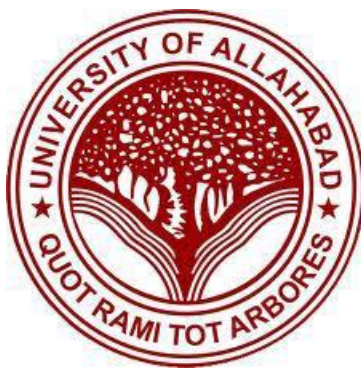


University of Allahabad, Allahabad

Programme: B.A. (3yr degree course)

Syllabus for B.A. English Language (Part I, II & III)

B.A. Part I (Effective from 2003)



LECTURE LIST (Lecture Topics, Syllabus, Pattern of the Question Papers)

Learning Outcomes Descriptors and Programme Outcomes (P.O.) for a Bachelor's degree

Bachelor's degree: The bachelor's degree qualifies students who can apply a broad and coherent body of knowledge and skills in a range of contexts to undertake professional work and/or for further learning.

Descriptor	Knowledge and understanding: The graduates should be able to demonstrate the acquisition of:
P.O. 1.	comprehensive, factual, theoretical, and specialized knowledge in broad multidisciplinary contexts with depth in the underlying principles and theories relating to one or more fields of learning.
P.O. 2.	knowledge of the current and emerging issues and developments within the chosen field(s) of learning.
P.O. 3.	procedural knowledge required for performing and accomplishing professional tasks associated with the chosen fields of learning.
Descriptor	General, technical and professional skills required to perform and accomplish tasks: The graduates should be able to demonstrate the acquisition of:
P.O. 4.	cognitive and technical skills required for performing and accomplishing complex tasks relating to the chosen fields of learning.
P.O. 5.	cognitive and technical skills required to evaluate and analyze complex ideas,
P.O. 6.	cognitive and technical skills required to generate solutions to specific problems associated with the chosen fields of learning.
Descriptor	Application of knowledge and skills: The graduates should be able to demonstrate the ability to:
P.O. 7.	apply the acquired specialized technical or theoretical knowledge, and cognitive and practical skills to gather and analyze quantitative/qualitative data to assess the appropriateness of different approaches to solving problems,
P.O. 8.	employ the right approach to generate solutions to problems related to the chosen fields of learning.
Descriptor	Generic learning outcomes: The graduates should be able to demonstrate the ability to:
P.O. 9.	listen carefully, to read text related to the chosen fields of learning analytically and present complex information in a clear and concise manner to different groups/audiences.
P.O. 10.	communicate in writing and orally the constructs and methodologies adopted for the studies undertaken relating to the chosen fields of learning,
P.O. 11.	make coherent arguments to support the findings/results of the study undertaken to specialist and non-specialist audiences.
P.O. 12.	meet one's own learning needs relating to the chosen field(s) of learning,
P.O. 13.	pursue self-paced and self-directed learning to upgrade knowledge and skills that will help adapt to changing demands of the workplace and pursue higher level of education and training.

P.O. 14.	critically evaluate evidence for taking actions to generate solutions to specific problems associated with the chosen fields of learning based on empirical evidence.
P.O. 15.	make judgement and take decisions based on the analysis and evaluation of information for formulating responses to problems, including real-life problems,
P.O. 16.	exercise judgement across a broad range of functions based on empirical evidence, for determining personal and/or group actions to generate solutions to specific problems associated with the chosen fields of learning.
Descriptor	Constitutional, humanistic, ethical, and moral values: The graduates should be able to demonstrate the willingness and ability to:
P.O. 17.	Embrace constitutional, humanistic, ethical, and moral values, and practice these values in life.
P.O. 18.	identify ethical issues related to the chosen fields of study,
P.O. 19.	formulate coherent arguments about ethical and moral issues, including environmental and sustainable development issues, from multiple perspectives.
P.O. 20.	follow ethical practices in all aspects of research and development, including avoiding unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.
Descriptor	Employability and job-ready skills, and entrepreneurship skills and capabilities/ qualities and mindset: The graduates should be able to demonstrate the acquisition of:
P.O. 21.	knowledge and essential skills set and competence that are necessary to take up a professional job relating to the chosen field of learning and professional practice,
P.O. 22.	entrepreneurship skills and mindset required for setting up and running an economic enterprise or pursuing self-employment requiring the exercise of full personal responsibility for the outputs of own work, and full responsibility for the output of the group,
P.O. 23.	the ability to exercise management and supervision in the contexts of work or study activities involving unpredictable work processes and working environments.

Learning Outcomes Descriptors and Programme Specific Outcomes for a Bachelor's degree in English

P.S.O. 1.	Develop advanced competence in reading, writing, listening, and speaking skills in English, enabling effective communication in academic, professional, and social contexts.
P.S.O. 2.	Understand the structure, history, and functions of the English language, including phonetics, morphology, syntax, semantics, and sociolinguistics.
P.S.O. 3.	Cultivate the ability to analyze, interpret, and critique a wide range of literary and non-literary texts using appropriate theoretical and linguistic approaches.
P.S.O. 4.	Explore the relationship between language, literature, and culture, gaining insights into historical and contemporary issues reflected in English writings from around the world.
P.S.O. 5.	Develop skills in linguistic and literary research methods, enabling students to undertake independent academic projects, essays, and presentations.
P.S.O. 6.	Prepare students for careers in teaching, translation, content creation, journalism, publishing, media, and other language-oriented professions.
P.S.O. 7.	Foster sensitivity to cultural diversity, ethical use of language, and awareness of global communication contexts.

DEPARTMENT OF ENGLISH UNIVERSITY OF ALLAHABAD

Syllabus of B.A. Part-I, II, III (English Language)

B.A. Part-I

PAPER I

Max. Marks: 50

Duration: 3 hours

Course Objectives:

The course aims to:

- To strengthen students' command over the English language through extensive reading and comprehension of prose selections from *English Through Reading, Vol. I* and *Language Through Literature, Vol. II*.
- To train students in close reading, textual interpretation, and inferential understanding of diverse texts.
- To acquaint students with representative works of major English and Indian authors such as Mulk Raj Anand, Oscar Wilde, Katherine Mansfield, and others.
- To enable students to express ideas effectively in written English through assignments, summaries, and analytical responses.
- To promote an understanding of diverse cultures, perspectives, and human experiences depicted in English literature.

Books prescribed for detailed study:

1. English Through Reading, Vol. I – Bhaskar & Prabhu (Macmillan) Excluding:
'Big Numbers and Infinities' – George Gamow
'A Robot about the House' – W.M. Thring
'Making Surgery Safe' – Horace Shipp
'The Karburator' – Karel Capek
 2. Language Through Literature, Vol. II – C.I.E.F.L. (O.U.P.) Excluding:
'Old Man at the Bridge' – Ernest Hemingway
'A Visit to the Andamans' – Suresh Vaidya
'Ronald Ross' – S.C. Crowther
'A Scramble among the Tagins' – Verrier Elwin
'Among the Head-Hunters' – Richard Haliburton
'Acres per Head. Heads per Acre' – Eric Duffey
- Texts prescribed for non-detailed study:

Mulk Raj Anand – The Untouchable

Short Stories:

Oscar Wilde – 'The Nightingale and the Rose'

John Galsworthy – 'Quality'

Katherine Mansfield – 'The Fly'

W.S. Maugham – 'The Luncheon'

James Joyce – 'Araby'

O. Henry – 'The Last Leaf'

Anthology: Edited by Dept. of English & MEL, University of Allahabad (O.U.P.)

Course Outcomes:

By the end of the course, students will be able to:

1. Demonstrate improved proficiency in reading, comprehension, and written communication in English.
2. Analyze and interpret a range of literary and non-literary texts with critical insight.
3. Appreciate aesthetic, moral, and cultural dimensions of English prose and fiction.
4. Apply linguistic and literary knowledge in academic and real-world contexts.

Course Outcomes	PO1	PO3	PO4	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	2	3	2	2	1	2	3	2
CO2	3	2	3	2	3	3	3	3	3	2	2
CO3	2	2	3	2	2	1	3	3	2	2	3
CO4	3	3	3	3	3	3	3	3	3	3	2

Scale: 3 = Strong correlation | 2 = Moderate correlation | 1 = Slight correlation | 0 = No correlation

PAPER II

Max. Marks: 50

Duration: 3 hours

Course Objectives:

The course aims:

- To build a functional command of English for academic and general purposes.
- To improve reading comprehension, writing proficiency, and linguistic confidence.
- To develop the ability to think critically and express ideas effectively in English.
- To lay a solid foundation for advanced study in literature, communication, and related fields.

Contents

- A. Comprehension of two unseen passages (based on Remedial Course in English for College, Book III – B.K. Das & A. David, O.U.P.) – 20 marks
- B. Two composition exercises (Units 1–4 of Writing with a Purpose – Champa Tickoo & Jaya Sasikumar, O.U.P.) – 20 marks
- C. Translation from Hindi to English or comprehension – 10 marks

Course Outcomes:

By the end of the course, students will be able to:

1. Read and interpret unseen English passages with understanding and insight.
2. Write coherent, well-structured compositions on a variety of topics.
3. Translate short passages from Hindi to English accurately and idiomatically.
4. Demonstrate improved command over vocabulary, grammar, and style.

Course Outcomes	PO1	PO2	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	2	3	2	2	2	2	2	2
CO2	3	3	3	2	3	2	2	1	3	3	2
CO3	2	3	2	2	2	3	1	1	2	3	2
CO4	3	3	3	1	3	3	2	1	3	3	2

Scale: 3 = Strong correlation | 2 = Moderate correlation | 1 = Slight correlation | 0 = No correlation

Course Objectives:**The course aims:**

- To provide students with a clear understanding of the principles of English grammar and sentence construction.
- To provide a solid grammatical foundation essential for effective communication.
- To enable students to use English accurately, appropriately, and confidently.
- To prepare students for higher-level courses in English literature, linguistics, and language studies.
- To introduce students to basic aspects of spoken English, pronunciation, and stress patterns (drawing on *Living English Speech* by W.S. Allen).

Exercises based on:

1. Living English Structure – W.S. Allen (Orient Longman)
2. A Practical English Grammar – A.J. Thomson & A.V. Martinet (O.U.P., E.L.B.S.) – Exercise Book I

*** Recommended Books:**

1. A.S. Hornby – Advanced Learner's Dictionary (O.U.P.)
2. A.S. Hornby – Guide to Patterns and Usage in English (O.U.P.)
3. W. Stannard Allen – Living English Speech (Longman)
4. Harold E. Palmer – A Grammar of English Words (Longman, E.L.B.S.)
5. F.T. Wood – A Remedial English Grammar for Foreign Students (Macmillan)
6. B. Mendelson & J.W. Palmer – Correct Your English (Longman)
7. David P. Harris – Testing English as a Second Language (Tata McGraw-Hill)
8. Denison Ross – The English Language (Longman)
9. Nihalani, Tongue & Hosali – Indian and British English (O.U.P.)

Course Outcomes:

By the end of the course, students will be able to:

1. Demonstrate sound understanding of English grammar and sentence structure.
2. Construct grammatically correct and meaningful sentences in English.
3. Use appropriate vocabulary and expressions in context.
4. Identify and correct common grammatical and usage errors.
5. Communicate effectively in both written and spoken English with clarity and confidence.

B.A. Part II (English Language) (Effective from 2003)

ENGLISH LANGUAGE SYLLABUS

It includes two papers (50 marks each) and a viva-voce (50 marks).

PAPER I Time: 3 Hrs. Max. Marks: 50

Course Objectives:

The course aims:

- To strengthen students' command over English through reading and analysis of varied literary texts.
- To cultivate literary taste and interpretive skills by studying both Western and Indian authors.
- To develop coherent and critical responses to literary and philosophical prose.
- To encourage clarity of thought, precision of language, and appreciation of human values.

Books Prescribed for Detailed Study:

1. Bertrand Russell – Unpopular Essays (Unwin Books) Prescribed Chapters: II, III, VI, VIII, IX, X
2. Bhasker & Prabhu – English Through Reading, Vol. II (Macmillan)

Non-Detailed Study:

1. Ernest Hemingway – The Old Man and the Sea (Penguin)
2. R.K. Narayan – The Dark Room (Indian Thought Publications)

Course Outcomes:

By the end of the course, students will be able to:

1. Comprehend and analyse complex prose and fiction with understanding and insight.
2. Demonstrate improved fluency and accuracy in English usage.
3. Interpret philosophical, moral, and social themes reflected in literature.
4. Appreciate stylistic features and narrative techniques used by major authors.
5. Express ideas effectively in both oral and written English.

Question Format:

Explanations with reference to context

Compositions based on texts

Capitalization and punctuation

Translation or comprehension passage

Short answers (25–40 words) on non-detailed texts

PAPER II

Max. Marks: 50

Duration: 3 hours

Course Objectives:

The course aims:

- To integrate grammar, composition, and linguistic awareness into coherent language learning.
- To promote accuracy, clarity, and fluency in both academic and general English usage.
- To foster analytical understanding of language as both a system and a medium of expression.
- To enable students to express ideas effectively and appropriately in diverse communicative situations.

Prescribed Books:

1. C.L. Wren – The Language (Vikas)
2. Champa Tickoo & Jaya Sasikumar – Writing with a Purpose (O.U.P.)
3. A.J. Thomson & A.V. Martinet – A Practical English Grammar, Combined Exercises Vol. II (O.U.P./E.L.B.S.)

Course Outcomes:

By the end of the course, students will be able to:

1. Demonstrate a sound understanding of English grammar and linguistic principles.
2. Write clearly, accurately, and effectively for different purposes and audiences.
3. Recognize and explain features of the English language, including its evolution and structure.
4. Apply grammatical knowledge and stylistic awareness to both academic and real-world contexts.
5. Exhibit improved confidence and precision in communication through English.

Question Format:

Section A: One question from chapters I, IV, V, VI, VII of Wren – 10 marks

Section B: Two questions from Units 5–8 of Tickoo & Sasikumar – 20 marks

Section C: 60 grammar exercises (no choice) – 20 marks

Viva Voce: 50 marks

Oral test – 35 marks

Written work submission – 15 marks

B.A. Part III (English Language)

B.A. Part III ENGLISH LANGUAGE SYLLABUS

The course focuses on writing proficiency and appreciation of language forms.

It includes three papers (50 marks each) and a viva-voce (75 marks).

Paper I – Essay and Precis

Duration: 3 hrs.

Max. Marks: 50

Course Objectives:

The course aims:

- To integrate comprehension, analysis, and composition skills for effective written communication.
- To encourage disciplined and purposeful writing in academic contexts.
- To instil confidence in students to express complex ideas clearly and succinctly.
- To prepare students for higher-level writing tasks, competitive examinations, and professional communication.

Contents

1. Essay writing: descriptive, narrative, reflective, argumentative
Students must write 10 essays during the year
2. Precis writing: 10 passages to be practiced

Course Outcomes:

By the end of the course, students will be able to:

1. Write essays in various styles with coherence, clarity, and correct usage.
2. Present ideas logically, persuasively, and with appropriate stylistic control.
3. Summarize texts effectively, demonstrating comprehension and precision.
4. Employ a wide range of vocabulary and grammatical structures accurately.
5. Demonstrate improved analytical, critical, and reflective thinking through written expression.

Question Paper:

Essay (1 out of 3) – 25 marks

Precis (600 words, no choice) – 25 marks

Paper II – Writing Skills

Duration: 3 hrs.

Max. Marks: 50

Course Objectives:

The course aims:

- To provide comprehensive training in diverse forms of writing suited to academic, professional, and creative needs.
- To develop linguistic accuracy, stylistic control, and adaptability in written English.
- To nurture originality, critical thinking, and clarity of expression.
- To build confidence in composing purposeful and audience-appropriate texts.

Contents:

Forms of writing: letter, feature, report, review, paraphrase, dialogue, short story

Course Outcomes:

By the end of the course, students will be able to:

1. Write effectively in multiple forms—formal, journalistic, academic, and creative.
2. Demonstrate precision, coherence, and stylistic awareness in written communication.
3. Adapt tone, structure, and vocabulary to suit context and purpose.
4. Exhibit creativity, analytical skill, and linguistic competence in all forms of writing.
5. Apply writing skills in real-world contexts such as media, education, and communication fields.

Question Paper:

Part I: 5 out of 8 short-answer questions – 25 marks

Part II: 2 compositions out of 4 – 25 marks (15 + 10)

Paper III – Language Through Literature

Duration: 3 hrs.

Max. Marks: 50

Course Objectives:

The course aims:

- To strengthen the learners' proficiency in reading, understanding, and interpreting English prose.
- To cultivate literary taste and appreciation for different prose styles and periods.
- To enhance written and oral communication skills through exposure to model English expression.
- To foster reflective and critical thinking through engagement with moral, social, and philosophical ideas in literature.
- To prepare students for advanced study in English literature and communication by building a mature and nuanced linguistic foundation.

Prescribed Texts:

1. An English Miscellany – Tongue & Shiv Kumar (O.U.P.) **Excluding:** M.E. Oltey's 'The Engagement', C.E.M. Joad's 'A Dialogue on Civilization'
2. Forms of English Prose – English Dept, Lucknow University (O.U.P.)

Essays:

- a. Francis Bacon – 'Of Studies'
- b. Richard Steele – 'The Spectator Club'
- c. Charles Lamb – 'Dream Children'
- d. A.G. Gardiner – 'On the Rule of the Road'
- e. Robert Lynd – 'One's Habits'

Course Outcomes:

By the end of the course, students will be able to:

1. Demonstrate comprehension and critical understanding of English prose selections.
2. Analyze essays for structure, argument, tone, and style.
3. Appreciate the historical and literary significance of major English essayists.
4. Express ideas effectively in clear, coherent, and grammatically correct English.
5. Apply literary and linguistic knowledge to academic and creative writing tasks.

Question Paper:

Part I: Style and theme questions

Part II: Practical criticism of 3–5 passages

Viva Voce: 75 marks

Oral: 40 marks

Class exercises: 35 marks