

**HEMCHANDRACHARYA NORTH GUJARAT
UNIVERSITY, PATAN**

**ARTS (B.A.) PROGRAMME
IN
ENGLISH**

BA SEMESTER: 5

1 MAJOR AR23MJDSCENG501 COURSE

2 MAJOR AR23MJDSCENG501A COURSE

3 MAJOR AR23MJDSCENG501B (IKS) COURSE

BA SEMESTER: 6

1 MAJOR AR23MJDSCENG601 COURSE

2 MAJOR AR23MJDSCENG601A COURSE

3 MAJOR AR23MJDSCENG601B COURSE

SEMESTER SYSTEM

SCHEME OF EXAMINATION

AND

SYLLABUS

AS PER THE NEW N E P GUIDELINES

(FOR BA SEM 5/6 WITH EFFECT FROM JUNE-2025)

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN

COURSE NAME: BRITISH LITERATURE: THE EARLY 20TH CENTURY

SEMESTER 6

PROGRAM CODE: **AR23MJDSCENG601**

ENGLISH

COURSE CODE **Major 601**

EFFECTIVE FROM JUNE 2025 UNDER NEP

Total Credit – 04 (04 Period/Week)

Program Outcome

1. Provide knowledge about The Early 20th Century literature and literary forms- Prose, Poetry and Drama
2. Equip students with foundational concepts, perspectives, principles and methods of appreciating The Early 20th Century literature
3. Enable students to gain critical thinking and encourage them towards evaluation and appreciation of The Early 20th Century literature
4. Enrich the linguistic competency of students
5. Enhance reading, writing and comprehension skills of the students

Course Outcome:

1. Trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe
2. Link and distinguish between modernity and modernism
3. Explain the links between developments in science and experiments in literature
4. Explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism
5. identify and analyze the use and modernist technique in different genres in early twentieth century British literature
6. trace the history of the self and subjectivity in literature in the light of colonial consciousness

Sr. No.	Unit		Credit	Hr										
1	Unit 1	Chief Characteristics of Modern Age Impact of World War-I on English Literature												
2	Unit 2	George Orwell : Animal Farm												
3	Unit 3	W.B. Yeats 'Leda and the Swan' 'The Second Coming' T.S. Eliot 'The Love Song of J. Alfred Prufrock'												
4	Unit 4	<p>Acquaintances:</p> <table border="1" style="margin-left: 40px;"> <tbody> <tr> <td>W H Auden</td> <td>Stephen Spender</td> <td>Louis Mac Neice</td> <td>Ezra Pound</td> <td>Robert Bridges</td> </tr> <tr> <td>H G Wells</td> <td>Joseph Conrad</td> <td>D.H. Lawrence</td> <td>E M Foster</td> <td>Virginia Woolf</td> </tr> </tbody> </table>	W H Auden	Stephen Spender	Louis Mac Neice	Ezra Pound	Robert Bridges	H G Wells	Joseph Conrad	D.H. Lawrence	E M Foster	Virginia Woolf		
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H G Wells	Joseph Conrad	D.H. Lawrence	E M Foster	Virginia Woolf										

Reference:

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

Further Reading:

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

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

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

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN

COURSE NAME: AMERICAN LITERATURE

SEMESTER 6

PROGRAM CODE: **AR23MJDSCENG601A**

ENGLISH

COURSE CODE **Major 601A**

EFFECTIVE FROM JUNE 2025 UNDER NEP

Total Credit – 04 (04 Period/Week)

Program Outcome

1. Provide knowledge about American literature and literary forms- Prose, Poetry and Drama
2. Equip students with foundational concepts, perspectives, principles and methods of appreciating American literature
3. Enable students to gain critical thinking and encourage them towards evaluation and appreciation of American literature
4. Enrich the linguistic competency of students
5. Enhance reading, writing and comprehension skills of the students

Course Outcome:

1. Understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century)
2. Understand the historical, religious and philosophical contexts of the American Spirit in literature.
3. Appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European countries and non-European countries.
4. Critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
5. Explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
6. Analyze the American mind from global and Indian perspectives and situate the American in the contemporary world

Sr. No.	Unit		Credit	Hr										
1	Unit 1	Ernest Hemingway : The Old Man and The Sea												
2	Unit 2	Emily Dickenson : "Because I could not stop for Death" Robert Frost : Stopping by Woods on a Snowy Evening E E Cummings : I Carry your Heart with Me Walt Whitman : Crossing Brooklyn Ferry												
3	Unit 3	Eugene O'Neill - Long Day's Journey Into Night												
4	Unit 4	<p>Acquaintances:</p> <table border="1"> <tbody> <tr> <td>Herman Melville</td> <td>William Faulkner</td> <td>Tennessee Williams</td> <td>Eugene O' Neill</td> <td>Edward Albert Albee</td> </tr> <tr> <td>Arthur Miller</td> <td>Walt Whitman</td> <td>H D Thoreau</td> <td>Emily Dickenson</td> <td>Elaine Showalter</td> </tr> </tbody> </table>	Herman Melville	William Faulkner	Tennessee Williams	Eugene O' Neill	Edward Albert Albee	Arthur Miller	Walt Whitman	H D Thoreau	Emily Dickenson	Elaine Showalter		
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Arthur Miller	Walt Whitman	H D Thoreau	Emily Dickenson	Elaine Showalter										

Reference:

1. The American Myths of Genesis/ The American Dream/ The American Adam
2. American Romance and the American Novel
3. Multicultural Literature of the United States; Folklore and the American Novel
4. Race and Gender in American Literature
5. War and American Fiction
6. Two Traditions of American Poetry; Emerson and Poe/ Typological and
7. Social Realism and the American Novel

Further Reading:

Hector St John Crevecoeur, 'What is an American', (Letter III) in Letters from an American Farmer (Harmondsworth: Penguin, 1982) pp. 66–105.

Frederick Douglass, A Narrative of the life of Frederick Douglass (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.

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

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

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

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

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN

COURSE NAME: The History of English Language

SEMESTER 6

PROGRAM CODE: **AR23MJDSCENG601B**

ENGLISH

COURSE CODE **Major 601B**

EFFECTIVE FROM JUNE 2025 UNDER NEP

Total Credit – 04 (04 Period/Week)

Program Outcome

1. Provide knowledge about a growth of English Language
2. Enable students to gain critical thinking and encourage them towards evaluation and appreciation English Vocabulary.
3. Enrich the linguistic competency of students
4. Enhance reading, writing and comprehension skills of the students

Course Outcome:

1. To introduce learners to the history of English language and concepts in phonetics and linguistics
2. To make learners aware of various Influences on English Vocabulary.
3. To enable learners to know the scientific systems of the language
4. Recognize/understand the structure and various parts of the language
5. Understand the existence of language in the form of different dialects based on a set of established factors
6. Identify the various functions a language performs and the roles assigned to it
7. Understand that all languages behave alike and develop a tolerance for other languages

Sr. No.	Unit		Credit	Hr															
1	Unit 1	Characteristics of the English Language Origin and Descent of The English Language Landmarks of the English Language																	
2	Unit 2	Greek Influence on the English Language French Influence on the English Language Latin Influence on the English Language																	
3	Unit 3	Short Notes Influence of Shakespeare Standard English Bible Translation Homophones and Homonyms Archaism Development of Dictionary																	
4	Unit 4	Make Linguistic Notes <table border="1" data-bbox="329 806 1258 1037"> <tbody> <tr> <td>Boomerang</td> <td>Camouflage</td> <td>Husband</td> <td>Khaki</td> <td>Monk</td> </tr> <tr> <td>Boycott</td> <td>Harakiri</td> <td>Juggernaut</td> <td>Kindergarten</td> <td>Robot</td> </tr> <tr> <td>Sandwich</td> <td>Swastika</td> <td>Shampoo</td> <td>Television</td> <td>O K</td> </tr> </tbody> </table>	Boomerang	Camouflage	Husband	Khaki	Monk	Boycott	Harakiri	Juggernaut	Kindergarten	Robot	Sandwich	Swastika	Shampoo	Television	O K		
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Boycott	Harakiri	Juggernaut	Kindergarten	Robot															
Sandwich	Swastika	Shampoo	Television	O K															

Further Reading & References:

1. Yule, George. The Study of Language: An Introduction. Cambridge: Cambridge UP, 1985.
2. Wrenn, C L. The English Language. London: Methuen, 1949.
3. An outline history of the English language: Frederick T Wood
4. The Handbook of English Linguistics: Ed. Bas Aarts, April McMahon, Lars Hinrichs

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN

**ARTS
B.A. PROGRAMME
IN
ENGLISH**

BA SEMESTER: 5

**MINOR
AR23MIDSCENG502 COURSE
AR23MIDSCENG502A COURSE**

BA SEMESTER: 6

**MINOR
AR23MIDSCENG602 COURSE**

**SEMESTER SYSTEM
SCHEME OF EXAMINATION
AND
SYLLABUS**

AS PER THE NEW N.E.P. GUIDELINES

(FOR B.A. SEM 5 & 6 WITH EFFECT FROM JUNE-2025)

SCHEME OF EXAMINATION

ARTS B.A. (ENGLISH)

BA SEMESTER: 5 MINOR

AR23MIDSCENG502 COURSE

AR23MIDSCENG502A COURSE

Time: 2 ½ Hrs.

Total Marks: 50

	Marks
Q.1 One long question with an internal option from Unit-1	(13)
Q.2 One long question with an internal option from Unit-2	(12)
Q.3 One long question with an internal option from Unit-3	(13)
Q.4 One long question with an internal option from Unit-4	(12)

BA SEMESTER: 6 MINOR

AR23MIDSCENG602 COURSE

Time: 2 ½ Hrs.

Total Marks: 50

	Marks
Q.1 One long question with an internal option from Unit-1	(13)
Q.2 One long question with an internal option from Unit-2	(12)
Q.3 One long question with an internal option from Unit-3	(13)
Q.4 Acquaintances any three out of five from Unit-4	(12)

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN

COURSE NAME: WOMEN'S WRITING

SEMESTER 6

PROGRAM CODE: AR23MIDSCENG602

ENGLISH

COURSE CODE: **MI 602**

EFFECTIVE FROM JUNE 2025 UNDER NEP

Total Credit – 04 (04 Period/Week)

Program Outcome

1. Provide knowledge about Women's Writing.
2. Equip students with foundational concepts, perspectives, principles and methods of approaching Women's Writing, with focus on novels, poetry and short stories.
3. Enable students to gain critical thinking and encourage them towards evaluation and appreciation of Women's Writing.
4. Enrich the linguistic competency of students.
5. Enhance reading, writing and comprehension skills of the students.

Course Outcome:

1. Recognize the importance of gender specificity in literature
2. Understand and appreciate the representation of female experience in literature
3. Explain the difference between the feminine and the feminist as opposed to the female
4. Examine and appreciate the role played by socio-cultural-economic contexts in defining woman
5. Link the status of woman to social discrimination and social change
6. To understand the complexity of social and biological constructions of manhood and womanhood
7. To examine the relationship of women to work and production

Sr. No.	Unit		Credit	Hr										
1	Unit 1	Contribution of Women to English Literature The Feminine way of Writing												
2	Unit 2	Emily Dickinson 'I'm wife' Sylvia Plath 'Daddy' Eunice De Souza 'Advice to Women'												
3	Unit 3	Charlotte Perkins Gilman 'The Yellow Wallpaper' Katherine Mansfield 'Bliss' Mahashweta Devi 'Draupadi',												
4	Unit 4	Acquaintances: <table border="1" data-bbox="359 617 1302 863"> <tbody> <tr> <td>Jhumpa Lahiri</td> <td>Arundhati Roy</td> <td>Sashi Deshpande</td> <td>Shobha De</td> <td>Anita Desai</td> </tr> <tr> <td>Doris Lessing</td> <td>Margaret Atwood</td> <td>Zadie Smith</td> <td>Angela Carter</td> <td>Kiran Desai</td> </tr> </tbody> </table>	Jhumpa Lahiri	Arundhati Roy	Sashi Deshpande	Shobha De	Anita Desai	Doris Lessing	Margaret Atwood	Zadie Smith	Angela Carter	Kiran Desai		
Jhumpa Lahiri	Arundhati Roy	Sashi Deshpande	Shobha De	Anita Desai										
Doris Lessing	Margaret Atwood	Zadie Smith	Angela Carter	Kiran Desai										

Reference:

1. The Confessional Mode in Women's Writing
2. Sexual/Textual Politics
3. Body, Beauty and Discrimination
4. Race, Caste and Gender
5. Social Reform and Women's Rights
6. Women under Colonialism
7. Women in and out of Slavery
8. Is there a Woman's Language?

Further Reading:

1. Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
2. Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela
3. Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
4. Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.
5. Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97
6. Mahashweta Devi 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN

**ARTS (B.A.) PROGRAMME
IN
ENGLISH**

ABILITY ENHANCEMENT COURSE

BA SEMESTER: 6

AR23AECENG604 COURSE

**SEMESTER SYSTEM
SCHEME OF EXAMINATION
AND
SYLLABUS**

**AS PER THE NEW N E P GUIDELINES
(FOR BA SEM 6 WITH EFFECT FROM JUNE-2025)**

SCHEME OF EXAMINATION
ABILITY ENHANCEMENT COURSE
AR23AECENG604 COURSE
ARTS B.A. (ENGLISH)
(FOR SEMESTER 6 COURSE)

Time: 2 Hrs.

Total Marks: 25

- Q.1 (A) Attempt five short questions out of eight. (From prescribed text) (Unit-I) (05)**
- Q.1 (B) Vocabulary Text Based (Match the Words) (Unit-I) (05)**
- Q.2 Fill in the blanks with multiple choices. Six blanks from each grammatical topic of Unit-II (Ten out of Twelve) (10)**
- Q.3 An unseen paragraph for comprehension with short questions (Unit-III) (05)**

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN

COURSE NAME: ABILITY ENHANCEMENT COURSE

SEMESTER 6

PROGRAM CODE: **AR23AECENG604**

ENGLISH

COURSE CODE **AEC 604**

EFFECTIVE FROM JUNE 2025 UNDER NEP

Text: Reflections (Macmillan)

Total Credit – 02 (02 Period/Week)

Programme Outcome & Course Outcome:

1. This course will enhance students' ability to learn and appreciate language through ShortStories/Essays
2. It will enhance students' communication skills
3. Impart employability skills to students
4. Prepare students for competitive examinations
5. It will inculcate and enhance reading habits in Under Graduate Students
6. It will enable students to learn basic grammar through the practice of prescribed topics
7. It will enable students to read and comprehend short passages
8. It will enhance the ability of students to write short answers
9. It will inculcate human values and ethics in order to enable students to become good citizens of the country

Sr. No.	Unit		Credit	Hr
	Unit 1	Lesson 1 to 4 from text Reflections (Macmillan)		
	Unit 2	Grammar Non-finite Verbs Identification of Clause in a given sentence (Noun Clause, Adjective Clause & Adverb Clause)		
	Unit 3	Comprehension of Unseen Passage		

Further Reading: **High School English Gram & Comp by Wren and Martin**
Practical Grammar and Composition Book by Thomas Wood

**HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY,
PATAN**

**ARTS (B.A.) PROGRAMME
IN
ENGLISH**

**SKILL ENHANCEMENT COURSE
&
INTERNSHIP**

**BA SEMESTER: 5 (SEC)
AR23SECENG506 COURSE**

**BA SEMESTER: 6 (INTERSHIP)
AR23INTENG607 COURSE**

SEMESTER SYSTEM

**SCHEME OF
EXAMINATION**

AND

SYLLABUS

AS PER THE NEW N E P GUIDELINES

(FOR BA SEM 5 & 6 WITH EFFECT FROM JUNE-2025)

SCHEME OF EXAMINATION
INTERNSHIP
AR23INTENG607 COURSE
ARTS B.A. (ENGLISH)
(FOR SEMESTER 6 COURSE)

Time: 2 Hrs.

Total Marks: 25

Internship AR23INTENG607	Internship (30 × 4 = 120 Hours)	4	0	4	50	50	100
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(1) ઇન્ટરશીપમાં કુલ 120 કલાક કામ કરેલું હોવું જોઈએ તેની ક્રેડિટ 04 છે.

(2) નીચે આપેલા સ્ત્રોતોમાંથી ગમે તે એક સ્ત્રોત પસંદ કરી અથવા એક કરતાં વધુ સ્ત્રોત પસંદ કરી કુલ 4 ક્રેડિટ મુજબ $4 \times 30 = 120$ કલાક કામ કરેલું હોવું જોઈએ. તેનું તેણે કરેલ ઇન્ટરશીપનું પ્રમાણપત્ર ફરજિયાત લાવવાનું રહેશે. (જો કોઈ એક જગ્યાએ ઇન્ટરશીપ કરેલી હોય તો તે જગ્યાનું 120 કલાક ઇન્ટરશીપ કરેલું પ્રમાણપત્ર લાવવાનું રહેશે અથવા જુદી જુદી જગ્યાએ કરેલું હોય તો 04 ક્રેડિટ $\times 30$ કલાક = 120 કલાક એટલે કે 01 ક્રેડિટના 30 કલાક લેખે કુલ 120 કલાકનું ઇન્ટરશીપનું પ્રમાણપત્ર લાવવાનું રહેશે.

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN

COURSE NAME: INTERNSHIP

SEMESTER 6

PROGRAM CODE: **AR23INTENG607**

ARTS B.A. (ENGLISH)

COURSE CODE **INT 607**

EFFECTIVE FROM JUNE 2025 UNDER NEP

An internship related to English subject under the framework of the New Education Policy (NEP) 2020 can focus on areas such as curriculum development, educational technology, content creation, teaching innovations, and research. Below are some opportunities and potential avenues:

1. Curriculum Development Internships

- Focus: Developing English language and literature curricula aligned with NEP 2020's focus on competency-based learning, critical thinking, and multilingualism.
- Where to Apply:
- NCERT (National Council of Educational Research and Training): Works on textbooks and resources under NEP.
- SCERTs (State Councils of Educational Research and Training): Helps implement NEP at the state level.
- Private EdTech Firms: Byju's, Unacademy, or Vedantu often recruit interns for curriculum design.

2. Educational Technology (EdTech) Internships

- Focus:
- Digital tools for teaching English.
- Gamification of English learning for school students.
- Where to Apply:
- EdTech Startups: WhiteHat Jr., Cuemath, and similar platforms.
- AI-Based Learning Companies: Interning at companies integrating AI for personalized English teaching.

3. Teacher Training and Workshops

- Focus: Creating training materials for teachers to improve English teaching under NEP 2020 guidelines.
- Where to Apply:
- Government Initiatives: Programs under Samagra Shiksha Abhiyan or Diksha Portal.
- Educational NGOs: Pratham, Teach For India, or Azim Premji Foundation.

4. Content Creation and Publishing

- Focus:
- Developing English reading and writing materials.
- Designing modules for skill-based learning in English.
- Where to Apply:
- Educational Publishers: Pearson, Oxford University Press.
- Freelancing Platforms: Create English content for online educational platforms.

5. Research Internships

- Focus:
- Study NEP's impact on English education.
- Research on integrating regional languages and English in the classroom.
- Where to Apply:
- University Departments: Departments of Education or English offering NEP-related projects.
- Think Tanks: Observer Research Foundation (ORF), Center for Policy Research (CPR).

6. NGOs and Non-Profits

- Focus:
- Bridging learning gaps in English for underprivileged students under NEP.
- Where to Apply:
- Teach for India: Focuses on empowering students with English language skills.
- Literacy India: Offers internships in teaching English to rural and urban underprivileged students.

7. English as a Second Language (ESL) Teaching Internships

- Focus:
- Teaching English in multilingual classrooms, as emphasized in NEP 2020.
- Where to Apply:
- International Organizations: British Council or TESOL-focused programs in India.
- Online Platforms: Italki, Preply, or Cambly for online teaching experience.

8. Government and Policy-Oriented Internships

- Focus:
- Assist policymakers in implementing NEP 2020 for English learning frameworks.
- Where to Apply:
- NITI Aayog: Occasionally offers internships in education policy.
- Ministry of Education: Projects focusing on multilingual education.

9. How to Find Internships?

- LinkedIn: Search for "English education internships" related to NEP.
- Internshala: Offers education policy or curriculum-related internships.
- University Programs: Some universities offer NEP-specific internships through their education departments.
- Diksha Portal: Monitor for opportunities related to NEP implementation.

OR

Any Specific Guidance/ Direction/ Instruction given in future by HNGU to the Board of Studies (English) related to Internship in B.A. Sem.-6 (English) will be implemented.