

# **SGT University**

## **Undergraduate Programme**

**Faculty of Mass Communication and Media Technology**

**Centre for Languages and Communication**



## **Syllabus and Curriculum**

**B.A. (Hons.) English**

**2021-22**

## **1. Preamble:**

The B.A. (Hons.) in English course is planned to provide overall and thorough knowledge about English Literature and Language to the students. The program aims to introduce a wide variety of literature in the English language. Primarily, the program aims to offer eligible students the opportunity to read and respond to a massive spectrum of novels, plays, and poetry across different genres. Also, students are exposed to wider socio-cultural and political issues in relation to contemporary English literature. The course consists of components of study such as literary analyses, cultural diversity in literature, critical thinking, and written and oral communication skills through a rigorous curriculum of literature, composition, language and linguistics, and communication studies.

We are devoted to bring together concepts and ideas with work ‘on the ground’; there is significant input from the industry professionals. The course enables students to develop their own focused area of interest. This course helps to strengthen the students’ linguistic capabilities through both theoretical lessons and practical sessions. It also introduces the students to the political, social, cultural, economic, and intellectual backgrounds of the various periods in literary history. It offers the students a deep insight into the world of literature and enables them to critically appreciate major literary works of the world.

The syllabus and curriculum provides students with the means to investigate and learn a range of working involving activities from creative writing to content writing and advertisement content for market and media. The history, development and research in the English studies will be analysed in various contexts. The social values and ethics are in the core of the program.

## **2. Justification:**

The purpose is always depends upon a student’s professional aspirations, students may specialize in any of the field of BA (Hons) English and English Studies. The fundamental knowledge that students will attain in this course is how to enrich their creativity and how to be able to pen it down in the form creative productions as literary pieces, content writing, script writing, dramatic pieces, poetics compositions, review writing, academic writings, blog writing and web content etc. In addition to this, the course also intends at enabling students aware of the new technologies emerging in the field of English Literary Studies. The course focuses on the following major objectives:

- To prepare the graduates to be leaders in the mainstream professions of English Studies and Literature.
- To establish academic system to facilitate genuine learning of English Literature and Language to the students.

- To create an environment conducive to quality teaching-learning, interdisciplinary research and innovative development in English Studies.

### **3. Nomenclature of the course/Program (As it would appear on Diploma/Degree):**

- B.A [Hons.] English

### **4. Admission Eligibility:**

#### **Admission to B A (Hons) English**

A candidate for admission to B.A. (Hons) English course must have passed Senior Secondary Examination (10+2) of the Board of School Education, Bhiwani, Haryana or an examination recognized equivalent to thereof with minimum 55% marks (45% in case of SC students of Haryana State only). Candidates must have minimum 60% marks in English in 12<sup>th</sup> degree.

### **5. Selection of the Candidate:**

On the basis of the merit determined by the qualifying Examination/Admission Form/Interview/Group Discussion or as per the guidelines of the statutory Bodies/Haryana Private Universities.

### **6. Basis of Operation of the course/Program: Semester System**

### **7. Total duration of the Course/Program:**

- B.A [Hons.] English - 3 Years

If a candidate, at any stage, is found to be unable to complete his full course of four years in the stipulated period of seven years, he shall not be allowed to continue his course any further.

### **8. Minimum Credits required to be eligible for Award the degree:**

- B.A [Hons.] English –148

### **9. Complete Scheme of Study:**

**B.A. (HONS) ENGLISH**  
**Details of Courses under B.A. (Hons.) English**

Course	*Credits
=====	
	<b>Theory+Tutorial+Practicum</b>
<b>I. Core Course</b>	
12 Papers Theory	12x5= 60
12 Papers Theory	12x1=12
02 Papers Theory	02x4= 08
02 Papers Practicum	2x2= 04
<b>II. Discipline Specific Elective Course</b>	
4Papers Theory	4x4=16
4 Papers Practicum	4x2= 08
<b>III. Ability Enhancement Courses</b>	
(4 Papers of 2 credits each)	4X2 =08
English/MIL	
Environment Science	
Human Values & Ethics	
Soft Skills	
<b>IV. Skill Enhancement Course</b>	4 X2=08
(Skill Based, 4 Papers of 2 credits each)	
<b>V. Value Added Course</b>	4X2=08
(Value Based,4 Papers of 2 credits each)	
<b>VI. Multidisciplinary Generic Electives</b>	
2 Papers Theory	2X4=08
<b>Total Credits</b>	<b>140</b>

- Students can earn 20% credits through online courses offered by SWAYAM/MOOCs recognized by UGC. The list of MOOC baskets notified by the department is attached herewith
- Student can also opt for an offline course of the department instead of MOOCs course with permission from HOD and Dean
- The list of Multidisciplinary and Value Added Courses of University Umbrella are attached herewith
- Minimum 132 Credits required to get the degree

**Scheme of Examination (Credit Distribution)**  
**(Theory +Tutorial/Project)**

**Semester I**

Sr. No	Course Code	Course Name	Credit Distribution				H	Internal	External	Total Marks	Course Type
			L	T	P	C		TH	TH		
1	09210101	British Literature (14 <sup>th</sup> to 16 <sup>th</sup> Century)	5	1	0	6	6	40	60	100	Core
2	09210102	Literary Forms and Tools of Critical Appreciation	5	1	0	6	6	40	60	100	Core
3	AECC01001	English/MIL	2	0	0	2	2	20	30	50	AECC 1
4	09210104/ 09210105	Creative Writing Or Technical Writing	2	0	0	2	2	40	60	100	SEC 1
5	VASE01032	Literature and Life	2	0	0	2	2	20	30	50	VAC1
6	MGEC01053	Soft Skills	4	0	0	4	4	40	60	100	GE 1
		<b>Total Credit</b>				22					
		<b>Total Marks</b>								500	
		<b>Total Hours</b>	22				22				

\* Course to be opted by students of other faculties, students of BA (Hons) English will make a choice out of other GE courses offered outside the faculty.

**Scheme of Examination (Credit Distribution)**  
**(Theory +Tutorial/Project)**

**Semester II**

Sr. No	Course Code	Course Name	Credit Distribution				H	Internal	External	Total Marks	Course Type
			L	T	P	C		TH	TH		
1	09210201	British Literature (17 <sup>th</sup> to 18 <sup>th</sup> Century)	5	1	0	6	6	40	60	100	Core
2	09210202	Nineteenth-Century British Literature	5	1	0	6	6	40	60	100	Core
3	AECC01002	Environmental Science	2	0	0	2	2	20	30	50	AECC 2
4	09210204/ 09210205	Content Writing Or Translation Techniques	2	0	0	2	2	40	60	100	SEC 2
5	VASE02031	Cinematic Studies of Indian Society	2	0	0	2	2	20	30	50	VAC 2
6	MGEC02049	Corporate Communication & Public Handling Skills	4	0	0	4	4	40	60	100	GE 2
		<b>Total Credit</b>				22					
		<b>Total Marks</b>								500	
		<b>Total Hours</b>	20	2			22				

\* Course to be opted by students of other faculties, students of BA (Hons) English will make a choice out of other GE courses offered outside the faculty.

**Scheme of Examination (Credit Distribution)**  
**(Theory +Tutorial/Project)**

**Semester III**

Sr. No	Course Code	Course Name	Credit Distribution				H	Internal TH	External TH	Total Marks	Course Type
			L	T	P	C					
1	09210301	Victorian British Literature	5	1	0	6	6	40	60	100	Core
2	09210302	Indian Writing in English	5	1	0	6	6	40	60	100	Core
3	09210303	Literary Theory and Criticism	5	1	0	6	6	40	60	100	Core
4	AECC01003	Human Values & Ethics	2	0	0	2	2	20	30	50	AECC 3
4	09210304/ 09210305	Script and Screenplay Or English Language Teaching	2	0	0	2	2	40	60	100	SEC 3
5	VASE01032	Verbal Ability and Critical Reasoning	2	0	0	2	2	20	30	50	VAC 3
		<b>Total Credit</b>				24					
		<b>Total Marks</b>								500	
		<b>Total Hours</b>	21	3			24				

\* Course to be opted by students of other faculties, students of BA (Hons) English will make a choice out of other GE courses offered outside the faculty.

**Scheme of Examination (Credit Distribution)**  
**(Theory +Tutorial/Project)**

**Semester IV**

Sr. No	Course Code	Course Name	Credit Distribution				H	Inter nal	Extern al	Total Marks	Course Type
			L	T	P	C		TH	TH		
1	09210401	Twentieth-Century British Literature	5	1	0	6	6	40	60	100	Core
2	09210402	American Literature	5	1	0	6	6	40	60	100	Core
3	09210403	Movements and History of English Literature	5	1	0	6	6	40	60	100	Core
4	AECC01004	Soft Skills	2	0	0	2	2	20	30	50	AECC 4
5	09210404/ 09210405	Advertising and Public Relations Or Language and Language Education	2	0	0	2	2	40	60	100	SEC 4
6	VASE02030	Art of Public Speaking & Presentation Skills	2	0	0	2	2	20	30	50	VAC 4
		<b>Total Credit</b>				24					
		<b>Total Marks</b>								500	
		<b>Total Hours</b>	21	3			24				

\* Course to be opted by students of other faculties, students of BA (Hons) English will make a choice out of other GE courses offered outside the faculty.



**Scheme of Examination (Credit Distribution)**  
**(Theory +Tutorial/Project+Practicum)**

**Semester V**

Sr. No	Course Code	Course Name	Credit Distribution				H	Inter nal	Exter nal	Total Marks	Course Type
			L	T	P	C		TH	TH		
1	09210501	Modern European Drama	5	1	0	6	6	40	60	100	Core
2	09210502	Language and Linguistics	4	0	0	4	4	40	60	100	Core
3	09210504/ 09210506	Post World War British Literature Or Media and Communication Skills	4	0	0	4	4	40	60	100	DSE 1
4	09210508/ 09210510	Literature of the Indian Diaspora Or Language, Literature and Culture	4	0	0	4	4	40	60	100	DSE 2
<b>Practicum/Project/Viva-Voce</b>											
1	09210503	Language and Linguistics	0	0	2	2	2	20	30	50	Core
2	09210505/ 09210507	British Literature: Post World War II Or Media and Communication Skills	0	0	2	2	2	20	30	50	DSE 1
3	09210509/ 09210511	Literature of the Indian Diaspora Or Language, Literature and Culture	0	0	2	2	2	20	30	50	DSE 2
		<b>Total Credit</b>				<b>24</b>					
		<b>Total Marks</b>								<b>550</b>	

\*Student will choose Two DSE out of four given above

## Scheme of Examination (Credit Distribution)

### (Theory +Tutorial/Project+Practicum) Semester VI

Sr. No	Course Code	Course Name	Credit Distribution				H	Int ern al	Extern al	Total Marks	Course Type
			L	T	P	C		TH	TH		
1	09210601	Postcolonial Writing	5	1	0	6	6	40	60	100	Core
2	09210602	Women Writing in English	4	0	0	4	4	40	60	100	Core
3	09210604/ 09210606	World Literature Or Writing for Media	4	0	0	4	4	40	60	100	DSE 3
4	09210608/ 09210610	Modern Indian Writing in English Translation Or Film Studies	4	0	0	4	4	40	60	100	DSE 4
<b>Practicum/Project/Viva-Voce</b>											
1	09210603	Women Writing in English		0	2	2	2	20	30	50	Core
2	09210605/ 09210607	World Literature Or Writing for Media		0	2	2	2	20	30	50	DSE 3
3	09210609/ 09210611	Modern Indian Writing in English Translation Or Film Studies		0	2	2	2	20	30	50	DSE 4
		<b>Total Credit</b>				<b>24</b>					
		<b>Total Marks</b>								<b>550</b>	
		<b>Total Hours</b>	17	1	6		24			<b>24</b>	

\* Student will choose Two DSE out of Four given above

**\*Note: In 6<sup>th</sup> the Semester Core 2 can be changed into minor Dissertation or project work of 6 credits**

# 10. Pool of electives under different categories:

## ❖ B.A. (Hons.) English -3 Years Program [140 Credit]

### List of Core course [CC]:

SEMESTER I	CCT 1	09210101	British Literature (14 <sup>th</sup> to 16 <sup>th</sup> Century)
	CCT 2	09210102	Literary Forms and Tools of Critical Appreciation
SEMESTER II	CCT 3	09210201	British Literature (17 <sup>th</sup> to 18 <sup>th</sup> Century)
	CCT 4	09210202	Nineteenth Century British Literature
SEMESTER III	CCT 5	09210301	Victorian British Literature
	CCT 6	09210302	Indian Writing in English
	CCT7	09210303	Literary Theory and Criticism
SEMESTER IV	CCT 8	09210401	Twentieth Century British Literature
	CCT 9	09210402	American Literature
	CCT 10	09210403	Movements and History of English Literature
SEMESTER V	CCT 11	09210501	Modern European Drama
	CCT 12	09210502	Language and Linguistics
SEMESTER VI	CCT 11	09210601	Postcolonial Writing
	CCT 12	09210602	Women Writing in English

### List of Ability Enhancement Compulsory Course [AECC]:

SEMESTER I	AECC 1	AECC01001	English/MIL
SEMESTER II	AECC 2	AECC01002	Environmental Science
SEMESTER III	AECC 3	AECC01003	Human Value & Ethics
SEMESTER IV	AECC 4	AECC01004	Soft Skills

### List of Skill Enhancement Course [SEC]:

SEMESTER I	ANY ONE		
	SEC 1	09210104	Creative Writing
	SEC 2	09210105	Technical Writing
SEMESTER II	ANY ONE		
	SEC 3	09210204	Content Writing
	SEC 4	09210205	Translation Techniques
SEMESTER III	ANY ONE		
	SEC 5	09210304	Script and Screenplay
	SEC 6	09210305	English Language Teaching
SEMESTER IV	ANY ONE		
	SEC 7	09210404	Advertising and Public Relations
	SEC 8	09210405	Language and Language Education

### List of Value Added Courses [VAC]: (For B.A. (Hons.)English Students)

SEMESTER I	VAC I	VASE01032	Literature and Life
SEMESTER II	VAC II	VASE02031	Cinematic Study and Indian Society
SEMESTER III	VAC III	VASE01031	Verbal Ability & Critical Reasoning

<b>SEMESTER IV</b>	<b>VAC IV</b>	<b>VASE02030</b>	<b>Art of Public Speaking &amp; Presentation Skills</b>
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**List of Discipline Specific Elective [DSE]:**(For B.A. (Hons.) English students)

SEMESTER V	<b>ANY TWO</b>		
	DSE 1	09210504	British Literature: Post World War II
	DSE 2	09210506	Media and Communication Skills
	DSE 3	09210508	Literature of the Indian Diaspora
	DSE 4	09210510	Language, Literature and Culture
SEMESTER VI	<b>ANY TWO</b>		
	DSE 5	09210604	World Literature
	DSE 6	09210606	Writing for Media
	DSE 7	09210608	Modern Indian Writing in English Translation
	DSE 8	09210610	Film Studies

**List of Generic Electives [GE]:**(For students other than B.A. (Hons.) English)

<b>SEMESTER I</b>	<b>GE 1</b>	<b>MGEC01053</b>	<b>Soft Skills</b>
<b>SEMESTER II</b>	<b>GE 2</b>	<b>MGEC02049</b>	<b>Corporate Communication &amp; Public Handling Skills</b>

**List of Core Course Practicum [CC]:**

	CCT 12	09210503	Language and Linguistics
	CCT 12	09210603	Women Writing in English

**List of Discipline Specific Elective Practicum [DSE]:** (For B.A. (Hons.) English students)

SEMESTER V	<b>ANY TWO</b>		
	DSE 1	09210505	British Literature: Post World War II
	DSE 2	09210507	Media and Communication Skills
	DSE 3	09210509	Literature of the Indian Diaspora
	DSE 4	09210511	Language, Literature and Culture
SEMESTER VI	<b>ANY TWO</b>		
	DSE 5	09210605	World Literature
	DSE 6	09210607	Writing for Media
	DSE 7	09210609	Modern Indian Writing in English Translation
	DSE 8	09210611	Film Studies

**11. Pool of Electives under MOOC (Desirable)**

Students shall be attaining at MOOC (Massive Open Online Courses) Certificate. They shall not be provided more than 12 credits for MOOC i.e. a student can attain maximum 4 credits per year.

The students can choose the following courses offered by NPTEL.

- **12 Week Programs (3 Credits)**

1. History of English Language and Literature
2. English Literature of the Romantic Period, 1798-1832
3. The Nineteenth-Century English Novel
4. Twentieth-Century
5. Indian Fiction in English
6. Modern Indian Writing in Translation
7. Literary Criticism (From Plato to Leavis)
8. Feminism: Concepts and Theories
9. Feminist Writings
10. Introduction to World Literature
11. American Literature & Culture
12. Literature, Culture and Media

- **8 Weeks Programs (2 Credits)**

1. Introduction to Literary Theory
2. Postmodernism in Literature
3. Literature for competitive exams

- **4 Weeks Programs (1 Credit)**

1. The Renaissance and Shakespeare
2. Effective Writing
3. Postcolonial Literature

## **12. Procedure to register for Elective/Optional subjects:**

The HoD/Dean of the Faculty shall decide about the number of electives/optional papers out of the scheme before the commencement of each semester depending upon the facilities available in the department. Students will choose among those notified electives/optional.

## **13. Dissertation (Desirable):**

For each students will be assigned a Teacher as Guide/ Supervisor from the Department. Topic of the Dissertation will be approved by the Dean of the Faculty on the recommendations of the Teacher Guide/supervisor. The examination for Project shall be conducted by a Board of Two Internal Examiners. Evaluation of the Term Project will be done by the internal examiner. **The Dissertation shall carry 6 credits i.e. Equal to other Core Courses.**

## **14. Practical Training/Internship (Operational and Evaluation details):**

### **Term Project**

For each students will be assigned a Teacher as Guide/ Supervisor from the Department. Topic of the Project will be approved by the Dean of the Faculty on the recommendations of the Teacher Guide/supervisor. The examination for Project shall be conducted by a Board of Two Internal Examiners. Evaluation of the Term Project will be done by the internal examiner.

### **Industrial Visit and Training/Internship (Desirable)**

B.A. (Hons) English programme curriculum must include internship/industry experience in established and recognized professional organizations or under the supervision of Professional individual as approved, by the Dean of the faculty where the student is enrolled, in accordance of the regulations/executive instructions issued by the University from time to time. The evaluation and the result will be on hold till the project/industrial training completed.

**Student can avail credits for the internship programs. They will be awarded 4 credits for the internship programs of 4-6 weeks.**

### **15. Credits for certification of IELTS (Desirable)**

Students can also avail credits for their certificates of IELTS if they score 7.5 Band.

**Note: Other important parts of the ordinance will follow the SGT University Ordinance applied to the courses under CBCS.**

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*For course syllabus and curriculum of B.A. (Hons) English please move to next page.*

# Semester I

## Scheme of Examination (Credit Distribution) (Theory +Tutorial/Project)

### Semester I

Sr. No	Course Code	Course Name	Credit Distribution				H	Internal	External	Total Marks	Course Type
			L	T	P	C		TH	TH		
1	09210101	British Literature (14 <sup>th</sup> to 16 <sup>th</sup> Century)	5	1	0	6	6	40	60	100	Core
2	09210102	Literary Forms and Tools of Critical Appreciation	5	1	0	6	6	40	60	100	Core
3	AECC01001	English/MIL	2	0	0	2	2	20	30	50	AECC 1
4	09210104/ 09210105	Creative Writing Or Technical Writing	2	0	0	2	2	40	60	100	SEC 1
5	VASE01032	Literature and Life	2	0	0	2	2	20	30	50	VAC1
6	MGEC01053	Soft Skills	4	0	0	4	4	40	60	100	GE 1
		<b>Total Credit</b>				22					
		<b>Total Marks</b>								<b>500</b>	
		<b>Total Hours</b>	22				22				

\* Course to be opted by students of other faculties, students of BA (Hons) English will make a choice out of other GE courses offered outside the faculty.

Credit Distribution		
L	T	P
5	1	0

**Course Objective:**

- To understand poetry of Renaissance
- To know about the prose of Renaissance
- To know the writing style and thematic concerns of William Shakespeare
- To understand Drama of Renaissance

**Course Outcome:**

- Students will be able to understand poetry of Renaissance
- Students will be exposed to the prose of Renaissance
- The course will enable students to know the writing style and thematic concerns of William Shakespeare's poetry and drama.
- The course will help students to understand Drama writing styles of Renaissance

**A – Syllabus**

S. No.	TOPIC	DOMAIN	HOURS
1	<b>Unit 1</b> Geoffrey Chaucer <i>Prologue to Canterbury Tales</i> .(1-34, 822-58) Edmund Spenser Sonnets <i>Amoretti</i> ; LXVII: 'Like as a Huntsman', LXXV: 'One Day I Wrote her Name' William Shakespeare Sonnet 18: 'Shall I compare thee to a summer's day?' Sonnet 116: 'Let me not to the marriage of true minds' John Donne 'A Valediction: Forbidding Mourning', 'The Sun Rising'	Must know	16 Hours
2	<b>Unit 2</b> Francis Bacon 'Of Studies' Thomas More Selected parts of <i>Utopia</i> (Book 1 Early parts)	Must know	16 Hours



3	<b>Unit 3</b> William Shakespeare <i>Macbeth</i> William Shakespeare <i>As you Like It</i>	Must know	16 Hours
4	<b>Unit 4</b> Ben Jonson <i>Every Man in His Humour</i> (Non detailed) Christopher Marlowe <i>Doctor Faustus</i> (Non detailed)	Desirable to know	16 Hours

**Student Project:** Students shall be preparing a project on the impact of Renaissance with reference to literature during Renaissance period.

### EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term Exam and put the average marks) Total <span style="float: right;"><b>– 40 Marks</b></span>	
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

**Prepared by Dr. Umesh Chandra, Assistance: Mr.Tushar**

### SUGGESTED READINGS:

1. Geoffrey Chaucer, Wyatt-J.,ed.,*Chaucer,The Prologue*, University Tutorial Press, London 1997
2. Golding, William *Edmund Spenser* ed. Harold Bloom, 1986
3. Gerald, Hammond, *The Metaphysical Poets*, Macmillan, 1974
4. Kastan, David Scott (Ed.) *Doctor Faustus*. (Norton Critical Edition),2005
5. Wilson, Richard. *Christopher Marlow*. Longman Critical Series, 1999
6. Bradley, A.C.: *Shakespearean Tragedy*, London, Macmillan, 1905.
7. Laurence, L. Shakespeare's Tragedies: An Anthology of Modern Criticism, Harmondsworth, Middlesex, Penguin Books, 1970.

**B- Curriculum**

<b>S No.</b>	<b>TOPIC</b>	<b>LEARNING OBJECTIVES</b>	<b>TEACHING GUIDELINES</b>	<b>METHODOLOGY</b>	<b>TIME</b>
1	<b>UNIT 1 POETRY</b>	To understand poetry of Renaissance	To enable students' understanding of Chaucerian and Renaissance poetry	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>UNIT 2 PROSE</b>	To Know about the prose of Renaissance	To enhance the reading and understanding skills with special reference to prose	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>UNIT 3 SHAKESPEAREAN DRAMA</b>	To know the writing style and thematic concerns of William Shakespeare	To cover Techniques, strategies, and Procedures in Shakespearean drama	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>UNIT 4 DRAMA</b>	To understand Drama writing styles of Renaissance	To make the students' learning for the unities of classical drama with comparison to the dramas by university wits	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus

Credit Distribution		
L	T	P
5	1	0

**Course Objective:**

- To understand what are the forms of poetry and drama
- To know about types of prose, novel and story
- To know the tools of literary criticism
- To understand various figure of speech used in literary text
- To understand the basics of phonetics and phonology

**Course Outcome:**

- Students will be able to understand different forms of poetry and drama
- The course will enable the students to learn various types of prose, novel and story
- Students will come to know the tools of literary criticism
- The students will be exposed to various figure of speech used in literary text
- Students will be able to understand the verbal ability of literary text.
- The course will be helpful to the students in understanding the basics of phonetics and phonology

**A – Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Unit 1</b> Forms of Poetry (Lyric, Sonnet, Ode, Ballade, couplet, Epic) Forms of Drama (Comedy, Tragedy, Tragicomedy, Melodrama, Farce, Satire)	Must to know	16 Hours
2	<b>Unit 2</b> Forms Novel (Epistolary, Mystery, Romance, Science Fiction, Historical etc) Types Story (Anecdote, Drabble, Fable, Feghoot, Flash Fiction, Mini Saga) Types of Prose (Fictional Prose, Non-fictional Prose, Heroic Prose, Poetry Prose)	Must know	16 Hours

3	<b>Unit 3</b> What is Literature? Tools of Literary Criticism Figure of Speech	Desirable to know	16 Hours
4	<b>Unit 4</b> Basic Phonology The Organs of Speech Sounds Phonetic Transcriptions Stress and Intonation in English	Must know	16 Hours

**Student Project:** Students shall be compiling a report on various literary forms present in web portal or newspaper/magazine in last two years.

### **EVALUATION CRITERIA**

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> (Need to conduct 2 Mid-term Exam and put the average marks) Total	– 40 Marks
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	– 60 Marks
<b>Grand Total</b>	<b>– 100 Marks</b>

**Prepared by Ms.Ambika Bhatnagar, Assistance: Dr.Umesh Chandra**

### **SUGGESTED READINGS:**

1. Abrams, M.H. *A Glossary of Literary Terms*, 2008
2. Baldick, Chris. *The Concise Oxford Dictionary of Literary Terms*, 2001
3. Balasubramanian T. *A Textbook of English Phonetics*, 1981
4. Bansal R K *An Outline of General Phonetics*. OUP, 1971
5. Murfin Ray: *The Bedford Glossary of Critical and Literary Terms*, 2018
6. Peck, John, *Literary Terms and Criticism*, 2002
7. Richards, I.A. *Practical Criticism: A Study Of Literary Judgment*, 1929

## B- Curriculum

S No.	TOPIC	LEARNING OBJECTIVES	TEACHING GUIDELINES	METHODOLOGY	TIME
1	<b>UNIT 1 POETRY AND DRAMA</b>	To understand what are the form of poetry and drama	To cover various techniques of writing and reading poetry and drama	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>UNIT 2 PROSE</b>	To Know about types of prose, novel and story	To enable students to differentiate between various forms of novel, story and prose	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>UNIT 3 LITERARY CRITITCISM</b>	To know the tools of literary criticism	To uncover Techniques, strategies, and Procedures in literary criticism	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>UNIT 4 PHONETICS AND PHONOLOGY</b>	To understand the basics of phonetics and phonology	To enhance the pronunciation skills of the students through phonetics studies	Lecture, PPT, Interactive sessions, Assignments, Group activities	As per syllabus

<b>Credit Distribution</b>		
<b>L</b>	<b>T</b>	<b>P</b>
2	0	0

**Course Objective:**

- To understand basics of what is communication
- To know the benefits of possessing good listening skills
- To learn the speaking ability of the student
- To understand the reading ability and writing skills of the student
- To know the effective written communication

**Course Outcome:**

- The course will make the students to understand basics of what is communication
- Students will be able to know the benefits of possessing good listening skills
- The course will be helpful for students to learn the speaking ability of the student
- The students will be able to understand the reading ability and writing skills of the student
- Students will come to know the effective written communication

**A – Syllabus**

<b>S No.</b>	<b>TOPIC</b>	<b>DOMAIN</b>	<b>HOURS</b>
1	<b>Communication:</b> Definition, Importance, Process, Types, Channels, Principles of Effective Communication Barriers to Communication, Personal, social, and business communication	Must to know	8 Hours
2	<b>Listening Skills:</b> Difference between Listening and Hearing, Barriers to Effective Listening, Listening Exercises.	Must know	8 Hours
3	<b>Speaking Skills:</b> Monologue, Just a Minute, Extempore, Conversation, Group Discussions Sessions, Effective Communication and Miscommunication Presentation Skills, Preparation of Presentation, Strategies for Effective Presentation	Must know	8 Hours

4	<b>Reading and Writing Skills:</b> Reading Comprehension, close reading, Analysis and interpretation, Summary paraphrasing, Paragraph Writing, Formal Letter Writing, Leave Application, Permission Letter, Notice Writing, Memorandum Writing, Email Etiquettes and Advertisement.	Must know	8 Hours
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**Student Project:** Students shall be preparing a project report on how the pandemic has affected communication or they shall be identifying new trends in communication.

### **EVALUATION CRITERIA**

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term Exam and put the average marks) Total <span style="float: right;"><b>– 20 Marks</b></span>	
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 30 Marks</b>
<b>Grand Total</b>	<b>– 50 Marks</b>

**Prepared by Dr.Ashok Yadav, Assistance: Mr.Tushar**

### **SUGGESTED READINGS:**

1. Meenakshi Raman and Sangeeta Sharma. '*Technical Communication Principles and Practice*'. Oxford University Press: New Delhi, 2012
2. M Asharaf Rizvi '*Effective Technical Communication*' Tata McGraw Hill Education Private Limited, 2005.
3. V. N Arora and Lakshmi Chandra '*Improve your writing*' Oxford University Press: New Delhi, 2014
4. Raymond Murphy '*Essential English Grammar*', Cambridge University Press: New Delhi, 1998

## B- Curriculum

S No.	TOPIC	LEARNING OBJECTIVES	TEACHING GUIDELINES	METHODOLOGY	TIME
1	<b>Communication:</b>	To understand Basics of what is communication	To learn communication, its process, barriers and its channels	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>Listening Skills:</b>	To Know the benefits of possessing good listening skills	To enhance Listening Skills through listening activities	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>Speaking Skills:</b>	To enhance the speaking ability of the student	To cover Techniques, strategies, and Procedures in speaking skills	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>Reading and Writing Skills:</b>	To enhance the reading ability and writing skills of the student.	To cover reading comprehension and various texts. To cover writing paragraphs, reports and essays	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus



Credit Distribution		
L	T	P
2	0	0

**Course Objective:**

- To understand different forms of poetry
- To get knowledge about different types of drama
- To get knowledge about novels and their types
- To learn critical thinking regarding prose and literary essays

**Course Outcome:**

- Students will be enabled to understand different forms of poetry
- The course will be helpful for students to get knowledge about different types of drama
- The course will be useful for students to acquire knowledge about novels and their types
- The students will be also able to learn critical thinking regarding prose and literary essays

**A – Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Art and Craft of Poetry:</b> Types of poetry, image, symbol, free verse, and others	Must to know	8 Hours
2	<b>Art and Craft of Drama:</b> Types of drama and their ingredient elements like plot and character	Must know	8 Hours
3	<b>Art and Craft of Fiction:</b> Types of Fiction, Types of characters	Must know	8 Hours

4	<b>Art and Craft of Non-Fictional (Literary and Technical) Prose:</b> Essay, biography, autobiography, travelogue, Writing for newspaper: news, articles, and translations, documentaries, plays.	Must know	8 Hours
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## EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term Exam and put the average marks) Total	– 40 Marks
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	– 60 Marks
<b>Grand Total</b>	<b>– 100 Marks</b>

## SUGGESTED REDAINGS:

1. Cox, Alisa. *Writing Short Stories*. Routledge Publication, 2005
2. Billie A., Williams: *Writing Wide: Exercises in Creative Writing*. 2011
3. Chris Sykes: Complete Creative Writing Course.
4. Julia Bell: Creative Writing Coursebook.
5. Lima, Paul. *Fundamentals of Writing: How to Write Articles, Media Releases, Case Studies, Blog Posts and Social Media Content*. Paul Lima Presents, 2016
6. Richard Skinner: Fiction Writing: The Essential Guide to Writing a Novel. 2009
7. Ronald C. Foote, Cedric Gale, Vincent F. Hopper, B. W. Griffith. *Essentials of Writing*. [Barron's Educational Series](#),2010
8. Rudolf Flesch, AH Lass: *The Classic Guide to Better Writing*.Popular Library, 1949
9. Thomas S. Kane: *The Oxford Essential Guide to Writing*.Penguin Publishing Group, 2000
10. Strunk, William Jr.. B. White. *The Elements of Style*. Pearson, 1999
11. Zinsser, William. *On Writing Well: The Classic Guide to Writing Nonfiction*.2006

## B- Curriculum

S No.	TOPIC	LEARNING OBJECTIVES	TEACHING GUIDELINES	METHODOLOGY	TIME
1	<b>Art and Craft of Poetry:</b>	To understand different forms of poetry	To gain knowledge of poetic forms	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>Art and Craft of Drama:</b>	To enhance knowledge about different types of drama	To gain knowledge of types of drama	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>Art and Craft of Fiction:</b>	To enhance knowledge about novels and their types	To cover Techniques, strategies, and Procedures in analysis of novels	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>Art and Craft of Non-Fictional</b>	To enhance critical thinking regarding prose and literary essays	To cover prose, biography, autobiography , travelogue and others,	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus

Credit Distribution		
L	T	P
2	0	0

**Course Objective:**

- To understand what is technical Writing in detail
- To learn technical writing skills
- To know research abilities for further studies and higher education
- To get knowledge of structures involved in technical writings

**Course Outcome:**

- The course will be helpful for students to understand what technical Writing in detail
- The students will be also able to learn technical writing skills
- Students will come to know research abilities for further studies and higher education
- The course will be useful for students to get knowledge of structures involved in technical writings

**A – Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Communication Overview:</b> Meaning of Technical Writer; Role of Technical Writer; Role of Technical Communication in Business and industry; Careers in Technical Communication	Must to know	8 Hours
2	<b>Audience Analysis:</b> Basic Classification of Readers: Primary Audience, Secondary Audience; Types of Audiences; Audience Analysis; Audience Adaptations; Audience Profile Sheet.	Must know	8 Hours
3	<b>Research Interviews:</b> Research Tools: Know your SME; Tips for collecting information from SMEs.	Must know	8 Hours
4	<b>Technical Writing Structure:</b> The Importance of Information Structures; Descriptions versus Instructions; Understanding Role of Description: Structure of object and Mechanism Description, Structure of Process Description; Structural	Must know	8 Hours

	Clash, Information Chunk		
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## EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term Exam and put the average marks) Total	<b>– 40 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

## SUGGESTED READINGS:

1. New York: Longman, 2012. ISBN-10: 0321846729; ISBN-13: 978-0321846723
2. Markel, Mike (ed). *Practical Strategies for Technical Communication*. Loose Leaf, 2013
3. Markel, Mike. *Technical Communication*. 7th ed. New York, NY: Bedford/St. Martin's, 2003
4. Hacker, Diana. *A Pocket Style Manual*. New York, NY: Bedford/St. Martin's, 1999
5. Perelman, Leslie C., James Paradis, and Edward Barrett. *The Mayfield Handbook of Technical and Scientific Writing*. New York, NY: McGraw-Hill, 1997

## B- Curriculum

S No.	TOPIC	LEARNING OBJECTIVES	TEACHING GUIDELINES	METHODOLOGY	TIME
1	<b>Technical Communication Overview</b>	To understand what is technical Writing in detail	To gain knowledge of technical Writing	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>Audience Analysis</b>	To enhance technical writing skills	To gain knowledge of areas to be focused in technical writing.	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>Research Interviews</b>	To enhance research abilities in students	To cover Techniques, strategies, and Procedures Technical writing	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>Technical Writing Structure:</b>	To enhance knowledge of structures involved in technical writings.	To understand various structures involved in technical writing	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus

**COURSE TEMPLATE**

<b>1. Name of the Department: Centre for Languages &amp; Communication</b>						
<b>2. Course Name</b>	<b>Soft Skills</b>	<b>L 1</b>	<b>T 0</b>	<b>P 2</b>		
<b>3. Course Code</b>						
<b>4. Type of Course (use tick mark)</b>	<b>Core ()</b>	<b>PE()</b>	<b>OE(√)</b>			
<b>5. Pre-requisite (if any)</b>	English Language Proficiency	<b>6. Frequency (use tick marks)</b>	Even	Odd (√)	Either Sem ()	Every Sem ()
<b>7. Total Number of Lectures, Tutorials, Practical (assuming 14 weeks of one semester)</b>						
<b>Lectures = 2*7= 14</b>		<b>Tutorials = 0</b>		<b>Practical = 2*14=28</b>		
<b>8. Brief Syllabus</b> 1. Social Graces & Interpersonal Skills 1. Business Communication 1. Group Discussion and Team Building 1. Personal Interviews						
<b>9. Learning Objectives:</b> 1. The ways and means by which soft skills can be utilized in the day-to-day life 2. The ability to face the everyday challenges of life with confidence 3. The ability to deal with unpleasant situations and people with ease 4. The ability to become an outstanding personality in the social and work environment by skillfully manoeuvring individual emotion						
<b>10. Course Outcomes (Cos):</b>						
<b>i. able to get an idea of soft skills from social and industry perspective</b>						
<b>ii. able to develop a logical thought process and communicate effectively in professional environment</b>						
<b>iii. able to hold meaningful discussions and develop resourceful work relationships</b>						
<b>iv. able to transition successfully from Campus to Corporate</b>						
<b>Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 2, practical=3</b>	<b>Title of the unit: Social Graces and Interpersonal Skills</b>				

Soft Skills: Definition & Relevance. Building lasting impression, Greetings & Introductions, Displaying courteousness and Thoughtfulness, Social Graces, Grooming Etiquette and Corporate Culture, Dos and Don'ts of Conversation		
<b>Unit - 2</b>	<b>Number of lectures = 4, practical= 4</b>	<b>Title of the unit:</b> Business Communication
Resume Building, Structuring Conversations, Presentation Skills, Email Etiquette, Listening Skills, Telephone and Video Conferencing Etiquette		
<b>Unit - 3</b>	<b>Number of lectures = 4, practical=4</b>	<b>Title of the unit:</b> Group Discussion and Team Building
Group Discussion Basics, Types of Group Discussions, Dos and Don'ts of Group Discussion, Body Language Team Building: Stages of Team Building, SWOT Analysis, Leadership and Emotional Intelligence		
<b>Unit - 4</b>	<b>Number of lectures = 4, practical=3</b>	<b>Title of the unit:</b> Personal Interviews
Types of Interviews, Preparing for Interview, Common Etiquettes of Interviews, Common Interview Questions, Mock Interviews, Goal Setting, Time management		
<b>Brief Description of self learning / E-learning component</b>  <p>The students will be encouraged to learn using the SGT E-Learning portal and choose the relevant lectures delivered by subject experts of SGT University.</p> <p>The link to the E-Learning portal:  <a href="https://elearning.sgtuniversity.ac.in/course-category/general/">https://elearning.sgtuniversity.ac.in/course-category/general/</a></p>		
<b>Books Recommended (3 Text Books + 2-3 Reference Books)</b>		
1. Sanjay Kumar and Pushp Lata 'Communication Skills', OUP 2012		
2. Meenakshi Raman and Sangeeta Sharma 'Technical Communication Principle and Practice', OUP 2012		
3. Meenakshi Raman and Prakash 'Business Communication' OUP 2011		
4. Hory Samkar Mukerjee 'Business Communication Connecting at Work' OUP 2013		



## B- Curriculum

S No.	TOPIC	LEARNING OBJECTIVES	TEACHING GUIDELINES	METHODOLOGY	TIME
1	<b>Speaking through Literature</b>	To understand speaking skills through narration, description and conversation	To enable students for being fluent in English through use of prescribed text	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>Ways of Reading</b>	To know the various ways of reading through satire, review and story	To develop students' ability of reading different written material	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>Understanding Views</b>	To know the idea of putting point of view through essays and memoire	To uncover various ways of presenting views and to understand them through reading	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>Learning to Write</b>	To learn various aspects of writing skills	To enable students for good writing skills	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus

**Scheme of Examination (Credit Distribution)**  
**(Theory +Tutorial/Project)**

**Semester II**

Sr. No	Course Code	Course Name	Credit Distribution				H	Internal	External	Total Marks	Course Type
			L	T	P	C		TH	TH		
1	09210201	British Literature (17 <sup>th</sup> to 18 <sup>th</sup> Century)	5	1	0	6	6	40	60	100	Core
2	09210202	Nineteenth-Century British Literature	5	1	0	6	6	40	60	100	Core
3	AECC01002	Environmental Science	2	0	0	2	2	20	30	50	AECC 2
4	09210204/ 09210205	Content Writing Or Translation Techniques	2	0	0	2	2	40	60	100	SEC 2
5	VASE02031	Cinematic Studies of Indian Society	2	0	0	2	2	20	30	50	VAC 2
6	MGEC02049	Corporate Communication & Public Handling Skills	4	0	0	4	4	40	60	100	GE 2
		<b>Total Credit</b>				22					
		<b>Total Marks</b>								500	
		<b>Total Hours</b>	20	2			22				

\* Course to be opted by students of other faculties, students of BA (Hons) English will make a choice out of other GE courses offered outside the faculty.

Credit Distribution		
L	T	P
5	1	0

**Objective:**

- To understand poetry after Renaissance and British Neo-classical age
- To know about the prose of British Restoration Period
- To understand the British Restoration Drama
- To know about the Rise of the Novel in 18<sup>th</sup> century

**Course Outcome:**

- Students will be able to understand the poetry after Renaissance and British Neo-classical age
- The course will enable students to know about the prose of British Restoration Period
- The course will be helpful for students in understanding the British Restoration Drama
- Students will come to know about the Rise of the Novel in 18<sup>th</sup> century

**A – Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Unit 1</b> John Milton <i>Paradise Lost</i> : Book 1 (Lines 1 to 26) Sonnet 19: 'When I consider how my light is spent' John Dryden <i>Mac Flecknoe</i> (Lines 94-117) 1687 Song from <i>The Indian Emperor</i> Alexander Pope 'Essay on Man' (Lines 1-18) Ode on Solitude Thomas Gray 'Ode on the Spring', 'Elegy Written in a Country Churchyard'	Must to know	16 Hours
2	<b>Unit 2</b> Joseph Addison 'Sir Roger at Home' Richard Steel 'The Spectator Club' Samuel Jonson 'Obstructions of Learning'	Must know	16 Hours

3	<b>Unit 3</b> John Dryden <i>All for Love</i> William Congreve <i>The Way of World</i>	Must know	16 Hours
4	<b>Unit 4</b> Daniel Defoe Robinson Crusoe (Non detailed) Henry Fielding <i>Joseph Andrews</i> (Non detailed)	Desirable to know	16 Hours

**Student Project:** Students shall be preparing a project report on the impact of French Revolution on 6 different Romantic poets.

### EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term 1 Exam and put the average marks) Total	– 40 Marks
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	– 60 Marks
<b>Grand Total</b>	<b>– 100 Marks</b>

**Prepared by Dr.Umesh Chandra, Assistance: Ms.Ambika Bhatnagar**

### SUGGESTED READINGS:

1. Waldock, A. J., *Paradise Lost and Its Critics*, Cambridge University Press, 1966
2. J. Latt, David. *John Dryden*, 1976
3. Richetti, John, J. *A history of eighteenth-century British literature*, 2017.
4. Baines, Paul. *The Complete Critical Guide to Alexander Pope*. 2001. Rawson, Claud. *The Cambridge Companion to Henry Fielding*, 2012
5. Bush, Douglas, *English Literature in the Earlier Seventeenth Century 1600-1660*, Clarendon Press: Oxford, 1962

**B- Curriculum**

<b>S No.</b>	<b>TOPIC</b>	<b>LEARNING OBJECTIVES</b>	<b>TEACHING GUIDELINES</b>	<b>METHODOLOGY</b>	<b>TIME</b>
1	<b>UNIT 1 POETRY</b>	To understand poetry after Renaissance and Neo-classical age	To enable students learning of the poetry: sonnets and the beginning of 18 <sup>th</sup> century poetry	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>UNIT 2 PROSE</b>	To Know about the prose of Restoration Period	To enhance students understanding of the Restoration prose	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>UNIT 3 DRAMA</b>	To know the writing style Drama	To cover Techniques, strategies, and Procedures in Restoration Comedy	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>UNIT 4 TERM PAPER</b>	To know about the Rise of the Novel	To enable students' understanding to the novels of 18 <sup>th</sup> century period	Lecture, PPT, Interactive sessions, Assignments, Group activities,	As per syllabus

Credit Distribution		
L	T	P
5	1	0

**Course Objective:**

- To understand poetic style of the 19<sup>th</sup> century British Romantic period
- To know about the prose of the 19<sup>th</sup> century British Romantic period
- To learn the development of the Novel in 19<sup>th</sup> century British Romantic period
- To understand the Historical Novel of the 19<sup>th</sup> century British Romantic period

**Course Outcome:**

- Students will be able to understand the poetic style of the 19<sup>th</sup> century British Romantic period
- The course will enable students to know about the prose of the 19<sup>th</sup> century British Romantic period
- Students will be able to learn the development of the Novel in 19<sup>th</sup> century British Romantic period
- The course will be helpful for students in understanding the Historical Novel of the 19<sup>th</sup> century British Romantic period

**A – Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Unit 1</b> William Wordsworth ‘Tintern Abbey’, S T Coleridge ‘Dejection: An Ode’ Lord Byron ‘She Walks in Beauty’ P B Shelly ‘Ode to the West Wind’ John Keats Poems ‘To Autumn’	Must to know	16 Hours
2	<b>Unit 2</b> William Hazlitt ‘On the Feeling of Immortality in Youth’ Charles Lamb ‘Dream Children A Reverie’	Must know	16 Hours

3	<b>Unit 3</b> Jane Austen <i>Pride and Prejudice</i> Emily Bronte <i>Wuthering Heights</i>	Must know	16 Hours
4	<b>Unit 4</b> Walter Scott <i>Ivanhoe</i> (Non Detailed) William Makepeace Thackeray <i>Vanity Fair</i> (Non detailed)	Desirable to know	16 Hours

**Student Project:** Students shall be preparing a project report on the emergence of women writers in mainstream British Literature.

### EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term Exam and put the average marks) Total	– 40 Marks
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	– 60 Marks
<b>Grand Total</b>	<b>– 100 Marks</b>

**Prepared by Mr.Tushar, Assistance: Dr.Umesh Chandra**

### SUGGESTED READINGS:

1. Bloom, Harold. *Bloom's Classic Critical Views: Jane Austen*, 2007
2. Bloom, Harold. *Emily Bronte's Wuthering Heights (Bloom's Modern Critical Interpretations)*. Infobase Publishing, 2008
3. Beer, J.B. *Coleridge the Visionary*, 1959
4. Ferber, Michael. *Romanticism: A Very Short Introduction*, 2010
5. Abrams, M.H. *English Romantic Poets: Modern Essays in Criticism*, 1975

**B- Curriculum**

<b>S No.</b>	<b>TOPIC</b>	<b>LEARNING OBJECTIVES</b>	<b>TEACHING GUIDELINES</b>	<b>METHODOLOGY</b>	<b>TIME</b>
1	<b>UNIT 1 POETRY</b>	To understand poetic style of the Romantic period	To enable students learning for Romantic Poetry	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>UNIT 2 PROSE</b>	To Know about the prose of the Romantic period	To know about the flow of Romanticism in Essay writing	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>UNIT 3 NOVEL</b>	To know the writing style of the Novel in Romantic period	To put focus upon the women novelist of the Romantic period	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>UNIT 4 TERM PAPER</b>	To understand the Historical Novel of the Romantic period	To enhance students' understanding for the Historical Novel of the Romantic period	Lecture, PPT, Interactive sessions, Assignments, Group activities,	As per syllabus



**Credit Distribution**

<b>L</b>	<b>T</b>	<b>P</b>
2	0	0

**Course Objective:**

- To understand the need and importance of Environmental issues
- To understand the concepts in Ecosystem
- To get knowledge about various types of pollution
- To get knowledge for social and environmental issues

**Course Outcome:**

- Students will be able to learn the need and importance of Environmental issues
- The course will make the students to understand the concepts in Ecosystem
- The course will be helpful for students to get knowledge about various types of pollution
- Students will be also able to get knowledge for social and environmental issues

**A – Syllabus**

<b>S No.</b>	<b>TOPIC</b>	<b>DOMAIN</b>	<b>HOURS</b>
1	<p><b>The Multidisciplinary nature of environmental studies</b></p> <ul style="list-style-type: none"> <li>• Definition, scope and importance.</li> <li>• Need for public awareness.</li> </ul> <p>Natural Resources Renewable and non-renewable resources: Natural resources and associated problems.</p> <ul style="list-style-type: none"> <li>• Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.</li> <li>• Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams benefits and problems.</li> <li>• Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.</li> <li>• Food resources: World food problems, changes caused by agriculture and overgrazing,</li> </ul>	Must to know	16 Hours

	<p>effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.</p> <ul style="list-style-type: none"> <li>• Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. Case studies.</li> <li>• Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.</li> </ul>		
2	<p><b>Ecosystems</b></p> <ul style="list-style-type: none"> <li>• Concept of an ecosystem.</li> <li>• Structure and function of an ecosystem.</li> <li>• Producers, consumers and decomposers.</li> <li>• Energy flow in the ecosystem.</li> <li>• Ecological succession.</li> <li>• Food chains, food webs and ecological pyramids.</li> </ul> <p>Biodiversity and its conservation</p> <ul style="list-style-type: none"> <li>• Hot-spots of biodiversity.</li> <li>• Threats to biodiversity : habitat loss, poaching of wildlife, man-wildlife conflicts</li> <li>• Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.</li> </ul>	Must know	16 Hours
3	<p><b>Environmental Pollution</b></p> <p>Definition, causes, effects and control measures of Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, Nuclear hazards</p> <ul style="list-style-type: none"> <li>• Solid waste Management: Causes, effects and control measures of urban and industrial wastes.</li> <li>• Fireworks, their impacts and hazards</li> <li>• Pollution case studies.</li> <li>• Disaster management: floods, earthquake, cyclone &amp; landslides.</li> </ul>	Must know	16 Hours

4	<p><b>Social Issues and the Environment</b></p> <ul style="list-style-type: none"> <li>• From Unsustainable to Sustainable development</li> <li>• Urban problems related to energy</li> <li>• Water conservation, rain water harvesting, watershed management</li> <li>• Resettlement and rehabilitation of people; its problems and concerns. Case studies.</li> <li>• Environmental ethics: Issues and possible solutions.</li> <li>• Consumerism and waste products.</li> <li>• Environmental Legislation (Acts and Laws)</li> <li>• Issues involved in enforcement of environmental legislation</li> </ul> <p><b>Human Population and the Environment</b></p> <ul style="list-style-type: none"> <li>• Population growth, variation among nations with case studies</li> <li>• Population explosion – Family Welfare Programmes and Family Planning Programmes</li> <li>• Human Rights.</li> <li>• Value Education.</li> <li>• Women and Child Welfare</li> </ul>	Must know	16 Hours
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**Prepared by Dr. Vikram More, Assistance: Dr.Simrajneet Singh**

**Student Project:** As per guidance of the assigned faculty member and according to the syllabus.

#### **EVALUATION CRITERIA**

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> <p>( Need to conduct 2 Mid-term Exam and put the average marks)</p>	
Total	<b>– 40 Marks</b>
<b>Summative Assessment:Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

## B- Curriculum

S No.	TOPIC	LEARNING OBJECTIVES	TEACHING GUIDELINES	METHODOLOGY	TIME
1	<b>The Multidisciplinary nature of environmental studies</b>	To understand the need and importance of Environmental issues	To understand environmental issues and ways to resolve them.	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>Ecosystems</b>	To understand the concepts in Ecosystem	To enhance knowledge of students about the various concepts in ecosystem	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>Environmental Pollution</b>	To enhance the student's knowledge about various types of pollution	To cover Techniques, strategies, and Procedures in reduction of pollution.	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>Social Issues and the Environment</b>	To sensitise students towards social and environmental issues.	To enhance knowledge about social and environmental issues through case studies	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus

Credit Distribution		
L	T	P
2	0	0

**Course Objective:**

- To understand the work of a writer
- To learn writing skills for content and web material
- To learn the process of effective writing for content and websites
- To understand proofreading skills for websites and content

**Course Outcome:**

- Students will be enabled to understand the work of a writer
- Students will be also able to learn writing skills for content and web material
- The course will enable students to learn the process of effective writing for content and websites
- The course will be helpful for students to understand proofreading skills for websites and content

**A – Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Essentials of Writing</b> Why Become a Writer? Do I have Writing Talent? It's a Mistaken Question	Must know	8 Hours
2	<b>Before You Write</b> Planning Your Writing Guidelines to Write What is a reader centric document?	Must know	8 Hours
3	<b>Write Right</b> Grammar for Writers Writing Effective Paragraphs Subject Matter Expert Referencing and Plagiarism	Must know	8 Hours

4	<b>After You Write</b> Proof Reading Editing Rewriting Rephrasing	Must know	8 Hours
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## EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term Exam and put the average marks) Total	<b>– 40 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

## SUGGESTED READINGS:

1. Rach, Melisa. *Content Strategy for the Web*. 2nd Edition
2. Handley, Ann. *Everybody Writes*
3. *Global Content Marketing* by Pam Didner
4. *Content Rules* by Ann Handley and C.C. Chapman *Content Marketing Works* by Arnie and Brad Kuenn

## B- Curriculum

S No.	TOPIC	LEARNING OBJECTIVES	TEACHING GUIDELINES	METHODOLOGY	TIME
1	<b>Essentials of Writing</b>	To understand the work of a writer	To gain knowledge of what is a writers role in writing	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>Before You Write</b>	To enhance writing skills	To gain knowledge of writing as a profession	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>Write Right</b>	To enhance Process of effective writing.	To cover Techniques, strategies, and Procedures in writing effectively	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>After You Write</b>	To enhance Proof reading skills	To cover reading comprehension and various texts.	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus

Credit Distribution		
L	T	P
2	0	0

**Course Objective:**

- To understand concept of translation
- To get the knowledge about different types of translation
- To understand the problems faced in translation work
- To know the importance and relevance of translation as a career opportunity

**Course Outcome:**

- The course will be useful in understanding concept of translation
- Students will be also able to get the knowledge about different types of translation
- The course will enable students to understand the problems faced in translation work
- The students will come to know the importance and relevance of translation as a career opportunity

**A – Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Translation:</b> Concept and Definition. Interpretation, Transcription, Transcreation.	Must know	8 Hours
2	<b>Literary Translation:</b> Source Language, Target language, Equivalence and Ambiguity in Translation Information Texts' translation,	Must know	8 Hours
3	<b>Problems of Translation:</b> Location of the Source and Target Texts, Location of the Translator Translation of a Translated Text	Must know	8 Hours



4	<b>Role of Translator:</b> Visibility and Invisibility National Translation Mission	Must know	8 Hours
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## EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term Exam and put the average marks) Total	– 40 Marks
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	– 60 Marks
<b>Grand Total</b>	<b>– 100 Marks</b>

## SUGGESTED READINGS:

1. Anderman, Gunilla M. and Margaret Rogers. *Translation Today: Trends and Perspectives*. Clevedon: Multilingual Matters, 2003
2. Bassnett, Susan and André Lefevere, eds. *Constructing Cultures: Essays on Literary Translation*. Clevedon: Multilingual Matters, 1998
3. Bassnett, Susan and Harish Trivedi, eds. *Post-colonial Translation. Theory and practice*. London and New York: Routledge, 1999
4. Bassnett, Susan. *Translation Studies*. London and New York: Routledge, 2002
5. Hansen, Gyde, Kirsten Malmkjær and Daniel Gile. *Claims, Changes and Challenges in Translation Studies*. John Benjamins Publishing Company, 2004
6. Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*. 2nd ed. Oxon: Routledge, 2008
7. Riccard, Alessandrai, ed. *Translation Studies: Perspectives on an Emerging Discipline*. Cambridge: CambridgeUP, 2002
8. Samuelsson-Brown, Geoffrey. *A Practical Guide for Translators*. 5th ed. Bristol: Multilingual Matters, 2010
9. Toury, Gideon. *Descriptive Translation Studies and Beyond*. Amsterdam and Philadelphia: Benjamins, 1995
10. Venuti, Lawrence. *The Translation Studies Reader*. London and New York: Routledge, 2004

## B- Curriculum

S No.	TOPIC	LEARNING OBJECTIVES	TEACHING GUIDELINES	METHODOLOGY	TIME
1	<b>Translation</b>	To understand concept of translation	To gain knowledge of Academic Writing	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>Literary Translation</b>	To enhance the knowledge about different types of translation	To gain knowledge of literary translation.	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>Problems of Translation</b>	To enhance knowledge of problems faced in translation	To cover Techniques, strategies, and Procedures in translation	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>Role of Translator</b>	To know the importance and relevance of translation as a career opportunity	To cover different aspects of translator's role.	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus

**Course Objective:**

- To acquaint students about the basis of internal communication of a business organisation
- To understand the concepts and evolution of corporate communication in the context of organisations
- To gain knowledge of origins, purpose, and methods of effective public relations and its importance in corporate world
- To discuss trade media, its relevance and use in corporate communication
- To learn about professional networking

**Course Outcome:**

Upon successful completion of this course, you will be able to:

- Develop a primary understanding of corporate communication
- Knowledgeably discuss the origins, purpose, and methods of effective public relation
- Craft a range of communications that serve target audiences in commercial setups
- Develop messages using themes and images that connect with a multicultural audience in local and global campaigns; and
- Identify resources for professional networking

Level	Course Type	Name of the Courses	Evaluation		Maximum Marks	Credit	Duration
			Formative	Summative			
UG/PG Program	Multiple Generic Elective	Corporate Communication & Public handling Skills	25	25	50	01	4 Week (18 hour) + Summative Assessment

**Course Curriculum**

Course Layout	Lecture/Hour	Topic	Pedagogy
<b>Week 1</b> Understanding Organizational	1	<ul style="list-style-type: none"><li>• Defining structure of an organisation</li><li>• Management hierarchy</li></ul>	Lecture

Communication	2	<ul style="list-style-type: none"> <li>Various kinds of communication in an organisation</li> </ul>	Lecture
	3	<ul style="list-style-type: none"> <li>Role and scope of corporate communication.</li> </ul>	Lecture, Case study
	4	<ul style="list-style-type: none"> <li>Interface of corporate communication department with various management disciplines</li> </ul>	Lecture
<b>Week 2</b> Understanding Corporate Communication	5	<ul style="list-style-type: none"> <li>Definitions, concept and genesis of CR</li> <li>Difference and similarities between PR and CC</li> </ul>	Lecture
	6	<ul style="list-style-type: none"> <li>Publics in CC - Financial publics, media, opinion makers, government, elected representatives</li> </ul>	Lecture
	7	<ul style="list-style-type: none"> <li>Organising corporate communication activities</li> </ul>	Lecture, Roleplay
	8	<ul style="list-style-type: none"> <li>Areas of strategic thinking in corporate communication</li> </ul>	Lecture, Discussion
<b>Week 3</b> Corporate Communication Tools	9	<ul style="list-style-type: none"> <li>Lobbying</li> </ul>	Case studies
	10	<ul style="list-style-type: none"> <li>Sponsorship</li> </ul>	Lecture, case studies
	11	<ul style="list-style-type: none"> <li>Corporate Social Responsibility (CSR)</li> </ul>	Case Studies
	12	<ul style="list-style-type: none"> <li>Corporate reputation &amp; identity</li> <li>Media mileage</li> </ul>	Lecture, case study, audio-video
<b>Week 4</b> Corporate Identity and Corporate Brand Management	13	<ul style="list-style-type: none"> <li>Defining corporate identity</li> <li>Integrating corporate identity into communication process</li> </ul>	Lecture
	14	<ul style="list-style-type: none"> <li>Case studies in corporate identity</li> </ul>	Case studies
	15	<ul style="list-style-type: none"> <li>Definition and role of corporate image</li> <li>Crisis Management in CC</li> </ul>	Case studies
	16	<ul style="list-style-type: none"> <li>Corporate brand management</li> </ul>	Lecture. case studies

### **Suggested Reading:**

1. Richard R Dolphin, The Fundamentals of Corporate Communication, Butterworth Heinmann
2. Donald R G, Corporate Reputation, London: Kogan page
3. Paul Argentli Paul, The Power of Corporate Communication, NY: McGraw Hill
4. Jaishri N Jethwaney, Public relations, ND: Sterling
5. Kutlip Centre & Broom, Effective Public Relations, Prentice Hall, New Delhi
6. NeeruVashishth& Namita Rajput, Business Organisation and Management, Kitab Mahal, Allahabad, 2005

### **B- Curriculum**

S No.	TOPIC	LEARNING OBJECTIVE	TEACHING GUIDELIN	METHODOLOGY	TIME
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		<b>S</b>	<b>ES</b>		
1	<b>Unit 1. Academic Writing: Introduction</b>	To understand Academic Writing in detail	To gain knowledge of Academic Writing	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>Features and Conventions of Academic Writing</b>	To enhance writing skills especially in Academics	To provide knowledge of grammatical errors to the students	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>Process of Academic Writing</b>	To enhance Process of Academic writing.	To cover Techniques, strategies, and Procedures in academic writing	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>Critical Thinking: Analysis, Evaluation, Synthesis</b>	To enhance critical thinking in students.	To cover reading comprehension and various texts. To cover writing paragraphs, reports and essays	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus

**Course Description:**

Course Syllabus has the ability to project powerful images of a society in ways conventional academic mediums cannot. This is particularly true in learning about India, which is home to the largest film industries in the world. This course explores images of Indian society that emerge through the medium of film. Our attention will be focused on the ways in which Indian society and history is depicted in film, critical social issues being explored through film; the depicted reality vs. the historical reality; and the powerful role of the Indian film industry in affecting social orientations and values

**Course Objectives:**

1. To gain an awareness of the historical background of the subcontinent and of contemporary Indian society.
2. To understand the sociocultural similarities yet significant diversity within this culture area.
3. To learn about the political and economic realities and challenges facing contemporary India and the rapid social changes the country is experiencing.
4. To learn about the Indian film industry, the largest in the world, and specifically Bollywood.

**Course Outcome:** Upon successful completion of this course students will be able to:

1. Ability to create audience relevant interactive content.
2. Ability to analyse different socio-economic condition of Indian society.
3. Ability to handle demanding situations with elan.
4. Understanding the powerful role of the Indian film industry in affecting social orientations and values

**Course Outline and Readings**

<b>COURSE LAYOUT</b>	<b>LECTURE/ HOUR</b>	<b>TOPICS</b>	<b>PEDAGOGY</b>
<b>Week- 1 Module-I</b> Understanding the concept behind Cinema	1	Introduction to the Course and to Indian Cinema/ Bollywood Films	Lecture
	2	"Beginnings" The Story of India with Michael Wood BBC/PBS, 2008 (1 hour) 1-12	Lecture, Audio/ video clip
	3	Larger than Life: India's Bollywood Film Culture Films for the Humanities & Sciences, 2005 (57 minutes) Required Readings Dwyer pp. 7-11, 12-36 Kapur pp.	Video based discussion (Selected critical sections)
	4	Analyses of the beginning era of	Project work based on

		Indian Cinema	Peer-Learning.
		Assignment-1	
<b>Week- 2</b> <b>Module-II</b> Looking Cinema with different Lenses	5	Revisiting Indian History and Society.	Lecture, Activity
	6	Jodhaa Akbar, directed by Ashutosh Gowariker, 2008 (213 minutes) (selected scenes)	Demonstration, practice , Video (Selected critical sections)
	7	Activity on Indian History depicted in different films	Demonstrative discussion
	8	Analyzing veracity and Application of critical thinking	Case study
		Assignment-2	
<b>Week- 3 Module-III</b> Touching Indian History (Past) in the Present day Cinema.	9	History from Within and Views of the 'Other': Partition and its Relevance today.	Lecture, Collecting stories from the ground activity.
	10	Films Lagaan (Once Upon a Time in India), directed by Ashutosh Gowariker, produced by Aamir Khan Productions, 2001 (224 minutes)	Video (Selected critical sections)Analyses of the different themes and times.
	11	Lage Raho Munna Bhai directed by Rajkumar Hirani, 2006	Comparing Past with the Presnt India (Critical Study)
	12	Rang de Basanti directed by Rakeysh Omprakash Mehra, 2006	Lecture, Activity
		Assignment-3	
<b>Week- 4</b> <b>Module-IV</b> Understanding Indian Society in terms of Social, Political and Economic Spheres.	13	Social Pressure and the New Economy Film Three Idiots directed by Rajkumar Hirani, 2009 (170 minutes)	Video (Selected critical sections)
	14	Salaam Bombay! directed by Mira Nair, 1988	Video (Selected critical sections)
	15,	Guru directed by Mani Ratnam, 2007	Video (Selected critical sections vity
	16 Summative Assessment		Practical Viva

### **Recommended Films:**

- Ashoka the Great directed by Santosh Sivan, 2001
- Devdas directed by Sanjay Leela Bhansali, 2002
- Gandhi directed by Richard Attenborough, 1982
- Garam Hava (Hot Winds), directed by M.S. Sathyu, 1973
- Ghare Baire (The Home and the World), directed by Satyajit Ray, 1984
- A Passage to India directed by David Lean, 1984
- The Rising: the Ballad of Mangal Pandey directed by Ketan Mehta, 2005
- Khoobsurat directed by Habib Faisal, 2014
- Youngistaan directed by Syed Ahmed Afzal, 2014

### **Recommended Readings:**

- Dwyer pp. 37-47 Guha, Ramachandra India After Gandhi: The History of the World's Largest Democracy Harper Perennial, 2008, pp. 1-15
- Dwyer pp. 47-64 Dirks, Nicholas "The Home and the World: the Invention of Modernity in Colonial India" in Robert A. Rosenstone (ed.)
- Revisioning History: Film and the Construction of a New Past Princeton University Press, 1995, pp. 44-63
- Tejaswini Ganti "From Vice to Virtue: the State and Filmmaking in India" in Producing Bollywood: Inside the Contemporary Hindi Film Industry Duke University Press, 2012, pp. 41-75
- Dwyer pp. 97-115, 223-247 Kapur pp. 45-66, 154-178, 237-261, 274-281 Tejaswini Ganti "From Slumdogs to Millionaires" in Producing Bollywood: Inside the Contemporary Hindi Film Industry Duke University Press, 2012, pp. 77-118



**Scheme of Examination (Credit Distribution)**  
**(Theory +Tutorial/Project)**

**Semester III**

Sr. No	Course Code	Course Name	Credit Distribution				H	Internal	External	Total Marks	Course Type
			L	T	P	C					
1	09210301	Victorian British Literature	5	1	0	6	6	40	60	100	Core
2	09210302	Indian Writing in English	5	1	0	6	6	40	60	100	Core
3	09210303	Literary Theory and Criticism	5	1	0	6	6	40	60	100	Core
4	AECC01003	Human Values & Ethics	2	0	0	2	2	20	30	50	AECC 3 (Syllabus not included)
5	09210304/ 09210305	Script and Screenplay Or English Language Teaching	2	0	0	2	2	40	60	100	SEC 3
6	VASE01032	Verbal Ability and Critical Reasoning	2	0	0	2	2	20	30	50	VAC 3
		<b>Total Credit</b>				24					
		<b>Total Marks</b>								500	
		<b>Total Hours</b>	21	3			24				

\* Course to be opted by students of other faculties, students of BA (Hons) English will make a choice out of other GE courses offered outside the faculty.

Credit Distribution		
L	T	P
5	1	0

**Course Objective:**

- To understand poetry of British Victorian Period
- To comprehend the prose of Victorian Period
- To learn the growth of novels written in Victorian period
- To know position of Dramatic productions during this period

**Course Outcome:**

- Students will be able to understand poetry of British Victorian Period
- The course will enable students to comprehend the prose of Victorian Period
- Students will be able to learn the growth of novels written in Victorian period
- The course will enable students to know position of Dramatic productions during this period

**A – Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Unit 1</b> Alfred Tennyson ‘Ulysses’ Robert Browning ‘My Last Duchess’ Mathew Arnold ‘Dover Beach’ Thomas Hardy ‘The Darkling Thrush’ G M Hopkins ‘Pied Beauty’	Must to know	16 Hours
2	<b>Unit 2</b> A G Gardiner ‘In Defence of Ignorance’ G K Chesterton ‘On the Pleasures of No Longer Being Very Young’	Must know	16 Hours
3	<b>Unit 3</b> Charles Dickens <i>Hard Times</i> Thomas Hardy <i>Far from the Madding Crowd</i> (Non detailed)	Must know	16 Hours

4	<b>Unit 4</b> G B Shaw <i>Arms and The Man</i> Oskar Wilde <i>The Importance of Being Earnest</i> (Non detailed)	Desirable to know	16 Hours
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**Student Project:**Students shall be preparing a project report on the impact of all the societal trends and laws introduced on Victorian literature. Give reference from text to support your premises.

### EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term I Exam and put the average marks) Total	<b>– 40 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

**Prepared by Ms.Ambika Bhatnagar, Assistance:Dr.Umesh Chandra**

### SUGGESTED READINGS:

1. Felluga, Dino Franco, et al. The Encyclopedia of Victorian Literature, 2015
2. Flint, Kate, ed. The Cambridge History of Victorian Literature, 2014
3. Horsman, Alan. The Victorian Novel (Oxford History of English Literature, 1991
4. Hroncek, Susan. Strange Compositions: Chemistry and its Occult History in Victorian Speculative Fiction, 2016
5. Bloom, Harold. *Charles Dickens' Hard Times*. (Modern Critical Interpretation), 1991
6. O'Gorman, Francis, ed. The Cambridge companion to Victorian culture, 2010
7. Roberts, Adam Charles, ed. Victorian culture and society: the essential glossary, 2003

**B- Curriculum**

<b>S No.</b>	<b>TOPIC</b>	<b>LEARNING OBJECTIVES</b>	<b>TEACHING GUIDELINES</b>	<b>METHODOLOGY</b>	<b>TIME</b>
1	<b>UNIT 1 POETRY</b>	To understand poetry of Victorian Period	To make understand the writing style of the prescribed authors	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>UNIT 2 PROSE</b>	To Know about the prose of Victorian Period	To make understand the writing style of the prescribed prose authors	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>UNIT 3 NOVEL</b>	To know the writing style of novels	To make understand about the Victorian compromise	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>UNIT 4 DRAMA</b>	To know about the Dramas of the period	To explain the writing style of Late Victorian Dramas	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus

Credit Distribution		
L	T	P
5	1	0

**Course Objective:**

- To understand Modern Indian English Poetry
- To know about the short story of 20<sup>th</sup> century
- To understand the Indian English novels
- To learn about the contemporary Indian drama

**Course Outcome:**

- The course will enable students to understand Modern Indian English Poetry
- Students will come to know about the short story of 20<sup>th</sup> century
- Students will be able to understand the Indian English novels
- The course will be helpful for students to learn about the contemporary Indian drama

**A – Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Unit 1</b> Nissim Ezekiel 'Night of the Scorpion', 'Background' A K Ramanujan 'The Striders', 'Snakes' Kamla Das 'An Introduction', 'The Old Playhouse'	Must to know	16 Hours
2	<b>Unit 2</b> R K Narayan 'An Astrologer's Day' Rokeya Sakhawat Hossain: "Sultana's Dream"	Must know	16 Hours
3	<b>Unit 3</b> Mulk Raj Anand <i>Untouchable</i> Raja Rao <i>Kantahpura</i> (Non detailed)	Must know	16 Hours

4	<b>Unit 4</b> Vijay Tendulkar <i>Silence! The Court is in Session</i> Mahesh Dattani <i>Final Solution</i> (Non detailed)	Desirable to know	16 Hours
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**Student Project:** Students shall be comparing pre independence Indian English literature and post-independence Indian English literature.

#### **EVALUATION CRITERIA**

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term I Exam and put the average marks) Total	– 40 Marks
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	– 60 Marks
<b>Grand Total</b>	<b>– 100 Marks</b>

**Prepared by Mr.Tushar, Assistance: Dr.Umesh Chandra**

#### **SUGGESTED READINGS:**

1. Iyengar, Srinivasan, Indian Writing in English, New Delhi, Asia Publishing House, 1962
2. Shahane, Vasant A., M. Sivarama Krishna, Indian Poetry in English, A critical Assessment, New Delhi, Macmillan Co., Pvt. Ltd., 1980
3. Raja Rao, Foreword to Kanthapura, New Delhi: OUP, 1989
4. Walsh, William, "Mulk Raj Anand". Contemporary Novelists. Ed. James Vinson. London: St. James Press Ltd., 1976
5. K.R. Srinivasa. Drama in Modern India. Bombay: The P.E.N. All India Centre, 1961

**B- Curriculum**

<b>S No.</b>	<b>TOPIC</b>	<b>LEARNING OBJECTIVES</b>	<b>TEACHING GUIDELINES</b>	<b>METHODOLOGY</b>	<b>TIME</b>
1	<b>UNIT 1 POETRY</b>	To understand Indian English Poetry	To make understand the writing style of the prescribed authors before and after Independence	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>UNIT 2 STORY</b>	To Know about the story writing techniques	To make understand the social environment used in story writing	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>UNIT 3 NOVEL</b>	To know the writing style of novels	To make understand the concept of untouchability in Indian English Literature	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>UNIT 4 DRAMA</b>	To know about the Dramas of Indian English Literature	To explain the concept of violence and Harmony in Indian English Literature	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus

Credit Distribution		
L	T	P
5	1	0

**Course Objective:**

- To understand the literary theory and criticism
- To know about the criticism of the different ages
- To learn the trends in criticism of the contemporary time
- To understand various schools and movement of contemporary literary theory

**Course Outcome:**

- Students will be able to understand the literary theory and criticism
- Students will come to know about the criticism of the different ages
- The course will be helpful for students to learn the trends in criticism of the contemporary time
- The course will enable students in understanding various schools and movement of contemporary literary theory

**A – Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Unit 1: Classical to Neoclassical Criticism</b> Plato, Aristotle, Longinus, Sydney, Dryden, Johnson, Pope	Must to know	16 Hours
2	<b>Unit 2: Romantic to Twentieth Century Criticism</b> Wordsworth, Coleridge, Shelly, Keats, Arnold, T S Eliot, F R Levis, I A Richards	Must know	16 Hours
3	<b>Unit 3: Contemporary Criticism I</b> Russian Formalism, New Criticism, Post Modernism, Structuralism Post Structuralism, Deconstruction, New Historicism and Cultural Materialism	Must know	16 Hours



4	<b>Unit 4 Contemporary Criticism II</b> Marxism, Post colonialism, Feminism, Psychoanalytical Criticism, Subaltern School, Eco criticism	Desirable to know	16 Hours
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**Student Project:** Students shall be preparing a critical report on any literary theory of your choice with reference to any one novel/drama/poem of your choice.

#### **EVALUATION CRITERIA**

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term I Exam and put the average marks) Total	<b>– 40 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

**Prepared by Dr.Umesh Chandra, Assistance: Mr.Tushar**

#### **SUGGESTED READINGS:**

1. M.A.R. Habib: A History of Literary Criticism: From Plato to the Present, Oxford: Blackwell, 2005
2. Harry Blamires: A History of Literary Criticism, Delhi: Macmillan, 2001
3. Patricia Waugh: Literary Theory & Criticism: An Oxford Guide, Delhi: OUP, 2006
4. M.S. Nagarajan: English Literary Criticism & Theory: An Introductory History, Hyderabad: Orient Longman, 2006
5. William K Wimsatt and Cleanth Brooks: Literary Criticism: A Short History, New Delhi: Oxford & IBH Pub. Co., 1974
6. Hans Bertens: Literary Theory: The Basics, New York: Routledge, 2003
7. Peter Barry: Beginning Theory: An Introduction to Literary & Cultural Theories, 2 nd ed., Manchester: Manchester University Press, 2004
8. Raman Selden: A Reader's Guide to Contemporary Literary Theory, New Delhi: Pearson, 2006

## B- Curriculum

S No.	TOPIC	LEARNING OBJECTIVES	TEACHING GUIDELINES	METHODOLOGY	TIME
1	<b>UNIT 1 Classical to Neoclassical Criticism</b>	To understand Criticism	To make understand the writing style of the prescribed authors	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>UNIT 2 Romantic to Twentieth Century Criticism</b>	To Know about the criticism of the ages	To make understand the differences of various critics with respect to the time period of their writing	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>UNIT 3 Contemporary Criticism I</b>	To know the trends in criticism of the present age	To make understand the concepts of criticism in particular	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>UNIT 4 Contemporary Criticism II</b>	To know the trends in criticism of the present age	To explain the concept of social literary criticism	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus



Credit Distribution		
L	T	P
2	0	0

**Course Objective:**

- To understand what is Script, Story, Drama and Elements of Dramatic Writing
- To know Screenplay, Character, Plot, 3-Act Structure, Premise, Themes and Motifs in Story/Screenplay
- To get the knowledge of Short Film Forma, Art of Adaptation, Analyzing Films on Screenplay
- To learn critical thinking among students for film studies

**Course Outcome:**

- The course will enable students to understand what is Script, Story, Drama and Elements of Dramatic Writing
- Students will come to know Screenplay, Character, Plot, 3-Act Structure, Premise, Themes and Motifs in Story/Screenplay
- The course will be useful for students to get the knowledge of Short Film Forma, Art of Adaptation, Analyzing Films on Screenplay
- Students will be able to learn critical thinking among students for film studies

**A – Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Birth and Progression of Story</b> Understanding Script Idea, Ideation and Concept <b>Story:</b> What is a Story? Plot; Structure of Drama and Writing.	Must know	8 Hours
2	<b>Essentials of Screenplay Writing</b> What is screenplay? Screenplay Terminology Plot base Screenplay Writing 3-Act Structure Themes, Motifs & Audience Perspective	Must know	8 Hours

3	<b>3 Screenplay Format</b> Short Film Format Analyzing Films on Screenplay Perspective Basic Software for Screenplay Writing (Celt etc.)	Must know	8 Hours
4	<b>Nonlinear Structures</b> Flashback / Flash Forward Multi Plots Multi Protagonist Stories. Basics of Writing for Television (Fiction and Non-Fiction)	Must know	8 Hours

## EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term Exam and put the average marks) Total <span style="float: right;"><b>– 40 Marks</b></span>	
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

## SUGGESTED READINGS:

1. Lajos Egri, *The Art Of Dramatic Writing*. www.bnpublishing.com, 2008
2. McKee, Robert. *Story: Substance, Structure, Style, and the Principles of Screenwriting*. HarperCollins e-books, 2010
3. Seger, Linda. *Making A Good Script Great*. Silman-James Press, 2010
4. Mamet, David. *On Directing Film*. Penguin USA, 1992
5. Syd Field, *Screenplay: The Foundations of Screenwriting* RHUS, 2005
6. David Trottier, *The Screenwriter's Bible*. Silman-James Press, 2014

## B- Curriculum

S No.	TOPIC	LEARNING OBJECTIVES	TEACHING GUIDELINES	METHODOLOGY	TIME
1	<b>Birth and Progression of Story</b>	To understand what is Script Idea, Ideation and Concept Story. What is a Story? Plot- How is it Different from Story? Formal Structure of Drama Elements of Dramatic Writing	To gain knowledge what is Script Idea, Ideation and Concept Story. What is a Story? Plot- How is it Different from Story? Formal Structure of Drama Elements of Dramatic Writing	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>Essentials of Screenplay Writing</b>	To know What is screenplay? Screenplay Terminology Character and - Its Importance in Screenplay Writing Conflicts & Types of Conflict Plot base Screenplay Writing 3-Act Structure Premise, Themes and Motifs In Story/Screenplay Audience Perspective	To gain knowl What is screenplay? Screenplay Terminology Character and - Its Importance in Screenplay Writing Conflicts & Types of Conflict Plot base Screenplay Writing 3-Act Structure Premise, Themes and Motifs In Story/Screenplay Audience Perspective	Lecture, PPT, Interactive sessions, Assignments	As per syllabus

			edge of		
3	<b>Screenplay Format</b>	To enhance knowledge of Short Film Format The Art of Adaptation along With Writing Exercises Analyzing Films on Screenplay Perspective Basic Software for Screenplay Writing (Celtx etc.)	To cover Techniques, strategies, and Procedures in academic writing	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>Nonlinear Structures</b>	To enhance critical thinking in students.	To cover Short Film Format The Art of Adaptation along With Writing Exercises Analyzing Films on Screenplay Perspective Basic Software for Screenplay Writing (Celtx etc.)	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus

Credit Distribution		
L	T	P
2	0	0

**Course Objective:**

- To understand what is English as second language
- To learn skills required to learn second language
- To acquire learning English as second language
- To get understanding on how to design a course and testing

**Course Outcome:**

- Students will be enabled to understand English as second language
- Students will be also able to learn skills required to learn second language
- The course will enable students to acquire learning English as second language
- The course will be useful in understanding on how to design a course and testing

**A – Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Aims and Objectives of Teaching English in India</b> Aims of Teaching English Problems in North India Approach, Methods and Techniques	Must to know	8 Hours
2	<b>Second Language Learning</b> Grammar- Translation Method Multi-Skill: Situational Approach and Bilingualism	Must know	8 Hours
3	<b>Teaching at College Level</b> Teaching Poetry Teaching of Prose Teaching of Writing Use of Audio-Visual Aids in Language Teaching	Must know	8 Hours
4	<b>Designing of Courses and Testing</b> Principles of Course Designing Syllabus Types, Structural, Notional, Need-Based, Types of Tests and Techniques of Testing English Language Proficiency	Must know	8 Hours



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## EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term Exam and put the average marks) Total	<b>– 40 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

## SUGGESTED READINGS:

1. Kamal, Mohan. *English in India, Some Observations on Usage*. 1962
2. Chatterji, H.P. *English for P.U.C Students in the Humanities: Draft-Materials for a Course*. 1962
4. Shirodkar, D S. *Preparation of Teaching Materials in English for PUC Students*. 1966
5. Sastri, Y.B..V.S. Rama. *A Contrastive Analysis of Verbals and Prepositional in English & Telugu*. 1967
6. Sinha, Anjani Kumar. *Remedial Work in English for PUC and First Year Degree Students in Hindi Speaking Areas*.1967
7. Parthasarathy, G. *Remedial Lessons on English Pronunciation for Use in the Language Laboratory*. 1968
8. Shukla, Sushil Kumar. *Problems of Translation and the Implications of its Use as a Teaching Device with Special Suggested Readings: to the Teaching of English to HindiSpeakers*. 1968
9. Murthy, R.V.S. *Comparative Study of Direct Method and the Bilingual Method of Teaching English*. 1968
10. Narayanaswamy, K R. *Reading Comprehension at the College Level*. 1969
11. Anasuya, R. *The Improvement of Reading Efficiency at the P.U.C Level*. 1970
12. Ardhanareeswara,N. *Language Teaching Through Literature: Preparation of a Book of Prose's and Poetry for PUC/H.Sc Class*. 1970

**B- Curriculum**

<b>S No.</b>	<b>TOPIC</b>	<b>LEARNING OBJECTIVES</b>	<b>TEACHING GUIDELINES</b>	<b>METHODOLOGY</b>	<b>TIME</b>
1	<b>Aims and Objectives of Teaching English in India</b>	To understand what is English as second language	To gain knowledge English as second language	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>Second Language Learning</b>	To enhance skills required to learn second language	To gain knowledge skills required to learn second language	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>Teaching at College Level</b>	To enhance learning English as second language	To cover Techniques, strategies, and Procedures in learning English as second language	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>Designing of Courses and Testing</b>	To enhance understanding on how to design a course and testing.	To cover course and testing as an important aspect of English as second language.	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus

**Course Description:**

Verbal Ability is defined as a person's capability in expressing ideas understandably using words. Verbal Ability is an essential component of competitive examinations as well as various Government exams. For aspirants who want to get good scores in competitive exams, good vocabulary and sentence-forming skills are vital. Verbal Ability course provides multiple forms of testing and exercising offers a student the much-needed opportunity to keep his Grammar, Vocabulary, Spelling, Comprehension and Analytical skills in good shape.

**Course Objectives:**

The purpose of learning this course is to:

- Recapitulate fundamental English Language concepts and skills
- Hone critical thinking skills by analyzing the arguments with explicit and implicit premises
- Sharpen logical reasoning through skilful conceptualization
- Identification of relationships between words based on their function, usage and characteristics
- Nurture a passion for enriching vocabulary
- Acquire the proper knowledge, skill and aptitude to face any competitive examination

**Course Outcome:**

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

- Identify the approaches and strategies in error rectification with speed and accuracy
- Gain appropriate skills to succeed in the preliminary selection process for recruitment
- Collectively solve problems in teams and groups
- Build vocabulary through methodical approaches
- Enhance lexical skills through the systematic application of concepts and careful analysis of style, syntax, semantics and logic

**Course Outline and Readings**

<b>COURSE LAYOUT</b>	<b>LECTURE/ HOUR</b>	<b>TOPICS</b>	<b>PEDAGOGY</b>
<b>Week- 1</b> <b>Module-I</b> Vocabulary Building	1	Introduction to Significance of Verbal Ability in Competitive Examinations	Lecture
	2	Vocabulary enrichment techniques	Lecture, activity
	3	Contextual Vocabulary Exercise – Synonyms	Lecture, Activity
	4	Solving Problems	Activity
	5	Assignment-1	
<b>Week- 2</b> <b>Module-II</b> Sentence Completion	6	Contextual Vocabulary Exercise - Antonyms	Activity, practice
	7	Sentence Completion Basic Level Exercises – Single Blank	Lecture, practice
	8	Sentence Completion Basic Level Exercises– Double Blank	Lecture, practice
	9	Solving Problems	Activity
	10	Assignment-2	

<b>Week- 3 Module-III</b> Reading Comprehension	11	Reading Comprehension – Introduction	Lecture
	12	Reading Comprehension – Summary & Main Idea	Lecture, Demonstration, practice
	13	Reading Comprehension – Argument Structure & Diagramming	Lecture, Demonstration, practice
	14	Reading Comprehension – Finding Assumptions and Conclusions	Lecture, Demonstration, practice
	15	Cloze Test	
<b>Week- 4 Module-IV</b> Error Rectification	16	Grammar Rules – A comprehensive Introduction	Lecture
	17	Sentence Completion - Grammar	Lecture, practice
	18	Spotting Errors	Lecture, activity
	Summative Assessment		

### Recommended Readings:

1. Charles Harrington Elstor, Verbal Advantage: Ten Easy Steps to a Powerful Vocabulary, Random House Reference, 2002
2. Merriam Webster's Vocabulary Builder, Merriam Webster Mass Market, 2010
3. Norman Lewis, How to Read Better and Faster, Goyal, 4th Edition
4. Franklin GRE Word List, 3861 GRE Words, Franklin Vocab System, 2014 Wiley's GMAT Reading Comprehension Grail, Wiley, 2016
5. Manhattan Prep GRE : Reading Comprehension and Essays, 5th Edition
6. Martin Hewings, Advanced Grammar in Use. Cambridge University Press, 2013

### Scheme of Examination (Credit Distribution) (Theory + Tutorial/Project)

### Semester IV

Sr. No	Course Code	Course Name	Credit Distribution				H	Internal	External	Total Marks	Course Type
			L	T	P	C		TH	TH		
1	09210401	Twentieth-Century British Literature	5	1	0	6	6	40	60	100	Core
2	09210402	American Literature	5	1	0	6	6	40	60	100	Core
3	09210403	Movements and History of English Literature	5	1	0	6	6	40	60	100	Core
4	AECC01004	Soft Skills	2	0	0	2	2	20	30	50	AECC 4
5	09210404/ 09210405	Advertising and Public Relations Or Language and Language Education	2	0	0	2	2	40	60	100	SEC 4
6	VASE02030	Art of Public Speaking & Presentation Skills	2	0	0	2	2	20	30	50	VAC 4
		<b>Total Credit</b>				24					
		<b>Total Marks</b>								500	
		<b>Total Hours</b>	21	3			24				

\* Course to be opted by students of other faculties, students of BA (Hons) English will make a choice out of other GE courses offered outside the faculty.

**09210401: Twentieth Century British Literature (CC)**

**Credit: 6**

<b>Credit Distribution</b>
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L	T	P
5	1	0

### Course Objective:

- To learn about the 20<sup>th</sup> century British poetry
- To know about prose production during 20<sup>th</sup> century
- To understand the novel writing in 20<sup>th</sup> century
- To know about the 20<sup>th</sup> century Drama

### Course Outcome:

- The course will be helpful for students to learn about the 20<sup>th</sup> century British poetry
- Students will come to know about prose production during 20<sup>th</sup> century
- Students will be able to understand the novel writing in 20<sup>th</sup> century
- The course will enable students to know the 20<sup>th</sup> century Drama

### A – Syllabus

S No.	TOPIC	DOMAIN	HOURS
1	<b>Unit 1</b> T S Eliot ‘The Love Song of J. Alfred Prufrock’ W B Yeats ‘A Prayer for My Daughter’ Philip Larkin ‘Toads’, ‘The Mower’ W H Auden ‘The Shield of Achilles’	Must to know	16 Hours
2	<b>Unit 2</b> Bertrand Russell ‘The Road to Happiness’ George Orwell ‘Politics and the English Language’	Must know	16 Hours
3	<b>Unit 3</b> T S Eliot ‘ <i>The Family Reunion</i> ’ D H Lawrence ‘ <i>Sons and Lovers</i> ’	Must know	16 Hours

4	<b>Unit 4</b> John Osborn ' <i>Look Back in Anger</i> ' (Non detailed) George Orwell ' <i>1984</i> ' (Non detailed)	Desirable to know	16 Hours
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**Student Project:** Students shall be preparing a critical report on the features of World War literature.

### **EVALUATION CRITERIA**

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term l Exam and put the average marks) Total	– 40 Marks
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	– 60 Marks
<b>Grand Total</b>	<b>– 100 Marks</b>

**Prepared by Ms.Ambika Bhatnagar, Assistance: Dr.Umesh Chandra**

### **SUGGESTED READING:**

1. Johnson, E.D.H. *The Alien Vision of Victorian Poetry*. Princeton, 1982
2. David A. Moody: *The Cambridge Companion to T.S. Eliot*, Cambridge: CUP, 2003
3. Edward Maline: *A Preface to Yeats*, London: Longman Group Ltd., 1983
4. Stan Smith, *Cambridge Companion to W.H. Auden*, Cambridge: CUP, 2004
5. Bernard Bergonzi, *Reading the Thirties: Texts and Contexts*, Pittsburgh: Pittsburgh University Press, 1978
6. George M. Johnson, *Dynamic Psychology in Modern British Fiction*, London: Palgrave Macmillan, 2005
7. Anne Fernihough, *The Cambridge Companion to D.H. Lawrence*, CUP, 2001

**B- Curriculum**

<b>S No.</b>	<b>TOPIC</b>	<b>LEARNING OBJECTIVES</b>	<b>TEACHING GUIDELINES</b>	<b>METHODOLOGY</b>	<b>TIME</b>
1	<b>UNIT 1 POETRY</b>	To understand Poetry writing techniques before World War 1	To make understand the writing style of the prescribed authors	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>UNIT 2 PROSE</b>	To Know about the prose style of the authors	To make understand the differences the writings of literary and language	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>UNIT 3 NOVEL</b>	To know the trends in novel of the time period	To make understand the concepts of modernism	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>UNIT 4 TERM PAPER</b>	To know about the Dramas	To observe the writing skills, understanding and presentation skills	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus

**09210402: American Literature (CC)****Credit: 6**

<b>Credit Distribution</b>		
<b>L</b>	<b>T</b>	<b>P</b>



### Course Objective:

- To learn important American poetry
- To understand American short stories
- To know the important Dramatic productions from American literature
- To learn about the significant novels from American Literature

### Course Outcome:

- Students will be able to learn important American poetry
- The course will enable students to understand American short stories
- Students will come to know the important Dramatic productions from American literature
- The course will be helpful for students to learn about the significant novels from American Literature

### A – Syllabus

S No.	TOPIC	DOMAIN	HOURS
1	<b>Unit 1</b> Walt Whitman ‘Song of Myself’ (part 1), ‘From A Passage to India’ Robert Frost ‘After Apple-Picking’, ‘Birches’ Emily Dickinson ‘A Bird came down the Walk’, ‘Because I could not stop for Death	Must to know	16 Hours
2	<b>Unit 2</b> O Henry ‘After Twenty Years’ Edgar Allen Poe ‘The Purloined Letter’	Must know	16 Hours
3	<b>Unit 3</b> Arthur Miller <i>Death of A Salesman</i> Eugene O Neil <i>The Hairy Ape</i> (Non detailed)	Must know	16 Hours

4	<b>Unit 4</b> Henry James <i>Daisy Miller</i> Tony Morrison <i>The Bluest Eye</i> (Non detailed)	Desirable to know	16 Hours
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**Student Project:** Students shall be preparing a critical report on the novels based on Great Depression/ they shall be writing a report on the current American literary figures.

### EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term I Exam and put the average marks) Total	– 40 Marks
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	– 60 Marks
<b>Grand Total</b>	<b>– 100 Marks</b>

**Prepared by Mr.Tushar, Assistance: Ms.Ambika Bhatnagar**

### SUGGESTED READINGS:

1. Vanspanckeren, Kathryn. *Outline of American Literature*, 1994
2. Bloom, Harold. *Walt Whitman*, 2006
3. Richards, Jeffrey H. *The Oxford Handbook of American Drama*, 2014
4. Reiss, Benjamin. *The Cambridge History of the American Novel*, 2012
5. Cullen, Jim. *The American Dream: A Short History of an Idea that Shaped a Nation*, 2004

## B- Curriculum

S No.	TOPIC	LEARNING OBJECTIVES	TEACHING GUIDELINES	METHODOLOGY	TIME
1	<b>UNIT 1 POETRY</b>	To understand Poetry writing techniques of American Literature	To make understand the writing style prevailing in Transcendentalism and information about the local color	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>UNIT 2 STORY</b>	To Know about the story writing style of the authors	To make understand the contribution of the authors to literature	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>UNIT 3 DRAMA</b>	To know the Drama of American Literature	To make understand the concepts of American Dream and Materialisation in Drama	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>UNIT 4 NOVEL</b>	To know about the Novels of prescribed authors	To explain Black Feminism and clash of cultures of America and Britain	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus

<b>Credit Distribution</b>		
<b>L</b>	<b>T</b>	<b>P</b>
5	1	0

**Course Objective:**

- To understand the history and significant movement of English literature during Renaissance
- To know the history and significant movement of English literature during Restoration Period
- To learn the history and significant movement of English literature during Romantic and Victorian age
- To understand the history and significant movement of English literature in modern and contemporary time

**Course Outcome:**

- The course will enable students to understand the history and significant movement of English literature during Renaissance
- Students will come to know the history and significant movement of English literature during Restoration Period
- The course will be helpful for students to learn the history and significant movement of English literature during Romantic and Victorian age
- Students will be able to understand the history and significant movement of English literature in modern and contemporary time

**A – Syllabus**

<b>S No.</b>	<b>TOPIC</b>	<b>DOMAIN</b>	<b>HOURS</b>
1	<b>Unit 1</b> Anglo Saxon (Old and Middle English) Renaissance Jacobean	Must to know	16 Hours
2	<b>Unit 2</b> Puritan Restoration Augustan	Must know	16 Hours

3	<b>Unit 3</b> Romantic Victorian	Must know	16 Hours
4	<b>Unit 4</b> Modernism Inter-war Period Post World War period	Desirable to know	16 Hours

**Student Project:** Students shall be preparing a project report on trends and works in English Literature of last two decades.

### **EVALUATION CRITERIA**

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term I Exam and put the average marks) Total <span style="float: right;"><b>– 40 Marks</b></span>	
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

**Prepared by Dr. Umesh Chandra, Assistance: Dr. Ashok Yadav**

### **SUGGESTED READINGS:**

1. Carter, Roland. *The Routledge History of Literature in English*. Taylor & Francis, 1997
2. Peck, John. Coyle, Martin. *A Brief History of English Literature*, 2002
3. Hudson W H, *An Outline History of English Literature*, 2008
4. Alexander, Michel. *A History of English Literature*, 2000

## B- Curriculum

S No.	TOPIC	LEARNING OBJECTIVES	TEACHING GUIDELINES	METHODOLOGY	TIME
1	<b>UNIT 1 RENAISSANCE (BEFORE AND AFTER)</b>	To understand Renaissance literature	To make understand the writing style prevailing in periods	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>UNIT 2 PRE AND POST RESTORATION</b>	To Know Restoration Period	To make understand the writing style prevailing in periods	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>UNIT 3 ROMANTIC AND VICTORIAN</b>	To know Romantic and Victorian Literature	To make understand the effects of Industrial and French Revolution on literature	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>UNIT 4 MODERNISM TO POST MODERNISM</b>	To know about the ages	To explain literature between the wars	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus

Credit Distribution		
L	T	P
2	0	0

**Learning Objectives:**

- The ways and means by which soft skills can be utilized in the day-to-day life
- The ability to face the everyday challenges of life with confidence
- The ability to deal with unpleasant situations and people with ease
- The ability to become an outstanding personality in the social and work environment by skillfully maneuvering individual emotion

**Course Outcomes (COs):**

- Able to get an idea of soft skills from social and industry perspective
- Able to develop a logical thought process and communicate effectively in professional environment
- Able to hold meaningful discussions and develop resourceful work relationships
- Able to transition successfully from Campus to Corporate

**Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Social Graces and Interpersonal Skills:</b> Soft Skills: Definition & Relevance. Building lasting impression, Greetings & Introductions, Displaying courteousness and Thoughtfulness, Social Graces, Grooming Etiquette and Corporate Culture, Dos and Don'ts of Conversation	Must to know	16 Hours
2	<b>Business Communication:</b> Resume Building, Structuring Conversations, Presentation Skills, Email Etiquette, Listening Skills, Telephone and Video Conferencing Etiquette	Must know	16 Hours
3	<b>Group Discussion and Team Building:</b> Group Discussion Basics, Types of Group Discussions, Dos and Don'ts of Group Discussion, Body Language Team Building: Stages of Team Building, SWOT Analysis, Leadership and Emotional Intelligence	Must know	16 Hours

4	<b>Personal Interviews:</b>  Types of Interviews, Preparing for Interview, Common Etiquettes of Interviews, Common Interview Questions, Mock Interviews, Goal Setting, Time management	Must know	16 Hours

**Student Project:** Students shall be preparing a project report on how the pandemic has affected communication or they shall be identifying new trends in communication.

#### **EVALUATION CRITERIA**

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term Exam and put the average marks) Total	– 40 Marks
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	– 60 Marks
<b>Grand Total</b>	<b>– 100 Marks</b>

**Prepared by: Ms. Arivinder Kaur Pabla**

#### **Books Recommended (3 Text Books + 2-3 Reference Books)**

1. Sanjay Kumar and Pushp Lata ‘Communication Skills’, OUP 2012
2. Meenakshi Raman and Sangeeta Sharma ‘Technical Communication Principle and Practice’, OUP 2012
3. Meenakshi Raman and Prakash ‘Business Communication’ OUP 2011
4. HorySamkarMukerjee ‘Business Communication Connecting at Work’ OUP 2013



Credit Distribution		
L	T	P
2	0	0

**Course Objective:**

- To understand Advertising, its Concept, Models and Need & Impact
- To get knowledge of functions in Advertising work
- To acquire knowledge of PR –Concepts, Definitions, Role, Scope, Functions, New emerging trends
- To learn about In house PR- Structure, Scope, Role & Function, PR Consultancy- Structure, Role, Scope & Function

**Course Outcome:**

- The course will enable students to understand Advertising, its Concept, Models and Need & Impact
- Students will be able to get knowledge of functions in Advertising work
- The course will enable students to acquire knowledge of PR –Concepts, Definitions, Role, Scope, Functions, and New emerging trends
- Students will be also enabled to learn about In house PR- Structure, Scope, Role & Function, PR Consultancy- Structure, Role, Scope & Function

**A – Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Fundamentals of Advertising</b> Advertising: Definition and Concept of Advertising. Models of Advertising Need & Impact of Advertising Various Media of Ad: Print Media-Newspaper, Magazine, Pamphlet, handbill, souvenir, brochure etc.	Must know	8 Hours
2	<b>Creativity and Advertising</b> Copy writing for Print, Radio and T.V. Advertisement. Advertising design & layout: difference between the two Defining Creativity	Must know	8 Hours
3	<b>Understanding Public Relations</b> PR –Concepts, Role, Functions, New emerging trends Theories and Models in PR - JM Grunig's Model of Symmetrical PR, Asymmetrical PR, Organizational Theories, Conflict Theory, Structural-Functional Theory, the Excellence Theory	Must know	8 Hours

4	<b>Public Relations Practice and Process</b> In house PR PR Consultancy PR Campaigns The PR process: Research, Strategy, Measurement, Evaluation and Impact	Must know	8 Hours

### EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term Exam and put the average marks) Total <span style="float: right;"><b>– 40 Marks</b></span>	
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

### SUGGESTED READINGS:

1. L'ETANG JACQUIE. *Public Relations, Concepts, Practice and Critique*. Sage Publications India, 2008
2. CLIFTON RITA & JOHN SIMMONS. *Brands and Branding*. Profile Books Ltd. UK, 2011
3. DOROTHY, COHEN: *Advertising*, USA: Scott. Forsmon and Co. 1988
4. JETHWANNEY JAISHRI & JAIN SHRUTI: *Advertising Management*, second edition. Oxford University Press, 2011
5. MANUKONDA R.: *Advertising Promotions and News Media*. DPS Publishing House India, 2013
6. MARIEKE DE MOOIJ: *Consumer Behavior and Culture: Consequences for Global Marketing & Advertising*. Sage Publication New Delhi, 2011

## B- Curriculum

S No.	TOPIC	LEARNING OBJECTIVES	TEACHING GUIDELINES	METHODOLOGY	TIME
1	<b>Fundamentals of Advertising</b>	To understand Advertising: Definition and Concept of Advertising. Models of Advertising Need & Impact of Advertising:	To enable students for the knowledge of Advertising: Definition and Concept of Advertising. Models of Advertising Need & Impact of Advertising:	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>Creativity and Advertising</b>	To enhance knowledge Types of Advertising and their functions	To provide knowledge Copy writing for Print, Radio and T.V. Advertisement. Advertising design.	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>Understanding Public Relations</b>	To enhance knowledge of PR –Concepts, Definitions, Role, Scope, Functions, New emerging trends .	To cover Techniques, strategies, and Procedures in Theories and Models in PR - JM Grunig's Model of Symmetrical PR, Asymmetrical PR, Organizational Theories,	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>Public Relations Practice and Process</b>	To enhance knowledge of what is in house PR- Structure, Scope, Role & Function PR Consultancy- Structure, Role, Scope & Function	To cover the understanding of PR Campaigns- Briefs, Pitch, Working on the Account	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus

Credit Distribution		
L	T	P
2	0	0

**Course Objective:**

- To understand the need of English language in India as a language of opportunities from domestic to global market
- To know the Problems in learning English in India and other issues
- To understand reading and writing English for Academic Purposes and to know the basic concepts of teaching this language
- To know the ELT including the designing of syllabus and learning materials

**Course Outcome:**

- Students will be also enabled to understand the need of English language in India as a language of opportunities from domestic to global market
- Students will come to know the Problems in learning English in India and other issues
- The course will be helpful for students in understanding reading and writing English for Academic Purposes and to know the basic concepts of teaching this language
- Students will be also enabled to learn about ELT including the designing of syllabus and learning materials

**A – Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Unit 1</b> English in India English as a language of opportunity English as a global language	Must know	8 Hours
2	<b>Unit 2</b> Diglossia and the role of English Introduction to the process of Second Language Acquisition Role of the MT/L1 in ESL classrooms	Must know	8 Hours
3	<b>Unit 3</b> Reading and Writing English for Academic Purposes Literature and language learning /teaching: basic concepts	Must know	8 Hours

4	<b>Unit 4</b> What the Teaching of English involves? Approaches to Teaching Introduction to Peer Teaching	Desirable to know	8 Hours

### EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term Exam and put the average marks) Total <span style="float: right;"><b>– 40 Marks</b></span>	
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

### SUGGESTED READINGS:

1. Agnihotry, R.K., and Khanna, editors. *English Language Teaching in India*. Sage, 1995
2. Nunan, D. *Task-based Language Teaching*. Cambridge University Press, 2004
3. Stern, H.H. *Fundamental Concepts of Language Teaching*. OUP, 1983
4. Vyas, M.A. and Patel, Y.L., editors. *Teaching English as a Second Language: A New Pedagogy for a New Century*. Prentice-Hall India, 2011

## B- Curriculum

S No.	TOPIC	LEARNING OBJECTIVES	TEACHING GUIDELINES	METHODOLOGY	TIME
1	<b>English Language as a Global Language</b>	To understand the need of English language in India as a language of opportunities from domestic to global market	To enable students' understanding to English as global language	Lecture, Interactive sessions, Assignments, Organizing small events in the department.	As per syllabus
2	<b>Problems of Learning English as a Second Language</b>	To know the Problems in learning English in India and other issues	To uncover various problems in learning English as second language	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>English for Academic Purpose</b>	To understand reading and writing English for Academic Purposes and to know the basic concepts of teaching this language	To develop students in the direction of using English language for academic purpose and toward the ELT	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>English Teaching</b>	To know the ELT including the designing of syllabus and learning materials.	To enable students for the preparation of ELT classes, syllabus and learning content	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus

**Course Description:**

The continuous evolution of the ways business is conducted in current times necessitates sharing of ideas, thoughts and concepts. This translates into effective communication with ability to present convincingly to the audience. Be it presenting on behalf of the parent organization or entrepreneurial pitching to prospective investors, it all translates into projecting the right message through the right means and tools. This course aims to foster such a learning environment for the participants to hone and sharpen their public speaking and presentation skills.

**Course Objectives:**

1. To develop and create effective content
2. To develop and prepare impactful speech through experiential learning.
3. To equip with tools to handle stress and nerves
4. To develop knowhow on tools of presentation

**Course Outcome:** Upon successful completion of this course students will be able to:

1. Ability to create audience relevant interactive content.
2. Ability to communicate effectively with confidence
3. Ability to handle demanding situations with elan.
4. Awareness of the various tools related to presentation

**Course Outline and Readings**

<b>COURSE LAYOUT</b>	<b>LECTURE/ HOUR</b>	<b>TOPICS</b>	<b>PEDAGOGY</b>
<b>Week- 1</b> <b>Module-I</b> Speaking in Public	1	Public Speaking; Introduction to basics	Lecture
	2	Public Speaking and Conversation: Similarities and Differences	Lecture, Audio/ video clip
	3	Developing Confidence: Body Language and Verbal Cues	Audio & Video clip analysis, Activity
	4	Public Speaking in Multicultural World	Lecture, Role play
		Assignment-1	
<b>Week- 2</b> <b>Module-II</b> Listening Skills	5	Relevance of Listening Skills	Lecture, Activity
	6	Causes of Poor Listening	Demonstration, practice

	7	Strategies to become a better listener	Lecture, demonstration
	8	Analyzing Realia and Apply critical thinking	Case study
		Assignment-2	
<b>Week- 3 Module-III</b> Planning and Presenting	9	Planning and Researching the Content	Lecture, Frame your story Activity
	10	Structuring the Content	Lecture, Plan Your Delivery Activity
	11	Delivering the Speech:	TedEx Video Analysis
	12	Presenter Effectiveness: Credibility and Rapport Building	Lecture, Activity
		Assignment-3	
<b>Week- 4 Module-IV</b> Methods of Engaging the Audience	13	Analyzing Audience and Location	Lecture, activity
	14	Methods of Presentation	Lecture, Demonstration
	15,	Tools of Presentation	Lecture, activity
	16 Summative Assessment		Practical Viva

### Recommended Readings:

1. Lucas, Stephen E. (2012). *The Art of Public Speaking*. TATA McGraw-Hill Edition.
2. Turere, Richard (2013).  
[https://www.ted.com/talks/richard\\_turere\\_my\\_invention\\_that\\_made\\_peace\\_with\\_lions?language=en](https://www.ted.com/talks/richard_turere_my_invention_that_made_peace_with_lions?language=en)
3. Morgan, Nick (2008) *How to Become An Authentic Speaker*. Harvard Business Review.  
<https://hbr.org/2008/11/how-to-become-an-authentic-speaker>
4. Anderson, Chris (2018). *TED Talks: The official TED guide to public speaking: Tips and tricks for giving unforgettable speeches and presentations*. Headline Publishing Group.



## B- Curriculum

S No.	TOPIC	LEARNING OBJECTIVES	TEACHING GUIDELINES	METHODOLOGY	TIME
1	<b>UNIT I: PROFESSIONAL ETIQUETTES</b>	To understand the unwritten code of conduct regarding the interactions among the members in Professional world	To enable students to understand that how the expectation of workplace behavior and social behavior can differ.	Lecture, SIS, Group activities, Videos.	As per syllabus
2	<b>UNIT II: INTERPERSONAL SKILLS</b>	To recognize and manage the complex processes of communication in order to achieve performance excellence through Interpersonal Skills	To enable students to learn how to manage themselves better, especially when facing work situations which cause them stress	Lecture, , SIS, Roll play, Group activities, Organizing an event Videos.	As per syllabus
3	<b>UNIT III: PRESENTATION SKILLS</b>	To understand how to get past nervousness and be more enthusiastic while delivering ones presentation to the masses.	To enhance students against common mistakes while giving presentation and also overcoming their challenges	Lecture, SIS, PBL, Assignments, Organizing an event Videos.	As per syllabus
4	<b>UNIT IV: PROFESSIONAL WRITING &amp; CAREER BUILDING</b>	To Learn how to present and prepare oneself for an interview.	To help students to overcome their doubts related to interviews.	Mock Interviews, Group Discussions, Assignments, Roll play, Videos.	As per syllabus

**Semester V**  
**Scheme of Examination (Credit Distribution)**  
**(Theory +Tutorial/Project+Practicum)**

Sr. No	Course Code	Course Name	Credit Distribution				H	Inter nal	Exter nal	Total Marks	Course Type
			L	T	P	C		TH	TH		
1	09210501	Modern European Drama	5	1	0	6	6	40	60	100	Core
2	09210502	Language and Linguistics	4	0	0	4	4	40	60	100	Core
3	09210504/ 09210506	Post World War British Literature Or Media and Communication Skills	4	0	0	4	4	40	60	100	DSE 1
4	09210508/ 09210510	Literature of the Indian Diaspora Or Language, Literature and Culture	4	0	0	4	4	40	60	100	DSE 2
<b>Practicum/Project/Viva-Voce</b>											
1	09210503	Language and Linguistics	0	0	2	2	4	20	30	50	Core
2	09210505/ 09210507	British Literature: Post World War II Or Media and Communication Skills	0	0	2	2	4	20	30	50	DSE 1
3	09210509/ 09210511	Literature of the Indian Diaspora Or Language, Literature and Culture	0	0	2	2	4	20	30	50	DSE 2
		<b>Total Credit</b>				<b>24</b>					
		<b>Total Marks</b>								<b>550</b>	
		<b>Total Hours</b>	20	4			24				

\*Student will choose Two DSE out of Four given above

Credit Distribution		
L	T	P
5	1	0

**Course Objective:**

- To understand problem plays.
- To know about realist and naturalist plays
- To learn about the plays of Irish Renaissance
- To understand antiwar plays and post war plays
- To know what are absurd plays

**Course Outcome:**

- The course will enable students to understand problem plays.
- Students will come to know about realist and naturalist plays
- The course will be useful for students to learn about the plays of Irish Renaissance
- Students will be enabled to understand antiwar plays and post war plays
- The course will be helpful for students to understand the absurd plays

**A – Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Unit 1</b> Henrik Ibsen <i>A Doll's House</i> John Galsworthy <i>Justice</i> (Non detailed)	Must to know	16 Hours
2	<b>Unit 2</b> Johan August Strindberg <i>Miss Julie</i> John Millington Synge <i>Riders to the Sea</i> Non detailed)	Must know	16 Hours
3	<b>Unit 3</b> Bertolt Brecht <i>Mother Courage and her Children</i> Eugene Ionesco <i>Rhinoceros</i> (Non detailed)	Must know	16 Hours

4	<b>Unit 4</b> Samuel Becket <i>Waiting for Godot</i> Tom Stoppard <i>Rosencrantz and Guildenstern are Dead</i> (Non detailed)	Desirable to know	16 Hours
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**Student Project:** Students shall be recreating any modern drama on stage/they may write a critical report on the stage performance of the prescribed play, the source can be physical or online.

### EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term I Exam and put the average marks) Total	– 40 Marks
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	– 60 Marks
<b>Grand Total</b>	<b>– 100 Marks</b>

**Prepared by Dr.Umesh Chandra, Assistance: Ms.Ambika Bhatnagar**

### SUGGESTED READINGS:

1. Stanley Weintraub, Detroit, Mich (ed). *Modern British dramatists, 1900-1945..* Gale Research Co., 1982.
2. Lucas, F.L.*Drama of Ibsen and Strindberg.* University of Toronto Press, 1962
3. Bradbrook, M.C.*Ibsen: The Norwegian* London : Chatto & Windus, 1966
4. Rolfs, Fgelde (ed.)*Ibsen: A Collection of Critical Essays.*Englewood Cliffs, N.J., Prentice-Hall, 1965
5. Williams, Raymond.*Ibsen to Brecht.* Pelican Books, 1973

## B- Curriculum

S No.	TOPIC	LEARNING OBJECTIVES	TEACHING GUIDELINES	METHODOLOGY	TIME
1	UNIT 1	To Know what are problem plays and realist plays	To enable students' leaning to the problem plays of early 20 <sup>th</sup> century Europe	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	UNIT 2	To Know about naturalist plays. To know the plays from Irish Renaissance	To develop students' understanding for the realistic plays of 20 <sup>th</sup> century Europe	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	UNIT 3	To understand antiwar plays and post war plays	To enable students for understanding the plays of War theme from pre and post- war period	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	UNIT 4	To know what are absurd plays	To make students able to understand the plays of absurdity and existentialism	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus

Credit Distribution		
L	T	P
4	0	0

**Course Objective:**

- To know what is linguistics and its various fields
- To know about Morphology and different word formation processes
- To understand sentence structure and its meaning
- To gain knowledge about the relationship between language, mind and brain.

**Course Outcome:**

- Students will come to know Linguistics and its various fields
- The course will be useful for students to learn Morphology and different word formation processes
- The course will enable students to understand sentence structure and its meaning
- Students will gain knowledge about the relationship between language, mind and brain.

**A – Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Unit 1 : Introduction to Linguistics</b> Linguistics as Scientific Study of Language Characteristics of Language An Outline History of Language	Must to know	16 Hours
2	<b>Unit 2 : Morphology</b> introduction to Morphology Morpheme, Morphs, Allomorphs Classification of Morphemes	Must know	16 Hours
3	<b>Unit 3: Basics of Syntax</b> Syntax and semantics Categories and constituents phrase structure; Maxims of conversation	Must know	16 Hours

4	<b>Unit 4: Language, Mind and Brain</b> Language and Brain Aphasia, Lateralization of language in the brain Signed Languages	Desirable to know	16 Hours
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**Student Project:** Students shall be exposed to identify dialect and lexical differences in different languages through field work.

### EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term Exam and put the average marks) Total <span style="float: right;"><b>– 40 Marks</b></span>	
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

**Prepared by Ms.Amita Bhati, Assistance: Dr.Sarju Devi**

### SUGGESTED READINGS:

1. Mesthrie, Rajend and Rakesh M Bhatt. *World Englishes: The Study of new linguistic varieties*. Cambridge University Press, 2008
2. Akmajian, A., R. A. Demers and R. M. Hamish, *Linguistics: An Introduction to Language and Communication*. M.I. T. Press, 1984
3. Fromkin, V., and R. Rodman, *An Introduction to Language*. New York: Holt, Rinehart and Winston, 1974
4. Hickock, Bellugi, & Klima "Sign language in the brain" *Scientific American*; Helmuth "From the mouths (and hands) of babes". *Science Magazine*, 2003

## B- Curriculum

S No.	TOPIC	LEARNING OBJECTIVES	TEACHING GUIDELINES	METHODOLOGY	TIME
1	<b>Introduction to Linguistics</b>	To know what is linguistics and its various fields	To enable students to understand what is the importance of linguistics	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>Morphology</b>	To know about Morphology and different word formation processes	To enable students to get deeper understanding of word formation in English	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>Basics of Syntax</b>	To understand sentence structure and its meaning	To enhance the knowledge of students about sentence structure and formation	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>Language, Mind and Brain</b>	To gain knowledge about the relationship between language, mind and brain.	To enrich the knowledge of students about language and brain relationship, acquisition of language.	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus



## Syllabus

Credit Distribution			
L	T	P	
0	0	2	
S No.	TOPIC	DOMAIN	HOURS
1	<b>Unit 1 : Introduction to Linguistics</b> Linguistics as Scientific Study of Language Characteristics of Language An Outline History of Language <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must to know	16 Hours
2	<b>Unit 2 : Morphology</b> introduction to Morphology Morpheme, Morphs, Allomorphs Classification of Morphemes <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must know	14 Hours
3	<b>Unit 3: Basics of Syntax</b> Syntax and semantics Categories and constituents phrase structure; Maxims of conversation <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must know	16 Hours
4	<b>Unit 4: Language, Mind and Brain</b> Language and Brain Aphasia, Lateralization of language in the brain Signed Languages <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Desirable to know	14 Hours

**Student Project:** Students shall be exposed to identify dialect and lexical differences in different languages through field work.

## EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"><li>▪ Attendance</li><li>▪ Assignments/Presentation/Project work etc.</li><li>▪ Mid-term Exam</li></ul>	
Total	<b>– 20 Marks</b>
<b>Summative Assessment:</b>	
<b>End Term Presentation and Viva-Voce– 30 Marks</b>	
<b>Grand Total</b>	<b>– 50 Marks</b>

**Prepared by Ms.Amita Bhati, Assistance: Dr.Sarju Devi**

Credit Distribution		
L	T	P
4	0	0

**Course Objective:**

- To understand poetry of post World War period
- To learn about the dramatic productions of post World War period
- To understand the short stories of post World War period
- To know the novels of post World War period

**Course Outcome:**

- The course will enable students to understand poetry of post World War period
- Students will be able to learn about the dramatic productions of post World War period
- The course will be helpful for students in understanding the short stories of post World War period
- Students will come to know the novels of post World War period

**A – Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Unit 1</b> Wilfred Owen ‘Exposure’, ‘Strange Meeting’ Siegfried Sassoon ‘The Death Bed’, ‘The Child at Window’	Must to know	16 Hours
2	<b>Unit 2</b> Edward Bond <i>Saved</i> Arnold Wesker <i>Roots</i> (Non Detailed)	Must know	16 Hours

3	<b>Unit 3</b> P. G. Wodehouse 'The Man with Two Left Feet' Graham Greene 'The Destructors'	Must know	16 Hours
4	<b>Unit 4</b> Kingsley Amis <i>Lucky Jim</i> Iris Murdoch <i>Under the Net</i> (Non Detailed)	Desirable to know	16 Hours

**Student Project:** Students shall be preparing a critical report on the impact of World War II on English Literature.

#### **EVALUATION CRITERIA**

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term I Exam and put the average marks) Total	<b>– 40 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

**Prepared by Mr.Tushar, Assistance: Ms.Ambika Bhatnagar**

#### **SUGGESTED READINGS:**

1. Billingham, P. *Edward Bond: A Critical Study*. Palgrave Macmillian, 2014
2. Amis, Kingsley. *The King's English: A Guide to Modern Usage*. Modern Classics, 2011
3. Owen, W. *Poems/ with an introduction by Siegfried Sassoon*. Chatto & Windus, 2004
4. Silkin, J. *Out of Battle: The Poetry of the Great War*. Oxford University Press, 1972
5. Allen, Walter. "The Novels of Graham Greene." Penguin New Writing, 1943

## B- Curriculum

S No.	TOPIC	LEARNING OBJECTIVES	TEACHING GUIDELINES	METHODOLOGY	TIME
1	<b>UNIT 1 POETRY</b>	To understand poetry of post World War II	To learn about poetry and the problems described in it	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>UNIT 2 DRAMA</b>	To understand Drama of post World War II	To learn about the violence and absurdity presented at the theatre	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>UNIT 3 STORY</b>	To understand Stories of post World War II	To enable students understanding for post world war poetry.	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>UNIT 4 NOVEL</b>	To understand Novel writing of the contemporary literature	To know about Post modernism in literature	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus

Credit Distribution		
L	T	P
0	0	2

**Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Unit 1</b> Wilfred Owen 'Exposure', 'Strange Meeting' Siegfried Sassoon 'The Death Bed', 'The Child at Window' <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must to know	16 Hours
2	<b>Unit 2</b> Edward Bond <i>Saved</i> Arnold Wesker <i>Roots</i> (Non Detailed) <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must know	14 Hours
3	<b>Unit 3</b> P. G. Wodehouse 'The Man with Two Left Feet' Graham Greene 'The Destructors' <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must know	16 Hours
4	<b>Unit 4</b> Kingsley Amis <i>Lucky Jim</i> Iris Murdoch <i>Under the Net</i> (Non Detailed) <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Desirable to know	14 Hours

**Student Project:**Students shall be preparing a project report on the impact of World War II on English poetry.

### **EVALUATION CRITERIA**

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"><li>▪ Attendance</li><li>▪ Assignments/Presentation/Project work etc.</li><li>▪ Mid-term Exam</li></ul>	
Total	<b>– 20 Marks</b>
<b>Summative Assessment:</b>	
<b>End Term Presentation and Viva-Voce– 30 Marks</b>	
<b>Grand Total</b>	<b>– 50 Marks</b>

**Prepared by Mr.Tushar, Assistance: Ms.Ambika Bhatnagar**

<b>Credit Distribution</b>		
<b>L</b>	<b>T</b>	<b>P</b>
4	0	0

**Course Objective:**

- To know about mass communication
- To understand advertisement and its creation
- To know various types of writings used in Media
- To understand the social media, its impact on public, and the cyber media

**Course Outcome:**

- Students will be able to learn about mass communication
- The course will enable students to understand advertisement and its creation
- Students will come to know various types of writings used in Media
- The course will be helpful for students in understanding social media, its impact on public, and the cyber media

**A – Syllabus**

<b>S No.</b>	<b>TOPIC</b>	<b>DOMAIN</b>	<b>HOURS</b>
1	<b>Unit 1 Introduction to Mass Communication</b> Mass Communication and Globalization Forms of Mass Communication	Must to know	16 Hours
2	<b>Unit 2 Advertisement</b> Types of Advertisements Advertising Ethics How to create advertisements/ story boards	Must know	16 Hours
3	<b>Unit 3 Media Writing</b> Script Writing For TV and Radio Writing News Reports and Editorials Editing For Print and Online Media	Must know	16 Hours



4	<b>Unit 4 Introduction to Cyber Media and Social Media</b> Types of Social Media The Impact of Social Media Introduction to Cyber Media	Desirable to know	16 Hours
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**Student Project:** Students shall be drafting a news feature and publishing its video clip on social media.

### **EVALUATION CRITERIA**

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term I Exam and put the average marks) Total <span style="float: right;"><b>– 40 Marks</b></span>	
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

**Prepared by Dr.Ashok Yadav, Assistance: Mr.Tushar**

### **SUGGESTED READINGS:**

1. MV Kamath: Professional Journalism. New Delhi: Vikas Publishing House, 1980.
2. Denis Macqnail: Mass Communication, New Delhi: Om Books, 2000.
3. Ambish Saxena: Fundamentals of Reporting and Editing. New Delhi: Kanishka Publishers, 2007.
4. MK Joseph: Outline of Editing, New Delhi: Anmol Publications, 2002.
5. Harold Evans: Essential English for Journalists. Editors and Writers. UK: Random House, 2000.
6. Rajiv Batra, John G Myers, and David A Aaker: Advertising Management (New Delhi, Pearson Education, 2007.
7. Jan Servaes,ed. Communication for Development and Social Change. 2003. New Delhi: Sage India, 2007

## B- Curriculum

S.No.	TOPIC	LEARNING OBJECTIVES	TEACHING GUIDELINES	METHODOLOGY	TIME
1	<b>UNIT 1 Introduction to Mass Communication</b>	To know about mass communication	To provide basic understanding of mass media and communication	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>UNIT 2 Advertisement</b>	To understand advertisement and its creation	To enable students in creation of advertisement for media	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>UNIT 3 Media Writing</b>	To know various types of writings used in medias	To enable students for writings skills required in media industry	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>UNIT 4 Introduction to Cyber Media and Social Media</b>	To understand the social media, its impact on public, and the cyber media	To develop students' understanding for social media and cyber media including the expose of the impacts of social media on public	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus

Credit Distribution		
L	T	P
0	0	2

**Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Unit 1 Introduction to Mass Communication</b> Mass Communication and Globalization Forms of Mass Communication <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must to know	14 Hours
2	<b>Unit 2 Advertisement</b> Types of Advertisements Advertising Ethics How to create advertisements/ story boards  <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must know	16 Hours
3	<b>Unit 3 Media Writing</b> Script Writing For TV and Radio Writing News Reports and Editorials Editing For Print and Online Media  <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must know	14 Hours
4	<b>Unit 4 Introduction to Cyber Media and Social Media</b> Types of Social Media The Impact of Social Media Introduction to Cyber Media <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Desirable to know	16 Hours

**Student Project:** Students shall be drafting a news feature and publishing its video clip on social media.

## EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"><li>▪ Attendance</li><li>▪ Assignments/Presentation/Project work etc.</li><li>▪ Mid-term Exam</li></ul>	
Total	<b>– 20 Marks</b>
<b>Summative Assessment:</b>	
<b>End Term Presentation and Viva-Voce– 30 Marks</b>	
<b>Grand Total</b>	<b>– 50 Marks</b>

**Prepared by Dr.Ashok Yadav, Assistance: Mr.Tushar**

Credit Distribution		
L	T	P
4	0	0

**Course Objective:**

- To understand poetry of Indian Diaspora
- To learn about short stories of Indian Diaspora
- To understand the Novels of Indian Diaspora by female writers
- To know about the Novels of Indian Diaspora by male writers

**Course Outcome:**

- The course will enable students to understand poetry of Indian Diaspora
- Students will be able to learn about short stories of Indian Diaspora
- The course will be helpful for students in understanding the novels of Indian Diaspora by female writers
- Students will come to know about the novels of Indian Diaspora by male writers

**A – Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Unit 1</b> Agha Shahid Ali ‘The Last Saffron’, ‘The Country Without a Post Office’ Meena Alexander ‘Where Do You Come From?’, ‘For My Father’, ‘Karachi 1947’	Must to know	16 Hours
2	<b>Unit 2</b> Jhumpa Lahiri ‘When Mr. Pirzada Came to Dine’ Chitra Banerjee Divakaruni ‘Arranged Marriage’	Must know	16 Hours
3	<b>Unit 3</b> Anita Desai <i>Bye-bye Blackbird</i> Bharati Mukherjee <i>Wife</i> (Non detailed)	Must know	16 Hours

4	<b>Unit 4</b> V S Naipaul <i>A Bend in the River</i> Salman Rushdie <i>Midnight Children</i> (Non detailed)	Desirable to know	16 Hours
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**Student Project:** Students shall be preparing a critical report on any migrated writer and his works.

### EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term Exam and put the average marks) Total	– 40 Marks
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	– 60 Marks
<b>Grand Total</b>	<b>– 100 Marks</b>

**Prepared by: Dr. Umesh Chandra, Assistance: Ms. Ambika Bhatnagar**

### SUGGESTED READINGS:

1. Behdad, Ali. *Belated Travelers: Orientalism in the Age of Colonial Dissolution*. Durham & London. Duke University Press, 1994.
2. Anand.T.S, ed. *Literature of the Indian Diaspora*. New Delhi: Creative Books, 2004.
3. Cohen, Robin. *Global Diasporas: An Introduction*. Second edition. New York. Routledge. 2008.
4. K. C. Sharma. *V.S. Naipaul: A Literary Criticism*. Delhi: Ankit Publishing House, 2013.
5. Kumar, Sanjeev. *Diasporic Transformations: Novels of V.S. Naipaul*. Rawat Publications, 2012.
6. Nayar, Pramod. K. *Postcolonial Literature: An Introduction*. Chennai: Pearson, 2008.
7. Srivastava, Shivangi. "Diasporic Sensibility: The Pull of Home." *The Criterion: An International Journal in English*. University of Lucknow. Vol III. Issue. IV. 2012.

**B- Curriculum**

<b>S No.</b>	<b>TOPIC</b>	<b>LEARNING OBJECTIVES</b>	<b>TEACHING GUIDELINES</b>	<b>METHODOLOGY</b>	<b>TIME</b>
1	<b>UNIT 1 POETRY</b>	To understand poetry of Indian Diaspora	To learn about poetry of disputed areas of Kashmir and Partition of India	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>UNIT 2 STORY</b>	To understand stories of Indian Diaspora	To know about the ideology about arranged marriages and Bangladesh Partition	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>UNIT 3 WOMEN NOVELISTS</b>	To know about the Novels of Indian Diaspora by female writers	To make understand the double marginalisation of females	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>UNIT 4 MEN NOVELISTS</b>	To know about the Novels of Indian Diaspora by male writers	To make understand the condition of people at the time of partition and Indians living in Africa	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus

Credit Distribution		
L	T	P
0	0	2

**Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Unit 1</b> Agha Shahid Ali 'The Last Saffron', 'The Country Without a Post Office' Meena Alexander 'Where Do You Come From?', 'For My Father', 'Karachi 1947' <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must to know	16 Hours
2	<b>Unit 2</b> Jhumpa Lahiri 'When Mr. Pirzada Came to Dine' Chitra Banerjee Divakaruni 'Arranged Marriage' <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must know	14 Hours
3	<b>Unit 3</b> Anita Desai <i>Bye-bye Blackbird</i> Bahrti Mukerjee <i>Wife</i> (Non detailed) <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must know	16 Hours
4	<b>Unit 4</b> V S Naipaul <i>A Bend in the River</i> Salman Rushdie <i>Midnight Children</i> (Non detailed) <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Desirable to know	14 Hours



**Student Project:**Students shall be preparing a critical report on any migrated writer and his works.

### **EVALUATION CRITERIA**

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"><li>▪ Attendance</li><li>▪ Assignments/Presentation/Project work etc.</li><li>▪ Mid-term Exam</li></ul>	
Total	<b>– 20 Marks</b>
<b>Summative Assessment:</b>	
<b>End Term Presentation and Viva-Voce– 30 Marks</b>	
<b>Grand Total</b>	<b>– 50 Marks</b>

**Prepared by:Dr. Umesh Chandra, Assistance: Ms. Ambika Bhatnagar**

<b>Credit Distribution</b>		
<b>L</b>	<b>T</b>	<b>P</b>
4	0	0

**Course Objective:**

- To know the functions of language
- To the function of literature and relationship between language and literature
- To understand the various phases of Indian literature
- To know the relationship of culture and society in contemporary Indian society

**Course Outcome:**

- Students will come to know the functions of language
- The course will be a tool to learn the function of literature and relationship between language and literature
- The course will be helpful for students in understanding the various phases of Indian literature
- Students will be able to know the relationship of culture and society in contemporary Indian society

**A – Syllabus**

<b>S No.</b>	<b>TOPIC</b>	<b>DOMAIN</b>	<b>HOURS</b>
1	<b>Unit 1 Language</b> Functions of language Language and class, gender, ethnicity, identity Language variation: dialect, slang, standard and non standard language Bilingualism and Multilingualism	Must to know	16 Hours
2	<b>Unit 2 Literature</b> Function of Literature The Relationship between Language and Literature: oral and written literature Literature, Society and Mythology	Must know	16 Hours
3	<b>Unit 3 Indian Literature</b> Salient features of ancient and medieval Indian literature Different phases of Indian literature	Must know	16 Hours

4	<b>Unit 4 Culture and Society in Contemporary India</b> The Idea of Culture Culture and the Media	Desirable to know	16 Hours
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**Student Project:**Students shall be examining and draft critical report on the different culture within a state and its impact on local language.

### EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term I Exam and put the average marks) Total <span style="float: right;"><b>– 40 Marks</b></span>	
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

**Prepared by: Ms. Amita Bhati, Assistance: Ms. Ambika Bhatnagar**

### SUGGESTED READINGS:

1. An anthology of writings on diversities in India Editorial Board: Department of English, University of Delhi
2. Coser, Lewis. *Sociology through Literature*, 2nd ed. Englewood Cliffs, N.J.: Prentice Hall. 1972
3. Wuthnow, Robert. *Meaning and Moral Order: Explorations in Cultural Analysis*. Berkeley: University of California Press, 1972
4. Williams, Raymond. *Culture and Society*. Columbia University Press, 1983
5. Jere Paul, Surber. *Culture and Critique: An Introduction to the Critical Discourses of Cultural Studies*. 1988

## B- Curriculum

S No.	TOPIC	LEARNING OBJECTIVES	TEACHING GUIDELINES	METHODOLOGY	TIME
1	<b>UNIT 1 Language</b>	To know the functions of language	To enable students the function of language in society and language variations.	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>UNIT 2 Literature</b>	To understand the function of literature and relationship between language and literature	To develop students learning about the function of literature, language and about oral form of literature	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>UNIT 3 Indian Literature</b>	To know the various phases of Indian literature	To enhance students understanding to the various times and phases of Indian literature	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>UNIT 4 Culture and Society in Contemporary India</b>	To know the relationship of culture and society in contemporary Indian society.	To enable students for the society, culture, and media in contemporary India	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus

## Syllabus

Credit Distribution		
L	T	P
0	0	2

S No.	TOPIC	DOMAIN	HOURS
1	<b>Unit 1 Language</b> Functions of language Language and class, gender, ethnicity, identity Language variation: dialect, slang, standard and non standard language Bilingualism and Multilingualism <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must to know	16 Hours
2	<b>Unit 2 Literature</b> Function of Literature The Relationship between Language and Literature: oral and written literature Literature, Society and Mythology <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must know	14 Hours
3	<b>Unit 3 Indian Literature</b> Salient features of ancient and medieval Indian literature Different phases of Indian literature <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must know	16 Hours
4	<b>Unit 4 Culture and Society in Contemporary India</b> The Idea of Culture Culture and the Media <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Desirable to know	14 Hours

**Student Project:** Students shall be examining and draft critical report on the different culture within a state and its impact on local language.

## EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"><li>▪ Attendance</li><li>▪ Assignments/Presentation/Project work etc.</li><li>▪ Mid-term Exam</li></ul>	
Total	– 20 Marks
<b>Summative Assessment:</b>	
<b>End Term Presentation and Viva-Voce– 30 Marks</b>	
<b>Grand Total</b>	<b>– 50 Marks</b>

**Prepared by: Ms. Amita Bhati, Assistance: Ms. Ambika Bhatnagar**

# Semester VI

## Scheme of Examination (Credit Distribution)

### (Theory +Tutorial/Project+Practicum)

Sr. No	Course Code	Course Name	Credit Distribution					Internal	External	Total Marks	Course Type
			L	T	P	C	H				
1	09210601	Postcolonial Writing	5	1	0	6	6	40	60	100	Core
2	09210602	Women Writing in English	4	0	0	4	4	40	60	100	Core
3	09210604/ 09210606	World Literature Or Writing for Media	4	0	0	4	4	40	60	100	DSE 3
4	09210608/ 09210610	Modern Indian Writing in English Translation Or Film Studies	4	0	0	4	4	40	60	100	DSE 4
<b>Practicum/Project/Viva-Voce</b>											
1	09210603	Women Writing in English		0	2	2	4	20	30	50	Core
2	09210605/ 09210607	World Literature Or Writing for Media		0	2	2	4	20	30	50	DSE 3
3	09210609/ 09210611	Modern Indian Writing in English Translation Or Film Studies		0	2	2	4	20	30	50	DSE 4
		<b>Total Credit</b>				<b>24</b>					
		<b>Total Marks</b>								<b>550</b>	
		<b>Total Hours</b>	20	4			24			<b>28</b>	

\* Student will choose Two DSE out of Four given above

**\*Note: In 6<sup>th</sup> semester Core 2 can be changed into minor Dissertation or project work of 6 credits**

Credit Distribution		
L	T	P
5	1	0

**Course Objective:**

- To understand Post Colonial poetry of Africa, India, Latin America
- To learn about Postcolonial short stories from different parts of the world
- To know Postcolonial novels from different parts of the world
- To learn the Postcolonial Dramatic production from different parts of the world

**Course Outcome:**

- The course will enable students to understand Post Colonial poetry of Africa, India, Latin America
- The course will be useful for students to learn about Postcolonial short stories from different parts of the world
- Students will be able to know Postcolonial novels from different parts of the world
- The course will be helpful for students in learning the Postcolonial Dramatic production from different parts of the world

**A – Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Unit 1</b> Chinua Achebe 'Vultures', 'Refugee Mother And Child' Pablo Neruda 'Walking Around, Too many Names', 'We Are Many' Jayant Mahapatra 'Taste for Tomorrow', 'A Rain of Rites', 'Seeing things in the dark'	Must to know	16 Hours
2	<b>Unit 2</b> Nadine Gordimer 'Loot' Salman Rushdie 'In the South'	Must know	16 Hours



3	<b>Unit 3</b> J M Coetzee <i>Disgrace</i> Hanif Kureishi <i>The Buddha of Suburbia</i> (Non detailed)	Must know	16 Hours
4	<b>Unit 4</b> Derek Walcott <i>Pantomime</i> August Wilson <i>Fences</i> (Non detailed)	Desirable to know	16 Hours

**Student Project:** Students shall be preparing a critical report on how post colonialism has shaped literature, with special reference to any 2 text prescribed in the syllabus/they may draft a critical analysis of postcolonial Indian English writing.

### EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term I Exam and put the average marks) Total <span style="float: right;"><b>– 40 Marks</b></span>	
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

**Prepared by Ms.Ambika Bhatnagar, Assistance:Dr.Umesh Chandra**

### SUGGESTED READINGS:

1. Ngũgĩ wa Thiong'o. *Decolonising the Mind : the Politics of Language in African Literature*. Zimbabwe Pubmishing House, 1986
2. Gilbert, Helen. *Postcolonial Plays: An Anthology*. Psychology Press, 2001
3. Young, Robert C.J. *Postcolonialism: A Very Short Introduction*. Oxford University Press, 2002
4. Boehmer, Elleke. *The Indian Postcolonial: A Critical Reader*. 2010

## B- Curriculum

S No.	TOPIC	LEARNING OBJECTIVES	TEACHING GUIDELINES	METHODOLOGY	TIME
1	<b>UNIT 1 POETRY</b>	To understand Post Colonial Poetry	To make understand African, Indian and Chilean Poetry	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>UNIT 2 STORY</b>	To Know Postcolonial Story	To make understand the Disputed partition histories	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>UNIT 3 NOVEL</b>	To know Postcolonial Novels	To make understand the Diasporic Literature	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>UNIT 4 DRAMA</b>	To know Postcolonial Drama	To explain the literature of divided loyalties	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus

Credit Distribution		
L	T	P
4	0	0

**Course Objective:**

- To understand poetry by significant women writers from different parts of the world
- To learn short stories by significant women writers from different parts of the world
- To understand poetry by significant women writers from different parts of the world
- To know the novels by significant women writers from different parts of the world

**Course Outcome:**

- The students will be able to understand poetry by significant women writers from different parts of the world
- The course will be helpful for students to learn short stories by significant women writers from different parts of the world
- The course will enable students to understand poetry by significant women writers from different parts of the world
- Students will be able to know the novels by significant women writers from different parts of the world

**A – Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Unit 1</b> Sylvia Plath ‘Daddy’ and ‘The Applicant’ Judith Wright ‘Trapped Dingo’ and ‘Turning Fifty’	Must to know	16 Hours
2	<b>Unit 2</b> Shashi Deshpande ‘Intrusion’ Alice Munro ‘The Bear Came Over the Mountain’	Must know	16 Hours
3	<b>Unit 3</b> Virginia Woolf <i>A Room of One's Own</i> Alice Walker <i>The Color Purple</i>	Must know	16 Hours

4	<b>Unit 4</b> Jean Rhys <i>Wide Sargasso Sea</i> (Non detailed) Charlotte Brontë, <i>Jane Eyre</i> (Non detailed)	Desirable to know	16 Hours
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**Student Project:** Students shall interview any two women writer and draft analytical report of their works.

### EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term I Exam and put the average marks) Total <span style="float: right;"><b>– 40 Marks</b></span>	
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

**Prepared by: Ms.Ambika Bhatnagar, Assistance:Mr.Tushar**

### SUGGESTED RAEDINGS:

1. Gilbert, Sandra. Gubar, Susan. “The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination.” *Nineteenth-century fiction*, 1980
2. Walter, Margaret. *Feminisms A Very Short Introduction*, 2005
3. Tolan, Fiona. “Feminisms”. *Literary Theory & Criticism: An Oxford Guide*, Delhi: OUP, 2006.
4. Bell, Hooks. *Ain't I a woman : Black women and feminism*, 2015

## B- Curriculum

S No.	TOPIC	LEARNING OBJECTIVES	TEACHING GUIDELINES	METHODOLOGY	TIME
1	<b>UNIT 1 POETRY</b>	To understand poetry by women writers	To make understand American Feminism	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>UNIT 2 STORY</b>	To Know story writing by women writers	To make understand Indian and Canadian Feminism	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>UNIT 3 NOVEL</b>	To know novels of women writers	To make understand Black Feminism	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>UNIT 4 TERM PAPER</b>	To know about the Novels	To observe the writing skills, understanding and presentation skills	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus

Credit Distribution		
L	T	P
0	0	2

**Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Unit 1</b> Sylvia Plath ‘Daddy’ and ‘The Applicant’ Judith Wright ‘Trapped Dingo’ and ‘Turning Fifty’ <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must to know	16 Hours
2	<b>Unit 2</b> Shashi Deshpande ‘Intrusion’ Alice Munro ‘The Bear Came Over the Mountain’ <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must know	14 Hours
3	<b>Unit 3</b> Virginia Woolf <i>A Room of One's Own</i> Alice Walker <i>The Color Purple</i> <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must know	16 Hours
4	<b>Unit 4</b> Jean Rhys <i>Wide Sargasso Sea</i> (Non detailed) Charlotte Brontë, <i>Jane Eyre</i> (Non detailed) <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Desirable to know	14 Hours

**Student Project:** Students shall interview any two women writer and draft analytical report of their works.

## EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"><li>▪ Attendance</li><li>▪ Assignments/Presentation/Project work etc.</li><li>▪ Mid-term Exam</li></ul>	
Total	<b>– 20 Marks</b>
<b>Summative Assessment:</b>	
<b>End Term Presentation and Viva-Voce– 30 Marks</b>	
<b>Grand Total</b>	<b>– 50 Marks</b>

**Prepared by: Ms.Ambika Bhatnagar, Assistance:Mr.Tushar**

Credit Distribution		
L	T	P
4	0	0

**Course Objective:**

- To know the world fame poetry from India and South Africa
- To understand world fame drama from Russia and Britain
- To know about the world fame short stories from France and Canada
- To understand the world fame novels from America and Latin America

**Course Outcome:**

- Students will come to know the world fame poetry from India and South Africa
- The course will enable students to understand world fame drama from Russia and Britain
- Students will learn about the world fame short stories from France and Canada
- The course will be helpful for students in understanding the world fame novels from America and Latin America

**A – Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Unit 1</b> Wole Soyinka ‘Civilian and Soldier’, ‘In the Small Hours’ Rabindranath Tagore ‘Where The Mind Is Without Fear’, ‘Freedom’	Must to know	16 Hours
2	<b>Unit 2</b> Anton Chekhov <i>The Cherry Orchard</i> Harold Pinter <i>The Birthday Party</i> (Non detailed)	Must know	16 Hours
3	<b>Unit 3</b> Guy de Maupassant ‘The Necklace’ Margaret Atwood Happy Endings	Must know	16 Hours



4	<b>Unit 4</b> Ernest Hemingway ' <i>A Farewell to Arms</i> ' Gabriel García Márquez <i>One Hundred Years of Solitude</i> (Non detailed)	Desirable to know	16 Hours
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**Student Project:** Students shall be preparing a detailed project report on recent Nobel Prize Winner/Booker Prize Winner writer and works.

### **EVALUATION CRITERIA**

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term I Exam and put the average marks) Total <span style="float: right;"><b>– 40 Marks</b></span>	
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

**Prepared by: Dr.Umesh Chandra, Assistance:Mr.Tushar**

### **SUGGESTED READINGS:**

1. Kahn, Andrews. *A History of Russian Literature*. 2018.
2. Lyons, John D. *French Literature: A Very Short Introduction*. 2010.
3. Kroller, Eva Marie. *The Cambridge Companion to Canadian Literature*. 2004.

**B- Curriculum**

<b>S No.</b>	<b>TOPIC</b>	<b>LEARNING OBJECTIVES</b>	<b>TEACHING GUIDELINES</b>	<b>METHODOLOGY</b>	<b>TIME</b>
1	<b>UNIT 1 POETRY</b>	To know the world fame poetry from India and South Africa	To learn various techniques of writing and reading poetry and drama	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>UNIT 2 DRAMA</b>	To understand world fame drama from Russia and Britain	To differentiate between various forms of novel, story and prose	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>UNIT 3 STORY</b>	To know about the world fame short stories from France and Canada	To cover Techniques, strategies, and Procedures in literary criticism	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>UNIT 4 NOVEL</b>	To understand the world fame novels from America and Latin America	To enhance the pronunciation skills	Lecture, PPT, Interactive sessions, Assignments, Group activities	As per syllabus

Credit Distribution		
L	T	P
0	0	2

## Syllabus

S No.	TOPIC	DOMAIN	HOURS
1	<b>Unit 1</b> Wole Soyinka 'Civilian and Soldier', 'In the Small Hours' Rabindranath Tagore 'Where The Mind Is Without Fear', 'Freedom' <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must to know	16 Hours
2	<b>Unit 2</b> Anton Chekhov <i>The Cherry Orchard</i> Harold Pinter <i>The Birthday Party</i> (Non detailed) <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must know	14 Hours
3	<b>Unit 3</b> Guy de Maupassant 'The Necklace' Margaret Atwood Happy Endings <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must know	16 Hours
4	<b>Unit 4</b> Ernest Hemingway ' <i>A Farewell to Arms</i> ' Gabriel García Márquez <i>One Hundred Years of Solitude</i> (Non detailed) <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Desirable to know	14 Hours

**Student Project:** Students shall be preparing a detailed project report on recent Nobel Prize Winner/Booker Prize Winner writer and works.

## EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"><li>▪ Attendance</li><li>▪ Assignments/Presentation/Project work etc.</li><li>▪ Mid-term Exam</li></ul>	
Total	– 20 Marks
<b>Summative Assessment:</b>	
<b>End Term Presentation and Viva-Voce– 30 Marks</b>	
<b>Grand Total</b>	<b>– 50 Marks</b>

**Prepared by: Dr. Umesh Chandra, Assistance: Mr. Tushar**

<b>Credit Distribution</b>		
<b>L</b>	<b>T</b>	<b>P</b>
4	0	0

**Course Objective:**

- To know about various forms of writing for print media
- To learn about writing for Radio and TV
- To learn about writing for film
- To learn about writing for various platforms of digital media

**Course Outcome:**

- Students will be able know about various forms of writing for print media
- The course will enable students to learn about writing for Radio and TV
- Students will be able to acquire knowledge about writing for film
- The course will enable students to understand writing for various platforms of digital media

**A – Syllabus**

<b>S No.</b>	<b>TOPIC</b>	<b>DOMAIN</b>	<b>HOURS</b>
1	<b>Unit 1: Writing for Print</b> News Writing-Hard news, soft news Feature writing Editorial writing Column writing Writing for magazines Public relations and corporate writing	Must to know	16 Hours
2	<b>Unit 2: Writing for Radio &amp; TV</b> Writing for Radio news Current Affairs programmes writing Feature writing Writing for News based programs Writing for Crime based programs Writing for entertainment programs and Reality shows	Must know	16 Hours

3	<b>Unit 3: Writing for Films</b> Writing for Advertising and Corporate films Writing for Documentary films Writing for PSA's Writing for Fiction Films	Must know	16 Hours
4	<b>Unit 4: Writing for Digital Media</b> Blog writing Writing news and features for Websites Concept and Content creation	Desirable to know	16 Hours

**Student Project:** Students shall be publishing a feature or news article or any news report on print media or news portal.

### EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term Exam and put the average marks) Total <span style="float: right;"><b>– 40 Marks</b></span>	
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

**Prepared by Dr. Umesh Chandra, Assistance: Dr. Ashok Yadav**

### SUGGESTED READINGS:

1. Lajos, Egri. *The art of creative writing*. Citadel, 2001
2. LaMotte, Anne. *Bird by Bird: Some Instructions on Writing and Life*. Anchor Books edition, 1995
3. Whelan, Bridget. *Back to Creative Writing School*. Createspace Independent Publishing Platform, 2014
4. Burroway, Janet. *Writing Fiction: A Guide to Narrative Craft*. Pearson, 2014

## B- Curriculum

S No.	TOPIC	LEARNING OBJECTIVES	TEACHING GUIDELINES	METHODOLOGY	TIME
1	<b>Unit 1: Writing for Print</b>	To know about various forms of writing for print media	To provide knowledge about writing for print media to the students	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>Unit 2: Writing for Radio &amp; TV</b>	To learn about writing for Radio and TV	To enable students for writing in Radio and TV	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>Unit 3: Writing for Films</b>	To learn about writing for film	To provide knowledge about writing for Cinema to the students	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>Unit 4: Writing for Digital Media</b>	To learn about writing for various platforms of digital media	To enable the students for writing blogs, website and other forms of digital media	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus

## Syllabus

Credit Distribution		
L	T	P
0	0	2

S No.	TOPIC	DOMAIN	HOURS
1	<b>Unit 1: Writing for Print</b> News Writing-Hard news, soft news Feature writing Editorial writing Column writing Writing for magazines Public relations and corporate writing <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must to know	16 Hours
2	<b>Unit 2: Writing for Radio &amp; TV</b> Writing for Radio news Current Affairs programmes writing Feature writing Writing for News based programs Writing for Crime based programs Writing for entertainment programs and Reality shows <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must know	14 Hours
3	<b>Unit 3: Writing for Films</b> Writing for Advertising and Corporate films Writing for Documentary films Writing for PSA's Writing for Fiction Films <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must know	16 Hours
4	<b>Unit 4: Writing for Digital Media</b> Blog writing Writing news and features for Websites Concept and Content creation <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Desirable to know	14 Hours

**Student Project:** Students shall be publishing a feature or news article or any news report on print media or news portal.



## EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"><li>▪ Attendance</li><li>▪ Assignments/Presentation/Project work etc.</li><li>▪ Mid-term Exam</li></ul>	
Total	<b>– 20 Marks</b>
<b>Summative Assessment:</b>	
<b>End Term Presentation and Viva-Voce– 30 Marks</b>	
<b>Grand Total</b>	<b>– 50 Marks</b>

**Prepared by Dr. Umesh Chandra, Assistance: Dr. Ashok Yadav**

Credit Distribution		
L	T	P
4	0	0

**Course Objective:**

- To understand the significant modern Indian poetry translated in English
- To know the 20th century Indian short stories translated in English
- To learn the modern Indian plays translated in English
- To understand significant novels written in Indian languages

**Course Outcome:**

- Students will be able to understand the significant modern Indian poetry translated in English
- Students will come to know the 20th century Indian short stories translated in English
- The course will enable students to learn the modern Indian plays translated in English
- The course will be useful for students in understanding significant novels written in Indian languages

**A – Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Unit 1</b> Rabindranath, From <i>Geetanjali</i> (a) '11th, Leave the Chanting', (b) '12th Fruit Gathering' Amrita Pritam 'I Say Unto Warish Shah', 'Tale of Fire'	Must know	16 Hours
2	<b>Unit 2</b> Fakir Mohan Senapati 'Rebati' Gurudial Singh 'A Season of no Return'	Must know	16 Hours
3	<b>Unit 3</b> Girish Karnad <i>Fire and Rain</i> Badal Sircar <i>Scandal of Fairyland</i> (Non detailed)	Must know	16 Hours

4	<b>Unit 4</b> U R Anantmoorti <i>Samskar</i> Premchand <i>Godan</i> (Non detailed)	Desirable to know	16 Hours
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**Student Project:** Students shall be translating any of their prescribed short story/poem form the syllabus or significant literary piece beyond the syllabus.

### EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term I Exam and put the average marks) Total	– 40 Marks
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	– 60 Marks
<b>Grand Total</b>	<b>– 100 Marks</b>

**Prepared by: Dr. Umesh Chandra, Assistance: Mr. Tushar**

### SUGGESTED READINGS:

1. Banerjee, Soma. "The Tale of a Cleft Soul: Duality of Women in the Novels of Amrita Pritam", *Indian Women Novelists: Set III: Vol. 7*. R. K. Dhawan (Ed.) New Delhi: Prestige Books, 1995.
2. Goyal, Bhagwat S. "Two Memorable Autobiographies", *Culture and Commitment Aspects of Indian Literature in English*. Bhagat S. Goyal. Meerut: Shalabh Book House, 1984.
3. Acharya, Pritish "The Linguistic Movement in the 19th Century Orissa", *Odisha Historical Research Journal*, Vol. XLVII, No.1.
4. Boulton, John V "Phakir Mohan Senapati- His Life and Prose Fiction". Odisha Sahitya Akademy, 1993
5. Vinod, T R. Galpkar *Gurdial Singh*. Amritsar: Nanak Singh Pustakmala, 2000.
6. Madge, V. M. (2009). *Vijay Tendulkar's play: An anthology of recent criticism*. New Delhi: Pencraft International.

**B- Curriculum**

<b>S No.</b>	<b>TOPIC</b>	<b>LEARNING OBJECTIVES</b>	<b>TEACHING GUIDELINES</b>	<b>METHODOLOGY</b>	<b>TIME</b>
1	<b>UNIT 1 POETRY</b>	To understand the significant modern Indian poetry translated in English	To develop students to comprehend the modern Indian poetry translated in English	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>UNIT 2 STORY</b>	To know the 20 <sup>th</sup> century Indian short stories translated in English	To enable students to understand 20 <sup>th</sup> century Indian short stories from local languages	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>UNIT 3 PLAY</b>	To learn the modern Indian plays translated in English	To enhance students learning for Indian plays translated in English	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>UNIT 4 NOVEL</b>	To understand significant novels written in Indian languages	To enable students for Indian novels written in local languages	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus

Credit Distribution		
L	T	P
0	0	2

**Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Unit 1</b> Rabindranath, From <i>Geetanjali</i> (a) '11th, Leave the Chanting', (b) '12th Fruit Gathering' Amrita Pritam 'I Say Unto Warish Shah', 'Tale of Fire' <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must know	16 Hours
2	<b>Unit 2</b> Fakir Mohan Senapati 'Rebati' Gurudial Singh 'A Season of no Return' <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must know	14 Hours
3	<b>Unit 3</b> Girish Karnad <i>Fire and Rain</i> Badal Sircar <i>Scandal of Fairyland</i> (Non detailed) <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must know	16 Hours
4	<b>Unit 4</b> U R Anantmoorti <i>Samskar</i> Premchand <i>Godan</i> (Non detailed) <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Desirable to know	14 Hours

**Student Project:** Students shall be translating any of their prescribed short story/poem form the syllabus or significant literary piece beyond the syllabus.

## EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"><li>▪ Attendance</li><li>▪ Assignments/Presentation/Project work etc.</li><li>▪ Mid-term Exam</li></ul>	
Total	<b>– 20 Marks</b>
<b>Summative Assessment:</b>	
<b>End Term Presentation and Viva-Voce– 30 Marks</b>	
<b>Grand Total</b>	<b>– 50 Marks</b>

**Prepared by:Dr. Umesh Chandra, Assistance:Mr. Tushar**

Credit Distribution		
L	T	P
4	0	0

**Course Objective:**

- To understand about world cinema
- To learn about Indian cinema
- To acquire knowledge about various genres, style of films
- To know about production, distribution, marketing of films

**Course Outcome:**

- The course will be useful for students in understanding World Cinema
- The course will enable students to learn about Indian cinema
- Students will be able to acquire knowledge about various genres, style of films
- Students will be also able to know about production, distribution, marketing of films

**A – Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Unit 1: World Cinema</b> Brief History of world and Indian Cinema Early narrative cinema (screening of D. W. Griffith's Birth of a Nation) German Expressionism Soviet Montage Italian Neo-realist Cinema French New Wave Independent film-making in Hollywood' (screening of Quentin Tarantino's Pulp Fiction) Hollywood studio system.	Must to know	16 Hours
2	<b>Unit 2: Indian Cinema</b> Brief History of Indian Cinema Star system Hindi formula film (screening of Manmohan Desai's Amar Akbar Anthony) Indian parallel cinema movement – Benegal, Sahni, Kaul, Nihlani Indian-global cinema (screening of Mira Nair's Salaam Bombay) Gender & Sexuality (Indian Cinema)	Must know	16 Hours

3	<b>Unit 3: Genres, Styles and Content</b> Different Genres of films Narrative & Documentary styles Ingredients - Script, Sound, Visuals, Performers, Assembly, Selling and Exposition	Must know	16 Hours
4	<b>Unit 4: Film Production, Exhibition &amp; Beyond</b> Key Film Making Departments Personnel and Roles Marketing Distribution Exhibition Censorship Major Film Awards and events	Desirable to know	16 Hours

**Student Project:** Students shall be preparing a short film on any contemporary relevant topic.

### EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/etc.</li> <li>▪ Mid-term Exam</li> </ul> ( Need to conduct 2 Mid-term I Exam and put the average marks) Total	<b>– 40 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

**Prepared by: Mr. Tushar, Assistance: Ms. Ambika Bhatnagar**

### SUGGESTED READINGS:

1. Monaco, James, et al. *How to Read a Film: The Art, Technology, Language*, 2000
2. Cook, David A. *A History of Narrative Film*. New York: Norton. 1981
3. Bordwell, David, and Kristin Thompson. *Film Art: An Introduction*. New York: The McGraw-Hill Companies. 1996
4. Hill, John, and Pamela Church Gibson. *The Oxford Guide to Film Studies*. Oxford: Oxford University Press. 1998
5. Kabir, Nasreen Munni. *Guru Dutt: A Life in Cinema*. Delhi: Oxford University Press. 1996.
6. Prasad, M. Madhava. *Ideology of the Hindi Film: a Historical Construction*. Delhi; New York: Oxford University Press. 1998
7. Rajadhyaksha, Ashish. *Indian cinema in the time of celluloid: from Bollywood to the Emergency*. Indiana University Press, 2010



## B- Curriculum

S No.	TOPIC	LEARNING OBJECTIVES	TEACHING GUIDELINES	METHODOLOGY	TIME
1	<b>WORLD CINEMA</b>	To learn about world cinema	To cover history, various film movements around the world	Lecture, Interactive sessions, Assignments, Organizing small events of the department.	As per syllabus
2	<b>INDIAN CINEMA</b>	To learn about Indian cinema	To cover history, development of Indian Cinema	Lecture, PPT, Interactive sessions, Assignments	As per syllabus
3	<b>GENRES, STYLES &amp; CONTENT</b>	To learn about various genres, style of films	Make students know about various genres of films, their style	Lecture, PPT, Interactive sessions, Assignments,	As per syllabus
4	<b>FILM PRODUCTION, EXHIBITION &amp; BEYOND</b>	To learn about production, distribution, marketing of films	Make students know about marketing, distribution and exhibition	Lecture, PPT, Interactive sessions, Assignments, Group activities, Organizing an event	As per syllabus

Credit Distribution		
L	T	P
0	0	2

**Syllabus**

S No.	TOPIC	DOMAIN	HOURS
1	<b>Unit 1: World Cinema</b> Brief History of world and Indian Cinema Early narrative cinema (screening of D. W. Griffith's Birth of a Nation) German Expressionism Soviet Montage Italian Neo-realist Cinema French New Wave Independent film-making in Hollywood' (screening of Quentin Tarantino's Pulp Fiction) Hollywood studio system.  <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must to know	16 Hours
2	<b>Unit 2: Indian Cinema</b> Brief History of Indian Cinema Star system Hindi formula film (screening of Manmohan Desai's Amar Akbar Anthony) Indian parallel cinema movement – Benegal, Sahni, Kaul, Nihlani Indian-global cinema (screening of Mira Nair's Salaam Bombay) Gender & Sexuality (Indian Cinema)  <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must know	14 Hours
3	<b>Unit 3: Genres, Styles and Content</b> Different Genres of films Narrative & Documentary styles Ingredients - Script, Sound, Visuals, Performers, Assembly, Selling and Exposition <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Must know	16 Hours

4	<b>Unit 4: Film Production, Exhibition &amp; Beyond</b> Key Film Making Departments Personnel and Roles Marketing Distribution Exhibition Censorship Major Film Awards and events  <b>Practicum: Project/Presentation/Field Work/Assignment</b>	Desirable to know	14 Hours
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**Student Project:** Students shall be preparing a short film on any contemporary relevant topic.

### EVALUATION CRITERIA

<b>Formative Assessment:</b>	
<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Assignments/Presentation/Project work etc.</li> <li>▪ Mid-term Exam</li> </ul>	
Total	<b>– 20 Marks</b>
<b>Summative Assessment:</b>	
<b>End Term Presentation and Viva-Voce– 30 Marks</b>	
<b>Grand Total</b>	<b>– 50 Marks</b>

**Prepared by: Mr.Tushar, Assistance: Ms. Ambika Bhatnagar**