

## **Choice Based Credit System**

**Gurukula Kangri Vishwavidyalaya  
Haridwar, Uttarakhand**

**Department of English**

**Syllabus  
BA English Program**

### **Syllabus**

**AECC: Ability Enhancement Compulsory Course**

**SEC: Skill Enhancement Course/Ability Enhancement Elective Course**

**DSE: Discipline Specific Elective**

**GE: Generic Elective**

**Course Effective from Academic Year  
2015-16**

### **Preamble**

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters. The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different

universities and colleges based on grades. The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

### **CHOICE BASED CREDIT SYSTEM (CBCS):**

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

#### **Outline of Choice Based Credit System:**

**1. Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

**2. Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

**2.1 Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

**2.2 Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

**2.3 Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective. P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

**3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

**3.1 AE Compulsory Course (AECC):** Environmental Science, English Communication/MIL Communication.

**3.2 AE Elective Course (AEEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

**Project work/Dissertation** is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

**Details of Courses Under Undergraduate Programme (B.A. English)**  
**Course \*Credits**

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Paper+ Tutorial

**I. Core Course 12X6= 72**

**(12 Papers)**

Two papers – English

Two papers – MIL

Four papers – Discipline 1.

Four papers – Discipline 2.

**II. Elective Course 6x4=24**

**(6 Papers)**

Two papers- Discipline 1 specific

Two papers- Discipline 2 specific

Two papers- Inter disciplinary

Two papers from each discipline of choice  
and two papers of interdisciplinary nature.

**Elective Cours / Tutorials\* 6 X 2=12**

**(6 Tutorials\*)**

Two papers- Discipline 1 specific

Two papers- Discipline 2 specific

Two papers- Generic (Inter disciplinary)

Two papers from each discipline of choice  
including papers of interdisciplinary nature.

**Optional Dissertation or project work in place  
of one elective paper (6 credits) in 6th  
Semester**

**III. Ability Enhancement Courses**

**1. Ability Enhancement Compulsory Course (AICC)2X 4=8**

**(2 Papers of 4 credits each)**

**Environmental Science**

**English Communication/MIL**

**2. Ability Enhancement Elective 4 X 2=8**

**(Skill Based)**

**(4 Papers of 2 credits each)**

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**Total credit= =120**

**Pattern: CBCS BA English**

\*Reference to Context 10x2 =20

Long questions 15x2=30

Short questions 5x2=10

Objective questions 10x1=10

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70

\*In the papers where reference to Context are given, the pattern shall be in the following way

Long questions 15x3=45

Short questions 5x3=15

Objective questions 10x1=10

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70

**Each paper will consists of 30 marks for internal assessment**

## Structure of B.A. Program under CBCS

### Semester I

DSC : (English) The Individual and Society. Eds Credits 06

MIL/English-1(1<sup>st</sup> half of total students) compulsory Credits 06

English Communication Skills(1<sup>st</sup> half of total students) compulsory Credits 04

### Semester II

MIL/English-1 (2nd half of total students) compulsory Credits 06

English Communication Skills(2nd half of total students) compulsory Credits 04

DSC: (English) Cultural Diversity in IndiaCredits 06

### Semester III

English /MIL-2 (1<sup>st</sup> half of total students) compulsory Credits 06

DSC: (English): Novel and Drama Credits 06

SEC/AEEC -1: Creative Writing Credits 04

### Semester IV

MIL/ English -2 (2nd half of total students) compulsory Credits 06

DSC: (English) ModernIndian LiteratureCredits 06

SEC/AEEC-2: Translation Studies and Principles of Translation Credits 04

### SEMESTER V

SEC/AEEC: Academic Writing and Composition Credits 04

DSE: English Language Teaching. Part 1Credits 06

GE-1:Gender and Human Rights/Contemporary India: Women and Empowerment Credits 06

### SEMESTER VI

SEC/AEEC: Media and Communication Skills 1Credits 04

DSE: English Language Teaching. Part 2Credits 06

GE2: Contemporary India: Dalit Discourse/Feminist Discourse Credits 06

## Detailed Syllabus

**SEMESTER I(English Literature) BEL- C-101 Credit 06**

### **DSC ( English ) *The Individual and Society***

Selections from Vinod Sood, et. al., eds.,*The Individual and Society: Essays, Stories and Poems* (Delhi: Pearson, 2005).

#### **Unit 1: Caste/Class**

1. Jyotiba Phule, 'Caste Laws'
2. Premchand, 'Deliverance'
3. Omprakash Valmiki, 'Joothan'
4. Hira Bansode, 'Bosom Friend'

#### **Unit 2: Gender**

1. Virginia Woolf, 'Shakespeare's Sister'
2. Rabindranath Tagore, 'The Exercise Book'
3. Marge Piercy, 'Breaking Out'
4. Eunice De Souza, 'Marriages Are Made'
5. Ambai, 'Yellow Fish'

#### **Unit 3: Race**

1. Roger Mais, 'Blackout'
2. Wole Soyinka, 'Telephone Conversation'
3. Langston Hughes, 'Harlem'
4. Maya Angelou, 'Still I Rise'

#### **Unit 4: Violence and War**

1. Wilfred Owen, 'Dulce et Decorum Est'
2. Henry Reed, 'Naming of Parts'
3. Sa'adat Hasan Manto, 'The Dog of Tetwal'
4. Amitav Ghosh, 'Ghosts of Mrs Gandhi'

#### **Unit 5: Living in a Globalized World**

1. Roland Barthes, 'Toys'
2. Imtiaz Dharker, 'At the Lahore Karhai'
3. Edward Brathwaite, 'Colombe'

**Sem I**  
**English Communication Skills(1<sup>st</sup> half of total students)**  
**BEG-C 101/201 (for all BA &B.Sc Students)**

**Credits 04**

**Unit I.**

Verbal and Non-verbal  
(Spoken and Written)  
Phonetic symbols (consonants, diphthongs, vowels)  
Accent  
Intonation

**Unit II.**

Parts of Speech  
Subject Verb agreement  
Tense  
Direct-indirect narration

**Unit III**

Article  
Preposition  
Phrasal verb  
Antonyms/synonyms

**Unit IV**

Letter Writing  
Report Writing  
Job application and preparing CV

**Unit V**

Group Discussion  
Interview  
Effective communication  
Barriers to communication

**Recommended Readings:**

1. *Fluency in English* - Part II, Oxford University Press, 2006.
2. *Business English*, Pearson, 2008.
3. *Language, Literature and Creativity*, Orient Blackswan, 2013.
4. *Language through Literature* (forthcoming) ed. Dr. Gauri Mishra, Dr RanjanaKaul, Dr Brati Biswas
5. Norman Lewis. *Word Power Made Easy*



## **Compulsory English/MIL**

**Code : BEG-C 101/201**

**Credits: 6**

### **Semester I/II**

#### **Unit I**

Paragraph writing (100 words)

Formal and informal letter writing

Book/ Film reviews

#### **Unit II:**

Comprehension of an Unseen passage

#### **Unit III**

Phonetic Symbols

Accent

Transcription of monosyllabic words

#### **Unit IV**

Article

Verbs (Main, auxiliary, modal, phrasal)

Tenses

#### **Unit V**

From *Mahabharata* by C Rajagopalachari

Ganapati the Scribe (Introduction)

Krishna's Mission (Ch LV)

Yuddhishtira's Final Trial (CVI)

### **Internal assessment**

Speaking skills /Listening comprehension

Project work

Attendance

### **Suggested projects**

Telling a story, Fantasy writing, A success story, Creative writing, Translating a poem,

Interviewing a celebrity, *The Mahabharata*, *The Ramayana*, *The Gita*,

### **Recommended Readings**

Fluency in English Part I, Macmillan, Delhi, 2005, Units 1-18

Business English, Pearson, Delhi, 2008, Units1-3

Language through Literature (forthcoming) ed Dr Gauri Mishra, Dr RanjanaKaul, Dr

Brat Biswas, Primus Books, Delhi, 2015, Chapters 1-7

Martin Hewing, Advanced English Grammar, Cambridge University Press, New Delhi, 2010,

Units 1-60

English at the Workplace, Part II, Oxford University Press, Delhi, 2007, Units 1-12

Language, Literature and Creativity, Orient Blackswan, 2013, Chapters 5-8

Everyday English I, Pearson, Delhi, 2005, Units 1-20

Raymond Murphy, Essential English Grammar, 2nd Ed, Cambridge University Press, Cambridge,2007

## **SEMESTER II BEL C 201**

### **Credits 6**

### **DSC: (English) Cultural Diversity in India**

Selections from Sukrita Paul Kumar, et. al., eds., *Cultural Diversity, Linguistic Plurality and Literary Traditions in India* (New Delhi: Macmillan, 2005).

#### **Unit 1: Overview**

#### **Unit 2: Linguistic Plurality within Sufi and Bhakti Tradition**

#### **Unit 3: Language Politics: Hindi and Urdu**

#### **Unit 4: Tribal Verse**

#### **Unit 5: Dalit Voices**

#### **Unit 6: Writing in English**

#### **Unit 7: Womanspeak: Examples from Kannada and Bangla**

#### **Unit 8: Literary Cultures: Gujarati and Sindi**

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

#### **Topics**

Multilingualism and Language Hierarchies

Oral Traditions

Dalit and Tribal Cultures

Sufi and Bhakti Traditions

Indian Writing in English

#### **Readings**

1. Jawaharlal Nehru, 'The Variety and Unity of India' and 'The Epics, History, Tradition and Myth', in *The Discovery of India* (Bombay: Asia Publishing House, 1961) pp. 61–3, 99–106.

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2. U.R. Ananthamurthy, 'Tradition and Creativity', ed. A.J. Thomas, *Literature and Culture* (Calcutta: Papyrus, 2002).

3. Shashi Deshpande, 'Where do we belong: Regional, National or International?', and 'Why Am I a Feminist', in *Writing from the Margins and Other Essays* (New Delhi: Viking, 2003) pp. 82–5.

4. Rustom Barucha, 'Thinking through Culture: A Perspective for the Millennium', and Gopal Guru, 'Dalits in Pursuit of Modernity', in *India: Another Millennium*, ed. Romila Thapar (New Delhi: Penguin, 2000) pp. 66–84, 123–36.

5. 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 van der Veer (New Delhi: OUP, 1994) pp. 158–95.

6. Sheldon Pollock, ed., *Literary Cultures in History* (New Delhi: OUP, 2003) pp. 1–36. Selections from *Language, Literature and Culture*

**Compulsory English/MIL**  
**Code : BEG-C 301/401**

**Credit 06**

**Sessional 30**  
**Semester End Examination 70M**

**Semester III/IV**

**Unit I:**

Writing Narratives

Job application

Dialogue writing

**Unit II:**

Comprehension of an Unseen passage

**Unit III**

Intonation

Interaction in real life situations (to introduce one's self and others, socialise, make requests, seek permission and information, place an order, accept an invitation and give directions)

Transcription

**Unit IV**

Subject-verb agreement

Narration

Voices

**Unit V**

Homecoming (short story) by R N Tagore

Palanquin (poem) by Sarojini Naidu

**Internal assessment**

Speaking skills /Listening comprehension

Project work

Attendance

**Suggested projects**

Telling a story, Fantasy writing, A success story, Creative writing, Translating a poem, Interviewing a celebrity, *The Mahabharata*, *The Ramayana*, *The Gita*,

**Recommended Readings**

Fluency in English Part I, Macmillan, Delhi, 2005, Units 1-18

Business English, Pearson, Delhi, 2008, Units1-3

Language through Literature (forthcoming) ed Dr Gauri Mishra, Dr RanjanaKaul, Dr Brat Biswas, Primus Books, Delhi, 2015, Chapters 1-7

Martin Hewing, Advanced English Grammar, Cambridge University Press, New Delhi, 2010, Units 1-60

English at the Workplace, Part II, Oxford University Press, Delhi, 2007, Units 1-12

Language, Literature and Creativity, Orient Blackswan, 2013, Chapters 5-8

Everyday English I, Pearson, Delhi, 2005, Units 1-20

Raymond Murphy, Essential English Grammar, 2nd Ed, Cambridge University Press, Cambridge,2007

**SEMESTER III BEL-C-301**

**Credit 06**

**DSC: (English): Novel and Drama**

**Sessional 30  
Semester End Examination 70M**

Novel: Charles Dickens: *Oliver Twist*

Play: William Shakespeare: *The Merchant of Venice*

**SEMESTER III SEC: Credit 04  
Creative Writing BEL-S 301 Sessional 30**

**Semester End Examination 70M**

**Literary Forms:**

Epic, ode, elegy, sonnet, lyric, dramatic monologue, satire, irony, wit, character, plot, narrative technique

**Story:**

R K Narayan: "An Astrologer's Day"

Background, Characters, Irony, Narrative Technique, Plot

**Poem**

William Wordsworth: "The Solitary Reaper"

Critical appreciation based;

Lexeme, grammar, subject matter, rhetorical devices

**SEMESTER IV: BEL-C 401 Credit 06**  
**DSC: (English) Modern Indian Literature**

Short Stories:

PremChand : ‘The Holy Panchayat’

R.K. Narayan: ‘The M.C.C.’

Vaikom Muhammad Basheer: ‘The Card-Sharpener’s Daughter’

Saadat Hasan Manto: ‘Toba Tek Singh’

IsmatChughtai: ‘Lihaaf’

Ambai: ‘Squirrel’

Play: Vijay Tendulkar: *Silence, The Court is in Session*

**SEMESTER IV: BEL-S- 401**  
**Translation Studies and Principles of Translation**

**Credit 04**

Unit I: Concept of Translation

Categories of translation: Intralingual, interlingual and intersemiotic

Understanding Translation theory: Linguistic Levels in Indian theories

Unit II:

Nida: The Nature of Meaning: Semantics and Pragmatics

Catford: Translation ‘shifts’

Unit III. Indian Equivalents for Translation:

*paribhāṣā* (that can mean anything from speech and discourse to reproof and common Rule), *bhāṣāntara* (rendering in another dialect), *anuvāda* (repetitive interpretation)) *anukṛti* (imitation), *arthakriyā* (enacted or performed meaning), *vyaktiviveka* (repetition with individual difference), *bhāṣya* (interpretation)

Unit IV: Translation activity: Translation From English to Hindi and vice versa

Unit V : Study of Translated works: Tagore’s *Gitanjalipoems* (ii, vi, vii, viii, ix, x)

**Recommended Sources:**

Sri Aurobindo. “Translation of Poetry” *Letters on Poetry, Literature and Art*. Sri Aurobindo Ashrama, Pondichery, 2002.

Jeremy Munday. *Introducing Translation Studies: Theory and Applications*. London and New York: Routledge, 2001. (Available on Google website)

Sharma, Shrawan K. “Indian Literary Theories: Towards Understanding Translation”, *Punjab University Research Journal (Arts)*, Vol XXXVII Nos 1&2 (April-October 2010-11)57-68. Print.

**SEMESTER V:BEL-S- 501****SEC/Academic Writing and Composition****Credit 04****Topics**

Unit 1: Introduction to the Writing Process

Unit 2: Introduction to the Conventions of Academic Writing

Unit 3: Writing in one's own words: Summarizing and Paraphrasing

Unit 4: Critical Thinking: Syntheses, Analyses, and Evaluation

Unit 5: Structuring an Argument: Introduction, Interjection, and

Conclusion

Unit 6: Citing Resources; Editing, Book and Media Review

**Suggested Readings**

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

**SEMESTER VBEL-C 501****Credit 06****\*DSE: Studying English Language and Literature Part 1**

Unit 1: Major concepts of Phonology: phoneme, phone, free variation, allophone, phonology, difference between phonology and Phonetics

Unit 2: Phonetics: Phonemes of English-vowels and consonants, organs of speech,

Unit3: Studying Short Story: Length, scene, characters, structure, point of view

Unit4: Studying Poetry: Imagery, diction and syntax, rhythm

**Suggested Readings**

1. Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge:CUP, 1996).
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. Adrian Doff, *Teach English: A Training Course For Teachers (Teacher's Workbook)* (Cambridge: CUP, 1988).
4. *Business English* (New Delhi: Pearson, 2008).
5. R.K. Bansal and J.B. Harrison, *Spoken English: A Manual of Speech andPhonetics* (New Delhi: Orient BlackSwan, 4th edn, 2013).
6. Mohammad Aslam, *Teaching of English* (New Delhi: CUP, 2nd edn, 2009).

**SEMESTER V: BEL-G 501****GE: Gender/Women and EmpowermentCredit 06**Novel:Lakshmi Narayan Tripathi: *Me Lakshmi Me Hijra*Short story: Mahasweta Devi“Draupadi” (*Breast Stories*)

Essay: Rabindranath Tagore “Women and Home”

**SEMESTER VI BEL-S-601**

**Credit04**

**SEC: Media and Communication Skills**

**Unit 1: Introduction to Mass Communication**

1. Mass Communication and Globalization

2. Forms of Mass Communication

Topics for Student Presentations:

a) Case studies on current issues Indian journalism

b) Performing street plays

c) Writing pamphlets and posters, etc.

**Unit 2: Advertisement**

1. Types of advertisements

2. Advertising ethics

3. How to create advertisements/storyboards

Topics for Student Presentations:

a) Creating an advertisement/visualization

b) Enacting an advertisement in a group

c) Creating jingles and taglines

**Unit 3: Media Writing**

1. Scriptwriting for TV and Radio

2. Writing News Reports and Editorials

3. Editing for Print and Online Media

Topics for Student Presentations:

a) Script writing for a TV news/panel discussion/radio programme/hosting radio programmes on community radio

b) Writing news reports/book reviews/film reviews/TV program reviews/interviews

c) Editing articles

d) Writing an editorial on a topical subject

**Unit 4: Introduction to Cyber Media and Social Media**

1. Types of Social Media

2. The Impact of Social Media

3. Introduction to Cyber Media

Topics for Student Presentation

**Sem VIBEL-C 601**

**DSE: Studying Language and literature . Part 2**

**Credit 06**

Unit 1: Major concepts of Morphology: Morpheme, allomorph, morph, free morpheme, bound morpheme,

Unit 2: Studying Drama: Mythos, ethos, lexis, dianoia, opsis, melos

Unit 3: Use and benefits of Technology in Language Teaching, ICT Tools: computer, audio devices, internet, Tv. Mobile gadget

**Suggested Readings**

1. Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge:CUP, 1996).
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. Adrian Doff, *Teach English: A Training Course For Teachers (Teacher's Workbook)* (Cambridge: CUP, 1988).
4. *Business English* (New Delhi: Pearson, 2008).
5. R.K. Bansal and J.B. Harrison, *Spoken English: A Manual of Speech and Phonetics* (New Delhi: Orient BlackSwan, 4th edn, 2013).
6. Mohammad Aslam, *Teaching of English* (New Delhi: CUP, 2nd edn, 2009).

**Sem VI: BEL-G 601**

**GE: Dalit and Feminist Discourse**

**Credit 06**

Dr Ambedkar's Speech at Mahad. *The Poisoned Bread*

Arjun Dangle "The Caste System of India" Introduction, *The Poisoned Bread*

Toril Moi, "Feminist, Female, Feminine"



Shrawan K Sharma