

CURRICULUM & SYLLABUS



CHOICE BASED CREDIT SYSTEM (CBCS)

FOR

BACHELOR OF ARTS (B.A. HONOURS)

(3 Year Undergraduate Degree Program)

IN

ENGLISH

[w. e. f. 2020-21]

SRM UNIVERSITY DELHI-NCR, SONEPAT (HARYANA)

VISION

SRM University Delhi-NCR, Sonapat, Haryana aims to emerge as a leading world-class university that creates and disseminates knowledge upholding the highest standards of instruction in Medicine & Health Sciences, Engineering & Technology, Management, Law, Science & Humanities. Along with academic excellence and skills, our curriculum imparts integrity and social sensitivity to mold our graduates who may be best suited to serve the nation and the world.

MISSION

To create a diverse community campus that inspires freedom and innovation. Promote excellence in educational & skill development processes. Continue to build productive international alliances. Explore optimal development opportunities available to students and faculty. Cultivate an exciting and rigorous research environment

DEPARTMENT OF ENGLISH

VISION

The Department of English envisions to create an atmosphere for learners of all age groups from every strata of life where one can explore, experience, interact and think without any inhibition and beyond the norms and mandates of academic disciplines. The idea is to create conditions where artistic explorations reaches its zenith and also the critical mind finds a balance and space to express itself.

MISSION

- ❖ Inculcate a desire to learner, explore, experience
- ❖ Create a space to explore the wide space called art, literature, theatre from all across the world
- ❖ Impart the knowledge of English language and literature among the young learners
- ❖ Create a vibrant learning center
- ❖ A firm belief in encouraging research activities among the students whereby they may continue learning and researching their area of interest long after their graduation guided the desire for knowledge.
- ❖ Organize conferences and seminars where the students will be able to showcase their research and also benefit immensely through interactions with scholars not only from different parts of the country but also from

various other nations.

PROGRAM REQUIREMENT

General Education Requirements: Successful completion of 12th Standard with a minimum of 60% overall

Disciplinary Requirements comprising of:

Courses from Department of English

14 Core courses (through regular/online mode)

Courses from Department of English

03 Electives (through regular/online mode)

01 AECC (Ability Enhancement Compulsory Course)
(through regular/online mode)

01 SEC (Skill Enhancement Course)
(through regular/online mode)

Courses offered by other Humanities Departments

04 Open Electives (through regular/online mode)

01 Foreign Language (through regular/online mode)

01 Environmental Studies (through regular/online mode)

Practical and Research component:

1. Regular Research
2. Minor and Major Project

The following is a detailed layout of the credit system followed in the Department of English

← SEMESTERS →

| Courses | I | II | III | IV | V | VI | Papers (Credits) |
|--------------------------|-----------|-----------|-----------|-----------|-----------|---------------|------------------------|
| Core | 2 (6+6) | 2 (6+6) | 3 (6+6+6) | 3 (6+6+6) | 2 (6+6) | 2 (6+6) | 14 (84) |
| Disc. Specific Elective | ----- | 1 (6) | ----- | ----- | 1 (6) | 1 (6) | 03 (18) |
| Generic Elective | 1 (6) | 1 (6) | 1 (6) | 1 (6) | ----- | ----- | 04 (24) |
| AECC | 1 (4) ENG | | ----- | ----- | 1 (4) EVS | ----- | 02 (08) |
| SEC | 1 (2) FL | 1 (2) FL | | | 1 (4) | *1 (2) Option | 03 (08)/ 04 (10) |
| PROJECT/ DIDDERTATION | ----- | ----- | ----- | ----- | ----- | 1 (6) | 01 (06) |
| TOTAL CREDITS | 24 | 26 | 24 | 24 | 26 | 24/26 | 26/27 (148/150) |

**Optional Papers are not calculated in the total papers/total credit.*

Total Credits

← SEMESTERS →

| I | II | III | IV | V | VI | Total Credits |
|----|----|-----|----|----|-------|---------------|
| 24 | 26 | 24 | 24 | 26 | 24/26 | 148/150 |

Total Papers

← SEMESTERS →

| I | II | III | IV | V | VI | Total Papers |
|---|----|-----|----|---|-----|--------------|
| 5 | 5 | 4 | 4 | 5 | 4/5 | 26/27 |

Mode of Evaluation
B.A. English (Honours)

| Courses | No. of Papers | Maximum Marks | Final Assessment | Internal Assessment | Credits |
|--|------------------------|----------------------|---------------------------|----------------------------|-------------------------------|
| Core | 14 | 100 | 70 | 30 | 6 |
| Discipline Specific Electives | 03 | 100 | 70 | 30 | 6 |
| Dissertation | 01 | 200 | 140 (Dissertation) | 60 (Viva Voce) | 6 |
| Generic Electives | 04 | 100 | 70 | 30 | 6 |
| Ability Enhancement Compulsory Courses | 02 | 100 | 70 | 30 | 6 |
| Skill Enhancement Courses | 02 (Compulsory) | 100 | 70 | 30 | 4 (Compulsory Courses) |
| | 01 (Optional) | | | | 2 (Optional Courses) |

Core Courses (All are Compulsory)
(6 Credit Courses)

1. History of English Literature – 450 to 1500
2. Indian and Greek Classical Literatures
3. Indian English Literature
4. Shakespearean Sonnets & Dramas
5. Augustan & Neoclassical Literature
6. History of English Literature – 15th to 19th Century
7. The Romantic Era
8. American Literature – Prose, Poetry & Drama
9. Introduction to Applied Linguistics
10. English Novels
11. Discursive Prose
12. Women Writers
13. History of English Literature 20th to 21st Century
14. English Drama

Discipline Specific Electives
(Choose any three) (6 Credits each)

1. Science Fiction in English Literature
2. Translation - Theory and Practice
3. World Literature
4. English Poetry
5. English Fiction
6. Regional Literatures of India
7. Partition Literature
8. Gender Studies in Literature
9. Gothic Literature

Generic Elective (GE)
(Choose any four) (6 Credits each)

1. Governance: Issues and Challenges
2. Development Process and Social Movements in Contemporary India
3. Human Rights on a Comparative Perspective
4. Gandhi and the Contemporary World
5. General Psychology
6. Youth, Gender and Identity
7. Psychology for Health and Well-being
8. Psychology at Work

9. Introductory Microeconomics
 10. Introductory Macroeconomics
 11. Indian Economy
 12. Environmental Economics
 13. Literatures in English Translation
 14. Greek and Roman Mythologies
 15. Critical Reading and Writing
 16. Post-Colonial Indian Literature
-

Ability Enhancement Compulsory Courses (AECC)

(4 Credits each)

1. Communicative English
2. Environmental Science

Skill Enhancement Courses (SEC)

(4 Credits each for Compulsory Courses)

(2 Credits each for optional Courses)

1. German **(Compulsory)**
 2. Basics of Media & Journalism **(Compulsory)**
 3. Value Education **(optional)**
-

Project/Dissertation

(6 Credits; to be submitted in the 6th semester of the course)

1. Students are required to choose a literary topic and conduct a detailed research on the same.
 2. The student would be conducting the research under the mentorship of one of the teaching staffs of the department (to be allocated by the department)
 3. He / She is then required to prepare and submit a B.A Dissertation of minimum 30 pages
 4. Submission of the B.A Dissertation will be followed by a viva voce
 5. The Dissertation should be submitted on the stipulated date decided by the department, failing which the student will not be considered for the award of degree and will need to repeat another semester to complete the project.
-

Semester Wise Paper Division

SEMESTER I

| CODE | CATEGORY | PAPER | L | T | P | C |
|---|--------------------------|---|---|---|---|---|
| 20BEN101 | Core | History of English Literature – 450 to 1500 | 5 | 2 | 0 | 6 |
| 20BEN102 | Core | Indian and Greek Classical Literatures | 5 | 2 | 0 | 6 |
| 20BEN103 | AECC | English Communication | 4 | 0 | 0 | 4 |
| 20 BPS GE1/20 BPSY GE1/20 BAE GE1/20BEN104 | Generic Elective | (Choose 1 Paper) Governance: Issues and Challenges / General Psychology / Introductory Microeconomics/ Literatures in English Translation | 5 | 2 | 0 | 6 |
| 20LE0201 | Skill Enhancement Course | Foreign Language - German | 2 | 0 | 0 | 2 |

SEMESTER II

| CODE | CATEGORY | PAPER | L | T | P | C |
|--|------------------------------|--|---|---|---|---|
| 20BEN201 | Core | History of English Literature – 15 th to 19 th Century | 5 | 2 | 0 | 6 |
| 20BEN202 | Core | Shakespearean Sonnets & Dramas | 5 | 2 | 0 | 6 |
| 20BEN203/ 20BEN204/ 20BEN205 | Discipline Specific Elective | (Choose 1 Paper) English Fiction/Science Fiction in English Literature/ Regional Literatures of India | 5 | 2 | 0 | 6 |
| 20 BPS GE2/ 20 BPSY GE2/ 20 BAE GE2/ 20BEN206 | Generic Elective | (Choose 1 Paper) Development Process and Social Movements in Contemporary India/ Youth, Gender and Identity/ Introductory Macroeconomics/ Critical Reading and Writing | 5 | 2 | 0 | 6 |
| | | | | | | |

| | | | | | | |
|----------|--------------------------|---------------------------|---|---|---|---|
| 20LE0202 | Skill Enhancement Course | Foreign Language - German | 2 | 0 | 0 | 2 |
|----------|--------------------------|---------------------------|---|---|---|---|

SEMESTER III

| CODE | CATEGORY | PAPER | L | T | P | C |
|--|------------------|--|---|---|---|---|
| 20BEN301 | Core | The Romantic Era | 5 | 2 | 0 | 6 |
| 20BEN302 | Core | History of English Literature 20 th to 21 st Century | 5 | 2 | 0 | 6 |
| 20BEN303 | Core | Women Writers | 5 | 2 | 0 | 6 |
| 20 BPS GE3/20 BPSY GE3/20 BAE GE3/ 20BEN304 | Generic Elective | (Choose 1 Paper) Human Rights on a Comparative Perspective/ Psychology for Health and Well-being/ Indian Economy/ Post-colonial Literature | 5 | 2 | 0 | 6 |

SEMESTER IV

| CODE | CATEGORY | PAPER | L | T | P | C |
|---|------------------|--|---|---|---|---|
| 20BEN401 | Core | Discursive Prose | 5 | 2 | 0 | 6 |
| 20BEN402 | Core | Augustan & Neoclassical Poetry | 5 | 2 | 0 | 6 |
| 20BEN403 | Core | Introduction to Applied Linguistics | 5 | 2 | 0 | 6 |
| 20 BPS GE4/ 20BPSY GE4/ 20 BAE GE4/ 20BEN404 | Generic Elective | (Choose 1 Paper) Gandhi and the Contemporary World/ Psychology at Work/ Environmental Economics/ Greek and Roman Mythologies | 5 | 2 | 0 | 6 |

SEMESTER V

| CODE | CATEGORY | PAPER | L | T | P | C |
|---|---------------------------------------|--|----------|----------|----------|----------|
| 20BEN501 | Core | American Literature – Prose, Poetry & Drama | 5 | 2 | 0 | 6 |
| 20BEN502 | Core | Indian English Literature | 5 | 2 | 0 | 6 |
| 20BEN503/ 20BEN504/ 20BEN505 | Discipline Specific Elective | (Choose 1 Paper) World Literature/ Partition Literature/ English Poetry | 5 | 2 | 0 | 6 |
| | AECC | Environmental Studies | 4 | 0 | 0 | 4 |
| 20BEN506 | Skill Enhancement Course (SEC) | Basics of Media and Journalism | 3 | 1 | 1 | 4 |

SEMESTER VI

| CODE | CATEGORY | PAPER | L | T | P | C |
|---|-------------------------------------|--|----------|----------|----------|----------|
| 20BEN601 | Core | English Drama | 5 | 2 | 0 | 6 |
| 20BEN602 | Core | English Novels | 5 | 2 | 0 | 6 |
| 20BEN603/ 20BEN604/ 20BEN605 | Discipline Specific Elective | – (Choose 1 Paper) Translation – Theory and Practice/ Gothic Literature/ Genders Studies in Literature | 5 | 2 | 0 | 6 |
| 20BEN606 | B.A. DISSERTATION | DISSERTATION | 5 | 2 | 0 | 6 |

EVALUATION SCHEME

INTERNAL EVALUATION (THEORY)

| Assessment | Internal Assessment-I | Internal Assessment-II | Internal Assessment-III | Internal Assessment-IV | Internal Assessment-III Assignment/Presentation/ Class participation | Total |
|------------|-----------------------|------------------------|-------------------------|------------------------|--|-------|
| Marks | 10 | 10 | 10 | 10 | 10 | 50 |

EXTERNAL EVALUATION (THEORY)

| Assessment | End Semester Examination | Total |
|------------|--------------------------|-------|
| Marks | 50 | 50 |

Note:

1. The evaluation Scheme may change as per the university guidelines.
2. Evaluation scheme of Industrial training may vary department wise.
3. Evaluation scheme project/minor project may vary department wise.

PROGRAM OBJECTIVE

1. Students will analyse work(s) of literature in one or more interpretive contexts or frameworks
2. Students will use one or more theoretical approaches to literary interpretation
3. Students will create aesthetic structures for the genre in which they are writing
4. Students will demonstrate knowledge of the history of the study material

5. Students will analyse and interpret literature.
6. Students will use writing techniques constitutive of individual genres
7. Students will edit, copyedit, and proofread manuscripts
8. Students will learn the significance of life skills, values and ethics for their socio-cultural development

9. Students will write critically about literature, using textual evidence with proper citation
10. In research papers, students will use relevant scholarship
11. Students will use language for aesthetic effect and professional communication

PROGRAM OUTCOME

Students/learners will acquire a greater familiarity with literary terms, practices and theoretical foundations. This course will also enable the learners with enhanced reading, analytical, and critical skills and induce ability to communicate correctly and effectively.

LIST OF OPEN ELECTIVES

| Code | Category | Course | L | T | P | C |
|--|------------------|--|---|---|---|---|
| Open Elective-I Political Science | | | | | | |
| 20 BPS GE1 | Generic Elective | Governance: Issues and Challenges | 5 | 2 | 0 | 6 |
| 20 BPS GE2 | Generic Elective | Development Process and Social Movements in Contemporary India | 5 | 2 | 0 | 6 |
| 20 BPS GE3 | Generic Elective | Human Rights on a Comparative Perspective | 5 | 2 | 0 | 6 |
| 20 BPS GE4 | Generic Elective | Gandhi and the Contemporary World | 5 | 2 | 0 | 6 |
| Open Elective-II Psychology | | | | | | |
| 20BPSY GE1 | Generic Elective | General Psychology | 5 | 2 | 0 | 6 |
| 20BPSY GE2 | Generic Elective | Youth, Gender and Identity | 5 | 2 | 0 | 6 |
| 20BPSY GE3 | Generic Elective | Psychology for Health and Well-being | 5 | 2 | 0 | 6 |
| 20BPSY GE4 | Generic Elective | Psychology at Work | 5 | 2 | 0 | 6 |
| Open Elective-III Economics | | | | | | |
| 20BAEGE1 | Generic Elective | Introductory Microeconomics | 5 | 2 | 0 | 6 |
| 20BAEGE2 | Generic Elective | Introductory Macroeconomics | 5 | 2 | 0 | 6 |
| 20BAEGE3 | Generic Elective | Indian Economy | 5 | 2 | 0 | 6 |
| 20BAEGE4 | Generic Elective | Environmental Economics | 5 | 2 | 0 | 6 |
| Open Elective -IV English | | | | | | |
| 20BEN104 | Generic Elective | Literatures in English Translation | 5 | 2 | 0 | 6 |
| 20BEN206 | Generic Elective | Greek and Roman Mythologies | 5 | 2 | 0 | 6 |
| 20BEN304 | Generic Elective | Critical Reading and Writing | 5 | 2 | 0 | 6 |
| 20BEN404 | Generic Elective | Post-Colonial Indian Literature | 5 | 2 | 0 | 6 |

| Open Elective -IV | | | | | | |
|------------------------------|------|------------------------------------|---|---|---|---|
| 20LE201 & 20LE202 | SEC | Literatures in English Translation | 4 | 0 | 0 | 4 |
| | AECC | Environmental Studies | 4 | 0 | 0 | 4 |

LIST OF MODULE ELECTIVES

| Code | Category | Course | L | T | P | C |
|----------------------------------|------------------------------|---------------------------------------|----------|----------|----------|----------|
| Departmental Elective-I | | | | | | |
| 20BEN203 | Discipline Specific Elective | English Fiction | 5 | 2 | 0 | 6 |
| 20BEN204 | Discipline Specific Elective | Science Fiction in English Literature | 5 | 2 | 0 | 6 |
| 20BEN205 | Discipline Specific Elective | Regional Literatures of India | 5 | 2 | 0 | 6 |
| 20BEN503 | Discipline Specific Elective | World Literature | 5 | 2 | 0 | 6 |
| 20BEN504 | Discipline Specific Elective | Partition Literature | 5 | 2 | 0 | 6 |
| 20BEN505 | Discipline Specific Elective | English Poetry | 5 | 2 | 0 | 6 |
| 20BEN603 | Discipline Specific Elective | Translation - Theory and Practice | 5 | 2 | 0 | 6 |
| 20BEN604 | Discipline Specific Elective | Gothic Literature | 5 | 2 | 0 | 6 |
| 20BEN605 | Discipline Specific Elective | Gender Studies in Literature | 5 | 2 | 0 | 6 |
| Departmental Elective-II | | | | | | |
| 20BEN506 | SEC | Basics of Media and Journalism | 3 | 1 | 1 | 4 |
| 20BEN607 | SEC | Value Education (Optional Course) | 2 | 0 | 0 | 2 |
| Departmental Elective-III | | | | | | |
| 20BEN103 | AECC | English Communication | 4 | 0 | 0 | 4 |

| Departmental Elective-VI | | | | | | |
|---------------------------------|------|-------------------------------------|---|---|---|---|
| 20LE0101 | AECC | Technical English I (B.Tech.) | 1 | 0 | 2 | 2 |
| 20LE0102 | AECC | Technical English II (B.Tech.) | 1 | 0 | 2 | 2 |
| 20AEC0101 | AECC | Communicative English (B.Sc. Hons.) | 4 | 0 | 0 | 4 |
| | AECC | Communicative English (BCS, BCA) | 4 | 0 | 0 | 4 |
| | | Business English I | 2 | 0 | 2 | 3 |
| | | Business English II | 2 | 0 | 2 | 3 |

**Core Courses
(Fourteen Papers)**

History of English Literature – 450 to 1500

| | | | | | |
|-----------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN101 | History of English Literature – 450 to 1500 | 5 | 1 | 0 | 6 |
| Core | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE:

The history of English literature is traced back to Anglo Saxon period. The word Anglo Saxon refers to the settlers from the German regions of Angeln and Saxony, who made their way over to Britain after the fall of the Roman Empire around AD 410. The Anglo-Saxons brought their own religious beliefs, but the arrival of Saint Augustine in 597 converted most of the country to Christianity. This migration of the Anglo Saxons along with their thoughts, religion and ideas to the English Isles had an everlasting impression on the literature and the socio-political and critical thinking of the people for centuries, and even today.

The aim of this course is to provide the learners an understanding of the historical, social and political set-up of the Anglo Saxons till the advent of the medieval period in England from the literary and artistic perspective of the period, that is, from 450 to 1500 AD.

| UNIT | Course contents | Contact Hours |
|---------|--|---------------|
| Unit-I | Socio-political History of Europe (450-1500) | 12 |
| Unit-II | Old English Period (450-1066) Heroic Poetry → Beowulf → The Fight at Finnsburh → Waldere → Widsith → The Battle of Maldon Caedmon's Hymn Elegiac Poetry → The Wanderer → The Seafarer → The Wife's Lament → The Husband's Message → Wulf and Eadwacer | 12 |

| | | |
|----------|--|----|
| | | |
| Unit-III | Middle English Period (1066-1500) Dante's <i>Divine Comedy</i> Norman Conquest | 12 |
| Unit-IV | Medieval Theatre Morality and Miracle Plays | 12 |
| Unit-V | Geoffrey Chaucer: Life and Works <i>The Canterbury Tales</i> Philosophers/Thinkers: (Non-Detailed Study) Thomas Aquinas: Philosophy and Works John Wycliffe: Philosophy and Works | 12 |

LEARNING OUTCOME:

The learners will have an understanding of how the English language and literature developed in its early stages and also the how the different political, social and religious events helped shape the English language and literature as we know today.

| Learning Resources | |
|--------------------|--|
| Text Book | <ol style="list-style-type: none"> 1. John Burrow, <i>Medieval writers and their work : Middle English literature and its background 1100- 1500</i> (Oxford: Clarendon Press, 1982) 2. Geoffrey Chaucer, <i>The Canterbury Tales</i> (India: Fingerprint! Publishing, 2017) 3. M. Lapidge, <i>et al.</i>, ed., <i>The Blackwell Encyclopaedia of Anglo-Saxon England</i>, (pb, Blackwell) 4. G K Chesterton, <i>St, Thomas Aquinas</i> (New York: Martino Fine Books, 2011) 5. H. Magennis, <i>The Cambridge Introduction to Anglo-Saxon Literature</i> (pb, Cambridge University Press) 6. D. Aers, ed., <i>Medieval literature : criticism, ideology & history</i> (Brighton: Harvester, 1986) |

| | |
|---|---|
| Reference Book and other materials | <ol style="list-style-type: none">1. J. Campbell, E. John & P. Wormald, <i>The Anglo-Saxons</i> (pb, Penguin)2. Christopher Dyer, <i>Standards of Living in the Later Middle Ages: Social Change in England, 1200- 1550</i> (Cambridge: CUP, 1989)3. Robert Vaughan, <i>The Life and Opinions of John de Wycliff</i> (London: Lighting Source UK Ltd., 1998)4. Dyas, Dee, <i>Images of faith in English literature, 700-1550 : an introduction</i> (London: Longman, 1997) |
|---|---|

Indian and Greek Classical Literatures

| | | | | | |
|-----------------|---|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN102 | Indian and Greek Classical Literatures | 5 | 1 | 0 | 6 |
| Core | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE:

This course aims at introducing the learners to some of the significant texts, thoughts, concepts and ideas related to Indian and Greek classical literatures.

The most ancient forms of formal literary writing in the world has been epical poems, pastoral writings, travel documents and religious documents. All these genres are not just treated as the most ancient and significant literary works but these are the annals of our ancient time, history, society, thoughts and philosophy which has influenced, shaped and have immensely contributed in creating the world that we live in and the thought process that we harbour today.

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | Concepts: <i>Dharma, Morality and Ethics</i> (in Indian philosophical tradition); <i>Bhava, Rasa</i> Various themes of Indian Epics: Heroism, Duty, Loyalty, Honour Relativity: Right and wrong; Good and evil Women and society in Indian epic (<i>Mahabharata & Ramayana</i>) | 12 |
| Unit-II | Vyasa <i>The Dicing, The Sequel to The Dicing and The Temptation of Karna (The Mahabharata)</i> (Tr. J.A.B. van Buitenen) | 12 |
| Unit-III | Sudraka <i>Mrcchakatika</i> (Tr. M.M. Ramachandra Kale) Kalidasa <i>Abhijnana Shakuntalam</i> (Tr. Chandra Rajan) | 12 |
| Unit-IV | Hellenic, Cyclic and Homeric Epics Concepts and themes: Heroism; war; women-men and society; Morality and Ethics in Western philosophical tradition Introduction to Virgil's <i>The Aeneid</i> Sophocles <i>Oedipus the King; Antigone</i> | 12 |

| | | |
|--------|---|----|
| Unit-V | Homer <i>The Illiad</i> (Tr. E.V. Rieu) <i>The Odyssey</i> (Retold by Geraldine McCaughrean) | 12 |
|--------|---|----|

LEARNING OUTCOME:

In this paper, the readers will be introduced to some of the most significant classical literatures in Indian and Greek traditions alongside the philosophical concepts and themes which are not just a part of these texts but are exclusive to the foundation of the socio-political and religious system of present-day civilization.

| Learning Resources | |
|---|--|
| Text Book | <ol style="list-style-type: none"> 1. Kalidasa/ Chandra Rajan, <i>The Loom of Time</i> (New Delhi: Penguin India, 2005) 2. Sudraka/ M.M. Ramachandra Kale, <i>Mrcchakatika</i> (New Delhi: Motilal Banarsidass, 2016) 3. Vyasa/J.A.B. van Buitenen, <i>The Dicing, The Sequel to The Dicing and The Temptation of Karna (The Mahabharata)</i>, (Chicago: Worldview Publication, 2016) 4. Homer/E.V. Rieu, <i>The Illiad</i>, (London: Penguin, 2003) 5. Homer/ Geraldine McCaughrean, <i>The Odyssey</i>, (London: Penguin, 2015) |
| Reference Book and other materials | <ol style="list-style-type: none"> 1. Iravati Karve, <i>Draupadi</i> in 'Yuganta: The End of an Epoch' (Hyderabad: Disha Publication, 1991, Pg. 79-105) 2. Edith Hamilton, <i>Mythology: Timeless Tales of Gods and Heroes</i> (New York: Hachette Book, 2011) 3. Robert Graves, <i>The Greek Myths</i> (London: Vikings, 2018) 4. Henry A. Sanders, <i>Roman History and Mythology</i> (New York: Alpha Edition, 2019) 5. Sophocles/ Robert Fagles & Bernard Knox, <i>Oedipus the King and Antigone</i> in 'The Three Theban Plays' (Chicago: Penguin, 1984) |

Indian English Literature

| | | | | | |
|-----------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN502 | Indian English Literature | 5 | 1 | 0 | 6 |
| Core | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE:

Indian English literature has a relatively young history – dating back to no more than one and a half century. Indian literature has always received a prominent part in the arena of world literature, and many of our classics have been translated into several languages (western and eastern). From that perspective, Indian literature always had a wide range of readers, but Indian writings in English simply enhanced and widened that global readership.

This course aims to introduce its readers to some of the stalwart writers, poets/poetesses and thinkers of the vast literary genre called Indian English Literature, alongside the theories has immense influence on our writing style.

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | A History of Indian English Literature Nissim Ezekiel: Life and Works <i>Poet, Lover, Birdwatcher</i> Toru Dutt: Life and Works <i>Our Casuarina Tree</i> Kamala das: Life and Works <i>The Dance of the Eunuchs</i> | 12 |
| Unit-II | A History of Indian English drama Brief introduction to Natyashastra Rasa Theory Bhava Theory Folk Theatre of India Advent of the modern Indian theatre and its growth Modern Indian Playwrights Writing style Major themes Girish Karnad: <i>Hayavadana</i> Mahesh Dattani: <i>Bravely Fought the Queen</i> Manjula Padmanabham: <i>Harvest (Non-detailed Study)</i> | 12 |
| Unit-III | A History of Indian English Novels Colonial Novels and novelists Post-colonialism in Indian literature Brief introduction to the major writers and their works | 12 |

| | | |
|---------|---|----|
| | <p>Writing style Major themes Women writers Major works Feminist themes Writing style</p> <p>Post-modernism in Indian Literature</p> | |
| Unit-IV | <p>Indian English Novels Ruskin Bond: Life and works <i>The Blue Umbrella</i> Nayantara Sehgal: Life and Works <i>When the Moon Shines by Day</i> R.K. Narayan: Life and Works <i>The Guide (Non-detailed Study)</i></p> | 12 |
| Unit-V | <p>Indian Diaspora: Brief Introduction</p> <ul style="list-style-type: none"> • Major Diasporic Writers • Their works • Themes and writing style <p>Amitav Ghosh: Life and works <i>The Hungry Tide</i> Bharati Mukherjee: Life and Works <i>Desirable Daughters</i> Vikram Seth: Life and works <i>The Golden Gate (Non-detailed Study)</i></p> | 12 |

LEARNING OUTCOME:

At the end of this course, the learners will be introduced and exposed to some of the best productions of Indian English Literature across the genres of prose, poetry and drama, and also the Indian diasporic writings. Also, the learners will have an understanding of the significant theories of Natyashastra and the folk literature whose presence and significance is immense.

| Learning Resources | |
|--------------------|--|
| Text Book | <ol style="list-style-type: none"> 1. Mahesh Dattani, <i>Bravely Fought the Queen</i>, (Delhi Penguin India, 2006) 2. Girish Karnad, <i>Three Plays: Naga-Mandala, Hayavadana, Tughlaq</i>, (Delhi: Oxford University Press, 1997) 3. Vikram Seth, <i>The Golden Gate</i> |

| | |
|--|--|
| | <ol style="list-style-type: none"> 4. Bharati Mukherjee, <i>Desirable Daughters</i> 5. Amitav Ghosh, <i>The Hungry Tide</i> 6. Nayantara Sehgal, <i>When the Moon Shines by the Day</i> 7. Nissim Ezekiel, <i>Poet, Lover, Birdwatcher</i> 8. Toru Dutt, <i>The Casuarina Tree</i> 9. Kamala Das, <i>The Dance of the Eunuchs</i> 10. R.K. Narayan, <i>The Guide</i> 11. Ruskin Bond, <i>The Blue Umbrella</i> |
| <p>Reference Book and other materials</p> | <ol style="list-style-type: none"> 1. Arvind Krishna Mehrotra, <i>A Concise History of Indian Literature in English</i>(Delhi: Orient Blackswan, 2017) 2. E.d. Aparna Bhargava Dharwadker, <i>A Poetics of Modernity: Indian Theatre Theory, 1850 to the Present</i> (Delhi: Oxford University Press, 2018) 3. Anita Desai, <i>Fire on the Mountain</i>, (London: Vantage, 1999) 4. Vijay Mishra, <i>The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary</i> (London: Routledge, 2014) 5. C.L. Innes, <i>The Cambridge Introduction to Postcolonial Literatures in English</i>, (Delhi: Cambridge University Press, 2007) |

Shakespearean Sonnets & Dramas

| | | | | | |
|-----------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN202 | Shakespearean Sonnets & Dramas | 5 | 1 | 0 | 6 |
| Core | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE:

This paper introduces the learners to one of the most prominent writers of English Literature – William Shakespeare. Shakespeare is known for his sonnets, tragedies, comedies and historical plays. This paper, titled, “Shakespearean Sonnets & Dramas” will not only introduce the learners to Shakespeare’s writing style and the various genres, but the learners will also read few of Shakespeare’s plays in detail, alongside few of the sonnets.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | <p style="text-align: center;">Introduction to Shakespearean Drama</p> <ul style="list-style-type: none"> • Comedy • Tragedy • Historic Plays | 12 |
| Unit-II | <p>Twelfth Night The Tempest (Non-detailed)</p> | 12 |
| Unit-III | <p>Macbeth Hamlet (Non-detailed)</p> | 12 |
| Unit-IV | <p>Introduction to Shakespearean Sonnets, Meters, Prosody</p> <p>Sonnet 18: <i>Shall I compare thee to a summer’s day?</i> Sonnet 20: <i>A Woman’s Face with Nature’s own hand painted</i> Sonnet 2: <i>When forty winters shall besiege thy brow</i> Sonnet 17: <i>Who will believe my verse in time to come</i> Sonnet 32: <i>If thou survive my well-contented day</i></p> <p>Introduction to the major sonnet writers of Elizabethan Era and the themes</p> <ul style="list-style-type: none"> • Edmund Spenser • Sir Philip Sydney • Michael Drayton • Lady Mary Wroth | 12 |

| | | |
|--------|---|----|
| Unit-V | <p><i>Anthony and Cleopatra</i></p> <p>Introduction to some of the Shakespearean villain – Characteristics of Shakespearean villain</p> <ul style="list-style-type: none"> • Shylock • Iago • Richard III | 12 |
|--------|---|----|

LEARNING OUTCOME:

At the end of this course, the learners should have read some of the greatest sonnets, tragedies and comedies written by William Shakespeare. Furthermore, the learners would also acquire an understanding of the literary and social life prevalent in England and Europe during the Elizabethan era.

| Learning Resources | |
|---|---|
| Text Book | <ol style="list-style-type: none"> 1. William Shakespeare, <i>Twelfth Night</i>, (London: Wordsworth Classics, 2001) 2. William Shakespeare, <i>Hamlet</i>, (London: Wordsworth Classics, 2015) 3. William Shakespeare, <i>Julius Caesar</i>, (London: Maple Press, 2012) 4. William Shakespeare, <i>Macbeth</i>, (London: Fingerprint! Publishing, 2006) 5. William Shakespeare, <i>The Tempest</i>, (London: Maple Press, 2010) |
| Reference Book and other materials | <ol style="list-style-type: none"> 1. William Shakespeare, <i>Anthony and Cleopatra</i>, (London: Maple Press, 2019) 2. A.C. Bradley, <i>Shakespearean Tragedy</i> (New York: Altantic Publishing, 2019) 3. Anthony J. Lewis, <i>The Love Story in Shakespearean Comedy</i> (Kentucky: The University Press of Kentucky, 1992) 4. William Shakespeare, Charles Robinson, <i>The Songs and Sonnets of William Shakespeare</i>, (New York: Dover Publication, 2014) |

Augustan & Neoclassical Literature

| | | | | | |
|-----------------|---|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN402 | Augustan & Neoclassical Literature | 5 | 1 | 0 | 6 |
| Core | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE

Wit, satire, "half poetry", rationalism, morality and classical rules are often the phrases used to describe the neoclassical and Augustan poetic tradition. It was the period which witnessed epic tradition reaching its greatest zenith with John Milton, and also the emergence of the mock epic genre. Alexander Pope stands out as the stalwart of this mock epic genre and has influenced many poets and poetesses with this writing style. This paper is a thorough study of the literature, life, politics and history of the Augustan and Neoclassical period.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | Introduction to Augustan and Neo-Classical Age <ul style="list-style-type: none"> ○ Major Poets and Poetesses ○ Writing trends and styles of the period Epic Poetry <ul style="list-style-type: none"> ○ Mock Epic | 12 |
| Unit-II | John Milton: <i>Paradise Lost (Book I: Lines 1-26)</i> <i>On his Blindness</i> | 12 |
| Unit-III | Alexander Pope: <i>The Rape of the Lock</i> <i>The Dunciad</i> | 12 |
| Unit-IV | Mary Jones: <i>Soliloquy on an Empty Purse</i> <i>An Epistle to Lady Bowyer</i> | 12 |
| Unit-V | Susana Blamire: <i>The Siller Croun</i> <i>Address to Health</i> | 12 |

LEARNING OUTCOME

At the end of this course, the learners will not only be introduced to the major characteristics of Neo-classical and Augustan writing but the learners have also read some of the classics of this era in detail which prepares the learners for a thorough and advanced study of the subsequent periods in the history of English literature, language and culture.

| Learning Resources | |
|---------------------------|---|
| Text Book | 1. John Milton, <i>Paradise Lost</i> , (London: Penguin Classics, 2003) 2. Alexander Pope, <i>The Rape of the Lock</i> , (California: Alma |

| | |
|---|--|
| | Classics, 2018) 3. Susana Blamire, Collection of Poetry 4. Mary Jones, Poetry of Mary Jones |
| Reference Book and other materials | 1. Margaret Anne Doody, <i>The Daring Muse: Augustan Poetry Reconsidered</i> , (Cambridge: Cambridge University Press, 1985) |

History of English Literature – 15th -19th Century

| | | | | | |
|-----------------|---|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN201 | History of English Literature – 15th -19th Century | 5 | 1 | 0 | 6 |
| Core | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE

15th century Europe was a story of Renaissance, revival, religious revolution, art, architecture and the birth of modern-day scientific exploration. The seeds which were sown with Renaissance reached its greatest heights in the centuries that followed.

From 18th Century onwards, Europe and the West witnessed an overbearing influence of science and technology leading to some of the most crucial events in human history – Industrial Revolution, World Wars, colonization, slavery and so on and so forth. This period also observed the rise of social theories like Orientalism.

These 400 years of European and western history created a world which we inhabit today. This paper is an in-depth study of the socio-political-historical, scientific, religious and artistic explorations and development that took place in Europe and the West from 15th to 19th Century and how they constantly shaped and reshaped the writing styles, themes and philosophy of this period.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | Socio-political History of Europe & West (1500-1700) Renaissance and Reformation: (Art and Architecture; Literature; Science; Religion; Philosophy; Monarchy) Christopher Marlowe: Life and Works <i>Doctor Faustus</i> Age of Puritans; Introduction to Puritan Literature John Bunyan: <i>The Pilgrim's Progress</i> | 12 |
| Unit-II | Restoration Period: An Elaborate Overview (both Historical and Cultural) Playwrights, Prose writers Poets Richard Sheridan: <i>School for Scandal</i> | 12 |
| Unit-III | Socio-political History of Europe & West (1800-1900) Industrial Revolution An Introduction to Orientalism A study of Colonialism through literature (Empire expansion; broadening one's world view; Spirit of travel adventure) Aphra Behn: <i>Oroonoko</i> Introduction to the story-line Criticism of <i>Oroonoko</i> | 12 |
| Unit-IV | England and Europe: An Overview of the Literature and Literary Movements/Events of 18th & 19th Centuries (Playwrights, Poets and Prose writers) Victorian Literature (Themes, Issues, Style) | 12 |

| | | |
|--------|--|----|
| | <p>Age of Decadence Literary and Philosophical Movements (Existentialism, Symbolism, Surrealism, Cubism, Realism, Expressionism, Stream of Consciousness, The Lost Generation)</p> | |
| Unit-V | <p>Cavalier Poets: An Overview of Richard Lovelace: Life and Works <i>Song to Amarantha, that she would Dishevel her Hair</i></p> <p>18th-19th Century Writers Charles Dickens: Life and Works Bronte Sisters: Life and Works Mark Twain: Life and Works Fyodor Dostoyevsky: Life and Works</p> <p>Philosophers/Thinkers: Philosophers: 15th-17th Century <hr/> Niccolò Machiavelli: Life and Works Baruch Spinoza: Life and Works John Locke: Life and Works Philosophers: 18th-19th Century <hr/> Rene Descartes: Life and Works Immanuel Kant: Life and Works John Stuart Mill: Life and Works Soren Kierkegaard: Life and Works Friedrich Nietzsche: Life and Works Charles Darwin: Life and Works Bertrand Russell: Life and Works</p> | 12 |

LEARNING OUTCOME:

At the end of this paper, the learners will be have a thorough understanding of the 400 years of English and European socio-political-cultural history – from Renaissance to Modern era and the immense influence that these 400 years have had in shaping the world that we live in today, the thoughts that we harbour, the socio-political events and the artistic-architectural-technological advancements that have taken place till date.

| Learning Resources | |
|---|--|
| Text Book | <ol style="list-style-type: none"> 1. Edward Albert, <i>History of English Literature</i>, (Oxford: Oxford University Press, 2017) 2. David Daiches, <i>A Critical History of English Literature Vol. I, II</i>, (New York: Supernova Publishers, 2011) 3. Edward Taylor, <i>Literary Criticism of Seventeenth-Century England</i>, (New York: iUniverse, 2000) 4. John Clyde Loftis, <i>Renaissance Drama in England and Spain – Topical Allusion and Historical Plays</i>, (Princeton: Princeton University Press, 1992) 5. Bertrand Russell, <i>Problems of Philosophy</i>, (New Delhi: Ingram Short Title, 2010) 6. Immanuel Kant, <i>Critique of Pure Reason</i>, (New York: Penguin, 2007) 7. John Stuart Mill, <i>On Liberty and Utilitarianism</i> (New York: Bantam Classics, 1993) 8. Charles Darwin, <i>Origin of Species</i> (New Delhi: Fingerprint! Publishing, 2013) 9. Friedrich Nietzsche, <i>Thus Spoke Zarathustra</i>, (New Delhi: Fingerprint! Publishing, 2019) 10. Aphra Behn, <i>Oroonoko</i> (London: Penguin Classics, 2004) |
| Reference Book and other materials | <ol style="list-style-type: none"> 1. Niccolò Machiavelli, <i>The Prince</i>, (London: Fingerprint! Publishing, 2015) 2. John Locke, <i>Two Treatise of Government</i>, (New Delhi: Peacock Books, 2017) 3. Gilles Deleuze, <i>Spinoza: Practical Philosophy</i>, (New York: City Lights Books, 1988) 4. Christopher Marlowe, <i>Doctor Faustus</i>, (Oxford: Oxford University Press, 2020) 5. Richard Sheridan, <i>School for Scandal</i>, (New Delhi: Peacock Books, 2019) 6. Deirdre David, <i>The Cambridge Companion to the Victorian Novels</i> (Cambridge: Cambridge University Press, 2012) 7. John Bunyan, <i>The Pilgrim's Progress</i>, (New Delhi: Penguin, 2008) 8. Eike Kronshage, <i>Vision and Character: Physiognomics and the English Realist Novel</i> (New York: Routledge, 2019) 9. Rene Descartes, <i>Meditations and Other Metaphysical Writings</i>, (London: Penguin, 1998) |

The Romantic Era

| | | | | | |
|-----------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN301 | The Romantic Era | 5 | 1 | 0 | 6 |
| Core | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE

In this paper, the learners will read the works of Wordsworth, Shelley, Keats, Coleridge and so on to achieve an in-depth understanding of the Romantic era and the literature of the period.

England and the west were taken by a rationalistic storm called the age of enlightenment. Immanuel Kant spearheaded the entire rationalistic movement with works like "Critique of Pure Reason". However, every movement has a counter movement, and in the 18th century the Romantics emerged as the counter group for the rationalist thinkers. The Romantics, with their deep desire to break away from the clutches of rationality, resorted to one of the simplest yet the most vital relations in their writings – relationship between human and nature. The Romantic era, often known as "going back to nature" witnessed one of the greatest poetic explorations in English Literature.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | Introduction to the Enlightenment Era and the Pre-Romantics Introduction to the Early Romantics Introduction to the <i>Lyrical Ballads</i> Neo-Romanticism in Britain (1880-1910) | 12 |
| Unit-II | William Wordsworth: <i>Tintern Abbey</i> <i>I Wandered Lonely as a Cloud</i> William Blake: <i>The Tyger</i> <i>The Lamb</i> | 12 |
| Unit-III | Samuel Taylor Coleridge: <i>Kubla Khan: or, A Vision in a Dream</i> <i>The Rime of the Ancient Mariner</i> | 12 |
| Unit-IV | Introduction to the late Romantics P. B. Shelley: <i>To the Skylark</i> <i>Ode to the Westwind</i> John Keats: <i>Ode on a Grecian Urn</i> <i>To Autumn</i> | 12 |
| Unit-V | Introduction to Satire Lord Byron: Life and works <i>She Walks in Beauty</i> Robert Southey: <i>Ode Written on the First of January</i> | 12 |

Learning Outcome:

At the end of this course, the learners will achieve a comprehensive idea about the romantic era and the generations of poets and writers known as stalwarts of this era.

| Learning Resources | |
|---|---|
| Text Book | <ol style="list-style-type: none">1. William Wordsworth, <i>Selected Poems</i> (London: Penguin, 2004)2. S.T. Coleridge, <i>The Rime of the Ancient Mariner, Kubla Khan, Christabel, and the Conversation Poems</i> (New Delhi: Digireads.com, 2009)3. William Blake, <i>Songs of Innocence and of Experience</i>, (Oxford: Oxford University Press, 1970)4. P.B. Shelley, <i>Selected Poems and Prose</i>, (New Delhi: Penguin Classics, 2017)5. John Keats, <i>100 Selected Poems</i> (London: Fingerprint! Publishing, 2019)6. George Gordon, <i>Lord Byron – The Major Works</i> (Oxford: Oxford University Press, 2010)7. Robert Southey, <i>Selected Poems of Robert Southey</i> (New York: Hardpress Publishing, 2012) |
| Reference Book and other materials | <ol style="list-style-type: none">1. Edward Albert, <i>History of English Literature</i>, (Oxford: Oxford University Press, 2017) |

American Literature – Prose, Poetry & Drama

| | | | | | |
|-----------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN501 | American Literature – Prose, Poetry & Drama | 5 | 1 | 0 | 6 |
| Core | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE

In this paper, the learners will be introduced to the history of creation of America, the war of independence, the civil right movements and various other socio-political movements that has shaped and created modern America. The learners will also read the texts of some of the literary stalwarts of America.

American Literature has added a new dimension to the world of English/British Literature. These English expatriates who adopted the new land of America as their own not only broke away from the English monarchy, religious rigorousness and such others, but they also created a brand of literature which became one of the legacies of the new land – America. Over the years, America has produced some of the greatest literary figures, artists and thinkers who have taken the world by a storm. American literature in its totality encompasses the creation of the powerful nation which today we know as the U.S.A.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | A brief introduction to the history of creation of America An introduction to the history of American Literature Important movements in America: brief introduction American War of Independence Boston Tea Party Civil Rights Movement Harlem Renaissance Lost Generation Beat Generation Important Writers, Poets, Artists and Playwrights of America Introduction to the life, major works and writing style | 12 |
| Unit-II | Ernest Hemingway: <i>Old Man and Sea</i> Scott Fitzgerald: <i>The Great Gatsby</i> Tony Morrison: <i>Beloved</i> (Non-detailed study) | 12 |
| Unit-III | O. Henry: <i>The Caballero's Way</i> Edgar Allan Poe: <i>The Fall of the House of Usher</i> Washington Irving: <i>Rip Van Winkle</i> | 12 |
| Unit-IV | Robert Frost: <i>The Road Not Taken</i> E.E. Cummings: <i>Buffalo Bill</i> Emily Dickinson: <i>I Felt a Funeral, in my Brain</i> Ralph Waldo Emerson: <i>Hamartreya</i> (Non-detailed study) | 12 |
| Unit-V | Tennessee Williams: <i>The Glass Menagerie</i> Eugene O'Neill: <i>Anna Christie</i> | 12 |

| | | |
|--|---|--|
| | Arthur Miller: <i>Death of a Salesman</i> (Non-detailed study) | |
|--|---|--|

LEARNING OUTCOME

After the completion of this course, a learner will have a thorough understanding of the American history and some of the significant literary works (poetry, drama, novels) that reflect this history and the socio-political development/transition of America.

| Learning Resources | |
|---|---|
| Text Book | <ol style="list-style-type: none"> 1. James D. Hart and Philip Leininger, <i>The Oxford Companion to American Literature</i> (Oxford: Oxford University Press, 2018) 2. F. Scott Fitzgerald, <i>The Great Gatsby</i> (New Delhi: Fingerprint! Publishing, 2014) 3. Ernest Hemingway, <i>Old Man and the Sea</i> (New Delhi: RHUK, 1994) 4. Toni Morrison, <i>Beloved</i> (New Delhi: RHUK, 1999) 5. O. Henry, <i>Selected Stories</i> (New Delhi: Fingerprint! Publishing, 2017) 6. Edgar Allan Poe, <i>The Fall of the House of Usher and Other Stories</i> (London: Vintage Classics, 2010) 7. Washington Irving, <i>Rip Van Winkle and Other Stories</i> (London: Penguin, 2011) 8. Tennessee Williams, <i>The Glass Menagerie</i> (New Delhi: Bloomsbury Publishing, 2014) 9. Eugene O'Neill, <i>Three Great Plays: The Emperor Jones, Anna Christie, the Hairy Ape</i> (London: Dover Publication, 2005) 10. Arthur Miller, <i>Death of a Salesman</i> (London: Penguin, 2011) |
| Reference Book and other materials | <ol style="list-style-type: none"> 1. John A. Salmond, <i>My Mind Set on Freedom: A History of the Civil Rights Movement, 1954-1968</i> (New York: Ivan R Dee, 1998) 2. Amy Goodman, <i>Democracy Now! Twenty Years Covering the Movements Changing America</i> (New York: Simon & Schuster, 2017) |

Introduction to Applied Linguistic

| | | | | | |
|-----------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN403 | Introduction to Applied Linguistic | 5 | 1 | 0 | 6 |
| Core | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE

The paper aims at familiarizing the students with phonetics and phonetic symbols of English.

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | <ul style="list-style-type: none"> • An Introduction to Phonetics and Phonology • English Orthography • Air Stream Mechanisms • Organs of Speech - Respiratory Region, Phonatory Region and Articulatory Region | 15 |
| Unit-II | <ul style="list-style-type: none"> • Phonemes - Minimal Pairs- Contrastive Distribution, Phonetic Environment, • Allophones, Complementary distribution and Free Variation • Description of Consonants – Air Stream Mechanism, Position of the Vocal Cords, • Position of the Soft Palate, Place of Articulation, • Manner of Articulation –Articulation of individual Consonants | 15 |
| Unit-III | <ul style="list-style-type: none"> • Description of Vowels – Pure vowels- Three Term label, Cardinal vowel, Vowel Chart, • Description of individual Vowels • Description of Semi vowels | 15 |
| Unit-IV | <ul style="list-style-type: none"> • Transcription, Narrow and Broad Syllable, Syllabic division, Syllabic Structure, • Consonant clusters, Arresting and releasing consonants Supra segmental Phonemes • Stress - Word Stress, Sentence Stress, Rhythmic Stress • Intonation – Tone group, Tone syllable, Tone (Static and Kinetic) | 15 |

Exercises

Marking Phonetic Environment, Identifying Phonemes through Minimal Pair, Allophonic Variation – Aspirated, Unexploded, nasally exploded, Phonetic Realization of Plural, Past, Third Person Singular morphemes, Syllabic division and structure

Transcription – Simple words with stress, Sentences marking stressed and unstressed Syllables

LEARNING OUTCOME:

At the end of this course, a learner will have a basic understanding of Applied linguistic. This course will also allow a learner to opt for linguistic courses in Master's degree.

| Learning Resources | |
|---|---|
| Text Book | <ol style="list-style-type: none">1. Daniel Jones- The Pronunciation of English2. Balasubramanian. T - A Textbook of English Phonetics for Indian Students – A workbook.3. R. K. Bansal and J. B. Harrison – Spoken English.4. Lalitha Ramamurthi - A History of English Language and Elements of Phonetics5. T. Balasubramanian - English Phonetics for Indian Students – A workbook6. Exercises in spoken English – Consonants, Vowels, Accent, Rhythm and Intonation- CIEFL |
| Reference Book and other materials | ----- |

English Novels

| | | | | | |
|-----------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN602 | English Novels | 5 | 1 | 0 | 6 |
| Core | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE

One of the quintessential essences of literature has always been the novels. The novel constitutes "a continuous and comprehensive history of about two thousand years", with its origins in classical Greece and Rome, in medieval and early modern romance, and in the tradition of the Italian renaissance novella. Walter Scott made a distinction between the novel, in which (as he saw it) "events are accommodated to the ordinary train of human events and the modern state of society" and the romance, which he defined as "a fictitious narrative in prose or verse; the interest of which turns upon marvellous and uncommon incidents".

This paper will deal with some of the most (if not all) significant and path-breaking novelists and their works. The novels listed here vary in style, theme and approach, and will introduce the learners to some of the most noteworthy novels of all time.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | Daniel Defoe: Life and Works <i>Robinson Crusoe</i> James Joyce: Life and Works <i>Ulysses</i> → Introduction to the story-line, themes, major issues, styles | 12 |
| Unit-II | George Orwell: Life and Works <i>Animal Farm</i> Harper Lee: Life and Works <i>To Kill a Mocking Bird</i> | 12 |
| Unit-III | Ernest Hemmingway: Life and Works <i>The Sun Also Rises</i> Thomas Hardy: Life and Works <i>Jude the Obscure</i> → Introduction to the story-line, themes, major issues, styles | 12 |
| Unit-IV | Oscar Wilde: Life and Works <i>The Picture of Dorian Gray</i> E.M. Forster: Life and Works <i>A Passage to India</i> → Introduction to the story-line, themes, major issues, styles | 12 |

| | | |
|--------|---|----|
| Unit V | <p>Charles Dickens: Life and Works <i>David Copperfield</i></p> <p>William Makepeace Thackeray: Life and Works <i>Vanity Fair</i></p> <p>→ Introduction to the story-line, themes, major issues, styles</p> | 12 |
|--------|---|----|

LEARNING OUTCOME:

At the end of this course, the learners will acquire considerable knowledge about some of the most significant and path-breaking novelists and their works. The novels which vary in style, theme and approach will introduce the learners to some of the most noteworthy novels of all time.

| Learning Resources | |
|---------------------------|---|
| Text Book | <ol style="list-style-type: none"> 1. Daniel Defoe, Robinson Crusoe, (Delhi: Fingerprint Publishing, 2017) 2. James Joyce, Ulysses, (Mumbai: Amazing Reads, 2016) 3. George Orwell, Animal Farm, (Mumbai: Amazing Reads, 2017) 4. Harper Lee, To Kill a Mocking Bird, (London: RHUK; Special edition, 2010) 5. Earnest Hemingway, The Sun also Rises, (London: RHUK; New Ed edition, 1994) 6. Thomas Hardy, Jude the Obscure, (UK: Wordsworth Editions Ltd, 1995) 7. Oscar Wilde, The Picture of Dorian Gray, (Delhi: Fingerprint Publishing, 2015) 8. E.M. Forster, Passage to India, (New Delhi: Penguin Classics, 2005) 9. Charles Dickens, David Copperfield, (Delhi: Fingerprint Publishing, 2017) 10. William Makepeace Thackeray, Vanity Fair, (Delhi: Fingerprint Publishing, 2016) |

Discursive Prose

| | | | | | |
|-----------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN401 | Discursive Prose | 5 | 1 | 0 | 6 |
| Core | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE:

Literature is known as the mirror of the society and the time in which it is produced. English literature has been no exception, and over a period of years, the most significant writers and thinkers in English language and literature have not just mirrored but have also influenced the thoughts and tides of human race through their critical (non-fiction) writing.

This paper will introduce the learners to some of the most eminent essayists of all time in English Literature whose works have portrayed rising and falling graph of human society and have also provided the modern learners the food for critical thinking and appreciation.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | a) Ben Johnson: Introduction to the author <i>In Defence of Ignorance</i> b) Richard Steele: Introduction to the author <i>The Spectator Club</i> | 12 |
| Unit-II | a) Francis Bacon: Introduction to the author <i>Of Studies; Of Envy</i> b) Rabindranath Tagore: Introduction to the author <i>The Religion of the Forest</i> | 12 |
| Unit-III | a) Samuel Johnson: Introduction to the author <i>Writers not a useless generation</i> b) Bertrand Russell: Introduction to the author <i>In Praise of Idleness</i> | 12 |
| Unit-IV | a) Susan Sontag: Introduction to the author <i>Against Interpretation</i> b) Philip Larkin: Introduction to the author <i>The Pleasure Principle</i> | 12 |
| Unit-V | a) George Orwell: Introduction to the author <i>Looking Back on the Spanish War</i> b) Virginia Woolf: Introduction to the author <i>Death of the Moth</i> | 12 |

LEARNING OUTCOME:

At the end of this course, the learners have been acquainted with some of the path-breaking essays/non-fictional writings. A detailed study of these writings would not just instill an understanding of the style and thoughts of non-fiction writing among the readers, but it would also lead to an in-depth understanding of the times, conditions, thoughts, philosophies and political situations that led to the production of such texts and its implication and significance in today's day and age – beyond and across time and disciplines.

Learning Resources

Text Book

1. Richard Steele, *Sir Riger De Coverley And The Spectator's Club*, (London: Read Books, 2008)
2. Francis Bacon, *The Essays*, (London: Penguin Classics, 1985)
3. James Boswell, *The Life of Samuel Johnson*, (London: Penguin Classics, 2008)
4. George Orwell, *Modern Classics Penguin Essays of George Orwell*, (London: Penguin Classics, 2000)

Women Writers

| | | | | | |
|-----------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN303 | Women Writers | 5 | 1 | 0 | 6 |
| CORE | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE:

A person cannot just be discriminated, highlighted or marginalised on the basis of his/her caste, creed, colour, religion and race, but gender is also a great tool of either discrimination/marginalization or highlighting. Since the inception of the idea of “civilization”/ “society” the feminine gender often been subjected to marginalization. In literature, the ratio of male writers to female writers has been considerably disproportionate. Movements like feminism, women suffrage, equality of pay are only some of the examples through which women folks have tried to carve out a niche in this otherwise male-dominated society.

In literature (English or vernacular), one would find writers, poets, artists and thinkers who fought the set notions and prejudices of the society and emerged as leading literary and philosophical figures of all time. However, not all female authors adopted the feminist brand of writing. This paper is a study of Women writers and feminist style of writing that developed in English literature since 18th century.

Unit 5: (a)

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | a) Women Writers and their writing style Major female writers till the 16 th century → Life and works → Writing style Major female writers of 17 th , 18 th , 19 th & 20 th Centuries → Life and works → Writing Style Major female writers of the 21 st century → Life and works → Writing Style b) Feminism and feminist movement | 12 |
| Unit-II | Jane Austen: <i>Pride and Prejudice</i> Mary Shelly: <i>Frankenstein</i> (Non-detailed Study) | 12 |
| Unit-III | Elizabeth Barrett Browning: <i>Bianca among the Nightingales</i> Mary Wollstonecraft: <i>A Vindication of the Rights of the Women</i> (Non-detailed Study) George Elliot: <i>Middlemarch</i> (Non-detailed Study) | 12 |

| | | |
|---------|---|----|
| Unit-IV | Virginia Woolf: <i>Mrs. Dalloway</i> Simone de Beauvoir: <i>She Came to Stay</i> (Non-detailed Study) | 12 |
| Unit-V | <p>(a) Introduction to Indian female writers Introduction to Indian feminist literature Introduction to Indian feminist writers Rokeya Shekhawat Hussain: <i>Sultana's Dream</i></p> <p>(b) Amrita Pritam: <i>Revenue Stamp</i></p> <p>(c) Bama Faustina Soosairaj: <i>Karukku</i> → Introduction to the text → Major issues and themes → What is Subaltern → Other subaltern writers</p> | 12 |

LEARNING OUTCOME:

At the end of this course, the learners have already read some of the most significant literature by women writers that holds a significant position in literary circle. In addition, this paper would also apprise the readers about the leading women figures, their writing styles and major works starting from 16th Century to 21st Century. In a nutshell, a successful completion of this course will ensure a comprehensive idea about the concepts of gender in literature and the role genders have played over the century in our society, art, culture and politics.

| Learning Resources | |
|--------------------|--|
| Text Book | <ol style="list-style-type: none"> 1. Simone de Beauvoir, <i>She Came to Stay</i> (New York: Harper Perennial Modern Classics, 2006) 2. Virginia Woolf, <i>Mrs. Dalloway</i> (New Delhi: Fingerprint! Publishing, 2017) 3. Jane Austen, <i>Pride and Prejudice</i> (New Delhi: Fingerprint! Publishing, 2013) 4. Mary Shelly, <i>Frankenstein</i> (London: Penguin, 2003) 5. Elizabeth Barrett Browning, <i>Collected Poems of Elizabeth Barrett Browning</i> (New York: Wordsworth Edition, 2015) 6. Mary Wollstonecraft, <i>A Vindication of the Rights of the Women</i> (London: Vintage Classics, 2015) 7. George Elliot, <i>Middlemarch</i> (London: Vintage Classics, 2007) 8. Rokeya Shekhawat Hussain, <i>Sultana's Dream</i> (New Delhi: Tara Books, 2015) 9. Amrita Pritam, <i>Revenue Stamp</i> (New Delhi: Vikas Publishing House, 2015) 10. Bama Faustina Soosairaj, <i>Karukku</i> (New York: Oxford University Press, 2014) |

| | |
|---|--|
| Reference Book and other materials | <ol style="list-style-type: none"><li data-bbox="548 176 1421 262">1. Gemma Correll, <i>Feminist Activity Book</i> (New York: Seal Press, 2016)<li data-bbox="548 262 1421 346">2. Julia Pierpont, <i>The Little Book of Feminist Saints</i> (New York: Virago, 2015) |
|---|--|

History of English Literature – 20th- 21st Century

| | | | | | |
|-----------------|---|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN302 | History of English Literature – 20th- 21st Century | 5 | 1 | 0 | 6 |
| CORE | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE:

This paper is a comprehensive study of the 20th and the 21st century world and its impact on the literature produced during these timelines.

The 20th and the 21st centuries are marked by events in the political arena that has left an everlasting impression not just in our minds but also in our literature, philosophy and world politics in general. The two world wars, literary movements like modernism and post-modernism, imagism, and globalization impacted on how literature should be produced, read and absorbed. The world of literature became ever more encompassing – with the emergence of commonwealth literature and disciplines like world literature and translation studies, more and more writers and thinkers became a house hold name. In the philosophical front, the wars created a great impact, especially with the emergence of theories like existentialism, philosophers and writers like Nietzsche and Kafka presented a whole new world of dystopic, “godless” thoughts in philosophy and literature respectively. The communist uprising in South America, cold-wars, Vietnam War and so on in the 21st century too had its extremely significant effect on the kind of literature that are produced and read today.

| UNIT | Course contents | Contact Hours |
|---------|---|---------------|
| Unit-I | a) Socio-political History of Europe & West (20 th Century) b) The First World War c) The Second World War d) Influence of the wars on literature Approaching the literature of the period through the lens of the wars Ernest Hemingway: A Farewell to Arms (Non-detailed Study) | 12 |
| Unit-II | a) Europe, America and the East: An Overview of the Literature, and Literary-Socio- Political Movements/Events (20 th Century) b) Playwrights & Prose writers <ul style="list-style-type: none"> • Major writers & dramatists • Most significant works c) Exchange of Ideas and culture influencing literature d) Stream of Consciousness: Introduction e) Imagism: Introduction f) Major Poets and their works: Introduction <ul style="list-style-type: none"> • Ezra Pound: In a Station of the Metro | 12 |

| | | |
|----------|--|----|
| | <ul style="list-style-type: none"> • T.S. Eliot: <i>Preludes</i> (Non-detailed Study) | |
| Unit-III | <p>a) Post-colonialism</p> <ul style="list-style-type: none"> • Major writers and their works • Salman Rushdie: <i>Midnight's Children</i> (Non-detailed Study) <p>b) Modernism</p> <ul style="list-style-type: none"> • William Faulkner: <i>The Sound and the Fury</i> (Non-detailed Study) <p>c) Post-modernism</p> <ul style="list-style-type: none"> • Kurt Vonnegut Jr.: <i>Slaughterhouse</i> (Non-detailed Study) | 12 |
| Unit-IV | <p>a) Europe, America and the East: An Overview of the Literature, and Literary/Artistic- Socio-Political Movements/Events (21st Century)</p> <p>b) Playwrights & Prose writers</p> <ul style="list-style-type: none"> • Major writers & dramatists • Most significant works • Haruki Marukami: <i>1Q84</i> (Non-detailed Study) <p>c) Transrealism: Introduction</p> | 12 |
| Unit-V | <p>a) Joseph Conrad: Life and Work</p> <p>b) Modern Art and artists</p> <p>c) Octavio Paz: Life and Works</p> <p>d) Franz Kafka: Life and Works</p> <p>e) Philosophers/Thinkers: (Non-detailed Study)</p> <p>Jacques Derrida: Life and Works</p> <p>Noam Chomsky: Life and Works</p> <p>Michel Foucault: Life and Works</p> <p>Elizabeth Anscombe: Life and Works</p> <p>Ayn Rand: Life and Works</p> | 12 |

LEARNING OUTCOME:

At the end of this course, the learners will acquire an in-depth comprehensive knowledge and understanding of the events – social, political, economic, scientific and artistic that shaped the 20th and the 21st century and its significance on the way we think and act today.

| Learning Resources | |
|--------------------|--|
| Text Book | 1. Edward Albert, <i>History of English Literature</i> , (Oxford: Oxford |

| | |
|--|--|
| | <p>University Press, 2017)</p> <ol style="list-style-type: none"> 2. David Daiches, <i>A Critical History of English Literature Vol. I, II</i>, (New York: Supernova Publishers, 2011) 3. Brian McHale, <i>The Cambridge Introduction to Postmodernism</i> (Cambridge: Cambridge University Press, 2015) 4. Octavio Paz, <i>The Poems of Octavio Paz</i> (New York: W.W. Norton & Company, 2018) 5. Antony Beevor, <i>The Second World War</i> (London: W&N Publishing, 2014) 6. Salman Rushdie, <i>Midnight's Children</i> (New Delhi: RHUK, 2013) 7. William Faulkner, <i>The Sound and the Fury</i> (London: Vintage Classics, 1995) 8. Ernest Hemingway, <i>A Farewell to Arms</i> (New Delhi: RHUK, 1994) 9. Haruki Marukami, <i>IQ84</i> (New Delhi: RHUK, 2012) 10. Michel Foucault, <i>Madness and Civilization</i> (London: RHUS, 1988) 11. Franz Kafka, <i>Metamorphosis</i> (New Delhi: Fingerprint! Publishing, 2014) 12. Ayn Rand, <i>The Fountainhead</i> (New York: Penguin, 1996) |
| <p>Reference Book and other materials</p> | <ol style="list-style-type: none"> 1. Tim Armstrong, <i>Modernism: A Cultural History</i> (New Delhi: Rawat, 2017) 2. Malcolm Bradbury and James McFarlane, <i>Modernism: A Guide to European Literature 1890-1930</i> (London: Penguin, 1978) 3. Michael Howard, <i>The First World War: A Very Short Introduction</i> (London: Oxford University Press, 2008) 4. Herbert Read, <i>The Meaning of Art</i> (New York: Faber Modern Classics, 2017) |

English Drama

| | | | | | |
|-----------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN601 | English Drama | 5 | 1 | 0 | 6 |
| CORE | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE:

This paper is an exclusive study of some of the greatest playwrights and their works (in English literature). The learner will not only be exposed to some of the greatest dramatists of the 17th and 18th centuries, but also the moderns and the absurdist.

Drama or theatre (in English literature) as we know and recognize it today dates back to the middle English period. The morality and the miracle play along with Shakespearean and Marlowian influence elevated drama or plays to a different pinnacle. The restoration plays also hold a very special place in the area of English plays. In the 19th and 20th century the very concept of theatre took a new turn and hence, was born the absurdist plays.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | a) Samuel Beckett: Life and works <i>Waiting for Godot</i> b) John Millington Synge: Life and works <i>The Playboy of the Western World (Non-detailed Study)</i> | 12 |
| Unit-II | a) Tennessee Williams: Life and works <i>A Streetcar Named Desire</i> b) Oscar Wilde: Life and Works <i>The Importance of Being Earnest (Non-detailed Study)</i> | 12 |
| Unit-III | a) John Osborne: Life and works <i>Look Back in Anger</i> b) Aphra Behn: Life and works <i>The Rover (Non-detailed Study)</i> | 12 |
| Unit-IV | a) Bernard Shaw: Life and works <i>Pygmalion</i> b) Harold Pinter: Life and works <i>The Caretaker (Non-detailed Study)</i> | 12 |
| Unit-V | a) Lorraine Hansberry: Life and works <i>A Raisin in the Sun</i> b) Arthur Miller: Life and works <i>Death of a Salesman (Non-detailed Study)</i> | 12 |

LEARNING OUTCOME:

At the end of this course, the learners will acquire an in-depth comprehensive knowledge and understanding of the events – social, political, economic, scientific and artistic that shaped the 20th and the 21st century and its significance on the way we think and act today.

| Learning Resources | |
|--------------------|---|
| Text Book | <ol style="list-style-type: none">1. Samuel Beckett, <i>Waiting for Godot</i> (London: Pearson, 2012)2. John Millington Synge, <i>The Playboy of the Western World</i> (London: Penguin, 2000)3. Tennessee Williams, <i>A Streetcar Named Desire</i> (London: Penguin, 2009)4. Oscar Wilde, <i>The Importance of Being Earnest</i> (New Delhi: Fingerprint! Publishing, 2015)5. John Osborne, <i>Look back in Anger</i> (New York: Pearson Education, 2011)6. Aphra Behn, <i>Oroonoko, The Rover and Other Works</i> (London: Penguin Classics, 1999)7. Bernard Shaw, <i>Pygmalion</i> (New Delhi: Fingerprint! Publishing, 2017)8. Harold Pinter, <i>The Caretaker</i> (New York: Faber Publishing, 1991)9. Lorraine Hansberry, <i>A Raisin in the Sun</i> (London: Vintage Classics, 2004)10. Arthur Miller, <i>Death of a Salesman</i> (London: Penguin Classics, 2011) |

**Discipline Specific Elective
(Select Any Three)**

World Literature

| | | | | | |
|-------------------------------------|---|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN503 | World Literature | 5 | 1 | 0 | 6 |
| Discipline Specific Elective | Pre-requisite: Successful completion of Paper 20BEN302 | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE:

In this paper, the learners will be exposed to some of the best productions (if not all) in literature (in English and few in translation) beyond the traditional British and American English literature.

Human mind has always indulged in art and literature since time immemorial. In the olden days, circulation and consequent availability of literature beyond its region of production was difficult because of various reasons. However, in today's globalised world accessing literature from the remotest corners have become extremely easy. One of the main attractions of a specialised literature course in today's age is a course on World Literature where the reader is not just exposed to the literary geniuses across time and space, but the reader also is introduced to the thought process, issues and diversity (that exists) through these literary works.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | World Literature in English Socio-political events, Diaspora, Writers, Dramatists, Poets, Essayists | 12 |
| Unit-II | History of Commonwealth Literature Commonwealth Nations Commonwealth Writers and their works | 12 |
| Unit-III | Poems: a) Judith Wright: Turning Fifty b) Duncan Campbell Scott: The Forsaken c) Wole Soyinka: Procession I – Hanging Day | 12 |
| Unit-IV | Novels: a) Chinua Achebe: Arrow of God b) Patrick Chamoiseau: Texaco | 12 |
| Unit-V | Short Stories: a) Alice Ann Munro: Free Radicals b) Jhumpa Lahiri: Interpreter of Maladies c) Muhammed Mustajeb: The Battle of the Rabbits d) Nikolai Gogol: The Overcoat e) H.H. Munro (Saki): The Open Window | 12 |

LEARNING OUTCOME:

At the end of this course, the readers have read a wide range of texts from all across the world and have also gathered a comprehensive understanding about the various writing styles, genres, themes and motifs that have dominated the world writing arena.

| Learning Resources | |
|---|---|
| Text Book | <ol style="list-style-type: none">1. Judith Wright: Collected Poems, (Australia: HarperCollins Publishers, 2016)2. Duncan Campbell Scott, <i>The Foresaken</i>3. Chinua Achebe, Arrow of God, (UK: Penguin 2010)4. Patrick Chamoiseau, Texaco (Delhi: Granta Books,2018)5. Alice Ann Munro, Too Much Happiness (London: Random House,2013)6. Jhumpa Lahiri: Interpreter of Maladies (New York: Fourth Estate, 2017)7. Muhammed Mustajeb: The Battle of the Rabbits https://qisasukhra.wordpress.com/2012/08/28/the-battle-of-the-rabbits/8. Nikolai Gogol: The Overcoat and Other Short Stories (Kansas: Digireads.com, 2009)9. H.H. Munro (Saki): The Complete Short Stories of Saki (H. H. Munro), (Kansas: Digireads.com, 2010) |
| Reference Book and other materials | <ol style="list-style-type: none">1. C.L. Innes, The Cambridge Introduction to Postcolonial Literatures in English, (Delhi: Cambridge University Press, 2007)2. Bart Moore-Gilbert, Postcolonial Life-Writing: Culture, Politics, and Self- Representation (London: Routledge, 2009) |

English Poetry

| | | | | | |
|---|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN505 | English Poetry | 5 | 1 | 0 | 6 |
| Discipline Specific Elective | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE:

The world of English poetry is not limited or defined by Elizabethan, Augustan or Romantic poetry alone. The poetic seeds sworn by these precursors were carried forward by poets who emerged across time and space in English literature.

This paper will take the readers into a journey of significant poetic works of different poets and poetesses across timelines.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | Walt Whitman: Life and works <i>O Captain, My Captain</i> Sylvia Plath: Life and works <i>Daddy</i> Henry Wadsworth Longfellow: Life and works <i>The Song of Hiawatha</i> | 12 |
| Unit-II | Alfred Lord Tennyson: Life and works <i>Ulysses</i> Emily Dickinson: Life and works <i>'Hope' is the thing with feathers</i> P.B. Shelley: Life and works <i>Ozymandias</i> | 12 |
| Unit-III | T.S. Eliot: Life and works <i>The Love Song of J. Alfred Prufrock</i> William Butler Yeats: Life and works <i>The Second Coming</i> Christina Rossetti: Life and works <i>In an Artist's Studio</i> | 12 |
| Unit-IV | Ted Hughes: Life and works <i>Hawk Roosting</i> Thomas Gray: Life and works <i>Elegy Written in a Country Churchyard</i> Andrew Marvell: Life and works <i>To His Coy Mistress</i> | 12 |
| Unit-V | Wilfred Owen: Life and works <i>Anthem for Doomed Youth</i> Langston Hughes: Life and works | 12 |

| | | |
|--|---|--|
| | <i>Theme for English B</i> Elizabeth Bishop: Life and works <i>One Art</i> | |
|--|---|--|

LEARNING OUTCOME:

At the end of this course, the learners have read and gathered a comprehensive understanding of the poetic geniuses of Walt Whitman, Sylvia Plath, Tennyson, Gray, Hughes, Marvell, Owen and many more which creates a base for further higher studies in English and research in general.

| Learning Resources | |
|---|--|
| Text Book | <ol style="list-style-type: none"> 1. Walt Whitman, The Patriotic Poems of Walt Whitman, (London: Read Books, 2016) 2. Sylvia Plath, The Collected Poems (Harper Perennial Modern Classics, (New York: Harper Perennial Modern Classics, 2018) 3. H. W. Longfellow, The Song of Hiawatha and Other Poems, ((New York: Reader& Digest Association, 1989) 4. Thomas Gray, Elegy Written in a Country Churchyard, (Montana, Kessinger Publishing, 2010) 5. Langston Hughes, Poems, (New York: Random House USA Inc. 1999) |
| Reference Book and other materials | <ol style="list-style-type: none"> 1. E.d Christopher Ricks, Metaphysical Poetry (Penguin Classics (New Delhi: Penguin Classics, 2006) 2. E.d. Rita Dove, The Penguin Anthology of Twentieth-Century American Poetry, (New York: Penguin Classics, 2013) 3. E.d. Jon Stallworthy, The War Poems of Wilfred Owen (UK: Chatto& Windus, 1994) 4. Ted Hughes, New selected poems of Ted Hughes 1957 To 1994, (London Faber Poetry, 2001) 5. E.d Jahan Ramazani, The Norton Anthology of Modern and Contemporary Poetry, Volume 1: Modern Poetry, (New York: W. W. Norton & Company, 3rd edition 2003) |

Partition Literature

| | | | | | |
|-------------------------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN504 | Partition Literature | 5 | 1 | 0 | 6 |
| Discipline Specific Elective | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE:

This course will introduce some of the greatest literary works that are either based or extensively influenced by the partition of India (in the year 1947). This course will also familiarize the students with the concepts of colonialism, nationalism, alienation, exile and so on (a complete conceptual list is provided below) through the following selected reading list.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | Philosophical Concepts: Alienation – Exile - Problems of Memory - Crisis of Location - Existential Crisis – Nationalism – Colonialism - Women in Partition, cultural memory | 12 |
| Unit-II | Sadaat Hasan Manto – “The Dog of Titwal”; “Toba Tek Singh” | 12 |
| Unit-III | Malay Krishna Dhar – “Train to India” | 12 |
| Unit-IV | Attia Hosain – “Sunlight on a Broken Column” | 12 |
| Unit-V | Salman Rushdie – “Midnight’s Children” | 12 |

LEARNING OUTCOME:

After a successful completion of this course, the learners are not just aware of the horrific socio-political condition of India in 1947 and the following years, but the learners have also read the rich literature produced during that time recounting the various facets of human suffering. This course also has introduced the learners to some of the very significant concepts in social science and literature which act as a common thread/ base in all cultures experienced with the bloody history and reality of partition, mass displacement, genocide and such others.

| Learning Resources | |
|---------------------------|---|
| Text Book | <ol style="list-style-type: none"> 1. Sadaat Hasan Manto; Aatish Taseer (Tr.). Manto: Selected Short Stories. RHI Publishers: New Delhi, 2012. 2. Salman Rushdie. Midnight’s Children. RHUK Publishers: New Delhi, 2014. 3. Malay Krishna Dhar. Train to India. Penguin India: |

| | |
|--|--|
| | <p>Mumbai, 2009.</p> <p>4. Attia Hosain. Sunlight on a Broken Column. Penguin India: New Delhi, 2009.</p> |
| <p>Reference Book and other materials</p> | <ol style="list-style-type: none"> 1. Urvashi Butalia. The Other Side of Silence: Voices from the Partition of India. Kali or Women: New Delhi, 2000. 2. Sigmund Freud; James Strachey (Tr.). Mourning and Melancholia in "The Complete Psychological Works of Sigmund Freud". Hogwarth Press: London, 1953. pp 3041-53. 3. Sukrita P. Kumar. Narrating Partition. Indialog: Delhi, 2004. |

Gothic Literature

| | | | | | |
|---|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN604 | Gothic Literature | 5 | 1 | 0 | 6 |
| Discipline Specific Elective | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE:

Gloom, grotesque and the supernatural has scared, influenced and inspired humans since time immemorial. The result of such inspiration can be seen in art, architecture, literature, music and motion picture. The origin of gothic can be attributed to the architectural styles of Renaissance, and in English literature the quintessence of gothic literature is captured by Horace Walpole's "The Castle of Otranto" which eventually inspired the writers to explore and express the gloom and darkness of the supernatural and the unknown world.

In this paper, the learners will get a deep insight into the world of gothic through some of the quintessential works in this genre; furthermore, the learners will also be exposed to gothic art, architecture and motion picture to understand the vast reach of the gothic arts.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | An Introduction to the concept of Goth <ul style="list-style-type: none"> • Gothic Era • Gothic Architecture • Gothic Art • Gothic Literature <ul style="list-style-type: none"> ➤ Styles ➤ Themes • Major Writers and works | 12 |
| Unit-II | Horace Walpole: Life and Works <i>The Castle of Otranto</i> Bram Stoker: Life and Works <i>Dracula (Non-detailed Study)</i> | 12 |
| Unit-III | Mary Shelly: Life and Works <i>Frankenstein</i> Daphne du Maurier: Life and Works <i>Rebecca (Non-detailed Study)</i> | 12 |
| Unit-IV | Modern Gothic Literature Shirley Jackson: Life and Works <i>We have always lived in this Castle</i> Alice Munro: Life and Works | 12 |

| | | |
|--------|---|----|
| | <i>Runaway (Non-detailed Study)</i> | |
| Unit-V | A brief introduction to Gothic Films Gothic Film makers and themes An analysis of Gothic films: James Whale’s <i>Bride of Frankenstein</i> Neil Jordan’s <i>Interview with the Vampire</i> | 12 |

LEARNING OUTCOME

After successfully completing this course, the learners will not only have a comprehensive knowledge of the rich Gothic culture, art, and literature, but they will also have an understanding about the gothic – its nature and implications in motion pictures.

| Learning Resources | |
|---|---|
| Text Book | 1. Horace Walpole, <i>The Castle of Otranto</i> (Oxford: Oxford University Press, 2014) 2. Bram Stoker, <i>Dracula</i> , (New York: Fingerprint! Publishing, 2013) 3. Daphne du Maurier, <i>Rebecca</i> (New York: Virago Publication, 2003) 4. Mary Shelly, <i>Frankenstein</i> (London: Collins Classics, 2010) 5. Alice Munro, <i>Runaway</i> (New York: Vintage, 2019) 6. Shirley Jackson, <i>We have always lived in this Castle</i> , (London: Penguin Classics, 2006) |
| Reference Book and other materials | 1. M.H. Abrams, <i>A Glossary of Literary Terms</i> , (New Delhi: Cengage Learning India Private Limited, 2015) 2. Thomas Ligotti, <i>The Conspiracy Against the Human Race: A Contrivance of Horror</i> , (London: Penguin Classics, 2014) 3. Jerrold E. Hogle, <i>The Cambridge Companion to Gothic Fiction</i> , (Cambridge: Cambridge University Press, 2002) 4. Jeffrey Andrew Weinstock, <i>The Cambridge Companion to American Gothic</i> , (Cambridge: Cambridge University Press, 2017) |

Regional Literatures of India

| | | | | | |
|---|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN205 | Regional Literatures of India | 5 | 1 | 0 | 6 |
| Discipline Specific Elective | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE:

For centuries, Indian writers have expressed their thoughts, emotions and understanding in vernacular which has been translated in various languages, including English and has paved the path for a wider readership of our literature. This paper will introduce the readers to some of the writers in Indian literature and their translated works.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | Mamang Dai: <i>The Black Hill</i> | 12 |
| Unit-II | Easterine Kire: <i>When the River Sleeps</i> | 12 |
| Unit-III | O.V. Vijayan: <i>The Legends of Khasak</i> | 12 |
| Unit-IV | Gopinath Mohanty: <i>Paraja</i> | 12 |
| Unit-V | Bama: <i>Sangati: Events</i> | 12 |

LEARNING OUTCOME:

At the end of this course, the learners have read some of most important regional literatures of India – these writings are not just literary pieces, but the learners have been introduced to the voices of the remotest corners of the country which often do not receive the privileges of the mainstream.

| Learning Resources | |
|---------------------------|--|
| Text Book | <ol style="list-style-type: none"> 1. Mamang Dai. <i>The Black Hill</i> (New Delhi: Aleph Book Company, 2014) 2. Easterine Kire: <i>When the River Sleeps</i> (New Delhi: Zubaan, 2014) 3. Gopinath Mohanty/Tr. Bikram K. Das, (London: Oxford University Press, 1997) 4. O.V. Vijayan, <i>The Legends of Khasak</i> (New Delhi: Penguin, 2008) 5. Bama, <i>Sangati: Events</i> (New Delhi: Oxford, 2008) |

English Fiction:

| | | | | | |
|-------------------------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN203 | English Fiction | 5 | 1 | 0 | 6 |
| Discipline Specific Elective | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE

Fiction is often conceptualized by artists as that lie which reveals the greatest of truths! The world of literature across and beyond region, language and time have resorted to the 'lie' or imagination to express the truths and often the dirty under-belly of the society. Thus, fiction is not just a lie, but in its style and deliverance, it is both a mask and a break away from the realities.

The history of fiction writing can be traced back to the middle ages and it refers to novels, novellas and short stories. In this paper, the learners will read a wide variety of fiction in English literature ranging from novels to short stories which have captured and mirrored different socio-political moods of human civilization so far.

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | a) William Golding: Life and Works <i>Lord of the Flies</i> b) Katherine Mansfield: Life and Works <i>The Garden Party</i> (Short Story) | 12 |
| Unit-II | a) Anthony Burgess: Life and Works <i>A Clockwork Orange</i> b) D.H. Lawrence: Life and Works <i>The Odour of Chrysanthemums</i> (Short Story) | 12 |
| Unit-III | a) Iris Mudrock: Life and Works <i>The Sea, The Sea</i> b) Joseph Conrad: Life and Works <i>The Secret Sharer</i> (Short Story) | 12 |
| Unit-IV | a) Muriel Spark: Life and Works <i>The Prime of Miss Jean Brodie</i> b) Henry James: Life and Works <i>The Figure in the Carpet</i> (Short Story) | 12 |
| Unit-V | a) James Kelman: Life and works <i>How Late it was, How Late</i> b) James Joyce: Life and Works <i>The Dead</i> (Short Story) | 12 |

LEARNING OUTCOME:

At the end of this course, the learners have read a wide range of fictional works written by some of the most important literary figures in the history of English literature, and these works have reflected on some of the most momentous time in the history of human civilization.

| Learning Resources | |
|--------------------|---|
| Text Book | <ol style="list-style-type: none">1. William Golding, <i>Lord of the Flies</i> (London: Faber Publication, 2000)2. Katherine Mansfield, <i>The Garden Party and Selected Short Stories</i> (London: Alma Classics, 2018)3. Anthony Burgess, <i>A Clockwork Orange</i> (London: Penguin Classics, 2000)4. D. H. Lawrence, <i>The Odour of Chrysanthemums</i> (New York: Createspace Independent Pub, 2016)5. Iris Mudrock, <i>The Sea, The Sea</i> (London: Vintage Classics, 1999)6. Joseph Conrad, <i>The Secret Sharer</i> (London: Dover Thrift Edition, 1993)7. Muriel Spark, <i>The Prime of Miss Jean Brodie</i> (London: Penguin Classics, 2000)8. Henry James, <i>The Figure in the Carpet</i> (Oxford: Read Books Publication, 2012)9. James Kelman, <i>How Late it was, How Late</i> (London: Vintage Classics, 1995)10. James Joyce, <i>The Dead</i> (New York: Ingram Short Title, 1995) |

Science Fiction in English Literature

| | | | | | |
|-------------------------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN204 | Science Fiction in English Literature | 5 | 1 | 0 | 6 |
| Discipline Specific Elective | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE

In this paper, the learners will read some of the greatest science fictions produced in English Literature. Science fiction is often treated as the cultural response to the scientific discoveries/inventions and technological developments that took place since the 17th century. It is a premier narrative form of modernity where authors (drawing their ideals from the Enlightenment Era and Industrial Revolution) imagine how these scientific and technological advancements can radically change the world. On one hand, this future-oriented scientific speculation lends itself to social and political speculation, on the other hand, science fiction enables a writer to dramatize widespread cultural hopes and fears about scientific developments as they emerge at specific timelines. It is also significant to mention that the sky-high imagination and aspirations of some of the science fiction writers have certainly fueled scientific community to aspire for what the author has showcased by his/her sheer power of imagination.

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | a) Significance of science Fiction in Literature b) History of science fiction writing <ul style="list-style-type: none"> • Important authors • Major Works • Major Themes | 12 |
| Unit-II | a) H.G. Wells: Life and works <i>The Time Machine</i> b) Sabrina Vourvoulias: Life and works <i>Ink (Non-detailed Study)</i> | 12 |
| Unit-III | a) Isaac Asimov: Life and works <i>Foundation</i> b) Amitav Ghosh: Life and works <i>The Calcutta Chromosome (Non-detailed Study)</i> | 12 |
| Unit-IV | a) George Orwell: Life and works <i>1984</i> b) Ray Bradbury: Life and Works | 12 |

| | | |
|--------|--|----|
| | <i>Fahrenheit 451 (Non-detailed Study)</i> | |
| Unit-V | a) Jules Verne: Life and Works <i>20,000 Leagues under the Sea</i> b) Ursula K. Le Guin: Life and Works <i>The Left Hand of Darkness (Non-detailed Study)</i> | 12 |

LEARNING OUTCOME:

After the successful completion of this course, the learners will have a lucid understanding of the integral relation between science and human thoughts. The learners will also gather knowledge about the various timelines in the history of human civilization which led to significant discoveries and inventions and the kind of thoughts that prevailed. This course is also a bridge that brings art, and science and technology together.

| Learning Resources | |
|---|--|
| Text Book | <ol style="list-style-type: none"> 1. H.G. Wells, <i>The Time Machine</i> (New Delhi: Fingerprint! Publishing, 2015) 2. Sabrina Vourvoulias, <i>Ink</i> (Greenbelt MD: Rosarium Publishing 2018) 3. Amitav Ghosh, <i>The Calcutta Chromosome</i> (New Delhi: Penguin, 2009) 4. Isaac Asimov, <i>Foundation</i> (New York: Harper Voyager, 2016) 5. George Orwell, <i>1984</i> (New Delhi: Fingerprint! Publishing, 2019) 6. Ray Bradbury, <i>Fahrenheit 451</i> (New York: Simon & Schuster, 2012) 7. Jules Verne, <i>20,000 Leagues under the Sea</i> (New Delhi: Fingerprint! Publishing, 2018) 8. Ursula K. Le Guin, <i>The Left Hand of Darkness</i> (New York: Penguin, 1987) |
| Reference Book and other materials | <ol style="list-style-type: none"> 1. Adam Roberts, <i>The History of Science Fiction</i> (New York: Palgrave Macmillan, 2016) |

Gender Studies in Literature

| | | | | | |
|---|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN605 | Gender Studies in Literature | 5 | 1 | 0 | 6 |
| Discipline Specific Elective | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE:

In this paper, the readers will explore the socio-historical-cultural issues related to the concept of gender through some of the literary works.

The concept of gender is not as simple as one may choose to believe. The word 'gender' is loaded with questions and ideas which are meta-biological, sociological, cultural and historical in nature. Consequently, although exploring one's gender is as old as human civilization, expressing one's gender beyond what it is explicitly has never been easy or acceptable. 20th and 21st century world has witnessed amendments in laws to adopt and accept beyond the explicitness of gender segregation, yet, it remains a struggle – the very definition, periphery and idea of gender.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | Virginia Woolf: <i>Orlando</i> | 12 |
| Unit-II | Shyam Selvadurai: <i>Funny Boy</i> | 12 |
| Unit-III | Jeffrey Eugenides: <i>Middlesex</i> | 12 |
| Unit-IV | Gore Vidal: <i>The City and the Pillar</i> | 12 |
| Unit-V | Michael Cunningham: <i>The Hours</i> | 12 |

LEARNING OUTCOME:

After a successful completion of this course, the learners have not just read some of the critical literary works in English literature dealing with gender issues, but they are also acquainted with the various voices, and concept, philosophy and politics of gender that has emerged as a burning issue in today's societal set up.

| Learning Resources | |
|---|--|
| Text Book | <ol style="list-style-type: none"> 1. Virginia Woolf, <i>Orlando</i> (London: Peacock, 2008) 2. Shyam Selvadurai, <i>Funny Boy</i> (New Delhi: Penguin, 2000) 3. Jeffrey Eugenides, <i>Middlesex</i> (London: Forth Estate, 2013) 4. Gore Vidal, <i>The City and the Pillar</i> (New York: Abacus, 1997) 5. Michael Cunningham, <i>The Hours</i> (New York: Picardo, 2000) |
| Reference Book and other materials | <ol style="list-style-type: none"> 1. Samuel R. Delany, <i>The Motion of Light in Water: Sex and Science Fiction Writing in the East Village</i> (Minnesota: University of Minnesota Press, 2004) 2. R. Raj Rao, <i>Criminal Love? Queer Theory, Culture and Politics in India</i> (New Delhi: Sage Publications, 2017) 3. Alexander Dhoest, Lucas Szulc and Bart Eeckhout, <i>LGBTQ, Media and Culture in Europe</i> (New York: Routledge, 2019) |

| | |
|--|--|
| | 4. Ruth Vanita and Saleem Kidwai, <i>Same Sex Love in India: A Literary History</i> (New Delhi: Penguin India, 2008) |
|--|--|

Translation – Theory and Practice

| | | | | | |
|-------------------------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN603 | Translation – Theory and Practice | 5 | 1 | 0 | 6 |
| Discipline Specific Elective | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE:

This course aims to introduce the processes involved in translation and acquaint the students with the various theories of translation studies.

Translation activities have played a major role in promoting exchange of ideas, inventions, knowledge, myths, etc. between different cultural and linguistic communities from around the world and within our own nation. This activity is becoming ever more important as well as challenging in a globalized world where effective communication is the bridge between different linguistic regions of the world.

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | History of Translation; Types of Translation; Functions of Translation | 12 |
| Unit-II | Ethics in Translation; The role of a Translator; Role of the Audience; Loss and gain in translation; Limitations in translation | 12 |
| Unit-III | Linguistic theories of translation; Interlingual translation, Intralingual translation and Intersemiotic translation; Equivalence in translation | 12 |
| Unit-IV | The Politics of translation; Gender in translation; Culture and translation | 12 |
| Unit-V | Impact of technological developments on Translation; Audio-visual translation; Machine translation | 9 |

LEARNING OUTCOME:

At the end of this course, the learner has a lucid understanding of the various integrities and history attached to the very act of translation and translating a text/art/movie etc. This is a basic course on translation which prepared the learner for intermediate and advanced level courses on Translation Studies.

| Learning Resources | |
|---------------------------|--|
| Text Book | 1. Eugene Nida. The Theory and Practice of Translation (Brill Archive. 1982) |

| | |
|---|--|
| | <p>2. L. Venuti, ed. The Translation Studies Reader (Routledge, 2000)</p> <p>3. M. Baker, ed. Routledge Encyclopedia of Translation Studies (Routledge, 1998)</p> <p>4. Susan Bassnett, ed. Translation Studies, (Routledge, 2002)</p> |
| Reference Book and other materials | <p>1. Jeremy Munday, Introducing Translation Studies: Theories and Application (Routledge-2012)</p> <p>2. Peter Newmark, A Text Book of Translation (Prentke Hall International. 1988)</p> <p>3. Susan Bassnett and Harish Trivedi, eds. Post-colonial Translation: Theory and Practice, (Routledge, 1999)</p> |

GENERIC ELECTIVE

(OPEN ELECTIVE)

ECONOMICS

| | | | | | |
|-------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BAE GE1 | Introductory Microeconomics | 5 | 1 | 0 | 6 |
| GE | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by Department of Economics | | | | |

COURSE OBJECTIVE

This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.

| UNIT | Course contents | Contact Hours |
|-------------|--|----------------------|
| Unit-I | Exploring the subject matter of Economics Why study economics? Scope and method of economics; the economic problem: scarcity and choice; the question of what to produce, how to produce and how to distribute output; science of economics; the basic competitive model; prices, property rights and profits; incentives and information; rationing; opportunity sets; economic systems; reading and working with graphs. | 9 |
| Unit-II | Supply and Demand: How Markets Work, Markets and Welfare Markets and competition; determinants of individual demand/supply; demand/supply schedule and demand/supply curve; market versus individual demand/supply; shifts in the demand/supply curve, demand and supply together; how prices allocate resources; elasticity and its application; controls on prices; taxes and the costs of taxation; consumer surplus; producer surplus and the efficiency of the markets. | 9 |
| Unit-III | The Households The consumption decision - budget constraint, consumption and income/price changes, demand for all other goods and price changes; description of preferences (representing preferences with indifference curves); properties of indifference curves; consumer's optimum choice; income and substitution effects; labour supply and savings decision - choice between leisure and consumption. | 9 |

| | | |
|---------|--|---|
| Unit-IV | Perfect And Imperfect Market Structures Behaviour of profit maximizing firms and the production process; short run costs and output decisions; costs and output in the long run. Monopoly and anti-trust policy; government policies towards competition; imperfect competition. | 9 |
| Unit-V | Input Markets Labour and land markets - basic concepts (derived demand, productivity of an input, marginal productivity of labour, marginal revenue product); demand for labour; input demand curves; shifts in input demand curves; competitive labour markets; and labour markets and public policy. | 9 |

LEARNING OUTCOME:

After this, the students would be able to:

1. Learn basic concepts of Microeconomics
2. Understand how the demand and supply forces work
3. Learn about different market structures.

| Learning Resources | |
|--|---|
| Text Book, Reference Book and other materials | <ol style="list-style-type: none"> 1. Karl E. Case and Ray C. Fair, <i>Principles of Economics</i>, Pearson Education Inc., 8th Edition, 2007. 2. N. Gregory Mankiw, <i>Economics: Principles and Applications</i>, India edition by South Western, a part of Cengage Learning, Cengage Learning India Private Limited, 4th edition, 2007. 3. Joseph E. Stiglitz and Carl E. Walsh, <i>Economics</i>, W.W. Norton & Company, Inc. New York, International Student Edition, 4th Edition, 2007. |

| | | | | | |
|-------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BAE GE2 | Introductory Macroeconomics | 5 | 1 | 0 | 6 |
| GE | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by Department of Economics | | | | |

COURSE OBJECTIVE

This course aims to introduce the students to the basic concepts of Macroeconomics. Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments.

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | <p>Introduction to Macroeconomics and National Income Accounting</p> <p>Basic issues studied in macroeconomics; measurement of gross domestic product; income, expenditure and the circular flow; real versus nominal GDP; price indices; national income accounting for an open economy.</p> | 9 |
| Unit-II | <p>Money</p> <p>Functions of money; quantity theory of money; determination of money supply and demand; credit creation; tools of monetary policy.</p> | 9 |
| Unit-III | <p>Inflation</p> <p>Inflation and its social costs; consequences of inflation; factors affecting demand-pull and cost-push inflation; costs of inflation; remedies to control inflation.</p> | 9 |
| Unit-IV | <p>Balance of Payments</p> <p>Balance of Trade; Current and Capital accounts. Recent trends.</p> | 9 |
| Unit-V | <p>The Closed Economy in the Short Run</p> <p>Classical and Keynesian systems; simple Keynesian model of income determination; IS- LM model; fiscal and monetary multipliers</p> | 9 |

LEARNING OUTCOME:

After this, the students would be able to:

1. Learn basic concepts of Macroeconomics
2. Understand how an economy works
3. Develop the understanding about money

| Learning Resources | |
|--|--|
| Text Book, Reference Book and other materials | <ol style="list-style-type: none">a. Dornbusch, Fischer and Startz, <i>Macroeconomics</i>, McGraw Hill, 11th edition,2010.b. N. Gregory Mankiw. <i>Macroeconomics</i>, Worth Publishers, 7th edition,2010.c. Olivier Blanchard, <i>Macroeconomics</i>, Pearson Education, Inc., 5th edition,2009.d. Richard T. Froyen, <i>Macroeconomics</i>, Pearson Education Asia, 2nd edition,2005.e. Andrew B. Abel and Ben S. Bernanke, <i>Macroeconomics</i>, Pearson Education, Inc., 7th edition,2011.f. Errol D'Souza, <i>Macroeconomics</i>, Pearson Education,2009.g. Paul R. Krugman, Maurice Obstfeld and Marc Melitz, <i>International Economics</i>, Pearson Education Asia, 9th edition,2012. |

| | | | | | |
|-------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BAE GE3 | Environmental Economics | 5 | 1 | 0 | 6 |
| GE | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by Department of Economics | | | | |

COURSE OBJECTIVE

This course focuses on economic causes of environmental problems. In particular, economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. Economic implications of environmental policy are also addressed as well as valuation of environmental quality, quantification of environmental damages, tools for evaluation of environmental projects such as cost-benefit analysis and environmental impact assessments. Selected topics on international environmental problems are also discussed

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | Introduction Key environmental issues and problems, economic way of thinking about these problems, basic concepts from economics; Pareto optimality and market failure in the presence of externalities; property rights. | 9 |
| Unit-II | The Design and Implementation of Environmental Policy Overview, Pigouvian taxes and effluent fees, tradable permits, implementation of environmental policies in India and international experience; transboundary environmental problems; economics of climate change | 9 |
| Unit-III | Environmental Valuation Methods and Applications Valuation of non-market goods and services--theory and practice; measurement methods; cost-benefit analysis of environmental policies and regulations. Users and non-users values, option value. Valuation Methods: Stated and revealed preference methods. | 9 |
| Unit-IV | Sustainable Development Concepts; measurement; Green GDP. | 9 |
| Unit-V | International agreements International environmental agreements, RIO Conventions. Kyoto protocol, UNFCCC, Bali Action Plan. Climate change and its problems. Climate Change Finance and Green Climate Fund | 9 |

LEARNING OUTCOME:

After this, the students would be able to:

1. Learn about valuation of environment
2. Learn about sustainable development and international agreements

| Learning Resources | |
|--|---|
| Text Book, Reference Book and other materials | <ol style="list-style-type: none">1. Roger Perman, Yue Ma, Michael Common, David Maddison and JamesMcGilvray, “<i>Natural Resource and Environmental Economics</i>”, Pearson Education/Addison Wesley, 4th edition,2011.2. Charles Kolstad, “<i>Intermediate Environmental Economics</i>”, Oxford University Press, 2nd edition, 2010.3. Robert N. Stavins (ed.), “<i>Economics of the Environment: Selected Readings</i>”, W.W. Norton, 6th edition, 2012.4. Robert Solow , “An Almost Practical Step toward Sustainability,” Resources forthe Future 40th anniversarylecture,1992.5. Kenneth Arrow et al. , “Are We Consuming Too Much?” <i>Journal ofEconomic Perspectives</i>, 18(3): 147-172,2004.6. IPCC (Intergovernmental Panel on Climate Change), Fifth AssessmentReport (forthcoming2014). |

| | | | | | |
|-------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BAE GE4 | Indian Economy | 5 | 1 | 0 | 6 |
| GE | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by Department of Economics | | | | |

COURSE OBJECTIVE

Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points.

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | Economic Development since Independence Major features of the economy at independence. Economic Planning in India: Features, Objectives and Assessment of Indian Planning. | 9 |
| Unit-II | Population and Human Development Demographic trends and issues; education; health and malnutrition. Demographic features of India's population. | 9 |
| Unit-III | Growth and Distribution Trends and policies in poverty; inequality and unemployment. | 9 |
| Unit-IV | Agriculture Importance of Agriculture; Causes of backwardness and low productivity; Land Reforms: Need, Implementation and Critical Evaluation | 9 |
| Unit-V | Industry Problems of Industrial Development; Public and Private Sector; Recent Industrial policy. Role and Problems of Small and large Scale Industries; Major large scale industries. | 9 |

LEARNING OUTCOME:

After this, the students would be able to:

1. Review major trends in major economic indicators
2. Learn about major economic developments since independence

| Learning Resources | |
|--|--|
| Text Book, Reference Book and other materials | <ol style="list-style-type: none">1. Jean Dreze and Amartya Sen, 2013. <i>An Uncertain Glory: India and its Contradictions</i>, Princeton University Press.2. Pulapre Balakrishnan, 2007, The Recovery of India: Economic Growth in the Nehru Era, <i>Economic and Political Weekly</i>, November.3. Rakesh Mohan, 2008,—Growth Record of Indian Economy: 1950-2008. A Story of Sustained Savings and Investment, <i>Economic and Political Weekly</i>, May.4. S.L. Shetty, 2007,—India's Savings Performances since the Advent of Planning, in K.L. Krishna and A. Vaidyanathan, editors, <i>Institutions and Markets in India's Development</i>.5. Himanshu, 2010,—Towards New Poverty Lines for India, <i>Economic and Political Weekly</i>, January.6. Jean Dreze and Angus Deaton, 2009,—Food and Nutrition in India: Facts and Interpretations, <i>Economic and Political Weekly</i>, February. |

POLITICAL SCIENCE

| | | | | | |
|-------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPS GE1 | Governance: Issues and Challenges | 5 | 1 | 0 | 6 |
| GE | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE:

This paper deals with concepts and different dimensions of governance highlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalising world, environment, administration, development.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | Government And Governance: Concepts Role of State In The Era Of Globalisation State, Market and Civil Society | 9 |
| Unit-II | Governance and Development Changing Dimensions of Development Strengthening Democracy through Good Governance | 9 |
| Unit-III | Environmental Governance Human-Environment Interaction Green Governance: Sustainable Human Development | 9 |
| Unit-IV | Local Governance Democratic Decentralisation People's Participation InGovernance | 9 |

| | | |
|--------|---|----|
| Unit-V | Good Governance Initiatives in India: Best Practices a) Public Service Delivery b) Electronic Governance c) Citizens Charter & Right to Information d) Corporate Social Responsibility | 12 |
|--------|---|----|

LEARNING OUTCOME:

The outcome of the course would enrich the students on Governance and its various dimensions. The essence of governance will expose the students through the various good governance initiatives introduced in India.

| Learning Resources | |
|--|---|
| Text Book, Reference Book and other materials | <p>Unit 1: Government And Governance: Concepts</p> <ol style="list-style-type: none"> 1) Chakrabarty and M. Bhattacharya, (eds.) <i>The Governance Discourse</i>. New Delhi: Oxford University Press, 1998 2) Surendra Munshi and Biju Paul Abraham [eds.] , <i>Good Governance, Democratic Societies And Globalisation</i>, Sage Publishers, 2004. 3) United Nation Development Programme , <i>Reconceptualising Governance</i>, New York, 1997 4) B. Nayar (ed.), <i>Globalization and Politics in India</i>. Delhi: Oxford University Press, 2007 pp. 218-240. 5) Smita Mishra Panda , <i>Engendering Governance Institutions: State, Market And Civil Society</i>, Sage Publications, 2008 6) Neera Chandhoke, <i>State And Civil Society Explorations In Political Theory</i> , Sage Publishers, 1995 <p>Unit 2: Governance and Development</p> <ol style="list-style-type: none"> 1) B. C. Smith, <i>Good Governance and Development</i>, Palgrave, 2007 World Bank Report, <i>Governance And Development</i>, 1992 2) P. Bardhan, 'Epilogue on the Political Economy of Reform in India', in <i>The Political Economy of Development in India</i>. 6th edition, Delhi: Oxford University Press, 2005 3) J. Dreze and A. Sen, <i>India: Economic Development and Social Opportunity</i>. New Delhi: Oxford University Press, 1995 4) Niraja Gopal Jayal [ed.], <i>Democracy in India</i>, Oxford University Press, 2007 <p>Unit 3: Environmental Governance</p> <ol style="list-style-type: none"> 1) Ramachandra Guha, <i>Environmentalism: A Global History</i>, Longman Publishers, 1999 2) Bina Agarwal, <i>Gender And Green Governance</i> , Oxford University Press, Oxford, 2013 |

- 3) J. Volger, 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, 2011, pp. 348-362.
- 4) Heywood, *Global Politics*, New York: Palgrave, 2011, pp. 383-411.

Unit 4: Local Governance

- 1) Pranab Bardhan and Dilip Mookherjee, *Decentralization And Local Governance In Developing Countries: A Comparative Perspective*, MIT Press, 2006
- 2) T.R. Raghunandan, *Decentralization And Local Governments: The Indian Experience, Readings On The Economy, Polity And Society*, Orient Blackswan, 2013
- 3) Pardeep Sachdeva, *Local Government In India*, Pearson Publishers, 2011
- 4) E. Sridharan P. de Souza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black, 2002
- 5) Mary John, 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39), 2007

Unit 5: Good Governance Initiatives in India: Best Practices

- 1) Reetika Khera[ed.], *The Battle for Employment Guarantee*, Oxford University Press, 2011
- 2) Jugal Kishore, *National Health Programs of India: National Policies and Legislations*, Century Publications, 2005
- 3) Marmar Mukhopadhyay and Madhu Parhar (eds.) *Education in India: Dynamics of Development*, Shipra Publications, 2007
- 4) K. Vijaya Kumar, *Right to Education Act 2009: Its Implementation as to Social Development in India*, Akansha Publishers, 2012
- 5) Amartya Sen and Jean Dreze, *Omnibus: Poverty and Famines, Hunger and Public Action, India- Economic Development and Social Opportunity*, Oxford University Press, 1998
- 6) Reetika Khera- *Rural Poverty And Public Distribution System*, EPW, Vol-XLVIII, No.45- 46, Nov 2013
- 7) Bidyut Mohanty, "Women, Right to Food and Role of Panchayats", *Mainstream*, Vol. LII, No. 42, October 11, 2014
- 8) D. Crowther, *Corporate Social Responsibility*, Deep and Deep Publishers, 2008 Sanjay K. Agarwal, *Corporate Social Responsibility in India*, Sage Publishers, 2008

| | | | | | |
|-------------------|---|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPS GE2 | Development Process and Social Movements in Contemporary India | 5 | 1 | 0 | 6 |
| GE | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE:

Under the influence of globalization, development processes in India have undergone transformation to produce spaces of advantage and disadvantage and new geographies of power. The high social reproduction costs and dispossession of vulnerable social groups involved in such a development strategy condition new theatres of contestation and struggles. A variety of protest movements emerged to interrogate and challenge this development paradigm that evidently also weakens the democratic space so very vital to the formulation of critical consensus.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | <u>Development Process since Independence</u> a) State and planning b) Liberalization and reforms | 12 |
| Unit-II | <u>Industrial Development Strategy and its Impact on the Social Structure</u> a) Mixed economy, privatization, the impact on organized and unorganized labour b) Emergence of the new middle class | 12 |
| Unit-III | <u>Development Strategy and its Impact on the Social Structure</u> a) Land Reforms, Green Revolution b) Agrarian crisis since the 1990s and its impact on farmers | 12 |

| | | |
|---------|---|----|
| Unit-IV | <p><u>Social Movements</u></p> <p>a) Tribal, Peasant, Dalit and Women's movement</p> <p>b) Maoist challenge</p> <p>c) Civil rights movements</p> | 12 |
|---------|---|----|

LEARNING OUTCOME

This course proposes to introduce students to the conditions, contexts and forms of political contestation over development paradigms and their bearing on the retrieval of democratic voice of citizens.

| Learning Resources | |
|---|---|
| <p>Text Book, Reference Book and other materials</p> | <p><u>The Development Process since Independence</u></p> <ol style="list-style-type: none"> 1) Mozoomdar, (1994) 'The Rise and Decline of Development Planning in India', in T. Byres (ed.) <i>The State and Development Planning in India</i>. Delhi: Oxford University Press, pp. 73-108. 2) Varshney, (2010) 'Mass Politics or Elite Politics? Understanding the Politics of India's Economic Reforms' in R. Mukherji (ed.) <i>India's Economic Transition: The Politics of Reforms</i>, Delhi: Oxford University Press, pp 146-169 3) P. Chatterjee, (2000) 'Development Planning and the Indian State', in Zoya Hasan (ed.), <i>Politics and the State in India</i>, New Delhi: Sage, pp.116-140. <p><u>Industrial development strategy and its impact on social structure</u></p> <ol style="list-style-type: none"> 1) Aggarwal, (2006) 'Special Economic Zones: Revisiting the Policy Debate', in <i>Economic and Political Weekly</i>, XLI (43-44), pp.4533-36. 2) L. Fernandes, (2007) <i>India's New Middle Class: Democratic Politics in an Era of Economic Reform</i>, Delhi: Oxford University Press. 3) S. Shyam, (2003) 'Organizing the Unorganized', in <i>Seminar</i>, [Footloose Labour: A Symposium on Livelihood Struggles of the Informal Workforce, 531] pp. 47-53.. |

Agrarian development strategy and its impact on social structure

- 1) Desai, (ed.), (1986) *Agrarian Struggles in India After Independence*, Delhi: Oxford University Press, pp. xi-xxxvi
- 2) F. Frankel, (1971) *India's Green Revolution: Economic Gains and Political Costs*, Princeton and New Jersey: Princeton University Press.
- 3) P. Appu, (1974) 'Agrarian Structure and Rural Development', in *Economic and Political Weekly*, IX (39), pp.70 – 75.
- 4) M. Sidhu, (2010) 'Globalisation vis-à-vis Agrarian Crisis in India', in R. Deshpande and S. Arora, (eds.) *Agrarian Crises and Farmer Suicides (Land Reforms in India Series)*, New Delhi: Sage, pp. 149-174.
- 5) V. Sridhar, (2006) 'Why Do Farmers Commit Suicide? The Case Study of Andhra Pradesh', in *Economic and Political Weekly*, XLI (16).

Social Movements

- 1) P. Ramana, (2011) 'India's Maoist Insurgency: Evolution, Current Trends and Responses', in M. Kugelman (ed.) *India's Contemporary Security Challenges*, Woodrow Wilson International Centre for Scholars Asia Programme, Washington D.C., pp.29-47.
- 2) Ray, (1996) 'Civil Rights Movement and Social Struggle in India', in *Economic and Political Weekly*, XXI (28). pp. 1202-1205.
- 3) Roy, (2010) 'The Women's Movement', in N.Jayal and P. Mehta (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp.409-422.
- 4) M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in A.Kohli. (ed.) *The Success of India's Democracy*, Cambridge: CUP, pp.193-225.
- 5) S. Sinha, (2002) 'Tribal Solidarity Movements in India: A Review', in G. Shah. (ed.) *Social Movements and the State*, New Delhi: Sage, pp. 251-266

| | | | | | |
|-------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPS GE3 | Human Rights in a Comparative Perspective | 5 | 1 | 0 | 6 |
| GE | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE:

This course attempts to build an understanding of human rights among students through a study of specific issues in a comparative perspective. It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary world. Students will be expected to use a range of resources, including films, biographies, and official documents to study each theme.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | <p><u>Human Rights: Theory and Institutionalization</u></p> <p>a) Understanding Human Rights: Three Generations of Rights</p> <p>b) Institutionalization: Universal Declaration of Human Rights</p> <p>c) Rights in National Constitutions: South Africa and India</p> | 16 |
| Unit-II | <p><u>Issues</u></p> <p>a) Torture: USA and China</p> <p>b) Surveillance and Censorship: China and India</p> <p>c) Terrorism and Insecurity of Minorities: USA and India</p> | 16 |
| Unit-III | <p><u>Structural Violence</u></p> <p>a) Caste and Race: South Africa and India</p> <p>b) Gender and Violence: India and Pakistan</p> <p>c) Adivasis/Aboriginals and the Land Question: Australia and India</p> | 16 |

LEARNING OUTCOME:

The students will be enriched on Human Rights issues in the Indian context, and pulls out other countries to form a broader comparative frame. They will be exposed to various human rights challenges, state response to issues and structural violence questions.

| Learning Resources | |
|--|--|
| Text Book, Reference Book and other materials | <p>Human Rights: Theory and Institutionalization</p> <ol style="list-style-type: none">1) J. Hoffman and P. Graham, (2006) ‘Human Rights’, <i>Introduction to Political Theory</i>, Delhi, Pearson, pp. 436-458.2) SAHRDC (2006) ‘Introduction to Human Rights’; ‘Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights’, in <i>Introducing Human Rights</i>, New Delhi: Oxford University Press.3) The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights. The Constitution of India, Chapter 3: Fundamental Rights <p><u>Issues</u></p> <p>a) Torture: USA and China</p> <ol style="list-style-type: none">1) M. Lippman, (1979) ‘The Protection of Universal Human Rights: The Problem of Torture’2) <i>Universal Human Rights</i>, Vol. 1(4), pp. 25-553) J. Lokaneeta, (2011) ‘Torture in the TV Show 24: Circulation of Meanings’; ‘Jurisprudence on Torture and Interrogations in India’, in <i>Transnational Torture Law, Violence, and State Power in the United States and India</i>, Delhi: Orient Blackswan,4) D. O’Byrne, (2007) ‘Torture’, in <i>Human Rights: An Introduction</i>, Delhi: Pearson, pp. 164-197. <p>b) Surveillance and Censorship: China and India</p> <ol style="list-style-type: none">1) D. O’Byrne, (2007) ‘Censorship’, in <i>Human Rights: An Introduction</i>, Delhi: Pearson, pp. 106-138.2) D. Lyon, (2008) Surveillance Society, Talk for Festival del Diritto, Piacenza, Italia, September 28, pp.1-7.3) U. Singh, (2012) ‘Surveillance Regimes in India’, paper presented at a conference on States of Surveillance: Counter-Terrorism and Comparative Constitutionalism, at the University of New South Wales, Sydney, 13-14 December. |

c) Terrorism and Insecurity of Minorities: USA and India

- 1) E. Scarry, (2010) 'Resolving to Resist', in *Rule of Law, Misrule of Men*, Cambridge: Boston Review Books, MIT, pp.1-53..
- 2) U. Singh, (2007) 'The Unfolding of Extraordinariness: POTA and the Construction of Suspect Communities', in *The State, Democracy and Anti-terror Laws in India*, Delhi: Sage Publications, pp.165-219

Structural Conflicts

a) Caste and Race: South Africa and India

- 1) Pinto, (2001) 'UN Conference against Racism: Is Caste Race?', in *Economic and Political Weekly*, Vol. 36(30)
- 2) D. O'Byrne, (2007) 'Apartheid', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 241- 262.
- 3) R. Wasserstorm, (2006), 'Racism, Sexism, and Preferential Treatment: An approach to the Topics', in R. Goodin and P. Pettit, *Contemporary Political Philosophy: an Anthology*, Oxford: Blackwell, pp-549-570

b) Gender and Violence: India and Pakistan

- 1) Khan and R. Hussain, (2008), 'Violence Against Women in Pakistan: Perceptions and Experiences of Domestic Violence', *Asian Studies Review*, Vol. 32, pp. 239 – 253
- 2) K. Kannabiran (2012) 'Rethinking the Constitutional Category of Sex', in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi, Routledge, pp.425-443
- 3) N. Menon (2012) 'Desire', *Seeing Like a Feminist*, New Delhi: Zubaan/Penguin, pp. 91-146

c) Adivasis /Aboriginals and the Land Question: Australia and India

- 1) H. Goodall, (2011) 'International Indigenous Community Study: Adivasi Indigenous People in India', in A. Cadzow and J. Maynard (eds.), *Aboriginal Studies*, Melbourne: Nelson Cengage Learning, pp.254-259.
- 2) K. Kannabiran, (2012) 'Adivasi Homelands and the Question of Liberty', in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi: Routledge, pp.242-271.
- 3) N. Watson (2011) 'Aboriginal and Torres Strait Islander Identities' in A. Cadzow and J. Maynard (eds.), *Aboriginal Studies*, Melbourne: Nelson Cengage Learning, pp.43-52.

| | | | | | |
|-------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPS GE4 | Gandhi and Contemporary World | 5 | 1 | 0 | 6 |
| GE | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE:

Locating Gandhi in a global frame, the course seeks to elaborate Gandhian thought and examine its practical implications. It will introduce students to key instances of Gandhi's continuing influence right up to the contemporary period and enable them to critically evaluate his legacy.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | <p><u>Gandhi on Modern Civilization and Ethics of Development</u></p> <p>a) Conception of Modern Civilisation and Alternative Modernity</p> <p>b) Critique of Development: Narmada Bachao Andolan</p> | 12 |
| Unit-II | <p><u>Gandhian Thought: Theory and Action</u></p> <p>a) Theory of Satyagraha</p> <p>b) Satyagraha in Action</p> <p>i. Peasant Satyagraha: Kheda and the Idea of</p> <p>ii. Trusteeship</p> <p>iii. Temple Entry and Critique of Caste</p> <p>iv. Social Harmony: 1947 and Communal Unity</p> | 12 |
| Unit-III | <p><u>Gandhi's Legacy</u></p> <p>a) Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King)</p> <p>b) The Pacifist Movement</p> <p>c) Women's Movements</p> <p>d) <i>Gandhigiri</i>: Perceptions in Popular Culture</p> | 12 |

| | | |
|---------|--|----|
| Unit-IV | <u>Gandhi and the Idea of Self Reliance</u> a) Swaraj b) Swadeshi | 12 |
|---------|--|----|

LEARNING OUTCOME:

The students after completing the course will be able to relate Gandhi in the contemporary world. It will enhance their understanding on Gandhian ideology and will also push them to be inquisitive on Gandhian philosophy and its relevance in the present scenario.

| Learning Resources | |
|--|--|
| Text Book, Reference Book and other materials | <p><u>Gandhi on Modern Civilization and Ethics of Development</u></p> <ol style="list-style-type: none"> 1) B. Parekh, (1997) 'The Critique of Modernity', in <i>Gandhi: A Brief Insight</i>, Delhi: Sterling Publishing Company, pp. 63-74. 2) D. Hardiman, (2003) 'Narmada Bachao Andolan', in <i>Gandhi in his Time and Ours</i>. Delhi: Oxford University Press, pp. 224- 234. <p><u>Gandhian Thought: Theory and Action</u></p> <ol style="list-style-type: none"> 1) B. Parekh, (1997) 'Satyagrah', in <i>Gandhi: A Brief Insight</i>, Delhi: Sterling Publishing Company, pp. 51- 2) D. Hardiman, (1981) 'The Kheda Satyagraha', in <i>Peasant Nationalists of Gujarat: Kheda District, 1917-1934</i>, Delhi: Oxford University Press, pp. 86-113. 3) Knudegaard, (2010), <i>Gandhi's Vision for Indian Society: Theory and Action</i>, Master Thesis in History, University of Oslo, , pp.27-38. 4) P. Rao, (2009) 'Gandhi, Untouchability and the Postcolonial Predicament: A Note'. 5) <i>Social Scientist</i>. Vol. 37 (1/2). Pp. 64-70. 6) B. Parekh, (1999) 'Discourse on Unsociability', in <i>Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse</i>, New Delhi: Sage Publication. 7) D. Hardiman, (2003) 'Fighting Religious Hatreds', in <i>Gandhi in His Time and Ours</i>. Delhi: Oxford University Press. <p><u>Gandhi's Legacy</u></p> <ol style="list-style-type: none"> 1) D. Hardiman, (2003) 'Gandhi's Global Legacy', in <i>Gandhi in His</i> |

Time and Ours. Delhi: Oxford University Press, pp. 238-283.

- 2) Ghosh and T. Babu, (2006) 'Lage Raho Munna Bhai: Unravelling Brand 'Gandhigiri'', *Economic and Political Weekly*, 41 (51), pp. 5225 – 5227.

Gandhi and the Idea of Self Reliance

- 1) P. Chatterjee, (1986) 'The Moment of Maneuver', in *Nationalist Thought and the Colonial World: A derivative discourse?*, Delhi: Zed Books.
- 2) Indian Council for Historical Research (1976) 'The Logic of Gandhian Nationalism: Civil Disobedience and the Gandhi – Irwin Pact, 1930-31', *Indian Historical Review*, Available at <http://www.ichrindia.org/journal.pdf>, Accessed: 18.04.2013.
- 3) D. Dalton, (1996) 'Swaraj: Gandhi's Idea of Freedom', in *Mahatma Gandhi: Selected Political Writings*, USA: Hackett Publishing, pp. 95-148.

Activities

- A site visit to any on-going developmental project preferably in NCT Delhi by students and submission of report on Environmental law Violation and Resistance by People in a Gandhian Way.
- Student Visit to Any Gandhian Institution in Delhi like, Gandhi Darshan and Smiriti to understand on-going Gandhian work and programme and interacting with Gandhian activists

PSYCHOLOGY

| | | | | | |
|--------------------|---|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPSY GE1 | General Psychology | 5 | 1 | 0 | 6 |
| GE | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by Department of Psychology | | | | |

COURSE OBJECTIVE

To provide an overview of the basic concepts in psychology to help in better communication and enhance adjustment in life and work.

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | <u>Orientation to Psychology</u> Nature, fields and applications of psychology; Cognitive Processes: Learning, memory and problem solving; Conative Processes: Motivation, types of motives (Sociogenic/Psychogenic motives); Affective Processes: Emotion, Positive and negative emotions | 14 |
| Unit-II | <u>Psychology of Individual Differences</u> Theories of personality: Freudian psychoanalysis, type and trait; humanistic; Theories of intelligence: Spearman 'g' theory, Sternberg and Gardner; Emotional intelligence; Assessment of intelligence and personality | 14 |
| Unit-III | <u>Understanding Developmental Processes</u> Cognitive Development: Piaget; Moral Development: Kohlberg; Psycho-social Development: Erik Erikson | 12 |
| Unit-IV | <u>Applications of Psychology</u> Work, Health, Education, Daily Life Events | 8 |

LEARNING OUTCOME:

After this, the students should be able to:

- Develop knowledge of the basic concepts in psychology
- Develop skills for applying psychological knowledge to real life situations so as to improve interpersonal interactions and adjustment in life.

- Develop and overview of the basic concepts in psychology to help in better communication and enhance adjustment in life and work.

| Learning Resources | |
|--|--|
| Text Book, Reference Book and other materials | <ol style="list-style-type: none"> 1) Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi. 2) Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson 3) Glassman, W.E. (2000). Approaches to Psychology (3rd Ed.) Buckingham: Open University Press. 4) Feldman. S.R. (2009).Essentials of understanding psychology (7thEdition), New Delhi: Tata McGraw Hill. 5) Michael, W., Passer, Smith, R.E.(2007). Psychology The science of mind and Behavior. New Delhi: Tata McGraw-Hill. |

| | | | | | |
|--------------------|---|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPSY GE2 | Youth, Gender and Identity | 5 | 1 | 0 | 6 |
| GE | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by Department of Psychology | | | | |

COURSE OBJECTIVE

- To equip the learner with an understanding of the concepts of Youth, Gender and Identity and their interface.
- To inculcate sensitivity to issues related to Youth, Gender and Identity within the socio-cultural context.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | <u>Introduction</u> <ul style="list-style-type: none"> • Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context • Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes • Concepts of Identity: Multiple identities | 12 |
| Unit-II | <u>Youth and Identity</u> <ul style="list-style-type: none"> • Family: Parent-youth conflict, sibling relationships, intergenerational gap • Peer group identity: Friendships and Romantic relationships • Workplace identity and relationships • Youth culture: Influence of globalization on Youth identity and Identity crisis | 12 |
| Unit-III | <u>Gender and Identity</u> <ul style="list-style-type: none"> • Issues of Sexuality in Youth • Gender discrimination • Culture and Gender: Influence of globalization on Gender identity | 12 |
| Unit-IV | <u>Issues related to Youth, Gender and Identity</u> <ul style="list-style-type: none"> • Youth, Gender and violence | 12 |

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> ● Enhancing work-life balance ● Changing roles and women empowerment ● Encouraging non-gender stereotyped attitudes in youth | |
|--|--|--|

LEARNING OUTCOME:

After this, the students should be able to:

- Equip with an understanding of the concepts of Youth, Gender and Identity and their interface.
- Sensitive to issues related to Youth, Gender and Identity within the socio-cultural context.
- Understand the transitory phase of youth, the issues surrounding it and there by developing sensitivity to the youth of today.
- Develop an appreciation of the multiple influences that mould the identity of today's youth.

| Learning Resources | |
|--|---|
| Text Book, Reference Book and other materials | 1) Berk, L. E. (2010). <i>Child Development</i> (9th Ed.). New Delhi: Prentice Hall. 2) Baron, R.A., Byrne, D. & Bhardwaj, G (2010). <i>Social Psychology</i> (12th Ed). New Delhi: Pearson. |

| | | | | | |
|--------------------|---|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPSY GE3 | Psychology for Health and Well-Being | 5 | 1 | 0 | 6 |
| GE | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by Department of Psychology | | | | |

COURSE OBJECTIVE

To understand the spectrum of health and illness for better health management.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | <u>Illness, Health and Well being</u> Continuum and Models of health and illness: Medical, Bio- psychosocial, holistic health; health and well being. | 12 |
| Unit-II | <u>Stress and Coping</u> Nature and sources of stress; Effects of stress on physical and mental health; Coping and stress management | 12 |
| Unit-III | <u>Health Management</u> Health-enhancing behaviors: Exercise, Nutrition, Health compromising behaviours; Health Protective behaviours, Illness Management | 12 |
| Unit-IV | <u>Human strengths and life enhancement</u> Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance | 12 |

LEARNING OUTCOME:

After this, the students should be able to:

- Understand the spectrum of health and illness for better health management.
- Identify stressors in one's life and how to manage them.
- Understand a variety of health enhancing, health protective, and health compromising behaviours and will be able to know their application in illness management.
- Develop an understanding of human strengths and virtues, and gain insights into positive

aspects of work.

| Learning Resources | |
|--|---|
| Text Book, Reference Book and other materials | <ol style="list-style-type: none">1) Carr, A. (2004). <i>Positive Psychology: The science of happiness and human strength</i>.UK: Routledge.2) DiMatteo, M.R. & Martin, L.R.(2002). <i>Health psychology</i>. New Delhi: Pearson.3) Forshaw, M. (2003). <i>Advanced Psychology: Health Psychology</i>. London: Hodder and Stoughton.4) Hick, (2005). <i>Fifty signs of Mental Health. A Guide to understanding mental health</i>.Yale University Press.5) Snyder, C.R., & Lopez, S.J.(2007). <i>Positive psychology: The scientific and practical explorations of human strengths</i>. Thousand Oaks, CA: Sage.6) Taylor, S.E. (2006). <i>Health psychology</i>, 6th Edition. New Delhi: Tata McGraw Hill. |

| | | | | | |
|--------------------|---|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPSY GE4 | Psychology at Work | 5 | 1 | 0 | 6 |
| GE | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by Department of Psychology | | | | |

COURSE OBJECTIVE

- To understand the meaning and theoretical foundations of I/O Psychology
- To develop an understanding of how the various theories and methods of I/O Psychology apply to the real work settings

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | <u>Leadership</u> Early approaches to leadership, contemporary approaches to leadership- Transformational & Transactional Leadership | 12 |
| Unit-II | <u>Communication</u> Communication process, purpose of communication in organizations, barriers to effective communication, managing communication | 12 |
| Unit-III | <u>Decision Making</u> Decision Making Strategies, Biases, Role of intuitions in decision making. | 12 |
| Unit-IV | <u>Work Motivation</u> Theories and applications: Maslow, Herzberg, Goal Setting, Expectancy, Equity | 12 |

LEARNING OUTCOME:

After this, the students should be able to:

- Understand the meaning and theoretical foundations of I/O Psychology
- Develop an understanding of how the various theories and methods of I/O Psychology apply to the real work settings

| Learning Resources | |
|--|---|
| Text Book, Reference Book and other materials | <ol style="list-style-type: none"> 1) Adler, N.J. (1997). Global Leaders: A Dialogue with future history. <i>Journal of International Management</i>, 2, 21-33. 2) Adler, N.J. (1997). Global leaders: Women of influence. In G. N. Powell (Ed.), <i>Handbook of Gender and Work</i>, (239-261). Thousand Oaks, CA, US: Sage Publications, Inc. 3) Chadha, N.K. (2007). <i>Organizational Behavior</i>. Galgotia Publishers: New Delhi. 4) Greenberg, J. & Baron, R.A. (2007). <i>Behaviour in Organizations</i> (9th Ed.). India: Dorling Kindersley 5) Griffin, R.W. & Moorhead, G. (2009). <i>Organizational Behavior: Managing People & Organizations</i>. Biztantra publishers 6) Robbins, S. P. & Judge, T.A. (2007). <i>Organizational Behavior. 12th Edition</i>. New Delhi: Prentice Hall of India. 7) Robbins, S. P. & Judge, T.A. (2008). <i>Essentials of Organizational Behavior. 9th Edition</i>. New Delhi: Prentice Hall of India |

**GENERIC ELECTIVE PAPERS
DEPARTMENT OF ENGLISH**

SEMESTER I:

Literature in English Translation

| | | | | | |
|-------------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN104 | Subject Name: Literature in English Translation | 5 | 1 | 0 | 6 |
| Generic Elective | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE

The act of translation has played a quintessential role in the process of globalization – not just national and international boundaries shrank; people, technology, thoughts, philosophy, art and ideas across time, space, culture and language became accessible. The literature produced across languages and space too became reachable by the virtue of translation. This Course aims at introducing the learners to the translated literary classics, and how different cultures, languages and historical events are shared across the world.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | a) A brief introduction to Spanish Literature <ul style="list-style-type: none"> • Major writers and their works • The Spanish Civil War b) Emilia Pardo Bazan: <i>The House of Ulloa</i> (Tr. Paul O’Prey) c) Gabriel Garcia Marquez: <i>Love in the Time of Cholera</i> (Tr. Edith Grossman) (Non-detailed study) | 10 |
| Unit-II | a) A brief introduction to Indian Literature <ul style="list-style-type: none"> • Major writers and their works • Partition of India b) Bhisham Sahani: <i>Tamas</i> (Tr. Daisy Rockwell) c) K.R. Meera: <i>Hangwoman</i> (Tr. J. Devika) (Non-detailed study) | 10 |
| Unit-III | a) A brief introduction to Russian Literature <ul style="list-style-type: none"> • Major Writers and their works • Russian Revolution b) Leo Tolstoy: <i>The death of Ivan Ilyich</i> (Tr. Anthony Briggs) c) Ivan Turgenev: <i>Fathers and Sons</i> (Tr. Peter Carson) (Non-detailed study) | 10 |
| Unit-IV | a) A brief introduction to French Literature <ul style="list-style-type: none"> • Major Writers and their works • French Revolution b) Albert Camus: <i>The Stranger</i> (Tr. Matthew Ward) | 10 |

| | | |
|--------|---|----|
| | c) Gustav Flaubert: <i>Madam Bovary</i> (Tr. Margaret Mauldon) (Non-detailed study) | |
| Unit-V | <p>a) A brief introduction to Japanese Literature</p> <ul style="list-style-type: none"> • Major Writers and their works • Role played in World War I & II <p>b) Yasunari Kawabata: <i>Snow Country</i> (Tr. Edward G. Seidensticker)</p> <p>c) Haruki Murakami: <i>Kafka on the Shore</i> (Tr. Philip Gabriel) (Non-detailed study)</p> | 10 |

Learning Outcome:

At the end of this course, the learners will know some of the most significant literatures produced in French, Spanish, Russian, Japanese and Indian vernacular translated in English. The learners will also be introduced to some of the most important socio-political-historical movements that has left an ever-lasting impression on the kind of literature produced in these nations and their philosophical background.

Reading List:

| Learning Resources | |
|---|---|
| Text Book | <ol style="list-style-type: none"> 11. Yasunari Kawabata, (Tr. Edward G. Seidensticker). <i>Snow Country</i>. (London, Penguin Classic, 2011) 12. Bhisham Sahani, (Tr. Daisy Rockwell). <i>Tamas</i>. 13. Gabriel Garcia Marquez, (Tr. Edith Grossman). <i>Love in the Time of Cholera</i>. (New Delhi: Penguin India, 2007) 14. K.R. Meera, (Tr. J. Devika). <i>Hangwoman</i>. 15. Haruki Murakami, (Tr. Philip Gabriel). <i>Kafka on the Shore</i>. 16. Albert Camus, (Tr. Matthew Ward). <i>The Stranger</i>. (London: Vintage International, 1989) 17. Gustav Flaubert, (Tr. Margaret Mauldon). <i>Madam Bovary</i>. (New Delhi: Fingerprint! Publishing, 2016) 18. Leo Tolstoy, (Tr. Anthony Briggs). <i>The death of Ivan Ilyich</i>. (London: Ingram Short Title, 2017) 19. Ivan Turgenev, (Tr. Peter Carson). <i>Fathers and Sons</i>. (London: Vintage International, 1996) 20. Emilia Pardo Bazan, (Tr. Paul O'Prey). <i>The House of Ulloa</i>. (London: Penguin Classics, 2016) |
| Reference Book and other materials | <ol style="list-style-type: none"> 5. Robert Service, <i>The Last of the Tsars: Nicholas II and the Russian Revolution</i> (New York: Pan Publication, 2018) 6. Hilaire Belloc, <i>The French Revolution</i> (London: Zacchaeus, 2018) 7. Piotr Kuhlaczak^Karin Littau, "A Companion to Translation Studies", Orient Blackswan, 2011 |

SEMSTER II
Critical Reading and Writing

| | | | | | |
|-------------------------|---|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN206 | Subject Name: Critical Reading and Writing | 5 | 1 | 0 | 6 |
| Generic Elective | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE:

In this course, the students will learn what is critical reading, the function of critical readings, and why it is important for a student to develop the habit of reading academic texts critically? Critical Reading and Writing course will offer guidance on how to read texts critically and how to develop effective writing skills.

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | Introduction: what is a Text? <ol style="list-style-type: none"> i. Why are you reading a text? What is your purpose? ii. What type of text is it: research report, essay, textbook, book review? | 10 |
| Unit-II | Close reading and criticism <ol style="list-style-type: none"> i. Who is the author? What do you know about the author? ii. Is there a clear distinction between fact and opinion? iii. Is evidence used by the author to support arguments? How good is the evidence? Are all the points supported? | 10 |
| Unit-III | Comparing literary texts (Inter-textuality) <ol style="list-style-type: none"> i. What else has been written on the subject of the text? ii. How does the writer use other texts and other people's ideas? iii. What conclusions are drawn? | 10 |
| Unit-IV | Descriptive Writing and Critical writing <ol style="list-style-type: none"> i. What is Descriptive Writing and how is it different from Critical writing? ii. What are the purposes of Descriptive Writing and Critical writing? | 10 |

| | | |
|--------|--|----|
| Unit-V | Effective Writing <ol style="list-style-type: none"> i. How to clearly present evidence and argue which will lead to effective conclusion. ii. Recognition of the limitations one's own evidence and argument presented, and conclusion drawn. iii. How to approach the different formats of writing (e.g. essay, report, dissertation, projects etc.) | 10 |
|--------|--|----|

LEARNING OUTCOME:

At the end of the course, the learners will be equipped with basic level of skills required to be able to identify the various types of text, arguments, perspectives, techniques, etc. used in a text. This in turn will enable the students to not just think critically, but formulate their own arguments and communicate it by writing effectively.

| Learning Resources | |
|---------------------------|--|
| Text Book | <ol style="list-style-type: none"> 1. Sylvan Barnet, Hugo Bedau, From Critical Thinking to Argument: A Portable Guide, (Bedford/St. Martin's, 2010) 2. Andrew Goatly, Preet Hiradhar Critical Reading and Writing in the Digital Age: An Introductory Coursebook, (New York: Routledge, 2nd Edition, 2016) |

SEMESTER III

Postcolonial Literature

| | | | | | |
|-------------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN304 | Subject Name: Postcolonial Literature | 5 | 1 | 0 | 6 |
| Generic Elective | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE

This course aims to introduce the learners with the ideas and some of the selected literatures produced in the post-colonial era.

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | Concepts: Race - Gender relations – Slavery and Colonialism – Influence of Christian Missionaries – De-colonization – Globalization and Literature –Literature and Identity Politics | 10 |
| Unit-II | Poem: Pablo Neruda – “Tonight I can Write” | 10 |
| Unit-III | Novel: Jean Rhys – “Wide Sargasso Sea” | 10 |
| Unit-IV | a) Feminist Indian Authors and their writings b) Ismat Chughtai: <i>Lihaf</i> c) Novel: Anita Desai – “Clear Light of Day” | 10 |
| Unit-V | a) Post-Colonial Literary Movement and Literary Criticism b) Novel: Chinua Achebe – “Things Fall Apart” | 10 |

LEARNING OUTCOME:

This course will introduce and build an understanding of concepts such as Imperialism, De-colonization, Race, and Globalization and so on; in this paper, the learners/readers will also be familiarized about identity politics reflected in the literatures of the colonized nations.

| |
|---------------------------|
| Learning Resources |
|---------------------------|

| | |
|--|--|
| <p>Text Book</p> | <ol style="list-style-type: none"> 2. Ismat Chughtai, <i>The Quilt: Stories</i> (New Delhi: Penguin, 2011) 3. Anita Desai, <i>Clear Light of Day</i> (New Delhi: Penguin, 2008) 4. Jean Rhys, <i>Wide Saragasso Sea</i> (New York: Haymarket Books, 2016) 5. Chenua Acebe, <i>Things Fall Apart</i> 6. Pablo Neruda, <i>Tonight I can Write</i> |
| <p>Reference Book and other materials</p> | <ol style="list-style-type: none"> 7. Franz Fanon, 'The Negro and Language', in <i>Black Skin, White Masks</i>, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27. 8. Ngugi wa Thiong'o, 'The Language of African Literature', in <i>Decolonising the Mind</i> (London: James Curry, 1986) chap. 1 9. Bill Ashcroft, Gareth Griffiths and Helen Tiffin. <i>Key Concepts in Post-Colonial Studies</i> (Taylor & Francis Ltd, 2013) 10. Bipan Chandra, <i>India Since Independence</i> (New Delhi: Penguin Random House, 2008) |

SEMESTER IV

Greek and Roman Mythology

| | | | | | |
|-------------------------|---|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN404 | Subject Name: Critical Reading and Writing | 5 | 1 | 0 | 6 |
| Generic Elective | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE:

Greek mythology is often treated as the foundation of allusion and character genesis in western literature, art and motion picture. In this paper, the readers will not only gain an understanding about the Greek and Roman Gods and Goddess, but they will also understand the creation and evolution of concepts such as chaos and creation, interdisciplinary relations with Greek and Roman mythology, classical ancient epics (Iliad and Odyssey) and such others.

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | An Introduction to the concept and history of myth and mythology | 10 |
| Unit-II | Hesiod: the origins of the Gods and the world | 10 |
| Unit-III | Homer: Iliad and Odyssey | 10 |
| Unit-IV | Sophocles: Oedipus Rex Oedipus and Electra Complex | 10 |
| Unit-V | Medusa and Prometheus b) Myth of Atlantis c) Chaos, Gais, Uranus, Cronus, Rhea, Hyperboreans, Elysian Fields | 10 |

LEARNING OBJECTIVE:

At the end of this course, the learners will have an understanding of the concept of “myth”, they will be able to relate between various narrative forms and myth. Furthermore, the learners will learn the names of the various mythic traditions of the world and will understand the significance of Greek and Roman mythological tradition in relation to western literature, culture and history.

| Learning Resources | |
|---|---|
| Text Book | <ol style="list-style-type: none"> 1. Cheryl Evans, <i>Greek Myths and Legends</i> (New York: Usborne Publishing, 2007) 2. Stephen Fry, <i>Mythos: The Greek Myths Retold</i> (London: Penguin, 2018) |
| Reference Book and other materials | <ol style="list-style-type: none"> 1. Edith Hamilton, <i>Mythology: Timeless Tales of Gods and Heroes</i> (New York: Hachette Book, 2011) 2. Robert Graves, <i>The Greek Myths</i> (London: Vikings, 2018) 3. Henry A. Sanders, <i>Roman History and Mythology</i> (New York: Alpha Edition, 2019) |

Skill Enhancement Courses (SEC)

| | | | | | |
|---------------------------------------|---|----------|----------|----------|----------|
| | | L | T | P | C |
| 20LE0201 | Subject Name: German | 2 | 0 | 0 | 2 |
| Skill Enhancement Course (SEC) | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by Department of German (Foreign Languages) | | | | |

Course Objective:

With the rising globalization for the last few decades, it is becoming increasingly necessary to interact with people of different countries throughout the world. Persons in the field of higher studies, research, business, etc. have often to deal with people from across the world who speak different languages. Hence, most of the universities and institutes of higher learning in all the countries have made it compulsory for the students of higher studies and research to learn at least one foreign language.

The aim of the course is to provide basic knowledge of the German language to the participants. After doing this course, the students should be in a position to converse in German for basic requirements of everyday life, like meeting people, shopping, travelling, going to restaurants, etc. They should be able to read and understand simple texts of general nature and, with the help of dictionaries, simple material from their field of specialization. With some more effort and practice, they would be able to extract useful information regarding their profession from the internet.

At SRM University, Delhi-NCR, Sonapat (Haryana), German is one of the foreign languages offered as a compulsory course for the students of certain degree courses in science, technology, engineering, management, etc. The duration of the course is one academic year, i.e. two semesters.

First Semester

| UNIT | Course contents | Contact Hours |
|---------|--|---------------|
| Unit-I | <p>Topics: Alphabet Aussprache Zahlen Zeit</p> <p>Vocabulary: Zahlen Zeitangaben (Uhrzeit, Tag, Wochentage, Monate, usw.)</p> | 10 |
| Unit-II | <p>Topics: Über Personen sprechen (Name, Land, Stadt, Sprache, Alter, Beruf, Familie, usw.)</p> <p>Grammar: Personalpronomen im Nominativ Konjugation von regelmäßigen Verben im Präsens (wohnen, lernen, arbeiten, usw.) Konjugation von unregelmäßigen Verben im Präsens (sein, haben, heißen, lesen, sprechen, usw.) Possessiv-Artikel Wortposition, Aussagen, W-Fragen, Ja-Nein-Fragen</p> | 10 |

| | | |
|----------|--|----|
| | Vocabulary: Deutsche Familiennamen und Vornamen Namen von Ländern, Städten und Sprachen Berufsbezeichnungen Familienmitglieder | |
| Unit-III | Topics: Über Sachen sprechen Essen und Trinken Grammar: Bestimmter Artikel, Unbestimmter Artikel, kein (Nominativ) Singular und Plural Personalpronomen im Akkusativ Bestimmter Artikel, Unbestimmter Artikel, kein (Akkusativ) Vocabulary: Sachen des täglichen Lebens (Haus, Möbel, Schreibwaren, Lebensmittel, usw.) Einige allgemeine Adjektive und Adverbien, Gegenteile, Farben | 10 |

Second Semester

| | | | | | |
|---------------------------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20LE0202 | Subject Name: German | 2 | 0 | 0 | 2 |
| Skill Enhancement Course (SEC) | Pre-requisite: Knowledge of the basics taught in the first semester | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by Department of German (Foreign Languages) | | | | |

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | Topics: Einkaufen Tagesablauf Grammar: Trennbare und untrennbare Verben Dativ Modalverben Vocabulary: Kleidung Haushaltswaren Sachen zum Essen und Trinken Maßeinheiten | 10 |
| Unit-II | Topics: Reisen Ortsangaben und Richtungen Grammar: Imperativ Präpositionen mit Dativ und Akkusativ Wechselpräpositionen Vocabulary: Verkehrsmittel Namen von Orten und Sehenswürdigkeiten Information über Deutschland | 10 |
| Unit-III | Topics: Ereignisse der Vergangenheit erzählen Lebenslauf Grammar: Präteritum von sein, haben Perfekt Vocabulary: Erweiterung des Wortschatzes von verschiedenen Bereichen Ordinalzahlen | 10 |

Evaluation:

The evaluation of students' performance in this course will consist of internal tests, class participation and external end-semester examination in accordance with

the rules and regulations of the University.

| Learning Resources | |
|---|---|
| Text Book | <p>Tangram aktuell 1 (Lektion 1-4 Kursbuch + Arbeitsbuch, Lektion 5-8 Kursbuch + Arbeitsbuch, Übungsheft) will be the main text book used for the two semesters of this course. Besides, material prepared by the teachers and material taken from other sources will also be used.</p> |
| Reference Book and other materials | <ol style="list-style-type: none">1. Rosa-Maria Dallapiazza, u.a.: Tangram aktuell 1 (Lektion 1-4, Lektion 5-8, Übungsheft und Glossar). Max Hueber Verlag2. Wolfgang Hieber: Lernziel Deutsch, Teil 1. Max Hueber Verlag3. Korbinian Braun, u.a.: Deutsch als Fremdsprache IA, Grundkurs. Ernst Klett Stuttgart Christiane Lemcke, u.a.: Moment mal, Teil 1: Langenscheidt4. Ulrike Albrecht, u.a.: Passwort Deutsch 1. Ernst Klett Sprachen5. Rolf Brüseke: Starten Wir! A1. München: Hueber Verlag |

| | | | | | |
|-----------------|---|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN506 | Subject Name: Basics of Media & Journalism | 3 | 1 | 0 | 4 |
| SEC | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

Course Objective: *To introduce the students to the growth and development of Journalism. To help them learn the different forms of Media such as the print media and electronic media. This course will look at the different types of news reportage and scrutinize their relative benefits.*

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | <ul style="list-style-type: none"> • What is Journalism? • A Short history of Journalism in India • Principles of Journalism • Press Codes and Ethics of Journalism • The role played by journalism as part of the mass media | 12 |
| Unit-II | <ul style="list-style-type: none"> • Freedom of Press, Threats to Press Freedom • Government and the Press • Laws - Defamation, Libel, contempt of Court, Copyright laws, • Press Regulation Act, Press Registration Act, Law of Privileges | 12 |
| Unit-III | <ul style="list-style-type: none"> • The role of the Reporter, Sub Editor, Editor News • News Reports - Types - Straight, Interpretive, Investigative, Scoop, Sting, Reporting, • Headlines, Editing, Editorial, Feature Writing • Interviews, Press conference Reporting - News Values, human interest, story angle, obituaries | 12 |
| Unit-IV | <ul style="list-style-type: none"> • Layout, - Aims – Designing –Types - Advertisements –Types – Advertising and social responsibility Editing, • Proof Reading Photographic Journalism, Cartoon News Agencies, Press Council of India • Exercises Editing, Proof Reading, Feature Writing, News Reporting, Planning • Interviews, Reviews | 12 |

LEARNING OUTCOME:

1. The learner will be able to write political reports
2. The learners will learner the nuances of interviewing a personality
3. The learners will know the aspects of proof reading, editing, writing reviews, features
4. The learners will understand the ideas of copyright, copyright issues, ethics of journalism
5. The learners at the end of this course will be able to create/write advertisements; they will also know about press regulation acts and other such acts related to media and journalism.

| Learning Resources | |
|---|--|
| Text Book | <ol style="list-style-type: none">1. John Hohenberg, Holt Rinehart & Winston, The Professional Journalist, 1983, 5sub edition.2. Kumar, Keval J. Mass communication in India. Vol. 741. Jaico publishing house, 2000. |
| Reference Book and other materials | <ol style="list-style-type: none">1. Kamath, Madhav Vittal. Professional journalism. Vikas Publishing House, 2009.2. B.N. Tripathi, Handbook of Journalism and Mass Media, Lotus Press, 2011, 1st Edition.3. Ajay Das, Mass Communication and Journalism, Omega Publication, 2009, 1st Edition.4. Chalpathi Rao - The Press Sengupta – Journalism as a Career |

| | | | | | |
|-----------------|---|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN607 | Subject Name: <u>Value Education (Optional Course)</u> | 2 | 0 | 0 | 2 |
| SEC | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE:

Education is an inseparable and unavoidable part of any human being, and acquiring educational values become paramount importance to every human being. This course, which is pre-eminent in its approach, offers the values such as ethics, attitude, principles and so on, one has to achieve during the life time, so that the values are to be inculcated and imparted with a bird's eye.

Conceptualizing on the values, this paper deals with the introduction, concept and meaning, education in India, social values and social justice, educational ideals propagated and propounded by the leaders, moral and professional values, human rights, citizenship, and communal harmony.

| UNIT | Course contents | Contact Hours |
|-------------|--|----------------------|
| Unit-I | <u>Education - Concept and meaning of Value Education</u> – Natural and Social processes of Value Education – Fundamental values - Best practices of education - Knowledge and understanding – Cognitive Process – Instruction and Learning – Mahatma Gandhi – Jawaharlal Nehru – Rabindranath Tagore - Swami Vivekananda – Swami Dayananda Saraswati - Indian Society - Ancient Education in India - Modern education in India –English Education – culture – language & literature – languages. | 6 |
| Unit-II | <u>Social Values and Social Justice</u> : Personal values - Social values – Cultural Values - Professional values - Behavioural values – Learning values - equality & brotherhood – unity - freedom – responsibility - religions – people groups – different faiths – respect for other faiths – Need & Parameters of Social Justice – Factors Causing – Social Injustice social evils. | 6 |
| Unit-III | <u>Moral Values - Professional Values & Ethics</u> : Morality – Descriptive Morality – Normative Morality – Aristotle and his ideas on Moral values – Openness – Transparency – Impartiality – Objective – Confidentiality – Diligent. | 6 |
| Unit-IV | <u>Professional Values & Ethics, Motivation; Success</u> : Loyalty – Ethics & Values - ways of motivation – motivated life – innovation & inventors – personality & personalities – forms of motivation and success – successful personality - Values of a | 6 |

| | | |
|--------|--|---|
| | motivated and successful person - Education and Self – Confidence - Public Speaking | |
| Unit-V | Human Rights, Social Issues, Citizenship and Communal Harmony: Concepts of Human Rights – UN Convention on Human Rights – Human Resource – Protection of Human Rights – Violence Against Women – Rights of Marginalized People like Women, Children, Dalits, Minorities, Physically-disabled. Social Issues – Citizenship, Causes and Magnitude – Alcoholism, Drug addition, Poverty, Unemployment etc. – Communal Harmony: Concepts – Religion – Separation of Religion – Socialism. | 6 |

LEARNING OUTCOME:

At the end of this course the learners will have a lucid understanding about the education system and the values required to be in the field of education, human rights and the society.

| Learning Resources | |
|---|--|
| Text Book | <ol style="list-style-type: none"> 1 Lorna Idol, Beau Fly Jones (Eds). Educational Values and Cognitive Instruction: Implications for Reform, Routledge, 1990. 2 David N. Aspin, Judith D. Chapman (Eds). Values Education and Lifelong Learning: Principles, Policies, Programmes, Springer, 2007. 3 Harry Daniels, Hugh Lauder, Jill Porter (Eds). Knowledge, Values and Educational Policy: A Critical Perspective, Routledge, 2012. 4 Jo Cairns, Denis Lawton, Roy Gardner (Eds). Values, Culture and Education, Routledge, 2001. 5 Cairns, Jo, Gardner, Roy (all of Institute of Education, University of London), Lawton, Denis (Eds). Education for Values: Morals Ethics and Citizenship in Contemporary Teaching, Kogan Page 2000. |
| Reference Book and other materials | <ol style="list-style-type: none"> 1. Shubha Subramaniam, A Beautiful Life: Value education & Life skills, Pearson, 2012. 2. John Meyer, Brian Burnham, John Cholvat (Eds). Values Education: Theory, Practice, Problems, Prospects, Wilfred Laurier University Press, 1975. 3. Plyson Manyani Muzumara, Ethics, Morals and Values in Education, Dorrance Publishing House, 2018. 4. NCERT, Basics in Education, 2012. 5. CBSE, Value Education: A Handbook for Teachers, 2012. 6. NCERT, Education for Values in Schools: A Framework, 2005. 7. NCERT, Value Education, 2005. |

AECC COURSES (Ability Enhancement Compulsory Course)

| | | | | | |
|------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20EVS0305 | Subject Name Environmental Studies | 4 | 0 | 0 | 4 |
| AECC | Pre-requisite Basic understanding about earth and Environment | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by Department of Environmental Science | | | | |

COURSE OBJECTIVE

1. To develop an understanding of the concept, scope and importance of environmental Studies
2. To develop knowledge and awareness about natural resources and understanding to improve the environment.
3. To develop awareness of Biodiversity, Ecosystem, Natural resource conservation and sustainable development.
4. To understand the environmental pollution and prevention.
5. To aware about the contemporary issue of climate change and its adverse effect and mitigation measures

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | The Multidisciplinary Nature of Environmental Studies Definition, scope and importance and need for public awareness. | 2 |
| Unit-II | Natural Resources Renewable and Non-renewable Resources: Natural resources and associated problems. (a) Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people. (b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. (c) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. Case studies. | 8 |
| Unit-III | Ecosystems *Concept of an ecosystem. *Structure and function of an ecosystem. *Producers, consumers and decomposers. *Energy flow in the ecosystem. *Ecological succession. *Food chains, food webs and ecological pyramids. | 5 |

| | | |
|---------|---|---|
| | <p>*Introduction, types, characteristic features, structure and function of the following ecosystem:</p> <p>(a) Forest ecosystem (b) Grassland ecosystem (c) Desert ecosystem (d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estauries)</p> | |
| Unit-IV | <p>Biodiversity and Its Conservation</p> <p>*Introduction, definition: genetic, species and ecosystem diversity.</p> <p>*Biogeographical classification of India.</p> <p>*Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.</p> <p>*Biodiversity at global, National and local levels.</p> <p>*India as a mega-diversity nation.</p> <p>*Hot-spots of biodiversity.</p> <p>*Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.</p> <p>*Endangered and endemic species of India.</p> <p>*Conservation of biodiversity: in-situ and ex-situ conservation of biodiversity</p> | 5 |
| Unit-V | <p>*Definition</p> <p>*Causes, effects and control measures of</p> <p>(a) Air pollution (b) Water pollution (c) Soil pollution (d) Marine pollution</p> | 8 |

LEARNING OUTCOME: (Specific learning outcome must be mentioned)

4. To develop an awareness about our environment and elicit collective response for its protection.
5. To know and analyse the physical, chemical, and biological components of the earth's systems and their function.
6. Understanding about cause of Environmental pollution and prevention.
7. Understanding about Natural resources, Climate change and Sustainable development

| Learning Resources | |
|---------------------------|--|
| Text Book | <ol style="list-style-type: none"> 1. Environmental Studies from crisis to cure, by R. Rajagopalan, 3rd edition, Oxford Higher Education 2. Kurian Joseph & R. Nagendran, "Essential of Environmental Studies" Pearson Education, 2004. 3. Environmental Studies for Undergraduate Courses by |

| | |
|---|---|
| | Erach Bharucha, UGC New Delhi |
| Reference Book and other materials | <ol style="list-style-type: none">1. Dara S.S., A Text Book of Environmental Chemistry and pollution control, S.Chand & Company Ltd., New Delhi, 2004.2. Jeyalakshmi.R, Principles of Environmental Science, 1st Edition, Devi Publications, Chennai 2006.3. Kamaraj.P & Arthanareeswari.M, Environmental Science – Challenges and Changes, 1st Edition, Sudhandhira Publications, 2007.4. Arivalagan.K, Ramar.P & Kamatchi.P, Principles of Environmental Science, 1st Edition, Suji Publications, 2007. |

COMPULSORY ENGLISH FOR B.A. HONS.

| | | | | | |
|-----------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN103 | Subject Name: English Communication | 4 | 0 | 0 | 4 |
| AECC | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE:

This course enhances and strengthens communication skills in English language facilitating the holistic and integrated development of LSRW skills – Listening, Speaking, Reading Writing. The course will expose the learners to a wide range of lexical and grammatical skills, critical reading and writing and professional communicative skills to meet the demands at workplace.

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | Grammar & Vocabulary Building Introduction - Basic English Grammar – Tenses – Active Voice - Passive Voice Phrasal verbs – Prepositions - Building Vocabulary - Prefixes and Suffixes – Crossword - Simple and complex sentences | 6 |
| Unit-II | Communication English Communication - Aims & Objectives - Basics of Communication - Barriers to Communication - Non-Verbal Communication - How to be a Listener - Active Listening - Effective Speaking – Speech - Art of Public Speaking – Pronunciation - Stress & Intonation in English – Debate – Conversations. | 8 |
| Unit-III | Presentation Skills Oral Presentation – Group Communications - Group Discussions – Interview - Formal Presentations. | 8 |
| Unit-IV | Unit IV: Effective Reading Reading strategies (Skimming, Scanning, Inferring) – Predicting and responding to content – Speed Reading – Note Making – Use of Extensive reading texts – Writing Proposals – Projects – Research Papers. | 10 |
| Unit-V | Writing Skills Writing - Effective Language - Formal Letters, Memos & | 10 |

| | | |
|---------|---|---|
| | Email - letters to the editor - Writing letters, informal and official - Art of Condensation - Report Writing - Article Writing - Writing Proposals - Research Papers – Preparing Minutes of Meeting. | |
| Unit VI | Language Through Literature The Overcoat (Nikolai Gogol) The Open Window (H.H. Munro) To a Skylark (P.B. Shelley) The Raven (Edgar Allan Poe) | 8 |

LEARNING OUTCOME:

After a successful completion of this course, the learners will be able to:

- Seamlessly communicate in standard English – written & spoken
- Analyse texts on various parameters expected/demanded during different situations and circumstances
- Conduct basic research on a topic (pertaining to their discipline/workplace)
- Prepare basic/preliminary research documents, official documents
- Prepare and deliver presentations on a given topic
- Understand and analyse the time, history, circumstances, polity, society, economy that influences any kind of writing and its subsequent production

| Learning Resources | |
|---|--|
| Text Book | <ol style="list-style-type: none"> 1. Swan, Michael. <i>Practical English Usage</i>. New Delhi: Oxford University Press, 2005. 2. Murphy, Herta A. <i>Effective Business Communication</i>, New Delhi: McGraw Hill, 2008. 3. Nikolai Gogol, “The Overcoat”. 4. P.B. Shelley, “To The Skylark” 5. Edgar Allan Poe, “The Raven” 6. H.H. Munro, “The Open Window” |
| Reference Book and other materials | <ol style="list-style-type: none"> 1. Koneru, Aruna. <i>Professional Speaking Skills</i>. New Delhi: Oxford University Press, 2015. 2. Sanjay Kumar and Pushp Lata. <i>Technical Communication</i>, New Delhi: Oxford University Press, 2008. 3. Koneru, Anuna. <i>Professional Communication</i>, New Delhi: McGraw Hill Pvt. Ltd, 2008. 4. Rizvi, M. Ashraf. <i>Effective Technical Communication</i>, New Delhi: McGraw Hill, 2018. 5. Barun K. Mitra, <i>Personality Development and Soft Skills</i>, Oxford University Press, New Delhi, 2011. |

