

Shri Govind Guru University

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



Faculty of Arts

Syllabus for B.A. English

(NEP-2020 Programme)

(Semester-5)

Effective from June- 2025

Website: www.sggu.ac.in

Course Type	Course Code	Name of Course	Theory /Practical	Total Credit	Contact Hours Per Week	Component of Marks		
						Internal	External	Total
Major	BA23MJ5EG1	History of English Literature-1798-1832	Theory	4	4	50 %	50 %	100%
Major	BA23MJ5EG2	Introduction to Literary Form: Poetry	Theory	4	4	50%	50%	100%
Major	BA23MJ5EG3	Advanced Literary Criticism -I	Theory	4	4	50%	50%	100%
Minor	BA23MN5EG1	History of English Literature-1798-1832	Theory	4	4	50%	50%	100%
Minor	BA23MN5EG2	Introduction to Literary Form: Poetry	Theory	4	4	50%	50%	100%
Skill Enhancement Course SEC	BA023SE504	Presentation Skills in English	Theory/ Practical	2	2	50% (Th+Pr) (15+10)	50%	100%

BACHELOR OF ARTS (B.A.) ENGLISH SEMESTER – V								
HISTORY OF ENGLISH LITERATURE-1798-1832								
Sr. No.	Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
1	BA23MJ5EG1	MAJOR	04	60	0	50	50	100
4	BA23MN5EG1	MINOR	04	60	0	50	50	100

Course Objectives:

- To introduce the core themes of Romanticism, such as individualism, imagination, nature, and emotion, which contrast with the rationalism of the Enlightenment.
- To help the students study the works of major writers like William Wordsworth, Samuel Taylor Coleridge, Lord Byron, Percy Bysshe Shelley, John Keats, Charles Lamb and Jane Austen to understand their literary contributions.
- To investigate how historical events like the French Revolution, Industrial Revolution, and Napoleonic Wars influenced literary themes and concerns during the Romantic Period.
- To analyze how Romantic poets revolutionized poetry through new forms, lyrical expression, and a focus on personal experience, while novelists like Jane Austen introduced new ideas in prose.
- To understand how Romanticism paved the way for later movements, such as Victorian literature, by emphasizing personal expression and challenging traditional literary forms.

Course Outcomes: On the completion of the course...

- The students will gain a better understanding of key Romantic ideals such as nature's power, the individual's emotional depth, and the importance of imagination.
- The students will develop analytical abilities by interpreting complex poetic and prose works, understanding symbolism, and evaluating literary arguments.
- The students will recognize how major historical events like the French Revolution and the Industrial Revolution shaped literary themes and character development.
- The students will learn to critically engage with texts, articulate insights about literary style, and improve academic writing through close reading and textual analysis.
- The students will understand how Romantic literature influenced later literary movements (such as Victorian and Modernist literature) and continues to shape contemporary thought on nature, individualism, and creativity.

PARTICULAR
Unit 1
1. Literary Features of the Romantic Age 2. Romantic Poets a. William Wordsworth b. John Keats c. P.B.Shelley d. S. T Coleridge e. Lord Byron
Unit 2
1. Poems: a. William Wordsworth: <i>The Solitary Reaper</i> b. S.T. Coleridge: <i>Kubla Khan</i> c. John Keats: <i>Ode on a Grecian Urn</i> d. P. B. Shelley: <i>Ode to the West Wind</i>
Unit 3
1. Charles Lamb's Essays: a. <i>Dream Children: A Reverie</i> b. <i>Dissertation Upon Roast Pig</i> c. <i>The Praise of Chimney-Sweepers</i>
Unit 4
1. <i>Pride and Prejudice</i> by Jane Austen

Examination Pattern for External Examination:	Total Marks: 50
Q 1. Long Answer based question from Unit I (Up to 450-500 words)	Marks 10
Format 1: General Question OR General Question (1/2)	
Format 2: General Question OR Short Notes (2/2)	
Q 2. Long Answer based question from Unit I (Up to 450- 500 words)	Marks 10
Format 1: General Question OR General Question (1/2)	
Format 2: General Question OR Short Notes (2/2)	
Q 3. Long Answer based question from Unit I (Up to 450- 500 words)	Marks 10
Format 1: General Question OR General Question (1/2)	
Format 2: General Question OR Short Notes (2/2)	
Q 4. Long Answer based question from Unit I (Up to 450- 500 words)	Marks 10
Format 1: General Question OR General Question (1/2)	
Format 2: General Question OR Short Notes (2/2)	
Q. 5 MCQs (from all the four units) (10 Mcqs)	Marks 10

Suggested Teaching-Learning Methodology
Lectures, Group discussions, Seminar/ presentations, Quiz, Use of Audio-visual aids.

Suggested References:

Birch, Dinah, ed. *The Oxford companion to English literature*. Oxford University Press, 2009.
Chandler, James K. "The Cambridge history of English romantic literature." (*No Title*) (2009).
Albert, Edward. *History of English Literature: A complete guide to English Literature*. Oxford University Press.
Ferber, Michael. *The Cambridge introduction to British romantic poetry*. Cambridge University Press, 2012.
Legouis, Emile, and Louis François Cazamian. *A history of English literature*. Vol. 2. Dent, 1927.

E Resources**Criticism: Coleridge and Wordsworth**

https://www.youtube.com/watch?v=DM0JXM8PJT8&list=PLyqSpQzTE6M8cBne6u3prl1Ed5_LLCdvi&index=13

Romantic Poetry 1: Romanticism and sentiment Introduction: Sensibility and Passion

https://www.youtube.com/watch?v=jMLu8D6ZHbo&list=PLyqSpQzTE6M8cBne6u3prl1Ed5_LLCdvi&index=16

Romantic Poetry 1: Sensibility and Passion

https://www.youtube.com/watch?v=rjjOVZes2Ug&list=PLyqSpQzTE6M8cBne6u3prl1Ed5_LLCdvi&index=17

Romantic Poetry 2: William Wordsworth (1770-1850)

https://www.youtube.com/watch?v=th4W-5npDj8&list=PLyqSpQzTE6M8cBne6u3prl1Ed5_LLCdvi&index=18

English Romantic Poetry 1: Samuel Taylor Coleridge

https://www.youtube.com/watch?v=Gk2a2xUrIT0&list=PLyqSpQzTE6M8cBne6u3prl1Ed5_LLCdvi&index=20

Wordsworth

https://www.youtube.com/watch?v=kl7i7q7itG0&list=PLyqSpQzTE6M8cBne6u3prl1Ed5_LLCdvi&index=22

Coleridge

https://www.youtube.com/watch?v=YE6mBRO1mFk&list=PLyqSpQzTE6M8cBne6u3prl1Ed5_LLCdvi&index=23

Shelley

https://www.youtube.com/watch?v=isVcYuZzIgo&list=PLyqSpQzTE6M8cBne6u3prl1Ed5_LLCdvi&index=24

Keats and Byron

https://www.youtube.com/watch?v=Ii3enZxJS-s&list=PLyqSpQzTE6M8cBne6u3prl1Ed5_LLCdvi&index=25

BACHELOR OF ARTS (B.A.) ENGLISH SEMESTER – V								
TITLE OF THE COURSE: INTRODUCTION TO LITERARY FORM: POETRY								
Sr. No.	Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
2	BA23MJ5EG2	MAJOR	04	60	Nil	50	50	100
5	BA23MN5EG2	MINOR	04	60	Nil	50	50	100

Course Objectives:

- To introduce students to the major poetic forms—Sonnet, Ode, Lyric, and Free Verse—by studying their historical background, structural characteristics, and literary significance.
- To develop understanding of how these poetic forms have evolved over time and their impact on the literary canon.
- To analyse representative poems from different periods and styles to appreciate the artistic and thematic diversity within each form.
- To enhance students' critical thinking and interpretative skills through close reading and textual analysis.
- To encourage students to explore the relationship between form and content in poetry and its influence on meaning and expression.

Course Outcomes

- The students will gain a comprehensive understanding of the structural and thematic aspects of Sonnets, Odes, Lyrics, and Free Verse.
- The students will learn to analyse and compare different poetic forms, recognizing their unique stylistic features and historical significance.
- The students will be able to engage with poetic texts using appropriate literary terms and theoretical perspectives.
- The students will gain insights about the works of prominent authors and their contributions to the development of English literature.
- The students will learn how to articulate informed responses to poetry, both orally and in writing, demonstrating analytical depth and textual awareness.

Particular

Unit 1

1. Sonnet

- Background, characteristics and significance.
- William Shakespeare – *Shall I compare thee to a summer's day*
- John Donne – *Death, be not proud*
- John Milton – *When I consider how my light is spent*

Unit 2

2. Ode

- Background, characteristics and significance.
- John Keats – *Ode to a Nightingale*

c. Percy Bysshe Shelley – <i>Ode to Liberty</i>
b. William Wordsworth – <i>Ode: Intimations of Immortality</i>
Unit 3
3. Lyric
a. Background, characteristics and significance.
b. Robert Burns: <i>A Red, Red Rose</i>
c. Lord Byron: <i>She Walks in Beauty</i>
b. Thomas Hardy: <i>The Voice</i>
Unit 4
4. Free Verse
a. Background, characteristics and significance.
b. Rabindranath Tagore: <i>Where the Mind is Without Fear</i>
c. Nissim Ezekiel : <i>Background, Casually</i>
b. T. S. Eliot: <i>The Love Song of J. Alfred Prufrock</i>

Examination Pattern for External Examination:

Total Marks: 50

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

Suggested Teaching-Learning Methodology

Lectures, Group discussions, Seminar/ presentations, Quiz, Use of Audio-visual aids.

Suggested References:

- Anthony, Cuddon John. *The Penguin Dictionary of Literary Terms and Literary Theory*. Penguin, 1992.
- Abrams, M. H. *A Glossary of Literary Terms*. Holt, Rinehart and Winston, 1957.
- Greene, Roland, et al., eds. *The Princeton Encyclopedia of Poetry and Poetics*. Princeton University Press, 2012.
- Vendler, Helen. *The Art of Shakespeare's Sonnets*. Harvard University Press, 1997.
- Smith, Hallett. *Elizabethan Poetry: A Study in Conventions, Meaning, and Expression*. Harvard University Press, 1952.
- Spiller, Michael RG. *The Development of the Sonnet: An Introduction*. Routledge, 2003.
- Bloom, Harold, ed. *Percy Shelley*. Infobase Publishing, 2009.
- Bowra, Cecil Maurice. *The Romantic Imagination*. Harvard University Press, 1949.
- Ferguson, Margaret, and Mary Jo Salter, eds. *The Norton Anthology of Poetry: Full Fifth Edition*. WW Norton & Company, 2004.
- Lentricchia, Frank. *Modernist quartet*. Cambridge University Press, 1994.

E-resources

Forms of Poetry | Poetry

<https://www.youtube.com/watch?v=5eGjRhKDPOY>

Introduction to Indian English Poetry, Part I

https://www.youtube.com/watch?v=SdqkHHkjamA&list=PLLy_2iUCG87DEvT5vAQq1u-aVu7gCTcx3&index=3

Introduction to Indian English Poetry, Part II

https://www.youtube.com/watch?v=9IGj-eXFqJ0&list=PLLy_2iUCG87DEvT5vAQq1u-aVu7gCTcx3&index=4

BACHELOR OF ARTS (B.A.) SEMESTER – V

ADVANCED LITERARY CRITISM-I

Sr. No.	Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
3	BA23MJ5EG3	MAJOR	04	60	0	50	50	100

Course Objectives:

- To familiarize the students with prominent Western and Indian literary critics and their conceptual thoughts.
- To encourage the students to apply the theoretical frameworks introduced while studying literary texts.
- To inculcate critical thinking and analytical skills amongst the students.
- To enable the students to judge literary texts from different theoretical standpoints, both Western and Indian.
- To introduce student with major 20th century literary terms and critical movements.

Course Outcomes:

- The students will gain an in-depth understanding of various Western and Indian critical concepts and theoretical frameworks propounded by prominent literary critics.
- The students will learn to study and analyze literary texts from different theoretical perspectives.
- The students will develop the ability to analyze varied literary texts, interpret themes, and evaluate them from different perspectives.

- The students will cultivate a critical bent of mind and develop an inclination towards different schools of thoughts.
- The students will gain insights about major 20th century literary terms and critical movements.

Particular
Unit-I
1) M. Arnold :- <i>The Function of Criticism at the Present Time</i> The Touchstone Method
2) T.S. Eliot :- <i>Tradition and the Individual Talent</i> Dissociation of Sensibility
Unit-II
1) I. A. Richards: - Founder of New Criticism <i>Practical Criticism</i>
2) F R Leavis : - Primary Function of literature (<i>The Great Tradition</i>) Organic Community
Unit-III
Introduction to Indian Tradition: 1) An Introduction to the concept of Rasa and its types 2) Bhava, Vibhava, Anubhava and Vyabhichari bhava 3) Literature and Nation - by Ananda Shankar Dhruv
Unit-IV
Literary Concepts and Terms: 1) Structuralism (20th century) 2) Expressionism (20th century) 3) Formalism (20th century) 4) Imagism (20th century)

Examination Pattern for External Examination:

Total Marks: 50

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

N.B. The above paper style is given as per the guidelines of the NEP2020. If there is any change suggested by the Education department, Govt. of Gujarat, then the paper setter must incorporate all the changes while drawing the question paper.

Suggested Teaching-Learning Methodology

Lectures, Group discussions, Seminar/ presentations, Quiz, Use of Audio-visual aids.

Suggested References:

Habib, Rafey. *Modern Literary Criticism and Theory: A History*. John Wiley & Sons, 2008.
Nayar, Pramod K. *Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism*. Pearson Education India, 2009.
Waugh, Patricia, ed. *Literary Theory and Criticism: An Oxford Guide*. Oxford University Press, 2006.
Wood, Nigel, and David Lodge. *Modern Criticism and Theory: A Reader*. Routledge, 2014.
Abrams, M. H. *A Glossary of Literary Terms*. Holt, Rinehart and Winston, 1957.
Cuddon, John Anthony. *A Dictionary of Literary Terms and Literary Theory*. John Wiley & Sons, 2012.
Seturaman, V.S., ed. *Indian Aesthetics: An Introduction*. Laxmi Publications, 2017.
Sinha, Ravi Nandan and Narendra Kumar. *Indian Poetics*. Orient Blackswan, 2022.

E-resources

Matthew Arnold as a Culture Critic
<https://www.youtube.com/watch?v=x6zKjPlDhmY>
Matthew Arnold
<https://www.youtube.com/watch?v=NEEnKTOvaQaU>
T.S. Eliot's "Tradition and Individual Talent"
<https://www.youtube.com/watch?v=p1kSoeF3a0Y>
I A Richards and Practical Criticism
<https://www.youtube.com/watch?v=1VKvQv3Q1zU>
FR Leavis | Literary Criticism
<https://www.youtube.com/watch?v=QMu9qrGft-c>
FR Leavis's "The Great Tradition" | Session 1
<https://www.youtube.com/watch?v=BA-fj9Hmdog>
FR Leavis's "The Great Tradition" | Session 2
<https://www.youtube.com/watch?v=NqD76LB9GH4>
FR Leavis's "The Great Tradition" | Session 3
https://www.youtube.com/watch?v=B_47Ful3oIg
The Foundations of Indian Aesthetics | Prof Kapil Kapoor
<https://www.youtube.com/watch?v=FM4SVTbZ-HA>
Evaluating Indian Aesthetics
<https://www.youtube.com/watch?v=wmyp7H1Os4I>

BACHELOR OF ARTS (B.A.) SEMESTER – 5

TITLE OF THE COURSE: PRESENTATION SKILLS IN ENGLISH

Sr. No.	Course Code	Course Category	Course Credit	Teaching Hours	Practical Hours	Internal Exam Marks	External Exam Marks	Total Marks
6	BA023SE504	SEC 3	2	30	Nil	(Th+Pr) (15+10)	25	50

Course Objectives:

1. To enhance the ability of the students to communicate clearly and confidently in English, both verbally and non-verbally.

2. To train the students how to structure and deliver engaging, well-organized presentations that incorporate appropriate content, visuals, and multimedia.
3. To provide students with strategies to manage presentation anxiety and build self-confidence.
4. To enhance proficiency in the English language, with a focus on pronunciation, tone and intonation, vocabulary, and grammar.
5. To equip students with techniques to engage their audience, maintain their attention, and encourage participation during presentations.

Learning Outcomes: On completion of the course...

1. The students will be able to communicate their ideas clearly and confidently in English, using appropriate language and tone for different presentation contexts.
2. The students will demonstrate the ability to organise and structure presentations logically, ensuring that content is presented coherently and engagingly.
3. The students will be able to incorporate multimedia, visuals, and slides effectively into their presentations, ensuring that visual aids complement and enhance their spoken content.
4. The students will exhibit increased confidence and reduced anxiety when speaking in front of an audience, presenting in a professional and composed manner.
5. The students will be able to engage and interact effectively with the audience, maintaining attention and encouraging participation.

PARTICULAR	NO. OF LECTURES
UNIT 1 : EFFECTIVE PRESENTATIONS : BASIC CONCEPTS	
<ol style="list-style-type: none"> 1. Planning the Presentation (Who-What-Why- Where- How- When) 2. Brainstorming on the content to be delivered: Relevance, Note-taking and Time Management. 3. Body Language (Non-verbal Communication) 	10
UNIT 2 : PSYCHOLOGICAL AND STRUCTURAL ASPECTS	
<ol style="list-style-type: none"> 1. Barriers to effective presentation. 2. Phrases for effective presentation: Initial greeting, Introduction, Opening the topic, Explaining the goal, Transition, Examples, Emphasis/Questions /Summing up/Conclusion 	10
UNIT NO. 3 : PARA-LINGUISTIC ASPECTS AND GRAPHICS	
<ol style="list-style-type: none"> 1. Delivering with proper pace, volume, pronunciations, suitable tone and intonation, reasonable use of pauses, use of small anecdotes, conciseness, politeness and non-aggressive firmness. 2. Appropriate selection of the size and shape of the slides, background colour schemes, font size and font styles of the content, using bullets for topics and subtopics, timings to change the slides, audio-visual effects and animation, synchronizing the oral explanation along with the information to be shared through slides. 3. A sample presentation to be prepared by the students following the theoretical aspects. (May be included in the Internal Assessment) 	10
Total Lectures/Hours	30

Examination Pattern Total Marks-50		
Internal Assessment- 25 Marks: External Assessment- 25 Marks		
Evaluation Method	Unit/s	Marks
Q.1 Answer in brief. (Any Seven out of Ten)	1 & 2	07
Q.2 Write a short note in about 200 words. (Any Two out of Four)	All units	08
Q.3 Say whether the sentences are True or False. OR Match A with B. OR Fill in the blanks. (Without suggestions/appropriate words in the brackets) (One test item carries one mark. No options will be given.)	All units	05
Q. 4 Chose the correct option. (MCQs with Four options.) (One test item carries one mark. No options will be given.)	All units	05
Note: Equal weightage shall be given to the units.		

Suggested teaching- learning methodology
Lectures, Group discussions, Seminar/ presentations, Quiz, Use of Audio-visual aids.

Suggested Readings
Books: Jain A K & et Al. <i>Professional Communication Skills</i> . S Chand, 2006. Kumar, Sanjay, and Pushp Lata. <i>Communication Skills</i> . Oxford University Press, 2011. Raman, Meenakshi, and Sangeeta Sharma. <i>Technical Communication: Principles and Practice</i> . Oxford University Press, 2004.
E-resources: <ul style="list-style-type: none"> Oral Presentations, Speeches, and Debates https://www.youtube.com/watch?v=xG23Ufhkizs&list=PLLy_2iUCG87CQhELCytvXh0E_y-bOO1_q&index=47 Combating Nervousness https://www.youtube.com/watch?v=T-a2-bl9wmE&list=PLLy_2iUCG87CQhELCytvXh0E_y-bOO1_q&index=48 Patterns and Methods of Presentation https://www.youtube.com/watch?v=mJQ8aVNMfhg&list=PLLy_2iUCG87CQhELCytvXh0E_y-bOO1_q&index=49 Oral Presentation: Planning & Preparation https://www.youtube.com/watch?v=Ic8dS_xMFQc&list=PLLy_2iUCG87CQhELCytvXh0E_y-bOO1_q&index=50 Making Effective Presentations https://www.youtube.com/watch?v=ZeTkr7r3G38&list=PLLy_2iUCG87CQhELCytvXh0E_y-bOO1_q&index=51