

Chauhan Bansi Lal University, Bhiwani

Scheme of Examination for English in Undergraduate Programme

as per NEP 2020 Curriculum and Credit Framework for Undergraduate Programme

(Multiple Entry-Exit, Internships and Choice Based Credit System LCOF) w.e.f. the session 2024-25 (in a phased manner)

Semester-V

Course Type	Applicable Scheme	Course Code	Nomenclature of the Course	Credits				Contact hours				Internal Assessment Marks	Practicum /Project	End term Examination Marks	Total Marks	Examination hours
				Total	L	T	P	L	T	P	Total					
CC-5	A	25UN-ENG-501	Nineteenth Century Literature in English	4	3	1	0	3	1	0	4	30	0	70	100	3
CC-M5-(V)	A	25UN-ENG-502	Translation Studies: Theory and Practice	4	3	0	1	3	0	2	5	20	30	50	100	2

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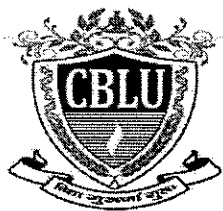
Chaudhary Bansi Lal University, Bhiwani

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(Multiple Entry-Exit, Internships and Choice Based Credit System LOCF) w.e.f. the session 2024-25 (in a phased manner)

Semester-VI

Course Type	Applicable Scheme	Course Code	Nomenclature of the Course	Credits				Contact hours				Internal Assessment Marks	Practicum/Project	End term Examination Marks	Total Marks	Examination hours
				Total	L	T	P	L	T	P	Total					
CC-6	A	25UN-ENG-601	Twentieth Century Literature in English	4	3	1	0	3	1	0	4	30	0	70	100	3
CC-M6	A	25UN-ENG-602	English Language Teaching (ELT)	4	3	1	0	3	1	0	4	30	0	70	100	3
CC-M7 (V)	A	25UN-ENG-603	Creative Writing	4	3	0	1	3	0	2	5	20	30	50	100	2
	A	25UN-ENG-604	Introduction to Editing and Publishing	4	2	0	2	2	0	4	6	15	50	35	100	2

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CHAUDHARY BANSI LAL UNIVERSITY, BHIWANI

(A State University established under Haryana Act No. 25 of 2014)

Undergraduate Programme as per NEP-2020

Subject: English

(Multiple Entry-Exit, Internships and Choice Based Credit System LOCF)
w.e.f. the Session 2024-25 (in a phased manner)

Semester-V

Course Nomenclature: Nineteenth Century Literature in English

Course Code: 25-UN-ENG- 501

Course Type: CC-5

Credits (L+T+P): 4 (3+1+0)

External Theory Marks: 70

Internal Assessment Marks: 30

Time Allowed: 3 Hrs.

Course Objectives: The course aims to familiarize students with major literary movements, authors, and texts of nineteenth-century English literature in their historical, social, and cultural contexts. It seeks to develop critical appreciation of the literary responses to industrialization, colonialism, social reform, and changing human values reflected in the poetry, fiction, and prose of the period.

Learning Outcomes: At the end of the course students will be able to:

1. be acquainted with the major literary movements, genres, and cultural developments of nineteenth-century English literature;
2. develop an understanding of the social, political, and intellectual contexts that shaped nineteenth-century literary production;
3. be familiar with the works of major poets, novelists, and essayists of the Victorian and Romantic periods;
4. enhance critical reading, interpretation, and analytical skills through the study of representative literary texts;
5. appreciate the enduring influence of nineteenth-century English literature on modern literary and cultural traditions.

Note for the Paper-setter: The examiner shall set one compulsory question and eight descriptive questions (1+8). Question No. 1 shall be compulsory and shall consist of seven short-answer questions carrying 2 marks each ($7 \times 2 = 14$ marks). The short-answer questions should cover the entire syllabus. The remaining eight descriptive questions shall be set by covering all four units of the syllabus. The candidate shall attempt any four descriptive questions, each carrying 14 marks.

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Unit-1

Bankim Chandra Chatterjee *Rajmohan's Wife* (Penguin Ed.)

Unit-2

R.W. Emerson "Nature" (from *Essays*)

H.D. Thoreau "Where I Lived, and What I Lived For" (from *Walden*)

Sri Aurobindo "The Gist of the Karmayoga" (from *Essays on the Gita*)

Unit-3

P.B. Shelley "Ode to the West Wind"

Matthew Arnold "Dover Beach"

Toru Dutt "Sita"

Unit-4

Henry James "The Liar" (from *A London Life*)

Thomas Hardy "The Three Strangers" (from *Wessex Tales*)

Nathaniel Hawthorne "The Great Stone Face" (from *Twice Told Stories*)

Suggested Readings:

Arsic, Branka. *On Leaving: A Reading in Emerson*. Harvard UP, 2010.

Aurobindo, Sri. "The Gist of the Karmayoga." *Essays on the Gita*. Sri Aurobindo Ashram Publication Department, 2000.

Bloom, Harold. *Shelley's Mythmaking*. Yale UP, 1959.

Brodhead, Richard H. *Hawthorne, Melville, and the Novel*. University of Chicago Press, 1976.

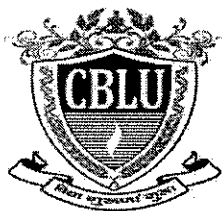
Collini, Stefan. *Arnold*. Oxford UP, 1988.

Fogel, Daniel Mark. *A Companion to Henry James Studies*. Greenwood Press, 1993.

Singh, Amar Nath, editor. *The Poetry of Toru Dutt*. Sarup & Sons, 2009.

Sullivan, Keith. *A Study of Thomas Hardy's Short Fiction*. Twayne Publishers, 1978.

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Undergraduate Programme as per NEP-2020

Subject: English

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w.e.f. the Session 2024-25 (in a phased manner)

Semester-V

Course Nomenclature: Translation Studies: Theory and Practice

Course Code: 25UN-ENG-502

Course Type: CC-M5(V)

Credits (L+T+P): 4 (3+0+1)

External Theory Marks: 50

Internal Assessment Marks: 20

Practical/Project Marks: 30

Time Allowed: 2 Hrs.

Course Objectives: The course aims to introduce students to the theoretical foundations, principles, and methodologies of translation studies while providing practical training in translation across diverse texts and contexts. It seeks to develop linguistic competence, intercultural awareness, and the ability to critically evaluate and produce effective translations in literary and non-literary domains.

Learning Outcomes: At the end of the course, students will be able to:

1. get acquainted with the fundamental concepts, theories, and approaches in Translation Studies;
2. develop an understanding of the linguistic, cultural, and contextual challenges involved in the process of translation;
3. enhance their practical translation skills through the translation of texts across different genres and domains;
4. understand the role of translation in facilitating intercultural communication and the dissemination of knowledge;
5. cultivate critical awareness of translation strategies, ethics, and the evaluation of translated texts.

Note for the Paper-setter: The examiner shall set one compulsory question and six descriptive questions (1+6). Question No. 1 shall be compulsory and shall consist of four short-answer questions carrying 2 marks each ($4 \times 2 = 08$ marks). The short-answer questions should cover the entire syllabus. The remaining six descriptive questions shall be set by covering the first three units of the syllabus. The candidate shall attempt any three descriptive questions, each carrying 14 marks.

The evaluation of the project report shall be of 30 marks on the basis of written project (20 marks) and presentation /viva-voce performance (10 marks).

Unit-1

Conceptual Framework of Translation Studies (From Unit-1 of Susan Basnett's *Translation Studies*, 4th ed.)

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Central Issues:

- “Language and Culture”
- “Types of translation”
- “Decoding and recoding”
- “Problems of equivalence”
- “Loss and gain”
- “Untranslatability”

Unit-2

Specific problems of literary translation:

- “Structures”
- “Poetry and translation”
- “Translating Prose”
- “Translating Dramatic Texts”

Unit-3

Study of Works in Translation (Hindi/English)

Short Stories:

- | | |
|---------------------------|--|
| Saadat Hasan Manto | “The Black Salwar” |
| | “The Dog of Tithwal” |
| Munshi Premchand | “Sadgati” |
| | “The Shroud” (Kafan) |
| Suryakant Tripathi Nirala | “Breaking the Stone” (“Todti Patthar”) |

Unit-4

A Small Project on Translation from Hindi/Punjabi/Haryanvi to English (To be submitted in the Department for Internal Evaluation). The word limit for poem and prose text/excerpt will be 1500-2000 and 2000-3000 words respectively.

Suggested Readings:

Benjamin, Walter. “The Task of the Translator.” *Illuminations*. Translated by Harry Zohn, Schocken Books, 1968.

Manto, Saadat Hasan. *My Name Is Radha: The Essential Manto*. Translated by Muhammad Umar Memon, Penguin Books, 2007.

Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*. Routledge, 2016.

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Nida, Eugene A., and Charles R. Taber. *The Theory and Practice of Translation*. Brill, 1982.

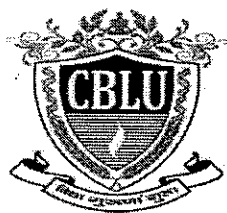
Nirala, Suryakant Tripathi. *Selected Poems of Nirala*. Translated by P. Lal, Writers Workshop, 1993.

---. *A Season on the Earth: Selected Poems of Nirala*. Translated by David Rubin OUP, 2003.

Premchand. *The Gift of a Cow and Other Stories*. Translated by Gordon C. Roadarmel, University of California Press, 1968.

Venuti, Lawrence, editor. *The Translation Studies Reader*. 4th ed., Routledge, 2021.

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w.e.f. the Session 2024-25 (in a phased manner)

Semester-VI

Course Nomenclature: Twentieth Century Literature in English

Course Code: 25UN-ENG-601

Course Type: CC-6

Credits (L+T+P): 4 (3+1+0)

External Theory Marks: 70

Internal Assessment Marks: 30

Time Allowed: 3 Hrs.

Course Objectives: The course aims to provide students with a comprehensive understanding of major literary movements, themes, and representative writers of twentieth-century English literature. It seeks to develop critical awareness of the ways in which modernity, war, globalization, identity, and social transformation influenced literary expression across poetry, drama, fiction, and prose.

Learning Outcomes: At the end of the course, students will be able to:

1. get acquainted with major literary movements, genres, and trends in twentieth-century English literature;
2. examine the impact of historical, social, political, and cultural transformations on twentieth-century literary works;
3. develop critical understanding of representative texts by major twentieth-century poets, dramatists, novelists, and essayists;
4. enhance analytical and interpretative skills through close reading of diverse literary texts;
5. appreciate the innovations in form, style, and thematic concerns that characterize twentieth-century English literature.

Note for the Paper-setter: The examiner shall set one compulsory question and eight descriptive questions (1+8). Question No. 1 shall be compulsory and shall consist of seven short-answer questions carrying 2 marks each ($7 \times 2 = 14$ marks). The short-answer questions should cover the entire syllabus. The remaining eight descriptive questions shall be set by covering all four units of the syllabus. The candidate shall attempt any four descriptive questions, each carrying 14 marks.

Unit-1

Rabindranath Tagore

The Home and the World (trans. by Surendranath Tagore)

Unit-2

Ernest Hemingway

The Old Man and the Sea

Unit-3

Rudyard Kipling

"If"

R. Parthasarthy

"Homecoming"

W.B. Yeats

"A Prayer for My Daughter"

Unit-4

Krishna Sobti

Listen Girl (Ai Larki) (Translated by
Shiwanātha, Katha 2006)

Suggested Readings:

Bloom, Harold, editor. *W. B. Yeats*. Chelsea House Publishers, 2004.

King, Bruce. *Modern Indian Poetry in English*. Oxford UP, 2001.

Kipling, Rudyard. *Selected Poems*. Penguin Books, 1994.

Kumar, Sukrita Paul, and Rekha Sethi, editors. *Krishna Sobti: A Counter Archive*. Routledge, 2022.

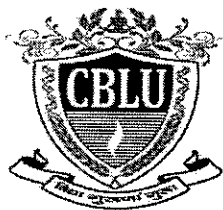
Parthasarathy, R. *Rough Passage*. Oxford UP, 1977.

Prasad, Amar Nath. *Indian English Poetry: Critical Perspectives*. Sarup & Sons, 2007.

Tagore, Rabindranath. *Home and the World*. Translated by Surendranath Tagore, Penguin Classics, 2005.

Yeats, W. B. *The Collected Poems of W. B. Yeats*. Wordsworth Editions, 1994.

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Semester VI

Course Nomenclature: English Language Teaching (ELT)

Course Code: 25UN-ENG-602

Course Type: CC-M6

Credits (L+T+P): 4 (3+1+0)

External Theory Marks: 70

Internal Assessment Marks: 30

Time Allowed: 3 Hrs.

Course Objectives: The course aims to acquaint students with the theories, methods, and contemporary practices of English Language Teaching (ELT) in diverse educational contexts. It seeks to develop pedagogical skills, language teaching competence, and an understanding of learner needs, curriculum design, assessment, and the effective use of teaching resources and technology.

Learning Outcomes: At the end of the course, students will be able to:

1. get acquainted with the fundamental principles, methods, and approaches of English Language Teaching;
2. develop an understanding of language acquisition theories and their application in English language classrooms;
3. equipped students with effective teaching strategies for developing listening, speaking, reading, and writing skills;
4. familiar with the use of instructional materials, educational technologies, and assessment techniques in ELT;
5. learn reflective and learner-centered teaching practices for diverse linguistic and cultural contexts.

Note for the Paper-setter: The examiner shall set one compulsory question and eight descriptive questions (1+8). Question No. 1 shall be compulsory and shall consist of seven short-answer questions carrying 2 marks each ($7 \times 2 = 14$ marks). The short-answer questions should cover the entire syllabus. The remaining eight descriptive questions shall be set by covering all four units of the syllabus. The candidate shall attempt any four descriptive questions, each carrying 14 marks.

Unit I

Functions of Language; Language Variation; Second Language Acquisition: Stephen Krashen's Input Hypothesis, Merrill Swain's Output Hypothesis, Noam Chomsky's Universal Grammar, Cognitive Approaches to SLA.

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Unit 2

Sounds of English in Received Pronunciation; Phonemic Transcription of Commonly Used Words; Marking Word Accent on Words with Prefixes (prescribed book *Spoken English* by R.K.Bansal)

Unit 3

Word Formation and its Methods and Verb Patterns (A. S. Hornby 1-25)

Unit 4

Methods of Teaching: Grammar Translation Method; Direct Method; Audio-Lingual Method; Communicative Language Teaching; Teaching Language through Literature.

Suggested Readings:

Bjorn Hammarberg, ed., *Processes in Third Language Acquisition*. Edinburgh: Edinburgh UP, 2009.

Cook, Vivian. *Second Language Learning and Language Teaching*. 4th ed., London: Hodder Education, 2008

Crystal, David. *The Cambridge Encyclopedia of Language*. 2nd ed. New York: Cambridge University Press, 2003.

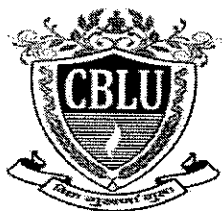
Lesly Farell, Udaya Narayana Singh and Ram Ashish Giri. *English Language Education in South Asia*. New Delhi: Cambridge University Press India, 2011.

Mohanraj, Jayashree. *Let Us Hear Them Speak: Developing Speaking-Listening Skills in English*. SAGE Publications India Pvt Ltd, 2015.

---. *Skill Sutras: Modern Communication and Ancient Wisdom*. Prism Books Pvt. Ltd., 2015.

Nagaraj, Geetha. *English Language Teaching: Approaches, Methods, Techniques*. 3rd ed., Orient BlackSwan, 2021.

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Semester VI

Course Nomenclature: Creative Writing

Course Code: 25UN-ENG-603

Course Type: CC-M7

Credits (L+T+P): 4 (3+0+1)

External Theory Marks: 50

Project Work: 30

Internal Assessment Marks: 20

Time Allowed: 3 Hrs.

Course Objectives: The course aims to cultivate students' creative and imaginative abilities through the study and practice of various forms of writing, including poetry, fiction, drama, and creative non-fiction. It seeks to develop originality, stylistic awareness, narrative techniques, and effective written expression while encouraging critical reflection on the creative process.

Learning Outcomes: At the end of the course, students will be able to:

1. develop creative expression through the practice of various forms of imaginative writing;
2. to enhance skills in crafting poetry, fiction, drama, and other creative literary genres;
3. to cultivate an understanding of narrative techniques, style, voice, characterization, and plot development;
4. appreciate creative writing as a means of artistic, cultural, and personal expression.

Note for the paper setter: The examiner shall set one compulsory question and six descriptive questions (1+6). Question No. 1 shall be compulsory and shall consist of four short-answer questions carrying 2 marks each ($4 \times 2 = 08$ marks). The short-answer questions should cover the entire syllabus. The remaining six descriptive questions shall be set by covering the first three units of the syllabus. The candidate shall attempt any three descriptive questions, each carrying 14 marks.

The evaluation of the project report shall be of 30 marks on the basis of written project (20 marks) and presentation /viva-voce performance (10 marks).

Unit-I

Forms of Writing: Descriptive: Use and application, Expository: Use and application, Persuasive: Use and application, Narrative: Use and application Practice.

Unit-II

Literary Devices & Figure of Speech:

Alliteration, Euphemism, Imagery, Metaphor, Simile, Personification, Oxymoron, Cacophony, Irony, Pun; Tone, Clichés, Rhetoric.

Unit-III

New Forms of Creative Writing: Blog Writing, Media Writing: Article, Dialogue Writing, Content Writing

Unit-IV

Project Work: Students will be required to write a Short Story (1500-2000 words)/ Compose a long Poem/ an article/ Book Reviews/ Film Reviews published in Regional/ National Daily Newspaper

The project will be evaluated by internal examiner(s).

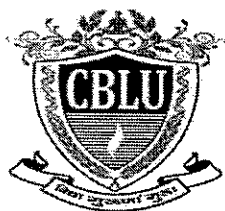
Suggested Readings:

Anjana Neira Dev et al. *Creative Writing: A Beginner's Manual*. New Delhi: Pearson, 2009.

David Morley and Philip Nielsen. eds. *The Cambridge Companion to Creative Writing*. CUP. 2012.

Peyton, Joy Kreeft, and Leslee Reed. *Dialogue Journal Writing with Non-native English Speakers: A Handbook for Teachers*. Teachers of English to Speakers of Other Languages (TESOL), 1990.

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Semester VI

Course Nomenclature: Introduction to Editing and Publishing

Course Code: 25UN-ENG-604

Course Type: M-7 (V)

Credits (L+T+P): 4 (2+0+2)

External Theory Marks: 35

Internal Assessment Marks: 15

Practicum/Project: 50

Time Allowed: 2 Hrs.

Course Objectives: The course aims to introduce students to the principles, processes, and practices of editing and publishing in both print and digital media. It seeks to develop skills in manuscript preparation, copyediting, proofreading, content management, and publication workflows while fostering an understanding of the contemporary publishing industry and professional standards.

Learning Outcomes: At the end of the course, students will be able to:

1. be familiar with the fundamentals of editing and publishing;
2. develop skills in proofreading, copyediting, and manuscript preparation;
3. get acquainted with print, digital, and academic publishing practices;
4. prepare professional publishing documents and promotional material;
5. get acquainted with ethical and legal aspects of publishing.

Note for the Paper-setter: The examiner shall set one compulsory question and eight descriptive questions (1+4). Question No. 1 shall be compulsory and shall consist of seven very short-answer questions carrying 1 marks each ($7 \times 1 = 07$ marks). The short-answer questions should cover the entire syllabus. The remaining four descriptive questions shall be set by covering first two units of the syllabus. The candidate shall attempt any two descriptive questions, each carrying 14 marks.

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Unit-1

Introduction to Editing and Publishing: Editing: Meaning, Nature, Scope and Importance; Types of Editing: Structural Editing, Copy Editing, Line Editing, Substantive Editing; Digital Publishing, IT tools, Plagiarism and Publication Ethics

Unit-2

Proofreading and Copyediting: Proofreading: Meaning, Objectives and Significance, Standard Proofreading Symbols and Marks

Common Errors in Editing and Proofreading: Grammatical Errors, Punctuation Errors, Spelling Errors, Formatting Errors, Consistency and Style Issues

Unit-III

(Based on Practice)

Publishing Software and Tools: MS Word, Google Docs, Canva and Page maker

Practice in Designing Brochures and Pamphlets, Newsletter, Magazine cover page, E-book layout, Event Reports, Notices

Unit-IV

(Based on Practice)

Students shall be given the following assignments:

1. Editing and proofreading of a manuscript of 1000–1500 words.
2. Preparation of a book proposal and promotional material.
3. Editing a short academic article following MLA style guidelines

Suggested Readings:

Butler, Judith, Caroline Drake, and Maureen Leach. *Butcher's Copy-Editing: The Cambridge Handbook for Editors, Copy-Editors and Proofreaders*. 5th ed., Cambridge UP, 2021.

Einsohn, Amy, and Marilyn Schwartz. *The Copyeditor's Handbook: A Guide for Book Publishing and Corporate Communications*. 4th ed., University of California Press, 2019.

Gibaldi, Joseph. *MLA Handbook*. 9th ed., Modern Language Association of America, 2021.

- Greetham, Bryan. *How to Proofread*. 3rd ed., Red Globe Press, 2017.
- Herman, Edward. *The Business of Publishing: A Practical Guide*. Routledge, 2016.
- Katz, Bill. *The Essential Guide to Publishing*. Oxford UP, 2003.
- Kolln, Martha, and Loretta Gray. *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects*. 8th ed., Pearson, 2016.
- McCormack, John. *The Fiction Editor, the Novel, and the Novelist*. Bloomsbury Academic, 2020.
- Miller, Laura. *The Digital Publishing Handbook*. Routledge, 2018.
- Plotnik, Arthur. *The Elements of Editing: A Modern Guide for Editors and Journalists*. Quill Driver Books, 2003.
- Ritter, R. M. *The Oxford Guide to Style*. Oxford UP, 2003.
- Smith, D. C. *Guide to Book Publishing*. UNESCO Publishing, 2010.
- The Chicago Manual of Style*. 18th ed., University of Chicago Press, 2024.

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