

COMPULSARY ENGLISH

PROGRAM CODE : HNGU1008



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Hemchandracharya
North Gujarat University
PATAN

HEMACHANDRACHARYA NORTH GUJARAT UNIVERSITY

SYLLABUS FOR CBCS

(TO BE IMPLEMENTED FROM JUNE – 2011)

ARTS / SCIENCE / FINE ARTS

B.A. / B. Sc / Fine Arts Programme

Semester -1

C – 106 English Compulsory

Unit :1

Lesson 1 to 5

Fantasy a collection of short stories edited by V Sasikumar
(Orient Black Swan)

Unit 2 Vocabulary (Text Based)

Unit 3 Grammar

Tenses
Primary Auxiliaries
Articles

Unit 4 Comprehension of an unseen Passage

Recommended Reading

- 1 High School English Grammar – Wrenn & Martin
- 2 Contemporary English Grammar – David Green



SPECIAL ENGLISH



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SYLLABUS FOR CBCS

(TO BE IMPLEMENTED FROM JUNE – 2011)

B.A. Programme

CC 101

Semester -1

English

Core paper -- Course-101

Name of the Paper: Introduction to English Literature

Unit 1

1. What is Literature?
2. Qualities of Good Literature? *An Introduction of English literature to Foreign Readers*
3. Why do We Study Literature? – R.J.Rees

Unit 2

1. Introduction to main Characteristics of the Age of Chaucer
2. Contribution of Chaucer to English Literature

Unit 3

Geoffrey Chaucer *The Knight's Tale*

Unit 4

Acquaintances (See the note below)

Note: Show your acquaintance with the major writers with their ages from early ages to Modern age.

William Shakespeare	John Dryden	Joseph Addison	Dr. Johnson
Samuel Richardson	Henry Fielding	Oliver Goldsmith	Charles Lamb
John Ruskin	Charles Dickens	James Joyce	H.G. Wells
Joseph Conrad	G.B. Shaw	William Golding	

Recommended Reading

1. A Short History of English Literature - Pramod K.Nayar
2. The Short Oxford History of English Literature - Andrew Sanders
3. A Brief History of English Literature – John Peck & Martyn Coyle
4. The Oxford Companion to English Literature – Margaret Drabble



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B.A. / Programme
CC 102
Semester -1
English
Core paper -- Course-102

Name of the Paper: Introduction to Poetry

Unit 1 Introduction to Objective Poetry

- Epic
- Ballad

Unit 2

S.T. Coleridge

Kubla Khan

Unit 3 Study of subjective poetry

Since there is no help – Michael Drayton

Leave me – O love - Sir Philip Sidney

Definition of Love – Andrew Marvell

Ode to West Wind – P. B. Shelley

Ode to Nightingale – John Keats

The Winged Word

- David Green

Unit 4 Show your acquaintance with following poets.

(In this question, Students are expected to give a brief sketch of the life of the poet, age to which he belongs to, his major works, and his contribution to English literature)

Alexander Pope

William Wordsworth

P.B. Shelley

John Keats

Alfred Tennyson

Robert Browning

Thomas Hardy

William Blake

W.B. Yeats

Lord Byron

Matthew Arnold

T.S. Eliot

S.T. Coleridge

W.H. Auden

Recommended Reading

- 1 A Short History of English Literature- Pramod K. Nayar
- 2 An Introduction to the Study of Literature – W.H. Hudson
- 3 A Background to the Study of English Literature – B. Prasad
- 4 The Lonely Voice- O'Connor




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B.A. / Programme
SE (I) 103
Semester -1
English
Subject Elective paper -- Course-103

Name of the Paper: Introduction to English Literature

Unit 1

1. What is Literature?
2. Qualities of Good Literature? *An Introduction of English literature to Foreign Readers*
3. Why do We Study Literature? – R.J.Rees

Unit 2

1. Introduction to main Characteristics of the Age of Chaucer
2. Contribution of Chaucer to English Literature

Unit 3

Geoffrey Chaucer

The Knight's Tale

Unit 4

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Note: Show your acquaintance with the major writers with their ages from early ages to Modern age.

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Samuel Richardson
John Ruskin
Joseph Conrad

John Dryden
Henry Fielding
Charles Dickens
G.B. Shaw

Joseph Addison
Oliver Goldsmith
James Joyce
William Golding

Dr. Johnson
Charles Lamb
H.G. Wells

Recommended Reading

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B.A. / Programme
SE(I) 104
Semester -1
English
Subject Elective paper -- Course-104

Name of the Paper: Introduction to Poetry

Text

Unit 1 Introduction to Objective Poetry

- Epic
- Ballad

Unit 2

S.T. Coleridge

Kubla Khan

Unit 3 Study of subjective poetry

Since there is no help – Michael Drayton

Leave me – O love - Sir Philip Sidney

Definition of Love – Andrew Marvell

Ode to West Wind – P. B. Shelley

Ode to Nightingale – John Keats

The Winged Word

- David Green

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William Blake

W.B. Yeats

Lord Byron

Matthew Arnold

T.S. Eliot

S.T. Coleridge

W.H. Auden

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B.A. / Programme
SE(II) 105
Semester -1
English
Subject Elective (II) Paper -- Course-105

1. Use of dictionary and understanding of idiomatic phrases and expressions.

A list of such phrases and expressions is provided herewith.

1. To turn to be
2. To be on duty
3. To be down with
4. To be good at
5. To beg somebody's pardon
6. To care to do something
7. To have a look at
8. To feel like doing something
9. To make a joke
10. To make an effort
11. To make up one's mind
12. To put on
13. To give up
14. To get on
15. To look for
16. To hold on
17. To go on
18. To send for
19. To keep on
20. To leave for
21. To leave out
22. To leave behind
23. To get off
24. To grow up
25. To start with

2. Textual Comprehension

Text: MODERN SHORT STORIES (OUP) Ed: Dr. M. Q. Khan [chapter 1 to 4]

3. Unseen Comprehension

4. Paragraph Writing




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B.A Programme
SEMESTER – I
ENGLISH

W.E.F. - June - 2013

CORE COURSE-102

→ With effect from June 2013

Unit : II

Read

✓ S.T. Coleridge: **The Rime of the Ancient Mariner**

Instead of

✗ S.T. Coleridge: **Kubla Khan**



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DEFENCE STUDIES



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Programme code		Programme Name	B.A. Defence Studies
Faculty	Arts	Semesters	I & II
Effective from		Semester - I & II June 2011	

Sr No	Semester	Course type	Course (Paper) Code	Name of Paper	Credits
1	I	Subject Elective	SE-DEF-103	Foundation Study of Defence Studies	04
2	I	Subject Elective	SE-DEF-104	Organization of Indian Armed Forces-I	04
3	I	Elective Open	EO-DEF-105	Foundation Study & Military Geography of Concern Regions	02
4	II	Subject Elective	SE-DEF-113	Military Geography and War Studies General	04
5	II	Subject Elective	SE-DEF-114	Organization of Indian Armed Forces-II & Civil Defence & Map Reading (Practical)	04
6	II	Elective Open	EO-DEF-115	A Study of Major Wars of India	02



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COURSE PATTERN

Semester	Course	Instruction (Hrs/Week)	Duration of Exam (Hrs)	Marks				Credits
				Internal	External		Total	
					Theory	Practical		
Semester –I	Subject Elective DEF-103	4	3	30	70	-	100	4
	Subject Elective DEF-104	4	3	30	70	-	100	4
	Total	8		60	140	-	200	8
	Elective Open DEF-105	2	3	30	70		100	2
	Total	2	3	30	70		100	2
Semester –II	Subject Elective DEF-113	4	3	30	70	-	100	4
	Subject Elective DEF-114	4	3	30	50	20	100	4
	Total	8		60	140	-	200	8
	Elective Open DEF-115	2	3	30	70		100	2
	Total	2	3	30	70		100	2




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HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY- PATAN				
Programme Code:		Programme Name	B.A Defence Studies	
Course (Paper) Code	Elective Open DEF-105	Semester	I	
Foundation Study & Military Geography of Concern Regions				
Course Type		Elective Open	Total Credit	02
Teaching Hours		Examination Marking Scheme		
Theory (hrs)	Practical (hrs)	Internal (Marks)	External (Marks)	Total (Marks)
02 X 15 =30	—————	30	70 (Paper of 3 Hours)	100

o→» Objectives «← o

The main objectives of this paper are as below

1. To create Interest among students in Defence studies
2. To awaken in students minds the feelings for the Defence of the Country & Create awareness about the problems faced by the Nation.
3. To pave the way of making the Youth of Gujarat strengthen the state in the field of Defence in the Context of the 1965 war with Pakistan.
4. To teach basic concepts of Military Ideology ,Military organization, Military equipments, Skills & the uses and developments of weapons , Also familiarize the students with the effects on human society.
5. To provide detailed information and familiarize them with the role of Indian army IN & OUT Side of India.



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Elective Open DEF-105				
Unit	Topic	Foundation Study & Military Geography of Concern Regions	Credits	Marks
1		<ul style="list-style-type: none"> ❖ Foundation Study <ul style="list-style-type: none"> ➤ Definition of Defence Studies ➤ Scope of Defence Studies ➤ Importance of study of Defence Studies 	1/2	
2		<ul style="list-style-type: none"> ❖ Military Geography of India <ul style="list-style-type: none"> ➤ Boundary and frontiers of India ➤ Importance of sea ports ➤ Natural Minerals 	1/2	
3		<ul style="list-style-type: none"> ❖ Gujarat : A Border State <ul style="list-style-type: none"> ➤ Land & Sea Boundary of Gujarat ➤ Pakistani attack on Sardar Chowki near Kanjar Kot (Kutch) in 1965 and its effects ➤ Defence establishment in Gujarat 	1/2	
4		<ul style="list-style-type: none"> ❖ Indian Armed forces <ul style="list-style-type: none"> ➤ Indian Army – Head quarters and its functions ➤ Indian Navy – Head quarters and its functions ➤ Indian Air Force – Head quarters and its functions 	1/2	




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HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN

FOUNDATION COMPULSORY ENGLISH

For

ARTS (B.A)/FINE ARTS/ HOME SCIENCE PROGRAMME

PROGRAM CODE : HNGU1008

SEMESTER SYSTEM

SCHEME OF EXAMINATION

AS PER THE NEW GUIDELINES FROM THE UNIVERSITY

(WITH EFFECT FROM JUNE-2020)




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SCHEME OF EXAMINATION

ARTS (ENGLISH) ARTS(B.A)/FINE ARTS/ HOME SCIENCE PROGRAMME

SEMSTER-I

F C 103

Q.1-(A) One long question with an internal option (from unit –I) (8)

Q.1-(B) Attempt five short questions out of eight (from unit-I) (10)

Q.2- Fill in the blanks with multiple choice. Five blanks from each grammatical topic of unit II.
(Ten out of twelve) (10)

Q.3 An unseen paragraph for comprehension with short questions (7)




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B A Semester I

Course Level Learning Outcome:

To encourage students to learn and appreciate language through Short Stories/Essays

To encourage and develop reading habits in Under Graduate Students

To introduce Under Graduate students to important themes and issues

To enable students to learn basic grammar through the practice of prescribed topics

To encourage students to read and comprehend short passages

To enable students to write short answers

Course Content:

Unit 1

Lesson 1 to 5

Bridges - Macmillan

Unit 2

Grammar

Articles

Primary Auxiliaries (Do, Have, Be)

Unit 3

Comprehension of Unseen Passage




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Learning Outcomes based Curriculum Framework

Programme Outcomes (Odd Semester)	INDIAN CLASSICAL LITERATURE	Introduction to the Forms of Literature (Prose)	BRITISH POETRY: 14TH TO 17TH CENTURIES	INDIA WRITING IN ENGLISH (Fiction)	WORLD LITERATURE (Poetry & Drama)	BRITISH POETRY: 17TH AND 18TH CENTURIES	LITERARY CRITICISM	MODERN EUROPEAN DRAMA	SCIENCE FICTION	BRITISH ROMANTIC LITERATURE	INDIAN WRITING IN ENGLISH TRANSLATION	BRITISH LITERATURE: THE EARLY 20TH CENTURY	English Language and Research Methodology
Programme Outcomes (Even Semester)	EUROPEAN CLASSICAL LITERATURE	Introduction to the Forms of Literature (Verse)	BRITISH Drama: 14TH TO 17TH CENTURIES	INDIA WRITING IN ENGLISH (Drama)	WORLD LITERATURE (Fiction)	BRITISH DRAMA: 17TH AND 18TH CENTURIES	LITERARY CRITICISM	WOMEN'S WRITING	DETECTIVE LITERATURE	BRITISH LITERATURE: 19TH CENTURY	AMERICAN LITERATURE	LITERARY THEORY	Spoken English
The primary programme outcomes include demonstration of subject knowledge, understanding of the field, and understanding of literary, movements, styles, genres, location, human values, literary sensibility and locations.													
Values of life and literatures	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Systematic knowledge of the field	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Knowledge of literary genres and stylistic variations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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Learning Outcomes based Curriculum Framework
(LOCF) for English Literature (B.A) Undergraduate
Programme

(TO BE IMPLEMENTED FROM JUNE-2020)




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B.A. PROGRAMME IN ENGLISH

Core Compulsory and Core Elective

Semester System Scheme of Examination

AS PER THE GUIDELINES FROM THE UNIVERSITY
GRANTS COMMISSION

(WITH EFFECT FROM JUNE-2020)

Scheme of Examination

Arts (English)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-I

CC 101

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of Five) (18)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-I

C E 101 /C C 101 (Optional)

- Q.1- One very long question with an internal option from unit –I (17)**
- Q.2- One very long question with an internal option from unit –II (18)**
- Q.3- Q.1- One very long question with an internal option from unit –III (17)**
- Q.4 Acquaintances in brief. (Three out of Five) (18)**




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-I

C C 102/C E 102

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of Five) (18)




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C C 101

INDIAN CLASSICAL LITERATURE

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate include.

- Explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100 ad
- Appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes
- Historically situate the classical literature and diverse literary cultures from India mainly from Sanskrit, but also Tamil, prakrit and pali by focusing on major texts in the principal genres
- Trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures
- Understand, analyze and appreciate various texts with comparative perspectives

Course Content

Unit 1

Indian Intellectual Tradition

Indian Knowledge System

Unit 2

Bhasa – Karnabharam

Unit 3

Meera Kant- Heard, But Never Seen




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Unit 4 Acquaintances

Shakuntala	Kadambari	Vikromorvasiyam	Natayasastra	Kathopanishad
Rigveda	Mrichchakatikam	The Dhammapada	Sattasai	Silappadikaram

Suggested Readings:

Bhasa Karnabharam and Madhyama- Vyayoga, Ed and Tr. Dr S K Sharma, Parimal Publications: Ahmedabad, 2005

Meera Kant Heard But Never Seen, Tr Manu Vikraman in Indian English Literature Vol 237, Sahitya Akademi Jan- Feb 2007

P V Kane Histry of Sanskrit Poetics

Bharata, *Natyashastra*, tr. Manmohan Ghosh, vol. I, 2nd edn. Calcutta: Granthalaya, 1967.

J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy*, vol.

V, *Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.

A.V. Kieth, *History of Sanskrit Literature*. Oxford: OUP, 1920.

A.K. Warder, *Indian Kavya Literature*, 8 Volumes. Delhi: Motilal Banarsidas, 2011.




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C C101 (Optional)

Introduction to the Forms of Literature (Prose)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate includes:

- Understand the historical background and tradition forms of English literature
- Develop a clear understanding of Essay and Short Story that provides the basis for the texts suggested
- Engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- Appreciate and analyze the literary texts in the larger socio-political and religious contexts of the time.

Course Content

Unit 1

Essay as a form of literature

Short Story as a form of literature

Unit 2

Shakespeare's Sister by Virginia Woolf

The Religion of the Forest by Tagore




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Unit 3

The Lady Rams by Mulk Raj Anand

The fall of the House of Usher By Edgar Allen Poe

Unit 4 Acquaintances

Munshi Premchand	R K Narayan	Ruskin Bond	Antov Chekov	O' Henry
Michel de Montaigne	Francis Bacon	Charles Lamb	William Hazlitt	R L Stevenson

Suggested Reading

Alfred H Upham, The Typical Forms of English Literature, New Delhi: AITBS Publishers

B Prasad, A Background to the Study of English Literature, New Delhi: Macmillan, 2000

M H Abrams, A Glossary of Literary Terms New Delhi: Laxmi Publications 2001

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W H Hudson, An Introduction to the Study of Literature




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PAPER C C 102

BRITISH POETRY: 14TH TO 17TH CENTURIES

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate includes:

- Understand the historical background and tradition of English literature from 14th to 17th centuries.
- Develop a clear understanding of Renaissance, Humanism that provides the basis for the texts suggested
- Engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- Appreciate and analyze the literary texts in the larger socio-political and religious contexts of the time.

Course Content

Unit 1

Introduction to the age of Chaucer

Chief Characteristics of the Elizabethan poetry

Metaphysical Poetry

Unit 2

Geoffrey Chaucer -The Pardoner's Tale




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Unit 3

Edmund Spenser Selections from Amoretti: Sonnet LXXV 'One day I wrote her name...'

William Shakespeare Sonnet LXV since Brass nor Stone

Christopher Marlowe – The Face That Launched a Thousand Ships

John Donne- Death Be not Proud

Unit 4 Acquaintances

Sir Philip Sidney	Thomas Sackville	Michael Drayton	John Dryden	Samuel Butler
Robert Herrick	Andrew Marvel	George Herbert	Henry Vaughan	Richard Crashaw

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C E101

Introduction to the Forms of Literature (Prose)

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Develop a clear understanding of Essay and Short Story that provides the basis for the texts suggested

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Appreciate and analyze the literary texts in the larger socio-political and religious contexts of the time.

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Essay as a form of literature

Short Story as a form of literature




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Unit 2

Shakespeare's Sister by Virginia Woolf

The Religion of the forest by Tagore

Unit 3

The Lady Rams by Mulk Raj Anand

The Fall of the House of Usher By Poe

Unit 4

Munshi Premchand	R K Narayan	Ruskin Bond	Antov Chekov	O Henry
Michel de Montaigne	Francis Bacon	Charles Lamb	William Hazlitt	R L Stevenson

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PAPER C E 102

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Introduction to the age of Chaucer

Chief Characteristics of the Elizabethan poetry

Metaphysical Poetry

Unit 2

Geoffrey Chaucer -The Pardoner's Tale



Unit 3


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Edmund Spenser Selections from Amoretti: Sonnet LXXV ‘One Day I wrote Her

Name...’

William Shakespeare Sonnet LXV since Brass nor Stone

Christopher Marlowe – The Face That Launched a Thousand Ships

John Donne- Death Be not Proud

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Robert Herrick	Andrew Marvel	George Herbert	Henry Vaughan	Richard Crashaw

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COMPULSARY ENGLISH

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F.Y.B.A. / B. Sc / Fine Arts Programme
Semester -2
C – 116 English Compulsory

Unit: 1

Lesson 6 to 10

Fantasy a collection of short stories edited by V Sasikumar
(Orient Black swan)

Unit 2 Vocabulary (Text Based)

Unit 3 Grammar

Preposition (Time/ Place/ Action)

Concord (Subject verb agreement)

Pronouns

Unit 4 Composition (Paragraph Writing)

Recommended Reading

- 1 High School English Grammar – Wrenn & Martin
- 2 Contemporary English Grammar – David Green



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B.A. / Programme
CC 111
Semester -2
English
Core paper -- Course-111

Paper Name: Introduction to the Age of Shakespeare & Jacobean Age

Unit :1

- * Characteristics of Shakespearean age.
- * The Impact of Renaissance on English literature
- * The Elizabethan Drama

Unit 2

- * Characteristics of Jacobian age.
- * The Metaphysical Poetry
- * Ben Jonson as a Playwright

Unit 3

- * A Midsummer Night's Dream –William Shakespeare:

Unit 4

Show your acquaintance with the major writers of the periods
(In this question, Students are expected to give a brief sketch of the life of the writer, age to which he belongs, his major works, and his contribution to English literature)

Edmund Spenser
Christopher Marlowe
John Milton

Philip Sidney
John Donne
John Webster

Robert Greene
Ben Jonson
Andrew Marvell

Thomas Kyd
Francis Bacon
John Lyly

Recommended Reading

- 1 A Short History of English Literature – William J. Long
- 2 A Short History of English Literature – Edward Albert




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**B.A. / Programme
CC 112
Semester -2
English
Core paper -- Course-112**

Paper name: Introduction to literary forms

Unit 1

- * What is short story? What are the Characteristics of short story?
- * What is an Essay? Discuss the different types of Essays.

Unit 2 Selected short stories

- | | | |
|---|------------------------------------------|-----------------------|
| 1 | The Gateman's Gift – R.K.Narayan | |
| 2 | The Barber's Trade Union- Mulk Raj Anand | Stories to Remember - |
| 3 | The Demon Lover – Elizabeth Bowen | V.M.Shreedhara Memon |

Unit 3 Selected Essays

- | | | |
|---|---------------------------------|---------------------|
| 1 | The Money box – Robert Lynd | |
| 2 | On superstition – A.G. Gardiner | English Essayists – |
| 3 | Beau Tibbs – Oliver Goldsmith | Susanta. K. Sinha |

Unit 4 Show your acquaintance with the literary forms in brief

Epic	Sonnet	Ballad	Ode	Elegy	Comedy
Tragedy	Dark Comedy	Autobiography	Satire	Novel	Problem Play

Recommended Reading

- 1 A Short History of English Literature – Compton & Rickett
- 2 A Short History of English Literature – William J. Long
3. Literary Terms – M.H Abraham



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B.A. / Programme
SE(I) 113
Semester -2
English
Subject Elective Paper -- Course-113

Paper Name: Introduction to the Age of Shakespeare & Jacobean Age

Unit :1

- * Characteristics of Shakespearean age.
- * The Impact of Renaissance on English literature
- * The Elizabethan Drama

Unit 2

- * Characteristics of Jacobian age.
- * The Metaphysical Poetry
- * Ben Jonson as a Playwright

Unit 3

- * A Midsummer Night's Dream –William Shakespeare:

Unit 4

Show your acquaintance with the major writers of the periods
(In this question, Students are expected to give a brief sketch of the life of the writer, age to which he belongs, his major works, and his contribution to English literature)

Edmund Spenser
Christopher Marlowe
John Milton

Philip Sidney
John Donne
John Webster

Robert Greene
Ben Jonson
Andrew Marvell

Thomas Kyd
Francis Bacon
John Lyly

Recommended Reading

- 1 A Short History of English Literature – William J. Long
- 2 A Short History of English Literature – Edward Albert



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B.A. / Programme
SE (I) 114
Semester -2
English
Subject Elective Paper -- Course-114

Paper name: Introduction to literary forms

Unit 1

- * What is short story? What are the Characteristics of short story?
- * What is an Essay? Discuss the different types of Essays.

Unit 2 Selected short stories

- | | | |
|---|------------------------------------------|-----------------------|
| 1 | The Gateman's Gift – R. K. Narayan | |
| 2 | The Barber's Trade Union- Mulk Raj Anand | Stories to Remember - |
| 3 | The Demon Lover – Elizabeth Bowen | V.M.Shreedhara Memon |

Unit 3 Selected Essays

- | | | |
|---|---------------------------------|---------------------|
| 1 | The Money box – Robert Lynd | |
| 2 | On superstition – A.G. Gardiner | English Essayists – |
| 3 | Beau Tibbs – Oliver Goldsmith | Susanta. K. Sinha |

Unit 4 Show your acquaintance with the literary forms in brief

Epic	Sonnet	Ballad	Ode	Elegy	Comedy
Tragedy	Dark Comedy	Autobiography	Satire	Novel	Problem Play

Recommended Reading

- 1 A Short History of English Literature – Compton & Rickett
- 2 A Short History of English Literature – William J. Long
3. Literary Terms – M.H Abraham



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**B.A. / Programme
SE(II) 115
Semester -2
English
Subject Elective (II) paper -- Course-115**

1. Writing of applications, letters to the editor and official letters and business letters of moderate length placing orders.
2. Conversational English for various situations. (Dialogues—“A” or “B”)
3. Translation of a paragraph of about 100 words from Gujarati or Hindi into English and vice-versa or paraphrasing a short poem.
4. Textual Comprehension

Text: MODERN SHORT STORIES (OUP) Ed: Dr. M. Q. Khan [chapter 5 to 8]



DEFENCE STUDIES



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HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY-PATAN			
Programme code		Programme Name	B.A. Defence Studies
Faculty	Arts	Semesters	I & II
Effective from		Semester - I & II June 2011	

Sr No	Semester	Course type	Course (Paper) Code	Name of Paper	Credits
1	I	Subject Elective	SE-DEF-103	Foundation Study of Defence Studies	04
2	I	Subject Elective	SE-DEF-104	Organization of Indian Armed Forces-I	04
3	I	Elective Open	EO-DEF-105	Foundation Study & Military Geography of Concern Regions	02
4	II	Subject Elective	SE-DEF-113	Military Geography and War Studies General	04
5	II	Subject Elective	SE-DEF-114	Organization of Indian Armed Forces-II & Civil Defence & Map Reading (Practical)	04
6	II	Elective Open	EO-DEF-115	A Study of Major Wars of India	02



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COURSE PATTERN

Semester	Course	Instruction (Hrs/Week)	Duration of Exam (Hrs)	Marks				Credits
				Internal	External		Total	
					Theory	Practical		
Semester –I	Subject Elective DEF-103	4	3	30	70	-	100	4
	Subject Elective DEF-104	4	3	30	70	-	100	4
	Total	8		60	140	-	200	8
	Elective Open DEF-105	2	3	30	70		100	2
	Total	2	3	30	70		100	2
Semester –II	Subject Elective DEF-113	4	3	30	70	-	100	4
	Subject Elective DEF-114	4	3	30	50	20	100	4
	Total	8		60	140	-	200	8
	Elective Open DEF-115	2	3	30	70		100	2
	Total	2	3	30	70		100	2




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HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY-PATAN				
Programme Code:		Programme Name	B.A. Defence Studies	
Course (Paper) Code	Elective Open DEF-115	Semester	II	
A Study of Major Wars of India				
Course Type		Elective Open	Total Credit	02
Teaching Hours		Examination Marking Scheme		
Theory (hrs)	Practical (hrs)	Internal (Marks)	External (Marks)	Total (Marks)
02 X 15 =30	—————	30	70 (Paper of 3 Hours)	100

o→» Objectives «← o

The main objectives of this paper are as below

1. To create Interest among students in Defence studies
2. To create interest in the study of the Indian Military History
3. To awaken in students minds the feelings for the Defence of the Country & Create awareness about the problems faced by the Nation in past & now.
4. To provide detailed information regarding the various war Systems, Art of War, Weapons etc. through Indian war history.




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Elective Open DEF-115				
Unit	Topic	A Study of Major Wars of India	Credits	Marks
1		❖ Ancient Indian Wars <ul style="list-style-type: none"> ➤ The battle of Hydaspus (Zelum War) (326 B.C.) ➤ The battle of Somnath ➤ The battle of Tarain 	1/2	
2		❖ Medieval Indian Wars <ul style="list-style-type: none"> ➤ The Battle of Panipat (1526 A.D.) ➤ The Battle of Haldighati (1576 A.D.) ➤ Battle of Panipat (1761 A.D.) 	1/2	
3		❖ British- Indian warfare <ul style="list-style-type: none"> ➤ The battle of Assaye (1803 A.D.) ➤ The battle of Sobraon (1846 A.D.) ➤ The First liberation Movement (1857 A.D.) 	1/2	
4		❖ Conflicts with Neighbouring Countries after Independence <ul style="list-style-type: none"> ➤ China(1962) ➤ Pakistan (1965 & 1971) ➤ Kargil conflict (1999) 	1/2	




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SCHEME OF EXAMINATION

ARTS (ENGLISH) ARTS(B.A)/FINE ARTS/ HOME SCIENCE PROGRAMME

PROGRAM CODE : HNGU1008

SEMSTER-II

F C 203

Q.1-(A) One long question with an internal option (from unit –I) (8)

Q.1-(B) Attempt five short questions out of eight (from unit-I) (10)

**Q.2- Fill in the blanks with multiple choice. Five blanks from each grammatical topic of unit II.
(Ten out of twelve) (10)**

Q.3 Paragraph Writing (7)




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B A Semester II

Course Level Learning Outcome:

To encourage students to learn and appreciate language through Short Stories/Essays

To encourage and develop reading habits in Under Graduate Students

To introduce Under Graduate students to important themes and issues

To enable students to learn basic grammar through the practice of prescribed topics

To enable students to compose short paragraphs and develop writing skills

Course Content:

Unit 1

Lesson 6 to 10

Bridges - Macmillan

Unit 2

Grammar

Prepositions

Conjunctions

Unit 3

Composition

Paragraph Writing




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Learning Outcomes based Curriculum Framework (LOCF) for English Literature (B.A) Undergraduate Programme




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B.A. PROGRAMME IN ENGLISH

Core Compulsory and Core Elective

Semester System

Scheme of Examination

AS PER THE GUIDELINES FROM THE UNIVERSITY
GRANTS COMMISSION

Scheme of Examination

Arts (English)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-II

C C 201

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-II

C C 201/ C E 201 (Optional)

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-II

C C 202/C E 202

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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C C 201

EUROPEAN CLASSICAL LITERATURE

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate includes.

- Historically situate classical European, i.e., Greek and Latin literary cultures and their
- Socio-political-cultural contexts
- Engage with classical literary traditions of Europe from the beginning till the 5th
- Century AD
- Grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time
- Appreciate classical literature of Europe and pursue their interests in it
- Examine different ways of reading and using literary texts across a wide range of
- Classical authors, genres and periods with comparative perspectives
- Develop ability to pursue research in the field of classics
- Develop academic and practical skills in terms of communication and presentation and
- Also learn about human and literary values of classical period

Course Content

Unit 1

Contribution of Aeschylus, Euripides and Sophocles

Contribution of Aristophanes

Epics of Homer

Unit 2

Sophocles - Oedipus Rex




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Unit 3

Aeschylus - Agamemnon

Unit 4

Acquaintances

Antigone	Prometheus Bound	The Oresteia	Medea	Aristotle
The Frogs	The Cloud	Odyssey	Socrates	Plato

Suggested Readings

Homer, *The Iliad*. Tr. E.V. Rieu. Harmondsworth: Penguin, 1985.

Sophocles, *Oedipus the King*. Tr. Robert Fagles in *Sophocles: The Three Theban Plays*. Harmondsworth: Penguin, 1984.

Richard Rutherford, *Classical Literature: A Concise History*. Oxford: Blackwell Publishing, 2005.




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C C 201 (Optional)

Introduction to the Forms of Literature (Verse)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate includes:

- Understand the historical background and tradition forms of English literature
- Develop a clear understanding of Verse forms that provides the basis for the texts suggested
- Engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- Appreciate and analyze the literary texts in the larger socio-political and contexts of the time.

Course Content

Unit 1

Epic as a form of Literature

Ballad as a form of Literature

Unit 2

John Keats La Belle Dame sans Merci

Thomas Hardy- Her Immortality

Unit 3

Robert Burns – Red Red Rose

W B Yeats – When You Are Old

Unit 4

Acquaintances

Lyric	Ode	Sonnet	Elegy	Song
Dramatic Monologue	Novel	Auto Biography	Satire	Allegory

Suggested Reading

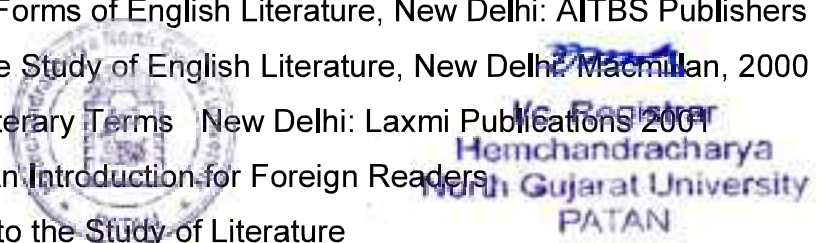
Alfred H Upham, The Typical Forms of English Literature, New Delhi: AITBS Publishers

B Prasad, A Background to the Study of English Literature, New Delhi: Macmillan, 2000

M H Abrams, A Glossary of Literary Terms New Delhi: Laxmi Publications 2001

R J Rees, English Literature An Introduction for Foreign Readers

W H Hudson, An Introduction to the Study of Literature



C C 202

BRITISH Drama: 14TH TO 17TH CENTURIES

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate includes:

- Understand the historical background and tradition of English literature from 14th to 17th centuries.
- Develop a clear understanding of Renaissance, Humanism that provides the basis for the texts
- Engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- Appreciate and analyze the prescribed texts in the larger socio-political and religious contexts of the time.

Course Content

Unit 1

Early Drama (Mystery, Miracle, Morality Plays)

Chief Characteristics of Elizabethan Drama

Contribution of University Wits

Unit 2

Renaissance

Humanism

Unit 3

William Shakespeare- As You Like It




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Unit 4

Acquaintances

George Peele	John Lyly	Robert Greene	Thomas Kyd	Marlowe
Ben Jonson	John Webster	William Congreve	John Wycherley	John Dekker

Suggested Topics For Presentation:

- Renaissance Humanism
- The Stage, Court and City
- Religious and Political Thought
- Ideas of Love and Marriage
- The Writer in Society

Suggested Readings

Pico Della Mirandola, excerpts from the Oration on the Dignity of Man, in The Portable Renaissance Reader, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.

John Calvin, 'Predestination and Free Will', in The Portable Renaissance Reader, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11.

Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of The Courtier, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324– 8, 330–5.

Philip Sidney, An Apology for Poetry, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.




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C E 201

Introduction to the Forms of Literature (Verse)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate includes:

- Understand the historical background and tradition forms of English literature
- Develop a clear understanding of Verse forms that provides the basis for the texts suggested
- Engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- Appreciate and analyze the literary texts in the larger socio-political and contexts of the time.

Course Content

Unit 1

Epic as a form of Literature

Ballad as a form of Literature

Unit 2

John Keats La Belle Dame sans Merci

Thomas Hardy- Her Immortality

Unit 3

Robert Burns – Red Red Rose

W B Yeats – When You Are Old

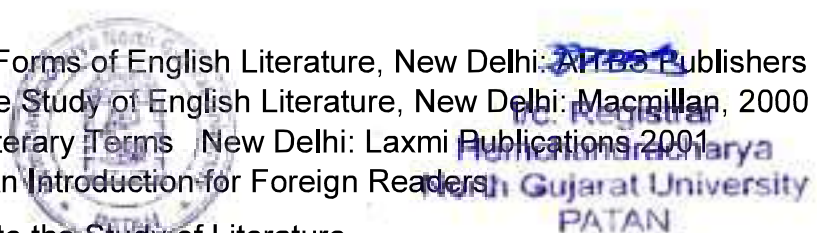
Unit-4

Acquaintances

Lyric	Ode	Sonnet	Elegy	Song
Dramatic Monologue	Novel	Auto Biography	Satire	Allegory

Suggested Reading

Alfred H Upham, The Typical Forms of English Literature, New Delhi: APBS Publishers
B Prasad, A Background to the Study of English Literature, New Delhi: Macmillan, 2000
M H Abrams, A Glossary of Literary Terms New Delhi: Laxmi Publications 2001
R J Rees, English Literature An Introduction for Foreign Readers
W H Hudson, An Introduction to the Study of Literature



C E 202

BRITISH Drama: 14TH TO 17TH CENTURIES

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate includes:

- Understand the historical background and tradition of English literature from 14th to 17th centuries.
- Develop a clear understanding of Renaissance, Humanism that provides the basis for the texts
- Engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- Appreciate and analyze the prescribed texts in the larger socio-political and religious contexts of the time.

Course Content

Unit 1

Early Drama (Mystery, Miracle, Morality Plays)
 Chief Characteristics of Elizabethan Drama
 Contribution of University Wits

Unit 2

Renaissance
 Humanism

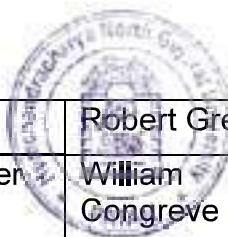
Unit 3

William Shakespeare- As You Like It

Unit 4

Acquaintances

George Peele	John Lyly	Robert Greene	Thomas Kyd	Marlowe
Ben Jonson	John Webster	William Congreve	John Wycherley	John Dekker



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Suggested Topics For Presentation:

- Renaissance Humanism
- The Stage, Court and City
- Religious and Political Thought
- Ideas of Love and Marriage
- The Writer in Society

Suggested Readings

Pico Della Mirandola, excerpts from the Oration on the Dignity of Man, in The Portable Renaissance Reader, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.

John Calvin, 'Predestination and Free Will', in The Portable Renaissance Reader, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11.

Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of The Courtier, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324– 8, 330–5.

Philip Sidney, An Apology for Poetry, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.




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COMPULSARY ENGLISH



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F.Y.B.A. / B. Sc / Fine Arts Programme
Semester -2
C – 116 English Compulsory

Unit: 1

Lesson 6 to 10

Fantasy a collection of short stories edited by V Sasikumar
(Orient Black swan)

Unit 2 Vocabulary (Text Based)

Unit 3 Grammar

Preposition (Time/ Place/ Action)

Concord (Subject verb agreement)

Pronouns

Unit 4 Composition (Paragraph Writing)

Recommended Reading

- 1 High School English Grammar – Wrenn & Martin
- 2 Contemporary English Grammar – David Green



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SPECIAL ENGLISH



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B.A. / Programme
CC 201
Semester -3
English
Core paper -- Course-201

Name of the Paper: British Fiction

Unit 1

Novel as a Form of Literature
Different Methods of Narration

Unit 2

Joseph Andrews – Henry Fielding

Unit 3

Animal Farm – George Orwell

Unit 4 Introduction to Novelists

(In this question, Students are expected to give a brief sketch of the life of the novelists, age to which he belongs, his major works, and his contribution to English literature)

- | | | |
|---------------------|---------------------|-----------------|
| - Daniel Defoe | - Virginia Woolf | - D.H..Lawrence |
| - Samuel Richardson | - James Joyce | - Aldous Huxley |
| - Henry Fielding | - Emily Bronte | - Jane Austen |
| - Charles Dickens | - William Thackeray | - Thomas Hardy |

Recommended Reading

- 1 A Short History of English Literature – Compton & Rickett
- 2 A Short History of English Literature – William J. Long
- 3 An Introduction to English Literature to the foreign Readers- R.J.Rees
- 4 A Study of Literature – W.H. Hudson



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**B.A. / Programme
CC 202
Semester -3
English
Core paper -- Course-202**

Paper name: Literature in English – Drama - Comedy

Unit 1

What is Comedy?
Theory of Laughter
Types of Comedy

Unit 2

Everyman in His Humour – Ben Jonson

Unit 3

Arms and the Man – G.B.Shaw

Unit 4 Show Your Acquaintances with the following works

(Form, Writer, Year of Publication, Its theme in brief)

- A Mid Summer Night's Dream
- Friar Bacon Friar Bungay
- As You like It
- Two Gentlemen of Verona
- Twelfth night
- Alchemist
- The Way of the World
- The Rivals
- A Doll's House
- Pygmalion
- Look Back in Anger
- The Man of Mode

Recommended Reading

- 1 A Short History of English Literature – Compton & Rickett
- 2 A Short History of English Literature – William J. Long
- 3 An Introduction to English Literature to the foreign Readers- R.J.Rees
- 4 A Study of Literature – W.H. Hudson



B.A. / Programme
CC 203
Semester -3
English
Core paper -- Course-203

Paper Name: Foundation Course in literary Criticism

Unit 1

What is literary Criticism?
Functions of Criticism/ Critics
Qualities of a good critic

Unit 2

Plato's ideas of Arts and Poetry
Aristotle's Theory of Imitation

Unit -3 Show acquaintance with the following Literary Terms

Plot	Theme	Setting	Character	Tragic Hero	Hamartia
Humour	Pathos	Fancy.	Imagination	Allegory	Satire

Unit 4 Appreciation of a poem

Recommended Books:

The Making of Literature – R.A. Scott James
A Study of Literature – W.H. Hudson
Appreciating English Poetry – P.K. Thakar
Literary Terms – M.H. Abraham




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B.A. / Programme
SE(I) 204
Semester -3
English
Subject Elective Paper -- Course-204

Name of the Paper: British Fiction

Unit 1

Novel as a Form of Literature
Different Methods of Narration

Unit 2

Joseph Andrews – Henry Fielding

Unit 3

1984 – George Orwell

Unit 4 Introduction to Novelists

(In this question, Students are expected to give a brief sketch of the life of the novelists, age to which he belongs, his major works, and his contribution to English literature)

- | | | |
|---------------------|---------------------|-----------------|
| - Daniel Defoe | - Virginia Woolf | - D.H..Lawrence |
| - Samuel Richardson | - James Joyce | - Aldous Huxley |
| - Henry Fielding | - Emily Bronte | - Jane Austen |
| - Charles Dickens | - William Thackeray | - Thomas Hardy |

Recommended Reading

- 1 A Short History of English Literature – Compton & Rickett
- 2 A Short History of English Literature – William J. Long
- 3 An Introduction to English Literature to the foreign Readers- R.J.Rees
- 4 A Study of Literature – W.H. Hudson




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B.A. / Programme
SE(I) 205
Semester -3
English
Subject Elective Paper -- Course-205

Paper name: Literature in English – Drama - Comedy

Unit 1

What is Comedy?
Theory of Laughter
Types of Comedy

Unit 2

Everyman in His Humour – Ben Jonson

Unit 3

Arms and the Man – G.B.Shaw

Unit 4 Show Your Acquaintances with the following works

(Form, Writer, Year of Publication, Its theme in brief)

- A Mid Summer Night's Dream
- Friar Bacon Friar Bungay
- As You like It
- Two Gentlemen of Verona
- Twelfth night
- Alchemist
- The Way of the World
- The Rivals
- A Doll's House
- Pygmalion
- Look Back in Anger
- The Man of Mode

Recommended Reading

- 1 A Short History of English Literature – Compton & Rickett
- 2 A Short History of English Literature – William J. Long
- 3 An Introduction to English Literature to the foreign Readers- R.J.Rees
- 4 A Study of Literature – W.H. Hudson



DEFENCE STUDIES



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HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY -PATAN

Programme code		Programme Name	B.A. Defence Studies
Faculty	Arts	Semesters	III & IV
Effective from		Semester - III & IV June 2012	

Sr No	Semester	Course type	Course (Paper) Code	Name of Paper	Credits
1	III	Subject Elective	SE-DEF-203	Indian Military History-I	04
2	III	Subject Elective	SE-DEF-204	Western Military History-I	04
3	IV	Subject Elective	SE-DEF-213	Indian Military History-II	04
4	IV	Subject Elective	SE-DEF-214	Western Military History-II	04

COURSE PATTERN

Semester	Course	Instruction (Hrs/Week)	Duration of Exam (Hrs)	Marks				Credits
				Internal	External		Total	
					Theory	Practical		
Semester -III	Subject Elective DEF-203	4	3	30	70	-	100	4
	Subject Elective DEF-204	4	3	30	70	-	100	4
	Total	8		60	140	-	200	8
Semester -IV	Subject Elective DEF-213	4	3	30	70	-	100	4
	Subject Elective DEF-214	4	3	30	70	-	100	4
	Total	8		60	140	-	200	8




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Programme Code:		Programme Name	B.A. Defence Studies	
Course (Paper) Code	Subject Elective DEF-203	Semester	III	
Indian Military History-I				
Course Type		Subject Elective	Total Credit	04
Teaching Hours		Examination Marking Scheme		
Theory (hrs)	Practical (hrs)	Internal (Marks)	External (Marks)	Total (Marks)
04 X 15 = 60	-----	30	70 (Paper of 3 Hours)	100

o→» Objectives «←o

The main objectives of this paper are as below

1. To create Interest among students in Defence Education
2. To create interest in the study of the Ancient Indian Military History
3. To awake the sentiment of selfless sacrifice, readiness, to devote on self to dignity & welfare of the Nation and society at large.
4. To provide detailed information regarding the various Military Systems, Art of War, Weapons etc. of Ancient Indian Military Systems.



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Subject Elective DEF-203				
Unit	Topic	Indian Military History-I	Credits	Marks
1		<ul style="list-style-type: none"> ➤ Ancient Indian Military system ➤ Decline of Chariots & Rise & Importance of Cavalry & Elephantry up to 7th century A.D. ➤ Comparative study of indo - Greek art of war with special reference to the battle Hydaspus (Zelum War) (326 B.C.) 	1	
2		<ul style="list-style-type: none"> ➤ Kautilya's philosophy of war ➤ Concept of Defence and Security Military Organization ➤ Inter- State Relations ➤ Mouryan Military system as described by Magasthenese 	1	
3		<ul style="list-style-type: none"> ➤ Rajput & Turk pattern of warfare with reference to Somnath & Tarain up to 12th Century ➤ Army Organization during Sultanate period 	1	
4		<ul style="list-style-type: none"> ➤ Mughal Military organization & warfare with reference to the Battle of Panipat (1526 A.D.) & the Battle of Haldighati (1576 A.D.) ➤ Maratha Military system with reference to Irregular warfare of Shivaji ➤ Battle of Panipat (1761 A.D.) 	1	




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Programme Code:		Programme Name	B.A. Defence Studies	
Course (Paper) Code	Subject Elective DEF-204	Semester	III	
Western Military History-I				
Course Type		Subject Elective	Total Credit	04
Teaching Hours		Examination Marking Scheme		
Theory (hrs)	Practical (hrs)	Internal (Marks)	External (Marks)	Total (Marks)
04 X 15 = 60	-----	30	70 (Paper of 3 Hours)	100

o→» Objectives «←o

The main objectives of this paper are as below

1. To create Interest among students in Defence Education
2. To create interest in the study of the Ancient World Military History
3. To awake the sentiment of selfless sacrifice, readiness, to devote on self to dignity & welfare of the Nation and society at large.
4. To provide detailed information regarding the various Military Systems, Art of War, Weapons etc. of the Ancient European Countries.




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Subject Elective DEF-204				
Unit	Topic	Western Military History-I	Credits	Marks
1		<ul style="list-style-type: none"> ➤ Military Organization and art of war of Greeks ➤ Emergence of Cavalry with special reference to the Battle of Arbela 	1	
2		<ul style="list-style-type: none"> ➤ Military Organization and art of war of Romans ➤ Emergence of Cavalry with special reference to Barbarians the battle of Adrianople (376 A.D.) 	1	
3		<ul style="list-style-type: none"> ➤ Mounted archers and the Battle of Hastings (1066 A.D.) ➤ The revival of Infantry and the battle of Crecy (1346 A.D.) 	1	
4		<ul style="list-style-type: none"> ➤ Cavalry tactics of Zenghiskhan ➤ Impacts of Science & Technology on warfare with special reference to Military reforms of Gustavus Adolphus & Fredrick the Great 	1	




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Programme Code:		Programme Name	B.A. Defence Studies	
Course (Paper) Code	Subject Elective DEF-213	Semester	IV	
Indian Military History-II				
Course Type		Subject Elective	Total Credit	04
Teaching Hours		Examination Marking Scheme		
Theory (hrs)	Practical (hrs)	Internal (Marks)	External (Marks)	Total (Marks)
04 X 15 = 60	-----	30	70 (Paper of 3 Hours)	100

o→» Objectives «←o

The main objectives of this paper are as below

1. To create Interest among students in Defence Education
2. To create interest in the study of the Modern Indian Military History
3. To awake the sentiment of selfless sacrifice, readiness, to devote on self to dignity & welfare of the nation and society at large .
4. To pave the way of making the Youth of Nation strengthen in the field of Defence in the Context of the 1962 War with China, 1965 & 1971 war with Pakistan & Kargil conflict (1999).
5. To provide detailed information regarding the various Military Systems, Art of War, Weapons etc. of Modern INDIA



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Subject Elective DEF-213				
Unit	Topic	Indian Military History-II	Credits	Marks
1		<ul style="list-style-type: none"> ➤ Anglo - Maratha warfare with reference to the battle of Assaye (1803 A.D.) ➤ Military organization of Shikha under Guru Govind singh & Ranjeet singh ➤ Anglo- Shikh warfare with reference to the battle of Sobraon (1846 A.D.) 	1	
2		<ul style="list-style-type: none"> ➤ The First liberation Movement (1857 A.D.) ➤ Reorganization of Indian Army under the Crown 	1	
3		<ul style="list-style-type: none"> ➤ Progressive Nationalization of Indian armed force during Nationalist movement ➤ Nationalization of Indian Army after independence 	1	
4		<ul style="list-style-type: none"> ❖ Political & Military lessons of conflicts with ➤ China(1962) ➤ Pakistan (1965 & 1971) ➤ Kargil conflict (1999) 	1	




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HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY -PATAN				
Programme Code:		Programme Name	B.A. Defence Studies	
Course (Paper) Code	Subject Elective DEF-214	Semester	IV	
Western Military History-II				
Course Type		Subject Elective	Total Credit	04
Teaching Hours		Examination Marking Scheme		
Theory (hrs)	Practical (hrs)	Internal (Marks)	External (Marks)	Total (Marks)
04 X 15 = 60	-----	30	70 (Paper of 3 Hours)	100

o→» Objectives «←o

The main objectives of this paper are as below

1. To create Interest among students in Defence Education
2. To create interest in the study of the Ancient Western Military History
3. To awake the sentiment of selfless sacrifice, readiness, to devote on self to dignity & welfare of the nation and society at large.
4. To provide detailed information regarding the various Military Systems, Art of War, Weapons etc. of Western Countries.




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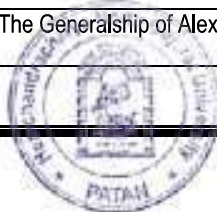
Subject Elective DEF-214				
Unit	Topic	Western Military History-II	Credits	Marks
1		<ul style="list-style-type: none"> ➤ French revolution ➤ Napoleonic Art of war as interpreted by Clausewitz & Jomini 	1	
2		<ul style="list-style-type: none"> ➤ Brief coverage of the rise of professional Armies & Navies with special reference to wars in 19th century ➤ American Civil war (1861-65 A.D.) Military organization & Policy of the powers on the eve at the war 	1	
3		<ul style="list-style-type: none"> ❖ World war –I ➤ causes of the world war –I ➤ strategy of the world war -I ➤ The weapons of world war –I ➤ The battles of Yapers & Somme ➤ Role of Air Force & Navy With reference to theories of Mahan & Douhet ➤ Effects of the world war –I 	1	
4		<ul style="list-style-type: none"> ❖ World war –II ➤ causes of the world war –II ➤ strategy of the world war –II ➤ Armoured & Mechanised warfare With reference to the theories of Fuller & Iddale hart ➤ The weapons of world war –II ➤ Use of Atom bomb & Its impacts ➤ Effects of the world war -II 	1	




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o→» Reference Books In English «←o

1	Maharaj K. Chopra	India, the search of power
2	K.M.Panikar	India and Indian Ocean
3	Dubey	Economic Geography of India
4	A.Dass Gupta	Economic and Commercial Geography of India
5	Palit D.K	War in the deferent age
6	Mukerjee & Shyamlal	Text book of Military Science (vol.ii)
7	Kavie L.J.	India's quest for security
8	Quincy Wright	Study for War
9	Montgomery	History of War fare
10	Yashwant Singh	Indian Armed Forces (Latest Edition)
11	Brigadiar Rajendra singh	Organization Administration (Army Education Stores New Delhi -28)
12	Y.N. Raj	Civil Defence in Modern Age Time Kitab Mahal, Alhahabad
13	K.B. Vaidya	The Naval Defence of India (Thaker & Co. Bombay)
14	Venketeswaran	Defence Organization of India
15	Nagendrasing	Defence Mechanism of the modern state
16	Pratap Singh	Civil Defence in Nuclear Age
17	Daniel Bowen-	Encyclopedia of war Machine [Octopus Books Ltd 59, Grosvenor Street, London – W1 (U.K.)]
18	Polden , London (U.K.)	Complete Guide to Map Reading
19	Lt. Hanuman Prasad	Simple Map Reading
20	Jaichand Mann	Simple Map Reading (Varma brothers New Delhi)
21	Prof. B.N. Maliwal	Practical Military Science vol-I. F.B.D. Publishing Co. Dehradun
22	Maj. Vasudeo	Sainik Map Reading (Military Education Stores Bombay)
23	Prof. Balwant Singh	An easy approach to Map Reading (Prakash book depot Bareli(U.P.)
24	Defence Ministry of india	Annual Reports
25	Dikshitan R.C.	War in ancient India
26	Fuller J.F.C.	The Generalship of Alexander the Great



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27	Kanglay K.P.	Kautilaya's Arthashastra
28	Sen S.N.	Militarisation of Marathas
29	Malleson G.B.	The Deciding Battles of India
30	Bajowe Fanjasing	Military systems of sikhas
31	Sarkar J.N.	Military History of India
32	H.S.Bhatiya	Military History of British India
33	H.C.B. Cook	The Battles Honours of British & Indian Armies
34	Montrose L.	War through the Ages
35	Harkabi Y.	Nuclear war & Nuclear Race
36	Fuller J.F.C.	Conduct of War
37	Cyrill Fall	A Hundred Years of War
38	Montgomery V.	A History of Warfare
39	Fuller J.F.C.	Machines Warfare
40	Indu Prakash	Science of War
41	Emme E.M.	The Impacts of Air Power
42	Fuller J.F.C.	Decisive Battles of the Western World
43	Bordie B.	From Arrow to Atom Bomb



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0→» Books Recommended in Hindi «←0

1	Dr .Lallanjisingh-	Bhartiy Sainya ka Itihas (Prakash Book Depot, Bada Bazaar, Bareli(U.P.)
2	Dr. Baburam Pandey- Prof. N.D.CHaube	Sainya Adhyayan (Prakash Book Depot, Bada Bazaar, Bareli(U.P.)
3	Prof. Narendrasingh –	Kutyojna va Samartantra
4	Prof. Narendrasingh –	Yuddh Kaushlatmk Bhoogol
5	Prof. Sudhasingh –	Aadhunik Yuddhakala
6	Dr .Lallanjisingh -	Yuddh ka Adhyayan
7	Biren Gohil –	Hathiyar - Barud se Atom tak
8	Yogendranath Raj	Aadhunik yug me Nagrik pratirraksha
9	Major R.C.Mishra	Hand book of N.C.C.
10	R.K.Singh	Prarambhik Map Reading
11	Subedar Major Ram Swarup	SaraI Map Reading
12	Dr. Radha Pramukh Mukerjee	Chandragupta Maurya Aur uska kal
13	Sabhapati singh	Prachin Bharat me Sainya Vyavastha
14	Prof. Narendrasingh	Yuddh ka Adhyayan



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0→» Books Recommended in Gujarati«←0			
૧	મંજુલાબેન.બી.દવે	ગુજરાતની આર્થિક અને પ્રાદેશિક ભૂગોળ	યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ-અમદાવાદ
૨		ગુજરાત ભૂગોળ	ગુજરાત રાજ્ય શાળા પુસ્તક મંડળ ગાંધીનગર
૩	પાઠક અને અન્ય	વિશ્વદર્શન-ક્રાન્તિ	જ્ઞાન ગંગોત્રી શ્રેણી
૪	પાઠક શુક્લ અને શાહ	જગતના ઇતિહાસની રૂપરેખા	
૫	આસુદસ્તુર	ઈંદુયુધ્ધ	પરિચય પુસ્તીકા
૬	નગેન્દ્ર વિજય	સ્કોપ-માસિક સંરક્ષણ વિષયક અહેવાલ	
૭	નગેન્દ્ર વિજય	સફારી-માસિક સંરક્ષણ વિષયક અહેવાલ	
૮	ડૉ. હરિપ્રસાદ શાસ્ત્રી	પ્રાચિન ભારત ભાગ-૧ અને ૨	યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ-અમદાવાદ
૯	ડૉ. છોટુભાઈનાયક	મધ્યયુગીન ભારત ભાગ-૧ અને ૨	યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ-અમદાવાદ
૧૦	પ્રા. એમ. બી. શાહ	ભારતનો ઇતિહાસ-પ્રાચિન યુગ	યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ-અમદાવાદ
૧૧	પ્રા. જશુભાઈ પટેલ	ભારતના ઇતિહાસ-ઈ.સ. ૧૫૨૬ થી ૧૭૦૭	યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ-અમદાવાદ
૧૨	ડૉ. રમેશભાઈ પરીખ	ભારતનો ઇતિહાસ-ઈ.સ. ૧૮૨૦ થી ૧૮૮૫	યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ-અમદાવાદ
૧૩	ડૉ. રમણભાઈ ધારેયા	આધુનીક ભારતનો ઇતિહાસ	યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ-અમદાવાદ
૧૪	પ્રા. દેવેન્દ્ર ભટ્ટ	યુરોપનો ઇતિહાસ	યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ-અમદાવાદ



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B.A. PROGRAMME IN ENGLISH

Core Compulsory and Core Elective

Semester System
Scheme of Examination

AS PER THE GUIDELINES FROM THE UNIVERSITY
GRANTS COMMISSION

(WITH EFFECT FROM JUNE-2021)

Scheme of Examination
Arts (English)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-III

C E 303 /C C 303

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-III

C C 303 (Optional)

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-III

C E 304 /C C 304

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-III

C C 305

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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C C 303
INDIAN WRITING IN ENGLISH (Fiction)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include.

- appreciate the historical trajectory of various genres of IWE from colonial times till
- the present
- critically engage with Indian literary texts written in English in terms of
- Colonialism / postcolonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in IWE
- approach IWE from multiple positions based on historical and social locations

Course Content

Unit -I

Indian English Novel before Independence

Indian English Novel after Independence

Unit- II

R.K. Narayan *Swami and Friends*

Unit-III

Raja Rao *Kanthapura*




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Unit –IV Acquaintances:

Rajmohun's Wife	Gujarat and the Gujaratis (1882)	The Guide	The God Of Small Things	In Custody
Home	The River Sutra	Midnight's Children	Train to Pakistan	A Suitable Boy

Suggested Topics for Presentation

- Indian English
- Indian English Literature and its Readership
- Themes and Contexts of the Indian English Novel
- The Aesthetics of Indian English Poetry
- Modernism in Indian English Literature
- The Nation and Indian English Literature

Suggested Readings

Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.

Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.

Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.

Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10




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C C 303(Optional)

WORLD LITERATURES (Poetry& Drama)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include.

- explain the concept of World Literature and its evolution in relation to other related concepts e.g. national literature, general literature, comparative literature and Vishwa Sahitya.
- appreciate the connectedness and diversity of human experiences and literary responses to them in different parts of the world.
- analyze and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions.
- analyze and interpret literary texts in their contexts and locate them.

Course Content:

Unit 1

Literature and Society

Literary Traditions

Unit 2

Sri Aurobindo Savitri Book 1 ,

Unit 3

Bertolt Brecht -Mother Courage and Her Children




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Unit 4 Acquaintances

Kalidasa	Homer	Milton	Rabindranath Tagore	Premchand
Kafka	Hermann Hesse	Aphra Behn	Caryl Churchill	Emile Zola

Suggested Reading:-

Rabindranath Tagore, Vishwa Sahitya, Sarkar & Sons, 1993.

David Damrosch, How to Read World Literature, Wiley Blackwell, 2002.

Lillian Herlands Hornhtin, The Reader's Companion to World Literature, Penguin, 2002.

Frank Magil, Masterpieces of World Literature, Collins Reference, 1991.




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C C 304

BRITISH POETRY: 17TH AND 18TH CENTURIES

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include.

- Identify the major characteristics Mock-Heroic poetry
- Demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries
- Examine critically key themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
- Show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama
- Analyze literary devices forms and techniques in order to appreciate and interpret the texts

Unit 1

Chief Characteristics of the age of Milton

Growth and development of poetry during the 17th & 18th Century

Unit 2

John Milton Lycidas

Unit 3

Alexander Pope The Rape of the Lock




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Unit 4 Acquaintances

Paradise Lost	Paradise Regained	Elegy Written in a Country Church Yard	Essay on Dramatic Poesie	Epistle to Dr Arbuthnot
The Deserted Village	London	The Spectator	Idler	Man in Black

Suggested Topics for Background Reading and Class Presentation

- Religious and Secular Thought in the 17th Century
- Changing Images of the Human Being in the Literature of the Period
- The Stage, the State and the Market
- The Mock-epic and Satire
- Women in the 17th Century
- The Comedy of Manners

Suggested Readings

The Holy Bible, Genesis, chaps. 1–4, The Gospel according to St. Luke, chaps. 1–7 and 22–4.

Niccolo Machiavelli, The Prince, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.

Thomas Hobbes, selections from The Leviathan, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.

John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in The Norton Anthology of English Literature, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8




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C E 303
INDIAN WRITING IN ENGLISH (Fiction)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include.

- appreciate the historical trajectory of various genres of IWE from colonial times till
- the present
- critically engage with Indian literary texts written in English in terms of
- Colonialism/postcolonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in IWE
- approach IWE from multiple positions based on historical and social locations

Course Content

Unit -I

Indian English Novel before Independence

Indian English Novel after Independence

Unit- II

R.K. Narayan, *Swami and Friends*

Unit-III

Raja Rao , *Kanthapura* ,




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Unit –IV

Acquaintances:

Rajmohun's Wife	Gujrat and the Gujratis (1882)	The Guide	The God Of Small Things	In Custody
Home	The River Sutra	Midnight's Children	Train to Pakistan	A Suitable Boy

Suggested Topics for Presentation

- Indian English
- Indian English Literature and its Readership
- Themes and Contexts of the Indian English Novel
- The Aesthetics of Indian English Poetry
- Modernism in Indian English Literature
- The Nation and Indian English Literature

Suggested Readings

Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.

Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.

Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.

Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10.




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C E 304
BRITISH POETRY: 17TH AND 18TH CENTURIES

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include.

- Identify the major characteristics Mock-Heroic poetry
- Demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries
- Examine critically key themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
- Show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama
- Analyze literary devices forms and techniques in order to appreciate and interpret the texts

Unit 1

Chief Characteristics of the age of Milton

Growth and development of poetry during the 17th & 18th Century

Unit 2

John Milton Lycidas

Unit 3

Alexander Pope The Rape of the Lock




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Unit 4 Acquaintances

Paradise Lost	Paradise Regained	Elegy Written in a Country Church Yard	Essay on Poesy	Epistle to Dr Arbuthnot
The Deserted Village	London	The Spectator	Idler	Man in Black

Suggested Topics for Background Reading and Class Presentation

- Religious and Secular Thought in the 17th Century
- Changing Images of the Human Being in the Literature of the Period
- The Stage, the State and the Market
- The Mock-epic and Satire
- Women in the 17th Century
- The Comedy of Manners

Suggested Readings

The Holy Bible, Genesis, chaps. 1–4, The Gospel according to St. Luke, chaps. 1–7 and 22–4.

Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.

Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.

John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767




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CC 305

LITERARY CRITICISM

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include.

- Understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods
- Learners will be able to understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g., difference between literary criticism and literary theory)
- Learners will be able to grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory
- Learners will have knowledge about major, critical movements and critics in various critical traditions – Indian (schools of rasa, alamkar, riti, dhvani, vakroti, auchitya) and western (Greek, roman, English, German, Russian and French)
- Learners will be able to identify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts
- Learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts □ learners will be able to evaluate and analyze strengths and limitations of critical/theoretical frameworks and arguments
- Learners will be able to strengthen and deepen their interpretative skills




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Course Content

- The texts suggested here are in addition to those in the CBCS syllabus. Some texts/portions have been changed keeping in view the Course Level Learning Outcomes (CLLO) as well as global guidelines in the LOCF documents. Stakeholders, as already suggested, may make amendments in the finalization of the corpus as well as the points raised in the CLLO.

Unit 1

What is literary Criticism?

Functions of Literary Criticism

Reader Response Theory

Unit 2

Plato's concept of poetry

Plato's theory of imitation

Unit 3

Aristotle -Nature and Function of Tragedy

Concept of Tragic Hero

Unit 4

Acquaintances

Rasa	Alamkar	Riti	Dhwani	Vakrokti
Auchitya	Catharsis	Mimesis	Nemesis	Hamartia




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Suggested Reading:-

A.H. Gilbert, Literary Criticism: Plato to Dryden. Detroit: Wayne University Press, 1962.

David Lodge and Nigel Wood, Modern Criticism and Theory: A Reader: London & New York: Rutledge, 2000.

Peter Barry Beginning, Theory: An Introduction to Literary and Cultural Theory. Manchester: Manchester University Press, 1984.

Raman Selden, et al. A Reader's Guide to Contemporary Literary Theory. Kentucky: University Press of Kentucky, 1993.

S.K. Dey, History of Poetics. New Delhi: MLBS, 1960. Terry Eagleton, Literary Theory: An Introduction. NJ: Wiley Blackwell, 2009.




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B.A. PROGRAMME IN ENGLISH

Core Compulsory and Core Elective

Semester System
Scheme of Examination

AS PER THE GUIDELINES FROM THE UNIVERSITY
GRANTS COMMISSION

(WITH EFFECT FROM JUNE-2021)

Scheme of Examination
Arts (English)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-III

C E 303 /C C 303

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-III

C C 303 (Optional)

- Q.1- One very long question with an internal option from unit –I (17)**
- Q.2- One very long question with an internal option from unit –II (18)**
- Q.3- Q.1- One very long question with an internal option from unit –III (17)**
- Q.4 Acquaintances in brief. (Three out of five) (18)**




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-III

C E 304 /C C 304

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-III

C C 305

- Q.1- One very long question with an internal option from unit –I (17)**
- Q.2- One very long question with an internal option from unit –II (18)**
- Q.3- Q.1- One very long question with an internal option from unit –III (17)**
- Q.4 Acquaintances in brief. (Three out of five) (18)**




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C C 303
INDIAN WRITING IN ENGLISH (Fiction)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include.

- appreciate the historical trajectory of various genres of IWE from colonial times till
- the present
- critically engage with Indian literary texts written in English in terms of
- Colonialism / postcolonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in IWE
- approach IWE from multiple positions based on historical and social locations

Course Content

Unit -I

Indian English Novel before Independence

Indian English Novel after Independence

Unit- II

R.K. Narayan *Swami and Friends*

Unit-III

Raja Rao *Kanthapura*




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Unit –IV Acquaintances:

Rajmohun's Wife	Gujarat and the Gujaratis (1882)	The Guide	The God Of Small Things	In Custody
Home	The River Sutra	Midnight's Children	Train to Pakistan	A Suitable Boy

Suggested Topics for Presentation

- Indian English
- Indian English Literature and its Readership
- Themes and Contexts of the Indian English Novel
- The Aesthetics of Indian English Poetry
- Modernism in Indian English Literature
- The Nation and Indian English Literature

Suggested Readings

Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.

Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.

Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.

Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10




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C C 303(Optional)

WORLD LITERATURES (Poetry& Drama)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include.

- explain the concept of World Literature and its evolution in relation to other related concepts e.g. national literature, general literature, comparative literature and Vishwa Sahitya.
- appreciate the connectedness and diversity of human experiences and literary responses to them in different parts of the world.
- analyze and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions.
- analyze and interpret literary texts in their contexts and locate them.

Course Content:

Unit 1

Literature and Society

Literary Traditions

Unit 2

Sri Aurobindo Savitri Book 1 ,

Unit 3

Bertolt Brecht -Mother Courage and Her Children




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Unit 4 Acquaintances

Kalidasa	Homer	Milton	Rabindranath Tagore	Premchand
Kafka	Hermann Hesse	Aphra Behn	Caryl Churchill	Emile Zola

Suggested Reading:-

Rabindranath Tagore, Vishwa Sahitya, Sarkar & Sons, 1993.

David Damrosch, How to Read World Literature, Wiley Blackwell, 2002.

Lillian Herlands Hornhtin, The Reader's Companion to World Literature, Penguin, 2002.

Frank Magil, Masterpieces of World Literature, Collins Reference, 1991.




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C C 304

BRITISH POETRY: 17TH AND 18TH CENTURIES

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include.

- Identify the major characteristics Mock-Heroic poetry
- Demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries
- Examine critically key themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
- Show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama
- Analyze literary devices forms and techniques in order to appreciate and interpret the texts

Unit 1

Chief Characteristics of the age of Milton

Growth and development of poetry during the 17th & 18th Century

Unit 2

John Milton Lycidas

Unit 3

Alexander Pope The Rape of the Lock




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Unit 4 Acquaintances

Paradise Lost	Paradise Regained	Elegy Written in a Country Church Yard	Essay on Dramatic Poesie	Epistle to Dr Arbuthnot
The Deserted Village	London	The Spectator	Idler	Man in Black

Suggested Topics for Background Reading and Class Presentation

- Religious and Secular Thought in the 17th Century
- Changing Images of the Human Being in the Literature of the Period
- The Stage, the State and the Market
- The Mock-epic and Satire
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- The Comedy of Manners

Suggested Readings

The Holy Bible, Genesis, chaps. 1–4, The Gospel according to St. Luke, chaps. 1–7 and 22–4.

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C E 303
INDIAN WRITING IN ENGLISH (Fiction)

Course Level Learning Outcomes

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Unit -I

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Indian English Novel after Independence

Unit- II

R.K. Narayan, *Swami and Friends*

Unit-III

Raja Rao , *Kanthapura* ,




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Unit –IV

Acquaintances:

Rajmohun's Wife	Gujrat and the Gujratis (1882)	The Guide	The God Of Small Things	In Custody
Home	The River Sutra	Midnight's Children	Train to Pakistan	A Suitable Boy

Suggested Topics for Presentation

- Indian English
- Indian English Literature and its Readership
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C E 304
BRITISH POETRY: 17TH AND 18TH CENTURIES

Course Level Learning Outcomes

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- Identify the major characteristics Mock-Heroic poetry
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- Show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama
- Analyze literary devices forms and techniques in order to appreciate and interpret the texts

Unit 1

Chief Characteristics of the age of Milton

Growth and development of poetry during the 17th & 18th Century

Unit 2

John Milton Lycidas

Unit 3

Alexander Pope The Rape of the Lock




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Unit 4 Acquaintances

Paradise Lost	Paradise Regained	Elegy Written in a Country Church Yard	Essay on Poesy	Epistle to Dr Arbuthnot
The Deserted Village	London	The Spectator	Idler	Man in Black

Suggested Topics for Background Reading and Class Presentation

- Religious and Secular Thought in the 17th Century
- Changing Images of the Human Being in the Literature of the Period
- The Stage, the State and the Market
- The Mock-epic and Satire
- Women in the 17th Century
- The Comedy of Manners

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CC 305

LITERARY CRITICISM

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include.

- Understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods
- Learners will be able to understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g., difference between literary criticism and literary theory)
- Learners will be able to grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory
- Learners will have knowledge about major, critical movements and critics in various critical traditions – Indian (schools of rasa, alamkar, riti, dhvani, vakroti, auchitya) and western (Greek, roman, English, German, Russian and French)
- Learners will be able to identify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts
- Learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts □ learners will be able to evaluate and analyze strengths and limitations of critical/theoretical frameworks and arguments
- Learners will be able to strengthen and deepen their interpretative skills




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Course Content

- The texts suggested here are in addition to those in the CBCS syllabus. Some texts/portions have been changed keeping in view the Course Level Learning Outcomes (CLLO) as well as global guidelines in the LOCF documents. Stakeholders, as already suggested, may make amendments in the finalization of the corpus as well as the points raised in the CLLO.

Unit 1

What is literary Criticism?

Functions of Literary Criticism

Reader Response Theory

Unit 2

Plato's concept of poetry

Plato's theory of imitation

Unit 3

Aristotle -Nature and Function of Tragedy

Concept of Tragic Hero

Unit 4

Acquaintances

Rasa	Alamkar	Riti	Dhwani	Vakrokti
Auchitya	Catharsis	Mimesis	Nemesis	Hamartia




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Suggested Reading:-

A.H. Gilbert, Literary Criticism: Plato to Dryden. Detroit: Wayne University Press, 1962.

David Lodge and Nigel Wood, Modern Criticism and Theory: A Reader: London & New York: Rutledge, 2000.

Peter Barry Beginning, Theory: An Introduction to Literary and Cultural Theory. Manchester: Manchester University Press, 1984.

Raman Selden, et al. A Reader's Guide to Contemporary Literary Theory. Kentucky: University Press of Kentucky, 1993.

S.K. Dey, History of Poetics. New Delhi: MLBS, 1960. Terry Eagleton, Literary Theory: An Introduction. NJ: Wiley Blackwell, 2009.




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COMPULSARY ENGLISH



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S.Y.B.A. / B. Sc / Fine Arts Programme
Semester -4
C – 216 English Compulsory

Unit 1	Lesson 8 to 12 Stories	Text Glimpses of Life- An Anthology of Short (Orient Black Swan)
Unit 2	Vocabulary (Text based) Use of Idioms and Phrases in meaningful sentences	
Unit 3	Grammar Identification of Clauses Non – Finite Verbs Prefix and Suffix	
Unit 4	Application for Jobs.	

Recommended Reading

- 1 High School English Grammar – Wrenn & Martin
- 2 Contemporary English Grammar – David Green



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SPECIAL ENGLISH



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**B.A. / Programme
CC 211
Semester -4
English
Core paper -- Course-211**

Paper name: Indo- Anglican Fiction

Unit 1

Indian fiction before independence
Indian fiction after independence

Unit 2

The Guide- R.K.Narayan

Unit 3

Coolie – Mulk Raj Anand

Unit 4

Introduction to Indian novelists

(In this question, Students are expected to give a brief sketch of the life of the novelists, age to which he belongs, his major works, and his contribution to English literature)

- | | | |
|-------------------|---------------------|---------------------|
| - R.K.Narayan | - Mulk Raj Anand | - Manohar Malgonkar |
| - Khuswantsing | - Nayan Tara Saygal | - Vikram Seth |
| - Anita Desai | - Kiran Desai | - Bharti Mukharjee. |
| - Shashi despande | - Salman Rusdie | |

Recommended Books:

A History of Indian English Literature- M.K.Naik

Indian Writing in English – K.R.Srinivas Iyenger

Indian Writing in English – (Volumes I to VIII) Editors Manmohan K.Bhatnagar & M.Rajeshwer




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B.A. / Programme
CC 212
Semester -4
English
Core paper -- Course-212

Paper Name: Literature in English Drama - Tragedy

Unit 1

- Classical Tragedy
- Shakespearean Tragedy
- Heroic Tragedy

Unit 2

Othello – Shakespeare

Unit 3

Dr. Faustus - Marlowe

Unit 4 Show Your Acquaintances with the following works

(Form, Writer, Year of Publication, Its theme in brief)

- | | | | |
|---------------------|-------------------------------|-----------------------|-------------------------|
| - Agamemnon | - Oedipus, the King | - Hippolyta | – The Dutchess of Malfi |
| – King Lear | - Hamlet | – The Spanish Tragedy | –All For Love |
| – Vanice Preserved, | - The Murder in the Cathedral | | |

Recommended Reading

- 1 A Short History of English Literature – Compton & Rickett
- 2 A Short History of English Literature – William J. Long
- 3 An Introduction to English Literature to the foreign Readers- R.J.Rees
- 4 A Study of Literature – W.H. Hudson




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**B.A. / Programme
CC 213
Semester -4
English
Core paper -- Course-213**

Paper Name: Literary Criticism and Rhetorics

Unit 1

Nature of literature
Function of literature- Theory of literature Welleck & Warlen

Unit 2

Aristotle – Poetics

- 1 Concept of Tragedy
- 2 Tragic Hero
- 3 Function of Tragedy

Unit 3

Figures of speech

Simile	Metaphor	Personification	Apostrophe	Hyperbole
Oxymoron	Alliteration	Onomatopoeia	Metonymy	Pun

Unit 4

Appreciation of a Poem

Recommended Books:

The Making of Literature – R.A. Scott James
A Study of Literature – W.H. Hudson
Appreciating English Poetry – P.K. Thakar
Literary Terms – M.H. Abraham



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B.A. / Programme
SE(I) 214
Semester -4
English
Subject Elective Paper -- Course-214

Paper name: Indo- Anglican Fiction

Unit 1

Indian fiction before independence
Indian fiction after independence

Unit 2

The Guide- R.K.Narayan

Unit 3

Coolie – Mulk Raj Anand

Unit 4

Introduction to Indian novelists

(In this question, Students are expected to give a brief sketch of the life of the novelists, age to which he belongs, his major works, and his contribution to English literature)

- | | | |
|-------------------|---------------------|---------------------|
| - R.K.Narayan | - Mulk Raj Anand | - Manohar Malgonkar |
| - Khuswantsing | - Nayan Tara Saygal | - Vikram Seth |
| - Anita Desai | - Kiran Desai | - Bharti Mukharjee. |
| - Shashi despande | - Salman Rusdie | |

Recommended Books:

A History of Indian English Literature- M.K.Naik

Indian Writing in English – K.R.Srinivas Iyanger

Indian Writing in English – (Volumes I to VIII) Editors Manmohan K.Bhatnagar & M.Rajeshwer



B.A. / Programme
SE(I) 215
Semester -4
English
Subject Elective Paper -- Course-215

Paper Name: Literature in English Drama - Tragedy

Unit 1

- Classical Tragedy
- Shakespearean Tragedy
- Heroic Tragedy

Unit 2

Othello – Shakespeare

Unit 3

Dr. Faustus – Marlowe

Unit 4 Show Your Acquaintances with the following works

(Form, Writer, Year of Publication, Its theme in brief)

- | | | | |
|---------------------|-------------------------------|-----------------------|-------------------------|
| - Agamemnon | - Oedipus, the King | - Hippolyta | - The Dutchess of Malfi |
| - King Lear | - Hamlet | - The Spanish Tragedy | - All For Love |
| - Vanice Preserved, | - The Murder in the Cathedral | | |

Recommended Reading

- 1 A Short History of English Literature – Compton & Rickett
- 2 A Short History of English Literature – William J. Long
- 3 An Introduction to English Literature to the foreign Readers- R.J.Rees
- 4 A Study of Literature – W.H. Hudson



DEFENCE STUDIES



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HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY -PATAN

Programme code		Programme Name	B.A. Defence Studies
Faculty	Arts	Semesters	III & IV
Effective from		Semester - III & IV June 2012	

Sr No	Semester	Course type	Course (Paper) Code	Name of Paper	Credits
1	III	Subject Elective	SE-DEF-203	Indian Military History-I	04
2	III	Subject Elective	SE-DEF-204	Western Military History-I	04
3	IV	Subject Elective	SE-DEF-213	Indian Military History-II	04
4	IV	Subject Elective	SE-DEF-214	Western Military History-II	04

COURSE PATTERN

Semester	Course	Instruction (Hrs/Week)	Duration of Exam (Hrs)	Marks				Credits
				Internal	External		Total	
					Theory	Practical		
Semester -III	Subject Elective DEF-203	4	3	30	70	-	100	4
	Subject Elective DEF-204	4	3	30	70	-	100	4
	Total	8		60	140	-	200	8
Semester -IV	Subject Elective DEF-213	4	3	30	70	-	100	4
	Subject Elective DEF-214	4	3	30	70	-	100	4
	Total	8		60	140	-	200	8




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Programme Code:		Programme Name	B.A. Defence Studies	
Course (Paper) Code	Subject Elective DEF-213	Semester	IV	
Indian Military History-II				
Course Type		Subject Elective	Total Credit	04
Teaching Hours		Examination Marking Scheme		
Theory (hrs)	Practical (hrs)	Internal (Marks)	External (Marks)	Total (Marks)
04 X 15 = 60	-----	30	70 (Paper of 3 Hours)	100

o→» Objectives «←o

The main objectives of this paper are as below

1. To create Interest among students in Defence Education
2. To create interest in the study of the Modern Indian Military History
3. To awake the sentiment of selfless sacrifice, readiness, to devote on self to dignity & welfare of the nation and society at large .
4. To pave the way of making the Youth of Nation strengthen in the field of Defence in the Context of the 1962 War with China, 1965 & 1971 war with Pakistan & Kargil conflict (1999).
5. To provide detailed information regarding the various Military Systems, Art of War, Weapons etc. of Modern INDIA



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Subject Elective DEF-213				
Unit	Topic	Indian Military History-II	Credits	Marks
1		<ul style="list-style-type: none"> ➤ Anglo - Maratha warfare with reference to the battle of Assaye (1803 A.D.) ➤ Military organization of Shikha under Guru Govind singh & Ranjeet singh ➤ Anglo- Shikh warfare with reference to the battle of Sobraon (1846 A.D.) 	1	
2		<ul style="list-style-type: none"> ➤ The First liberation Movement (1857 A.D.) ➤ Reorganization of Indian Army under the Crown 	1	
3		<ul style="list-style-type: none"> ➤ Progressive Nationalization of Indian armed force during Nationalist movement ➤ Nationalization of Indian Army after independence 	1	
4		<ul style="list-style-type: none"> ❖ Political & Military lessons of conflicts with ➤ China(1962) ➤ Pakistan (1965 & 1971) ➤ Kargil conflict (1999) 	1	




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HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY -PATAN				
Programme Code:		Programme Name	B.A. Defence Studies	
Course (Paper) Code	Subject Elective DEF-214	Semester	IV	
Western Military History-II				
Course Type		Subject Elective	Total Credit	04
Teaching Hours		Examination Marking Scheme		
Theory (hrs)	Practical (hrs)	Internal (Marks)	External (Marks)	Total (Marks)
04 X 15 = 60	-----	30	70 (Paper of 3 Hours)	100

o→» Objectives «←o

The main objectives of this paper are as below

1. To create Interest among students in Defence Education
2. To create interest in the study of the Ancient Western Military History
3. To awake the sentiment of selfless sacrifice, readiness, to devote on self to dignity & welfare of the nation and society at large.
4. To provide detailed information regarding the various Military Systems, Art of War, Weapons etc. of Western Countries.



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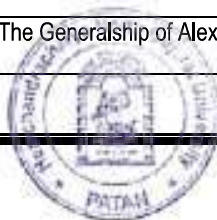
Subject Elective DEF-214				
Unit	Topic	Western Military History-II	Credits	Marks
1		<ul style="list-style-type: none"> ➤ French revolution ➤ Napoleonic Art of war as interpreted by Clausewitz & Jomini 	1	
2		<ul style="list-style-type: none"> ➤ Brief coverage of the rise of professional Armies & Navies with special reference to wars in 19th century ➤ American Civil war (1861-65 A.D.) Military organization & Policy of the powers on the eve at the war 	1	
3		<ul style="list-style-type: none"> ❖ World war –I ➤ causes of the world war –I ➤ strategy of the world war -I ➤ The weapons of world war –I ➤ The battles of Yapers & Somme ➤ Role of Air Force & Navy With reference to theories of Mahan & Douhet ➤ Effects of the world war –I 	1	
4		<ul style="list-style-type: none"> ❖ World war –II ➤ causes of the world war –II ➤ strategy of the world war –II ➤ Armoured & Mechanised warfare With reference to the theories of Fuller & Iddale hart ➤ The weapons of world war –II ➤ Use of Atom bomb & Its impacts ➤ Effects of the world war -II 	1	




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o→» Reference Books In English «←o

1	Maharaj K. Chopra	India, the search of power
2	K.M.Panikar	India and Indian Ocean
3	Dubey	Economic Geography of India
4	A.Dass Gupta	Economic and Commercial Geography of India
5	Palit D.K	War in the deferent age
6	Mukerjee & Shyamlal	Text book of Military Science (vol.ii)
7	Kavie L.J.	India's quest for security
8	Quincy Wright	Study for War
9	Montgomery	History of War fare
10	Yashwant Singh	Indian Armed Forces (Latest Edition)
11	Brigadiar Rajendra singh	Organization Administration (Army Education Stores New Delhi -28)
12	Y.N. Raj	Civil Defence in Modern Age Time Kitab Mahal, Alhahabad
13	K.B. Vaidya	The Naval Defence of India (Thaker & Co. Bombay)
14	Venketeswaran	Defence Organization of India
15	Nagendrasing	Defence Mechanism of the modern state
16	Pratap Singh	Civil Defence in Nuclear Age
17	Daniel Bowen-	Encyclopedia of war Machine [Octopus Books Ltd 59, Grosvenor Street, London – W1 (U.K.)]
18	Polden , London (U.K.)	Complete Guide to Map Reading
19	Lt. Hanuman Prasad	Simple Map Reading
20	Jaichand Mann	Simple Map Reading (Varma brothers New Delhi)
21	Prof. B.N. Maliwal	Practical Military Science vol-I. F.B.D. Publishing Co. Dehradun
22	Maj. Vasudeo	Sainik Map Reading (Military Education Stores Bombay)
23	Prof. Balwant Singh	An easy approach to Map Reading (Prakash book depot Bareli(U.P.)
24	Defence Ministry of india	Annual Reports
25	Dikshitan R.C.	War in ancient India
26	Fuller J.F.C.	The Generalship of Alexander the Great



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27	Kanglay K.P.	Kautilaya's Arthashastra
28	Sen S.N.	Militarisation of Marathas
29	Malleson G.B.	The Deciding Battles of India
30	Bajowe Fanjasing	Military systems of sikhas
31	Sarkar J.N.	Military History of India
32	H.S.Bhatiya	Military History of British India
33	H.C.B. Cook	The Battles Honours of British & Indian Armies
34	Montrose L.	War through the Ages
35	Harkabi Y.	Nuclear war & Nuclear Race
36	Fuller J.F.C.	Conduct of War
37	Cyrill Fall	A Hundred Years of War
38	Montgomery V.	A History of Warfare
39	Fuller J.F.C.	Machines Warfare
40	Indu Prakash	Science of War
41	Emme E.M.	The Impacts of Air Power
42	Fuller J.F.C.	Decisive Battles of the Western World
43	Bordie B.	From Arrow to Atom Bomb



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o→» Books Recommended in Hindi «←o

1	Dr .Lallanjisingh-	Bhartiy Sainya ka Itihas (Prakash Book Depot, Bada Bazaar, Bareli(U.P.)
2	Dr. Baburam Pandey- Prof. N.D.CHaube	Sainya Adhyayan (Prakash Book Depot, Bada Bazaar, Bareli(U.P.)
3	Prof. Narendrasingh –	Kutyojna va Samartantra
4	Prof. Narendrasingh –	Yuddh Kaushlatmk Bhoogol
5	Prof. Sudhasingh –	Aadhunik Yuddhakala
6	Dr .Lallanjisingh -	Yuddh ka Adhyayan
7	Biren Gohil –	Hathiyar - Barud se Atom tak
8	Yogendranath Raj	Aadhunik yug me Nagrik pratirraksha
9	Major R.C.Mishra	Hand book of N.C.C.
10	R.K.Singh	Prarambhik Map Reading
11	Subedar Major Ram Swarup	SaraI Map Reading
12	Dr. Radha Pramukh Mukerjee	Chandragupta Maurya Aur uska kal
13	Sabhapati singh	Prachin Bharat me Sainya Vyavastha
14	Prof. Narendrasingh	Yuddh ka Adhyayan



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0→» Books Recommended in Gujarati«←0			
૧	મંજુલાબેન.બી.દવે	ગુજરાતની આર્થિક અને પ્રાદેશિક ભૂગોળ	યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ-અમદાવાદ
૨		ગુજરાત ભૂગોળ	ગુજરાત રાજ્ય શાળા પુસ્તક મંડળ ગાંધીનગર
૩	પાઠક અને અન્ય	વિશ્વદર્શન-કાન્તિ	જ્ઞાન ગંગોત્રી શ્રેણી
૪	પાઠક શુક્લ અને શાહ	જગતના ઇતિહાસની રૂપરેખા	
૫	આસુદસ્તુર	ઈડુયુધ્ધ	પરિચય પુસ્તીકા
૬	નગેન્દ્ર વિજય	સ્કોપ-માસિક સંરક્ષણ વિષયક અહેવાલ	
૭	નગેન્દ્ર વિજય	સફારી-માસિક સંરક્ષણ વિષયક અહેવાલ	
૮	ડૉ. હરિપ્રસાદ શાસ્ત્રી	પ્રાચિન ભારત ભાગ-૧ અને ૨	યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ-અમદાવાદ
૯	ડૉ. છોટુભાઈનાયક	મધ્યયુગીન ભારત ભાગ-૧ અને ૨	યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ-અમદાવાદ
૧૦	પ્રા. એમ. બી. શાહ	ભારતનો ઇતિહાસ-પ્રાચિન યુગ	યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ-અમદાવાદ
૧૧	પ્રા. જશુભાઈ પટેલ	ભારતના ઇતિહાસ-ઈ.સ. ૧૫૨૬ થી ૧૭૦૭	યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ-અમદાવાદ
૧૨	ડૉ. રમેશભાઈ પરીખ	ભારતનો ઇતિહાસ-ઈ.સ. ૧૮૨૦ થી ૧૮૮૫	યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ-અમદાવાદ
૧૩	ડૉ. રમણભાઈ ધારેયા	આધુનીક ભારતનો ઇતિહાસ	યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ-અમદાવાદ
૧૪	પ્રા. દેવેન્દ્ર ભટ્ટ	યુરોપનો ઇતિહાસ	યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ-અમદાવાદ




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B.A. PROGRAMME IN ENGLISH

Core Compulsory and Core Elective

Semester System
Scheme of Examination

AS PER THE GUIDELINES FROM THE UNIVERSITY
GRANTS COMMISSION

Scheme of Examination
Arts (English)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-IV

C C 403 /C E 403

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-IV

C C 403 (Optional)

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-IV

C E 404 /C C 404

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-IV

C C 405

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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C C 403

INDIAN WRITING IN ENGLISH (Drama)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include.

- appreciate the historical trajectory of various genres of IWE from colonial times till
- the present
- critically engage with Indian literary texts written in English in terms of
- Colonialism/postcolonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in IWE
- approach IWE from multiple positions based on historical and social locations

Course Content

Unit -I

Indian English drama before Independence

Indian English drama after Independence

Unit- II

Girish Karnad Nagamandala

Unit-III

Mahesh Dattani - Where There is a Will




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Unit –IV Acquaintances

Badal Sircar	Vijay Tendulkar	Mohan Rakesh	Guru Charan Das	V.V.S. Iyengar
Asif Currimbhoy	Manjula Padmanabham	Nissim Ezekiel	Rabindranath Tagore	Mahesh Elkunchwar

Suggested Topics for Presentation

- Indian English
- Indian English Literature and its Readership
- Themes and Contexts of the Indian English Novel
- The Aesthetics of Indian English Poetry
- Modernism in Indian English Literature
- The Nation and Indian English Literature

Suggested Readings

Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.

Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.

Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.

Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10.




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C C 403 (Optional) WORLD LITERATURES (Fiction)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include.

- Explain the concept of world literature and its evolution in relation to other related concepts e.g. national literature, general literature, comparative literature and vishwa sahitya.
- Appreciate the connectedness and diversity of human experiences and literary responses to them in different parts of the world.
- Analyze and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions.
- Analyze and interpret literary texts in their contexts and locate them.

Course Content:

Unit 1

Concept of World Literature

Evolution of World Literature




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Unit 2

Albert Camus, The Outsider

Unit 3

Paulo Coelho The Alchemist

Unit-4

Acquaintances:

Savitri	Gitanjali	The Stranger	Great Expectations	Crime and Punishment
1984	Anna Karenina	Ulysses	My Experiments With Truth	Godan

Suggested Reading: Rabindranath Tagore, Vishwa Sahitya, Sarkar & Sons, 1993.

David Damrosch, How to Read World Literature,

Wiley Blackwell, 2002.

Lillian Herlands Hornhtin, The Reader's Companion to World Literature, Penguin, 2002.

Frank Magil, Masterpieces of World Literature, Collins Reference, 1991.




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CC 404
BRITISH DRAMA: 17TH AND 18TH CENTURIES

Course Level Learning Outcomes

- Some of the course learning outcomes that students of this course are required to demonstrate include.
- identify the major characteristics of Comedy and Mock-Heroic poetry
- demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries
- examine critically keys themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
- show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama
- analyze literary devices forms and techniques in order to appreciate and interpret the texts

Course Content

Unit 1

Chief Characteristics of Drama during the 17th & 18th century

Restoration Comedy

Heroic Tragedy

Unit 2

Dryden- All For Love




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Unit 3

Congreve – The Way of the World

Unit 4 Acquaintances

The Man of Mode	Venice Preserved	Love in a Wood	Love for Love	Pilgrim's Progress
The Battle of the Books	Gulliver's Travels	The Rambler	Life of Johnson	The Vicar of the Wakefield

Suggested Topics for Background Reading and Class Presentation

- Religious and Secular Thought in the 17th Century
- Changing Images of the Human Being in the Literature of the Period □ The Stage, the State and the Market
- The Mock-epic and Satire
- Women in the 17th Century
- The Comedy of Manners

Suggested Readings

The Holy Bible, Genesis, chaps. 1–4, The Gospel according to St. Luke, chaps. 1–7 and 22–4.

Niccolo Machiavelli, The Prince, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.

Thomas Hobbes, selections from The Leviathan, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.




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John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in The Norton Anthology of English Literature, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.




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CC 405

LITERARY CRITICISM

Course Level Learning Outcomes

- Some of the course learning outcomes that students of this course are required to demonstrate include.
- understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods
- learners will be able to understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g., difference between literary criticism and literary theory)
- learners will be able to grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory
- learners will have knowledge about major, critical movements and critics in various critical traditions – Indian(schools of Rasa, Alamkar, Riti, Dhvani, Vakroti, Auchitya) and Western (Greek, Roman, English, German, Russian and French) □ learners will be able to identify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts
- learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts




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- learners will be able to evaluate and analyze strengths and limitations of critical/theoretical frameworks and arguments
- learners will be able to strengthen and deepen their interpretative skills

Course Content

Unit 1

The Mode of Existence of a Literary Work of Art

Art and Morality

Unit 2

S T Coleridge - Fancy and Imagination

Mathew Arnold - Culture and Anarchy

Unit 3

T.S. Eliot Functions Of Criticism

'Frontiers of Criticism'

Unit 4

Acquaintances

Longinus	Horace	John Dryden	Ben Jonson	Alexander Pope
Dr Johnson	Walter Pater	Saussure	I.A.Richards	F. R. Lewis

Suggested Readings

A.H. Gilbert, Literary Criticism: Plato to Dryden. Detroit: Wayne University Press, 1962.
 David Lodge and Nigel Wood, Modern Criticism and Theory: A Reader: London & New York: Rutledge, 2000.
 Peter Barry Beginning, Theory: An Introduction to Literary and Cultural Theory. Manchester: Manchester University Press, 1984.
 Raman Selden, et al. A Reader's Guide to Contemporary Literary Theory. Kentucky: University Press of Kentucky, 1993.
 S.K. Dey, History of Poetics. New Delhi: MLBS, 1960.
 Terry Eagleton, Literary Theory: An Introduction. NJ: Wiley Blackwell, 2009.
 William Wimsatt and Cleanth Brooks, Literary Criticism: A Short History. New Delhi: Oxford and I B H Publishing Co. Pvt. Ltd 1957




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C E 403

INDIAN WRITING IN ENGLISH (Drama)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include

- appreciate the historical trajectory of various genres of IWE from colonial times till
- the present
- critically engage with Indian literary texts written in English in terms of
- Colonialism/postcolonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in IWE
- approach IWE from multiple positions based on historical and social locations

Course Content

Unit -I

Indian English drama before Independence

Indian English drama after Independence

Unit- II

Girish Karnad Nagamandala

Unit-III

Mahesh Dattani - Where There is a Will




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Acquaintances

Badal Sircar	Vijay Tendulkar	Mohan Rakesh	Guru Charan Das	V.V.S. Iyengar
Asif Currimbhoy	Manjula Padmanabham	Nissim Ezekiel	Rabindranath Tagore	Mahesh Elkunchwar

Suggested Topics for Presentation

- Indian English
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Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.

Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.

Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.

Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10




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C E 404
BRITISH DRAMA: 17TH AND 18TH CENTURIES

Course Level Learning Outcomes

- Some of the course learning outcomes that students of this course are required to demonstrate include
- identify the major characteristics of Comedy and Mock-Heroic poetry
- demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries
- examine critically keys themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
- show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama
- analyze literary devices forms and techniques in order to appreciate and interpret the texts

Course Content

Unit 1

Chief Characteristics of Drama during the 17th & 18th century

Restoration Comedy

Heroic Tragedy

Unit 2

Dryden- All For Love




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Unit 3

Congreve – The Way of the World

Unit 4 Acquaintances

The Man of Mode	Venice Preserved	Love in a Wood	Love for Love	Pilgrim's Progress
The Battle of the Books	Gulliver's Travels	The Rambler	Life of Johnson	The Vicar of the Wakefield

Suggested Topics for Background Reading and Class Presentation

- Religious and Secular Thought in the 17th Century
- Changing Images of the Human Being in the Literature of the Period □ The Stage, the State and the Market
- The Mock-epic and Satire
- Women in the 17th Century
- The Comedy of Manners

Suggested Readings

The Holy Bible, Genesis, chaps. 1–4, The Gospel according to St. Luke, chaps. 1–7 and 22–4.

Niccolo Machiavelli, The Prince, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.

Thomas Hobbes, selections from The Leviathan, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.

John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in The Norton Anthology of English Literature, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.




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B.A. PROGRAMME IN ENGLISH

Core Compulsory and Core Elective

Semester System
Scheme of Examination

AS PER THE GUIDELINES FROM THE UNIVERSITY
GRANTS COMMISSION

Scheme of Examination
Arts (English)




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North Gujarat University
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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-IV

C C 403 /C E 403

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-IV

C C 403 (Optional)

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-IV

C E 404 /C C 404

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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PATAN

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-IV

C C 405

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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C C 403

INDIAN WRITING IN ENGLISH (Drama)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include.

- appreciate the historical trajectory of various genres of IWE from colonial times till
- the present
- critically engage with Indian literary texts written in English in terms of
- Colonialism/postcolonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in IWE
- approach IWE from multiple positions based on historical and social locations

Course Content

Unit -I

Indian English drama before Independence

Indian English drama after Independence

Unit- II

Girish Karnad Nagamandala

Unit-III

Mahesh Dattani - Where There is a Will




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Unit –IV Acquaintances

Badal Sircar	Vijay Tendulkar	Mohan Rakesh	Guru Charan Das	V.V.S. Iyengar
Asif Currimbhoy	Manjula Padmanabham	Nissim Ezekiel	Rabindranath Tagore	Mahesh Elkunchwar

Suggested Topics for Presentation

- Indian English
- Indian English Literature and its Readership
- Themes and Contexts of the Indian English Novel
- The Aesthetics of Indian English Poetry
- Modernism in Indian English Literature
- The Nation and Indian English Literature

Suggested Readings

Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.

Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.

Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.

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C C 403 (Optional) WORLD LITERATURES (Fiction)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include.

- Explain the concept of world literature and its evolution in relation to other related concepts e.g. national literature, general literature, comparative literature and vishwa sahitya.
- Appreciate the connectedness and diversity of human experiences and literary responses to them in different parts of the world.
- Analyze and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions.
- Analyze and interpret literary texts in their contexts and locate them.

Course Content:

Unit 1

Concept of World Literature

Evolution of World Literature




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Unit 2

Albert Camus, The Outsider

Unit 3

Paulo Coelho The Alchemist

Unit-4

Acquaintances:

Savitri	Gitanjali	The Stranger	Great Expectations	Crime and Punishment
1984	Anna Karenina	Ulysses	My Experiments With Truth	Godan

Suggested Reading: Rabindranath Tagore, Vishwa Sahitya, Sarkar & Sons, 1993.

David Damrosch, How to Read World Literature,

Wiley Blackwell, 2002.

Lillian Herlands Hornhtin, The Reader's Companion to World Literature, Penguin, 2002.

Frank Magil, Masterpieces of World Literature, Collins Reference, 1991.




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CC 404
BRITISH DRAMA: 17TH AND 18TH CENTURIES

Course Level Learning Outcomes

- Some of the course learning outcomes that students of this course are required to demonstrate include.
- identify the major characteristics of Comedy and Mock-Heroic poetry
- demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries
- examine critically key themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
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Course Content

Unit 1

Chief Characteristics of Drama during the 17th & 18th century

Restoration Comedy

Heroic Tragedy

Unit 2

Dryden- All For Love




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PATAN

Unit 3

Congreve – The Way of the World

Unit 4 Acquaintances

The Man of Mode	Venice Preserved	Love in a Wood	Love for Love	Pilgrim's Progress
The Battle of the Books	Gulliver's Travels	The Rambler	Life of Johnson	The Vicar of the Wakefield

Suggested Topics for Background Reading and Class Presentation

- Religious and Secular Thought in the 17th Century
- Changing Images of the Human Being in the Literature of the Period □ The Stage, the State and the Market
- The Mock-epic and Satire
- Women in the 17th Century
- The Comedy of Manners

Suggested Readings

The Holy Bible, Genesis, chaps. 1–4, The Gospel according to St. Luke, chaps. 1–7 and 22–4.

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John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in The Norton Anthology of English Literature, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.




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CC 405

LITERARY CRITICISM

Course Level Learning Outcomes

- Some of the course learning outcomes that students of this course are required to demonstrate include.
- understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods
- learners will be able to understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g., difference between literary criticism and literary theory)
- learners will be able to grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory
- learners will have knowledge about major, critical movements and critics in various critical traditions – Indian(schools of Rasa, Alamkar, Riti, Dhvani, Vakroti, Auchitya) and Western (Greek, Roman, English, German, Russian and French) □ learners will be able to identify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts
- learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts




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- learners will be able to evaluate and analyze strengths and limitations of critical/theoretical frameworks and arguments
- learners will be able to strengthen and deepen their interpretative skills

Course Content

Unit 1

The Mode of Existence of a Literary Work of Art

Art and Morality

Unit 2

S T Coleridge - Fancy and Imagination

Mathew Arnold - Culture and Anarchy

Unit 3

T.S. Eliot Functions Of Criticism

‘Frontiers of Criticism’

Unit 4

Acquaintances

Longinus	Horace	John Dryden	Ben Jonson	Alexander Pope
Dr Johnson	Walter Pater	Saussure	I.A.Richards	F. R. Lewis

Suggested Readings

A.H. Gilbert, Literary Criticism: Plato to Dryden. Detroit: Wayne University Press, 1962.

David Lodge and Nigel Wood, Modern Criticism and Theory: A Reader: London & New York: Rutledge, 2000.

Peter Barry Beginning, Theory: An Introduction to Literary and Cultural Theory. Manchester: Manchester University Press, 1984.

Raman Selden, et al. A Reader's Guide to Contemporary Literary Theory. Kentucky: University Press of Kentucky, 1993.

S.K. Dey, History of Poetics. New Delhi: MLBS, 1960.

Terry Eagleton, Literary Theory: An Introduction. NJ: Wiley Blackwell, 2009.

William Wimsatt and Cleanth Brooks, Literary Criticism: A Short History. New Delhi: Oxford and I B H Publishing Co. Pvt. Ltd 1957



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C E 403

INDIAN WRITING IN ENGLISH (Drama)

Course Level Learning Outcomes

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- the present
- critically engage with Indian literary texts written in English in terms of
- Colonialism/postcolonialism, regionalism, and nationalism
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Girish Karnad Nagamandala

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Acquaintances

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C E 404
BRITISH DRAMA: 17TH AND 18TH CENTURIES

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Unit 2

Dryden- All For Love




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Unit 3

Congreve – The Way of the World

Unit 4 Acquaintances

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COMPULSARY ENGLISH



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Unit 1

Text

Lesson. 1, 5, 6

The Joy of Reading – Selected Prose & Poetry
(Orient Longman)

Poems 11, 12, 13

Unit 2

Grammar

- Indirect Narration

- Conjunction

- Use of Phrasal Preposition and Verbs

- | | | | |
|----------------|---------------------|------------------|-----------------|
| 1. In spite of | 2. Instead of | 3. Owing to | 4. Due to |
| 5. Because of | 6. With a view to | 7. On account of | 8. According to |
| 9. In order to | 10. Account for | 11. Abide by | 12. Look for |
| 13. wind up | 14. Come across | 15. Break into | 16. Give in |
| 17. Keep up | 18. Look forward to | 19. Put off | 20. Set out |
| 21. Run into | 22. Look after | 23. Bring up | 24. Get off |
| 25. cut down | 26. Fall through | 27. Work out | 28. Shut down |
| 29. hand over | 30. Pull down | | |

Unit 3

Translation (From English to Gujarati/ Hindi)

Unit 4

Dialogue Writing



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SCHEME OF EXAMINATION

SEMESTER – V

(FOUNDATION COMPULSORY ENGLISH)

ARTS/ SCIENCE/ FINE ARTS/ HOME SCIENCE/B.Com

	Marks
Q- I One very long question from prose section with an internal option from poetry section of unit - I	(15)
Q- II Short questions <u>Five out of Eight</u> from unit-I	(20)
Q- III Translation from English to Gujarati/ Hindi	(10)
Q-4 Grammar	(18)
(A) Indirect Narration (Six Out of Seven)	
(B) Conjunction (Fill in the blanks with multiple choice- Six Out of Seven)	
(C) Use of <u>Phrasal prepositions & Verbs</u> in meaningful sentences - Six Out of Seven	
Q- V Dialogue writing on a given topic (One out of Two)	(7)



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SPECIAL ENGLISH



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હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ

પરિપત્ર ક્રમાંક-૩૧૩ / ૨૦૧૧

વિષય : બી.એ.-કોર કમ્પલસરી (અંગ્રેજી) નો સેમેસ્ટર/સીબીસીએસ/ગ્રેડીંગ પેટર્નનો સેમે.-૫ થી ૬ નો અભ્યાસક્રમ/ પરીક્ષા સ્કીમ અંગે..

આ યુનિવર્સિટી સંલગ્ન વિનયન કોલેજોના આચાર્યશ્રીઓને જણાવવાનું કે, અંગ્રેજી વિષયની અભ્યાસ સમિતિએ ભલામણ કર્યાનુસાર બી.એ.-કોર કમ્પલસરી (અંગ્રેજી) નો સેમેસ્ટર/ સીબીસીએસ/ ગ્રેડીંગ પેટર્નનો સામેલ પરિશિષ્ટ પ્રમાણેનો સેમેસ્ટર-૫ થી ૬ નો અભ્યાસક્રમ/ સ્કીમ જૂન-૨૦૧૩ થી ક્રમશઃ અમલમાં આવે તે રીતે એકેડેમિક કાઉન્સિલે તેની તારીખ : ૧૮/ ૧૦/ ૨૦૧૧ ની સભાના ઠરાવ ક્રમાંક-૨૬ થી મંજૂર છે. જેની સર્વેને જાણ કરવામાં આવે છે.

આ બાબતની અધ્યાપકશ્રીઓ તથા વિદ્યાર્થીઓને આપના સ્તરેથી જાણ કરવા વિનંતી છે.

- નોંધ :** (૧) વિદ્યાર્થીઓની જરૂરીયાત માટે અભ્યાસક્રમની એક નકલ કોલેજના ગ્રંથાલયમાં મૂકવાની રહેશે.
(૨) આ અભ્યાસક્રમ યુનિવર્સિટીની વેબ સાઈટ www.ngu.ac.in પર પણ ઉપલબ્ધ છે.

બિડાણ : ઉપર મુજબ.

કુલસચિવવતી

નં.-એકે/અસ/૧૩ / ૨૦૧૧
યુનિવર્સિટી રોડ, પો.બો. નં.- ૨૧
પાટણ - ૩૮૪ ૨૬૫. (ઉ.ગુ.)
તારીખ : ૨૧ / ૧૦ / ૨૦૧૧

પ્રતિ,

૧. સંલગ્ન વિનયન કોલેજોના આચાર્યશ્રીઓ
૨. પ્રિ.ડી.જે.એન.બારોટ (ડીનશ્રી-વિનયન વિદ્યાશાખા) શ્રીમતી આર. એમ. પ્રજાપતિ આર્ટ્સ કોલેજ, સતલાસણા, જિ.-મહેસાણા
૩. પરીક્ષા નિયામકશ્રી, હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ (પાંચ નકલ)
૪. ગ્રંથપાલશ્રી, હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ.
૫. ઈન્ચાર્જશ્રી, કોમ્પ્યુટર (રીઝલ્ટ) સેન્ટર, હેમ.ઉ.ગુ.યુનિવર્સિટી, પાટણ. તરફ પરિણામ તથા વેબ સાઈટ સારૂ.
૬. પ્રવેશ પ્રશાખા (એકેડેમિક), હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ.
૭. મુખ્ય હિસાબી અધિકારીશ્રી (મહેકમ), હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ. ~~સરકારી~~ પત્રની ફાઈલ અર્થે.



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HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY,

PATAN

THE B.A. PROGRAMME

IN ENGLISH

CORE COMPULSORY (Main) SEM V & VI

COURSES OF READING

&

SCHEME OF EXAMINATION

SEMESTER SYSTEM

(With effect from June 2013)

AS PER THE CBCS/ GRADING SYSTEM I/c. Registrar
Hemchandracharya

North Gujarat University
PATAN

Date: 22/09/2013



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2

B.A Programme
SEMESTER – V
ENGLISH
CORE COURSE-311

Name of the course:- **Social History of England & America**

Unit-I

1. Renaissance
2. Reformation
3. Civil War .

Unit-II

1. French Revolution
2. Industrial Revolution
3. American War of Independence

Unit-III

1. World War –I
2. World War-II
3. The American Civil War

Unit-IV Show your acquaintance with the great personalities of the world.

- | | |
|-----------------------|---------------------|
| 1. Elizabeth-I | 7. J.S.Mill |
| 2. Charles-II | 8. Charles Darwin |
| 3. Oliver Cromwell | 9. Cardinal Newman |
| 4. Martin Luther King | 10. John Ruskin |
| 5. Rousseau | 11. Abraham Lincoln |
| 6. Churchill | 12. Oscar Wilde |

Recommended Reading :-

1. The Short Oxford History of English Literature - Andrew Sanders
2. A Brief History of English Literature – John Peck & Martyn Coyle
3. The Oxford Companion to English Literature – Margaret Drabble
4. A Short History of English Literature – William J. Long
5. A Short History of English Literature – Edward Albert



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B.A Programme
SEMESTER – V
ENGLISH
CORE COURSE-312

Name of the course:- **Introduction to Restoration Age & Age of Pope**

Unit-I

1. Characteristics of the Restoration Age
2. Restoration comedy
3. Restoration Satire

Unit-II

1. Characteristics of the Age of Pope
2. The Emergence of the Periodical Essays
3. Rise of the Novel

Unit-III

1. John Dryden - Mac – Flecknoe

Unit-IV Show Your Acquaintances with the following works.

(Form, Writer, Year of Publication, Its theme in brief)

- | | | |
|-----------------------------|-----------------------|---------------------------|
| 1. Absalom and Achitophel | 2. Robinson Crusoe | 3. The Deserted Village |
| 4. Tristram Shandy | 5. Pilgrim's Progress | 6. Gulliver's Travels |
| 7. Coverly Papers | 8. Roderick Random | 9. Tom Jones |
| 10. The Battle of the Books | 11. Dunciad | 12. Pamela |
| 13. The Rape of the Lock | 14. Rasselas | 15. Orphan |
| 16. The School for Scandal | 17. Hudibras | 18. She Stoops to Conquer |

Recommended Reading:-

1. The Oxford Companion to English Literature – Margaret Drabble
2. A Short History of English Literature – William J. Long
3. A Short History of English Literature – Edward Albert
4. A Short History of English Literature – Compton & Richardson




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B.A Programme
SEMESTER – V
ENGLISH
CORE COURSE-313

4

Name of the course:- **Indian writing in English (Poetry-Drama)**

Unit-I

1. Indian Poetry before Independence
2. Indian Poetry after Independence
3. Indian Drama after Independence

Unit- II Selected Poems

1. Sarojini Naidu - The Soul's Prayer
2. Nissim Ezekiel- Marriage
3. A.K.Ramanujan- Another view of Grace
4. Kamla Das- Punishment in Kindergarten
5. Jayant Mahapatra - Freedom

Unit- III Mahesh Dattani – Tara

Unit- IV Show your acquaintance

- | | | |
|-------------------------|-------------------------|---------------------|
| 1. Toru Dutt | 2. Rabindra Nath Tagore | 3. Sri Aurobindo |
| 4. Dr. Krishna Srinivas | 5. Mahananda Sharma | 6. R. Partasarthy |
| 7. P. Lal | 8. Grieve Patel | 9. Shiva K. Kumar |
| 10. K.N. Daruwalla | 11. V.V.S. Iyengar | 12. Guru Charan Das |
| 13. Asif Currimbhoy | 14. Girish Karnad | 15. Vijay Tendulkar |
| 16. Mohan Rakesh | 17. Mahasweta Devi | 18. Badal Sircar |

Recommended Reading:-

1. A History of Indian English Literature- M.K. Naik
2. Indian Writing in English - K. R. Srinivas Iyengar
3. Indian Writing in English (Volumes I to VIII) Editors Manoj...



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B.A Programme
SEMESTER – V
ENGLISH
CORE COURSE-314

Name of the course:- **Introduction to American Literature**

Unit-I

Arthur Miller --- 'Death of a Salesman'

Unit-II Selected Poems

1. Walt Whitman – O Captain! My Captain
2. Robert Frost – The Road Not Taken
3. Emily Dickenson – Because I could Not Stop Death
4. Silvia Path - Daddy
5. Wallace Stevens- The Emperor of Ice-Cream

Unit – III

Earnest Hemingway – 'Farwell to Arms'

Unit-IV Show your acquaintance with the following works.

- | | | |
|-------------------------|------------------------------------|---------------------------|
| 1. The Scarlet Letter | 2. Moby Dick | 3. The Sound and the Fury |
| 4. Light in August | 5. The Old Man and the Sea | 6. The Great Gatsby |
| 7. The Grapes of Wrath | 8. The Good Earth | 9. Desire Under the Elms |
| 10. The Glass Managerie | 11. A Streetcar Named Desire | 12. All My Sons |
| 13. The zoo Story | 14. Who's Afraid of Virginia Woolf | |
| 15. Men Whit out Women | 16. Man Who Had All the Luck | 17. Herzog |
| 18. Walden | 19. The American Scholar | 20. Leaves of Grass |

Recommended Reading:-

1. Hemming Cohen -- Land Marks of American Writers
2. John McCormic – American Literature




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B.A Programme
SEMESTER – V
ENGLISH
CORE COURSE-315

Name of the course:- **History of English Language**

Unit-I

1. Origin of English Language
2. Major Landmarks in English Language
3. General Characteristic of English Language

Unit-II Major Influences on English vocabulary

1. Latin Influence
2. Greek Influence
3. French Influence

Unit-III

- | | |
|--------------------------------|------------------------------|
| 1. Homophones & Homonyms | 2. Word Formation |
| 3. Standard English | 4. Idiomatic Phrases |
| 5. Development of Dictionaries | 6. The Influence of Archaism |
| 7. The Influence of Dialects | |

Unit-IV Prepare Linguistic Notes

- | | | | |
|---------------|-------------------|----------------|---------------|
| 1. O.K | 2. Sandwich | 3. Boycott | 4. Television |
| 5. Harakiri | 6. Blitz | 7. Juggernaut | 8. Restaurant |
| 9. Shampoo | 10. Bless | 11. Monk | 12. Loot |
| 13. Curfew | 14. Swastik | 15. Camouflage | 16. Boomerang |
| 17. Broadcast | 18. Kinder garten | 19. Husband | 20. Khaki |

Recommended Reading:-

1. C.L. Wrenn -- The English Language
2. F.T. Wood – An Outline History of English Language




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMESTER – V

CC 311

CORE COMPULSORY (Main)

12

Marks

- Q- I One very long question with an internal option from unit – I (16)
- Q- II One long question with an internal option from unit - II (12)
- Q- III One long question with an internal option from -- III (12)
- IV Show your acquaintance with the great personalities. (Four out of six) (20)
- (The students are expected to give biographical Sketch of the person & his contribution)
- Q- V Ten Objective type questions with multiple choices from unit- I, II & III (10)

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMESTER – V

CC 312

CORE COMPULSORY (Main)

Marks

- Q- I One very long question with an internal option from unit – I (16)
- Q- II One long question with an internal option from unit - II (12)
- Q- III One long question with an internal option from – III (12)
- Q- IV Show your acquaintance with the works in brief.(Four out of six) (20)

(The students are expected to write the form, writer, year of publication,

and the theme in brief of the works given in unit-IV)

- Q- V Ten Objective type questions with multiple choices from unit- I, II & III (10)



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B.A. PROGRAMME IN ENGLISH

Core Compulsory and Core Elective

Semester System
Scheme of Examination

AS PER THE GUIDELINES FROM THE UNIVERSITY
GRANTS COMMISSION

(WITH EFFECT FROM JUNE-2022)

Scheme of Examination
Arts (English)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-V

C C 506

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-V

C C 506 (Optional)

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-V

C C 507

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-V

C C 508

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-V

C C 509

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-V

C C 510

Q.1- One very long question with an internal option from unit –I	(17)
Q.2- One very long question with an internal option from unit –II	(18)
Q.3- (A)- Short Notes (Two out of Four)	(10)
Q.3- (B)- Linguistic Notes (Five out of Seven)	(10)
Theoretical Practical of Research Methodology (Practical Examination)	(15)




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C C 506

MODERN EUROPEAN DRAMA

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate includes

- understand the role of theatre and drama in the introduction and shaping of modernity
- understand and engage with concepts like realism, naturalism, symbolism, expressionism, the Avant Grade, the epic theatre, the theatre of the absurd, etc.
- understand how meaning is created in theatre and be able to write about innovations introduced into theatrical practice in the late nineteenth and the twentieth century

Course Content

Unit 1

Chief Characteristics of Modern European Drama

Major modern European Playwrights

Unit 2

Henrik Ibsen, A Doll's House

Unit 3

Samuel Beckett, Waiting for Godot




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Unit-4 Acquaintances:-

Oscar Wilde	Sean O'Casey	Luigi Pirandello	Jean Genet	Bertolt Brecht
August Strindberg	Emile Zola	John Osborne	Harold Pinter	Anton Chekhov

Suggested Topics for Presentation

- Politics, Social Change and the Stage
- Text and Performance
- European Drama: Realism and Beyond
- Tragedy and Heroism in Modern European Drama
- The Theatre of the Absurd
- The Role of the Director
- The Role of the free theatres

Suggested Readings

Constantin Stanislavski, chap. 8, 'Faith and the Sense of Truth', In *An Actor Prepares*, tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp. 121–5, 137–46.

Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.

George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.




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C C 506 (Optional) SCIENCE FICTION

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include

- write critically about the two genres: Science Fiction, and Detective Literature
- engage with the philosophical and psychological and social issues that are an intrinsic part to the two genres
- think through the concept of progress, and the role of technology in our life and the interaction between technology and human behaviour
- engage with the social and historical construction of crime
- analyze individual or multiple texts in the two genres in terms of key concepts including genre, implied audience, plot construction, linguistic texture, authorial identity, publication context, and sociocultural context

Course Content

Unit 1

Science Fiction as a Literary Genre

Ontological Development of Science Fiction

Unit 2

Manjula Padmanabham, "Escape"




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Unit 3

H.G. Wells- The Time Machine

Unit 4 Acquaintances:

Isaac Asimov	Philip K Dick	Aldous Huxley	Ursula K.Le Guin	Frank Herbert
Arthur Clarke	Ray Bradbury	George Orwell	Jules Verne	Tanith Lee

Suggested Readings

Suvin, Darko. "On the Poetics of the Science Fiction Genre." College English 34, no. 3 (December 1972): 372–82.

Charles J. Rzepka, 'Introduction: What is Crime Fiction?', in Companion to Crime Fiction: Blackwell Companions to Literature and Culture, eds Charles J Rzepka and Lee Horsley (Oxford: Wiley and Blackwell, 2010) pp.1-9

Robert A. Heinlein, 'On the Writing of Speculative Fiction', online at https://mab333.weebly.com/uploads/3/2/3/1/32314601/writing_sf_-_01_on_the_writing_of_speculative_ficiton.pdf

Joy Palmer, 'Tracing Bodies: Gender, Genre, and Forensic Detective Fiction', South Central Review; Vol.18, No.3/4; Whose Body: Recognizing Feminist Mystery and Detective Fiction (Autumn-Winter, 2001), pp.54-71.




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C C 507

BRITISH ROMANTIC LITERATURE

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include

- understand Romanticism as a concept in relation to ancillary concepts like Classicism
- understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences
- analyze and understand the main characteristics of Romanticism
- appreciate the canonical and representative poems and prose of the writers of the Romantic period.
- develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody.
- appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity
- relate Romantic literary texts to other forms of expression such as painting, for instance.

Course Content

Unit 1

Chief Characteristics of Romantic Revival

Major Romantic Poets




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Unit 2

William Wordsworth – Daffodils

Coleridge- Kubla Khan

Keats – Ode to the Nightingale

Shelley – Ozymandias

Unit 3

Charles Lamb – New Years Eve, Dream Children: A Reverie

Hazlitt- On Reading Old Books, On Personal Character

Unit 4 Acquaintances:

Robert Southey	Sir Walter Scott	Thomas Moore	Lord Byron	Jane Austen
Mary Shelley	Thomas Love Peacock	Thomas De Quincey	William Hazlitt	Leigh Hunt

Suggested Topics for Presentation

- Reason and Imagination
- Conceptions of Nature
- Literature and Revolution
- The Gothic
- The Romantic Lyric

Suggested Readings

William Wordsworth, 'Preface to Lyrical Ballads', in Romantic Prose and Poetry, ed.

Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611.




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John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8.

Jean-Jacques Rousseau, 'Preface' to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991). Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.




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C C 508

INDIAN WRITING IN ENGLISH TRANSLATION

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include

- appreciate the diversity of modern Indian literatures and the similarities between them
- understand and creatively engage with the notion of nation and nationalism
- appreciate the impact of literary movements on various Indian literatures
- critically engage with significant social issues like caste and gender
- understand the historical trajectories of Indian literatures

Course Content

Unit 1

Amrita Pritam -Pinjjar

Unit-2

Rabindra Nath Tagore -The Home and The world




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Unit-3

Badal Sircar -Evam Indrajit :

Unit-4 Acquaintances:-

Samskara	Fire and the Rain	Nirmala	Halfway House	The Revenue Stamp
Seven Steps in the Sky	Meghdutam	Khoshla	Gora	Ghashiram Kotwal

Suggested Topics for Presentation

- The Aesthetics and Politics of Translation
- Linguistic Regions and Languages
- Modernity in Indian Literature
- Caste, Gender and Resistance
- Questions of Form in 20th Century Indian Literature

Suggested Readings

Rabindranath Tagore, 'Nationalism in India,' in Nationalism (Delhi: Penguin Books, 2009) pp. 63-83.

Namwar Singh, 'Decolonising the Indian Mind', tr. Harish Trivedi, Indian Literature, No. 151 (Sept./Oct. 1992).

B.R. Ambedkar, 'Annihilation of Caste' in Dr. Babasaheb Ambedkar: Writings and Speeches, vol. 1 (Maharashtra: Education Department, Government of Maharashtra, 1979) chaps. 4, 6, and 14.

Sujit Mukherjee, 'A Link Literature for India', in Translation as Discovery (Hyderabad: Orient Longman, 1994) pp. 34-45.

G.N. Devy, 'Introduction', from After Amnesia in The G.N. Devy Reader (New Delhi: Orient BlackSwan, 2009) pp. 1-5.



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A History of Indian English Literature- M.K.Naik,
Indian Writing in English- -K.R..Srinivas Iyanger
Indian Writing in English-(Volumes I to VIII) Editors Manmohan K.Bhatnagar &
M.Rajeshwar

CC 509

BRITISH LITERATURE: THE EARLY 20TH CENTURY

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include

- trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe
- link and distinguish between modernity and modernism
- explain the links between developments in science and experiments in literature




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- explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism
- identify and analyze the use and modernist technique in different genres in early twentieth century British literature
- trace the history of the self and subjectivity in literature in the light of colonial consciousness
- explain and analyze the idea of form in modernist literary texts from across major genres

Course Content:

Unit 1

Chief Characteristics of Modern Age
Impact of World War on English Literature

Unit 2

E.M.Forster-A Passage to India

Unit 3

W.B. Yeats 'Leda and the Swan'
'The Second Coming'
T.S. Eliot 'The Love Song of J. Alfred Prufrock'

Unit-4 Acquaintances:-

W H Auden	Stephen Spender	Louis Mac Neice	Ezra Pound	Robert Bridges
H G Wells	Joseph Conrad	D.H.Lawrence	E M Foster	Virginia Woolf



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Suggested Topics for Presentation

- Modernism, Post-modernism and non-European Cultures
- The Women's Movement in the Early 20th Century
- Psychoanalysis and the Stream of Consciousness
- Literature and the Fear of Disintegration
- The Uses of Myth
- Nation and Narration in Early Twentieth Century Novel
- The Avant Garde

Suggested Readings

Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.

T.S. Eliot, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.

Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.




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CC 510

English Language and Research Methodology

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include

- To introduce learners to the history of English language and concepts in phonetics and linguistics
- To make learners aware of the form and content of language
- To enable learners to know the scientific systems of the language
- Recognize/understand the structure and various parts of the language
- Understand the existence of language in the form of different dialects based on a set of established factors
- Identify the various functions a language performs and the roles assigned to it
- Understand that all languages behave alike and develop a tolerance for other languages
- Understand that making errors is a process of learning and not hesitate to use language for the fear of making errors
- Discuss and draft a plan for carrying out a piece of work systematically
- Refer to authentic sources of information and document the same properly.
- Provide proper explanation for technical terms in simple language.
- Elicit specific conclusions.




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Course Content

Unit 1

Characteristics of the English Language

Origin and Descent of The English Language

Landmarks of the English Language

Unit 2

Greek Influence on the English Language

French Influence on the English Language

Latin Influence on the English Language

Unit 3

A Write Short Notes

Influence of Shakespeare

Standard English

Bible Translation

Homophones and Homonyms

Archaism

Development of Dictionary

B Make Linguistic Notes

Boomerang, Boycott, Camouflage, Harakiri, Husband, Juggernaut, Khaki, Kindergarten,

Monk, O K, Robot, Sandwich, Shampoo, Swastika, Television




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Suggested Topics for Presentation

- a. . Basic concept of research and the terminology involved
- b. Basic types of research
- c. Basic tools of research
- d. Reference skills including skills to use dictionaries, encyclopedias, library catalogues, and net resources.
- e. Conceptualizing and drafting a research paper
- f. Style manuals
- g. Notes, references and bibliography
- h. Research and ethics: documentation and plagiarism

Suggested Readings

Kumar, Ranjit. (2012) Research Methodology: A Step-by-Step Guide for Beginners. New Delhi, Vikas.

Yule, George. The Study of Language: An Introduction. Cambridge: Cambridge UP, 1985.

Wrenn, C L. The English Language. London: Methuen, 1949.

Manuals of style (MLA Style Sheet, APA Style Sheet, Chicago Style Manual etc)

Wallace, Michael. (2004). Study Skills. Cambridge: CUP.




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COMPULSARY ENGLISH



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Semester -VI

Foundation Compulsory

(Com. English)

Unit 1

Text

Lesson. 2, 7, 8

The Joy of Reading – Selected Prose & Poetry

Poems 14, 15, 16

(Orient Longman)

Unit 2

Grammar

- Transformation
- Correction (Articles, Preposition, Tenses, Concord)
- Synthesis of sentences

Unit 3

Developing a Story

Note: Points should be given

Unit 4

Preparing Speeches

- Introducing Chief guest
- Farewell Speech
- Speech on Annual Function
- Mourning the Death of a V.I.P.
- Vote of Thanks
- Speech on Re-public Day



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5

SCHEME OF EXAMINATION

SEMESTER – VI

(FOUNDATION COMPULSORY ENGLISH)

ARTS/ SCIENCE/ FINE ARTS/ HOME SCIENCE/B.Com

	Marks
Q- I One very long question from prose section with an internal option from poetry section of unit - I	(15)
Q- II Short questions <u>Five out of Eight</u> from unit-I	(20)
Q- III Develop a story using the given points	(10)
Q-4 Grammar	(18)
(A) Transformation (Six Out of Seven)	
(B) Correction of sentences (Six Out of Seven)	
(C) Synthesis of sentences (Six Out of Seven)	
Q- V Prepare a Speech on the given topic (One out of Two)	(7)



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SPECIAL ENGLISH



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હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ

પરિપત્ર ક્રમાંક-૩૧૩ / ૨૦૧૧

વિષય : બી.એ.-કોર કમ્પલસરી (અંગ્રેજી) નો સેમેસ્ટર/સીબીસીએસ/ગ્રેડીંગ પેટર્નનો સેમે.-૫ થી ૬ નો અભ્યાસક્રમ/ પરીક્ષા સ્કીમ અંગે..

આ યુનિવર્સિટી સંલગ્ન વિનયન કોલેજોના આચાર્યશ્રીઓને જણાવવાનું કે, અંગ્રેજી વિષયની અભ્યાસ સમિતિએ ભલામણ કર્યાનુસાર બી.એ.-કોર કમ્પલસરી (અંગ્રેજી) નો સેમેસ્ટર/ સીબીસીએસ/ ગ્રેડીંગ પેટર્નનો સામેલ પરિશિષ્ટ પ્રમાણેનો સેમેસ્ટર-૫ થી ૬ નો અભ્યાસક્રમ/ સ્કીમ જૂન-૨૦૧૩ થી ક્રમશઃ અમલમાં આવે તે રીતે એકેડેમિક કાઉન્સિલે તેની તારીખ : ૧૮/ ૧૦/ ૨૦૧૧ ની સભાના ઠરાવ ક્રમાંક-૨૬ થી મંજૂર છે. જેની સર્વેને જાણ કરવામાં આવે છે.

આ બાબતની અધ્યાપકશ્રીઓ તથા વિદ્યાર્થીઓને આપના સ્તરેથી જાણ કરવા વિનંતી છે.

- નોંધ : (૧) વિદ્યાર્થીઓની જરૂરીયાત માટે અભ્યાસક્રમની એક નકલ કોલેજના ગ્રંથાલયમાં મૂકવાની રહેશે.
(૨) આ અભ્યાસક્રમ યુનિવર્સિટીની વેબ સાઈટ www.ngu.ac.in પર પણ ઉપલબ્ધ છે.

બિડાણ : ઉપર મુજબ.

કુલસચિવવર્તી

નં.-એકે/અસ/૧૩ / ૨૦૧૧
યુનિવર્સિટી રોડ, પો.બો. નં.- ૨૧
પાટણ - ૩૮૪ ૨૬૫. (ઉ.ગુ.)
તારીખ : ૨૧ / ૧૦ / ૨૦૧૧

પ્રતિ,

૧. સંલગ્ન વિનયન કોલેજોના આચાર્યશ્રીઓ
૨. પ્રિ.ડી.જે.એન.બારોટ (ડીનશ્રી-વિનયન વિદ્યાશાખા) શ્રીમતી આર. એમ. પ્રજાપતિ આર્ટ્સ કોલેજ, સતલાસણા, જિ.-મહેસાણા
૩. પરીક્ષા નિયામકશ્રી, હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ (પાંચ નકલ)
૪. ગ્રંથપાલશ્રી, હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ.
૫. ઈન્ચાર્જશ્રી, કોમ્પ્યુટર (રીઝલ્ટ) સેન્ટર, હેમ.ઉ.ગુ.યુનિવર્સિટી, પાટણ. તરફ પરિણામ તથા વેબ સાઈટ સારૂ.
૬. પ્રવેશ પ્રશાખા (એકેડેમિક), હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ.
૭. મુખ્ય હિસાબી અધિકારીશ્રી (મહેકમ), હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ. ~~સતલાસણા~~ પત્રની ફાઈલ અર્થે.



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HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY,

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THE B.A. PROGRAMME

IN ENGLISH

CORE COMPULSORY (Main) SEM V & VI

COURSES OF READING

&

SCHEME OF EXAMINATION

SEMESTER SYSTEM

(With effect from June 2013)

AS PER THE CBCS/ GRADING SYSTEM I/c. Registrar
Hemchandracharya

North Gujarat University
PATAN

Date: 22/09/2013



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B.A Programme
SEMESTER – VI
ENGLISH
CORE COURSE-317

Name of the course:- **Introduction to Romantic & Victorian Age**

Unit-I

1. Main Characteristics of the Romantic Age
2. Main Characteristics of the Victorian Age
3. The Oxford Movement

Unit-II Selected poems of Romantic & Victorian Age

1. Wordsworth – The World is too much with us
2. P.B.Shelley- Ode to a Skylark
3. Robert Browning – The Last Ride Together
4. Matthew Arnold- Dover Beach
5. Alfred Tennyson – O Swallow Swallow

Unit-III

Charles Dickens – ‘Hard Times’

Unit-IV Show Your Acquaintances with the following works

(Form, Writer, Year of Publication, Its theme in brief)

- | | | |
|------------------------------------|----------------------------|--------------------|
| 1. Lyrical Ballads | 2. Pride and Prejudice | 3. Christabel |
| 4. The Rime of the Ancient Mariner | 5. Sense and Sensibility | 6. Don Juan |
| 7. The Ring and the Book | 8. Heroes and Hero worship | 9. Vanity Fair |
| 10. Sartor Resartus | 11. David Copperfield | 12. Kenilworth |
| 13. Wuthering Heights | 14. Great Expectation | 15. Unto This Last |
| 16. Jane Eyre | | |

Recommended Reading:-

1. The Oxford Companion to English Literature – Margaret Drabble
2. A Short History of English Literature – William J. Long
3. A Short History of English Literature – Edward Albert
4. A Short History of English Literature – Compton & Rickett



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B.A Programme
SEMESTER – VI
ENGLISH
CORE COURSE-318

Name of the course:- **Introduction to Modern Age**

Unit-I

1. Characteristics of the 20th century Poetry
2. Characteristics of the 20th century Drama
3. Characteristics of the 20th century Fiction

Unit-II

D. H. Lawrence – ‘Sons and Lovers’

Unit-III

John Osborne – ‘Look Back in Anger’

Unit-IV Show your acquaintance with the following Writers.

- | | | | |
|---------------------|---------------------|--------------------|---------------------|
| 1. Joseph Conrad | 2. James Joyce | 3. Virginia Wolf | 4. Philip Larkin |
| 5. Somerset Maugham | 6. Arnold Wesker | 7. H.G. Wells | 8. Harold Pinter |
| 9. John Galsworthy | 10. Ted Hughes | 11. E.M. Forster | 12. Caryl Churchill |
| 13. Aldous Huxley | 14. Rudyard Kipling | 15. John Masefield | 16. J.M. Synge |

Recommended Reading:-

1. The Oxford Companion to English Literature – Margaret Drabble
2. A Short History of English Literature – William J. Long
3. A Short History of English Literature – Edward Albert
4. A Short History of English Literature – Compton & Rickett



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B.A Programme
SEMESTER – VI
ENGLISH
CORE COURSE-319

Name of the course:- **Indian Literature in English Translation**

Unit – I

Vijay Tendulkar – Silence! The Court is in Session

Unit – II

Amrita Pritam – Pinjar

Unit – III

Rajendra singh Bedi -- I take this Woman (translated by Kushwant Singh)

Unit – IV Show your acquaintance with the following works.

- | | | |
|-------------------------------------------|----------------------------|---------------------|
| 1. Hayavadan | 2. Khoshla | 3. Fire & the Rain |
| 4. Samskara | 5. Ghashiram Kotwal | 6. Godan |
| 7. Halfway House | 8. The Revenue Stamp | 9. Nirmala |
| 10. Seven Steps in the Sky | 11. Chess Players | 12. Gitanjali |
| 13. Discovery of India | 14. A Journey on Bare Feet | 15. Gora |
| 16. The Story of My Experiment with Truth | | 17. Savatri |
| 18. Meghdutam | 19. The Step Child | 20. Oceanside Blues |

Recommended Reading:-

1. A History of Indian English Literature- M.K.Naik
2. Indian Writing in English- K.B. Srinivas Iyenger
3. Indian Writing in English (Volumes I to VIII) Editors Manmohan K. Bhatnagar & Hemchandra Charya



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B.A Programme
SEMESTER – VI
ENGLISH
CORE COURSE-320

Name of the course:- **Literary criticism & Theories**

Unit- I

1. Literature & Biography
2. Literature & Psychology
3. Literature & Society
4. Literature & Philosophy

Unit-II

1. Literature & Other Arts – Music , Painting
2. Art & Morality
3. The Mode of Existence of a Literary Work
4. Evaluation

Unit-III

1. Feminism
2. Aestheticism
3. Structuralism
4. Symbolism
5. Modernism'

Unit-IV Show your acquaintance with the following critics with their critical works.

- | | | |
|----------------------|-----------------------|-----------------------|
| 1. Sir Philip Sidney | 2. Ben Jonson | 3. John Dryden |
| 4. Alexander Pope | 5. Dr. Samuel Johnson | 6. William Wordsworth |
| 7. Samuel Coleridge | 8. P.B. Shelley | 9. Matthew Arnold |
| 10. Walter Pater | 11. T.S. Eliot | 12. I.A. Richards |
| 13. Wimsatt & Brooks | 14. J.C. Ransom | 15. F.R. Lewis |

Recommended Reading:-

1. Theory of Literature-- Rene Welleck
2. The Making of Literature- R.A. Scott James
3. Critical Approaches to literature- David Daiches




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B.A Programme
SEMESTER – VI
ENGLISH
CORE COURSE-321

Name of the course:- Spoken English

Unit-I ELT

1. English as an International language
2. Role of English in India
3. Problems of teaching English in India

Unit-II Speech Mechanism

4. Organs of Speech
5. Consonants
6. Vowels
7. Diphthongs

Unit – III The Phonology of English

- | | | |
|---------------|----------------------------|--------------|
| 1. Intonation | 2. Sound voiced – Unvoiced | 3. Stress |
| 4. Inflexion | 5. Rhythm | 6. Phonology |
| 7. Syllable | 8. Phoneme & Morpheme | |

Unit-IV Phonetic transcription

View	Life	Lover	longer	Three
Thanks	Cloth	Father	Listen	Vision
Park	Habit	Tune	Breathing	Guard
Target	Promise	Cheer	Choice	Kitchen
Search	Fashion	Company	House	Nation
America	Queen	Computer	Tuesday	Chorus
Flower	Character	Pool	Noise	Poor
Young	laughter	bite	abroad	cool
Prayer	teach	order	resume	foreign
Biscuit	blood	chimney	court	factory

Recommended Reading:-

1. T. Balasubramanian – A Textbook of English Phonetics for Indian Students
2. J. D O' Connor – Better English Pronunciation.



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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMESTER – VI

CC 318

CORE COMPULSORY (Main)

Marks

- Q- I One very long question with an internal option from unit – I (16)
- Q- II One long question with an internal option from unit -II (12)
- Q- III One long question with an internal option from – III (12)
- Q- IV Show your acquaintance with the writers in brief. (Four out of six) (20)
(The students are expected to give biographical Sketch of the writer his major works & his contribution, given in Unit-IV)
- Q- V Ten Objective type questions with multiple choices from unit- I & IV (10)

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMESTER – VI

CC 319

CORE COMPULSORY (Main)

Marks

- Q- I One very long question with an internal option from unit – I (16)
- Q- II One long question with an internal option from unit -II (12)
- Q- III One long question with an internal option from unit – III (12)
- Q- IV Show your acquaintance with the works in brief.(Four out of six) (20)
(The students are expected to write the form, writer, year of publication, translated by and the theme in brief of the works given in unit-IV)
- Q- V Ten Objective type questions with multiple choices from unit- I & IV (10)



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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMESTER – VI

CC 320

CORE COMPULSORY (Main)

	Marks
Q- I One very long question with an internal option from unit – I	(16)
Q- II One long question with an internal option from unit -II	(12)
Q- III One long question with an internal option from unit – III	(12)
Q- IV Show your acquaintance with the critics in brief. (Four out of six)	(20)
(The students are expected to give biographical sketch of the critic his major works & his contribution, given in Unit-IV)	
Q- V Ten Objective type questions with multiple choices from unit- I & IV	(10)

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMESTER – VI

CC 321

CORE COMPULSORY (Main)

Q- I One very long question with an internal option from unit – I	(13)
Q- II One long question with an internal option from unit -I	(10)
Q- III One long question with an internal option from – II	(10)
Q-IV Short Notes (three out of four) from unit-III	(12)
Q- V Give phonetic transcription of the words. (Ten out of Twelve)	(10)

→ VIVA-VOCE EXAM (Practical Exam)

Practical (15)

(Four skills of language — Listening, Speaking, Reading, and Writing)

Should be examined during this practical exam)

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B.A. PROGRAMME IN ENGLISH

Core Compulsory and Core Elective

Semester System

Scheme of Examination

AS PER THE GUIDELINES FROM THE UNIVERSITY
GRANTS COMMISSION

Scheme of Examination



Arts (English)


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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-VI

C C 606

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-VI

C C 606 (Optional)

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-VI

C C 607

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-VI

C C 608

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-VI

C C 609

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-VI

C C 610

Q.1- One very long question with an internal option from unit –I	(17)
Q.2- One very long question with an internal option from unit –II	(18)
Q.3- (A)- Short Notes (Two out of Four)	(10)
Q.3- (B)- Phonetic transcription of the given words. (Ten out of Twelve)	(10)
VIVA-VOCE EXAM (Practical Exam)	(15)




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C C 606

WOMEN'S WRITING

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include

- recognize the importance of gender specificity in literature
- understand and appreciate the representation of female experience in literature
- explain the difference between the feminine and the feminist as opposed to the female
- examine and appreciate the role played by socio-cultural-economic contexts in defining woman
- link the status of woman to social discrimination and social change
- draw a location specific trajectory of female bonding or empowerment
- to understand the complexity of social and biological constructions of manhood and womanhood
- to examine the relationship of women to work and production

Course Content

Unit 1

Contribution of Women to English Literature

The Feminine way of Writing




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Unit 2

Emily Dickinson 'I'm wife

Sylvia Plath 'Daddy'

Eunice De Souza 'Advice to Women'

Unit 3

Charlotte Perkins Gilman 'The Yellow Wallpaper'

Katherine Mansfield 'Bliss'

Mahashweta Devi 'Draupadi',

Unit-4 Acquaintances

Jhumpa Lahiri	Arundhatti Roy	Sashi Deshpande	Shobha De	Anita Desai
Doris Lessing	Margaret Atwood	Zadie Smith	Angela Carter	Kiran Desai

Suggested Topics for Background Reading and Class Presentation

- The Confessional Mode in Women's Writing
- Sexual/Textual Politics
- Body, Beauty and Discrimination
- Race, Caste and Gender




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- Social Reform and Women's Rights
- Women under Colonialism
- Women in and out of Slavery
- Is there a Woman's Language?

Suggested Readings

Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.

Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.

Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.

Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97

Mahashweta Devi 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)




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C C 606 (Optional)

DETECTIVE LITERATURE

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include

- write critically about Detective Literature as a form
- engage with the philosophical and psychological and social issues that are an intrinsic part to the two genres
- think through the concept of progress, and the role of technology in our life and the interaction between technology and human behavior
- engage with the social and historical construction of crime
- analyze individual or multiple texts in the two genres in terms of key concepts including genre, implied audience, plot construction, linguistic texture, authorial identity, publication context, and sociocultural context

Course Content

Unit 1

Detective Literature as a genre

Ontological Development of Detective Literature

Unit 2

Agatha Christie- The Murder of Roger Ackroyd,




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Unit 3

Arthur Conan Doyle The Hound of the Baskervilles

Unit 4 Acquaintances:-

Agatha Christie	Sir Arthaur Conan Doyle	Edgar Allan Poe	Raymond Candler	John Grisham
Dorothy L Sayers	Cecil Street	Arthur Morrison	Satyajit Ray	Kalpna Swaminathan

Suggested Readings

Suvin, Darko. "On the Poetics of the Science Fiction Genre." College English 34, no. 3 (December 1972): 372–82.

Charles J. Rzepka, 'Introduction: What is Crime Fiction?', in Companion to Crime Fiction: Blackwell Companions to Literature and Culture, eds Charles J Rzepka and Lee Horsley (Oxford: Wiley and Blackwell, 2010) pp.1-9

Robert A. Heinlein, 'On the Writing of Speculative Fiction', online at https://mab333.weebly.com/uploads/3/2/3/1/32314601/writing_sf_-_01_on_the_writing_of_speculative_ficiton.pdf

Joy Palmer, 'Tracing Bodies: Gender, Genre, and Forensic Detective Fiction', South Central Review; Vol.18, No.3/4; Whose Body: Recognizing Feminist Mystery and Detective Fiction (Autumn-Winter, 2001), pp.54-71.




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C C 607

BRITISH LITERATURE: 19TH CENTURY

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include.

- Identify and analyze the socio-economic-political contexts that inform the literature of the period
- comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres
- understand the conflict between self and society in different literary genres of the period
- link the rise of the novel to the expansion of Colonialism and Capitalism
- understand the transition from Romantic to Victorian in literature and culture
- link the Victorian temper to political contexts in English colonies
- link the changes in the English countryside to changes brought about in similar settings in India

Course Content

Unit 1

Chief Characteristics of Victorian Age

Major Victorian Poets

Major Victorian Novelists

Unit 2




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Jane Austen Pride and Prejudice

Unit 3

Alfred Tennyson - 'Ulysses', The Lotos Eaters

Robert Browning - 'My Last Duchess', 'The Last Ride Together'

Unit-4 Acquaintances:-

Thomas Hardy	Thackeray	Elizabeth Barrett Browning	Matthew Arnold	C.G.Rossetti
Emily Bronte	Charles Dickens	Macaulay	J.S.Mill	George Meredith

Suggested Topics for Background Reading and Class Presentation

- Utilitarianism
- Colonialism and nineteenth century literature
- The Death of the Village
- The 19th Century Novel
- Marriage and Sexuality
- The Writer and Society
- Faith and Doubt
- The Dramatic Monologue




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Suggested Readings:

Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in A Reader in Marxist Philosophy, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201. Charles Darwin, 'Natural Selection and Sexual Selection', in The Descent of Man in The Norton Anthology of English Literature, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545–9. John Stuart Mill, The Subjection of Women in Norton Anthology of English Literature, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.




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C C 608

AMERICAN LITERATURE

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include

- Understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century)
- Understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.
- Appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions
- critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
- Critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
- Explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
- analyze the American mind from global and Indian perspectives and situate the American in the contemporary world




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Course Content

Unit 1

Arthur Miller All My Sons

Unit 2

Emily Dickenson – Hope is the Thing with Feathers

Robert Frost- The Road not Taken

E E Cummings – I Carry your Heart with Me

Maya Angelou: ‘Still I Rise’

Unit 3

John Steinbeck- To a God Unknown

Unit 4 Acquaintances:-

Earnest Hemingway	William Faulkner	F Scott Fitzgerald	Eugene O’ Neill	Edward Albert Albee
Sam Shepard	Walt Whitman	H D Thoreau	Emily Dickenson	Elaine Showalter

Suggested Topics for Background Reading and Class Presentation

- The American Myths of Genesis/ The American Dream/ The American Adam
- American Romance and the American Novel
- Is Huck Finn the Prototypical American Novel?
- Multicultural Literature of the United States; Folklore and the American Novel
- Race and Gender in American Literature
- War and American Fiction
- Two Traditions of American Poetry; Emerson and Poe/ Typological and Topological Traditions
- Social Realism and the American Novel
- The Questions of Form in American Poetry




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Suggested Readings

Hector St John Crevecoeur, 'What is an American', (Letter III) in Letters from an American Farmer (Harmondsworth: Penguin, 1982) pp. 66–105. Frederick Douglass, A Narrative of the life of Frederick Douglass (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.

Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in Walden (Oxford: OUP, 1997) chap. 12.

Ralph Waldo Emerson, 'Self Reliance', in The Selected Writings of Ralph Waldo Emerson, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).

Toni Morrison, 'Romancing the Shadow', in Playing in the Dark: Whiteness and Literary Imagination (London: Picador, 1993) pp. 29–39.

Krishna Sen and Ashok Sengupta, '*A Short History of American Literature*' (Hydrabad: Orient Black Swan, 2017)




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C C 609

LITERARY THEORY

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include

- Have a historical overview of major literary theorists, particularly of the 20th century
- Show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices
- Develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society
- Historically situate literary theorists whose works had informed and shaped various literary theoretical discourses
- Identify theoretical concepts with theorists and movements with which they are associated and in the process understand their contexts
- Apply various theoretical frameworks and concepts to literary and cultural texts
- Evaluate and analyze strengths and limitations of theoretical frameworks and arguments
- Sharpen interpretative skills in the light of various theoretical frameworks

Course Content

UNIT-I

- Literature & Biography
- Literature & Psychology
- Literature & Society




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UNIT-II

- Literature & Other Arts-Music, painting
- Arts& Morality
- Evaluation

UNIT-III

- Feminism
- Aestheticism
- Modernism

UNIT-IV Acquaintances:-

Legislative criticism	Comparative criticism	Biographical criticism	Historical	Eco criticism
Psychoanalytic criticism	Sociological criticism	New criticism	Postcolonial criticism	Post structuralist criticism

Suggested Readings:-

1. Theory of Literature—Rene Welleck
2. The Making of Literature-R.A. Scott James
3. Critical Approaches to literature-David Daiches
4. David Lodge and Nigel Wood, Modern Criticism and Theory: A Reader: London & New York: Routledge, 2000.
5. Peter Barry Beginning, Theory: An Introduction to Literary and Cultural Theory. Manchester: Manchester University Press, 1984.
6. Raman Selden, et al. A Reader's Guide to Contemporary Literary Theory. Kentucky: University Press of Kentucky, 1993.
7. Terry Eagleton, Literary Theory: An Introduction. NJ: Wiley Blackwell, 2009
- 8.

C C 610

Spoken English




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Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include knowledge of

- The English sound system
- The process of continuous English speech
- The main intonation patterns in English and their functions
- The difference between British English and Indian English
- Pronunciation based on the model accents Received Pronunciation(RP) and General Indian English.
- The main difference between these and other major accents of English, and the concept of sound change
- Skills of speaking and listening

Unit 1

English as a Link Language in India

Organs of Speech

Speech Mechanism

Unit 2

Vowels

Consonants

Diphthongs

Unit 3

A-Short Notes

Phoneme and Morpheme




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Intonation

Syllable

Inflexion

Sound-Voiced-Unvoiced

Rhythm

B -Phonetic Transcription List of Fifty Word

View	Life	Lover	longer	Three
Thanks	Cloth	Father	Listen	Vision
Park	Habit	Tune	Breathing	Guard
Target	Promise	Cheer	Choice	Kitchen
Search	Fashion	Company	House	Nation
America	Queen	Computer	Tuesday	Chorus
Flower	Character	Pool	Noise	Poor
Young	laughter	bite	abroad	cool
Prayer	teach	order	resume	foreign
Biscuit	blood	chimney	court	factory

Recommended Reading:

1. T.Balasubramaniam - A Textbook of English Phonetics for Indian Students
2. J.D O 'Connor –Better English Pronunciation
3. R K Bansal and J B Harrison – Spoken English, Orient Longman




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B.A. PROGRAMME IN ENGLISH

Core Compulsory and Core Elective

Semester System

Scheme of Examination

AS PER THE GUIDELINES FROM THE UNIVERSITY
GRANTS COMMISSION

Scheme of Examination



Arts (English)


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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-VI

C C 606

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-VI

C C 606 (Optional)

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-VI

C C 607

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-VI

C C 608

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-VI

C C 609

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-VI

C C 610

Q.1- One very long question with an internal option from unit –I	(17)
Q.2- One very long question with an internal option from unit –II	(18)
Q.3- (A)- Short Notes (Two out of Four)	(10)
Q.3- (B)- Phonetic transcription of the given words. (Ten out of Twelve)	(10)
VIVA-VOCE EXAM (Practical Exam)	(15)




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C C 606

WOMEN'S WRITING

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include

- recognize the importance of gender specificity in literature
- understand and appreciate the representation of female experience in literature
- explain the difference between the feminine and the feminist as opposed to the female
- examine and appreciate the role played by socio-cultural-economic contexts in defining woman
- link the status of woman to social discrimination and social change
- draw a location specific trajectory of female bonding or empowerment
- to understand the complexity of social and biological constructions of manhood and womanhood
- to examine the relationship of women to work and production

Course Content

Unit 1

Contribution of Women to English Literature

The Feminine way of Writing




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Unit 2

Emily Dickinson 'I'm wife

Sylvia Plath 'Daddy'

Eunice De Souza 'Advice to Women'

Unit 3

Charlotte Perkins Gilman 'The Yellow Wallpaper'

Katherine Mansfield 'Bliss'

Mahashweta Devi 'Draupadi',

Unit-4 Acquaintances

Jhumpa Lahiri	Arundhatti Roy	Sashi Deshpande	Shobha De	Anita Desai
Doris Lessing	Margaret Atwood	Zadie Smith	Angela Carter	Kiran Desai

Suggested Topics for Background Reading and Class Presentation

- The Confessional Mode in Women's Writing
- Sexual/Textual Politics
- Body, Beauty and Discrimination
- Race, Caste and Gender




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- Social Reform and Women's Rights
- Women under Colonialism
- Women in and out of Slavery
- Is there a Woman's Language?

Suggested Readings

Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.

Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.

Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.

Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97

Mahashweta Devi 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)




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C C 606 (Optional)

DETECTIVE LITERATURE

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include

- write critically about Detective Literature as a form
- engage with the philosophical and psychological and social issues that are an intrinsic part to the two genres
- think through the concept of progress, and the role of technology in our life and the interaction between technology and human behavior
- engage with the social and historical construction of crime
- analyze individual or multiple texts in the two genres in terms of key concepts including genre, implied audience, plot construction, linguistic texture, authorial identity, publication context, and sociocultural context

Course Content

Unit 1

Detective Literature as a genre

Ontological Development of Detective Literature

Unit 2

Agatha Christie- The Murder of Roger Ackroyd,




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Unit 3

Arthur Conan Doyle The Hound of the Baskervilles

Unit 4 Acquaintances:-

Agatha Christie	Sir Arthaur Conan Doyle	Edgar Allan Poe	Raymond Candler	John Grisham
Dorothy L Sayers	Cecil Street	Arthur Morrison	Satyajit Ray	Kalpna Swaminathan

Suggested Readings

Suvin, Darko. "On the Poetics of the Science Fiction Genre." College English 34, no. 3 (December 1972): 372–82.

Charles J. Rzepka, 'Introduction: What is Crime Fiction?', in Companion to Crime Fiction: Blackwell Companions to Literature and Culture, eds Charles J Rzepka and Lee Horsley (Oxford: Wiley and Blackwell, 2010) pp.1-9

Robert A. Heinlein, 'On the Writing of Speculative Fiction', online at https://mab333.weebly.com/uploads/3/2/3/1/32314601/writing_sf_-_01_on_the_writing_of_speculative_ficiton.pdf

Joy Palmer, 'Tracing Bodies: Gender, Genre, and Forensic Detective Fiction', South Central Review; Vol.18, No.3/4; Whose Body: Recognizing Feminist Mystery and Detective Fiction (Autumn-Winter, 2001), pp.54-71.




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C C 607

BRITISH LITERATURE: 19TH CENTURY

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include.

- Identify and analyze the socio-economic-political contexts that inform the literature of the period
- comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres
- understand the conflict between self and society in different literary genres of the period
- link the rise of the novel to the expansion of Colonialism and Capitalism
- understand the transition from Romantic to Victorian in literature and culture
- link the Victorian temper to political contexts in English colonies
- link the changes in the English countryside to changes brought about in similar settings in India

Course Content

Unit 1

Chief Characteristics of Victorian Age

Major Victorian Poets

Major Victorian Novelists

Unit 2




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Jane Austen Pride and Prejudice

Unit 3

Alfred Tennyson - 'Ulysses', The Lotos Eaters

Robert Browning - 'My Last Duchess', 'The Last Ride Together'

Unit-4 Acquaintances:-

Thomas Hardy	Thackeray	Elizabeth Barrett Browning	Matthew Arnold	C.G.Rossetti
Emily Bronte	Charles Dickens	Macaulay	J.S.Mill	George Meredith

Suggested Topics for Background Reading and Class Presentation

- Utilitarianism
- Colonialism and nineteenth century literature
- The Death of the Village
- The 19th Century Novel
- Marriage and Sexuality
- The Writer and Society
- Faith and Doubt
- The Dramatic Monologue




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Suggested Readings:

Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in A Reader in Marxist Philosophy, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201. Charles Darwin, 'Natural Selection and Sexual Selection', in The Descent of Man in The Norton Anthology of English Literature, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545–9. John Stuart Mill, The Subjection of Women in Norton Anthology of English Literature, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.




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C C 608

AMERICAN LITERATURE

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include

- Understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century)
- Understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.
- Appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions
- critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
- Critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
- Explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
- analyze the American mind from global and Indian perspectives and situate the American in the contemporary world




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Course Content

Unit 1

Arthur Miller All My Sons

Unit 2

Emily Dickenson – Hope is the Thing with Feathers

Robert Frost- The Road not Taken

E E Cummings – I Carry your Heart with Me

Maya Angelou: ‘Still I Rise’

Unit 3

John Steinbeck- To a God Unknown

Unit 4 Acquaintances:-

Earnest Hemingway	William Faulkner	F Scott Fitzgerald	Eugene O’ Neill	Edward Albert Albee
Sam Shepard	Walt Whitman	H D Thoreau	Emily Dickenson	Elaine Showalter

Suggested Topics for Background Reading and Class Presentation

- The American Myths of Genesis/ The American Dream/ The American Adam
- American Romance and the American Novel
- Is Huck Finn the Prototypical American Novel?
- Multicultural Literature of the United States; Folklore and the American Novel
- Race and Gender in American Literature
- War and American Fiction
- Two Traditions of American Poetry; Emerson and Poe/ Typological and Topological Traditions
- Social Realism and the American Novel
- The Questions of Form in American Poetry




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Suggested Readings

Hector St John Crevecoeur, 'What is an American', (Letter III) in Letters from an American Farmer (Harmondsworth: Penguin, 1982) pp. 66–105. Frederick Douglass, A Narrative of the life of Frederick Douglass (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.

Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in Walden (Oxford: OUP, 1997) chap. 12.

Ralph Waldo Emerson, 'Self Reliance', in The Selected Writings of Ralph Waldo Emerson, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).

Toni Morrison, 'Romancing the Shadow', in Playing in the Dark: Whiteness and Literary Imagination (London: Picador, 1993) pp. 29–39.

Krishna Sen and Ashok Sengupta, '*A Short History of American Literature*' (Hydrabad: Orient Black Swan, 2017)




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C C 609

LITERARY THEORY

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include

- Have a historical overview of major literary theorists, particularly of the 20th century
- Show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices
- Develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society
- Historically situate literary theorists whose works had informed and shaped various literary theoretical discourses
- Identify theoretical concepts with theorists and movements with which they are associated and in the process understand their contexts
- Apply various theoretical frameworks and concepts to literary and cultural texts
- Evaluate and analyze strengths and limitations of theoretical frameworks and arguments
- Sharpen interpretative skills in the light of various theoretical frameworks

Course Content

UNIT-I

- Literature & Biography
- Literature & Psychology
- Literature & Society




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UNIT-II

- Literature & Other Arts-Music, painting
- Arts & Morality
- Evaluation

UNIT-III

- Feminism
- Aestheticism
- Modernism

UNIT-IV Acquaintances:-

Legislative criticism	Comparative criticism	Biographical criticism	Historical	Eco criticism
Psychoanalytic criticism	Sociological criticism	New criticism	Postcolonial criticism	Post structuralist criticism

Suggested Readings:-

1. Theory of Literature—Rene Welleck
2. The Making of Literature-R.A. Scott James
3. Critical Approaches to literature-David Daiches
4. David Lodge and Nigel Wood, Modern Criticism and Theory: A Reader: London & New York: Routledge, 2000.
5. Peter Barry Beginning, Theory: An Introduction to Literary and Cultural Theory. Manchester: Manchester University Press, 1984.
6. Raman Selden, et al. A Reader's Guide to Contemporary Literary Theory. Kentucky: University Press of Kentucky, 1993.
7. Terry Eagleton, Literary Theory: An Introduction. NJ: Wiley Blackwell, 2009
- 8.

C C 610

Spoken English




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Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include knowledge of

- The English sound system
- The process of continuous English speech
- The main intonation patterns in English and their functions
- The difference between British English and Indian English
- Pronunciation based on the model accents Received Pronunciation (RP) and General Indian English.
- The main difference between these and other major accents of English, and the concept of sound change
- Skills of speaking and listening

Unit 1

English as a Link Language in India

Organs of Speech

Speech Mechanism

Unit 2

Vowels

Consonants

Diphthongs

Unit 3

A-Short Notes

Phoneme and Morpheme




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Intonation

Syllable

Inflexion

Sound-Voiced-Unvoiced

Rhythm

B -Phonetic Transcription List of Fifty Word

View	Life	Lover	longer	Three
Thanks	Cloth	Father	Listen	Vision
Park	Habit	Tune	Breathing	Guard
Target	Promise	Cheer	Choice	Kitchen
Search	Fashion	Company	House	Nation
America	Queen	Computer	Tuesday	Chorus
Flower	Character	Pool	Noise	Poor
Young	laughter	bite	abroad	cool
Prayer	teach	order	resume	foreign
Biscuit	blood	chimney	court	factory

Recommended Reading:

1. T.Balasubramaniam - A Textbook of English Phonetics for Indian Students
2. J.D O 'Connor –Better English Pronunciation
3. R K Bansal and J B Harrison – Spoken English, Orient Longman




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