**SYLLABUS FOR B.A. HONOURS SCHOOL IN ENGLISH**

**(UNDER CHOICE BASED CREDIT SYSTEM)**

**SESSION: 2021-22, 2022-23& 2023-24**

**(SEMESTER: III & IV)**

**SCHEME OF COURSE SEMESTER–III**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject**  **Code** | **Paper** | **Title** | **Credits** | **Internal**  **Marks** | **Theory** | **Total**  **Marks** |
| **BHE 301** | **CORE V** | **British Romantic Literature** | **5+1(tutorial)=6** | **30** | **70** | **100** |
| **BHE 302** | **CORE VI** | **British Literature 19thCentury** | **5+1(tutorial)=6** | **30** | **70** | **100** |
| **BHE 303** | **CORE VII** | **Women’s Writings** | **5+1(tutorial)=6** | **30** | **70** | **100** |
| **BHE 304** | **SEC-I** | **Soft Skills** | **2** | **15** | **35** | **50** |
| **BHE 305** | **GE-III** | **Gender and Human Rights** | **5+1(tutorial)=6** | **30** | **70** | **100** | |
| **BHE 306** | **AECC-IV** | **Technical Writing** | **5+1(tutorial)=6** | **30** | **70** | **100** | |

**SCHEME OF COURSE SEMESTER–IV**

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| --- | --- | --- | --- | --- | --- | --- |
| **Subject**  **Code** | **Paper** | **Title** | **Credits** | **Internal**  **Marks** | **Theory** | **Total**  **Marks** |
| **BHE 401** | **CORE VIII** | **British Literature: Early 20th Century** | **5+1(tutorial)=6** | **30** | **70** | **100** |
| **BHE 402** | **CORE IX** | **Indian Classical Literature** | **5+1(tutorial)=6** | **30** | **70** | **100** |
| **BHE403** | **CORE X** | **American Literature** | **5+1(tutorial)=6** | **30** | **70** | **100** |
| **BHE 404** | **SEC-II** | **Business Communication** | **2** | **15** | **35** | **50** |
| **BHE 405** | **GE-IV** | **Language, Literature andCulture** | **5+1(tutorial)=6** | **30** | **70** | **100** |

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**Dr. Gurpreet Kaur Dr. Ajay Verma Dr. Swaraj Raj**

**COURSE OBJECTIVES:**

PursuingB.A Honours in English chiefly makes the students’ understanding of English Literature more profound. The course is designed to help learners to analyse, appreciate, understand and critically engage with literary texts written in English from various perspectives, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations. This course provides the students with a good literary base to take up their Masters and further research-oriented courses in English Literature. Depending upon how students engage their time in building their profile and skills, this course can open many career options: from being a content writer to a civil servant. Students can also go for English related jobs in various sectors such as information technology, educational institutions, free lancing and commercial undertakings, etc**.**

**(For Sessions 2021-22, 2022-23 and 2023-24)**

**B.A. HONOURS SCHOOL IN ENGLISH- II SEMESTER III**

**BHE 301: CORE-V**

**BRITISH ROMANTIC LITERATURE**

**Time Allowed: 3 Hours Max. Marks: 100**

**Periods per week: 6 Written Examination: 70**

**Credits: 5+1(tutorial)= 6 Internal Assessment: 30**

**Teaching Hours: 75 Pass Percentage: 40%**

**COURSE OBJECTIVES:**

* It aims to acquaint the students with Romantic Period and some of its representative writers.
* Students will understand the difference between reason and imagination, literature and revolution.

**INSTRUCTIONS FOR THE PAPER SETTER:**

•The question paper will carry **70** marks and will be of **3** hours’ duration.

•The paper will consist of three Units -**Unit I, II&III.**

•Reference to the Context stanzas out of the prescribed poems 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.

**Note: -**We humbly request that the paper setter consults the testing pattern given in testing section.

**INSTRUCTIONS FOR THE CANDIDATES:**

The Candidates are required to attempt all the questions as per the instructions given in the testing section.

**PEDAGOGY:** Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

**UNIT-I**

William Blake: *The Chimney Sweeper*

*TheLamb*

*The Tyger*

John Keats:*Ode to a Nightingale*

*Ode to Autumn*

*The HumanSeasons*

*Bright star, would I were steadfast as thou art*

**UNIT-II**

Jane Austen: *Pride and Prejudice*

Mary Shelley: *Frankenstein*

**TESTING**

**Question I** Two stanzas for reference to the context shall be set from the prescribed poems inUnitI (William Blake and John Keats). Out of these two stanzas the candidate will attempt one. (1x5=5) **Question II** will have one long answer type question which shall be set from Unit I (William Blake’s poems) with an internal choice. (11 marks)

**Question III** will have one long answer type question which shall be set from Unit I (John Keats’ poems) with an internal choice. (11 marks)

**Question IV** will have one long answer type question which shall be set from Unit II (Jane Austen: *Pride and Prejudice*) with an internal choice. (11 marks)

**Question V** will have one long answer type question which shall be set from Unit II Mary Shelley: *Frankenstein* with an internal choice. (11 marks)

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

**SUGGESTED READINGS:**

* *Michael Ferber’s Romanticism* A Very Short Introduction.
* *John Keats Selected Poems: Keats* (Penguin Classics: Poetry).
* “The Strange and Twisted Life of Frankenstein” by Jill Lepore.
* ART X-*Pride and Prejudice*, a Novel in 3 vol’s from The Critical Review, or Annals of Literature;(3.3) March 181.

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**(For Sessions 2021-22, 2022-23 and 2023-24)**

**B.A. HONOURS SCHOOL IN ENGLISH- II SEMESTER III**

**BHE 302: CORE-VI**

**BRITISH LITERATURE: 19th CENTURY**

**Time Allowed: 3 Hours Max. Marks: 100**

**Periods per week: 6 Written Examination: 70**

**Credits: 5+1(tutorial)= 6 Internal Assessment: 30**

**Teaching Hours: 75 Pass Percentage: 40%**

**COURSE OBJECTIVES:**

* To expose the students to the literature produced in Britain in the 19th century.
* To enable the students to understand the existing conflict between faith and doubt in Victorian society.

**INSTRUCTIONS FOR THE PAPER SETTER:**

• The question paper will carry **70** marks and will be of **3** hours’ duration.

• The paper will consist of three Units -**Unit I, II&III.**

• Reference to the Context stanzas out of the prescribed poems 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.

**Note: -**We humbly request that the paper setter consults the testing pattern given in testing section.

**INSTRUCTIONS FOR THE CANDIDATES:**

The Candidates are required to attempt all the questions as per the instructions given in the testing section.

**PEDAGOGY:** Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

**UNIT-I**

Robert Browning: My Last Duchess

The Last Ride Together

Fra Lippo Lippi

Alfred Tennyson: Ulysses

Morte d’Arthur

Lotos-Eaters

**UNIT-II**

Charles Dickens: *Great Expectations*

Thomas Hardy:*TheWoodlanders*

**TESTING:**

**UNIT-I**

**Question I** Two stanzas for reference to the context shall be set from the prescribed poems in Unit IOut of these two stanzas, the candidate will attempt one. (1x5=5)

**Question II** will have one long answer type question which shall be set from Unit I (Robert Browning: My Last Duchess, The Last Ride Together,FraLippo Lippi) with an internal choice.

(11 marks)

**Question III** will have one long answer type question which shall be set from (Alfred Tennyson’s Poems) UnitI with an internal choice. (11 marks)

**UNIT-II**

**Question IV** will have one long answer type question which shall be set from Unit II (Charles Dickens: *Great Expectations*) with an internal choice. (11 marks)

**Question V** will have one long answer type question which shall be set from Unit II (Thomas Hardy: *The Woodlanders)* with an internal choice. (11 marks)

**UNIT-III**

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

**SUGGESTED READINGS:**

* Karl Marx and Friedrich Engels, *‘Mode of Production: The Basis of Social Life’, ‘TheSocial Nature of Consciousness’, and ‘Classes and Ideology*’, in A Reader in MarxistPhilosophy, ed. Howard Selsam and Harry Martel (New York: InternationalPublishers,1963) pp. 186–8, 190–1, 199–201.
* Charles Darwin, ‘Natural Selection and Sexual Selection’, in The Descent of Man in*The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt(New York: Northon, 2006) pp. 1545–9.
* John Stuart Mill, *The Subjection of Women* in Norton Anthology of English Literature,8th edn, Vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.
* Harold Bloom. *Alfred Lord Tennyson*. Modern Critical Views S. January 1985.
* Laurence W. Mazzeno. *Alfred Tennyson – The Critical Legacy: 58*. Literary Criticism in Perspective. 2004

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**(For Sessions 2021-22, 2022-23 and 2023-24)**

**B.A. HONOURS SCHOOL IN ENGLISH- II SEMESTER III**

**BHE 303: CORE-VII**

**WOMEN’S WRITINGS**

**Time Allowed: 3 Hours Max. Marks: 100**

**Periods per week: 6 Written Examination: 70**

**Credits: 5+1(tutorial)= 6 Internal Assessment: 30**

**Teaching Hours: 75 Pass Percentage: 40%**

**COURSE OBJECTIVES:**

* To acquaint the students with the complex and multifaceted literature by women of the world.
* Students will understand different forms of literature:poetry,fiction and short fiction.

**INSTRUCTIONS FOR THE PAPER SETTER:**

• The question paper will carry **70** marks and will be of **3** hours’ duration.

• The paper will consist of three Units -**Unit I, II&III.**

• Reference to the Context stanzas out of the prescribed poems 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.

**Note: -**We humbly request that the paper setter consults the testing pattern given in testing section.

**INSTRUCTIONS FOR THE CANDIDATES:**

The Candidates are required to attempt all the questions as per the instructions given in the testing section.

**PEDAGOGY:** Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

**UNIT-I**

Emily Dickinson*:* I’m ceded- I’ve stopped being Theirs

Sweet Mountains- Ye tell Me no Lie

She Rose to His Requirement

Sarojini Naidu:A Love Song from The North

TheHarvest Hymn

My Dead Dream

The Indian Weavers

**UNIT-II**

Charlotte Bronte:*Jane Eyre*

Katherine Mansfield*:* Bliss

A Cup of Tea

The Garden Party

**TESTING:**

**UNIT-I**

**Question I** Two stanzas for reference to the context shall be set from the prescribed poems in Unit I (Emily Dickinson and Sarojini Naidu’s poems) Out of these two stanzas the candidate will attempt one. (1x5=5)

**Question II** will have one long answer type question which shall be set from Unit I (Poetry of Emily Dickinson) with an internal choice. (11 marks)

**Question III** will have one long answer type question which shall be set from Unit I (Poetry of Sarojini Naidu) with an internal choice. (11marks)

**UNIT-II**

**Question IV** will have one long answer type question which shall be set from Unit II (Charlotte Bronte: *Jane Eyre*) with an internal choice. (11 marks)

**Question V** will have one long answer type question which shall be set from Unit II (Katherine Mansfield: Bliss, A Cup of Tea and The Garden Party)with an internal choice. (11 marks)

**UNIT-III**

**Question VI** Seven short answer type questions shall be set covering the entire paper, history and major movements of the concerned period.The candidate will attempt all the seven questions in 40 to 50 words. (7X3=21)

**SUGGESTED READINGS:**

* Iyer, N. Sharada. (1964). *Musings on Indian Writing in English: Poetry*. Sarup& Sons. p.150. ISBN 9788176255745. Retrieved 1 July 2013.
* Brontë, Charlotte. *Jane Eyre: An Authoritative Text,Backgrounds*, *Criticism*. Richard J. Dunn, Ed. New York: W. W. Norton & Co., 2nd Edition, 1987.
* Berg, Maggie. *Jane Eyre: Portrait of A Life*. Boston: Twayne Publishers, 1987.
* Wolff, Cynthia Griffin. *Emily Dickinson*. Perseus Books: New York, 1986.
* Johnson, Thomas H., ed. *The Complete Poems of Emily Dickinson*. Boston: Little, Brown and Company, 1960.
* Katherine Mansfield (2002). *Selected Stories*. Oxford World's Classics. ISBN 978-0-19-283986-2.
* "Mansfield: Her Writing". Katharinemansfield.com. Archived from the original on 14 October 2008. Retrieved 12 October 2008.

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**(For Sessions 2021-22, 2022-23 and 2023-24)**

**B.A. HONOURS SCHOOL IN ENGLISH- II SEMESTER III**

**BHE 304: SEC-I Soft Skills**

**Time Allowed: 3 Hours Max. Marks: 50**

**Periods per week: 3 Written Examination: 35**

**Credits: 2 Internal Assessment: 15**

**Teaching Hours: 30 Pass Percentage: 40%**

**COURSE OBJECTIVES:**To make the students communicate without being hesitant and ask for help and support when necessary.

**INSTRUCTIONS FOR THE PAPER-SETTER:**

UNIT-I shall have two questions with an internal alternative from the prescribed topics in Unit I. These questions shall carry 5+5=10 marks.

UNIT-II shall have two questions with an internal alternative from the prescribed topics in Unit II. These questions shall carry 5+5=10 marks.

UNIT-III shall cover the entire paper and shall be of 15 marks. This unit shall comprise ten short- answer questions of about 100-120 words each. Each question shall carry one and half marks.

**Note: -**We humbly request that the paper setter consults the testing pattern given in testing section.

**INSTRUCTIONS FOR THE CANDIDATES:**

The Candidates are required to attempt all the questions as per the instructions given in the testing section.

**PEDAGOGY:** Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

**Unit-I**

Soft Skills: Introduction to Communication Skills, Presentation Skills, Time Management Skills, Body Language and Etiquette, Group Discussion

**Unit-II**

Interview Skills: Preparing and Appearing for interview, Preparation of CV and Bionote, Emotional Intelligence Skills, Presentation on Soft Skills

**TESTING:**

**UNIT I**

**Question I** will have one long answer type question which shall be set from Unit I with an internal choice. **(**5 marks)

**Question II** will have one long answer type question which shall be set from Unit I with an internal choice. (5 marks)

**UNIT II**

**Question III** will have one long answer type question which shall be set from Unit II withan internal choice**.** (5marks)

**Question IV** will have one long answer type question which shall beset from Unit II with an internal choice**.** (5marks)

**UNIT III**

**Question V** This unit shall comprise ten short- answer type questions of about 100-120 words each. (10x1.5=15 marks)

**SUGGESTED READINGS:**

* *English and Soft Skills*. S.P. Dhanavel. Orient BlackSwan 2013
* *English for Students of Commerce: Precis, Composition, Essays, Poems* eds.

Kaushik, et al.

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**(For Sessions 2021-22, 2022-23 and 2023-24)**

**B.A. HONOURS SCHOOL IN ENGLISH- II SEMESTER III**

**BHE 305: GE-III**

**Gender and Human Rights**

**Time Allowed: 3 Hours Max. Marks: 100**

**Periods per week: 6 Written Examination: 70**

**Credits: 5+1(tutorial)= 6 Internal Assessment: 30**

**Teaching Hours: 75 Pass Percentage: 40%**

**COURSE OBJECTIVES:**To develop a basic understanding of human rights and create awareness regarding fundamental rights provided by the constitution of India.

**INSTRUCTIONS FOR THE PAPER-SETTER:**

UNIT-I shall have two questions with internal alternative from the prescribed topics in Unit I. These questions shall carry 10+10=20 marks.

UNIT-II shall have two questions with internal alternative from the prescribed topics in Unit II. These questions shall carry 10+10=20 marks.

UNIT-III shall cover the entire paper and shall be of 30 marks. This unit shall comprise ten short- answer questions of about 100-120 words each. Each question shall carry 3 marks.

**Note: -**We humbly request that the paper setter consults the testing pattern given in testing section.

**INSTRUCTIONS FOR THE CANDIDATES:**

The Candidates are required to attempt all the questions as per the instructions given in the testing section.

**PEDAGOGY:** Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

**Unit – I**

Introduction to Gender, Basic Concepts:Sex and Gender, Gender Roles, Masculinity, Femininity, Patriarchy, Gender Stereotyping, Feminism, Gender Based Violence, Sexual Harassment, Empowerment,and Gender as a Social Construct. Sex and Gender.

**Unit – II**

Human Rights, Definition and Meaning of Human Rights, UN Declarations and Covenants,Classification of Human Rights: Civic, Political, Economic, Social and Cultural Rights. Fundamental Rights and the Indian Constitution: Definitionand Meaning of Fundamental Rights, Right to Equality, Right to Freedom, Right against Exploitation, Right to Freedom of Religion, Cultural and Educational Rights, Right to Constitutional Remedies.

**TESTING:**

**UNIT I**

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

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

**UNIT II**

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

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

**UNIT III**

**Question V** This unit shall comprise ten short- answer type questions of about 100-120 words each. (10x3=30 marks)

**SUGGESTED READINGS:**

Dharwadker, Vinay. Ed. ‘Towards a Counter systematic: Women's Tales’ in *The Collected Essays of A.K.Ramanujan*.

Baxi, Upendra. *The Future of Human Rights*. Delhi: Oxford University Press, 2002.

Beauvoir, Simone de.*The Second Sex*.Random House, 2015.

Butler, Judith. *Undoing Gender*. U.K.: Routledge, 2004.

Geetha, V. *Gender*. Kolkata: Stree Publications, 2002.

Giddens, Anthony, and Simon Griffiths.*Sociology*. Polity Press, 2006.

Haralambos, Michael, and Martin Holborn. *Sociology: Themes and Perspectives*. HarperCollins,2013.

Menon, Nivedita, ed. Gender and Politics in India. Delhi: Oxford University Press, 2000.

Orr, Catherine and Ann Braithwaite.*Rethinking Women’s and Gender Studies*.Routledge, 2012.

Patel, Sujata et al, eds. *Gender and Caste: Issues in Contemporary Indian Feminism*. Delhi: Kali for Women, 2003.

Warner, Michael. *The Trouble with Normal: Sex, Politics and The Ethics of Queer Life.* Cambridge: Harvard University Press, 2000.

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**(For Sessions 2021-22, 2022-23 and 2023-24)**

**B.A. HONOURS SCHOOL IN ENGLISH- II SEMESTER III**

**BHE 306: AECC-IV**

**Technical Writing**

**Time Allowed: 3 Hours Max. Marks: 100**

**Periods per week: 6 Written Examination: 70**

**Credits: 5+1(tutorial) = 6 Internal Assessment: 30**

**Teaching Hours: 75 Pass Percentage: 40%**

**COURSE OBJECTIVES:**

Technical Writing prepares students to design effective technical documents for both written and digital media, with particular emphasis upon technical memos, problem-solving and decision-making reports, and organizational, product-support, and technical-information webs. To support these writing tasks, the course provides an introduction to principles of research and documentation, drafting and revision processes, readability and accessibility of written texts.

**INSTRUCTIONS FOR THE PAPER-SETTER:**

UNIT-I shall have two questions with internal alternative from the prescribed topics in Unit I. These questions shall carry 10+10=20 marks.

UNIT-II shall have two questions with internal alternative from the prescribed topics in Unit II. These questions shall carry 10+10=20 marks.

UNIT-III shall cover the entire paper and shall be of 30 marks. This unit shall comprise ten short- answer questions of about 100-120 words each. Each question shall carry 3 marks

**Note: -**We humbly request that the paper setter consults the testing pattern given in testing section.

**INSTRUCTIONS FOR THE CANDIDATES:**

The Candidates are required to attempt all the questions as per the instructions given in the testing section.

**PEDAGOGY:**Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

**UNIT –I**

Technical Writing: Scientific and technical writings; formal and informal writings; formal writings/reports, handbooks, manuals, letters, memorandum, notices, agenda, minutes; common errors to be avoided.

**UNIT -II**

Writing Skills; Selection of topic, thesis statement, developing the thesis introductory, developmental, transitional and concluding paragraphs, linguistic unity, coherence and cohesion, descriptive, narrative, expository and argumentative writing.

**TESTING:**

**UNIT I**

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

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

**UNIT II**

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

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

**UNIT III**

**Question V** This unit shall comprise ten short- answer type questions of about 100-120 words each. (10x3=30 marks)

**SUGGESTED READINGS**

* M. Frank. *Writing as thinking: A Guided Process Approach*, Englewood Cliff Prentice Hall Reagents.
* L. Hamp-Lyons and B. Heasely: *Study Writing; A Course in Written English for Academic and Professional Purposes*, Cambridge Univ. Press.
* R. Quirk, S. Greenbaum, G. Leech and J. Svartik*: A Comprehensive Grammar of the*
* *English language.* Longman, London.
* Daniel G. Riordan & Steven A. Panley: “Technical Report Writing Today” - Biztaantra.



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**(For Sessions 2021-22, 2022-23 and 2023-24)**

**B.A. HONOURS SCHOOL IN ENGLISH- II SEMESTER IV**

**BHE 401: CORE-VIII**

**BRITISH LITERATURE: EARLY 20th CENTURY**

**Time Allowed: 3 Hours Max. Marks: 100**

**Periods per week: 6 Written Examination: 70**

**Credits: 5+1(tutorial)= 6 Internal Assessment: 30**

**Teaching Hours: 75 Pass Percentage: 40%**

**COURSE OBJECTIVES:**

* To familiarize the students with new literature of Britain produced in the early decades of 20th century.
* Students will also understand innovative techniques introduced by the writers of the 20th century.

**INSTRUCTIONS FOR THE PAPER SETTER:**

• The question paper will carry **70** marks and will be of **3** hours’ duration.

• The paper will consist of three Units -**Unit I, II&III.**

• Reference to the Context stanzas out of the prescribed poems 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.

**Note: -**We humbly request that the paper setter consults the testing pattern given in testing section.

**INSTRUCTIONS FOR THE CANDIDATES:**

The Candidates are required to attempt all the questions as per the instructions given in the testing section.

**PEDAGOGY:** Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

**UNIT-I**

W.B. Yeats: *A Prayer for My Daughter*

*The Second Coming*

*No Second Troy*

*Sailing to Byzantium*

T.S. Eliot*: Morning at the Window*

*Journey of the Magi*

*The Love Song of J. Alfred Prufrock*

**UNIT-II**

John Galsworthy: *Justice*

Virginia Woolf: *Mrs. Dalloway*

**TESTING:**

**UNIT-I**

**Question I** Two stanzas for reference to the context shall be set from the prescribed poems in Unit I (W.B.Yeats and T.S. Eliot’s poems). Out of these two passages, the candidate will attempt one. (1x5=5)

**Question II** will have one long answer type question which shall be set from Unit I (W.B.Yeats’ poems) with an internal choice. (11 marks)

**Question III** will have one long answer type question which shall be set from Unit I (T.S. Eliot’s poems) with an internal choice. (11 marks)

**UNIT-II**

**Question IV** will have one long answer type question which shall be set from Unit II (John Galsworthy: *Justice*) with an internal choice. (11marks)

**Question V** will have one long answer type question which shall be set from Unit II (Virginia Woolf: *Mrs. Dalloway*) with an internal choice. (11 marks)

**UNIT-III**

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

**SUGGESTED READINGS:**

* Yeats,*Poetry and Prose*, Norton Critical Editions, 2001.
* Cohen, J.M. *A History of Western Literature.*
* Evans, IFor. *A Short History of English Literature.*
* Abrahams M.H*. A Glossary of Literary Terms.*

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**(For Sessions 2021-22, 2022-23 and 2023-24)**

**B.A. HONOURS SCHOOL IN ENGLISH- II SEMESTER IV**

**BHE 402: CORE-IX**

**INDIANCLASSICALLITERATURE**

**Time Allowed: 3 Hours Max. Marks: 100**

**Periods per week: 6 Written Examination: 70**

**Credits: 5+1(tutorial)= 6 Internal Assessment: 30**

**Teaching Hours: 75 Pass Percentage: 40%**

**COURSE OBJECTIVES:**

* To introduce students to the major works of Indian classical dramatists.
* To enable the students toappreciate Indian classical literature and to realize its value in practical aspects of life.

**INSTRUCTIONS FOR THE PAPER SETTER**:

•The question paper will carry 70 marks and will be of 3hours’ duration.

•The paper will consist of three Units -Unit I,II and III.

•Passages for reference to the context are to be set from of *The Loom of Time* and Sudraka’s*Mricchakatika*.

•Short answer type questions covering all the texts mentioned in Unit- I and Unit II.

**Note: -**We humbly request that the paper setter consults the testing pattern given in testing section.

**INSTRUCTIONS FOR THE CANDIDATES:**

The Candidates are required to attempt all the questions as per the instructions given in the testing section.

**PEDAGOGY:** Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

**UNIT I**

1. Kalidasa*AbhijnanaShakuntalam*, tr. Chandra Rajan, in Kalidasa: *The Loom of Time*(NewDelhi: Penguin, 1989).

2. Vyasa ‘*The Dicing’ and ‘The Sequel to Dicing’, ‘The Book of the Assembly Hall’, ‘TheTemptation 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*Mricchakatik*a, tr. M.M. Ramachandra Kale (New Delhi: MotilalBanarasidass,1962).

4. IlangoAdigal*The Book of Banci*, in Cilappatikaram: The Tale of an Anklet, tr. R.

Parthasarathy (Delhi: Penguin, 2004) book 3.

**TESTING:**

**UNIT I**

**Question I** Two passages for reference to the context from *The Loom of Time* and*Mricchakatika* shall be set. Out of these two passages the candidate will attempt one. (1x5=5)

**Question II** will have one long answer type question which shall be set from Unit I (*The Loom of Time)*with an internal choice. (11 marks)

**Question III** will have one long answer type question which shall be set from Unit I (*Vyasa’s prescribed topics)*with an internal choice. (11 marks)

**UNIT II**

**Question IV**will have one long answer type question which shall be set from (Mricchakatika) Unit IIwith an internal choice. (11 marks)**Question V** will have one long answer type question which shall be set from Unit II *(The Tale of an Anklet*) with an internal choice. (11 marks)

**QuestionVI** Seven short answer type questions shall be set from the entire paper. Thecandidate will attempt all the seven questions in 40 to 50 words. (7x3=21)

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

• The Indian Epic Tradition: Themes and Recensions

• Classical Indian Drama: Theory and Practice

• Alankara and Rasa

• Dharma and the Heroic

**SUGGESTED READINGS:**

* Bharata: *Natyashastra*. 2nd edition tr. ManomohanGhosh, vol. I, Calcutta: Granthalaya,
* 1967 chap. 6: ‘Sentiments’, pp. 100–18.
* IravatiKarve: ‘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.
* VinayDharwadkar: ‘Orientalism and the Study of Indian Literature’, in Orientalism andthe Postcolonial Predicament: Perspectives on South Asia, ed. Carol A. Breckenridge andPeter vander Veer, New Delhi: OUP, 1994 pp. 158–95.



**Dr. Gurpreet Kaur Dr. Ajay Verma Dr. Swaraj Raj**

**(For Sessions 2021-22, 2022-23 and 2023-24)**

**B.A. HONOURS SCHOOL IN ENGLISH- II SEMESTER IV**

**BHE 403: CORE-X**

**AMERICAN LITERATURE**

**Time Allowed: 3 Hours Max. Marks: 100**

**Periods per week: 6 Written Examination: 70**

**Credits: 5+1(tutorial)= 6 Internal Assessment: 30**

**Teaching Hours: 75 Pass Percentage: 40%**

**COURSE OBJECTIVES:**

* To provide a glimpse into social realism and American folklore and novel.
* To develop a skill to appreciate American poetry.

**INSTRUCTIONS FOR THE PAPER SETTER:**

•The question paper will carry **70 marks** and will be of **3**hours duration.

• The paper will consist of three Units -**Unit I, II&III.**

•Reference to the Context passages out of the prescribed texts 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.

**Note: -**We humbly request that the paper setter consults the testing pattern given in testing section.

**INSTRUCTIONS FOR THE CANDIDATES:**

The Candidates are required to attempt all the questions as per the instructions given in the testing section.

**PEDAGOGY:** Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

**UNIT-I**

**Prose and Drama**

Edgar Allan Poe: *The Purloined Letter*

William Faulkner:*Dry September*

Arthur Miller: *All My Sons*

**UNIT II**

**Poetry and Fiction**

Walt Whitman:*A Passage to India*

Harper Lee:*To Kill a Mockingbird*

**TESTING:**

**UNIT I**

**Question I** Two passages for reference to the context shall be set from the prescribed texts in Unit **I** (Edgar Allan Poe’s “The Purloined Letter” and William Faulkner’s“Dry September”) Out of these two passages the candidate will attempt one. (1x5=5)

**Question II** will have one long answer type question which shall be set from Unit I (Edgar Allan Poe’s “The Purloined Letter” and William Faulkner’s “Dry September”) with an internal choice.(11 marks) **Question III** will have one long answer type question which shall be set from Unit I (Arthur Miller:*All My Sons*) with an internal choice. (11 marks)

**UNIT II**

**Question IV** will have one long answer type question which shall be set from Unit II ((Walt Whitman: “A Passage to India”) with an internal choice. (11marks)

**Question V**) will have one long answer type question which shall be set from Unit II (Harper Lee: *To Kill a Mockingbird*) with an internal choice. (11 marks)

**UNIT III**

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

**SUGGESTED READINGS:**

* Nandana Dutta.*American Literature*. Orient Blackswan, Hyderabad, 2016.
* Robert E. Spiller. *The Cycle of American Literature*. 1955.
* Hector St John Crevecouer, ‘What is an American’, (Letter III) in Letters from an
* American Farmer (Harmondsworth: Penguin, 1982) pp. 66–105.
* Dayan, Joan. *Fables of Mind: An Inquiry into Poe’s Fiction*. New York: Oxford University Press, 1987.
* Whitman, Walt. *Leaves of Grass*. New York: Bantam Books, 1983.
* *Readings on Arthur Miller* (Greenhaven Press Literary Companion to American Authors) Library Binding – January 1, 1997 by Thomas Siebold (Editor)
* Bloom, Harold. Harper Lee’s *To Kill A Mockingbird*. New York: Chelsea House Publishers, Reprint Edition 2006.

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**B.A. HONOURS SCHOOL IN ENGLISH- II SEMESTER IV**

**BHE 404: SEC-II**

**BUSINESS COMMUNICATION**

**Time Allowed: 3 Hours Max. Marks: 50**

**Periods per week: 3 Written Examination: 35**

**Credits: 2 Internal Assessment: 15**

**Teaching Hours: 30 Pass Percentage: 40%**

**COURSE OBJECTIVES:**To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing and presentation.

**INSTRUCTIONS FOR THE PAPER-SETTER:**

UNIT-I shall have two questions with an internal alternative from the prescribed topics in Unit I. These questions shall carry 5+5=10 marks.

UNIT-II shall have two questions with an internal alternative from the prescribed topics in Unit II. These questions shall carry 5+5=10 marks.

UNIT-III shall cover the entire paper and shall be of 15 marks. This unit shall comprise ten short- answer questions of about 100-120 words each. Each question shall carry one and half marks

**Note: -**We humbly request that the paper setter consults the testing pattern given in testing section.

**INSTRUCTIONS FOR THE CANDIDATES:**

The Candidates are required to attempt all the questions as per the instructions given in the testing section.

**PEDAGOGY:** Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

**UNIT l**

**Communication**: Introduction to the Essentials of Business Communication, Meaning, Importance, Process, Objectives of Communication, Effective Communication, Means/ Media and Types of Communication, Channels of Communication, Barriers to Communication, Importance of Feedback

**UNIT II**

Writing reports on field work/ Visits to Industries, Business concerns etc., Business negotiation, Writingnotice, agenda and minutes of meeting, E-correspondence.

**TESTING:**

**UNIT I**

**Question I** will have one long answer type question which shall be set from Unit I with aninternal choice. **(**5 marks)

**Question II** will have one long answer type question which shall be set from Unit I with an internal choice. (5 marks)

**UNIT II**

**Question III** will have one long answer type question which shall be set from Unit II withan internal choice**.**  (5marks)

**Question IV** will have one long answer type question which shall beset from Unit II withan internal choice**.** (5marks)

**UNIT III**

**Question V**This unit shall comprise ten short- answer type questions of about 100-120 words each. (10x1.5=15 marks)

**SUGGESTED READINGS:**

* Scot, O.*Contemporary Business Communication*. Biztantra, New Delhi.
* Lesikar, R.V. &Flatley, M.E.,*Basic Business Communication Skills forEmpowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd.New Delhi.
* Ludlow, R. & Panton, F.,*The Essence of Effective Communications*, Prentice Hall of India Pvt. Ltd., New Delhi.
* R. C. Bhatia, *Business Communication*, Ane Books Pvt Ltd, New Delhi.

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**B.A. HONOURS SCHOOL IN ENGLISH- II SEMESTER IV**

**BHE 405: GE-IV**

**LANGUAGE, LITERATURE AND CULTURE**

**Time Allowed: 3 Hours Max. Marks: 100**

**Periods per week: 6 Written Examination: 70**

**Credits: 5+1(tutorial) = 6 Internal Assessment: 30**

**Teaching Hours: 75 Pass Percentage: 40%**

**COURSE OBJECTIVES:**To enable the students to apply theoretical knowledge into practice and to familiarize them with various aspects of language, literature and culture.

**INSTRUCTIONS FOR THE PAPER-SETTER:**

UNIT-I shall have two questions with internal alternative from part (a) and (b) respectively. These questions shall carry 10+ 10= 20 marks.

UNIT-II shall have two questions with internal alternative from part (a) and (b) respectively. These questions shall carry 10+ 10= 20 marks.

UNIT-III shall cover the entire paper and shall be of 30 marks. This unit shall comprise ten short- answer questions of about 100-120 words each. Each question shall carry 3 marks.

**Note: -**We humbly request that the paper setter consults the testing pattern given in testing section.

**INSTRUCTIONS FOR THE CANDIDATES:**

The Candidates are required to attempt all the questions as per the instructions given in the testing section.

**PEDAGOGY:** Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

**Unit I**

**(a)Language**: Language and Communication; Properties of Human Language; Language Varieties: Standard and Non-Standard Language, Dialect, Register, Slang, Pidgin, Creole; language change.

**Literature**: What is Literature? Characteristics and Genres, Literature and Society, Difference between Literary and Non-Literary texts.

**(b)Elements of Literature:**Plot, Literary devices, Theme, Point of view, Setting, Background, Conflict, Tone, Climax and Anti Climax.

**Poetic Devices**: Repetition, Simile, Metaphor, Alliteration,Assonance, Consonance, Onomatopoeia, Hyperbole and Oxymoron**.**

**Unit II**

**(a)Culture**: Definition, Characteristics, Essential Components, Language, Literature and Culture, Material andNon-Material Culture.

**Elements of Culture**: Social Organization, Customs and Traditions, Language, Religion, Art and Literature.

(**b)Cultural Imperialism**: Imperialism, Cultural Identity, Cultural Heterogeneity, Hegemony, Ethnicity, Cultural Assimilation.

**Inter-Cultural Dialogue**: A brief introduction to Globalization, Multicultural societies Nationalism, Xenophobia.

**TESTING:**

**Unit I**

Question No. 1, with an internal alternative, will be based on the part (a) of Unit-l. (10 marks)

Question No. 2, with an internal alternative, will be based on the part (b) of Unit-l. (10 marks)

**Unit II**

Question No. 3, with an internal alternative, will be based on the part (a) of Unit-ll. (10 marks)

Question No. 4, with an internal alternative, will be based on the part (b) of Unit-ll. (10 marks)

**Unit III**

Question No. 5, will comprise ten short-answer questions based on the entire syllabus. Each question shall carry 3 marks. (10x3=30 marks)

**SUGGESTED READINGS:**

* Mesthrie,Rajend and Rakesh M Bhatt. 2008. *World Englishes: The Study of NewLinguistic Varieties*.Cambridge: Cambridge University Press.
* Structuralism: De Saussure, Ferdinand. 1966. *Course in General Linguistics*.New York: McGraw Hill Introduction: Chapter 3
* Phonology and Morphology: Akmajian, A., R. A. Demers and R, M. Harnish, *Linguistics:An Introduction to Language and Communication*, 2nd ed.8
* A., R. A. Demers and R, M Harnish, *Linguistics: An Introduction to Language andCommunication*,2nd ed.



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