

1st Semester

BA Hons (English)

New Syllabus
2022-23

UGCF NEP



Department of English

BA (Hons.) English

Course I

(B.A. Programme for Bachelor in English (Honours) degree in three years)

UNIVERSITY OF DELHI COURSE I (B.A. HONS.) Introduction to Literary Studies

Complete Syllabus

Syllabus Of B A Hons In English First Year

Richard Bailey



Syllabus Of B A Hons In English First Year:

Indian Classical Literature Deepali Borthakur, 2019-01-01 A brief synopsis written by Deepali Borthakur M A MSW M Phil is Assistant Professor English Faculty of Commerce Management Humanities and Social Sciences Assam Down Town University Guwahati is an initiative to help BA level students to understand the Indian Classic Literature This book deals with the aspects of classic literature in the easiest way making it convenient for the BA level students to understand it at ease Keeping in mind the CBCS course each chapter deals with the units descriptively

English Studies in India Banibrata Mahanta, Rajesh Babu Sharma, 2018-11-03 This volume is a collection of scholarly papers that explore the complex issues concerning English Studies in the present Indian context The discussions in this volume range from historical perspectives to classroom specific pedagogies from sociological and political hierarchies to the dynamics of intellectual development in the English language environment Interrogating both policy and practice pertaining to English Studies in the context of Indian society culture history literature and governance the chapters seek to formulate contemporary perspectives to these debates and envision alternative possibilities Since the introduction of English to India more than 2 centuries ago the language has transmuted the very fabric of Indian society culture history literature and governance The idea of India cannot be conceived in its entirety without taking into consideration the epistemological role that English has played in its formation The present globalized world order has added dimensions to English Studies which are radically different from those of India's colonial and postcolonial past It is therefore imperative that the multitudinous shades and shadows of the discipline be re examined with inputs drawn from the present context This volume is for scholars and researchers of English literature and language studies linguistics and culture studies and others interested in exploring new paradigms of engagement with the disciplinary formulation of English Studies in India

English Studies in Indian Universities Ravindra Baburao Tasildar, 2019-01-22 Right from its formal introduction in India in 1835 through Thomas B Macaulay's Minute English has been intrinsically linked with the employment prospects of Indians During their regime the British promoted English education to fulfil the requirement of English knowing Indians for administrative purposes Owing to globalization the last few years have witnessed the opening up of thousands of lucrative job opportunities for graduates proficient in English English has gained importance in India as the language of opportunities In colonial India English education was a passport to government jobs while in the twenty first century proficiency in English is essential for private sector jobs This book examines the development of curricula in English in Indian universities vis a vis the needs of second language learners studying in Special English programmes of Bachelor of Arts BA It also reflects on how globalization has strengthened the connection between English and employment

A History of the Faculty of Arts at the University of Adelaide 1876-2012 Nick Harvey, Jean Fornasiero, Greg McCarthy, Clem Macintyre, Carl Crossin, 2012 The Bachelor of Arts BA was the first recognised degree at the University of Adelaide Although informal classes for some subjects were held at the University between 1873 and 1875 the

first official University lecture was a Latin lecture at 10 am on Monday 28 March 1876 This was followed by lectures in Greek English and Mental Philosophy By 1878 the first BA student Thomas Ainslie Caterer completed his studies for the BA degree and in 1879 became the first graduate of the University of Adelaide Even though the BA was the first degree it was not until eight years later in 1887 that the Faculty of Arts was inaugurated after the Faculty of Law in 1884 a Board of Studies in Music in 1885 and the Faculty of Medicine in 1885 Following the creation of a separate science degree in 1882 many scientific subjects were removed from the BA For the next five years the subjects were Latin Greek Mathematics Natural Philosophy Logic English History and Comparative Philology Later other subjects such as French German and Political Economy were added toward the end of the nineteenth century In 1897 the Elder Conservatorium of Music was created as the first music school of its type in Australia although at that time it was not part of the Faculty of Arts In the first 50 years of the Universitys existence less than ten BA students graduated each year At the start of the 21st century this figure had climbed to over 300 BA graduates per year but what is interesting is that by 2010 the number of BA graduates was equalled by the number of graduates from separate named degrees within the Faculty plus 70 Music graduates In addition during the first decade of the twenty first century there were over 60 coursework postgraduates plus more than 40 research postgraduates graduating each year

Calendar ,1910 *The Journal of Education* ,1892 *Calendar* University of Adelaide,1927 Socio-Linguistic Consideration in Teaching English : A Case Study Pratibha Gupta,2004 Provides A Reality Based Approach To English Teaching In Indian Context Studies English Language Teaching In Maithili Speech Community In Bihar Has Six Chapters And Appendices Useful For Students And Teachers Language Planners And Educators *Calendar* London School of Economics and Political Science,1967 Report on Public Instruction in the Madras Presidency for ... Madras (India : State). Education Department,1919 **Report on Public Instruction** Madras (India : State). Education Department,1919 Universities in the Overseas Dominions Great Britain. Board of Education,1912 **Special Reports on Educational Subjects** Great Britain. Board of Education,1912 English Education at the Tertiary Level in Asia Eun Sung Park,Bernard Spolsky,2017-03-16 This is the third volume of a trilogy on English Language education in Asia within the Routledge Critical Studies in Asian Education Put together by editors and contributors selected by Asia TEFL this book provides a timely and critical review of the current trends in tertiary level English education in Asia It foregrounds the developments and trends policies and implementation as well as research and practice Written by ELT scholars and educational leaders this book presents articles on China Hong Kong India Japan Korea Malaysia the Philippines Singapore Thailand and Vietnam While the authors focus on their own local issues providing an overview of the state of tertiary English teaching in their respective territories they also provide insights from their successes and failures which can help inspire solutions to similar challenges faced internationally in the field Chapters in the book include Heading toward the global standardization of English education in Korean universities English in tertiary education in India A Janus faced perspective

with special reference to University of Delhi Developing English language skills in the Singapore higher education context
 ELT at tertiary institutions in China A developmental perspective This book will be valued by administrators researchers and scholars interested in bilingualism language policy and planning in higher education **Cambridge 3 Unit Mathematics Year 11 Enhanced Version** William Pender,David Saddler,Julia Shea,Derek Ward,2011-04 Features The current and new versions will have the same pagination A large number of fully worked examples demonstrate mathematical processes and encourage independent learning Exercises are carefully graded to suit the range of students undertaking each mathematics course Online self marking objective response quizzes provide further opportunities to practice the multiple choice style questions included in HSC Maths exams 2 Unit 3 Unit Mathematics Foundation questions consolidate fluency and understanding development questions encourage students to apply their understanding to a particular context Extension or Challenge questions inspire further thought and development for advanced students The wealth of questions in these three categories enables teachers to make a selection to be attempted by students of differing abilities and provides students with opportunities to practice questions of the standard they will encounter in their HSC exams Regulations and Courses for Internal Students University of London,1916 *Individual Work and the Dalton Plan* Albert John Lynch,1924 Teaching Communication Graeme Burton,Richard Dimbleby,2002-01-04 We learn most of our communication skills without consciously working at them Teaching Communication sets out what those skills are and how to develop them **Journal of Education** ,1914 *A Guide to English Courses in the Universities* English Association,1965

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