


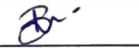



Amity University Madhya Pradesh

Minutes of the Board of Studies Meeting (English & French)

A meeting of the Board of Studies in English and French was held on 07 Feb'2024 at 03:30 PM.

The following members were present:

S.No	Name	Members(Internal)	Member(External)	Signature
1	Prof (Dr) Iti Roychowdhury	Chairperson	-	
2	Mr.K.Muthuvel	Member	-	
3	Dr Zeba Siddiqui	Member	-	
4	Dr Bishakha Mandal	Member	-	
5	Dr Archana Agrawal	-	External Expert Professor Dept. Of English MLB Govt. College of Excellence, Gwalior (Mob):9827354230 E mail: 24archanaagrawal@ gmail.com	 7/2/24






Date: 07/02/2024

BOARD OF STUDIES (English & French)
MINUTES OF THE MEETING

1. A meeting of board of studies of English and French, Amity School of Languages and Amity System of Communication Enhancement and Transformation, Amity University Madhya Pradesh was held on 7th February 2024 at 1530 hrs at AUMP, under the Chairmanship of Prof. (Dr.) Iti Roychowdhury, Director ASL/ASCENT/AISS. The following members attended the meeting:-

(a) **Chairperson:** Prof. (Dr.) Iti Roychowdhury, Director ASL/ASCENT/AISS

(b) **Members**

- i. Dr. Iti Roychowdhury: Chairperson
- ii. Mr. K.Muthuvel : Member (Subject Matter Expert French)
- iii. Dr Zeba Siddiqui : Member (Subject Matter Expert English)
- iv. Dr Bishakha Mandal : Member
- v. Dr Archana Agrawal : External Expert

2. The agenda of the meeting included the following:

- 1) Review of Curriculum of following according to UGC CCFUGP
 - i. UG-I to IV Sem
 - ii. Minor Tracks-I to VI Sem
- 2) Review of PG Course– I & II Sem
- 3) Review of MBA Course – I & II Sem
- 4) Review of Curriculum of French UG courses
- 5) Review of Curriculum of PhD in English
- 6) Review of Curriculum of BA (H) English
- 7) Introducing the Curriculum of MA English



Discussions/Comments:

3. **Recommendation.**

(i) The BOS recommends that :-

a) The CIE and ESE evaluation scheme for UG programmes for VAC subjects will be 40: 60 respectively.

b) From the forthcoming semesters, the credit structure of Non-Affected programmes will be changed to match that of Affected Programmes *

- Communication Skills: 2+2+2+2 = 08
- French: 2+2+2+3=09

↓
1. I presume it is with regard to NEP.
2. We should mention.

4. Summary of changes is given below:- *

Current Syllabus					Proposed Changes/Modifications (addition/deletion in the Syllabus)	New Course Code	No. of Credits
Sr. No.	Course Title	Module of the syllabus	Old Course Code	No. of Credits			

* Attached as Annex I

Signature of Members

Signature of Chairperson-BOS

Hon'ble (Officiating) Vice Chancellor
AUMP, Gwalior

APPROVED BY
Hon'ble Pro Chancellor
AUMP, Gwalior



A - Amendment - attached over leaf II

Discussions/Comments:

3. **Recommendation.**

(i) The BOS recommends that :-

- a) The CIE and ESE evaluation scheme for UG programmes for VAC subjects will be 40: 60 respectively.
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Signature of Members

[Handwritten signatures]

Signature of Chairperson-BoS

[Handwritten signature]



Hon'ble (Officiating) Vice Chancellor
AUMP, Gwalior

[Handwritten signature]
01/4/24

APPROVED BY
Hon'ble Pro Chancellor
AUMP, Gwalior



Minutes of the Board of Studies - English and French

Conducted on 07 Feb' 2024

Summary of Changes

Agenda Item	Description	Changes
No. 1	Review of Credits for Communication Skills (UG Course)	Credits for UG I, II, III & IV have been revised from 1 to 2
No. 2	From the forthcoming semesters, the credit structure of Non-Affected programmes will be changed to match that of Affected Programmes	Communication Skills: 2+2+2+2 = 08 French: 2+2+2+3=09
No. 3	i. Review of Curriculum of UG I to UG III	No Change
No. 4	ii Review of Curriculum of UG IV	In accordance with NEP 2020 & UGC CCFUGP, discipline specific Term paper has been introduced
No. 5	iii Review of Curriculum of PG I & II	No Change
No. 6	iv Review of Curriculum of MBA I & II	No Change
No. 7	i Review of Curriculum of BA (H) English	No Change
No. 8	i Introducing Curriculum of MA English	-----
No.9	Review of Credits for Minor Tracks in English	Old Credits
		CBA 117 - 3
		CBA 217 - 3
		CBA 317 - 3
		CBA 417 - 4
		CBA 517 - 4
		CBA 617 - 1
New Credits		
		2
		2
		2
		2
		3
		1
	Total Credits for CBCS (English)	18 12
		Curricula of all courses was approved without changes
No 10	Review of Evaluation Scheme of UG programmes (VAC subjects)	The CIE and ESE evaluation scheme for UG programmes for VAC subjects will be 40: 60 respectively.
No. 11	Review of Curriculum of French	Credits for UG I, II, III & IV Semester

		have been revised	
No. 12	Review of Curriculum of French	No Change	
No.13	Review of Credits for French	Old Credits	New Credits
		FLU144 - 2	FLU144 - 2
		FLU244 - 2	FLU244 - 2
		FLU344 - 2	FLU344 - 2
		FLU444 - 2	FLU444 - 3
		FLU544 - 2	-
		FLU644 - 2	-
	Total Credits for FRENCH	12	09



NOTESHEET

22 Feb 2024

1. Till the implementation of NEP 2020 in some programmes, the credits, curriculum, code, and evaluation of Value Added Subjects in Communication Skills and French were uniform for all programmes at the University (except B Pharma I Yr)

2. Since the implementation of NEP 2020, following is the difference in the credits(no change in curriculum) :

NEP Affected Courses	Not Affected Programmes
Comm Skills: 2+2+2+2 = 08	1+1+1+1+1+1=06
French: 2+2+2+3= 09	2+2+2+2+2= 12

3. It is proposed that the Credit Structure of Not Affected Programmes be changed to match that of Affected Programmes:

Comm Skills:
2+2+2+2 = 08 (where Comm Skills is taught only upto IV Sem)

French:
2+2+2+3= 09 (where French is taught only upto IV Sem)

4. In Comm Skills, the Term Paper in IV Sem, it is proposed that the Article for Review be assigned by Domain Faculty but be assessed for Writing Skills by Comm Skills Faculty.

5. In French, for the sake of uniformity, it is proposed that the 3 Credits in IV sem be split into 2+1 where 2 credits are for regular assessment and 01 credit is a separate assessment like for Review Article.

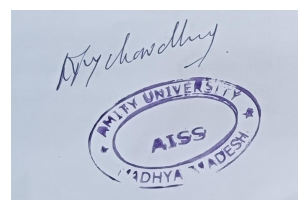
6. Put up for your perusal and kind approval please

[Signature]
Iti Roychowdhury
Dir ASCENT/ ASL

Dy. Dean Academics: (i) Para 3, 4 & 5 has been discussed & the proposal has been consented by the COE, DUMP.
(ii) Recommended for approval *

Officiating VC: *[Signature]* 12/3/24 'R' for approval.

Honble Pro Chancellor: *[Signature]* Approved *[Signature]* 12/3/24
COE
By Dean (A)
Dir ASCENT/ ASL

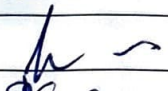
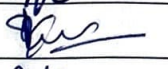





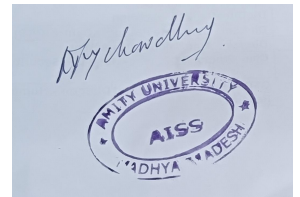
Amity University Madhya Pradesh

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3	Dr Zeba Siddiqui	Member	-	
4	Dr Bishakha Mandal	Member	-	
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Date: 07/02/2024

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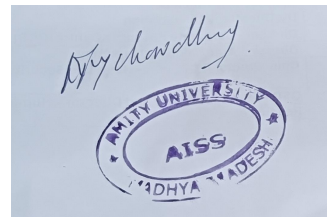
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Signature of Members

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20/01/24
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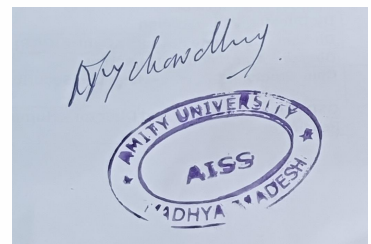
Signature of Chairperson-BOS

Ajay choudhary

Hon'ble (Officiating) Vice Chancellor
AUMP, Gwalior

1/1/24

APPROVED BY
Hon'ble Pro Chancellor
AUMP, Gwalior



A - Amendmentment - attached over leaf II

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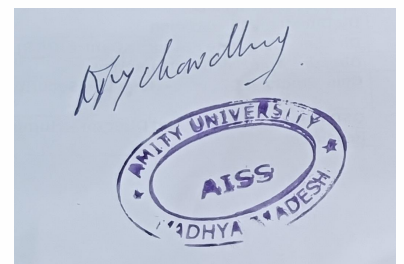
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Signature of Chairperson-BOS

Hon'ble (Officiating) Vice Chancellor
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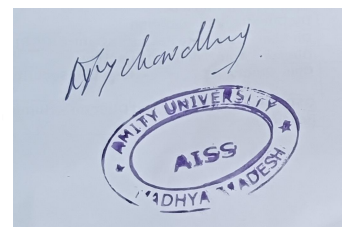
Signature of Chairperson-BoS

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Hon'ble (Officiating) Vice Chancellor
AUMP, Gwalior

[Handwritten signature]
01/4/24

APPROVED BY
Hon'ble Pro Chancellor
AUMP, Gwalior





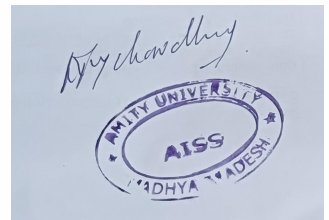
Minutes of the Board of Studies - English and French

Conducted on 07 Feb' 2024

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No. 6	iv Review of Curriculum of MBA I & II	No Change	
No. 7	i Review of Curriculum of BA (H) English	No Change	
No. 8	i Introducing Curriculum of MA English	-----	
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		CBA 117 - 3	2
		CBA 217 - 3	2
		CBA 317 - 3	2
		CBA 417 - 4	2
		CBA 517 - 4	3
	CBA 617 - 1	1	
	Total Credits for CBCS (English)	18	12
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No 10	Review of Evaluation Scheme of UG programmes (VAC subjects)	The CIE and ESE evaluation scheme for UG programmes for VAC subjects will be 40: 60 respectively.	
No. 11	Review of Curriculum of French	Credits for UG I, II, III & IV Semester	

No. 12 No. 13	Review of Curriculum of French Review of Credits for French	have been revised	
		No Change	
		Old Credits	New Credits
		FLU144 - 2	FLU144 - 2
		FLU244 - 2	FLU244 - 2
		FLU344 - 2	FLU344 - 2
		FLU444 - 2	FLU444 - 3
		FLU544 - 2	-
		FLU644 - 2	-
	Total Credits for FRENCH	12	09



Ag

No

No

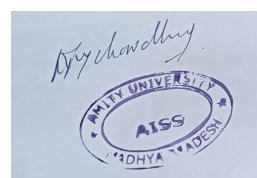


Board of Studies - English and French

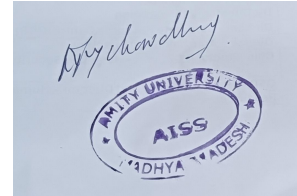
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No. 6	iv Review of Curriculum of MBA I & II	No Change
No. 7	i Review of Curriculum of BA (H) English	No Change
No. 8	i Introducing Curriculum of MA English	----- (Don't need No. change)
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		CBA 517 - 4
		New Credits
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		have been revised	
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No.13	Review of Credits for French	Old Credits	New Credits
		FLU144 - 2	FLU144 - 2
		FLU244 - 2	FLU244 - 2
		FLU344 - 2	FLU344 - 2
		FLU444 - 2	FLU444 - 3
		FLU544 - 2	-
	FLU644 - 2	-	
	Total Credits for FRENCH	12	09





Course Structure: ENGLISH POETRY I – BAE 141

Course Title: ENGLISH POETRY I

Credit Units: 4

Course Level: UG Level

Course Code: BAE 141

Course Objectives: To develop aesthetic sense and taste of literature in students and to enable them to appreciate the beauty, rhyme and style of the poem

Pre-requisites: The students must possess fair understanding of structural elements of poetry like meter, rhyme, scheme, verse and stanza

Course Contents/Syllabus:

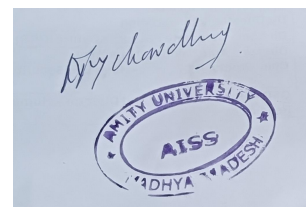
	Weightage (%)
Module I Introduction to Poetry	25%
<ul style="list-style-type: none">Forms of PoetryPoetic Devices	
Module II Geoffrey Chaucer	25%
<ul style="list-style-type: none">The Canterbury Tales	
Module III William Wordsworth	25%
<ul style="list-style-type: none">I Wandered Lonely as a Cloud	
Module IV .P. B. Shelley	25%
<ul style="list-style-type: none">Ozymandias	

Student Learning Outcomes: After the completion of course, the students will be able to

- Understand the word, imagination and style of the poet
- Appreciate the poetry
- Read between the lines using inference and deduction

Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

Lab/ Practical details, if applicable: N/A

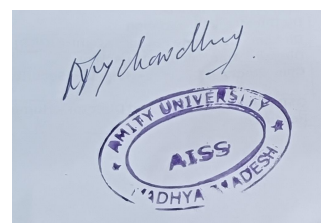


Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Books Recommended:

1. Strand, Mark, and Eavan Boland. The Making of a Poem: A Norton Anthology of Poetic Forms. New York ; London, W.W. Norton, Impr. , Cop, 2001.
2. 'A Poetry Handbook', Mary Oliver, Paperback edition
3. 'William Wordsworth', Geoffrey Durant
4. Reiman, Donald H. Percy Bysshe Shelley. Updated ed. Boston: Twayne, 1989.
5. Shelley, Percy. Percy Bysshe Shelley: Selected Poems. Mineola, NY: Dover Publications, 1993.
6. Shelley, Percy. The Works of P.B. Shelley. Hertfordshire, UK: Wordsworth Poetry Library, 1994.
7. Hopper, Vincent Foster (1970). Chaucer's Canterbury Tales (Selected): An Interlinear Translation. Barron's Educational Series. ISBN 978-0-8120-0039-9.





Course Structure: LITERATURE FOR CHILDREN AND YOUNG ADULTS – BAE 142

Course Title: Literature for Children and Young Adults

Credit Units: 4

Course Level: UG Level

Course Code: BAE 142

Course Objective: To enable the students to find characters to relate to, and to be challenged with conflicts or ideas outside of their realm of experience

Pre-requisites: The students should enjoy reading literature based on various themes and context.

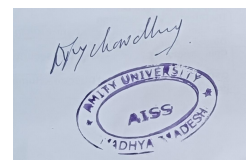
Course Contents/Syllabus:

	Weightage (%)
Module I Lewis Carrol	25%
<ul style="list-style-type: none">Through the Looking Glass	
Module II Shyam Selvadurai	25%
<ul style="list-style-type: none">Funny Boy	
Module III Daniel Defoe	25%
<ul style="list-style-type: none">Robinson Crusoe	
Module IV Edith Nesbit	25%
<ul style="list-style-type: none">The Railway Children	

Student Learning Outcomes:

After the completion of the course, the students will be able to:

- read and study texts that rely in part or in whole on pictorial narratives, as well as book design, typography and the blurring of distinctions between textual and para-textual elements.
- to cultivate visual and tactile as well as verbal literacies
- grasp the many complex avenues through which society reflects on the operations of symbolic thought, and thus perhaps on the origins of being human.



Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations

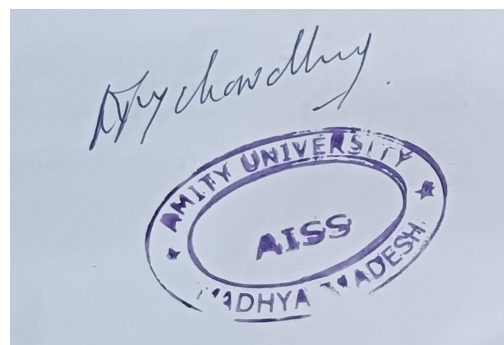
Lab/ Practical details, if applicable: N/A

Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Books Recommended:

- Carroll, Lewis. *Through the looking-glass and what Alice found there*. [New York, Dodge publishing company, 1909] Pdf. Retrieved from the Library of Congress, <www.loc.gov/item/09016128/>.
- Selvadurai, Shyam. *Funny Boy: A Novel*. San Diego: Harcourt Brace, 1997. Print.
- Defoe, Daniel, 1661?-1731. *Robinson Crusoe*. ed by Shaw, Edward R [New York, Boston etc. University publishing company, 1897]
- Nesbit, E. 1858-1924. *The Railway Children*. Champaign, Ill., Project Gutenberg, 1999.





Course Structure: POPULAR LITERATURE – BAE 143

Course Title: Popular Literature

Credit Units: 3

Course Level: UG Level

Course Code: BAE 143

Course Objectives: To enable the students to improve their proficiency through reading, respond to text, draw lessons and insights from slices of life, understand and appreciate other culture, relate to events, characters and own life as well.

Pre-requisites: The students must possess the ability to read and understand in order to enjoy and become immersed in the storyline

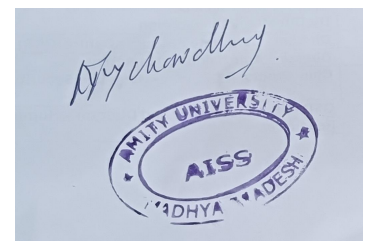
Course Contents/Syllabus:

	Weightage (%)
Module I Agatha Christie:	35%
<ul style="list-style-type: none">The Murder of Roger Ackroyd	
Module II Ruskin Bond	35%
<ul style="list-style-type: none">The Blue Umbrella	
Module III Contemporary Short Story	30%
<ul style="list-style-type: none">All Summer in One Day by Ray BradburyPaper Menagerie by Ken Lui	

Student Learning Outcomes:

After the completion of the course, the students will be able to:

- Define the meaning of literature and popular literature
- Recognize literary techniques, devices, and writing styles
- Reflect on how these different literary texts affect the lives of people.
- Exhibit appreciation of literary aesthetics.



Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

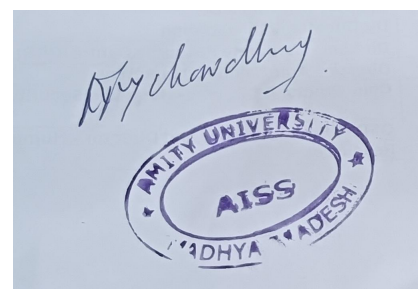
Lab/ Practical details, if applicable: N/A

Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Books Recommended:

- Christie, Agatha. The Murder of Roger Ackroyd . Great Britain: Harper Colins, 1926.
- Monteiro, Jennifer. "Decoding the Role of the Reader in The Murder of Roger Ackroyd: A Study in Popular Culture." The Criterion Volume 5, issue 5(2014): 5.
- Narcejac, Boileau and. "The Typology of Detective Fiction." Le Roman Policier 1964.
- <http://authors.wizards.pro/books/titles/58363/all-summer-in-a-day>
- Liu, Ken. The Paper Menagerie. Head of Zeus,2016.
- <http://www.goodreads.com>





Course Structure: ACADMIC WRITING – BAE 144

Course Title: ACADEMIC WRITING
Course Level: UG Level

Credit Units: 3
Course Code: BAE 144

Course Objectives: To help the students to analyze, think critically and learn techniques and styles of writing.

Pre-requisites: The students must possess fair understanding of writing styles

Course Contents/Syllabus:

	Weightage (%)
Module I	35%
<ul style="list-style-type: none">Introduction to the Writing Process	
Module II	35%
<ul style="list-style-type: none">Features and Types of Academic Writing	
Module III	30%
<ul style="list-style-type: none">Structuring an Argument	

Student Learning Outcomes: On completion of this course, the students will be:

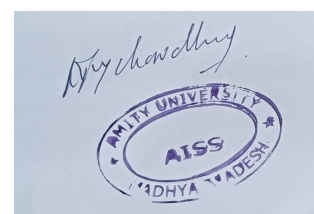
- able to write in a variety of academic genres
- able to write persuasively by effectively employing elements of formal argumentation

Pedagogy for Course Delivery: The course delivery will be done by using a combination of lectures and presentations.

Lab/ Practical details, if applicable: N/A

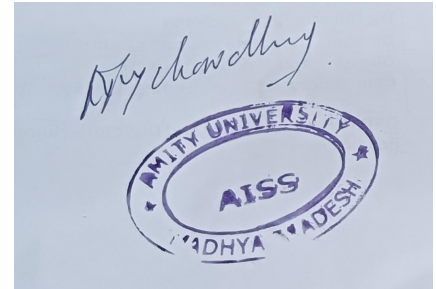
Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70



Suggested Readings

1. Liz Hamp-Lyons and Ben Heasley, Study writing: A Course in Writing Skills for Academic Purposes (Cambridge: CUP, 2006).
2. Renu Gupta, A Course in Academic Writing (New Delhi: Orient BlackSwan, 2010).
3. Ilona Leki, Academic Writing: Exploring Processes and Strategies (New York: CUP, 2nd edn, 1998).
4. Gerald Graff and Cathy Birkenstein, They Say/I Say: The Moves That Matter in Academic Writing (New York: Norton, 2009).
5. Peter Chin, Samuel Reid, Yoko Yamazaki, Sean Wray _Academic Writing Skills 3 Student's Book, Volume 3





Course Structure: ENGLISH PROSE I – BAE 241

Course Title: ENGLISH PROSE I

Credit Units: 4

Course Level: UG Level

Course Code: BAE 241

Course Objectives: To make the students understand Indian English Writing as a new form of Indian culture and voice in which India converses regularly

Pre-requisites: The students should enjoy reading stories

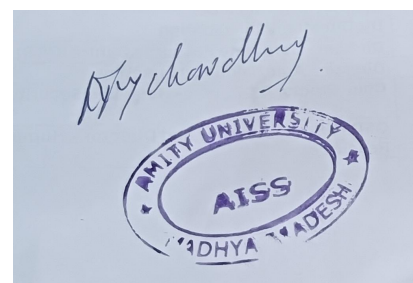
Course Contents/Syllabus:

	Weightage (%)
Module I	25%
<ul style="list-style-type: none">Elements of Short Story: Plot, Characterization, Narrative Technique and Structure	
Module II	25%
<ul style="list-style-type: none">Types of Prose & Prose Style: Autobiography, Biography, Memoir; Travelogue; Periodical Essay; Formal Essay; Personal Essay	
Module III	25%
<ul style="list-style-type: none">Short Stories (any two)O' Henry- The Last LeafAnton Chekhov- The LamentGuy de Maupassant- The Terror	
Module IV	25%
<ul style="list-style-type: none">Short StoriesM.R. Anand- The Barber's Trade UnionR.K Narayan- Under the Banyan Tree	

Student Learning Outcomes: After the completion of course, the students will be able to make use of word choices, word order, figurative language and imagery to convey meaning/emotion.

Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

Lab/ Practical details, if applicable: N/A

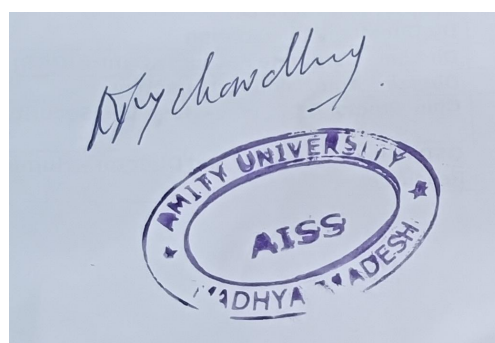


Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Suggested Reading:

- Boulton, M., “The Anatomy of Prose”, Kalyani, New Delhi, 1982.
- Chambers, E., “The Development of English Prose”, Oxford University Press, London, 1957.
- Berman, J., “A Companion to Virginia Woolf”, John Wiley and Sons, 2016.
- Kalam, A.P.J., “Ignited Minds: Unleashing the power within India” Penguin, 2014.
- Sen A., “Tagore and His India”, The New York Review of Books, 1997.
- Dorner, J., “Writing for the Internet”, Oxford University Press, New York, 2002.
- Majumdar, P.K., “Commentary on the Consumer Protection Act”, Prentice Hall, New Delhi, 1992.
- Norton, P., “Introduction to Computers”, Tata McGraw Hill, New Delhi, 2005.
- Read, H., “English Prose Style”, Pantheon, New York, 1981.
- Walker, H., “English Essays and Essayists”, J.M. Dent and Sons Ltd., London, 1928.
- Williams, W.E., “A Book of English Essays”, Penguin Books, Harmondsworth, 1948.





Course Structure: GRAPHIC NOVEL – BAE 242

Course Title: GRAPHIC NOVEL

Credit Units: 4

Course Level: UG Level

Course Code: BAE 242

Course Objectives: To encourage the students to look at how identity, history, politics, and culture are presented and portrayed in diverse narratives.

Pre-requisites: The students should enjoy reading comics and the events portrayed through pictures

Course Contents/Syllabus:

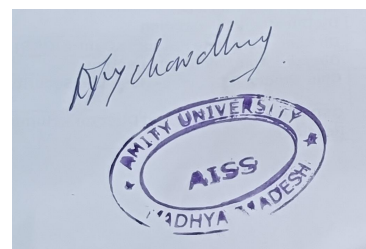
	Weightage (%)
Module I	25%
<ul style="list-style-type: none">Introduction to Graphic Novel	
Module II	25%
<ul style="list-style-type: none">This Side, that side by Vishwajyoti Ghosh	
Module III	25%
<ul style="list-style-type: none">Maus I	
Module IV	25%
<ul style="list-style-type: none">Jimmy Corrigan: The Smartest Kid on Earth by Chris Ware	

Student Learning Outcomes: After the completion of course, the students will be able to

- critically analyse graphic novels using recognised methods of literary criticism and sequential art criticism to substantiate and illustrate those arguments;

Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

Lab/ Practical details, if applicable: N/A



Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

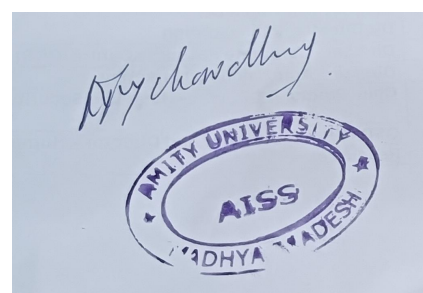
Suggested Reading:

Eisner, Will. *Comics & Sequential Art*. Tamarac, FL: Poorhouse Press, 2003. Print.

Kukkonen, Karin. *Studying Comics and Graphic Novels*. West Sussex, UK: Wiley Blackwell, 2013. Print.

Nayar, Pramod K. *The Indian Graphic Novel: Nation, History and Critique*. Abingdon, Oxon: Routledge, Taylor & Francis Group, 2016. Print.

Parthasarathy, Anusha. "The Serious Side of Comics." *The Hindu*. 26 Dec. 2011. Web. 11 July 2017. <<http://www.thehindu.com/todays-paper/tp-features/tp-metroplus/the-serious-side-of-comics/article2750452.ece>>.





Course Structure: ECOCRITICISM – BAE 243

Course Title: Ecocriticism

Credit Units: 3

Course Level: UG Level

Course Code: BAE 243

Course Objectives: To initiate the students into the nature and ecology aspects of literature and the critical practice

Pre-requisites: The students must possess fair understanding of environment and sustainable development

Course Contents/Syllabus:

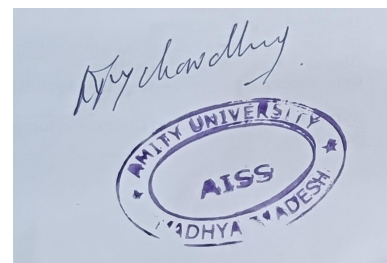
	Weightage (%)
Module I	25%
<ul style="list-style-type: none">Introduction to Eco-Literature	
Module II	25%
<ul style="list-style-type: none">Snake by D H Lawrence	
Module III	25%
<ul style="list-style-type: none">Eco Fiction by John Stadler	
Module IV	25%
<ul style="list-style-type: none">Dune by Frank Herbert	

Student Learning Outcomes:

After the completion of course, the students will become familiar with the opposing viewpoints in Man's relationship with the physical environment from literary texts

Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

Lab/ Practical details, if applicable: N/A

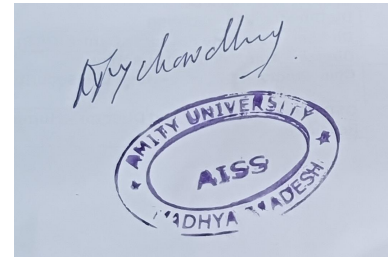


Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Books & Web Sources Recommended:

- Barry, Peter. *Beginning Theory: An Introduction to Literary and Critical Studies*. 3rd ed., 2009
- Garrard, Greg. *Ecocriticism: New Critical Idiom*. Routledge, 2004.
- Mark Deeble and Victoria Stone. "The Queen of Trees." YouTube, 3 May 2014,





Course Structure: PROFESSIONAL AND PUBLIC WRITING – BAE 244

Course Title: PROFESSIONAL AND PUBLIC WRITING

Credit Units: 4

Course Level: UG Level

Course Code: BAE 244

Course Objectives: To A effectively educate, instruct, or persuade an audience via emails, newsletters, memos, press releases, letters, and resumés.

Pre-requisites: The students must possess fair understanding of notices, circulars and letter writing

Course Contents/Syllabus:

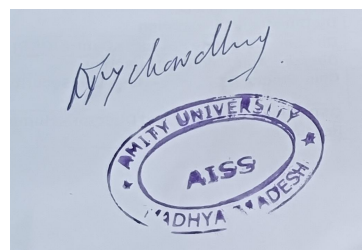
	Weightage (%)
Module I	25%
<ul style="list-style-type: none">Notices and Circulars	
Module II Report Writing	25%
<ul style="list-style-type: none">Types of Reports – Formal and Informal Reports	
Module III	25%
<ul style="list-style-type: none">Letter WritingMemos	
Module IV	25%
<ul style="list-style-type: none">Resume Writing	

Student Learning Outcomes: After the completion of course, the students will be able to:

- write professionally appropriate letters, memos and reports
- draft a basic resume for themselves

Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

Lab/ Practical details, if applicable: N/A

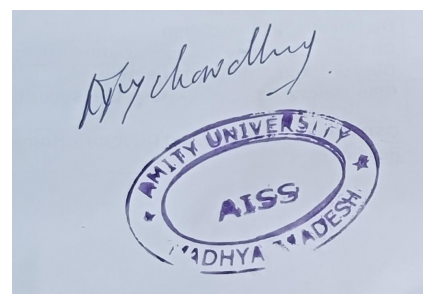


Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Suggested Reading:

- Professional Writing Skills in English, Infinite Learning Solutions – (Revised Edition) 2021.
- High School English Grammar & Composition by Wren and Martin, S Chandh & Company Ltd – 2015.
- McNair, New Technologies and Your Resume
- Hauer, Writing Technical Document for the Public
- Business Communication, Concepts, Cases and Applications, PD Chaturvedi, Pearson.
- Functional Grammar and Communicative Skills, S Sreenivasan, Century Publishers.





Course Structure: ENGLISH DRAMA – BAE 341

Course Title: ENGLISH DRAMA

Credit Units: 4

Course Level: UG Level

Course Code: BAE 341

Course Objectives: To develop a more complex understanding of the history, literature, narrative techniques, drama techniques, kind of fiction and drama existing in Britain, America and India

Pre-requisites: The students should have some knowledge of drama as a genre in English Literature

Course Contents/Syllabus:

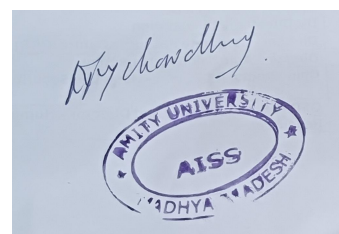
	Weightage (%)
Module I Introduction to Drama	25%
<ul style="list-style-type: none">Types of Drama	
Module II	25%
<ul style="list-style-type: none">T.S. Eliot: Murder in the Cathedral	
Module III	25%
<ul style="list-style-type: none">Harold Pinter: The Birthday Party	
Module IV	25%
<ul style="list-style-type: none">Girish Karnad: Hayavadana	

Student Learning Outcomes: After the completion of course, the students will be able to

- understand the elements of drama and special characteristics of the major literary tendencies of various ages

Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

Lab/ Practical details, if applicable: N/A



Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Suggested Reading:

Abrams, M., and Geoffrey Harpham. *A Glossary of Literary Terms*. 11th ed., Cengage Learning, 2014.

Baldick, Chris. *The Oxford Dictionary of Literary Terms (Oxford Quick Reference)*. 4th ed., Oxford University Press, 2015.

Nicoll, Allardyce. *The Theatre and Dramatic Theory*. London: Harrap, 1962. --. *The Theory of Drama*. New York: B. Blom, 1966.

Rai, Rama Nand. *Theory of Drama: A Comparative Study of Aristotle and Bharata*. New Delhi: Classical Pub. Co., 1992.

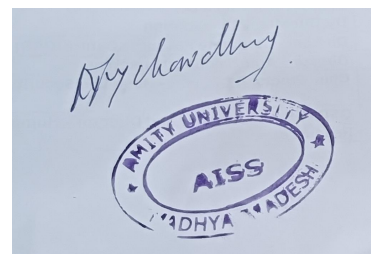
Allardyce Nicoll. *A History of English Drama 3 Vol. Set*. Cambridge: 1946.

Williams, Raymond. *Drama from Ibsen to Brecht*. London: Penguin Books, 1973.

Bentley, Eric. *The Theory of the Modern Stage: An Introduction to Theatre and Drama*. London: Penguin Books, 1968.

Gascoigne, Bamber. *Twentieth Century Drama*. London: Hutchinson, 1967.

Baumer, Rachel Van M., and James R. Brandon, eds. 1981. *Sanskrit Theatre in Performance*. Delhi: Motilal Banarsidass, 1993.





Course Structure: GENDER AND LITERATURE – BAE 342

Course Title: GENDER AND LITERATURE

Course Level: UG Level

Credit Units: 4

Course Code: BAE 342

Course Objectives: To familiarize students with the literature and discourses around gender

Pre-requisites: The students are already aware of role of gender in a society

Course Contents/Syllabus:

	Weightage (%)
Module I	35%
<ul style="list-style-type: none">Introduction to Gender Studies in Literature	
Module II	35%
<ul style="list-style-type: none">'The Chess Players''Shooting an Elephant' by George Orwell	
Module III	30%
<ul style="list-style-type: none">Gender, Films, and Advertisements	

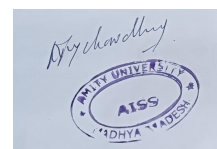
Student Learning Outcomes: On completion of this course, the students will be:

- able to analyze and critique literary and theoretical texts with the view to understanding the role gender
- able to delineate the way patriarchal power structures function in the oppression of the sexes.

Pedagogy for Course Delivery: The course delivery will be done by using a combination of lectures and presentations.

Lab/ Practical details, if applicable: N/A

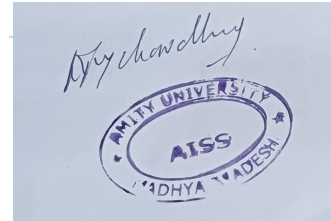
Assessment/ Examination Scheme:



Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Suggested Readings

1. Gender Trouble, Judith Butler
2. Masculinities, R. W. Connell
3. Literature and Gender, Lizbeth Goodman
 - Mary Wollstonecraft – A Vindication of the Rights Of Women
 - Simone de Beauvoir – The Second Sex
 - Virginia Woolf – A Room of one's Own
 - Showalter, Elaine: A literature of their own: British women novelists from Brontë to Lessing.
 - Judith Butler: Gender Trouble
 - Jeanette Winterson: Art Objects
 - Bell Hooks: Understanding Patriarchy (essay)





Course Structure: HISTORY OF ENGLISH LITERATURE – BAE 343

Course Title: HISTORY OF ENGLISH LITERATURE

Course Level: UG Level

Credit Units: 3

Course Code: BAE 343

Course Objectives: To provide extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.

Pre-requisites: The students should have a brief idea of different ages in English Literature

Course Contents/Syllabus:

	Weightage (%)
Module I	35%
<ul style="list-style-type: none">History of English Literature from 14th Century to Romantic Age	
Module II	35%
<ul style="list-style-type: none">English Literature from Chaucer to Renaissance	
Module III	30%
<ul style="list-style-type: none">Seventeenth Century & Eighteenth Century	

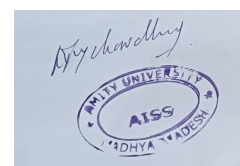
Student Learning Outcomes: On completion of this course, the students will be:

- familiarized with the socio-cultural ambience and the discursive frameworks of various ages.

Pedagogy for Course Delivery: The course delivery will be done by using a combination of lectures and presentations.

Lab/ Practical details, if applicable: N/A

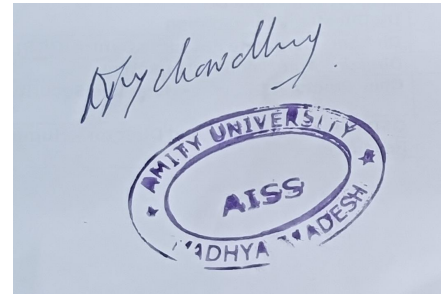
Assessment/ Examination Scheme:



Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Suggested Readings

- Daiches, D., “A Critical History of English Literature”, Supernova Publishers, 2010.
- Compton- Rickett, A., “A History of English Literature” Nabu Press, 2010.
- Boulton, M., “The Anatomy of Prose”, Kalyani, New Delhi, 1982.
- Chambers, E., “The Development of English Prose”, Oxford University Press, London, 1957.
- Read, H., “English Prose Style”, Pantheon, New York, 1981.
- Walker, H., “English Essays and Essayists”, J.M. Dent and Sons Ltd., London, 1928.
- Williams, W.E., “A Book of English Essays”, Penguin Books, Harmondsworth, 1948





Course Structure: ENGLISH FICTION – BAE 441

Course Title: ENGLISH FICTION

Credit Units: 4

Course Level: UG Level

Course Code: BAE 441

Course Objectives: To familiarize students with Indian ethos and values through Indian fiction and to help them to analyze novels critically and in the context of their own lived situations.

Pre-requisites: The students should have understanding of character, plot, setting, theme, point of view, conflict, and Tone in a story

Course Contents/Syllabus:

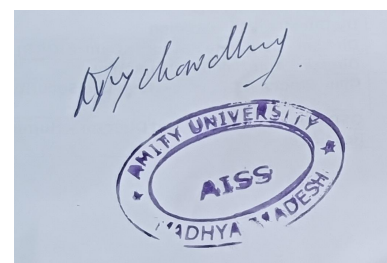
	Weightage (%)
Module I	25%
<ul style="list-style-type: none">Emily Bronte's Wuthering Heights	
Module II	25%
<ul style="list-style-type: none">Thomas Hardy's The Mayor of Caster Bridges,	
Module III	25%
<ul style="list-style-type: none">George Orwell's Animal Farm	
Module IV	25%
<ul style="list-style-type: none">Charles Dickens' Oliver Twist	

Student Learning Outcomes: After the completion of course, the students will be able to

- develop creative thinking through reading of fiction
- realize the potential of fiction in bringing out social and cultural change

Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

Lab/ Practical details, if applicable: N/A

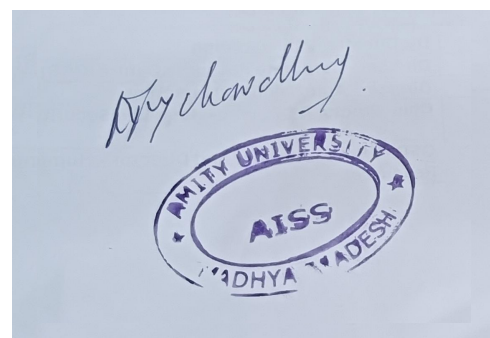


Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Suggested Reading:

- Srinivasa Iyengar, K. R. Indian Writing in English. India, Sterling Publishers, 1987.
- 2. Naik, M. K. A History of Indian English Literature. India, SahityaAkademi, 1982.
- 3. Nayar, Pramod K. The Indian Graphic Novel: Nation, History and Critique. India, Taylor & Francis, 2016.
- 4. Gopal, Priyamvada. The Indian English Novel: Nation, History, and Narration. United Kingdom, Oxford University Press, 2009.





Course Structure: WOMEN'S WRITING – BAE 442

Course Title: WOMEN'S WRITING
Course Level: UG Level

Credit Units: 4
Course Code: BAE 442

Course Objectives: To help students understand the social construction of woman by patriarchy and examine feminism's concerns of equality with men

Pre-requisites: The students should be aware of a few famous women writers and their works

Course Contents/Syllabus:

	Weightage (%)
Module I Novel	35%
<ul style="list-style-type: none">Alice Walker <i>The Color Purple</i>	
Module II Short Story	35%
<ul style="list-style-type: none">Charlotte Perkins Gilman <i>The Yellow Wallpaper</i>	
Module III	30%
<ul style="list-style-type: none">Emily Dickinson <i>I cannot live with you</i>	

Student Learning Outcomes: On completion of this course, the students will be:

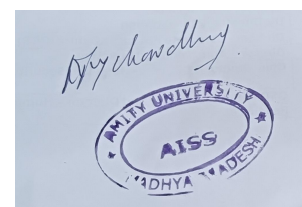
- able to discuss women's writing as an act of resistance and of grasping agency

Pedagogy for Course Delivery: The course delivery will be done by using a combination of lectures and presentations.

Lab/ Practical details, if applicable: N/A

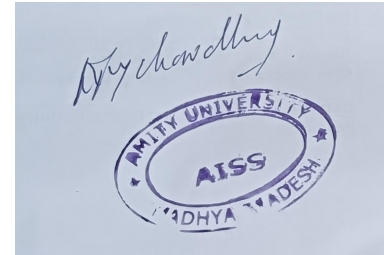
Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70



Suggested Readings

- Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
- Elaine Showalter, 'Introduction', in *A Literature of Their Own: British Women Novelists from Bronte to Lessing* (1977).
- Simone de Beauvoir, 'Introduction', in *The Second Sex*.
- Rosemarie Garland-Thomson, 'Integrating Disability, Transforming Feminist Theory', in *The Disability Studies Reader*, ed. Lennard J. Davis, 2nd edition (London and New York: Routledge, 2006) pp. 257-73.
- Kumkum Sangari and Sudesh Vaid, 'Introduction', in *Recasting Women: Essays in Colonial History*





Course Structure: DIGITAL HUMANITIES – BAE 443

Course Title: DIGITAL HUMANITIES

Course Level: UG Level

Credit Units: 3

Course Code: BAE 443

Course Objectives: To explore the possibilities of using digital mediums in literature

Pre-requisites: The students must possess fair understanding of digital platforms of interaction

Course Contents/Syllabus:

	Weightage (%)
Module I	35%
<ul style="list-style-type: none"> Introduction to Digital Humanities 	
Module II	35%
<ul style="list-style-type: none"> Nature, concept and scope of Digital Humanities. Need and Importance of Digital Humanities. 	
Module III	30%
<ul style="list-style-type: none"> Theories and debates in Digital Humanities. Challenges and the future of Digital Humanities. 	

Student Learning Outcomes: On completion of this course, the students:

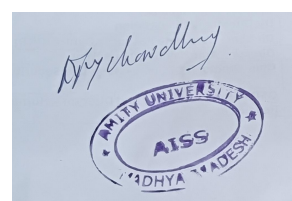
- Will learn the basic concepts of Digital Humanities, various tools and techniques of Digital Humanities and gain an understanding of Digital Humanities

Pedagogy for Course Delivery: The course delivery will be done by using a combination of lectures and presentations.

Lab/ Practical details, if applicable: N/A

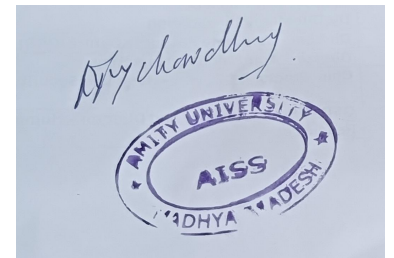
Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70



Suggested Readings

- Eileen Gardiner, Ronald G. Musto (2015), *The Digital Humanities: A Primer for Students and Scholars*, Cambridge University Press.
- Schreibman, S., Siemens, R., Unsworth, J. (2004), *Companion to Digital Humanities*, Oxford: Blackwell.
- Hockey, Susan. (2000), *Electronic Texts in the Humanities: Principles and Practice*, Oxford University Press.
- Berry, David M, ed. *Understanding Digital Humanities*. London: Palgrave Macmillan, 2012.
- Gold, Matthew, ed. *Debates in the Digital Humanities*. Minnesota: University of Minnesota Press, 2012.
- Warwick, Claire, Melissa Terras and Julianne Nyhan, eds. *Digital Humanities in Practice*. London: Facet Publishing, 2012.
- Shillingsburg, Peter. (2006), *From Gutenberg to Google. Electronic Representations of Literary Texts*, Cambridge University Press.





Course Structure: CHILDREN'S LITERATURE: MULTICULTURAL PERSPECTIVES – BAE 444

Course Title: CHILDREN'S LITERATURE: MULTICULTURAL PERSPECTIVES Credit Units: 3
Course Level: UG Level Course Code: BAE 444

Course Objectives: To develop a deeper understanding of their own culture as well as the cultures of others in Students

Pre-requisites: The students should have a feeling of respect for people of different cultures and lifestyles

Course Contents/Syllabus:

	Weightage (%)
Module I	35%
<ul style="list-style-type: none">The Tangerine Tree by Regina Hanson	
Module II	35%
<ul style="list-style-type: none">The Kite Runner by Khaled Hosseini	
Module III	30%
<ul style="list-style-type: none">One Hundred Years of Solitude by Gabriel Garcia Marquez	

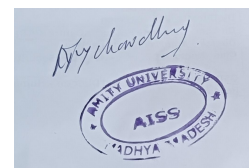
Student Learning Outcomes: On completion of this course, the students will be:

- able to gain an insight into a culture's thoughts and beliefs
- able to foster a positive self-concept and identity

Pedagogy for Course Delivery: The course delivery will be done by using a combination of lectures and presentations.

Lab/ Practical details, if applicable: N/A

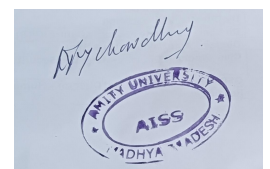
Assessment/ Examination Scheme:



Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Suggested Readings

1.





Course Structure: ENGLISH POETRY II - BAE 541

Course Title: ENGLISH POETRY II

Course Level: UG Level

Credit Units: 4

Course Code: BAE 541

Course Objectives: To enable the students to compare and contrast Romantic and Victorian tendencies through the poems while critically assessing the poetry

Pre-requisites: The students must possess fair understanding of English poetry

Course Contents/Syllabus:

	Weightage (%)
Module I	35%
<ul style="list-style-type: none"> Introduction to Romantic and Victorian English Poetry 	
Module II	35%
<ul style="list-style-type: none"> Poetry of William Blake 	
Module III	30%
<ul style="list-style-type: none"> Poetry of Lord Tennyson 	

Student Learning Outcomes: On completion of this course, the students will be:

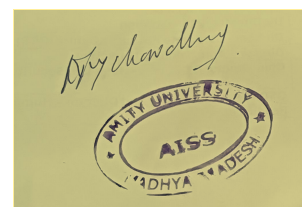
- Able to develop understanding of literary concepts like ode, dramatic monologue

Pedagogy for Course Delivery: The course delivery will be done by using a combination of lectures and presentations.

Lab/ Practical details, if applicable: N/A

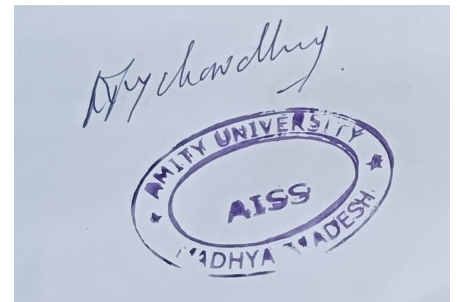
Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70



Suggested Readings

- Abrams, M.H. & Harpham, G.G., “A Glossary of Literary Terms”, Cengage Learning, Delhi, 2015.
- Ford, B., “The New Pelican Guide to English Literature 4: From Dryden to Johnson”, Penguin, 2000.
- Abrams, M.H., “English Romantic Poets”, Oxford University Press, New York, 1975.
- Boulton, M., “The Anatomy of Poetry”, Kalyani, New Delhi, 1979.
- Bowra, C.M., “The Romantic Imagination”, Oxford University Press, Delhi, 1961.
- Chandler, J. (ed.), “The Cambridge History of English Romantic Literature”, Cambridge University Press, Cambridge, 2009.
- Gardener, H., “The Metaphysical Poets”, Penguin Classics, Delhi, 1960.





Course Structure: LITERARY THEORY – BAE 542

Course Title: LITERARY THEORY
Course Level: UG Level

Credit Units: 4
Course Code: BAE 542

Course Objectives: To introduce the basic concepts of Western literary theory and criticism to students

Pre-requisites: The students must possess fair understanding of methods for understanding literary pieces

Course Contents/Syllabus:

	Weightage (%)
Module I	35%
<ul style="list-style-type: none">Introduction to Literary Theory	
Module II	35%
<ul style="list-style-type: none">Introduction to Indian Poetics (Rasa, Dhvani)	
Module III	30%
<ul style="list-style-type: none">Literature and Mimesis: Plato [I]	

Student Learning Outcomes: On completion of this course, the students will be:

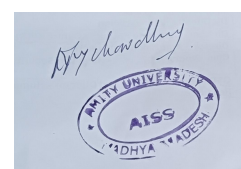
- Able to understand the significance of major critical theories
- Able to analyze the themes and structure of literary works

Pedagogy for Course Delivery: The course delivery will be done by using a combination of lectures and presentations.

Lab/ Practical details, if applicable: N/A

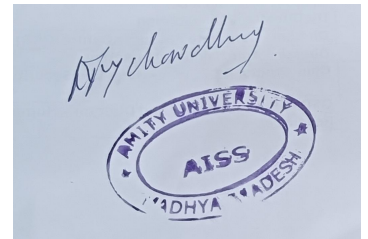
Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70



Suggested Readings

- *David Lodge(ed.). Twentieth Century Literary Criticism reader, London, Longman, 1972.*
- *David Lodge(ed.). Modern Criticism and Theory, London, Longman, 1988.*
- *Robert Con Davis (ed) Contemporary Literary Criticism: Modernism Through Post Structuralism, London: Longman, 1986*
- *Wilbur Scott (ed) Five Approaches of Literary Criticism, New York: Macmillan (1978)*
- *V.S. Sethuraman (ed) Contemporary Criticism; An Anthology, Madras: Macmillan(1989)*
- *David H. Richter(ed). The Critical Tradition: Classic Texts and Contemporary Trends, 3rd Ed. 2007.*
- *Eve Kosofsky Sedgwick - Epistemology of the Closet, University of California Press, 1990.*
- *Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. New Delhi: Viva Books, 2008.*
- *Habib, M.A.R. A History of Literary Criticism: From Plato to the Present London: Blackwell, 2005.*





Course Structure: LITERARY CRITICISM – BAE 543

Course Title: LITERARY CRITICISM

Credit Units: 4

Course Level: UG Level

Course Code: BAE 543

Course Objectives: To broaden the students' understanding of an author's work by summarizing, interpreting, and exploring its value.

Pre-requisites: The students should have a knack of studying ideas from different points of view, and determine on an individual level whether a literary work is worth reading.

Course Contents/Syllabus:

	Weightage (%)
Module I	35%
<ul style="list-style-type: none">Aristotle – The Poetics	
Module II	35%
<ul style="list-style-type: none">William Wordsworth – Preface to the Lyrical Ballad	
Module III	30%
<ul style="list-style-type: none">T. S Eliot – Function of Criticism	

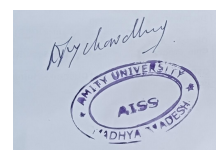
Student Learning Outcomes: On completion of this course, the students will be:

- to develop an overview of the critical theories since classical times.
- able to apply the critical theories to literary texts and recognize the relevance of the theories in the social context

Pedagogy for Course Delivery: The course delivery will be done by using a combination of lectures and presentations.

Lab/ Practical details, if applicable: N/A

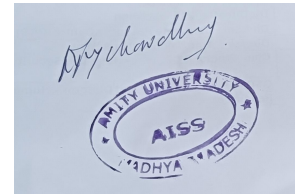
Assessment/ Examination Scheme:



Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Suggested Readings

- *David Lodge(ed.). Twentieth Century Literary Criticism reader, London, Longman, 1972.*
- *David Lodge(ed.). Modern Criticism and Theory, London, Longman, 1988.*
- *Robert Con Davis (ed) Contemporary Literary Criticism: Modernism Through Post Structuralism, London: Longman, 1986*
- *Wilbur Scott (ed) Five Approaches of Literary Criticism, New York: Macmillan (1978)*
- *V.S. Sethuraman (ed) Contemporary Criticism; An Anthology, Madras: Macmillan(1989)*
- *David H. Richter(ed). The Critical Tradition: Classic Texts and Contemporary Trends, 3rd Ed. 2007.*
- *Eve Kosofsky Sedgwick - Epistemology of the Closet, University of California Press, 1990.*
- *Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. New Delhi: Viva Books, 2008.*
- *Habib, M.A.R. A History of Literary Criticism: From Plato to the Present London: Blackwell, 2005.*





Course Structure: American Literature– BAE 544

Course Title: ENGLISH FICTION

Credit Units: 4

Course Level: UG Level

Course Code: BAE 441

Course Objectives: To familiarize students with Indian ethos and values through Indian fiction and to help them to analyze novels critically and in the context of their own lived situations.

Pre-requisites: The students should have understanding of character, plot, setting, theme, point of view, conflict, and Tone in a story

Course Contents/Syllabus:

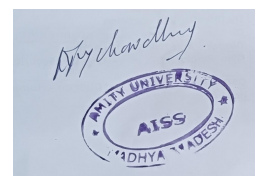
	Weightage (%)
Module I	25%
<ul style="list-style-type: none">Emily Bronte's Wuthering Heights	
Module II	25%
<ul style="list-style-type: none">Thomas Hardy's The Mayor of Caster Bridges,	
Module III	25%
<ul style="list-style-type: none">George Orwell's Animal Farm	
Module IV	25%
<ul style="list-style-type: none">Charles Dickens' Oliver Twist	

Student Learning Outcomes: After the completion of course, the students will be able to

- develop creative thinking through reading of fiction
- realize the potential of fiction in bringing out social and cultural change

Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

Lab/ Practical details, if applicable: N/A

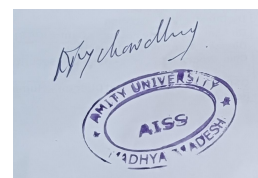


Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Suggested Reading:

- Srinivasa Iyengar, K. R. Indian Writing in English. India, Sterling Publishers, 1987.
- 2. Naik, M. K. A History of Indian English Literature. India, SahityaAkademi, 1982.
- 3. Nayar, Pramod K. The Indian Graphic Novel: Nation, History and Critique. India, Taylor & Francis, 2016.
- 4. Gopal, Priyamvada. The Indian English Novel: Nation, History, and Narration. United Kingdom, Oxford University Press, 2009.





Course Structure: ENGLISH DRAMA – BAE 641

Course Title: ENGLISH DRAMA II
Course Level: UG Level

Credit Units: 4
Course Code: BAE 641

Course Objectives: To help the students to analyze, think critically and learn techniques and styles of writing.

Pre-requisites: The students must possess fair understanding of Drama as a genre in English literature

Course Contents/Syllabus:

	Weightage (%)
Module I	35%
<ul style="list-style-type: none">• Elements of Drama• Authorial Intrusion; Cacophony; Circumlocution; Conflict; Diction; Epilogue	
Module II	35%
<ul style="list-style-type: none">• Literary Terms (Drama)• Flashback; Foreshadowing; Motif; Prologue; Epilogue	
Module III	30%
<ul style="list-style-type: none">• Literary Terms (Drama)• Unity of Time; Place & Action; Setting; Spoonerism; Stage	

Student Learning Outcomes: On completion of this course, the students will be:

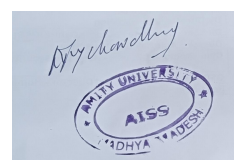
- able to use dramatic techniques
- able to present their viewpoints keeping in mind the elements of drama

Pedagogy for Course Delivery: The course delivery will be done by using a combination of lectures and presentations.

Lab/ Practical details, if applicable: N/A

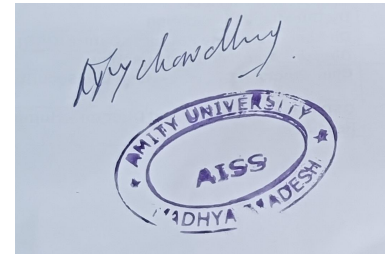
Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70



Suggested Readings

- Bogard, T. & Oliver, W., “Modern Drama: Essays in Criticism”, Oxford University Press, New York, 1965.
- Boulton, M., “The Anatomy of Drama”, Kalyani, New Delhi, 1980.
- Brooks, V.W., “The Writer in America”, E.P. Dutton and Co. Inc., New York, 1953.
- Cohn, R., “Currents in Contemporary Drama”, Indiana University Press, Bloomington, 1969.
- Golden, W.C., “A Brief History of English Drama from the Earliest to the Latest Times”, Forgotten Books, London, 2018.
- Krasner, D., Ed., “A Companion to Twentieth Century American Drama”, Blackwell Companions, 2007.
- Kernan, A.B., “The Modern American Theatre”, Prentice Hall, New Jersey, 1967.
- Kitchin, L., “Drama in Sixties”, Faber and Faber, London, 1966.
- Nicoll, A., “A History of English Drama”, Cambridge University Press, Cambridge, 2009.





Course Structure: Literature and Caste

Course Title: Literature and Caste
Course Level: UG Level

Credit Units: 4
Course Code: BAE 642

Course Objectives: It will help the students to explore the form and genre that are sensitive to nuances of race and caste

Pre-requisites: The students must possess a fair understanding of the culture of India and the historical background caste system.

Course Contents/Syllabus:

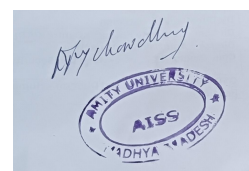
	Weightage (%)
Module I—Poem Readings <ul style="list-style-type: none">Namdeo Dhasal<ul style="list-style-type: none">(i) 'Hunger'(ii) 'Mandakini Patil'From Namdeo Dhasal: Poet of the Underworld, Poems 1972–2006, trans., Dilip Chitre (Delhi: Navayana Publishing, 2007).Manohar Mouli Biswas<ul style="list-style-type: none">'Valmiki', in Poetic Rendering as Yet Unborn (Chaturta Duniya, 2010).	35%
Module II – Prose Readings <ul style="list-style-type: none">Rani, Challapalli Swaroopa, 'Caste Domination Male Domination' from <i>Steel Nibs are Sprouting</i>Sharankumar Limbale, 'Dalit Literature and Aesthetics', from <i>Towards an Aesthetic of Dalit Literature: History, Controversies & Considerations</i>, Orient Longman, 2004, pp. 103-21.	35%
Module III – Short Stories <ul style="list-style-type: none">Ajay Navaria, 'New Custom', trans. Laura Brueck, in <i>The Exercise of Freedom: An Introduction to Dalit Studies</i>, eds K. Satyanarayana, Susie Tharu (New Delhi: Navayana Publishing, 2013)Sanjay Kumar, 'Black Ink', trans. Raj Kumar, in <i>Listen to the Flames: Texts and Readings From the Margins</i>, eds Tapan Basu, Indranil Acharya, A. Mangai (New Delhi: Oxford University Press, 2017)	30%

Student Learning Outcomes: On completion of this course, the students will be able to:

- Elaborate caste, class, and gender and its representation in literature
- Write about a completely different literary aesthetic that a literature grounded in an engagement with caste generates
- Demonstrate foreground the reality of caste, in Indian society

Pedagogy for Course Delivery: The course delivery will be done using a combination of lectures and presentations.

Lab/ Practical details, if applicable: N/A

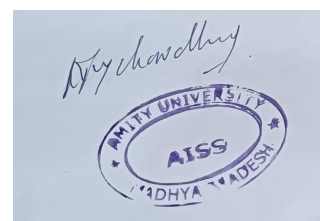


Assessment/ Examination Scheme:

Components	Midterm	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Suggested Readings

1. Namdeo Dhasal: *Poet of the Underworld*, Poems 1972–2006, trans., Dilip Chitre (Delhi: Navayana Publishing, 2007).
2. Poetic Rendering as *Yet Unborn* (Chaturta Duniya, 2010).
3. *Steel Nibs are Sprouting*, eds. K Satyanarayana and Susie Tharu, Harper Collins, 2013, pp. 704-709
4. “Towards an Aesthetic of Dalit Literature: History, Controversies & Considerations”, Orient Longman, 2004, pp. 103-21
5. *The Exercise of Freedom: An Introduction to Dalit Studies*, eds K. Satyanarayana, Susie Tharu (New Delhi: Navayana Publishing, 2013)
6. *Listen to the Flames: Texts and Readings From the Margins*, eds Tapan Basu, Indranil Acharya, A. Mangai (New Delhi: Oxford University Press, 2017)





Course Structure: Literature of Diaspora – BAE 643

Course Title: Literature of Diaspora
Course Level: UG Level

Credit Units: 4
Course Code: BAE 643

Course Objectives: It will help the students to explore preliminary knowledge on the intrinsic connection between literature and diaspora.

Pre-requisites: The students must possess an understanding of the diaspora

Course Contents/Syllabus:

	Weightage (%)
Module I – Fiction/Nonfiction	35%
<ul style="list-style-type: none">“Brick Lane”- Monica Ali“The Kite Runner”- Khaled Hosseini	
Module II – Readings	35%
<ul style="list-style-type: none">Elif Shafak, ‘Cinnamon’, in The Bastard of Istanbul (USA: Viking Penguin, 2007).Caryl Phillips, ‘Somewhere In England’, in Crossing The River (London: Random House, 1993).	
Module III – Memoir/Autobiography	30%
<ul style="list-style-type: none">Maxine Hong Kingston, The Woman Warrior (USA: Knopf Publishers, 1976).	

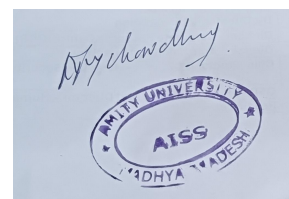
Student Learning Outcomes: On completion of this course, the students will be able to:

- Elaborate diaspora and its representation in literature
- analyze diaspora attitude in literary writings and compositions
- Demonstrate an appreciation of the global intersectionalities stemming out of increased migration and cross-cultural living, culminating in diasporic practices

Pedagogy for Course Delivery: The course delivery will be done using a combination of lectures and presentations.

Lab/ Practical details, if applicable: N/A

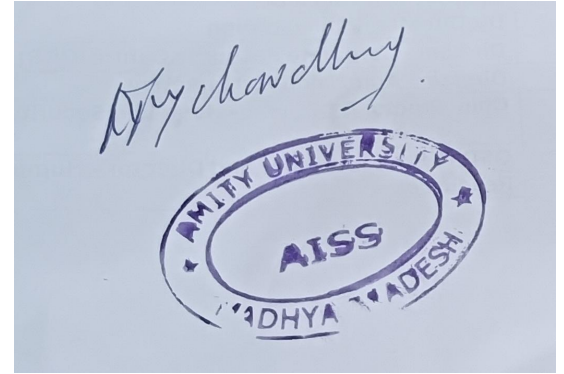
Assessment/ Examination Scheme:



Components	Midterm	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Suggested Readings

1. Maxine Hong Kingston, *The Woman Warrior* (USA: Knopf Publishers, 1976)
2. Khaled Hosseini, *The Kite Runner*. Bloomsbury Paperbacks; 1st edition (1 January 2013); Bloomsbury Press.
3. Monica Ali, *Brick Lane*. Black Swan (1 May 2004)
4. Elif Shafak, 'Cinnamon', in *The Bastard of Istanbul* (USA: Viking Penguin, 2007).
5. Caryl Phillips, 'Somewhere In England', in *Crossing The River* (London: Random House, 1993).





Course Structure: English Fiction II

Course Title: English Fiction II

Course Level: UG Level

Credit Units: 4

Course Code: BAE 741

Course Objectives: To expose the learners to the intricacies and complexities of modern fiction focusing on its themes and techniques to enable them to evaluate modern social and cultural movements and appreciate changing literary tastes and fashions; to inspire them to read modern classics and thus re-sensitize themselves

Pre-requisites: The students must possess an understanding of modern fiction

Course Contents/Syllabus:

	Weightage (%)
Module I—	35%
Introducing modern fiction-themes and concerns-movements-styles and techniques.	
Module II -	35%
<ul style="list-style-type: none"> Virginia Woolf. Orlando Kingsley Amis. Lucky Jim 	
Module III –	30%
<ul style="list-style-type: none"> Aldous Huxley. Brave New World Wilkie Collins. No Name. 	

Student Learning Outcomes: On completion of this course, the students will be able to:

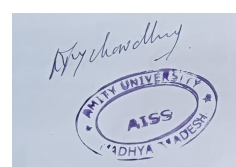
- To acquaint students with representative modern fiction, offering a multi-cultural perspective by authors who come from different national, cultural and ethnic backgrounds

Pedagogy for Course Delivery: The course delivery will be done using a combination of lectures and presentations.

Lab/ Practical details, if applicable: N/A

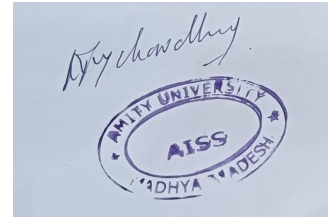
Assessment/ Examination Scheme:

Components	Midterm	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70



Suggested Readings

1. Woolf, Virginia. Orlando. UK: OUP,2015.
2. Collins, Wilkie. No Name. Penguin Classics, 1995
3. Huxley, Aldous. BraveNewWorld.London:Chatto&Windus,1932
4. Orwell, George. The Animal Farm.London:Seeker&Warbufl1,1945
5. Joyce, James. The Portrait of an Artist as a Young Man.Create Space Independent Publishing Platform, 2017
6. Graham Greene. The Heart of the Matter.Penguin Classics, 2004.
7. Kingsley Amis. Lucky Jim.NYRB Classics, 2012
8. Lawrence, D H. Sons and Lovers. Wordsworth Editions Ltd; Reprint edition, 1992





Course Structure: Indian Writings in English

Course Title: Indian Writings in English

Course Level: UG Level

Credit Units: 4

Course Code: BAE 742

Course Objectives: 1. To introduce students to major movements and figures of Indian Literature in English through the study of selected literary texts
2. To create literary sensibility and emotional response to the literary texts and implant a sense of appreciation of the literary text

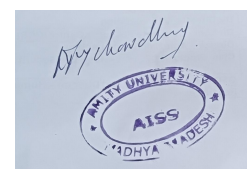
Pre-requisites: The students must possess an understanding of India from historical, political, and social perspectives

Course Contents/Syllabus:

	Weightage (%)
Module I—Poems	35%
<ul style="list-style-type: none">Henry Derozio: 1) The Harp of India, 2) India-My Country 3) To the Pupils of the Hindu CollegeNissim Ezekiel: 1) Night of the Scorpion 2) Poet, Lover, Birdwatcher	
Module II—Fiction/Nonfiction	35%
<ul style="list-style-type: none">The Shadow Lines- Amitav Ghosh	
Module III – Short Stories	30%
<ul style="list-style-type: none">The Portrait of a Lady- Khushwant SinghAn Astrologer's Day- R.K. Narayan	

Student Learning Outcomes: On completion of this course, the students will be able to:

- Instill values and develop human concerns through Indian Writings
- Demonstrate literary and linguistic competence in writing



Pedagogy for Course Delivery: The course delivery will be done using a combination of lectures and presentations.

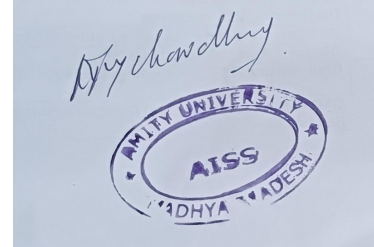
Lab/ Practical details, if applicable: N/A

Assessment/ Examination Scheme:

Components	Midterm	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Suggested Readings

1. Mehrotra, A. K. (Ed.) *Twelve Modern Indian Poets*. Calcutta: OUP, 1992.
2. Amitav Ghosh. *The Shadow Lines*. Penguin Modern Classics (18 June 2019)
3. Khushwant Singh. "The Portrait of a Lady". Penguin Books India Pvt Ltd; 2007th edition (20 February 2009)
4. R K Narayan. "An Astrologer's Day". Alpha Edition (23 November 2020).





Course Structure: POSTCOLONIAL STUDIES– BAE 743

Course Title: POSTCOLONIAL STUDIES
Course Level: UG Level

Credit Units: 3
Course Code: BAE 743

Course Objectives: To introduce a cross-section of writings in English from the colonized nations to illustrate their similarities and differences and their richness and variety.

Pre-requisites: The students should have a brief understanding of colonization, decolonization and post colonization

Course Contents/Syllabus:

	Weightage (%)
Module I Africa	35%
• Fiction - Things Fall Apart - Chinua Achebe	
Module II Australia	35%
• Short Story - “One Sunday in February 1942” Thomas Kenally	
Module III Carribean	30%
• Poetry : “Ruins of a Great House” Derek Walcott	

Student Learning Outcomes: On completion of this course, the students will be:

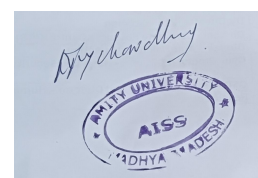
- define the problems and consequences of colonization
- identify key authors, and literary forms in postcolonial literature

Pedagogy for Course Delivery: The course delivery will be done by using a combination of lectures and presentations.

Lab/ Practical details, if applicable: N/A

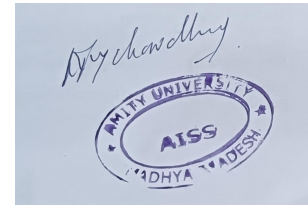
Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70



Suggested Readings

- Ashcroft, Bill Ashcroft et al, eds. The Empire Writes Back, London and New York: Routledge, 2006. Print.
- Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. Key Concepts in Post-Colonial Studies, London and New York: Routledge, 1998. Print.
- King, Bruce, ed. The New National and Postcolonial Literatures: An Introduction, Oxford: Clarendon, 1996.
- Killam, G. D. The Novels of Chinua Achebe. Studies in African Literature Series, London: Heinemann, 1978. P
- Sarkar Parama ,Postcolonial Literatures, Orient Black Swan,2016
- What is Post colonialism, What is Post Colonial Theory And Postcolonial Terms?
https://www.youtube.com/watch?v=_AWWbFM9jNM





Course Structure: POSTCOLONIAL LITERATURE IN ENGLISH – BAE 744

Course Title: POSTCOLONIAL LITERATURE IN ENGLISH

Credit Units: 5

Course Level: UG Level

Course Code: BAE 744

Course Objectives: To help the students identify and discuss key postcolonial authors and texts in their historical and cultural contexts

Pre-requisites: The students are aware of the concept of pre and post-colonial literature

Course Contents/Syllabus:

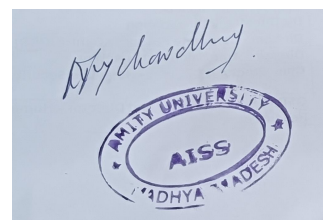
	Weightage (%)
Module I	25%
<ul style="list-style-type: none">Things fall Apart by Chinua Achebe	
Module II	25%
<ul style="list-style-type: none">No Telephone to Heaven, by Michelle Cliff	
Module III	25%
<ul style="list-style-type: none">A Small Place, by Jamaica Kincaid	
Module IV	25%
<ul style="list-style-type: none">Shame, by Salman Rushdie	

Student Learning Outcomes:

After the completion of course, the students will be able to identify and analyze how beliefs, values, languages, theories, or laws shape cultures and cultural works

Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

Lab/ Practical details, if applicable: N/A

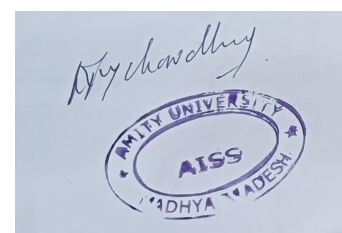


Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Suggested Reading:

Achebe, Chinua. *Things Fall Apart*. Anchor/Doubleday, 1958. ISBN 385474547
Anand, Mulk Raj. *Untouchable*. Penguin, 1935. ISBN 140183957
Rhys, Jean. *Wide Sargasso Sea*. Norton, 1966. ISBN 978-0393310481
Hodge, Merle. *Crick Crack Monkey*. Waveland, 1970. ISBN 978-1-4786-0659-8
Rushdie, Salman. *Midnight's Children*. Random House, 1981. ISBN 978-0812976533
Dangarembga, Tsitsi. *Nervous Conditions*. Lynne Rienner, 1988. ISBN 0954702336
Ngugi wa Thiong'o. *Devil on the Cross*. Heinemann, 1980. ISBN 978-0435908447



French syllabus – Programme d'études pour le français
All U.G. Program – Foreign Language

French - I

Course Code: FLU144

Credit Units: 02

Course Objective:

To familiarize the students with French language, its phonetics and its accents.
To enable students

- to greet someone in French, to present and describe oneself and people
- to enter in contact, and begin a conversation, to ask and tell about date
- to talk about day to day life tasks like enquiring about time, interest and preference

Course Contents:

Unité 1, 2 – Pg : 16-44

Unité 1: Bonjour, ça va ? Salut ! Je m'appelle Agnès

Actes de Parole :- Entrer en contact : Saluer, demander et dire comment ça va – Les pays et les nationalités – les animaux domestiques - Se présenter et présenter quelqu'un - Demander et dire la date - les jours de la semaine –les nombres de 0 à 69 - les mois de l'année – la famille (1) - La France physique et politique.

Unité 2: Qui-est-ce ? Dans mon sac, j'ai....

Actes de Parole :- Demander et répondre poliment – les professions – Quelques objets – La fiche d'identité - Demander et des informations personnelles.

Grammaire :

1. Les pronoms personnels sujets – Les verbes *être* et *avoir* – Les articles indéfinis et définis – La formation du féminin (1) – la formation du pluriel (1) – Les adjectifs possessifs.
2. La formation du féminin (2) – La phrase interrogative: Qu'est-ce que ? / Qu'est-ce que c'est / Qui est-ce ? - La phrase négative (1) – C'est / Il est (1) – Les verbes du premier groupe – Les verbes *aller* et *venir*.

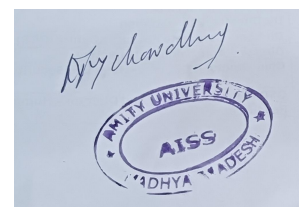
Examination Scheme:

Components	INTERNAL				EXTERNAL	GRAND TOTAL
	MID-SEM	VIVA-VOCE	ATTENDANCE	TOTAL	END SEMESTER	
Weightage (%)	15	20	5	40	60	100

Text &References:

Le livre à suivre:

- Marie-Noëlle Cocton. GÉNÉRATION A1 (Livre d'élèves) Didier, 2016.
- Marie-Noëlle Cocton. GÉNÉRATION A1 (Cahier d'exercices) Didier, 2016.



French syllabus – Programme d'études pour le français All U.G. Program –Foreign Language

French -II

Course Code: FLU244

Credit Units: 02

Course Objective:

To furnish the linguistic tools

- to talk about the physical aspect and character of the person
- to express about frequent action, routine and leisure activities
- to talk about food, shopping, enquire about prix, services, mode of payment.
- to ask and give information about outing, excursion.

Course Contents:

Unité 3, 4 – Pg: 44-76

Unité 3: Il est comment ? – Allô ?

Actes de Parole :- Décrire l'aspect physique et le caractère – les nombres à partir de 70 - Parler au téléphone – Les pays des vacances.

Unité 4: Les loisirs- la routine

Actes de Parole :- Parler de ses goûts et ses préférences – Décrire sa journée - les loisirs - les matières – les temps et l'heure – la fréquence.

Grammaire :

3. La formation du féminin (3) – les articles contractés – les pronoms personnels toniques – Il y a – Les adverbes interrogatifs – les nombres – Les prépositions de lieu - Les verbes du deuxième groupe – le verbe *faire*.
4. Les adjectifs interrogatifs - les nombres ordinaux – l'heure – les pronoms personnels *COD* – les verbes pronominaux – les verbes du premier groupe en *-e_er, -é_et, -eler, -eter* – le verbe *prendre*.

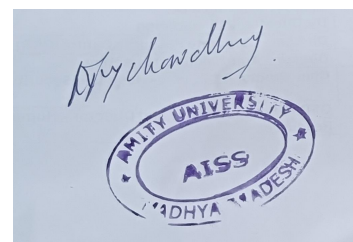
Examination Scheme:

Components	INTERNAL				EXTERNAL	GRAND TOTAL
	MID-SEM	VIVA-VOCE	ATTENDANCE	TOTAL	END SEMESTER	
Weightage (%)	15	20	5	40	60	100

Text & References:

Le livre à suivre:

- Marie-Noëlle Cocton. GÉNÉRATION A1 (Livre d'élèves) Didier, 2016.
- Marie-Noëlle Cocton. GÉNÉRATION A1 (Cahier d'exercices) Didier, 2016.



French syllabus-Programme d'études pour le français All U.G. Program–Foreign Language

French -III

Course Code: FLU344

Credit Units: 02

Course Objective:

To strengthen the language of the students in both oral and written

To revise the grammar in application and the communication tasks related to topics covered already

To get acquainted with the current social communication skills, oral (dialogue, telephone conversations, etc.) and written and perform simple communication tasks such as

- talking about city life style, various modes of transportations.
- talking about how to indicate the direction and to enquire information's about tourists places.
- describe about an object using colors, shapes, materials and measurements.
- to describe about family, dress and accessories.

Course Contents:

Unité 5, 6 – Pg : 78-108

Unité 5: Où faire ses courses ? – Découvrez et dégustez !

Actes de Parole :- Au restaurant : Commander et commenter – Inviter et répondre à une invitation - Les aliments – Les quantités – Les commerces et les commerçants – Demander et dire le prix – Les services – Les moyens de paiement - Le pays des gourmands.

Unité 6: Tout le monde s'amuse – Les ados au quotidien

Actes de Parole : - Décrire une tenue – Ecrire un message amical – Les sorties – Situer dans le temps – la famille (2) - Les vêtements et les accessoires.

Grammaire :

5. Les articles partitifs – le pronom « *en* » (la quantité) – très ou beaucoup ? – La phrase négative (2) – C'est/ Il est (2) – L'impératif – Il faut- les verbes : *devoir, pouvoir, savoir, vouloir*.

6. Les adjectifs démonstratifs – La formation du féminin (4) - Le pronom indéfini « *on* » - Le futur proche – Le passé composé – Les verbes du premier groupe en « - *yer* » – Les verbes *voir* et *sortir*.

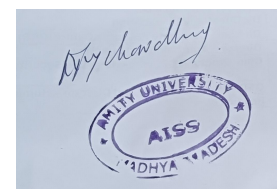
Examination Scheme:

Components	INTERNAL				EXTERNAL	GRAND TOTAL
	MID-SEM	VIVA-VOCE	ATTENDANCE	TOTAL	END SEMESTER	
Weightage (%)	15	20	5	40	60	100

Text & References:

Le livre à suivre:

- Marie-Noëlle Cocton. GÉNÉRATION A1 (Livre d'élèves) Didier, 2016.
- Marie-Noëlle Cocton. GÉNÉRATION A1 (Cahier d'exercices) Didier, 2016.



French syllabus-Programme d'études pour le français
All U.G. Program – Foreign Language
French - IV

Course Code: FLU444

Credit Units: 02

Course Objective:

To strengthen the language of the students in both oral and written

To revise the grammar in application and the communication tasks related to topics covered already

To get acquainted with the current social communication skills, oral (dialogue, telephone conversations, etc.) and written and perform simple communication tasks such as

- talking about city life style, various modes of transportations
- talking about various parts of internal and external parts of the body.
- describe about accidents and natural calamities.
- talking about education system in France, formalities to go abroad, weather forecast etc.
- talking about obligation, permission and restriction.

Course Contents:

Unité 1, 2 – Pg : 14-42

Unité 1: Vivre la ville et visiter une ville

Actes de Parole:- Indiquer le chemin - Demander des renseignements touristiques - Les transports - Les lieux de la ville.

Unité 2: On vend ou on garde – Ventes d'autrefois, ventes d'aujourd'hui

Actes de Parole:- Permettre - défendre - obliger - Décrire un objet : les couleurs - les formes – les matériaux – les mesures - l'informatique.

Grammaire :

1. La comparaison - Les prépositions avec les noms géographiques – Les pronoms personnels *COI* – Le pronom *y* (le lieu) – la position des pronoms compléments – Les verbes du premier groupe en – *ger* et –*cer*, -Les verbes: *ouvrir* et *accueillir*.
2. La formation du pluriels (2) – les adjectifs de couleur – Les adjectifs : *beau, nouveau, vieux* – les pronoms relatifs *qui* et *que* – l'imparfait - Les verbes: *connaître, écrire, mettre* et *vendre*.

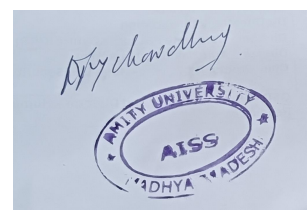
Examination Scheme:

Components	INTERNAL				EXTERNAL	GRAND TOTAL
	MID-SEM	VIVA-VOCE	ATTENDANCE	TOTAL	END SEMESTER	
Weightage (%)	15	20	5	40	60	100

Text & References:

Le livre à suivre:

- Marie-Noëlle Cocton. GÉNÉRATION A2 (Livre d'élèves) Didier, 2016.
- Marie-Noëlle Cocton. GÉNÉRATION A2 (Cahier d'exercices) Didier, 2016.





Course Structure: Medieval Literature – MAE 141

Course Title: Medieval Literature

Credit Units: 5

Course Level: PG Level

Course Code: MAE 141

Course Objectives: 1.To understand the literature and intellectual background of medieval Europe.
2.To understand concepts like feudalism, chivalry, estate satire, the influence of Christianity, the position of women

Pre-requisites: The students must possess fair understanding of world literature

Course Contents/Syllabus:

	Weightage (%)
Module I	
<ul style="list-style-type: none">Thomas Malory: <i>Morte d'Arthur</i>. WW Norton and Company, 2003. Book I: —<i>From the Marriage of King Uther unto King Arthur that Reigned After Him and Did Many Battles</i>. Book VII: —<i>Sir Lancelot and Queen Guinevere</i>.Geoffrey Chaucer: <i>Canterbury Tales</i> _The Nun's Priest's Tale. Riverside Chaucer, Oxford University Press, 2008.	25%
Module II	
<ul style="list-style-type: none">Wakefield Master: <i>The Second Shepherds' Play</i>	25%
Module III	
<ul style="list-style-type: none">William Langland: <i>Piers Plowman</i>.	25%
Module IV	
<ul style="list-style-type: none"><i>The Letters of Abelard and Heloise</i>. Penguin Books, 2004.Andreas Capellanus: <i>De Amore/The Art of Courtly Love</i>. Columbia University Press, 1990.	25%

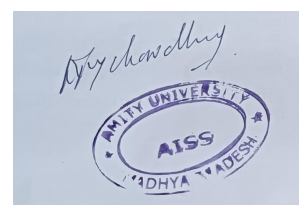
Student Learning Outcomes: After the completion of course, the students will be able to

- To dispel myths about the medieval period being the supposed 'Dark Ages'
- To gain knowledge of genres like chivalric romance, satire, early drama and beast fable

Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

Lab/ Practical details, if applicable: N/A

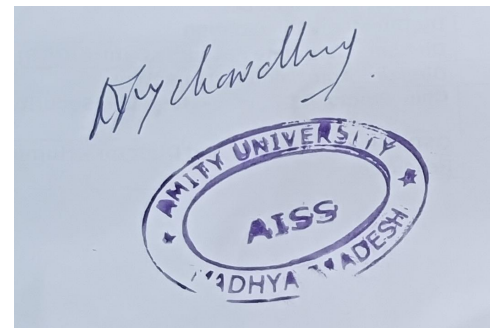
Assessment/ Examination Scheme:



Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Books Recommended:

- Derek Brewer, ed. *Studies in Medieval English Romances: Some New Approaches* (Cambridge: UP, 1988)
- C. Batt, *Malory's Morte D'Arthur: Remaking Arthurian Tradition* (Palgrave Macmillan, 2016)
- Nicolette Zeeman, *The Arts of Disruption: Allegory and Piers Plowman* (Oxford UP, 2020)
- Marc Bloch, *Feudal Society* (Routledge rpt. 2014)
- Jill Mann, *From Aesop to Reynard: Beast Literature in Medieval Britain* (Oxford UP, 2009)
- Jill Mann, *Chaucer and Medieval Estates Satire* (Cambridge UP, 1973)





Course Structure: Medieval Literature – MAE 141

Course Title: Medieval Literature

Credit Units: 5

Course Level: PG Level

Course Code: MAE 141

Course Objectives: 1.To understand the literature and intellectual background of medieval Europe.
2.To understand concepts like feudalism, chivalry, estate satire, the influence of Christianity, the position of women

Pre-requisites: The students must possess fair understanding of world literature

Course Contents/Syllabus:

	Weightage (%)
Module I	
<ul style="list-style-type: none">Thomas Malory: <i>Morte d'Arthur</i>. WW Norton and Company, 2003. Book I: —<i>From the Marriage of King Uther unto King Arthur that Reigned After Him and Did Many Battles</i>. Book VII: —<i>Sir Lancelot and Queen Guinevere</i>.Geoffrey Chaucer: <i>Canterbury Tales</i> _The Nun's Priest's Tale._ Riverside Chaucer, Oxford University Press, 2008.	25%
Module II	
<ul style="list-style-type: none">Wakefield Master: <i>The Second Shepherds' Play</i>	25%
Module III	
<ul style="list-style-type: none">William Langland: <i>Piers Plowman</i>.	25%
Module IV	
<ul style="list-style-type: none"><i>The Letters of Abelard and Heloise</i>. Penguin Books, 2004.Andreas Capellanus: <i>De Amore/The Art of Courtly Love</i>. Columbia University Press, 1990.	25%

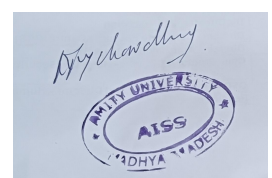
Student Learning Outcomes: After the completion of course, the students will be able to

- To dispel myths about the medieval period being the supposed 'Dark Ages'
- To gain knowledge of genres like chivalric romance, satire, early drama and beast fable

Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

Lab/ Practical details, if applicable: N/A

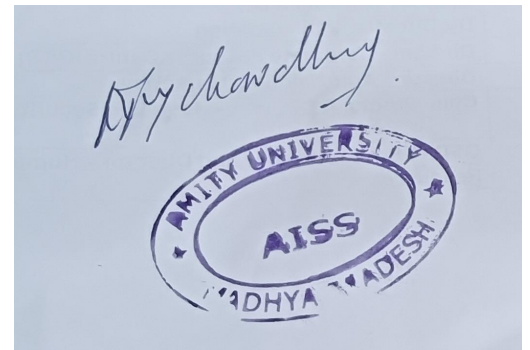
Assessment/ Examination Scheme:



Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Books Recommended:

- Derek Brewer, ed. *Studies in Medieval English Romances: Some New Approaches* (Cambridge: UP, 1988)
- C. Batt, *Malory's Morte D'Arthur: Remaking Arthurian Tradition* (Palgrave Macmillan, 2016)
- Nicolette Zeeman, *The Arts of Disruption: Allegory and Piers Plowman* (Oxford UP, 2020)
- Marc Bloch, *Feudal Society* (Routledge rpt. 2014)
- Jill Mann, *From Aesop to Reynard: Beast Literature in Medieval Britain* (Oxford UP, 2009)
- Jill Mann, *Chaucer and Medieval Estates Satire* (Cambridge UP, 1973)





Course Structure: Early Modern World – MAE 142

Course Title: Early Modern World

Credit Units: 5

Course Level: PG Level

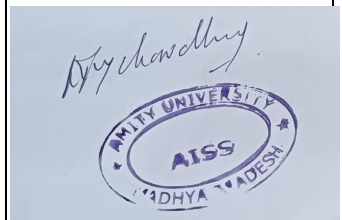
Course Code: MAE 142

- Course Objectives:**
1. This course will familiarize students with the Early Modern World, earlier called the Re-naissance, through poetry, fiction and philosophy.
 2. The individual gained centrality in this age but the optimism in human potential was tempered by skepticism and anxiety due the challenges posed to religious beliefs.

Pre-requisites: The students must possess fair understanding of early modern world

Course Contents/Syllabus:

	Weightage (%)
Module I	
<ul style="list-style-type: none"> • Thomas More: <i>Utopia</i> trans. and ed. George M. Logan (New York: Norton, 2011). • Erasmus: —One must be born a king or a fool, <i>Erasmus on his Times</i> trans. and ed. Margaret Mann Phillips (Cambridge: Cambridge UP, 1967) pp. 35-44. 	25%
Module II	
<ul style="list-style-type: none"> • Edmund Spenser: <i>Shepherd's Calendar</i> —April Eclogue. Letter to Raleigh. <i>The Faerie Queene</i> Books III and VI. <i>Spenser: Poetical Works</i> eds. J.C. Smith and E. de Selincourt and (Oxford UP, 1975) • Baldassare Castiglione: From <i>The Book of the Courtier</i> trans. George Bull (Harmondsworth: Penguin, 1983): Book I pp.65-68, Book II, pp.125-133, Book IV pp.284-289. 	25%
Module III	
<ul style="list-style-type: none"> • Michel de Montaigne: <i>Apology for Raymond Sebond</i> trans. and ed. M.A. Screech (Harmondsworth: Penguin,1987). • William Shakespeare: <i>Sonnets</i> 18, 29, 73, 94, 110, 129, 130, 138. <i>Shakespeare's Sonnets</i> ed. Katherine Duncan-Jones, The Arden Shakespeare (Thomas and Nelson, 1997). • Metaphysical Poetry: • John Donne: —The Flea, —The Ecstasie,—The Relique,—Batter my heart,—Satyre: of Religion. • George Herbert: —The Collar, —The Pulley,—Lovell. • Andrew Marvell: —The Garden,—To his coy mistress,—Bermudasl. 	25%



<i>The Metaphysical Poets</i> ed. Helen Gardner (Harmondsworth: Penguin, 1972)	
Module IV	25%
<ul style="list-style-type: none"> • Charles I: <i>Eikon Basilike</i> www.gutenberg.org. • John Milton: <i>Paradise Lost</i> Books 1-4, 9-10, ed. Alistair Fowler, Longman Annotated English Poets (London and New York: Longman, 1968). • Gerrard Winstanley: 'The Law of Freedom' <i>The Works of Gerrard Winstanley</i>, ed. George Sabine (Eussell and Russell, 1965). 	

Student Learning Outcomes: After the completion of course, the students will be able to

- Familiarise students with literary texts and intellectual debates of 16th and 17th century Europe
- Discuss religious faith vs scepticism, rise of science, burgeoning imperialism

Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

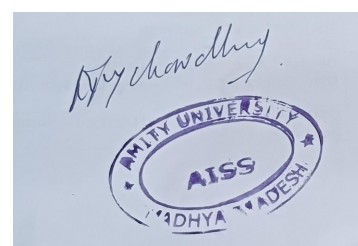
Lab/ Practical details, if applicable: N/A

Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Books Recommended:

- Quentin Skinner, *The Foundations of Modern Political Thought* vol.1 (Cambridge; Cambridge UP, 1978)
- Stephen Greenblatt, *Renaissance Self Fashioning from More to Shakespeare* (Chicago: Chicago UP, 1980)
- Louis Montrose, —Spenser and the Elizabethan Poetical Imaginary|| *ELH* 69.4 (2002): 907- 946
- Rosalie Colie, *My Echoing Song: Andrew Marvell's Poetry of Criticism* (Princeton: Princeton UP, 1970)
- Christopher Hill, *Milton and the English Revolution* (London: Faber and Faber, 1977)





Course Structure: Post-Independence Indian Literature – MAE 143

Course Title: Post-Independence Indian Literature

Credit Units: 5

Course Level: PG Level

Course Code: MAE 143

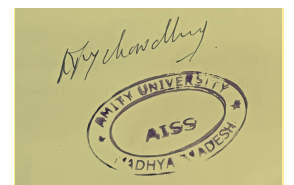
Course Objectives:

1. To introduce students to literary texts from a range of regional, cultural, social, and political locations within India since Independence
2. To inculcate in students an in-depth understanding of some of the major issues shaping this literary production

Pre-requisites: The students must possess fair understanding of Post-Independence Indian literature

Course Contents/Syllabus:

	Weightage (%)
Module I	
<ul style="list-style-type: none"> • Salma: 'Toilets' (2020) Trans from Tamil by N. Kalyan Raman. <i>The Curse: Stories</i>. • Attia Hossain: <i>Sunlight on a Broken Column</i>, 1961. • Aijaz Ahmad: <i>In the Mirror of Urdu: Reconstructions of Nation and Community, 1947-65</i>, Indian Institute of Advanced Study, Shimla, 1993. 	25%
Module II	
<ul style="list-style-type: none"> • Srilal Shukla: <i>Raag Darbari</i> (1967), trans. Gillian Wright, New Delhi: Penguin. • Partha Chatterjee: <i>Politics of the Governed</i>, pp. 53-78 in <i>The Politics of the Governed: Reflections on Popular Politics in Most of the World</i>, Columbia University Press: New York, 2004. 	25%
Module III	
<ul style="list-style-type: none"> • Salman Rushdie: <i>The Moor's Last Sigh</i> (1995). <p>Imaginary Homelands, pp 1-9 in <i>Imaginary Homelands: Essays and Criticism 1981-1991</i>, Granta: London, 1991.</p>	25%
Module IV	
<ul style="list-style-type: none"> • P. Lal and K Raghavendra Rao: Preface to <i>Modern Indo-Anglian Poetry</i>, Writers Workshop: Calcutta, 1958. • Arun Kolatkar: (i) Woman (ii) Irani Restaurant Bombay (iii) A note on the reproductive cycle of rubbish (iv) The Potato Peelers <p>From JEJURI (1976): <i>The Bus Heart of Ruin, The Doorstep</i></p>	25%



The Door, Chaitanya, A Low Temple, An Old Woman, Chaitanya, The Butterfly, Makarand, Chaitanya, Between Jejuri and the Railway Station, The Railway Station, The Station Master, and the setting sun in *Arun Kolatkar: Collected Poems in English* ed Arvind Krishna Mehrotra, Bloodaxe Books: Northumberland, 2017.

‘SARPA SATRA’ (2004) in *Arun Kolatkar: Collected Poems in English* ed Arvind Krishna Mehrotra, Bloodaxe Books: Northumberland, 2017, pp.186-214.

- Arvind Krishna Mehrotra: ‘What is an Indian Poem?’ in *Arun Kolatkar: Collected Poems in English* ed Arvind Krishna Mehrotra, Bloodaxe Books: Northumberland, 2017, pp.357-359.

Student Learning Outcomes: After the completion of course, the students will be able to

- To comprehend regional differences in issues discussed and in socio-cultural contexts
- To analyse the use of the English language by non-native speakers and writers

Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

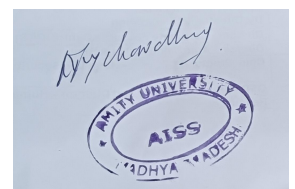
Lab/ Practical details, if applicable: N/A

Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Books Recommended:

- Antoinette Burton, *Dwelling in the Archive: Women Writing House, Home, and History in Late Colonial India* (Oxford UP, 2003).
- Laetitia Zecchini, *Arun Kolatkar and Literary Modernism in India: Moving Lines* (Bloomsbury Academic USA, 2014).
- Anjali Nerlekar, *Bombay Modern: Arun Kolatkar and Bilingual Literary Culture* (Speaking Tiger, 2017).
- Ulka Anjaria, *Realism in the Twentieth-Century Indian Novel: Colonial Difference and Literary Form* (Cambridge UP, 2012).
- Vassilena Parashkevova, *Salman Rushdie's Cities: Reconfigurational Politics and the Contemporary Urban Imagination* (Bloomsbury, 2012).





Course Structure: Fiction – MAE 144

Course Title: Fiction

Credit Units: 5

Course Level: PG Level

Course Code: MAE 144

Course Objectives:

1. To understand how fiction records and alters social and cultural realities
2. To understand the strategies of narrative, theme and image that fiction uses to take forward this task

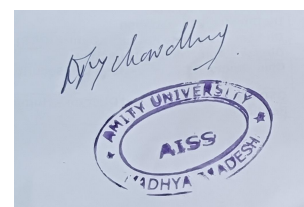
Pre-requisites: The students must possess fair understanding of English Fiction

Course Contents/Syllabus:

	Weightage (%)
Module I	
<ul style="list-style-type: none">Jane Austen: <i>Persuasion</i>, Penguin Classics Paperback	25%
Module II	
<ul style="list-style-type: none">Charles Dickens: <i>Bleak House</i>, Penguin Random House.	25%
Module III	
<ul style="list-style-type: none">Milan Kundera: <i>The Unbearable Lightness of Being</i> (trans. Michael Henry Heim) Faber. Hassan Blasim: —The Corpse Exhibition;, <i>The Reality and the Record</i>, <i>The Iraqi Christ</i>, <i>The Corpse Exhibition and Other Stories of Iraq</i> (trans. Jonathan Wright), Penguin Books.	25%
Module IV	
<ul style="list-style-type: none">Rohinton Mistry: <i>Family Matters</i>, Faber.	25%

Student Learning Outcomes: After the completion of course, the students will be able to

- To train the student in methods of textual analysis
- To sensitise students to the capacity of fiction to bring about social and cultural change.



Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

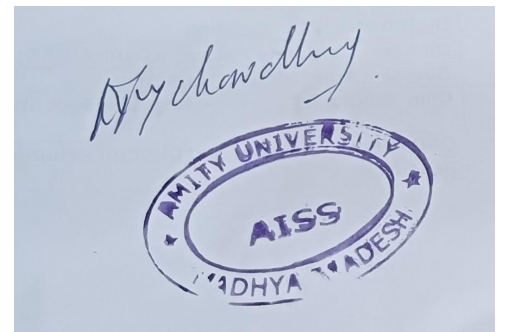
Lab/ Practical details, if applicable: N/A

Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Books Recommended:

- Georg Lukacs. *The Historical Novel*. Introduction by Fredric Jameson. Lincoln and London: University of Nebraska Press, 1983.
- Tom Keymer, *Jane Austen: Writing, Society, Politics*, Oxford University Press.
- Claudia L Johnson, *Jane Austen: Women, Politics, and the Novel*, University of Chicago Press.
- Mildred Newcomb, *The Imagined World of Charles Dickens*, University of Ohio Press.
- MM Bakhtin, *The Dialogic Imagination: Four Essays*, Edited by Michael Holquist Translated by Caryl Emerson and Michael Holquist, University of Texas Press, 1982.
- Milan Kundera, *The Art of the Novel*, London: Faber.





AMITY UNIVERSITY

MADHYA PRADESH

(Established by Ritnand Balved Education Foundation)

COURSE CURRICULUM

Course Title: - Business Communication-I

Credit Units: 1

Course Code: BCM 141

Course Objective:

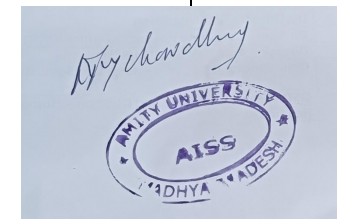
L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
1	0	0	0	1

This course is designed to hone the communication skills of the budding managers and enable them to be an integral part of the corporate communication network.

Prerequisites: NIL

Course Contents / Syllabus:

1	Module I The Nature and Process of Communication	40% Weightage
	<ul style="list-style-type: none"> • Defining Communication <ul style="list-style-type: none"> ○ Classification of Communication ○ Creation of Relevant Content and Context in Communication • The Purpose of Communication <ul style="list-style-type: none"> ○ Communication to Inform ○ Communication to Persuade • The Process of Communication <ul style="list-style-type: none"> ○ The Linear Concept of communication ○ Aristotle's Model ○ The Shannon-Weaver Model • Principles of Communication <ul style="list-style-type: none"> ○ 7 C's of Communication 	
2	Module II Communication Networks in the Organization	30% Weightage
	<ul style="list-style-type: none"> • Types of Communication <ul style="list-style-type: none"> ○ Formal Communication ○ Informal Communication • Barriers to Communication <ul style="list-style-type: none"> ○ Linguistic Barrier ○ Cultural Barrier ○ Socio-Psychological Barrier ○ Physiological Barrier 	



	<ul style="list-style-type: none"> ○ Incorrect Assumptions ○ Information Overload ○ Semantic Barriers 			
3	Module III Cross- Functional Communication	30% Weightage		
	Organizational Communication <ul style="list-style-type: none"> • The Importance of Communication in Management • Important Functions of Management • How Communication is Used by Managers 			
4	Student Learning Outcomes: <ul style="list-style-type: none"> • Students will understand the process and nature of communication. • They will understand the barriers to effective communication and learn to remove them. • Students will become masters of Formal and Informal Communication 			
5	Pedagogy for Course Delivery <ul style="list-style-type: none"> • Workshop • Presentation • Group Discussion • Lectures 			
6	Assessment/ Examination Scheme:			
	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	
	100%	NA	60%	
	Theory Assessment (L&T):			
Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination
Weightage (%)	20%	15%	5%	60%

Text: A. Ashley, *The Oxford Handbook of Commercial Correspondence*, Oxford, 2003.

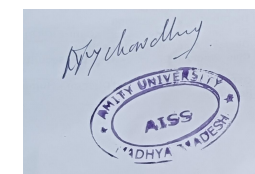
Guffey, Ellen Mary, *Business Communication*, Thomson (South Western)

Meenakshi Raman & Prakash Singh, *Business Communication*, Oxford, 2006.

Reference: M. John Penrose, *Business Communication for Managers: An Advanced Approach*, Thomson, 2003

Ronald B. R. Adler, *Understanding Human Communication*, Oxford, 2005.

Additional Reading: Newspapers and Journals





COURSE CURRICULUM

Course Title: Business Communication II

Credit Units: 1

Course Code: BCM 241

Course Objective:

To develop the writing skills of the students so that they are capable of communicating efficiently

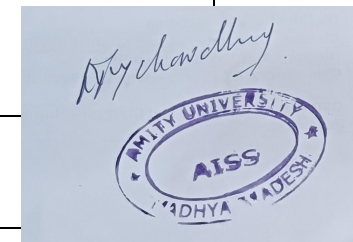
L	T	P/S	SW/FW	TOTAL CREDIT UNITS
1	0	0	0	1

Prerequisites:

NIL

Course Contents / Syllabus:

1	Module I Inter and Intra office Communication	50% Weightage
	<ul style="list-style-type: none"> • Business Letters • Memo • Agenda • Minutes 	
2	Module II Report Writing	20% Weightage
	<ul style="list-style-type: none"> • Purpose and Objectives • Types and Functions • Layout & Structure 	
3	Module III Job Related Communication	30% Weightage
	<ul style="list-style-type: none"> • Covering Letters • Resume writing • Profile Writing 	
4	Student Learning Outcomes: Students would be equipped with powerful resume and will be able to write effective business report and business letters.	
5	Pedagogy for Course Delivery: <ul style="list-style-type: none"> • Workshop 	



	<ul style="list-style-type: none"> • Presentation • Group Discussion • Lectures 		
6	Assessment/ Examination Scheme:		
	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination
	100%	NA	60%
	Theory Assessment (L&T):		
	Continuous Assessment/Internal Assessment		End Term Examination
Components (Drop down)	CIE	Mid Sem	Attendance
Weight age (%)	20%	15%	5%
			60%

Text:

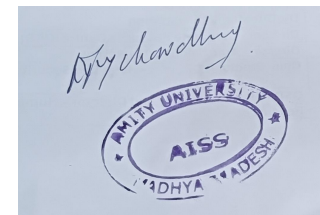
- A. Ashley, The Oxford Handbook of Commercial Correspondence, Oxford, 2003.*
Jules Harcourt, Business Communication, Thomson, 1990.
Meenakshi Raman & Prakash Singh, Business Communication, Oxford, 2006.

Reference:

- Guffey, Ellen Mary, Business Communication, Thomson (South Western)*
Krizan, Merrier, and Logan, Business Communication, Thomson (India Edition)

Additional Reading:

Newspapers and Journals





COURSE CURRICULUM

PG 1

Course Title: Advanced Communication-I

Credit Units: 1

Course Code: BCP 141

Course Objective:

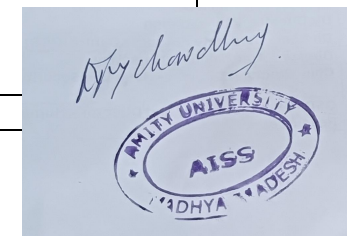
L	T	P/S	SW/FW	TOTAL CREDIT UNITS
1	0	0	0	1

The Course is designed to enhance vocabulary skills and make students fluent, thereby improving receptive and expressive skills.

Prerequisites: NIL

Course Contents / Syllabus:

	Module I Fundamentals of Communication	30% Weightage
	<ul style="list-style-type: none"> • Role and Purpose of Communication, 7 C's of Communication • Barriers to Effective Communication • Forms of Communication: One-to-One, Informal and Formal 	
	Module II Oral Communication	20% Weightage
	<ul style="list-style-type: none"> • Effective Listening: Principles and Barriers • Effective Speaking: Pronunciation and Accent 	
	Module III Building Advanced Vocabulary	20% Weightage
	<ul style="list-style-type: none"> • Word Formation; Synonyms; Antonyms; Eponyms; Homonyms, Homophones & Homographs • One Word Substitution; Phrasal Verbs, Idiomatic Expressions & Proverbs • Foreign Words in English 	
	Module IV Non Verbal Communication	30% Weightage
	<ul style="list-style-type: none"> • Principles & Significance • Kinesics, Oculistics, Proxemics, Para-Language, Artifacts, Chronemics, Tactilics 	
	Student Learning Outcomes	



	The students will be able to use the LSRW Skills to communicate effectively in a professional environment. Will be able to develop fluency.																						
	Pedagogy for Course Delivery <ul style="list-style-type: none"> • Workshop • Presentation • Group Discussion • Lectures 																						
	<p>Assessment/ Examination Scheme:</p> <table border="1"> <thead> <tr> <th>Theory L/T (%)</th> <th>Lab/Practical/Studio (%)</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>NA</td> <td>60%</td> </tr> </tbody> </table> <p>Theory Assessment (L&T):</p> <table border="1"> <thead> <tr> <th>End Term Examination</th> <th colspan="4"></th> </tr> <tr> <th>Components (Drop down)</th> <th>CIE</th> <th>Mid Sem</th> <th>Attendance</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <th>Weightage (%)</th> <td>20%</td> <td>15%</td> <td>5%</td> <td>60%</td> </tr> </tbody> </table>	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	100%	NA	60%	End Term Examination					Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination	Weightage (%)	20%	15%	5%	60%	
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Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination																			
Weightage (%)	20%	15%	5%	60%																			

Text: *Jones, Working in English, 1st ed. Cambridge, CUP 2001*

Raman Prakash, Business Communication, 2nd ed. Delhi OUP 2006

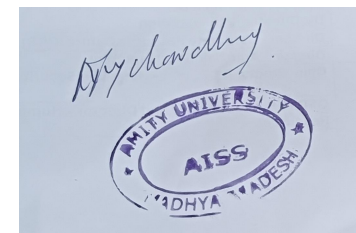
Butterfield, Jeff Soft skills for Everyone, Cengage Learning 2011

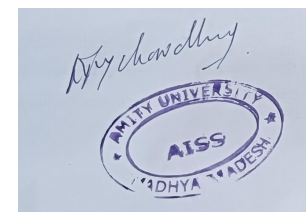
Reference: *Guffey, Ellen Mary, Business Communication, Thomson (South Western)*

Dale Carnegie: Quick and Easy Way of Public Speaking

Business Communication Today – Courtland L Bovee, John V Thill Mukesh Chaturvedi, Pearson 2009

Additional Reading: Newspapers and Journals







COURSE CURRICULUM

PG: Semester II

Course Title: Advanced Communication-II

Credit Units: 1

Course Code: BCP 241

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
1	0	0	0	1

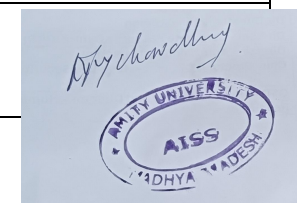
Course Objective:

The course is designed to make the students ready for placement.

Prerequisites: NIL

Course Contents / Syllabus:

	Module I Job Correspondence	20% Weightage	
	<ul style="list-style-type: none"> • Job Applications • Resume & Profile Writing for Social Media • Follow Up Letter 		
	Module II Dynamics of Group Discussion	30% Weightage	
	<ul style="list-style-type: none"> • Methodology • Guidelines 		
	Module III Speaking for Employment	50% Weightage	
	<ul style="list-style-type: none"> • Types of Interview (Technical & HR Rounds) • Fundamentals of Facing Interviews • Question Answer on Various Dimensions • Non-Verbal Communication Component • Interview Etiquettes 		
	Pedagogy for Course Delivery		
	<ul style="list-style-type: none"> • Workshop 		



	<ul style="list-style-type: none"> • Presentation • Group Discussion • Lectures <p>Student Learning Outcomes: The student will be able to write an impressive resume and face the interview confidently.</p>																		
	<p>Assessment/ Examination Scheme:</p> <table border="1" data-bbox="264 392 1229 560"> <thead> <tr> <th>Theory L/T (%)</th> <th>Lab/Practical/Studio (%)</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>NA</td> <td>60%</td> </tr> </tbody> </table> <p>Theory Assessment (L&T):</p> <table border="1" data-bbox="264 635 1117 906"> <thead> <tr> <th>Components (Drop down)</th> <th>CIE</th> <th>Mid Sem</th> <th>Attendance</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>Weightage (%)</td> <td>20%</td> <td>15%</td> <td>5%</td> <td>60%</td> </tr> </tbody> </table>	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	100%	NA	60%	Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination	Weightage (%)	20%	15%	5%	60%		
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100%	NA	60%																	
Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination															
Weightage (%)	20%	15%	5%	60%															

Text: Bovee, L Courtland, Mukesh chaturvedi, and John U Thill, *Business Communication Today*, Pearson

Raman Prakash, *Business Communication*, 2nd ed. Delhi OUP 2006

Comfort, Jermy *Speaking Effectively*, Jermy, et.al, Cambridge, CUP, 1994

Reference: Guffey, Ellen Mary, *Business Communication*, Thomson (South Western)

Stay Hungry, Stay Foolish: Rashmi Bansal

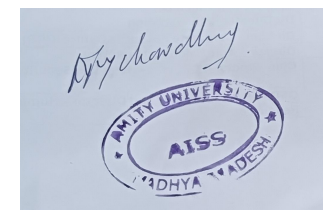
Business Maharajas: Gita Piramal

How to Make Friends in Digital Age: Dale Carnegie

Business Communication / Making Connections in a Digital World, Raymond V. Lesikar, Marie E Flattey, Kathryn Rentz, Neerja Pande, Mc Graw Hill, 2009

Additional Reading: Newspapers and Journals

To be implemented from the Academic Year 2024-25



AUMP – CHOICE BASED CREDIT SYSTEM

Semester – I: STUDY OF SHAKESPEARE

Course Code: NCBA 117

Credit Units: 02

Course Objective:

To help students recognize the fundamentals of Shakespeare's language, discover how literary and dramatic conventions present an account of characters, settings and actions, and finally understand how a literary work replicates the social and historical environment.

Course Content:

Module I: Comedy

Special Study of *As You Like It*

Module II: Tragedy

Special Study of *Othello*

Module III: Sonnets

Structure of the sonnets

Characters and themes in the sonnets

Study of selected sonnets

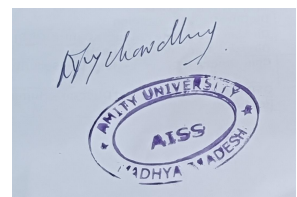
- Sonnet 18 - Shall I Compare Thee to a Summer's Day?
- Sonnet 29 - When In Disgrace With Fortune and Men's Eyes
- Sonnet 116 - Let Me Not To The Marriage Of True Minds

Evaluation Scheme:

Components	A	HA	V	EE
Weightage (%)	05	15	10	70

Text & References:

- Shakespearean Tragedy , Bradley A.C., Penguin Books
- The Wheel of Fire, Wilson Knight G., Routledge Classics
- Studying Shakespeare: A Guide to the Plays, Laurie Maguire, Wiley-Blackwell
- The Art of Shakespeare's Sonnets, Helen Vendler, Belknap Press



AUMP – CHOICE BASED CREDIT SYSTEM

Semester II: ROMANTIC POETRY

Course Code: NCBA 217

Credit Units: 02

Course Objective:

To acquaint the students with the distinctiveness of Romantic poetry and expose them to some examples of it, help them investigate these characteristics, and finally motivate them to evaluate the relevance of Romantic Poetry to them personally and to their society.

Module I: The Five Major Tenets of Romanticism

Emphasis on the common man and childhood

Emphasis on emotion and feeling

Awe of Nature

Celebration of the individual

Importance of imagination and memory

Module II: William Wordsworth

Ode on Intimations of Immortality

The Solitary Reaper

Module III: Samuel Taylor Coleridge

The Rime of the Ancient Mariner- part I

Module IV: P. B. Shelley

Ode to the West Wind

Ozymandias

Module V: John Keats

Ode to a Nightingale

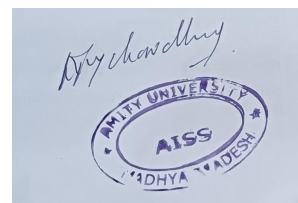
Ode on a Grecian Urn

Evaluation Scheme:

Components	A	HA	V	EE
Weight age (%)	05	15	10	70

Text & References:

- Wordsworth, William. 1960, *The Poetical Works of Wordsworth*. (London: Oxford University Press)
- Coleridge, Samuel Taylor. 1914, *On Poesy or Art*. (US: Harvard Classics)
- McGann. Jerome J., 1993, *The New Oxford Book of Romantic Period Verse*, (London: Oxford University Press)



AUMP – CHOICE BASED CREDIT SYSTEM

Semester – III: THE BRITISH NOVELS

Course Code: NCBA 317

Credit Units: 02

Course Objective:

To help students experience a true language context, thus motivating them to use it themselves in speech, and to infuse acceptance of different cultures and promote the sharing of different perceptions and interpretation of a text

Module I: Charles Dickens

A Tale of Two Cities

Module II: Jane Austen

Pride and Prejudice

Module III: E. M. Forster

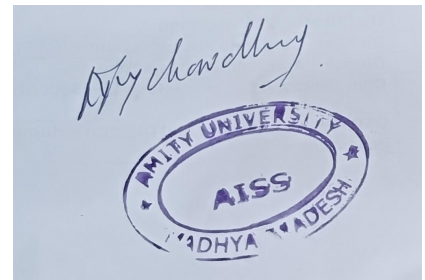
A Passage to India

Evaluation Scheme:

Components	A	HA	V	EE
Weightage (%)	05	15	10	70

Text & References:

- Dickens. Charles, 1859, *A Tale of Two Cities* (US.: Harper Collins)
- Austen. Jane, 2012, *Pride and Prejudice* (US: Harper Collins)
- Morris Beja, 1985, *Critical Essays on Virginia Woolf* (US: G K Hall & Co)



AUMP – CHOICE BASED CREDIT SYSTEM

Semester – IV: THE ENGLISH NOVELS OF INDIA

Course Code: NCBA 417

Credit Units: 02

Course Objective:

To equip the students with language sense and literary appreciation skills with the use of literary texts from culturally realistic and emotionally relevant locations

Module I: Rabindra Nath Tagore

Gora

Module II: R. K. Narayan

The Guide

Module III: Khushwant Singh

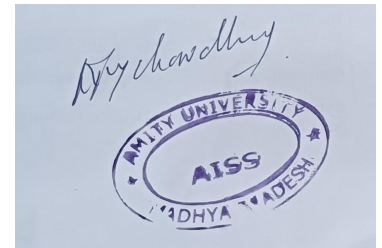
Train to Pakistan

Evaluation Scheme:

Components	A	HA	V	EE
Weightage (%)	05	15	10	70

Text & References:

- Tagore, Rabindranath, 2003, *Gora*, India, Sahitya Akademi,
- KRIPALANI, K. 2005, *Tagore—A Life*, National Book Trust of India
- Narayan, R. K., 1958, *The Guide*, U.S. (Viking Press)
- Singh, Khushwant, 1990, *Train to Pakistan*, U. S. (Grove Press)



AUMP – CHOICE BASED CREDIT SYSTEM
Semester – V: CONTEMPORARY LITERATURE

Course Code: NCBA 517

Credit Units: 02

Course Objective:

To provide students with essential information about contemporary English literature and culture across the world, and to help them identify how the contemporary literature showcases the existing socio-cultural conditions.

Module I: Poetry

A Sad Child - by **Margaret Atwood**

I Do Not Love You Except Because I Love You - by **Pablo Neruda**

Module II: Novels (any two)

The Conservationist - by **Nadine Gordimer**

To Kill a Mockingbird - by **Harper Lee**

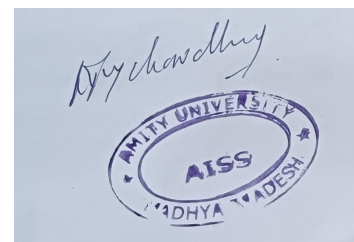
Midnight's Children – by Salman Rushdie

Evaluation Scheme:

Components	A	HA	V	EE
Weightage (%)	05	15	10	70

Text & References:

- Gordimer, Nadine, 2012, *The Conservationist*, (Bloomsbury: Bloomsbury Publishing)
- Shields, Charles J. 2006, *Mockingbird: A Portrait of Harper Lee*. (US: Henry Holt and Co.)
- Rushdie, Salman, 1981. *Midnight's Children*, (U. K Jonathan Cape)



AUMP – CHOICE BASED CREDIT SYSTEM

Semester – VI: CREATIVE WRITING

Course Code: NCBA 617

Credit Units: 02

Course Objective:

To help students develop their aptitude to write imaginatively, artistically and expressively and thus distinguish writing as a prolific, significant process.

Module I: Introduction

Discovering the Joy of Writing

Essentials of Creative Writing

Using Imagination

Stream of Consciousness

Module II: Writing in Practice

Composing Texts/Essays/Articles

Drafting Short Stories

Expressing Through Poetry

Module III

Structuring your writing

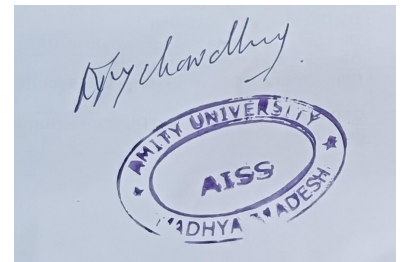
Editing

Evaluation Scheme:

Components	A	HA	V	EE
Weight age (%)	05	15	10	70

Text & References:

- A Writer's Workbook Fourth edition, Smoke, Cambridge
- Effective Writing, Withrow, Cambridge
- Writing Skills, Coe/Rycroft/Ernest, Cambridge
- Inspired to Write, Withrow, Cambridge





COURSE CURRICULUM

UG- I

Course Title: Communication Skills-I

Credit Units: 2

Course Code: NBCU 141

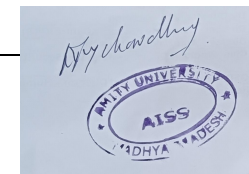
L	T	P/S	SW/F W	TOTAL CREDIT UNITS
2	0	0	0	2

Course Objective The course is intended to familiarize students with the basics of English language and help them to learn to identify language structures for correct English usage.

Prerequisites: NIL

Course Contents / Syllabus:

1.	Module I Essentials of English Grammar	30% Weightage
	<ul style="list-style-type: none"> • Common Errors • Parts of Speech • Collocations, Relative Pronoun • Subject-Verb Agreement • Articles • Punctuation • Sentence Structure- 'Wh' Questions 	
2.	Module II Written English Communication	30% Weightage
	<ul style="list-style-type: none"> • Paragraph Writing • Essay Writing 	
3.	Module III Spoken English Communication	30% Weightage
	<ul style="list-style-type: none"> • Introduction to Phonetics • Syllable-Consonant and Vowel Sounds • Stress and Intonation 	
4.	Module IV : Prose	10% Weightage
	"Friends, Romans, Countrymen, lend me your ears" Speech by Marc Antony in	



	Julius Caesar ❖ Comprehension Questions will be set in the End-Semester Exam															
5.	Student Learning Outcomes: The students should be able to : • Identify Common Errors and Rectify Them • Develop and Expand Writing Skills Through Controlled and Guided Activities • To Develop Coherence, Cohesion and Competence in Oral Discourse through Intelligible Pronunciation.															
6.	Pedagogy for Course Delivery: • Workshop • Group Discussions • Presentations • Lectures • Extempore															
	Assessment/ Examination Scheme: <table border="1"> <thead> <tr> <th>Theory L/T (%)</th> <th>Lab/Practical/Studio (%)</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>NA</td> <td>60%</td> </tr> </tbody> </table> Theory Assessment (L&T): <table border="1"> <thead> <tr> <th>Components (Drop down)</th> <th>CIE</th> <th>Attendance</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>Weightage (%)</td> <td>35%</td> <td>5%</td> <td>60%</td> </tr> </tbody> </table>	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	100%	NA	60%	Components (Drop down)	CIE	Attendance	End Term Examination	Weightage (%)	35%	5%	60%	
Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination														
100%	NA	60%														
Components (Drop down)	CIE	Attendance	End Term Examination													
Weightage (%)	35%	5%	60%													

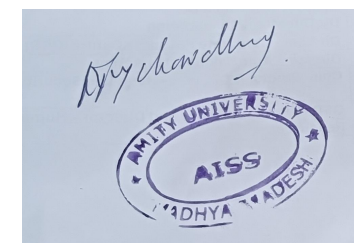
Text: *Rosenblum, M. How to Build Better Vocabulary, London: Bloomsbury Publication*

Verma, Shalini. Word Power made Handy, S. Chand Publications

High School English Grammar & Composition by Wren & Martin

References: *K.K.Sinha , Business Communication, Galgotia Publishing Company.*

Additional Reading: Newspapers and Journals





COURSE CURRICULUM

UG: Semester II

Course Title: Communication Skills II

Course Code: NBCU241

Credit Units: 2

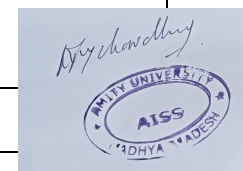
L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
2	0	0	0	2

Course Objectives:

To understand the different aspects of communication using the four macro skills – LSRW (Listening, Speaking, Reading, Writing)

Prerequisites: NIL

Course Contents / Syllabus:		
1.	Module I Communication	35% Weightage
	<ul style="list-style-type: none"> Process and Importance Models of Communication (Linear & Shannon Weaver) Role and Purpose Types & Channels Communication Networks Principles & Barriers 	
2.	Module II Verbal Communication	25% Weightage
	Oral Communication: Forms, Advantages & Disadvantages Written Communication: Forms, Advantages & Disadvantages Introduction of Communication Skills (Listening, Speaking, Reading, Writing)	
3.	Module III Non-Verbal Communication	30% Weightage
	<ul style="list-style-type: none"> Principles & Significance of Nonverbal Communication KOPPACT (Kinesics, Oculistics, Proxemics, Para-Language, Artifacts, Chronemics, Tactilics) Visible Code 	
4.	Module IV : Prose	10% Weightage
	TEXT: APJ Abdul Kalam and Arun Tiwari. <i>Wings of Fire: An Autobiography</i> ,	



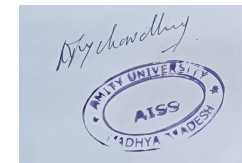
	Universities Press, 2011 Comprehension Questions will be set in the End-Semester Exam															
5.	Student Learning Outcomes: The students should be able to : <ul style="list-style-type: none"> • Apply Verbal and Non-Verbal Communication Techniques in the Professional Environment 															
6.	Pedagogy for Course Delivery: <ul style="list-style-type: none"> • Extempore • Presentations • Lectures 															
7.	Assessment/ Examination Scheme: <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%;">Theory L/T (%)</th> <th style="width: 33%;">Lab/Practical/Studio (%)</th> <th style="width: 33%;">End Term Examination</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>NA</td> <td>60%</td> </tr> </tbody> </table> Theory Assessment (L&T): <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;">Components (Drop down)</th> <th style="width: 15%;">CIE</th> <th style="width: 15%;">Attendance</th> <th style="width: 50%;">End Term Examination</th> </tr> </thead> <tbody> <tr> <td>Weightage (%)</td> <td>35%</td> <td>5%</td> <td>60%</td> </tr> </tbody> </table>	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	100%	NA	60%	Components (Drop down)	CIE	Attendance	End Term Examination	Weightage (%)	35%	5%	60%	
Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination														
100%	NA	60%														
Components (Drop down)	CIE	Attendance	End Term Examination													
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Text: Rosenblum, M. *How to Build Better Vocabulary*, London: Bloomsbury Publication.

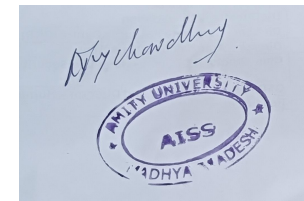
Verma, Shalini. *Word Power made Handy*, S. Chand Publications.

High School English Grammar & Composition by Wren & Martin

Reference: K.K.Sinha , *Business Communication*, Galgotia Publishing Company.



Additional Reading: Newspapers and Journals





COURSE CURRICULUM

UG: Semester III

Course Title: Communication Skills-III

Credit Units: 2

Course Code: NBCU 341

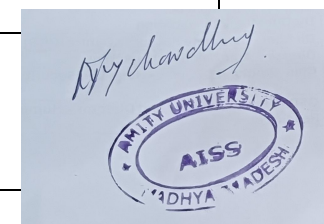
Course Objective:

To emphasize the essential aspects of effective written communication necessary for professional success.

Prerequisites: NIL

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
2	0	0	0	2

Course Contents / Syllabus:		
1.	Module I Vocabulary <ul style="list-style-type: none"> • Spellings • Define Vocabulary • Significance of Vocabulary • One Word Substitution, Synonyms & Antonyms and Idioms & Phrases • Define and Differentiate Homonyms, Homophones and Homographs • Vocabulary Drills • Foreign Words 	35% Weightage
2.	Module II Formal Letter Writing <ul style="list-style-type: none"> • Block Format • Types of Letters • E-mail • Netiquette 	35% Weightage
3.	Module III Business Memos	20% Weightage



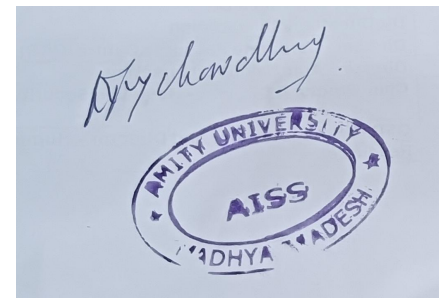
	<ul style="list-style-type: none"> Format & Characteristics 															
4.	Module IV Short Stories <ul style="list-style-type: none"> Stench of Kerosene-Amrita Pritam A Flowering Tree-A.K. Ramanujan The Gift of the Magi- O. Henry A Fly in Buttermilk-James Baldwin 	10% Weightage														
5.	Student Learning Outcomes: The students should be able to write correctly and properly with special reference to Letter writing.															
6.	Pedagogy for Course Delivery: <ul style="list-style-type: none"> Workshop Group Discussions Presentations Lectures 															
7.	Assessment/ Examination Scheme: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Theory L/T (%)</th> <th style="width: 33%;">Lab/Practical/Studio (%)</th> <th style="width: 33%;">End Term Examination</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">100%</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">60%</td> </tr> </tbody> </table> Theory Assessment (L&T): <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Components (Drop down)</th> <th style="width: 15%;">CIE</th> <th style="width: 15%;">Attendance</th> <th style="width: 50%;">End Term Examination</th> </tr> </thead> <tbody> <tr> <td>Weightage (%)</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">5%</td> <td style="text-align: center;">60%</td> </tr> </tbody> </table>	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	100%	NA	60%	Components (Drop down)	CIE	Attendance	End Term Examination	Weightage (%)	35%	5%	60%	
Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination														
100%	NA	60%														
Components (Drop down)	CIE	Attendance	End Term Examination													
Weightage (%)	35%	5%	60%													

Text: Rai, Urmila & S.M. Rai. *Business Communication*, Mumbai: Himalaya Publishing House, 2002.

K.K.Sinha, *Business Communication*, Galgotia Publishing Company.

Reference: Sanjay Kumar & Pushp Lata, *Communication Skills*, Oxford University Press.

Additional Reading: Newspapers and Journals





COURSE CURRICUMUM

UG: Semester IV

Course Title: Domain Specific Project Work

Credit Units: 2

Course Code: NBCU 441

L	T	P/S	SW/FW	TOTAL CREDIT UNITS
2	0	0	0	2

Course Objective:

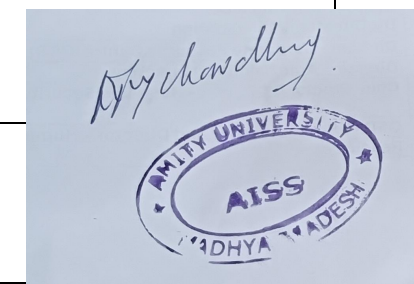
This course is designed to develop the skills of the students in enhancing his/her research acumen and language proficiency.

Prerequisites: NIL

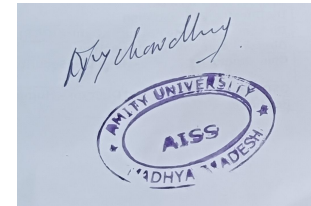
Course Contents / Syllabus:

1.	Domain Specific Project Work	100%

2.	Student Learning Outcomes: <ul style="list-style-type: none"> Will learn to write a term paper/project by doing research 	
3.	Pedagogy for Course Delivery <ul style="list-style-type: none"> Workshop Presentation Group Discussion Case-studies 	
4.	Assessment/ Examination Scheme:	
	Theory L/T (%)	Lab/Practical/Studio (%)
	100%	NA
	End Term Evaluation	100



Theory Assessment (L&T):				
Components (Drop down)	CIE	Mid Sem	Attendance	End Term Evaluation
Weightage (%)	NA	NA	NA	100





COURSE CURRICULUM

UG: Semester V

Course Title: Communication Skills-V

Credit Units: 1

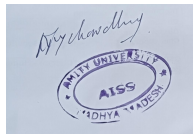
Course Code: BCU 541

Course Objective:

L	T	P/S	SW/FW	TOTAL CREDIT UNITS
1	0	0	0	1

- To enable the students to adopt strategies for effective reading and writing skills.
- The course would enhance student’s vocabulary, language and fluency. It would also teach the students to deliver professional presentations.

Prerequisites: NIL

Course Contents / Syllabus:		
1.	Module I Report Writing	35% Weightage
	<ul style="list-style-type: none"> ➤ Report Writing <ul style="list-style-type: none"> • Purpose/Significance • Types • Format 	
2.	Module II Comprehension Skills	25% Weightage
	<ul style="list-style-type: none"> • Reading Comprehension-SQ3R Reading Techniques • Summarising and Paraphrasing • Précis Writing • Listening Comprehension 	
3.	Module III Presentation Skills	30% Weightage
	<ul style="list-style-type: none"> • Discussing the Significance of Audio-visual Aids, Audience and Feedback in Presentation Skills • Analyzing the Significance of Non-Verbal Communication 	
4.	Module IV Literature	10% Weightage
	<ul style="list-style-type: none"> • Success is Counted Sweetest – Emily Dickinson (Poem) • My Wood - E.M.Forster (Prose) • I have a Dream-Martin Luther King (Prose) 	

	<ul style="list-style-type: none"> Spoken English and Broken English-G.B. Shaw (Prose) 															
5.	<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> Communicate fluently and sustain comprehension of an extended discourse. Demonstrate ability to interpret texts and observe the rules of good writing. Prepare and present effective presentations aided by ICT tools. <p>Pedagogy for Course Delivery: Workshop</p> <ul style="list-style-type: none"> Group Discussions Presentations Lectures 															
6.																
7.	<p>Assessment/ Examination Scheme:</p> <table border="1"> <thead> <tr> <th>Theory L/T (%)</th> <th>Lab/Practical/Studio (%)</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>NA</td> <td>60%</td> </tr> </tbody> </table> <p>Theory Assessment (L&T):</p> <table border="1"> <thead> <tr> <th>Components (Drop down)</th> <th>CIE</th> <th>Attendance</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>Weightage (%)</td> <td>35%</td> <td>5%</td> <td>60%</td> </tr> </tbody> </table>	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	100%	NA	60%	Components (Drop down)	CIE	Attendance	End Term Examination	Weightage (%)	35%	5%	60%	
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Components (Drop down)	CIE	Attendance	End Term Examination													
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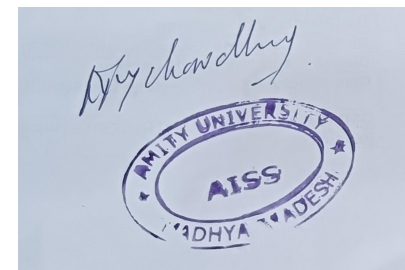
Text: Jaffe, C.I. Public Speaking: Concepts and Skills for a Diverse Society, 4th ed. Belmont, CA: Wadsworth, 2004.

Effective English for Engineering Students, B Cauveri, Macmillan India

Creative English for Communication, Krishnaswamy N, Macmillan

Reference: *A Textbook of English Phonetics, Balasubramanian T, Macmillan*

Additional Reading: Newspapers and Journals





COURSE CURRICULUM

UG: Semester VI

Course Title: Communication Skills- VI

Credit Units: 1

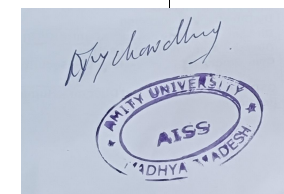
Course Code: BCU 641

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
1	0	0	0	1

Course Objective: The main emphasis of this course is to enable students to learn the dynamics of social communication and to demonstrate the ability to learn the nuances of informal communication.

Prerequisites: NIL

Course Contents / Syllabus:		
1.	Module I Social Communication Essentials	30% Weightage
	<ul style="list-style-type: none"> • Small talk/Building rapport • Expand social and Corporate Associations • Informal Communication: Grapevine, Chat 	
2.	Module II Workplace Interpersonal Skills	25% Weightage
	<ul style="list-style-type: none"> • Understanding Social Communication in Workplace environment. • Employee feedback: Assess employee performance and satisfaction. • Simulation ➤ Humour in Communication-Use of ‘Puns’ ➤ Entertainment and Communication (Infotainment) • Infotainment and Social Media • Entertainment in Journalism ➤ Social Networking 	
3.	Module III Verbal Ability	35% Weightage
	<ul style="list-style-type: none"> • Comprehension • Analogy • Sentence Order • Active and Passive Voice • Error Sorting 	
4.	Module IV Prose	10% Weightage



	<ul style="list-style-type: none"> • Secret of Socrates - Dale Carnegie • My Financial Career-Stephen Leacock • The Luncheon - W. Somerset Maugham • The National Flag - Jawahar Lal Nehru <p>All the four stories will be discussed in one class One Long Question will be set in the Exam from the Text</p>																	
5.	<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> • To communicate contextually in specific personal and professional situations with courtesy. • To inject humour in their regular interactions. • To strengthen their creative learning process through individual expression and collaborative peer activities. 																	
6.	<p>Pedagogy for Course Delivery:</p> <ul style="list-style-type: none"> • Workshop • Group Discussions • Presentations • Lectures 																	
7.	<p>Assessment/ Examination Scheme:</p> <table border="1"> <thead> <tr> <th>Theory L/T (%)</th> <th>Lab/Practical/Studio (%)</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>NA</td> <td>70%</td> </tr> </tbody> </table> <p>Theory Assessment (L&T):</p> <table border="1"> <thead> <tr> <th>Components (Drop down)</th> <th>CIE</th> <th>Mid Sem</th> <th>Attendance</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>Weightage (%)</td> <td>10%</td> <td>15%</td> <td>5%</td> <td>70%</td> </tr> </tbody> </table>	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	100%	NA	70%	Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination	Weightage (%)	10%	15%	5%	70%	
Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination																
100%	NA	70%																
Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination														
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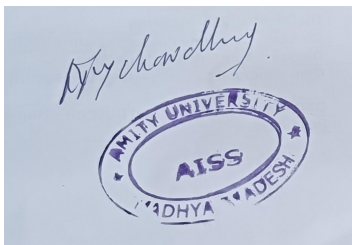
Text: Krizan, Merrier, Logan & Williams. *Effective Business Communication, New Delhi: Cengage, 2011*

- *Communication and Organizational Culture*. Keyton. Joann. Sage Publications

- *Social Communication (Frontiers of Social Psychology)*. Fiedler, Klaus. Psychology Press

Reference: *Cypherpunks: Freedom and the Future of the Internet*. [Assange, Julian Assange](#). OR Books.

Additional Reading: Newspapers and Journals



NOTESHEET

22 Feb 2024

1. Till the implementation of NEP 2020 in some programmes, the credits, curriculum, code, and evaluation of Value Added Subjects in Communication Skills and French were uniform for all programmes at the University (except B Pharma I Yr)

2. Since the implementation of NEP 2020, following is the difference in the credits(no change in curriculum) :

NEP Affected Courses	Not Affected Programmes
Comm Skills: 2+2+2+2 = 08	1+1+1+1+1+1=06
French: 2+2+2+3= 09	2+2+2+2+2= 12

3. It is proposed that the Credit Structure of Not Affected Programmes be changed to match that of Affected Programmes:

Comm Skills:
2+2+2+2 = 08 (where Comm Skills is taught only upto IV Sem)

French:
2+2+2+3= 09 (where French is taught only upto IV Sem)

4. In Comm Skills, the Term Paper in IV Sem, it is proposed that the Article for Review be assigned by Domain Faculty but be assessed for Writing Skills by Comm Skills Faculty.

5. In French, for the sake of uniformity, it is proposed that the 3 Credits in IV sem be split into 2+1 where 2 credits are for regular assessment and 01 credit is a separate assessment like for Review Article.

6. Put up for your perusal and kind approval please

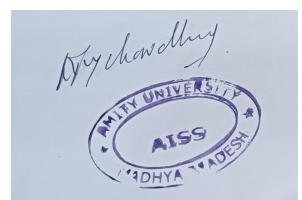
[Signature]
Iti Roychowdhury
Dir ASCENT/ ASL

Dy. **Dean Academics:** (i) Para 3, 4 & 5 has been discussed & the proposal has been consented by the COE, DUMP.
(ii) Recommended for approval *

Officiating VC: *[Signature]* 12/3/24 'R' for approval.

Honble Pro Chancellor: *[Signature]* Approved *[Signature]* 12/3/24

COE
By Dean (A)
Dir ASCENT/ ASL

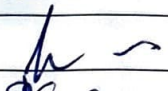
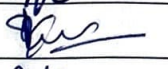





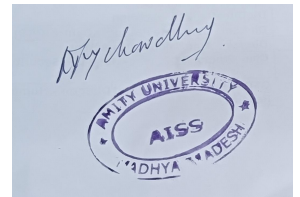
Amity University Madhya Pradesh

Minutes of the Board of Studies Meeting (English & French)

A meeting of the Board of Studies in English and French was held on 07 Feb'2024 at 03:30 PM.

The following members were present:

S.No	Name	Members(Internal)	Member(External)	Signature
1	Prof (Dr) Iti Roychowdhury	Chairperson	-	
2	Mr.K.Muthuvel	Member	-	
3	Dr Zeba Siddiqui	Member	-	
4	Dr Bishakha Mandal	Member	-	
5	Dr Archana Agrawal	-	External Expert Professor Dept. Of English MLB Govt. College of Excellence, Gwalior (Mob):9827354230 E mail: 24archanaagrwal@ gmail.com	 7/2/24





Date: 07/02/2024

BOARD OF STUDIES (English & French)
MINUTES OF THE MEETING

1. A meeting of board of studies of English and French, Amity School of Languages and Amity System of Communication Enhancement and Transformation, Amity University Madhya Pradesh was held on 7th February 2024 at 1530 hrs at AUMP, under the Chairmanship of Prof. (Dr.) Iti Roychowdhury, Director ASL/ASCENT/AISS. The following members attended the meeting:-

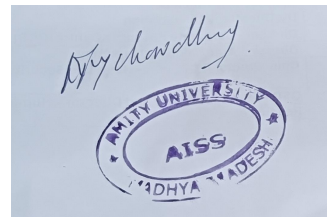
(a) **Chairperson:** Prof. (Dr.) Iti Roychowdhury, Director ASL/ASCENT/AISS

(b) **Members**

- i. Dr. Iti Roychowdhury: Chairperson
- ii. Mr. K.Muthuvel : Member (Subject Matter Expert French)
- iii. Dr Zeba Siddiqui : Member (Subject Matter Expert English)
- iv. Dr Bishakha Mandal : Member
- v. Dr Archana Agrawal : External Expert

2. The agenda of the meeting included the following:

- 1) Review of Curriculum of following according to UGC CCFUGP
 - i. UG-I to IV Sem
 - ii. Minor Tracks-I to VI Sem
- 2) Review of PG Course- I & II Sem
- 3) Review of MBA Course - I & II Sem
- 4) Review of Curriculum of French UG courses
- 5) Review of Curriculum of PhD in English
- 6) Review of Curriculum of BA (H) English
- 7) Introducing the Curriculum of MA English



Discussions/Comments:

3. Recommendation.

(i) The BOS recommends that :-

a) The CIE and ESE evaluation scheme for UG programmes for VAC subjects will be 40: 60 respectively.

b) From the forthcoming semesters, the credit structure of Non-Affected programmes will be changed to match that of Affected Programmes *

- Communication Skills: 2+2+2+2 = 08
- French: 2+2+2+3=09

↓
1. I presume it is with regard to NEP.
2. We should mention.

4. Summary of changes is given below:- *

Current Syllabus					Proposed Changes/Modifications (addition/deletion in the Syllabus)	New Course Code	No. of Credits
Sr. No.	Course Title	Module of the syllabus	Old Course Code	No. of Credits			

* Attached as Annex I

Signature of Members

2em
20/09/24
B

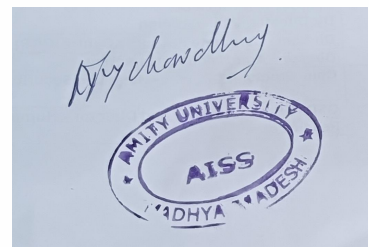
Signature of Chairperson-BOS

Ajay choudhary

Hon'ble (Officiating) Vice Chancellor
AUMP, Gwalior

1/9/24

APPROVED BY
Hon'ble Pro Chancellor
AUMP, Gwalior



A - Amendmentment - attached over leaf II

Discussions/Comments:

3. **Recommendation.**

(i) The BOS recommends that :-

a) The CIE and ESE evaluation scheme for UG programmes for VAC subjects will be 40: 60 respectively.

b) From the forthcoming semesters, the credit structure of Non-Affected programmes will be changed to match that of Affected Programmes

- Communication Skills: 2+2+2+2 = 08
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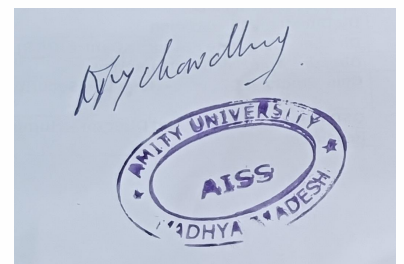
* Attached as Annex I

Signature of Members

Signature of Chairperson-BOS

Hon'ble (Officiating) Vice Chancellor
AUMP, Gwalior

APPROVED BY
Hon'ble Pro Chancellor
AUMP, Gwalior



A - Amendment - attached over leaf II

Discussions/Comments:

3. **Recommendation.**

(i) The BOS recommends that :-

- a) The CIE and ESE evaluation scheme for UG programmes for VAC subjects will be 40: 60 respectively.
- b) From the forthcoming semesters, the credit structure of programmes not affected by NEP 2020 will be as follows
 - Communication Skills: 2+2+2+2 = 08
 - French: 2+2+2+3=09

4. Summary of changes is given below:- *

Current Syllabus					Proposed Changes/Modifications (addition/deletion in the Syllabus)	New Course Code	No. of Credits
Sr. No.	Course Title	Module of the syllabus	Old Course Code	No. of Credits			

* Attached as Annex I

Signature of Members

[Handwritten signatures]

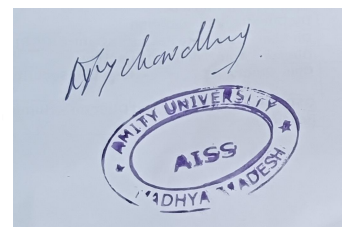
Signature of Chairperson-BoS

[Handwritten signature]

Hon'ble (Officiating) Vice Chancellor
AUMP, Gwalior

[Handwritten signature]
01/4/24

APPROVED BY
Hon'ble Pro Chancellor
AUMP, Gwalior



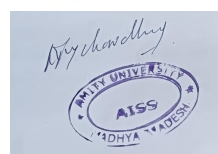


Minutes of the Board of Studies - English and French

Conducted on 07 Feb' 2024

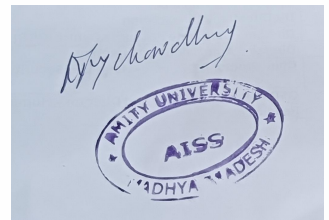
Summary of Changes

Agenda Item	Description	Changes	
No. 1	Review of Credits for Communication Skills (UG Course)	Credits for UG I, II, III & IV have been revised from 1 to 2	
No. 2	From the forthcoming semesters, the credit structure of Non-Affected programmes will be changed to match that of Affected Programmes	Communication Skills: 2+2+2+2 = 08 French: 2+2+2+3=09	
No. 3	i. Review of Curriculum of UG I to UG III	No Change	
No. 4	ii Review of Curriculum of UG IV	In accordance with NEP 2020 & UGC CCFUGP, discipline specific Term paper has been introduced	
No. 5	iii Review of Curriculum of PG I & II	No Change	
No. 6	iv Review of Curriculum of MBA I & II	No Change	
No. 7	i Review of Curriculum of BA (H) English	No Change	
No. 8	i Introducing Curriculum of MA English	-----	
No.9	Review of Credits for Minor Tracks in English	Old Credits	New Credits
		CBA 117 - 3	2
		CBA 217 - 3	2
		CBA 317 - 3	2
		CBA 417 - 4	2
		CBA 517 - 4	3
	CBA 617 - 1	1	
	Total Credits for CBCS (English)	18	12
		Curricula of all courses was approved without changes	
No 10	Review of Evaluation Scheme of UG programmes (VAC subjects)	The CIE and ESE evaluation scheme for UG programmes for VAC subjects will be 40: 60 respectively.	
No. 11	Review of Curriculum of French	Credits for UG I, II, III & IV Semester	



No. 12 No. 13	Review of Curriculum of French Review of Credits for French	have been revised	
		No Change	
		Old Credits	New Credits
		FLU144 - 2	FLU144 - 2
		FLU244 - 2	FLU244 - 2
		FLU344 - 2	FLU344 - 2
		FLU444 - 2	FLU444 - 3
		FLU544 - 2	-
		FLU644 - 2	-
	Total Credits for FRENCH	12	09

Ag



No

No

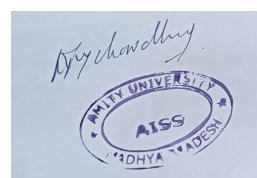


Board of Studies - English and French

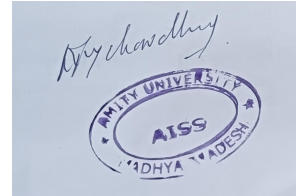
Conducted on 07 Feb' 2024

Summary of Changes

Agenda Item	Description	Changes																								
No. 1	Review of Credits for Communication Skills (UG Course)	Credits for UG I, II, III & IV have been revised from 1 to 2																								
No. 2	From the forthcoming semesters, the credit structure of Non-Affected programmes will be changed to match that of Affected Programmes	Communication Skills: 2+2+2+2 = 08 French: 2+2+2+3=09																								
No. 3	i. Review of Curriculum of UG I to UG III	No Change																								
No. 4	ii Review of Curriculum of UG IV	In accordance with NEP 2020 & UGC CCFUGP, discipline specific Term paper has been introduced																								
No. 5	iii Review of Curriculum of PG I & II	No Change																								
No. 6	iv Review of Curriculum of MBA I & II	No Change																								
No. 7	i Review of Curriculum of BA (H) English	No Change																								
No. 8	i Introducing Curriculum of MA English	----- (Don't need No. change)																								
No.9	Review of Credits for Minor Tracks in English	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 25%; text-align: center;">Old Credits</th> <th style="width: 25%; text-align: center;">New Credits</th> </tr> </thead> <tbody> <tr> <td>CBA 117 -</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> </tr> <tr> <td>CBA 217 -</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> </tr> <tr> <td>CBA 317 -</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> </tr> <tr> <td>CBA 417 -</td> <td style="text-align: center;">4</td> <td style="text-align: center;">2</td> </tr> <tr> <td>CBA 517 -</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> </tr> <tr> <td>CBA 617 -</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Total Credits for CBCS (English)</td> <td style="text-align: center;">18</td> <td style="text-align: center;">12</td> </tr> </tbody> </table>		Old Credits	New Credits	CBA 117 -	3	2	CBA 217 -	3	2	CBA 317 -	3	2	CBA 417 -	4	2	CBA 517 -	4	3	CBA 617 -	1	1	Total Credits for CBCS (English)	18	12
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CBA 117 -	3	2																								
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No 10	Review of Evaluation Scheme of UG programmes (VAC subjects)	The CIE and ESE evaluation scheme for UG programmes for VAC subjects will be 40: 60 respectively.																								
No. 11	Review of Curriculum of French	Credits for UG I, II, III & IV Semester																								



		have been revised	
No. 12	Review of Curriculum of French	No Change	
No.13	Review of Credits for French	Old Credits	New Credits
		FLU144 - 2	FLU144 - 2
		FLU244 - 2	FLU244 - 2
		FLU344 - 2	FLU344 - 2
		FLU444 - 2	FLU444 - 3
		FLU544 - 2	-
	FLU644 - 2	-	
	Total Credits for FRENCH	12	09





Course Structure: ENGLISH POETRY I – BAE 141

Course Title: ENGLISH POETRY I

Credit Units: 4

Course Level: UG Level

Course Code: BAE 141

Course Objectives: To develop aesthetic sense and taste of literature in students and to enable them to appreciate the beauty, rhyme and style of the poem

Pre-requisites: The students must possess fair understanding of structural elements of poetry like meter, rhyme, scheme, verse and stanza

Course Contents/Syllabus:

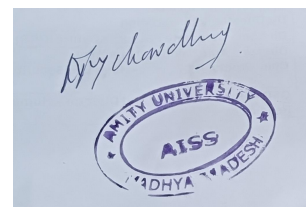
	Weightage (%)
Module I Introduction to Poetry	25%
<ul style="list-style-type: none">Forms of PoetryPoetic Devices	
Module II Geoffrey Chaucer	25%
<ul style="list-style-type: none">The Canterbury Tales	
Module III William Wordsworth	25%
<ul style="list-style-type: none">I Wandered Lonely as a Cloud	
Module IV .P. B. Shelley	25%
<ul style="list-style-type: none">Ozymandias	

Student Learning Outcomes: After the completion of course, the students will be able to

- Understand the word, imagination and style of the poet
- Appreciate the poetry
- Read between the lines using inference and deduction

Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

Lab/ Practical details, if applicable: N/A

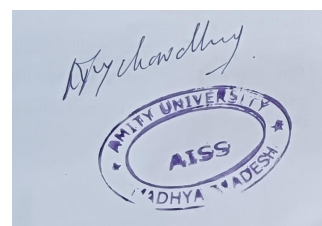


Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Books Recommended:

1. Strand, Mark, and Eavan Boland. *The Making of a Poem: A Norton Anthology of Poetic Forms*. New York ; London, W.W. Norton, Impr. , Cop, 2001.
2. 'A Poetry Handbook', Mary Oliver, Paperback edition
3. 'William Wordsworth', Geoffrey Durant
4. Reiman, Donald H. *Percy Bysshe Shelley*. Updated ed. Boston: Twayne, 1989.
5. Shelley, Percy. *Percy Bysshe Shelley: Selected Poems*. Mineola, NY: Dover Publications, 1993.
6. Shelley, Percy. *The Works of P.B. Shelley*. Hertfordshire, UK: Wordsworth Poetry Library, 1994.
7. Hopper, Vincent Foster (1970). *Chaucer's Canterbury Tales (Selected): An Interlinear Translation*. Barron's Educational Series. ISBN 978-0-8120-0039-9.





Course Structure: LITERATURE FOR CHILDREN AND YOUNG ADULTS – BAE 142

Course Title: Literature for Children and Young Adults

Credit Units: 4

Course Level: UG Level

Course Code: BAE 142

Course Objective: To enable the students to find characters to relate to, and to be challenged with conflicts or ideas outside of their realm of experience

Pre-requisites: The students should enjoy reading literature based on various themes and context.

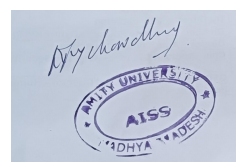
Course Contents/Syllabus:

	Weightage (%)
Module I Lewis Carrol	25%
<ul style="list-style-type: none">Through the Looking Glass	
Module II Shyam Selvadurai	25%
<ul style="list-style-type: none">Funny Boy	
Module III Daniel Defoe	25%
<ul style="list-style-type: none">Robinson Crusoe	
Module IV Edith Nesbit	25%
<ul style="list-style-type: none">The Railway Children	

Student Learning Outcomes:

After the completion of the course, the students will be able to:

- read and study texts that rely in part or in whole on pictorial narratives, as well as book design, typography and the blurring of distinctions between textual and para-textual elements.
- to cultivate visual and tactile as well as verbal literacies
- grasp the many complex avenues through which society reflects on the operations of symbolic thought, and thus perhaps on the origins of being human.



Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations

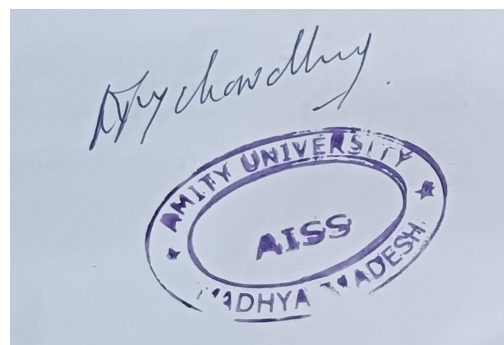
Lab/ Practical details, if applicable: N/A

Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Books Recommended:

- Carroll, Lewis. *Through the looking-glass and what Alice found there*. [New York, Dodge publishing company, 1909] Pdf. Retrieved from the Library of Congress, <www.loc.gov/item/09016128/>.
- Selvadurai, Shyam. *Funny Boy: A Novel*. San Diego: Harcourt Brace, 1997. Print.
- Defoe, Daniel, 1661?-1731. *Robinson Crusoe*. ed by Shaw, Edward R [New York, Boston etc. University publishing company, 1897]
- Nesbit, E. 1858-1924. *The Railway Children*. Champaign, Ill., Project Gutenberg, 1999.





Course Structure: POPULAR LITERATURE – BAE 143

Course Title: Popular Literature

Credit Units: 3

Course Level: UG Level

Course Code: BAE 143

Course Objectives: To enable the students to improve their proficiency through reading, respond to text, draw lessons and insights from slices of life, understand and appreciate other culture, relate to events, characters and own life as well.

Pre-requisites: The students must possess the ability to read and understand in order to enjoy and become immersed in the storyline

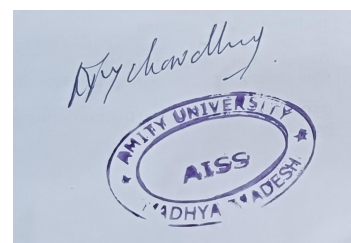
Course Contents/Syllabus:

	Weightage (%)
Module I Agatha Christie:	35%
<ul style="list-style-type: none">The Murder of Roger Ackroyd	
Module II Ruskin Bond	35%
<ul style="list-style-type: none">The Blue Umbrella	
Module III Contemporary Short Story	30%
<ul style="list-style-type: none">All Summer in One Day by Ray BradburyPaper Menagerie by Ken Lui	

Student Learning Outcomes:

After the completion of the course, the students will be able to:

- Define the meaning of literature and popular literature
- Recognize literary techniques, devices, and writing styles
- Reflect on how these different literary texts affect the lives of people.
- Exhibit appreciation of literary aesthetics.



Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

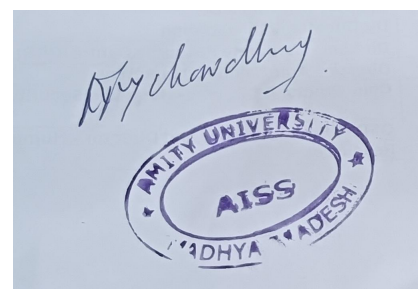
Lab/ Practical details, if applicable: N/A

Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Books Recommended:

- Christie, Agatha. The Murder of Roger Ackroyd . Great Britain: Harper Colins, 1926.
- Monteiro, Jennifer. "Decoding the Role of the Reader in The Murder of Roger Ackroyd: A Study in Popular Culture." The Criterion Volume 5, issue 5(2014): 5.
- Narcejac, Boileau and. "The Typology of Detective Fiction." Le Roman Policier 1964.
- <http://authors.wizards.pro/books/titles/58363/all-summer-in-a-day>
- Liu, Ken. The Paper Menagerie. Head of Zeus,2016.
- <http://www.goodreads.com>





Course Structure: ACADMIC WRITING – BAE 144

Course Title: ACADEMIC WRITING
Course Level: UG Level

Credit Units: 3
Course Code: BAE 144

Course Objectives: To help the students to analyze, think critically and learn techniques and styles of writing.

Pre-requisites: The students must possess fair understanding of writing styles

Course Contents/Syllabus:

	Weightage (%)
Module I	35%
<ul style="list-style-type: none">Introduction to the Writing Process	
Module II	35%
<ul style="list-style-type: none">Features and Types of Academic Writing	
Module III	30%
<ul style="list-style-type: none">Structuring an Argument	

Student Learning Outcomes: On completion of this course, the students will be:

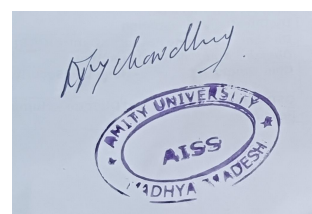
- able to write in a variety of academic genres
- able to write persuasively by effectively employing elements of formal argumentation

Pedagogy for Course Delivery: The course delivery will be done by using a combination of lectures and presentations.

Lab/ Practical details, if applicable: N/A

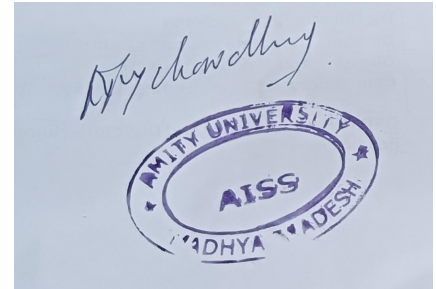
Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70



Suggested Readings

1. Liz Hamp-Lyons and Ben Heasley, Study writing: A Course in Writing Skills for Academic Purposes (Cambridge: CUP, 2006).
2. Renu Gupta, A Course in Academic Writing (New Delhi: Orient BlackSwan, 2010).
3. Ilona Leki, Academic Writing: Exploring Processes and Strategies (New York: CUP, 2nd edn, 1998).
4. Gerald Graff and Cathy Birkenstein, They Say/I Say: The Moves That Matter in Academic Writing (New York: Norton, 2009).
5. Peter Chin, Samuel Reid, Yoko Yamazaki, Sean Wray _Academic Writing Skills 3 Student's Book, Volume 3





Course Structure: ENGLISH PROSE I – BAE 241

Course Title: ENGLISH PROSE I

Credit Units: 4

Course Level: UG Level

Course Code: BAE 241

Course Objectives: To make the students understand Indian English Writing as a new form of Indian culture and voice in which India converses regularly

Pre-requisites: The students should enjoy reading stories

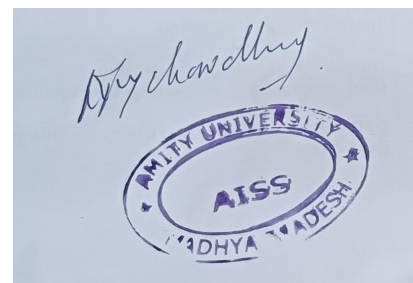
Course Contents/Syllabus:

	Weightage (%)
Module I	25%
<ul style="list-style-type: none">Elements of Short Story: Plot, Characterization, Narrative Technique and Structure	
Module II	25%
<ul style="list-style-type: none">Types of Prose & Prose Style: Autobiography, Biography, Memoir; Travelogue; Periodical Essay; Formal Essay; Personal Essay	
Module III	25%
<ul style="list-style-type: none">Short Stories (any two)O' Henry- The Last LeafAnton Chekhov- The LamentGuy de Maupassant- The Terror	
Module IV	25%
<ul style="list-style-type: none">Short StoriesM.R. Anand- The Barber's Trade UnionR.K Narayan- Under the Banyan Tree	

Student Learning Outcomes: After the completion of course, the students will be able to make use of word choices, word order, figurative language and imagery to convey meaning/emotion.

Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

Lab/ Practical details, if applicable: N/A

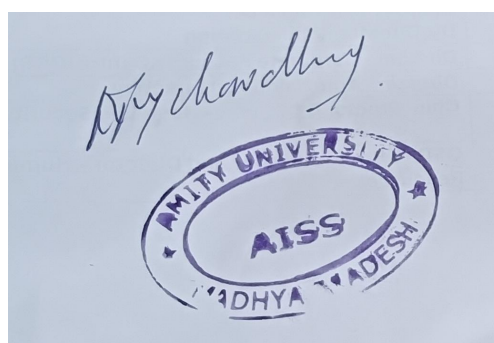


Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Suggested Reading:

- Boulton, M., “The Anatomy of Prose”, Kalyani, New Delhi, 1982.
- Chambers, E., “The Development of English Prose”, Oxford University Press, London, 1957.
- Berman, J., “A Companion to Virginia Woolf”, John Wiley and Sons, 2016.
- Kalam, A.P.J., “Ignited Minds: Unleashing the power within India” Penguin, 2014.
- Sen A., “Tagore and His India”, The New York Review of Books, 1997.
- Dorner, J., “Writing for the Internet”, Oxford University Press, New York, 2002.
- Majumdar, P.K., “Commentary on the Consumer Protection Act”, Prentice Hall, New Delhi, 1992.
- Norton, P., “Introduction to Computers”, Tata McGraw Hill, New Delhi, 2005.
- Read, H., “English Prose Style”, Pantheon, New York, 1981.
- Walker, H., “English Essays and Essayists”, J.M. Dent and Sons Ltd., London, 1928.
- Williams, W.E., “A Book of English Essays”, Penguin Books, Harmondsworth, 1948.





Course Structure: GRAPHIC NOVEL – BAE 242

Course Title: GRAPHIC NOVEL

Credit Units: 4

Course Level: UG Level

Course Code: BAE 242

Course Objectives: To encourage the students to look at how identity, history, politics, and culture are presented and portrayed in diverse narratives.

Pre-requisites: The students should enjoy reading comics and the events portrayed through pictures

Course Contents/Syllabus:

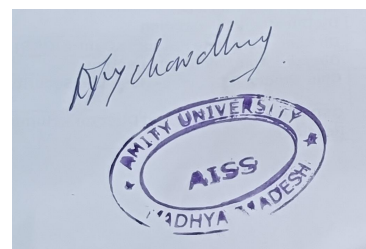
	Weightage (%)
Module I	25%
<ul style="list-style-type: none">Introduction to Graphic Novel	
Module II	25%
<ul style="list-style-type: none">This Side, that side by Vishwajyoti Ghosh	
Module III	25%
<ul style="list-style-type: none">Maus I	
Module IV	25%
<ul style="list-style-type: none">Jimmy Corrigan: The Smartest Kid on Earth by Chris Ware	

Student Learning Outcomes: After the completion of course, the students will be able to

- critically analyse graphic novels using recognised methods of literary criticism and sequential art criticism to substantiate and illustrate those arguments;

Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

Lab/ Practical details, if applicable: N/A



Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

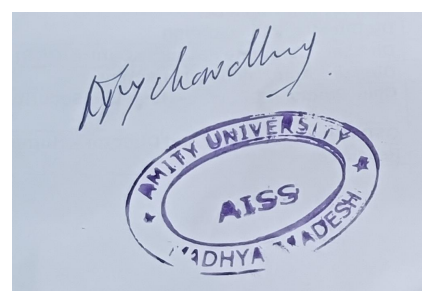
Suggested Reading:

Eisner, Will. *Comics & Sequential Art*. Tamarac, FL: Poorhouse Press, 2003. Print.

Kukkonen, Karin. *Studying Comics and Graphic Novels*. West Sussex, UK: Wiley Blackwell, 2013. Print.

Nayar, Pramod K. *The Indian Graphic Novel: Nation, History and Critique*. Abingdon, Oxon: Routledge, Taylor & Francis Group, 2016. Print.

Parthasarathy, Anusha. "The Serious Side of Comics." *The Hindu*. 26 Dec. 2011. Web. 11 July 2017. <<http://www.thehindu.com/todays-paper/tp-features/tp-metroplus/the-serious-side-of-comics/article2750452.ece>>.





Course Structure: ECOCRITICISM – BAE 243

Course Title: Ecocriticism

Credit Units: 3

Course Level: UG Level

Course Code: BAE 243

Course Objectives: To initiate the students into the nature and ecology aspects of literature and the critical practice

Pre-requisites: The students must possess fair understanding of environment and sustainable development

Course Contents/Syllabus:

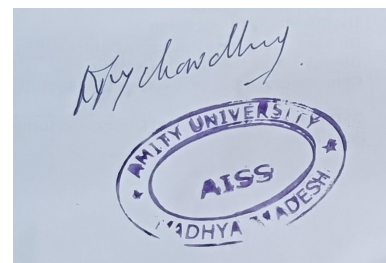
	Weightage (%)
Module I	25%
<ul style="list-style-type: none">Introduction to Eco-Literature	
Module II	25%
<ul style="list-style-type: none">Snake by D H Lawrence	
Module III	25%
<ul style="list-style-type: none">Eco Fiction by John Stadler	
Module IV	25%
<ul style="list-style-type: none">Dune by Frank Herbert	

Student Learning Outcomes:

After the completion of course, the students will become familiar with the opposing viewpoints in Man's relationship with the physical environment from literary texts

Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

Lab/ Practical details, if applicable: N/A

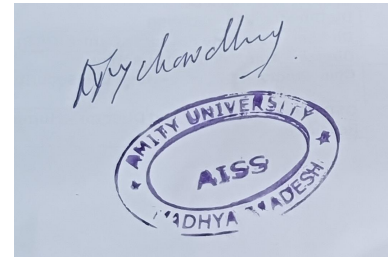


Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Books & Web Sources Recommended:

- Barry, Peter. *Beginning Theory: An Introduction to Literary and Critical Studies*. 3rd ed., 2009
- Garrard, Greg. *Ecocriticism: New Critical Idiom*. Routledge, 2004.
- Mark Deeble and Victoria Stone. "The Queen of Trees." YouTube, 3 May 2014,





Course Structure: PROFESSIONAL AND PUBLIC WRITING – BAE 244

Course Title: PROFESSIONAL AND PUBLIC WRITING

Credit Units: 4

Course Level: UG Level

Course Code: BAE 244

Course Objectives: To A effectively educate, instruct, or persuade an audience via emails, newsletters, memos, press releases, letters, and resumés.

Pre-requisites: The students must possess fair understanding of notices, circulars and letter writing

Course Contents/Syllabus:

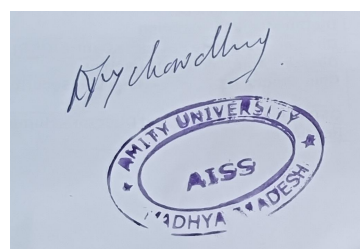
	Weightage (%)
Module I	25%
<ul style="list-style-type: none">Notices and Circulars	
Module II Report Writing	25%
<ul style="list-style-type: none">Types of Reports – Formal and Informal Reports	
Module III	25%
<ul style="list-style-type: none">Letter WritingMemos	
Module IV	25%
<ul style="list-style-type: none">Resume Writing	

Student Learning Outcomes: After the completion of course, the students will be able to:

- write professionally appropriate letters, memos and reports
- draft a basic resume for themselves

Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

Lab/ Practical details, if applicable: N/A

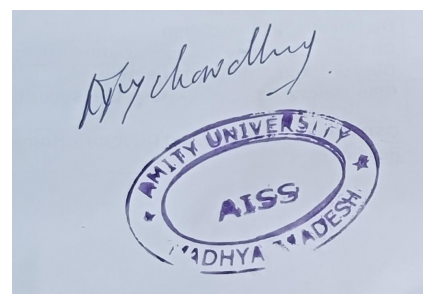


Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Suggested Reading:

- Professional Writing Skills in English, Infinite Learning Solutions – (Revised Edition) 2021.
- High School English Grammar & Composition by Wren and Martin, S Chandh & Company Ltd – 2015.
- McNair, New Technologies and Your Resume
- Hauer, Writing Technical Document for the Public
- Business Communication, Concepts, Cases and Applications, PD Chaturvedi, Pearson.
- Functional Grammar and Communicative Skills, S Sreenivasan, Century Publishers.





Course Structure: ENGLISH DRAMA – BAE 341

Course Title: ENGLISH DRAMA

Credit Units: 4

Course Level: UG Level

Course Code: BAE 341

Course Objectives: To develop a more complex understanding of the history, literature, narrative techniques, drama techniques, kind of fiction and drama existing in Britain, America and India

Pre-requisites: The students should have some knowledge of drama as a genre in English Literature

Course Contents/Syllabus:

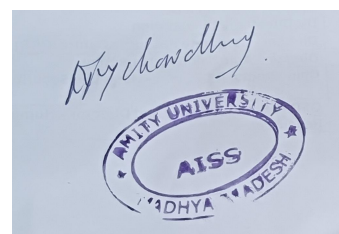
	Weightage (%)
Module I Introduction to Drama	25%
<ul style="list-style-type: none">Types of Drama	
Module II	25%
<ul style="list-style-type: none">T.S. Eliot: Murder in the Cathedral	
Module III	25%
<ul style="list-style-type: none">Harold Pinter: The Birthday Party	
Module IV	25%
<ul style="list-style-type: none">Girish Karnad: Hayavadana	

Student Learning Outcomes: After the completion of course, the students will be able to

- understand the elements of drama and special characteristics of the major literary tendencies of various ages

Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

Lab/ Practical details, if applicable: N/A



Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Suggested Reading:

Abrams, M., and Geoffrey Harpham. *A Glossary of Literary Terms*. 11th ed., Cengage Learning, 2014.

Baldick, Chris. *The Oxford Dictionary of Literary Terms (Oxford Quick Reference)*. 4th ed., Oxford University Press, 2015.

Nicoll, Allardyce. *The Theatre and Dramatic Theory*. London: Harrap, 1962. --. *The Theory of Drama*. New York: B. Blom, 1966.

Rai, Rama Nand. *Theory of Drama: A Comparative Study of Aristotle and Bharata*. New Delhi: Classical Pub. Co., 1992.

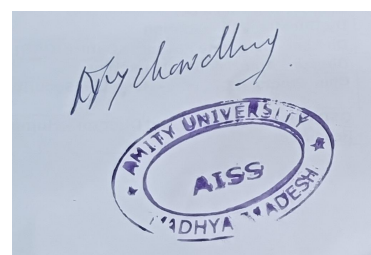
Allardyce Nicoll. *A History of English Drama 3 Vol. Set*. Cambridge: 1946.

Williams, Raymond. *Drama from Ibsen to Brecht*. London: Penguin Books, 1973.

Bentley, Eric. *The Theory of the Modern Stage: An Introduction to Theatre and Drama*. London: Penguin Books, 1968.

Gascoigne, Bamber. *Twentieth Century Drama*. London: Hutchinson, 1967.

Baumer, Rachel Van M., and James R. Brandon, eds. 1981. *Sanskrit Theatre in Performance*. Delhi: Motilal Banarsidass, 1993.





Course Structure: GENDER AND LITERATURE – BAE 342

Course Title: GENDER AND LITERATURE

Course Level: UG Level

Credit Units: 4

Course Code: BAE 342

Course Objectives: To familiarize students with the literature and discourses around gender

Pre-requisites: The students are already aware of role of gender in a society

Course Contents/Syllabus:

	Weightage (%)
Module I	35%
<ul style="list-style-type: none">Introduction to Gender Studies in Literature	
Module II	35%
<ul style="list-style-type: none">'The Chess Players''Shooting an Elephant' by George Orwell	
Module III	30%
<ul style="list-style-type: none">Gender, Films, and Advertisements	

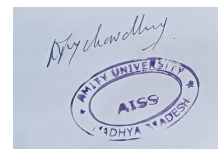
Student Learning Outcomes: On completion of this course, the students will be:

- able to analyze and critique literary and theoretical texts with the view to understanding the role gender
- able to delineate the way patriarchal power structures function in the oppression of the sexes.

Pedagogy for Course Delivery: The course delivery will be done by using a combination of lectures and presentations.

Lab/ Practical details, if applicable: N/A

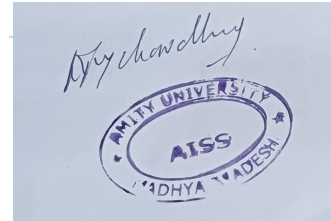
Assessment/ Examination Scheme:



Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Suggested Readings

1. Gender Trouble, Judith Butler
2. Masculinities, R. W. Connell
3. Literature and Gender, Lizbeth Goodman
 - Mary Wollstonecraft – A Vindication of the Rights Of Women
 - Simone de Beauvoir – The Second Sex
 - Virginia Woolf – A Room of one's Own
 - Showalter, Elaine: A literature of their own: British women novelists from Brontë to Lessing.
 - Judith Butler: Gender Trouble
 - Jeanette Winterson: Art Objects
 - Bell Hooks: Understanding Patriarchy (essay)





Course Structure: HISTORY OF ENGLISH LITERATURE – BAE 343

Course Title: HISTORY OF ENGLISH LITERATURE

Course Level: UG Level

Credit Units: 3

Course Code: BAE 343

Course Objectives: To provide extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.

Pre-requisites: The students should have a brief idea of different ages in English Literature

Course Contents/Syllabus:

	Weightage (%)
Module I	35%
<ul style="list-style-type: none">History of English Literature from 14th Century to Romantic Age	
Module II	35%
<ul style="list-style-type: none">English Literature from Chaucer to Renaissance	
Module III	30%
<ul style="list-style-type: none">Seventeenth Century & Eighteenth Century	

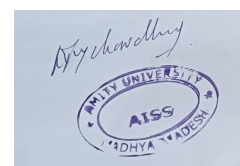
Student Learning Outcomes: On completion of this course, the students will be:

- familiarized with the socio-cultural ambience and the discursive frameworks of various ages.

Pedagogy for Course Delivery: The course delivery will be done by using a combination of lectures and presentations.

Lab/ Practical details, if applicable: N/A

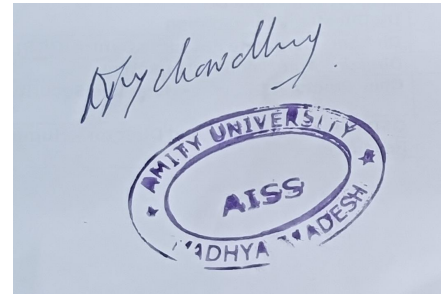
Assessment/ Examination Scheme:



Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Suggested Readings

- Daiches, D., “A Critical History of English Literature”, Supernova Publishers, 2010.
- Compton- Rickett, A., “A History of English Literature” Nabu Press, 2010.
- Boulton, M., “The Anatomy of Prose”, Kalyani, New Delhi, 1982.
- Chambers, E., “The Development of English Prose”, Oxford University Press, London, 1957.
- Read, H., “English Prose Style”, Pantheon, New York, 1981.
- Walker, H., “English Essays and Essayists”, J.M. Dent and Sons Ltd., London, 1928.
- Williams, W.E., “A Book of English Essays”, Penguin Books, Harmondsworth, 1948





Course Structure: ENGLISH FICTION – BAE 441

Course Title: ENGLISH FICTION

Credit Units: 4

Course Level: UG Level

Course Code: BAE 441

Course Objectives: To familiarize students with Indian ethos and values through Indian fiction and to help them to analyze novels critically and in the context of their own lived situations.

Pre-requisites: The students should have understanding of character, plot, setting, theme, point of view, conflict, and Tone in a story

Course Contents/Syllabus:

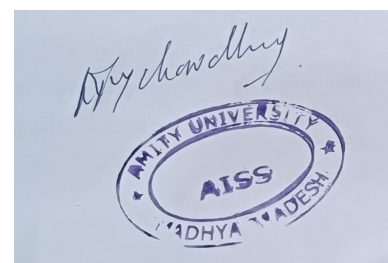
	Weightage (%)
Module I	25%
<ul style="list-style-type: none">Emily Bronte's Wuthering Heights	
Module II	25%
<ul style="list-style-type: none">Thomas Hardy's The Mayor of Caster Bridges,	
Module III	25%
<ul style="list-style-type: none">George Orwell's Animal Farm	
Module IV	25%
<ul style="list-style-type: none">Charles Dickens' Oliver Twist	

Student Learning Outcomes: After the completion of course, the students will be able to

- develop creative thinking through reading of fiction
- realize the potential of fiction in bringing out social and cultural change

Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

Lab/ Practical details, if applicable: N/A

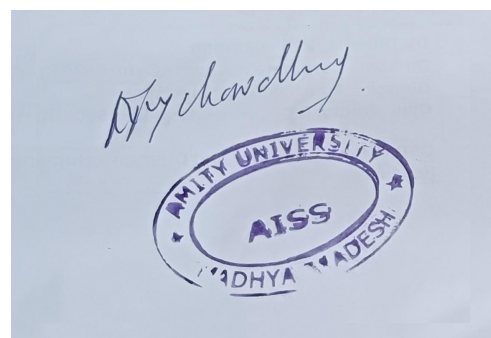


Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Suggested Reading:

- Srinivasa Iyengar, K. R. Indian Writing in English. India, Sterling Publishers, 1987.
- 2. Naik, M. K. A History of Indian English Literature. India, SahityaAkademi, 1982.
- 3. Nayar, Pramod K. The Indian Graphic Novel: Nation, History and Critique. India, Taylor & Francis, 2016.
- 4. Gopal, Priyamvada. The Indian English Novel: Nation, History, and Narration. United Kingdom, Oxford University Press, 2009.





Course Structure: WOMEN'S WRITING – BAE 442

Course Title: WOMEN'S WRITING
Course Level: UG Level

Credit Units: 4
Course Code: BAE 442

Course Objectives: To help students understand the social construction of woman by patriarchy and examine feminism's concerns of equality with men

Pre-requisites: The students should be aware of a few famous women writers and their works

Course Contents/Syllabus:

	Weightage (%)
Module I Novel	35%
<ul style="list-style-type: none">Alice Walker <i>The Color Purple</i>	
Module II Short Story	35%
<ul style="list-style-type: none">Charlotte Perkins Gilman <i>The Yellow Wallpaper</i>	
Module III	30%
<ul style="list-style-type: none">Emily Dickinson <i>I cannot live with you</i>	

Student Learning Outcomes: On completion of this course, the students will be:

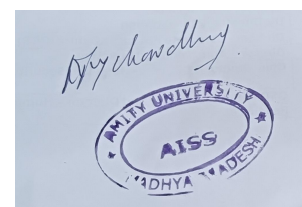
- able to discuss women's writing as an act of resistance and of grasping agency

Pedagogy for Course Delivery: The course delivery will be done by using a combination of lectures and presentations.

Lab/ Practical details, if applicable: N/A

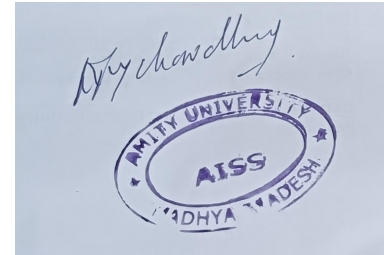
Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70



Suggested Readings

- Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
- Elaine Showalter, 'Introduction', in *A Literature of Their Own: British Women Novelists from Bronte to Lessing* (1977).
- Simone de Beauvoir, 'Introduction', in *The Second Sex*.
- Rosemarie Garland-Thomson, 'Integrating Disability, Transforming Feminist Theory', in *The Disability Studies Reader*, ed. Lennard J. Davis, 2nd edition (London and New York: Routledge, 2006) pp. 257-73.
- Kumkum Sangari and Sudesh Vaid, 'Introduction', in *Recasting Women: Essays in Colonial History*





Course Structure: DIGITAL HUMANITIES – BAE 443

Course Title: DIGITAL HUMANITIES
Course Level: UG Level

Credit Units: 3
Course Code: BAE 443

Course Objectives: To explore the possibilities of using digital mediums in literature

Pre-requisites: The students must possess fair understanding of digital platforms of interaction

Course Contents/Syllabus:

	Weightage (%)
Module I	35%
<ul style="list-style-type: none"> Introduction to Digital Humanities 	
Module II	35%
<ul style="list-style-type: none"> Nature, concept and scope of Digital Humanities. Need and Importance of Digital Humanities. 	
Module III	30%
<ul style="list-style-type: none"> Theories and debates in Digital Humanities. Challenges and the future of Digital Humanities. 	

Student Learning Outcomes: On completion of this course, the students:

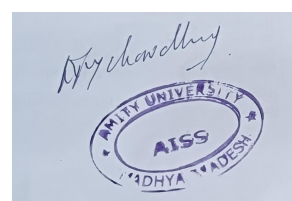
- Will learn the basic concepts of Digital Humanities, various tools and techniques of Digital Humanities and gain an understanding of Digital Humanities

Pedagogy for Course Delivery: The course delivery will be done by using a combination of lectures and presentations.

Lab/ Practical details, if applicable: N/A

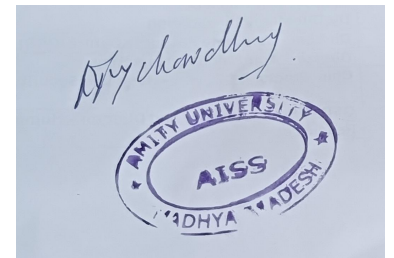
Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70



Suggested Readings

- Eileen Gardiner, Ronald G. Musto (2015), *The Digital Humanities: A Primer for Students and Scholars*, Cambridge University Press.
- Schreibman, S., Siemens, R., Unsworth, J. (2004), *Companion to Digital Humanities*, Oxford: Blackwell.
- Hockey, Susan. (2000), *Electronic Texts in the Humanities: Principles and Practice*, Oxford University Press.
- Berry, David M, ed. *Understanding Digital Humanities*. London: Palgrave Macmillan, 2012.
- Gold, Matthew, ed. *Debates in the Digital Humanities*. Minnesota: University of Minnesota Press, 2012.
- Warwick, Claire, Melissa Terras and Julianne Nyhan, eds. *Digital Humanities in Practice*. London: Facet Publishing, 2012.
- Shillingsburg, Peter. (2006), *From Gutenberg to Google. Electronic Representations of Literary Texts*, Cambridge University Press.





Course Structure: CHILDREN'S LITERATURE: MULTICULTURAL PERSPECTIVES – BAE 444

Course Title: CHILDREN'S LITERATURE: MULTICULTURAL PERSPECTIVES Credit Units: 3
Course Level: UG Level Course Code: BAE 444

Course Objectives: To develop a deeper understanding of their own culture as well as the cultures of others in Students

Pre-requisites: The students should have a feeling of respect for people of different cultures and lifestyles

Course Contents/Syllabus:

	Weightage (%)
Module I	35%
<ul style="list-style-type: none">The Tangerine Tree by Regina Hanson	
Module II	35%
<ul style="list-style-type: none">The Kite Runner by Khaled Hosseini	
Module III	30%
<ul style="list-style-type: none">One Hundred Years of Solitude by Gabriel Garcia Marquez	

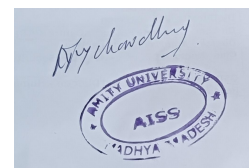
Student Learning Outcomes: On completion of this course, the students will be:

- able to gain an insight into a culture's thoughts and beliefs
- able to foster a positive self-concept and identity

Pedagogy for Course Delivery: The course delivery will be done by using a combination of lectures and presentations.

Lab/ Practical details, if applicable: N/A

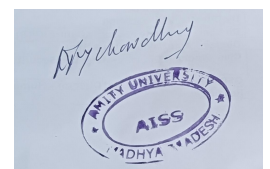
Assessment/ Examination Scheme:



Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Suggested Readings

1.





Course Structure: ENGLISH POETRY II - BAE 541

Course Title: ENGLISH POETRY II

Course Level: UG Level

Credit Units: 4

Course Code: BAE 541

Course Objectives: To enable the students to compare and contrast Romantic and Victorian tendencies through the poems while critically assessing the poetry

Pre-requisites: The students must possess fair understanding of English poetry

Course Contents/Syllabus:

	Weightage (%)
Module I	
<ul style="list-style-type: none">Introduction to Romantic and Victorian English Poetry	35%
Module II	
<ul style="list-style-type: none">Poetry of William Blake	35%
Module III	
<ul style="list-style-type: none">Poetry of Lord Tennyson	30%

Student Learning Outcomes: On completion of this course, the students will be:

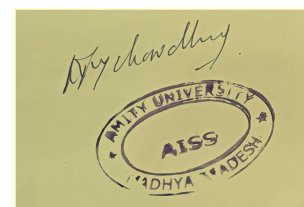
- Able to develop understanding of literary concepts like ode, dramatic monologue

Pedagogy for Course Delivery: The course delivery will be done by using a combination of lectures and presentations.

Lab/ Practical details, if applicable: N/A

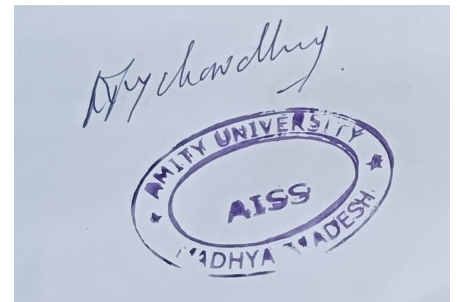
Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70



Suggested Readings

- Abrams, M.H. & Harpham, G.G., “A Glossary of Literary Terms”, Cengage Learning, Delhi, 2015.
- Ford, B., “The New Pelican Guide to English Literature 4: From Dryden to Johnson”, Penguin, 2000.
- Abrams, M.H., “English Romantic Poets”, Oxford University Press, New York, 1975.
- Boulton, M., “The Anatomy of Poetry”, Kalyani, New Delhi, 1979.
- Bowra, C.M., “The Romantic Imagination”, Oxford University Press, Delhi, 1961.
- Chandler, J. (ed.), “The Cambridge History of English Romantic Literature”, Cambridge University Press, Cambridge, 2009.
- Gardener, H., “The Metaphysical Poets”, Penguin Classics, Delhi, 1960.





Course Structure: LITERARY THEORY – BAE 542

Course Title: LITERARY THEORY
Course Level: UG Level

Credit Units: 4
Course Code: BAE 542

Course Objectives: To introduce the basic concepts of Western literary theory and criticism to students

Pre-requisites: The students must possess fair understanding of methods for understanding literary pieces

Course Contents/Syllabus:

	Weightage (%)
Module I	35%
<ul style="list-style-type: none">Introduction to Literary Theory	
Module II	35%
<ul style="list-style-type: none">Introduction to Indian Poetics (Rasa, Dhvani)	
Module III	30%
<ul style="list-style-type: none">Literature and Mimesis: Plato [I]	

Student Learning Outcomes: On completion of this course, the students will be:

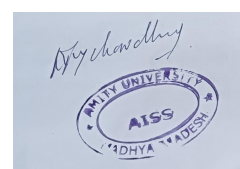
- Able to understand the significance of major critical theories
- Able to analyze the themes and structure of literary works

Pedagogy for Course Delivery: The course delivery will be done by using a combination of lectures and presentations.

Lab/ Practical details, if applicable: N/A

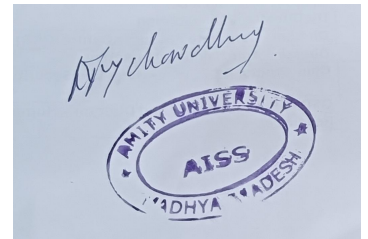
Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70



Suggested Readings

- *David Lodge(ed.). Twentieth Century Literary Criticism reader, London, Longman, 1972.*
- *David Lodge(ed.). Modern Criticism and Theory, London, Longman, 1988.*
- *Robert Con Davis (ed) Contemporary Literary Criticism: Modernism Through Post Structuralism, London: Longman, 1986*
- *Wilbur Scott (ed) Five Approaches of Literary Criticism, New York: Macmillan (1978)*
- *V.S. Sethuraman (ed) Contemporary Criticism; An Anthology, Madras: Macmillan(1989)*
- *David H. Richter(ed). The Critical Tradition: Classic Texts and Contemporary Trends, 3rd Ed. 2007.*
- *Eve Kosofsky Sedgwick - Epistemology of the Closet, University of California Press, 1990.*
- *Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. New Delhi: Viva Books, 2008.*
- *Habib, M.A.R. A History of Literary Criticism: From Plato to the Present London: Blackwell, 2005.*





Course Structure: LITERARY CRITICISM – BAE 543

Course Title: LITERARY CRITICISM

Course Level: UG Level

Credit Units: 4

Course Code: BAE 543

Course Objectives: To broaden the students' understanding of an author's work by summarizing, interpreting, and exploring its value.

Pre-requisites: The students should have a knack of studying ideas from different points of view, and determine on an individual level whether a literary work is worth reading.

Course Contents/Syllabus:

	Weightage (%)
Module I	35%
<ul style="list-style-type: none">Aristotle – The Poetics	
Module II	35%
<ul style="list-style-type: none">William Wordsworth – Preface to the Lyrical Ballad	
Module III	30%
<ul style="list-style-type: none">T. S Eliot – Function of Criticism	

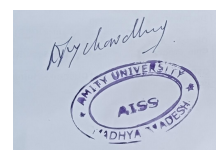
Student Learning Outcomes: On completion of this course, the students will be:

- to develop an overview of the critical theories since classical times.
- able to apply the critical theories to literary texts and recognize the relevance of the theories in the social context

Pedagogy for Course Delivery: The course delivery will be done by using a combination of lectures and presentations.

Lab/ Practical details, if applicable: N/A

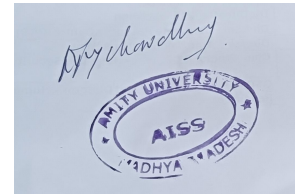
Assessment/ Examination Scheme:



Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Suggested Readings

- *David Lodge(ed.). Twentieth Century Literary Criticism reader, London, Longman, 1972.*
- *David Lodge(ed.). Modern Criticism and Theory, London, Longman, 1988.*
- *Robert Con Davis (ed) Contemporary Literary Criticism: Modernism Through Post Structuralism, London: Longman, 1986*
- *Wilbur Scott (ed) Five Approaches of Literary Criticism, New York: Macmillan (1978)*
- *V.S. Sethuraman (ed) Contemporary Criticism; An Anthology, Madras: Macmillan(1989)*
- *David H. Richter(ed). The Critical Tradition: Classic Texts and Contemporary Trends, 3rd Ed. 2007.*
- *Eve Kosofsky Sedgwick - Epistemology of the Closet, University of California Press, 1990.*
- *Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. New Delhi: Viva Books, 2008.*
- *Habib, M.A.R. A History of Literary Criticism: From Plato to the Present London: Blackwell, 2005.*





Course Structure: American Literature– BAE 544

Course Title: ENGLISH FICTION

Credit Units: 4

Course Level: UG Level

Course Code: BAE 441

Course Objectives: To familiarize students with Indian ethos and values through Indian fiction and to help them to analyze novels critically and in the context of their own lived situations.

Pre-requisites: The students should have understanding of character, plot, setting, theme, point of view, conflict, and Tone in a story

Course Contents/Syllabus:

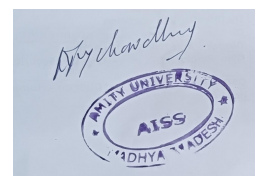
	Weightage (%)
Module I	25%
• Emily Bronte's Wuthering Heights	
Module II	25%
• Thomas Hardy's The Mayor of Caster Bridges,	
Module III	25%
• George Orwell's Animal Farm	
Module IV	25%
• Charles Dickens' Oliver Twist	

Student Learning Outcomes: After the completion of course, the students will be able to

- develop creative thinking through reading of fiction
- realize the potential of fiction in bringing out social and cultural change

Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

Lab/ Practical details, if applicable: N/A

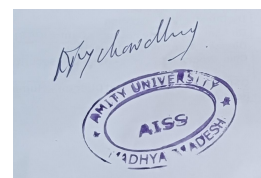


Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Suggested Reading:

- Srinivasa Iyengar, K. R. Indian Writing in English. India, Sterling Publishers, 1987.
- 2. Naik, M. K. A History of Indian English Literature. India, SahityaAkademi, 1982.
- 3. Nayar, Pramod K. The Indian Graphic Novel: Nation, History and Critique. India, Taylor & Francis, 2016.
- 4. Gopal, Priyamvada. The Indian English Novel: Nation, History, and Narration. United Kingdom, Oxford University Press, 2009.





Course Structure: ENGLISH DRAMA – BAE 641

Course Title: ENGLISH DRAMA II
Course Level: UG Level

Credit Units: 4
Course Code: BAE 641

Course Objectives: To help the students to analyze, think critically and learn techniques and styles of writing.

Pre-requisites: The students must possess fair understanding of Drama as a genre in English literature

Course Contents/Syllabus:

	Weightage (%)
Module I	35%
<ul style="list-style-type: none">• Elements of Drama• Authorial Intrusion; Cacophony; Circumlocution; Conflict; Diction; Epilogue	
Module II	35%
<ul style="list-style-type: none">• Literary Terms (Drama)• Flashback; Foreshadowing; Motif; Prologue; Epilogue	
Module III	30%
<ul style="list-style-type: none">• Literary Terms (Drama)• Unity of Time; Place & Action; Setting; Spoonerism; Stage	

Student Learning Outcomes: On completion of this course, the students will be:

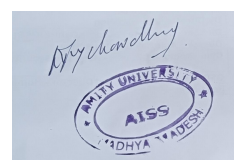
- able to use dramatic techniques
- able to present their viewpoints keeping in mind the elements of drama

Pedagogy for Course Delivery: The course delivery will be done by using a combination of lectures and presentations.

Lab/ Practical details, if applicable: N/A

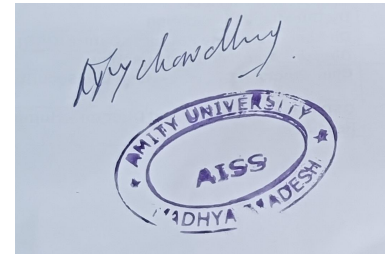
Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70



Suggested Readings

- Bogard, T. & Oliver, W., “Modern Drama: Essays in Criticism”, Oxford University Press, New York, 1965.
- Boulton, M., “The Anatomy of Drama”, Kalyani, New Delhi, 1980.
- Brooks, V.W., “The Writer in America”, E.P. Dutton and Co. Inc., New York, 1953.
- Cohn, R., “Currents in Contemporary Drama”, Indiana University Press, Bloomington, 1969.
- Golden, W.C., “A Brief History of English Drama from the Earliest to the Latest Times”, Forgotten Books, London, 2018.
- Krasner, D., Ed., “A Companion to Twentieth Century American Drama”, Blackwell Companions, 2007.
- Kernan, A.B., “The Modern American Theatre”, Prentice Hall, New Jersey, 1967.
- Kitchin, L., “Drama in Sixties”, Faber and Faber, London, 1966.
- Nicoll, A., “A History of English Drama”, Cambridge University Press, Cambridge, 2009.





Course Structure: Literature and Caste

Course Title: Literature and Caste
Course Level: UG Level

Credit Units: 4
Course Code: BAE 642

Course Objectives: It will help the students to explore the form and genre that are sensitive to nuances of race and caste

Pre-requisites: The students must possess a fair understanding of the culture of India and the historical background caste system.

Course Contents/Syllabus:

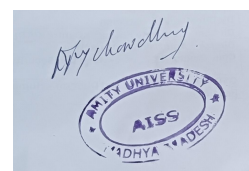
	Weightage (%)
Module I—Poem Readings <ul style="list-style-type: none">Namdeo Dhasal<ul style="list-style-type: none">(i) 'Hunger'(ii) 'Mandakini Patil'From Namdeo Dhasal: Poet of the Underworld, Poems 1972–2006, trans., Dilip Chitre (Delhi: Navayana Publishing, 2007).Manohar Mouli Biswas<ul style="list-style-type: none">'Valmiki', in Poetic Rendering as Yet Unborn (Chaturta Duniya, 2010).	35%
Module II – Prose Readings <ul style="list-style-type: none">Rani, Challapalli Swaroopa, 'Caste Domination Male Domination' from <i>Steel Nibs are Sprouting</i>Sharankumar Limbale, 'Dalit Literature and Aesthetics', from <i>Towards an Aesthetic of Dalit Literature: History, Controversies & Considerations</i>, Orient Longman, 2004, pp. 103-21.	35%
Module III – Short Stories <ul style="list-style-type: none">Ajay Navaria, 'New Custom', trans. Laura Brueck, in <i>The Exercise of Freedom: An Introduction to Dalit Studies</i>, eds K. Satyanarayana, Susie Tharu (New Delhi: Navayana Publishing, 2013)Sanjay Kumar, 'Black Ink', trans. Raj Kumar, in <i>Listen to the Flames: Texts and Readings From the Margins</i>, eds Tapan Basu, Indranil Acharya, A. Mangai (New Delhi: Oxford University Press, 2017)	30%

Student Learning Outcomes: On completion of this course, the students will be able to:

- Elaborate caste, class, and gender and its representation in literature
- Write about a completely different literary aesthetic that a literature grounded in an engagement with caste generates
- Demonstrate foreground the reality of caste, in Indian society

Pedagogy for Course Delivery: The course delivery will be done using a combination of lectures and presentations.

Lab/ Practical details, if applicable: N/A

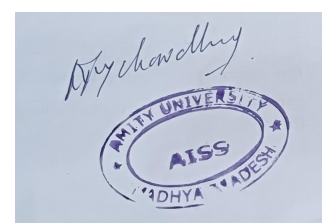


Assessment/ Examination Scheme:

Components	Midterm	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Suggested Readings

1. Namdeo Dhasal: *Poet of the Underworld*, Poems 1972–2006, trans., Dilip Chitre (Delhi: Navayana Publishing, 2007).
2. Poetic Rendering as *Yet Unborn* (Chaturta Duniya, 2010).
3. *Steel Nibs are Sprouting*, eds. K Satyanarayana and Susie Tharu, Harper Collins, 2013, pp. 704-709
4. “Towards an Aesthetic of Dalit Literature: History, Controversies & Considerations”, Orient Longman, 2004, pp. 103-21
5. *The Exercise of Freedom: An Introduction to Dalit Studies*, eds K. Satyanarayana, Susie Tharu (New Delhi: Navayana Publishing, 2013)
6. *Listen to the Flames: Texts and Readings From the Margins*, eds Tapan Basu, Indranil Acharya, A. Mangai (New Delhi: Oxford University Press, 2017)





Course Structure: Literature of Diaspora – BAE 643

Course Title: Literature of Diaspora
Course Level: UG Level

Credit Units: 4
Course Code: BAE 643

Course Objectives: It will help the students to explore preliminary knowledge on the intrinsic connection between literature and diaspora.

Pre-requisites: The students must possess an understanding of the diaspora

Course Contents/Syllabus:

	Weightage (%)
Module I – Fiction/Nonfiction	35%
<ul style="list-style-type: none">“Brick Lane”- Monica Ali“The Kite Runner”- Khaled Hosseini	
Module II – Readings	35%
<ul style="list-style-type: none">Elif Shafak, ‘Cinnamon’, in The Bastard of Istanbul (USA: Viking Penguin, 2007).Caryl Phillips, ‘Somewhere In England’, in Crossing The River (London: Random House, 1993).	
Module III – Memoir/Autobiography	30%
<ul style="list-style-type: none">Maxine Hong Kingston, The Woman Warrior (USA: Knopf Publishers, 1976).	

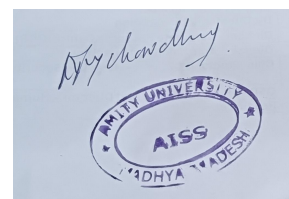
Student Learning Outcomes: On completion of this course, the students will be able to:

- Elaborate diaspora and its representation in literature
- analyze diaspora attitude in literary writings and compositions
- Demonstrate an appreciation of the global intersectionalities stemming out of increased migration and cross-cultural living, culminating in diasporic practices

Pedagogy for Course Delivery: The course delivery will be done using a combination of lectures and presentations.

Lab/ Practical details, if applicable: N/A

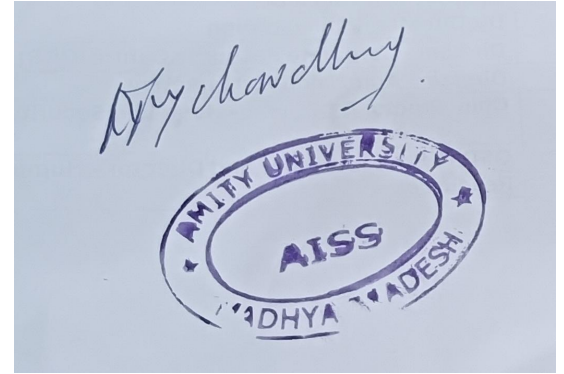
Assessment/ Examination Scheme:



Components	Midterm	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Suggested Readings

1. Maxine Hong Kingston, *The Woman Warrior* (USA: Knopf Publishers, 1976)
2. Khaled Hosseini, *The Kite Runner*. Bloomsbury Paperbacks; 1st edition (1 January 2013); Bloomsbury Press.
3. Monica Ali, *Brick Lane*. Black Swan (1 May 2004)
4. Elif Shafak, 'Cinnamon', in *The Bastard of Istanbul* (USA: Viking Penguin, 2007).
5. Caryl Phillips, 'Somewhere In England', in *Crossing The River* (London: Random House, 1993).





Course Structure: English Fiction II

Course Title: English Fiction II

Course Level: UG Level

Credit Units: 4

Course Code: BAE 741

Course Objectives: To expose the learners to the intricacies and complexities of modern fiction focusing on its themes and techniques to enable them to evaluate modern social and cultural movements and appreciate changing literary tastes and fashions; to inspire them to read modern classics and thus re-sensitize themselves

Pre-requisites: The students must possess an understanding of modern fiction

Course Contents/Syllabus:

	Weightage (%)
Module I—	35%
Introducing modern fiction—themes and concerns—movements—styles and techniques.	
Module II -	35%
<ul style="list-style-type: none">Virginia Woolf. OrlandoKingsley Amis. Lucky Jim	
Module III –	30%
<ul style="list-style-type: none">Aldous Huxley. Brave New WorldWilkie Collins. No Name.	

Student Learning Outcomes: On completion of this course, the students will be able to:

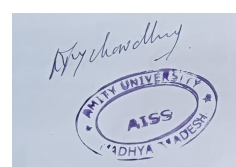
- To acquaint students with representative modern fiction, offering a multi-cultural perspective by authors who come from different national, cultural and ethnic backgrounds

Pedagogy for Course Delivery: The course delivery will be done using a combination of lectures and presentations.

Lab/ Practical details, if applicable: N/A

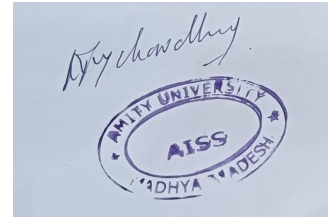
Assessment/ Examination Scheme:

Components	Midterm	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70



Suggested Readings

1. Woolf, Virginia. Orlando. UK: OUP,2015.
2. Collins, Wilkie. No Name. Penguin Classics, 1995
3. Huxley, Aldous. BraveNewWorld.London:Chatto&Windus,1932
4. Orwell, George. The Animal Farm.London:Seeker&Warbufl1,1945
5. Joyce, James. The Portrait of an Artist as a Young Man.Create Space Independent Publishing Platform, 2017
6. Graham Greene. The Heart of the Matter.Penguin Classics, 2004.
7. Kingsley Amis. Lucky Jim.NYRB Classics, 2012
8. Lawrence, D H. Sons and Lovers. Wordsworth Editions Ltd; Reprint edition, 1992





Course Structure: Indian Writings in English

Course Title: Indian Writings in English

Course Level: UG Level

Credit Units: 4

Course Code: BAE 742

Course Objectives: 1. To introduce students to major movements and figures of Indian Literature in English through the study of selected literary texts
2. To create literary sensibility and emotional response to the literary texts and implant a sense of appreciation of the literary text

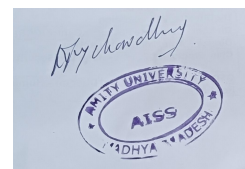
Pre-requisites: The students must possess an understanding of India from historical, political, and social perspectives

Course Contents/Syllabus:

	Weightage (%)
Module I—Poems	35%
<ul style="list-style-type: none"> Henry Derozio: <ol style="list-style-type: none"> The Harp of India, India-My Country To the Pupils of the Hindu College Nissim Ezekiel: <ol style="list-style-type: none"> Night of the Scorpion Poet, Lover, Birdwatcher 	
Module II—Fiction/Nonfiction	35%
<ul style="list-style-type: none"> The Shadow Lines- Amitav Ghosh 	
Module III – Short Stories	30%
<ul style="list-style-type: none"> The Portrait of a Lady- Khushwant Singh An Astrologer’s Day- R.K. Narayan 	

Student Learning Outcomes: On completion of this course, the students will be able to:

- Instill values and develop human concerns through Indian Writings
- Demonstrate literary and linguistic competence in writing



Pedagogy for Course Delivery: The course delivery will be done using a combination of lectures and presentations.

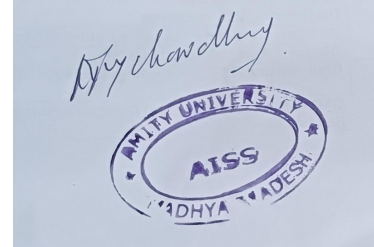
Lab/ Practical details, if applicable: N/A

Assessment/ Examination Scheme:

Components	Midterm	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Suggested Readings

1. Mehrotra, A. K. (Ed.) *Twelve Modern Indian Poets*. Calcutta: OUP, 1992.
2. Amitav Ghosh. *The Shadow Lines*. Penguin Modern Classics (18 June 2019)
3. Khushwant Singh. "The Portrait of a Lady". Penguin Books India Pvt Ltd; 2007th edition (20 February 2009)
4. R K Narayan. "An Astrologer's Day". Alpha Edition (23 November 2020).





Course Structure: POSTCOLONIAL STUDIES– BAE 743

Course Title: POSTCOLONIAL STUDIES
Course Level: UG Level

Credit Units: 3
Course Code: BAE 743

Course Objectives: To introduce a cross-section of writings in English from the colonized nations to illustrate their similarities and differences and their richness and variety.

Pre-requisites: The students should have a brief understanding of colonization, decolonization and post colonization

Course Contents/Syllabus:

	Weightage (%)
Module I Africa	35%
• Fiction - Things Fall Apart - Chinua Achebe	
Module II Australia	35%
• Short Story - "One Sunday in February 1942" Thomas Kenally	
Module III Carribean	30%
• Poetry : "Ruins of a Great House" Derek Walcott	

Student Learning Outcomes: On completion of this course, the students will be:

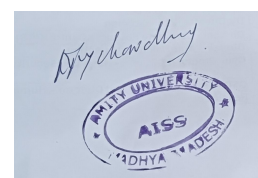
- define the problems and consequences of colonization
- identify key authors, and literary forms in postcolonial literature

Pedagogy for Course Delivery: The course delivery will be done by using a combination of lectures and presentations.

Lab/ Practical details, if applicable: N/A

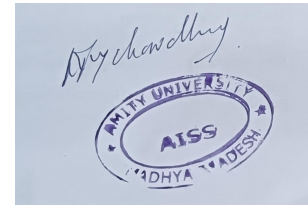
Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70



Suggested Readings

- Ashcroft, Bill Ashcroft et al, eds. The Empire Writes Back, London and New York: Routledge, 2006. Print.
- Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. Key Concepts in Post-Colonial Studies, London and New York: Routledge, 1998. Print.
- King, Bruce, ed. The New National and Postcolonial Literatures: An Introduction, Oxford: Clarendon, 1996.
- Killam, G. D. The Novels of Chinua Achebe. Studies in African Literature Series, London: Heinemann, 1978. P
- Sarkar Parama ,Postcolonial Literatures, Orient Black Swan,2016
- What is Post colonialism, What is Post Colonial Theory And Postcolonial Terms?
https://www.youtube.com/watch?v=_AWWbFM9jNM





Course Structure: POSTCOLONIAL LITERATURE IN ENGLISH – BAE 744

Course Title: POSTCOLONIAL LITERATURE IN ENGLISH

Credit Units: 5

Course Level: UG Level

Course Code: BAE 744

Course Objectives: To help the students identify and discuss key postcolonial authors and texts in their historical and cultural contexts

Pre-requisites: The students are aware of the concept of pre and post-colonial literature

Course Contents/Syllabus:

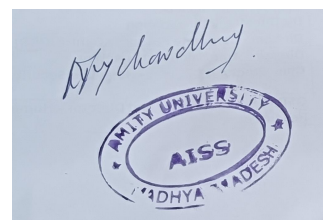
	Weightage (%)
Module I	25%
<ul style="list-style-type: none">Things fall Apart by Chinua Achebe	
Module II	25%
<ul style="list-style-type: none">No Telephone to Heaven, by Michelle Cliff	
Module III	25%
<ul style="list-style-type: none">A Small Place, by Jamaica Kincaid	
Module IV	25%
<ul style="list-style-type: none">Shame, by Salman Rushdie	

Student Learning Outcomes:

After the completion of course, the students will be able to identify and analyze how beliefs, values, languages, theories, or laws shape cultures and cultural works

Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

Lab/ Practical details, if applicable: N/A

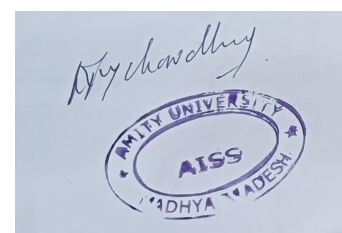


Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Suggested Reading:

Achebe, Chinua. *Things Fall Apart*. Anchor/Doubleday, 1958. ISBN 385474547
Anand, Mulk Raj. *Untouchable*. Penguin, 1935. ISBN 140183957
Rhys, Jean. *Wide Sargasso Sea*. Norton, 1966. ISBN 978-0393310481
Hodge, Merle. *Crick Crack Monkey*. Waveland, 1970. ISBN 978-1-4786-0659-8
Rushdie, Salman. *Midnight's Children*. Random House, 1981. ISBN 978-0812976533
Dangarembga, Tsitsi. *Nervous Conditions*. Lynne Rienner, 1988. ISBN 0954702336
Ngugi wa Thiong'o. *Devil on the Cross*. Heinemann, 1980. ISBN 978-0435908447



French syllabus – Programme d'études pour le français
All U.G. Program – Foreign Language

French - I

Course Code: FLU144

Credit Units: 02

Course Objective:

To familiarize the students with French language, its phonetics and its accents.
To enable students

- to greet someone in French, to present and describe oneself and people
- to enter in contact, and begin a conversation, to ask and tell about date
- to talk about day to day life tasks like enquiring about time, interest and preference

Course Contents:

Unité 1, 2 – Pg : 16-44

Unité 1: Bonjour, ça va ? Salut ! Je m'appelle Agnès

Actes de Parole :- Entrer en contact : Saluer, demander et dire comment ça va – Les pays et les nationalités – les animaux domestiques - Se présenter et présenter quelqu'un - Demander et dire la date - les jours de la semaine –les nombres de 0 à 69 - les mois de l'année – la famille (1) - La France physique et politique.

Unité 2: Qui-est-ce ? Dans mon sac, j'ai....

Actes de Parole :- Demander et répondre poliment – les professions – Quelques objets – La fiche d'identité - Demander et des informations personnelles.

Grammaire :

1. Les pronoms personnels sujets – Les verbes *être* et *avoir* – Les articles indéfinis et définis – La formation du féminin (1) – la formation du pluriel (1) – Les adjectifs possessifs.
2. La formation du féminin (2) – La phrase interrogative: Qu'est-ce que ? / Qu'est-ce que c'est / Qui est-ce ? - La phrase négative (1) – C'est / Il est (1) – Les verbes du premier groupe – Les verbes *aller* et *venir*.

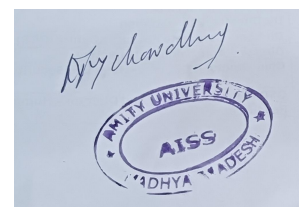
Examination Scheme:

Components	INTERNAL				EXTERNAL	GRAND TOTAL
	MID-SEM	VIVA-VOCE	ATTENDANCE	TOTAL	END SEMESTER	
Weightage (%)	15	20	5	40	60	100

Text &References:

Le livre à suivre:

- Marie-Noëlle Cocton. GÉNÉRATION A1 (Livre d'élèves) Didier, 2016.
- Marie-Noëlle Cocton. GÉNÉRATION A1 (Cahier d'exercices) Didier, 2016.



French syllabus – Programme d'études pour le français All U.G. Program –Foreign Language

French -II

Course Code: FLU244

Credit Units: 02

Course Objective:

To furnish the linguistic tools

- to talk about the physical aspect and character of the person
- to express about frequent action, routine and leisure activities
- to talk about food, shopping, enquire about prix, services, mode of payment.
- to ask and give information about outing, excursion.

Course Contents:

Unité 3, 4 – Pg: 44-76

Unité 3: Il est comment ? – Allô ?

Actes de Parole :- Décrire l'aspect physique et le caractère – les nombres à partir de 70 - Parler au téléphone – Les pays des vacances.

Unité 4: Les loisirs- la routine

Actes de Parole :- Parler de ses goûts et ses préférences – Décrire sa journée - les loisirs - les matières – les temps et l'heure – la fréquence.

Grammaire :

3. La formation du féminin (3) – les articles contractés – les pronoms personnels toniques – Il y a – Les adverbes interrogatifs – les nombres – Les prépositions de lieu - Les verbes du deuxième groupe – le verbe *faire*.
4. Les adjectifs interrogatifs - les nombres ordinaux – l'heure – les pronoms personnels *COD* – les verbes pronominaux – les verbes du premier groupe en *-e_er, -é_et, -eler, -eter* – le verbe *prendre*.

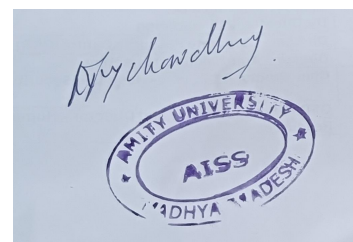
Examination Scheme:

Components	INTERNAL				EXTERNAL	GRAND TOTAL
	MID-SEM	VIVA-VOCE	ATTENDANCE	TOTAL	END SEMESTER	
Weightage (%)	15	20	5	40	60	100

Text & References:

Le livre à suivre:

- Marie-Noëlle Cocton. GÉNÉRATION A1 (Livre d'élèves) Didier, 2016.
- Marie-Noëlle Cocton. GÉNÉRATION A1 (Cahier d'exercices) Didier, 2016.



French syllabus-Programme d'études pour le français All U.G. Program–Foreign Language

French -III

Course Code: FLU344

Credit Units: 02

Course Objective:

To strengthen the language of the students in both oral and written

To revise the grammar in application and the communication tasks related to topics covered already

To get acquainted with the current social communication skills, oral (dialogue, telephone conversations, etc.) and written and perform simple communication tasks such as

- talking about city life style, various modes of transportations.
- talking about how to indicate the direction and to enquire information's about tourists places.
- describe about an object using colors, shapes, materials and measurements.
- to describe about family, dress and accessories.

Course Contents:

Unité 5, 6 – Pg : 78-108

Unité 5: Où faire ses courses ? – Découvrez et dégustez !

Actes de Parole :- Au restaurant : Commander et commenter – Inviter et répondre à une invitation - Les aliments – Les quantités – Les commerces et les commerçants – Demander et dire le prix – Les services – Les moyens de paiement - Le pays des gourmands.

Unité 6: Tout le monde s'amuse – Les ados au quotidien

Actes de Parole : - Décrire une tenue – Ecrire un message amical – Les sorties – Situer dans le temps – la famille (2) - Les vêtements et les accessoires.

Grammaire :

5. Les articles partitifs – le pronom « *en* » (la quantité) – très ou beaucoup ? – La phrase négative (2) – C'est/ Il est (2) – L'impératif – Il faut- les verbes : *devoir, pouvoir, savoir, vouloir*.

6. Les adjectifs démonstratifs – La formation du féminin (4) - Le pronom indéfini « *on* » - Le futur proche – Le passé composé – Les verbes du premier groupe en « -yer » – Les verbes *voir* et *sortir*.

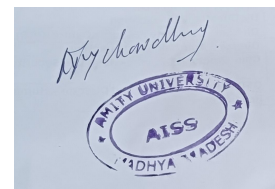
Examination Scheme:

Components	INTERNAL				EXTERNAL	GRAND TOTAL
	MID-SEM	VIVA-VOCE	ATTENDANCE	TOTAL	END SEMESTER	
Weightage (%)	15	20	5	40	60	100

Text & References:

Le livre à suivre:

- Marie-Noëlle Cocton. GÉNÉRATION A1 (Livre d'élèves) Didier, 2016.
- Marie-Noëlle Cocton. GÉNÉRATION A1 (Cahier d'exercices) Didier, 2016.



French syllabus-Programme d'études pour le français
All U.G. Program – Foreign Language
French - IV

Course Code: FLU444

Credit Units: 02

Course Objective:

To strengthen the language of the students in both oral and written

To revise the grammar in application and the communication tasks related to topics covered already

To get acquainted with the current social communication skills, oral (dialogue, telephone conversations, etc.) and written and perform simple communication tasks such as

- talking about city life style, various modes of transportations
- talking about various parts of internal and external parts of the body.
- describe about accidents and natural calamities.
- talking about education system in France, formalities to go abroad, weather forecast etc.
- talking about obligation, permission and restriction.

Course Contents:

Unité 1, 2 – Pg : 14-42

Unité 1: Vivre la ville et visiter une ville

Actes de Parole:- Indiquer le chemin - Demander des renseignements touristiques - Les transports - Les lieux de la ville.

Unité 2: On vend ou on garde – Ventes d'autrefois, ventes d'aujourd'hui

Actes de Parole:- Permettre - défendre - obliger - Décrire un objet : les couleurs - les formes – les matériaux – les mesures - l'informatique.

Grammaire :

1. La comparaison - Les prépositions avec les noms géographiques – Les pronoms personnels *COI* – Le pronom *y* (le lieu) – la position des pronoms compléments – Les verbes du premier groupe en – *ger* et –*cer*, -Les verbes: *ouvrir* et *accueillir*.
2. La formation du pluriels (2) – les adjectifs de couleur – Les adjectifs : *beau, nouveau, vieux* – les pronoms relatifs *qui* et *que* – l'imparfait - Les verbes: *connaître, écrire, mettre* et *vendre*.

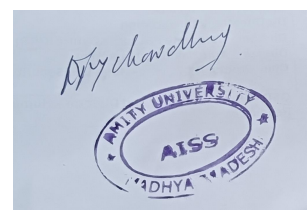
Examination Scheme:

Components	INTERNAL				EXTERNAL	GRAND TOTAL
	MID-SEM	VIVA-VOCE	ATTENDANCE	TOTAL	END SEMESTER	
Weightage (%)	15	20	5	40	60	100

Text & References:

Le livre à suivre:

- Marie-Noëlle Cocton. GÉNÉRATION A2 (Livre d'élèves) Didier, 2016.
- Marie-Noëlle Cocton. GÉNÉRATION A2 (Cahier d'exercices) Didier, 2016.





Course Structure: Medieval Literature – MAE 141

Course Title: Medieval Literature

Credit Units: 5

Course Level: PG Level

Course Code: MAE 141

Course Objectives: 1.To understand the literature and intellectual background of medieval Europe.
2.To understand concepts like feudalism, chivalry, estate satire, the influence of Christianity, the position of women

Pre-requisites: The students must possess fair understanding of world literature

Course Contents/Syllabus:

	Weightage (%)
Module I	
<ul style="list-style-type: none"> Thomas Malory: <i>Morte d'Arthur</i>. WW Norton and Company, 2003. Book I: —<i>From the Marriage of King Uther unto King Arthur that Reigned After Him and Did Many Battles</i>l. Book VII: —<i>Sir Lancelot and Queen Guinevere</i>l. Geoffrey Chaucer: <i>Canterbury Tales</i> _The Nun's Priest's Tale. Riverside Chaucer, Oxford University Press, 2008. 	25%
Module II	
<ul style="list-style-type: none"> Wakefield Master: <i>The Second Shepherds' Play</i> 	25%
Module III	
<ul style="list-style-type: none"> William Langland: <i>Piers Plowman</i>. 	25%
Module IV	
<ul style="list-style-type: none"> <i>The Letters of Abelard and Heloise</i>. Penguin Books, 2004. Andreas Capellanus: <i>De Amore/The Art of Courtly Love</i>. Columbia University Press, 1990. 	25%

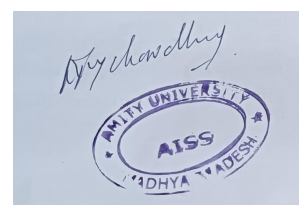
Student Learning Outcomes: After the completion of course, the students will be able to

- To dispel myths about the medieval period being the supposed 'Dark Ages'
- To gain knowledge of genres like chivalric romance, satire, early drama and beast fable

Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

Lab/ Practical details, if applicable: N/A

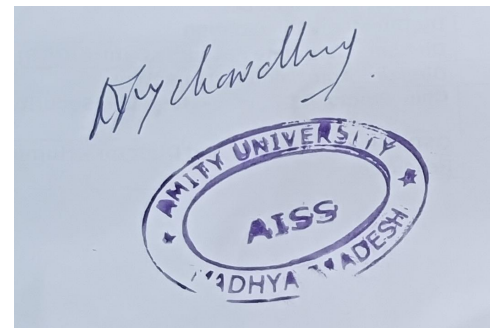
Assessment/ Examination Scheme:



Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Books Recommended:

- Derek Brewer, ed. *Studies in Medieval English Romances: Some New Approaches* (Cambridge: UP, 1988)
- C. Batt, *Malory's Morte D'Arthur: Remaking Arthurian Tradition* (Palgrave Macmillan, 2016)
- Nicolette Zeeman, *The Arts of Disruption: Allegory and Piers Plowman* (Oxford UP, 2020)
- Marc Bloch, *Feudal Society* (Routledge rpt. 2014)
- Jill Mann, *From Aesop to Reynard: Beast Literature in Medieval Britain* (Oxford UP, 2009)
- Jill Mann, *Chaucer and Medieval Estates Satire* (Cambridge UP, 1973)





Course Structure: Medieval Literature – MAE 141

Course Title: Medieval Literature

Credit Units: 5

Course Level: PG Level

Course Code: MAE 141

Course Objectives: 1.To understand the literature and intellectual background of medieval Europe.
2.To understand concepts like feudalism, chivalry, estate satire, the influence of Christianity, the position of women

Pre-requisites: The students must possess fair understanding of world literature

Course Contents/Syllabus:

	Weightage (%)
Module I	
<ul style="list-style-type: none">Thomas Malory: <i>Morte d'Arthur</i>. WW Norton and Company, 2003. Book I: —<i>From the Marriage of King Uther unto King Arthur that Reigned After Him and Did Many Battles</i>. Book VII: —<i>Sir Lancelot and Queen Guinevere</i>.Geoffrey Chaucer: <i>Canterbury Tales</i> _The Nun's Priest's Tale._ Riverside Chaucer, Oxford University Press, 2008.	25%
Module II	
<ul style="list-style-type: none">Wakefield Master: <i>The Second Shepherds' Play</i>	25%
Module III	
<ul style="list-style-type: none">William Langland: <i>Piers Plowman</i>.	25%
Module IV	
<ul style="list-style-type: none"><i>The Letters of Abelard and Heloise</i>. Penguin Books, 2004.Andreas Capellanus: <i>De Amore/The Art of Courtly Love</i>. Columbia University Press, 1990.	25%

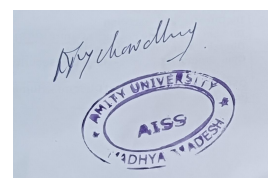
Student Learning Outcomes: After the completion of course, the students will be able to

- To dispel myths about the medieval period being the supposed 'Dark Ages'
- To gain knowledge of genres like chivalric romance, satire, early drama and beast fable

Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

Lab/ Practical details, if applicable: N/A

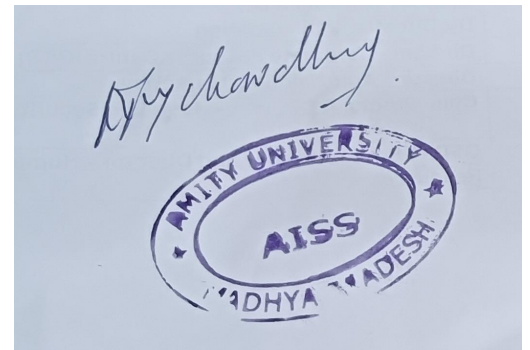
Assessment/ Examination Scheme:



Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Books Recommended:

- Derek Brewer, ed. *Studies in Medieval English Romances: Some New Approaches* (Cambridge: UP, 1988)
- C. Batt, *Malory's Morte D'Arthur: Remaking Arthurian Tradition* (Palgrave Macmillan, 2016)
- Nicolette Zeeman, *The Arts of Disruption: Allegory and Piers Plowman* (Oxford UP, 2020)
- Marc Bloch, *Feudal Society* (Routledge rpt. 2014)
- Jill Mann, *From Aesop to Reynard: Beast Literature in Medieval Britain* (Oxford UP, 2009)
- Jill Mann, *Chaucer and Medieval Estates Satire* (Cambridge UP, 1973)





Course Structure: Early Modern World – MAE 142

Course Title: Early Modern World

Credit Units: 5

Course Level: PG Level

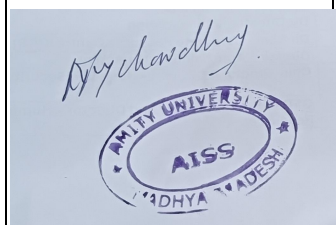
Course Code: MAE 142

- Course Objectives:**
1. This course will familiarize students with the Early Modern World, earlier called the Re-naissance, through poetry, fiction and philosophy.
 2. The individual gained centrality in this age but the optimism in human potential was tempered by skepticism and anxiety due the challenges posed to religious beliefs.

Pre-requisites: The students must possess fair understanding of early modern world

Course Contents/Syllabus:

	Weightage (%)
Module I	
<ul style="list-style-type: none"> • Thomas More: <i>Utopia</i> trans. and ed. George M. Logan (New York: Norton, 2011). • Erasmus: —One must be born a king or a fool, <i>Erasmus on his Times</i> trans. and ed. Margaret Mann Phillips (Cambridge: Cambridge UP, 1967) pp. 35-44. 	25%
Module II	
<ul style="list-style-type: none"> • Edmund Spenser: <i>Shepherd's Calendar</i> —April Eclogue. Letter to Raleigh. <i>The Faerie Queene</i> Books III and VI. <i>Spenser: Poetical Works</i> eds. J.C. Smith and E. de Selincourt and (Oxford UP, 1975) • Baldassare Castiglione: From <i>The Book of the Courtier</i> trans. George Bull (Harmondsworth: Penguin, 1983): Book I pp.65-68, Book II, pp.125-133, Book IV pp.284-289. 	25%
Module III	
<ul style="list-style-type: none"> • Michel de Montaigne: <i>Apology for Raymond Sebond</i> trans. and ed. M.A. Screech (Harmondsworth: Penguin,1987). • William Shakespeare: <i>Sonnets</i> 18, 29, 73, 94, 110, 129, 130, 138. <i>Shakespeare's Sonnets</i> ed. Katherine Duncan-Jones, The Arden Shakespeare (Thomas and Nelson, 1997). • Metaphysical Poetry: • John Donne: —The Flea, —The Ecstasie,—The Relique,—Batter my heart,—Satyre: of Religion. • George Herbert: —The Collar, —The Pulley,—Lovell. • Andrew Marvell: —The Garden,—To his coy mistress,—Bermudasl. 	25%



<i>The Metaphysical Poets</i> ed. Helen Gardner (Harmondsworth: Penguin, 1972)	
Module IV	25%
<ul style="list-style-type: none"> • Charles I: <i>Eikon Basilike</i> www.gutenberg.org. • John Milton: <i>Paradise Lost</i> Books 1-4, 9-10, ed. Alistair Fowler, Longman Annotated English Poets (London and New York: Longman, 1968). • Gerrard Winstanley: 'The Law of Freedom' <i>The Works of Gerrard Winstanley</i>, ed. George Sabine (Eussell and Russell, 1965). 	

Student Learning Outcomes: After the completion of course, the students will be able to

- Familiarise students with literary texts and intellectual debates of 16th and 17th century Europe
- Discuss religious faith vs scepticism, rise of science, burgeoning imperialism

Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

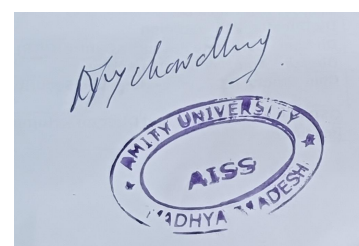
Lab/ Practical details, if applicable: N/A

Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Books Recommended:

- Quentin Skinner, *The Foundations of Modern Political Thought* vol.1 (Cambridge; Cambridge UP, 1978)
- Stephen Greenblatt, *Renaissance Self Fashioning from More to Shakespeare* (Chicago: Chicago UP, 1980)
- Louis Montrose, —Spenser and the Elizabethan Poetical Imaginary|| *ELH* 69.4 (2002): 907- 946
- Rosalie Colie, *My Echoing Song: Andrew Marvell's Poetry of Criticism* (Princeton: Princeton UP, 1970)
- Christopher Hill, *Milton and the English Revolution* (London: Faber and Faber, 1977)





Course Structure: Post-Independence Indian Literature – MAE 143

Course Title: Post-Independence Indian Literature

Credit Units: 5

Course Level: PG Level

Course Code: MAE 143

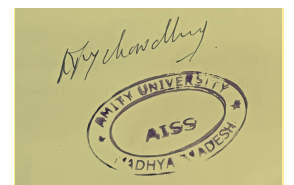
Course Objectives:

1. To introduce students to literary texts from a range of regional, cultural, social, and political locations within India since Independence
2. To inculcate in students an in-depth understanding of some of the major issues shaping this literary production

Pre-requisites: The students must possess fair understanding of Post-Independence Indian literature

Course Contents/Syllabus:

	Weightage (%)
Module I	
<ul style="list-style-type: none"> • Salma: 'Toilets' (2020) Trans from Tamil by N. Kalyan Raman. <i>The Curse: Stories</i>. • Attia Hossain: <i>Sunlight on a Broken Column</i>, 1961. • Aijaz Ahmad: <i>In the Mirror of Urdu: Reconstructions of Nation and Community, 1947-65</i>, Indian Institute of Advanced Study, Shimla, 1993. 	25%
Module II	
<ul style="list-style-type: none"> • Srilal Shukla: <i>Raag Darbari</i> (1967), trans. Gillian Wright, New Delhi: Penguin. • Partha Chatterjee: 'Politics of the Governed', pp. 53-78 in <i>The Politics of the Governed: Reflections on Popular Politics in Most of the World</i>, Columbia University Press: New York, 2004. 	25%
Module III	
<ul style="list-style-type: none"> • Salman Rushdie: <i>The Moor's Last Sigh</i> (1995). <p>Imaginary Homelands, pp 1-9 in <i>Imaginary Homelands: Essays and Criticism 1981-1991</i>, Granta: London, 1991.</p>	25%
Module IV	
<ul style="list-style-type: none"> • P. Lal and K Raghavendra Rao: Preface to <i>Modern Indo-Anglian Poetry</i>, Writers Workshop: Calcutta, 1958. • Arun Kolatkar: (i) Woman (ii) Irani Restaurant Bombay (iii) A note on the reproductive cycle of rubbish (iv) The Potato Peelers <p>From JEJURI (1976): <i>The Bus Heart of Ruin, The Doorstep</i></p>	25%



The Door, Chaitanya, A Low Temple, An Old Woman, Chaitanya, The Butterfly, Makarand, Chaitanya, Between Jejuri and the Railway Station, The Railway Station, The Station Master, and the setting sun in *Arun Kolatkar: Collected Poems in English* ed Arvind Krishna Mehrotra, Bloodaxe Books: Northumberland, 2017.

‘SARPA SATRA’ (2004) in *Arun Kolatkar: Collected Poems in English* ed Arvind Krishna Mehrotra, Bloodaxe Books: Northumberland, 2017, pp.186-214.

- Arvind Krishna Mehrotra: ‘What is an Indian Poem?’ in *Arun Kolatkar: Collected Poems in English* ed Arvind Krishna Mehrotra, Bloodaxe Books: Northumberland, 2017, pp.357-359.

Student Learning Outcomes: After the completion of course, the students will be able to

- To comprehend regional differences in issues discussed and in socio-cultural contexts
- To analyse the use of the English language by non-native speakers and writers

Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

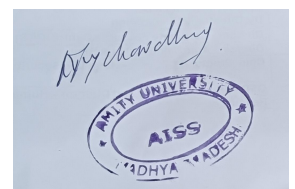
Lab/ Practical details, if applicable: N/A

Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Books Recommended:

- Antoinette Burton, *Dwelling in the Archive: Women Writing House, Home, and History in Late Colonial India* (Oxford UP, 2003).
- Laetitia Zecchini, *Arun Kolatkar and Literary Modernism in India: Moving Lines* (Bloomsbury Academic USA, 2014).
- Anjali Nerlekar, *Bombay Modern: Arun Kolatkar and Bilingual Literary Culture* (Speaking Tiger, 2017).
- Ulka Anjaria, *Realism in the Twentieth-Century Indian Novel: Colonial Difference and Literary Form* (Cambridge UP, 2012).
- Vassilena Parashkevova, *Salman Rushdie's Cities: Reconfigurational Politics and the Contemporary Urban Imagination* (Bloomsbury, 2012).





Course Structure: Fiction – MAE 144

Course Title: Fiction

Credit Units: 5

Course Level: PG Level

Course Code: MAE 144

Course Objectives:

1. To understand how fiction records and alters social and cultural realities
2. To understand the strategies of narrative, theme and image that fiction uses to take forward this task

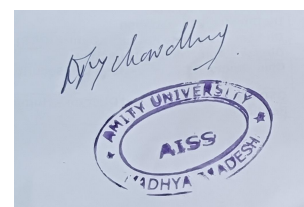
Pre-requisites: The students must possess fair understanding of English Fiction

Course Contents/Syllabus:

	Weightage (%)
Module I	
<ul style="list-style-type: none">• Jane Austen: <i>Persuasion</i>, Penguin Classics Paperback	25%
Module II	
<ul style="list-style-type: none">• Charles Dickens: <i>Bleak House</i>, Penguin Random House.	25%
Module III	
<ul style="list-style-type: none">• Milan Kundera: <i>The Unbearable Lightness of Being</i> (trans. Michael Henry Heim) Faber. Hassan Blasim: —The Corpse Exhibition;, <i>The Reality and the Record</i>, <i>The Iraqi Christ</i>, <i>The Corpse Exhibition and Other Stories of Iraq</i> (trans. Jonathan Wright), Penguin Books.	25%
Module IV	
<ul style="list-style-type: none">• Rohinton Mistry: <i>Family Matters</i>, Faber.	25%

Student Learning Outcomes: After the completion of course, the students will be able to

- To train the student in methods of textual analysis
- To sensitise students to the capacity of fiction to bring about social and cultural change.



Pedagogy for Course Delivery: The course will use a combination of lectures, discussions and presentations.

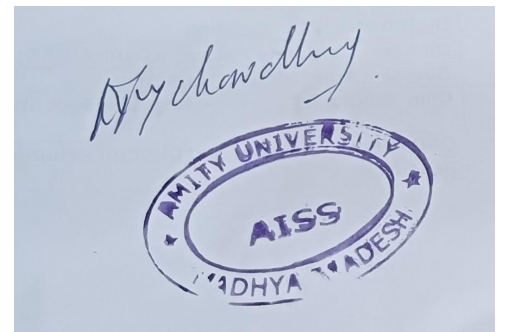
Lab/ Practical details, if applicable: N/A

Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Books Recommended:

- Georg Lukacs. *The Historical Novel*. Introduction by Fredric Jameson. Lincoln and London: University of Nebraska Press, 1983.
- Tom Keymer, *Jane Austen: Writing, Society, Politics*, Oxford University Press.
- Claudia L Johnson, *Jane Austen: Women, Politics, and the Novel*, University of Chicago Press.
- Mildred Newcomb, *The Imagined World of Charles Dickens*, University of Ohio Press.
- MM Bakhtin, *The Dialogic Imagination: Four Essays*, Edited by Michael Holquist Translated by Caryl Emerson and Michael Holquist, University of Texas Press, 1982.
- Milan Kundera, *The Art of the Novel*, London: Faber.





AMITY UNIVERSITY

MADHYA PRADESH

(Established by Ritnand Balved Education Foundation)

COURSE CURRICULUM

Course Title: - Business Communication-I

Credit Units: 1

Course Code: BCM 141

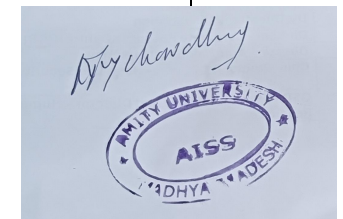
Course Objective:

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
1	0	0	0	1

This course is designed to hone the communication skills of the budding managers and enable them to be an integral part of the corporate communication network.

Prerequisites: NIL

Course Contents / Syllabus:		
1	Module I The Nature and Process of Communication <ul style="list-style-type: none"> • Defining Communication <ul style="list-style-type: none"> ○ Classification of Communication ○ Creation of Relevant Content and Context in Communication • The Purpose of Communication <ul style="list-style-type: none"> ○ Communication to Inform ○ Communication to Persuade • The Process of Communication <ul style="list-style-type: none"> ○ The Linear Concept of communication ○ Aristotle's Model ○ The Shannon-Weaver Model • Principles of Communication <ul style="list-style-type: none"> ○ 7 C's of Communication 	40% Weightage
2	Module II Communication Networks in the Organization <ul style="list-style-type: none"> • Types of Communication <ul style="list-style-type: none"> ○ Formal Communication ○ Informal Communication • Barriers to Communication <ul style="list-style-type: none"> ○ Linguistic Barrier ○ Cultural Barrier ○ Socio-Psychological Barrier ○ Physiological Barrier 	30% Weightage



	<ul style="list-style-type: none"> ○ Incorrect Assumptions ○ Information Overload ○ Semantic Barriers 										
3	Module III Cross- Functional Communication	30% Weightage									
	Organizational Communication <ul style="list-style-type: none"> • The Importance of Communication in Management • Important Functions of Management • How Communication is Used by Managers 										
4	Student Learning Outcomes: <ul style="list-style-type: none"> • Students will understand the process and nature of communication. • They will understand the barriers to effective communication and learn to remove them. • Students will become masters of Formal and Informal Communication 										
5	Pedagogy for Course Delivery <ul style="list-style-type: none"> • Workshop • Presentation • Group Discussion • Lectures 										
6	Assessment/ Examination Scheme:										
	<table border="1"> <thead> <tr> <th>Theory L/T (%)</th> <th>Lab/Practical/Studio (%)</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>NA</td> <td>60%</td> </tr> </tbody> </table>	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	100%	NA	60%				
	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination								
	100%	NA	60%								
Theory Assessment (L&T):											
<table border="1"> <thead> <tr> <th>Components (Drop down)</th> <th>CIE</th> <th>Mid Sem</th> <th>Attendance</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <th>Weightage (%)</th> <td>20%</td> <td>15%</td> <td>5%</td> <td>60%</td> </tr> </tbody> </table>	Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination	Weightage (%)	20%	15%	5%	60%	
Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination							
Weightage (%)	20%	15%	5%	60%							

Text: A. Ashley, *The Oxford Handbook of Commercial Correspondence*, Oxford, 2003.

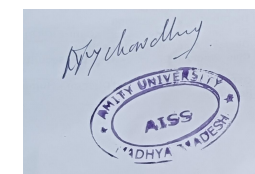
Guffey, Ellen Mary, *Business Communication*, Thomson (South Western)

Meenakshi Raman & Prakash Singh, *Business Communication*, Oxford, 2006.

Reference: M. John Penrose, *Business Communication for Managers: An Advanced Approach*, Thomson, 2003

Ronald B. R. Adler, *Understanding Human Communication*, Oxford, 2005.

Additional Reading: Newspapers and Journals





COURSE CURRICULUM

Course Title: Business Communication II

Credit Units: 1

Course Code: BCM 241

Course Objective:

To develop the writing skills of the students so that they are capable of communicating efficiently

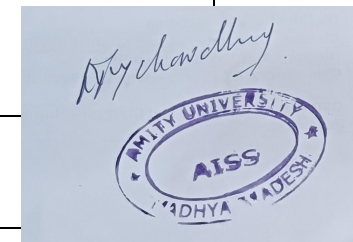
L	T	P/S	SW/FW	TOTAL CREDIT UNITS
1	0	0	0	1

Prerequisites:

NIL

Course Contents / Syllabus:

1	Module I Inter and Intra office Communication	50% Weightage
	<ul style="list-style-type: none"> • Business Letters • Memo • Agenda • Minutes 	
2	Module II Report Writing	20% Weightage
	<ul style="list-style-type: none"> • Purpose and Objectives • Types and Functions • Layout & Structure 	
3	Module III Job Related Communication	30% Weightage
	<ul style="list-style-type: none"> • Covering Letters • Resume writing • Profile Writing 	
4	Student Learning Outcomes: Students would be equipped with powerful resume and will be able to write effective business report and business letters.	
5	Pedagogy for Course Delivery: <ul style="list-style-type: none"> • Workshop 	



	<ul style="list-style-type: none"> • Presentation • Group Discussion • Lectures 		
6	Assessment/ Examination Scheme:		
	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination
	100%	NA	60%
	Theory Assessment (L&T):		
	Continuous Assessment/Internal Assessment		End Term Examination
Components (Drop down)	CIE	Mid Sem	Attendance
Weight age (%)	20%	15%	5%
			60%

Text:

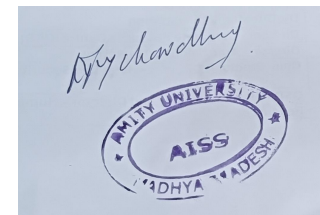
A. Ashley, The Oxford Handbook of Commercial Correspondence, Oxford, 2003.
Jules Harcourt, Business Communication, Thomson, 1990.
Meenakshi Raman & Prakash Singh, Business Communication, Oxford, 2006.

Reference:

Guffey, Ellen Mary, Business Communication, Thomson (South Western)
Krizan, Merrier, and Logan, Business Communication, Thomson (India Edition)

Additional Reading:

Newspapers and Journals





COURSE CURRICULUM

PG 1

Course Title: Advanced Communication-I

Credit Units: 1

Course Code: BCP 141

Course Objective:

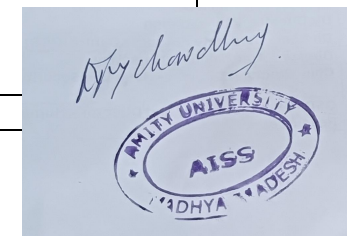
L	T	P/S	SW/FW	TOTAL CREDIT UNITS
1	0	0	0	1

The Course is designed to enhance vocabulary skills and make students fluent, thereby improving receptive and expressive skills.

Prerequisites: NIL

Course Contents / Syllabus:

	Module I Fundamentals of Communication	30% Weightage
	<ul style="list-style-type: none"> • Role and Purpose of Communication, 7 C's of Communication • Barriers to Effective Communication • Forms of Communication: One-to-One, Informal and Formal 	
	Module II Oral Communication	20% Weightage
	<ul style="list-style-type: none"> • Effective Listening: Principles and Barriers • Effective Speaking: Pronunciation and Accent 	
	Module III Building Advanced Vocabulary	20% Weightage
	<ul style="list-style-type: none"> • Word Formation; Synonyms; Antonyms; Eponyms; Homonyms, Homophones & Homographs • One Word Substitution; Phrasal Verbs, Idiomatic Expressions & Proverbs • Foreign Words in English 	
	Module IV Non Verbal Communication	30% Weightage
	<ul style="list-style-type: none"> • Principles & Significance • Kinesics, Oculistics, Proxemics, Para-Language, Artifacts, Chronemics, Tactilics 	
	Student Learning Outcomes	



	The students will be able to use the LSRW Skills to communicate effectively in a professional environment. Will be able to develop fluency.																						
	Pedagogy for Course Delivery <ul style="list-style-type: none"> • Workshop • Presentation • Group Discussion • Lectures 																						
	Assessment/ Examination Scheme: <table border="1" data-bbox="264 443 1227 563"> <tr> <td>Theory L/T (%)</td> <td>Lab/Practical/Studio (%)</td> <td>End Term Examination</td> </tr> <tr> <td>100%</td> <td>NA</td> <td>60%</td> </tr> </table> Theory Assessment (L&T): <table border="1" data-bbox="264 598 1115 906"> <tr> <td>End Term Examination</td> <td colspan="4"></td> </tr> <tr> <td>Components (Drop down)</td> <td>CIE</td> <td>Mid Sem</td> <td>Attendance</td> <td>End Term Examination</td> </tr> <tr> <td>Weightage (%)</td> <td>20%</td> <td>15%</td> <td>5%</td> <td>60%</td> </tr> </table>	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	100%	NA	60%	End Term Examination					Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination	Weightage (%)	20%	15%	5%	60%	
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Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination																			
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Text: Jones, *Working in English, 1st ed. Cambridge, CUP 2001*

Raman Prakash, Business Communication, 2nd ed. Delhi OUP 2006

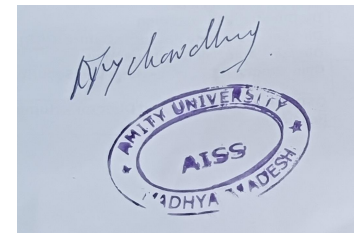
Butterfield, Jeff Soft skills for Everyone, Cengage Learning 2011

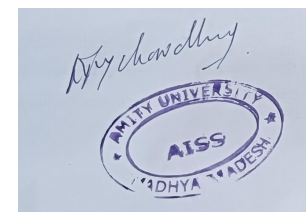
Reference: Guffey, Ellen Mary, *Business Communication, Thomson (South Western)*

Dale Carnegie: Quick and Easy Way of Public Speaking

Business Communication Today – Courtland L Bovee, John V Thill Mukesh Chaturvedi, Pearson 2009

Additional Reading: Newspapers and Journals







COURSE CURRICULUM

PG: Semester II

Course Title: Advanced Communication-II

Credit Units: 1

Course Code: BCP 241

L	T	P/S	SW/F W	TOTAL CREDIT UNITS
1	0	0	0	1

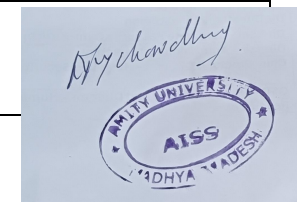
Course Objective:

The course is designed to make the students ready for placement.

Prerequisites: NIL

Course Contents / Syllabus:

Module I Job Correspondence		20% Weightage	
<ul style="list-style-type: none"> • Job Applications • Resume & Profile Writing for Social Media • Follow Up Letter 			
Module II Dynamics of Group Discussion		30% Weightage	
<ul style="list-style-type: none"> • Methodology • Guidelines 			
Module III Speaking for Employment		50% Weightage	
<ul style="list-style-type: none"> • Types of Interview (Technical & HR Rounds) • Fundamentals of Facing Interviews • Question Answer on Various Dimensions • Non-Verbal Communication Component • Interview Etiquettes 			
Pedagogy for Course Delivery			
<ul style="list-style-type: none"> • Workshop 			



	<ul style="list-style-type: none"> • Presentation • Group Discussion • Lectures <p>Student Learning Outcomes: The student will be able to write an impressive resume and face the interview confidently.</p>																		
	<p>Assessment/ Examination Scheme:</p> <table border="1" data-bbox="264 392 1229 560"> <thead> <tr> <th>Theory L/T (%)</th> <th>Lab/Practical/Studio (%)</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>NA</td> <td>60%</td> </tr> </tbody> </table> <p>Theory Assessment (L&T):</p> <table border="1" data-bbox="264 635 1117 906"> <thead> <tr> <th>Components (Drop down)</th> <th>CIE</th> <th>Mid Sem</th> <th>Attendance</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>Weightage (%)</td> <td>20%</td> <td>15%</td> <td>5%</td> <td>60%</td> </tr> </tbody> </table>	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	100%	NA	60%	Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination	Weightage (%)	20%	15%	5%	60%		
Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination																	
100%	NA	60%																	
Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination															
Weightage (%)	20%	15%	5%	60%															

Text: Bovee, L Courtland, Mukesh chaturvedi, and John U Thill, *Business Communication Today*, Pearson

Raman Prakash, *Business Communication*, 2nd ed. Delhi OUP 2006

Comfort, Jermy *Speaking Effectively*, Jermy, et.al, Cambridge, CUP, 1994

Reference: Guffey, Ellen Mary, *Business Communication*, Thomson (South Western)

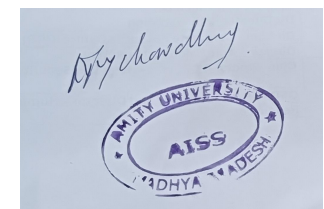
Stay Hungry, Stay Foolish: Rashmi Bansal

Business Maharajas: Gita Piramal

How to Make Friends in Digital Age: Dale Carnegie

Business Communication / Making Connections in a Digital World, Raymond V. Lesikar, Marie E Flattey, Kathryn Rentz, Neerja Pande, Mc Graw Hill, 2009

Additional Reading: Newspapers and Journals



To be implemented from the Academic Year 2024-25

AUMP – CHOICE BASED CREDIT SYSTEM

Semester – I: STUDY OF SHAKESPEARE

Course Code: NCBA 117

Credit Units: 02

Course Objective:

To help students recognize the fundamentals of Shakespeare's language, discover how literary and dramatic conventions present an account of characters, settings and actions, and finally understand how a literary work replicates the social and historical environment.

Course Content:

Module I: Comedy

Special Study of *As You Like It*

Module II: Tragedy

Special Study of *Othello*

Module III: Sonnets

Structure of the sonnets

Characters and themes in the sonnets

Study of selected sonnets

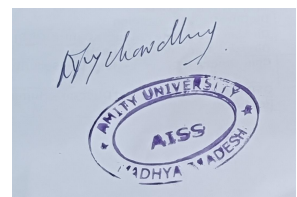
- Sonnet 18 - Shall I Compare Thee to a Summer's Day?
- Sonnet 29 - When In Disgrace With Fortune and Men's Eyes
- Sonnet 116 - Let Me Not To The Marriage Of True Minds

Evaluation Scheme:

Components	A	HA	V	EE
Weightage (%)	05	15	10	70

Text & References:

- Shakespearean Tragedy , Bradley A.C., Penguin Books
- The Wheel of Fire, Wilson Knight G., Routledge Classics
- Studying Shakespeare: A Guide to the Plays, Laurie Maguire, Wiley-Blackwell
- The Art of Shakespeare's Sonnets, Helen Vendler, Belknap Press



AUMP – CHOICE BASED CREDIT SYSTEM

Semester II: ROMANTIC POETRY

Course Code: NCBA 217

Credit Units: 02

Course Objective:

To acquaint the students with the distinctiveness of Romantic poetry and expose them to some examples of it, help them investigate these characteristics, and finally motivate them to evaluate the relevance of Romantic Poetry to them personally and to their society.

Module I: The Five Major Tenets of Romanticism

Emphasis on the common man and childhood

Emphasis on emotion and feeling

Awe of Nature

Celebration of the individual

Importance of imagination and memory

Module II: William Wordsworth

Ode on Intimations of Immortality

The Solitary Reaper

Module III: Samuel Taylor Coleridge

The Rime of the Ancient Mariner- part I

Module IV: P. B. Shelley

Ode to the West Wind

Ozymandias

Module V: John Keats

Ode to a Nightingale

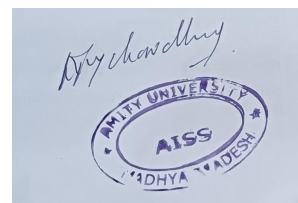
Ode on a Grecian Urn

Evaluation Scheme:

Components	A	HA	V	EE
Weight age (%)	05	15	10	70

Text & References:

- Wordsworth, William. 1960, *The Poetical Works of Wordsworth*. (London: Oxford University Press)
- Coleridge, Samuel Taylor. 1914, *On Poesy or Art*. (US: Harvard Classics)
- McGann. Jerome J., 1993, *The New Oxford Book of Romantic Period Verse*, (London: Oxford University Press)



AUMP – CHOICE BASED CREDIT SYSTEM

Semester – III: THE BRITISH NOVELS

Course Code: NCBA 317

Credit Units: 02

Course Objective:

To help students experience a true language context, thus motivating them to use it themselves in speech, and to infuse acceptance of different cultures and promote the sharing of different perceptions and interpretation of a text

Module I: Charles Dickens

A Tale of Two Cities

Module II: Jane Austen

Pride and Prejudice

Module III: E. M. Forster

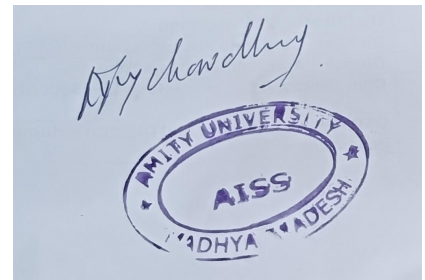
A Passage to India

Evaluation Scheme:

Components	A	HA	V	EE
Weightage (%)	05	15	10	70

Text & References:

- Dickens. Charles, 1859, *A Tale of Two Cities* (US.: Harper Collins)
- Austen. Jane, 2012, *Pride and Prejudice* (US: Harper Collins)
- Morris Beja, 1985, *Critical Essays on Virginia Woolf* (US: G K Hall & Co)



AUMP – CHOICE BASED CREDIT SYSTEM

Semester – IV: THE ENGLISH NOVELS OF INDIA

Course Code: NCBA 417

Credit Units: 02

Course Objective:

To equip the students with language sense and literary appreciation skills with the use of literary texts from culturally realistic and emotionally relevant locations

Module I: Rabindra Nath Tagore

Gora

Module II: R. K. Narayan

The Guide

Module III: Khushwant Singh

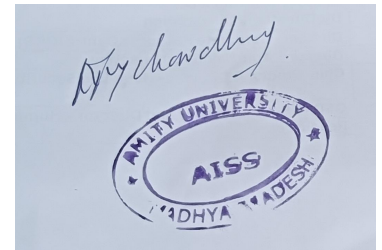
Train to Pakistan

Evaluation Scheme:

Components	A	HA	V	EE
Weightage (%)	05	15	10	70

Text & References:

- Tagore, Rabindranath, 2003, *Gora*, India, Sahitya Akademi,
- KRIPALANI, K. 2005, *Tagore—A Life*, National Book Trust of India
- Narayan, R. K., 1958, *The Guide*, U.S. (Viking Press)
- Singh, Khushwant, 1990, *Train to Pakistan*, U. S. (Grove Press)



AUMP – CHOICE BASED CREDIT SYSTEM
Semester – V: CONTEMPORARY LITERATURE

Course Code: NCBA 517

Credit Units: 02

Course Objective:

To provide students with essential information about contemporary English literature and culture across the world, and to help them identify how the contemporary literature showcases the existing socio-cultural conditions.

Module I: Poetry

A Sad Child - by **Margaret Atwood**

I Do Not Love You Except Because I Love You - by **Pablo Neruda**

Module II: Novels (any two)

The Conservationist - by **Nadine Gordimer**

To Kill a Mockingbird - by **Harper Lee**

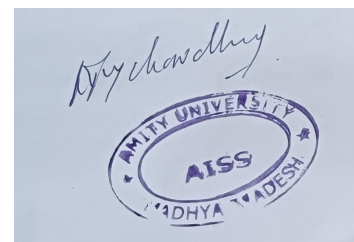
Midnight's Children – by Salman Rushdie

Evaluation Scheme:

Components	A	HA	V	EE
Weightage (%)	05	15	10	70

Text & References:

- Gordimer, Nadine, 2012, *The Conservationist*, (Bloomsbury: Bloomsbury Publishing)
- Shields, Charles J. 2006, *Mockingbird: A Portrait of Harper Lee*. (US: Henry Holt and Co.)
- Rushdie, Salman, 1981. *Midnight's Children*, (U. K Jonathan Cape)



AUMP – CHOICE BASED CREDIT SYSTEM

Semester – VI: CREATIVE WRITING

Course Code: NCBA 617

Credit Units: 02

Course Objective:

To help students develop their aptitude to write imaginatively, artistically and expressively and thus distinguish writing as a prolific, significant process.

Module I: Introduction

Discovering the Joy of Writing

Essentials of Creative Writing

Using Imagination

Stream of Consciousness

Module II: Writing in Practice

Composing Texts/Essays/Articles

Drafting Short Stories

Expressing Through Poetry

Module III

Structuring your writing

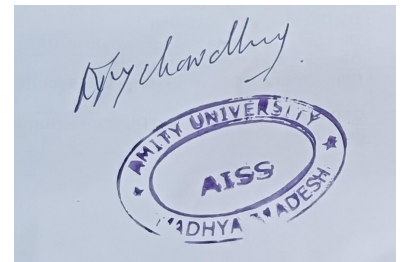
Editing

Evaluation Scheme:

Components	A	HA	V	EE
Weight age (%)	05	15	10	70

Text & References:

- A Writer's Workbook Fourth edition, Smoke, Cambridge
- Effective Writing, Withrow, Cambridge
- Writing Skills, Coe/Rycroft/Ernest, Cambridge
- Inspired to Write, Withrow, Cambridge





COURSE CURRICULUM

UG- I

Course Title: Communication Skills-I

Credit Units: 2

Course Code: NBCU 141

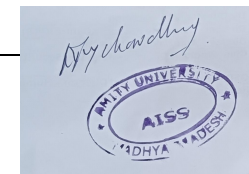
L	T	P/S	SW/F W	TOTAL CREDIT UNITS
2	0	0	0	2

Course Objective The course is intended to familiarize students with the basics of English language and help them to learn to identify language structures for correct English usage.

Prerequisites: NIL

Course Contents / Syllabus:

1.	Module I Essentials of English Grammar	30% Weightage
	<ul style="list-style-type: none"> • Common Errors • Parts of Speech • Collocations, Relative Pronoun • Subject-Verb Agreement • Articles • Punctuation • Sentence Structure- 'Wh' Questions 	
2.	Module II Written English Communication	30% Weightage
	<ul style="list-style-type: none"> • Paragraph Writing • Essay Writing 	
3.	Module III Spoken English Communication	30% Weightage
	<ul style="list-style-type: none"> • Introduction to Phonetics • Syllable-Consonant and Vowel Sounds • Stress and Intonation 	
4.	Module IV : Prose	10% Weightage
	"Friends, Romans, Countrymen, lend me your ears" Speech by Marc Antony in	



	Julius Caesar ❖ Comprehension Questions will be set in the End-Semester Exam															
5.	Student Learning Outcomes: The students should be able to : • Identify Common Errors and Rectify Them • Develop and Expand Writing Skills Through Controlled and Guided Activities • To Develop Coherence, Cohesion and Competence in Oral Discourse through Intelligible Pronunciation.															
6.	Pedagogy for Course Delivery: • Workshop • Group Discussions • Presentations • Lectures • Extempore															
	Assessment/ Examination Scheme: <table border="1"> <thead> <tr> <th>Theory L/T (%)</th> <th>Lab/Practical/Studio (%)</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>NA</td> <td>60%</td> </tr> </tbody> </table> Theory Assessment (L&T): <table border="1"> <thead> <tr> <th>Components (Drop down)</th> <th>CIE</th> <th>Attendance</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>Weightage (%)</td> <td>35%</td> <td>5%</td> <td>60%</td> </tr> </tbody> </table>	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	100%	NA	60%	Components (Drop down)	CIE	Attendance	End Term Examination	Weightage (%)	35%	5%	60%	
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100%	NA	60%														
Components (Drop down)	CIE	Attendance	End Term Examination													
Weightage (%)	35%	5%	60%													

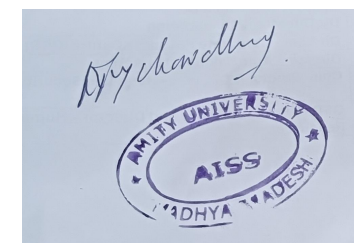
Text: *Rosenblum, M. How to Build Better Vocabulary, London: Bloomsbury Publication*

Verma, Shalini. Word Power made Handy, S. Chand Publications

High School English Grammar & Composition by Wren & Martin

References: *K.K.Sinha , Business Communication, Galgotia Publishing Company.*

Additional Reading: Newspapers and Journals





COURSE CURRICULUM

UG: Semester II

Course Title: Communication Skills II

Course Code: NBCU241

Credit Units: 2

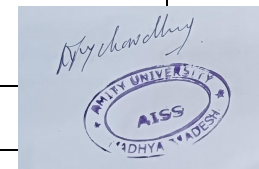
L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
2	0	0	0	2

Course Objectives:

To understand the different aspects of communication using the four macro skills – LSRW (Listening, Speaking, Reading, Writing)

Prerequisites: NIL

Course Contents / Syllabus:		
1.	Module I Communication	35% Weightage
	<ul style="list-style-type: none"> Process and Importance Models of Communication (Linear & Shannon Weaver) Role and Purpose Types & Channels Communication Networks Principles & Barriers 	
2.	Module II Verbal Communication	25% Weightage
	Oral Communication: Forms, Advantages & Disadvantages Written Communication: Forms, Advantages & Disadvantages Introduction of Communication Skills (Listening, Speaking, Reading, Writing)	
3.	Module III Non-Verbal Communication	30% Weightage
	<ul style="list-style-type: none"> Principles & Significance of Nonverbal Communication KOPPACT (Kinesics, Oculistics, Proxemics, Para-Language, Artifacts, Chronemics, Tactilics) Visible Code 	
4.	Module IV : Prose	10% Weightage
	TEXT: APJ Abdul Kalam and Arun Tiwari. <i>Wings of Fire: An Autobiography</i> ,	



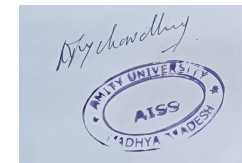
	Universities Press, 2011 Comprehension Questions will be set in the End-Semester Exam															
5.	Student Learning Outcomes: The students should be able to : <ul style="list-style-type: none"> • Apply Verbal and Non-Verbal Communication Techniques in the Professional Environment 															
6.	Pedagogy for Course Delivery: <ul style="list-style-type: none"> • Extempore • Presentations • Lectures 															
7.	Assessment/ Examination Scheme: <table border="1" data-bbox="257 718 1310 858"> <thead> <tr> <th>Theory L/T (%)</th> <th>Lab/Practical/Studio (%)</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>NA</td> <td>60%</td> </tr> </tbody> </table> Theory Assessment (L&T): <table border="1" data-bbox="257 893 1146 1173"> <thead> <tr> <th>Components (Drop down)</th> <th>CIE</th> <th>Attendance</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>Weightage (%)</td> <td>35%</td> <td>5%</td> <td>60%</td> </tr> </tbody> </table>	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	100%	NA	60%	Components (Drop down)	CIE	Attendance	End Term Examination	Weightage (%)	35%	5%	60%	
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100%	NA	60%														
Components (Drop down)	CIE	Attendance	End Term Examination													
Weightage (%)	35%	5%	60%													

Text: Rosenblum, M. *How to Build Better Vocabulary*, London: Bloomsbury Publication.

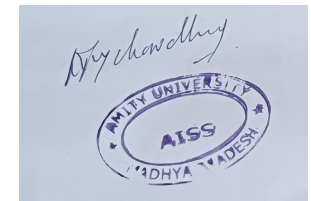
Verma, Shalini. *Word Power made Handy*, S. Chand Publications.

High School English Grammar & Composition by Wren & Martin

Reference: K.K.Sinha , *Business Communication*, Galgotia Publishing Company.



Additional Reading: Newspapers and Journals





COURSE CURRICULUM

UG: Semester III

Course Title: Communication Skills-III

Credit Units: 2

Course Code: NBCU 341

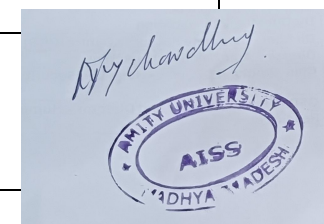
Course Objective:

To emphasize the essential aspects of effective written communication necessary for professional success.

Prerequisites: NIL

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
2	0	0	0	2

Course Contents / Syllabus:		
1.	Module I Vocabulary <ul style="list-style-type: none"> • Spellings • Define Vocabulary • Significance of Vocabulary • One Word Substitution, Synonyms & Antonyms and Idioms & Phrases • Define and Differentiate Homonyms, Homophones and Homographs • Vocabulary Drills • Foreign Words 	35% Weightage
2.	Module II Formal Letter Writing <ul style="list-style-type: none"> • Block Format • Types of Letters • E-mail • Netiquette 	35% Weightage
3.	Module III Business Memos	20% Weightage



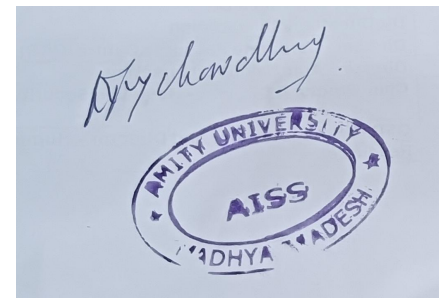
	<ul style="list-style-type: none"> Format & Characteristics 															
4.	Module IV Short Stories <ul style="list-style-type: none"> Stench of Kerosene-Amrita Pritam A Flowering Tree-A.K. Ramanujan The Gift of the Magi- O. Henry A Fly in Buttermilk-James Baldwin 	10% Weightage														
5.	Student Learning Outcomes: The students should be able to write correctly and properly with special reference to Letter writing.															
6.	Pedagogy for Course Delivery: <ul style="list-style-type: none"> Workshop Group Discussions Presentations Lectures 															
7.	Assessment/ Examination Scheme: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Theory L/T (%)</th> <th style="width: 33%;">Lab/Practical/Studio (%)</th> <th style="width: 33%;">End Term Examination</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">100%</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">60%</td> </tr> </tbody> </table> Theory Assessment (L&T): <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Components (Drop down)</th> <th style="width: 15%;">CIE</th> <th style="width: 15%;">Attendance</th> <th style="width: 50%;">End Term Examination</th> </tr> </thead> <tbody> <tr> <td>Weightage (%)</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">5%</td> <td style="text-align: center;">60%</td> </tr> </tbody> </table>	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	100%	NA	60%	Components (Drop down)	CIE	Attendance	End Term Examination	Weightage (%)	35%	5%	60%	
Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination														
100%	NA	60%														
Components (Drop down)	CIE	Attendance	End Term Examination													
Weightage (%)	35%	5%	60%													

Text: Rai, Urmila & S.M. Rai. *Business Communication*, Mumbai: Himalaya Publishing House, 2002.

K.K.Sinha, *Business Communication*, Galgotia Publishing Company.

Reference: Sanjay Kumar & Pushp Lata, *Communication Skills*, Oxford University Press.

Additional Reading: Newspapers and Journals





COURSE CURRICUMUM

UG: Semester IV

Course Title: Domain Specific Project Work

Credit Units: 2

Course Code: NBCU 441

L	T	P/S	SW/FW	TOTAL CREDIT UNITS
2	0	0	0	2

Course Objective:

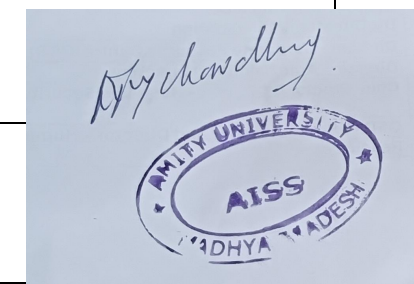
This course is designed to develop the skills of the students in enhancing his/her research acumen and language proficiency.

Prerequisites: NIL

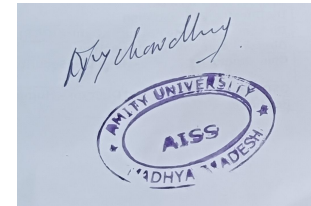
Course Contents / Syllabus:

1.	Domain Specific Project Work	100%

2.	Student Learning Outcomes: <ul style="list-style-type: none"> Will learn to write a term paper/project by doing research 						
3.	Pedagogy for Course Delivery <ul style="list-style-type: none"> Workshop Presentation Group Discussion Case-studies 						
4.	Assessment/ Examination Scheme:						
	<table border="1"> <thead> <tr> <th>Theory L/T (%)</th> <th>Lab/Practical/Studio (%)</th> <th>End Term Evaluation</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>NA</td> <td>100</td> </tr> </tbody> </table>	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Evaluation	100%	NA	100
Theory L/T (%)	Lab/Practical/Studio (%)	End Term Evaluation					
100%	NA	100					



Theory Assessment (L&T):				
Components (Drop down)	CIE	Mid Sem	Attendance	End Term Evaluation
Weightage (%)	NA	NA	NA	100





COURSE CURRICULUM

UG: Semester V

Course Title: Communication Skills-V

Credit Units: 1

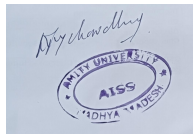
Course Code: BCU 541

Course Objective:

L	T	P/S	SW/FW	TOTAL CREDIT UNITS
1	0	0	0	1

- To enable the students to adopt strategies for effective reading and writing skills.
- The course would enhance student’s vocabulary, language and fluency. It would also teach the students to deliver professional presentations.

Prerequisites: NIL

Course Contents / Syllabus:		
1.	Module I Report Writing	35% Weightage
	<ul style="list-style-type: none"> ➤ Report Writing <ul style="list-style-type: none"> • Purpose/Significance • Types • Format 	
2.	Module II Comprehension Skills	25% Weightage
	<ul style="list-style-type: none"> • Reading Comprehension-SQ3R Reading Techniques • Summarising and Paraphrasing • Précis Writing • Listening Comprehension 	
3.	Module III Presentation Skills	30% Weightage
	<ul style="list-style-type: none"> • Discussing the Significance of Audio-visual Aids, Audience and Feedback in Presentation Skills • Analyzing the Significance of Non-Verbal Communication 	
4.	Module IV Literature	10% Weightage
	<ul style="list-style-type: none"> • Success is Counted Sweetest – Emily Dickinson (Poem) • My Wood - E.M.Forster (Prose) • I have a Dream-Martin Luther King (Prose) 	

	<ul style="list-style-type: none"> Spoken English and Broken English-G.B. Shaw (Prose) 															
5.	<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> Communicate fluently and sustain comprehension of an extended discourse. Demonstrate ability to interpret texts and observe the rules of good writing. Prepare and present effective presentations aided by ICT tools. <p>Pedagogy for Course Delivery: Workshop</p> <ul style="list-style-type: none"> Group Discussions Presentations Lectures 															
6.																
7.	<p>Assessment/ Examination Scheme:</p> <table border="1"> <thead> <tr> <th>Theory L/T (%)</th> <th>Lab/Practical/Studio (%)</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>NA</td> <td>60%</td> </tr> </tbody> </table> <p>Theory Assessment (L&T):</p> <table border="1"> <thead> <tr> <th>Components (Drop down)</th> <th>CIE</th> <th>Attendance</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>Weightage (%)</td> <td>35%</td> <td>5%</td> <td>60%</td> </tr> </tbody> </table>	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	100%	NA	60%	Components (Drop down)	CIE	Attendance	End Term Examination	Weightage (%)	35%	5%	60%	
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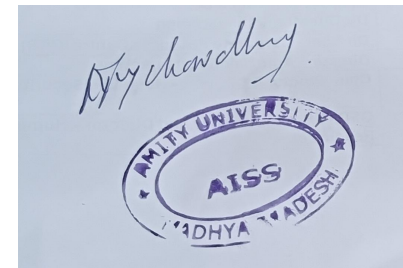
Text: Jaffe, C.I. Public Speaking: Concepts and Skills for a Diverse Society, 4th ed. Belmont, CA: Wadsworth, 2004.

Effective English for Engineering Students, B Cauveri, Macmillan India

Creative English for Communication, Krishnaswamy N, Macmillan

Reference: *A Textbook of English Phonetics, Balasubramanian T, Macmillan*

Additional Reading: Newspapers and Journals





COURSE CURRICULUM

UG: Semester VI

Course Title: Communication Skills- VI

Credit Units: 1

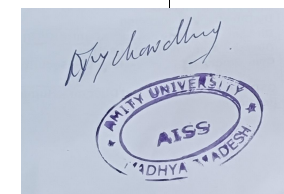
Course Code: BCU 641

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
1	0	0	0	1

Course Objective: The main emphasis of this course is to enable students to learn the dynamics of social communication and to demonstrate the ability to learn the nuances of informal communication.

Prerequisites: NIL

Course Contents / Syllabus:		
1.	Module I Social Communication Essentials	30% Weightage
	<ul style="list-style-type: none"> • Small talk/Building rapport • Expand social and Corporate Associations • Informal Communication: Grapevine, Chat 	
2.	Module II Workplace Interpersonal Skills	25% Weightage
	<ul style="list-style-type: none"> • Understanding Social Communication in Workplace environment. • Employee feedback: Assess employee performance and satisfaction. • Simulation ➤ Humour in Communication-Use of ‘Puns’ ➤ Entertainment and Communication (Infotainment) • Infotainment and Social Media • Entertainment in Journalism ➤ Social Networking 	
3.	Module III Verbal Ability	35% Weightage
	<ul style="list-style-type: none"> • Comprehension • Analogy • Sentence Order • Active and Passive Voice • Error Sorting 	
4.	Module IV Prose	10% Weightage



	<ul style="list-style-type: none"> • Secret of Socrates - Dale Carnegie • My Financial Career-Stephen Leacock • The Luncheon - W. Somerset Maugham • The National Flag - Jawahar Lal Nehru <p>All the four stories will be discussed in one class One Long Question will be set in the Exam from the Text</p>																	
5.	<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> • To communicate contextually in specific personal and professional situations with courtesy. • To inject humour in their regular interactions. • To strengthen their creative learning process through individual expression and collaborative peer activities. 																	
6.	<p>Pedagogy for Course Delivery:</p> <ul style="list-style-type: none"> • Workshop • Group Discussions • Presentations • Lectures 																	
7.	<p>Assessment/ Examination Scheme:</p> <table border="1"> <thead> <tr> <th>Theory L/T (%)</th> <th>Lab/Practical/Studio (%)</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>NA</td> <td>70%</td> </tr> </tbody> </table> <p>Theory Assessment (L&T):</p> <table border="1"> <thead> <tr> <th>Components (Drop down)</th> <th>CIE</th> <th>Mid Sem</th> <th>Attendance</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>Weightage (%)</td> <td>10%</td> <td>15%</td> <td>5%</td> <td>70%</td> </tr> </tbody> </table>	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	100%	NA	70%	Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination	Weightage (%)	10%	15%	5%	70%	
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Text: Krizan, Merrier, Logan & Williams. *Effective Business Communication, New Delhi: Cengage, 2011*

- *Communication and Organizational Culture*. Keyton. Joann. Sage Publications

- *Social Communication (Frontiers of Social Psychology)*. Fiedler, Klaus. Psychology Press

Reference: *Cypherpunks: Freedom and the Future of the Internet*. [Assange, Julian Assange](#). OR Books.

Additional Reading: Newspapers and Journals

