

Choice Based Credit System (CBCS)

# HIMACHAL PRADESH UNIVERSITY

## DEPARTMENT OF ENGLISH



## UNDERGRADUATE PROGRAMME

(Courses effective from the Academic Year 2016)

# COURSES OFFERED

## 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 maybe 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, Hindi/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

## BA with English (Regular)

### I & II Semesters

Semester	Paper Code	Course Name & Syllabus	Credits
I	ENGL101	<p><b>English-1 Core English (Compulsory) for B.A. and B.Com.</b></p> <p><b>UNIT I</b></p> <p><b>Poems</b> from <i>The Blossoming Mind</i> Ed. V.K. Khanna and Meenakshi F. Paul. New Delhi: Macmillan.</p> <p>i. "Ozymandias"                      ii. "Blow Blow thou Winter Wind"                      iii. "Good Morrow"                      iv. "The Man he Killed"                      v. "Lines Written in Early Spring"</p> <p><b>UNIT II</b></p> <p><b>Stories and Essays</b> from <i>Life Unfolded</i>. Ed. V.K. Khanna and Meenakshi F. Paul. New Delhi: Oxford University Press.</p> <p>i. "The Parrot in the Cage"                      ii. "Dinner for the Boss"                      iii. "The Reddening Tree"                      iv. "At the Himalayas"                      v. "The Value of Silence"</p> <p><b>UNIT III</b></p> <p><b>Applied Grammar:</b>                      The use of Articles, Prepositions, Verb Forms, Phrasal Verbs</p> <p>(The literary pieces incorporated in the course are to be used as tools to teach language through literature, with emphasis on reading, listening, comprehension, summarizing, inference and discussion.)</p>	6
I	ENGL102	<p><b>DSC-1A English Literature-I (Essays, Stories and Poems) (Core Course for students who choose English as Discipline)</b></p> <p><i>The Individual and Society</i>. Selections from Vinod Sood, et. al., eds., <i>The</i></p>	6

		<p><i>Individual and Society: Essays, Stories and Poems</i> (Delhi: Pearson, 2005).</p> <p><b>UNIT I</b></p> <ul style="list-style-type: none"> <li>i. “Deliverance” by Premchand</li> <li>ii. “Joothan” by Omprakash Valmiki</li> <li>iii. “Kallu” by Ismat Chughtai</li> <li>iv. “Bosom Friend” by Hira Bansode</li> </ul> <p><b>UNIT II</b></p> <ul style="list-style-type: none"> <li>i. “Girl” by Jamaica Kincaid</li> <li>ii. “A Prayer for my Daughter” by W.B. Yeats</li> <li>iii. “Yellow Fish” by Ambai</li> <li>iv. “Reincarnation of Captain Cook” by Margaret Atwood</li> <li>v. “Highway Stripper” by A.K. Ramanujan</li> </ul> <p><b>UNIT III</b></p> <ul style="list-style-type: none"> <li>i. “Blackout” by Roger Mais</li> <li>ii. “Telephone Conversation” by Wole Soyinka</li> <li>iii. “Harlem” by Langston Hughes</li> <li>iv. “Still I Rise” by Maya Angelou</li> </ul> <p><b>UNIT IV</b></p> <ul style="list-style-type: none"> <li>i. “Conscientious Objector” by Edna St Vincent Millay</li> <li>ii. “General, Your Tank is a Powerful Vehicle” by Bertolt Brecht</li> <li>iii. “The Dog of Tetwal” by Sa’adat Hasan Manto</li> <li>iv. “A Chronicle of the Peacocks” by Intizar Husain</li> <li>v. “Ghosts of Mrs Gandhi” by Amitav Ghosh</li> </ul> <p><b>UNIT V</b></p> <ul style="list-style-type: none"> <li>i. “Toys” by Roland Barthes</li> <li>ii. “Indian Movie, New Jersey” by Chitra Banerjee Divakaruni</li> <li>iii. “At the Lahore Karhai” by Imtiaz Dharker</li> <li>iv. “The Brand Expands” by Naomi Klein</li> </ul>	
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<p style="text-align: center;"><b>II</b></p>	<p style="text-align: center;"><b>ENGL202</b></p>	<p><b>DSC-1B English Literature-2 (Poems, Short-Stories and Essays)</b> (Core Course for students who choose English as Discipline)</p> <p><b>UNIT I. LINGUISTIC PLURALITY WITHIN SUFI AND BHAKTI TRADITIONS</b></p> <ol style="list-style-type: none"> <li>i. Excerpts from "The Mad Lover" by Sisir Kumar Das</li> <li>ii. "Kafi 7" by Bulla Shah</li> <li>iii. "Vachana" by Mahadeviyakka</li> <li>iv. "Baul Song" (Anonymous)</li> </ol> <p><b>UNIT II. LANGUAGE POLITICS: HINDI AND URDU</b></p> <ol style="list-style-type: none"> <li>i. Excerpts from "Introduction: A Conspectus" in <i>A House Divided</i> by Amrit Rai</li> <li>ii. "Ghazal" by Amir Khusrau</li> <li>iii. "Lajwanti" by Rajinder Singh Bedi</li> <li>iv. "Hindi" by Raghuvveer Sahai</li> </ol> <p><b>UNIT III. TRIBAL VERSE</b></p> <ol style="list-style-type: none"> <li>i. Excerpts from "Introduction "to <i>Painted Words: An Anthology of Tribal Verse</i> by G.N. Devy</li> <li>ii. <i>Songs of Birth and Death</i> "A Munda Song" "A Kondh Song"</li> <li>iii. "Adi Song for the Recovery of Lost Health"</li> </ol> <p><b>UNIT IV. DALIT VOICES</b></p> <ol style="list-style-type: none"> <li>i. Excerpts from "Dalit Sahitya: The Historical Background" by Eleanor Zelliot</li> <li>ii. "Habit" by F.M. Shinde</li> <li>iii. "An Untitled Poem" by N.T. Rajkumar</li> <li>iv. "Excerpts from <i>Karukku</i>" by Bama</li> </ol> <p><b>UNIT V. WRITING IN ENGLISH</b></p> <ol style="list-style-type: none"> <li>i. "Mother Tongue" by Padma Sachdev</li> <li>ii. "Excerpts from <i>Kanthapura</i>" by Raja Rao</li> <li>iii. "Passage to America" by K. Ayyappa Paniker</li> </ol> <p><b>UNIT VI. WOMAN SPEAK: EXAMPLES FROM KANNADA</b></p>
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		<p><b>AND BANGLA</b></p> <ul style="list-style-type: none"> <li>i. “Excerpts from ‘A Flowering Tree: A Woman’s Tale’” by A. K. Ramanujan</li> <li>ii. “Excerpts from ‘A Woman’s Retelling of the Rama Tale’” by Nabaneeta Deb Sen</li> </ul> <p><b>UNIT VII LITERARY CULTURES: GUJARATI AND SINDHI</b></p> <ul style="list-style-type: none"> <li>i. “Excerpts from At the Crossroads of Indic and Iranian Civilizations’ ” by Ali S. Asani</li> </ul> <p><b>Note:</b> Units I-VII are from <i>Cultural Diversity, Linguistic Plurality and Literary Traditions in India</i> by Sukrita Paul Kumar</p> <p><b>UNIT VIII IDEAS ON NATIONALISM</b></p> <ul style="list-style-type: none"> <li>i. “Nationalism in West”</li> <li>ii. “Nationalism in India”</li> </ul> <p>From <i>Nationalism</i> by Rabindranath Tagore. Delhi: Macmillan, 1995.</p> <p><b>UNIT IX ASPECTS OF CIVILIZATION</b></p> <ul style="list-style-type: none"> <li>i “What is True Civilization” (52-54)</li> <li>ii “Civilization”(30-32)</li> </ul> <p>From <i>Hind Swaraj</i> by M. K. Gandhi. Ahmadabad: Navjeevan Publishing House, 2006.</p>	
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BA English Honours

I & II Semesters

Semester	Paper Code	Paper Name & Syllabus	Credits
I	ENGL0101H	<p><b>Indian Classical Literature</b></p> <p><b><u>Detailed:</u></b></p> <p>i. Kalidasa. <i>Abhijnana Shakuntalam</i>. Trans. Chandra Rajan. <i>Kalidasa: The Loom of Time</i>. New Delhi: Penguin, 1989.</p> <p>ii. Sudraka. <i>Mrcchakatika</i>. Trans. M.M. Ramachandra Kale. New Delhi: Motilal Banarasidass, 1962.</p> <p><b><u>Non Detailed:</u></b></p> <p>i. Vyasa. <i>The Bhagwadgita</i>. Ed. and Translated. S. Radhakrishnan. With special reference to Chapter-3, Verses 1-5 (149-153).</p> <p><b>Suggested Topics and Background Prose Readings for Class Presentations</b></p> <p><b>Topics:</b></p> <p>The Indian Epic Tradition: Themes and Recensions Classical Indian Drama: Theory and Practice Alankara and Rasa Dharma and the Heroic</p> <p><b>Readings</b></p> <p>1. Bharata. <i>Natyashastra</i>. Trans. Manomohan Ghosh. Vol. 1. 2<sup>nd</sup> edn. Calcutta: Granthalaya, 1967. Chap. 6: 'Sentiments' (100-18).</p>	6

		<p>2. Karve, Iravati. ‘Draupadi’, in <i>Yuganta: The End of an Epoch</i> (Hyderabad: Disha, 1991) pp. 79-105.</p> <p>3. Buitenen, J.A.B Van. “Dharma and Moksa.” Perrett, Roy W. ed. <i>Indian Philosophy</i>. Vol. V. <i>Theory of Value: A Collection of Readings</i>. New York: Garland, 2000. 33-40.</p> <p>4. Dharwadkar, Vinay. “Orientalism and the Study of Indian Literature.” <i>Orientalism and the Postcolonial Predicament: Perspectives on South Asia</i>. Ed. Carol A. Breckenridge and Peter van der Veer. New Delhi: OUP, 1994. 158-95.</p>	
I	ENGL102H	<p><b>European Classical Literature</b></p> <p><b><u>Detailed:</u></b></p> <p>i. Homer. <i>The Iliad</i>. Trans. E.V. Rieu. Harmondsworth: Penguin, 1985.</p> <p>ii. Sophocles. <i>Oedipus the King</i>. Trans. Robert Fagles. <i>Sophocles: The Three Theban Plays</i>. Harmondsworth: Penguin, 1984.</p> <p><b><u>Non Detailed:</u></b></p> <p>i. Plautus. <i>Pot of Gold</i>. Trans. E. F. Watling. Harmondsworth: Penguin, 1965.</p> <p><b>Suggested Topics and Background Prose Readings for Class Presentations</b></p> <p><b>Topics:</b>  The Epic  Comedy and Tragedy in Classical Drama  The Athenian City State  Catharsis and Mimesis  Satire  Literary Cultures in Augustan Rome</p>	6

		<p><b>Readings:</b></p> <ol style="list-style-type: none"><li>1. Aristotle. <i>Poetics</i>. Translated with an introduction and note by Malcolm Heath. London: Penguin, 1996. Chaps. 6-17, 23, 24 and 26.</li><li>2. Plato. <i>The Republic</i>. Book X. Trans. Desmond Lee. London: Penguin, 2007.</li></ol>	
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<p><b>II</b></p>	<p>ENGL201H</p>	<p><b>Indian Writing in English</b></p> <p><b><u>Detailed Study:</u></b></p> <ol style="list-style-type: none"> <li>1. R. K. Narayan. <i>The Vendor of Sweets</i>.</li> <li>2 <b>Poetry</b> (a) Kamala Das. "Introduction"       <ol style="list-style-type: none"> <li>b) Nissim Ezekiel. "The Night of the Scorpion"/ "Poet, Lover and Bird Watcher."</li> <li>c) K. Satchidanandan. "Gandhi and Poetry" (10-11).</li> <li>d) Bulleh Shah. "Strange are the Times" (93).</li> <li>e) Arun Kamble. "Which Language Should I Shape".</li> </ol> </li> </ol> <p>Note: All poems in sections C, D, E are from <i>These My</i></p> <p><b>Words: <i>The Penguin Book of Indian Poetry</i>. Ed. Eunice de Souza and M. Silgado. New Delhi: Penguin, 2012.</b></p> <p><b><u>Non Detailed:</u></b></p> <ol style="list-style-type: none"> <li>1. a) "The Thakur's Well" by Premchand.</li> <li>b) "The Shroud" by Premchand. (233-240). Ed. F. Orsini. New Delhi: Oxford University Press.</li> <li>2. <i>Fire and Rain (Play)</i> by Girish Karnad.</li> </ol> <p><i>Collected Plays: Girish Karnad. Vol 2. New Delhi: OUP, 2005.</i></p> <p><b>Suggested Topics and Background Prose Readings for Class Presentations</b></p> <p><b>Topics:</b></p> <p>Indian English        Indian English Literature and its Readership        Themes and Contexts of the Indian English Novel        The Aesthetics of Indian English Poetry</p>	<p>6</p>
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		<p style="text-align: center;">Modernism in Indian English Literature</p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Raja Rao. Foreword to <i>Kanthapura</i>. New Delhi: OUP, 1989. v-vi.</li> <li>2. Salman Rushdie. “Commonwealth Literature does not exist.” <i>Imaginary Homelands</i>. London: Granta, 1991. 61-70.</li> <li>3. Meenakshi Mukherjee. “Divided by a Common Language.” <i>The Perishable Empire</i>. New Delhi: OUP, 2000. 198-203.</li> <li>4. Bruce King. “Introduction.” <i>Modern Indian Poetry in English</i>. 2<sup>nd</sup> edition. New Delhi: OUP, 2005. 1-10.</li> </ol>	
<b>II</b>	ENGL202H	<p><b>British Poetry and Drama:14<sup>th</sup> to 17<sup>th</sup> Centuries</b></p> <p><b><u>Detailed:</u></b></p> <ol style="list-style-type: none"> <li>1. Geoffrey Chaucer. Stanzas of The Wife of Bath/Pardoner /Doctor/Lawyer from <i>The Prologue to the Canterbury Tales</i>.</li> <li>2. William Shakespeare. <i>Twelfth Night</i>.</li> </ol> <p><b><u>Non Detailed:</u></b></p> <ol style="list-style-type: none"> <li>i. Italics Christopher Marlowe. <i>Doctor Faustus</i></li> <li>ii. John Donne. “The Sunne Rising”/ “Batter My Heart”/ “A Valediction: Forbidding Mourning.”</li> </ol> <p><b>Suggested Topics and Background Prose Readings for Class Presentations</b></p> <p><b>Topics:</b></p> <p style="padding-left: 40px;">Renaissance Humanism The Stage, Court and City Religious and Political Thought Ideas of Love and Marriage The Writer in Society</p> <p><b>Readings:</b></p>	

		<ol style="list-style-type: none"> <li>1. Pico Della Mirandola. Excerpts from the <i>Oration on the Dignity of Man</i>. <i>The Portable Renaissance Reader</i>. Ed. Bruce Ross and Mary Martin McLaughlin. New York: Penguin, 1953. 476-79.</li> <li>2. John Calvin. "Predestination and Free Will." <i>The Portable Renaissance Reader</i>. Ed. James Bruce Ross and Mary Martin McLaughlin. New York: Penguin, 1953. 704-11.</li> <li>3. Baldassare Castiglione. "Longing for Beauty" and "Invocation of Love." Book 4 of <i>The Courtier</i>. Trans. George Bull. Rpt. Harmondsworth: Penguin, 1983. 324-8, 330-5.</li> <li>4. Philip Sidney. <i>An Apology for Poetry</i>. Ed. Forrest G. Robinson. Indianapolis: Bobbs-Merrill, 1970. 13-18.</li> </ol>	
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### Generic Elective for Honours

Semester	Paper Code	Paper Name	Credits
I	ENGL104H	<p><b>Generic Elective -1</b>  <b>Academic Writing and Composition</b></p> <p><b><u>Detailed:</u></b></p> <ul style="list-style-type: none"> <li>i. Introduction to the Writing Process</li> <li>ii. Critical Thinking: Syntheses, Analyses, and Evaluation</li> </ul> <p><b><u>Non Detailed:</u></b></p> <ul style="list-style-type: none"> <li>i. Introduction to the Conventions of Academic Writing</li> <li>ii. Writing in one's Own Words: Summarizing and Paraphrasing</li> </ul> <p><b><u>Suggested Readings:</u></b></p> <ol style="list-style-type: none"> <li>1. Liz Ham-Lyons and Ben Heasley. <i>Study Writing: A Course in Writing Skills for Academic Purpose</i>. Cambridge: CUP, 2006.</li> <li>2. Renu Gupta. <i>A Course in Academic Writing</i>. New Delhi: Orient BlackSwan, 2010.</li> <li>3. Ilona Leki. <i>Academic Writing: Exploring Processes and Strategies</i>. 2<sup>nd</sup> edition. New York: CUP, 1998.</li> <li>4. Gerald Graff and Cathy Birkenstein. <i>They Say/I Say: The Moves That Matter in Academic Writing</i>. New York: Norton, 2009.</li> </ol>	6

II	ENGL204H	<p><b>Generic Elective -2 Media and Communication Skills</b></p> <p><b>I. Introduction to Mass Communication</b></p> <ul style="list-style-type: none"> <li>i. Mass Communication and Globalization</li> <li>ii. Forms of Mass Communication</li> </ul> <p><b>Topics for Students Presentations:</b></p> <ul style="list-style-type: none"> <li>i. Case Studies on Current Issues of Indian Journalism</li> <li>ii. Performing Street Plays</li> <li>iii. Writing Pamphlets and Posters, etc.</li> </ul> <p><b>II. Advertisement</b></p> <ul style="list-style-type: none"> <li>i. Types of Advertisements</li> <li>ii. Advertising Ethics</li> <li>iii. How to create advertisements/storyboards</li> </ul> <p><b>Topics for Student Presentations:</b></p> <ul style="list-style-type: none"> <li>1. Creating an Advertisement /Visualization</li> <li>2. Enacting an advertisement in a group</li> <li>3. Creating jingles and taglines</li> </ul> <p><b>III. Introduction to Cyber Media and Social Media</b></p> <ul style="list-style-type: none"> <li>i. Types of Social Media</li> <li>ii. The Impact of Social Media</li> <li>iii. Introduction to Cyber Media</li> </ul> <p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>1. Veerbala. <i>Handbook of Journalism and Mass Communication</i>. New Delhi: Concept Publishing House, 2001.</li> <li>2. Veerbala. <i>Essentials of Practical Journalism</i>. 2006.</li> </ul>	6
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## Ability Enhancement Compulsory Course

### English/MIL Communication Advanced English: Stream A

For all B.A., B.Com., B.Sc., Regular and Honours Students

#### Course objectives

The course enhances the skills of reading, writing, speaking and listening. It encourages recognition and awareness of different genres like the short story, poetry, feature articles, etc. Topical and social themes form an integral part of the course. The course teaches the students speaking and listening skills in class and tests these skills for a constant monitoring of their proficiency. The course broadens the horizons of the text by project work which is flexible, and enhances the creativity of the student. The course uses activities centred on translation for students, and gives them a composite view of multiculturalism.

By the end of the two-semester course the learner should have sufficient vocabulary to read and understand biographical sketches, narratives, write coherently, summarise and understand tape scripts/read-aloud, speak fluently and narrate at length with minimal errors in syntax.

Semester	Paper Code	Paper Name and Syllabus	Credits
I	ENGL103	<b>AECC-1</b>  <b>Writing Skills</b> i. Diary Entry ii. Paragraph Writing iii. Summary/Note-making iv. Formal and Informal Letter Writing v. CV/ Resume Writing vi. Book/ Film Reviews vii. Report Writing viii. Comprehension  <b>Internal Assessment</b>  Speaking skills, Listening Project work  <b>Suggested Projects</b> Sports Writing, Poetry about Women/Men, Poetry in Translation, Telling a Story, Fantasy Writing, Chat Shows, The Menace of Dowry, A Success Story  <b>Recommended Readings:</b>	4

		<ol style="list-style-type: none"> <li>1. <i>Fluency in English</i>. Part I. Delhi: Macmillan, 2005.</li> <li>2. <i>El Dorado: A Textbook of Communication Skills</i>. Hyderabad: Orient Blackswan, 2014. Units 1-5.</li> <li>3. <i>Interchange</i>. Workbook III. Fourth Edition. Delhi: Cambridge University Press, 2015. Units 1-8.</li> <li>4. <i>New Headway</i>. Intermediate Student's Book. 3rd Edition. Delhi: Oxford University Press, 2012. Units 1-6.</li> <li>5. <i>Write to be Read: Reading, Reflecting &amp; Writing</i>. First South Asian edition. Delhi: Cambridge University Press, 2014. Units 1-4.</li> </ol>	
<b>II</b>	ENGL203	<p><b>AECC-2</b></p> <p><b>Writing Skills</b></p> <ol style="list-style-type: none"> <li>i. Interview</li> <li>ii. Feature Article</li> <li>iii. Notice</li> <li>iv. Translation</li> <li>v. Essay/Speech Writing</li> <li>vi. Report Writing</li> <li>vii. Dialogue Writing</li> </ol> <p><b>Internal Assessment</b> Speaking Skills: Listening/Comprehension Project Work</p> <p><b>Suggested Projects:</b></p> <p>Creative Writing, Theatre Action Group (TAG)/ Other Theatre Groups, Translating a Poem, Arranged Marriages, Interviewing a Celebrity, Writing a Newspaper Article on a Current Topic: Today's Youth and Youth Icons, Leadership and Politics, Examination System and Benefits of Reform, The Mahabharata, Communalism, Gender Discrimination, Social Activism</p> <p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>1. <i>Fluency in English</i>. Part II. Delhi: Oxford University Press, 2006. Unit 1-15.</li> <li>2. <i>Business English</i>. Delhi: Pearson, 2008. Units 4-6.</li> </ol>	4

		<ol style="list-style-type: none"><li>3. <i>Language through Literature</i>. (forthcoming) Ed. Gauri Mishra, Ranjana Kaul and Brati Biswas. Delhi: Primus, 2015. Chapters 8-14.</li><li>4. Martin Hewing. <i>Advanced English Grammar</i>. New Delhi:</li><li>5. Cambridge University Press, 2010. Units 61-120.</li></ol>	
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**ITEM NO: 2** The marks for **ICDEOL** (Correspondence) Students will be out of **100**. The marks for Regular and ICDEOL students will be specified separately in the question papers for clarity in the evaluation process. The Pattern of Testing for B.A. with English (Regular) and B.A. English (Honours) from the session 2016-2017 is as follows:

## **B.A. ENGLISH (REGULAR)**

### **Pattern of Testing**

#### **AECC-1 (ENGL103)**

#### **1. Ability Enhancement Compulsory Course:**

**Three Hours**

#### **For Internal Assessment (30 Marks)**

Internal Assessment to be conducted on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

Attendance: 5 Marks

Assignment/Presentation: 10 Marks (5+5 Marks)

Mid Term Test: 15 Marks

#### **For End Semester Examination:**

**70 Marks [100 Marks]**

1. Objective Type Questions (10-15 questions): 15 Marks [15]
2. Short Answer Type Questions (Up to 5 questions of about 50-75 words based upon a) Book Review and b) Resume Writing 10 Marks [15]
3. Comprehension Question (based on a passage of about 200-250 words followed by 5-7 questions to test the reading and understanding/analytical ability of students): 10 Marks [15]
4. Paragraph Writing 5 Marks [10]
5. Letter Writing/Diary Entry 10 Marks [15]
6. Note making and Summarizing: 10 Marks [15]
7. Report Writing/Film Review 10 Marks [15]

(Marks for ICDEOL (correspondence) students will be out of 100)

## AECC 2 (ENGL203)

### 1. Ability Enhancement Compulsory Course:

**THREE HOURS**

#### For Internal Assessment (30 marks)

Internal Assessment to be conducted on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

Attendance:	5 Marks
Assignment/Presentation:	10 Marks (5+5 Marks)
Mid Term Test:	15 Marks

#### For End Semester Examination(70Marks):

**Three Hours**

1. Objective Type Questions (10-15)	15 Marks [15]
2. Feature Article/Interview	5+5=10 Marks [10]
3. Notice	10 Marks [15]
4. Translation	10 Marks [12]
5. Essay/Speech Writing (Up to250words)	10 Marks [20]
6. Report Writing	10 Marks [20]
7. Dialogue Writing	5 Marks [8]

(Marks for ICDEOL (correspondence) students will be out of 100)

## II. English-I (ENGL101)

### Core English (Compulsory) for B.A. and B.Com.

#### For Internal Assessment

**(30 Marks):**

Internal Assessment to be conducted on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

Attendance:	5 Marks
Assignment/Presentation:	10 Marks (5+5 Marks)
Mid Term Test:	15 Marks

#### For End Semester Examinations (70 Marks):

**THREE HOURS**

1. Comprehension Questions based on the prescribed texts (Up to **Six** questions, each comprising of 5 sub questions, may be set out of which students are to attempt **Three** questions selecting at least one from poetry, stories and essays respectively):  
5x3= 15 Marks [7x3=21]
2. Short Answer Type (To be answered in about 150-200 words. Up to **Six** questions may be set out of which students are to attempt **Three** questions selecting at least one from poetry, stories and essays respectively):  
5X3= 15 Marks [7X3=21]
3. Long Answer Type Questions (300-350 words. Up to three questions may be set out of which students will answer any two):  
10X2= 20 Marks [30]
4. Fill in the blanks
  - i) articles
  - ii) prepositions
  - iii) verb forms
  - iv) phrasal verbs

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5X4= 20 Marks[7X4=28]



**V. ENGL101H/ ENGL102H / ENGL201H / ENGL202H**

**For Internal Assessment (30 Marks):**

Classroom Attendance:	5 Marks
Assignments & Activities/Presentations:	10 Marks (5+5)
Mid Term Test:	15 Marks

**For End Semester Examinations (70 Marks [100 Marks]):** **THREE HOURS**

1. One question will be set on explaining the given lines/excerpts from the text prescribed for Detailed Study. Out of given **THREE** pieces, students will have to attempt **ONE** question carrying 10 marks. 10[15]
2. One question requiring Short Answer of about 300 words will be set. Out of the given **SEVEN** pieces the student will have to attempt **THREE questions**, each carrying 10 marks. 10x3=30 [15x3=45]
3. Four questions will be set, one from each text with internal choice, out of which the students will have to attempt any **TWO**, carrying 15 marks. 15x2=30[20x2=40]

**Note:** The Square Brackets “[ ]” indicates marks for correspondence students.  
**Note:** ALL End Semester Exams will be of **THREE** hours.

(Marks for ICDEOL (correspondence) students will be out of 100)

## Format for Transcripts of B.A. Honours (English)

### 1st Semester

Codes	Courses	Credits	Grade Letter	Grade Point	Credit Point	Credit*Grade
<b>ENGL101H</b>	C1 (Indian Classical Literature )	06				
<b>ENGL102H</b>	C2 (European Classical Literature)	06				
<b>ENGL103H</b>	AECC-1 (English)	04				
<b>ENGL104H</b>	GE-1 (Academic writing and Composition)	06				
	<b>TOTAL</b>	22				

### 2nd Semester

Codes	Course	Credits	Grade Letter	Grade Point	Credit Point	Credit*Grade
<b>ENGL201H</b>	C-3 (Indian writing in English)	06				
<b>ENGL202H</b>	C-4 (British Poetry and Drama: 14 <sup>th</sup> to 17 <sup>th</sup> Centuries)	06				
<b>ENGL203H</b>	AECC-2 (English)	04				
<b>ENGL204H</b>	GE-2 (Media and Communication Skills)	06				
	<b>TOTAL</b>	22				

## Format for Transcripts for B.A. with English (Regular)

### 1st Semester

Codes	Courses	Credits	Grade Letter	Grade Point	Credit Point	Credit*Grade
<b>ENGL 101</b>	English 1 (Core) Hindi/MIL	06				
<b>ENGL102</b>	DSC-1A  English Literature-1 (Essays, Stories and Poems)	06				
<b>ENGL103</b>	AECC-1 ENGLISH	04				
-----	DSC-2A	06				
	<b>TOTAL</b>	22				

### 2nd Semester

Codes	Course	Credits	Grade Letter	Grade Point	Credit Point	Credit*Grade
-----	Hindi/MIL	06				
<b>ENGL202</b>	DSC-1B  English Literature- 2 (Poems, Short- Stories and Essays)	06				
<b>ENGL203</b>	AECC-2 English	04				
-----	DSC-2B	06				
	<b>TOTAL</b>	22				