Self-confidence, Adaptability, Resilience, Competitiveness, Self Assessment, Empathy. (Practice: Ch-8 “Adaptability Skills” and Ch-3 “Emotional Intelligence Skills” from S.P. Dhaneval’s *English and Soft Skills*. Hyderabad: Orient Black swan Pvt. Ltd. 2017. Reprint.)

INTERNAL ASSESSMENT (ASSIGNMENT) WILL BE BASED ON THE FOLLOWING TOPICS:

- Situational Role play
- Group Discussion
- PowerPoint presentation
- Book Review

SUGGESTED READINGS

1. English and Soft Skills. S.P. Dhanavel. Orient BlackSwan 2013
2. English for Students of Commerce: Precis, Composition, Essays, Poems eds. Kaushik,et al.
3. Enhancing Employability @ Soft Skills. Shalini Verma. Pearson.

INSTRUCTIONS FOR THE PAPER SETTER:

1. The question paper will carry **75** marks and will be of **3** hours duration.
2. The Paper will consist of two Units named **Unit I & II**.
3. Short answer type questions covering the entire syllabus mentioned in **Unit I and Unit II**.

TESTING

UNIT I

Question I will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

Question II will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

UNIT II

Question III will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question IV will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question V: Nine short answer type questions shall be set from the entire syllabus. The candidate will attempt all the 9 questions in 40 to 50 words each.

(9x3=27)

B.A. HONOURS ENGLISH - III
(UNDER CHOICE BASED CREDIT SYSTEM)

Programme Code: BAHENG

SESSION: 2023-2024

SCHEME OF COURSE SEMESTER-V:

Subject Code	Paper	Title	Credits	Internal Marks	Theory	Total Marks
BHE 501	CORE XI	Women's Writing	5+1(Tutorial)=6	25	75	100
BHE 502	CORE XII	British Literature: The Early 20th Century	5+1(Tutorial)=6	25	75	100
BHE 503	DCE I	Literature of the Indian Diaspora	5+1(Tutorial)=6	25	75	100
BHE 504	DCE II	Literary Criticism	5+1(Tutorial)=6	25	75	100
EVS-3001	Qualifying Paper	Environment and Road Safety Awareness	-	15	35	50

BHE 501: CORE XI - WOMEN'S WRITING**Maximum marks: 100****Theory: 75****Internal Assessment: 25****Pass marks: 40%****Time allowed: 3 Hours****Credits: 5+1(tutorial) = 6****Course Objectives:**

1. To acquaint the students with the complex and multifaceted literature by the various women authors of the world.
2. To understand women's perspective in literature.
3. To trace the historical development of women's writing and the need for evolution of feminist thinking.

Course Learning Outcomes:

1. The students will learn to recognize the meaning and significance of feminine voices and concerns in a text.
2. This course will enable the students to know the diversity of women's experiences and their varied cultural moorings.
3. They will be able to understand different forms of literature including poetry and short stories written by women.
4. The students will learn about the impact of culture, ethnicity, class, sexuality and religion on women's experience and their responses.
5. It will enable them to understand women's literary history, women's studies and feminist criticism.
6. To enable the students to form critical opinions and express views on recurrent themes and issues in literature written by women, and understand the impact of gender on literature.

COURSE CONTENT**UNIT I****Poetry:**

1. Emily Dickinson: *I cannot live with you , 'I'm wife; I've finished that*
2. Sylvia Plath: *Daddy, Lady Lazarus*
3. Eunice De Souza: *Advice to Women, Bequest*

Short Stories:

1. Charlotte Perkins Gilman: *The Yellow Wallpaper*
2. Katherine Mansfield: *Bliss*
3. Mahashweta Devi: *Draupadi*, tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)

UNIT II

Mary Wollstonecraft: *A Vindication of the Rights of Woman* (New York: Norton, 1988).
 Alice Walker: *The Color Purple*.
 Baby Kamble: *The Prisons We Broke*

SUGGESTED TOPICS AND READINGS FOR CLASS PRESENTATION

- The Confessional Mode in Women's Writing
- Sexual Politics
- Race, Caste and Gender
- Social Reform and Women's Rights

SUGGESTED READINGS:

1. Allison, Dorothy. "Public Silence, private terror". *Pleasure and Danger: Exploring female sexuality*, eds. Carole .S 'ance Routledge and Kegal Paul, 1984.
2. Chandra Talpade Mohanty, „Under Western Eyes: Feminist Scholarship and Colonial Discourses“, in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996).
3. Eagleton, Mary. *Feminist Literary Theory: A Reader*, ed. Oxford: Blackwell, 1986.
4. Kumkum Sangari and Sudesh Vaid, eds. Introduction“, in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989).
5. Simone de Beauvoir, "Introduction“, in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010).
6. Virginia Woolf. *A Room of One's Own* (New York: Harcourt, 1957).

INSTRUCTIONS FOR THE PAPER SETTER:

1. The question paper will carry **75** marks and will be of **3** hours duration.
2. The Paper will consist of two Units named **Unit I & II**.
3. Reference to the Context stanzas out of the texts prescribed in **Unit I**
4. Short answer type questions covering all the texts mentioned in **Unit I** and **Unit II**.

TESTING

UNIT I

Question I: Two passages for Reference to the Context from texts prescribed in **Unit I** shall be set. Out of these two passages the candidate will attempt one. **(1x6=6)**

Question II will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

Question III will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

UNIT II

Question IV will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question V will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question VI: Seven short answer type questions shall be set from the entire syllabus. The candidate will attempt all the 7 questions in 40 to 50 words each.

(7x3=21)

BHE 502: CORE PAPER XII- BRITISH LITERATURE: THE EARLY 20TH CENTURY

Maximum marks: 100

Theory: 75

Internal Assessment: 25

Pass marks: 40%

Time allowed: 3 Hours

Credits: 5+1(tutorial) = 6

Course Objectives:

1. To acquaint the students with the major trends and movements in the Literature of the early twentieth century.
2. To introduce works of different authors and their styles of this literary period.
3. To gain an insight into the major issues related to the cultural and social context of the British society in the early twentieth century.

Course Learning Outcomes:

1. It will introduce the students to major British writers of modern times whose poetry has an inerasable mark throughout the latter decades.
2. The students will be able to analyse the reasons for the rapidly growing prominence of the novel.
3. It will acquaint students with the historical background including the socio-political changes in the early twentieth century.
4. It will enable the students to comprehend and critically analyze the selected texts of this literary era.
5. It will enable the students to develop and practise their interpretive skills and textual analysis in reading literature.

COURSE CONTENT

UNIT I

Poetry:

1. W.B. Yeats : *Leda and the Swan*,
The Second Coming ,
No Second Troy ,
Sailing to Byzantium

2. T.S. Eliot: *The Love Song of J. Alfred Prufrock*,
Journey of the Magi

UNIT II

1. Joseph Conrad: *Heart of Darkness*
2. Bernard Shaw: *Pygmalion*
3. Virginia Woolf: *Mrs Dalloway*

SUGGESTED TOPICS AND READINGS FOR CLASS PRESENTATION

- Modernism, Modern Fiction and non-European Cultures
- The Women's Movement in the Early 20th Century
- Psychoanalysis and the Stream of Consciousness
- The Psychological Novel
- The Use of Myth
- The Avant- Garde

SUGGESTED READINGS:

1. De Kovan, Marianne. Rev. of "Virginia Woolf and Bloomsbury." *Modern Fiction Studies* 34.2 (Summer 1988): 275-78. Print.
2. Mayne, Fred. *The Wit and Satire of Bernard Shaw*. Guildford and London: Billing & Sons Limited, 1967.
3. Maxwell, D.E.S. *The Poetry of T.S. Eliot*. London: Routledge and Kegan Paul, 1952.
4. Murfin, Ross C. *Heart of Darkness*. New York: Bedford/St. Martin's. 1996.
5. Rajan, Balachandra. *W. B. Yeats, A Critical Introduction* (London, 1965)
6. Raymond Williams, "Introduction", in *The English Novel from Dickens to Lawrence* (London : Hogarth Press, 1984) pp. 9-27.
7. Seiden, Morton L. *William Butler Yeats: The Poet as a Mythmaker, 1865-1939*(New York, 1962).
8. Sigmund Freud, "Theory of Dreams", "Oedipus Complex", and "The Structure of the Unconscious", in *The Modern Tradition*, ed. Richard Ellman et. Al. (Oxford: OUP, 1965).
9. T.S. Eliot, "Tradition and the Individual Talent", in the *Norton Anthology of English Literature*, 8th edn, vol. 2,ed. Stephen Greenblatt (New York: Norton, 2006).
10. Watt, Ian. "Impressionism and Symbolism in Heart of Darkness" (1979) in the *Heart of Darkness: A Norton Critical Edition*. 4th ed. New York: W. W. Norton, 2006. 349-65.

INSTRUCTIONS FOR THE PAPER SETTER:

1. The question paper will carry **75** marks and will be of **3** hours duration.
2. The Paper will consist of two Units named **Unit I & II**.
3. Reference to the Context stanzas out of the texts prescribed in **Unit I**.
4. Short answer type questions covering all the texts mentioned in **Unit I** and **Unit II**

TESTING

UNIT I

Question I: Two passages for Reference to the Context from texts prescribed in **Unit I** shall be set. Out of these two passages the candidate will attempt one. **(1x6=6)**

Question II will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

Question III will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

UNIT II

Question IV will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question V will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question VI: Seven short answer type questions shall be set from the entire syllabus. The candidate will attempt all the 7 questions in 40 to 50 words each. **(7x3=21)**

BHE 503: DCE I - LITERATURE OF THE INDIAN DIASPORA

Maximum Marks: 100
Theory: 75
Internal Assessment: 25

Pass Marks: 40%
Time Allowed: 3 Hours
Credits: 5+1(tutorial) = 6

Course Objectives:

1. To acquaint the students with the issues of diaspora, location, history and memory in literature.
2. To understand the relationship between geography and form, between location and representation.
3. To develop an understanding of the various writers' configurations of the notions of home, cultural identity and belonging.

Course Learning Outcomes:

1. This course will acquaint the students with the experiences of dislocation, relocation, acculturation and marginalization as explored and addressed in the works of these writers.
2. It will acquaint students with the changing historical, political, socioeconomic, and cultural contexts of migration from the Indian subcontinent.
3. The students will be able to analyze and appreciate the idea of 'Indianness' and 'Indian sensibility' inscribed in the works of various writers of the Indian diaspora.
4. The students will develop a fuller understanding of the extensive and multidisciplinary literature on the diasporic studies.
5. It will enable the students to apply this theoretical literature to various dispersed populations (refugees, migrants, etc.) while using it as a critical and analytic lens to shed light on identity, political mobilization, etc.

COURSE CONTENT

UNIT- I

1. Anita Desai : *Fasting, Feasting*
2. Rohinton Mistry: *A Fine Balance* (Alfred A Knopf)

UNIT- II

3. Meera Syal: *Anita and Me* (Harper Collins)
4. Jhumpa Lahiri: Selection from *Interpreter of Maladies*:
a) Interpreter of Maladies
b) A Temporary Matter

SUGGESTED TOPICS AND READINGS FOR CLASS PRESENTATION

- The Diaspora
- Nostalgia
- New Medium
- Alienation

SUGGESTED READINGS:

1. “Introduction: The diasporic imaginary” in Mishra.V. (2008). *Literature of the Indian Diaspora*, London: Routledge.
2. “Cultural Configurations of Diaspora”, in Kalra , V. Kaur, R. and Hatyunk , J. (2005) *Diaspora & Hybridity*. London: Sage Publications.
3. “The New Empire within Britain”, in Rushdie, S. (1991). *Imaginary Homelands*.London Granta Books.

INSTRUCTIONS FOR THE PAPER SETTER:

1. The question paper will carry **75** marks and will be of **3** hours duration.
2. The Paper will consist of two Units named **Unit I & II**.
3. Short answer type questions covering all the texts mentioned in **Unit I** and **Unit II**.

TESTING

UNIT I

Question I will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

Question II will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

UNIT II

Question III will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question IV will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question V: Nine short answer type questions shall be set from the entire syllabus. The candidate will attempt all the 9 questions in 40 to 50 words each. **(9x3=27)**

BHE 504: DCE II- LITERARY CRITICISM

Maximum marks: 100

Theory: 75

Internal Assessment: 25

Pass marks: 40%

Time allowed: 3 Hours

Credits:5+1(tutorial)= 6

Course Objectives:

1. To equip the students with a working knowledge of the dominant trends in literary criticism.
2. To acquaint the students with the seminal works of principal literary critics and theoreticians.
3. To evaluate and analyze the strengths and limitations of the critical arguments.

Course Learning Outcomes:

1. The students will be able to comprehend and effectively apply knowledge of practical criticism to appreciate and evaluate literary work with reference to its structure, texture and tone.
2. It will enable the students to examine historical contexts for the development of contemporary theory and criticism.
3. The students will be able to span the history of western literary criticism.
4. It will strengthen and deepen critical reading, writing, and interpretive practices of the students.
5. It will enable the students to develop the skill of attempting a close reading of the text.

COURSE CONTENT

UNIT I

1. Patricia Waugh : Literary Theory and Criticism (2006)
Mimesis: Ancient Greek Literary Theory by Andrea Nightingale
2. William Wordsworth: *Preface to Lyrical Ballads* (1802)

UNIT II

3. Matthew Arnold: "The Study of Poetry"
4. T.S. Eliot: "The Perfect Critic"
5. I.A. Richards: *Principles of Literary Criticism*. (Chapters 1, 2 and 34. London 1924)

SUGGESTED TOPICS AND READINGS FOR CLASS PRESENTATION

- Summarizing and Critiquing
- Point of View
- Reading and Interpreting
- The Schools of Criticism

SUGGESTED READINGS:

1. Borklund, Elmer. *Contemporary Literary Critics*. New York: St. Martin's Press, 1977.
2. C.S. Lewis : *Introduction in An Experiment in Criticism*, Cambridge University Press 1992.
3. Eagleton, Terry. *Literary Theory: An Introduction*. 2nd ed. New Delhi: Maya Blackwell, 1996.
4. Hawthorn, Jeremy. *A Glossary of Contemporary Literary Theory*. 4th ed. London: Arnold, 2003.
5. M.H. Abrams : *The Mirror and the Lamp*, Oxford University Press, 1971.
6. Rene Wellek, Stephen G. Nicholas : *Concepts of Criticism*, Connecticut, Yale University 1963.
7. Taylor and Francis Eds. *An Introduction to Literature, Criticism and Theory*, Routledge, 1996.
8. Wellek, Rene. *A History of Modern Criticism, 1750-1950*. 8 vols. New Haven: Yale UP, 1986.
9. Sidney, Philip. *Sir Philip Sidney's an Apology for Poetry, And, Astrophil and Stella: Texts and Contexts*. United States, College Publishing, 2001.
10. Enright, D.J. *English Critical Texts*. OUP, 2002.

INSTRUCTIONS FOR THE PAPER SETTER:

1. The question paper will carry **75** marks and will be of **3** hours duration.
2. The Paper will consist of two Units named **Unit I & II**.
3. Short answer type questions covering all the texts mentioned in **Unit I** and **Unit II**.

TESTING

UNIT I

Question I will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

Question II will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

UNIT II

Question III will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question IV will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question V: Nine short answer type questions shall be set from the entire syllabus. The candidate will attempt all the 9 questions in 40 to 50 words each. **(9x3=27)**

**EVS-3001: Environment and Road Safety Awareness
For All UG Courses
Session 2023-24**

Maximum Marks-50
Theory marks- 35
Internal assessment-15

Time Allowed: 1:30 hours
Pass Percentage: 35%

Distribution of Internal Assessment marks

Assignment: 7 marks

Attendance: 8 marks

Total : 15 marks

Course Objective: Objective of the paper is to impart knowledge about the nature of Environment, Natural resources, Ecosystem, Biodiversity, Various types of environment pollution, Road safety awareness and stubble burning.

Course learning outcomes: The students will increase their understanding about the importance of environment, the various effects which degrades the environment, how to overcome these effects also the student will learn the different rules and regulations of Road safety Awareness.

Pedagogy: Class room lectures, power point presentations, and field visits, etc. The students also make group discussions.

INSTRUCTIONS FOR THE PAPER SETTERS

The question paper will consist of three sections A, B and C. Each of sections A and B will have 04 questions from the respective Unit of the syllabus. Each question shall carry 6.5 marks. Section C will consist of 09 short answer type questions of 01 mark each.

INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt any two questions from each section A and B. Section C is compulsory.

UNIT 1

27. **The multidisciplinary nature of environment studies.** Definition, scope and importance, Need for public awareness.
28. **Natural resources**-Renewable and Non-renewable resources. Role of an individual in conservation of natural resources for sustainable development.
29. **Ecosystem and its components**-Producers, Consumers and Decomposers. Food chain, Food Web and ecological pyramid.
30. **Biodiversity**-Definition, types, Hotspots of biodiversity, importance and conservation of biodiversity.

UNIT-II

31. **Social Issues and Environment**-Climate changes, Global Warming, Acid Rain, and Ozone Layer depletion. Population Explosion -Family welfare program.

32. **Environmental pollution**-definition causes, types, Effects & Control measure. Introduction to Environment Laws in India: Environmental protection Act, Air and Water Act (Prevention and control of pollution).
33. **Road Safety Awareness**-Concept and Significance of road safety, Traffic Signs and Rules, how to obtain license, Role of First aid in Road safety.
34. **Stubble Burning**: Its meaning: Why Stubble burning, Alternatives to Stubble Burning, Environmental and Health effects/Hazards, Policies to control Stubble burning.

SUGGESTED READINGS:

31. Carson, R. 2002. Silent Spring, Houghton Mifflin Harcourt.
32. Gadgil. M., & Guha, R. 1993. This Fissured Land : An Ecological History of India. Univ. of California press.
33. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.
34. Gleick, P.H. 1993. Water in Crisis. Pacific Institute for Studies in Dev. Environment & Security Stockholm Env. Institute, Oxford Univ. Press.
35. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, 2006.
37. Grumbine, R. Edward, and Pandit, M. K. 2013. Threats from India's Himalays dams. Science, 339:36-37.
39. McCully, P. 1996. Rivers no more: the environmental effects of dams (pp.29-64). Zed Books.
40. McNeill, John R. 2000. Something New Under the Sun : An Environmental History of the Twentieth Century.
35. Odum, E.P., H.T & Andrews, J. 1971. Fundamentals of Ecology. Philadelphia : Saunders.
41. Pepper, I. L., Gerba, C.P & Brusseau, M.L. 2011. Environmental and Pollution Sciences. Academic Press.
42. Rao, M. N. & Datta, A. K. 1987. Waste Water Treatment. Oxford and IBH Publishing Co. Pvt. Ltd.
43. Raven, P. H., Hassenzahl, D.M. & Berg, L.R. 2012, Environment. 8th edition. John Wiley & Sons.
36. Rosencranz, A., Divan, S., & Nobie, M.L. 2001. Environmental law and policy in India.
37. Sengupta, R. 2003. Ecology and economics: An approach to sustainable development. OUP.
38. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.
39. Sodhi, N.S. Gibson, L. & Raven, P.H. (eds). 2013. Conservation Biology: Voices from the Tropics. John Wiley & Sons.
44. Thapar, V. 1998. Land of the Tiger: A Natural History of the Indian Subcontinent.
45. Warren, C.E. 1971. Biology and Water Pollution Control. WB Saunders.

Teaching Learning Activities

Debate, Discussions, Quiz, Guest Lectures etc.

B.A. HONOURS ENGLISH - III
(UNDER CHOICE BASED CREDIT SYSTEM)

Programme Code: BAHENG

SESSION: 2023-2024

SCHEME OF COURSE SEMESTER-VI:

Subject Code	Paper	Title	Credits	Internal Marks	Theory	Total Marks
BHE 601	CORE XIII	Modern European Drama	5+1(Tutorial)=6	25	75	100
BHE 602	CORE XIV	Post Colonial Literature	5+1(Tutorial)=6	25	75	100
BHE 603	DCE III	Partition Literature	5+1(Tutorial)=6	25	75	100
BHE 604	DCE IV	Autobiography	5+1(Tutorial)=6	25	75	100

BHE 601: CORE PAPER XIII- MODERN EUROPEAN DRAMA

Maximum marks: 100

Theory : 75

Internal Assessment:25

Pass marks: 40%

Time allowed: 3 Hours

Credits: 5+1(tutorial)= 6

Course Objectives:

1. To enable the students to understand the causes behind the rise and growth of modern European drama.
2. To introduce the students to the experimental and innovative dramatic literature of modern Europe.
3. To understand the socio-political changes and the stages in modern European drama.

Course Learning Outcomes:

1. The students will become acquainted with the rich diversity of themes, techniques, and forms used in drama across Europe.
 2. The students will be able to develop knowledge of literary terms and key concepts involved in reading and analyzing drama.
 3. The students will understand the historical and cultural background of each drama in order to become sensitive towards the critical relation between society and theatre.
 4. It will enable the student to understand the origin of Absurd drama and major themes of Absurd drama.
 5. The students will be able to demonstrate a critical understanding of the selected texts.
-

COURSE CONTENT

UNIT I

1. Henrik Ibsen : *A Doll's House*
2. Bertolt Brecht : *The Good Woman of Setzwan*

UNIT II

3. Samuel Beckett: *Waiting for Godot*
4. Anton Chekhov: *The Cherry Orchard*

SUGGESTED TOPICS AND READINGS FOR CLASS PRESENTATION

- Origin & Growth of Drama.
- Classical and Modern Drama
- Epic Theatre
- The Theatre of the Absurd

SUGGESTED READINGS:

1. Bachakus, Gary. (2002). *The Hidden Realities of the Everyday Life-World in Beckett's Waiting for Godot and Genet's The Balcony*. A.-T Tymieniecka. *Analecta Husserliana*, 75, 81-115.
2. Bertolt Brecht. „The Street Scene“. „Theatre for Pleasure or Theatre for Instruction,“ and „Dramatic Theatre vs Epic Theatre“, in *Brecht on Theatre : The Development of an Aesthetic*, ed. And tr. John Willet (London: Methuen, 1992) pp.68-76,121-28.
3. Carroll, Joseph. (2004). *Literary Darwinism: Evolution, Human Nature and Literature*. London: Routledge
4. Constantin Stanislavski , *An Actor Prepares*, chap. 8, „ Faith and the Sense of Truth,“ tr.Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1,2,7,8,9, pp. 121-25, 137-46
5. George Steiner, „On Modern Tragedy“, in *The Death of Tragedy* (London: Faber, 1995) pp. 303-24.
6. Gunther, Andres. (1085). Being Without Time, On Beckett's *Waiting for Godot*. Martin Esslin Editor, Samuel Beckett: A Collection of Critical Essays. (108-116) New York: Prentice-Hall International.
7. Goldman, Emma. *The Social Significance of the Modern Drama*. The Gorham Press, Boston, 1914. Print. Johnston, Ian. On *Ibsen's A Doll's House*. Oxford: OUP, 1981. Print.
8. Styan, J.L. 1986. *Modern Drama in Theory and practice 3 – Expressionism and Epic Theatre*. Cambridge, London, New York, New Rochelle, Melbourne, Sydney: Cambridge University Press.

INSTRUCTIONS FOR THE PAPER SETTER:

1. The question paper will carry **75** marks and will be of **3** hours duration.
2. The Paper will consist of two Units named **Unit I & II**.
3. Reference to the Context passages out of the texts prescribed in **Unit I**
4. Short answer type questions covering all the texts mentioned in **Unit I** and **Unit II**.

TESTING

UNIT I

Question I: Two passages for Reference to the Context from texts prescribed in **Unit I** shall be set. Out of these two passages the candidate will attempt one. **(1x6=6)**

Question II will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

Question III will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

UNIT II

Question IV will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question V will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question VI: Seven short answer type questions shall be set from the entire syllabus. The candidate will attempt all the 7 questions in 40 to 50 words each.

(7x3=21)

BHE 602: CORE PAPER XIV - POST COLONIAL LITERATURE**Maximum marks: 100****Theory: 75****Internal Assessment: 25****Pass marks: 40%****Time allowed: 3 Hours****Credits: 5+1(tutorial) = 6****Course Objectives:**

1. To develop the students' understanding of the cultural politics of imperialism.
2. To introduce the students to postcolonial literature that includes the theory and concepts of postcolonial studies.
3. To familiarize students with the development and practice of postcolonial theory.

Course Learning Outcomes:

1. The students will be acquainted with the key concepts of postcolonial literary theory through the study of postcolonial texts.
 2. It will enable the students to understand and evaluate the key debates in postcolonial studies.
 3. It will facilitate them to gain knowledge about the terms and concepts exclusive of post colonial literature.
 4. The students will be introduced to aspects of subjectivity, race, class and feminism as they inhere in the postcolonial space.
 5. It will enable the students to make a critical analysis of a work of art within the frames of postcolonial studies.
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COURSE CONTENT**UNIT I****Poetry:**

- | | |
|-----------------------|---|
| 1. Gwendolyn Brooks : | <i>The Mother, The Children of the Poor</i> |
| 2. Derek Walcott : | <i>A Far Cry from Africa, Names</i> |
| 3. David Malouf : | <i>Revolving Days, Wild Lemons</i> |
| 4. Mahmoud Darwish : | <i>Passport, If I Were Another</i> |

Stories:

- | | |
|--------------------|-----------------------------------|
| 1. Ama Ata Aidoo : | <i>The Girl who can</i> |
| 2. Bessie Head : | <i>The Collector of Treasures</i> |
| 3. Grace Ogot : | <i>The Green Leaves</i> |

UNIT II

Novels:

1. Raja Rao : *Kanthapura*
2. Chinua Achebe : *Arrow of God*

SUGGESTED TOPICS AND READINGS FOR CLASS PRESENTATION:

- De-colonization, Globalization and Literature
- Literature and Identity Politics
- Writing for the New World Audience
- Region, Race, and Gender
- Postcolonial Literatures and Questions of Form

SUGGESTED READINGS:

1. Frantz Fanon, "The Negro and Language", in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008).
2. George E. Kent, *A Life of Gwendolyn Brooks* (Lexington: The University Press of Kentucky, 1990) p.3-6.
3. Hammer, J. *Palestinians Born in Exile: Diaspora and the Search for a Homeland*, Austin: University of Texas Press, 2005.
4. Iyengar, K.R., Srinivasa. *Indian Writing in English*. New Delhi : Sterling Publishers, 2004.
5. Memmi, A. *The Coloniser and the Colonised*, 1st edn, London: Earthscan, 2003.
6. Ngugi wa Thiong'o, "The Language of African Literature", in *Decolonising the Mind* London: James Curry, 1986).
7. Naik, M.K (ed.), *Perspectives on Indian Fiction in English*. New Delhi: Abhinav publications, 1985. Print
8. Vertovec, S., "Three Meanings of Diaspora, Exemplified among South Asian Religions", *Diaspora* 6 (3), 1997, pp. 277-299.

INSTRUCTIONS FOR THE PAPER SETTER:

1. The question paper will carry **75** marks and will be of **3** hours duration.
2. The Paper will consist of two Units named **Unit I & II**.
3. Reference to the Context passages out of all the poems prescribed in **Unit-I**.
4. Short answer type questions covering all the texts mentioned in **Unit I** and **Unit II**.

TESTING

UNIT I

Question I: Two passages for Reference to the Context from poetry section in **Unit I** shall be set. Out of these two passages the candidate will attempt one. **(1x6=6)**

Question II will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

Question III will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

UNIT II

Question IV will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question V will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question VI Seven short answer type questions shall be set from the entire syllabus. The candidate will attempt all the 7 questions in 40 to 50 words each. **(7x3=21)**

BHE 603: DCE III - PARTITION LITERATURE

Maximum marks: 100

Theory: 75

Internal Assessment: 25

Pass marks: 40%

Time allowed: 3 Hours

Credits: 5+1(tutorial) = 6

Course Objectives:

1. To introduce the concept of partition and the evolution of Partition Literature.
2. To familiarize the students with the major writers associated with the Partition Literature.
3. To acquaint the students with the basic concepts of Partition Literature, for instance, power, agency, gender, race and identity that exists in a society.

Course Learning Outcomes:

1. The students will become familiar with the development and practice of the Partition Literature.
2. The students will develop a strong understanding of the complex politics that led to the partition of the Indian subcontinent.
3. It will enable the students to demonstrate an understanding of the ways that race, ethnicity, gender and religion developed in a related way during the colonial era.
4. The students will develop an awareness of the regional, social and political upheavals caused due to geopolitical power struggles.
5. The students will be able to demonstrate an ability to express and evaluate their responses to the selected works.

COURSE CONTENT

UNIT I

Poetry:

1. Faiz Ahmad Faiz , "The dawn of freedom" in *In English: Faiz Ahmad Faiz, A Renowned Urdu Poet*, tr. And ed. Riz Rahim (California: Xlibris, 2008) p. 138.
2. Jibananda Das, "I Shall Return to This Bengal", tr. Sukanta Chaudhuri, in *Modern Indian Literature* (New Delhi : OUP, 2004) pp. 8-13

Stories:

3. Saadat Hasan Manto – “Toba Tek Singh” in *Black Margins: Manto*, Tr M. Asaduddin (New Delhi: Katha, 2003) pp. 212-220.
4. Jhumpa Lahiri – “When Mr. Pirzada came to dine”

UNIT II**Novels:**

1. Khushwant Singh : Train to Pakistan
2. Attia Hosain : Sunlight on a Broken Column
3. Bapsi Sidhwa : The Ice-Candy Man

SUGGESTED TOPICS AND READINGS FOR CLASS PRESENTATION

- Partition and Diaspora
- Colonialism, Nationalism and the Partition
- Communalism and Violence
- Homelessness and Exile
- Women and Partition

SUGGESTED READINGS:

1. Ritu Menon and Kamla Bhasin, “Introduction”, in *Borders and Boundaries* (New Delhi: Kali for Women, 1998).
2. Sigmund Freud, “Mourning and Melancholia”, in *The Complete Psychological Works of Sigmund Freud*, tr. James Strachey (London: Hogarth Press, 1953) pp. 3041-53.
3. Sukrita P. Kumar, *Narrating Partition* (Delhi: Indialog, 2004).
4. Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India* (Delhi: Kali for Women, 2000).

INSTRUCTIONS FOR THE PAPER SETTER:

1. The question paper will carry **75** marks and will be of **3** hours duration.
2. The Paper will consist of two Units named **Unit I & II**.
3. Reference to the Context passages out of all the poems prescribed in **Unit I**.
4. Short answer type questions covering all the texts mentioned in **Unit I and Unit II**.

TESTING

UNIT I

Question I: Two passages for Reference to the Context from **Unit I** (Poetry) shall be set. Out of these two passages the candidate will attempt one. (1x6=6)

Question II will have one long answer type question which shall be set from **Unit I** with internal choice. (12 marks)

Question III will have one long answer type question which shall be set from **Unit I** with internal choice. (12 marks)

UNIT II

Question IV will have one long answer type question which shall be set from **Unit II** with internal choice. (12 marks)

Question V will have one long answer type question which shall be set from **Unit II** with internal choice. (12 marks)

Question VI: Seven short answer type questions shall be set from the entire syllabus. The candidate will attempt all the 7 questions in 40 to 50 words each.

(7x3=21)

BHE 604: DCE IV- AUTOBIOGRAPHY

Maximum marks: 100

Theory: 75

Internal Assessment: 25

Pass marks: 40%

Time Allowed: 3 Hours

Credits: 5+1(tutorial) = 6

Course Objectives:

1. To recognize the structure of autobiography as a distinct form of Literature.
2. To acquaint the students with the technicalities involved in the genesis of autobiographies.
3. To introduce the students to certain autobiographical pieces of socio-cultural and literary significance.

Course Learning Outcomes:

1. The students will be able to compare and contrast the ways in which a perceiving, living individual (the "subject") is treated in biography, autobiography, and other literary genres such as poetry, fiction etc.
2. It will enable the students to recognize how an author's own ideology shapes reality in an autobiography, including how it raises questions about truth, factuality, objectivity, and subjectivity.
3. The students will be able to connect the autobiographical texts to their historical and cultural contexts.
4. It will enable the students to explore the ways in which the writers construct and represent memory.
5. The students will be able to understand the impact that these narratives have on our understanding of the political and cultural context in which these are produced.

COURSE CONTENT

UNIT I

1. Annie Besant's *Autobiography*, Chapter 7, 'Atheism As I Knew and Taught It', pp. 141-175(London : T. Fisher Unwin 1917).
2. M.K. Gandhi's : *My Experiments with Truth* , chapters 1 to 10 (New Delhi: Fingerprint!, 2009)
3. Richard Wright's *Black Boy*, Chapter 1, pp. 9-44 (United Kingdom: Picador, 1968).

UNIT II

4. Laxminarayan Tripathi, *Me Hijara... Me Laxmi!* (New Delhi: Manovikas Prakashan, 2012).
5. Sharankumar Limbale's *The Outcaste*, Translated by Santosh Bhoomkar (New Delhi: Oxford University Press, 2003).

SUGGESTED TOPICS AND READINGS FOR CLASS PRESENTATIONS:

- Self and Society
- Role of Memory in writing Autobiography
- Autobiography as resistance
- Autobiography as rewriting history

SUGGESTED READINGS:

1. James Olney, "A Theory of Autobiography" in *Metaphors of Self: the Meaning of Autobiography*. (Princeton: Princeton University Press, 1972) pp. 3-50.
2. Laura Marcas, "The Law of Genre" in *Auto/biographical Discourses* (Manchester: MUP, 1994) pp.229-72.
3. Linda Anderson, "Introduction" in *Autobiography* (London: Routledge, 2001) pp.1- 17.
4. Sidonie Smith and Julia Watson, "Reading Autobiography: A Guide for Interpreting Life Narratives" (University of Minnesota Press, 2010).

INSTRUCTIONS FOR THE PAPER SETTER:

1. The question paper will carry **75** marks and will be of **3** hours duration.
2. The Paper will consist of two Units named **Unit I & II**.
3. Short answer type questions covering all the texts mentioned in **Unit I and Unit II**.

TESTING

UNIT I

Question I will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

Question II will have one long answer type question which shall be set from **Unit I** with internal choice. **(12 marks)**

UNIT II

Question III will have one long answer type questions which shall be set from **Unit II** with internal choice. **(12 marks)**

Question IV will have one long answer type question which shall be set from **Unit II** with internal choice. **(12 marks)**

Question V: Nine short answer type questions shall be set from the entire syllabus. The candidate will attempt all the 9 questions in 40 to 50 words each. **(9x3=27)**