



**PRAYAGRAJ**

[Established under the U.P. Private Universities Act. No. 12 of 2019]

**CURRICULUM & SYLLABI**

**Bachelor of Arts (B.A.)**

**ENGLISH (HONS.)**

**FACULTY OF ARTS**

## **COURSE STRUCTURE & EVALUATION SCHEME**

**B.A. (Hons.) English**  
**[Academic Session 2021-22]**



**PRAYAGRAJ**

# **FACULTY OF ARTS**

## COURSE STRUCTURE & EVALUATION SCHEME

### **B.A. (Hons.) English** **3 Year (6 Semester) Programme** **United University, Prayagraj** **Session 2021-2022**

#### SUMMARY

Sem.	Core and Related Subject		Ability Enhancement Courses (AEC)		Total	
	Number of Courses	Credit	Number of Courses	Credit	Number of Courses	Credit
I	3	18	3	8	6	26
II	3	18	3	8	6	26
III	4	24	1	2	5	26
IV	4	24	1	2	5	26
V	4	24	1	2	5	26
VI	5	26	-	-	5	26
<b>Total</b>	<b>23</b>	<b>134</b>	<b>9</b>	<b>22</b>	<b>32</b>	<b>156</b>

**B.A. (Hons.) English**  
**3 Year (6 Semester) Programme**  
**United University, Prayagraj**  
**Session 2021-2022**

Sr. No.	Course Code	Course Title	Teaching			Evaluation			Credit
			L	T	P	CA	ESE	Total	
SEMESTER-I									
1	ARUCEN101T	Indian Classical Literature	5	1	-	50	50	100	6
2	ARUCEN102T	European Classical Literature	5	1	-	50	50	100	6
3	ARUCEN103T	Academic Writing and Composition	5	1	-	50	50	100	6
4	CASCPEN10T	Fundamentals of Computers and its Application	2	-	-	50	50	100	2
5	ARUCEN104T	Introduction to Professional Communication	2	-	-	50	50	100	2
6	PTSPPAR10T	Professional Proficiency B. A. (English)– I	4	-	-	50	50	100	4
Total			23	3	-	300	300	600	26
SEMESTER-II									
1	ARUCEN201T	Indian Writing in English	5	1	-	50	50	100	6
2	ARUCEN202T	British Poetry and Drama 14 <sup>th</sup> - 17 <sup>th</sup> Centuries	5	1	-	50	50	100	6
3	ARUCEN203T	Text and Performance	5	1	-	50	50	100	6
4	ARUCEN204T	Communicative English	2	-	-	50	50	100	2
5	SCSEPAR20T	Environmental Studies	2	-	-	50	50	100	2
6	PTSPPEN20T	Professional Proficiency B. A. (English)– II	4	-	-	50	50	100	4
Total			23	3	-	300	300	600	26

Sr. No.	Course Code	Course Title	Teaching			Evaluation			Credit
			L	T	P	CA	ESE	Total	
SEMESTER-III									
1	ARUCEN301T	American Literature	5	1	-	50	50	100	6
2	ARUCEN302T	Popular Literature	5	1	-	50	50	100	6
3	ARUCEN303T	British Poetry and Drama 17 <sup>th</sup> -18 <sup>th</sup> Centuries	5	1	-	50	50	100	6
4	ARUCEN304T	Language and Linguistics	5	1	-	50	50	100	6
5	PTSPPAR30T	Professional Proficiency B. A. (English)– III	2	-	-	50	50	100	2
Total			22	4	-	250	250	500	26
SEMESTER-IV									
1	ARUCEN401T	British Literature: 18 <sup>th</sup> Century	5	1	-	50	50	100	6
2	ARUCEN402T	British Romantic Literature	5	1	-	50	50	100	6
3	ARUCEN403T	British Literature: 19 <sup>th</sup> Century	5	1	-	50	50	100	6
4	ARUCEN404T	Contemporary India: Women and Empowerment	5	1	-	50	50	100	6
5	PTSPPAR40T	Professional Proficiency B. A. (English)– IV	2	-	-	50	50	100	2
Total			22	4	-	250	250	500	26

Sr. No.	Course Code	Course Title	Teaching			Evaluation			Credit
			L	T	P	CA	ESE	Total	
SEMESTER-V									
1	ARUCEN501T	Women’s writing	5	1	-	50	50	100	6
2	ARUCEN502T	British Literature: The Early 20 <sup>th</sup> Century	5	1	-	50	50	100	6
3	ARUCEN503T	Modern Indian writing in English Translation	5	1	-	50	50	100	6
4	ARUCEN504T	Literary Criticism	5	1	-	50	50	100	6
5	ARUCEN505T	Creative Writing	2	-	-	50	50	100	2
Total			22	4	-	250	250	500	26
SEMESTER-VI									
1	ARUCEN601T	Modern European Drama	5	1	-	50	50	100	6
2	ARUCEN602T	Postcolonial Literatures	5	1	-	50	50	100	6
3	ARUCEN603T	Literary Theory	5	1	-	50	50	100	6
4	JMSJPEN60T	Media & Communication Studies	2	-	-	50	50	100	2
5	ARUCEN605P	Project (B.A. ENGLISH)	-	6	-	50	50	100	6
Total			17	9	-	250	250	500	26

## **Guidelines on Continuous Assessment (CA)**

Continuous Assessment (CA) of a course with weightage 50% has got two components

(a) **Class Tests** (b) **Teacher Assessment**

- (a) **Class Tests (30% marks):** There should be 2-3 class tests of at least one hour in each paper. First test normally covers 40% of the course.
- (b) **Teacher Assessment (20 % marks):** is based on some kind of assignments & VIVA etc. such as mini projects and its presentation, development of some tools & app and some presentations based on topics of the paper which may also be related to some kind of real life example. Normally there should be two mini projects, and its presentation and 6-8 presentations based on topics of the course.

**SYLLABUS**

**FOR**

**Bachelor of Arts (HONS.)**

**ENGLISH**

**(First Year)**



**FACULTY OF ARTS**



## Syllabus for Bachelor of Arts (HONS.) English

**Course Title: INDIAN CLASSICAL  
LITERATURE**

**Course Code: ARUCEN101T**

**Semester: I**

**L T P C**  
**5 1 0 6**

**Objective:**

- To enable the students to appreciate the Indian classical literature and to realize its value in practical aspects of life.
- To understand the didacticism and ethical value contained in Indian classical literature.

Unit	Content	Hours
<b>1</b>	Kalidasa <i>Abhijnana Shakuntalam</i> , tr. Chandra Rajan, in <i>Kalidasa: The Loom of Time</i> (New Delhi: Penguin, 1989).	<b>15</b>
<b>2</b>	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 <i>The Mahabharata</i> : tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106–69	<b>15</b>
<b>3</b>	Sudraka <i>Mrcchakatika</i> , tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962).	<b>15</b>
<b>4</b>	Ilango Adigal 'The Book of Banci', in <i>Cilappatikaram: The Tale of an Anklet</i> , tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.	<b>15</b>

**Suggested Topics and Background Prose Readings for Class Presentations Topics**

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

**Course Outcomes**

- Read and understand the rich classical texts of Indian literature written in Sanskrit, in translated versions
- To enable the student to get an overview of the general narrative of The Mahabharata and an idea of how to go about interpreting all the complex themes, imagery, incidents, philosophical concepts of destiny, the Vedic point of view, dharma etc. in the prescribed text.
- Appreciate these texts as a source of great wisdom.
- Interpret these texts from contemporary points of view.

**Suggested Readings**

- Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
- Irvati Karve, 'Draupadi', in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.
- J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian*
- *Philosophy, vol. V, Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.
- Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalism*

**Recommended Reference/ Text Books**

- Morality and Ethics in Public Life by Ravindra Kumar p. 92.
- Sentinel, The (4 December 2014). "Documentary film, books on Bhabananda– Nalini Prava". Archived from the original on 24 September 2015. Retrieved 24 December 2014.

## Syllabus for Bachelor of Arts (HONS.) English

**Course Title: EUROPEAN CLASSICAL LITERATURE**

**Course Code: ARUCEN102T**

**Semester: I**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>

### Objective:

The course aims to develop among the students appreciation to the different literary pieces and respect to cultural diversities found and highlighted in each of the literary masterpieces throughout Europe.

Unit	Content	Hours
<b>1</b>	Homer <i>The Iliad</i> , tr. E.V. Rieu (Harmondsworth: Penguin, 1985).	<b>15</b>
<b>2</b>	Sophocles <i>Oedipus the King</i> , tr. Robert Fagles in <i>Sophocles: The Three Theban Plays</i> (Harmondsworth: Penguin, 1984).	<b>15</b>
<b>3</b>	<i>Gold</i> , tr. E.F. Watling (Harmondsworth: Penguin, 1965).	<b>15</b>
<b>4</b>	Ovid <i>Selections from Metamorphoses</i> 'Bacchus', (Book III), 'Pyramus and Thisbe' (Book IV), 'Philomela' (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975). Horace Satires I: 4, in <i>Horace: Satires and Epistles and Persius: Satires</i> , tr. Niall Rudd (Harmondsworth: Penguin, 2005).	<b>15</b>

### Suggested Topics and Background Prose Readings for Class Presentations Topics

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

### Course Outcomes

- Read and understand the rich classical texts of Greco-Roman literatures in translated versions.
- Trace the nature of influence that all the classical texts have on modern English literatures.
- Appreciate these texts as a source of great wisdom.
- Interpret these texts from contemporary points of view.

### Suggested Readings

- Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.
- Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007).
- Horace, *Ars Poetica*, tr. H. Rushton Fairclough, *Horace: Satires, Epistles and Ars Poetica* (Cambridge Mass.: Harvard University Press, 2005) pp. 451–73.

## Syllabus for Bachelor of Arts (HONS.) English

**Course Title: ACADEMIC WRITING AND  
COMPOSITION**

**Course Code: ARUCEN103T**

**Semester: I**

**L T P C**  
**5 1 0 6**

### Objectives:

- To understand Academic Writing in detail.
- To acquire various writing skills especially for Academics.
- To learn the process of Academic writing.
- To understand the critical thinking for academic writing.

Unit	Content	Hours
1	Introduction to the Writing Process	10
2	Introduction to the Conventions of Academic Writing	10
3	Writing in one's own words: Summarizing and Paraphrasing	10
4	Critical Thinking: Syntheses, Analyses, and Evaluation	10
5	Structuring an Argument: Introduction, Interjection, and Conclusion	10
6	Citing Resources; Editing, Book and Media Review	10

### Course Outcomes

- Students will be able to understand Academic Writing in detail.
- The course will be useful for students to acquire various writing skills especially for Academics.
- The course will enable students to learn the process of Academic writing.
- The course will be useful for students in understanding the critical thinking for academic writing.
- Students will learn different ways to improve argumentation skill.
- Students will improve citing, editing & media review skills.

### Suggested Readings

- Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
- Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient BlackSwan, 2010).
- Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).
- Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).

## Syllabus for Bachelor of Arts (HONS.) English

**Course Title: FUNDAMENTALS OF  
COMPUTERS AND ITS APPLICATION**

**Course Code: CASC PEN10T**

**Semester: I**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Objective:**

- To aware the basics of Computer.
- To learn basic automation software.
- To discuss and usage of information technology tools.

Unit	Content	Hours
1	<b>Introduction:</b> Definition, data & information. Components of computer-hardware, software & firmware. Evolution/History & generations of computers. Block diagram of a computer. Types of computers- analog digital & hybrid computers, examples. Classification of computers and features, Mini Computers, Micro Computers, Mainframe Computers, Super Computers. Number Systems.	6
2	<b>Computer Hardware:</b> Input devices-keyboard, mouse, trackball, joystick, light pen, touchscreen, digitizers, mic, speakers & digital camera. <b>Output devices-</b> CRT, LCD, LED, plasma, printers (impact & non-impact), scanners, plotters& projectors. <b>Memory &amp; Storage-</b> Primary & secondary memory, RAM, ROM, PROM. EPROM. Secondary Storage Devices (FD, HD, CD, DVD, USBmemory)	6
3	<b>Languages &amp; Operating Systems (O.S.):</b> Types of Programming Languages: machine languages, assembly Languages, high level languages. Types of O.S., Windows Operating Environment Features of MS—Windows. Control panel, taskbar & desktop. Windows Application Icons. Windows accessories, notepad & paint brush.	6
4	<b>Software Packages:</b> Uses and applications of Software Packages. Word Processing Packages: MS-Word-Typing, editing & formatting, printing, clipart, tables, Mail merge, Macros. Spread Sheet Packages: MS-Excel-usage, commands, functions, filters charts. <b>Presentation Packages:</b> MS-Power Point-slides creation, formatting, designing, slidesanimation / transitions, master slides, sound & video, slide show	7
5	<b>IT Tools:</b> Introduction to Internet, WWW, web browsers & search engines. <b>Basics of E-mail-</b> Email addressing & using E-mails. Online collaboration-Zoom, GoogleMeet. Introduction to E-commerce- online banking / shopping / Digital payment.	5

**Course Outcomes**

- Develop efficient algorithms for solving a problem.
- Use the various constructs of a programming language viz. conditional, iteration and recursion.
- Implement the algorithms in “C” language.
- Use simple data structures like arrays, stacks and linked list in solving problems.
- Handling File in “C”.

**Recommended Text Book**

- Byron S Gottfried “Programming with C” Second edition, Tata McGrawhill, 2007 (Paperback).
- R.G. Dromey, “How to solve it by Computer”, Pearson Education, 2008.
- Kanetkar Y, “Let us C”, BPB Publications, 2007.
- Hanly J R & Koffman E.B, “Problem Solving and Programm design in C”, Pearson Education, 2009.

**Recommended Reference Books**

- E. Balagurusamy, “Programming with ANSI-C”, Fourth Edition, 2008, Tata McGrawHill.
- Venugopal K. R and Prasad S. R, “Mastering ‘C’”, Third Edition, 2008, Tata McGraw Hill.
- B.W.Kernighan & D.M.Ritchie, “The C Programming Language”, Second Edition, 2001, Pearson Education.
- ISRD Group, “Programming and Problem Solving Using C”, Tata McGrawHill, 2008.

## Syllabus for Bachelor of Arts (HONS.) English

**Course Title: INTRODUCTION TO  
PROFESSIONAL COMMUNICATION**

**Course Code: ARUCEN104T**

**Semester: I**

**L T P C**  
**2 0 0 2**

### Objectives:

- To put in use the basic mechanics of Grammar.
- To provide an outline to effective Organizational Communication.
- Understand the role of communication in personal & professional success.
- Prepare and present messages with a specific intent.

Unit	Content	Hours
1	<b>Components of Technical Writing and Functional Grammar:</b> Words and Phrases: Word formation; Root words from foreign languages & their use in English; Prefixes & Suffixes: Derivatives; Modals; Concord; Articles; Infinitives; vocabulary development: technical vocabulary, vocabulary used in formal letters/emails and reports.	6
2	<b>Fundamentals of Technical Communication:</b> Introduction to Communication; Process of Communication; Technical Communication: features: Distinction between General And Technical Communication; The flow of communication: Downward, Upward, Lateral/Horizontal (Peer group); Barriers to Communication; Dimensions of Communication: Reading, Listening & Comprehension: skills, types & methods.	6
3	<b>Technical Style &amp; Written Communication:</b> Technical Style: Features; types; Requisites of Sentence Construction; Types of Sentences; Paragraph Development: Techniques and Methods: Inductive, Deductive, Spatial, Linear, Chronological etc. Devices;	6
4	<b>Written Business Communication:</b> Letter writing: Principles, Type: Sales; Credit letters; Claim; Adjustment Letters; Job Application & official letter; Reports: Types; Significance; Structure, & drafting of Reports. Technical Proposal; Types; Writing of Proposal; Significance; Seminar & Conference paper writing; Expert Technical Lecture: Theme clarity; Analysis & Finding; Notices; Agenda; Minutes of Meeting.	6
5	<b>Presentation Strategies &amp; Oral Communication :</b> Analysis of Audience and Locale; Nuances and Modes of Delivery; Kinesics ; Proxemics; Dimensions of Speech: Syllable; Accent; Pitch; Rhythm; Intonation; Paralinguistic features of voice ; Methods of Presentation: Interpersonal; Impersonal; Audience Participation: Quizzes & Interjections; Flow in Speaking; Public Speaking: method; Techniques: Clarity of substance; emotion; Humour.	6

### Course Outcomes

- Students would be able to create substantial base by the formation of strong professional vocabulary for its application at different platforms and through numerous modes as Comprehension, reading, writing and speaking etc.
- Students will apply it at their work place for writing purposes such as Presentation/official drafting/administrative communication and use it for document/project/report/research paper writing.
- Students will apply it for practical and oral presentation purposes by being honed up in presentation skills and voice-dynamics. They will apply techniques for developing interpersonal communication skills and positive attitude leading to their professional competence.

### Recommended Text Book

- Improve your Writing ed. V.N. Arora and Laxmi Chandra, Oxford Univ. Press, 2001, New Delhi.
- Technical Communication- Principles and Practices by Meenakshi Raman & Sangeeta Sharma, Oxford Univ. Press, 2007, New Delhi.
- Functional skills in Language and Literature, by R.P. Singh, Oxford Univ. Press, 2005, New Delhi.
- Ashraf Rizvi, "Effective Technical Communication", 2ndEdition, McGraw Hill Education, 2017.

### Recommended Reference Books

- Communication Skills for Engineers and Scientists, Sangeeta Sharma et.al. PHI Learning Pvt. Ltd, 2011, New Delhi.
- Business Correspondence and Report Writing by Prof. R.C., Sharma & Krishna Mohan, Tata McGraw Hill & Co. Ltd., 2001, New Delhi.
- Word Power Made Easy by Norman Lewis, W.R. Goyal Pub. & Distributors, 2009, Delhi.
- Developing Communication Skills by Krishna Mohan, Mecra Bannerji- Macmillan India Ltd. 1990, Delhi.

## Syllabus for Bachelor of Arts (HONS.) English

**Course Title: PROFESSIONAL  
PROFICIENCY B. A. (English) - I**

**Course Code: PTSPPAR10T**

**Semester: I**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

### Objectives:

Students should be able to read and write correct English, attain reasonable fluency in the Language and should also be exposed to introductory lessons of Aptitude Building.

Unit	Content	Hours
1	<b>HARD skill:</b> Revision of Parsing, Preposition ( difficult level), Idioms and Phrasal Verbs, Reported Speech, Interchange of Affirmative and Negative Sentences, interchange of Interrogative and Assertive Sentences	25
2	<b>SOFT SKILL:</b> Powerpoint Presentations, Group Discussions, and debate <b>Conversation exercises including</b> Each student should speak for 5 minutes, 3-4 times in 1st semester on topics of his choice selected from Social, Environmental, Sports, Business and Economics, Medicines and Health Care, Science and Technology, Politics, World Affairs, and Religion, etc.	10
<b>Practice Sheet</b>	Questions (Subjective and Objective) based on the instruction given for hard skills to be distributed every week.  <b>The aim should be to bring the instruction given in practice by making them write, speak and think along the lines of the instruction given. The practice sheet should be evaluated and necessary feedback must be given. Some exercise on compositional skills must be given so that they develop a sense of writing and expressing themselves through the written word.</b>	
3	<b>LOGICAL REASONING</b> 1. Simplification & Approximation. 2. Number Series. 3. Alphabetical Series. 4.Coding-Decoding	10

### Course Outcomes

- Better representation of himself/ herself in terms of communication skills, overall personality development and aptitude building required for jobs.
- This program will help students employable and ready for Industries/ corporate and other Public and Private Sector jobs.

## Syllabus for Bachelor of Arts (HONS.) English

**Course Title: INDIAN WRITING IN ENGLISH**

**Course Code: ARUCEN201T**

**Semester: II**

**L T P C**  
**5 1 0 6**

### Objective:

The purpose of this course is to provide an understanding of the literary concepts and underlying aesthetics of Indian writing in English. In addition, the course is expected to offer pleasure as well as develop an artistic temperament and creative writing skills in students, to enable them to discover themselves and tackle complex crises in their workplace and personal lives.

Unit	Content	Hours
1	R.K. Narayan <i>Swami and Friends</i>	15
2	Anita Desai <i>In Custody</i>	15
3	H.L.V. Derozio 'Freedom to the Slave' 'The Orphan Girl', Kamala Das 'Introduction', 'My Grandmother's House', Nissim Ezekiel 'Enterprise', 'The Night of the Scorpion' Robin S. Ngangom 'The Strange Affair of Robin S. Ngangom' 'A Poem for Mother'	15
4	Mulk Raj Anand 'Two Lady Rams' Salman Rushdie 'The Free Radio' Rohinton Mistry 'Swimming Lesson' Shashi Deshpande 'The Intrusion'	15

### Suggested Topics and Background Prose Readings for Class Presentations Topics

- 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

### Course Outcomes

- Gain a comprehensive idea of the origin, growth and development of Indian English literature.
- Students will explore the psyche of male protagonist & will learn a lesson.
- Students will explore the benign love of mother.
- Account for the role of context(s) in the production, reception, and transmission of major literary works of Indian Literature.

### Suggested Readings

- Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.
- Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.
- Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp. 187–203.



## Syllabus for Bachelor of Arts (HONS.) English

**Course Title: BRITISH POETRY AND  
DRAMA 14TH - 17TH CENTURIES**

**Course Code: ARUCEN202T**

**Semester: II**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>

### Objective:

The paper seeks to introduce the students to British poetry and drama from the 14th to the 17th centuries. It offers the students an exploration of certain seminal texts that set the course of British poetry and plays.

Unit	Content	Hours
1	Geoffrey Chaucer <i>The Wife of Bath's Prologue</i> Edmund Spenser Selections from <i>Amoretti</i> : 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'	15
2	Christopher Marlowe <i>Doctor Faustus</i>	15
3	William Shakespeare <i>Macbeth</i>	15
4	William Shakespeare <i>Twelfth Night</i>	15

### Suggested Topics and Background Prose Readings for Class Presentations Topics

- Renaissance Humanism
- The Stage, Court and City
- Religious and Political Thought
- Ideas of Love and Marriage
- The Writer in Society

### Course Outcomes

- Students will learn main theme of the play.
- Students will learn to evaluate the significance of the motifs within the narrative.
- Students will become familiar with the structure of a tragedy play /form.
- Students will analyze the theme present in the play.

### Suggested Readings

- 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.
- 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.
- 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.
- Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: obbs- Merrill, 1970) pp. 13–18.



## Syllabus for Bachelor of Arts (HONS.) English

**Course Title: TEXT AND PERFORMANCE**

**Course Code: ARUCEN203T**

**Semester: II**

**L T P C**  
**5 1 0 6**

### Objective:

Students will read with comprehension and learn to critically and aesthetically analyze work in dramatic literature and the performing arts.

Unit	Content	Hours
1	<b>Introduction:</b> Introduction to theories of Performance, Historical overview of Western and Indian theatre, Forms and Periods: Classical, Contemporary, Stylized, Naturalist. Topics for Student Presentations: a. Perspectives on theatre and performance b. Historical development of theatrical forms c. Folk traditions	15
2	<b>Theatrical Forms and Practices:</b> Types of theatre, semiotics of performative spaces, e.g. proscenium 'in the round', amphitheatre, open-air, etc. Voice, speech: body movement, gestures and techniques (traditional and contemporary), floor exercises: improvisation/ characterization. Topics for Student Presentations: a. On the different types of per formative space in practice b. Poetry reading, elocution, expressive gestures, and choreographed movement.	15
3	<b>Theories of Drama:</b> Theories and demonstrations of acting: Stanislavsky, Brecht Bharata. Topics for Student Presentations: Acting short solo/ group performances followed by discussion and analysis with application of theoretical perspectives.	15
4	<b>Theatrical Production:</b> Direction, production, stage props, costume, lighting, backstage support. Recording/archiving performance/case study of production /performance / impact of media on performance processes. Topics for Student Presentations: All aspects of production and performance; recording, archiving, interviewing, performers and data collection.	15

### Course Outcomes

- Students will be introduced to the different performance skill.
- Students will learn about the different theatrical forms.
- Students will learn theatrical drama theory.
- Students will learn about direction & recording.

### Recommended Reference Books

- Singh, Bijender. "Indian Writing in English: Critical Insights." New Delhi, Authorspress, 2014.
- Hoskote, Ranjit (ed.). *Reasons for Belonging: Fourteen Contemporary Indian Poets*. Viking/Penguin Books India, New Delhi, 2002.
- Harold Bloom: Shakespeare: The Invention of the Human Sanders, Andrews: The Short Oxford History of English Literature. Oxford: OUP.
- Weller series: Macbeth & Twelfth Night.
- Chaudhury & Goswami: A History of English Literature: Traversing Centuries. Orient.

## Syllabus for Bachelor of Arts (HONS.) English

**Course Title: COMMUNICATIVE ENGLISH**

**Course Code: ARUCEN204T**

**Semester: II**

**L T P C**  
**2 0 0 2**

### Objective:

- To communicate effectively and appropriately in real-life situation.
- To use English effectively for study purpose across the curriculum.
- To develop and integrate the use of the language skills speaking.

Unit	Content	Hours
1	<b>Reading and Understanding</b> Close Reading Comprehension Summary Paraphrasing Analysis and Interpretation Translation(from Indian language to English and vice-versa) Literary/Knowledge Texts	20
2	<b>Writing Skills</b> Documenting Report Writing Making notes Letter writing	10

### Course Outcomes

- Students will improve reading & comprehension skill.
- Students will work on different writing skill.

### Suggested Readings

- *Fluency in English* - Part II, Oxford University Press, 2006.
- *Business English*, Pearson, 2008.
- *Language, Literature and Creativity*, Orient Blackswan, 2013.
- *Language through Literature* (forthcoming) ed. Dr. Gauri Mishra, Dr Ranjana Kaul, Dr Brati Biswas.

## Syllabus for Bachelor of Arts (HONS.) English

**Course Title: ENVIRONMENTAL STUDIES**

**Course Code: SCSEPAR20T**

**Semester: II**

L	T	P	C
2	0	0	2

**Objectives:**

1. To impart basic knowledge of environmental studies.
2. To develop an attitude of concern for the environment.
3. To acquire skills to help people identifying and creating solutions for the environment related problems.
4. To understand the significance of sustainable development.

Unit		Hour
1.	Introduction to Environmental Studies: Multidisciplinary nature of environmental studies; Scope and importance; Environmental education; Concept of sustainability and sustainable development. Ecosystems: Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological pyramids. Nutrient cycle (carbon cycle, nitrogen cycle, Sulphur cycle, water cycle, oxygen cycle).	6
2.	Natural Resources: Renewable and non-renewable Resources, Land resources and land use change; Land degradation, soil erosion and desertification. Deforestation: Causes and impact due to mining dam building on environment. Water: use and over exploitation of surface and ground water, floods, droughts. Water borne and water induced diseases.	6
3.	Environmental Pollution: air pollution, water pollution, thermal pollution, noise pollution, soil pollution; Solid Waste Management; Environmental Impact Assessment.	6
4.	Biodiversity and Conservation: Levels of biological diversity: genetic, species and ecosystem diversity; hot spots; threats to biodiversity; Conservation of biodiversity: in-situ and ex -situ conservation of biodiversity. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and informational value.	6
5.	Impact of energy usage on environment: Global warming, Climate change, Depletion of ozone layer, Acid rain. Environmental ethics, Role of NGOs, Environmental Laws: Environment Protection Act. Air (Prevention and Control of Pollution) Act. Water (Prevention and control of Pollution) Act. Wildlife Protection. Act. Forest Conservation Act.	6

**Course Outcomes**

After undergoing the subject, the student will be able to:

- Comprehend the importance of ecosystem and sustainable
- Demonstrate interdisciplinary nature of environmental issues
- Identify different types of environmental pollution and control measures.
- Adopt cleaner productive technologies
- Identify the role of non-conventional energy resources in environmental protection.
- Analyze the impact of human activities on the environment

**Recommended Text Book**

- Environmental and Pollution Awareness by Sharma BR; Satya Prakashan, New Delhi.
- Environmental Chemistry and Pollution Control by S.S. Dara; S Chand Publishing, New Delhi.
- Environmental studies by Dr. Suresh K. Dhameja; S>K>Kataria & Sons, Delhi.
- Environmental Pollution by Dr. RK Khitoliya; S Chand Publishing, New Delhi
- Environmental Science by Deswal and Deswal; Dhanpat Rai and Co. (P) Ltd. Delhi.

## Syllabus for Bachelor of Arts (HONS.) English

**Course Title: PROFESSIONAL  
PROFICIENCY B. A. (English)- II**

**Course Code: PTSPPEN20T**

**Semester: II**

**L T P C**  
**4 0 0 4**

### Objectives:

Students should be able to read and write correct English, attain reasonable fluency in the Language and should also be exposed to introductory lessons of Aptitude Building.

Unit	Content	Hours
1	<b>HARD skill:</b> Interchange of Exclamatory and Assertive Sentences, Clause- Types and Usage, Adverbs, Preposition and Correction of Sentences. Critical Analysis on News Articles/Current Affairs,, Reproduction of story/poem (Creative abilities)	20
2	<b>SOFT SKILL(Speaking):</b> Role Play, Presentation, Loud Thinking, <b>Listening :</b> Audio-visual input, analyzing and remembering highlights from the input, briefing, summarizing the input.  <b>The aim should be to enable the students to express themselves in the language and gain proficiency and confidence in speaking the language. They should develop skills to be able to better present their ideas and openly express their thoughts and opinions. They should develop independent and critical thinking. They should be immersed in the language so tha they are able to grasp it better.</b>	20
<b>Practice Sheet</b>	Questions (Subjective and Objective) based on the instruction given for hard skills to be distributed every week.  <b>The aim should be to bring the instruction given in practice by making them write, speak and think along the lines of the instruction given. The practice sheet should be evaluated and necessary feedback must be given. Some exercise on compositional skills must be given so that they develop a sense of writing and expressing themselves through the written word.</b>	
3	<b>Quantitative Aptitude &amp; Logical Reasoning</b> <ul style="list-style-type: none"> <li>● Clock</li> <li>● Average</li> <li>● Calendar</li> </ul>	05

### Course Outcomes

- Better representation of himself/herself in terms of communication skills, overall personality development and aptitude building required for jobs.
- This program will help students employable and ready for Industries /corporate and other Public and Private Sector jobs.