Saurashtra University

Board of Studies in English
Draft Syllabus Bachelor of Arts (Semester I to VI)

In effect from 2019 onwards
Saurashtra University
Faculty of Arts
English
Syllabus (Effective from June 2019 onwards)

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Course Credit</th>
<th>Category</th>
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<th>External Marks</th>
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<td>30</td>
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Internal Assessment: Assignment/presentation/test

**Learning Objectives:**
- The students will be able to master themselves in grammar and usage
- They will be able to understand the Indian culture and civilization through the selected texts

**Detailed syllabus:**

**Foundation Course in English (FCE 1)**

Text: *Way to Wisdom – An Anthology of Short Stories (Stories 1 to 5)*
Edited by Board of Editors
Published by Macmillan Publishers India Limited, New Delhi.

**Grammar & Composition**

- Parts of Speech 10 marks
- Tenses 10 Marks
- Word formation – Forming noun, forming adjective 10 Marks

**Semester end examination pattern**

<table>
<thead>
<tr>
<th>Question No.</th>
<th>Options</th>
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<tbody>
<tr>
<td>1</td>
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Course Objective:

The Core Course intends to allow the learners to specialize in the broad subject area and acquire knowledge and skills pertaining to that area. This paper initiates the students into the literary field through the genre of short story. The objective of the paper is to familiarize the students with the form and with major writers of that genre and to hone their ability to comprehend and analyze English literary texts.

Course Content:

- **Literary Form: Short Story**
- **Text:** *Macmillan Stories for Colleges*—Edited by K. G. Seshadri
- **Publishers:** Macmillan Publishers India Limited. Seventh Impression, 2010
- **ISBN:** 10-0333-921445, and 13-978-0333-921449
Titles of short stories for study:


Unit 1 Definition, Elements of short stories - character, setting, plot, conflict, theme Teaching time: 7 hours
Unit 2 Nature, Scope and Types of Short Stories Teaching time: 7 hours
Unit 3 Short Stories 1 to 3 from the anthology Teaching time: 12 hours
Unit 4 Short Stories 4 to 6 from the anthology Teaching time: 12 hours
Unit 5 Short Stories 7 to 10 from the anthology Teaching time: 12 hours

Semester End exam:

Q. 1 Long Answer Question (Form) (1/2) 14 x 1 14 Marks
Q. 2 Long Answer Question (Form) (1/2) 14 x 1 14 Marks
Q. 3 Long Answer Question (Short Stories) (1/2) 14 x 1 14 Marks
Q. 4 Long Answer Question (Short Stories) (1/2) 14 x 1 14 Marks
Q. 5 (A) Short Notes Question (Form) (1/2) 07 x 1 07 Marks
Q. 5 (B) Short Notes Question (Short Stories) (1/2) 07 x 1 07 Marks

Recommended reading:

Semester – 1 Core Course in English (CCE – 2)

Saurashtra University
Faculty of Arts
English
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<thead>
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<th>Semester</th>
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<tr>
<td>Course Title</td>
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<td>Elective 2</td>
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Internal Marks break up: Assignment/Presentation/ Written Test

**Course Objective:**
The Core Course intends to allow the learners to specialize in the broad subject area and acquire knowledge and skills pertaining to that area. This paper initiates the students into the literary field through the genre of lyric. The objective of the paper is to familiarize the students with the form and with major creative writers of that genre and to hone their ability to comprehend and analyze English literary texts.
Course Content:
Form: Lyric
Text: Poetic Symphony: An Anthology of Sonnets, Elegies, Odes and Ballads
Editor: Board of Editors. Hyderabad: Orient Longman. 2014.

Note: the following poems are to be taught and asked in the exam.

1. Sonnet 144 - William Shakespeare
2. Holy Sonnet 14 - John Donne
3. The Soldier - Rupert Brooke
4. Daddy - Sylvia Plath
5. Do Not Go Gentle into That Night - Dylan Thomas
6. Ode to a Nightingale - John Keats
7. Dejection: An Ode - S.T. Coleridge
8. Ode to Solitude - Alexander Pope
9. The Ballad of Father Gilligan - W.B. Yeats
10. A Lament - P.B. Shelley

Unit 1: Origin and Development of the genre
Teaching time: 05 hours

Unit 2: Lyric Types: Sonnet, Elegy, Ode, Ballad
Teaching time: 10 hours

Unit 3: Characteristics of Lyric
Teaching time: 5 hours
Concepts of poetic techniques - regarding structure, rhyme, meter, alliteration, lines and stanza, assonance etc. with reference to the prescribed works

Unit 4: Poetic Symphony: An Anthology of Sonnets, Elegies, Odes and Ballads
Teaching time: 25 hours

Semester end examination:

Q. 1 Long Answer Question (Form) (1/2) 14 x 1 14 Marks
Q. 2 Long Answer Question (Form) (1/2) 14 x 1 14 Marks
Q. 3 Long Answer Question (Poems) (1/2) 14 x 1 14 Marks
Q. 4 Long Answer Question (Poems) (1/2) 14 x 1 14 Marks
Q. 5 (A) Short Notes Question (Form) (1/2) 07 x 1 07 Marks
Q. 5 (B) Short Notes Question (Poems) (1/2) 07 x 1 07 Marks

Recommended reading:
Cary, John. Practical English Prosody and Versification
http://www.archive.org/details/practicalenglis00careoog

*[1 credit = 1 hour of teaching per week (1 credit Course = 15 hours of lectures per semester; 3 credits = 3 hours of instruction per week (3 credit Course = 45 hours of lectures per semester)]

Saurashtra University, B. A. (English) Syllabus, 2019
Functional English I (FE1)  B. A. SEMESTER – I (For Regular Students Only)

Saurashtra University
Faculty of Arts
English
Syllabus (Effective from June 2019 onwards)

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Course Objective:
- To initiate the students in the study of phonetics
- To make students aware about the vowels and consonants and their pronunciations
- To make students aware about human speech mechanism

Course Content:
Unit I: Introduction to Phonetics, Phonetic Symbols
Unit II: Airstream Mechanism
Unit III: Organs of Speech
Unit IV: Classification of Consonants
Unit V: Classification of Vowels
Definitions: Linguistics, Phonetics, Airstream mechanism, Voiced and Voiceless sounds, Oral, Nasal, Nasalized sounds, Vowels, Consonants, Plosives etc.
Diagrams: Organs of Speech, Vocal cords, Soft Palate
Transcription: 5 words to be transcribed, 5 transcribed words to be identified.

Semester end Exams: 50 Marks
1. Objective questions 10
2. Definitions (2/4) 05
3. Short notes (2/4) 10
4. Long Questions (1/2) 10
5. Diagram (1/2) 05
6. Transcription 10

Prescribed TEXTBOOK: A Textbook of English Phonetics for Indian Students by T. Balasubramanian, CIEFL, Hyderabad

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### Course objectives:
- To initiate the students in the study of grammar
- To enkindle interest in the formal study of English grammar

### Course content:
**Unit I:** Parts of Speech, Formal and Functional Labels

**Unit II:** Noun Phrase
- Structure: (The Head, Determiners, Articles, Pre-modifiers, Post-modifiers, Relative Clauses) Representation of NP with the help of Tree Diagram
- Functions: (Appositional Noun Phrases, Noun Phrase – Grammatical Features
- Number, Gender, Case)
  - Pronouns

**Unit III:** Prepositions and Prepositional Phrase
- Simple and Complex Prepositions, Prepositional Meanings

**Unit IV:** Adjectives and Adjectival Phrase (Intensifiers, Degrees of Comparison)

### Reference Books:
**Making Sense of English – A Textbook of Sounds, Words and Grammar**
by M. A. Yadugiri

**English Grammar and Composition**, Rajendra Pal and PremLata Suri

### Semester end Exams:
70 Marks
1. Definitions/ objective type questions 14 Marks
2. Short notes (2/3) 14Marks
3. Tree Diagram (7/9) 14 Marks
4. Identify the determiners/article features/fill in the blanks 14 Marks
5A. Degrees of Comparison 7 Marks
5 B. Formal and Functional Labels 7Marks
Semester 2 Name of the Course: Foundation Course in English-2 (FCE-2)

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Faculty of Arts
English
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Internal Marks break up: Assignment / presentation / test

Course Objectives:
- Master themselves in grammar
- Understand the Indian culture and civilization through the selected texts

Detailed syllabus:

Foundation Course in English (FCE 2)

Text: *Way to Wisdom – An Anthology of Short Stories (Stories 6 to 10)*

Edited by Board of Editors
Published by Macmillan Publishers India Limited, New Delhi.

**Grammar & Composition**

- Modal Auxiliaries: 10 marks
- Vocabulary (Synonyms, antonyms and one word substitution): 10 Marks
- Information transfer from visual to verbal: 10 Marks

Semester end examination:

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<td>5/7</td>
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<td>(B) Short notes (Text)</td>
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<td>Short answer question (Text)</td>
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<td>3</td>
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### List of Synonyms:

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<td>Abandon</td>
<td>17</td>
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<td>2</td>
<td>Abbreviate</td>
<td>18</td>
<td>Eliminate</td>
<td>35</td>
<td>Obey</td>
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<tr>
<td>3</td>
<td>Accountable</td>
<td>19</td>
<td>Eternal</td>
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<td>Handy</td>
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### List of Antonyms:

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Semester 2 Name of the Course: Core Course in English 3 (CCE 3)

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Category: Core Course / Elective 1 / Elective 2

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Semester End Exam: 2:30 Hours, 70 Marks

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Internal Assessment: Assignment / presentation / Written test

Course Objectives:
The Core Course intends to allow the learners to specialize in the broad subject area and acquire knowledge and skills pertaining to that particular area. This paper will cover the history of English literature from 1400 to 1660. It aims to develop an understanding of the relevant socio-political and literary context of the given time span. The text will be taught in terms of thematic concerns as well as literary form, along with the connection of the text with the Age.

Course content:
Text: The Merchant of Venice - William Shakespeare (Play)
New Delhi: Macmillan Publishers India Private Limited. 2017

Detailed syllabus:
Unit 1: History: Renaissance, Chorus, Dramatic Design, Romantic Comedy
Unit 2 History: Metaphysical Poetry, University Wits
Unit 3 History: Comedy of Humours, Comedy of Manners
Unit 4: The Merchant of Venice (Play) – William Shakespeare
Semester end examination:

Q. 1 Long Answer Question (History) (1/2) 14 x 1 14 Marks
Q. 2 Long Answer Question (History) (1/2) 14 x 1 14 Marks
Q. 3 Long Answer Question (Play) (1/2) 14 x 1 14 Marks
Q. 4 Long Answer Question (Play) (1/2) 14 x 1 14 Marks
Q. 5 (A) Short Notes Question (History) (1/2) 07 x 1 07 Marks
Q. 5 (B) Short Notes Question (Play) (1/2) 07 x 1 07 Marks

Recommended reading:


Semester 2 Name of the Course: Core Course in English 4 (CCE 4)

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Internal Assessment: Assignment / presentation / test
Course objectives:
To initiate the students in the study of poetry.
To make students understand the importance of period and movement covered.
To initiate the students in the study of technical side of poetry.
To initiate the students in the study of figures of speech.

Course content:

Text: *The Winged Word*. Edited by David Green
ISBN: 0333911520 / 9780333911525
Selected Poems from the Three Poets: John Donne, George Herbert, Andrew Marvell
Note: the following poems are to be taught and asked in examination.
(The Page No. shown after each Poem is from the *Prescribed Textbook*)

2. The Indifferent – John Donne (Page No. 15-16)
3. The Bait – John Donne (Page No. 17-18)
4. From Holy Sonnets -1 – John Donne (Page No. 19)
5. A Hymn to God the Father – John Donne (Page No. 19)
6. Virtue – George Herbert (Page No. 21-22)
7. The Collar – George Herbert (Page No. 22-23)
8. The Pulley – George Herbert (Page No. 23)
9. To His Coy Mistress – Andrew Marvell (Page No. 42-43)
10. The Garden – Andrew Marvell (Page No. 43-45)

Poetic Devices, with an emphasis on the prescribed Figures of Speech
(1) Alliteration (2) Simile (3) Metaphor (4) Personification (5) Paradox (6) Conceit
(7) Apostrophe (8) Synecdoche (9) Hyperbole (10) Metonymy

Semester end examination:

Q. 1 Long Answer Question (Poems) (1/2) 14 x 1 14 Marks
Q. 2 Long Answer Question (Poems) (1/2) 14 x 1 14 Marks
Q. 3 Long Answer Question (Poetic Devices, Figures) (1/2) 14 x 1 14 Marks
Q. 4 Long Answer Question (Poetic Devices, Figures) (1/2) 14 x 1 14 Marks
Q. 5 (A) Short Notes Question (Poems) (1/2) 07 x 1 07 Marks
Q. 5 (B) Short Notes Question (Poetic Devices, Figures) (1/2) 07 x 1 07 Marks

Recommended reading:

Additional Reading:
Legous and Cazamian. History of English Literature.
Sanders, Andrew. The short Oxford History of English Literature.

B.A. SEMESTER-II Functional English III (FE3) (For Regular Students Only)

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Course Objectives:
- To strengthen students understanding of English speech pattern
- To make students aware about English accents
- To familiarize the students about intonation

Course Content:
Unit I: Syllable
Unit II: Consonant Cluster
Unit III: Word Accent and Rules
Unit IV: Accent and rhythm in connected speech, Strong and weak forms
Unit V: Intonation (Rising and Falling)
Definitions: Phoneme, Phonology, Minimal Pair, releasing and arresting consonant, abutting consonants, open and closed syllable, syllabic consonants, word accent, rhythm etc.

TEXT BOOK: A Textbook of English Phonetics for Indian Students by T. Balasubramanian, CIEFL, Hyderabad

Semester - end Exams: 50 Marks
Practical Viva: 20 marks
1. Objective Questions 10 Marks
2. Definitions (3/5) 10 Marks
3. Short notes (2/4) 10 Marks
4. Long Questions (1/2) 10 Marks
5. Transcription (with syllable division and CV structure) 05 Marks
6. Transcription (with word accent) 05 Marks

SEMMESTER-II Functional English IV (FE4) (For Regular Students Only)

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Course objectives:
- To strengthen students knowledge of English grammar
- To develop students English language competence through grammar
- To help students learn correct language usage

Course content:
Unit I: Tense and Time in General
- The Close Relation between Tense and Time in Indian languages Tense and Time in English
- Two Tenses (based on structure) and Three Senses (based on meaning/Reference) in English
Tenses in Detail

Diagrammatic Representation of Verb phrase (Tree Diagram)

Unit II:

Verb/ Verb Phrase
- Main Verb and auxiliary Verb
- Transitive Verb and Intransitive verb
- Finite Verb and Non finite Verb
- Participles
- Gerunds

Adverb and Adverbial Phrase

Clauses
- Main Clause and Subordinate Clauses
- Conditional Clauses
- Basics of Simple, Complex and Compound sentences (based on Traditional Grammar)

Unit III: Active and Passive Voices

Unit IV: Direct and Indirect Speech

Unit V: Transformation of Sentences

Making Sense of English – A Textbook of Sounds, Words and Grammar by M. A. Yadugiri

English Grammar and Composition, Rajendra Pal and PremLata Suri

Semester end Exams: 70 Marks
1. Definitions/ objective type questions 14 Marks
2. Short notes (2/3) 14 Marks
3. Tree Diagram (7/9) 14 Marks
4. A. Change the voice 07 Marks
4. B. Reported Speech 07 Marks
5. A. Simple, Complex and Compound sentences 07 Marks
5. B. Fill in the blanks with appropriate form of the word 07 Marks

Reference Books:
Making Sense of English – A Textbook of Sounds, Words and Grammar by M. A. Yadugiri
English Grammar and Composition, Rajendra Pal and PremLata Suri

..........................................................
## Semester 3: Name of the Course: Foundation Course in English-3 (FCE-3)

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### Internal assessment: Assignment/ Assignment / Written test

### Learning Objectives:
- The students will be able to master themselves in grammar
- They will be able to understand the Indian culture and civilization through the selected texts

### Course content:

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### Semester end examination:

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(ii) use in sentences
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<th>Description/narration</th>
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**Appendix-I**

**Phrasal Verbs:**

1. **Go on** – continue; stop saying those things; not so; I don’t believe you.
2. **Carry out** – to perform a task; to perform an assignment. (Also literal.)
3. **Set up** – to establish someone as something; to help establish; to provide something for someone to start up something
4. **Pick up** – to clean; to learn/obtain; to get busy; to go faster
5. **Go back** – to return to one’s origin/previous location; to break a promise
6. **Come back** – (have) return(ed.) to one’s origin/previous location; to retort; a return success
7. **Go out** – to try out for something (usually sports); to go out of fashion; to go out with someone for entertainment; to date someone. (Also literal)
8. **Point out** – to select or indicate someone or something (from a group).
9. **Find out** - discover; learn of; to discover facts about someone or something; to learn a fact
10. **Come up** – to happen unexpectedly. (Also literal)
11. **Make up** – to put makeup on oneself; to repay or redo something; to create a story or a lie from no facts at all; to compensate for
12. **Takeover** – to take charge; to assume control
13. **Come out** – to become; to turn out; to be presented/released to the public.
14. **Come on** – to hurry up; to follow; to flirt aggressively
15. **Come in** – to receive or acquire something. (Also literal.)
16. **Go down** – to be accepted; to happen. (Also literal.)
17. **Work out** – to settle/solve a problem; to turn out/to happen. (Also literal.)
18. **Set out** – to begin a journey or Course; to define/describe; to design/plan; to undertake/attempt.
19. **Take up** – to accept someone’s offer; to begin to deal with an issue; to shorten a skirt, dress or pants.
20. **Get back** – to return; to repay one for a bad deed; to continue communicating with someone at a later time.
21. **Sit down** – to encamp or besiege. (Also literal.)
22. **Turn out** – to end satisfactorily; to send someone out of somewhere; to manufacture/produce something; to be present/attend; to turn off/extinguish
23. **Take on** – to undertake/assume; to employ; to acquire; to show great emotion.
24. **Give up** – to quit; to surrender; to abandon hope
25. **Get up** – to arise; to ascend; to dress (as in costume).
26. **Look up** – to search for information; to become more prosperous. (Also literal.)
27. **Carry on** – to continue with something; to make a great fuss over somebody or something; to cry and become out of control about somebody or something.
28. **Go up** – to increase; happening; to be in the process of construction. (Also literal.)
29. **Get out** – to get free/away; to produce or complete.

30. **Take out** – to take someone on a date; something made to be taken away (as in food)/a restaurant that performs this service. (Also literal.)

31. **Come down** - to drop; to descend to someone through inheritance; to attack/scold vigorously. (Also literal.)

32. **Put down** - to write down, record; to attribute; to mercifully kill an animal.

33. **Put up** – to provide lodging for someone; to display or show; to offer something; to build/erect something.

34. **Turn up** – to appear; to search for and find something; to intensify or increase; to happen/occur.

35. **Get on** – to make progress; to agree or be friendly; to advance in age. (Also literal.)

36. **Bring up** – to mention a person or thing; to raise a child; to vomit; to (cause to) stop quickly.

37. **Bring in** – to yield as profit or income; to present (for consideration) formally; to submit.

38. **Look back** – to review past events; to return in thought. (Also literal.)

39. **Look down** – to regard with disdain or scorn; have contempt for. (Also literal.)

40. **Bring back** – to return; to return to consciousness.

41. **Break down** – to fall apart; to have a physical or mental collapse; to itemize; to decompose.

42. **Take off** – to leave the ground and begin to fly; to become popular and successful; to begin to chase something; to take a break from something; to withdraw or remove from; to deduct.

43. **Go off** – to explode; to leave; to happen (as planned).

44. **Bring about** – to make something happen.

45. **Go in** – to take part in something; to make an approach, as before an attack.

46. **Set off** – to cause to be ignited/exploded; to anger someone; to begin.

47. **Put out** – irritated, bothered; to extinguish; to publish; to exert/apply.

48. **Look out** – to be vigilant or on guard; to afford a view. (Also literal.)

49. **Take back** – to withdraw or cancel one’s statements; to regain ownership; to cause to remember. (Also literal)

50. **Hold up** – to rob someone; to offer; to expose; to support; to hinder; to wait.
## Semester 3: Name of the Course: Core Course in English (CCE 5)

Saurashtra University  
Faculty of Arts  
English  
Syllabus (Effective from June 2019 onwards)

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**Internal Marks break up:** Assignment / presentation / MCQ test

### Course objectives:
- To familiarize the students with the literary forms
- To strengthen student’s ability to appreciate literature and understand it.
- To equip the students with skills and competence to understand and appreciate comedy

### Course content:


**Unit: 1 Comedy Form**, Origin and Development of Comedy Form, Types of Comedies, Characteristics of Comedy, Short notes like Character, Plot, Setting, Conflict, Theme etc.

**Unit: 2 Pygmalion - G. B. Shaw (Play)**

### Semester end examination:
- Q. 1 Long Answer Question (Comedy Form) (1/2) 14 x 1 14 Marks
- Q. 2 Long Answer Question (Comedy Form) (1/2) 14 x 1 14 Marks
- Q. 3 Long Answer Question (The Play) (1/2) 14 x 1 14 Marks
- Q. 4 Long Answer Question (The Play) (1/2) 14 x 1 14 Marks
Q. 5 (A) Short Notes Question (Comedy Form) (1/2) 07 x 1 07 Marks
Q. 5 (B) Short Notes Question (The Play) (1/2) 07 x 1 07 Marks

Recommended reading:

Semester 3: CCE 6 Name of the Course: Core Course in English (CCE 6)

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Internal assessment: Assignment / presentation / Written test

Course objectives:
- To strengthen students understanding of the authors and their time
- To make students understand the historical development over a period
- To make students appreciate and understand the classics of English literature.

Course content:
Series: Oxford World’s Classics
Semester 3: Name of the Course: Core Course in English (CCE 7)

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Internal assessment: Assignment /Presentation / MCQ test

Course objectives:
- To initiate students in the field of literary criticism
- To make students understand the basic critical ideas and terminology
- To make the students aware about the leading critics and their contribution

Course content:

TEXTBOOK: An Introduction to the Study of Literature - William Henry Hudson
Publisher: Atlantic Publishers & Distributors (P) Ltd. 2006
(Note: The First Three Chapters to Teach and Ask in the Exam)
CHAPTER I SOME WAYS OF STUDYING LITERATURE

I. The Nature and Elements of Literature, 9-16.

II. Literature as an Expression of Personality, 16-22.

III. The Study of an Author— The Chronological and Comparative Methods of Study, 22-27.

IV. Biography, its Abuse and Use in the Study of Literature, 27-33.

V. The Study of Style as an Index of Personality, 33-38.

CHAPTER II SOME WAYS OF STUDYING LITERATURE (concluded)

The Historical Study of Literature, 39-41.

II. Literature as a Social Product, 42-49.

III. Taine's Formula of Literary Evolution—The Sociological Aspect of Literature, 49-55.

IV. The Comparative Method in the Historical Study of Literature—The Inter-relations of Literatures, 55-66.

V. The Historical Study of Style, 66-72.

VI. The Study of Literary Technique, 72-81.

CHAPTER III

THE STUDY OF POETRY


II. Poetry as an Interpretation of Life—Poetry and Science—Poetic Truth, 97-117.

III. Poetry as Revelation—Greatness in Poetry—Poetry and Philosophy, 118-125.

IV. The Classification of Poetry, 125-150.

V. The Study of Poetic Form—Versification—Other Aspects of Poetic Technique, 150-163.

VI. The Study of Poetry and the Appreciation of Poetry, 164-167.

Semester end examination:

Q. 1 Long Answer Question (CHAPTER I) (1/2) 14 x 1 14 Marks

Q. 2 Long Answer Question (CHAPTER II) (1/2) 14 x 1 14 Marks

Q. 3 Long Answer Question (CHAPTER III) (1/2) 14 x 1 14 Marks

Q. 4 Long Answer Question (CHAPTER III) (1/2) 14 x 1 14 Marks

Q. 5 (A) Short Notes Question (CHAPTER I) (1/2) 07 x 1 07 Marks

Q. 5 (B) Short Notes Question (CHAPTER II) (1/2) 07 x 1 07 Marks

SEMESTER –III Functional English V (FE5) (For Regular Students Only)

Saurashtra University
Faculty of Arts
English
Syllabus (Effective from June 2019 onwards)

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Saurashtra University, B. A. (English) Syllabus, 2019
Course objectives:
- To hone students communicative skills
- To drill students in conversational English
- To strengthen students’ ability to use English for day to day purposes

Course content:

**Unit I:**
- Introducing yourself and others
- Talking about people, Places, process
- Invitation/Permission
- Expressing Sympathy/ Apology /Congratulating

**Unit II:** Tele-manners
- Asking for someone, Taking and Leaving Messages
- Making Inquiries, taking an appointment, booking a hotel room
- Calling for Help in an Emergency

**Unit III:** Situational Dialogues (At the bank, railway station, airport, hospital, etc.)

**Unit IV:** Dialogue on current Affairs (politics, sports, films etc.)

**Unit V:** Vocabulary from Annexure (Idioms & Foreign words)

**Transcription**

**Annexure (Idioms)**

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<th>Idiom</th>
<th>No.</th>
<th>Idiom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Apple of one’ eye,</td>
<td>11.</td>
<td>Crocodile tears,</td>
</tr>
<tr>
<td>2.</td>
<td>Black sheep</td>
<td>12.</td>
<td>Cry over spilt milk,</td>
</tr>
<tr>
<td>3.</td>
<td>Bolt from the Blue</td>
<td>13.</td>
<td>An eye for an eye,</td>
</tr>
<tr>
<td>4.</td>
<td>Burn one’s own finger,</td>
<td>14.</td>
<td>A fish out of water,</td>
</tr>
<tr>
<td>5.</td>
<td>Burning question,</td>
<td>15.</td>
<td>From hand to mouth,</td>
</tr>
<tr>
<td>6.</td>
<td>By hook or by crook,</td>
<td>16.</td>
<td>To have a finger in every pie,</td>
</tr>
<tr>
<td>7.</td>
<td>Castles in the air,</td>
<td>17.</td>
<td>Herculean task,</td>
</tr>
<tr>
<td>8.</td>
<td>Child’s play,</td>
<td>18.</td>
<td>Hobson’s choice,</td>
</tr>
<tr>
<td>9.</td>
<td>Close-fisted,</td>
<td>19.</td>
<td>To hold one’s tongue,</td>
</tr>
<tr>
<td>10.</td>
<td>Close shave,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
20. In one's good book,
21. in one's true colours,
22. In the nick of time,
23. Jack of all trades,
24. To kick up a row,
25. The last straw,
26. A laughing Stock,
27. To let the cat out of the bag,
28. A lion's share,
29. A maiden speech,
30. To make up one's mind,
31. Nip in the bud,
32. Olive branch,
33. Once in a blue moon,
34. Out of the frying pan into the fire,
35. To put one's best foot forward,
36. To stick to the point,
37. To take advantage of,
38. A turning point,
39. Up to the mark,
40. A white lie

Foreign Words and Phrases

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>French Words And Phrases</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Bonjour</td>
<td>good day, good morning</td>
</tr>
<tr>
<td>2.</td>
<td>bon ton</td>
<td>the height of fashion</td>
</tr>
<tr>
<td>3.</td>
<td>Bourgeois</td>
<td>a townsman, middle class</td>
</tr>
<tr>
<td>4.</td>
<td>Elan</td>
<td>dash, eagerness to advance</td>
</tr>
<tr>
<td>5.</td>
<td>en route</td>
<td>on to way (to)</td>
</tr>
<tr>
<td>6.</td>
<td>faux pas</td>
<td>a social blunder</td>
</tr>
<tr>
<td>7.</td>
<td>fin de siècle</td>
<td>end of the (19th) century, decadent</td>
</tr>
<tr>
<td>8.</td>
<td>grand merci</td>
<td>many thanks</td>
</tr>
<tr>
<td>9.</td>
<td>Impasse</td>
<td>an insoluble difficulty</td>
</tr>
<tr>
<td>10.</td>
<td>mariage de convenance</td>
<td>marriage from interest rather than from love</td>
</tr>
<tr>
<td>11.</td>
<td>Panache</td>
<td>flamboyant confidence of style or manner,</td>
</tr>
<tr>
<td>12.</td>
<td>par excellence</td>
<td>better or more than all others of the same kind</td>
</tr>
<tr>
<td>13.</td>
<td>répondez's'ilvousplait (RSVP)</td>
<td>used at the end of a written invitation to mean that you should let the</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Latin Words And Phrases</td>
<td>Meaning</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>1.</td>
<td><em>ad initio</em></td>
<td>from the beginning</td>
</tr>
<tr>
<td>2.</td>
<td><em>ad addendum</em></td>
<td>to be added at the end</td>
</tr>
<tr>
<td>3.</td>
<td><em>alma mater</em></td>
<td>benign mother (said of a university or an educational institution by its good students)</td>
</tr>
<tr>
<td>4.</td>
<td><em>annus mirabilis</em></td>
<td>year of wonders, the most significant year in the life a person</td>
</tr>
<tr>
<td>5.</td>
<td><em>carpe diem</em></td>
<td>seize the day</td>
</tr>
<tr>
<td>6.</td>
<td><em>de facto</em></td>
<td>actual, real</td>
</tr>
<tr>
<td>7.</td>
<td><em>Etiam tibi</em></td>
<td>same to you</td>
</tr>
<tr>
<td>8.</td>
<td><em>exempli gratia</em></td>
<td>for the sake of example</td>
</tr>
<tr>
<td>9.</td>
<td><em>felix culpa</em></td>
<td>happy fault</td>
</tr>
<tr>
<td>10.</td>
<td><em>in status quo</em></td>
<td>in the former state or in the same state as before</td>
</tr>
<tr>
<td>11.</td>
<td><em>in toto</em></td>
<td>wholly or entirely</td>
</tr>
<tr>
<td>12.</td>
<td><em>magnum opus</em></td>
<td>a great work, masterpiece</td>
</tr>
<tr>
<td>13.</td>
<td><em>modus operandi</em></td>
<td>plan of working or mode of operation</td>
</tr>
<tr>
<td>14.</td>
<td><em>veni, vidi, vici</em></td>
<td>i came, i saw, i conquered</td>
</tr>
<tr>
<td>15.</td>
<td><em>Verbatim</em></td>
<td>word for word</td>
</tr>
</tbody>
</table>

*people who invited you know whether or not you are coming*

*tête-à-tête* a private conversation between two people

*vis-à-vis* in relation to; with regard to; a face-to-face meeting
Viva: 20 Semester End Exams: 50

Paper Style: (50 marks)

I A State the meaning of the Idioms and form sentences. 05 marks
I B State the meaning of the foreign words. 05 marks
II A Transcription 05 marks
II B Explain the terms 05 marks
III Dialogue (Unit I) 10 marks
IV Dialogue (Unit II) 10 marks
V Dialogue (Unit III) 10 marks

References:
- *Spoken English: A Foundation Course* by Kamlesh Sadanand and Susheela Punitha (Part I and Part II)
- *Telephoning in English* Third Edition by B. Jean Naterope and Rod Revell

**SEMESTER – III Functional English VI (FE6) (For Regular Students Only)**

<table>
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<td>Teaching Hours</td>
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**Internal assessment: Assignment / Presentation / Written test**

**Communication and Business Writing**

- To hone students’ communication skills
• To strengthen students' ability for business writing
• To equip the students with the knowledge various aspects of communication.

Unit I: Theory of Communication (Communication Process, Verbal and Non-Verbal Communication, Barriers of Communication)

Unit II: Individual & Committee Report

Unit III: Notices, Circulars, Agenda and Minutes

Unit IV: Questionnaire, MoU, Pamphlet and Brochure

Unit IV: Text: Word Power made Easy Part I

Reference


SEMESTER END EXAMS

Q.1 Objective Type Question 10 Marks
Q.2 Short notes (2/4) 10 Marks
Q.3 Reports (2/4) 10 Marks
Q.4 Notices, Circulars, Agenda and Minutes (1/2) 10 Marks
Q.5 Questionnaire, MoU, Pamphlet and Brochure (1/2) 10 Marks
Semester 4 Name of the Course: Foundation Course in English-4 (FCE-4)

Saurashtra University
Faculty of Arts
English
Syllabus (Effective from June 2019 onwards)

<table>
<thead>
<tr>
<th>Subject</th>
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<th>Semester</th>
<th>04</th>
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Program | Semester | Category | Credit | Internal Marks | External Marks | Practical/ Viva Marks | Total Marks |
--------|----------|----------|--------|----------------|----------------|----------------------|-------------|
B. A.    | 01       | Foundation Course | 03     | 30             | 70             | --                   | 100         |

Internal assessment: Assignment / presentation / MCQ test

Learning Objectives:
- The students will be able to master themselves in grammar
- They will be able to understand the Indian culture and civilization through the selected texts

Course content:

Text: Wings (“SEMESTER IV” Portion) 40 Marks
Board of Editors
Publishers: Orient BlackSwan. Hyderabad. 2018

Grammar & Composition 10 Marks
Direct Speech and Indirect Narration 10 Marks
Expansion of an Idea 10 Marks
Resume/Application 10 Marks

Semester end examination pattern

<table>
<thead>
<tr>
<th>Que No.</th>
<th>Details</th>
<th>Options</th>
<th>Marks</th>
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<td>(A) Answer in one line (Text)</td>
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Saurashtra University, B. A. (English) Syllabus, 2019
Semester 4: Name of the Course: Core Course in English 8 (CCE 8)

Saurashtra University
Faculty of Arts
English
Syllabus (Effective from June 2019 onwards)

<table>
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<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>Course Title</td>
<td>Indian Writing in English – 1</td>
<td>Core Course / Elective 1 / Elective 2</td>
<td>Course No.</td>
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<tr>
<td>Category</td>
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<td>Elective 1</td>
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<td></td>
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<tr>
<td>Course Code</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Elective 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective 2</td>
<td></td>
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<tr>
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<td></td>
<td>70 Marks</td>
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<td>Internal Marks</td>
<td>External Marks</td>
<td>Practical/Viva Marks</td>
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<td>45</td>
<td>03</td>
<td>30</td>
<td>70</td>
<td>NA</td>
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</table>

Internal assessment: Assignment / presentation / Written test

Course objectives:
- To initiate the students in the study of Indian Writing in English
- To enkindle students’ interest in the study of classics of Indian Writing in English
- To create awareness about regional and national varieties of English literature.

Paperback: 217 pages, publisher: Indian Thought Publications. 2007

Unit 2: Text 2: Hayavadana (Play) - Girish Karnad. Teaching time: 22.5 hours
Publisher: Oxford University Press. 1997
ISBN-10: 0195603826
Semester end examination:
Q. 1 Long Answer Question (The Guide) (1/2) 14 x 1 14 Marks
Q. 2 Long Answer Question (The Guide) (1/2) 14 x 1 14 Marks
Q. 3 Long Answer Question (Hayavadana) (1/2) 14 x 1 14 Marks
Q. 4 Long Answer Question (Hayavadana) (1/2) 14 x 1 14 Marks
Q. 5 (A) Short Notes Question (The Guide) (1/2) 07 x 1 07 Marks
Q. 5 (B) Short Notes Question (Hayavadana) (1/2) 07 x 1 07 Marks

Semester 4: Name of the Course: Core Course in English 9 (CCE 9)

<table>
<thead>
<tr>
<th>Subject</th>
<th>English Syllabus (Effective from June 2019 onwards)</th>
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<tbody>
<tr>
<td>Course Title</td>
<td>English Classics (Victorian Age)</td>
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<tr>
<td></td>
<td>Elective 1</td>
</tr>
<tr>
<td></td>
<td>Elective 2</td>
</tr>
<tr>
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<td>Category</td>
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<tr>
<td>Course No.</td>
<td>09</td>
</tr>
<tr>
<td>Core Course / Elective 1 / Elective 2</td>
<td>45</td>
</tr>
</tbody>
</table>
| Internal assessment: Assignment / presentation / MCQ test

Course objectives:
• To strengthen students understanding of the authors and their time
• To make students understand the historical development over a period
• To make students appreciate and understand the classics of English literature.

Course content:
Texts:
Unit 1: Text 1: *The Mill on the Floss* (Novel) - George Eliot
Publisher: Fingerprint! Publishing, 2016
Unit 2: Text 1: *In Memoriam* (Poem) – Lord Alfred Tennyson
Semester end examination:

Q. 1 Long Answer Question (Novel) (1/2) 14 x 1 14 Marks
Q. 2 Long Answer Question (Novel) (1/2) 14 x 1 14 Marks
Q. 3 Long Answer Question (Poem) (1/2) 14 x 1 14 Marks
Q. 4 Long Answer Question (Poem) (1/2) 14 x 1 14 Marks
Q. 5 (A) Short Notes Question (Novel)(1/2) 07 x 1 07 Marks
Q. 5 (B) Short Notes Question (Poem)(1/2) 07 x 1 07 Marks

Semester: 4 Name of the Course: Core Course in English 10 (CCE 10)

<table>
<thead>
<tr>
<th>Subject</th>
<th>English</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Course Title</td>
<td>Study of Literature-2</td>
<td>Course Credit</td>
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<td>Semester End Exam</td>
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<td>70 Marks</td>
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<td>Category</td>
<td>Teaching Hours</td>
<td>Credit</td>
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</tr>
<tr>
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<td>45</td>
<td>03</td>
<td>30</td>
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</tbody>
</table>

Internal assessment: Assignment / Presentation / MCQ test

Course objectives:
- To initiate students in the field of literary criticism
- To make students understand the basic critical ideas and terminology
- To make the students aware about the leading critics and their contribution

Course content:

TEXTBOOK: An Introduction to the Study of Literature - William Henry Hudson
Publisher: Atlantic Publishers & Distributors (P) Ltd. 2006
(Note: Chapters Four to Six to Teach and Ask in the Exam)

CHAPTER IV THE STUDY OF PROSE FICTION
I. The Novel and the Drama—Elements of Fiction, 168-172.
II. Plot in the Novel, 172-189.
III. Characterization, 189-198.
IV. The Relations of Plot and Character, 199-202.
V. Dialogue, 202-205.
VI. Humour, Pathos, and Tragedy—The Painful Emotions in Fiction, 206-209.
VII. Social and Material Setting in Fiction
VIII. The Novelist’s Criticism of Life—Truth and Morality in Fiction—Romance and

CHAPTER V THE STUDY OF THE DRAMA
I. Dependence of the Drama upon conditions of Stage-Representation, 227-241.
II. Plot in the Drama, 241-245.
III. Characterization, 246-263.
IV. The Natural Divisions of a Dramatic Plot, 263-288.
V. Some Features of Dramatic Design—Parallelism—Contrast—Dramatic Irony--
Concealment and Surprise, 288-306.
VI. The Different Types of Drama, 306-335.
VII. The Drama as Criticism of Life, 336-345

CHAPTER VI
THE STUDY OF CRITICISM AND THE VALUATION OF LITERATURE
II. The Functions of Criticism—Inductive and Judicial Criticism, 355.374.
III. The Study of Criticism as Literature—Personal Aspects, 374-384.
IV. Historic Aspects, 384-397.
V. The Problem of the Valuation of Literature, 398-421.

Semester end examination:

Q. 1 Long Answer Question (CHAPTER IV) (1/2) 14 x 1 14 Marks
Q. 2 Long Answer Question (CHAPTER IV) (1/2) 14 x 1 14 Marks
Q. 3 Long Answer Question (CHAPTER V) (1/2) 14 x 1 14 Marks
Q. 4 Long Answer Question (CHAPTER V) (1/2) 14 x 1 14 Marks
Q. 5 (A) Short Notes Question (CHAPTER VI) (1/2) 07 x 1 07 Marks
Q. 5 (B) Short Notes Question (CHAPTER VI) (1/2) 07 x 1 07 Marks

SEMESTER 4 Functional English-Paper VII (FE7) (For Regular Students Only)
**Internal assessment: Assignment / Presentation / MCQ test**

**Course objectives:**
The present Course 'Introduction to Translation Studies' under the rubric of Functional English aspires to introduce to the students of literature an advance level of linguistic compatibility with practical sessions along with a theoretical framework of translation studies. The primary objective of the Course is to offer the students the absolutes of translation studies at an elementary level. It is also intended to provide with the distinction between commercial and literary modes of translation. Besides, the Course will bring to the fore translation as a possible alternative academic profession.

**Course content:**
Unit I: Introducing Translation and Eugene Nida’s concept of translation, Roman Jakobson’s Aspects of Translation, Characteristics and Role of a translator
Unit II: Kinds of Translation (Adaptation, Paraphrase, Literal Translation, Literary translation, Transcreation)
Unit III: A brief history of Translation, History of translation in India
Unit IV: Problems and Challenges in Translation
Unit V: Translation Studies, Specialized aspects of translation

**Paper Style:**
1. Objective Questions (Unit III) 10 Marks
2. Long Questions 10 marks
3. Long Questions 10 marks
4. Long Questions 10 marks
5. Short notes 10 marks

**Book for the Detailed Study:**

**Reference Books:**
1. Eugene Nida, *Translation: Possible and Impossible*
2. Bassnett & Lefevre, *Translation, History and Culture*
3. Lawrence Venuti, *The Translation Studies Reader*
4. Sujit Mukherjee, *Translation as Discover; Translation as Recovery*
5. IGNOU Translation Courses
### SEMESTER 4 Functional English-VIII (FE8) (For Regular Students Only)

<table>
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<tr>
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<td>03</td>
<td>30</td>
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**Internal assessment: Assignment / Presentation / MCQ test**

**Course objectives:**
- To hone students' communication skills
- To strengthen students' ability for business writing
- To equip the students with the knowledge various aspects of communication.

**Course content:**

**Unit I THEORY**

1. Layout of a Business Letter
2. Optional parts of a Business Letter
3. 7cs of Business Communication
4. You attitude
5. Lay out of an E-Mail
6. Conventional Vs Modern Forms of Communication

**Unit II: OFFICIAL LETTERS & APPLICATIONS** Letters/Applications to:

1. Police Commissioner
2. Municipal Commissioner
3. Editor of Newspaper
4. Bank Manager

**Unit III: BUSINESS LETTERS**

1. Inquiry-reply,
2. Complaint-adjustment

**Unit IV: EMAIL & RESUME**
Unit V: VOCABULARY BUILDING

Text: Word Power Made Easy Part II

Reference


Semester-end Exams:
I  Objective type questions  10 Marks
II  Theory (Short notes 2/4)  10 Marks
III Official letters/applications (1/2)  10 Marks
IV  Drafting Business Letters (1/2)  10 Marks
V  CV & Email (1/2)  10 Marks

Learning Objectives:
- The students will be able to master themselves in grammar
They will be able to understand the Indian culture and civilization through the selected texts.

Course content:

<table>
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<th>Foundation Course in English (FCE 5)</th>
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<tr>
<td><strong>Text:</strong> <em>Dew Drops – An Anthology of English Essays,</em></td>
</tr>
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<td>Edited By Board of Editors</td>
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<td>Published by Macmillan India Limited.</td>
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**Comprehension & Composition**

| Idioms (List in annexure I) 5 Marks matching, 5 Marks use in sentences | 10 Marks |
| Essay Writing (Current Topic) | 10 Marks |
| Questionnaire (Socio-Economic and Educational Matters) | 10 Marks |

**Semester end examination**

<table>
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<th>Details</th>
<th>Options</th>
<th>Marks</th>
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<td>(A) Answer in one line (Text)</td>
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<td>05</td>
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<td></td>
<td>(B) Short notes (Text)</td>
<td>2/3</td>
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<td>2</td>
<td>Short answer question (Text)</td>
<td>5/7</td>
<td>20</td>
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<td>3</td>
<td>Idioms</td>
<td>5/5</td>
<td>05</td>
</tr>
<tr>
<td></td>
<td>(A) Match A with B</td>
<td>5/5</td>
<td>05</td>
</tr>
<tr>
<td></td>
<td>(B) Use in meaningful sentences</td>
<td>5/5</td>
<td>05</td>
</tr>
<tr>
<td>4</td>
<td>(A) Essay writing</td>
<td>1/3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>(B) Questionnaire (Socio-Economic and Educational Matters)</td>
<td>½</td>
<td>10</td>
</tr>
</tbody>
</table>

**Annexure I**

**List of Idioms**

<table>
<thead>
<tr>
<th>No.</th>
<th>Idiom</th>
<th>Meaning</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a breath of fresh air</td>
<td>a change that feels good.</td>
<td>The president says that the country needs a breath of fresh air.</td>
</tr>
<tr>
<td>2</td>
<td>a man of action</td>
<td>a man who is inclined to act first rather than think about things and discuss them.</td>
<td>Sandip is really a man of action. Since he arrived at the top of the association, he has done so many things.</td>
</tr>
<tr>
<td>3</td>
<td>a man of few words</td>
<td>a man who doesn’t</td>
<td>He is a man of few words. But</td>
</tr>
<tr>
<td>4</td>
<td>a roof over your head</td>
<td>a place to live</td>
<td>He was so poor that he didn’t have a roof over his head.</td>
</tr>
<tr>
<td>---</td>
<td>----------------------</td>
<td>----------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>add fuel to the fire</td>
<td>to make a problem worse</td>
<td>Don’t add fuel to the fire by laughing at him. He is furious about what you have already done.</td>
</tr>
<tr>
<td>6</td>
<td>all hat and no cattle</td>
<td>Pretentious</td>
<td>We expect our president to be effective in his job, not a person who is all hat and no cattle.</td>
</tr>
<tr>
<td>7</td>
<td>blessing in disguise</td>
<td>something that at first seems bad, but later turns out to be beneficial.</td>
<td>His failure to pass the exam was a blessing in disguise. This made him realize the importance of hard work.</td>
</tr>
<tr>
<td>8</td>
<td>by the name of</td>
<td>Called</td>
<td>I met a doctor by the name of Modi</td>
</tr>
<tr>
<td>9</td>
<td>Crocodile tears</td>
<td>Exaggerated or faked sympathy.</td>
<td>She is cunning. It is her crocodile tears only.</td>
</tr>
<tr>
<td>10</td>
<td>call a spade a spade</td>
<td>to be truthful about something, even if it is rude or unpleasant.</td>
<td>Lara never fears to tell the truth. She calls a spade a spade.</td>
</tr>
<tr>
<td>11</td>
<td>dance with death</td>
<td>try to do something that involves a lot of risks.</td>
<td>He danced with death when he tried to negotiate a deal with that dangerous criminal.</td>
</tr>
<tr>
<td>12</td>
<td>feel blue.</td>
<td>to feel sad.</td>
<td>She felt blue after her divorce.</td>
</tr>
<tr>
<td>13</td>
<td>fight like cat and dog</td>
<td>to argue and fight violently.</td>
<td>Those two children always fight like cat and dog.</td>
</tr>
<tr>
<td>14</td>
<td>have big ears</td>
<td>to be nosy and listen to other people’s private conversations</td>
<td>Speak quietly. Parul has big ears.</td>
</tr>
<tr>
<td>15</td>
<td>In a nutshell</td>
<td>In summary</td>
<td>The truth in a nutshell is that I know nothing about what they want me to do in this job.</td>
</tr>
<tr>
<td>16</td>
<td>keep an eye on</td>
<td>to watch or look after something or someone.</td>
<td>Please keep your eye on my son while I go outside.</td>
</tr>
<tr>
<td>17</td>
<td>learn by heart</td>
<td>to memorize something</td>
<td>She learned the poem by heart.</td>
</tr>
<tr>
<td>18</td>
<td>let sleeping dogs lie</td>
<td>to leave things as they are to avoid trouble.</td>
<td>It would be best to let sleeping dogs lie and not discuss the problem any further.</td>
</tr>
<tr>
<td>19</td>
<td>let the cat out of the bag</td>
<td>to reveal a secret</td>
<td>She wasn’t supposed to know about it. Someone must have let the cat out of the bag.</td>
</tr>
<tr>
<td>20</td>
<td>lion’s share</td>
<td>the majority; a large or generous portion.</td>
<td>The gang stole a lot of money from the bank. But the lion’s share of the money went straight into the leader pocket.</td>
</tr>
<tr>
<td>21</td>
<td>love at first sight</td>
<td>an instantaneous attraction</td>
<td>It was love at first sight when we met.</td>
</tr>
<tr>
<td>22</td>
<td>Make A Mountain out of A Molehill</td>
<td>To give great importance to minor things</td>
<td>Manoj stopped talking to Rupa because she did not lend him her notebook. I think he is making a mountain out of a molehill.</td>
</tr>
<tr>
<td>23</td>
<td>next to nothing</td>
<td>Almost; hardly.</td>
<td>Although they paid him next to nothing, he liked the job.</td>
</tr>
<tr>
<td>24</td>
<td>odds and ends</td>
<td>Various often worthless small items.</td>
<td>I have to get rid of a few odds and ends before moving to the new house.</td>
</tr>
<tr>
<td>25</td>
<td>safe and sound</td>
<td>safe and without injury or damage.</td>
<td>The kids returned from the excursion safe and sound.</td>
</tr>
<tr>
<td>26</td>
<td>take one's hat off to someone</td>
<td>To admire someone for an achievement.</td>
<td>If she manages to deal with three small children and a full-time job, I’ll take my hat off to her.</td>
</tr>
<tr>
<td>27</td>
<td>to wash one's hands of</td>
<td>To refuse to accept responsibility for.</td>
<td>I wash my hands of this whole affair.</td>
</tr>
<tr>
<td>28</td>
<td>be fed up with (someone or something)</td>
<td>be very tired of (someone or something.)</td>
<td>Raju, you’re too careless with your work. I’m fed up with apologizing for your mistakes!</td>
</tr>
<tr>
<td>29</td>
<td>beat around the bush</td>
<td>avoid giving a direct answer.</td>
<td>Quit beating around the bush! If you don’t want to go with me, just tell me!</td>
</tr>
<tr>
<td>30</td>
<td>catch one's eye</td>
<td>Attract one’s attention/interest.</td>
<td>This brochure about world tour caught my eye when I was at the travel agency.</td>
</tr>
<tr>
<td>31</td>
<td>feel blue</td>
<td>feel sad and depressed.</td>
<td>I’m feeling blue because I haven’t received my gift yet, except bills for a long, long time.”</td>
</tr>
<tr>
<td>32</td>
<td>get lost!</td>
<td>go away</td>
<td>I wish he’d get lost and stop bothering me. I don’t want to talk to him!</td>
</tr>
<tr>
<td>33</td>
<td>get on one's nerves</td>
<td>irritate someone; make someone upset.</td>
<td>I know you like that song, but it's getting on my nerves. Can you play something else?</td>
</tr>
<tr>
<td>34</td>
<td>get out of hand</td>
<td>become out of control</td>
<td>Your absences are getting out of</td>
</tr>
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<td></td>
<td></td>
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<td>---</td>
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<td></td>
</tr>
<tr>
<td>35</td>
<td>keep/stay in touch (with someone)</td>
<td>remain informed (about someone) / in contact (with someone)</td>
<td>I haven't seen Javed for two or three years but we keep (stay) in touch by e-mail.</td>
</tr>
</tbody>
</table>
| 36 | make up one's mind | decide what to do. | A: Where are you going on your vacation?  
B: May be Manali, maybe Mahabadeshwar. I can't make up my mind. |
| 37 | now and then | Occasionally | A: "Do you see Jasmine often?"  
B: "No, not really. I see her now and then, but not regularly." |
| 38 | cutting edge | using the most recent technology. | The university's computer lab is (on the) cutting edge. It has all the latest hardware and software. |
| 39 | once in a while | Not frequently | A: "Would you like coffee or tea?"  
B: "Coffee, please. I drink tea once in a while, but I generally drink coffee." |
| 40 | state of the art | using the latest technology. | The company is very proud of the equipment in its computer room.  
It's state of the art. |
<p>| 41 | take it easy | relax. | I don't have any special vacation plans. I'm just going to take it easy. |
| 42 | tell a white lie | say something that isn't true in order not to hurt or offend someone. | The cake that Sonam made tasted terrible, but I knew that she made it because she wanted to please me, so when she asked if I liked it, I told a white lie and said it was good. |
| 43 | two-faced | deceitful; disloyal | I thought he was my friend, but he's two-faced. |
| 44 | To give someone the green light | To give permission to go ahead | My boss gave me the green light to begin work with the new project |
| 45 | Gift of The Gab | The ability to speak well | Pooja was able to keep the audiences amused with her stories. She surely has the gift of the gab. |</p>
<table>
<thead>
<tr>
<th>46</th>
<th>A teacher's pet</th>
<th>The student whom the teacher likes the best</th>
<th>Parvin is her teacher's pet. She always gets special treatment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>47</td>
<td>Wild Goose Chase</td>
<td>Futile search</td>
<td>Searching for hidden gold in the village field is nothing but a wild goose chase.</td>
</tr>
<tr>
<td>48</td>
<td>Break the Ice</td>
<td>Overcome initial shyness</td>
<td>The teacher asked the students to introduce themselves to each other to break the ice.</td>
</tr>
<tr>
<td>49</td>
<td>To kill two birds with one stone</td>
<td>To get two things/activities done at once.</td>
<td>If you do shopping when you drop Reshma off for school, you will kill two birds with one stone.</td>
</tr>
<tr>
<td>50</td>
<td>By Hook or by Crook</td>
<td>Using any means, fair or foul</td>
<td>There is a cricket match tomorrow. Raj will take leave from office by hook or by crook.</td>
</tr>
</tbody>
</table>

Semester: 5 Name of the Course: Core Course in English (CCE 11)

<table>
<thead>
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<th>English</th>
<th>Semester</th>
<th>05</th>
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<tbody>
<tr>
<td>Course Title</td>
<td><strong>William Shakespeare</strong></td>
<td>Course Credit</td>
<td>03</td>
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<td>2:30 Hours</td>
<td>70 Marks</td>
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<td>Credit</td>
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<tr>
<td>Core Course</td>
<td>45</td>
<td>03</td>
<td>30</td>
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Internal assessment: Assignment / Presentation / MCQ test

Learning Objectives:
- To initiate the students in the study of Shakespeare
- To make students able to appreciate Shakespeare
- To develop critical acumen among the students for classics of literature

Course content:

**Unit 1:** *As You Like It – William Shakespeare*

Publisher: Fingerprint Publishing, 2018  
ISBN-10: 9387779610  
Unit 2: *Macbeth – William Shakespeare*

*Publisher: Simon & Schuster; 1st ed.*


*Teaching time: 22.5 Hours*

**Semester end examination:**

- Q. 1 Long Answer Question (Unit 1) (1/2) 14 x 1 14 Marks
- Q. 2 Long Answer Question (Unit 1) (1/2) 14 x 1 14 Marks
- Q. 3 Long Answer Question ((Unit 2) (1/2) 14 x 1 14 Marks
- Q. 4 Long Answer Question (Unit 2) (1/2) 14 x 1 14 Marks
- Q. 5 (A) Short Notes Question (Unit 1) (1/2) 07 x 1 07 Marks
- Q. 5 (B) Short Notes Question (Unit 2) (1/2) 07 x 1 07 Marks

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**Semester: 5 Name of the Course: Core Course in English (CCE 12)**

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<td>Literary Criticism – 1</td>
<td>Course Credit</td>
<td>03</td>
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<td>Category</td>
<td>Core Course</td>
<td>Course No.</td>
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<td>Core Course</td>
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<td>03</td>
<td>30</td>
<td>70</td>
<td>NA</td>
<td>100</td>
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</table>

**Internal assessment: Assignment / Presentation / Written test**

**Learning Objectives:**

- To strengthen students’ critical acumen
- To develop students’ ability to critically appreciate literature
- To make students understand various critics and critical concepts

**Course content:**

**Unit 1 (Teaching Time: 45 hours)**

*Text: The Making of Literature – R. A. Scott-James*


The following *Chapters* to Teach and to Ask in Examination:

1. Chapter III: The Literature of Power
2. Chapter V. “Imitation”
3. Chapter VI. The “Poetics”
4. Chapter VIII. The First Romantic Critic
5. Chapter X. Dante
6. Chapter XII. Ben Jonson
7. Chapter XIII. Nature Methodized

Semester end examination

Q. 1 Long Answer Question (Chapter III) (1/2) 14 x 1 14 Marks
Q. 2 Long Answer Question (Chapter V and VI) (1/2) 14 x 1 14 Marks
Q. 3 Long Answer Question (Chapter XII) (1/2) 14 x 1 14 Marks
Q. 4 Long Answer Question (Chapter X) (1/2) 14 x 1 14 Marks
Q. 5 (A) Short Notes Question (Chapter III) (1/2) 07 x 1 07 Marks
Q. 5 (B) Short Notes Question (Chapter XIII) (1/2) 07 x 1 07 Marks

Semester: 5 Name of the Course: Core Course in English 13 (CCE 13)

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<th>Subject</th>
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<th>Semester</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>05</td>
<td>The English Language &amp; Chaucer</td>
<td>03</td>
<td>Core Course</td>
</tr>
<tr>
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<td></td>
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<td>Category</td>
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<tr>
<td>Semester End Exam</td>
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<td>03</td>
<td>30</td>
<td>70</td>
<td>NA</td>
<td>100</td>
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</tbody>
</table>

Internal assessment: Assignment / Presentation / Written test

Learning Objectives:
- To understand the history and character of English language
- To help the students understand the significance of Chaucer’s work
- To develop students’ ability to appreciate and understand Chaucer’s work

Course content:

Note: Rendering of the text *Prologue to the Canterbury Tales* is not to be asked.

**The Following Characters to Study**

1. The Wife of Bath,  
2. Knight,  
3. Squire,  
4. Friar,  
5. Summoner,  
6. Parson,  
7. Clerk of Oxford,  
8. Doctor of Physique,  
9. Nun,  
10. Monk.


**Topics from The English Language:**

1. General Character of English,  
2. Landmarks in the History of English,  
3. English as a World Language, influence of Latin,  
4. Greek Influence,  
5. French Influence,  

**Recommended reading:**


**Semester end examination:**

- Q. 1 Long Answer Question (Unit 1) (1/2) 14 x 1 14 Marks
- Q. 2 Long Answer Question (Unit 1) (1/2) 14 x 1 14 Marks
- Q. 3 Long Answer Question (Unit 2) (1/2) 14 x 1 14 Marks
- Q. 4 Long Answer Question (Unit 2) (1/2) 14 x 1 14 Marks
- Q. 5 (A) Short Notes Question (Unit 1) (1/2) 07 x 1 07 Marks
- Q. 5 (B) Short Notes Question (Unit 2) (1/2) 07 x 1 07 Marks

**Semester: 5 Name of the Course: Core Course in English 14 (CCE 14)**
Internal assessment: Assignment / Presentation / Written test

Learning Objectives:
- To impart historical perspective of the period
- To make students appreciate significant works of the period
- To hone students' literary sense

Course content:
**Unit 1:** History (Elizabethan Age to Neo-Classical Age - Specific Topics given below)
Spenser, Marlowe, Milton, John Donne, Addison, Samuel Richardson
Teaching time: 22.5 hrs

**Unit 2:** Text: *The Jew of Malta (Drama)* – Christopher Marlowe. Teaching time: 22.5 hours

Semester end examination:
Q. 1 Long Answer Question (Unit 1) (1/2) 14 x 1 14 Marks
Q. 2 Long Answer Question (Unit 1) (1/2) 14 x 1 14 Marks
Q. 3 Long Answer Question (Unit 2) (1/2) 14 x 1 14 Marks
Q. 4 Long Answer Question (Unit 2) (1/2) 14 x 1 14 Marks
Q. 5 (A) Short Notes Question (Unit 1) (1/2) 07 x 1 07 Marks
Q. 5 (B) Short Notes Question (Unit 2) (1/2) 07 x 1 07 Marks

Recommended reading:
*A History of English Literature* by Robert Huntington Fletcher.
http://www.blackmask.com//Blackmask Online. 2002

Semester: 5 Name of the Course: Core Course in English 15 (CCE 15)
Internal assessment: Assignment / Presentation / Written test

Learning Objectives:
- To strengthen students’ understanding of the critical theories
- To make students conversant with the various critics and their contribution
- To give a historical perspective to students about the development of critical ideas

Course content:
Unit 1 (Teaching Time: 45 hours)
Text: The Making of Literature – R.A. Scott-James
The following Chapters to Teach and to Ask in Examination:
1. Chapter XVI. CLASSIC AND ROMANTIC 160
2. Chapter XVIII. INSPIRATION 193
3. Chapter XIX. THE ROARING FURNACES 200
4. Chapter XX. THE ESEMPLASTIC IMAGINATION 215
5. Chapter XXI. COLERIDGE AND GOETHE 234
6. Chapter XXII. THE METHOD OF SAINTE-BEUVE 246
7. Chapter XXIII. MATTHEW ARNOLD 262
8. Chapter XXIV. ART AND MORALITY 283
9. Chapter XXV. WALTER PATER 294
10. Chapter XXVI. EXPRESSIONISM 316

Semester end examination:
Q. 1 Long Answer Question (Chapters XVI, XVII) (1/2) 14 x 1 14 Marks
Q. 2 Long Answer Question (Chapters XIX, XX) (1/2) 14 x 1 14 Marks
Q. 3 Long Answer Question (Chapters XXI, XXII) (1/2) 14 x 1 14 Marks
Q. 4 Long Answer Question (Chapters XXIII, XXIV) (1/2) 14 x 1 14 Marks
Q. 5 (A) Short Notes Question (Chapter XXV) (1/2) 07 x 1 07 Marks
Q. 5 (B) Short Notes Question (Chapter XXVI) (1/2) 07 x 1 07 Marks
**Semester: 5 Name of the Course: Core Course in English (CCE 16)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>English</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td><strong>Non-British Masters</strong></td>
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<tr>
<td>Category</td>
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<td>Course No.</td>
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<th>External Marks</th>
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<tbody>
<tr>
<td>Core Course</td>
<td>45</td>
<td>03</td>
<td>30</td>
<td>70</td>
<td>NA</td>
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</tr>
</tbody>
</table>

**Internal assessment: Assignment / Presentation / MCQ test**

**Learning Objectives:**
To initiate the students in the study of non-British literature
To make the students understand and appreciate the national varieties of literatures in English
To inculcate in students an insight for comparative study

**Course content:**

**Unit 1 Text:** *Catch-22 (Novel) - Joseph Heller*

**Unit 2 Text:** *A Doll's House (Play) - Henrik Ibsen*

**Semester end examination:**

| Q. 1 | Long Answer Question (Unit 1) (1/2) | 14 x 1 14 Marks |
| Q. 2 | Long Answer Question (Unit 1) (1/2) | 14 x 1 14 Marks |
| Q. 3 | Long Answer Question (Unit 2) (1/2) | 14 x 1 14 Marks |
| Q. 4 | Long Answer Question (Unit 2) (1/2) | 14 x 1 14 Marks |
| Q. 5 | (A) Short Notes Question (Unit 1) (1/2) | 07 x 1 07 Marks |
| Q. 5 | (B) Short Notes Question (Unit 2) (1/2) | 07 x 1 07 Marks |

...
**Semester 5 Functional English—Paper IX (FE9) (For Regular Students Only)**

**Saurashtra University**  
**Faculty of Arts**  
**English**  
**Syllabus (Effective from June 2019 onwards)**

<table>
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<tr>
<th>Subject</th>
<th>English</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Course Title</td>
<td><strong>INTRODUCTION TO CREATIVE WRITING</strong></td>
<td>Course Credit</td>
<td>03</td>
</tr>
<tr>
<td>Category</td>
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<td>Course No.</td>
<td>16</td>
</tr>
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<td>50</td>
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</table>

**Internal assessment: Assignment / Presentation / Written test**

**Course objectives:**
- To make the students aware about media and media study
- To hone students' language skills for media
- To equip the students with skills necessary for various media

**Course content:**

**Unit I Introduction to Media**
1. Introduction to Media and Media Studies
2. Types of media
3. Influence of Media on society, Media Activism
4. Use of the English language in Media
5. Media Terms
   (Reporter, editor, editorial, photojournalism, manuscript, typescript, press release, press conference, royalty, copyright, paparazzi, supplement, columnist, freelance, publicity, page3, yellow journalism, PTI, PIB, Broadcast, Telecast, Communication Satellite, TRP, Disc jockey, Footage, Vox pop interviews, Sound bite, Telegenic, Soap, Zapper, Premiere, Preview, Debut, Block-buster )

**Unit II Print Media**
1. A brief history of Print Media
2. A brief History of Print Media in India
3. Format of a News Report - head line, date line, sub line, lead, main body
4. Characteristics of News- clarity, precision, objectivity, prominence, proximity

Credibility
5. Types of News - political, commercial, sports, social, cultural, local, Regional, International

**Unit III** Electronic Media
1. A brief history of electronic media in India
2. FM Revolution
4. Web-based Media, Internet and social networking

**Unit IV** Advertising
1. Introduction to Advertising
2. Advertising Design (layout)
3. Types of Appeals

**Unit V** Project / Field work
1. Essays on Major Current Affairs
2. Analyzing Advertisements
3. Editorials and Caricatures
4. Interviews

Note: topics to be prescribed by all the colleges which have prescribed the functional English syllabus.

**Reference Books:**
1. Study of Mass Media and Communication S. Ganesh (Radhe Publication)
3. Journalism Jaya Palan
4. Dealing Effectively with Media John Wade (Viva Publication)
5. Journalism Writing Ajay Joshi (Sonali Publication)
6. Art of Broadcasting S.P Jain
7. Key Words in Media Bill Mascull (Cambridge University Press)
8. News Writing and Reporting for Today's Media Itule Bruce
9. An Introduction to Journalism Carole Fleming
10. Mass Communication in India Keval Kumar

**Web Resources:**
5. http://www.localhistory.scit.wlv.ac.uk/Museum/Engineering/Electronics/history/radiohistory.htm

Paper Style
1. Objective questions (Current Affairs) 10 marks
2. Long Questions 10 marks
3. Long Questions 10 marks
4. Short notes 10 marks
5. Advertisement 10 marks

Semester 6 Name of the Course: Foundation Course in English-6 (FCE-6)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Title</th>
<th>Course Credit</th>
<th>Semester</th>
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<tbody>
<tr>
<td>English</td>
<td>Foundation Course in English</td>
<td>03</td>
<td>06</td>
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</table>

Category: Foundation Course
Course Code: Foundation Course
Semester End Exam: 2:30 Hours 70 Marks

Program: B. A.
Credit: 03
Internal Marks: 30
External Marks: 70
Practical/Viva Marks: --
Total Marks: 100

Internal assessment: Assignment / Presentation / Written test

Learning Objectives:
- The students will be able to master themselves in grammar
- They will be able to understand the Indian culture and civilization through the selected texts.

Course content:

Text: Dew Drops – An Anthology of English Essays,
Edited By Board of Editors
Published by Macmillan India Limited.

Comprehension & Composition
Letter Writing (Personal letters and letters to municipal authorities) 10 Marks
Reshaping the Story 10 Marks
Translation (Gujarati to English & English to Gujarati) 10 Marks

Semester end examination

<table>
<thead>
<tr>
<th>Ques.</th>
<th>Details</th>
<th>Options</th>
<th>Marks</th>
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Saurashtra University, B. A. (English) Syllabus, 2019
Semester: 6 Name of the Course: Core Course in English 17 (CCE 17)

<table>
<thead>
<tr>
<th>Subject</th>
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<tr>
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<td>Category</td>
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<td>03</td>
<td>30</td>
<td>70</td>
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<td>100</td>
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</tbody>
</table>

Internal assessment: Assignment / Presentation / Written test

Learning Objectives:
To enable the students to appreciate the great works of modern time
To enkindle an interest in the modern literature
To enable the students to understand the historicity of the works and the texts and understand them with historical perspective

Course content:

Poems to Study:
1. The Shield of Achilles
2. Sir, No Man’s Enemy, Forgiving All
3. A Thanksgiving
4. The Unknown Citizen
5. In Memory of W.B. Yeats
6. Orpheus
7. Who’s Who
8. Prospero to Ariel
9. Prologue at Sixty
10. Muse Des Beaux Arts

Semester end examination:

Q. 1 - 14 Marks
Q. 2 - 14 Marks
Q. 3 - 14 Marks
Q. 4 - 14 Marks
Q. 5A - 7 Marks
Q. 5B - 7 Marks

Semester: 6 Name of the Course: Core Course in English 18 (CCE 18)

<table>
<thead>
<tr>
<th>Subject</th>
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<th>Semester</th>
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<tbody>
<tr>
<td>Course Title</td>
<td>Literary Criticism – 3</td>
<td>Course Credit</td>
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<tr>
<td>Category</td>
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</tr>
</tbody>
</table>

Internal assessment: Assignment / Presentation / Written test

Learning Objectives:
- To strengthen students’ critical acumen
- To develop students’ ability to critically appreciate literature
- To make students understand various critics and critical concepts
- To make students understand various theories relevant to literature
- To make students understand various movements in English literature
- To make students understand the gradual growth of ideas

Course content: (The Following Terms (from the Dictionary) to Teach and Ask in the Examination.)
1. Romanticism,
2. Classicism,
3. Realism,
4. Surrealism,
5. Feminism,
6. Modernism,
7. Structuralism,
8. Imagism,
9. Symbolism,
10. Expressionism,
11. Marxism,
12. Postmodernism
13. Aestheticism,
14. Colonialism,
15. Orientalism

Textbook: A Dictionary of Literary Terms and Literary Theory (FIFTH EDITION)
By J. A. Cuddon; Revised by M. A. R. Habib

Semester end examination:
Q. 1 Long Answer Question (Unit 1) (1/2) 14 x 1 14 Marks
Q. 2 Long Answer Question (Unit 1) (1/2) 14 x 1 14 Marks
Q. 3 Long Answer Question ((Unit 1) (1/2) 14 x 1 14 Marks
Q. 4 Long Answer Question (Unit 1) (1/2) 14 x 1 14 Marks
Q. 5 (A) Short Notes Question (Unit 1) (1/2) 07 x 1 07 Marks
Q. 5 (B) Short Notes Question (Unit 1) (1/2) 07 x 1 07 Marks

Semester: 6 Name of the Course: Core Course in English 19 (CCE 19)
Saurashtra University
Faculty of Arts
English
Syllabus (Effective from June 2019 onwards)

<table>
<thead>
<tr>
<th>Subject</th>
<th>English Language, Phonetics and Literary Terms</th>
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<td>30</td>
<td>70</td>
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<td>100</td>
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</tbody>
</table>

Internal assessment: Assignment / Presentation / Written test

Learning Objectives:
To make the students understand the characteristics of English language.
To make the students understand the literary terms
To initiate the students in the study of phonetics

Course content:
Unit 1 28 Marks
1. Spelling and Pronunciation only General Considerations Portion,
2. The Ordering of Words and Syntax,
3. Syntax and Parts of Speech
Reference Book: The English Language by C. L. Wrenn

Unit 2

Literary Terms:
1. Stream of Consciousness, 
2. Literature of the Absurd, 
3. Science Fiction, 
4. Crime Fiction, 
5. Fan Fiction, 
6. Free Verse,

(Terms to be selected from: Dictionary of Literary Terms & Literary Theory by J. A. Cuddon, Revised by C. E. Preston. New Delhi: Penguin Books, 1999)

Unit 3 Transcription

1. Seven Words to be asked of 07 Marks (Transcription to be done by the Student)
2. Seven Sentences to be asked of 07 Marks (Transcription to be done by the Student)


Semester end examination:

Q. 1 Long Answer Question (Unit 1) (1/2) 14 x 1 14 Marks
Q. 2 Long Answer Question (Unit 1) (1/2) 14 x 1 14 Marks
Q. 3 Long Answer Question (Unit 2) (1/2) 14 x 1 14 Marks
Q. 4 Long Answer Question (Unit 2) (1/2) 14 x 1 14 Marks
Q. 5 (A) Phonetic Transcription-Words (Unit 3) (07) 07 x 1 07 Marks
Q. 5 (B) Phonetic Transcription-Sentences (Unit 3) (07) 07 x 1 07 Marks

Semester: 6
Name of the Course: Core Course in English 20 (CCE 20)

Saurashtra University
Faculty of Arts
English
Syllabus (Effective from June 2019 onwards)

<table>
<thead>
<tr>
<th>Subject</th>
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<tr>
<td>Course Title</td>
<td>History of English Literature Romantic Age to Modern Age</td>
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<tr>
<td>Category</td>
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<td>Course Code</td>
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</tr>
<tr>
<td>Semester End Exam</td>
<td>2:30 Hours</td>
<td>70 Marks</td>
</tr>
</tbody>
</table>
Learning Objectives:
To make the students able to appreciate the works in the historical context
To make the students aware about the historical development of English literature
To make the students understand the significant writers of the age

Course Content:
Unit 1 History of English Literature (Romantic Age to Modern Age)
Specific Topics: Wordsworth, P. B. Shelley, John Keats, Robert Browning, Charles Dickens, Jane Austen, Walter Scott, Thomas Hardy, W. B. Yeats.
Teaching time: 22.5 Hours
Unit 2 Text: A Tale of Two Cities (Novel) – Charles Dickens
Teaching time: 22.5 Hours

Semester end examination:
Q. 1 Long Answer Question (Unit 1) (1/2) 14 x 1 14 Marks
Q. 2 Long Answer Question (Unit 1) (1/2) 14 x 1 14 Marks
Q. 3 Long Answer Question ((Unit 2) (1/2) 14 x 1 14 Marks
Q. 4 Long Answer Question (Unit 2) (1/2) 14 x 1 14 Marks
Q. 5 (A) Short Notes Question (Unit 1) (1/2) 07 x 1 07 Marks
Q. 5 (B) Short Notes Question (Unit 2) (1/2) 07 x 1 07 Marks

Recommended reading:
http://www.blackmask.com//Blackmask Online. 2002
A Critical History of English Literature (in Two Volumes) by David Daiches.

Semester: 6 Name of the Course: Core Course in English 21 (CCE 21)

Saurashtra University
Faculty of Arts
English
Syllabus (Effective from June 2019 onwards)

<table>
<thead>
<tr>
<th>Subject</th>
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<th>Semester</th>
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<tr>
<td>Course Title</td>
<td>Indian Poetics</td>
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<td>03</td>
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</table>

Saurashtra University, B. A. (English) Syllabus, 2019
### Learning Objectives:
- To initiate the students in the study of Indian poetics
- To make the students understand the basic principles of Indian poetics
- To develop students' interest in the classical critical tradition of Indian poetics

### Course content:
**Unit 1. Rasa, Dhvani, Vakrokti, Alamkara, Guna-Dosha, Auchitya**
Teaching time: 45hrs


**The Contents for Detailed Study are mentioned below:**

1. Rasa  
2. Dhvani  
3. Vakrokti  
4. Alamkara  
5. Guna-Dosha  
6. Auchitya

### Semester end examination:
Q. 1 Long Answer Question (Rasa) (1/2) 14 x 1 14 Marks  
Q. 2 Long Answer Question (Dhvani) (1/2) 14 x 1 14 Marks  
Q. 3 Long Answer Question (Vakrokti) (1/2) 14 x 1 14 Marks  
Q. 4 Long Answer Question (Alamkara) (1/2) 14 x 1 14 Marks  
Q. 5 (A) Short Notes Question (Guna-Dosha) (1/2) 07 x 1 07 Marks  
Q. 5 (B) Short Notes Question (Auchitya) (1/2) 07 x 1 07 Marks


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<td>30</td>
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<td>NA</td>
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</table>

**Internal assessment: Assignment / Presentation / Written test**

**Learning Objectives:**
To further enhance students' understanding of Indian Writing in English
To make the students aware about the regional and national variety of English literature
To teach students about poetic and dramatic tradition in India with reference to Indian Writing in English

**Course content:**

**Unit 2:** Poems to be selected from *Nissim Ezekiel: Poems*. 2012. [www.poemhunter.com](http://www.poemhunter.com)
*(Following poems are prescribed)*

1. Island
2. Jewish Wedding in Bombay
3. Minority Poem
4. Night of the Scorpion
5. Philosophy
6. Poet, Lover, Birdwatcher
7. The Professor
8. The Hill
9. The Patriot
10. Soap

**Semester end examination:**

<table>
<thead>
<tr>
<th>Q.</th>
<th>Question Type</th>
<th>Marks</th>
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<td>Long Answer Question (Unit 1) (1/2)</td>
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<td>Long Answer Question (Unit 2) (1/2)</td>
<td>14 x 1 14 Marks</td>
</tr>
<tr>
<td>Q. 5 (A)</td>
<td>Short Notes Question (Unit 1) (1/2)</td>
<td>07 x 1 07 Marks</td>
</tr>
<tr>
<td>Q. 5 (B)</td>
<td>Short Notes Question (Unit 2) (1/2)</td>
<td>07 x 1 07 Marks</td>
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</table>

**Recommended reading:**
Subject | English | Semester | 06
--- | --- | --- | ---
Course Title | Application of English in Media | Course Credit | 03
Category | Core (Optional) | Course No. | 22
Course Code | Core (Optional) | 2:30 Hours | 50 Marks
Semester Exam | 2:30 Hours | 50 Marks
Category | Teaching Hours | Credit | Internal Marks | External Marks | Practical/Viva Marks | Total Marks
--- | --- | --- | --- | --- | --- | ---
Core (Optional) | 45 | 03 | 30 | 50 | 20 | 100

Internal assessment: Assignment / Presentation / Written test

Course objectives:
- To make the students aware about media and media study
- To hone students' language skills for media
- To equip the students with skills necessary for various media

Course content:

**Unit I Introduction to Media**
1. Introduction to Media and Media Studies
2. Types of media
3. Influence of Media on society, Media Activism
4. Use of the English language in Media
5. Media Terms

(Reporter, editor, editorial, photojournalism, manuscript, typescript, press release, press conference, royalty, copyright, paparazzi, supplement, columnist, freelance, publicity, page3, yellow journalism, PTI, PIB, Broadcast, Telecast, Communication Satellite, TRP, Disc jockey, Footage, Vox pop interviews, Sound bite, Telegenic, Soap, Zapper, Premiere, Preview, Debut, Block-buster)

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2. FM Revolution
4. Web-based Media, Internet and social networking

**Unit IV** Advertising

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2. Advertising Design (layout)
3. Types of Appeals

**Unit V** Project / Field work

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3. Editorials and Caricatures
4. Interviews

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3. Journalism Jaya Palan
4. Dealing Effectively with Media John Wade (Viva Publication)
5. Journalism Writing Ajay Joshi (Sonali Publication)
6. Art of Broadcasting S.P Jain
7. Key Words in Media Bill Mascull (Cambridge University Press)
8. News Writing and Reporting for Today’s Media Itule Bruce
9. An Introduction to Journalism Carole Fleming
10. Mass Communication in India Keval Kumar

**Web Resources:**

Paper Style:

1. Objective questions (Current Affairs) 10 marks
2. Long Questions 10 marks
3. Long Questions 10 marks
4. Short notes 10 marks
5. Advertisement 10 marks

== END OF THE DOCUMENT ==