



Re-Accredited 'B++' 2.86 CGPA by NAAC

**VEER NARMAD SOUTH GUJARAT UNIVERSITY**

University Campus, Udhna-Magdalla Road, SURAT - 395 007, Gujarat, India.

**વીર નર્મદ દક્ષિણ ગુજરાત યુનિવર્સિટી**

યુનિવર્સિટી કેમ્પસ, ઉદ્ધના-મગદલા રોડ, સુરત - ૩૯૫ ૦૦૭, ગુજરાત, ભારત.

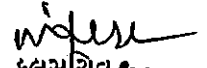
Tel : +91 - 261 - 2227141 to 2227146, Toll Free : 1800 2333 011, Digital Helpline No.- 0261 2388888  
E-mail : info@vnsgu.ac.in, Website : www.vnsgu.ac.in

**-: પરિપત્ર :-**

યુનિવર્સિટી સંલગ્ન વિનયન વિદ્યાશાખા હેઠળની તમામ કોલેજોનાં આચાર્યશ્રીઓને જણાવવાનું કે, શૈક્ષણિક વર્ષ ૨૦૨૬-૨૭ થી અમલમાં આવનાર NEP-2020 અંતર્ગત બી.એ. અંગ્રેજી વિષયનાં સેમેસ્ટર-૧ અને ૨ ના (Major, Minor, MDC, AEC, SEC) અભ્યાસક્રમ અંગે અંગ્રેજી વિષયની અભ્યાસ સમિતિની તા.૦૮/૦૪/૨૦૨૬ની સભાનાં ઠરાવ ક્રમાંક:૦૩ અન્વયે નિમેલ પેટાસમિતિ દ્વારા તૈયાર કરેલ અભ્યાસક્રમને અભ્યાસ સમિતિ વતી અભ્યાસ સમિતિનાં ચેરપર્સનશ્રીએ મંજૂર કરી વિનયન વિદ્યાશાખાને કરેલ ભલામણ સ્વીકારી વિનયન વિદ્યાશાખાની તા.૧૦/૦૬/૨૦૨૬ની સભાનાં ઠરાવ ક્રમાંક :૨૫ થી કરેલ ભલામણને એકેડેમિક કાઉન્સિલ ની તા.૧૮/૬/૨૦૨૬ની સભાનાં ઠરાવ ક્રમાંક: ૬૭ થી મંજૂર કરેલ છે. જેનો અમલ કરવા આથી જાણ કરવામાં આવે છે.

(બિડાણ: ઉપર મુજબ)

ક્રમાંક : ઓથો./પરિપત્ર/સિલેબસ/૧૩૭૩૮/૨૦૨૬  
તા.૨૨-૦૬-૨૦૨૬

  
કુલસચિવ

પ્રતિ,

- ૧) યુનિવર્સિટી સંલગ્ન વિનયન વિદ્યાશાખા હેઠળની તમામ કોલેજોનાં આચાર્યશ્રીઓ.  
.....આપશ્રીની કોલેજના સંબંધિત શિક્ષકોને જાણ કરી અમલ કરવા સારું.
- ૨) ડીનશ્રી, વિનયન વિદ્યાશાખા.
- ૩) પરીક્ષા નિયામકશ્રી, પરીક્ષા વિભાગ, વીર નર્મદ દ. ગુ. યુનિવર્સિટી, સુરત.  
.....તરફ જાણ તેમજ અમલ સારું.



**VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT**  
**BACHELOR OF ARTS (ENGLISH) FOR SEMESTER I & II**  
**(SYLLABI FOR ACADEMIC YEARS 2026-27, 2027-28 & 2028-29)**

<b>Name of Program</b>	<b>Bachelor of Arts (English)</b>
<b>Program Abbreviation</b>	B.A.
<b>Duration</b>	3 Years/ 4 Years
<b>Eligibility Criteria</b>	12 <sup>th</sup> Pass in any stream
<b>Pre-requisite</b>	English as a subject in 12 <sup>th</sup>
<b>Medium of Instruction</b>	English
<b>Objective of Program</b>	<p><b>POBJ1: Holistic and Multidisciplinary Learning</b> To provide broad-based knowledge across languages, humanities, and social sciences through multidisciplinary learning.</p> <p><b>POBJ2: Critical Thinking and Research</b> To develop critical thinking, creativity, problem-solving abilities, and research skills.</p> <p><b>POBJ3: Communication and Digital Skills</b> To enhance effective communication, information literacy, and digital competence.</p> <p><b>POBJ4: Ethical Values and Citizenship</b> To foster ethical conduct, constitutional values, social responsibility, and responsible citizenship.</p> <p><b>POBJ5: Social and Environmental Awareness</b> To promote sensitivity towards social issues, inclusiveness, sustainability, and environmental responsibility.</p> <p><b>POBJ6: Employability and Leadership</b> To equip students with professional skills, leadership qualities, teamwork, and entrepreneurial abilities.</p> <p><b>POBJ7: Lifelong Learning and Global Perspective</b> To encourage lifelong learning, adaptability, and a global outlook rooted in Indian cultural values.</p>
<b>Program Outcome (PO)</b>	<p><b>PO1: Disciplinary Knowledge</b> To acquire knowledge of languages, literature, culture, and social sciences through interdisciplinary learning.</p> <p><b>PO2: Communication and Digital Literacy</b> To develop effective communication, information literacy, and digital skills for academic and professional purposes.</p> <p><b>PO3: Critical Thinking and Research</b> To apply critical, analytical, creative, and research skills in problem-solving and decision-making.</p> <p><b>PO4: Ethical Values and Citizenship</b> To demonstrate ethical conduct, constitutional values, social responsibility, and civic engagement.</p> <p><b>PO5: Environmental and Social Responsibility</b> To promote environmental sustainability, social justice, inclusiveness, and responsible citizenship.</p>

	<p><b>PO6: Employability and Life Skills</b> To enhance leadership, teamwork, adaptability, entrepreneurship, and professional competencies.</p> <p><b>PO7: Lifelong Learning and Global Perspective</b> To foster lifelong learning, adaptability, and a global outlook while valuing Indian cultural heritage and knowledge systems.</p>																																																																
<p><b>Program Specific Outcomes (PSO)</b></p>	<p><b>PSO1: Literary Knowledge</b> To understand and interpret English literature across periods, genres, and cultural contexts.</p> <p><b>PSO2: Language and Communication Skills</b> To develop proficiency in listening, speaking, reading, writing, and presentation skills.</p> <p><b>PSO3: Critical and Creative Thinking</b> To apply critical, analytical, and creative thinking in literary and cultural studies.</p> <p><b>PSO4: Research and Digital Literacy</b> To employ research skills, academic writing practices, and digital tools for scholarly inquiry.</p> <p><b>PSO5: Cultural Awareness and Social Responsibility</b> To appreciate cultural diversity and demonstrate ethical and social responsibility.</p> <p><b>PSO6: Creative Expression and Employability</b> To produce creative and professional writing while developing leadership and career-oriented skills.</p> <p><b>PSO7: Lifelong Learning and Adaptability</b> To cultivate independent learning, adaptability, and a global perspective for personal and professional growth.</p>																																																																
<p><b>Mapping between POs and PSOs</b></p>	<p style="text-align: center;"><b>PO-PSO MAPPING MATRIX</b></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> <th>PSO6</th> <th>PSO7</th> </tr> </thead> <tbody> <tr> <th>PO1</th> <td>3</td> <td>2</td> <td>2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th>PO2</th> <td></td> <td>3</td> <td>2</td> <td>3</td> <td></td> <td>2</td> <td></td> </tr> <tr> <th>PO3</th> <td>2</td> <td></td> <td>3</td> <td>3</td> <td></td> <td></td> <td></td> </tr> <tr> <th>PO4</th> <td></td> <td></td> <td></td> <td></td> <td>3</td> <td></td> <td>2</td> </tr> <tr> <th>PO5</th> <td></td> <td></td> <td></td> <td></td> <td>3</td> <td></td> <td>2</td> </tr> <tr> <th>PO6</th> <td></td> <td>2</td> <td></td> <td></td> <td></td> <td>3</td> <td>2</td> </tr> <tr> <th>PO7</th> <td style="text-align: left;">Strong (3)</td> <td></td> <td>2</td> <td style="text-align: left;">Moderate (2)</td> <td>2</td> <td>2</td> <td>3</td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PO1	3	2	2					PO2		3	2	3		2		PO3	2		3	3				PO4					3		2	PO5					3		2	PO6		2				3	2	PO7	Strong (3)		2	Moderate (2)	2	2	3
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**Subject Code [2301001201010521]**

**VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT**

**SYLLABUS FOR BACHELOR OF ARTS (ENGLISH) SEMESTER-I**

<b>Program Name</b>	<b>Bachelor of Arts (English)</b>																																					
<b>Semester</b>	I																																					
<b>NCrF Credit Level</b>	4.5																																					
<b>Course Type</b>	<b>Major</b>																																					
<b>Course Subtype</b>	NIL																																					
<b>Subject Type</b>	Discipline Specific																																					
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<b>Course Level</b>	100																																					
<b>Course Title</b>	<b>Paper 1: Introducing Literary Forms: Poetry &amp; Drama</b>																																					
<b>Credit</b>	Theory:	04	Practical:	00	Total:	04																																
<b>Effective From</b>	Academic Year: 2026-27																																					
<b>Course Outcomes</b>	<p>After learning the course, the students will be able to :</p> <p><b>CO1:</b> Recognise and understand various poetic and dramatic forms.</p> <p><b>CO2:</b> Get a clear picture of how these forms have been handled by The eminent writers.</p> <p><b>CO3:</b> Understand the technical aspects of the forms, boosting their enjoyment and appreciation.</p>																																					
<b>Mapping between Cos and PSOs</b>	<p align="center"><b>Paper 1: Introducing Literary Forms: Poetry &amp; Drama</b></p> <table border="1"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> <th>PSO6</th> <th>PSO7</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td align="center">3</td> <td></td> <td align="center">2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO2</td> <td align="center">3</td> <td></td> <td align="center">3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO3</td> <td align="center">2</td> <td></td> <td align="center">3</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>							PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	CO1	3		2					CO2	3		3					CO3	2		3				
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**Course Content****Unit 1 A. Famous Poems and their Poets**

Poem	Poet	Poem	Poet
<i>All the World's a Stage</i>	William Shakespeare	<i>Still I Rise</i>	Maya Angelou
<i>Birches</i>	Robert Frost	<i>Stopping by Woods on a Snowy Evening</i>	Robert Frost
<i>Daddy</i>	Sylvia Plath	<i>Success Is Counted, Sweetest</i>	Emily Dickinson
<i>Digging</i>	Seamus Heaney	<i>The Blessed Damozel</i>	Dante Gabriel Rossetti
<i>Dover Beach</i>	Matthew Arnold	<i>The Broken Heart</i>	William Barnes
<i>Funeral Blues</i>	W. H. Auden	<i>The Highwayman</i>	Alfred Noyes
<i>Goblin Market</i>	Christina Rossetti	<i>The Lady of the Lake</i>	Sir Walter Scott
<i>Caged Bird</i>	Maya Angelou	<i>The Mother</i>	Gwendolyn Brooks
<i>If You Forget Me</i>	Pablo Neruda	<i>The Poor Ghost</i>	Christina Rossetti
<i>In Arthur's House</i>	William Morris	<i>The Raven</i>	Edgar Allan Poe

**B. Famous Plays of the World and their Playwrights:**

Play	Playwright	Play	Playwright
<i>The Persians</i>	Aeschylus	<i>A Doll's House</i>	Henrik Ibsen
<i>Oedipus the King</i>	Sophocles	<i>The Importance of Being Earnest</i>	Oscar Wilde
<i>Helen</i>	Euripides	<i>The Cherry Orchard</i>	Anton Chekhov
<i>Dr. Faustus</i>	Christopher Marlowe	<i>Pygmalion</i>	G. B. Shaw
<i>Hamlet</i>	William Shakespeare	<i>The Life of Galileo</i>	Bertolt Brecht
<i>Macbeth</i>	William Shakespeare	<i>Long Day's Journey into Night</i>	Eugene O' Neill
<i>King Lear</i>	William Shakespeare	<i>A Streetcar Named Desire</i>	Tennessee Williams
<i>Othello</i>	William Shakespeare	<i>The Chairs</i>	Eugene Ionesco
<i>As You Like It</i>	William Shakespeare	<i>The Crucible</i>	Arthur Miller
<i>The Alchemist</i>	Ben Jonson	<i>Waiting for Godot</i>	Samuel Beckett
<i>The White Devil</i>	John Webster	<i>Look Back in Anger</i>	John Osborne
<i>The Misanthrope</i>	Moliere	<i>The Homecoming</i>	Harold Pinter
<i>Andromache</i>	Jean Racine	<i>Chips with Everything</i>	Arnold Wesker
<i>Love for Love</i>	William Congreve	<i>Black Comedy</i>	Peter Shaffer
<i>All for Love</i>	John Dryden	<i>Bingo</i>	Edward Bond
<i>She Stoops to Conquer</i>	Oliver Goldsmith	<i>Death and the King's Horseman</i>	Wole Soyinka
<i>The School for Scandal</i>	R. B. Sheridan	<i>The Real Thing</i>	Tom Stoppard
<i>The Goat</i>	Edward Albee		

**Unit 2****Text 1: Selections from Modern English Literature and Indian Writing in English (OB)****Poems Prescribed from the text:**

1. On Growing Old: John Masefield
2. Anthem for Doomed Youth: Wilfred Owen
3. The Listeners: Walter de la Mare
4. Funeral Blues: W.H. Auden
5. Endless Time: Rabindranath Tagore

6. Near Hastings: Toru Dutt
7. The Abandoned British Cemetery at Balasore: Jayanta Mahapatra
8. Voice of the Unwanted Girl: Sujata Bhatt

**Unit 3 Drama**

**Text 2** *Chandalika* by Rabindranath Tagore (Tr. Marjorie Sykes, OUP)  
(Free PDF available online)

**Unit 4**

**Text 3: A Companion to Literary Forms: Padmaja Ashok (OB)**

A. An overall idea of the following forms of poetry expected :

1. Ballad
2. Epic
3. Lyric
4. Ode
5. Elegy
6. Sonnet

B. An overall idea of the following forms of drama expected :

1. Tragedy
2. Comedy
3. Classical Greek Tragedy
4. Comedy of Humours
5. Comedy of Manners
6. Problem Play

**Distribution of Marks for the University Examination**

1. 10 MCQS from Unit 1 (10/10)	10 Marks
2. Essay-type questions from Poems: Text 1, Unit 2(1/2)	14 Marks
3. Essay-type questions from Drama: Text 2 Unit 3(1/2)	14 Marks
4. Short Notes from Text 3 Unit 4 (2/4) (2 from each section)	12 Marks
	50 Marks

**Reference Books**

1. *The Oxford Companion to English Literature*: Ed. Margaret Drabble(OUP)
2. *The Typical forms of English Literature*: Alfred H. Upham (Omsons Pub)
3. *An Introduction to the Study of English Literature*: W.H. Hudson (Maple Press)
4. *A Background to the Study of English Literature*: B. Prasad (Trinity)
5. *English Literature : An Introduction for the Foreign Readers*: R. J. Rees (Macmillan)
6. *Rabindranath Tagore: Three Plays*: Ananda Lal (Oxford University Press)
7. *The Plays of Rabindranath Tagore*: Sisir Kumar Das (Sahitya Akademi)
8. *A History of Indian English Literature*: M. K. Naik (Sahitya Akademi)
9. *Indian Writing in English*: K.R. Srinivasa Iyengar (Sterling Publishers)

<b>Teaching Methodology</b>	Class work, Discussion, Self-Study, Seminars and/or Assignment
<b>Evaluation Method</b>	Internal Assessment : 50 Marks External Assessment : 50 Marks

**VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT**  
**SYLLABUS FOR BACHELOR OF ARTS (ENGLISH) SEMESTER-I**

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<b>Credit</b>	Theory:	04	Practical:	00	Total:	04																																
<b>Effective From</b>	Academic Year: 2026-27																																					
<b>Course Outcomes</b>	<p>After learning this course, students will be able to:</p> <p><b>CO1:</b> Understand and enjoy fiction and nonfiction better.</p> <p><b>CO2:</b> Improve their writing skills through their readings of the prominent writers of the genre.</p> <p><b>CO3:</b> Know the sound structure of English, different accents, stress patterns and side by side improve their own pronunciation.</p>																																					
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<b>Course Content</b>	<p><b>Unit 1</b></p> <p align="center"><b>Eminent Modern Short Story Writers and Their Works :</b></p> <table border="1"> <thead> <tr> <th>Short Story Writers</th> <th>Famous Stories</th> </tr> </thead> <tbody> <tr> <td>Anton Chekhov</td> <td><i>The Black Monk, The Peasants</i></td> </tr> <tr> <td>Guy de Maupassant</td> <td><i>The Necklace, The Olive Orchard</i></td> </tr> <tr> <td>D. H. Lawrence</td> <td><i>Rocking-Horse Winner</i></td> </tr> <tr> <td>Franz Kafka</td> <td><i>Before the Law, In the Penal Colony</i></td> </tr> </tbody> </table>						Short Story Writers	Famous Stories	Anton Chekhov	<i>The Black Monk, The Peasants</i>	Guy de Maupassant	<i>The Necklace, The Olive Orchard</i>	D. H. Lawrence	<i>Rocking-Horse Winner</i>	Franz Kafka	<i>Before the Law, In the Penal Colony</i>																						
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Thomas Mann	<i>Death in Venice</i>
W. S. Maugham	<i>Honolulu</i>
O. Henry	<i>The Gift of the Magi, The Cop and the Anthem</i>
Oscar Wilde	<i>The Happy Prince</i>
Rudyard Kipling	<i>The Man Who Would Be King</i>
Ernest Hemingway	<i>My Old Man, The Snows of Kilimanjaro</i>
Gabriel Garcia Marquez	<i>Chronicle of a Death Foretold</i>
Rabindranath Tagore	<i>The Kabuliwala, The Castaway, The Postmaster</i>
Ruskin Bond	<i>Angry River, The Blue Umbrella</i>
R. K. Narayan	<i>Malgudi Days</i>
Mulk Raj Anand	<i>The Lost Child, The Barber`s Trade Union</i>
Mahasweta Devi	<i>Draupadi, Breast Giver</i>
Chinua Achebe	<i>Civil Peace, Dead Men`s Path</i>
Alice Munro	<i>The Moons of Jupiter, Dear Life</i>

#### **Famous Essays and their Writers :**

<b>Essay</b>	<b>Writer</b>
<i>Of Studies</i>	Francis Bacon
<i>Dream Children: A Reverie</i>	Charles Lamb
<i>A Dissertation upon Roast Pig</i>	Charles Lamb
<i>The Spectator Essays</i>	Joseph Addison and Richard Steele
<i>Self-Reliance</i>	Ralph Waldo Emerson
<i>Civil Disobedience</i>	Henry David Thoreau
<i>Shooting an Elephant</i>	George Orwell
<i>Politics and the English Language</i>	George Orwell
<i>The Death of the Moth</i>	Virginia Woolf
<i>Going on a Journey</i>	William Hazlitt
<i>The Pleasures of Ignorance</i>	Robert Lynd
<i>Of Truth</i>	Francis Bacon
<i>The English Mail Coach</i>	Thomas De Quincey
<i>Notes of a Native Son</i>	James Baldwin
<i>Why I Want a Wife</i>	Judy Brady
<i>The Decay of Lying</i>	Oscar Wilde

#### **Great English Novels and Novelists :**

<b>Novel</b>	<b>Novelist</b>
<i>Pride and Prejudice</i>	Jane Austen
<i>David Copperfield</i>	Charles Dickens
<i>Wuthering Heights</i>	Emily Brontë
<i>Jane Eyre</i>	Charlotte Brontë
<i>Middlemarch</i>	George Eliot
<i>Great Expectations</i>	Charles Dickens
<i>Moby-Dick</i>	Herman Melville
<i>To the Lighthouse</i>	Virginia Woolf
<i>1984</i>	George Orwell
<i>The Old Man and the Sea</i>	Ernest Hemingway

## **Unit 2**

### **Text 1: *Modern English Literature and Indian Writing in English*(OB)**

#### **Prescribed essays and short stories:**

1. On Saying Please: A. G. Gardiner
2. The Pleasures of Ignorance: Robert Lynd
3. On Travel by Train: J.B. Priestley
4. Lemon-yellow and Fig: Manohar Malgonkar
5. The Lost Child: Mulk Raj Anand
6. The Death of a Hero: Jai Nimbkar

## **Unit 3**

### **Text 2: *The Blue Umbrella*: Ruskin Bond (Rupa Pub.)**

## **Unit 4**

### **Text 3: *A Companion to Literary Forms*: Padmaja Ashok (OB)**

An Overall idea of the following forms/terms expected:

1. Biography
2. Autobiography
3. Essay
4. The Elements of Fiction
5. Short Story
6. Epistolary Novel
7. Historical Novel
8. Stream of Consciousness Novel

### **Distribution of Marks for the University Examination**

- |   |          |
|---|----------|
| 1. 10 MCQS from Unit 1 (10/10)  | 10 Marks |
| 2. Essay-type questions from Essays & Short Stories:<br>Text 1 Unit 2 (1/2) | 14 Marks |
| 3. Essay-type questions from Novel: Text 2 Unit 3 (1/2)                     | 14 Marks |

	4. Short Notes from Text 3 Unit 4 (2/4)	12 Marks
		50 Marks
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. <i>The Typical Forms of English Literature</i>: Alfred H. Upham (Omsons Publications)</li> <li>2. <i>Modern Essays</i>: S. C. Gupta (Oxford University Press)</li> <li>3. <i>A History of Indian English Literature</i>: M. K. Naik (Sahitya Akademi)</li> <li>4. <i>Indian Writing in English</i>: K. R. Srinivasa Iyengar (Sterling Publishers)</li> <li>5. <i>The Short Story</i>: Valerie Shaw (Longman)</li> <li>6. <i>The Cambridge Introduction to the Short Story in English</i>: Adrian Hunter (Cambridge University Press)</li> <li>7. <i>The English Novel: An Introduction</i>: Terry Eagleton (Blackwell Publishing)</li> <li>8. <i>A Glossary of Literary Terms</i>: M. H. Abrams and Geoffrey Galt Harpham (Cengage Learning)</li> <li>9. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i>: Peter Barry (Manchester University Press)</li> <li>10. <i>Literary Forms and Terms</i>: Padmaja Ashok (Orient BlackSwan)</li> </ol>	
<b>Teaching Methodology</b>	Class work, Discussion, Self-Study, Seminars and/or Assignment	
<b>Evaluation Method</b>	Internal Assessment: 50 Marks External Assessment: 50 Marks	

**VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT**  
**SYLLABUS FOR BACHELOR OF ARTS (ENGLISH) SEMESTER-I**

<b>Program Name</b>	<b>Bachelor of Arts (English)</b>																																					
<b>Semester</b>	I																																					
<b>NCrF Credit Level</b>	4.5																																					
<b>Course Type</b>	<b>Minor</b>																																					
<b>Course Subtype</b>	NIL																																					
<b>Subject Type</b>	Discipline Specific																																					
<b>Course Code</b>																																						
<b>Course Level</b>	100																																					
<b>Course Title</b>	<b>Minor Paper 1: Literary Forms: Poetry and Drama</b>																																					
<b>Credit</b>	Theory:	04	Practical:	00	Total:	04																																
<b>Effective From</b>	Academic Year: 2026-27																																					
<b>Course Outcomes</b>	After learning the course, the students will be able to: <b>CO1</b> to recognise and understand various poetic and dramatic forms. <b>CO2</b> to get a clear picture of how these forms have been handled by The eminent writers. <b>CO3</b> to understand the technical aspects of the forms, boosting their enjoyment and appreciation.																																					
<b>Mapping between Cos and PSOs</b>	<p align="center"><b>Minor Paper 1: Literary Forms: Poetry and Drama</b></p> <table border="1"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> <th>PSO6</th> <th>PSO7</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td align="center">3</td> <td></td> <td align="center">2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO2</td> <td align="center">3</td> <td></td> <td align="center">3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO3</td> <td align="center">2</td> <td></td> <td align="center">3</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>							PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	CO1	3		2					CO2	3		3					CO3	2		3				
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CO1	3		2																																			
CO2	3		3																																			
CO3	2		3																																			
<b>Course Content</b>	<p><b>Unit 1 Text 1 : <i>Initiations</i>: (Minor Literary Forms and Basics of Phonology)(OB)</b></p> <p>❖ <b>Poems Prescribed :</b></p> <ol style="list-style-type: none"> <li><i>Sonnet 29</i></li> <li><i>The Listeners</i></li> <li><i>No Men Are Foreign</i></li> <li><i>I Remember, I Remember</i></li> <li><i>Up-Hill</i></li> </ol> <p><b>Unit 2</b></p> <p>❖ <b>One-Act Plays Prescribed:</b></p> <ol style="list-style-type: none"> <li><i>The Monkey's Paw</i></li> </ol>																																					

	<p style="text-align: center;"><i>2. The Swan Song</i></p> <p><b>Unit 3</b></p> <p><b>Text 2: A Companion to Literary Forms: Padmaja Ashok (OB)</b></p> <p><b>A. An overall idea of the following forms of poetry expected :</b></p> <ol style="list-style-type: none"> <li>1. Ballad</li> <li>2. Epic</li> <li>3. Lyric</li> <li>4. Ode</li> <li>5. Elegy</li> <li>6. Sonnet</li> <li>7. The Elements of Poetry</li> </ol> <p><b>B. An overall idea of the following forms of drama expected:</b></p> <ol style="list-style-type: none"> <li>1. Tragedy</li> <li>2. Comedy</li> <li>3. Dramatic Design</li> <li>4. Greek Classical Tragedy</li> <li>5. Comedy of Humours</li> <li>6. Comedy of Manners</li> <li>7. Problem Play</li> <li>8. Absurd Drama</li> </ol> <p><b>Unit 4 Text 2 : A Companion to Literary Forms : Padmaja Ashok (OB) .</b></p> <ul style="list-style-type: none"> <li>• <b>Figures of Speech</b></li> </ul> <p style="text-align: center;"><b><u>Distribution of Marks for the University Examination</u></b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">1. Identify the figures of speech Text 2(Unit 4) (10/10)</td> <td style="text-align: right;">10 Marks</td> </tr> <tr> <td>2. Long Answer from Poems: Text 1 (1/2)</td> <td style="text-align: right;">14 Marks</td> </tr> <tr> <td>3. Long Answer from Drama: Text 1 (1/2)</td> <td style="text-align: right;">14 Marks</td> </tr> <tr> <td>4. Two Short Notes from Text 2, (2/4) (2 from each section)</td> <td style="text-align: right;">12 Marks</td> </tr> <tr> <td colspan="2" style="text-align: right; border-top: 1px solid black;">50 Marks</td> </tr> </table>	1. Identify the figures of speech Text 2(Unit 4) (10/10)	10 Marks	2. Long Answer from Poems: Text 1 (1/2)	14 Marks	3. Long Answer from Drama: Text 1 (1/2)	14 Marks	4. Two Short Notes from Text 2, (2/4) (2 from each section)	12 Marks	50 Marks	
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<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. <i>The Oxford Companion to English Literature</i>: Ed. Margaret Drabble(OUP)</li> <li>2. <i>The Typical Forms of English Literature</i>: Alfred H. Upham (Omsons Pub)</li> <li>3. <i>An Introduction to the Study of English Literature</i>: W.H. Hudson (Maple Press)</li> <li>4. <i>A Background to the Study of English Literature</i>: B. Prasad (Trinity)</li> <li>5. <i>English Literature: An Introduction for the Foreign Readers</i>: R. J. Rees (Macmillan)</li> </ol>										
<b>Teaching Methodology</b>	Class work, Discussion, Self-Study, Seminars and/or Assignment										

<b>Evaluation Method</b>	Internal Assessment: 50 Marks External Assessment: 50 Marks
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**VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT**

**SYLLABUS FOR BACHELOR OF ARTS (ENGLISH) SEMESTER-I**

<b>Program Name</b>	<b>Bachelor of Arts (English)</b>																																					
<b>Semester</b>	I																																					
<b>NCrF Credit Level</b>	4.5																																					
<b>Course Type</b>	<b>MDC</b>																																					
<b>Course Subtype</b>	NIL																																					
<b>Subject Type</b>	Multi-disciplinary																																					
<b>Course Code</b>																																						
<b>Course Level</b>	100																																					
<b>Course Title</b>	<b>MDC Paper 1: Gender Studies</b>																																					
<b>Credit</b>	Theory:	04	Practical:	00	Total:	04																																
<b>Effective From</b>	Academic Year: 2026-27																																					
<b>Course Outcomes</b>	<p>On Completion of the course, the students will be able to :</p> <p><b>CO1:</b> Define and evaluate gender as a social construct</p> <p><b>CO2:</b> Identify the ways gender, power, privilege, and oppression play out across a range of cultures and human experiences</p> <p><b>CO3:</b> Demonstrate an understanding of gender as it intersects with sexuality, race, religion, class and other critical variables.</p>																																					
<b>Mapping between Cos and PSOs</b>	<p align="center"><b>MDC Paper 1: Gender Studies</b></p> <table border="1"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> <th>PSO6</th> <th>PSO7</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td></td> <td></td> <td align="center">3</td> <td></td> <td align="center">3</td> <td></td> <td></td> </tr> <tr> <td>CO2</td> <td></td> <td></td> <td align="center">3</td> <td></td> <td align="center">3</td> <td></td> <td></td> </tr> <tr> <td>CO3</td> <td></td> <td></td> <td align="center">2</td> <td></td> <td align="center">3</td> <td></td> <td align="center">2</td> </tr> </tbody> </table>							PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	CO1			3		3			CO2			3		3			CO3			2		3		2
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CO2			3		3																																	
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<b>Course Content</b>	<p><b>Unit 1</b></p> <p align="center"><b>The World Famous Books on Gender Studies :</b></p> <table border="1"> <tbody> <tr> <td>Bell Hooks</td> <td><i>Ain't I a Woman? The Will to Change</i></td> </tr> <tr> <td>Judith Butler</td> <td><i>Gender Trouble, Undoing Gender</i></td> </tr> <tr> <td>Caroline Criado - Perez</td> <td><i>Invisible Women</i></td> </tr> <tr> <td>Betty Friedan</td> <td><i>The Feminine Mystique</i></td> </tr> <tr> <td>Simone de Beauvoir</td> <td><i>The Second Sex</i></td> </tr> <tr> <td>Naomi Wolf</td> <td><i>The Beauty Myth</i></td> </tr> <tr> <td>Mary Wollstonecraft</td> <td><i>A Vindication of the Rights of Woman</i></td> </tr> <tr> <td>Angela Davis</td> <td><i>Women, Race and Class</i></td> </tr> </tbody> </table>						Bell Hooks	<i>Ain't I a Woman? The Will to Change</i>	Judith Butler	<i>Gender Trouble, Undoing Gender</i>	Caroline Criado - Perez	<i>Invisible Women</i>	Betty Friedan	<i>The Feminine Mystique</i>	Simone de Beauvoir	<i>The Second Sex</i>	Naomi Wolf	<i>The Beauty Myth</i>	Mary Wollstonecraft	<i>A Vindication of the Rights of Woman</i>	Angela Davis	<i>Women, Race and Class</i>																
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Audre Lorde	<i>Sister Outsider</i>
Jessica Valenti	<i>The Purity Myth</i>
Virginia Woolf	<i>A Room of One's Own</i>
Helen Joyce	<i>Trans: When Ideology meets Reality</i>
Cordelia Fine	<i>Delusions of Gender</i>
Allan G Johnson	<i>Privilege, Power and Difference</i>
Debra Soh	<i>The End of Gender</i>
Mary Beard	<i>Women and Power: A Manifesto</i>
Julia Serano	<i>Whipping Girl</i>
Vicki S. Helgeson	<i>Psychology of Gender</i>
Jack Halberstam	<i>Female Masculinity</i>
Frederick Joseph	<i>Patriarchy Blues</i>
Alan Downs	<i>The Velvet Rage</i>
Kate Bornstein	<i>Gender Outlaw</i>
Rebecca Solnit	<i>Men Explain Things to Me</i>
Roxane Gay	<i>Bad Feminist</i>
Lisa Cahill	<i>Sex, Gender, and Christian Ethics</i>
Riki Wilchins	<i>Queer Theory, Gender Theory</i>
Cathleen Stock	<i>Material Girls</i>
Rebecca Traister	<i>Good and Mad</i>
Barrie Thorne	<i>Gender Play</i>
Joanna Scutts	<i>The Extra Woman</i>
Deepa Narayan	<i>Chup</i>
Nivedita Menon	<i>Seeing Like a Feminist</i>
Ismat Chughtai	<i>Lifting the Veil, My Friend My Enemy</i>
Laxmi Narayan Tripathi	<i>Me Hijra Me Laxmi</i>
Shilpa Phadke	<i>Why Loiter?</i>
Kamala Das	<i>My Story</i>
Kamla Bhasin	<i>What is Patriarchy?</i>
Krishna Sobti	<i>To Hell With You, Mitro</i>
Sarah Joseph	<i>The Vigil</i>
K.R. Meera	<i>Hang Woman</i>
Priya Kuriyan	<i>Drawing the line</i>
Jasodhara Bagchi	<i>Interrogative Motherhood</i>
Ania Loomba	<i>Revolutionary Desires</i>
Saloni Chopra	<i>Rescued by a Feminist</i>
Madhavi Menon	<i>Infinite Variety</i>

**Text:** *A World of Equals: A Textbook on Gender*, Ed. By Susie Tharu et al (OB)

**Units Prescribed for Detailed Study:**

**Unit 2**

Unit 1: What is Gender, Why Should We Study It?

Unit 2: Socialisation: Making Women Making Men

**Unit 3**

Unit 6: Looking at Knowledge Through the Lens of Gender

Unit 7: Sexual Harassment: Say No!

**Unit 4**

Unit 10: Whose History? Questions for Historians and Others

Unit 12: Thinking About Sexual Violence

Unit 14: Just Relationship: Being Together as Equals

	<p style="text-align: center;"><b><u>Distribution of Marks for the University Examination</u></b></p> <p><b>Q.1</b> 10 MCQs from Unit: 1 with four options. 10 Marks</p> <p><b>Q.2</b> Long Answer Questions from Text (Units- 1,2) (1/2) 14 Marks</p> <p><b>Q.3</b> Long Answer Questions from Text (Units- 6,7) (1/2) 14 Marks</p> <p><b>Q.4</b> Long Answer Questions from Text (Units- 10,12,14) 12 Marks</p> <p style="text-align: right;"><u>50 Marks</u></p>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. <i>Gender Inequality: A Reference Handbook</i>: David E Newton (Greenwood Press)</li> <li>2. <i>Gender Equality in India: Issues and Challenges</i>: Devi &amp; Sing (Mittal Pub.)</li> <li>3. <i>The Routledge Handbook of Gender &amp; Development</i>: Ed. Anne Coles et al (Routledge)</li> <li>4. <i>Encyclopedia of Gender and Society</i>: Jodi O' Brien (Sage Pub.)</li> <li>5. <i>Gender Equality and Sustainable Development</i>: Lalneihzovi (Mittal Publication)</li> </ol>
<b>Teaching Methodology</b>	Classwork, Discussion, Self-Study, Assignment, Homework, Activity, Self-Assessment, etc.
<b>Evaluation Method</b>	Internal Assessment: 50 Marks External Assessment: 50 Marks

**Subject Code [2301001201050007]**

<p align="center"><b>VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT</b></p> <p align="center"><b>SYLLABUS FOR B.A./ B.COM. /B.SC./B.SC. COMP.SC /OTHER FACULTIES WHICH MAY OPT FOR THIS COURSE - SEMESTER-I</b></p>																																						
<b>Program Name</b>	<b>B.A./ B.Com. /B.Sc./B.Sc. Comp.Sc. /Other faculties that may opt for this course</b>																																					
<b>Semester</b>	I																																					
<b>NCrF Credit Level</b>	4.5																																					
<b>Course Type</b>	<b>Ability Enhancement Course (AEC)</b>																																					
<b>Course Subtype</b>	NIL																																					
<b>Subject Type</b>	Employability Enhancement																																					
<b>Course Code</b>																																						
<b>Course Level</b>	100																																					
<b>Course Title</b>	<b>AEC: English Proficiency and Life Skills I</b>																																					
<b>Credit</b>	Theory:	02	Practical:	00	Total:	02																																
<b>Effective From</b>	Academic Year: 2026-27																																					
<b>Course Outcomes</b>	After completing the course, the students would have : <b>CO1:</b> Understand what Soft Skills are. <b>CO2:</b> Understand the significance of Soft Skills in the workplace <b>CO3:</b> Develop their abilities through soft skills.																																					
<b>Mapping between Cos and PSOs</b>	<p align="center"><b>AEC: English Proficiency and Life Skills I</b></p> <table border="1"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> <th>PSO6</th> <th>PSO7</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td></td> <td align="center">3</td> <td></td> <td></td> <td></td> <td align="center">2</td> <td></td> </tr> <tr> <td>CO2</td> <td></td> <td align="center">3</td> <td></td> <td></td> <td></td> <td align="center">2</td> <td></td> </tr> <tr> <td>CO3</td> <td></td> <td align="center">2</td> <td></td> <td></td> <td></td> <td align="center">3</td> <td></td> </tr> </tbody> </table>							PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	CO1		3				2		CO2		3				2		CO3		2				3	
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CO1		3				2																																
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<b>Course Content</b>	<p><b>Text : <i>Connecting Cords</i>(OB)</b></p> <p><b>Unit - 1</b></p> <p>A. Reading Skills</p> <p>B. Customer Relationship Skills</p> <p>C. Anchoring Skills</p>																																					

	<p>D. Listening Skills</p> <p>E. Blog Writing</p> <p><b>Unit – 2</b></p> <p>Vocabulary Building (Root Words, Prefixes and Suffixes)</p> <p style="text-align: center;"><b><u>Distribution of Marks for the University Examination</u></b></p> <p>Q.1 10 MCQS from Unit 1 A &amp; B -5) and Unit 2(Vocabulary Building -5 ) <span style="float: right;">10 Marks</span></p> <p>Q.2 A. Skill-based question in about 100 words (1/2) Interpretive/Personal Response/Situation Based (Questions to be asked from Unit 1 A &amp; B, as given in exercises B, C, &amp;D) <span style="float: right;">05 Marks</span></p> <p>B. To prepare Radio Segment/ Video Segment/ News Script (1/2) OR Theoretical question on Listening Skill <span style="float: right;">05 Marks</span></p> <p>C. Write a short Blog Post (1/2) <span style="float: right;">05 Marks</span></p> <hr style="width: 10%; margin-left: auto; margin-right: 0;"/> <p style="text-align: right;">25 Marks</p>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. <i>Communication Skills</i>: Sanjay Kumar and Pushp Lata (Oxford University Press)</li> <li>2. <i>Soft Skills</i>: S. P. Dhanavel (Orient BlackSwan)</li> <li>3. <i>Personality Development and Soft Skills</i>: Barun K. Mitra (Oxford University Press)</li> <li>4. <i>English for Effective Communication</i>: Krishna Mohan and Meera Banerji (Macmillan Education)</li> <li>5. <i>The Art of Public Speaking</i>: Stephen E. Lucas (McGraw-Hill Education)</li> <li>6. <i>English Vocabulary in Use</i>: Michael McCarthy and Felicity O'Dell (Cambridge University Press)</li> <li>7. <i>Vocabulary Building: With Antonyms, Synonyms and Homonyms</i>: C. Sathish Kumar (Pearson Education)</li> <li>8. <i>Blogging for Beginners</i>: Susan Gunelius (McGraw-Hill Education)</li> <li>9. <i>Better English Pronunciation</i>: J. D. O'Connor (Cambridge University Press)</li> <li>10. <i>A Practical English Grammar</i>: A. J. Thomson and A. V. Martinet (Oxford University Press)</li> </ol>
<b>Teaching Methodology</b>	Classwork, Discussion, Self-Study, Assignment, Homework, Activity, Self-Assessment, etc.
<b>Evaluation Method</b>	Internal Assessment: 25 Marks External Assessment: 25 Marks

**Subject Code [2301001201060007]**

**VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT**

**SYLLABUS FOR B.A./ B.COM. /B.SC./B.SC. COMP.SC ./OTHER FACULTIES WHICH MAY OPT FOR THIS COURSE - SEMESTER-I**

<b>Program Name</b>	<b>B.A./ B.Com. /B.Sc./B.Sc. Comp.Sc ./Other faculties which may opt for this course</b>						
<b>Semester</b>	I						
<b>NCrF Credit Level</b>	4.5						
<b>Course Type</b>	<b>Skill Enhancement Course (SEC)</b>						
<b>Course Subtype</b>	NIL						
<b>Subject Type</b>	Employability Enhancement						
<b>Course Code</b>							
<b>Course Level</b>	100						
<b>Course Title</b>	<b>SEC: Advanced Communication Skills in English-I</b>						
<b>Credit</b>	Theory:	02	Practical:	00	Total:	02	
<b>Effective From</b>	Academic Year: 2026-27						
<b>Course Outcomes</b>	After completing the course, the students would be able to : <b>CO1:</b> Develop knowledge, skills and judgement around human communication that facilitate their ability to work collaboratively with others. <b>CO2:</b> Understand and practice different techniques of communication. <b>CO3:</b> understand the importance of effective communication personally and professionally.						
<b>Mapping between Cos and PSOs</b>	<b>SEC: Advanced Communication Skills in English-I</b>						
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1		3				2	
CO2		3				2	
CO3		3				3	
<b>Course Content</b>	<b>Text: <i>Literary Gleam (OB)</i></b>  <b>Unit - 1</b> <b>Language &amp; Grammar Skills</b> <ol style="list-style-type: none"> <li>1. Articles</li> <li>2. Prepositions</li> <li>3. Verbs</li> </ol>						

	<p>4. Punctuation</p> <p><b>Unit – 2</b></p> <p><b>A. Reading Skill for summarizing (Poetry)</b></p> <ol style="list-style-type: none"> <li>1. A Red, Red Rose – Robert Burns</li> <li>2. Leave this Chanting and Singing – Rabindranath Tagore</li> <li>3. My Heart Leaps Up – William Wordsworth</li> <li>4. Success is Counted Sweetest – Emily Dickinson</li> </ol> <p><b>B. Communication Skills</b></p> <ol style="list-style-type: none"> <li>1. Greeting and Taking Leave</li> <li>2. Introducing Yourself</li> <li>3. Introducing People to One Another</li> <li>4. Making Request and Asking for Directions</li> <li>5. Making and Accepting Apology</li> </ol> <p style="text-align: center;"><b><u>Distribution of Marks for the University Examination</u></b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Q.1 10 MCQS from Unit 1(Language &amp; Grammar Skills)</td> <td style="text-align: right;">10 Marks</td> </tr> <tr> <td>Q.2 A. A Short Summary in about 150 words from Unit 2 A (1/2)</td> <td style="text-align: right;">05 Marks</td> </tr> <tr> <td>B . Dialogue writing from Unit 2 B (1/2) (Greeting and Taking Leave/ Introducing Yourself/ Introducing People to One Another )</td> <td style="text-align: right;">05 Marks</td> </tr> <tr> <td>C. Dialogue writing from Unit 2 B (1/2) (Making Request and Asking for Directions/Making and Accepting Apology)</td> <td style="text-align: right;">05 Marks</td> </tr> <tr> <td colspan="2" style="text-align: right; border-top: 1px solid black;">Total 25 Marks</td> </tr> </table>	Q.1 10 MCQS from Unit 1(Language & Grammar Skills)	10 Marks	Q.2 A. A Short Summary in about 150 words from Unit 2 A (1/2)	05 Marks	B . Dialogue writing from Unit 2 B (1/2) (Greeting and Taking Leave/ Introducing Yourself/ Introducing People to One Another )	05 Marks	C. Dialogue writing from Unit 2 B (1/2) (Making Request and Asking for Directions/Making and Accepting Apology)	05 Marks	Total 25 Marks	
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<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. <i>Practical English Usage</i>: Michael Swan (Oxford University Press)</li> <li>2. <i>High School English Grammar and Composition</i>: Wren and Martin (S. Chand &amp; Company Ltd.)</li> <li>3. <i>English Grammar in Use</i>: Raymond Murphy (Cambridge University Press)</li> <li>4. <i>Communication Skills</i>: Sanjay Kumar and Pushp Lata (Oxford University Press)</li> <li>5. <i>Business Communication</i>: Meenakshi Raman and Prakash Singh (Oxford University Press)</li> <li>6. <i>Word Power Made Easy</i>: Norman Lewis (Penguin Books)</li> <li>7. <i>The Norton Anthology of English Literature, Vol. II</i>: Stephen Greenblatt, Ed. (W. W. Norton &amp; Company)</li> <li>8. <i>The Golden Treasury</i>: Francis T. Palgrave, Ed. (Macmillan Education)</li> <li>9. <i>A Glossary of Literary Terms</i>: M. H. Abrams and Geoffrey Galt Harpham (Cengage Learning)</li> <li>10. <i>Better English Pronunciation</i>: J. D. O'Connor (Cambridge University Press)</li> </ol>										
<b>Teaching Methodology</b>	Classwork, Discussion, Self-Study, Assignment, Homework, Activity, Self-Assessment, etc.										

<b>Evaluation Method</b>	Internal Assessment: 25 Marks External Assessment : 25 Marks

## VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT

## SYLLABUS FOR BACHELOR OF ARTS (ENGLISH) SEMESTER-II

<b>Program Name</b>	<b>Bachelor of Arts (English)</b>																																					
<b>Semester</b>	II																																					
<b>NCrF Credit Level</b>	4.5																																					
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<b>Course Code</b>																																						
<b>Course Level</b>	100																																					
<b>Course Title</b>	<b>Paper -3: The Elizabethan &amp; Jacobean Period (1558 -1625)</b>																																					
<b>Credit</b>	Theory:	04	Practical:	00	Total:	04																																
<b>Effective From</b>	Academic Year: 2026-27																																					
<b>Course Outcomes</b>	<p>After learning the course, the Students will be able to:</p> <p><b>CO1:</b> Grasp the variety and richness of the Renaissance</p> <p><b>CO2:</b> Know that the growth of lyrics, songs, and sonnets flourished during the Period.</p> <p><b>CO3:</b> Appreciate the greatness and genius of Shakespeare by encountering one of his best tragedies</p>																																					
<b>Mapping between Cos and PSOs</b>	<p style="text-align: center;"><b>Paper 3: The Elizabethan &amp; Jacobean Period (1558-1625)</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> <th>PSO6</th> <th>PSO7</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td style="background-color: #cccccc;">3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO2</td> <td style="background-color: #cccccc;">3</td> <td></td> <td style="background-color: #cccccc;">2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO3</td> <td style="background-color: #cccccc;">3</td> <td></td> <td style="background-color: #cccccc;">3</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>							PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	CO1	3							CO2	3		2					CO3	3		3				
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<b>Course Content</b>	<p><b>Unit 1 <u>The Major Authors of the Age and their important Works:</u></b></p> <table border="1" style="width: 100%;"> <tbody> <tr> <td style="width: 50%;">Edmund Spenser</td> <td style="width: 50%;"><i>The Faerie Queene, Amoretti The Shepheardes Calender, Epithalamion, Prothalamion</i></td> </tr> <tr> <td>Philip Sidney</td> <td><i>Arcadia, Astrophel and Stella, An Apology for Poetry</i></td> </tr> <tr> <td>Ben Jonson</td> <td><i>Every Man in His Humour Every Man out of His Humour, Volpone, The Alchemist</i></td> </tr> <tr> <td>Michael Drayton</td> <td><i>England's Heroic Epistles, The Baron's War</i></td> </tr> <tr> <td>Thomas Sackville</td> <td><i>Gorboduc (with Thomas Norton)</i></td> </tr> <tr> <td>George Gascoigne</td> <td><i>Steel Glass, Jocasta</i></td> </tr> </tbody> </table>						Edmund Spenser	<i>The Faerie Queene, Amoretti The Shepheardes Calender, Epithalamion, Prothalamion</i>	Philip Sidney	<i>Arcadia, Astrophel and Stella, An Apology for Poetry</i>	Ben Jonson	<i>Every Man in His Humour Every Man out of His Humour, Volpone, The Alchemist</i>	Michael Drayton	<i>England's Heroic Epistles, The Baron's War</i>	Thomas Sackville	<i>Gorboduc (with Thomas Norton)</i>	George Gascoigne	<i>Steel Glass, Jocasta</i>																				
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Christopher Marlowe	<i>Tamburlaine, Edward II, The Jew of Malta</i>
George Peele :	<i>The Arraignment of Paris</i>
Robert Greene :	<i>Friar Bacon and Friar Bungay, Orlando Furioso</i>
Thomas Nashe	<i>The Unfortunate Traveller</i>
Thomas Lodge	<i>The Wounds of Civil War, Rosalynde</i>
Thomas Kyd	<i>The Spanish Tragedy</i>
John Lyly	<i>Euphues</i>
William Shakespeare	<i>The Two Gentlemen of Verona, Measure for Measure, The Comedy of Errors, Love's Labour Lost, All's Well that Ends Well, A Midsummer Night's Dream, The Merchant of Venice, As You Like It, Romeo &amp; Juliet, Macbeth, Hamlet, King Lear, Othello, Antony &amp; Cleopatra, Julius Caesar, Coriolanus, King Henry IV, Cymbeline, The Winter's Tale, The Tempest</i>
Francis Bacon	<i>Essays, The Advancement of Learning, The New Atlantis, Novum Organum</i>
John Webster	<i>The White Devil, The Duchess of Malfi</i>
Thomas Heywood	<i>A Woman Killed with Kindness</i>
Robert Burton	<i>The Anatomy of Melancholy</i>
Sir Thomas Browne	<i>Religio Medici, Vulgar Errors, Urn Burial</i>
Sir Thomas More	<i>Utopia</i>
Sir Walter Raleigh	<i>History of the World</i>

## Unit – 2

### Poems Prescribed:

1. Amoretti Sonnet 75: Edmund Spenser
2. *Loving in Truth (Astrophil and Stella 1)*: Philip Sidney
3. Sonnet 116 – Let Me Not to the Marriage of True Minds: William Shakespeare
4. The Sun Rising: John Donne
5. Drink to Me Only with Thine Eyes: Ben Jonson
6. Virtue: George Herbert
7. To His Coy Mistress: Andrew Marvell
8. Delight in Disorder: Robert Herrick

❖ All of these poems are freely available online

## Unit – 3

***Othello***: William Shakespeare (OB)

## Unit – 4

***Essays of Bacon*** (Macmillan)

1. Of Studies
2. Of Friendship
3. Of Love

	<p>4. Of Revenge 5. Of Marriage &amp; Single Life</p> <p><b>Note</b> – Bacon as an Essayist, Bacon’s Prose Style, Bacon’s Practical Wisdom, Critical Appreciation of Individual Essays – these points to be focused upon.</p> <p style="text-align: center;"><b><u>Distribution of Marks for the University Examination</u></b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">1. 10 MCQS from Unit 1 (10/10)</td> <td style="text-align: right;">10 Marks</td> </tr> <tr> <td>2. Essay-type questions from Poems: Unit 2 (1/2)</td> <td style="text-align: right;">14 Marks</td> </tr> <tr> <td>3. Essay-type questions from Unit 3 (1/2)</td> <td style="text-align: right;">14 Marks</td> </tr> <tr> <td>4. Essay-type questions from Unit 4 (1/2)</td> <td style="text-align: right;">12 Marks</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">50 Marks</td> </tr> </table>	1. 10 MCQS from Unit 1 (10/10)	10 Marks	2. Essay-type questions from Poems: Unit 2 (1/2)	14 Marks	3. Essay-type questions from Unit 3 (1/2)	14 Marks	4. Essay-type questions from Unit 4 (1/2)	12 Marks		50 Marks
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<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. <i>A History of English Literature</i>: W. J. Long (Surjeet Publications)</li> <li>2. <i>A Critical History of English Literature, Vol. I</i>: David Daiches (Allied Publishers Pvt. Ltd.)</li> <li>3. <i>A Short History of English Literature</i>: Ifor Evans (Penguin Books)</li> <li>4. <i>The Concise Cambridge History of English Literature</i>: George Sampson (Cambridge University Press)</li> <li>5. <i>A Glossary of Literary Terms</i>: M. H. Abrams and Geoffrey Galt Harpham (Cengage Learning)</li> <li>6. <i>Elizabethan Poetry</i>: Hallett Smith (Harvard University Press)</li> <li>7. <i>Shakespeare: Othello</i>: A. C. Bradley (Macmillan Education)</li> <li>8. <i>Shakespearean Tragedy</i>: A. C. Bradley (Macmillan Education)</li> <li>9. <i>Francis Bacon: Essays</i>: S. K. Nagarajan, Ed. (Orient BlackSwan)</li> <li>10. <i>Bacon's Essays</i>: F. G. Selby (Macmillan India Ltd)</li> </ol>										
<b>Teaching Methodology</b>	Class work, Discussion, Self-Study, Seminars and/or Assignment										
<b>Evaluation Method</b>	Internal Assessment: 50 Marks External Assessment: 50 Marks										

**Subject Code [2401001202020002]**

**VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT**

**SYLLABUS FOR BACHELOR OF ARTS (ENGLISH) SEMESTER-II**

<b>Program Name</b>	<b>Bachelor of Arts (English)</b>																																					
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<b>Subject Type</b>	Discipline Specific																																					
<b>Course Code</b>																																						
<b>Course Level</b>	100																																					
<b>Course Title</b>	<b>Paper 4: The Puritan &amp; Restoration Period (1625-1700)</b>																																					
<b>Credit</b>	Theory:	04	Practical:	00	Total:	04																																
<b>Effective From</b>	Academic Year: 2026-27																																					
<b>Course Outcomes</b>	<p>After learning the course, the students will be able to:</p> <p><b>CO1:</b> Grasp the gravity of the Civil War and the rise of Puritanism, leading to the decline in drama and theatre.</p> <p><b>CO2:</b> Know the growth of restoration comedies and will understand the contrast picture of both the periods due to different political setups</p> <p><b>CO3:</b> Differentiate the social conditions prevalent during the periods</p>																																					
<b>Mapping between Cos and PSOs</b>	<p align="center"><b>Paper 4: The Puritan &amp; Restoration Period (1625-1700)</b></p> <table border="1"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> <th>PSO6</th> <th>PSO7</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td align="center">3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO2</td> <td align="center">3</td> <td></td> <td align="center">2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO3</td> <td align="center">2</td> <td></td> <td align="center">3</td> <td></td> <td align="center">2</td> <td></td> <td></td> </tr> </tbody> </table>							PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	CO1	3							CO2	3		2					CO3	2		3		2		
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**Course Content**

**Unit 1 Major Writers of the Period and their Important Works.**

Robert Herrick	:	<i>Noble Number, Hesperides</i>
Richard Lovelace	:	<i>To Lucasta, Going to the Wars</i>
Andrew Marvell	:	<i>To His Coy Mistress</i>
George Herbert	:	<i>The Temple, Affliction</i>
John Milton	:	<i>Paradise Lost, Paradise Regained, Comus, Samson Agonistes, L'Allegro Il Penseroso, Lycidas, Areopagitica, Art of Logic, Of True Religion</i>
John Donne	:	<i>Songs and Sonnets, Aire and Angels, Death's Duel</i>
Abraham Cowley	:	<i>Pyramus and Thisbe, The Davideis</i>
Samuel Butler	:	<i>Hudibras</i>
John Dryden	:	<i>Annus Mirabilis, Religio Laici, The Hind and the Panther, The Rival Ladies, The Indian Queen, The Conquest of Granada, The Mistaken Husband, All for Love Absalom and Achitophel, The Medal, Mac Flecknoe, An Essay of Dramatic Poesy, Tyrannic Love, The Indian Emperor; Aureng -Zebe</i>
William Wycherly	:	<i>Love in a Wood, The Country Wife, The Plain Dealer</i>
William Congreve	:	<i>The Way of the World, The Old Bachelor, Love for Love</i>
George Etherege	:	<i>The Comical Revenge, The Man of Mode She Would If She Could</i>
John Vanbrugh	:	<i>The Provoked Wife, The Confederacy</i>
George Farquhar	:	<i>The Recruiting Officer, The Beaux Stratagem</i>
Aphra Behn	:	<i>The Amorous Prince, The Dutch Lover, The Rover, The False Count, The Emperor of the Moon, Oroonoko: The Lucky Mistake</i>
Thomas Otway	:	<i>The Orphan, Don Carlos</i>
Nathaniel Lee	:	<i>Nero, The Rival Queens</i>
John Bunyan	:	<i>The Pilgrim's Progress, Grace Abounding, The Life and Death of Mr Badman, The Holy War</i>
John Evelyn	:	<i>Diary</i>

**Unit – 2**

***On the Morning of Christ's Nativity:*** John Milton

	<p><b>Unit – 3</b></p> <p><i>All for Love</i>: John Dryden (Macmillan)</p> <p><b>Unit – 4</b></p> <p><i>Oroonoko</i>: Aphra Behn (Penguin)</p> <p style="text-align: center;"><b><u>Distribution of Marks for the University Examination</u></b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">1. 10 MCQS from Unit 1(10/10)</td> <td style="text-align: right;">10 Marks</td> </tr> <tr> <td>2. Essay-type questions from Unit 2 (1/2)</td> <td style="text-align: right;">14 Marks</td> </tr> <tr> <td>3. Essay-type questions from Unit 3 (1/2)</td> <td style="text-align: right;">14 Marks</td> </tr> <tr> <td>4. Essay-type questions from Unit 4 (1/2)</td> <td style="text-align: right;">12 Marks</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">50 Marks</td> </tr> </table>	1. 10 MCQS from Unit 1(10/10)	10 Marks	2. Essay-type questions from Unit 2 (1/2)	14 Marks	3. Essay-type questions from Unit 3 (1/2)	14 Marks	4. Essay-type questions from Unit 4 (1/2)	12 Marks		50 Marks
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<b>Teaching Methodology</b>	Class work, Discussion, Self-Study, Seminars and/or Assignment										
<b>Evaluation Method</b>	Internal Assessment : 50 Marks External Assessment : 50 Marks										

**Subject Code [2601001202030012]**

**VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT**

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<b>Credit</b>	Theory:	04	Practical:	00	Total:	04																																
<b>Effective From</b>	Academic Year: 2026-27																																					
<b>Course Outcomes</b>	After learning this course, students will be able to : <b>CO1:</b> Understand and enjoy fiction and non- fiction better. <b>CO2:</b> Improve their writing skills through their readings of the prominent writers of the genre. <b>CO3:</b> Know the sound structure of English, different accents, stress patterns and side by side improve their own pronunciation.																																					
<b>Mapping between Cos and PSOs</b>	<p align="center"><b>Minor Paper 2: Literary Forms: Fiction &amp; Non-Fiction and Basics of Phonology</b></p> <table border="1"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> <th>PSO6</th> <th>PSO7</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td align="center">3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO2</td> <td></td> <td align="center">3</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO3</td> <td></td> <td align="center">3</td> <td></td> <td align="center">2</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>							PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	CO1	3							CO2		3						CO3		3		2			
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<b>Course Content</b>	<p><b>Unit 1</b></p> <p><b>Text 1 : A Companion to Literary Forms : Padmaja Ashok (OB)</b></p> <p><b>MCQS from the following:</b></p> <ol style="list-style-type: none"> <li>Biography</li> <li>Autobiography</li> <li>Essay</li> <li>The Elements of Fiction</li> <li>Short Story</li> <li>Epistolary Novel</li> </ol>																																					

7. Historical Novel
8. Stream of Consciousness Novel

**Unit 2**

**Text 2 : Initiations: (Minor Literary Forms and Basics of Phonology)(OB)**

❖ **Prose Pieces / Stories Prescribed:**

- (A)1. Toasted English
2. The Romance of a Busy Broker
  3. The Open Window
  4. The Doll's House
  5. The Thief

**Unit 3 Two Short Notes from the following :**

**Text 1 : A Companion to Literary Forms : Padmaja Ashok (OB)**

1. Biography
2. Autobiography
3. Essay
4. The Elements of Fiction
5. Short Story
6. Epistolary Novel
7. Historical Novel
8. Stream of Consciousness Novel

**Unit 4**

**Text 2 : Initiations: (Minor Literary Forms and Basics of Phonology)(OB)**

❖ Introduction to the Sounds of English I & II

**Distribution of Marks for the University Examination**

1. MCQS from Text 1 Unit 1 (10/10)	10 Marks
2. Long Answer from Text 2 Unit 2 (1/2)	14 Marks
3. Short Notes from Text 1 Unit 3 (2/4)	14 Marks
4. Objective questions from Text 2 Unit 4 (12/14)	12 Marks
(from Basics of Phonology I & II)	_____
	Total 50 Marks

**Reference Books**

1. *The Oxford Companion to English Literature* :Ed. Margaret Drabble (OUP)
2. *The Typical forms of English Literature* : Alferd H. Upham (omsons Pub
3. *An Introduction to the Study of English Literature* : W.H. Hudson  
i. (Maple Press)
4. *A Background to the Study of English Literature* : B. Prasad(Trinity )
5. *English Literature : An Introduction for the Foreign Readers* : R.J. Rees (Macmillan)
6. *English Phonetics for Indian Students* : T. Bal Subramaniam ( Trinity)
7. *English Phonetics and Phonology* : Peter Roach (Cambridge)
8. *Better English Pronunciation* : J D O' Conner ( Cambridge)

<b>Teaching Methodology</b>	Class work, Discussion, Self-Study, Seminars and/or Assignment
<b>Evaluation Method</b>	Internal Assessment : 50 Marks External Assessment : 50 Marks

**Subject code [2601001202040015]**

**VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT**

**SYLLABUS FOR BACHELOR OF ARTS (ENGLISH) SEMESTER-II**



<i>Hangwoman</i>	K.R. Meera
<i>The Mirror of Beauty</i>	Shamsur Rahman Faruqi
<i>Tamas</i>	Bhisham Sahni
<i>The Way to Happiness</i>	L. Ron Hubbard
<i>Bhagavad Gita</i>	Vyasa
<i>Godaan</i>	Premchand
<i>The Unseeing Idol of Light</i>	K.R. Meera
<i>Jasmine Days</i>	Benyamin
<i>Kural</i>	Thiruvalluvar
<i>There's Gunpowder in the Air</i>	Manoranjan Byapari
<i>Isha Upanishad</i>	Vyasa
<i>Interrogating My Chandal Life</i>	Manoranjan Byapari
<i>The Moving Shadow</i>	Arunava Sinha
<i>Pages Stained With Blood</i>	Indira Goswami
<i>Samskara, Bharathipura</i>	U. R. Ananthamurthy
<i>Naalukettu</i>	M.T.Vasudevan Nair
<i>Sangati: Events</i>	Bama
<i>One Part Woman</i>	Perumal Murugan
<i>A River of Fire</i>	Qurratulain Hyder
<i>Tomb of Sand</i>	Gitanjali Shree
<i>The Aunt Who Wouldn't Die</i>	Shirshendu Mukhopadhyay
<i>A Gujarat Here, a Gujarat There</i>	Krishna Sobti
<i>A Life Incomplete</i>	Nanak Singh
<i>The Virgin Fish of Babughat</i>	Lokenath Bhattacharya
<i>When I Hid My Caste: Stories</i>	Baburao Bagul
<i>Mrityunjaya</i>	Shivaji Sawant
<i>Umrao Jaan Ada</i>	Mirza Hadi Ruswa
<i>The legends of Khasak</i>	O.V. Vijayan
<i>The First Promise</i>	Ashapura Devi
<i>Motherwit</i>	Urmila Pawar
<i>The Angel's Beauty Spot</i>	K.R. Meera
<i>Al Arabian Novel Factory, Goat Days</i>	Benyamin
<i>Breast Stories</i>	Mahasweta Devi
<i>Chemmeen</i>	T. S. Pillai
<i>Fence</i>	Ila Arab Mehta
<i>The Roof Beneath Their Feet</i>	Gitanjali Shree

**Unit 2 Text: *Translation Studies: Susan Bassnett*: 3<sup>rd</sup> Ed. (Routledge)**  
(academia .edu, free e-book)

**The following Chapters/Sections to be studied :**

- a) Introduction
- b) Central Issues: Language and Culture, Types of Translation, Decoding and Recoding, Problems of Equivalence, Loss & gain, Untranslatability' Science or ' Secondary Activity '?
- c) Specific Problems of Literary Translation: Translating Prose

**Unit 3 Practical Translation**

Journalistic Translation :

( Press Report - to be translated from Gujarati /Hindi into English

**Unit 4 Practical Translation**

Literary Translation :

	<p>(A Paragraph from Gujarati /Hindi Prose / Short Story to be translated into English)</p> <p><b>Note: The teachers may acquaint the students with practical translation through a package of grammar and vocabulary of the target language, the use of a dictionary of phrases and idioms, a thesaurus, etc., to improve the quality of translation.</b></p> <p><b><u>Distribution of Marks for University Examination</u></b></p> <p>Q.1 10 MCQs from Unit: 1 with four options. 10 Marks</p> <p>Q.2 One long question or two short notes from text 14 Marks</p> <p>Q.3 A Press note in about 10 to 12 sentences to be translated from Gujarati/Hindi (SL) into English (TL) 14 Marks</p> <p>Q.4 A Paragraph (in about 10 to 12 sentences) from a prose piece or short story in Gujarati /Hindi (SL) to be translated into English (TL) 12 marks</p> <hr/> <p>50 Marks</p>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. <i>Introducing Translation Studies</i>: Jeremy Munday (Routledge)</li> <li>2. <i>A Practical Guide for Translators</i>: Samuelsson – Brown (free e – book)</li> <li>3. <i>The Companion to Translation Studies</i>: Kuhlwiczak et.al. (free e - book )</li> <li>4. <i>A Handbook of Translation Studies</i>: Bijay Kumar Das ( Atlantic)</li> <li>5. <i>In Other Words</i>: Mona Baker (Routledge)</li> <li>6. <i>Key terms in Translation Studies</i>: G. Palumbo (Bloomsbury)</li> </ol> <p>For Practice Work :</p> <ol style="list-style-type: none"> <li>1. <i>A Practical Guide to English Translation &amp; Composition</i>: P. P. Thakur (Bhartibhavan Pub.)</li> <li>2. <i>High School English Translation</i>: Dr R.K. Sharma (Lucent)</li> <li>3. <i>How to Translate into English</i>: R.P.Sinha (Bhartibhavan Pub.)</li> <li>4. <i>Modern Techniques of English Translations</i>: Dr B.B. Jain (Upkar)</li> </ol>
<b>Teaching Methodology</b>	Class work, Discussion, Self-Study, Seminars and/or Assignment
<b>Evaluation Method</b>	Internal Assessment: 50 Marks External Assessment: 50 Marks

## VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT

## SYLLABUS FOR B.A./ B.COM. /B.SC./B.SC. COMP.SC ./OTHER FACULTIES WHICH MAY OPT FOR THIS COURSE - SEMESTER-II

<b>Program Name</b>	B.A./ B.Com. /B.Sc./B.Sc. Comp.Sc ./Other faculties which may opt for this course																																					
<b>Semester</b>	II																																					
<b>NCrF Credit Level</b>	4.5																																					
<b>Course Type</b>	Ability Enhancement Course (AEC)																																					
<b>Course Subtype</b>	Nil																																					
<b>Subject Type</b>	Employability generative																																					
<b>Course Code</b>																																						
<b>Course Level</b>	100																																					
<b>Course Title</b>	AEC: English Proficiency and Life Skills II																																					
<b>Credit</b>	Theory:	02	Practical:	00	Total:	02																																
<b>Effective From</b>	Academic Year: 2026-27																																					
<b>Course Outcomes</b>	<p>After completing the course, the students would have</p> <p><b>CO1:</b> Understood the concept of soft skills.</p> <p><b>CO2:</b> Understood the significance of Soft Skills in the working environment.</p> <p><b>CO3:</b> Developed their abilities through soft skills.</p>																																					
<b>Mapping between Cos and PSOs</b>	<p style="text-align: center;"><b>AEC: English Proficiency and Life Skills II</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> <th>PSO6</th> <th>PSO7</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td></td> <td style="background-color: #cccccc;">3</td> <td></td> <td></td> <td></td> <td style="background-color: #cccccc;">2</td> <td></td> </tr> <tr> <td>CO2</td> <td></td> <td style="background-color: #cccccc;">3</td> <td></td> <td></td> <td></td> <td style="background-color: #cccccc;">2</td> <td></td> </tr> <tr> <td>CO3</td> <td></td> <td style="background-color: #cccccc;">2</td> <td></td> <td></td> <td></td> <td style="background-color: #cccccc;">3</td> <td></td> </tr> </tbody> </table>							PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	CO1		3				2		CO2		3				2		CO3		2				3	
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7																															
CO1		3				2																																
CO2		3				2																																
CO3		2				3																																
<b>Course Content</b>	<p><b>Text : <i>Connecting Cords</i>(OB)</b></p> <p><b>Unit - 1</b></p> <p>A. Leadership Skills</p> <p>B. Cross-cultural Communication Skills</p>																																					

	<p>C. Presentation Skills</p> <p>D. Interview Skills</p> <p>E. Review Writing</p> <p><b>Unit – 2</b></p> <p>Correction of Errors</p> <p style="text-align: center;"><b><u>Distribution of Marks for the University Examination</u></b></p> <p>Q.1 10 MCQS from Unit 1 A &amp; B – 5) and Unit 2(Correction of Errors – 5 ) <span style="float: right;">10 Marks</span></p> <p>Q.2 A. Skill based question in about 100 words (1/2) Interpretive/Personal Response/Situation Based (Questions to be asked from Unit 1 A &amp; B, as given in exercise B, C, &amp;D) <span style="float: right;">05 Marks</span></p> <p>B. Presentation with the help of slides OR (1/2) Transcript of an interview <span style="float: right;">05 Marks</span></p> <p>C. Review Writing (1/2) (Products/Services) <span style="float: right;">05 Marks</span></p> <hr style="width: 10%; margin-left: auto; margin-right: 0;"/> <p style="text-align: right;">Total 25 Marks</p>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. <i>Communication Skills</i> : Sanjay Kumar and Pushp Lata (Oxford University Press)</li> <li>2. <i>Business Communication</i> : Meenakshi Raman and Prakash Singh (Oxford University Press)</li> <li>3. <i>Soft Skills</i> : S. P. Dhanavel (Orient BlackSwan)</li> <li>4. <i>Personality Development and Soft Skills</i> : Barun K. Mitra (Oxford University Press)</li> <li>5. <i>Cross-Cultural Communication: Theory and Practice</i> : D. Ray Heisey (Sage Publications)</li> <li>6. <i>Presentation Skills for Students</i> : Joan van Emden and Lucinda Becker (Palgrave Macmillan)</li> <li>7. <i>The Interview Skills Handbook</i> : Richard McMunn (How2Become Publications)</li> <li>8. <i>High School English Grammar and Composition</i> : Wren and Martin (S. Chand &amp; Company Ltd.)</li> <li>9. <i>English Grammar in Use</i> : Raymond Murphy (Cambridge University Press)</li> <li>10. <i>Common Errors in English</i> : T. J. Fitikides (Pearson Education)</li> </ol>
<b>Teaching Methodology</b>	Class work, Discussion, Self-Study, Assignment, Homework, Activity, Self- Assessment etc.

<b>Evaluation Method</b>	Internal Assessment : 25 Marks External Assessment : 25 Marks

**Subject Code [2401001202060001]**

**VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT**

**SYLLABUS FOR B.A./ B.COM. /B.SC./B.Sc. COMP.SC ./OTHER FACULTIES WHICH MAY OPT FOR THIS COURSE - SEMESTER-II**

<b>Program Name</b>	<b>B.A./ B.Com. /B.Sc./B.Sc. Comp.Sc ./Other faculties which may opt for this course</b>																																					
<b>Semester</b>	II																																					
<b>NCrF Credit Level</b>	4.5																																					
<b>Course Type</b>	<b>Skill Enhancement Course (SEC)</b>																																					
<b>Course Subtype</b>	NIL																																					
<b>Subject Type</b>	Employability generative																																					
<b>Course Code</b>																																						
<b>Course Level</b>	100																																					
<b>Course Title</b>	<b>SEC : Advanced Communication Skills in English-II</b>																																					
<b>Credit</b>	Theory:	02	Practical:	000	Total:	02																																
<b>Effective From</b>	Academic Year : 2026-27																																					
<b>Course Outcomes</b>	<p>After completing the course the students would be able to :</p> <p><b>CO1:</b> Develop knowledge, skills and judgement around human communication that facilitate their ability to work collaboratively with others.</p> <p><b>CO2:</b> Understand and practice different techniques of communications.</p> <p><b>CO3:</b> Would understand the importance of effective communication personally and professionally.</p>																																					
<b>Mapping between Cos and PSOs</b>	<p align="center"><b>SEC: Advanced Communication Skills in English-II</b></p> <table border="1"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> <th>PSO6</th> <th>PSO7</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td></td> <td align="center">3</td> <td></td> <td></td> <td></td> <td align="center">2</td> <td></td> </tr> <tr> <td>CO2</td> <td></td> <td align="center">3</td> <td></td> <td></td> <td></td> <td align="center">2</td> <td></td> </tr> <tr> <td>CO3</td> <td></td> <td align="center">3</td> <td></td> <td></td> <td></td> <td align="center">3</td> <td></td> </tr> </tbody> </table>							PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	CO1		3				2		CO2		3				2		CO3		3				3	
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CO1		3				2																																
CO2		3				2																																
CO3		3				3																																
<b>Course Content</b>	<p><b>Text : <i>Literary Gleam (OB)</i></b></p> <p><b>Unit - 1</b></p> <p><b>Language &amp; Grammar Skills</b></p> <ol style="list-style-type: none"> <li>Tenses</li> <li>Subject-Verb Agreement</li> <li>Vocabulary</li> </ol> <p><b>Unit – 2</b></p>																																					

	<p><b>A. Reading Skill for Summarising (Prose)</b></p> <ol style="list-style-type: none"> <li>1. <i>The Gift of the Magi</i> – O. Henry</li> <li>2. <i>In Sahyadri Hills, A Lesson in Humility</i> – Sudha Murthy</li> <li>3. <i>The Model Millionaire</i> – Oscar Wilde</li> <li>4. <i>The Eyes are not Here</i> -Ruskin Bond</li> </ol> <p><b>B. Communication Skills</b></p> <ol style="list-style-type: none"> <li>1. Inviting and Accepting /Declining Invitations</li> <li>2. Making a Complaint</li> <li>3. Congratulating, Expressing Sympathy and Offering Condolences</li> <li>4. Making Suggestions, offering Advice and Persuading</li> </ol> <p style="text-align: center;"><b><u>Distribution of Marks for the University Examination</u></b></p> <p>Q.1 10 MCQS from Unit 1(Language &amp; Grammar Skills) <span style="float: right;">10 Marks</span></p> <p>Q.2 A. A Short Summary in about 150 words from Unit 2 A (1/2) <span style="float: right;">05 Marks</span></p> <p style="padding-left: 40px;">B . Dialogue writing from Unit 2 B (1/2) <span style="float: right;">05 Marks</span> (Inviting and Accepting /Declining Invitations / Making a Complaint)</p> <p style="padding-left: 40px;">C. Dialogue writing from Unit 2 B (1/2) <span style="float: right;">05 Marks</span> (Congratulating, Expressing Sympathy and offering Condolences/ Making Suggestions, offering Advice and Persuading )</p> <hr style="width: 10%; margin-left: auto; margin-right: 0;"/> <p style="text-align: right;">Total 25 Marks</p>
<b>References</b>	<ol style="list-style-type: none"> <li>1. <i>High School English Grammar and Composition</i>: Wren and Martin (S. Chand &amp; Company Ltd.)</li> <li>2. <i>English Grammar in Use</i> : Raymond Murphy (Cambridge University Press)</li> <li>3. <i>Practical English Usage</i> : Michael Swan (Oxford University Press)</li> <li>4. <i>Word Power Made Easy</i> : Norman Lewis (Penguin Books)</li> <li>5. <i>Communication Skills</i> : Sanjay Kumar and Pushp Lata (Oxford University Press)</li> <li>6. <i>Business Communication</i> : Meenakshi Raman and Prakash Singh (Oxford University Press)</li> <li>7. <i>Professional Communication</i> : Aruna Koneru (Tata McGraw-Hill Education)</li> </ol>
<b>Teaching Methodology</b>	Class work, Discussion, Self-Study, Assignment, Homework, Activity , Self- Assessment etc.
<b>Evaluation Method</b>	Internal Assessment : 25 Marks External Assessment : 25 Marks

