

**Programme Structure, Syllabi, Outline of Tests, and Course of Reading
under the Faculty languages and culture**

B.A. (Hons.) English – Ist Semester

| I SEMESTER | | | | | | | | |
|----------------------|--------------------|-------------------------------------------|-----------------------------|---------------|---|-----|-----------|---------------------|
| Sr. No. | Course Code | Course Title | Course Type | Credit | | | | Credit Units |
| | | | | L | T | P/S | SW/ FW | |
| 1. | | European Classical Literature | Core Courses | 6 | 0 | 0 | 0 | 6 |
| 2. | | Indian Classical Literature | Core Courses | 6 | 0 | 0 | 0 | 6 |
| 3. | | Contemporary India: Women and Empowerment | Generic Elective Courses | 6 | 0 | 0 | 0 | 6 |
| 4. | | Environmental Studies-I | Ability Enhancement Courses | 2 | 0 | 0 | 0 | 2 |
| 5. | | Punjabi-I | Ability Enhancement Courses | 1 | 0 | 0 | 0 | 1 |
| 6. | | French/German | Value Added Courses | 1 | 0 | 0 | 0 | 1 |
| 7. | | Introduction to Communication Skills | Skill Enhancement Courses | 2 | 0 | 0 | 0 | 2 |
| Total Credits | | | | | | | | 24 |

Course Title: European Classical Literature
Credit Units: 06
Course Level: UG

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives:

This course provides a humanist foundation to English studies, to be considered essential reading. It enables an exploration of classical Greek, Roman, and Hebrew literature in English translation, tracing its impact and influence on English literature from the period of the Renaissance to the Modern. The paper offers a wide-ranging perspective on the aesthetic, philosophical, and social concerns of classical literature. It introduces students to multiple genres and forms, including the epic, tragedy, comedy, the lyric, and the dialogue. Selections from the Old and New Testament of The Bible provide the context to literary styles and ideas governing Western literature’s interface with the community and its spiritual needs.

Pre-requisites:

Students should have knowledge of the basic genres of literature.

Course Contents/Syllabus:

| | Weightage (%) | Teaching Hours |
|-----------------------------------------------------------------------------|---------------|----------------|
| Unit I | 25 | 27 hrs |
| • Homer – <i>The Iliad</i> | | |
| Unit II | 25 | 27 hrs |
| • Sophocles – <i>Antigone</i> | | |
| Unit III | 25 | 27 hrs |
| • Plato – <i>The Republic</i> | | |
| • Aristotle – <i>Poetics</i> | | |
| Unit IV | 25 | 27 hrs |
| • ‘The Book of Job’, Selections from ‘The Gospel According to St. Matthew’, | | |
| • Dante – <i>Inferno</i> | | |

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

- Explore the historical, cultural, and philosophical origins of tragedy and comedy.
- Engage with both genres in their distinctive form, style, and characterization, including their representation of human aspirations, foibles, grandeur, and vulnerability.
- Examine the Book of Job from the Old Testament of The Bible for its literary style, including its debate over tragic fate and human suffering, and to locate its enduring influence over subsequent humanist writings.
- Study the history of ideas pertaining to the human-social-divine interface in theorisations on form, narrative, social organization, and aesthetics in the writings of Plato and Aristotle.

Pedagogy for Course Delivery: The methodology followed for course delivery will be as follow:

- The course will be taught in an interactive manner.

- Lectures will be delivered that will include the various themes and the styles and techniques employed by the writers to highlight their concerns.

Lectures:106 sessions

Presentation / Seminar:

Mid-Term Test and End-Term Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|--------------------|------------------------------------------------|------------------------------------|----------------------------|---------------|
| Richard Rutherford | <i>Classical Literature: A Concise History</i> | Wiley-Blackwell | 2004 | 9780631231332 |
| Robert Fagles | <i>The Three Theban Plays</i> | Penguin Classics | 1984 | 9780140444254 |
| Homer | <i>The Illiad</i> | Penguin Classics (Reprint Edition) | 1992 | 9780140445923 |
| Dante | <i>Inferno</i> | Penguin Classics | 2013 | 9780141393544 |

Course Title: Indian Classical Literature

Credit Units: 06

Course Level: UG

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives:

The paper introduces students to a rich and diverse literature from two classical languages of India, Sanskrit and Tamil. A key feature is the study of the poetics in the epics of both languages, including their literary traditions and their representations of a pluralist society in terms of linguistic, religious, and generic diversity. The paper lays a foundation in Indian poetics, theories of representation, aesthetics, aspects of Indian theatre, and traditions of story-telling and narrative structures. Optional papers on Indian literature in subsequent semesters will reinforce the centrality of this paper in providing an understanding of key concepts related to the form and content of Indian literatures.

Pre-requisites:

Students should have knowledge of the basic genres of literature.

Course Contents/Syllabus:

| | Weightage (%) | Teaching Hours |
|------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I | 25 | 27 hrs |
| • <i>The Mahabharata</i> (Selections from <i>The Mahabharata of Krishna-Dwaipayana Vyasa</i>) | | |
| Unit II | 25 | 27 hrs |
| • Kalidasa - <i>Abhijnanasakuntalam</i> (in English translation) | | |
| Unit III | 25 | 27 hrs |
| • <i>The Mrichchhakatika of Sudraka</i> – Sudraka (in English translation) | | |
| Unit IV | 25 | 27 hrs |
| • <i>Natyashastra</i> (Selections) | | |

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

- Understand significant sections of Vyasa's *Mahabharata* to determine conceptualisation and representation of class, caste, gender, and disability in the context of the epic battle over rights and righteousness.
- Examine selections from Kalidasa's *Abhijnanasakuntalam* to understand the interplay of poetics and the lifestyle of communities, negotiating ideas related to love, justice, war, governance, and conduct in private and public domains.
- Study Sanskrit drama to appreciate its debts to *Natyashastra* in their formal aspects.
- Study selections elucidating Tamil and Sanskrit poetics, the Rasa theory from *Natyashastra*, to help students appreciate the inter-connections between theory and practice in theatre.

Pedagogy for Course Delivery: The methodology followed for course delivery will be as follows:

- The course will be taught in an interactive manner.
- Lectures will be delivered that will include the various themes and the styles and techniques employed by the writers to highlight their concerns.

Lectures: 106 sessions

Presentation / Seminar:

Mid-Term Test and End-Term Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|----------------------------------------------|-------------------------------------|-----------------------------|----------------------------|---------------|
| Kalidasa (Author), Chandra Rajan (Editor) | <i>The Loom of Time</i> | Penguin India | 2005 | 9780144000784 |
| M. R. Kale | <i>The Mrichhakatika of Sudraka</i> | Motilal Banarsidass | 2016 | 9788120840102 |
| J.A.B. van Buitenen | <i>The Mahabharata</i> | University of Chicago Press | 1981 | 9780226846644 |
| Irawati Karve | <i>Yuganta</i> | Orient BlackSwan Pvt. Ltd. | 2006 | 9788125014249 |

Course Title: Contemporary India: Women and Empowerment

Credit Units: 06
Course Level: UG

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives:

This course introduces students to the key concepts related to Gender, Gender-Identity and Roles. It also provides them with a basic understanding of Patriarchy, Masculinity and Femininity, Feminism, Gender Socialization, Gender discrimination and Gender Stereotyping. With an aim to discuss the challenges surrounding women empowerment in India through the ages. This course also highlights the various steps taken by the State to empower women in India.

Pre-requisites:

Students should have basic knowledge of the social fabric of India.

Course Contents/Syllabus:

| | Weightage (%) | Teaching Hours |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------|
| Unit I: Introduction | 25 | 27 hrs |
| <ul style="list-style-type: none"> • Meaning of Feminism, and the redefinition of Empowerment in the Indian context. • Feminist critique of the mainstream political and sociological theories. • Public/Private Dichotomy | | |
| Unit II: Key Concepts | 25 | 27 hrs |
| Concept and Construction of Gender <ul style="list-style-type: none"> • Concepts- Sex, Gender, Gender-Identity and Gender-roles • Patriarchy & Matriarchy • Basic understanding of Patriarchy, Masculinity and Femininity, Gender Socialization, Gender discrimination and Gender Stereotyping through the institutions of family, education, work, media and religion. | | |
| Unit III: Women empowerment in India- Problems and challenges | 25 | 27 hrs |
| <ul style="list-style-type: none"> • Status of women in Ancient, Medieval and Contemporary era. • Social problems of women in India • Social problems of working women in India | | |
| Unit IV: Gender, State and Empowerment | 25 | 27 hrs |
| <ul style="list-style-type: none"> • Gender and Caste- Reservations for women, Ambedkar, Periyar, Dalit feminism • Gender and Religion- Personal Laws, UCC Debate, Partition, Communalism • Modern Indian State- Institutional and legal provisions, Equality provisions, Family, and the state | | |

Course Learning Outcomes: At the end of this course, the students should be able to:

- Understand the basic tenets and key elements of feminist theory.
- To understand the conceptual knowledge of feminism

- Understanding the status of women in India from ancient to contemporary India.
- Analyze and evaluate the factors of caste and religion with respect to women empowerment and the role of the state in accentuating the same.

Pedagogy for Course Delivery: Blended mode of Lectures, Discussions, Case Studies, and Presentations.

Lectures:

Presentation/Seminar:

Term Paper:

Mid-Term Test and End-Term Test: 2

Quiz:

Assignment

Total: 108 Sessions

Text/Reference Books:

| Authors | Title | Publisher | Ed/year | ISBN No |
|-----------------|-----------------------------------------------------|----------------------------|---------|---------------|
| Dr. S.R. Myneni | Sociology | Allahabad Law Agency | 2016 | 9789380231464 |
| Judith Butler | Gender trouble- feminism and subversion of identity | Routledge, New York | 1990 | 978015900423 |
| Harlambos, M | Sociology: Themes and Perspectives | Harper Collins Publication | 2014 | 9780007583195 |
| C.N Shankar Rao | An Introduction of sociology | S.Chand publisher | 2012 | 9788121910361 |

Course Title Communication Skills—I

Credit Units: 01
Course Level: UG

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 1 | 0 | 0 | 0 | 1 |

Course Objectives:

To help students develop skills in the areas of vocabulary, grammar, presentation, and interactive communication so that any deficiencies in either skills or their application do not interfere with communication.

Pre-requisites:

Good Listening, Speaking, Reading, and Writing Skills.

Course Contents/Syllabus:

| | Weightage (%) | Teaching Hours |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I: Basic Concepts in Communication | 25 | 5 hrs |
| <ul style="list-style-type: none"> Definition of communication, Nature and process of communication, role and purpose of communication, types and channels of communication, communication networks/flow of communication: vertical, diagonal, horizontal, barriers to communication: physical, language, and semantic, socio-psychological, organizational, gateway to effective communication, towards communicative competence, choosing the appropriate channel and medium of communication, social communication: small talk and building rapport, barriers in communication. | | |
| Unit II: Communication Types | 25 | 4 hrs |
| <ul style="list-style-type: none"> Verbal communication: Oral Communication: Forms, Advantages & Disadvantages, Written Communication: Forms, Advantages & Disadvantages, Introduction of Communication Skills (Listening, Speaking, Reading, Writing), Nonverbal communication: functions and effective use, KOPPACT (Kinesics, Oculistics, Proxemics, Para-language, Artifacts, Chronemics, Tactilics). The implication of appropriate communication; effective ways of using social media, importance of digital literacy. | | |
| Unit III: Reading and Writing Skills | 25 | 5 hrs |
| <ul style="list-style-type: none"> Significance of reading; Reading Comprehension, gathering ideas from a given text, identify the main purpose and context of the text, evaluating the ideas, interpretation of the text, Paragraph development; essay writing. | | |
| Unit IV: Speaking and Presentation Skills | 25 | 4 hrs |
| <ul style="list-style-type: none"> Speaking skills: fluency, vocabulary, grammar, and pronunciation; effective speaking: selection of words, your voice, and non-verbal communication, functions of speaking: interaction, transaction, and performance; structuring the message; effective speaking strategies. Planning, preparation, practice, and performance; audience analysis, audio-visual aids, analyzing the non-verbal communication, methods of delivery: impromptu, extemporaneous, memorization, manuscript, and outlining. | | |

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

- Understand the basic processes of communication, both verbal as well as non-verbal—nature, scope, and power of communication processes.
- Demonstrate cultural sensitivity in communication and appreciation of cultural variations of diverse socio-cultural contexts.
- Develop an awareness of the role of mass media in shaping public psyche, beliefs, and perceptions about social realities and build an informed and critical perspective.
- Analyze situations and audiences to make right choices about the most effective and efficient ways to communicate and deliver messages.
- Assess various barriers in communication and develop communicative competence thereby for effective communication.

Pedagogy for Course Delivery: Multi-pronged strategy involving lectures, experiential learning, videos, e-content, web resources, open-source content on the internet, case studies, books including e-books, group discussions in class, home assignments, role play.

Lectures: 16

Quiz

Mid-term and End-term Tests: 02

Seminars/Presentations

Home assignments

Total: 18 sessions

Texts/References:

| Authors | Title | Publisher | Ed/year | ISBN No |
|----------------------------------------|-----------------------------------------------------------------|-------------------------|----------------|----------------|
| P. D. Chaturvedi and Mukesh Chaturvedi | <i>Business Communication: Concepts, Cases and Applications</i> | Pearson Education | 2006 | 9788131701720 |
| Meenakshi Raman and Prakash Singh | Business Communication | Oxford University Press | 2012 | 9780198077053 |
| Jeff Butterfield | Soft Skills for Everyone | Cengage Learning | 2017 | 9789353501051 |

Course Title: Introduction to French Culture & Language**Credit Units: 1****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 1 | 0 | 0 | 0 | 1 |

Course Objectives: This course teaches the students to express themselves in basic French and familiarizes them with the Present tense. Students will be able to engage in basic conversation in French and will be able to frame sentences using negation, interrogation, etc.

Pre-requisites:

Good command of grammar and vocabulary.

Course Contents/syllabus:

| | Weightage (%) | Teaching Hours |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I: Introduction to French language | 15 | 5 hrs |
| <ul style="list-style-type: none"> • Brief introduction of French and Francophone countries • Presenting oneself • Getting information about someone else • Greeting and taking leave • Asking/giving personal information | | |
| Unit II: A rendez-vous ; Visiting a place | 35 | 4 hrs |
| <ul style="list-style-type: none"> • Pronouncing and writing numbers in French • Spell and count numbers • Telling the time • Temporal expressions • Communicating in class • Fixing an hour, place for a meeting. • Describing a person. • Identifying a person, object and place • Describing relation in a family • A specific person, object and place | | |
| Unit III: An interview | 25 | 5 hrs |
| <ul style="list-style-type: none"> • Description of objects, people and places • Nationalities • Speaking about one's professions • Expressing Actions using regular –er ending verbs; avoir, être; reflexive verbs – usage, conjugation • Interview of celebrity | | |
| Unit IV: At the discotheque | 25 | 4 hrs |
| <ul style="list-style-type: none"> • Portrait by a journalist • Giving a positive or negative reply • Asking questions • Discussion with a person • Activities in a day | | |

Course Learning Outcomes: At the end of this course, the students will be able to express themselves in writing and orally in basic French. This course content focuses on the speech of the students in a lucid and a concurrent manner using appropriate vocabulary and pronunciation techniques. Extra stress will be given to their understanding of grammatical structures and the foreign accent of the language.

At the end of the course, the student shall be able to:

- Understand information; Express in his own words; Paraphrase; Interpret and translate.
- Apply information in a new way in a practical context.
- Analyse and break-down information to create new ideas.
- Evaluate and express opinion in a given context.

Pedagogy for Course Delivery: The course will be taught using communicative, interactive lectures, including project work, role play, conversation, text translations and practice exercises.

Lectures: 16

Mid-Term Test & End-Term Test: 2

Quiz

Home Assignment/Term Paper

Seminar/Presentation

Total sessions: 18

Text / Reference Books:

| Author | Title | Publisher | Year | ISBN No |
|-------------------------------------------------------------------------------|-----------------------------------------------------------|---------------------------------------------|------|---------------|
| Christine Andant, Chaterine Metton, Annabelle Nachon, Fabienne Nugue | A Propos - A1 Livre De L'Eleve, Cahier D' Exercices | Langers International Private Limited | 2010 | 9789380809069 |
| Manjiri Khandekar and Roopa Luktuke | Jumelage - 1 Methode De Fraincais - French | Langers International Private Limited | 2020 | 9789380809854 |
| Michael Magne, Marie- Laure Lions-Olivieri | Version Originale 1: Cahier d'exercices | Maison Des Langues | 2010 | 9788484435617 |

Course Title- Punjabi Language and Literature-1

Credit Units: 1

Course Level: UG

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 1 | 0 | 0 | 0 | 1 |

Course Objectives: This course teaches the students to express themselves in Punjabi and familiarizes them with the Present tense. Students will be able to engage in basic conversation in French and will be able to frame sentences using negation, interrogation, etc.

Pre-requisites:

Good Listening, Speaking, Reading, and Writing Skills.

Course Contents/syllabus:

| | Weightage (%) | Teaching Hours |
|----------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------|
| Unit I: ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਅਧਿਐਨ (ਕਾਵਿ-ਸੁਮੇਲ ਪਾਠ-ਪੁਸਤਕ) | 25 | 4 hrs |
| ਕਵਿਤਾ ਦਾ ਸਾਰ/ਕੇਂਦਰੀ ਭਾਵ ਅਤੇ ਪ੍ਰਸੰਗ ਸਾਹਿਤ ਵਿਆਖਿਆ ਕਵੀ ਦੇ ਜੀਵਨ ਅਤੇ ਸਾਹਿਤਕ ਯੋਗਦਾਨ ਬਾਰੇ ਮੁੱਢਲੀ ਜਾਣਕਾਰੀ | | |
| Unit II: ਰਚਨਾਵਾਂ | 25 | 4 hrs |
| 1. ਲੇਖ-ਰਚਨਾ ਲੇਖ-ਰਚਨਾ: ਮਹੱਤਵ, ਕਿਸਮਾਂ ਅਤੇ ਵੱਖ-ਵੱਖ ਵਿਸ਼ਿਆਂ ਅਨੁਸਾਰ ਵਿਹਾਰਕ ਅਭਿਆਸ 2. ਸੰਖੇਪ-ਰਚਨਾ ਸੰਖੇਪ-ਰਚਨਾ: ਮਹੱਤਵ ਅਤੇ ਤਕਨੀਕ | | |
| Unit III: ਵਿਆਕਰਨ ਸਿਧਾਂਤ ਅਤੇ ਵਿਹਾਰ | 25 | 5 hrs |
| 1. ਵਿਆਕਰਨ: ਪਰਿਭਾਸ਼ਾ; ਮਹੱਤਤਾ; ਉਦੇਸ਼; ਵਿਆਕਰਨ ਦੇ ਅੰਗ 2. ਪੰਜਾਬੀ ਧੁਨੀਵਿਓਤ: ਸ਼੍ਰੀ ਅਤੇ ਵਿਅੰਜਨ ਧੁਨੀਆਂ ਦਾ ਵਰਗੀਕਰਨ, ਉਚਾਰਨ ਅੰਗ | | |
| Unit IV: ਵਿਆਕਰਨ ਸਿਧਾਂਤ ਅਤੇ ਵਿਹਾਰ | 25 | 5 hrs |
| ਸ਼ਬਦ ਸ਼੍ਰੇਣੀਆਂ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਪ੍ਰਕਾਰ ਨਾਂਵ, ਪੜਨਾਂਵ, ਵਿਸ਼ੇਸ਼ਣ, ਕਿਰਿਆ, ਕਿਰਿਆ ਵਿਸ਼ੇਸ਼ਣ, ਸਬੰਧਕ, ਯੋਜਕ ਅਤੇ ਪ੍ਰਸ਼ਨ-ਸੂਚਕ ਸ਼ਬਦ | | |

Course Learning Outcomes: This course will help students to:

- Understand modern Punjabi Poetry.
- Interpret the importance of essay and precise writing
- Analyze the Punjabi language structure and grammar.
- Examine the impact and importance of grammar and language structure.

Pedagogy for Course Delivery

Lectures: 14

Presentation /Seminar/Assignment: 2

Quiz

Mid-Term Test & End-Term Test: 2

Total:18 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|--------------------------------|-----------------------------------|----------------------------------------------|---------------------|---------------|
| ਸੁਰਿੰਦਰ ਸਿੰਘ ਖਹਿਰਾ (ਸੰਪਾ.), | ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ | ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ | 2015 | 9788130200477 |
| ਡਾ. ਬੂਟਾ ਸਿੰਘ ਬਰਾੜ | ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਸਿਧਾਂਤ ਅਤੇ ਵਿਹਾਰ | ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ, ਪੰਜਾਬੀ ਭਵਨ, ਲੁਧਿਆਣਾ | 2012 | 9788192334165 |
| ਡਾ. ਬੂਟਾ ਸਿੰਘ ਬਰਾੜ | ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਸ਼੍ਰੇਣੀ ਅਤੇ ਸਰੂਪ | ਵਾਰਿਸ ਸ਼ਾਹ ਫ਼ਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ | 2012 | 9788178563640 |
| ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ | ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ | ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ ਜਲੰਧਰ | 2010 | 9788190486392 |
| ਅਗਨੀਹੋਤਰੀ, ਵੇਦ | ਪਰਿਚਾਇਕ ਭਾਸ਼ਾ ਵਿਗਿਆਨ | ਦੀਪਕ ਪਬਲਿਸ਼ਰਜ਼ ਜਲੰਧਰ | 1981 | 9788190872676 |

Course Title: Introduction to Communication Skills**Credit Units: 2****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 2 | 0 | 0 | 0 | 2 |

Course Objectives: To help students develop skills in the areas of vocabulary, grammar, presentation, and interactive communication so that any deficiencies in either skills or their application do not interfere with communication.

Prerequisites:

Good Listening, Speaking, Reading, and Writing Skills.

Course Contents/syllabus:

| | Weightage (%) | Teaching Hours |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I: Basic Concepts of Communication | 25 | 9 hrs |
| <ul style="list-style-type: none"> • Definition of communication • Nature and process of communication • Role and purpose of communication • Communication networks/flow of communication • Barriers to communication • Gateway to effective communication: communicative competence • Choosing the appropriate channel and medium of communication | | |
| Unit II: Communication Types | 25 | 9 hrs |
| <ul style="list-style-type: none"> • Verbal communication • Oral Communication: Forms, Advantages and Disadvantages • Written Communication: Forms, Advantages and Disadvantages • Introduction of Communication Skills (Listening, Speaking, Reading, Writing) • Nonverbal communication: functions and effective use • KOPPACT (Kinesics, Oculistics, Proxemics, Paralanguage, Artifacts, Chronemics, Tactilics) | | |
| Unit III: Digital Literacy and Social Media | 25 | 8 hrs |
| <ul style="list-style-type: none"> • Importance of Digital Literacy • Netiquette • E-mail • Advantages of social media • Effective ways of using social media • Blogs • Professional Profile on Web | | |
| Unit IV: Reading Comprehension and Effective Speaking | 25 | 10 hrs |
| <ul style="list-style-type: none"> • Significance of Reading • Gathering ideas and information from a given text <ul style="list-style-type: none"> ▪ Identify the main claim of the text ▪ Identify the purpose of the text ▪ Identify the context of the text ▪ Evaluating these ideas and information ▪ Interpretation of the text • Speaking skills: Fluency, vocabulary, grammar, and pronunciation • Effective Speaking: Selection of words, your voice and nonverbal communication • Functions of speaking: Interaction, transaction, and performance | | |

| | | |
|----------------------------------------------------------------------------------------------------------------------|--|--|
| <ul style="list-style-type: none"> • Structuring the message • Effective speaking strategies | | |
|----------------------------------------------------------------------------------------------------------------------|--|--|

Course Learning Outcomes:

- Students will be able to understand the basic processes of communication, both verbal as well as nonverbal—nature, scope, and power of communication processes.
- Students will be able to understand the different types and forms of communication and their functions, use, and significance.
- Students will be able to develop an understanding of the importance of digital literacy. They will also be able to develop an awareness of the role of social media in shaping public psyche, beliefs, and perceptions about social realities and build an informed and critical perspective.
- Students will be able to read and interpret complex messages and take decisions accordingly. They will also be able to improve their speaking skills and develop effective speaking strategies.

Pedagogy for Course Delivery: Multi-pronged strategy involving lectures, experiential learning, videos, e-content, web resources, open-source content on the internet, case studies, books including e-books, group discussions in class, home assignments, role play.

Total: 36 sessions

Lectures: 34

Quiz

Mid-term and End-term Tests: 02

Seminars/Presentations

Assignments

Texts/Reference books:

| Author | Title | Publisher | Year of Publication | ISBN |
|---------------------------------------------------------------|-------------------------------------------------------------------|----------------------------------|---------------------|---------------|
| P. D. Chaturvedi And Mukesh Chaturvedi | Business Communication: Concepts, Cases And Applications | Pearson Education | 2006 | 9788131701720 |
| Herta A. Murphy, Herbert Hildebrandt, Jane Thomas | Effective Business Communication | Tata Mcgraw Hill Education | 2008 | 9780070187757 |
| Jeff Butterfield | Soft Skills For Everyone | Cengage Learning | 2017 | 9789353501051 |

Course Title: Environmental Studies-I

Credit Units: 2

Course Level: UG

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 2 | 0 | 0 | 0 | 2 |

Course Objectives: To develop basic understanding of the environment and the role of humans in shaping it.

Prerequisites: Basic knowledge of the environment around us.

Course Contents/syllabus:

| | Weightage (%) | Hours |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------|
| Unit I: Multidisciplinary nature of environmental studies | 22 | 8 |
| Multidisciplinary nature of environmental studies: Definition, scope and importance; components of environment –atmosphere, hydrosphere, lithosphere and biosphere. Concept of sustainability and sustainable development. | | |
| Unit II: Natural Resources- Renewable and non-renewable resources | 28 | 10 |
| <ul style="list-style-type: none">• Land resources and land use change, land degradation, soil erosion and desertification.• Deforestation: causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal population.• Water Resources-Use and over-exploitation of surface and groundwater, floods, drought, conflicts over water (international and inter-state).• Heating of earth and circulation of air; air mass formation and precipitation. Energy resources- renewable and non-renewable energy sources, use of alternate energy sources, Growing energy needs, Case studies. | | |
| Unit III: Ecosystems | 25 | 9 |
| What is an ecosystem; Structure and function of an ecosystem; Energy flow in the ecosystem; Food chains, food webs and ecological succession. Case studies of the following ecosystems: <ul style="list-style-type: none">• Forest ecosystem• Grassland ecosystem• Desert ecosystem• Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries). | | |
| Unit IV: Biodiversity and its conservation | 25 | 9 |
| <ul style="list-style-type: none">• Levels of biological diversity: genetic, species and ecosystem diversity; Biogeographic zones of India; biodiversity patterns and global biodiversity hot spots.• India as a mega–biodiversity nation; endangered and endemic species of India.• Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; conservation of biodiversity: <i>in-situ</i> and <i>ex-situ</i> conservation of biodiversity.• Ecosystem and biodiversity services: ecological, economic, social, ethical, aesthetic and information value. | | |

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

- Appreciate the multi-disciplinary nature of environmental science.
- Understand natural resources and evaluate limitations surrounding renewable and non-renewable resources.
- Understand the nuances of ecosystem and learn about behaviour of various ecosystem.
- Learn about the types, services and threats to our biodiversity and importance of conserving it.

Pedagogy for Course Delivery:

Lectures: 27

Mid-Term and End-term Test: 2

Quiz: 6

Presentation/seminar: 1 session

Total: 36 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|---------------------------------------------------------------------------|--------------------------------------------------------|----------------------------|---------------------|---------------|
| William P. Cunningham, Mary Ann Cunningham | Principles of Environmental Science | McGraw-Hill | 2019 | 9781260219715 |
| Dash and Dash | Fundamentals of ecology | Tata McGraw-Hill Education | 2009 | 9780070083660 |
| William P. Cunningham, Mary Ann Cunningham, Barbara Woodworth Saigo | Environmental Science: A global concern | McGraw-Hill | 2021 | 9781260363821 |
| Gaston K.J. and Spicer, J. I. | Biodiversity – An Introduction 2 nd edition | Blackwell Publishing | 2004 | 9781405118576 |

Course Title: Introduction to German Culture and Language**Credit Units: 1****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 1 | 0 | 0 | 0 | 1 |

Course Objectives: To develop basic understanding of the German language and culture.**Prerequisites:** Basic knowledge of grammar and composition.**Course Contents/syllabus:**

| | Weightage (%) | Hours |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------|
| Unit-I Introduction to German Language (Einführung) | 25 | 3 |
| Introduction to German as a global language, Self-introduction and Greetings, Die Alphabeten, Phonetics: the sound of consonants and vowels, Wie buchstabieren Sie Ihren Name? | | |
| Unit-II- Numbers and everyday conversation (die Zahl und Gespräche) | 25 | 6 |
| Counting in German from 1-100, Simple Calculation and verb 'kosten' - Wie viel kostet das? Plural Forms, Vocabulary: Wochentage, Monate, Jahreszeiten, Ordinal numbers and the question - Wann haben Sie Geburtstag? | | |
| Unit-III- Regular verbs and nominative case: articles and pronouns (Regelmässige Verben und Nominativ Kasus: Artikel und Pronomen) | 25 | 5 |
| Introduction to all personal pronouns and conjugation of Regular verbs Detailed exercise on regular verbs. Reading a text on regular verbs. Introduction to definite. Vocabulary: Schulsachen und Getränke, Nominative case/ Articles (der, die, das) Nominative Pronouns: - Applicability of pronouns for both persons and things. Usage of nominative Personal Pronouns Introduction of nominative possessive pronouns usage of nominative possessive pronouns | | |
| Unit-IV- The Family, Work-life and Professions (Familienmitglieder und Berufe) & Interrogative sentences (W-Fragen) | 25 | 4 |
| The Family, Work-life and Professions (Familienmitglieder und Berufe) Vocabulary: Professions and conjugation of the verb 'sein' Introduction to simple possessive pronouns with the help of the verb 'haben' Usage of possessive pronouns. Interrogative sentences (W-Fragen) W-Fragen: who, what, where, when, which, how, how many, how much, etc. Exercises on the question pronouns | | |

Course Learning Outcomes: At the end of this course, the students will be able to express themselves in writing and orally in basic German. This course content focuses on the speech of the students in a lucid and a concurrent manner using appropriate vocabulary and pronunciation techniques. Extra stress will be given on their understanding of grammatical structures and the foreign accent of the language. At the end of the course, the student shall be able to:

- Understand information; Express in his own words; Paraphrase; Interpret and translate.
- Apply information in a new way in a practical context.
- Analyse and break-down information to create new ideas.
- Evaluate and express opinion in a given context.

Pedagogy for Course Delivery:

Lectures: 16

Mid-Term and End-term Test: 2

Quiz:

Presentation/seminar:

Total: 18 sessions**Text / Reference Books:**

| Author | Title | Publisher | Year of publication | ISBN |
|---------------------------|---------------------------------------------------|---------------------------------------------------|----------------------------|----------------|
| Rolf Bruseke | Starten Wir A 1 | Langers International Pvt Ltd (Max Hueber Verlag) | 2017 | 978-3190160006 |
| Giorgio Motta | Wir Plus Grundkurs Deutsch fur Junge Lerner Book | Ernst Klelt Verlog | 2011 | 978-8183072120 |
| Heimy Taylor, Werner Haas | Station en Deutsch Self Study Course German Guide | Wiley | 2007 | 978-0470165515 |

Course Title: History and Culture of Punjab for BA-I**Credit Units: 1****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 1 | 0 | 0 | 0 | 1 |

Course Objectives: To develop basic understanding of history and culture of Punjab.**Prerequisites:** Basic knowledge of history.**Course Contents/syllabus:**

| | Weightage (%) | Hours |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------|
| Unit I: | 25 | 5 |
| 1. Harappan Civilization: extent and town planning and socio-economic life. 2. Life in Vedic Age: socio-economic and religious. 3. Growth and impact of Jainism and Buddhism in Panjab. | | |
| Unit II: | 25 | 4 |
| 4. Society and Culture under Maurayas and Guptas. 5. Bhakti movement: Main features; prominent saints and their contribution. 6. Origin and development of Sufism | | |
| Unit III: | 25 | 4 |
| 7. Evolution of Sikhism: teaching of Guru Nanak; Institutional Development- Manji, Masand, Sangat and Pangat 8. Transformation of Sikhism: Martyrdom of Guru Arjan; New policy of Guru Hargobind, martyrdom of Guru Tegh Bahadur. 9. Institution of Khalsa: New baptism; significance | | |
| Unit IV: | 25 | 5 |
| 10. Changes in Society in 18th century: social unrest; emergence of misls and other institutions - rakhi, gurmata, dal khalsa. 11. Society and Culture under Maharaja Ranjit Singh. 12. MAP (of undivided physical geographical map of Punjab): Major Historical Places: Harappa, Mohenjodaro, Sanghol, Ropar, Lahore, Amritsar, Kiratpur, Anandpur Sahib, Tarn Taran, Machhiwara, Goindwal, Khadur Sahib. | | |

Course Learning Outcomes:

- Understand the history of various cultures in Punjab.
- Interpret the importance of Maurayan, Gupta and Bhakti influences on Punjab.
- Apply the teaching of Sikhism on the emergence of the Khalsa .
- Examine the impact societal changes on socio-cultural and physical landscape of Punjab.

Pedagogy for Course Delivery:

Lectures: 16

Mid-Term and End-term Test: 2

Quiz:

Presentation/seminar:

Total: 18 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|--------------------|---------------------------|---------------------------|----------------------------|---------------|
| Bipan Chandra | History of Modern India | Orient Blackswan Pvt. Ltd | 2009 | 9390122554 |
| Narang Gokul Chand | Transformation of Sikhism | Kalyani Publisher | 1912 | 9788170969662 |
| Romila Thapar | A History of India | Penguin India | 2022 | 9780140138351 |

Programme Structure for B.A. (H) English – IInd semester

| II SEMESTER | | | | | | | | |
|----------------------|-------------|--------------------------------------------------------------------------|-----------------------------|--------|---|-----|----------|--------------|
| Sr. No. | Course Code | Course Title | Course Type | Credit | | | | Credit Units |
| | | | | L | T | P/S | SW FV | |
| 1. | | British Poetry and Drama: 14 th to 17 th Centuries | Core Courses | 6 | 0 | 0 | 0 | 6 |
| 2. | | Indian Writing in English | Core Courses | 6 | 0 | 0 | 0 | 6 |
| 3. | | Text and Performance | Generic Elective Courses | 6 | 0 | 0 | 0 | 6 |
| 4. | | Environmental Studies-II | Ability Enhancement Courses | 2 | 0 | 0 | 0 | 2 |
| 5. | | Punjabi Language and Literature-2 | Ability Enhancement Courses | 1 | 0 | 0 | 0 | 1 |
| 6. | | French/German | Value Added Courses | 1 | 0 | 0 | 0 | 1 |
| 7. | | Professional Etiquette and Presentation Skills | Skill Enhancement Courses | 2 | 0 | 0 | 0 | 2 |
| Total Credits | | | | | | | | 24 |

Course Title: British Poetry and Drama: 14th to 17th Centuries**Credit Units: 6****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives: The course includes a study of English poetry from Chaucer of the later Middle Age to the Age of Transition. It has representative poets and playwrights from different ages and their works. This course will enable the students to get a broad perspective of the important periods of English Poetry and Drama.

Prerequisites: Students are expected to know the basic elements of poetry and drama as literary genres.

Course Contents/syllabus:

| | Weightage (%) | Teaching Hours |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I | 25 | 27 hrs |
| Geoffrey Chaucer – <i>The Wife of Bath’s Prologue</i> Edmund Spenser – Selections from <i>Amoretti</i> John Donne – ‘The Sunne Rising’, ‘Batter My Heart’, ‘Valediction: Forbidding Mourning’ | | |
| Unit II | 25 | 27 hrs |
| Christopher Marlowe – <i>Doctor Faustus</i> | | |
| Unit III | 25 | 27 hrs |
| William Shakespeare – <i>Macbeth</i> | | |
| Unit IV | 25 | 27 hrs |
| William Shakespeare – <i>Twelfth Night</i> | | |

Course Learning Outcomes:

- Understand the tradition of English literature from 14th to 17th centuries.
- Develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested.
- Engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts.
- Appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time.

Pedagogy for Course Delivery: Multi-pronged strategy involving lectures, experiential learning, videos, e-content, web resources, open-source content on the internet, case studies, books including e-books, group discussions in class, home assignments, role play.

Lectures: 106

Quiz

Mid-term and End-term Tests: 02

Seminars/Presentations

Total: 108 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|---------------------------------------------|--------------------------------------------------------------------|-------------------------|----------------------------|---------------|
| Edmund Spenser | Amoretti | Portable Poetry | 2012/2E | 9780140422273 |
| William Shakespeare | Twelfth Night | Penguin Classics | 2005/2E | 9780140422276 |
| James Bruce Ross and Mary Martin Mclaughlin | The Portable Renaissance Reader | Penguin Books | 1953 | 9780140422277 |
| John Donne | John Donne The Major Works including Songs and Sonnets and Sermons | Oxford University Press | 2021 | 9780140422274 |

Course Title: Indian Writing in English**Credit Units: 6****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives: The course would aim at developing the student's response to the growing concerns and issues of contemporary Indian life and society through a close study of the major texts of contemporary Indian English Drama. The course would also aim at providing a comprehensive knowledge of the growth of Indian English Drama in the 20th century, especially during post world war period which has displayed multiple sociological, psychological and philosophical peculiarities.

Prerequisites: Students are expected to know the basic elements of poetry, short fiction, novel, and drama as literary genres.

Course content and syllabus

| | Weightage (%) | Teaching Hours |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I: Novels | 25 | 27 hrs |
| R.K. Narayan's — <i>Swami and Friends</i> Amitava Ghosh — <i>Shadow Lines</i> | | |
| Unit II: Poetry | 25 | 27 hrs |
| H.L.V. Derozio — 'Freedom to the Slave', 'The Orphan Girl', 'To India — My Native Land' Kamala Das — 'Introduction', 'My Grandmother's House' Nissim Ezekiel — 'Enterprise' / 'Goodbye Party to Miss Pushpa TS', 'The Night of the Scorpion' Robin S. Ngangom — 'The Strange Affair of Robin S. Ngangom', 'A Poem for Mother' Eunice de Souza — 'De Souza Prabhu' | | |
| Unit III: Short Fiction | 25 | 27 hrs |
| Mulk Raj Anand — 'Two Lady Rams' Rohinton Mistry — 'Swimming Lesson' Shashi Deshpande — 'The Intrusion' | | |
| Unit IV: Drama | 25 | 27 hrs |
| Mahesh Dattani — <i>Tara</i> | | |

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

- Appreciate the historical trajectory of various genres of IWE from colonial times till the present.
- Critically engage with Indian literary texts written in English in terms of colonialism/ post-colonialism, regionalism and nationalism.
- Critically appreciate the creatives rules of the English language in IWE.
- Approach IWE from multiple positions based on historical and social locations.

Pedagogy for Course Delivery

Lectures: 106 sessions

Presentation/Seminar:

Mid-Term Test and End-Term Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|-------------------------|-------------------------------------------------|-------------------------|----------------------------|----------------|
| Arvind Krishna Mehrotra | Concise History of Indian Literature in English | Permanent Black | 2010 | 978-8178243023 |
| Subrat Kumar Samal | Postcoloniality and Indian English Poetry | Partridge India | 2015 | 978-1482848670 |
| G. P. Deshpande | Modern Indian Drama: an Anthology | Sahitya Academy | 2003 | 978-8126018758 |
| Verma | Indian Literature: An Introduction | Pearson Education India | 2005 | 978-8131705209 |

Course Title: Text and Performance**Credit Units: 6****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives:

This course aims to equip students with a historical overview of Western and Indian theatre while throwing light on the major movements and figures. It aims to familiarize the students with various styles of theatre, forms, periods, and practices. This course also highlights the different theories of Drama by discussing the works of some of the major exponents of Drama both in the West and in India. At the end, it introduces the students to various elements and features of theatrical production.

Pre-requisites:

Students should have knowledge of the basic elements of Drama.

Course Contents/Syllabus:

| | Weightage (%) | Teaching Hours |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------|
| Unit I: Introduction | 25 | 27 hrs |
| <ul style="list-style-type: none"> • Introduction to theories of Performance • Historical overview of Western and Indian theatre • Forms and Periods: Classical, Contemporary, Stylized, Naturalist | | |
| Unit II: Theatrical Forms and Practices | 25 | 27 hrs |
| <ul style="list-style-type: none"> • Types of theatre • Semiotics of performative spaces. • Voice, speech: body movement, gestures, and techniques (traditional and contemporary), floor exercises: improvisation/characterization | | |
| Unit III: Theories of Drama | 25 | 27 hrs |
| <ul style="list-style-type: none"> • Theories and demonstrations of acting: Stanislavsky, Brecht • Bharata | | |
| Unit IV: Theatrical Production | 25 | 27 hrs |
| <ul style="list-style-type: none"> • Direction, production, stage props, costume, lighting, backstage support. • Recording/ archiving performance/case study of production/ performance/ impact of media on performance processes. | | |

Course Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate are as follows:

- Distinguish between a dramatic text and a performance text.
- Appreciate the evolution of drama in the West and in India in terms of both, form and content, from tradition to modernity, as well as have a thorough knowledge of different theatre styles in India and the West.
- To appreciate the difference between drama and other genres.
- Develop a comprehensive understanding of the process of performance and the entire paraphernalia involved from theatrical space and lights/sound/costume to the use of voice and body.

Pedagogy for Course Delivery:

Lectures will be delivered in a way that will help students display their knowledge of different aspects of text and performance through their production and not just through theoretical knowledge.

Pedagogy for Course Delivery

Lectures: 106

Presentation/Seminar:

Mid-term Test and End-term Exam: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|------------------|-------------------------------------|--------------------------|---------------------|----------------|
| Marco de Marinis | <i>The Semiotics of Performance</i> | Indiana University Press | 1993 | 978-0253316868 |
| Elaine Aston | <i>Theatre as Sign System</i> | Psychology Press | 1991 | 978-0415049320 |

Course Title: Environmental Studies-2**Credit Units: 2****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 2 | 0 | 0 | 0 | 2 |

Course Objectives: To develop basic understanding of the environment and the role of humans in shaping it.

Prerequisites: Basic knowledge of environment around us.

Course Contents/syllabus:

| | Weightage (%) | Teaching Hours |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I: Environmental Pollution | 30 | 11 hrs |
| <ul style="list-style-type: none"> Environmental Pollution: types, Cause, effects and controls –Air, water, soil, chemical and noise pollution. Nuclear hazard and human health risk Solid waste Management-control measures of urban and industrial waste. Pollution case studies. | | |
| Unit II: Environmental Policies and practices | 30 | 11 hrs |
| <ul style="list-style-type: none"> Environmental Policies and practices: Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture. Environment laws: Environment Protection Act; Air (Prevention and Control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act, international agreements: Montreal and Kyoto protocols and convention on biological diversity (CBD), The Chemical Weapons Convention (CWC). Natural reserves, tribal population and rights and Human-wildlife conflict in Indian context. | | |
| Unit III: Human communities and the Environment | 27 | 10 hrs |
| <ul style="list-style-type: none"> Impacts on environment, human health and welfare. Carbon footprint. Resettlements and rehabilitation of project affected persons, case studies. Disaster management: floods, earthquake, cyclone and landslides. Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan. Environmental ethics: Role of Indian and other religions and cultures in environmental conservation. Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi). | | |
| Unit IV: Field work | 13 | 4 hrs |
| <ul style="list-style-type: none"> Visit to an area to document environmental assets: river/ forest/ flora/ fauna, etc. Visit to local polluted Site-Urban/ Rural/ Industrial/ Agricultural. Study of common plants, insects, birds and basic principles of identification. Study of simple ecosystems-pond, river, Delhi Ridge, etc. | | |

Course Learning Outcomes:

At the end of this course, the students will be able to develop:

- Understanding the types of pollution and their impact on environment and human health.
- Understand the environmental concerns and their impact on humans and agriculture.
- Sensitization about the environmental issues and concerns leading to proactive actions to improve the environmental conditions in our daily life.
- Able to analyze the impacts of natural and manmade disaster on human population and settlements and the role of movements and environmental ethics in minimizing environmental disasters.
- Able to imbibe practical approach and solution to solve environmental concerns.

Pedagogy for Course Delivery:

Lectures: 27 sessions

Mid-Term and End-term Test: 2 sessions

Quiz: 6 sessions

Presentation/seminar/Field report: 1 session

Total: 36 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------------------|---------------------|---------------|
| William P. Cunningham, Mary Ann Cunningham | Principles of Environmental Science | McGraw-Hill | 2019 | 9781260219715 |
| William P. Cunningham, Mary Ann Cunningham, Barbara Woodworth Saigo | Environmental Science: A global concern | McGraw-Hill | 2021 | 9781260363821 |
| Gurjar B. R., Molina L.T., Ojha C.S.P. (Eds.) | Air Pollution: Health and Environmental Impacts | CRC | 2010 | 9781439809624 |
| Elaine M.A. and Bugyi G.(Eds.) | Impact of Water Pollution on Human Health and Environmental Sustainability (Practice, Progress, and Proficiency in Sustainability) | Idea Group, U.S | 2016 | 9781466695597 |
| Bryant E. | Natural Hazards, 5th Edition | Cambridge University Press | 2004 | 9780521537438 |
| Keith Smith | Environmental Hazards Assessing Risk and Reducing Disaster | Oxford University Press | 2013 | 9780415681063 |

Course Title: French Grammar

Credit Units: 1

Course Level: UG

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 1 | 0 | 0 | 0 | 1 |

Course Objectives: To develop basic understanding of French grammar and vocabulary by discussing familiar topics.

Prerequisites: Basic knowledge of grammar and syntax.

Course content and syllabus

| | Weightage (%) | Teaching Hours |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I: My family and my house | 25 | 5 hrs |
| <ul style="list-style-type: none">• Talk about your family members• Usage of possessive adjectives• Describe your house/apartment• Prepositions of location• Negation | | |
| Unit II: Lifestyle | 25 | 4 hrs |
| <ul style="list-style-type: none">• Talk about your hobbies and pastimes• Usage of appropriate articles : definite and contracted• Talk about your daily routine• Usage of pronominal verbs | | |
| Unit III: In the city | 25 | 5 hrs |
| <ul style="list-style-type: none">• Filling up a simple form• Ask for personal information• Usage of interrogative adjectives• Give directions about a place• Ordinal numbers• Usage of demonstrative adjectives | | |
| Unit IV: Weekend | 25 | 4 hrs |
| <ul style="list-style-type: none">• Talk about your weekend plans• Usage of disjunctive pronouns• Usage of Near Future tense• Talk about weather• Write a simple postcard. | | |

Course Learning Outcomes: After completing these modules, the students will be capable of constructing sentences with possessive and demonstrative adjectives in French. In addition, they will be proficient in formulating meaningful sentences as they will be capable of applying their knowledge of all the irregular verbs they have learnt during the session.

At the end of the course, the student shall be able to:

1. Understand information; Express in his own words; Paraphrase; Interpret and translate.
2. Apply information in a new way in a practical context.
3. Analyse and break-down information to create new ideas.
4. Evaluate and express opinion in a given context.

Pedagogy for Course Delivery

Lectures:16 sessions

Presentation / Seminar:

Mid-term Test and End-term Test: 2

Quiz:

Total: 18 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of Publication | ISBN No |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------|---------------------|---------------|
| Christine Andant, Catherine Metton, Annabelle Nachon, Fabienne Nugue, | A Propos - A1, Livre de l'élève et Cahier d'exercices. | Langers International | 2010 | 9789380809069 |
| Collins Dictionaries | Easy Learning French Complete Grammar, Verbs and Vocabulary | Collins | 2016 | 9780008141721 |
| Nikita Desai, Samapita Dey Sarkar | Apprenons La Grammaire Ensemble - French | Langers International | 2017 | 9788193002681 |

Course Title: German Grammar

Credit Units: 1

Course Level: UG

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 1 | 0 | 0 | 0 | 1 |

Course Objectives: To develop basic understanding of German grammar and vocabulary by discussing familiar topics.

Prerequisites: Basic knowledge of grammar and syntax.

Course content and syllabus

| | Weightage (%) | Teaching Hours |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I: Time (Uhrzeit); People and the World: Land, Nationalität und Sprache | 25 | 5 hrs |
| Introduction of time; Read text related to time and teach the students the time expressions; Exercises related to Time; Adverbs of time and time related prepositions; Vocabulary: Countries, Nationalities, and their languages; Negation: "nicht/ kein"; Ja/NeinFragen; All the colours and colour-related vocabulary, adjectives, and opposites; Exercises and comprehension for the same. | | |
| Unit II: Irregular verbs (unregelmässige Verben) | 25 | 4 hrs |
| Introduction to irregular verbs and their conjugation e.g. fahren, essen, lesen etc.; Read a text related to the eating habits of Germans; Vocabulary: Obst, Gemüse, Kleiderstück with usage of irregular verbs; Free time and hobbies; Food and drinks. | | |
| Unit III: Accusative case: articles and pronouns (AkkusativKasus: Artikel und Pronomen) | 25 | 5 hrs |
| Introduction to the concept of object (Akkusativ); Formation of sentences along with the translation and difference between nominative and accusative articles; Usage of accusative Definite articles; Usage of accusative Indefinite articles. | | |
| Unit IV: Accusative case: possessive pronouns (AkkusativKasus: Possessivpronomen) Family and Relationship | 25 | 4 hrs |
| Accusative Personal Pronouns: Revision of nominative personal pronouns, introduction of accusative. Applicability of pronouns for both persons and things; Usage of accusative Personal Pronouns; Introduction of accusative possessive pronouns; Difference between nominative and accusative possessive pronouns; Usage of accusative possessive pronouns. | | |

Course Learning Outcomes: After completing these modules, the students will be capable of constructing sentences with possessive and demonstrative adjectives in German. In addition, they will be proficient in formulating meaningful sentences as they will be capable of applying their knowledge of all the irregular verbs they have learnt during the session. They will also have an idea of German culture by studying about various German festivals.

At the end of the course, the student shall be able to:

- Understand information; Express in his own words; Paraphrase; Interpret and translate.
- Apply information in a new way in a practical context.

- Analyse and break-down information to create new ideas.
- Evaluate and express opinion in a given context.

Pedagogy for Course Delivery

Lectures:16 sessions

Presentation / Seminar:

Mid-term Test and End-term Test: 2

Quiz:

Total: 18 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of Publication | ISBN No |
|-------------------------------------------------------------|------------------------------------------------------------------------|----------------------|----------------------------|----------------|
| Dora Schulz, Heinz Griesbach | Deutsche Sprachlehre Für Ausländer | Max Hueber Verlag | 1984 | 978-3190010066 |
| Hartmut Aufderstrasse, Jutta Müller, Helmut Müller | ThemenAktuell: Glossar Deutsch | Max Hueber Verlag | 2003 | 978-3190816903 |
| Giorgio Motta | Wir Plus Grundkurs Deutsch für Junge Lerner Book German Guide | Goyal Publishers | 2011 | 9788183072120 |

Course Title: Punjabi Language and Literature-2**Credit Units: 1****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 1 | 0 | 0 | 0 | 1 |

Course Objectives: To develop understanding of Punjabi Literature through a study of the Punjabi language.

Prerequisites: Basic knowledge of Punjabi.

Course content and syllabus:

| | Weightage (%) | Teaching Hours |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I: ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਹਾਣੀ ਦਾ ਅਧਿਐਨ (ਕਥਾ ਕਹਾਣੀ) | 25 | 5 hrs |
| ਕਹਾਣੀ ਵਿਸ਼ਾ-ਵਸਤੂ/ਸਾਰ, ਪਾਤਰ-ਚਿਤਰਨ ਕਹਾਣੀਕਾਰ ਦੇ ਜੀਵਨ ਅਤੇ ਰਚਨਾ ਬਾਰੇ ਮੁੱਢਲੀ ਜਾਣਕਾਰੀ | | |
| Unit II: ਦਫ਼ਤਰੀ ਚਿੱਠੀ-ਪੱਤਰ ਰਚਨਾ | 25 | 4 hrs |
| ਚਿੱਠੀ-ਪੱਤਰ ਲੇਖਣ ਕਲਾ, ਮਹੱਤਤਾ ਅਤੇ ਕਿਸਮਾਂ ਦਫ਼ਤਰੀ ਚਿੱਠੀ-ਪੱਤਰ ਰਚਨਾ ਦੇ ਜ਼ਰੂਰੀ ਅੰਗ ਅਤੇ ਵੱਖ-ਵੱਖ ਵਿਸ਼ਿਆਂ ਅਨੁਸਾਰ ਵਿਹਾਰਕ ਅਭਿਆਸ | | |
| Unit III: ਵਿਆਕਰਨ ਸਿਧਾਂਤ ਅਤੇ ਵਿਹਾਰ | 25 | 5 hrs |
| <ul style="list-style-type: none"> • ਪੰਜਾਬੀ ਅਰਥ ਬੋਧ ਅਰਥਾਂ ਦੇ ਆਧਾਰ ਦੇ ਸ਼ਬਦਾਂ ਦੀਆਂ ਕਿਸਮਾਂ ਅਤੇ ਉਦਾਹਰਨਾਂ, ਸਮਾਨਰਥਕ ਸ਼ਬਦ, ਬਹੁਅਰਥਕ ਸ਼ਬਦ, ਵਿਰੋਧਾਰਥਕ ਸ਼ਬਦ, ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੇ ਸਥਾਨ ਤੇ ਇੱਕ ਸ਼ਬਦ ਮੁਹਾਵਰੇ, ਅਖਾਣ : ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਉਦਾਹਰਨਾਂ • ਪੰਜਾਬੀ ਵਾਕ ਬੋਧ ਵਾਕ ਪ੍ਰੀਭਾਸ਼ਾ, ਵਾਕ ਦੇ ਤੱਤ, ਪੰਜਾਬੀ ਵਾਕ ਤਰਤੀਬ ਵਾਕ ਵਰਗੀਕਰਨ: ਕਾਰਜ ਦੇ ਆਧਾਰ ਤੇ ਵਾਕਾਂ ਦੀਆਂ ਕਿਸਮਾਂ, ਬਣਤਰ ਦੇ ਆਧਾਰ ਤੇ ਵਾਕਾਂ ਦੀਆਂ ਕਿਸਮਾਂ | | |
| Unit IV: ਵਿਆਕਰਨ ਸਿਧਾਂਤ ਅਤੇ ਵਿਹਾਰ | 25 | 4 hrs |
| <ol style="list-style-type: none"> 1. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਗੁਰਮੁਖੀ ਲਿੱਪੀ 2. ਭਾਸ਼ਾ, ਉਪਭਾਸ਼ਾ, ਟਕਸਾਲੀ ਭਾਸ਼ਾ ਅਤੇ ਪੰਜਾਬੀ ਦੀਆਂ ਉਪਭਾਸ਼ਾਵਾਂ | | |

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

1. Understand modern Punjabi Stories.
2. Interpret the importance of letter writing.
3. Analyze the Punjabi language structure and grammar.
4. Examine the impact and importance of Punjabi dialects and Gurmukhi script on Punjabi language.

Pedagogy for Course Delivery

Lectures: 14 sessions

Presentation / Seminar/ Assignment: 2 sessions

Mid Term Test & End Term Exam: 2 sessions

Quiz:

Total: 18 sessions**Text / Reference Books:**

| Author | Title | Publisher | Year of publication | ISBN |
|--------------------------------|------------------------------------|----------------------------------------------|---------------------|---------------|
| ਸੁਰਿੰਦਰ ਸਿੰਘ ਖਹਿਰਾ (ਸੰਪਾ.), | ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ | ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ | 2015 | 9788130200477 |
| ਡਾ. ਬੂਟਾ ਸਿੰਘ ਬਰਾੜ | ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਸਿਧਾਂਤ ਅਤੇ ਵਿਹਾਰ | ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ, ਪੰਜਾਬੀ ਭਵਨ, ਲੁਧਿਆਣਾ | 2012 | 9788192334165 |
| ਡਾ. ਬੂਟਾ ਸਿੰਘ ਬਰਾੜ | ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਸ਼੍ਰੇਣੀ ਅਤੇ ਸਰੂਪ | , ਵਾਰਿਸ ਸ਼ਾਹ ਫ਼ਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ | 2012 | 9788178563640 |
| ਅਗਨੀਹੋਤਰੀ, ਵੇ ਦ | ਪਰਿਚਾਇਕ ਭਾਸ਼ਾ ਵਿਗਿਆਨ | ਦੀਪਕ ਪਬਲਿਸ਼ਰਜ਼ ਜਲੰਧਰ | 1981 | 9788190872676 |

Course Title: Professional Etiquette and Presentation Skills**Credit Units: 2****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 2 | 0 | 0 | 0 | 2 |

Course Objectives: This course is aimed at equipping students with effective written and employment communication. In this course, students will learn some theoretical inputs into the difference between written and oral communication, the process of writing, its different types and strategies the correct format of official and business documents, presentation skills, professional etiquette, and cross-cultural communication.

Prerequisites: Basic knowledge of communication skills.

Course content and syllabus

| | Weightage (%) | Teaching Hours |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I: Writing Process & Workplace Communication | 25 | 9 hrs |
| <ul style="list-style-type: none"> • Writing process: Pre-writing, writing & post writing • 7Cs of Writing • Selection of words • Developing effective sentences • Letters • Notice • Memo • Circular • Agenda • Minutes of meeting | | |
| Unit II: Presentation Skills | 25 | 10 hrs |
| <ul style="list-style-type: none"> • Planning, preparation, Practice, Performance • Audience analysis • Audio-Visual Aids • Analyzing the nonverbal communication • Methods of Delivery: Impromptu, Extemporaneous, Memorisation, Manuscript, Outlining | | |
| Unit III: Professional Etiquette | 25 | 8 hrs |
| <ul style="list-style-type: none"> • Power Dressing • Telephonic Manners/ Voice mail etiquette • Business Salutation Etiquette • Cubicle Etiquette • Business Card Etiquette • Different Cultural Etiquette & Protocol | | |
| Unit IV: Cross Cultural Communication | 25 | 9 hrs |
| <ul style="list-style-type: none"> • Cross Cultural Communication: meaning and significance • Definition of Culture • Elements of Culture • Characteristics of Culture • Culture and Context • Cultural Shock: Meaning and Stages | | |

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <ul style="list-style-type: none"> • Ethnocentrism, Stereotyping, Xenophobia and Cultural Relativism • Strategies for Effective Communication in multicultural context | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

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

- Understand the nature, importance, and process of written communication.
- Deliver effective presentations in contexts that may require power point, extemporaneous or impromptu oral presentations.
- Acquire and exhibit professional etiquette.
- Respect other cultures and develop rapport in a multi-cultural society, thereby developing a broadened unbiased perspective.

Pedagogy for Course Delivery

Lectures: 26

Presentation / Seminar: 8

Mid-term and End-term Tests: 2

Quiz:

Assignment:

Total: 36 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------|----------------------------|---------------|
| Herta Murphy, Herbert Hildebrandt, Jane Thomas | <i>Effective Business Communication</i> | McGraw Hill Education | 2017 | 9780070187757 |
| Karen Schneiter Williams, Joyce P Logan, A.C. Buddy Krizan, Patricia Merrier | <i>Communicating in Business</i> | Cengage Learning India Private Limited | 2012 | 9788182093195 |
| Ryan Sharma | <i>The Unwritten Rules of Professional Etiquette</i> | Habile Press | 2020 | 9781734980509 |

Course Title: History and Culture of Punjab for BA-II

Credit Units: 1

Course Level: UG

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 1 | 0 | 0 | 0 | 1 |

Course Objectives: This course is aimed at equipping students with knowledge and understanding of the history of Punjab through the ages.

Course content and syllabus

| | Weightage (%) | Teaching Hours |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---------------------------|
| Unit I: | 25% | 5 hours |
| The Mauryan Empire: Social, economic, and religious life Buddhism and Jainism: Impact on Punjab with special reference to 4th Buddhist Council. The Kushans: Impact of Kanishka's rule on Punjab | | |
| Unit II: | 25% | 5 hours |
| Gandhara School of Art: Salient features. The Guptas: Cultural and scientific developments. Position of Women: Under the Mauryas, the Guptas and the Vardhanas. | | |
| Unit III: | 25% | 4 hours |
| Depiction of Punjab in the accounts of Chinese travellers: Fahien and Huen Tsang: Main developments in literature. Education: Significant developments; Taxila | | |
| Unit IV: | 25% | 4 hours |
| Society and Culture on the eve of the Turkish invasion of Punjab. Punjab in the Kitab-ul-Hind of Alberuni. | | |

Course Learning Outcomes:

1. Understand the history of various cultures, religions in Punjab.
2. Interpret the importance of Gandhara School of Art, developments under Gupta's rule and position of women.
3. Compare the depiction of Punjab in the accounts of Chinese travelers.
4. Examine the impact of various invasions on socio-cultural life of Punjab.

Pedagogy for Course Delivery

Lectures: 14 sessions

Presentation / Seminar: 2 sessions

Mid Term Test & End Term Exam: 2 sessions

Quiz: 3

Total: 18 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|---------------------------------------|-------------------------|---------------------------|----------------------------|---------------|
| Bipan Chandra | History of Modern India | Orient Blackswan Pvt. Ltd | 2017 | 9390122554 |
| Surinder Kumar Deweshwar, Harish Jain | Sapat Sindhu Punjab | Unistar Books Pvt. Ltd. | 2011 | 9789395263009 |
| Romila Thapar | A History of India | Penguin India | 2007 | 9780140138351 |

Programme Structure for B.A.(H) English – IIIrd semester

| III SEMESTER | | | | | | | | |
|----------------------|-------------|--------------------------------------------------------------------------|---------------------------|--------|---|-----|--------|--------------|
| Sr. No. | Course Code | Course Title | Course Type | Credit | | | | Credit Units |
| | | | | L | T | P/S | SW, FW | |
| 1. | | British Poetry and Drama:17 th and 18 th centuries | Core Courses | 6 | 0 | 0 | 0 | 6 |
| 2. | | American Literature | Core Courses | 6 | 0 | 0 | 0 | 6 |
| 3. | | Popular Literature | Core Courses | 6 | 0 | 0 | 0 | 6 |
| 4. | | Media and Communication Skills | Generic Elective Courses | 6 | 0 | 0 | 0 | 6 |
| 5. | | Creative Writing-I | Skill Enhancement Courses | 2 | 0 | 0 | 0 | 2 |
| Total Credits | | | | | | | | 26 |

Course Title: BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES**Credit Units: 06****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives: The paper introduces students to rich and diverse literature in English especially the genres of poetry and drama. It aims to make students acquainted with diverse cultural, social and political settings of 17th and 18th century Britain. It adds perspectives of literary movements that existed in different ages. A key feature is the study of literary theory and terms in criticism that are useful in developing a critical mindset towards the respective literary era and texts.

Pre-requisites:

Students should have knowledge of the basic genres of literature.

Course Contents/Syllabus:

| | Weightage (%) | Teaching Hours |
|----------------------------------------------|---------------|----------------|
| Unit I | 25 | 27 hrs |
| • John Milton - <i>Paradise Lost: Book 1</i> | | |
| Unit II | 25 | 27 hrs |
| • John Webster - <i>The Duchess of Malfi</i> | | |
| Unit III | 25 | 27 hrs |
| • Aphra Behn - <i>The Rover</i> | | |
| Unit IV | 25 | 27 hrs |
| • Alexander Pope <i>The Rape of the Lock</i> | | |

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

- identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry.
- demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries
- examine critically key themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
- analyze literary devices forms and techniques in order to appreciate and interpret the texts

Pedagogy for Course Delivery: The methodology followed for course delivery will be as follows:

- The course will be taught in an interactive manner.
- Lectures will be delivered that will include the various themes and the styles and techniques employed by the writers to highlight their concerns.

Lectures: 106 sessions

Presentation / Seminar:

Mid-Term Test and End-Term Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|-----------------------|-----------------------------------------------------------------------|-----------------------|----------------------------|----------------|
| John Milton | <i>Paradise Lost</i> | Penguin | 2023 | 978-8124803493 |
| S. Priya Dharisini | BRITISH POETRY AND DRAMA : 17th & 18th Centuries | MAHAVEER PUBLICATIONS | 2022 | 978-9394095724 |
| Molla Hafizur Rahaman | <i>A Companion to British Poetry and Drama (17th To 18th Century)</i> | Book Valley | 2020 | 978-9383265497 |
| Alexander Pope | <i>Rape of the Lock</i> | Graphic Arts Books | 2020 | 978-1513267661 |

Course Title: American Literature**Credit Units: 6****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives:

This course aims at introducing novel genre as it developed in the United States of America. The course will look at the development of various genres in American Literature. The prescribed texts will help the students to acquire familiarity with the writers, times, issues, themes, and techniques in American Literature.

Pre-requisites:

Students are expected to have a basic understanding of the History of American Literature with corresponding trends and movements.

Course Contents/Syllabus:

| | Weightage (%) | Teaching Hours |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I | 25 | 27 hrs |
| <ul style="list-style-type: none"> Francis Scott Fitzgerald – <i>The Great Gatsby</i> | | |
| Unit II | 25 | 27 hrs |
| <ul style="list-style-type: none"> Toni Morrison – <i>The Bluest Eye</i> Arthur Miller – <i>All My Sons</i> | | |
| Unit III | 25 | 27 hrs |
| <ul style="list-style-type: none"> Edgar Allan Poe – ‘The Purloined Letter’ Maya Angelou – Selections from <i>I Know Why the Caged Bird Sings</i> William Faulkner – ‘Dry September’ | | |
| Unit IV | 25 | 27 hrs |
| <ul style="list-style-type: none"> Anne Bradstreet – ‘The Prologue’ Walt Whitman – Selections from ‘Song of Myself’ ‘O Captain, My Captain’ Emily Dickinson – ‘Because I could not stop for Death’, ‘This was a Poet’ Robert Frost – ‘Once by the Pacific’, ‘Mending Wall’ Langston Hughes – ‘The Negro Speaks of Rivers’ Alexie Sherman Alexie ‘Crow Testament’, ‘Evolution’ | | |

Course Learning Outcomes:

At the end of the course:

- Students will be able to 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)
- Students will be able to 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 (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions.

- Students will be able to 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
- Students will be able to relate the African American experience in America (both ante-bellum and postbellum) to issues of exclusion in societies relevant to their learning experience

Pedagogy for Course Delivery

Lectures: 106 sessions

Presentation / Seminar:

Class Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|---------------------------------|-----------------------------------------------------------------------------|----------------------------|----------------------------|---------------|
| Sacvan Bercovitch (ed.) | <i>The Cambridge History of American Literature</i> | Cambridge University Press | 1994 | 9780521301053 |
| Emory Elliott (ed.) | <i>The Columbia History of the American Novel</i> | Columbia University Press | 1991 | 9780231073608 |
| James A. Levernier et al. (ed.) | <i>American Writers Before 1800: A Biographical and Critical Dictionary</i> | Greenwood Press | 1983 | 9780313234774 |

Course Title: Popular Literature

Credit Units: 6

Course Level: UG

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives: This course will help students understand the history and use of the genre within the greater context of literature, literary history, and criticism. An insight into the different methods of criticism and how those methods affect interpretation of the literature will also be undertaken.

Pre-requisites:

Students are expected to have a basic understanding of various categories of Popular Literature with corresponding trends and movements.

Course content and syllabus

| | Weightage (%) | Teaching Hours |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I: Children's Literature | 25 | 27 hrs |
| <ul style="list-style-type: none">Lewis Carroll - <i>Through the Looking Glass</i>Sukumar Ray - 'The Sons of Ramgaroo', and 'Kichudi' | | |
| Unit II: Detective Fiction | 25 | 27 hrs |
| <ul style="list-style-type: none">Agatha Christie - <i>The Murder of Roger Ackroyd</i> | | |
| Unit III: Romance/Chick Lit | 25 | 27 hrs |
| <ul style="list-style-type: none">Daphne du Maurier – <i>Rebecca</i> | | |
| Unit IV: Graphic and Science Fiction | 25 | 27 hrs |
| <ul style="list-style-type: none">Vishwajyoti Ghosh - <i>This Side That Side: Restorying Partition</i>Isaac Asimov - 'Nightfall' | | |

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

- Trace the early history of print culture in England and the emergence of genre fiction and best sellers
- Articulate the characteristics of various genres of non-literary fiction
- Investigate the role of popular fiction in the literary polysystem of various linguistic cultures
- Demonstrate how popular literature belongs to its time and use various methods of literary analysis to interpret popular literature

Pedagogy for Course Delivery

Lectures: 106 sessions

Presentation/Seminar:

Class Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|----------------------------------|--------------------------------------------------------------------------------------------------|----------------------------|----------------------------|---------------|
| M. O. Grenby | <i>The Cambridge Companion to Children's Literature</i> | Cambridge University Press | 2009 | 9780521687829 |
| Gary Westfahl | <i>Science Fiction, Children's Literature, and Popular Culture</i> | Greenwood Press | 2000 | 9780313308475 |
| Jesse Alemán and Shelley Streeby | <i>Empire and the Literature of Sensation an anthology of nineteenth-century Popular Fiction</i> | Rutgers University Press | 2007 | 9780813540764 |

Course Title: Creative Writing-I

Credit Units: 2

Course Level: UG

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|--------------------------|
| 2 | 0 | 0 | 0 | 2 |

Course Objectives:

The course intends to enhance students' ability to identify and artfully explain significant ideas and thoughts. They can gather and analyse relevant information in writing. They can understand the concept of writing for an audience and execute with competence. They can also communicate ideas effectively through writing.

Pre-requisites:

Students should have the ability to understand the concept of writing for an audience and communicate effectively through writing.

Course Contents/Syllabus:

| | Weightage (%) | Teaching Hours |
|-----------------------------------------|---------------|----------------|
| Unit I: | 25 | 27 hrs |
| • What is Creative Writing? | | |
| Unit II: | 25 | 27 hrs |
| • The Art and Craft of Writing | | |
| Unit III: | 25 | 27 hrs |
| • Types of Creative Writing | | |
| Unit IV: | 25 | 27 hrs |
| • Creative Writing in the Digital Space | | |
| • Preparing for Publication | | |

Course Learning Outcomes: At the end of the course:

- Students must be able to recognize creativity in writing and discern the difference between academic/noncreative and creative writing
- Develop a thorough knowledge of different aspects of language such as figures of speech, language codes and language registers so that they can both, identify as well as use these; in other words, they must learn that creative writing is as much a craft as an art.
- Develop a comprehensive understanding of some specific genres such as fiction, poetry, drama and newspaper writing.
- Distinguish between these as well as look at the subdivisions within each genre (such as in poetry, different forms like sonnets, ballads, haiku, ghazal, etc.)
- Process their writing for publication and so must have the ability to edit and proofread writing such that it is ready to get into print.

Pedagogy for Course Delivery:

The methodology followed for course delivery will be as follows:

- The course will be taught in an interactive manner.
- Lectures will be delivered that will include the various themes and the styles and techniques employed by the writers to highlight their concerns.

Lectures: 34 sessions

Presentation/Seminar:

Mid-Term Test and End-Term Test: 2

Quiz:

Assignment:

Total: 36 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of Publication | ISBN |
|------------------|------------------------------------------------------|------------------|----------------------------|---------------|
| Anjana Neira Dev | <i>Creative Writing: A Beginner's Manual</i> | Pearson | 2009 | 9788131719848 |
| David Morley | The Cambridge Introduction of Creative Writing | CUP | 2007 | 9780521838801 |

Course Title: Media and Communication Skills**Credit Units: 6****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives: The course aims to help students to master communication in contemporary media. They are challenged to develop a critical perspective and make ethical judgments about contemporary and future media issues.

Pre-requisites:

Students should have knowledge of contemporary media.

Course content and syllabus

| | Weightage (%) | Teaching Hours |
|----------------------------------------------------------------------------------------------------------------------|------------------|-------------------|
| Unit I: Introduction to Mass Communication | 25 | 27 hrs |
| 1. Mass Communication and Globalization 2. Forms of Mass Communication | | |
| Unit II: Advertisement | 25 | 27 hrs |
| 1. Types of advertisements 2. Advertising ethics 3. How to create advertisements/storyboards | | |
| Unit III: Media Writing | 25 | 27 hrs |
| 1. Scriptwriting for TV and Radio 2. Writing News Reports and Editorials 3. Editing for Print and Online Media | | |
| Unit IV: Introduction to Cyber Media and Social Media | 25 | 27 hrs |
| 1. Types of Social Media 2. The Impact of Social Media 3. Introduction to Cyber Media | | |

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

- Develop the professional ability to communicate information clearly and effectively in all kinds of environment and contexts.
- Demonstrate practical skills of various types of media writing, reviews, reports, programmes and discussions.
- Demonstrate their familiarity with the new media, its techniques, practices of social media and hypermedia.
- Critically analyze the ways in which the media reflects, represents and influences the contemporary world.

Pedagogy for Course Delivery

Lectures: 106 sessions

Presentation/Seminar:

Mid-Term Test and End-Term Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|----------------|---------------------------------------------------------------------------------------------------|--------------------|----------------------------|---------------|
| Abhay Chawla | <i>Introduction to Mass Communication</i> | Pearson Education | 2021 | 9789354496073 |
| David Trottier | <i>The Screenwriter's Bible: A Complete Guide to Writing, Formatting, and Selling Your Script</i> | Silman-James Press | 2019 | 9781935247210 |
| Gupta Ruchi | <i>Advertising Principles And Practice</i> | S Chand & Company | 2012 | 9788121940016 |

Programme Structure for B.A.(H) English – IVth Semester

| IV SEMESTER | | | | | | | | |
|----------------------|-------------|----------------------------------------------|---------------------------|--------|---|-----|-----------|--------------|
| Sr. No. | Course Code | Course Title | Course Type | Credit | | | | Credit Units |
| | | | | L | T | P/S | SW/ FW | |
| 1. | | British Literature: 18 th century | Core Courses | 6 | 0 | 0 | 0 | 6 |
| 2. | | British Romantic Literature | Core Courses | 6 | 0 | 0 | 0 | 6 |
| 3. | | British Literature: 19 th century | Core Courses | 6 | 0 | 0 | 0 | 6 |
| 4. | | Language, Literature, and Culture | Generic Electives | 6 | 0 | 0 | 0 | 6 |
| 5. | | Creative Writing-II | Skill Enhancement Courses | 2 | 0 | 0 | 0 | 2 |
| Total Credits | | | | | | | | 26 |

Course Title: BRITISH LITERATURE – 18th Century**Credit Units: 6****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives: This course aims to give a broad understanding of the English Novel. It will give an insight into the related issues and characteristics. The study of such novels will help students understand the writer's subjective positions in their experience and exploration of human relationships.

Pre-requisites:

Students should have knowledge of the basic genres of literature.

Course content and syllabus

| | Weightage (%) | Teaching Hours |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I: | 25 | 27 hrs |
| <ul style="list-style-type: none"> William Congreve – <i>The Way of the World</i> | | |
| Unit II: | 25 | 27 hrs |
| <ul style="list-style-type: none"> Jonathan Swift – <i>Gulliver's Travels</i> (Book III & IV) | | |
| Unit III: | 25 | 27 hrs |
| <ul style="list-style-type: none"> Samuel Johnson – <i>London</i> Thomas Grey – <i>Elegy Written in a Country Churchyard</i> | | |
| Unit IV: | 25 | 27 hrs |
| <ul style="list-style-type: none"> Laurence Sterne - <i>The Life and Opinions of Tristram Shandy, Gentleman</i> | | |

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

- Trace the development of Restoration Comedy and Anti- Sentimental Drama.
- Examine and analyze the form and function of satire in the 18th C.
- Appreciate and analyze the formal variations of classicism
- Map the relationship between the formal and the political in the literature of the Neo-Classical Period.

Pedagogy for Course Delivery

Lectures: 106 sessions

Presentation/Seminar:

Mid-Term Test and End-Term Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text /Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|------------------|----------------------------------------------------------------------------------------------------|----------------------------|----------------------------|---------------|
| David Damrosch | The Longman Anthology of British Literature, Volume 1C: The Restoration and the Eighteenth Century | Pearson | 1999 | 9780321067647 |
| Suvir Kaul | Eighteenth-century British Literature and Postcolonial Studies | Edinburgh University Press | 2009 | 9780748634569 |
| John J. Richetti | A history of eighteenth-century British literature | John Wiley & Sons | 2017 | 9781119083436 |

Course Title: British Romantic Literature**Credit Units: 6****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives: Between 1780 and 1830, British writers either confronted the extraordinary historical events of the time with radical political writings or retreated into nature, aestheticism, and subjectivity, leaving behind works full of dangerous and beautiful ideas.

Pre-requisites:

Students should have knowledge of the basic genres of literature.

Course content and syllabus

| | Weightage (%) | Teaching Hours |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------|
| Unit I: | 25 | 27 hrs |
| William Blake 'The Lamb', 'The Chimney Sweeper' (from <i>The Songs of Innocence and The Songs of Experience</i>) 'The Tyger' (<i>The Songs of Experience</i>) 'Introduction' to <i>The Songs of Innocence</i> Robert Burns 'A Bard's Epitaph' 'Scots Wha Hae' | | |
| Unit II: | 25 | 27 hrs |
| William Wordsworth 'Tintern Abbey' 'Ode: Intimations of Immortality' Samuel Taylor Coleridge 'Kubla Khan' 'Dejection: An Ode' | | |
| Unit III: | 25 | 27 hrs |
| Lord George Gordon Noel Byron 'Childe Harold': canto III, verses 36–45 (lines 316–405); canto IV, verses 178–86 (lines 1594–674) Percy Bysshe Shelley 'Ode to the West Wind' 'Ozymandias' 'Hymn to Intellectual Beauty' John Keats 'Ode to a Nightingale' 'To Autumn' 'On First Looking into Chapman's Homer' | | |
| Unit IV: | 25 | 27 hrs |
| Mary Shelley <i>Frankenstein</i> | | |

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

- Understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences.
- Appreciate the canonical and representative poems and prose of the writers of the Romantic period.
- Develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody.
- Appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity.

Pedagogy for Course Delivery

Lectures: 106 sessions

Presentation/Seminar:

Mid-Term Test and End-Term Test: 2

Quiz:

Assignment:

Total: 108 sessions**Text / Reference Books:**

| Author | Title | Publisher | Year of publication | ISBN |
|--------------------|----------------------------------------------------------------------------------|--------------------|----------------------------|---------------|
| Stephen Greenblatt | <i>The Norton Anthology of English Literature, Volume D: The Romantic Period</i> | W. W. Norton & Co. | 2006 | 9780393927207 |
| Harold Bloom | <i>Romanticism and Consciousness: Essays in Criticism</i> | W. W. Norton & Co. | 1970 | 9780393099546 |
| Mary Shelley | <i>Frankenstein</i> | Martino Fine Books | 2016 | 9781684220502 |

Course Title: British Literature: 19th Century**Credit Units: 6****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives:

In this course students will explore critical debates central to the literature of the nineteenth century. The course will extend and enhance students' critical analysis skill in the reading of the texts. It will also allow them to comprehend social, cultural, political and economic environment of the 19th century. The students will have an opportunity to display their insights and thoughts on a range of theoretical and critical ideas.

Pre-requisites:

Students should have knowledge of the basic genres of literature.

Course Contents/Syllabus:

| | Weightage (%) | Teaching Hours |
|----------------------------------------------------------------------------------|---------------|----------------|
| Unit I: | 25 | 27 hrs |
| • Jane Austen <i>Pride and Prejudice</i> | | |
| Unit II: | 25 | 27 hrs |
| • Charlotte Bronte <i>Jane Eyre</i> | | |
| Unit III: | 25 | 27 hrs |
| • Charles Dickens <i>Hard Times</i> | | |
| Unit IV: | 25 | 27 hrs |
| • Alfred Tennyson 'The Lady of Shalott', 'Ulysses', 'The Defence of Lucknow' | | |
| • Robert Browning 'My Last Duchess', 'The Last Ride Together', 'Fra Lippo Lippi' | | |
| • Christina Rossetti 'The Goblin Market' | | |

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

- Identify and analyze the socio-economic-political contexts that inform the literature of the period
- Comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres
- Understand the conflict between self and society in different literary genres of the period
- Link the rise of the novel to the expansion of Colonialism and Capitalism
- Understand the transition from Romantic to Victorian in literature and culture
- Link the Victorian temper to political contexts in English colonies
- Link the changes in the English countryside to changes brought about in similar settings in India

Pedagogy for Course Delivery: The methodology followed for course delivery will be as follows:

- The course will be taught in an interactive manner.
- Lectures will be delivered that will include the various themes and the styles and techniques employed by the writers to highlight their concerns.

Lectures: 106 sessions

Presentation/Seminar:

Mid-Term Test and End-Term Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|-------------------------------|---------------------------------------------------------------------------------------|------------------|----------------------------|----------------|
| Simon Dentith | Nineteenth-Century British Literature Then and Now: Reading with Hindsight | Routledge | 2016 | 978-1138248731 |
| John Holmes, Sharon Ruston | The Routledge Research Companion to Nineteenth-Century British Literature and Science | Routledge | 2021 | 978-1032242217 |
| John Stuart Mill | <i>The Subjection of Women</i> | Norton | 2006 | 9780486296012 |

Course Title: Language, Literature and Culture**Credit Units: 6****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives:

Language and Literature are as much a part of our environment as the physical, economic and political environment. This course aims at increasing the students' awareness of why language matters, multilingualism, features of Indian literature and trends in contemporary Indian culture, especially as they are reflected in the media.

Pre-requisites:

Students should have knowledge of the basic genres of literature.

Course Contents/Syllabus:

| | Weightage (%) | Teaching Hours |
|-----------------------------------------|---------------|----------------|
| Unit I: | 25 | 27 hrs |
| • An Introduction to Language | | |
| Unit II: | 25 | 27 hrs |
| • Various Stages of Learning Languages | | |
| Unit III: | 25 | 27 hrs |
| • Language, Society and Culture | | |
| Unit IV: | 25 | 27 hrs |
| • Bilingualism and Plurality of Culture | | |

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

- Recognize why language matters
- Develop a thorough knowledge of different functions of language
- Develop a comprehensive understanding of relationship between language, class, gender, caste, ethnicity and identity
- Learn about language variation: dialect, slang, standard and non-standard language
- Understand the process of bilingualism and multilingualism

Pedagogy for Course Delivery: The methodology followed for course delivery will be as follows:

- The course will be taught in an interactive manner.
- Lectures will be delivered that will include the various themes and the styles and techniques employed by the writers to highlight their concerns.

Lectures: 106 sessions

Presentation/Seminar:

Mid-Term Test and End-Term Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|---------------|-----------------------------------------------|----------------------------|----------------------------|---------------|
| David Crystal | <i>The Cambridge Encyclopedia of Language</i> | Cambridge University Press | 1999 | 9780521736503 |
| Janet Holmes | An Introduction to Sociolinguistics | Longman | 1992 | 9781138845015 |

Course Title: Creative Writing-II**Credit Units: 2****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 2 | 0 | 0 | 0 | 2 |

Course Objectives:

The course intends to enhance students' ability to identify and artfully explain significant ideas and thoughts. They can gather and analyse relevant information in writing. They can understand the concept of writing for an audience and execute with competence. They can also communicate ideas effectively through writing.

Pre-requisites:

Students should have the ability to communicate ideas and thoughts through writing.

Course Contents/Syllabus:

| | Weightage (%) | Teaching Hours |
|------------------------------------------|---------------|----------------|
| Unit I: | 25 | 27 hrs |
| • Modes of Creative Writing | | |
| Unit II: | 25 | 27 hrs |
| • Writing for the Media | | |
| Unit III: | 25 | 27 hrs |
| • Digital Production of Creative Writing | | |
| Unit IV: | 25 | 27 hrs |
| • How to engage readers | | |

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

- Recognize creativity in writing and discern the difference between academic/noncreative and creative writing.
- Develop a thorough knowledge of different aspects of language such as figures of speech, language codes and language registers so that they can both, identify as well as use these; in other words, they must learn that creative writing is as much a craft as an art.
- Develop a comprehensive understanding of some specific genres such as fiction, poetry, drama and newspaper writing.
- Distinguish between these as well as look at the subdivisions within each genre (such as in poetry, different forms like sonnets, ballads, haiku, ghazal, etc).
- Process their writing for publication and so must have the ability to edit and proofread writing such that it is ready to get into print.

Pedagogy for Course Delivery: The methodology followed for course delivery will be as follows:

- The course will be taught in an interactive manner.
- Lectures will be delivered that will include the various themes and the styles and techniques employed by the writers to highlight their concerns.

Lectures: 34 sessions

Presentation / Seminar:

Mid-Term Test and End-Term Exam: 2

Quiz:

Assignment:

Total: 36 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|------------------|------------------------------------------------|----------------------------|----------------------------|---------------|
| Anjana Neira Dev | <i>Creative Writing: A Beginner's Manual</i> | Pearson | 2009 | 9788131719848 |
| David Morley | The Cambridge Introduction of Creative Writing | Cambridge University Press | 2007 | 9780521838801 |

Programme Structure for B.A.(H) English – Vth Semester

| V SEMESTER | | | | | | | | |
|----------------------|--------------------|--------------------------------------------------------------|----------------------------------------------|---------------|---|-----|-----------|---------------------|
| Sr. No. | Course Code | Course Title | Course Type | Credit | | | | Credit Units |
| | | | | L | T | P/S | SW/ FW | |
| 1. | | Women's Writing | Core Courses | 6 | 0 | 0 | 0 | 6 |
| 2. | | British Literature: The Early 20 th Century | Core Courses | 6 | 0 | 0 | 0 | 6 |
| 3. | | Modern Indian Writing in English Translation | Discipline Specific Elective Course | 6 | 0 | 0 | 0 | 6 |
| 4. | | Literary Theory-I | Discipline Specific Elective Course | 6 | 0 | 0 | 0 | 6 |
| Total Credits | | | | | | | | 24 |

Course Title: WOMEN'S WRITING

Credit Units: 06
Course Level: UG

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives: This course will provide an effective educational program that will equip students to utilize the frameworks of various disciplines in order to analyze women, gender and sexuality in meaningful ways. It will produce interdisciplinary/intersectional student research that addresses political and practical issues of gender in relation to race, ethnicity, class, sexuality, privilege and power.

Pre-requisites:

Students should have knowledge of the basic genres of literature.

Course Contents/Syllabus:

| | Weightage (%) | Teaching Hours |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I | 25 | 27 hrs |
| Emily Dickinson 'I cannot live with you' 'I'm wife; I've finished that' Sylvia Plath 'Daddy' 'Lady Lazarus' Eunice De Souza 'Advice to Women' 'Bequest' | | |
| Unit II | 25 | 27 hrs |
| Alice Walker <i>The Color Purple</i> | | |
| Unit III | 25 | 27 hrs |
| Charlotte Perkins Gilman 'The Yellow Wallpaper' Katherine Mansfield 'Bliss' Mahashweta Devi 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002) | | |
| Unit IV | 25 | 27 hrs |
| Mary Wollstonecraft <i>A Vindication of the Rights of Woman</i> Ramabai Ranade 'A Testimony of our Inexhaustible Treasures', in <i>Pandita Ramabai Through Her Own Words: Selected Works</i> , tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295–324. | | |

Course Learning Outcomes: Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- recognise the importance of gender specificity in literature.
- understand and appreciate the representation of female experience in literature.
- explain the difference between the feminine and the feminist as opposed to the female.
- examine and appreciate the role played by socio-cultural-economic contexts in
- defining woman
- link the status of woman to social discrimination and social change.
- draw a location specific trajectory of female bonding or empowerment.

- to understand the complexity of social and biological constructions of manhood and womanhood
- to examine the relationship of women to work and production.

Pedagogy for Course Delivery: The methodology followed for course delivery will be as follows:

- The course will be taught in an interactive manner.
- Lectures will be delivered that will include the various themes and the styles and techniques employed by the writers to highlight their concerns.

Lectures: 106 sessions

Presentation / Seminar:

Mid-Term Test and End-Term Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|---------------------|----------------------------------------------------------------|------------------------|---------------------|----------------|
| Virginia Woolf | <i>A Room of One's Own</i> | Fingerprint Publishing | 2016 | 978-8175994157 |
| Simone de Beauvoir | <i>The Second Sex</i> | Vintage | 2010 | 978-0099499381 |
| Mary Wollstonecraft | <i>A Vindication Of The Rights Of Woman: A Norton Critical</i> | W. W. Norton & Company | 2009 | 978-0393929744 |
| Nivedita Menon | <i>Gender & Politics In India</i> | OUP India | 2001 | 978-0195658934 |

Course Title: British Literature: The Early 20th Century**Credit Units: 6****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives:

The course entails a reading of a variety of early 20th century poems and novels in relation to their socio-historical contexts. Students will be introduced to the concepts and literary trends that are associated with the era such as Stream of Consciousness, symbolism, and realism. Students will study selected material from the major periods and movements that characterise the early 20th century British Literature, culture and society.

Pre-requisites:

Students should have knowledge of British history of the twentieth century.

Course Contents/Syllabus:

| | Weightage (%) | Teaching Hours |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I: | 25 | 27 hrs |
| • Joseph Conrad Heart of Darkness | | |
| Unit II: | 25 | 27 hrs |
| • D.H. Lawrence Sons and Lovers | | |
| Unit III: | 25 | 27 hrs |
| • Virginia Woolf Mrs Dalloway | | |
| Unit IV: | 25 | 27 hrs |
| • W.B. Yeats 'Leda and the Swan', 'The Second Coming', 'No Second Troy', 'Sailing to Byzantium' | | |
| • T.S. Eliot 'The Love Song of J. Alfred Prufrock', 'Sweeney among the Nightingales', 'The Hollow Men' | | |

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

- Trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe.
- Link and distinguish between modernity and modernism.
- Explain the links between developments in science and experiments in literature.
- Explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism.
- Identify and analyze the use and modernist technique in different genres in early twentieth century British literature/
- Trace the history of the self and subjectivity in literature in the light of colonial consciousness.
- Explain and analyze the idea of form in modernist literary texts from across major genres.

Pedagogy for Course Delivery: The methodology followed for course delivery will be as follows:

- The course will be taught in an interactive manner.
- Lectures will be delivered that will include the various themes and the styles and techniques employed by the writers to highlight their concerns.

Lectures: 106 sessions

Presentation / Seminar:

Mid-Term Test and End-Term Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|------------------|------------------------------------------------------------|------------------------|----------------------------|---------------|
| Sigmund Freud | On Dreams (Dover Thrift Editions) | Dover Publications Inc | 2001 | 9780486415953 |
| T.S. Eliot | Selected Prose of T.S.Eliot | Harvest Books | 1975 | 9780156806541 |
| Raymond Williams | Introduction in The English Novel from Dickens to Lawrence | Hogarth Press | 1984 | 9780701115425 |

Course Title: Modern Indian Writing in English Translation**Credit Units: 6****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives:

The course intends to introduce the students to a polyphony of modern Indian writing in English translation. It will provide an opportunity to understand the multifaceted nature of cultural identities in the various Indian literatures through Indigenous literary traditions. It will explore literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.

Pre-requisites:

Students should have knowledge of the basic genres of literature.

Course Contents/Syllabus:

| | Weightage (%) | Teaching Hours |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I: Short Fiction | 25 | 27 hrs |
| <ul style="list-style-type: none"> Premchand, 'The Shroud', in <i>Penguin Book of Classic Urdu Stories</i>, ed. M. Asaduddin (New Delhi: Penguin/Viking, 2006). Ismat Chughtai, 'The Quilt', in <i>Lifting the Veil: Selected Writings of Ismat Chughtai</i>, tr. M. Asaduddin (New Delhi: Penguin Books, 2009). Gurdial Singh, 'A Season of No Return', in <i>Earthy Tones</i>, tr. Rana Nayar (Delhi: Fiction House, 2002). Fakir Mohan Senapati, 'Rebati', in <i>Oriya Stories</i>, ed. Vidya Das, tr. Kishori Charan Das (Delhi: Srishti Publishers, 2000). | | |
| Unit II: Poetry | 25 | 27 hrs |
| <ul style="list-style-type: none"> Rabindra Nath Tagore, 'Light, Oh Where is the Light?' and 'When My Play was with thee', in <i>Gitanjali: A New Translation with an Introduction</i> by William Radice (New Delhi: Penguin India, 2011). G.M. Muktibodh, 'The Void', (tr. Vinay Dharwadker) and 'So Very Far', (tr. Tr. Vishnu Khare and Adil Jussawala), in <i>The Oxford Anthology of Modern Indian Poetry</i>, ed. Vinay Dharwadker and A.K. Ramanujam (New Delhi: OUP, 2000). Amrita Pritam, 'I Say Unto Waris Shah', (tr. N.S. Tasneem) in <i>Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems</i>, ed. K.M. George, vol. 3 (Delhi: Sahitya Akademi, 1992). Thangjam Ibopishak Singh, 'Dali, Hussain, or Odour of Dream, Colour of Wind' and 'The Land of the Half-Humans', tr. Robin S. Ngangom, in <i>The Anthology of Contemporary Poetry from the Northeast</i> (NEHU: Shillong, 2003). | | |
| Unit III: Drama | 25 | 27 hrs |
| <ul style="list-style-type: none"> Dharamveer Bharati <i>Andha Yug</i>, tr. Alok Bhalla (New Delhi: OUP, 2009). | | |
| Unit IV: Fiction | 25 | 27 hrs |
| <ul style="list-style-type: none"> G. Kalyan Rao, <i>Untouchable Spring</i>, tr. Alladi Uma and M. Sridhar (Delhi: Orient Black Swan, 2010)/ <i>Bama</i>, Karukku, tr. Lakshmi Holmstrom (Delhi: OUP, 2000) | | |

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

- Understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule.
- Understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation.
- See through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it.
- Appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations.
- Critically engage with issues of racism and imperialism during and after colonial occupation.
- Appreciate the changing role and status of English in postcolonial literatures link colonialism to modernity.

Pedagogy for Course Delivery: The methodology followed for course delivery will be as follows:

- The course will be taught in an interactive manner.
- Lectures will be delivered that will include the various themes and the styles and techniques employed by the writers to highlight their concerns.

Lectures: 106 sessions

Presentation / Seminar:

Mid-Term Test and End-Term Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|----------------|-------------------------------------------------------------------------------------------|-----------------------------|---------------------|---------------|
| B R Ambedkar | Annihilation of Caste | Govt. of Maharashtra | 1979 | 9788189059637 |
| Neel Mukherjee | A State of Freedom: A Novel | W.W. Norton & Company | 2018 | 9780393292909 |
| Franz Fanon | Frantz Fanon's 'Black Skin, White Masks': New Interdisciplinary Essays (Texts in Culture) | Manchester University Press | 2012 | 9780719064494 |

Course Title: Literary Theory-I**Credit Units: 6****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives:

The purpose of this course is to increase students' knowledge of the historical and contemporary theories of literary and cultural studies. It will throw light on major theoretical writings in their diverse historical contexts such as feminist and queer theory, postcolonial studies, critical race studies, psychoanalytical theory, Marxist theory in addition to Structuralism, Deconstruction, New Historicism and Poststructuralism.

Pre-requisites:

Students should have knowledge of the basic theories of literary studies.

Course Contents/Syllabus:

| | Weightage (%) | Teaching Hours |
|-----------------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I: | 25 | 27 hrs |
| <ul style="list-style-type: none"> Literary Theory: An Introduction New Criticism | | |
| Unit II: | 25 | 27 hrs |
| <ul style="list-style-type: none"> Russian Formalism Reader Response | | |
| Unit III: | 25 | 27 hrs |
| <ul style="list-style-type: none"> Marxism | | |
| Unit IV: | 25 | 27 hrs |
| <ul style="list-style-type: none"> Psychoanalytic theory Structuralism | | |

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

- Understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule.
- Understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation.
- See through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it.
- Appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations.
- Critically engage with issues of racism and imperialism during and after colonial occupation.
- Appreciate the changing role and status of English in postcolonial literatures.
- Link colonialism to modernity.

Pedagogy for Course Delivery: The methodology followed for course delivery will be as follows:

- The course will be taught in an interactive manner.
- Lectures will be delivered that will include the various themes and the styles and techniques employed by the writers to highlight their concerns.

Lectures: 106 sessions

Presentation / Seminar:

Mid-Term Test and End-Term Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|------------------|------------------------------------------------|------------------|----------------------------|---------------|
| Anjana Neira Dev | <i>Creative Writing: A Beginner's Manual</i> | Pearson | 2009 | 9788131719848 |
| David Morley | The Cambridge Introduction of Creative Writing | CUP | 2007 | 9780521838801 |

Programme Structure for B.A.(H) English – VIth Semester

| VI SEMESTER | | | | | | | | |
|----------------------|-------------|--------------------------------|--------------------------------------|--------|---|-----|-----------|--------------|
| Sr. No. | Course Code | Course Title | Course Type | Credit | | | | Credit Units |
| | | | | L | T | P/S | SW/ FW | |
| 1. | | Modern European Drama | Core Courses | 6 | 0 | 0 | 0 | 6 |
| 2. | | Postcolonial Literature | Core Courses | 6 | 0 | 0 | 0 | 6 |
| 3. | | Partition Literature | Discipline Specific Elective Courses | 6 | 0 | 0 | 0 | 6 |
| 4. | | Autobiography and Life Writing | Discipline Specific Elective Courses | 6 | 0 | 0 | 0 | 6 |
| Total Credits | | | | | | | | 24 |

Course Title: Modern European Drama

Credit Units: 6

Course Level: UG

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives: This course will extend students' knowledge and understanding of Modern Drama to a wider European context. The course will enhance learners' awareness and ability to handle critical and theoretical approaches to the study of drama, as well as enlarging their understanding of European cultural issues.

Pre-requisites:

Students should have knowledge of the genre of Drama and the theoretical approaches to the study of Drama.

Course content and syllabus

| | Weightage (%) | Teaching Hours |
|-----------------------------------------------------|---------------|----------------|
| Unit I: | 25 | 27 hrs |
| • Henrik Ibsen – <i>Ghosts</i> | | |
| Unit II: | 25 | 27 hrs |
| • Bertolt Brecht - <i>The Good Woman of Setzuan</i> | | |
| Unit III: | 25 | 27 hrs |
| • Samuel Beckett - <i>Waiting for Godot</i> | | |
| Unit IV: | 25 | 27 hrs |
| • Eugene Ionesco – <i>Rhinoceros</i> | | |

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

- Identify and explain concepts of absurdity, angst, despair, feminism, anti-war sentiments with reference to the texts prescribed.
- Analyze the nuances of stage direction and their implication in the techniques of Modern European Drama.
- Understand and engage the concepts like realism, naturalism, symbolism, expressionism, the Avant-Garde, the epic theatre and the theatre of the absurd.
- Understand how meaning is created in theatre and be able to write about innovations introduced into theatrical practice in the late 19th and 20th C.

Pedagogy for Course Delivery

Lectures: 106 sessions

Presentation / Seminar:

Mid-Term Test and End-Term Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|------------------|-----------------------------------------------------------------------|---------------------------------------------|----------------------------|---------------|
| J. L. Styan | Modern Drama in Theory and Practice: Volume 1, Realism and Naturalism | Cambridge University Press | 1983 | 9780521296281 |
| Raymond Williams | Drama From Ibsen to Brecht | Chatto & Windus | 1987 | 9780701207939 |
| Martin Esslin | The Theatre of The Absurd | Bloomsbury Publishing India Private Limited | 2001 | 9780413760500 |

Course Title: Postcolonial Literatures**Credit Units: 6****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives:

Through this course, students will identify key questions, authors, and literary forms in postcolonial literature. They will have an opportunity to critically evaluate literary texts in relation to postcolonial theory. The course will also provide an opportunity to situate literary texts in their larger cultural contexts allowing students to develop interpretative skills of close reading.

Pre-requisites:

Students should have knowledge of the postcolonial history, concerns, and cultural contexts.

Course Contents/Syllabus:

| | Weightage (%) | Teaching Hours |
|------------------------------------------------|---------------|----------------|
| Unit I: | 25 | 27 hrs |
| • Chinua Achebe Things Fall Apart | | |
| Unit II: | 25 | 27 hrs |
| • Amitav Ghosh: The Hungry Tide | | |
| Unit III: | 25 | 27 hrs |
| • Lakshminath Bezbaroa: 'Bapiram' | | |
| • Bessie Head 'The Collector of Treasures' | | |
| • Ama Ata Aidoo 'The Girl who Can' | | |
| • Grace Ogot 'The Green Leaves' | | |
| Unit IV: | 25 | 27 hrs |
| • Derek Walcott 'A Far Cry from Africa' | | |
| • Okot p'Bitek: 'My Husband' | | |
| • David Malouf 'Revolving Days', 'Wild Lemons' | | |
| • Mamang Dai 'The Voice of the Mountain' | | |
| • Pablo Neruda 'Tonight I can Write' | | |

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

- Understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule.
- Understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation.
- See through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it.
- Appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations.
- Critically engage with issues of racism and imperialism during and after colonial occupation.
- Appreciate the changing role and status of English in postcolonial literatures link colonialism to modernity.

Pedagogy for Course Delivery: The methodology followed for course delivery will be as follows:

- The course will be taught in an interactive manner.
- Lectures will be delivered that will include the various themes and the styles and techniques employed by the writers to highlight their concerns.

Lectures: 106 sessions

Presentation / Seminar:

Mid-Term Test and End-Term Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|------------------|-------------------------------------------------------------------|----------------------------|----------------------------|---------------|
| C.L.Innes | The Cambridge Introduction to Postcolonial Literatures in English | Cambridge University Press | 2008 | 9780521734400 |
| Ngugi wa Thiongo | The Language of African Literature in Decolonising the Mind | James Curry | 1986 | 9780435080167 |

Course Title: Partition Literature**Credit Units: 6****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives:

This course will attempt to provide an understanding of the partition of British India in August 1947 from the perspective of economics, demography, history, literature and film. Through these different perspectives, the course will provide a broad understanding of some of the facts about this momentous event in world and South Asian history and also address how these facts are remembered and interpreted in popular culture.

Pre-requisites:

Students should have knowledge of the partition of British India in August 1947 and some of the facts about this momentous event in world and South Asian history.

Course Contents/Syllabus:

| | Weightage (%) | Teaching Hours |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I: | 25 | 27 hrs |
| <ul style="list-style-type: none"> Intizar Hussain, Basti, (tr), Frances W Pritchett (New Delhi: Rupa, 1995). Khushwant Singh, Train to Pakistan, Chattos & Windus, 1956. | | |
| Unit II: | 25 | 27 hrs |
| <ul style="list-style-type: none"> Dibyendu Palit Alam's Own House, tr. Sarika Chaudhary Bengal Partition Stories: An Unclosed Chapter, Bashabi Fraser (Ed.) London: Anthem Press (2008) Sa'adat Hasan Manto, "Toba Tek Singh", in Black Margins: Manto, (Delhi: Katha, 2003). | | |
| Unit III: | 25 | 27 hrs |
| <ul style="list-style-type: none"> Lalithambika Antharajanam, 'A Leaf in the Storm' (tr) K Narayanachandran, in Stories about the Partition of India (ed) Alok Bhalla, New Delhi, Manohar 2012 (pp 137 – 45) | | |
| Unit IV: | 25 | 27 hrs |
| <ul style="list-style-type: none"> Faiz Ahmad Faiz 'For your Lanes, My Country' in In English : Faiz Ahmed Faiaz, A Renowned Urdu Poet, tr and Ed Riz Ramhim. California: Xlibris 2008 (p 138) Jibananda Das, 'I shall Return to This Bengal' Tr Shakunatal Chaudhuri, in Modern Indian Literature, New Delhi OUP | | |

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

- Explain historical and socio-cultural factors responsible for the Partition of Indian Sub-continent.
- Demonstrate critical understanding of manifestations of the experience of the partition in various art forms.
- Link and analyze the eco-socio-historical-cultural contexts and dimensions related to the Partition of India e.g. nation, nationalism, communication, violence, exile, homelessness, refugee, rehabilitation, resettlement, border and border lands (colonialism and post colonialism), literary responses to the partition in different parts of Indian continent and interpret them.
- Interpret texts and experience and relate it to their contexts and experiences.

Pedagogy for Course Delivery: The methodology followed for course delivery will be as follows:

- The course will be taught in an interactive manner.
- Lectures will be delivered that will include the various themes and the styles and techniques employed by the writers to highlight their concerns.

Lectures: 106 sessions

Presentation / Seminar:

Mid-Term Test and End-Term Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|--------------|----------------------------|-----------|---------------------|---------------|
| Yasmine Khan | <i>The Great Partition</i> | CUP | 1999 | 9780300120783 |
| Ayesha Jalal | The Pity of Partition | Longman | 1992 | 9780691153629 |

Course Title: Autobiography and Life Writing**Credit Units: 6****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives:

To familiarize students with different types of life writing such as autobiography, travel writing and memoir; to sensitize the students about the problem of representing the lives of people from different cultures through a critical evaluation of these writings.

Pre-requisites:

Students should have basic knowledge of the different types of life writing such as autobiography and memoir.

Course Contents/Syllabus:

| | Weightage (%) | Teaching Hours |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I: | 25 | 27 hrs |
| <ul style="list-style-type: none"> Jean-Jacques Rousseau's Confessions, Part I and Book 1 Tr Angela Scholar (New York. OUP 2000) M K Gandhi's Autobiography: The Story of my Experiments with Truth (5 – 26) Ahmedabad, Navjivan Press) | | |
| Unit II: | 25 | 27 hrs |
| <ul style="list-style-type: none"> TJS George MS – A Life in Music. New Delhi, Harper Collins 2004 (first Three chapters). Ramchandra Guha Savaging the Civilized New Delhi, Permanent Black 1999 (first three chapters). | | |
| Unit III: | 25 | 27 hrs |
| <ul style="list-style-type: none"> The Diary of Young Girl Anne Frank. | | |
| Unit IV: | 25 | 27 hrs |
| <ul style="list-style-type: none"> Richard Wright The Black Boy (Chapter 1 pp 1-94) Picador 1984. Sharan Kumar Limbale The Outcaste New Delhi OUP (pp 1-39). | | |

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

- Demonstrate a familiarity with kinds of writing which seek to represent and make sense of the experiences of the individual.
- Understand the relationship between self and history, truth, claims and fiction in private and public spheres.
- Explain the working of memory, politics of memory and its role in constructing identity.
- Explain and analyze how life writing provides alternatives to existing ways of writing history.
- Examine the status of life writing as a literary form and the history of its reception.
- Appreciate the emergence of life writing in a non-western context.

Pedagogy for Course Delivery: The methodology followed for course delivery will be as follows:

- The course will be taught in an interactive manner.
- Lectures will be delivered that will include the various themes and the styles and techniques employed by the writers to highlight their concerns.

Lectures: 106 sessions

Presentation / Seminar:

Mid-Term Test and End-Term Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|---------------|-------------------------------------------------|----------------------------|----------------------------|---------------|
| Midge Gillies | Writing Lives-Literary Biography | Cambridge University Press | 1999 | 9780521732314 |
| James Olney | Memory and Narrative: The Weave of Life Writing | Chicago University Press | 1992 | 9780226628165 |

Programme Structure for B.A.(H) English with Research – VIIth Semester

| VII SEMESTER | | | | | | | | |
|----------------------|-------------|------------------------------------|--------------|--------|---|-----|-----------|--------------|
| Sr. No. | Course Code | Course Title | Course Type | Credit | | | | Credit Units |
| | | | | L | T | P/S | SW/ FW | |
| 1. | | Research Methodology-I | Core Courses | 6 | 0 | 0 | 0 | 6 |
| 2. | | Literary Theory-II | Core Courses | 6 | 0 | 0 | 0 | 6 |
| 3. | | Literary Criticism-I | Core Courses | 6 | 0 | 0 | 0 | 6 |
| 4. | | Academic Writing and Composition-I | Core Courses | 6 | 0 | 0 | 0 | 6 |
| Total Credits | | | | | | | | 24 |

Course Title: Research Methodology-I**Credit Units: 6****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives:

It aims to understand some basic concepts of research and its various methodologies pertinent to various academic fields. It will also identify appropriate research topics. The course intends to select and define appropriate research problems and parameters useful for research projects and dissertations.

Pre-requisites:

Students should have knowledge of the basic concepts of research.

Course Contents/Syllabus:

| | Weightage (%) | Teaching Hours |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I: | 25 | 27 hrs |
| <ul style="list-style-type: none"> Basic concept of research and the terminology involved. Foundations of Research. | | |
| Unit II: | 25 | 27 hrs |
| <ul style="list-style-type: none"> Basic types of research. Basic tools of research. | | |
| Unit III: | 25 | 27 hrs |
| <ul style="list-style-type: none"> Research Methods. Reference skills including skills to use dictionaries, encyclopedias, library catalogues, and net resources. | | |
| Unit IV: | 25 | 27 hrs |
| <ul style="list-style-type: none"> Qualitative and Quantitative Research | | |

Course Learning Outcomes: At the end of the course:

- Students must be able to recognize why language matters
- Develop a thorough knowledge of different functions of language
- Develop a comprehensive understanding of relationship between language, class, gender, caste, ethnicity and identity learn about language variation: dialect, slang, standard and non-standard language understand the process of bilingualism and multilingualism.

Pedagogy for Course Delivery: The methodology followed for course delivery will be as follows:

- The course will be taught in an interactive manner.
- Lectures will be delivered that will include the various themes and the styles and techniques employed by the writers to highlight their concerns.

Lectures: 106 sessions

Presentation / Seminar:

Mid-Term Test and End-Term Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|-------------------------------------------------------|---------------------------------------------------|---------------------|----------------------------|---------------|
| Anthony, M., Graziano, A.M. and Raulin, M.L. | Research Methods: A Process of Inquiry | Allyn and Bacon. | 2009 | 9780205907694 |
| Day, R.A. | How to Write and Publish a Scientific Paper | CUP | 1992 | 9780313391958 |

Course Title: Literary Theory-II**Credit Units: 6****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives:

The purpose of this course is to increase students' knowledge of the historical and contemporary theories of literary and cultural studies. It will throw light on major theoretical writings in their diverse historical contexts such as feminist and queer theory, postcolonial studies, critical race studies, psychoanalytical theory, Marxist theory in addition to Structuralism, Deconstruction, New Historicism and Poststructuralism.

Pre-requisites:

Students should have knowledge of the basic theories of literary studies.

Course Contents/Syllabus:

| | Weightage (%) | Teaching Hours |
|------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I: | 25 | 27 hrs |
| <ul style="list-style-type: none"> Poststructuralism New Historicism | | |
| Unit II: | 25 | 27 hrs |
| <ul style="list-style-type: none"> Postcolonialism | | |
| Unit III: | 25 | 27 hrs |
| <ul style="list-style-type: none"> Feminism Black and Dalit Aesthetics | | |
| Unit IV: | 25 | 27 hrs |
| <ul style="list-style-type: none"> Subaltern Studies Theory Now | | |

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

- Understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule.
- Understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation.
- See through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it.
- Appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations.
- Critically engage with issues of racism and imperialism during and after colonial occupation.
- Appreciate the changing role and status of English in postcolonial literatures.
- Link colonialism to modernity.

Pedagogy for Course Delivery: The methodology followed for course delivery will be as follows:

- The course will be taught in an interactive manner.
- Lectures will be delivered that will include the various themes and the styles and techniques employed by the writers to highlight their concerns.

Lectures: 106 sessions

Presentation / Seminar:

Mid-Term Test and End-Term Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|------------------|------------------------------------------------|------------------|----------------------------|---------------|
| Anjana Neira Dev | <i>Creative Writing: A Beginner's Manual</i> | Pearson | 2009 | 9788131719848 |
| David Morley | The Cambridge Introduction of Creative Writing | CUP | 2007 | 9780521838801 |

Course Title: Literary Criticism I**Credit Units: 06****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives: Literary Criticism holds a prominent place in the study of English Literature. The course will give an insight into certain literary traditions in relation to English Literary Criticism. The course will acquaint the students with contemporary issues and trends in Literary Criticism.

Pre-requisites:

Students should have knowledge of the basic genres of literature.

Course Contents/Syllabus:

| | Weightage (%) | Teaching Hours |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I | 25 | 27 hrs |
| <ul style="list-style-type: none"> Plato – <i>Republic</i> | | |
| Unit II | 25 | 27 hrs |
| <ul style="list-style-type: none"> John Dryden – ‘Three Unities’ from <i>Essay on Dramatic Poesy</i> | | |
| Unit III | 25 | 27 hrs |
| <ul style="list-style-type: none"> S.T. Coleridge – ‘Fancy and Imagination’ from <i>Biographia Literaria</i> | | |
| Unit IV | 25 | 27 hrs |
| <ul style="list-style-type: none"> Matthew Arnold – ‘The Study of Poetry’ T.S. Eliot – ‘Tradition and Individual Talent’ | | |

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

- Understand the relevance of literary criticism.
- Understand the definition and concept of poetry and drama offered by various critics.
- Apply criticism in relation to varied text readings.
- Learners will be able to identify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts.

Pedagogy for Course Delivery: The methodology followed for course delivery will be as follows:

- The course will be taught in an interactive manner.
- Lectures will be delivered that will include the various themes and the styles and techniques employed by the writers to highlight their concerns.

Lectures: 106 sessions

Presentation / Seminar:

Mid-Term Test and End-Term Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|----------------|----------------------------------------------------------------------------|-----------------------------|----------------------------|----------------|
| Peter Barry | <i>Beginning, Theory: An Introduction to Literary and Cultural Theory.</i> | Manchester University Press | 1984 | 978-1526121790 |
| Terry Eagleton | <i>Literary Theory: An Introduction.</i> | Wiley Blackwell | 2009 | 978-1405179218 |
| MAR Habib | <i>Modern Literary Criticism and Theory - A History</i> | Wiley-Blackwell | 2007 | 978-1405176675 |
| Patricia Waugh | <i>Literary Theory And Criticism</i> | Oxford University Press | 2014 | 978-0198723851 |

Course Title: Academic Writing and Composition-I**Credit Units: 6****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives:

It aims to understand some basic concepts of writing and conventions of academic writing.

Pre-requisites:

Students should have knowledge of the basic concepts of writing.

Course Contents/Syllabus:

| | Weightage (%) | Teaching Hours |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I: | 25 | 27 hrs |
| <ul style="list-style-type: none"> • Introduction to the Writing Process • Introduction to the Conventions of Academic Writing | | |
| Unit II: | 25 | 27 hrs |
| <ul style="list-style-type: none"> • Writing in one's own words: Summarizing and Paraphrasing • Study Skills including note making, note taking | | |
| Unit III: | 25 | 27 hrs |
| <ul style="list-style-type: none"> • Structuring an Argument: Introduction, Interjection, and Conclusion • Critical Thinking: Synthesis, Analyses | | |
| Unit IV: | 25 | 27 hrs |
| <ul style="list-style-type: none"> • Remedial Grammar • Citing Resources; Editing, Book and Media Review | | |

Course Learning Outcomes: Some of the course learning outcomes that students of this course are required to demonstrate are as follows:

- Convey their ideas in English using simple and acceptable English in writing
- Understand to recognize and draft different types of writing – e.g., classroom notes, summaries, reports, exploratory and descriptive paragraphs, substantiating etc.
- Describe a diagram or elaborate information contained in a graph, chart, table etc.
- Write a review of a book or a movie.
- Write a report on an academic or cultural event that takes place in a college or university for a journal or a newspaper.

Pedagogy for Course Delivery: The methodology followed for course delivery will be as follows:

- The course will be taught in an interactive manner.
- Lectures will be delivered that will include the various themes and the styles and techniques employed by the writers to highlight their concerns.

Lectures: 106 sessions

Presentation / Seminar:

Mid-Term Test and End-Term Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|--------------------------------|-----------------------------------------------------------------------|------------------|----------------------------|---------------|
| Liz Hamp Lyons and Ben Heasley | <i>Study writing:A Course in Writing Skills for Academic Purposes</i> | Cambridge | 2006 | 9780521534963 |
| Renu Gupta | <i>A Course in Academic Writing</i> | Orient Blackswan | 2010 | 9789386689634 |
| Illona Leki | <i>Academic Writing: Exploring Processes and Strategies</i> | New York | 1998 | 9780521657686 |

Programme Structure for B.A. (H) English with Research –VIIIth semester

| VIII SEMESTER | | | | | | | | |
|----------------------|-------------|-------------------------------------|--------------|--------|---|-----|-----------|--------------|
| Sr. No. | Course Code | Course Title | Course Type | Credit | | | | Credit Units |
| | | | | L | T | P/S | SW/ FW | |
| 1. | | Research Methodology-II | Core Courses | 6 | 0 | 0 | 0 | 6 |
| 2. | | Academic Writing and Composition-II | Core Courses | 6 | 0 | 0 | 0 | 6 |
| 3. | | Literary Criticism-II | Core Courses | 6 | 0 | 0 | 0 | 6 |
| 4. | | Dissertation | Core Courses | 6 | 0 | 0 | 0 | 6 |
| Total Credits | | | | | | | | 24 |

Research Methodology- II

Credit Units: 6

Course Level: UG

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives:

It aims to understand some basic concepts of research and its various methodologies pertinent to various academic fields. It will also identify appropriate research topics. The course intends to select and define the appropriate research problems and parameters useful for research projects and dissertations.

Pre-requisites:

Students should have knowledge of the basic concepts and approaches of research.

Course Contents/Syllabus:

| | Weightage (%) | Teaching Hours |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I: | 25 | 27 hrs |
| <ul style="list-style-type: none">Stating and defending a research proposalReview of Literature and Hypothesis | | |
| Unit II: | 25 | 27 hrs |
| <ul style="list-style-type: none">Conceptualizing and drafting a research proposalParts of a research proposal | | |
| Unit III: | 25 | 27 hrs |
| <ul style="list-style-type: none">Data Collection and Sampling MethodsData Analysis | | |
| Unit IV: | 25 | 27 hrs |
| <ul style="list-style-type: none">Writing a research paperStyle manualsNotes, References, and BibliographyResearch and ethics: documentation and plagiarism | | |

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

- Recognize why language matters
- Develop a thorough knowledge of different functions of language
- Develop a comprehensive understanding of relationship between language, class, gender, caste, ethnicity and identity
- Learn about language variation: dialect, slang, standard and non-standard language understand the process of bilingualism and multilingualism.

Pedagogy for Course Delivery: The methodology followed for course delivery will be as follows:

- The course will be taught in an interactive manner.
- Lectures will be delivered that will include the various themes and the styles and techniques employed by the writers to highlight their concerns.

Lectures: 106 sessions

Presentation / Seminar:

Mid-Term Test and End-Term Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|----------------------------------------------------|---------------------------------------------------|---------------------|----------------------------|---------------|
| Anthony, M., Graziano, A.M. and Raulin, M.L. | Research Methods: A Process of Inquiry | Allyn and Bacon. | 2009 | 9780205907694 |
| Day, R.A. | How to Write and Publish a Scientific Paper | CUP | 1992 | 9780313391958 |

Course Title: Academic Writing and Composition-II**Credit Units: 6****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives:

It aims to understand further some basic concepts of writing and conventions of academic writing.

Pre-requisites:

Students should have knowledge of the basic concepts of writing.

Course Contents/Syllabus:

| | Weightage (%) | Teaching Hours |
|-----------------------------------------------------------------------------|---------------|----------------|
| Unit I: | 25 | 27 hrs |
| • Academic Writing and Methods with examples | | |
| Unit II: | 25 | 27 hrs |
| • Study Skills including information transfer, reviewing etc. with examples | | |
| Unit III: | 25 | 27 hrs |
| • Critical Thinking: Analyses, and Evaluation | | |
| • Reviewing journals | | |
| Unit IV: | 25 | 27 hrs |
| • References, Editing, Book and Media Review, Index, and Bibliography | | |
| • Exercises in Academic Writing, articles, essays | | |

Course Learning Outcomes: Some of the course learning outcomes that students of this course are required to demonstrate are as follows:

- Convey their ideas in English using simple and acceptable English in writing
- Understand to recognize and draft different types of writing – e.g., classroom notes, summaries, reports, exploratory and descriptive paragraphs, substantiating etc.
- Describe a diagram or elaborate information contained in a graph, chart, table etc.
- Write a review of a book or a movie.
- Write a report on an academic or cultural event that takes place in a college or university for a journal or a newspaper.

Pedagogy for Course Delivery: The methodology followed for course delivery will be as follows:

- The course will be taught in an interactive manner.
- Lectures will be delivered that will include the various themes and the styles and techniques employed by the writers to highlight their concerns.

Lectures: 106 sessions

Presentation / Seminar:

Mid-Term Test and End-Term Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|--------------------------------|-----------------------------------------------------------------------|------------------|----------------------------|---------------|
| Liz Hamp Lyons and Ben Heasley | <i>Study writing:A Course in Writing Skills for Academic Purposes</i> | Cambridge | 2006 | 9780521534963 |
| Renu Gupta | <i>A Course in Academic Writing</i> | Orient Blackswan | 2010 | 9789386689634 |
| Illona Leki | <i>Academic Writing: Exploring Processes and Strategies</i> | New York | 1998 | 9780521657686 |

Course Title: Literary Criticism-II**Credit Units: 06****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives: The course aims to help learners identify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts. They will be able to apply various theoretical/critical frameworks and concepts to literary and cultural texts. This, in turn, will help learners strengthen and deepen their interpretative skills.

Pre-requisites:

Students should have knowledge of the basic genres of literature.

Course Contents/Syllabus:

| | Weightage (%) | Teaching Hours |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I | 25 | 27 hrs |
| <ul style="list-style-type: none"> Schools of Indian Literary Theory: <i>Rasa, Alamkar, Riti, Dhwani, Vakroti, Auchitya</i> Aristotle (from <i>Poetics</i>) | | |
| Unit II | 25 | 27 hrs |
| <ul style="list-style-type: none"> Longinus: Excerpts from 'On the Sublime' Christopher Caudwell (Excerpts from <i>Illusion and Reality</i>) | | |
| Unit III | 25 | 27 hrs |
| <ul style="list-style-type: none"> I.A. Richards: 9Excerpts from <i>Practical Criticism</i>) Victor Shklovsky (from 'Art as Technique') | | |
| Unit IV | 25 | 27 hrs |
| <ul style="list-style-type: none"> T.S. Eliot from 'The Use of Poetry and the Use of Criticism' Northrop Frye (from <i>The Anatomy of Criticism</i>) | | |

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

- understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods.
- learners will be able to understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g., difference between literary criticism and literary theory).
- learners will be able to grasp a wide range of literary philosophers and critics whose works have informed and shaped the discourse of literary theory.
- learners will have knowledge about major, critical movements and critics in various critical traditions – Indian (schools of *Rasa, Alamkar, Riti, Dhwani, Vakroti, Auchitya*) and Western (Greek, Roman, English, German, Russian and French)

Pedagogy for Course Delivery: The methodology followed for course delivery will be as follows:

- The course will be taught in an interactive manner.

- Lectures will be delivered that will include the various themes and the styles and techniques employed by the writers to highlight their concerns.

Lectures: 106 sessions

Presentation / Seminar:

Mid-Term Test and End-Term Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| Author | Title | Publisher | Year of publication | ISBN |
|----------------------------|---------------------------------------------------------|------------------------------|---------------------|----------------|
| A.H. Gilbert | <i>Literary Criticism: Plato to Dryden</i> | Wayne State University Press | 1962 | 978-0814311608 |
| David Lodge and Nigel Wood | <i>Modern Criticism and Theory: A Reader</i> | Routledge | 2017 | 978-1138237278 |
| Raman Selden, et al. | <i>A Reader's Guide to Contemporary Literary Theory</i> | Longman | 2005 | 978-0582894105 |
| M.S. Nagarajan | <i>English Literary Criticism and Theory</i> | Orient Black Swan | 2006 | 978-8125030089 |

Programme Structure for B.A.+ M.A. English (Integrated) –IXth semester

| IX SEMESTER | | | | | | | | |
|----------------------|-------------|-------------------------------------------------------------------------------|--------------|--------|---|-----|-----------|--------------|
| Sr. No. | Course Code | Course Title | Course Type | Credit | | | | Credit Units |
| | | | | L | T | P/S | SW/ FW | |
| 1. | | Gender Studies | Core Courses | 6 | 0 | 0 | 0 | 6 |
| 2. | | The Long Nineteenth Century | Core Courses | 6 | 0 | 0 | 0 | 6 |
| 3. | | Literatures of the Americas | Core Courses | 6 | 0 | 0 | 0 | 6 |
| 4. | | Politics, Literature and Philosophy/ Introduction to the Study of Language | Core Courses | 6 | 0 | 0 | 0 | 6 |
| Total Credits | | | | | | | | 24 |

Course Title: Gender Studies

Course Code:

Credit Units: 6

Course Level: UG

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives: This course will familiarise students with theorising about gender, be it feminism, queer studies or masculinity studies. It will introduce students to literary texts that prioritise issues of gender, both in India and the West.

Course content and syllabus

| | Weightage (%) | Teaching Hours |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I | 25% | 27 hrs |
| Virginia Woolf: <i>Orlando</i> Judith Butler: <i>Gender Trouble: Feminism and the Subversion of Identity</i> | | |
| Unit II | 25% | 27 hrs |
| Azar Nafisi: <i>Reading Lolita in Tehran</i> Bama: <i>Karukku</i> | | |
| Unit III | 25% | 27 hrs |
| HD: —Eurydice; —Helen Adrienne Rich: —Aunt Jennifer's Tigers ; —Snaphots of a Daughter-in-law Amrita Pritam: —Meeting the Self; —Image; —The Scar of a Wound Kamala Das: —The Dance of the Eunuchs; —The Stone Age; —The Old Play House; —Freaks Sujata Bhatt: —White Asparagus; —Language; —My Mother's Way of Wearing a Sari | | |
| Unit IV | 25% | 27 hrs |
| Alan Hollinghurst: <i>The Line of Beauty</i> | | |

Course Learning Outcomes: At the end of this course,

- The student's knowledge of gender theory, its evolution from feminism to queer theory and masculinity studies will be strengthened.
- The student will be taught to identify gender politics at work within a text.
- The student will learn to interpret a text and read social change through the lens of gender.
- investigate the role of gender in the literary polysystem of various linguistic cultures

Pedagogy for Course Delivery

Lectures: 106 sessions

Presentation / Seminar:

Class Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| AUTHOR | TITLE | Publisher | Year of publication | ISBN | Pages |
|-------------------------------------|---------------------------------------------------------------------|---------------------------|----------------------------|----------------|--------------|
| Julia Kristeva | <i>Revolution in Poetic Language</i> | Columbia University Press | 1985 | 978-0231056434 | 271 |
| Ruth Vanita and Saleem Kidwai, eds. | <i>Same-sex Love in India: Readings from Literature and History</i> | Palgrave Macmillan | 2022 | 978-1349960200 | 315 |
| Judith Kegan Gardiner | <i>Masculinity Studies and Feminist Theory: New Directions</i> | Columbia University Press | 2002 | 978-0231122795 | 336 |

Course Title: The Long Nineteenth Century

Course Code:
Credit Units: 6
Course Level: UG

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives: The course will educate students about some key factors - nation/colony, community, class, gender and race—which went into the making of the 20th century, the modern world as we know it. Through a choice of representative texts, the course will map the cultural crosscurrents of this momentous era in world history, recording its important developments through the prisms of nation/ colony, community, class, gender and race.

Course content and syllabus

| | Weightage (%) | Teaching Hours |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I— | 25% | 27 hrs |
| George Elliot: <i>Middlemarch</i> Harriet Taylor: 'The Enfranchisement of Women,' John Stuart Mill and Harriet Taylor Mill: 'Essays on Sex Inequality' | | |
| Unit II— | 25% | 27 hrs |
| Bankim Chandra Chatterjee: <i>Ananda Math</i> Trans. Julius J Lipner | | |
| Unit III— | 25% | 27 hrs |
| Walt Whitman: <i>Song of Myself</i> John Keats: The Eve of St. Agnes | | |
| Unit IV- | 25% | 27 hrs |
| Henrik Ibsen: <i>A Doll's House</i> | | |

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

- analyze the period which witnessed England’s emergence as a full-fledged industrial capitalist nation, the first in the world to become so.
- familiarize with England's self-consolidation as an imperial power with the setting up of a significant number of colonies in Asia and in Africa.
- trace the early history of print culture in England and the emergence of genre fiction and best sellers.
- articulate the characteristics of various genres of non-literary fiction.

Pedagogy for Course Delivery

Lectures: 106 sessions
Presentation / Seminar:

Class Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| AUTHOR | TITLE | Publisher | Year of publication | ISBN | Pages |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------|---------------|--------------|
| Raymond Williams | <i>Culture and Society: 1780–1950</i> | Vintage Classics | 2017 | 9781784870812 | 496 |
| Mary Poovey | <i>Uneven Developments – The Ideological Work of Gender in Mid-Victorian England</i> | University of Chicago Press | 1988 | 9780226675305 | 290 |
| Dipesh Chakrabarty | <i>Provincializing Europe – Postcolonial Thought & Historical Difference: Postcolonial Thought and Historical Difference</i> | Princeton University Press | 2000 | 9780691049090 | 320 |

Course Title: Literatures of the Americas

Course Code:
Credit Units: 6
Course Level: UG

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives: This introductory course offers insights into the literatures of the Americas written in English and in translation. It reflects the shift away from US-centric writings in American Studies to a more hemi-spheric focus wherein issues of race, settler colonial violence, memory, and immigration are highlighted.

Course content and syllabus

| | Weightage (%) | Teaching Hours |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------|
| Unit I— | 25% | 27 hrs |
| Herman Melville: <i>Moby Dick</i> Amy Tan: —Rules of the Game, from <i>The Joy Luck</i> | | |
| Unit II— | 25% | 27 hrs |
| Ralph Ellison: <i>Invisible Man</i> James Baldwin: <i>The Fire Next Time</i> | | |
| Unit III— | 25% | 27 hrs |
| Gabriel Garcia Marquez: <i>One Hundred Years of Solitude</i> , Trans. Gregory Rabassa Jorge Luis Borges: Funes the Memorious, in <i>Labyrinths</i> , Trans. Donald A. Yates and James E. Irby | | |
| Unit IV- | 25% | 27 hrs |
| Lorraine Hansberry: <i>A Raisin in the Sun</i> Arthur Miller: Tragedy and the Common Man from <i>The Theater Essays</i> of Arthur Miller | | |

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

- This course will introduce students to writings across the Americas.
- It will enable them to think about a body of writings that is varied and complex and enables critical perspectives on the Americas.

Pedagogy for Course Delivery

Lectures: 106 sessions
 Presentation / Seminar:
 Class Test: 2
 Quiz:
 Assignment:

Total: 108 sessions

Text / Reference Books:

| AUTHOR | TITLE | Publisher | Year of publication | ISBN |
|------------------|-----------------------------------------------------------------------------|-------------------------|----------------------------|---------------|
| A N Kaul | The American Vision: Actual and Ideal Society in Nineteenth-Century Fiction | Oxford University Press | 2002 | 9780195661071 |
| Richard Wright | <i>Native Son</i> | Harper Perennial | 2008 | 9780061148507 |
| Malcolm Bradbury | From Puritanism to Postmodernism: A History of American Literature | Routledge | 2016 | 9789380145709 |

Course Title: Politics, Literature and Philosophy**Course Code:****Credit Units: 6****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives: To amalgamate the three strands, politics, literature and philosophy. To understand the principles of interdisciplinary study with regard to the three disciplines mentioned in the title.

Course content and syllabus

| | Weightage (%) | Teaching Hours |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I | 25% | 27 hrs |
| Sophocles: <i>Antigone</i> Thomas Hobbes: <i>Leviathan</i> (Chapter 13 and Chapter 14) | | |
| Unit II | 25% | 27 hrs |
| Dante: <i>The Divine Comedy</i> Dante: <i>Monarchy</i> | | |
| Unit III | 25% | 27 hrs |
| Niccolò Machiavelli: <i>The Prince</i> trans. Peter Bondanella Shakespeare: <i>King Richard III</i> | | |
| Unit IV | 25% | 27 hrs |
| Martin Luther King Jr.: 'I have a Dream' Malcolm X: 'The Ballot or the Bullet' Hansda Sowvendra Shekhar: 'They Eat Meat', 'November is the Month of Migrations' 'Getting Even', 'Baso-jhi' and 'The Adivasi will not Dance'. | | |

Course Learning Outcomes: At the end of this course,

- The students will have achieved a basic understanding of the common principles underlining these three disciplines
- A basic understanding of the intermingling of the philosophies of literature and politics will have been established.
- The student will be taught to identify politics at work within a text.
- The student will learn to politically interpret a text and read social change.

Pedagogy for Course Delivery

Lectures: 106 sessions

Presentation / Seminar:

Class Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| AUTHOR | TITLE | Publisher | Year of publication | ISBN | Pages |
|------------------|-------------------------------------------------------------------------|-------------------------------|----------------------------|---------------|--------------|
| Richard Eldridge | <i>The Oxford Handbook of Philosophy and Literature</i> | Oxford University Press | 2009 | 9780195182637 | 520 |
| Jean-Paul Sartre | <i>Politics and Literature</i> | Calder Publications | 2019 | 9780714549156 | 160 |
| Peter Marks | <i>Literature and Politics: Pushing the World in Certain Directions</i> | Cambridge Scholars Publishing | 2012 | 9781443835749 | 235 |

Course Title: Introduction to the Study of Language

Course Code:
Credit Units: 6
Course Level: UG

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives: To familiarize the students to the approaches to the study of language and to impart to the students a linguistic perspective to the study of English.

Course content and syllabus

| | Weightage (%) | Teaching Hours |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------|
| Unit I - Approaches to the study of language | 25% | 27 hrs |
| (a)The properties of language, its origin and evolution Fromkin et al: Chapters 1 & 2 Pinker: Chapters 1, 2 & 3 (b)Major thinkers: Pre-Saussurean; Saussure and structuralism; and Chomsky and the biolinguistics approach Walton: Chapter 2 Sanders: Chapters 4, 5, & 8 Smith: Chapter 1 (c)Language varieties and linguistic diversity Fromkin et at: Chapter 5 Akmajian: Chapter 7 Wardaugh: Chapters 2 & 7 | | |
| Unit II - Language Ideology and Policy | 25% | 27 hrs |
| (a)Language, ideology and power Milroy: Ideology of standard language Eckert and McConnell-Ginet: Chapters 1 & 2 (b)Language policy and planning Wright: Language policy and language planning (c)English in the new order Phillipson: English in the New World Order | | |
| Unit III - Elements of English I Sounds and words | 25% | 27 hrs |
| (a) Segmental aspects: articulation and classification of English speech sounds Fromkin et al: Chapter 6 (b) Syllable and suprasegmental features: stress, intonation, and rhythm Fromkin et al: Chapter 6 (c) Word: Morpheme, structure of words, and word formation Fromkin et al: Chapter 3 | | |
| Unit IV - Elements of English II Structure and meaning | 25% | 27 hrs |
| (a) Syntactic categories, constituents and structure of sentence | | |

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Fromkin et al: Chapter 4 (b) Theories of meaning, meaning relationships, compositionality of meaning Fromkin et al: Chapter 5 Chierchia and McConnell-Ginet: Chapter 1 (c) Pragmatics and Discourse Analysis Hall et al: Chapter 4 Akmajian et al: Chapter 9 Meyer: Chapter 3 | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

Course Learning Outcomes: At the end of this course, a student should be able to -

- understand and, to an extent, analyse both the social and formal aspects of language in general and English in particular.
- interpret a variety of cultural products in the target language from a critical perspective.
- apply wide-ranging knowledge of culture (past and present) in speech and writing.
- understand language structures and functioning of the language.

Pedagogy for Course Delivery

Lectures: 106 sessions

Presentation / Seminar:

Class Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| AUTHOR | TITLE | Publisher | Year of publication | ISBN | Pages |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------|---------------------|---------------|-------|
| Akmajian, Adrian, Richard A Demers, and Robert M Harnish. | <i>An introduction to language and communication.</i> | Cambridge | 2010 | 9789388028752 | 608 |
| Berthold Delbrück | <i>Introduction to the Study of Language: A Critical Survey of the History and Methods</i> | Legare Street Press | 2022 | 9781018280325 | 156 |
| Peter Stockwell | <i>The Routledge Companion to Sociolinguistics</i> | Taylor & Francis | 2006 | 9781138033436 | 296 |

Programme Structure for B.A.+ M.A. English (Integrated) –10th semester

| X SEMESTER | | | | | | | | |
|----------------------|-------------|----------------------------|--------------|--------|---|-----|-----------|--------------|
| Sr. No. | Course Code | Course Title | Course Type | Credit | | | | Credit Units |
| | | | | L | T | P/S | SW/ FW | |
| 1. | | Dalit Studies | Core Courses | 6 | 0 | 0 | 0 | 6 |
| 2. | | The Long Twentieth Century | Core Courses | 6 | 0 | 0 | 0 | 6 |
| 3. | | World Literatures | Core Courses | 6 | 0 | 0 | 0 | 6 |
| 4. | | Dissertation | Core Courses | 6 | 0 | 0 | 0 | 6 |
| Total Credits | | | | | | | | 24 |

Course Title: Dalit Studies**Credit Units: 6****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives: To train the students in a multi-genre approach to Dalit writings. To move toward an understanding of a Dalit aesthetic

Course content and syllabus

| | Weightage (%) | Teaching Hours |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| Unit I— | 25% | 27 hrs |
| G. Kalyan Rao: <i>Untouchable Spring</i> (Translated from Telugu by Alladi Uma and M. Sridhar. New Delhi: Orient BlackSwan, 2010) B.R. Ambedkar: <i>Annihilation of Caste</i> | | |
| Unit II— | 25% | 27 hrs |
| Baby Kamble: <i>The Prisons We Broke</i> (Translated from Marathi by Maya Pandit. New Delhi: Orient BlackSwan, 2011) Sharmila Rege: <i>Against the Madness of Manu: B.R. Ambedkar's Writings on Brahmanical Patriarchy</i> . New Delhi: Navayana, 2013) | | |
| Unit III— | 25% | 27 hrs |
| Premanand Gajjee: <i>The Strength of Our Wrists</i> (Translated from Marathi by Shanta Gokhale and M.D. Hatkanangalekar. New Delhi: Navayana, 2013) Jotiba Rao Phule: <i>Gulamgiri</i> (Collected Works of Mahatma Jotirao Phule. Volumes I. Translated by P.G. Patil. Bombay: Education Department, Government of Maharashtra, 1991) | | |
| Unit IV- | 25% | 27 hrs |
| Poetry: Namdeo Dhasal: Mandakini Patil: A Young Prostitute: The Collage I Intend' (Marathi) Nirav Patel: The Song of Our Shirt' (Gujarati) M.R. Renukumar: The Question Paper' (Malayalam) Lal Singh Dil: The Outcasts' (Punjabi) Balbir Madhopuri:' My Old Man' (Punjabi) Mohandas Namishrai: We will Fight' (Hindi) Rajni Tilak: Beat of a Thousand Feet' (Hindi) Challapalli Swaroopa Rani: Water' (Telugu) Basudev Sunani: Prayer' (Odia). Sharankumar Limbale: <i>Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations.</i> | | |

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

- Raise social and cultural consciousness with regard to the need for liberation and change
- Understand a movement toward a new kind of literary and social history
- Develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody.
- Correlate social, cultural and historical developments and their representation in literature.

Pedagogy for Course Delivery

Lectures: 70 sessions

Presentation / Seminar:

Class Test: 2

Quiz:

Assignment:

Total: 72 sessions

Text / Reference Books:

| AUTHOR | TITLE | Publisher | Year of publication | ISBN | Pages |
|---------------|-------------------------------------------------------------------------------------|------------------|----------------------------|---------------|--------------|
| Sharmila Rege | Writing Caste, Writing Gender | Zubaan | 2006 | 9788189013011 | 548 |
| Raj Kumar | Dalit Literature and Criticism | Orient BlackSwan | 2019 | 9789352875320 | 172 |
| Limbale | Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations | Orient BlackSwan | 2004 | 9788125026563 | 188 |

Course Title: The Long Twentieth Century**Course Code:****Credit Units: 6****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives: Understand what constitutes the twentieth century. The foundations of representation and genre will also have been established.

Course content and syllabus

| | Weightage (%) | Teaching Hours |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------|
| Unit I— | 25% | 27 hrs |
| T.S.Eliot: <i>Murder in the Cathedral</i> (1935) Tennessee Williams: <i>A Streetcar named Desire</i> (1947) | | |
| Unit II— | 25% | 27 hrs |
| L.Frank Baum: <i>The Wonderful Wizard of OZ</i> (1900) J R R Tolkien: <i>The Hobbit</i> (1937) | | |
| Unit III— | 25% | 27 hrs |
| James Joyce: <i>A Portrait of the Artist as a Young Man</i> (1916) Ernest Hemingway: <i>For Whom the Bell Tolls</i> (1940) | | |
| Unit IV- | 25% | 27 hrs |
| W H Auden: <i>Musee de Beaux Arts, Lullaby, September 1, 1939</i> Dylan Thomas: <i>Do not go gentle into that good night, Love in the Asylum</i> Anne Michaels: <i>Memoriam, A Height of Years from The Weight of Oranges</i> Faiz Ahmed Faiz: <i>Dogs, Love do not ask, Freedom’s Dawn</i> Agha Shahid Ali: <i>Postcard from Kashmir, A Butcher, I see Kashmir from Delhi at Midnight</i> | | |

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

- Familiarize with the literary trends/movements that evolved in the course of the 20th Century.
- Analyse texts and identify the generic distinctions across prominent milieus and regions.
- Understand a movement toward a new kind of literary and social history
- Correlate social, cultural and historical developments and their representation in literature.

Pedagogy for Course Delivery

Lectures: 106 sessions

Presentation / Seminar:

Class Test: 2

Quiz:

Assignment:

Total: 108 sessions

Text / Reference Books:

| AUTHOR | TITLE | Publisher | Year of publication | ISBN | Pages |
|------------------------------|---------------------------------------------------------------------------------------|----------------------------|---------------------|---------------|-------|
| Laura Marcus, Peter Nicholls | The Cambridge History of Twentieth-Century English Literature | Cambridge University Press | 2012 | 9781107609488 | 897 |
| Jenny Stringer | The Oxford Companion to Twentieth-Century Literature in English | OUP Oxford | 1996 | 9780192122711 | 772 |
| Stephen Greenblatt | The Norton Anthology of English Literature – The Twentieth and Twenty-First Centuries | W. W. Norton & Company | 2018 | 9780393603071 | 1360 |

Course Title: World Literatures**Credit Units: 6****Course Level: UG**

| L | T | P/S | SW/ FW | Total Credit Units |
|---|---|-----|-----------|-----------------------|
| 6 | 0 | 0 | 0 | 6 |

Course Objectives: The course aims to explain the concept of World Literature and its evolution in relation to other related concepts.

Course content and syllabus

| | Weightage % | Teaching Hours |
|----------------------------------------------------------------------------------------------------|-------------|----------------|
| Unit I: | 25% | 27 hrs |
| Albert Camus, <i>The Stranger</i> Or Franz Kafka, <i>Metamorphosis</i> | | |
| Unit II: | 25% | 27 hrs |
| Anton Chekov, <i>The Cherry Orchard</i> Pablo Neruda, Selected Poems | | |
| Unit III: | 25% | 27 hrs |
| Rainer M Rilke, <i>Duino Elegies</i> Gabriel Garcia Marquez <i>The General in the Labyrinth</i> | | |
| Unit IV: | 25% | 27 hrs |
| Nagquib Mafouz, <i>Palace Walk</i> or <i>Palace of Desire</i> (from the Cairo Trilogy) | | |

Course Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate are as follows:

- Explain the concept of World Literature and its evolution in relation to other related concepts e.g., national literature, general literature, comparative literature and *Vishwa Sahitya*.
- Appreciate the connectedness and diversity of human experiences and literary responses to them in different parts of the world.
- Analyze and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions.
- Analyze and interpret literary texts in their contexts and locate them.

Pedagogy for Course Delivery

Lectures: 106 sessions

Presentation / Seminar:

Mid-term Test and End-Term Test: 2

Quiz:

Assignment:

Total: 108 sessions**Text / Reference Books:**

| AUTHOR | TITLE | Publisher | Year of publication | ISBN |
|---------------------------|----------------------------------------------------|--------------------|----------------------------|---------------|
| Theo D'haen | <i>The Routledge Companion to World Literature</i> | Routledge | 2017 | 9781138708204 |
| David Damrosch | <i>How to Read World Literature</i> | Wiley Blackwell | 2008 | 9781405168267 |
| Lillian Herlands Hornhtin | <i>The Reader's companion to World Literature.</i> | Penguin | 2002 | 9780451205131 |
| Frank Magil | <i>Masterpieces of World Literature</i> | Collin's Reference | 1991 | 9780062700506 |