

BACHELOR OF ARTS

[ENGLISH ABILITY ENHANCEMENT COURSES (AEC)]

AEC-01 : ENGLISH WRITING AND COMPOSITION (CREDIT-2)

FULL MARKS: 50

Course Level Learning Outcome

1. Convey the ideas in English using simple and acceptable English in writing
2. Spread of consciousness against superstitions and evil social practices.
3. Understand to recognize and draft different types of writing – e.g., classroom notes,summaries, reports, exploratory and descriptive paragraphs, etc.
4. Translate texts from Hindi to English.
5. Write a report on an academic or cultural event that takes place in a college or university for a journal or a newspaper
6. Nurturing sensibilities for an understanding of the forces of social change.
7. Ability to prepare different kinds of Resume, Biodata and CV

The following topics are prescribed:

UNIT I

UNIT I

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NEP SYLLABUS

2. Translation (Hindi into English)
3. Reading Comprehension

UNIT II

1. Paragraph Writing
2. Preparing Different Kinds of Resume, Biodata and CV
3. Official Corresponding

Suggested Readings

1. Thakur, K. P. *A Practical Guide to English Translation and Composition*. Bharti Bhawan, 2014
2. Vidya Editorial Board. *Advance Translation and Composition*. Gennext, 2016

Distribution of Marks

[Note: No internal will be held.]

Questions shall be asked only from the topics prescribed.

End Semester Examination: Full Marks - 100

Time: 3 Hours

1. Report writing in 100 words (one to be attempted out of three choices)	-8
2. Translation (Hindi into English. Five sentences)	-8
3. Reading Comprehension (Around 200 words. Five multiple choice questions)	-10
4. Paragraph writing (100 words. One to be attempted out of three choices.)	-8

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Ranjan
22/8/23

Shweta
22/8/23

GP
22/8/23
Rumian Ahmad
22/8/23

NEP SYLLABUS

5. Resume, Biodata and CV writing	-8
6. Official Corresponding (different sorts of applications, cover letter, memo, demi-official letter, business letters, email, etc.)	-8
Total:	-50

AEC-02 : BRITISH LITERATURE (CREDIT-2)

FULL MARKS: 50

Course Level Learning Outcome

1. Understand and appreciate the ideas behind the canonical British English Literature.
2. Read, understand and appreciate English poetry.
3. Read, understand and appreciate English drama.
4. Acknowledge how Literature and Life are interconnected.
5. Understand how literature and life inform and shape each other.

UNIT I

The following poems are prescribed –

1. Shakespeare: *All the World's a Stage*
2. John Donne: *Hymn to God the Father*
3. George Herbert: *The Pulley*

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22/8/23 - S. M. S. X

22/8/23
Dana

22/8/23
G. S. S. M. S. X
22/8/23
Praveen Ahluwalia 22/8/23

NEP SYLLABUS

4. John Milton: *On His Blindness*
5. Henry Vaughan: *The Retreat*
6. William Wordsworth: *The Rainbow*
7. W.B. Yeats: *The Second Coming*
8. Robert Frost: *Stopping by the Woods*

UNIT II

G B Shaw: *Arms and the Man*

Suggested Readings

1. Grierson, Herbert. *A Critical History of English Poetry*. Bloomsbury Academic. 2014
2. Shaw, G B. *Arms and the Man* (Annotated). Create Space Independent Publishing Platform. 2016

Distribution of Marks

[Note: No Internals will be held.]

Questions shall be asked only from the topics/texts prescribed.

End Semester Examination: Full Marks - 100

Time: 3 Hours

Group A

1. 5 objective type questions without multiple choice to be answered

- $5 \times 1 = 5$

Answer f
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Manu
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Shubh
22/8/23

Sathy
22/8/23

98
22/8/23

Rizwan Ahmad
22/8/23



2. 2 Short answer type question to be attempted compulsorily out of 4 questions asked from the texts prescribed (Atleast One from each prescribed text)
- $[4.5 \times 5 = 9]$

Group B

1. 4 questions to be answered in long answer type out of 8 questions asked from the texts prescribed (Atleast One from each prescribed text)

- $[9 \times 4 = 36]$

Total = 50

AEC-03 : INDIAN ENGLISH LITERATURE (CREDIT-2)

FULL MARKS: 50

Course Level Learning Outcome

1. Awareness about the indigenous cultures of Jharkhand.
2. Spread of consciousness against superstitions and evil social practices.
3. Sensitivity towards the relationship between Nature and Man.
4. Grasping of literature as a medium for highlighting marginal voices.
5. Nurturing sensibilities for an understanding of the forces of social change.

UNIT I

1. H LV Derozio- The Harp of India
2. Toru Dutt-Our Casuarina Tree
3. Sarojini Naidu-The Soul's Prayer

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Santosh
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Parveen
22/8/23

Rosman Ahmad
22/8/23

NEP SYLLABUS

4. Nissim Ezekiel- Night of the Scorpion
5. Jayant Mahapatra- Indian Summer
6. Kamala Das- Summer in Calcutta

UNIT II

1. Time Stops at Shamli (Tiger, Tiger, Burning Bright... A Crow for All Seasons...Eyes of the Cat. Listen to the Wind. The Haunted Bicycle) – Ruskin Bond
2. Noddy's Noddy – J.P. Singh (Anupam Prakashan)

Suggested Readings

1. Borse, Dinesh A. 'A Study of Ruskin Bond's Short Stories in the Light of Ecocriticism'. Indian Journal of Research. Vol 4, Issue 2, Feb. 2015. <http://citeseerx.ist.psu.edu/viewdoc.download?doi=10.1.1.676.5061&rep=rep1&type=pdf>
2. Naik, M K. A History of Indian English Literature. Sahitya Akademi. 2005

Distribution of Marks

[Note: No Internals will be held.]

Questions shall be asked only from the topics/texts prescribed.

End Semester Examination: Full Marks - 100

Time: 3 Hours

Group A

1. 5 objective type questions without multiple choice to be answered

Ans 1
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Q1
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Q2
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Q3
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Q4
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Review Answer
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- $|5 \times 1 = 5|$

2. 2 Short answer type question to be attempted compulsorily out of 4 questions asked from the texts/topics prescribed (Atleast One from each prescribed text)
- $|4.5 \times 2 = 9|$

Group B

5. 4 questions to be answered in long answer type out of 8 questions asked from the texts prescribed (Atleast One from each prescribed text/topic)

- $|9 \times 4 = 36|$

Total = 50

Sunita
22/8/23

Divya
22/8/23

Rana
22/8/23

Rizwan Ahmad
22/8/23