

Shri Govind Guru University

(Established by Government of Gujarat Vide Gujarat Act no 24/2015)



Faculty of Arts

Bachelor of Arts

Semester -3

Syllabus for

English (NEP 2020 Programme)

Website: www.sgggu.ac.in

SHRI GOVIND GURU UNIVERSITY, GODHRA

Bachelor of Arts (UG) English Syllabus Structure

Credit Structure Semester – 3

Course Type	Course Code	Name of Course	Theory /Practical	Total Credit	Contact Hours Per week	Exam duration	Component of Marks		
							Internal	External	Total
							Total/	Total/	Total/
Discipline Specific Course- (Major)	BA23MJ3 EG1	History of English Literature (1625 - 1700)	Theory	4	4	2 hrs	50%	50%	100%
	BA23MJ3 EG2	Form of Literature : Prose	Theory	4	4	2 hrs	50%	50%	100%
	BA23MJ3 EG3	Literary Criticism (Classical)	Theory	4	4	2 hrs	50%	50%	100%
Multi Disciplinary Course (MDC)	BA23MD 3EG1	Creative Writing	Theory & Practical	4	4	2 hrs	50%	50%	100%
Ability Enhancement Course (AEC)	BA23AE3 EG1	General English - III	Theory	2	2	1 hr	50%	50%	100%
Skill Enhancement Course (SEC)	BA023SE 304	English for Employability	Theory & Practical	2	2	1 hr	50%	50%	100%

Value Added Course (VAC)	BA023V A304	Indian Culture: Ethics, Wisdom and Values	Theory	2	2	1 hr	50%	50%	100%
07				22	22				

BACHELOR OF ARTS SEMESTER – 3**MAJOR (ENGLISH)****TITLE : HISTORY OF ENGLISH LITERATURE (1625-1700)**

Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
BA23MJ3EG1	Major	04	60	Nil	50	50	100

Course Objectives:

- To introduce students to two important historical periods of English Literature.
- To help students understand the process of development of English Literature during the period between 1625-1660 (Puritan Age) and the period between 1660-1700 (Restoration Age)
- To make students understand the impact of the social, political, and religious issues of the time on the literature produced during these two periods.
- To introduce students to the literature of the time through readings of representative writers and texts of the period.

Course Outcomes:**By the end of the Course, the students would have:**

- Understood the significance of both the Puritan and the Restoration Age of English Literature.
- Acquired a sense of the social, political, and religious aspects of life in England and their impact on the literatures of the time.
- Read representative writers and texts from each of the two Ages of English Literature.
- Understood the characteristics of the literature produced during the Puritan as well as the Restoration Age.

- Unit-I: 1. Historical Background to the Puritan Age
 2. Literary Features of the Puritan Age
 3. Milton as a Poet
- Unit-II: 1. Historical Background to the Restoration Age
 2. Literary features of the Restoration Age
 3. Restoration Comedy
- Unit-III: Milton's *Lycidas*
- Unit-IV: Congreve's *The Way of the World*

Recommended Reading:

- Rees, R. J. English Literature. An Introduction to Foreign Readers. New Delhi, Macmillan, 1982
- Trivedi, R. D., A Compendious History of English Literature, New Delhi: Vikas Publishing House Pvt Limited, 2009.
- Legouis, Emile & Cazamion. A History of English literature, trans. Helen Douglas-Irvine, W. D. Macinnes, The Macmillan Company, 1927. Digitalized 24 July 2006
- Edward Albert, History of English Literature, Oxford University Press , 2007.
- Long W. J. English Literature AITBS Publishers.
- Congreve William, The Way of the World, Peacock Book, 2001
- Milton John, Lycidas, Portable Poetry, 2017
- Lycidas, ed. C. T. Thomas, Orient Black Swan, 2010

BACHELOR OF ARTS SEMESTER – 3**MAJOR ENGLISH****TITLE: FORM OF LITERATURE: PROSE**

Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
BA23MJ3EG2	Major	04	60	Nil	50	50	100

Course Objectives:

- To introduce students to two important forms of prose writing in English: The Essay and The Short Story.
- To acquaint students with the growth and development of both the Essay and the Short Story form in English.
- To introduce students to major Essayists and Short Story Writers of the English language.
- To introduce students to the close analysis of some representative Essays and Short Stories in English.
- To acquaint students with the various styles of Essay and Short Story writing in English.

Course Outcomes:**By the end of the Course, the students would have:**

- Understood the significance of prose as a distinctive form of writing in English.
- Acquired a sense of the growth and development of both the Essay and the Short Story forms in English.
- Read and analysed a set of representative Essays and Short Stories in the English language.
- Got acquainted with the characteristics of the Essay and the Short Story form.
- Learn, by application, methods of reading and evaluating essays or short stories.

Unit-I:	1.	Growth and Development of the Essay Form
	2.	Characteristics of the Essay Form
Unit-II	1.	Thomas Bacon's <i>Of Studies</i>
	2.	Joseph Addison's <i>Sir Roger at Home</i>
	3.	Charles Lamb's <i>The Superannuated Man</i>
	4.	Richard Steel's <i>Parents and Children</i>
Unit-III	1.	Growth and Development of the Short Story Form
	2.	Characteristics of the Short Story Form
Unit-IV	1.	Charles Dickens' <i>A Child's Dream of a Star</i>
	2.	Rudyard Kipling's <i>The Miracle of Puran Bhagat</i>
	3.	Somerset Maugham's <i>Princes September</i>
	4.	Ruskin Bond's <i>The Eyes are Not Here.</i>

Recommended Reading and Web Sources:

Upham, The Typical Forms of English Literature.

B. Prasad, The Background of the History of English Literature, Macmillan.

Abrams, M. H. A Glossary of Literary Terms.

Rees, R. J. An Introduction to English Literature

Bacon's Essays (with Annotations) by Richard Whately, Lee & Shepherd, Boston.

Chales Lamb, The Essays of Ellia, Pantianos, 1915.

<https://ebooks.inflibnet.ac.in/engp02/chapter/addison-and-steele/>

<https://www.britannica.com/topic/The-Spectator-British-periodical-1711-1712>

<https://www.civilizationis.com/smartboard/shop/fowlerjh/chap14.htm> (Sir Roger at Home)

https://www.ibiblio.org/ebooks/Dickens/Dickens_Child.pdf

<https://www.telelib.com/authors/K/KiplingRudyard/prose/SecondJungleBook/purunbhagat.html>

<https://ncert.nic.in/textbook/pdf/heih105.pdf> Maugham's The Princess September

https://www.vanderbilt.edu/olli/class-materials/Week6_R_Bond_The_Eyes_are_Not_Here.pdf

BACHELOR OF ARTS SEMESTER – 3**MAJOR ENGLISH****TITLE: LITERARY CRITICISM (CLASSICAL)**

Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
BA23MJ3EG3	Major	04	60	Nil	50	50	100

Course Objectives:

- To introduce students to the idea of criticism and its importance in literary studies.
- To acquaint students with the nature and functions of literary criticism.
- To introduce students to the qualities of a good critic and good criticism.
- To acquaint students with literary criticism of the classical period.
- To introduce students to the critical writings of Plato, Aristotle, and Longinus.
- To expose students to the importance of literary devices such as figures of speech in critical writing.
- To teach students to analyse and appreciate a set of poems through some basic principles of literary criticism.

Course Outcomes:**By the end of the Course, the students would have:**

- Learnt what constitutes criticism and what is its nature and functions.
- Learnt the qualities and principles required for good criticism and to become a good critic.
- Received exposure to the critical writings of Plato, Aristotle, and Longinus.
- Learnt to define and identify the use of figures of speech in literary writing.
- Examined a set of poems through some basic principles of literary criticism.
- Learnt the basics of how to appreciate and evaluate poems.

- Unit-I:
1. Nature and Function of Literary Criticism
 2. Qualities of a Good Critic

- Unit-II:
1. Plato's Theory of Ideas
 2. Aristotle's Views on Tragedy
 3. Longinus' Theory of the Sublime

Unit-III Figures of Speech: (For definition and identification only)
Simile, Metaphor, Metonymy, Synecdoche, Paradox, Hyperbole, Oxymoron,
Alliteration, Irony, Apostrophe, Personification, Assonance

Unit-IV: Critical Appreciation of the following Poems:

1. Song to Celia – Ben Jonson
2. The Pulley – George Herbert
3. How Soon Hath Time – John Milton
4. Ode on Solitude – Alexander Pope
5. Daffodils – William Wordsworth

Recommended Reading:

Baldick, Chris. The Oxford Dictionary of Literary Terms, Oxford : University Press,2001

Habib, M. A. R., Modern Literary Criticism and Theory: (Pub: Blackwell)

Daiches, David, Critical Approaches to English Literatures. Orient Blackswan

Nagrajan, M. S. English Literary Criticism and Theory: An Introductory History, Orient BlackSwan, 2011.

Wimsatt William and Cleanth Brooks, Literary Criticism: A Short History.

Abrams, M. H. A Glossary of Literary Terms.

Sarkar Jaydip and Anindya Bhattacharya, A Handbook of Rhetoric and Prosody, Orient Blackswan.

Dutta Kalyannath, Rhetoric and Prosody, Bani Sansad Publishing House.

Examination Pattern for External Examination:

(Total Marks: 50)

- Q 1. Long Answer based question from Unit I (Up to 450-500 words) Marks 10
Format 1: General Question OR General Question (1/2)
Format 2: General Question OR Short Notes (2/2)
2. Long Answer based question from Unit 2 (Up to 450-500 words) Marks 10
Format 1: General Question OR General Question (1/2)
Format 2: General Question OR Short Notes (2/2)
- Q 3. Long Answer based question from Unit 3 (Up to 450-500 words) Marks 10
Format 1: General Question OR General Question (1/2)
Format 2: General Question OR Short Notes (2/2)
- Q 4. Long Answer based question from Unit 4 (Up to 450-500 words) Marks 10
Format 1: General Question OR General Question (1/2)
Format 2: General Question OR Short Notes (2/2)
- Q 5. MCQs (from all the four units) (10 Mcqs) Marks 10

(The pattern for external examination will be as above unless specified otherwise in the units)

BACHELOR OF ARTS SEMESTER – 3							
MULTI DISCIPLINARY COURSE (MDC) ENGLISH							
TITLE: CREATIVE WRITING							
Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
BA23MD3EG1	MDC	04	50	10	50	50	100

Course Objectives:

- To introduce learners to the basic concepts of creative writing.
- To make them understand the writing process as a whole.
- To sensitize them to the various styles and techniques of writing and editing.
- To hone learners' imagination.
- To nourish their creative and critical faculty.

Learning Outcomes:

After completion of course, the students will be equipped with...

- The basic concepts of creative writing.
- The knowledge of various styles and techniques of writing and editing.
- The polished creative and critical faculties.
- Better opportunities of employability.

Unit	Course Content
1.	Fundamentals of Creative writing: <ul style="list-style-type: none"> - Meaning and significance of creative writing; - Essentials of Good Writing - Stages of Creative Writing

2.	Elements of Creative Writing: <ul style="list-style-type: none"> - Plot, Setting, Character, Dialogue, Point of View, Theme - Literary Devices - Literal Language VS Figurative Language
3.	Genres of Creative Writing: <ul style="list-style-type: none"> - Short story and Novel - Poetry, Drama and Essay - Life Writing: Narrative Non – Fiction (Biography, Autobiography, Memoirs, Letters, Diaries, Travelogues)
4.	Writing for Fiction, Stage and Screen <ul style="list-style-type: none"> - Concept of Proof Reading and Editing - Process of Proof Reading and Editing - Copy Writing and Plagiarism

Recommended Books:

1. Bell, Julia and Magrs, Paul. The Creative Writing Course-Book. London: Macmillan, 2001.
2. Bailey, Tom. On Writing Short Stories. USA: OUP, 2010. Print. Morley, David. The Cambridge
3. Companion to Creative Writing. Pune: Cambridge University Press India Ltd., 2012. Print.
4. Clark, Peter Roy. Writing Tools. USA: Hachette Book Group, 2008. Print.
5. Davidson, Chad. Writing Poetry: Creative and Critical Approaches. USA: Palgrave Macmillan, 2009. Print.
6. Earnshaw, Steven (Ed). The Handbook of Creative Writing. Edinburgh: EUP, 2007
7. Field, Syd. The Screen Writer's Problem Solver. New York: Random House Publishing, 1998. Print.
8. Kundera, Milan. The Art of the Novel. London: Harper Perennial Modern Classics, 2003. Print.
9. Lajos, Egri. The Art of Dramatic Writing. USA: Merricat Publications, 2009. Print.
10. Spiro, Jane. Creative Writing Poetry. USA: Oxford University Press, 2004. Print.
11. Brief Handbook for Writers, Prentice Hall
12. Poetry in the Making, Faber.

Web Sources:

1. <https://www.entrepreneur.com/article/247908> <https://www.locationrebel.com/b2b-writing/>
2. <https://wordpress.com/support/prevent-content-theft/>
3. <https://blog.unisquareconcepts.com/content-writing/what-is-plagiarism-why-is-it-important-for-blog-writing/> <https://www.mindler.com/blog/how-to-become-a-content-writer-in-india/>
4. <https://www.clearvoice.com/blog/10-types-content-writers-use/>
5. [https://study.com/articles/What is a Content Writer.html](https://study.com/articles/What_is_a_Content_Writer.html)

Mode of Examination:

Internal Examination – 50 marks

(Written: 30+ Oral: 20 = 50)

University Examination – 50 marks

Written: 30 marks (from Unit 1,2 & 3)

Oral Examination / Viva Voice Examination: 20 marks (from Unit 3 & 4)

Examination Pattern for External Examination:

Q.1 (From Unit- 1& 2)

Short answer questions (Any Five out of Seven)

OR

Short Notes (Any Two out of Three)

(10 marks)

Q.2 (From Unit 2 & 3)

Short answer questions (Any Five out of Seven)

OR

Short Notes (Any Two out of Three)

(10 marks)

Q. 3. Multiple Choice Questions. (Ten)

(10 marks)

BACHELOR OF ARTS SEMESTER – 3							
ABILITY ENHANCEMENT COURSE(AEC) ENGLISH							
TITLE: GENERAL ENGLISH-3							
Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
BA23AE3EG1	AEC 3	2	30	-	25	25	50

Course Objectives:

- To help the learners to brush up their grammatical competence by revising basic grammar topics.
- To help them to avoid grammatical errors while communicating in English.
- To enhance their vocabulary by providing them contextualized meanings of the words.
- To enable them to hone their sub skills of writing through email writing.
- To help the students recognize importance of human values and critical thinking in facing challenges of life.

Learning Outcomes:

At the end of the course, the learners shall be able to...

- Understand and comprehend the essence of a given content, and express the same in brief in the proper language.
- Communicate in an appropriate way while dealing with certain informal events and official situations.

PARTICULAR	NO. OF LECTURES
UNIT NO. 1 : TEXT : BLISS: AN ANTHOLOGY OF SHORT STORIES: MACMILLAN PUBLICATIONS	
1. The Last Leaf by O’ Henry 2. Little Girl Wiser than Men by Leo Tolstoy (Only Text based comprehension passage to be given in exams)	10
UNIT NO. 2: GRAMMATICAL COMPETENCE & VOCABULARY	
(a) Cloze test (Paragraph with blanks to test the knowledge of following grammar topics: <ol style="list-style-type: none"> i. Articles ii. Prepositions iii. Tense & model auxiliaries 	10

(Revision of above mentioned grammar topics) (b) Word building using prefixes and suffixes.	
UNIT NO. 3 :TRANSLATION & COMPOSITION	
(a) Translation of simple sentences from English to Gujarati/ Hindi (b) Drafting of official Emails on the following topics: 1. For getting Bonafide certificate from your college as you wish to take admission in a foreign institution for higher studies. 2. Requesting the head of your institution to sanction your leaves as you are going to participate in a national level competition in sports/ cultural activities. 3. Requesting the principal of your college to allow your class to arrange a one-day college trip. 4. Complaining about an excessive delay in receiving your scholarship and the troubles you face due to the same. 5. For getting your name corrected as it has been spelled incorrectly on your mark statement. 6. Being a leader of a college group planning to launch a de-addiction drive in your district, draft an email to the head of a corporate office or a bank, requesting him/her to donate for the same.	10
Total Lectures/Hours	
30	
Paper Style / Mark Pattern: Q-1. From Unit-1 Read the following passage carefully and answer the questions given below. (The passage is to be set from the prescribed text only. Out of six questions, students will have to attempt any four questions. (08 Marks) Q-2. From Unit-2 (08 Marks) (A)(Cloze Test) Fill in the blanks in the following paragraph with appropriate option from those given below. (B) Word building i. Add appropriate prefixes to the following words to make a new word (two words to be given) ii. Add appropriate suffixes to the following words to make a new word (two words to be given) Q-3 Translate the following simple sentences into Gujarati or Hindi.(04Marks) (Four simple sentences to be given) (A) Draft an Email (05 Marks)	Total Marks : 25

Recommended Books:

1. Sanjay, Kumar., Pushp, Lata., Communication Skills Oxford Higher Education, 2nd Ed. OUP, 2015.

2. Kamlesh Sadanand, Susheela Punitha . Spoken English: A Foundation Course Part
3. Hyderabad: OrientBlackswan,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. ChandandCompanyPvt.Ltd,1987. (FORGRAMMAR)
6. Karal, Rajeevan. English Grammar : Just for You . New Delhi: Oxford University Press, 2015 .Print. (FOR GRAMMAR)
7. Grains, Ruth and Redman Stuart. Oxford Word Skills. Oxford : Oxford University Press,2008..(FOR VOCABULARY)
8. Gareth Peters. Instant Vocabulary Builder. Delhi: Rohan Book Company, 2004. Print. Website: www.rohanbooks.net (FORWARD FORMATION AND VOCABULARY LIKE ANTONYMS, SYNONYMS, HOMOPHONES ETC.)
8. Jain, Charul et . al . Eds . English Language Skills For Academic Purpose . New Delhi : Macmillan India Ltd, 2017.
9. Dwivedi, R . K . and A . Kumar . Macmillan Foundation English. Chennai : Macmillan India ,2003.Print.(FOR GRAMMAR AND COMPOSITION)
10. Vince, M. English Grammar in Context : Intermediate . Chennai : Macmillan . 2008 . Print .(FOR GRAMMAR WITH EXERCISES)

BACHELOR OF ARTS SEMESTER – 3							
SKILL ENHANCEMENT COURSE (SEC) ENGLISH							
TITLE : ENGLISH FOR EMPLOYABILITY							
Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
BA023SE304	SEC	02	20	10	25	2	50

Course Objectives:

- To introduce learners to the basic requirements for getting employment.
- To make them understand the concept of profile writing and resume module.
- To prepare them to the various skills such as interview skills and Group Discussion skills.
- To hone their presentation skills by thoroughly discussing concept of presentation.
- To equip them with useful expressions which are required for sharpening presentation skills.
- To provide them enough practice of presentation in meaningful situations.

Course Outcome: At the end of the course, the students shall be able to ...

- Understand the basic concepts of employability.
- Know various styles and techniques of resume writing.
- Sharpen their interview skills and Group discussion skills.
- Develop their self-confidence and make them self-reliant for getting employment.
- Prepare in a better way for giving presentations in different situations.

Units	Contents	Teaching Hours
1	Profile Writing and Resume Module	10
2	<ul style="list-style-type: none"> • Job Interview, Interview Skills: Effective Communication for Job Interviews • Participating in Debates and Group Discussions 	10
3	<ul style="list-style-type: none"> • Definition, Meaning and Goals of Presentation, • Some Useful Expressions while Making Presentations – Opening Remarks, Stating Purposes, Giving an Outline, Giving Preliminary Information and Starting with a Context, Emphasizing Important Points, Drawing Attention, to Visuals, Making Recommendation, Keeping 	10

	<p>Audience Involved, Summarising and Concluding, Inviting Questions.</p> <ul style="list-style-type: none"> • Presentation in Practice - Making Welcome Speech, Introducing Guests to Audience, Making Farewell Speech, Proposing Vote of Thanks 	
Pedagogy:	Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks, MOOC	

Mode of Examination:

Internal Examination – 25 marks

(Written=10 + Oral=10 =25)

University Examination = 25 marks

(Written)

Examination Pattern for External Examination:

Q.1 (From Unit- 1) Short answer questions (Out of seven, students will have to attempt any five.)

OR

Short Notes (any two) (10 marks)

Q.2 (From Unit 2 & 3) Short answer questions (Out of seven, students will have to attempt any five.)

OR

Short Notes (any two) (10 marks)

Q. 3. Multiple Choice Questions (05marks)

Recommended Books:

1. Soft Skills - Enhancing Employability: Connecting Campus with Corporate by M. S. Rao
I K International Publishing House Pvt. Ltd.
2. Get your First Job: A companion for getting your first job - A Guide to Employability Skills and Career Planning by A J Balasubramanian.
3. Enhancing Employability @ Soft Skills by Shalini Verma, Pearson Education.
4. BEST: Basic Employability Skills Training: Volume 1 by Sally J. Vonada, CreateSpace Independent Publishing Platform.
5. Teaching Offender Education: Employability Activities: 14 Activities to Develop the Soft Skills for Working Life by Teresa Maria O'Hara, Nutcracker Press UK.
6. Skills by Dr. Rabindranath Athri, Partridge Publishing India.
7. Resume To HR Interview Prep (Employability Enhancement Series) by Rajesh Vartak
8. Corporate Communication: A Guide to Theory and Practice: Joep P. Cornelissen
9. Business English, Pearson, Pearson Education, 2008.

10. Francis Peter, S.J. Soft Skills and Professional Communication. New Delhi: Tata McGraw Hill, 2012.
 11. Verma, S. Enhancing Employability @ Soft Skills. New Delhi, Pearson Education 2012
 12. Mukhyopadhyay. English for Jobseekers: Language and Soft Skills for the Aspiring. Foundation Books, CUP.

BACHELOR OF ARTS SEMESTER – 3							
Value Added Course (VAC) English							
TITLE: Indian Culture: Ethics, Wisdom & Values							
Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
BA023VA304	VAC	02	20	10	25	2	50

Course Objectives:

- To help the learners examine the life, teachings, and philosophical contributions of prominent Indian thinkers and leaders,
- To encourage the learners to analyse the socio-cultural context in which these figures lived and the impact of their ideas on Indian society,
- To encourage the learners to appreciate the diversity of thought within Indian philosophical traditions and its relevance in contemporary times,
- To help the learners understand the evolution, techniques, and themes of Indian tribal paintings, dances, and musical instruments,
- To engage the learners in interdisciplinary discussions that integrate philosophical insights with artistic expressions.

Course Outcomes:

At the end of the course, the learners shall be able to

- develop a deeper understanding of Indian ethics and values and their influence on individual behaviour and societal norms,
- critically evaluate the relevance of traditional Indian philosophies in addressing contemporary ethical dilemmas,
- analyse and interpret Indian tribal paintings, dances, and musical instruments within their historical and cultural contexts,
- recognize the interconnectedness between philosophical ideas and artistic representations in shaping cultural identities,
- equipped to engage in meaningful dialogues on the preservation and promotion of Indian tribal art and culture.

Units	Contents	Teaching Hours
1	Indian Culture & Knowledge System <ul style="list-style-type: none"> • Radhkrishnan • Swami Vivekanad • Maharshi Dhondo Keshav Karve 	10

	<ul style="list-style-type: none"> • Shri Govind Guru 	
2	Tribal Culture & Art of Gujarat <ul style="list-style-type: none"> • Paintings: Pithora, Warlee • Dance: Gheraiyaa, Chado, Dangi Nrutya, Rathva ni Gher • Music & Musical Instruments: Dhol, Tarapu, Pawari 	10
3	Tribal Fairs : History and their Significance <ul style="list-style-type: none"> - Chool Fair - Gol-Gadheda Fair - Dang Darbar - Chitra Vichitra Fair 	10
		30
Pedagogy:	Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks, Field Visit	

Mode of Examination

Internal Examination: 25 Marks (Written)

External Examination: 25 Marks (Written)

Examination Pattern for External Examination:

Q.1 (From Unit- 1) Short answer questions (Out of six, students will have to attempt any four)

OR

Short Notes (any two) (10 marks)

Q.2 (From Unit 2 & 3) Short answer questions (Out of six, students will have to attempt any four.)

OR

Short Notes (any two) (10 marks)

Q. 3. Multiple Choice Questions (05marks)

Recommended Books & Web Sources:

Chandavarkar, Ganesh L. *Maharshi Karve*. Bombay: Popular Press Pvt Ltd, 1958.

Gopal, Sarvepalli. *Radhakrishnan: A Biography*. Thorsons, 1989.

Krishna Dutta, Andrew Robinson. *Rabindranath Tagore: The Myriad-Minded Man*. St Martin's Press, 1995.

Paranjape, Makarand R. *Swami Vivekananda: A Contemporary Reader*. Routledge India, 2014.

Rao, Chaganti Nagaraja. *Dr. S. Radhakrishnan*

Tadvi Shankarbhai Revaben, *Aadiwasi Loknitya*

Tadvi Shankarbhai, Adivasi Kalawarso

<https://tribal.gujarat.gov.in/culture-and-festival>

Shri Govind Guru University

(Established by Government of Gujarat Vide Gujarat Act no 24/2015)



Faculty of Arts
Bachelor of Arts
Semester -4
Syllabus for
English (NEP 2020 Programme)

Website: www.sgggu.ac.in

SHRI GOVIND GURU UNIVERSITY, GODHRA

Bachelor of Arts (B. A.) English Syllabus Semester – 4

Credit Structure

Course Type	Course Code	Name of Course	Theory /Practical	Total Credit	Contact Hours Per week	Exam duration	Component of Marks		
							Internal	External	Total
							Total/	Total/	Total/
Discipline Specific Course-Major	BA23MJ4E G1	History of English Literature (1700 - 1798)	Theory	4	4	2 hrs	50%	50%	100%
	BA23MJ4E G2	Form of Literature – Novel	Theory	4	4	2 hrs	50%	50%	100%
	BA23MJ4E G3	Literary Criticism (British)	Theory	4	4	2 hrs	50%	50%	100%
Minor	BA23MN4E G1	Indian English Literature	Theory	4	4	2 hrs	50%	50%	100%
Ability Enhancement Course (AEC)	BA23AE4EG 1	General English - IV	Theory	2	2	1 hr	50%	50%	100%
Skill Enhancement Course (SEC)	BA023SE40 4	English and Soft Skills	Theory & Practical	2	2	1 hr	50%	50%	100%
06				20	20				

BACHELOR OF ARTS SEMESTER – 4**MAJOR ENGLISH****TITLE: HISTORY OF ENGLISH LITERATURE (1700-1798)**

Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
BA23MJ4EG1	Major	04	60	Nil	50	50	100

Course Objectives

- To introduce students to two important historical periods of English Literature.
- To help students understand the processes of development of English Literature during the period between 1700-1750 (Neo-classical Age) and the period between 1750-1798 (Age of Transition)
- To make students understand the impact of the social, political, and religious issues of the time on the literature produced during these two periods.
- To introduce students to the development of satire/mock-heroic as a new form of poetry writing during the Neo-classical Age.
- To introduce students to the importance of transitional poets and their poetry.
- To introduce students to the literature of the time through readings of representative writers and texts of the period.

Course Outcomes:**By the end of the Course, the students would have:**

- Understood the historical significance of both the Neo-classical Age and the Age of Transition.
- Acquired a sense of how changes in social, political, and religious aspects of life have an impact on the literatures of the time.
- Learnt about the significance of the form of the satire/the mock-heroic during the Neo-classical period.
- Learnt about the significance of transitional poets to the development of English poetry.
- Read and learnt to analyse representative writers and texts from each of the two Ages of English Literature.
- Understood the characteristics of the literature produced during the Neo-classical as well as the Age of Transition.

Unit-I: 1. Literary Features of the Neo-classical Age

2. Development of Satire/Mock-heroic form

Unit-II: 1. Literary Features of the Age of Transition

BACHELOR OF ARTS SEMESTER – 4

2. Transitional Poets: Thomas Gray/Oliver Goldsmith/William Blake

Unit-III: Alexander Pope's *The Rape of the Lock* (Canto I)

Unit-IV: Oliver Goldsmith's *The Deserted Village*

Recommended Reading & Web Sources:

- Rees, R. J. English Literature. An Introduction to Foreign Readers. New Delhi, Macmillan, 1982
- Trivedi, R. D., A Compendious History of English Literature, New Delhi: Vikas Publishing House Pvt Limited, 2009.
- Legouis, Emile & Cazamion. A History of English literature, trans. Helen Douglas-Irvine, W. D. Macinnes, The Macmillan Company, 1927. Digitalized 24 July 2006
- Edward Albert, History of English Literature, Oxford University Press , 2007.
- Long W. J. English Literature AITBS Publishers.
- <https://www.poetryfoundation.org/poems/44906/the-rape-of-the-lock-canto-1>
- <https://www.poetryfoundation.org/poems/44292/the-deserted-village>

MAJOR ENGLISH

TITLE: FORM OF LITERATURE - Novel

Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
BA23MJ4EG2	Major	04	60	Nil	50	50	100

Course Objectives:

- To introduce students to the Novel as a literary form.
- To acquaint students with the growth and development of the English Novel.
- To introduce students to the various elements of the Novel.
- To introduce students to the four important founders of the English Novel.
- To acquaint students with the various types of the Novel.
- To make students read and evaluate a representative English Novel.

Course Outcomes:

By the end of the Course, the students would have:

- Understood the significance of the Novel as a distinctive form of writing in English.
- Acquired a historical sense of the growth and development of the English Novel.
- Learnt about the various elements of the English Novel.
- Got acquainted with the founders of the English Novel.
- Learnt about the various types of the Novel.
- Learnt how to read, appreciate, and evaluate a novel.

- Unit-I: 1. Historical Background to the Rise of the Novel Form
 2. Elements of the Novel Form

Unit-II: Four Wheels of English Novel:

1. Lawrence Sterne
2. Samuel Richardson
3. Henry Fielding
4. Tobias Smollet

Unit-III: Types of the Novel:

1. Epistolary Novel
2. Picaresque Novel
3. Historical Novel
4. Psychological Novel

Unit-IV: Daniel Defoe's *Robinson Crusoe*

Recommended Reading & Web Sources:

Upham, The Typical Forms of English Literature.

B. Prasad, The Background of the History of English Literature, Macmillan.

Abrams, M. H. A Glossary of Literary Terms.

Rees, R. J. An Introduction to English Literature

Trivedi, R. D., A Compendious History of English Literature, New Delhi: Vikas Publishing House Pvt Limited,

Legouis, Emile & Cazamion. A History of English literature, trans. Helen Douglas-Irvine, W. D.

Macinnes, The Macmillan Company, 1927. Digitalized 24 July 2006

Edward Albert, History of English Literature, Oxford University Press, 2007.

Long W. J. English Literature AITBS Publishers. <http://dbooks.bodleian.ox.ac.uk/books/PDFs/502607009.pdf>
(Robinson Crusoe)

MAJOR ENGLISH

TITLE: LITERARY CRITICISM (BRITISH)

Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks
BA23MJ4EG3	Major	04	60	Nil	50	50

Course Objectives

- To introduce students to some of the founding moments in English Literary Criticism.
- To acquaint students with some of the critical writings, views, and ideas available in the English Critical Tradition.
- To expose students to a set of literary terms and phrases and to show the significance of such terms and phrases in Literary Criticism.
- To make students study a set of literary movements in the history of literature to show the connection between literary writing and literary criticism.

Course Outcomes:

By the end of the Course, the students would have:

- Learnt about the founders of English Literary Criticism.
- Got exposed to the critical writings of some major English Critics, their views, and ideas.
- Got acquainted with a set of critical terms and phrases and would have understood their significance in the analysis of literary texts.
- Got exposed to a set of literary movements in the history of English literature and would have understood the connection between literary writing and literary criticism.

- Unit-I: 1. *Sidney's Apology for Poetry*
 2. *Dryden's Essay on Dramatic Poesy*
- Unit-II: 1. Wordsworth's Views on Poetry and Poetic Language
 2. Coleridge's Ideas on Fancy and Imagination
- Unit-III: Literary Terms and Phrases:
 1. Unification of Sensibility
 2. Negative Capability
 3. Intentional Fallacy
 4. Affective Fallacy
- Unit-IV: Literary Movements:
 1. Realism
 2. Aestheticism
 3. Existentialism
 4. Formalism

Recommended Books:

Baldick, Chris. *The Oxford Dictionary of Literary Terms*, Oxford : University Press, 2001

Habib, M. A. R., *Modern Literary Criticism and Theory*: (Pub: Blackwell)

Daiches, David, *Critical Approaches to English Literatures*. Orient Blackswan

Nagrajan, M. S. *English Literary Criticism and Theory: An Introductory History*, Orient BlackSwan, 2011.

Wimsatt William and Cleanth Brooks, *Literary Criticism: A Short History*.

Abrams, M. H. *A Glossary of Literary Terms*.

Examination Pattern for External Examination:

(Total Marks: 50)

- Q 1. Long Answer based question from Unit I (Up to 450-500 words) Marks 10
Format 1: General Question OR General Question (1/2)
Format 2: General Question OR Short Notes (2/2)
- Q 2. Long Answer based question from Unit 2 (Up to 450-500 words) Marks 10
Format 1: General Question OR General Question (1/2) Format
2: General Question OR Short Notes (2/2)
- Q 3. Long Answer based question from Unit 3 (Up to 450-500 words) Marks 10
Format 1: General Question OR General Question (1/2) Format
2: General Question OR Short Notes (2/2)
- Q 4. Long Answer based question from Unit 4 (Up to 450-500 words) Marks 10
Format 1: General Question OR General Question (1/2) Format
2: General Question OR Short Notes (2/2)
- Q 5. MCQs (from all the four units) (10 Mcqs) Marks 10
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BACHELOR OF ARTS SEMESTER – 4							
MINOR ENGLISH							
TITLE: INDIAN ENGLISH LITERATURE							
Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
BA23MN4EG1	Minor	04	60	Nil	50	50	100

Course Objectives:

- To acquaint students with major Indian English Writers and their works.
- To introduce students to the form of the Indian English Novel through a study of a representative text.
- To introduce students to the form of the Indian English Drama through a study of a representative play.
- To expose students to the form of the Indian English Poetry through a study of a set of poems.

Course Outcomes:

By the end of the Course, the students would have:

- Got acquainted with the major writers of Indian English Literature.
- Acquired a sense of how social, political, and religious aspects of Indian life are reflected in literary writing.
- Learnt how to appreciate and evaluate Indian English novel, play and poetry.
- Got a sense of how the literary concerns and practices of Indian English writers are distinct.

Unit-I: Ruskin Bond's *The Blue Umbrella*

Unit-II: Mahesh Dattani's *Tara*

Unit-III: Poems:

1. *Sita* by Toru Dutt
2. *The Bangle Sellers* by Sarojini Naidu
3. *The Tiger and the Deer* by Sri Aurobindo
4. *Night of the Scorpion* by Nissim Ezekiel

Unit-IV: Acquaintances

Mode of Examination:

Internal Assessment: 50 Marks

External Assessment: 50 Marks

Examination Pattern for External Examination:

Q 1. Long Answer based question from Unit I (Up to 450-500 words)	Marks 10
Format 1: General Question OR General Question (1/2) Format 2: General Question OR Short Notes (2/2)	
Q 2. Long Answer based question from Unit 2 (Up to 450-500 words)	Marks 10
Format 1: General Question OR General Question (1/2) Format 2: General Question OR Short Notes (2/2)	
Q 3. Long Answer based question from Unit 3 (Up to 450-500 words)	Marks 10
Format 1: General Question OR General Question (1/2) Format 2: General Question OR Short Notes (2/2)	
Q 4. Long Answer based question from Unit 4 (Up to 450-500 words)	Marks 10
Format 1: General Question OR General Question (1/2) Format 2: General Question OR Short Notes (2/2)	
Q 5. MCQs (from all the four units) (10 Mcqs)	Marks 10
□ Duration of the University examination will be two hours.	-----

BACHELOR OF ARTS: SEMESTER – 4							
ABILITY ENHANCEMENT COURSE ENGLISH							
TITLE: GENERAL ENGLISH -4							
Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
BA23AE4EG1	AEC 4	2	30	-	25	25	50

Course Objectives:

This course is intended to...

- Eradicate grammatical errors made by learners.
- Facilitate the learners how to avoid common mistakes while communicating in English.

- Empower them to enhance their vocabulary by providing them exercises in the real life like situations during the class room discussions.
- Hone their skills of writing in a concise way.
- Inculcate human values and common sense among learners to make them self reliant ad self-confidant.

Learning Outcomes:

After completion of the course, the learners will learn to...

- Understand and comprehend the essence of a given content, and express the same in brief in the proper language.
- Communicate in an appropriate way while responding to the needs of formal and informal situations.

PARTICULAR	NO. OF LECTURES
UNIT NO. 1 : TEXT : BLISS : AN ANTHOLOGY OF SHORT STORIES BY MACMILLAN PUBLISHERS	
1. The Fly by Katherine Mansfield Beauchamp 2. Lemon Yellow and Fig by Manohar Malgonkar (Only Text based comprehension passages to be given in exams)	10
UNIT NO. 2 : (A) GRAMMAR	
(a) A paragraph with blanks to test the knowledge of following grammar topics: <ol style="list-style-type: none"> 1. Active Voice & Passive Voice 2. Conditionals (probable, improbable, impossible) 3. Sentence linkers-moreover, furthermore, hence, therefore, although, but, until, unless etc. 	10
UNIT NO. 2 (B) COMPOSITION & WRITING SKILLS	
1 Drafting of Resume for jobs 2 Translation of simple sentences from Gujarati/ Hindi into English	10
Total Lectures/Hours	30

Paper Style / Mark Pattern:

Q-1. From Unit-1

Read the following passage carefully and answer the questions given below. (A passage to be set from the prescribed text only. Out of six questions, students will have to attempt any four questions. (08 Marks)

Q-2. From Unit-2

(A) Fill in the blanks in the following paragraph with appropriate options from all the prescribed topics .

(08 Marks)

Q-3

(i) Draft a Resume

(05 Marks) (ii)

Translate the following sentences into English

(04 Marks)

Recommended Books:

1.Sanjay, Kumar., Pushp, Lata., Communication Skills Oxford Higher Education,2nd Ed.OUP,2015. Kamlesh Sadanand, Susheela Punitha . Spoken English: A Foundation Course Part Hyderabad:OrientBlackswan,2014.English.

2.Kamlesh Sadanand, Susheela Punitha . Spoken English: A Foundation Course Part 5 Hyderabad: Orient Blackswan,2014.English.

3Wren P. C. and H. Martin. Eds. High School English Grammar and Composition . New Delhi :S. ChandandCompanyPvt.Ltd,1987. (FOR GRAMMAR)

4. Karal, Rajeevan. English Grammar : Just for You . New Delhi: Oxford University Press , 2015 .Print. (FOR GRAMMAR)

5.Grains, Ruth and Redman Stuart. Oxford Word Skills. Oxford : Oxford University Press,2008.Print.(FOR VOCABULARY)

6.Gareth Peters. Instant Vocabulary Builder. Delhi: Rohan Book Company, 2004. Print.

Website: www.rohanbooks.net

(FORWARD FORMATION AND VOCABULARY LIKE ANTONYMS, SYNONYMS, HOMOPHONES ETC.)

7. Jain, Charul et . al . Eds . English Language Skills For Academic Purpose . New Delhi : Macmillan India Ltd, 2017. Print.

8.Dwivedi, R . K . and A . Kumar . Macmillan Foundation English. Chennai : Macmillan India ,2003.Print.(FOR GRAMMAR AND COMPOSITION)

9.Vince, M. English Grammar in Context : Intermediate . Chennai : Macmillan . 2008 . Print .(FOR GRAMMAR WITH EXERCISES)

BACHELOR OF ARTS SEMESTER – 4

SKILL ENHANCEMENT COURSE (SEC) ENGLISH

TITLE : ENGLISH & SOFT SKILLS

Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
BA023SE404	SEC	02	20	10	25	2	50

Course Objectives:

- To introduce learners to the important soft skills.
- To make them understand the concept of leadership and mentoring.
- To help them to develop their critical faculty of mind and develop the problem-solving approach.
- To facilitate them to learn about basic tenets of the time management.
- To learn about team building, decision making and stress management.
- To provide them enough examples of leadership, team work and problem-solving approach from real life.
- To help them to groom as good professionals in real life situations.

Course Outcomes:

At the end of the course, the students shall be able to ...

- Understand the importance of soft skills which are utmost important in real life situations.
- Learn essential soft skills such as leadership, time management and problem-solving approach.
- Develop their self-confidence and make them self-reliant by imbibing these soft skills.
- Know about various aspects of soft skills and learn ways to develop personality.
- Provide insight into much needed technical and non-technical qualities in career planning.

Unit	Contents	Teaching Hours
1	<ul style="list-style-type: none"> • Communication Skills-Listening, Speaking, Reading, Writing • Teamwork and Team Management • Emotional Intelligence 	10
2	<ul style="list-style-type: none"> • Critical Thinking and Problem Solving • Decision Making & Etiquette • Time Management 	10
3	<ul style="list-style-type: none"> • Effective Leadership and Team work • Leadership and Mentoring 	10

	<ul style="list-style-type: none"> • Leadership in Literature <p>(Extract from Mark Twain Huckleberry Finn in S.P. Dhanvel’s English and Soft Skills (Delhi: Orient Black Swan 2010).</p> <p>(Introduction to Undergraduate English: Book I. Ed. by Keya Ghatak et al Cambridge University Press,2018 University Press, 2018, is the only prescribed textbook for this course. pp. 61-84. "Soft Skills" by Dhrubajyoti Sarkar.)</p>	
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Recommended Books & Web Sources:

1. ‘Creative and Arts Graduates have the Soft Skills needed to make them Work Ready’, by Mark Harman in The Independent 22 June 2016
(<https://www.independent.co.uk/student/careerplanning/creative-arts-graduatessoftskills-graduate-employment-university-subjects-work-readya7095311.html>)
2. ‘Leadership in Literature’, by Diane Coutu in The Harvard Business Review March 2006
(<https://hbr.org/2006/03/leadership-in-literature>)
3. ‘How Literature informs Notions of Leadership’, by Gregory L. Eastwood in Journal of Leadership, education Vol 9 Issue 1 2010
(http://journalofleadershiped.org/attachments/article/161/JOLE_9_1_Eastwood.pdf)
4. Daniel Goleman., ‘Don’t let a bully boss affect your mental health’,
<http://www.danielgoleman.info/dont-let-a-bully-boss-affect-your-mentalhealth>.
5. ‘On the Writers Philosophy of Life’, by Jack London in The, editor October 1899 (essay)
6. Nicholas Bentley, ‘The Lookout Man’, (short story) in S. P. Dhanvel’s English and Soft Skills (Delhi: Orient Blackswan 2010).
7. J. K. Rowling., ‘The Fringe Benefits of Failure and the Importance of Imagination’, (extract from her speech at Harvard 2008)
<https://news.harvard.edu/gazette/story/2008/06/text-of-j-k-rowling-speech/>
8. Extract from Mark Twain Huckleberry Finn in S.P. Dhanvel’s English and Soft Skills (Delhi: Orient Blackswan 2010).
9. ‘The Builders’, by Henry Wadsworth Longfellow (poem)
10. ‘If’, by Rudyard Kipling (poem)
11. ‘Are you my Mentor?’ by Sheryl Sandberg in Lean in: Women Work and the Will to Lead (London: Penguin Random House 2015).
12. Softskills for Effective Communication. <https://ncert.nic.in/textbook/pdf/kect108.pdf>.
13. <https://mu.ac.in/wp-content/uploads/2021/07/Soft-Skills-Development.pdf>. University of Mumbai.

14. *Introduction to Undergraduate English: Book I.* Ed. by Keya Ghatak et al Cambridge University Press, 2018, is the only prescribed textbook for this course. pp. 61-84. "Soft Skills" by Dhrubajyoti Sarkar.

Suggested Films:

1. 2002 Documentary -- The Tales of the Night Fairies (teamwork leadership and adaptability)
2. 1993 Film -- What's Eating Gilbert Grape? (self-awareness family and care)
3. 2000 Film -- Erin Brockovich (soft skills and empathy)
4. 2003 Film -- Monalisa Smile (leadership and mentorship)
5. 2016 Film-- Hidden Figures (affective leadership and teamwork)
6. 2016 TV Serial -- Black Mirror: Season 3 Nosedive (mental health and social media)
7. 2007 Film -- Chak De India (teamwork leadership mentoring)
8. 2024 Film—Maidan (Mentorship)

Mode of Examination:

Internal Examination – 25 marks

(Written=15 + Oral 10 =25)

University Examination = 25 marks

(Written)

Examination Pattern for External Examination:

Q. 1 (From Unit- 1) Short answer questions (Out of seven, students will have to attempt any five.)

OR

Short Notes (any two) (10 marks)

Q. 2 (From Unit 2 & 3) Short answer questions (Out of seven, students will have to attempt any five.)

OR

Short Notes (any two) (10 marks)

Q. 3. Multiple Choice Questions (05 marks)

