

# CURRICULUM

For

## B.A. Sem. – 1

(ENGLISH)

(With effective from June - 2023)



**Curriculum of Bachelor of Arts (ENGLISH)**  
**Semester 1**  
**Effective from June-2023**

Course Type	Course Code	Name of Course	Theory /Practical	Total Credit	Contact Hours Per week	Component of Marks		
						Internal	External	Total
						Total/	Total/	Total/
Major Courses (Discipline Specific Course)	BA23MJ1EG1	Introduction to Literature & Literary Forms	Theory	4	4	50%	50%	100%
	BA23MJ1EG2	Foundation Course in English Literature	Theory	4	4	50%	50%	100%
Minor Courses	BA23MN1EG1	Introduction to Literature & Literary Forms	Theory	4	4	50%	50%	100%
Multi Disciplinary Course (MDC)	BA23MD1EG1	Electronic Journalism: Radio Broadcasting	Theory & Practical	4	4	50%	50%	100%
Ability Enhancement Course (AEC)	BA23AE1EG1	General English-1	Theory	2	2	50%	50%	100%
Skill Enhancement Course (SEC)	BA023SE104	Enhancing Writing Skills in English	Theory	2	2	50%	50%	100%
Indian Knowledge System (IKS)	BA023IK103	Indian Knowledge System and Indian Scholars	Theory	2	2	50%	50%	100%
				22	22	275	275	550



## BACHELOR OF ARTS (B.A.) SEMESTER – 1

### TITLE OF THE COURSE: Introduction to Literature & Literary Forms

Sr. No.	Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
1	BA23MJ1EG1	MAJOR	4	60	-	50	50	100

<b>Course Objectives:</b>	<ul style="list-style-type: none"> <li>• To make students acquainted with the concept of literature and its functions.</li> <li>• To make students aware about the reasons for studying literature and enable them to differentiate literature from other forms of writing.</li> <li>• To enable them to know about the different forms of literature.</li> <li>☐ To make them aware about the literary ages and the prominent writers of English literature.</li> </ul>
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### Description

Unit	Course Contents	Marks
1	Unit-1 ■ Definitions and Characteristics of Literature Why We Study Literature	20%
2	Unit-2 ■ Functions of Literature ■ How is literature different from other forms of writing?	20%
3	Unit-3 Types of Poetry ■ Lyric ■ Sonnet ■ Ode ■ Elegy	20%
4	Unit-4 Types of Drama ■ Tragedy ■ Comedy ■ Tragi-comedy	20%



Teaching-Learning Methodology	Lecture method, Demonstration of charts, Teaching through power point presentation, Group work, Pair work, e-learning, use of library resources, seminars, workshop, symposium literary quiz, faculty & students exchange program, guest lecture etc.	
5	MCQs from all the above four units	20 %
	Total	100%

<b>Course Outcomes:</b> At the end of this course, the students would have got a fair amount of knowledge about various forms of literature.	
	<ul style="list-style-type: none"> <li>• On completion of this course, the students would have got a fair idea about what constitutes literature and what are the various functions of literature.</li> <li>• Students would have learnt the reasons for studying literature.</li> <li>• The students would have got a sense of four important types of poetic compositions.</li> <li>• The students would have got sufficient information about four important types of drama. <ul style="list-style-type: none"> <li>• Similarly, this course would have taught the students two important types of prose writing.</li> </ul> </li> </ul>

<b>Suggested Books:</b>	
Sr.No.	References
1	A. R. Upham. The Typical Forms of English Literature
3	Oxford Advanced Dictionary, Eight edition, OUP
4	M. H. Abrahams, A Handbook of Literary Terms..
5	R. J. Rees. English Literature: An Introduction
6	Sandhan YouTube Lectures in English ( <a href="http://www.youtube.com">www.youtube.com</a> )
7.	Tilak, R. History of English Literature, Rajhans Publications.



## BACHELOR OF ARTS (B.A.) SEMESTER – 1

### TITLE OF THE COURSE: Foundation Course in English Literature

Sr. No.	Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
1	BA23MJ1EG2	MAJOR	4	60	-	50	50	100

<b>Course Objectives:</b>	<ul style="list-style-type: none"> <li>• To familiarize students with a chronological history of English literature.</li> <li>• To get students familiar with the major historical, social, political and literary events and important characteristics of English literature.</li> <li>• To enable them to relate English writers with their literary ages.</li> <li>• To develop their understanding of the literary texts.</li> <li>□ To get them acquainted with literary movements of the prescribed periods.</li> </ul>
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Course Contents		
Unit	Description	Marks
1	<p><b>Introduction to History of English Literature</b></p> <p>General acquaintance with the ages of English Literature and their characteristics: The candidates will be asked to enumerate the characteristics of a given period from 1559-1945. Their acquaintance will be tested by questions of objective nature asking them to relate to the characteristics of the period.</p> <p>The following periods are prescribed: [1559-1625, 1625-1660, 1660-1700, 1700-1740, 1740-1798, 1798-1832, 1832-1890, 1890-1918, 1918-1939, 1939-1960]</p> <p><b>See the note-Unit-1</b></p>	20 %
2	<p><b>Writers and their Ages</b></p> <p>Candidates will be asked to relate the following writers to their respective Ages:</p> <p><b>See the note- Unit-2</b></p>	20 %



3	<b>Unit 3: Writers and their Works</b> Candidates will be asked to relate the following writers to their works: <b>See the Note-Unit- 3</b>	20 %
4	<b>Literary Schools/ Movements and their characteristics- I</b> Candidates will be asked to relate the literary schools and movements to their characteristics. <b>See the Note 4</b>	20 %
5	MCQs from all the above four units	20 %
	Total	100%

<b>Teaching-Learning Methodology</b>	Lecture method, group work , pair work, Lecture method, Teaching through power point presentation e-learning, use of library resources, seminar, workshop, symposium, literary quiz, students exchange program, guest lecture
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**N.B.**

**NOTE 1: (For Unit-1)**

**The following periods are prescribed:**

(1559-1625, 1625-1660, 1660-1700, 1700-1740, 1740-1798, 1798-1832, 1832-1890, 1890-1918, 1918-1939,1939-1960)

Time Period	Major Characteristics
<b>1559-1625</b> (The Elizabethan Age/The Age of Shakespeare)	a. Age of Renaissance and New Romanticism b. Golden Age of Drama and Poetry c. Nest of Singing Bird
<b>1625-1660</b> ( The Age of Milton/ The Puritan Age)	a. Flowering of Metaphysical Poetry b. The Collapse of Drama c. Age of Cavalier Poets
<b>1660-1700</b> ( The Age of Dryden/ The Restoration Age)	a. Literature of Realism b. Imitation the Ancient and the French c. Birth of Comedy of Manners
<b>1700-1740</b> ( The Age of Pope/ The Augustan Age)	a. Age of Neo-Classicism b. Age of Prose and Reason c. The Rise of Periodical Writing



1740-1798 (The Age of Johnson/ The Age of Transition)	a. Age of New Learning and New Philosophy b. Beginning of the Modern English Novel c. The Double Tendency towards Classism and Romanticism
1798-1832 (The Age of Words Worth/ The Romantic Age)	a. Return to Nature b. Abundant output of Lyrical Poetry c. Tendency towards Simplicity of Diction
1832-1890 ( The Age of Tennyson/ The Victorian Age)	a. Age of Industrial Revolution b. Pre-Raphaelite Poetry c. Age of Compromise
1890-1918 ( The Age of Thomas Hardy)	a. Literature of Social Purpose b. The Rebirth of Drama c. Theory of "Art for Art's Sake"
1918-1939 ( The Age of Inter- War Years)	a. Variety of Technical Experiments b. The Influence of Radio and Cinema c. Stream of Consciousness Novel
1939-1960 ( The Modern Age)	a. The Age of Interrogation b. Development of Scientific Spirit c. Theatre of Absurd

**Note- 2 : (For Unit-2)**

**Candidates will be asked to relate the following writers to their respective Ages:**

Sr. No	Respective Age	Writers
1	The Elizabethan Age / The Age of Shakespeare	Edmund Spenser
		Christopher Marlowe
		William Shakespeare
		Philip Sidney
		Ben Jonson
		Francis Bacon
2	The Age of Milton / The Puritan Age	John Milton
		John Donne
3	The Age of Dryden / The Restoration Age	John Dryden
		William Congreve
4	The Age of Pope / The Augustan Age	Jonathan Swift
		Joseph Addison
		Richard Steele
		Alexander Pope
5	The Age of Johnson / The Age of Transition	Dr. Johnson
		Oliver Goldsmith
		R.B. Sheridan
		Henry Fielding



6	The Age of Wordsworth / The Romantic Age	Jane Austen
		Sir Walter Scott
		William Wordsworth
		S.T. Coleridge
		P.B. Shelley
		John Keats
		Charles Lamb
7	The Age of Tennyson / The Victorian Age	Alfred Tennyson
		George Eliot
		Robert Browning
		Matthew Arnold
		John Ruskin , Charles Dickens
8	The Age of Hardy	Thomas Hardy
		G.B. Shaw
		John Galsworthy
		W. B. Yeats
		Joseph Conrad
9	The Age of Inter-War Years	T. S. Eliot
		W. H. Auden
		D. H. Lawrence
		James Joyce

**Note -3 (For Unit-3)**

**Candidates will be asked to relate the following writers to their works:**

Sr. No	Writer	Works
1.	William Shakespeare	<i>Hamlet, Macbeth, Othello, King Lear, As You Like It, A Midsummer Night's Dream, Twelfth Night</i>
2.	Geoffrey Chaucer	<i>The Canterbury Tales</i>
3.	Christopher Marlowe	<i>Dr. Faustus</i>
4.	Ben Jonson	<i>Every Man in His Humour</i>
5.	Edmund Spenser	<i>The Faerie Queen</i>
6.	Sir Philip Sidney	<i>Astrophel &amp; Stella</i>
7.	Francis Bacon	<i>The Essays</i>
8.	John Milton	<i>Paradise Lost</i>
9.	John Dryden	<i>Absalom and Achitophel</i>
10.	William Congreve	<i>The Way of the World</i>
11.	Jonathan Swift	<i>Gulliver's Travels</i>





12.	Addison and Steele	<i>Coverley Papers</i>
13.	Alexander Pope	<i>The Rape of the Lock</i>
14.	Dr. Johnson	<i>Preface to Shakespeare</i>
15.	Samuel Richardson	<i>Pamela</i>
16.	Henry Fielding	<i>Joseph Andrews</i>
17.	Laurence Sterne	<i>Sentimental Journey</i>
18.	Oliver Goldsmith	<i>The Deserted Village</i>
19.	R. B. Sheridan	<i>The Rivals</i>
20.	Thomas Gray	<i>Englishy Written in a Country Churchyard</i>
21.	Wordsworth & Coleridge	<i>Lyrical Ballads</i>
22.	William Wordsworth	<i>Ode On Intimations on Immortality</i>
23.	S. T. Coleridge	<i>Kubla Khan</i>
24.	P. B. Shelley	<i>Prometheus Unbound</i>
25.	John Keats	<i>Hyperion</i>
26.	Lord Byron	<i>Child Harold's Pilgrimage</i>
27.	Jane Austen	<i>Pride and Prejudice, Emma</i>
28.	Sir Walter Scott	<i>Ivanhoe</i>
29.	Charles Lamb	<i>Essays of Elia</i>
30.	Lord Tennyson	<i>In Memoriam</i>
31.	Robert Browning	<i>Dramatic Monologues</i>
32.	Mathew Arnold	<i>Thyrus</i>
33.	Charles Dickens	<i>Great Expectations</i>
34.	William M. Thackeray	<i>Vanity Fair</i>
35.	John Ruskin	<i>Unto This Last</i>
36.	Thomas Carlyle	<i>Past and Present</i>
37.	George Eliot	<i>Adam Bade</i>
38.	Oscar Wilde	<i>Importance of Being Ernest</i>
39.	G. B. Shaw	<i>Pygmalion, Arms and the Man</i>
40.	John Galsworthy	<i>Forsyth Saga</i>
41.	John Masefield	<i>Salt Water Ballads</i>
42.	Thomas Hardy	<i>Tess of D'Urbervilles</i>
43.	Virginia Woolf	<i>Mrs. Dalloway</i>



44.	James Joyce	<i>Ulysses</i>
45.	Robert Bridges	<i>Testament of Beauty</i>
46.	Arnold Bennett	<i>The Old Wives' Tale</i>
47.	D. H. Lawrence	<i>The Rainbow</i>
48.	W. S. Maugham	<i>Of Human Bondage</i>
49.	E. M. Foster	<i>A Passage to India</i>
50.	Aldous Huxley	<i>Brave New World</i>
51.	Joseph Conrad	<i>Heart of Darkness</i>
52.	J. M. Synge	<i>Rivers to the Sea</i>
53.	W. B Yeats	<i>The Countless Cathleen</i>
54.	T. S. Eliot	<i>The Waste Land</i>
55.	J. M. Barrie	<i>The Admirable Crichton</i>
56.	Stephen Spender	<i>Destructive Element</i>
57.	H. G. Wells	<i>Outline of History</i>
58.	A. J. Toynbee	<i>A Study of History</i>
59	Siegfried Sassoon	<i>Counter-Attack</i>
60	Philip Larkin	<i>The Less Deceived</i>



#### Note-4 : For Unit - 4

Sr. No.	Schools/Movements	Details/Characteristics
1.	<b>The Metaphysical School</b>	<ul style="list-style-type: none"><li>- The term 'Metaphysical' is used to describe a particular kind of poetry that was written in the early part of the 17<sup>th</sup> Century.</li><li>- John Donne was the founder of this School of Poetry</li><li>- Dryden used the word 'Metaphysical' for the first time to describe the poetry of Donne.</li><li>- George Herbert, Richard Crashaw, Henry Vaughan, Abraham Cowley were other Metaphysical poets.</li><li>- Dr. Johnson who considered Donne to be "the first poet in the world in some things" also found fault with his poetry because of its 'proneness to obscurity.'</li><li>- According to Dr. Johnson "in Donne's poetry heterogeneous ideas are yoked by violence together".</li><li>- According to Dr. Johnson, Cowley was "the last of his race, and undoubtedly the best."</li><li>- The Metaphysical poets took delight in novel thought and expression.</li><li>- Their poetry was argumentative and witty.</li><li>- They used conceits or far-fetched images.</li><li>- T.S. Eliot revived the interest in the Metaphysical poets in the 20<sup>th</sup> Century.</li></ul>

2	<b>The Neo-classical School</b>	<ul style="list-style-type: none"> <li>- The term Neo-classical is used to describe a new kind of poetry that was written from the middle of the 17<sup>th</sup> Century.</li> <li>- Although the Neo-classical spirit is found in the poetry of Dryden, this spirit found its best expression in the poetry of Alexander Pope.</li> <li>- The Neo-classical poets derived their poetic principles from the classical poets who wrote in the time of the Roman Emperor Augustus.</li> <li>- Their poetry is also known as Correct School of poetry.</li> <li>- Their poetry is known for its intellectual quality.</li> <li>- The Neo-classical poets had a respect for classical rules of poetry.</li> <li>- Their attempt was to write “what oft was thought, but never so well expressed”. (Pope)</li> <li>- They used a stanza form called Heroic Couplet</li> <li>- Their poems centred around town life.</li> <li>- Clubs and Coffee houses became centres of public/poetic discussions.</li> </ul>
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<p>3</p>	<p><b>The Romantic Movement</b></p>	<p>The publication of the Lyrical Ballads, jointly published by Wordsworth and Coleridge in 1798 marked the English inning of a new kind of poetry.</p> <ul style="list-style-type: none"> <li>- The Romantic poets were influenced by the ideals of the French Revolution- liberty, equality and fraternity.</li> <li>- They were influenced by Rousseau's call for Return to Nature.</li> <li>- Their poetry was nature centric.</li> <li>- They emphasized the importance of imagination and emotion.</li> <li>- Wordsworth defined poetry as "a spontaneous overflow of powerful feelings."</li> <li>- Byron, Keats and Shelley are other Romantic poets.</li> <li>- Their poetry was against set rules and custom.</li> <li>- Their poetic language was simple and it was based on "a selection of language really used by men." (Wordsworth)</li> <li>- Their poetry was non-intellectual and sensuous.</li> <li>- They showed interest in the art and culture of the Middle Ages.</li> <li>- Victor Hugo called Romanticism a kind of "liberalism in literature."</li> <li>- Walter Pater defines Romanticism as the addition of curiosity to the desire for beauty."</li> </ul>
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## Course Outcomes:

- On completion of this course, the students would have learned a brief chronological account of the history of English Literature.
- The students would have got acquainted with the major historical, social, and literary events and characteristics of the English literature from 1559-1960.
- The students would have learnt to relate English writers and the literary age with which they are associated.
- This course would have taught the students to relate specific literary works with their authors.
- This course would have introduced the students to five important literary movements in the history of English literature starting from sixteenth century to the twentieth century.
- At the end of this course, the students would have acquired introductory knowledge about authors, works, literary ages and movements.

## Suggested Books:

Sr.No.	References
1	Crompton & Rickett. History of English Literature
2	Abhrams, H. A. A Handbook of Literary Terms
3	Louise & Czamian. History of English Literature
4	Mundra, J. History of English Literature Vol. I & II
5	R. J. Rees. English Literature: An Introduction
7.	Tilak, R. History of English Literature, Rajhans Publications, Meerut
8.	Trivedi, H.A. History of English Literature



## BACHELOR OF ARTS (B.A.) SEMESTER – 1

### TITLE OF THE COURSE: Introduction to Literature & Literary Forms

Sr. No.	Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
1	A23MN1EG1	MINOR	4	60	-	50	50	100

<b>Course Objectives:</b>	<ul style="list-style-type: none"> <li>● To make students acquainted with the concept of literature and its functions.</li> <li>● To make students aware about the reasons for studying literature and enable them to differentiate literature from other forms of writing.</li> <li>● To enable them to know about the different forms of literature.</li> <li>☐ To make them aware about the literary ages and the prominent writers of English literature.</li> </ul>
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Description		
Unit	Course Contents	Marks
1	Unit-1 ■ Definitions and Characteristics of Literature Why We Study Literature	20%
2	Unit-2 ■ Functions of Literature ■ How is literature different from other forms of writing?	20%
3	Unit-3 Types of Poetry ■ Lyric ■ Sonnet ■ Ode ■ Elegy	20%
4	Unit- 4 Types of Drama ■ Tragedy ■ Comedy ■ Tragi-comedy	20%
5	MCQs from all the above four units	20 %
Total		100%

<b>Teaching-Learning Methodology</b>	Lecture method, power point presentation, Group work, Pair work, e-learning, use of library resources, seminars, workshop, symposium quiz, faculty & students exchange program, guest lecture etc.
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**Course Outcomes:** At the end of this course, the students would have got a fair amount of knowledge about various forms of literature.

- On completion of this course, the students would have got a fair idea about what constitutes literature and what are the various functions of literature.
- Students would have learnt the reasons for studying literature.
- The students would have got a sense of four important types of poetic compositions.
- The students would have got sufficient information about four important types of drama.
- Similarly, this course would have taught the students two important types of prose writing.

**Suggested Books:**

Sr.No.	References
1	A. R. Upham. The Typical Forms of English Literature
3	Oxford Advanced Dictionary, Eight edition, OUP
4	M. H. Abrahams, A Handbook of Literary Glossary.
5	R. J. Rees. English Literature: An Introduction
6	Sandhan YouTube Lectures ( <a href="http://www.youtube.com">www.youtube.com</a> )





## BACHELOR OF ARTS (B.A.) SEMESTER – 1

### TITLE OF THE COURSE: Electronic Journalism: Radio Broadcasting

Sr. No.	Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam	External Exam	Total
1	BA23MD1EG1	MDC	4	60	-	50%	50%	100%

<b>Course Objectives</b>	<p>(I) To get students acquainted with the nuances of mass communication.</p> <p>(II) To enable them to understand different types of media.</p> <p>(III) To make them familiar with the different mechanism of radio broadcast.</p> <p>(IV) To train learners in script writing for different genres of Radio broadcast.</p>
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Unit	Course Contents
I	Introduction to Broadcasting The Concept of Mass Communication: its status & a brief introduction of its different mediums (print, Radio, TV & Films)
II	Interview Reporting-Speed & accuracy-contacts-Faithful Reporting-Building Sources- Interviews
III	News Bulletin Kinds of Bulletin-Compilation of Bulletins -structure -Language -News Values: News Selection
IV	Announcements Possible purposes of Announcements-Emergencies-Death of VVIPs-Traffic Blockades- Economic Crises-Weather changes etc., Language & Style Commentary: Commentary in different situations and for different purposes. Language and Style



### **Suggestions for Teaching:**

During study, the teacher needs to be resourceful. This has to be done in the form of organizing field trips to make learners work in authentic settings and to procure a lot of real materials, i.e., scripts, tapes, etc. to be used as teaching materials. The teacher's creativity will be in the fore while organizing practical activities for learners.

### **Field Work:**

Visit to Sites of different events by learners is required to cover happenings in their practical work.

- Visit to the Radio station by learners is desirable to facilitate learners to observe presentations to acquire related skills.

<b>Course Outcomes:</b>	
<b>I</b>	After this studying this paper, the students will be confident enough to conduct interviews, make public announcements, promos, giving commentaries, and for compering.
<b>II</b>	Field trips and practice in authentic settings will enable them to be self reliant.

<b>Suggested Books :</b>	
	<p>Joshi, H. M. : Training on Radio News Presentation in English for AIR news readers/editors/ correspondents, Indian Institute of Mass Communication, New Delhi,1996.</p> <p>Maeseneer ,Paul De: Here's is the News: A Radio News Manual, Asian Book Pvt. Ltd, New Delhi,1987. Shrivastava, K. M. : Radio And TV Journalism, Sterling Publishers, New Delhi, 1989.</p> <p>_____ : Here's is the News...The Story of News Services Division, All India Radio, New Delhi, 1992.</p> <p>_____ : Style Book&lt; New Services Division, All India Radio , New Delhi,1992.</p>

## BACHELOR OF ARTS (B.A.) SEMESTER – 1

### TITLE OF THE COURSE: **General English- (I)**

Sr. No.	Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
1	<b>BA23AE1EG 1</b>	<b>AEC</b>	2	30	-	25	25	50

<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To make students aware about the Indian ethos.</li> <li>• To encourage reading skills among the students.</li> <li>• To facilitate students' comprehension skills.</li> <li>• To help students to enhance their vocabulary.</li> <li>• To strengthen their grammatical competence.</li> <li>• To make students confident in terms of using English.</li> </ul>
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Unit	
I	<p><b><u>Unit: 1 : TEXT: BLISS - AN ANTHOLOGY OF SHORT STORIES</u></b> (MACMILLAN)</p> <ol style="list-style-type: none"> <li>1. The Night Train At Deoli – Ruskin Bond (Chapter -2)</li> <li>2. A Snake In The Grass –R . K. Narayan (Chapter -3)</li> </ol>
II	<p><b><u>Unit: 2: COMPREHENSION &amp; VOCABULERY</u></b></p> <ol style="list-style-type: none"> <li>1. Comprehension Of A Passage (Text Based)</li> <li>2. Vocabulary Testing (Text Based)</li> <li>3. Synonyms And Antonyms</li> <li>4. Word Building (Prefix / Suffix)</li> </ol>
III	<p><b><u>Unit : 3: Basic Grammar</u></b></p> <ol style="list-style-type: none"> <li>1. Parts Of Speech</li> <li>2. Primary Auxiliaries (Be, Have, Do)</li> <li>3. Subject Verb Agreement</li> </ol>

<b>Teaching-Learning Methodology</b>	Integrated teaching, Group Work , Pair work, Grammar Translation Method, Contextualized/Situational teaching, Communicative Language Teaching, Lecture method, audio/video presentation, PPT, Black board work etc.
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**Course Outcomes: After completion of the course, the student will be able to**

- To develop their grammatical competence.
- To enhance their vocabulary.
- To develop their reading and writing skills.
- To strengthen their comprehensive abilities.

**Suggested Books :**

1	Sanjay, Kumar., Pushp, Lata., Communication Skills Oxford Higher Education, 2 <sup>nd</sup> Ed. OUP, 2015.
2	Kamlesh Sadanand, Susheela Punitha . Spoken English: A Foundation Course Part
3	Hyderabad: Orient Blackswan, 2014. English.
4	Kamlesh Sadanand, Susheela Punitha . Spoken English: A Foundation Course Part 5 Hyderabad: Orient Blackswan, 2014. English.
5	Wren P. C. and H. Martin. Eds. High School English Grammar and Composition . New Delhi : S. Chand and Company Pvt. Ltd, 1987. Print. (FOR GRAMMAR)
6	Karal, Rajeevan. English Grammar : Just for You . New Delhi: Oxford University Press , 2015 . Print. (FOR GRAMMAR)



## BACHELOR OF ARTS (B.A.) SEMESTER – 1

**TITLE OF THE COURSE : Enhancing Writing Skills in English**

Sr. No.	Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
1	<b>BA23SE1EG 1</b>	<b>SEC</b>	2	30	-	25	25	50

<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To enhance students' ability of communicating in the written mode with accuracy and fluency.</li> <li>2. To train students in the use of specific formats of written discourse.</li> <li>3. To help students to demonstrate their knowledge of grammar and vocabulary effectively for communicative purposes.</li> <li>4. To enable students to use English in the contextualized way.</li> <li>5. To sharpen their comprehending skills by providing them authentic resources.</li> <li>6. To facilitate students to develop writing skills in an academic and professional context.</li> </ol>
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<b>Enhancing Writing Skills in English</b>		
Unit	Contents	Weightage (%)
Unit-I	Paragraph writing-Types, Formats, and structural organization of a paragraph  Transcoding information: <ul style="list-style-type: none"> <li>- Dialogue to paragraph</li> <li>- Paragraph to dialogue</li> <li>- Diagrams to Paragraph</li> </ul>	
Unit-II	Letter Writing: Formal and Informal	
Unit-III	Note Taking & Note Making, Reading Comprehension of the simpler texts like job vacancies, advertising etc.	
	Total	



<b>Teaching-Learning Methodology</b>	Black board Teaching, power point presentation ,e-learning, use of library resources,seminar,workshop, symposium ,students exchange program, guest lecture, audio/video presentation .
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<b>Course Outcomes: After completion of the course, the student will be able to</b>	
1	Build their vocabulary and improve their grammatical skills.
2	To understand nuances of writing skills.
3	To enhance their writing skills in English in the authentic situations.
4	Write English effectively with improved grammar and vocabulary.
5	To develop their reading skills.

**Recommended Books:**

1. Bryne, D. : Teaching Writing Skills, Longman, London,1989.
2. Dean, Michael: Write It, Cambridge University Press, Cambridge,1988.
3. Hedge, Tricia: Writing, Oxford University Press, Oxford, 1988.
- 4.Narayan, V.R. :Strengthen Your Writing, Orient Longman, London,1987.
5. Sashi Kumar, Jaya & Champa Tickoo: Writing With a Purpose, Oxford University Press, Oxford.1990.
6. White, R. : Teaching Written English, Heinemann, London, 1980.



## BACHELOR OF ARTS (B.A.) SEMESTER – 1

**TITLE OF THE COURSE : Indian Knowledge System and Indian Scholars**

Sr. No.	Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
1	BA23IK1EG1	IKS	2	30	-	25	25	50

<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>To set a stage for understanding the architecture of the Ancient Indian Knowledge Systems</li> <li>To develop an overall understanding of their role and relevance to the contemporary society.</li> </ol>
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### Course Content: Indian Knowledge System & Indian Scholars

Unit	Description	Weightage (%)
Unit-I	<b>UNIT NO. 1 : INTRODUCTION TO INDIAN KNOWLEDGE SYSTEM</b> Introduction, Definition, Concept of Indian Knowledge System (IKS), A broad overview of disciplines included in the IKS, and historical developments, Scope of IKS, Organization of IKS, IKS based approaches on Knowledge Paradigms, IKS in ancient India and in modern India	
Unit-II	<b>UNIT NO. 2 : INDIAN SCHOLARS, INDIAN LITERATURE</b> Introduction, Philosophy and Literature (Maharishi Vyas, Manu, Kanad, Pingala, Parasar, Banabhatta, Nagarjuna and Panini), Mathematics and Astronomy (Aryabhatta, Mahaviracharya, Bodhayan, Bhashkaracharya, Varahamihira and Brahmgupta), Medicine and Yoga (Charak, Susruta, Maharishi Patanjali and Dhanwantri), Shastra (Nyaya, vyakarana, Krishi, Shilp, Vastu, Natya and Sangeet)	
Unit-III	<b>UNIT NO. 3 : INDIAN SCHOLARS &amp; THEIR WORKS</b> History of Indian Economy Thoughts: Context from Dharmashastras, Shukraniti, Mahabharata, and Arthashastra; Kautiya's Economic thoughts in specific India and Global GDP: Ancient India.	
	Total	

<b>Teaching-Learning Methodology</b>	Black board Teaching PowerPoint presentation Field work, audio video presentation seminar, workshop, visit to folk centre ssuchas Tejgadh, Adivasi vikas Kendra Gujarat vidyapith etc.
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**Course Outcomes:** After completion of the course, learners will be able to:

1. To identify the concept of Traditional knowledge and its importance.
2. To develop thorough understanding of Indian Knowledge System.
3. To know about the ancient Indian scholars and their literature.
4. Know history of Indian economy thoughts and Kautilya's Economic thoughts.

**Suggested Books:**

<b>Sr. No.</b>	<b>References</b>
1	An Introduction to Indian Knowledge Systems: Concepts and Applications, B Mahadevan, V R Bhat, and Nagendra Pavana R N; 2022 (Prentice Hall of India).
2	Indian Knowledge Systems: Vol I and II, Kapil Kapoor and A K Singh; 2005 (D.K. Print World Ltd).
3	Kanagasabapathi; "Indian Models of Economy, Business and Management", Third Edition, Prentice Hall India Ltd., Delhi.
4	Lotus and Stones; Garuda Prakashan (31 October 2020); Garuda Prakashan Pvt. Ltd.
5	Dwivedi D.N., Essentials of Business Economics, Vikas Publications, Latest Edition.
6	India Uninc by Prof. R Vaidyanathan, Westland Ltd. Publication
7	Economic Sutras by Prof. Satish Y. Deodhar, IIMA Books series
8	Black Money Tax Heaven by R Vaidyanathan, Westland Ltd. Publication