

**M.A.**  
**ENGLISH**  
**SEM II**

# **Course Name: Poetry II (VICTORIAN & MODERN)**

Programme	M.A. (English)
Semester	II
Name of the Teacher	Charanjit Singh
Timings	9.00 AM to 4.00 PM
E-mail	<a href="mailto:miltonjohn@rediffmail.com">miltonjohn@rediffmail.com</a>

## **Objective of the Course**

Poetry is a condensed form of literature that communicates human thoughts, ideas, feelings, emotions, dreams, desires, aspirations, actions, reactions or reflections in a dramatic, descriptive or narrative form foregrounding the aesthetic elements in human language through the use of meter, rhythm, symbols, images, similes, metaphors, alliteration, ellipsis, ambiguity and such other figures of speech in order to bring the readers in a mood of enlightenment, ecstasy, reformation or aesthetic gratification. The objective of the course is to make students aware of all this and also to acquaint them with the Canonical British poets from Victorian and Modern Ages.

## **Course Content**

The course consists of poems by four poets divided into four sections. These are as follows

## **SECTION–A**

### **Robert Browning:**

“Porphyria’s Lover”

“The Last Ride Together”

“One Word More”

“The Bishop Orders His Tomb at Saint Praxed’s Church”

## **SECTION–B**

### **W.B. Yeats:**

“When you are old and grey”

“The Second Coming”

“A Prayer for my Daughter”

“Leda and the Swan”

“Sailing to Byzantium”

“Among School Children”

“Easter 1916”

## **SECTION–C**

### **T.S. Eliot:**

*The Waste Land*

“Gerontion”

## **SECTION–D**

### **Philip Larkin**

“Church Going”

“The Whitsun Weddings”

“Toads”

“Dockery and Son”

“The Building”

“High Windows”

The detailed course content is available at [www.gndu.ac.in](http://www.gndu.ac.in)

## **Teaching Methods**

Lectures: 6 per week

Student Seminars: 2 per week

Demonstrations: Through demonstrations students will be taught how to read a poem and analyse it.

Assignments: Students will be asked to read a given poem, write their analysis of it and prepare for discussions on given topics.

Group Discussion on the texts focusing on the themes, stylistic devices, symbols, literary motifs, language and syntax

Powerpoint Presentations

Quiz

Presentation of audiobooks and movies concerning the prescribed texts

Visits to the library

### **Learning Outcome**

After an in-depth study of the contents of the module, the students will be able to

- gain a deeper appreciation of a poetic work.
- decode the multiple meanings in a poem
- locate the way a poem produces its overall effect
- enjoy a poem as a work of art by appreciating its aesthetic value
- know some of the more sophisticated ways in which a language can be used and thus beautify their own creative expression
- sharpen their writing skills by learning how subtly words can be used.
- identify the components that produce an emotive and rhetorical effect in a poem and augment its aesthetic appeal.
- know about the fundamental poems of the most representative British poets from Victorian and Modern Ages.

<b>Modes of Assessment</b>	<b>Minimum Score required to Qualify for the Next Class</b>	<b>Schedule</b>
Continuous Internal Evaluation (CIE) 1. Class Tests (Unit Wise) 2. Student Seminars 3. In-house Exams	40%  40%	After each unit Every Week Last Week of March
End of Semester Exam	40%	First week of May

## **Teaching Outline**

<b>Units</b>	<b>Teaching Dates</b>
I	Upto January 31, 2020
II	Upto February 20, 2020
III	Upto March 15, 2020
IV	Upto April 10, 2020
Revision	The rest of April 2020

## **Attendance Policy**

Lecture attendance is mandatory. Students are required to maintain 75% attendance of the total delivered lectures, failing which they will be detained from appearing in university exams.

## **Text Books**

1. Robert Browning: Selected Poems (The Penguin Poetry Library)
2. The Collected Poems of W.B. Yeats (Wordsworth Poetry Library)
3. [The Waste Land, Prufrock, and Other Poems \(Dover Thrift Editions\)](#)
4. Philip Larkin – Collected Poems (Faber & Faber)

## **References**

1. A Glossary of Literary Terms by M.H. Abrams
2. Dictionary of Literary Terms and Literary Theory by J. A. Cuddon
3. The Poetry Handbook (Second Edition) by John Lennard

## **E-Resources**

Robert Browning (Vidyamitra) **available at**

<https://www.youtube.com/watch?v=Da-TluemMTg>

T.S. Eliot: The Waste Land (Vidyamitra) **available at**

[https://www.youtube.com/watch?v=4I4mlzb\\_JQw](https://www.youtube.com/watch?v=4I4mlzb_JQw)

Untold Secret to master T.S Eliot's Wasteland in 10 Minutes **available at**

<https://www.youtube.com/watch?v=hejBaGDnUV0>

Philip Larkin (Vidyamitra) **available at**

<https://www.youtube.com/watch?v=pUDTUC3vuFw>

Robert Browning's Poems (Audiobooks) **available at**

[https://librivox.org/author/76?primary\\_key=76&search\\_category=author&search\\_page=1&search\\_form=get\\_results](https://librivox.org/author/76?primary_key=76&search_category=author&search_page=1&search_form=get_results)

W.B. Yeats' Poems (Audiobooks) **available at**

[https://librivox.org/author/335?primary\\_key=335&search\\_category=author&search\\_page=3&search\\_form=get\\_results](https://librivox.org/author/335?primary_key=335&search_category=author&search_page=3&search_form=get_results)

T.S. Eliot's Poems (Audiobooks) **available at**

[https://librivox.org/author/31?primary\\_key=31&search\\_category=author&search\\_page=1&search\\_form=get\\_results](https://librivox.org/author/31?primary_key=31&search_category=author&search_page=1&search_form=get_results)

Philip Larkin's Poems (Audiobooks) **available at**

<https://www.youtube.com/watch?v=w5aKknj-q3o>

<https://www.youtube.com/watch?v=NfyLQTySudA>

Literary Devices, Understanding Literariness in a Literary Text - An e-module by Dr Charanjit Singh **available at** [https://www.youtube.com/watch?v=2rZQ7Gh\\_jso&t=24s](https://www.youtube.com/watch?v=2rZQ7Gh_jso&t=24s)

Rhyme in Poetry, Types, Structure and Scheme - An e-module by Dr Charanjit Singh **available at** <https://www.youtube.com/watch?v=cotH5PoNVWo&t=64s>

History of English Language and Literature - A Swayam Course **available at**

[https://swayam.gov.in/nd1\\_noc19\\_hs46/preview](https://swayam.gov.in/nd1_noc19_hs46/preview))

For text of poems

<https://www.poetryfoundation.org/>

# M.A. ENGLISH (SEMESTER-II) PAPER-VII: MODERN BRITISH DRAMA

**Name of the Teacher: Dr. Kanchan Mehta**

**Objectives :** The paper, Modern British Drama, aims at acquainting the students with the select trends and movements as Theatre of the Absurd, Poetic Drama, Drama of Ideas, and Comedy of Menace etc. highlighting the socio-political situations, issues and ideologies. The course focuses on the selected works of the 20<sup>th</sup> century playwrights including George Bernard Shaw, T. S. Eliot, Samuel Becket and Harold Pinter.

## **Course Contents:-**

SECTION-A Bernard Shaw: Saint Joan

SECTION-B T.S. Eliot: The Family Reunion

SECTION-C Samuel Beckett: Waiting for Godot

SECTION-D Harold Pinter: The Birthday Party

**Teaching Methods:** Teaching of this paper includes:

Intensive study of the texts prescribed

Developing the skills of the students to discuss the plays verbally

Cultivating skills of the students to write on significant issues pertaining to the texts prescribed

To assist the students in articulating their own opinion and ideas about the plays

Discussing the playwrights, themes, characters, language, dramatic devices etc

## **Modes of Assessments:**

Regular Internal Evaluation (RIE)	Minimum Score Required to Qualify for the Next Exam/ Class	Schedule
1. Class Tests ( Unit Wise)	40%	At the End of Each Unit
2. House Examination	40%	Mid of the semester
3. Student Seminars	40%	Twice a Week

**Learning Outcome:** Drama plays a very significant role in the development of students. It's said that drama presents the human condition and teaches about life. Every prescribed text represents a vision that may help students in seeing and understanding their lives better. Also, an insight into these texts can enlarge and enrich students' understanding of the present times.

**Attendance Policy:** Lecture attendance is mandatory. Students are required to maintain 75 % attendance of the total lectures delivered, failing which they will be detained from appearing in the University Exam.

**Recommended Readings:**

1. T.S Eliot : His Dramatic Theories by H.L. Sharma
2. T.S Eliot: His Mind and Art by A.G George
3. The Absurd by Arhold P. Hinchliffe
4. Poetic Drama: Its Modern Masters by Tajwant Singh Gill
5. Twentieth Century Drama By Bamber Gascoigne.
6. What Shaw Really Said by Ruth Adam

# **CURRICULAM PLANNING AND IMPLEMENTATION**

## **Course Name: MODERN NOVEL**

**Programme: MA ENGLISH**

**Semester: II**

**Name of the Teachers: Prof. Jasreen Kaur**

**Availability Timings: 09:00 AM to 04:00PM**

**Email: jasreenenglishlkc@gmail.com**

### **Objectives of the Course:**

This course aims at giving students the opportunity to enjoy the world of literature and the development of interest in reading literature. Furthermore, the objective is to 'wake up those students' who never read books, to widen their knowledge of literature and to teach them how to analyse and write about books and to understand more about the literature world. Especially English Fiction helps us to empathise and helps us finding ourselves. Reading it gives us a sense of calm- an inner peace. It is not only enjoyable but also enhances our abilities to empathise with other people and connect with something larger than ourselves. Novels enable us to feel like we are experiencing the journey in the shoes of the characters- as a result they give us the courage to become our own heroes

### **Detailed Course Contents:**

Time: 3 Hours

Max. Marks: 80

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

SECTION–A

D.H. Lawrence: Sons and Lovers

SECTION–B

Virginia Woolf: Mrs Dalloway

SECTION–C

Joseph Conrad: Heart of Darkness

SECTION–D

William Golding: Lord of the Flies

For detailed syllabus please visit: <http://gndu.ac.in/syllabii.as>

## **Teaching Methods:**

- Lectures : 06 per week
- Students Seminars : Two per week
- Assignments : The students will be asked to read the textbook in advance
- Power point presentations/Audio Visual aids/Models/Charts
- Regular revision work
- Literary movies as per the ages and works prescribed in the syllabus

## **Programme Learning Outcomes:**

1. **Reading**: Students will become accomplished, active readers who appreciate ambiguity and complexity, and who can articulate their own interpretations with an awareness and curiosity for other perspectives.
2. **Writing skills and process**: Students will be able to write effectively for a variety of professional and social settings. They will practice writing as a process of motivated inquiry, engaging other writers' ideas as they explore and develop their own. They will demonstrate an ability to revise for content and edit for grammatical and stylistic clarity. And they will develop an awareness of and confidence in their own voice as a writer.
3. **Sense of Genre**: Students will develop an appreciation of how the formal elements of language and genre shape meaning. They will recognize how writers can transgress or subvert generic expectations, as well as fulfil them. And they will develop a facility at writing in appropriate genres for a variety of purposes and audiences.
4. **Culture and History**: Students will gain knowledge of the major traditions of literatures written in English, and an appreciation for the diversity of literary and social voices within—and sometimes marginalized by—those traditions. They will develop an ability to read texts in relation to their historical and cultural contexts, in order to gain a richer understanding of both text and context, and to become more aware of themselves as situated historically and culturally.
5. **Research Skills**: Students will be able to identify topics and formulate questions for productive inquiry; they will identify appropriate methods and sources for research and evaluate critically the sources they find; and they will use their chosen sources effectively in their own writing, citing all sources appropriately.
6. **Oral Communication Skills**: Students will demonstrate the skills needed to participate in a conversation that builds knowledge collaboratively: listening carefully and respectfully to others' viewpoints; articulating their own ideas and questions clearly; and situating their own ideas in relation to other voices and ideas. Students will be able to prepare, organize, and deliver an engaging oral presentation.

7. **Valuing Literature, Language, And Imagination**: Students will develop a passion for literature and language. They will appreciate literature's ability to elicit feeling, cultivate the imagination, and call us to account as humans. They will cultivate their capacity to judge the aesthetic and ethical value of literary texts—and be able to articulate the standards behind their judgments. They will appreciate the expressive use of language as a fundamental and sustaining human activity, preparing for a life of learning as readers and writers.

### **STUDENT LEARNING OUTCOMES FOR THE ENGLISH NOVEL**

By the end of their English Novel paper, students should be able to engage effectively in the following tasks and activities:

- ❖ Know the socio-economic, political, religious conditions of England during the 18<sup>th</sup> and 19<sup>th</sup> century.
- ❖ analyze the functions of texts and their relations with historical, social and political contexts;
- ❖ analyze how purpose, style and genre function in texts to achieve particular literary, rhetorical and aesthetic effects;
- ❖ locate, evaluate and synthesize the available resources for researching a significant scholarly topic;
- ❖ write papers that construct logical and informed arguments; and
- ❖ Prepare and deliver effective oral presentations and arguments acceptable within the English professions.

### **ATTENDANCE POLICY:**

Lecture attendance is compulsory. Students are expected to maintain 75% attendance of the total lectures delivered, failing which they will be detained from appearing in university exams.

<b>Modes of Assessment</b>	<b>Minimum Marks</b>	<b>Schedule</b>
<b>Continuous Internal Evaluation (CIE)</b>		
<b>1. Class Tests (Unit Wise)</b>	<b>40%</b>	<b>After every unit</b>
<b>2. Students Composition / Seminars</b>	<b>40%</b>	<b>After every two weeks</b>
<b>3. Pre-University / Mid-term Exams</b>	<b>40%</b>	<b>In March</b>
<b>University Semester Exams</b>	<b>40%</b>	<b>In May</b>

### **TEACHING OUTLINE:**

<b>UNIT</b>	<b>TEACHING DATES</b>
<b>I</b>	11 January to 10 February
<b>II</b>	11 February to 26 Feb
<b>III</b>	27 Feb to 20 March
<b>IV</b>	21 March to 10 April
<b>Revision</b>	Till 30 April

### **TEXTBOOKS:**

As per syllabus.

### **REFERENCES:**

Much reference material is available online as e-resources and in our College/  
departmental Library.

# CURRICULUM PLANNING AND IMPLEMENTATION

## Course Name: Literary Western History

**Programme : MA English**

**Semester: II**

**Name of the Teacher: Dr Manmeet Sodhi**

**Availability Timings: 9.00 AM to 3.30 PM**

**E-mail:** [manmeetgsodhi@yahoo.co.in](mailto:manmeetgsodhi@yahoo.co.in); [manmeetgsodhi@gmail.com](mailto:manmeetgsodhi@gmail.com)

### **Objectives of the Course:**

The course is a chronological survey of wide range of literary texts of various genres and major voices of the times i.e. from nineteenth century to Postmodernism. The course will showcase major literary moments, movements and events in the context of the social, political, cultural and economic changes that shaped Europe and its History. The aim is to help learners to understand and analyse literary products within particular socio-historical contexts.

It also aims to inculcate literary sensibility and critical thinking.

### **Course Content:**

The course provides an introduction to the literary history of various genres of nineteenth century, modernism and post modernism periods.

**Detailed Course Contents: Available at** [www.gndu.ac.in](http://www.gndu.ac.in)

### **What will be the teaching methods:**

- Lectures : six per week
- Student Seminars: two per week
- Assignments : The students will be asked to read the textbook in advance and write articles on given topics
- Powerpoint Presentations
- Participatory and Experiential Learning
- Quiz

### **Program Learning Outcomes:**

### **Learning Outcomes:**

Students will

- know how literariness change and evolve
- to understand various ideologies and perspectives
- Strengthen historical knowledge focusing on the emergence, evolution and progress of English Language and Literature through different ages and periods
- Students will develop an understanding to analyse a text keeping in mind history, sociology, psychology and cultural aspects

<b>Modes of Assessment</b>	<b>Minimum Score Required (to Qualify for the Next Exam/Class)</b>	<b>Schedule</b>
<b>Continuous Internal Evaluation(CIE)</b> 1.Class Tests (Unit wise) 2.Student Seminars 3. In House Exams		
	<b>40%</b>	<b>After Each Unit</b>
		<b>Every week</b>
	<b>40%</b>	<b>Last Week of March</b>
<b>End of Semester Exam</b>	<b>40%</b>	<b>Last week of April onwards</b>

**Teaching Outline:**

<b>Unit</b>	<b>Teaching Dates</b>
<b>I</b>	<b>15 January - 5 February</b>
<b>II</b>	<b>6 February to 20 February</b>
<b>III</b>	<b>21 February to 5 March</b>
<b>IV</b>	<b>6 March to 1 April</b>
<b>Revision</b>	<b>Till May</b>

**Attendance Policy**

Lecture attendance is mandatory. Students are expected to maintain 75% attendance of the total lectures delivered, failing which they will be detained from appearing in university exams.

**Recommended Books:**

1. Abrams, M.H. *A Glossary of Literary Terms*
2. Alexander, Michael. *A History of English Literature*
3. Cohen, J.M. *A History of Western Literature*
4. Cuddon, J.A. *The Penguin Dictionary of Literary Terms*
5. Evans, Ifor. *A Short History of English Literature*
6. Hornstein, L.H et al. *The Reader's Companion to World Literature.*
7. Spiller, Robert E. *Cycle of American Literature.*
8. Encyclopedia Britannica (CD ROM)

**E- resources:**

- [https://onlinecourses.nptel.ac.in/noc17\\_hs29](https://onlinecourses.nptel.ac.in/noc17_hs29) the course is on History of English Language and Literature
- Online lectures of [Vidya-mitra](#)
- Online lecture Cec UGC by Dr Anand Prakash and Dr Bhim Singh Dahiya



**M.A.**  
**ENGLISH**  
**SEM IV**

# COURSE NAME: MODERN LITERARY THEORY

**Programme: MA ENGLISH**

**Semester: IV**

**Name of the Teachers: Prof. AHUJA SANDEEP**

**Availability Timings: 09:00 AM to 04:00PM**

**Email: [sandeepenglishlkc@gmail.com](mailto:sandeepenglishlkc@gmail.com)  
[sandeepahujalkc@gmail.com](mailto:sandeepahujalkc@gmail.com)**

## **Objectives of the Course:**

This course provides students knowledge of some of the major modern approaches to literature. These include Psychoanalysis, New Marxism, deconstruction, feminism and Orientalism, and historical and cultural materialist approaches to literary texts. The course will examine important themes in literary interpretation including character, voice, narrative, and genre.

## **Detailed Course Contents:**

PAPER–XVI: MODERN LITERARY THEORY

Time: 3 Hours

Max. Marks: 80

Instructions for the Paper Setters:-

Eight questions of 16 marks are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

SECTION–A

**Lionel Trilling:** “Freud and Literature”

**Toril Moi:** “Feminist Literary Criticism”

SECTION–B

**Terry Eagleton**

“Literature and History”

“Form and Content”

SECTION–C

**Edward Said:** “Crisis” (In Orientalism)

SECTION–D

**Roman Jakobson:** “Linguistics and Poetics”

**Roland Barthes:** “The Death of the Author”

For detailed syllabus please visit: <http://gndu.ac.in/syllabii.as>

## **Teaching Methods:**

- Lectures : 06 per week
- Students Seminars : Two per week
- Assignments : The students will be asked to read the textbook in advance
- Power point presentations/Audio Visual aids/Models/Charts
- Regular revision work

- Literary movies as per the ages and works prescribed in the syllabus

### **Programme Learning Outcomes:**

At the end of the course students will have the knowledge and skills to:

- ✓ Demonstrate an understanding of these approaches by summarising key concepts or arguments.
- ✓ Apply these concepts or arguments successfully in the analysis of a literary text.
- ✓ Show an appreciation of the relevance and value of theoretical approaches in literary study.

### **ATTENDANCE POLICY:**

Lecture attendance is compulsory. Students are expected to maintain 75% attendance of the total lectures delivered, failing which they will be detained from appearing in university exams.

<b>Modes of Assessment</b>	<b>Minimum Marks</b>	<b>Schedule</b>
<b>Continuous Internal Evaluation (CIE)</b>		
<b>4. Class Tests (Unit Wise)</b>	<b>40%</b>	<b>After every unit</b>
<b>5. Students Composition / Seminars</b>	<b>40%</b>	<b>After every two weeks</b>
<b>6. Pre-University / Mid-term Exams</b>	<b>40%</b>	<b>In March</b>
<b>University Semester Exams</b>	<b>40%</b>	<b>In May</b>

### **TEACHING OUTLINE:**

<b>UNIT</b>	<b>TEACHING DATES</b>
<b>I</b>	11 January to 10 February
<b>II</b>	11 February to 26 Feb

<b>III</b>	27 Feb to 20 March
<b>IV</b>	21 March to 10 April
<b>Revision</b>	Till 30 April

**TEXTBOOKS:**

As per syllabus.

**REFERENCES:**

Much reference material is available online as e-resources and in our College/  
departmental Library.

# COURSE NAME: AMERICAN LITERATURE

PROGRAMME: M.A. ENGLISH

SEMESTER: IV

AVAILABILITY TIMINGS: 9 AM TO 3.30 PM

Email: balrajlk@gmail.com

## Objectives of the course

This course aims at acquainting the students with American Literature and exploring American life in its historical, social, cultural and psychological perspective.

## Course content

This course provides the students an opportunity to study the life and manners, society, history and nationalism of America's rich culture reflected in poetry, novel and drama.

Detailed course content is available at [www.gndu.ac.in](http://www.gndu.ac.in)

### What will be the teaching methods?

- Lectures: 6 per week
- Student seminar: 2 per week
- Assignments: students will do self study of the texts and prepare assignments on the given topics.
- PowerPoint presentations
- Interactive learning and discussions
- quiz

### Programme Learning Outcomes

Mode of assessments      Minimum score req. to qualify for the next exam/class      Schedule

#### Cont.int. assessment

1. class tests/unit wise	40%	After each test
2. Student seminar		every week
3. In house exams	40%	last week of March
- End of semester exam	40%	first week of May
- <b>Teaching Outline</b>		
- <b>Unit</b>	<b>teaching dates</b>	
- <b>I</b>	<b>12th Jan to 31st Jan</b>	
- <b>II</b>	<b>1st Feb to 14th Feb</b>	
- <b>III</b>	<b>15th Feb to 28th Feb</b>	
- <b>IV</b>	<b>1st Mar to 20th Mar</b>	
- <b>REVISION</b>		

- **ATTENDANCE POLICY:** Lecture attendance is mandatory. Students are expected to maintain 75% attendance of the total lectures, failing which they will be detained from appearing in university exams.

- Textbooks

- Poems by Walt Whitman

- Poems by Robert Frost

- *The Scarlet Letter* by Nathaniel Hawthorne

- *Death of a Salesman* by Arthur Miller

- *The Victim* by Saul Bellow

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# M.A. ENGLISH (SEMESTER-IV) PAPER-XVIII: POST COLONIAL LITERATURE

**Name of the Teacher: Dr. Kanchan Mehta**

**Objectives:** This Course intends to acquaint the students with some seminal works of postcolonial literature. These are: *Things Fall Apart*, *The Ice-Candy Man*, *Surfacing* and *Wild Sargasso Sea*. Though all these texts deal with diverse regions and socio – cultural contexts, they, for a common history of colonial oppression, largely share common concerns and strategies. Significantly these texts reveal, by and large, fundamental themes, discourses and key structural and stylistic features of post colonial literature.

## **Course Content:-**

### UNIT-I

Chinua Achebe: *Things Fall Apart*

### UNIT-II

Bapsi Sidhwa: *The Ice-Candy-Man*

### UNIT-III

Margaret Atwood: *Surfacing*

### UNIT-IV

Jean Rhys: *Wide Sargasso Sea*

## **Modes of Assessments:**

Regular Internal Evaluation (RIE)	Minimum Score Required to Qualify for the Next Exam/ Class	Schedule
4. Class Tests ( Unit Wise)	40%	At the End of Each Unit
5. House Examination	40%	Mid of the semester
6. Student Seminars	40%	Twice a Week

**Learning – Outcomes:** Reading of the prescribed texts will enable the students to understand many thematic concepts which are quite connected with both ‘colonizer’ and ‘colonized’.

Students will stand familiarized with the literature of resistance, critique, transformation and emancipation. As out of the four writers in the course, the three are women ones, the students will have an insight into postcolonial feminism.

## **Attendance Policy:**

Lecture attendance is mandatory. Students are required to maintain 75 % attendance of the total lectures delivered, failing which they will be detained from appearing in the University Exam.

## **Recommended Readings:**

- i) Postcolonial Theory – A Critical Introduction by Leela Gandhi

- ii) Colonial Consciousness in Black American, African and Indian Fiction in English by Ramesh K. Srivastava
- iii) Beginning Postcolonialism by John Mcleod
- iv) Postcolonial Literature: An Introduction by Pramod K. Nayar
- v) Women's Writing: Text and Context by Jasbir Jain
- vi) Contesting Postcolonialisms by Jasbir Jain and Veena Singh

# **CURRICULAM PLANNING AND IMPLEMENTATION**

## **Course Name: PAPER–XIX: PROSE AND SHORT STORIES**

**Programme: MA ENGLISH**

**Semester: IV**

**Name of the Teachers: Prof. Jasreen Kaur**

**Availability Timings: 09:00 AM to 04:00PM**

**Email: jasreenenglishlkc@gmail.com**

### **Objectives of the Course:**

Teaching prose means teaching reading with comprehension. The learners are taught the skill of reading. The next step is to teach them reading with comprehension. Reading with comprehension helps the learners to acquire new vocabulary and content words.

The main aim of teaching prose is to develop the language ability of the students. It is the intensive study of a language. The language ability helps the learners to use English language without any problem.

To achieve the literary and content, the aims of teaching of prose should be intensive and extensive. Reading a text for accuracy is called intensive reading and Extensive reading or reading for fluency involves reading of longer texts for pleasure.

Teaching prose and short stories focuses on increasing student's comprehension of the material and establishing a personal connection to it.

### **Knowledge and Understanding**

The main aim of teaching prose is to develop the language ability of the students. It is the intensive study of a language. The language ability helps the learners to use English language without any problem. To achieve the literary and content, the aims of teaching of prose should be intensive and extensive.

### **Detailed Course Contents:**

Time: 3 Hours

Max. Marks: 80

The question paper shall consist of Parts-A and B having 24 and 56 marks respectively.

Part–A: Eight (8) short questions (two from each unit) will be set. Students will be required to answer six (6) of them. The short questions are aimed at examining the first hand reading of prescribed texts. These shall relate to particular themes, actions, characters, literary/linguistic significance of selected

parts etc. The narrower the question, the better it is. The students shall answer these questions within 150 words each. Each question will carry 4 marks. (4x6=24)

Part–B: Four (4) questions (one from each unit) will be set. The students will be required to attempt all. Each question will have internal choice. One of the two choices should preferably deal with literary and social background of the author/text. If required, the examiner may also have sub-parts of a question. The students shall answer these questions in not more than 800 words. Each question will carry 14 marks. (14x4=56)

### **UNIT–I**

**Francis Bacon:** “Of Marriage and Single Life”

“Of Studies”

“Of Nature in Men”

“Of Revenge”

“Of Envy”

“Of Riches”

“Of Gardens”

“Of Simulation and Dissimulation”

### **UNIT–II**

**Charles Lamb:** “Dream Children: A Reverie”

“A Dissertation upon Roast Pig”

“New Year’s Eve”

“All Fool’s Day”

“Imperfect Sympathies”

“Christ’s Hospital Five-and-Thirty-Years Ago”

### **UNIT–III**

**Bertrand Russell:** “The Superior Virtue of the Oppressed”

“Of Being Modern-minded”

“The Functions of a Teacher”

“Ideas that have Helped Mankind”

“Ideas that have Harmed Mankind”

### **UNIT-IV**

**Henry James:** “The Turn of the Screw”

“Aspern Papers”

For detailed syllabus please visit: <http://gndu.ac.in/syllabii.as>

### **Teaching Methods:**

➤ Lectures : 06 per week

- Students Seminars : Two per week
- Assignments : The students will be asked to read the textbook in advance
- Power point presentations/Audio Visual aids/Models/Charts
- Regular revision work
- Literary movies as per the ages and works prescribed in the syllabus

### **Programme Learning Outcomes:**

Teaching Prose and Short Stories focuses on increasing student's comprehension of the material and establishing a personal connection to it. The key is to use a variety of strategies to keep students interested and involved. "Teaching Strategies" author Leif Danielson states, "As an overall teaching strategy: You should create the conditions that will elicit the behaviour that you want from your class or an individual student."

#### **1. Read**

Encourage students to read the material several times if needed. Repeated observation reveals what they may have missed the first time. Introduce active reading strategies at the beginning of the course. First, teach them to observe what is on the page -- the facts and answers to "who, what, when, where, and how." Then encourage them to notice patterns, connections, repetition or contradictions. Tell them to question everything and explain that a situation or item wouldn't be in the text if there wasn't a reason for it. Lastly, teach students to discover the theme of the text -- what the author intended for the reader to understand. At the beginning of the course, make sure students understand literature terminology. They will need to know what the fiction elements are (point of view, character, setting, plot, structure and theme) and why writers use them. Most textbooks explain these terms, so have students read about the concepts and then discuss them during class by using examples from the assigned readings.

#### **2. Write**

One of the best ways for students to increase comprehension is to write about the story they've read. Require students to keep a journal during the course and have them brainstorm, list or free-write a paragraph immediately after completing the reading. Depending on the level of the class, create a form with questions to answer as homework.

Other writing assignments also enhance creative and critical thinking. Ask students to write a continuation of a short story and imagine what would happen next. Alternately, have them rewrite the ending of a short story, choosing a point in the action and changing the direction of the plot. You can also require that they change the gender, age, race or sexual orientation of a character from a story and rewrite the story or a selected scene. Assign the students a character and have them write a letter to him or her--or have the students write a letter to the author and tell him or her they think of the story.

#### **3. Discuss**

Lecturing helps students understand the material, but creating a discussion involves students more effectively. Hearing another point of view challenges them to comprehend the material deeper. During class, ask questions. Small group discussion gives shy students an opportunity to relate one-on-one. Group four or five students together and give them a question to discuss. Let someone draw it randomly or use a question-and-answer form. Bring the smaller discussions back to the class by having one student report what was discussed.

#### **4. Integrate Technology**

Integrate technology into your teaching strategies. After reading and discussing a work, watch the movie version in class. If a movie hasn't been made of that book, watch a similar one to compare or contrast. View author broadcasts reading their own work or commenting on it. Assign students to make a movie about the story or novel.

### **STUDENT LEARNING OUTCOMES FOR PROSE AND SHORT STORIES**

On successful completion of this module, students should be able to:

1. The main aims of teaching prose are

- a) Literary and
- b) Content

To achieve the literary and content, the aims of teaching of prose should be intensive and extensive.

2. General aims of teaching prose:

To enable the students

- a) To understand the passage and grasp its meaning.
- b) To read with correct pronunciation, stress, intonation, pause and articulation of voice.
- c) To enable students to understand the passage by silent reading.
- d) To enrich their active and passive vocabulary.
- e) To express the ideas of the passage orally and in writing.
- f) To enjoy reading and writing.
- g) To develop their imagination.

### **ATTENDANCE POLICY:**

Lecture attendance is compulsory. Students are expected to maintain 75% attendance of the total lectures delivered, failing which they will be detained from appearing in university exams.

<b>Modes of Assessment</b>	<b>Minimum Marks</b>	<b>Schedule</b>
<b>Continuous Internal Evaluation (CIE)</b>		
<b>7. Class Tests (Unit Wise)</b>	<b>40%</b>	<b>After every unit</b>
<b>8. Students Composition / Seminars</b>	<b>40%</b>	<b>After every two weeks</b>
<b>9. Pre-University / Mid-</b>	<b>40%</b>	<b>Last week of</b>

<b>term Exams</b>		<b>August/September</b>
<b>University Semester Exams</b>	<b>40%</b>	<b>In May</b>

**TEACHING OUTLINE:**

<b>UNIT</b>	<b>TEACHING DATES</b>
<b>I</b>	11 January to 10 February
<b>II</b>	11 February to 26 Feb
<b>III</b>	27 Feb to 20 March
<b>IV</b>	21 March to 10 April
<b>Revision</b>	Till 30 April

**TEXTBOOKS:**

As per syllabus.

**REFERENCES:**

Much reference material is available online as e-resources and in our College/  
departmental Library.

# **CURRICULAM PLANNING AND IMPLEMENTATION**

Course Name: General English

Programme: BA

Semester: II

## **Objectives of the Course**

This course aims to bring students at par with the foundation of graduation that may later equip them for deciding their course for higher studies. It also caters to an increase in the communication skills of the students in their day to day life. Fluency in English equips the student to stand apart in the competitive world.

Detailed Course Contents:

Time: 3 hours

Max Marks: 50

### **Texts Prescribed:**

1. Tales of life (Guru Nanak Dev University, Amritsar)
2. Prose for young Learners (GNDU, Amritsar)
3. English Grammar in Use (Fourth edition ) by Raymond Murphy, CUP

### **Course Contents:**

1. Tales of Life: Stories at sr. no. 7,9,10,11 and 12
2. Prose for young learners: Essays at sr. No. 7,8,9,10 and 11
3. English Grammar in Use (Fourth edition ) by Raymond Murphy, CUP: Units 49-97

Instructions for the paper-setter and Distribution of Marks: Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Section A :	10 Marks
Section B :	10 Marks
Section C :	10 Marks
Section D:	10Marks

## **SECTION-A**

1. Twenty (20) questions on the usage of grammar related to units 49-81 of English Grammar in Use will be set for the students to attempt any Sixteen (16) of these questions.

(1 x 10=10 Marks)

## **SECTION-B**

2. This question will consist of two parts. Part One will have grammar questions related to units 82-97. Part second will consist of Personal letter Writing.

(1 x10=10 Marks)

## **SECTION-C**

3. Tales of Life(Guru Nanak Dev University, Amritsar)7,9, 10, 11, 12

(10 Marks)

## **SECTION-D**

4. Prose for Young Learners( Guru Nanak Dev University, Amritsar) 7, 9, 10, 11 ,12.

(1x10= 10 Marks)

### **Programme Learning Outcomes:**

#### **Goal 1. Reading of content**

This goal enables the learners to go through the content and create their own ideas, understanding the content and information contained in the texts.

- ❖ Outcomes: The students will be able to apply;
  - General knowledge of cultures, themes, the arts, history and criticism at the content.
  - Specific ideas within the content enable acquiring of knowledge.

#### **Goal 2. Creative Skills**

The students acquire creative skills by exercising their critical and imaginative thinking, thereby communicating their ideas.

- ❖ **Outcomes : the students will be able to:**
  - To analyze and evaluate ideas and information from multiple sources in order to identify underlying assumptions, and formulate conclusions.
  - Use existing knowledge to synthesize ideas.
  - Communicate in speech and writing.
  - Widening the horizons of vocabulary understanding the academic texts and develop reading abilities.

#### **Goal 3. Acquiring Personal Grooming**

This goal endeavors to reflect the knowledge acquiring by the students. They come to view and form their own ideas in the light at the university's syllabi as seen in the chapters of both the prescribed texts.

- ❖ **Outcomes : the students will be able to:**
  - Articulation of personal views and opinions.
  - Improving the ethics and enhancing the integrity of the students towards living a better life.
  - Benefit the communities through social responsibility and quality leadership.

#### **Goal 4. Global Understanding**

This goal aims at creating awareness amongst the students about the world at large, the interdependence of students in the learning process by using the resources available.

- ❖ **Outcomes : the students will be exhibit:**
  - Students will have regard for the learning and opinions of others.
  - Interdependence and sharing of knowledge widens the horizon of an individual.

#### **Goal 5. Integration of Learning**

Students should share individual learning experiences in order to widen their understanding regarding a particular topic.

❖ **Outcomes : the students will be able to:**

- Apply their learning while sharing and explaining.
- Putting ideas into day to day lived experiences.

**Goal 6. Career Oriented**

This goal aims at achieving targets set by a student.

❖ **Outcomes : the students will be able to:**

- Students will be able to channelize their learning towards definite targets.
- Students are focused
- Students are able to set priorities that save time and money.
- Opportunities become clearer after setting targets or goals.
- Confidence and motivation enhances learning process.

### **ATTENDANCE POLICY**

Lecture attendance is compulsory. Students are expected to maintain 75% attendance of total lectures delivered, failing which they will be detained from appearing in University Exams.

<b>Modes of Assessment</b>	<b>Minimum Marks</b>	<b>Schedule</b>
Continuous Internal evaluation (CIE)		
1. Class Tests (planned / Surprise)	40%	After every unit
2. Students (composition / homework)	40%	After every two weeks
3. Pre- University / Midterm Exams	40%	In March
University Semester Exams	40%	In May

### **TEACHING OUTLINE**

<b>UNIT</b>	<b>TEACHER DATES</b>
<ul style="list-style-type: none"> <li>❖ Tales of Life: Sr. No. 7,9,10</li> <li>❖ Prose For Young Learners: Sr. No. 7,9,10</li> <li>❖ English Grammar in use (Fourth Edition) by Raymond Murphy, CUP: Units:49-65</li> </ul>	11 <sup>th</sup> January to 5 <sup>th</sup> February
<ul style="list-style-type: none"> <li>❖ Tales of Life: Sr. No. 11,12</li> <li>❖ Prose For Young Learners: Sr. No. 11,12</li> <li>❖ English Grammar in use (Fourth Edition) by Raymond Murphy, CUP: Units:49-81</li> </ul>	6 <sup>th</sup> February to 20 <sup>th</sup> March
<ul style="list-style-type: none"> <li>❖ English Grammar in use (Fourth Edition) by Raymond Murphy, CUP: Units:82-97</li> </ul>	21 <sup>st</sup> March to 20 <sup>th</sup> April

REVISION	21 <sup>st</sup> April TO 30 <sup>th</sup> April

## **TEXTBOOKS**

- ❖ Tales of Life
- ❖ Prose for Young Learners
- ❖ English Grammar in Use- a reference and practice book for intermediate learners of English by Raymond Murphy.

## **REFERENCES:**

- High school English Grammar & Composition by Wren & Martin, Revised Edition by Dr. N.D.V.Prasada Rao
- Advanced Grammar in use supplementary exercise with answers by Martin Hewings, Third Edition

## **E-RESOURCES:**

- English Grammar in use.cambridge.org

# **CURRICULAM PLANNING AND IMPLEMENTATION**

Course Name: General English

Programme: B.B.A

Semester: II

## **Objectives of the Course**

This course aims to bring students at par with the foundation of graduation that may later equip them for deciding then course for higher studies. It also caters to an increase in the communication skills of the students in their day to day life. Fluency in English equips the student to stand apart in the competitive world.

Detailed Course Contents:

Time: 3 hours

Max Marks: 50

### **Texts Prescribed:**

4. Tales of life (Guru Nanak Dev University, Amritsar)
5. Prose for young Learners (GNDU, Amritsar)
6. English Grammar in Use (Fourth edition ) by Raymond Murphy, CUP

### **Course Contents:**

4. Tales of Life: Stories at sr. no. 7,9,10,11 and 12
5. Prose for young learners: Essays at sr. No. 7,8,9,10 and 11
6. English Grammar in Use (Fourth edition ) by Raymond Murphy, CUP: Units 49-97

Instructions for the paper-setter and Distribution of Marks: Eight question of equal marks are to be set, two in each of the four Sections (A-D).Questions may be subdivided into parts( not exceeding four).Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Section A :	10 Marks
Section B :	10 Marks
Section C :	10 Marks
Section D:	10Marks

## **SECTION-A**

5. Twenty (20) questions on the usage of grammar related to units 49-81 of English Grammar in Use will be set for the students to attempt any Sixteen (16) of these questions.  
(1 x 10=10 Marks)

## **SECTION-B**

6. This question will consist of two parts. Part One will have grammar questions related to units 82-97. Part second will consist of Personal letter Writing.  
(1 x10=10 Marks)

## **SECTION-C**

7. Tales of Life(Guru Nanak Dev University, Amritsar)7,9, 10, 11, 12  
(10 Marks)

## **SECTION-D**

8. Prose for Young Learners( Guru Nanak Dev University, Amritsar) 7, 9, 10, 11 ,12.

## **Programme Learning Outcomes:**

### **Goal 1. Reading of content**

This goal enables the learners to go through the content and create their own ideas, understanding the content and information contained in the texts.

- ❖ **Outcomes:** The students will be able to apply;
  - General knowledge of cultures, themes, the arts, history and criticism at the content.
  - Specific ideas within the content enable acquiring of knowledge.

### **Goal 2. Creative Skills**

The students acquire creative skills by exercising their critical and imaginative thinking, thereby communicating their ideas.

- ❖ **Outcomes : the students will be able to:**
  - To analyze and evaluate ideas and information from multiple sources in order to identify underlying assumptions, and formulate conclusions.
  - Use existing knowledge to synthesize ideas.
  - Communicate in speech and writing.
  - Widening the horizons of vocabulary understanding the academic texts and develop reading abilities.

### **Goal 3. Acquiring Personal Grooming**

This goal endeavors to reflect the knowledge acquiring by the students. They come to view and form their own ideas in the light at the university's syllabi as seen in the chapters of both the prescribed texts.

- ❖ **Outcomes : the students will be able to:**
  - Articulation of personal views and opinions.
  - Improving the ethics and enhancing the integrity of the students towards living a better life.
  - Benefit the communities through social responsibility and quality leadership.

### **Goal 4. Global Understanding**

This goal aims at creating awareness amongst the students about the world at large, the interdependence of students in the learning process by using the resources available.

- ❖ **Outcomes : the students will be exhibit:**
  - Students will have regard for the learning and opinions of others.
  - Interdependence and sharing of knowledge widens the horizon of an individual.

### **Goal 5. Integration of Learning**

Students should share individual learning experiences in order to widen their understanding regarding a particular topic.

- ❖ **Outcomes : the students will be able to:**
  - Apply their learning while sharing and explaining.

- Petting ideas into day to day lived experiences.

### **Goal 6. Career Oriented**

This goal aims at achieving targets set by a student.

#### **❖ Outcomes : the students will be able to:**

- Students will be able to channelize their learning towards definite targets.
- Students are focused
- Students are able to set priorities that save time and money.
- Opportunities become clearer after setting targets or goals.
- Confidence and motivation enhances learning process.

## **ATTENDANCE POLICY**

Lecture attendance is compulsory. Students are expected to maintain 75% attendance of total lectures delivered, failing which they will be detained from appearing in University Exams.

<b>Modes of Assessment</b>	<b>Minimum Marks</b>	<b>Schedule</b>
Continuous Internal evaluation (CIE)		
4. Class Tests (planned / Surprise)	40%	After every unit
5. Students (composition / homework)	40%	After every two weeks
6. Pre- University / Midterm Exams	40%	In March
University Semester Exams	40%	In May

## **TEACHING OUTLINE**

<b>UNIT</b>	<b>TEACHER DATES</b>
❖ Tales of Life: Sr. No. 7,9,10 ❖ Prose For Young Learners: Sr. No. 7,9,10 ❖ English Grammar in use (Fourth Edition) by Raymond Murphy, CUP: Units:49-65	11 <sup>th</sup> January to 5 <sup>th</sup> February
❖ Tales of Life: Sr. No. 11,12 ❖ Prose For Young Learners: Sr. No. 11,12 ❖ English Grammar in use (Fourth Edition) by Raymond Murphy, CUP: Units:49-81	6 <sup>th</sup> February to 20 <sup>th</sup> March
❖ English Grammar in use (Fourth Edition) by Raymond Murphy, CUP: Units:82-97	21 <sup>st</sup> March to 20 <sup>th</sup> April
<b>REVISION</b>	21 <sup>st</sup> April TO 30 <sup>th</sup> April

## **TEXTBOOKS**

- ❖ Tales of Life
- ❖ Prose for Young Learners
- ❖ English Grammar in Use- a reference and practice book for intermediate learners of English by Raymond Murphy.

## **REFERENCES:**

- High school English Grammar & Composition by Wren & Martin, Revised Edition by Dr. N.D.V.Prasada Rao
- Advanced Grammar in use supplementary exercise with answers by Martin Hewings, Third Edition

## **E-RESOURCES:**

- English Grammar in use.cambridge.org

# **CURRICULAM PLANNING AND IMPLEMENTATION**

Course Name: General English

Programme: B.COM

Semester: II

## **Objectives of the Course**

This course aims to bring students at par with the foundation of graduation that may later equip them for deciding then course for higher studies. It also caters to an increase in the communication skills of the students in their day to day life. Fluency in English equips the student to stand apart in the competitive world.

Detailed Course Contents:

Time: 3 hours

Max Marks: 50

### **Texts Prescribed:**

7. Tales of life (Guru Nanak Dev University, Amritsar)
8. Prose for young Learners (GNDU, Amritsar)
9. English Grammar in Use (Fourth edition ) by Raymond Murphy, CUP

### **Course Contents:**

7. Tales of Life: Stories at sr. no. 7,9,10,11 and 12
8. Prose for young learners: Essays at sr. No. 7,8,9,10 and 11
9. English Grammar in Use (Fourth edition ) by Raymond Murphy, CUP: Units 49-97

Instructions for the paper-setter and Distribution of Marks: Eight question of equal marks are to be set, two in each of the four Sections (A-D).Questions may be subdivided into parts( not exceeding four).Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Section A :	10 Marks
Section B :	10 Marks
Section C :	10 Marks
Section D:	10Marks

## **SECTION-A**

9. Twenty (20) questions on the usage of grammar related to units 49-81 of English Grammar in Use will be set for the students to attempt any Sixteen (16) of these questions.  
(1 x 10=10 Marks)

## **SECTION-B**

10. This question will consist of two parts. Part One will have grammar questions related to units 82-97. Part second will consist of Personal letter Writing.  
(1 x10=10 Marks)

## **SECTION-C**

11. Tales of Life(Guru Nanak Dev University, Amritsar)7,9, 10, 11, 12  
(10 Marks)

## **SECTION-D**

12. Prose for Young Learners( Guru Nanak Dev University, Amritsar) 7, 9, 10, 11 ,12.

## **Programme Learning Outcomes:**

### **Goal 1. Reading of content**

This goal enables the learners to go through the content and create their own ideas, understanding the content and information contained in the texts.

- ❖ **Outcomes:** The students will be able to apply;
  - General knowledge of cultures, themes, the arts, history and criticism at the content.
  - Specific ideas within the content enable acquiring of knowledge.

### **Goal 2. Creative Skills**

The students acquire creative skills by exercising their critical and imaginative thinking, thereby communicating their ideas.

- ❖ **Outcomes : the students will be able to:**
  - To analyze and evaluate ideas and information from multiple sources in order to identify underlying assumptions, and formulate conclusions.
  - Use existing knowledge to synthesize ideas.
  - Communicate in speech and writing.
  - Widening the horizons of vocabulary understanding the academic texts and develop reading abilities.

### **Goal 3. Acquiring Personal Grooming**

This goal endeavors to reflect the knowledge acquiring by the students. They come to view and form their own ideas in the light at the university's syllabi as seen in the chapters of both the prescribed texts.

- ❖ **Outcomes : the students will be able to:**
  - Articulation of personal views and opinions.
  - Improving the ethics and enhancing the integrity of the students towards living a better life.
  - Benefit the communities through social responsibility and quality leadership.

### **Goal 4. Global Understanding**

This goal aims at creating awareness amongst the students about the world at large, the interdependence of students in the learning process by using the resources available.

- ❖ **Outcomes : the students will be exhibit:**
  - Students will have regard for the learning and opinions of others.
  - Interdependence and sharing of knowledge widens the horizon of an individual.

### **Goal 5. Integration of Learning**

Students should share individual learning experiences in order to widen their understanding regarding a particular topic.

- ❖ **Outcomes : the students will be able to:**
  - Apply their learning while sharing and explaining.

- Petting ideas into day to day lived experiences.

### **Goal 6. Career Oriented**

This goal aims at achieving targets set by a student.

#### **❖ Outcomes : the students will be able to:**

- Students will be able to channelize their learning towards definite targets.
- Students are focused
- Students are able to set priorities that save time and money.
- Opportunities become clearer after setting targets or goals.
- Confidence and motivation enhances learning process.

## **ATTENDANCE POLICY**

Lecture attendance is compulsory. Students are expected to maintain 75% attendance of total lectures delivered, failing which they will be detained from appearing in University Exams.

<b>Modes of Assessment</b>	<b>Minimum Marks</b>	<b>Schedule</b>
Continuous Internal evaluation (CIE)		
7. Class Tests (planned / Surprise)	40%	After every unit
8. Students (composition / homework)	40%	After every two weeks
9. Pre- University / Midterm Exams	40%	In March
University Semester Exams	40%	In May

## **TEACHING OUTLINE**

<b>UNIT</b>	<b>TEACHER DATES</b>
❖ Tales of Life: Sr. No. 7,9,10 ❖ Prose For Young Learners: Sr. No. 7,9,10 ❖ English Grammar in use (Fourth Edition) by Raymond Murphy, CUP: Units:49-65	11 <sup>th</sup> January to 5 <sup>th</sup> February
❖ Tales of Life: Sr. No. 11,12 ❖ Prose For Young Learners: Sr. No. 11,12 ❖ English Grammar in use (Fourth Edition) by Raymond Murphy, CUP: Units:49-81	6 <sup>th</sup> February to 20 <sup>th</sup> March
❖ English Grammar in use (Fourth Edition) by Raymond Murphy, CUP: Units:82-97	21 <sup>st</sup> March to 20 <sup>th</sup> April
<b>REVISION</b>	21 <sup>st</sup> April TO 30 <sup>th</sup> April

## **TEXTBOOKS**

- ❖ Tales of Life
- ❖ Prose for Young Learners
- ❖ English Grammar in Use- a reference and practice book for intermediate learners of English by Raymond Murphy.

## **REFERENCES:**

- High school English Grammar & Composition by Wren & Martin, Revised Edition by Dr. N.D.V.Prasada Rao
- Advanced Grammar in use supplementary exercise with answers by Martin Hewings, Third Edition

## **E-RESOURCES:**

- English Grammar in use.cambridge.org

# **CURRICULAM PLANNING AND IMPLEMENTATION**

Course Name: General English

Programme: B.Sc.

Semester: II

## **Objectives of the Course**

This course aims to bring students at par with the foundation of graduation that may later equip them for deciding their course for higher studies. It also caters to an increase in the communication skills of the students in their day to day life. Fluency in English equips the student to stand apart in the competitive world.

Detailed Course Contents:

Time: 3 hours

Max Marks: 50

### **Texts Prescribed:**

10. Tales of life (Guru Nanak Dev University, Amritsar)
11. Prose for young Learners (GNDU, Amritsar)
12. English Grammar in Use (Fourth edition ) by Raymond Murphy, CUP

### **Course Contents:**

10. Tales of Life: Stories at sr. no. 7,9,10,11 and 12
11. Prose for young learners: Essays at sr. No. 7,8,9,10 and 11
12. English Grammar in Use (Fourth edition ) by Raymond Murphy, CUP: Units 49-97

Instructions for the paper-setter and Distribution of Marks: Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

- Section A : 10 Marks  
Section B : 10 Marks  
Section C : 10 Marks  
Section D: 10 Marks

## **SECTION-A**

13. Twenty (20) questions on the usage of grammar related to units 49-81 of English Grammar in Use will be set for the students to attempt any Sixteen (16) of these questions.

(1 x 10=10 Marks)

## **SECTION-B**

14. This question will consist of two parts. Part One will have grammar questions related to units 82-97. Part second will consist of Personal letter Writing.

(1 x10=10 Marks)

## **SECTION-C**

15. Tales of Life(Guru Nanak Dev University, Amritsar)7,9, 10, 11, 12

(10 Marks)

## **SECTION-D**

16. Prose for Young Learners( Guru Nanak Dev University, Amritsar) 7, 9, 10, 11 ,12.

## **Programme Learning Outcomes:**

### **Goal 1. Reading of content**

This goal enables the learners to go through the content and create their own ideas, understanding the content and information contained in the texts.

- ❖ **Outcomes:** The students will be able to apply;
  - General knowledge of cultures, themes, the arts, history and criticism at the content.
  - Specific ideas within the content enable acquiring of knowledge.

### **Goal 2. Creative Skills**

The students acquire creative skills by exercising their critical and imaginative thinking, thereby communicating their ideas.

- ❖ **Outcomes : the students will be able to:**
  - To analyze and evaluate ideas and information from multiple sources in order to identify underlying assumptions, and formulate conclusions.
  - Use existing knowledge to synthesize ideas.
  - Communicate in speech and writing.
  - Widening the horizons of vocabulary understanding the academic texts and develop reading abilities.

### **Goal 3. Acquiring Personal Grooming**

This goal endeavors to reflect the knowledge acquiring by the students. They come to view and form their own ideas in the light at the university's syllabi as seen in the chapters of both the prescribed texts.

- ❖ **Outcomes : the students will be able to:**
  - Articulation of personal views and opinions.
  - Improving the ethics and enhancing the integrity of the students towards living a better life.
  - Benefit the communities through social responsibility and quality leadership.

### **Goal 4. Global Understanding**

This goal aims at creating awareness amongst the students about the world at large, the interdependence of students in the learning process by using the resources available.

- ❖ **Outcomes : the students will be exhibit:**
  - Students will have regard for the learning and opinions of others.
  - Interdependence and sharing of knowledge widens the horizon of an individual.

### **Goal 5. Integration of Learning**

Students should share individual learning experiences in order to widen their understanding regarding a particular topic.

- ❖ **Outcomes : the students will be able to:**
  - Apply their learning while sharing and explaining.

- Petting ideas into day to day lived experiences.

### **Goal 6. Career Oriented**

This goal aims at achieving targets set by a student.

#### **❖ Outcomes : the students will be able to:**

- Students will be able to channelize their learning towards definite targets.
- Students are focused
- Students are able to set priorities that save time and money.
- Opportunities become clearer after setting targets or goals.
- Confidence and motivation enhances learning process.

## **ATTENDANCE POLICY**

Lecture attendance is compulsory. Students are expected to maintain 75% attendance of total lectures delivered, failing which they will be detained from appearing in University Exams.

<b>Modes of Assessment</b>	<b>Minimum Marks</b>	<b>Schedule</b>
Continuous Internal evaluation (CIE)		
10. Class Tests (planned / Surprise)	40%	After every unit
11. Students (composition / homework)	40%	After every two weeks
12. Pre- University / Midterm Exams	40%	In March
University Semester Exams	40%	In May

## **TEACHING OUTLINE**

<b>UNIT</b>	<b>TEACHER DATES</b>
❖ Tales of Life: Sr. No. 7,9,10 ❖ Prose For Young Learners: Sr. No. 7,9,10 ❖ English Grammar in use (Fourth Edition) by Raymond Murphy, CUP: Units:49-65	11 <sup>th</sup> January to 5 <sup>th</sup> February
❖ Tales of Life: Sr. No. 11,12 ❖ Prose For Young Learners: Sr. No. 11,12 ❖ English Grammar in use (Fourth Edition) by Raymond Murphy, CUP: Units:49-81	6 <sup>th</sup> February to 20 <sup>th</sup> March
❖ English Grammar in use (Fourth Edition) by Raymond Murphy, CUP: Units:82-97	21 <sup>st</sup> March to 20 <sup>th</sup> April
<b>REVISION</b>	21 <sup>st</sup> April TO 30 <sup>th</sup> April

## **TEXTBOOKS**

- ❖ Tales of Life
- ❖ Prose for Young Learners
- ❖ English Grammar in Use- a reference and practice book for intermediate learners of English by Raymond Murphy.

## **REFERENCES:**

- High school English Grammar & Composition by Wren & Martin, Revised Edition by Dr. N.D.V.Prasada Rao
- Advanced Grammar in use supplementary exercise with answers by Martin Hewings, Third Edition

## **E-RESOURCES:**

- English Grammar in use.cambridge.org

COURSE NAME- COMMUNICATION SKILLS

PROGRAMME-B.D.M.M.

SEMESTER-II

**OBJECTIVES OF THE COURSE:** The course is designed to help the students hone their communication skills in order to exchange the information and ideas, whether written or oral. The aim of the course is to educate the students about successful businesses and for building relationships by influencing interactions either positively or negatively. It further acquaints the students about the patterns acquired in English pronunciation, with the purpose of increasing the knowledge about phonetics and phonology and to improve the pronunciation and their listening ability.

**COURSE CONTENT:**

**THEORY-**The course is designed to provide a detailed study about the integral skills of a business communication. It includes a thorough knowledge and guidelines about the listening skills as well as the speaking and conversational skills. It includes the phonetic transcription and the placement of word stress.

**PRACTICAL/ORAL TESTING-**It is conducted by an external examiner with the help of an internal examiner. It involves the oral presentation by the student of his/her own choice with either an audio or a visual aid. Group discussion comprising a few students is also included.

**DETAILED COURSE CONTENT:** Available at [www.gndu.ac.in](http://www.gndu.ac.in)

**TEACHING AND LEARNING ACTIVITIES:**

- In depth knowledge of the meaning, benefits, levels, barriers and tips for an effective business communication by studying listening skills as well as the speaking and conversational skills.
- Open ended discussion and presentations by students.
- Case studies offered as self-learning modules
- Quiz

**LEARNING OUTCOMES:**

At the end of the course the student should be able to-

- Enumerate listening as well as speaking and conversational skills in a business communication.
- Define guidelines and etiquettes in either making or receiving telephone calls for an effective business communication.
- Cultivate the skill of Note-Taking and define its importance.
- Transcribe the words in IPA symbols.
- Mark word stress in the words of English as per the rules.
- Prepare and present oral presentation for the practical/oral testing.
- Impressively participate in a group discussion.
- Have a good command over the English language keeping in mind the tone and gestures.

### **ASSESSMENT:**

- Students are expected to submit an audio or visual aid so that the teacher can assess and guide for the speaking and conversational skills.
- Students are expected to be present for the class tests to be held fortnightly.
- Students are expected to complete the worksheets on transcription and word stress as provided by the teacher.
- Students are expected to participate in classroom activities for enhancing the knowledge of the subject.
- Students that fail to obtain at least 40% marks in the House Exams will not be permitted to take the final examinations.

### **TEACHING OUTLINE:**

To obtain a comprehensive knowledge and guidance, the student will need to allot sufficient time outside of class to do the practice and reading and also, be regular and on time for all lectures, discussions and activities.

Jan 11 to Feb 9	Listening skills
-----------------	------------------

Feb 10 to March 12	Speaking and Conversational skills
March 13 to March 22	Phonetics/Transcription, Word stress
March 24 to April 4	Note Taking
April 5 to April 10	Oral presentation, Group discussion
April 13 to April 17	Revision

COURSE NAME- COMMUNICATION SKILLS

PROGRAMME- B.A.JMC.

SEMESTER-II

**OBJECTIVES OF THE COURSE:** The course is designed to help the students hone their communication skills in order to exchange the information and ideas, whether written or oral. The aim of the course is to educate the students about successful businesses and for building relationships by influencing interactions either positively or negatively. It further acquaints the students about the patterns acquired in English pronunciation, with the purpose of increasing the knowledge about phonetics and phonology and to improve the pronunciation and their listening ability.

**COURSE CONTENT:**

**THEORY-**The course is designed to provide a detailed study about the integral skills of a business communication. It includes a thorough knowledge and guidelines about the listening skills as well as the speaking and conversational skills. It includes the phonetic transcription and the placement of word stress.

**PRACTICAL/ORAL TESTING-**It is conducted by an external examiner with the help of an internal examiner. It involves the oral presentation by the student of his/her own choice with either an audio or a visual aid. Group discussion comprising a few students is also included.

**DETAILED COURSE CONTENT:** Available at [www.gndu.ac.in](http://www.gndu.ac.in)

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March 24 to April 4	Note Taking
April 5 to April 10	Oral presentation, Group discussion
April 13 to April 17	Revision

COURSE NAME- COMMUNICATION SKILLS

PROGRAMME- B.C.A.

SEMESTER-II

**OBJECTIVES OF THE COURSE:** The course is designed to help the students hone their communication skills in order to exchange the information and ideas, whether written or oral. The aim of the course is to educate the students about successful businesses and for building relationships by influencing interactions either positively or negatively. It further acquaints the students about the patterns acquired in English pronunciation, with the purpose of increasing the knowledge about phonetics and phonology and to improve the pronunciation and their listening ability.

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**PRACTICAL/ORAL TESTING-**It is conducted by an external examiner with the help of an internal examiner. It involves the oral presentation by the student of his/her own choice with either an audio or a visual aid. Group discussion comprising a few students is also included.

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- Mark word stress in the words of English as per the rules.
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- Impressively participate in a group discussion.
- Have a good command over the English language keeping in mind the tone and gestures.

### **ASSESSMENT:**

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- Students are expected to complete the worksheets on transcription and word stress as provided by the teacher.
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March 24 to April 4	Note Taking
April 5 to April 10	Oral presentation, Group discussion
April 13 to April 17	Revision

COURSE NAME- COMMUNICATION SKILLS

PROGRAMME- B.SC. BIOTECH

SEMESTER-II

**OBJECTIVES OF THE COURSE:** The course is designed to help the students hone their communication skills in order to exchange the information and ideas, whether written or oral. The aim of the course is to educate the students about successful businesses and for building relationships by influencing interactions either positively or negatively. It further acquaints the students about the patterns acquired in English pronunciation, with the purpose of increasing the knowledge about phonetics and phonology and to improve the pronunciation and their listening ability.

**COURSE CONTENT:**

**THEORY-**The course is designed to provide a detailed study about the integral skills of a business communication. It includes a thorough knowledge and guidelines about the listening skills as well as the speaking and conversational skills. It includes the phonetic transcription and the placement of word stress.

**PRACTICAL/ORAL TESTING-**It is conducted by an external examiner with the help of an internal examiner. It involves the oral presentation by the student of his/her own choice with either an audio or a visual aid. Group discussion comprising a few students is also included.

**DETAILED COURSE CONTENT:** Available at [www.gndu.ac.in](http://www.gndu.ac.in)

**TEACHING AND LEARNING ACTIVITIES:**

- In depth knowledge of the meaning, benefits, levels, barriers and tips for an effective business communication by studying listening skills as well as the speaking and conversational skills.
- Open ended discussion and presentations by students.
- Case studies offered as self-learning modules
- Quiz

**LEARNING OUTCOMES:**

At the end of the course the student should be able to-

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- Have a good command over the English language keeping in mind the tone and gestures.

### **ASSESSMENT:**

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March 13 to March 22	Phonetics/Transcription, Word stress
March 24 to April 4	Note Taking
April 5 to April 10	Oral presentation, Group discussion
April 13 to April 17	Revision

COURSE NAME- COMMUNICATION SKILLS

PROGRAMME- B.SC. I.T.

SEMESTER-II

**OBJECTIVES OF THE COURSE:** The course is designed to help the students hone their communication skills in order to exchange the information and ideas, whether written or oral. The aim of the course is to educate the students about successful businesses and for building relationships by influencing interactions either positively or negatively. It further acquaints the students about the patterns acquired in English pronunciation, with the purpose of increasing the knowledge about phonetics and phonology and to improve the pronunciation and their listening ability.

**COURSE CONTENT:**

**THEORY-**The course is designed to provide a detailed study about the integral skills of a business communication. It includes a thorough knowledge and guidelines about the listening skills as well as the speaking and conversational skills. It includes the phonetic transcription and the placement of word stress.

**PRACTICAL/ORAL TESTING-**It is conducted by an external examiner with the help of an internal examiner. It involves the oral presentation by the student of his/her own choice with either an audio or a visual aid. Group discussion comprising a few students is also included.

**DETAILED COURSE CONTENT:** Available at [www.gndu.ac.in](http://www.gndu.ac.in)

**TEACHING AND LEARNING ACTIVITIES:**

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COURSE NAME- COMMUNICATION SKILLS

PROGRAMME-,B.VOC. (P.T.)

SEMESTER-II

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**THEORY-**The course is designed to provide a detailed study about the integral skills of a business communication. It includes a thorough knowledge and guidelines about the listening skills as well as the speaking and conversational skills. It includes the phonetic transcription and the placement of word stress.

**PRACTICAL/ORAL TESTING-**It is conducted by an external examiner with the help of an internal examiner. It involves the oral presentation by the student of his/her own choice with either an audio or a visual aid. Group discussion comprising a few students is also included.

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COURSE NAME- COMMUNICATION SKILLS

PROGRAMME-,B.VOC. (S.D) SEMESTER-II

**OBJECTIVES OF THE COURSE:** The course is designed to help the students hone their communication skills in order to exchange the information and ideas, whether written or oral. The aim of the course is to educate the students about successful businesses and for building relationships by influencing interactions either positively or negatively. It further acquaints the students about the patterns acquired in English pronunciation, with the purpose of increasing the knowledge about phonetics and phonology and to improve the pronunciation and their listening ability.

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**DETAILED COURSE CONTENT:** Available at [www.gndu.ac.in](http://www.gndu.ac.in)

**TEACHING AND LEARNING ACTIVITIES:**

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	stress
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# **CURRICULUM PLANNING AND IMPLEMENTATION**

**Course Name:** Elective English

**Programme:** BA

**Semester:** IV

## **Objectives of the Course:**

The course aims at fortifying the skills of the students learned in the core English subject. It also aims at cultivating interest of the students in the subject and expanding their global awareness, critical thinking and communication skills.

## **Course Contents:**

- 1) Modern Prose-Essays at serial no. 3,4,5,7,11,12
- 2) Dispelling Silence- Stories at serial no.1,2,6,7,8,10,11,12
- 3) New Directions (Part 4-5)
- 4) Words for transcription:
  1. accomodation
  2. appreciation
  3. capability
  4. civilization
  5. examination
  6. pronunciation
  7. university
  8. terminology
  9. utility

- 10.nationality
- 11.objectionable
- 12.rationality
- 13.testimonial
- 14.vocabulary
- 15.superintendent
- 16.satisfactory
- 17.rehabilitate
- 18.consultation
- 19.dictionary
- 20.veterinary
- 21.espionage
- 22.singularity
- 23.tranquility
- 24.interference
- 25.pavilion
- 26.superiority

### **Teaching Methods:**

- Lectures
- Student Seminars
- Assignments
- Quiz
- Tests

### **Programme Learning Outcomes:**

The student will:

- Gain an introductory knowledge of some of the issues explored in influential works of the English language.
- Gain a richer understanding of texts in relation to their historical and cultural contexts and thus, become more aware of themselves as situated historically and culturally.
- Explore how writers use the creative resources of language to explore the entire range of human experience.
- Build skills of analytical and interpretative argument.
- Have an imaginative and critical insight into all areas of human experience-Tolerance, The Sporting Spirit, State and Society, English Language in India, Love and Sexuality etc.
- Articulate their own interpretations with an awareness and curiosity for other perspectives.
- Practice writing in a variety of genres as a process of intellectual inquiry and creative expression.
- Appreciate ambiguity and complexity.
- Develop stylistic clarity.
- Identify topics and formulate questions for productive inquiry.
- Develop a passion for literature and language and appreciate literature's ability to elicit feeling and call us to account as humans.
- Cultivate the capacity to judge the aesthetic and ethical value of literary texts and be able to articulate the standards behind their judgments.
- Become more effective thinkers and communicators who are well-equipped for a variety of careers in our information-intensive society.
- Transcribe words using the IPA system.

### **Textbooks:**

1. Modern Prose, G.N.D.U. Amritsar

2. Dispelling Silence: Short Stories
3. New Directions
4. Transcription of Words

## **References:**

- Cambridge English Pronouncing Dictionary

## **E-resources:**

- ekandek.blogspot.com
- <https://arts-literature.blurtit.com>
- <https://rufusonline.blogspot.com>2011/09>
- tagoreanworld.co.uk
- upodn.com
- <https://www.londonschool.com>blog>
- www.antimoon.com

# **CURRICULUM PLANNING AND IMPLEMENTATION**

**Course: English Elective**

**Semester: IInd**

## **Course Objectives:**

The course aims to encourage students to think creatively and independently, to appreciate not only the stimulation, but also the enjoyment derived from the study of literature. It combines traditional literature teaching with innovative methods focusing on the appetite of students who have chosen English as their elective subject.

## **Contents of the Course:**

Part 1. *The Vendor of Sweets*-- Complete Text

Part 2. *The School for Scandal*—Complete Text

Part 3. *Literary Terms*: Burlesque, Elegy, Hyperbole, Metaphor, Poetic Justice, Point of view, Dramatic Monologue, Tragicomedy

Part 4. *Transcription of Words*: garage, data, menu, hello, cadet, exit, rebel (n), rebel (v), conduct(n), conduct (v), consume, idiot, depot, madam, handsome, petrol, perfect (adj.), perfect (v), vehicle, healthy, wealthy, police, sandwich, career, talent

## **Others Details of the Course are available at:**

<http://gndu.ac.in/syllabus/201718/MISC/BA%20BSC%20Semester%20II%202017-18.pdf> (Page 166)

## **Teaching Methods:**

(a) Vocabulary building: This method focuses a portion of each classroom session on building a better vocabulary. Reading and Writing Project, allows students to learn about and participate in all aspects of the writing process.

(b) Cooperative learning: Cooperative learning requires students to discuss a piece of literature in small groups. By allowing the students to engage in meaningful discussion, enabling them to learn analyzing literature and participate in an educational process that they will find more interesting than a general lecture on a literary book.

(c) Student discussion sessions on texts: After a period of text reading, students break into groups and discuss what they've read. When this strategy is successful, students are able to delve deeply into the meaning of the literature, develop critiquing skills, and have a valuable discussion with their classmates about the text that they read.

## **Programs Learning Outcomes:**

Learning outcomes for the literature program include the following:

- (i) Students will understand, analyze, and effectively use the conventions of the English language.
- (ii) Students will examine how texts function across a range of genres, contexts, and cultures.
- (iii) Analyze and Interpret literary texts.
- (iv) Understand significant developments in the history of English and American literature.

## **Teaching Outline:**

<b>Syllabus Contents</b>	<b>Timeline to be Followed</b>
--------------------------	--------------------------------

Part 1	To be covered by 24th January 2020
Part 2	To be covered by 18th February 2020
Part 3	To be covered by 29th March 2020
Part 4	To be covered by 15 <sup>th</sup> April 2020
Part 5 Revision and Review	29 <sup>th</sup> April 2020

**Attendance Policy:**

Attending lectures of the course is mandatory for all students. A minimum attendance of 75 % per is a requirement for all students. Students not attaining the minimum requirement is will be open detainment and other disciplinary action.

**Text Books:**

1. *The Vendor of Sweets* by R.K. Narayan.
2. *The School for Scandal* by Sheridan
3. *Glossary of Literary Terms* by M.H. Abrams, Wadsworth CENGAGE Learning Publishers, 8th Edn., 2008.
4. *Better Pronunciation of English* by J.D.O'Connor

**E-resources:**

- <https://eresources.eli.lsa.umich.edu/tag/pronunciation/>
- [www.ruthmiskin.com/en/resources/sound-pronunciation-guide/](http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/)
- <https://www.doccity.com/en/study-notes/literature-and.../english-literature/>

# **CURRICULUM PLANNING AND IMPLEMENTATION**

**COURSE: ENGLISH COMPULSORY**

**PROGRAMME: B.A.**

**SEMESTER: VITH**

## **Course Objectives:**

In the VIth and final semester of the Degree Course of Undergraduate Classes, the English Department offers students best possible guidance in acquiring and developing the skills of interpretation, critical thinking, and clear writing as a part of the curriculum. This particular curriculum also offers the opportunity to engage the literary traditions and to enter into the theory and practice of literature itself.

## **Contents of the Course:**

1. The study of the whole text of the novel, *The English Teacher*
2. The study of the following one-act plays from the prescribed book, *Glimpses of Theatre*

Following are the plays covered in the syllabus:

- i) “*The Will*”
- ii) “*Villa for Sale*”
- iii) “*Progress*”
- iv) “*The Monkey’s Paw*”
- v) “*Sorry Wrong Number*”

## **3. Essay Writing**

### **Details of the Course available at:**

<http://gndu.ac.in/syllabus/201718/MISC/BA%20BSC%20Semester%20VI%202018-19.pdf>

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### **Teaching Methods:**

Apart from a general reading and understanding of the text two other models are also to be used during the course:

(i) Model of Linguistic proficiency: This model focuses on the technique wherein the students learn to use language and vocabulary, etc through a comprehensive engagement with the literature in question. Writing drills shall also be conducted for the writing section of the examination.

(ii) Reading of the Text: As per this method, the student and the learners are acquitted with the text to enjoy the reading pleasure.

(iii) Discussion/ Critical Thinking Method: This method uses discussion as the medium for exchanging thoughts on the text and other facets of the course contents. Thinking based tasks shall be carried out for the purpose of developing thought process useful for Essay Writing.

### **Programs Learning Outcomes:**

Under the scheme of the course the student will be expected to achieve the following:

1. Gain an introductory knowledge of the some of the issues explored in influential works of the English-language tradition, and of some of the stylistic strategies writers have used to explore those issues.
2. Read complex texts actively: recognize key passages; raise questions; appreciate complexity and ambiguity; comprehend the literal and figurative uses of language.
3. Appreciate literary form: recognize how form and structure shape a text's meaning; appreciate how genre generates expectations and shapes meanings.
4. Interpret texts with an awareness of and curiosity for other viewpoints.
5. Practice writing as a process of motivated inquiry, engaging other writers' ideas through the use of quotations, paraphrase, allusions and summary. Use sources well and cite them correctly.

**Teaching Outline:**

<b>Syllabus Contents</b>	<b>Timeline to be Followed</b>
Book 1: The English Teacher	To be covered by 15th February
Book 2: Glimpses of Theatre	To be covered by 20th March
Essay Writing and Other Writing tasks	To be covered by 10th April
Revision of the contents	11th to 30th April

**Attendance Policy:**

As per the academic norms, attending lectures is compulsory for all students. A minimum attendance of 75 % per Semester is mandatory for all students. Anything below the minimum requirement is subject to result in detainment or other disciplinary action as per norms.

**Text Books:**

1. *The English Teacher* by R.K. Narayan
2. *Glimpses of Theatre* Guru Nanak Dev University Amritsar.

**E-resources:**

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# **CURRICULUM PLANNING AND IMPLEMENTATION**

**COURSE: ENGLISH COMPULSORY**

**PROGRAMME: B.B.A.**

**SEMESTER: VITH**

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In the VIth and final semester of the Degree Course of Undergraduate Classes, the English Department offers students best possible guidance in acquiring and developing the skills of interpretation, critical thinking, and clear writing as a part of the curriculum. This particular curriculum also offers the opportunity to engage the literary traditions and to enter into the theory and practice of literature itself.

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# **CURRICULUM PLANNING AND IMPLEMENTATION**

**COURSE: ENGLISH COMPULSORY**

**PROGRAMME: B.COM.**

**SEMESTER: VITH**

## **Course Objectives:**

In the VIth and final semester of the Degree Course of Undergraduate Classes, the English Department offers students best possible guidance in acquiring and developing the skills of interpretation, critical thinking, and clear writing as a part of the curriculum. This particular curriculum also offers the opportunity to engage the literary traditions and to enter into the theory and practice of literature itself.

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- iii) “*Progress*”
- iv) “*The Monkey’s Paw*”
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## **3. Essay Writing**

### **Details of the Course available at:**

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Page No: 77

### **Teaching Methods:**

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# **CURRICULUM PLANNING AND IMPLEMENTATION**

**COURSE: ENGLISH COMPULSORY**

**PROGRAMME: B.Sc.**

**SEMESTER: VITH**

## **Course Objectives:**

In the VIth and final semester of the Degree Course of Undergraduate Classes, the English Department offers students best possible guidance in acquiring and developing the skills of interpretation, critical thinking, and clear writing as a part of the curriculum. This particular curriculum also offers the opportunity to engage the literary traditions and to enter into the theory and practice of literature itself.

## **Contents of the Course:**

1. The study of the whole text of the novel, *The English Teacher*
2. The study of the following one-act plays from the prescribed book, *Glimpses of Theatre*

Following are the plays covered in the syllabus:

- i) “*The Will*”
- ii) “*Villa for Sale*”
- iii) “*Progress*”
- iv) “*The Monkey’s Paw*”
- v) “*Sorry Wrong Number*”

## **3. Essay Writing**

### **Details of the Course available at:**

<http://gndu.ac.in/syllabus/201718/MISC/BA%20BSC%20Semester%20VI%202018-19.pdf>

Page No: 77

### **Teaching Methods:**

Apart from a general reading and understanding of the text two other models are also to be used during the course:

(i) Model of Linguistic proficiency: This model focuses on the technique wherein the students learn to use language and vocabulary, etc through a comprehensive engagement with the literature in question. Writing drills shall also be conducted for the writing section of the examination.

(ii) Reading of the Text: As per this method, the student and the learners are acquitted with the text to enjoy the reading pleasure.

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### **Programs Learning Outcomes:**

Under the scheme of the course the student will be expected to achieve the following:

1. Gain an introductory knowledge of the some of the issues explored in influential works of the English-language tradition, and of some of the stylistic strategies writers have used to explore those issues.
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- <https://gloria.tv/video/Sxyo81suP1qw29g3SGdpZActR> (*St. Joan*)

# CURRICULAM PLANNING AND IMPLEMENTATION

## Course Name: General English

**Programme : B.A.**

**Semester: IV**

### Objectives of the Course:

This course aims at bringing our students at par with the ever changing global scenario in English language and improving their listening and speaking skills. It also excels their communication skills which enable them to compete in each and sphere of professional and social life. Having a good command on English language assures their bright future in other countries as well.

### Detailed Course Contents :

Time: 3 Hours

Max. Marks: 50

**Texts Prescribed:** 1. Making Connections by Kenneth J. Pakenham 2nd Edn. CUP  
2. Moments in Time: An Anthology of Poems, GNDU, Amritsar  
3. English Grammar in Use (Fourth Edition) by Raymond Murphy, CUP

**Course Contents:** 1. Making Connections by Kenneth J. Pakenham, 2nd Edn. CUP: Unit-III and Unit-IV  
2. Moments in Time: Poems at Sr. No. 7-12  
3. English Grammar in Use (Fourth Edition) by Raymond Murphy, CUP: Revision of units: 26-37, 42-48, 92-97, 113-120.

**Instructions for the Paper-Setter and Distribution of Marks:** The paper setters should avoid questions of theoretical nature on English Grammar. The question paper will consist of three sections and distributions of marks will be as under:

Section-A: 16 Marks

Section-B: 20 Marks

Section-C: 14 Marks

#### **SECTION-A**

1. TWENTY (20) questions on the usage of grammar related to units 26-37, 42-48, 92-97, 113- 120 of English Grammar in Use will be set for the students to attempt any SIXTEEN (16) of these questions. (1x16=16 Marks)

#### **SECTION-B**

2. TWO (2) questions (with sub parts) based on strategies and skill development exercises as given before and after reading essays in UNIT-III & UNIT-IV of the prescribed text book Making Connections will be set. The number of items in each question will be 50% more than what a student will be expected to attempt so that the question provides internal choice. (6x2=12Marks)

3. THREE (3) questions on central idea, theme, tone and style etc. of three poems from the prescribed textbook, Moments in Time will be set. The students will be required to attempt any TWO of these questions. (4x2=8 Marks)

#### SECTION-C

4. ONE question (with internal choice) requiring students to explain a stanza with reference to context will be set. The stanzas for explanation will be taken from the poems prescribed in the syllabus. (1x7=7 Marks)
5. ONE question based on “Beyond the reading” section at the end of each chapter of the prescribed textbook, Making Connections will be set. (1x7=7 Marks)

For detailed syllabus please visit: <http://online.gndu.ac.in/syllabi.asp>

#### Teaching Methods:

- Lectures : 06 per week
- Assignments : The students will be given various team assignments and individual assignments from time to time
- Power point presentations/Audio Visual aids/Models/Charts
- Surprise/Planned tests periodically
- Composition work as homework
- Regular revision work

#### Programme Learning Outcomes:

##### **Goal 1. Mastery of Content**

This goal enables the learners to create ideas, understanding the various theories, approaches, and information which the students encounter through and beyond their studies.

❖ **Outcomes:** The students will be able to apply:

- general knowledge of cultures, religions, science, the arts, history, and computational reasoning.
- specialized knowledge and skills from within a specific discipline or field.

##### **Goal 2. Intellectual and Creative Skills**

In order to fully engage with knowledge, whether for a specific purpose or for its own sake, the students are encouraged to develop the ability to think critically and imaginatively, formulate their own understanding, and effectively communicate their ideas. This goal articulates specific skills that comprise these broader abilities.

❖ **Outcomes:** The students will be able to:

- systematically access, analyze and evaluate information and ideas from multiple sources in order to identify underlying assumptions, and formulate conclusions.

- create and support arguments using a variety of approaches.
- use existing knowledge to generate and synthesize ideas in original ways.
- communicate clearly in speech and writing.
- build and use academic vocabulary, understand how academic texts are written and develop effective reading strategies

### **Goal 3. Personal and Social Responsibility**

This goal honours the notion that knowledge reflects and contributes to the values of individuals and communities. Students, in particular, are challenged to consider their own values in light of the university's mission as is seen by the selection of poems in the book (Moments in time)

❖ **Outcomes:** The students will be able to:

- articulate their own beliefs and convictions, as well as others' beliefs, about what it means to be human and to create a just society
- articulate what is entailed in becoming a self-directed ethical decision-maker and living a life of personal integrity.
- evaluate ethical issues from multiple perspectives and employ those considerations to chart coherent and justifiable courses of action.
- benefit their communities through socially responsible, emotionally balanced and the quality of leadership.

### **Goal 4. Intercultural and Global Understanding**

This goal makes the students aware about the diverse and increasingly interdependent world; the future depends on individuals being able to learn from each other and make the best use of finite resources.

❖ **Outcomes:** The students will exhibit:

- respect for and learning from the perspectives of others different from themselves.
- knowledge of global interconnectedness and interdependencies.
- knowledge to become a steward of global resources for a sustainable future.

### **Goal 5. Integration of Learning.**

Given the wide range of opportunities for learning at Khalsa College, it is important for students to develop the ability to consider relationships among individual experiences of learning so as to make meaning of their education in all its variety.

❖ **Outcomes:** The students will be able to:

- relate their learning -- curricular and co-curricular -- to multiple fields and realms of experience.
- make connections among ideas and experiences in order to synthesize and transfer learning to daily practice.
- design, develop, and execute a significant intellectual project.

### **Goal 6. Preparation for Career and Beyond**

This final learning goal builds on all the rest and calls on students to be ready to apply their knowledge and skills to the changing world that awaits them.

❖ **Outcomes:** The students will be able to effectively:

- set goals for future work that are the result of realistic self-appraisal and reflection.
- articulate their skills and knowledge and represent themselves to external audiences.
- work toward goals independently and in collaboration with others.
- employ technology to create, communicate, and synthesize ideas.
- set priorities and allocate resources.
- apply strategies for a practice of life-long learning.

### **ATTENDANCE POLICY:**

Lecture attendance is compulsory. Students are expected to maintain 75% attendance of total lectures delivered, failing which they will be detained from appearing in University Exams.

<b>Modes of Assessment</b>	<b>Minimum Marks</b>	<b>Schedule</b>
<b>Continuous Internal Evaluation (CIE)</b>		
<b>10. Class Tests (planned/surprise)</b>	<b>40%</b>	<b>After every unit</b>
<b>11. Students Composition / Homework</b>	<b>40%</b>	<b>After every two weeks</b>
<b>12. Pre-University / Mid-term Exams</b>	<b>40%</b>	<b>In March</b>
<b>University Semester Exams</b>	<b>40%</b>	<b>In May</b>

### **TEACHING OUTLINE:**

<b>UNIT</b>	<b>TEACHING DATES</b>
<ul style="list-style-type: none"> <li>❖ Moments in Time: Poems at Sr. No. 7-10,</li> <li>❖ Making Connections by Kenneth J. Pakenham, 2nd Edn. CUP: Unit-III</li> <li>❖ English Grammar in Use (Fourth Edition) by Raymond Murphy, CUP: Revision of units: 26-37</li> </ul>	11 <sup>th</sup> January to 20 <sup>th</sup> February
<ul style="list-style-type: none"> <li>❖ Moments in Time: Poems at Sr. No. 11-12,</li> <li>❖ Making Connections by Kenneth J. Pakenham, 2nd Edn. CUP: Unit-IV</li> </ul>	21 <sup>st</sup> February to 20 <sup>th</sup> March

❖ English Grammar in Use (Fourth Edition) by Raymond Murphy, CUP: Revision of units: 42-48	
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Revision	21 <sup>st</sup> April to 30 <sup>th</sup> April

### **TEXTBOOKS:**

- ❖ Moments In Time- A Collection of Poems
- ❖ Making Connections- A Strategic Approach to Academic Reading by Kenneth J. Pakenham
- ❖ English Grammar in Use – A reference and practice book for intermediate learners of English by Raymond Murphy

### **REFERENCES:**

- Totlykov, V.M. 1991. The Aral Sea basin: a critical environment zone
- Ponting, C. 1990. Historical perspectives on sustainable development

### **E-RESOURCES:**

- *englishgrammarinuse.cambridge.org*
- *www.engvid.com*

# CURRICULAM PLANNING AND IMPLEMENTATION

## Course Name: General English

**Programme : B.B.A.**

**Semester: IV**

### Objectives of the Course:

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#### **SECTION-B**

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### SECTION-C

9. ONE question (with internal choice) requiring students to explain a stanza with reference to context will be set. The stanzas for explanation will be taken from the poems prescribed in the syllabus. (1x7=7 Marks)
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- build and use academic vocabulary, understand how academic texts are written and develop effective reading strategies

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- evaluate ethical issues from multiple perspectives and employ those considerations to chart coherent and justifiable courses of action.
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- work toward goals independently and in collaboration with others.
- employ technology to create, communicate, and synthesize ideas.
- set priorities and allocate resources.
- apply strategies for a practice of life-long learning.

### **ATTENDANCE POLICY:**

Lecture attendance is compulsory. Students are expected to maintain 75% attendance of total lectures delivered, failing which they will be detained from appearing in University Exams.

<b>Modes of Assessment</b>	<b>Minimum Marks</b>	<b>Schedule</b>
<b>Continuous Internal Evaluation (CIE)</b>		
<b>13. Class Tests (planned/surprise)</b>	<b>40%</b>	<b>After every unit</b>
<b>14. Students Composition / Homework</b>	<b>40%</b>	<b>After every two weeks</b>
<b>15. Pre-University / Mid- term Exams</b>	<b>40%</b>	<b>In March</b>
<b>University Semester Exams</b>	<b>40%</b>	<b>In May</b>

### **TEACHING OUTLINE:**

<b>UNIT</b>	<b>TEACHING DATES</b>
<ul style="list-style-type: none"> <li>❖ Moments in Time: Poems at Sr. No. 7-10,</li> <li>❖ Making Connections by Kenneth J. Pakenham, 2nd Edn. CUP: Unit-III</li> <li>❖ English Grammar in Use (Fourth Edition) by Raymond Murphy, CUP: Revision of units: 26-37</li> </ul>	11 <sup>th</sup> January to 20 <sup>th</sup> February
<ul style="list-style-type: none"> <li>❖ Moments in Time: Poems at Sr. No. 11-12,</li> <li>❖ Making Connections by Kenneth J. Pakenham, 2nd Edn. CUP: Unit-IV</li> <li>❖ English Grammar in Use (Fourth Edition) by Raymond Murphy, CUP: Revision of units: 42-48</li> </ul>	21 <sup>st</sup> February to 20 <sup>th</sup> March

❖ English Grammar in Use (Fourth Edition) by Raymond Murphy, CUP: Revision of units: 92-97, 113-120.	21 <sup>st</sup> March to 20 <sup>th</sup> April
Revision	21 <sup>st</sup> April to 30 <sup>th</sup> April

### **TEXTBOOKS:**

- ❖ Moments In Time- A Collection of Poems
- ❖ Making Connections- A Strategic Approach to Academic Reading by Kenneth J. Pakenham
- ❖ English Grammar in Use – A reference and practice book for intermediate learners of English by Raymond Murphy

### **REFERENCES:**

- Totlykov, V.M. 1991. The Aral Sea basin: a critical environment zone
- Ponting, C. 1990. Historical perspectives on sustainable development

### **E-RESOURCES:**

- [englishgrammarinuse.cambridge.org](http://englishgrammarinuse.cambridge.org)
- [www.engvid.com](http://www.engvid.com)

# CURRICULAM PLANNING AND IMPLEMENTATION

## Course Name: General English

**Programme : B.Com.**

**Semester: IV**

### Objectives of the Course:

This course aims at bringing our students at par with the ever changing global scenario in English language and improving their listening and speaking skills. It also excels their communication skills which enable them to compete in each and sphere of professional and social life. Having a good command on English language assures their bright future in other countries as well.

### Detailed Course Contents :

Time: 3 Hours

Max. Marks: 50

**Texts Prescribed:** 1. Making Connections by Kenneth J. Pakenham 2nd Edn. CUP  
2. Moments in Time: An Anthology of Poems, GNDU, Amritsar  
3. English Grammar in Use (Fourth Edition) by Raymond Murphy, CUP

**Course Contents:** 1. Making Connections by Kenneth J. Pakenham, 2nd Edn. CUP: Unit-III and Unit-IV  
2. Moments in Time: Poems at Sr. No. 7-12  
3. English Grammar in Use (Fourth Edition) by Raymond Murphy, CUP: Revision of units: 26-37, 42-48, 92-97, 113-120.

**Instructions for the Paper-Setter and Distribution of Marks:** The paper setters should avoid questions of theoretical nature on English Grammar. The question paper will consist of three sections and distributions of marks will be as under:

Section-A: 16 Marks

Section-B: 20 Marks

Section-C: 14 Marks

#### **SECTION–A**

**11.** TWENTY (20) questions on the usage of grammar related to units 26-37, 42-48, 92-97, 113- 120 of English Grammar in Use will be set for the students to attempt any SIXTEEN (16) of these questions. (1x16=16 Marks)

#### **SECTION–B**

**12.** TWO (2) questions (with sub parts) based on strategies and skill development exercises as given before and after reading essays in UNIT-III & UNIT-IV of the prescribed text book Making Connections will be set. The number of items in each question will be 50% more than what a student will be expected to attempt so that the question provides internal choice. (6x2=12Marks)

13. THREE (3) questions on central idea, theme, tone and style etc. of three poems from the prescribed textbook, Moments in Time will be set. The students will be required to attempt any TWO of these questions. (4x2=8 Marks)

### SECTION-C

14. ONE question (with internal choice) requiring students to explain a stanza with reference to context will be set. The stanzas for explanation will be taken from the poems prescribed in the syllabus. (1x7=7 Marks)
15. ONE question based on “Beyond the reading” section at the end of each chapter of the prescribed textbook, Making Connections will be set. (1x7=7 Marks)

For detailed syllabus please visit: <http://online.gndu.ac.in/syllabi.asp>

### Teaching Methods:

- Lectures : 06 per week
- Assignments : The students will be given various team assignments and individual assignments from time to time
- Power point presentations/Audio Visual aids/Models/Charts
- Surprise/Planned tests periodically
- Composition work as homework
- Regular revision work

### Programme Learning Outcomes:

#### Goal 1. Mastery of Content

This goal enables the learners to create ideas, understanding the various theories, approaches, and information which the students encounter through and beyond their studies.

❖ **Outcomes:** The students will be able to apply:

- general knowledge of cultures, religions, science, the arts, history, and computational reasoning.
- specialized knowledge and skills from within a specific discipline or field.

#### Goal 2. Intellectual and Creative Skills

In order to fully engage with knowledge, whether for a specific purpose or for its own sake, the students are encouraged to develop the ability to think critically and imaginatively, formulate their own understanding, and effectively communicate their ideas. This goal articulates specific skills that comprise these broader abilities.

❖ **Outcomes:** The students will be able to:

- systematically access, analyze and evaluate information and ideas from multiple sources in order to identify underlying assumptions, and formulate conclusions.

- create and support arguments using a variety of approaches.
- use existing knowledge to generate and synthesize ideas in original ways.
- communicate clearly in speech and writing.
- build and use academic vocabulary, understand how academic texts are written and develop effective reading strategies

### **Goal 3. Personal and Social Responsibility**

This goal honours the notion that knowledge reflects and contributes to the values of individuals and communities. Students, in particular, are challenged to consider their own values in light of the university's mission as is seen by the selection of poems in the book (Moments in time)

❖ **Outcomes:** The students will be able to:

- articulate their own beliefs and convictions, as well as others' beliefs, about what it means to be human and to create a just society
- articulate what is entailed in becoming a self-directed ethical decision-maker and living a life of personal integrity.
- evaluate ethical issues from multiple perspectives and employ those considerations to chart coherent and justifiable courses of action.
- benefit their communities through socially responsible, emotionally balanced and the quality of leadership.

### **Goal 4. Intercultural and Global Understanding**

This goal makes the students aware about the diverse and increasingly interdependent world; the future depends on individuals being able to learn from each other and make the best use of finite resources.

❖ **Outcomes:** The students will exhibit:

- respect for and learning from the perspectives of others different from themselves.
- knowledge of global interconnectedness and interdependencies.
- knowledge to become a steward of global resources for a sustainable future.

### **Goal 5. Integration of Learning.**

Given the wide range of opportunities for learning at Khalsa College, it is important for students to develop the ability to consider relationships among individual experiences of learning so as to make meaning of their education in all its variety.

❖ **Outcomes:** The students will be able to:

- relate their learning -- curricular and co-curricular -- to multiple fields and realms of experience.
- make connections among ideas and experiences in order to synthesize and transfer learning to daily practice.
- design, develop, and execute a significant intellectual project.

### **Goal 6. Preparation for Career and Beyond**

This final learning goal builds on all the rest and calls on students to be ready to apply their knowledge and skills to the changing world that awaits them.

❖ **Outcomes:** The students will be able to effectively:

- set goals for future work that are the result of realistic self-appraisal and reflection.
- articulate their skills and knowledge and represent themselves to external audiences.
- work toward goals independently and in collaboration with others.
- employ technology to create, communicate, and synthesize ideas.
- set priorities and allocate resources.
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### **ATTENDANCE POLICY:**

Lecture attendance is compulsory. Students are expected to maintain 75% attendance of total lectures delivered, failing which they will be detained from appearing in University Exams.

<b>Modes of Assessment</b>	<b>Minimum Marks</b>	<b>Schedule</b>
<b>Continuous Internal Evaluation (CIE)</b>		
<b>16. Class Tests (planned/surprise)</b>	<b>40%</b>	<b>After every unit</b>
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<b>18. Pre-University / Mid-term Exams</b>	<b>40%</b>	<b>In March</b>
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### **TEACHING OUTLINE:**

<b>UNIT</b>	<b>TEACHING DATES</b>
<ul style="list-style-type: none"> <li>❖ Moments in Time: Poems at Sr. No. 7-10,</li> <li>❖ Making Connections by Kenneth J. Pakenham, 2nd Edn. CUP: Unit-III</li> <li>❖ English Grammar in Use (Fourth Edition) by Raymond Murphy, CUP: Revision of units: 26-37</li> </ul>	11 <sup>th</sup> January to 20 <sup>th</sup> February
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### **TEXTBOOKS:**

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### **E-RESOURCES:**

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# CURRICULAM PLANNING AND IMPLEMENTATION

## Course Name: General English

**Programme : B.Sc.**

**Semester: IV**

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This course aims at bringing our students at par with the ever changing global scenario in English language and improving their listening and speaking skills. It also excels their communication skills which enable them to compete in each and sphere of professional and social life. Having a good command on English language assures their bright future in other countries as well.

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Time: 3 Hours

Max. Marks: 50

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#### **SECTION–B**

**17.** TWO (2) questions (with sub parts) based on strategies and skill development exercises as given before and after reading essays in UNIT-III & UNIT-IV of the prescribed text book Making Connections will be set. The number of items in each question will be 50% more than what a student will be expected to attempt so that the question provides internal choice. (6x2=12Marks)

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### SECTION-C

19. ONE question (with internal choice) requiring students to explain a stanza with reference to context will be set. The stanzas for explanation will be taken from the poems prescribed in the syllabus. (1x7=7 Marks)
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<b>University Semester Exams</b>	<b>40%</b>	<b>In May</b>

### **TEACHING OUTLINE:**

<b>UNIT</b>	<b>TEACHING DATES</b>
<ul style="list-style-type: none"> <li>❖ Moments in Time: Poems at Sr. No. 7-10,</li> <li>❖ Making Connections by Kenneth J. Pakenham, 2nd Edn. CUP: Unit-III</li> <li>❖ English Grammar in Use (Fourth Edition) by Raymond Murphy, CUP: Revision of units: 26-37</li> </ul>	11 <sup>th</sup> January to 20 <sup>th</sup> February
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❖ English Grammar in Use (Fourth Edition) by Raymond Murphy, CUP: Revision of units: 42-48	
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Revision	21 <sup>st</sup> April to 30 <sup>th</sup> April

### **TEXTBOOKS:**

- ❖ Moments In Time- A Collection of Poems
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### **REFERENCES:**

- Totlykov, V.M. 1991. The Aral Sea basin: a critical environment zone
- Ponting, C. 1990. Historical perspectives on sustainable development

### **E-RESOURCES:**

- [englishgrammarinuse.cambridge.org](http://englishgrammarinuse.cambridge.org)
- [www.engvid.com](http://www.engvid.com)

## **Course Name: ELECTIVE ENGLISH**

Programme: BA

Semester :VI

**Objectives of the Course:** The primary purpose of the course is to familiarize the students with modern novel written in English. It also aims to acquaint students with history of English poetry, drama and theories of criticism. Overall, the course will aim to increase student confidence when responding to literature.

**Course Content:** The course is designed principally as an introduction to Modern English Novel through the study of two novels written in twentieth Century. It includes an outline of the various schools and movements in poetry from 17<sup>th</sup> Century to 20<sup>th</sup> Century, origin of the English Drama and English Theatre with special reference to Shakespearan Plays, elements of Biography and Autobiography, as well as major theories of literature and criticism from Classical to the 20<sup>th</sup> Century.

**Detailed Course Content: Available at :** [www.gndu.ac.in](http://www.gndu.ac.in)

### **Teaching and Learning Activities**

- Guided reading of the select parts of the novels.
- Close critical analyses of the selected extracts from the texts studied.
- In-class discussions and presentations by students.
- Quiz.
- Movie Viewing of the film based on the novel The Power and the Glory.

### **Learning Outcomes**

At the end of the course, the students should be able to :-

- Identify issues and questions raised through a novel that might be addressed by literary analysis.
- Consider each novel's engagement with its specific historical and cultural contexts.
- To identify the principal themes and narrative techniques in a novel.
- Compare novels in terms of theme, structure, and use of literary devices.
- Understand significant developments in the history of English poetry, drama and prose.
- Examine literary language and different approaches to literary criticism.

### **Assessment**

Submit at least **two written assignments** so that the teacher can assess and guide you to write effective literary analyses based on close reading of texts and incorporating relevant literary terms and concepts.

Students are expected to be present for **class tests** to be held **fortnightly**.

Students are expected to actively participate in the class **seminars**.

Those who fail to get at least 40% marks in the **House Exams** will not be allowed to take the final examination.

### Teaching Outline

The course moves quickly. Therefore, to be successful in the course, the students will need to allot sufficient time outside of class to do the reading and coursework, and you will need to attend, and be on time, for all lectures and discussions.

13 <sup>th</sup> Jan to 08 <sup>th</sup> Feb	So Many Hungers
09 <sup>th</sup> Feb to 07 <sup>th</sup> March	The Power and the Glory
10 <sup>th</sup> March to 18 <sup>th</sup> March	Chap III and IV from Section 1 of Background to the study of English Literature
18 <sup>th</sup> March to 30 <sup>th</sup> March	Chapters IV, V and VI from Section II
31 <sup>st</sup> March to 08 <sup>th</sup> April	Chapters IV, V and VI from Section III
09 <sup>th</sup> April to 15 <sup>th</sup> April	Revision