###### **NOIDA INTERNATIONAL UNIVERSITY**

**Logo

Description automatically generated**

**DEPARTMENT OF ENGLISH**

**SCHOOL OF LIBERAL ARTS**

**BACHELOR OF ARTS: ENGLISH (HONOURS)**

**(Semester Based Course)**

**National Education Policy 2020**

**Rules, Regulations and Course Contents**

**Effective from**

**Academic year 2022-2023 onwards**

# Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching–learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So, it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

**B.A. Programme Details**

# Programme Objectives (POs)

The objectives of the B.A. (Honours) English programme are manifold and start with imparting students with an in-depth knowledge and understanding through the core courses which form the basis of English namely, Classical Literature, British Literature, Comparative Literature, American Literature, Popular Literature, Film Adaptation, Translation, Language and Linguistics and ELT. Creative thinking capabilities are also aimed to be encouraged through tutorials. The elective and open elective courses are designed for more specialized and/or interdisciplinary content to equip students with a broader knowledge base. Literary Theory course is aimed to equip the students to apply theory and criticism to study literature. The project is expected to give an effect of how research leads to new findings.

# Programme Specific Outcomes (PSOs)

* + Understanding the basics of English particularly concepts in Classical Literature, British Literature, Comparative Literature, American Literature, Popular Literature, Film Adaptation, Translation, Language and Linguistics and ELT.
  + Learn to think critically and analyze literary theories.
  + Gain hands on experience to study Literature further.
  + Viewing English (Literature and Linguistics) as a training ground for the mind developing a critical attitude and the faculty of logical reasoning that can be applied to diverse fields.

|  |  |
| --- | --- |
| Semester I | Nov./Dec. Examination |
| Semester II | April/May Examination |
| Semester III | Nov./Dec. Examination |
| Semester IV | April/May Examination |
| Semester V | Nov./Dec. Examination |
| Semester VI | April/May Examination |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Sem** | **Course Code** | **Paper Title** | **Theory/ Practical** | **L** | **P** | **SW** | **Credits** |
| B.A. 1 | I | A040101T | History of English Literature | Theory | 4 |  | 1 | 05 |
| B.A. 1 | I | A040102T | Introduction to Linguistics | Theory | 4 |  | 1 | 05 |
| B.A 1 | I | 1. A050103T 2. A070103T | 1. Indian Culture through Ages (History) 2. Contemporary Issues in Society (Sociology) | Theory | 3 |  | 2 | 5 |
| B.A. 1 | I | A270103T | Communicative English | Theory | 3 |  | 1 | 4 |
| B.A. 1 | I |  | Basic Photographic Skills Practical (SJMC) | Theory |  | 4 |  | 4 |
| B.A. 1 | I |  | Universal Human Values (Jeevan Kaushal Course) | Theory | 2 |  |  | 2 |
| B.A. 1 | II | A040201T | British and American Drama | Theory | 4 |  | 1 | 05 |
| B.A. 1 | II | A040202T | Indian Literature in Translation | Theory | 4 |  | 1 | 05 |
| B.A. 1 | II | 1.A060203T2.A390203T | 1. Indian Constitution (Political Science) 2. Introduction to the UN system | Theory | 4 |  | 1 | 05 |
| B.A. 1 | II | A110203T | Environmental Studies (Geography) | Theory | 3 |  | 1 | 4 |
| B.A. 1 | II |  | Advanced Photographic Skills Practical (SJMC) | Theory |  | 3 |  | 3 |
| B.A. 1 | II |  | Communication Skills (Jeevan Kaushal) | Theory | 2 |  |  | 2 |
| B.A. 2 | III | A040301T | Classical Literature | Theory | 4 |  | 1 | 05 |
| B.A. 2 | III | A040302T | Fiction | Theory | 4 |  | 1 | 05 |
| B.A. 2 | III | 1.A280303T | 1. Organization Behavior 2. Self-Reliance and Socialization | Theory | 3 |  | 2 | 05 |
| B.A. 2 | III | A060303T | Human Rights and Laws (Political Science) | Theory | 3 |  | 1 | 4 |
| B.A. 2 | III |  | Basic Content Writing Skills(SJMC) | Theory | 3 |  |  | 3 |
| B.A. 2 | III |  | Professional Skills (Jeevan Kaushal) | Theory | 2 |  |  | 2 |
| B.A. 2 | IV | A040401T | Indian Literatures in English | Theory | 4 | 0 | 1 | 05 |
| B.A. 2 | IV | A040402T | Literature in Films & Media Studies | Theory | 4 | 0 | 1 | 05 |
| B.A. 2 | IV | 1.A090403T 2.A110403T | 1. Psychology of Social Behaviour (Psychology) 2. Tourism Geography (Geography) | Theory | 3 | 0 | 2 | 05 |
| B.A. 2 | IV |  | Women and Children Law (SLLA ) | Theory | 3 | 0 | 1 | 4 |
| B.A. 2 | IV |  | Writing for Media Print (SJMC) | Theory | 3 | 0 | 0 | 3 |
| B.A. 2 | IV |  | Leadership and Managerial Skills (Jeevan Kaushal) | Theory | 3 | 0 | 1 | 4 |
| B.A. 3 | V | A040501T | Media & Journalistic Writing | Theory | 4 | 0 | 1 | 05 |
| B.A. 3 | V | A040502T | Selected Works of Shakespeare | Theory | 4 | 0 | 1 | 05 |
| B.A. 3 | V | A040503T | English Prose & Writing Skills | Theory | 4 | 0 | 1 | 05 |
| B.A. 3 | V | A040504T | Women’s Writing in English | Theory | 4 | 0 | 1 | 05 |
| B.A. 3 | V |  | Research Methodology | Theory | 4 | 0 | 0 | 0 4 |
| B.A. 3 | V |  | Problem-Solving and Decision-Making (SJMC) | Theory | 2 | 0 | 0 | 02 |
| B.A. 3 | V |  | Project | Theory | 0 | 0 | 0 | 4 |
| B.A. 3 | VI | A040601T | The English Poetry | Theory | 4 | 0 | 1 | 05 |
| B.A. 3 | VI | A040602T | Comparative Literature | Theory | 4 | 0 | 1 | 05 |
| B.A. 3 | VI | A040603T | Indian Writing in English | Theory | 4 | 0 | 1 | 05 |
| B.A. 3 | VI | A040604T | Partition Literature | Theory | 4 | 0 | 1 | 05 |
| B.A. 3 | VI |  | Entrepreneurship and startup Management(SBM) | Theory | 3 | 0 | 1 | 04 |
| B.A. 3 | VI |  | Personality Development | Theory | 2 | 0 | 0 | 02 |

# Subject Pre-requisites

* Open to all

# Programme Outcomes (POs)

The programme aims to:

* Develop an appreciation of English language, its connotations and interpret and appreciate the didactic purpose of literature
* Take cognizance of the historical, social and cultural context of each literary work and thereby make connections between literature and society & appreciate literature’s ability to stimulate feeling
* Sensitize students to the aesthetic, cultural and social aspects of literature
* Present an extensive view of the cultural and social patterns of the society in specific time and situations in which it flourished by covering all walks of human life- rational, irrational, carnal, and emotional
* Make the students aware of literature written/translated in English speaking countries like UK/ USA
* Develop a more complex understanding of the history, literature, narrative techniques, drama techniques, kind of fiction and drama existing in Britain, America and India
* Augment the understanding of fundamental tenets of classical literature
* Develop an understanding of the various connotations of the term ‘New Literatures’ and the difference from other terms like Commonwealth Literature etc.
* Develop an insight regarding the idea of world literature and the pertinent issues of feminism, racism and diasporic relocations
* Provide job opportunities through ‘skill-based’ courses
* Instill in students a new zeal and a new vision of life to make them a better citizen
* Recreate a response through creative indulgences like script-writing, dialogue writing, and be able to exploit his/her creative potential through online media like blogging.
* Engage students with various strategies of drafting and revising, style of writing and analytical skills, diagnosing and developing scholarly methodologies, use of language as a means of creative expression, will make them effective thinkers and communicators
* Demonstrate comprehension of and listener response to aural and visual information
* Comprehend and contextualize contemporary films adapted from literature, to describe objectively its importance and usefulness for the society while analyzing its plot and characters.
* Comprehend translation as a useful bridge between various linguistic regions
* Assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning
* Acquire basic skills to pursue translation as research and career
* Introduce the learners to the nuances of the changing media scenario in terms of production of media content
* Inculcate in them the skills of reporting, editing and feature writing in print medium to have a career perspective in media and journalism.
* Deepen knowledge in English literature for higher studies
* Help the students to prepare for competitive exams
* Create a possibility to emerge as prospective writers, editors, content developers, teachers etc.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Programme/Class:  **B.A(Hons)** | Year:  **FIRST** | | | Semester:  **FIRST** |
| Subject:  **ENGLISH** | | | | |
| Course Code: - A040101T | | Course Title:  **History of English Literature** | | |
| **Course Outcomes:**  After completing this course, the students will be able to:   * Develop an understanding of the historical background of Greek and Roman literature and history * Recognize the great works of unparalleled classical writers like Plato, Homer and Sophocles * Develop an understanding of the evolution of English Literature, the concept, causes and impact of Renaissance and Reformation * Trace the origin and development of English drama through Miracle and Morality plays and the plays of University Wits * Develop an acquaintance with major religious, political and social movements from 15th to 20th century and their influence on English literature * Comprehend the basic difference and special characteristics of the major literary tendencies of various ages and develop familiarity with major literary works by British writers in the field of Poetry, Drama and Fiction * Understand the characteristics of Elizabethan and Metaphysical poetry and special features of Neo-classical age and its literature * Identify the reasons of the emergence of prose and novels and the decline of drama in England in the 18th century * Comprehend the role of French Revolution in the evolution of romanticism in English literature * Interpret the characteristics of Victorian age and the growth of literature in the age * Appreciate the special characteristics of the poetry of Pre-Raphaelites and Naughty- Nineties * Comprehend the trends in the poetry, drama and fiction of 20th century English literature | | | | |
| Credits: **05** | | | Paper: **Core Compulsory** | |
| Max. Marks: **25+75** | | | Min. Pass Marks: **………** | |

|  |  |  |  |
| --- | --- | --- | --- |
| Total No. of Lectures—Practical-SW (in hours per week): **4-0-1**.=5. | | | |
| **Unit** | **Topic** | | **No. of Lectures** |
| **I** | History of English Literature from 14th Century to Romantic Age including  * The Renaissance * Enlightenment Age * Romantic Age * Victorian Age * Modern Age | | **12** |
| **II** | **English Literature from Chaucer to Renaissance**   * The age of Chaucer * The Dark Ages * Renaissance and Reformation * Miracle and Morality Play * University Wits; Elizabethan Poetry   Metaphysical Poetry | | **12** |
| **III** | **Seventeenth Century & Eighteenth Century**   * Neo-Classicism * Growth of the Novel * Precursors of Romanticism * French Revolution   Growth of Romantic Literature (Prose, Poetry, Drama and Novel) | | **12** |
| **IV** | **The Romantic Age & Nineteenth Century**   * Growth of Victorian Literature (Prose, Poetry, Drama and Novel);   Pre-Raphaelite Poetry; Naughty Nineties | | **12** |
| **V** | **The Twentieth Century**   * Georgian Poetry, * Imagism and Symbolism; * Twentieth Century Novel- Psychological Novel, Stream of Consciousness Novel * Twentieth Century Drama * Drama of Ideas * Epic Theatre   Feminism. | | **12** |
| **Suggested Readings:**   * Daiches, D., “A Critical History of English Literature”, Supernova Publishers, 2010. * Compton- Rickett, A., “A History of English Literature” Nabu Press, 2010. * Boulton, M., “The Anatomy of Prose”, Kalyani, New Delhi, 1982. * Chambers, E., “The Development of English Prose”, Oxford University Press, London, 1957. * Read, H., “English Prose Style”, Pantheon, New York, 1981. * Walker, H., “English Essays and Essayists”, J.M. Dent and Sons Ltd., London, 1928. * Williams, W.E., “A Book of English Essays”, Penguin Books, Harmondsworth, 1948. * <https://www.youtube.com/embed/l-kbE7oyUWU> * <https://www.youtube.com/embed/Cb7IbraaIm4> * <https://rtionline.gov.in/index.php> * <http://consumerhelpline.gov.in/consumer-rights.php> * [www.jaagore.com/know-your-police/procedure-of-filing-fir](http://www.jaagore.com/know-your-police/procedure-of-filing-fir) * [www.consumercomplaints.in/municipal-corporation-of-delhi-b100274](http://www.consumercomplaints.in/municipal-corporation-of-delhi-b100274) | | | |
| This course can be opted as an elective by the students of following subjects:  **Open to all** | | | |
| **Suggested Continuous Evaluation Methods:**  Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows: | | | |
| **Practical/Project/Assignment** | | **15Marks** | |
| **Internal Class Test** | | **20 Marks** | |
| **Attendance** | | **5 Marks** | |
| Course prerequisites: | | **Open to all** | |
| Suggested equivalent online courses:  ……………………………………………………………………………………………….. | | | |
| Further Suggestions:  ………………………………………………………………………………………………. | | | |

**(Texts marked with \* are for detailed study)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class:  **B.A(Hons)** | | Year:  **FIRST** | | Semester:  **FIRST** | |
| Subject:  **ENGLISH** | | | | | |
| Course Code: - A040102T | | Course Title: **Introduction to Linguistics** | | | |
| **Course Outcomes:**  After completing this course, the students will be able to:   * Understand the basic terminology and practical elements of Linguistics. * Comprehend the meaning of words, phrases and sentences in a given context. * Establish foundations in the major areas of Phonetics and Spoken English. * Develop an understanding of the various sounds used in English (RP). * Develop descriptive and analytical techniques essential to the analysis of sounds, including experimental methods in phonetics, phonemic analysis , constituency and tonal phonology, * Understand the concept of Phonetics in terms of Sound System. * Aware the students about the transcription of words for clear punctuations. * Acquire the students a proper intonation and rhythm. * Grasp the complexity of language as a communication system shaped by cognitive, biological, cultural, and social factors. | | | | | |
| Credits: **05** | | | Paper: **Core Compulsory** | | |
| Max. Marks: **25+75** | | | Min. Pass Marks: **………** | | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): **4-0-1=5.** | | | | | |
| **Unit** | **Topic** | | | | **No. of Lectures** |
| **I** | **Phonetics**   * An Introduction * Organs of Speech * Production of Speech Sound | | | | **11** |
| **II** | **Classification of Sounds:-**   * Vowel and consonant * Description and classification of Speech sounds: Consonants and Vowels(Manner & Place of Articulation) | | | | **11** |
| **III** | **Phonology:**   * An Introduction * Concept of Phonology: Phonology vs. Phonetics * International Phonetic Alphabets * Concept of Phoneme * Allophones * Phonemic Transcription | | | | **11** |
| **IV** | **Syllables:**   * Introduction of Syllables * Syllabic Consonants, * Consonant clusters, * Onset, Nucleus, and Coda, * Tree diagram representation of syllables in words * Tree diagram representation of syllables in sentences | | | | **11** |
| **V** | **Paralinguistic:**   * Paralanguage * Pitch, Rhythm: Stress-timed Rhythm * Intonation: Falling Tone, Rising Tone, Falling-Rising Tone, Tonic Syllable * Transcription of related Sentences | | | | **12** |
| **VI** | **Morphology:**   * Basic Concepts: Scope and nature of morphology; * Concepts of morpheme, morph, allomorph, zero allomorph, conditions on allomorphs; lexeme and word. * Types of morphemes | | | | **12** |
| **Suggested Readings:**   1. Kreidler, Charles W. (1997) Describing Spoken English: An Introduction. USA&CANADA: Routledge 2. McMahon, April (2002). An Introduction to English Phonology. Edinburgh: EUP 3. Sethi J. & P.V.Dhamija (2006). A Course in Phonetics and Spoken English. NewDelhi: Prentice Hall. | | | | | |

|  |  |
| --- | --- |
| This course can be opted as an elective by the students of following subjects:  **Open to all** | |
| **Suggested Continuous Evaluation Methods:**  Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows: | |
| **Project/Assignment** | **15 Marks** |
| **Internal Class Test** | **20Marks** |
| **Attendance** | **5 Marks** |
| Course prerequisites: | **Open to all** |
| Suggested equivalent online courses:  ……………………………………………………………………………………… | |
| Further Suggestions:  ……………………………………………………………………………………… | |

**(Text marked with \* are for detailed study)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Programme / Class** | | B.A. (Honors) | **Year** | B.A.I | **Semester** | I | |
| **Subject** | | ENGLISH (Major III) | | | | | |
| **Course Code** | | A050103T | **Course Title** | **Indian Culture through Ages** | | | |
| **Course Outcome**- The course is aimed to acquaint students with the roots and changes in the Indian Culture from ancient to modern times. This also aims to provide an introduction to the Political ideas, Educational system and socio-religious environment that formed the basis of Indian Culture and Heritage. This course is designed to impart knowledge of Indian culture through Ancient, Medieval and modern Indian history. It includes themes around social, cultural, intellectual and technological developments in Indian history. | | | | | | | |
| **Credits** – 6 | | **Max. Marks** : 100 | | **Min. Passing Marks** :33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 5-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | **Concepts of Cultural Heritage**   * Traditional and Modern Concepts of Culture * Tangible and Intangible heritage * Social, Cultural and Religious Heritage * UNESCO World Heritage Sites * Myths and Legends, Traditions, Oral History * Relationship between Culture and Civilization * Sources to study Indian Culture: Literary and Archaeological | | | | | | 15 |
| II | **UNESCO – Origin and Relevance**   * Background and Origin of UNESCO (United Nations Educational, Scientific and Cultural Organisation) * Goals and Objectives of UNESCO * Concept of Tangible and Intangible Heritage * UNESCO World Heritage Sites – Cultural, Natural, Mixed | | | | | | 15 |
| III | **Ancient Indian Culture**   * Vedic and Post-Vedic Culture * Rise of Buddhism and Jainism * Education system and important Centres * Art & Architecture * Poets and famous literature * Scientific Achievements | | | | | | 15 |
| IV | **Medieval Indian Culture**   * Rise of Bhaktism and Sufism * Education system and important Centres of Learning * Medieval Indian Art & Architecture * Poets and famous literature | | | | | | 15 |
| V | **Modern Indian Culture**   * Western Ideas and Indian Responses * New Education system and important Centres * Colonial art & Architecture * Socio-religious Reforms-Reformation and Revivalism * Tribes of India and their habitat * Vernacular Literature | | | | | | 15 |
|  | **Total Lectures** | | | | | | 75 |
| **Suggested Readings:**     * Altekar, AS, 1958, *State and Government in India*, Delhi * Bandyopadhyaya, N.C. 1980. *Development of Hindu Polity and Political Theories*, Delhi * Basham, A.L. 1989. *The Wonder that was India*, Delhi * Bhardwaj R., Kala C, *Tribes of India: Realities and Representations,* 2022 * Buddha Prakash : *India and the World*, New Delhi. * Chandra, S, 2009: *History of Medieval India: Part 1,* New Delhi * Chandra, S, 2009: *History of Medieval India: Part 2,* New Delhi * Chandra, B, 2016, India’s Struggle for Independence, New Delhi * E.H. Carr: *What is History?* London. * Kosambi, D.D. 1975. *An Introduction to the Study of Indian History*. Bombay. * Kosambi, D.D. 1975. *The Culture and Civilization of Ancient India*. Delhi. * Majumdar, R.C. 1994. *Ancient India.* Delhi . * Majumdar, R.C. 1996. *The Vedic Age.* Mumbai . * Majumdar, R.C., 1922, *Corporate Life in Ancient India,* Calcutta * Masih, Y. 2017, *A Comparative Study of Religions*, Varanasi * Sharma, R.S. 1957. *Aspects of Political Ideas and Institutions in Ancient India*, Delhi * Singh, C. 2015, *Aspects of Medieval Indian Architecture* * Subbarayappa, B.V. 1988. *Scientific Heritage of India.* Bangalore. * Thapar, Romila. 1984. *Ancient Indian Social History*. Hyderabad. * Tiwari, K.N. 1997, *Comparative Religion,* Varanasi. | | | | | | | |
|  | | | | | | | |
| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz. | | | | | | | |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Programme/Class** | | | **Certificate** | **Year** | | **B.A.I** | | | **Semester** | | **I** |
| **Subject** | | | ENGLISH | | | | | | | | |
| **Course Code** | | | **A070103T** | | **Course Title** | | | **CONTEMPORARY ISSUES IN SOCIETY** | | | |
| **Course Outcomes:**  The objective is making students understand the origin and development of sociology as a discipline and make students learn the varied theoretical concepts of sociology. | | | | | | | | | | | |
| Credits - 5 | | Maximum Marks: 100 | | | | | Minimum Marks: 33 | | | | |
| Total No. of Lectures –Tutorials – Practical ( in hours per week) : 4-0-1 | | | | | | | | | | | |
| **Unit** | **Topic** | | | | | | | | | **No. of Lectures** | |
| I | **INTRODUCTION TO SOCIOLOGY**  ·       Understanding Sociology  ·       Meaning & Definitions  ·       Emerging Scope & Significance of Sociology  ·       Evolution of Discipline in India & West | | | | | | | | | 8 | |
| II | **EVOLUTION OF SOCIETIES**  ·       Meaning and Definition of society  ·       Origin and Evolution of Societies  ·       Sociological Perspective on Societies  ·       Contemporary Societies & Associated Issues | | | | | | | | | 8 | |
| III | **SOCIAL INSTITUTIONS IN INDIA**  ·       Family: Meaning & Types  ·       Kinship: Meaning & Types  ·       Marriage: Meaning & Types  ·       Changing Trends in Family, Kinship and Marriage | | | | | | | | | 8 | |
| IV | **SOCIAL PROCESSES AND SOCIAL CHANGES**  ·       Sanskritization and De-Sanskritization  ·       Westernization and Globalization  ·       Meaning and Types of Social Change  ·       Theories of Social Change & Associated Issues | | | | | | | | | 8 | |
| V | **CONTEMPORARY SOCIAL ISSUES**  ·       Transnational Migration and Transnationalism  ·       Women and Child Trafficking  ·       Poverty and Unemployment  ·       Sexual Harassment at Workplace | | | | | | | | | 7 | |
| VI | **SOCIAL SCHEMES IN INDIA**  ·       MNREGA  ·       Ladli Yojna  ·       Janni Suraksha Yojna  ·       Rural Health Mission | | | | | | | | | 7 | |
| VII | **SOCIAL LEGISLATIONS IN INDIA**  ·       Anti-trafficking laws  ·       Migration and Refugee laws  ·       Sexual Harassment Act  ·       Laws on Maternity | | | | | | | | | 7 | |
| VIII | **CONTEMPORARY SOCIAL CHALLENGES**  ·       Meaning and Significance of Disaster Management  ·       Impact of CORONA on Society  ·       Globalization and New World Order | | | | | | | | | 7 | |
| **This is an elective course open for all.** | | | | | | | | | | | |
| **Suggested Readings:**  1.     Contemporary Social Issues by Smarak Swain, 2019, Oak Bridge  2.     Principles of Sociology with an introduction to social thoughts by C.N. Shankar Rao, S. Chand  **3.**     Social Problems in India, 2021 by Ram Ahuja, Rawat Publications | | | | | | | | | | | |
| **Suggested Continuous Internal Evaluation Methods (40 Marks):**  ·       Advocacy Campaign on Girl Child/Reproductive Health  ·       Test with multiple choice questions / short and long answer questions.  ·       Research Orientation of the student.  ·       Quiz  ·       Attendance | | | | | | | | | | | |
| **Suggested equivalent online courses:**  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Programme / Class** | | Degree | **Year** | B.A.I | **Semester** | I | |
| **Subject** | | English | | | | | |
| **Course Code:**  A270103T | |  | **Course Title** | **Communicative English**  **(with Reference to English Grammar)** | | | |
| Course objectives   1. To improve the students’ accuracy and fluency in English through a well-developed vocabulary, and enable them to listen to English spoken at normal conversational speed by educated English speakers and respond appropriately in different socio-cultural and professional contexts. 2. To develop critical thinking in the behavioral skills in the students. 3. To enable them to express their ideas relevant to given topics | | | | | | | |
| **Credits –** 2 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Subject and Predicate, Phrase & Clause, Parts of Speech, Subject Verb Agreement, Sentences: simple, complex, compound | | | | | | 3 |
| II | Narration, Punctuation, spelling Rules, synthesis, sequence of sentences | | | | | | 3 |
| III | Grammar and Usage  Basic Grammar- Articles, Noun, Pronoun, Adjective, Verb, Finite & Nonfinite Verbs, Adverb, Prepositions, Auxiliaries Modals, Phrasal verbs | | | | | | 4 |
| IV | Negative-affirmative Sentence structure, Developing skills- Listening, Speaking, Reading, Pronunciations and Accent, Gerunds | | | | | | 4 |
| V | Kinds of sentences and clauses, Transformations-Active passive Voice, Direct-Indirect Speech, Tenses, Mood, conjunction, Interjection | | | | | | 5 |
| VI | Transformations-Active passive, Direct-Indirect, Negative-affirmative Sentence structure, Developing skills- Listening, Speaking, Reading. | | | | | | 3 |
| VII | Antonyms, Synonyms, Paronyms, homonyms, Idioms, One word substitution, Some common errors, Idioms phrases | | | | | | 3 |
| VIII | Paragraph Writing: Descriptive, Argumentative, Expository etc.  Formal correspondence, Précis writing, Report writing, Academic Essay writings, spotting Error, Cloze Test | | | | | | 5 |

**Suggested Readings:**

* Ramon & Prakash, Business Communication, Oxford.
* Sydney Greenbaum Oxford English Grammar, Oxford.
* [The Manual of English Grammar and Composition](https://en.wikipedia.org/w/index.php?title=The_Manual_of_English_Grammar_and_Composition&action=edit&redlink=1) by [J. C. Nesfield](https://en.wikipedia.org/wiki/J._C._Nesfield).

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Programme / Class** | | Degree | **Year** | B.A.I | **Semester** | I | |
| **Subject** | | English | | | | | |
| **Course Code** | |  | **Course Title** | **Basic Photographic Skills Practical** | | | |
| **Course Outcome**- Course Objectives:  •  Handle Digital SLR Camera  •  Compose and Shoot in different lighting conditions.  •  Make a photo feature on a specific topic  Instructional plan  This course will focus on the visual grammar and Basic skills of photography. The students make a basic Photography portfolio by the end of the semester. | | | | | | | |
| **Credits –** 3 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Introduction to Photography & Camera  ⮚Basics of Photography. ⮚ Principles of Camera Obscura.  ⮚ Working of Camera  ⮚Understanding various types of Cameras & its Parts (Including pinhole, compact camera, Polaroid Camera, T.L.R, S.L.R D.S.L.R camera)  **Practical Assignment: Students will submit an assignment based on analysis of 5 photographs from the Mobile Phone.** | | | | | | 8 |
| II | Practical exercises-  ⮚Proper way of holding a DSLR Camera. (Battery, Card, Lenses)  ⮚Handling accessories- Tripod, Base Plate, Camera flash, etc.  ⮚Auto Manual Focus use  ⮚Vertical vs. Horizontal | | | | | | 7 |
| III | ⮚ Exposure Triangle (Aperture, Shutter, ISO)  ⮚ Auto White Balance, Auto Focus  ⮚Types of shots & Angle  Assignment 1- Students will submit Hardcopies of 6 photographs of different exposure. | | | | | | 7 |
| IV | Photoshop basics & Mobile Apps  Overview of software- Image size and resolution Tools (Selections tools, move tools Painting tools: Intro, paint bucket Gradient pattern Pen Tools, Eraser tools, etc tools Intro to layers  The tax type tool, Blending option (Layer Style)  Color correction.  Final Project - Students will submit photo essay of any Beats Consisting 10-15 photographs (printed on photo paper). Each photo should have a suitable caption. | | | | | | 8 |

**Suggested Readings:**

* The Darkroom Cookbook; Anchell, Stephen G.
* Practical photography; Freeman, John
* Visual Communication: Images with messages by Paul Martin Lester
* Focal Press: Basic Photography by Michael Langford
* The History of Photography: As Seen Through the Spira Collection, S.F. Spira

**Format for developing syllabus for a course/paper**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Programme / Class** | | Degree | **Year** | B.A.I | **Semester** | I | |
| **Subject** | | Co-curricular | | | | | |
| **Course Code** | |  | **Course Title** | **Universal Human Values** | | | |
| **Course Outcome**- The present course deals with the meaning, purpose, and relevance of universal human values and how to inculcate and practice them consciously to be a good human being and realize one’s potential. | | | | | | | |
| **Credits –** 2 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Introduction: What is love? Forms of love — for self, parents, family, friend, spouse, community, nation, humanity and other beings — the living and the non-living. • Love and compassion and inter-relatedness. • Love, compassion, empathy, sympathy and non-violence. • Individuals who are remembered in history for practicing compassion and love. • Narratives and anecdotes from history and literature including local folklore. • Practicing love and compassion: What will learners gain if they practice love and compassion? What will learners lose if they don’t practice love and compassion? • Sharing learner’s individual and/or group experience(s). | | | | | | 05 |
| II | Introduction: What is truth? Universal truth, truth as value, truth as fact (veracity, sincerity, honesty among others) • Individuals who are remembered in history for practicing this value. • Narratives and anecdotes from history and literature including local folklore. • Practicing Truth: What will learners learn or gain if they practice truth? What will learners lose if they don’t practice it? • Individual and/or group experience(s). | | | | | | 05 |
| III | Introduction: What is non-violence? Its need. Love, compassion, empathy sympathy for others as pre-requisites for non-violence. • Ahimsa as non-violence and non-killing. • Individuals and organizations that are known for their commitment to non-violence. Narratives and anecdotes about non-violence from history and literature, including local folklore. • Practicing non-violence: What will learners learn/gain if they practice non-violence? What will learners lose if they don’t practice it? • Sharing individual and/or group experience(s) about non-violence. | | | | | | 05 |
| IV | Introduction: What is righteousness? • Righteousness and dharma, righteousness and propriety. • Individuals who are remembered in history for practicing righteousness. • Narratives and anecdotes from history and literature, including local folklore. • Practicing righteousness: What will learners learn/gain if they practice righteousness? What will learners lose if they don’t practice it? • Sharing learners’ individual and/or group experience(s). | | | | | | 05 |
| V | Introduction: What is peace? Its need, relation with harmony, and balance. • Individuals and organizations that are known for their commitment to peace. • Narratives and anecdotes about peace from history and literature, including local folklore. • Practicing peace: What will learners learn/gain if they practice peace? What will learners lose if they don’t practice it? • Sharing learner’s individual and/or group experience(s) about peace. | | | | | | 05 |
| VI | Introduction: What is service? Forms of service, for self, parents, family, friend, spouse, community, nation, humanity and other beings — living and nonliving, persons in distress or disaster. • Individuals who are remembered in history for practicing this value. • Narratives and anecdotes dealing with instances of service from history and literature, including local folklore. • Practicing service: What will learners learn/gain if they practice service? What will learners lose if they don’t practice it? • Sharing learners’ individual and/or group experience(s) regarding service. • Simulated situations. • Case studies. | | | | | | 05 |

**Suggested Reading:**

* Ghosh, Shantikumar. 2004. Universal Values. Kolkata: The Ramakrishna Mission.
* Ghosh, Sri Aurobindo. 1998. The Foundations of Indian Culture. Pondicherry: Sri Aurobindo Ashram.
* Joshi, Kireet. 1997 Education for Character Development. Delhi: Dharma Hinduja Centre of Indic Studies.
* Joshi, Rokeach. 1973. The Nature of Human Values. New York: The Free Press.
* Mookerji, Radha K. 1989 Ancient Indian Education. Delhi: Motilal Banarasidass
* Patra, Avinash. 2012. The Spiritual Life and Culture of India. London: Oxford University Press.
* Saraswati, Swami Satyananda. 2008. Asana Pranayama Mudra Bandha. Munger: Bihar School of Yoga

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class:  **BA** | | Year:  **FIRST** | | Semester:  **SECOND** | |
| Subject:  **ENGLISH** | | | | | |
| Course Code: - A040201T | | Course Title:  **British and American Drama** | | | |
| **Course Outcomes:**  After completing this course, the students will be able to:   * Develop an understanding of various types of drama & related literary terms * Learn the core elements of structure such as exposition, complication and resolution or denouement * Trace the origin and growth of drama in England and America * Comprehend the political, economic, social and intellectual background leading to the rise of drama in England and America * Analyze and appreciate the representative works of British and American Drama * Comprehend the general features of Shakespearean plays * Develop an interest in Shakespearean language, his use of images, supernatural elements, music and the word play * Demonstrate the ability to contextualize the works of American dramatists, interpret the thematic and stylistics elements of the plays and appreciate their literary worth, social relevance and timeless appeal * Comprehend the trends in modern drama through the study of poetic drama and problem plays | | | | | |
| Credits: **05** | | | Paper: **Core Compulsory** | | |
| Max. Marks: **25+75** | | | Min. Pass Marks: **………** | | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): **6-0-0**. | | | | | |
| **Unit** | **Topic** | | | | **No. of Lectures** |
| **I** | **Drama Types**  Tragedy & Types; Comedy & Types; Tragi-Comedy; Expressionist Drama; Drama of Ideas; Poetic Drama; Closet Drama; The Problem Play; Theatre of Absurd | | | | **12** |
| **II** | **Elements of Drama**  Authorial Intrusion; Cacophony; Circumlocution; Conflict; Diction; Epilogue; Epithet; Euphemism; Euphony; Malapropism | | | | **11** |
| **III** | **Literary Terms (Drama)**  Flashback; Foil; Foreshadowing; Hubris; Hyperbaton; Motif; Nemesis; Periphrasis; Portmanteau; Prologue; Epilogue | | | | **11** |
| **IV** | **Literary Terms (Drama)**  Unity of Time; Place & Action; Setting; Spoonerism; Stage | | | | **11** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Direction; Syntax; Theme; Understatement; Verisimilitude. | |  |
| **V** | **British Drama**  William Shakespeare- \**Othello* | | **12** |
| **VI** | **British Drama**  G.B. Shaw- *Arms & the Man*  Goldsmith- *She Stoops to Conquer* | | **11** |
| **VII** | **American Drama**  T.S. Eliot- \**Murder in the Cathedral* | | **11** |
| **VIII** | **American Drama**  Tennessee Williams- *A Street Car Named Desire*  Arthur Miller- *The Price* | | **11** |
| **Suggested Readings:**   * Bogard, T. & Oliver, W., “Modern Drama: Essays in Criticism”, Oxford University Press, New York, 1965. * Boulton, M., “The Anatomy of Drama”, Kalyani, New Delhi, 1980. * Brooks, V.W., “The Writer in America”, E.P. Dutton and Co. Inc., New York, 1953. * Cohn, R., “Currents in Contemporary Drama”, Indiana University Press, Bloomington, 1969. * Golden, W.C., “A Brief History of English Drama from the Earliest to the Latest Times”, Forgotten Books, London, 2018. * Krasner, D., Ed., “A Companion to Twentieth Century American Drama”, Blackwell Companions, 2007. * Kernan, A.B., “The Modern American Theatre”, Prentice Hall, New Jersey, 1967. * Kitchin, L., “Drama in Sixties”, Faber and Faber, London, 1966. * Nicoll, A., “A History of English Drama”, Cambridge University Press, Cambridge, 2009. * <https://www.youtube.com/embed/whvEeYQ3ZKg> * <https://www.youtube.com/embed/NtsBzRd7Mcs> * <https://www.youtube.com/embed/ReOOYnIj2mI> * <https://www.youtube.com/embed/oA78Lh7RGy4> * <https://www.youtube.com/embed/ajmt0BLnI14> | | | |
| This course can be opted as an elective by the students of following subjects:  **Open to all** | | | |
| **Suggested Continuous Evaluation Methods:**  Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows: | | | |
| **Project/Assignment** | | **15 Marks** | |
| **Internal Class test** | | **20 Marks** | |
| **Attendance** | | **5 Marks** | |

|  |  |
| --- | --- |
| Course prerequisites: | **Open to all** |
| Suggested equivalent online courses:  ……………………………………………………………………………………………….. | |
| Further Suggestions:  ……………………………………………………………………………………………….. | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class:  **B.A(Hons)** | | Year:  **FIRST** | | Semester:  **SECOND** | |
| Subject:  **ENGLISH** | | | | | |
| Course Code: - A040202T | | Course Title:  **Indian Literature in Translation** | | | |
| **Course Outcomes:**  After completing this course, the students will be able to:   * Develop a comparative perspective to study the texts * Understand the history of translation and various forms of translations * Analyse the translation tools to make use of technology like computer and mobile in the process of translation * Attain accessibility to regional literary forms * Contextualize the texts of Jaishankar Prasad, Amrita Pritam, and Tagore in their respective social and cultural milieu * Develop an insight into the philosophy of Kabir through his verses * Gain a historical vision of the partition trauma and the contemporary issues of the tribal people through the writings of Bhisham Sahni and Mahasweta Devi * Develop an insight about Indian familial conflicts and social evils * Enhance job opportunities by fostering translation skills * Understand Indian consciousness and review the past through translated texts | | | | | |
| Credits: **05** | | | Paper: **Core Compulsory** | | |
| Max. Marks: **25+75** | | | Min. Pass Marks: **………** | | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): **4-0-1**. | | | | | |
| **Unit** | **Topic** | | | | **No. of Lectures** |
| **I** | 1. Introducing Translation: A Brief History and Significance of Translation in a Multilinguistic and Multicultural Society like India 2. Literal translation Versus Free translation | | | | **12** |
| **II** | **Fiction**  Rabindranath Tagore, *The Home and the World,* tr. Surendranath Tagore. | | | | **11** |
| **III** | **Short Fiction**   1. Bhisham Sahni- *Amritsar Aa Gaya*   Mahasweta Devi- *The Hunt* | | | | **11** |

|  |  |  |  |
| --- | --- | --- | --- |
| **V** | **Drama**   1. Mohan Rakesh- *Adhe Adhure* (Halfway House) 2. Vijay Tendulkar- *Kanyadan* | | **11** |
| **Suggested Readings:**   * Baker, M., “In Other Words: A Course Book on Translation”, Routledge, New York, 2001. * Chaudhuri, Sukanta, “Translation and Understanding”, OUP, New Delhi. * Gargesh, R. & Goswami, K.K., “Translation and Interpreting: Reader and Workbook”, Orient Longman, New Delhi, 2007. * Lakshmi, H., “Problems of Translation”, Booklings Corporation, Hyderabad, 1993. * Newmark, P., “A Textbook of Translation”, Prentice Hall, London, 1988. * Toury, G., “Translation Across Cultures”, Bahri Publications, New Delhi, 1984. * Sukrita P. Kumar, “Narrating Partition”, Indialog, Delhi, 2004. * Tendulkar, V., “Kanyadan”, OUP, 1996. * <https://www.ijsr.net/archive/v5i9/ART20161838.pdf> * <https://www.youtube.com/embed/DNohmWH21OY> * <https://www.youtube.com/embed/UmDqN7zWPhs> | | | |
| This course can be opted as an elective by the students of following subjects:  **Open to all**. | | | |
| **Suggested Continuous Evaluation Methods:**  Continuous Internal Evaluation shall be based on Project/ Assignment and Oral/ PowerPoint Presentation. The marks shall be as follows: | | | |
| **Project/Assignment** | | **15Marks** | |
| **Internal Class test** | | **20 Marks** | |
| **Attendance** | | **5 Marks** | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Programme / Class | | Certificate | Year | B.A.I | Semester | I | |
| Subject | | English | | | | | |
| Course Code | |  | Course Title | **Indian Constitution** | | | |
| Course Outcome-Acquaintance to Indian Constitution and its evolution is indispensable for a student to make a sense of Indian Constitution. The course is designed to provide an overview of evolution of the Indian constitution, which would help students in understanding Indian political system. | | | | | | | |
| Credits – 4T+2P | | Max. Marks : 100 | | Min. Passing Marks :33 | | | |
| Total No. of Lectures - Tutorials - Practical (in hours per week) : 4-0-0 | | | | | | | |
| Unit | Topic | | | | | | No. of  Lectures |
| I | Stages Of Constitutional Development, Making Of The Constituent  Assembly  Philosophy Of Indian Constitution, Citizenship | | | | | | 10 |
| II | Fundamental Rights, Fundamental Duties, Directive Principles Of State Policy | | | | | | 10 |
| III | Union Executive & Union Legislature  President, Cabinet, Prime Minster Lok Sabha And Rajya Sabha, Speaker | | | | | | 10 |
| IV | State Executive& Legislature:  Powers, Functions And The Relationship Between The Governor & Chief Minister, The Legislative Assembly, The Legislative Council | | | | | | 10 |
| V | Judiciary:  Composition, Powers & Jurisdiction Of Supreme Court, High Court, District Court | | | | | | 10 |
| VI | Centre-State Relations: Administrative ,Legislative & Financial, Special  Provisions For Tribal Areas And N-E, Composition, Function And Power Of Election Commission | | | | | | 10 |
| Suggested Readings:   1. Basu D. (2012) ‘Introduction to the Constitution of India’ Lexis NexisNewDelhi 2. Bhargava (ed.) ‘Politics & Ethics of the Indian Constitution’ Oxford University Press NewDelhi 3. BiswalTapan (2017) ‘BharatiyaShasanSamvaidhanikLoktantraaurRajneetikPrakriya’ Orient BlackswanNewDelhi 4. Chaube S. (2009) ’The Making & working of the Indian Constitution’ National Book Trust, NewDelhi 5. Ghosh Peu (2012) ‘Indian Government & Politics’ PHI Learning Pvt. Ltd. NewDelhi 6. Singh M.P. &SexenaRekha (2008) ‘Indian Politics: Contemporary Issues and Concerns’   Prentice Hall of India Pvt. Ltd. NewDelhi | | | | | | | |
| This Course Can Be Opted As An Elective By The Student Of Any Subject. | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Programme / Class** | | B.A. (Hons) | **Year** | I | **Semester** | II | |
| **Subject** | | **Geography** | | | | | |
| **Course Code** | | A390203T | **Course Title** | **Introduction to the UN System** | | | |
| **Course Outcome** – The course intends to introduce the UN system to the students. It will analyse the need and importance of international organizations. The course will investigate the Legal Framework and Structural Aspects of the UN. It will be also focusing on the peacekeeping, peacemaking, and peacebuilding, so that the students will be able to understand the different peace initiatives taken by the UN from time to time. | | | | | | | |
| **Credits –** 5 | | **Max. Marks:** 100 | | **Min. Passing Marks:** 33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week): 3-2-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | **Introduction and Importance**   * Meaning of International Organizations * The Need and importance of International Organizations * The League of Nations and the Establishment of the United Nations | | | | | | 10 |
| II | **The United Nations System**   * Need and Importance of the UN * Legal Framework of the UN * Specialized Agencies of the UN | | | | | | 8 |
| III | **Structural Aspects of the UN**   * UN General Assembly * The Security Council * The Economic and Social Council * The Trusteeship Council * The Secretariat * The International Court of Justice | | | | | | 10 |
| IV | **Some important tasks of the UN**   * Armed Conflicts * Peacekeeping * Placemaking * Peacebuilding | | | | | | 8 |
| V | * Reforming of the UNSC * Strengths and weaknesses of the UN * Contemporary challenges to the UN | | | | | | 6 |
| **TOTAL LECTURES** | | | | | | | 42 |

Suggested Readings:

Alger, Chadwick F. (2006), The United Nations System: A Reference Handbook, ABC-CLIO: London.

Baehr, Peter R. and Gordenker, Leon (2005), United Nations: Reality and Ideal, 4th ed. Palgrave, Basinstoke, pp.125-145.

Claude, Jr. Inis L., (1971) Swords into Plowshares: The Problems and Progress of International Organization, 4th edn. Random House, New York.

Doyle Michael W and Sambanis, Nicholas (2007), „ Peacekeeping Operations‟ in Weiss, Thomas G. and Daws, Sam, ed. The Oxford Handbook on the United Nations, Oxford University Press, Oxford, pp. 323-348.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Programme / Class** | | B.A. (Hons) | **Year** | I | **Semester** | II | |
| **Subject** | | **English** | | | | | |
| **Course Code** | | A390203T | **Course Title** | **Introduction to the UN System** | | | |
| **Course Outcome** – The course intends to introduce the UN system to the students. It will analyse the need and importance of international organizations. The course will investigate the Legal Framework and Structural Aspects of the UN. It will be also focusing on the peacekeeping, peacemaking, and peacebuilding, so that the students will be able to understand the different peace initiatives taken by the UN from time to time. | | | | | | | |
| **Credits –** 5 | | **Max. Marks:** 100 | | **Min. Passing Marks:** 33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week): 3-2-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | **Introduction and Importance**   * Meaning of International Organizations * The Need and importance of International Organizations * The League of Nations and the Establishment of the United Nations | | | | | | 10 |
| II | **The United Nations System**   * Need and Importance of the UN * Legal Framework of the UN * Specialized Agencies of the UN | | | | | | 8 |
| III | **Structural Aspects of the UN**   * UN General Assembly * The Security Council * The Economic and Social Council * The Trusteeship Council * The Secretariat * The International Court of Justice | | | | | | 10 |
| IV | **Some important tasks of the UN**   * Armed Conflicts * Peacekeeping * Placemaking * Peacebuilding | | | | | | 8 |
| V | * Reforming of the UNSC * Strengths and weaknesses of the UN * Contemporary challenges to the UN | | | | | | 6 |
| **TOTAL LECTURES** | | | | | | | 42 |

**Format for developing syllabus for a course/paper**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Programme / Class** | | Degree | **Year** | B.A.I | **Semester** | II | |
| **Subject** | | Geography | | | | | |
| **Course Code** | | A110203T | **Course Title** | **Environmental Studies** | | | |
| **Course Outcome**- This course provides basic scientific knowledge and understanding of how our world works from an environmental perspective. Topics covered include: basic principles of ecosystem function; biodiversity and its conservation; human population growth; water resources and management; water, air and soil pollution; climate change; energy resources, and sustainability. | | | | | | | |
| **Credits –** 4 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** /SW/ Practical (in hours per week) : 3-1-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Ecology, Ecosystem, Structure and function of ecosystem, Energy flow in an ecosystem, Ecotone, Food chain, food web and ecological succession, Major Ecosystems: Desert ecosystem, Forest ecosystem, Grassland ecosystem, Aquatic ecosystem | | | | | | 5 |
| II | Levels of biological diversity: genetic, species and ecosystem diversity; Biogeography zones of India; Biodiversity patterns and global biodiversity hot Spots. Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions, Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity. | | | | | | 5 |
| III | Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value, Biome, Classification of biome, Ecological Successions, Soil erosion and desertification, deforestation, | | | | | | 5 |
| IV | Environmental pollution, Types, causes, effects and controls; Air, water, soil, chemical and noise pollution. Industrial waste management: Control measures of urban and industrial waste, Solid waste management: Control measures of urban and industrial waste. | | | | | | 5 |
| V | Climate change, global warming, ozone layer depletion, acid rain, Impacts on human communities and agriculture. Environment Laws, Nature reserves, tribal population and rights, and human, wildlife conflicts with special reference to India. | | | | | | 5 |
| VI | Field Work: Visit to an area to document environmental assets; river/forest/flora/fauna, etc. Visit to a local polluted site – Urban/Rural/Industrial/Agricultural. Study of simple ecosystems-pond, river, Delhi Ridge, etc., | | | | | | 5 |

**Suggested Readings:**

* Agarwal KC, 2001. Environmental Biology, Nidi Publishers Ltd. Bikaner.
* BharuchaErach, 2003. The Biodiversity of India, Mapin Publishing Pvt. Ltd, Ahmedabad – 380013, India.
* Brunner RC, 1989, Hazardous Waste Incineration, McGraw Hill Inc.
* Clark RS, Marine Pollution, Clanderson Press, Oxofrd (TB).
* Cunningham WP, Cooper TH, Gorhani E & Hepworth MT, 2001. Environmental Encyclopaedia, Jaico Publishing House, Mumbai, 1196pgs.
* De AK, Environmental Chemistry, Wiley Eastern Ltd.
* Gleick HP, 1993. Water in Crisis, Pacific Institute for Studies in Development, Environment and Security. Stockholm Environmental Institute, Oxford University Press.
* Hawkins RE, Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
* Heywood VH and Watson RT, 1995.Global Biodiversity Assessment.Cambridge University Press.
* Jadhav H and Bhosale VM, 1995. Environmental Protection and Laws.Himalaya Publishing House, Delhi.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Programme / Class** | | Degree | **Year** | B.A.I | **Semester** | II | |
| **Subject** | | ENGLISH | | | | | |
| **Course Code** | |  | **Course Title** | **Advanced Photographic Skills Practical** | | | |
| 1. The course will open an avenue for the students to explore career options and individual ventures in Photojournalism, which is a specialized and developing area in the media landscape.  2. Students will be able to: Define the process, uses, principles and advantages of digital photography.  3. Develop the concept of the basics of digital imaging, , Resolution, Pixel depth, Aspect Ratio, File Formats, File Size, Image Compression etc. Visualize the concept of digital platform and various methods of image capture. | | | | | | | |
| **Credits –** 3 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** Practicle – Self work(in hours per week) : 0-3-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Introduction to Photography & Camera  ⮚ Sensors: CCD and CMOS  ⮚Soft focus, long exposure, short exposure, multiple exposures,  ⮚ White Balance, Focus  ⮚Understanding lenses (Prime, Telephoto lenses, Wide Angle, Normal, Fish eye, etc.)  ⮚Use of different Mode dial in photography  **Assignment 1**- Students will submit softcopies of 6 photographs of different exposure and lenses | | | | | | 8 |
| II | Composition  ⮚ Formats of a digital image  ⮚ Focal length, filed of view and depth of field  ⮚ Rule of Thirds ⮚ Balancing Elements, Symmetry and Patterns  ⮚ Viewpoint, Depth, Framing, Nose Room.  **Assignment 2** - Students will submit softcopies of 6 photographs of different guidelines of composition. Students will submit hardcopies of 3 selected photographs printed on photo paper. | | | | | | 7 |
| III | Lights & Various Beats  ⮚ Lighting & its control (source, Flash)  ⮚ One, two & three point lighting  ⮚ Bounce Lighting  ⮚Hard and soft lighting  ⮚Direct light, diffused light,  ⮚ Portrait, Nature & landscapes, ⮚ Wildlife  **Assignment 3**- Students will submit softcopies of 10 photographs of different lighting setup. | | | | | | 7 |
| IV | Different Area of Photography  ⮚ Stop motion Photography  ⮚ Product Photography  ⮚ Model & Fashion Photography  ⮚ Wild Life Photography  ⮚ Event & Wedding Photography Etc.  Final Project - Students will submit photo essay & Stop motion Film | | | | | | 8 |

**Suggested Readings:**

* Langford, M., Smith, R. S., & Renn, P. (2010). Langford's basic photography: The guide for serious photographers. Oxford: Focal.
* Langford, M. (1987). The step-by-step guide to Photography. New York: Alfred A. Knopf ● London, B., & Upton, J. (1998). Photography. New York: Longman
* The Darkroom Cookbook; Anchell, Stephen G.
* Practical photography; Freeman, John

**Format for developing syllabus for a course/paper**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Programme / Class** | | Degree | **Year** | B.A.I | **Semester** | II | |
| **Subject** | | Co-curricular | | | | | |
| **Course Code** | |  | **Course Title** | **Communication Skills** | | | |
| **Course Outcome**- Learners will be able to: 1. Gain Self-competency and Confidence 2. Practice Emotional Competency 3. Gain Intellectual Competency 4. Gain an Edge through Professional Competency 5. Aim for a High Sense of Social Competency 6. Be an Integral Human Being. | | | | | | | |
| **Credits –** 2 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Techniques of Effective Listening • Listening and Comprehension • Probing Questions • Barriers to Listening, Pronunciation • Enunciation • Vocabulary • Fluency • Common Errors | | | | | | 07 |
| II | Techniques of Effective Reading • Gathering Ideas and Information from a Given Text i. • Interpret the Text i. | | | | | | 07 |
| III | Clearly State the Claims • Avoid Ambiguity, Vagueness, Unwanted Generalizations, and Oversimplification of Issues • Provide Background Information • Effectively Argue the Claim • Provide Evidence for the Claims • Use Examples to Explain Concepts. Follow Convention • Be Properly Sequenced • Use Proper Signposting Techniques • Be Well Structured i. Well-knit Logical Sequence ii. Narrative Sequence iii. Category Groupings • Different Modes of Writing i. E-mails ii. Proposal Writing for Higher Studies iii. Recording the Proceedings of Meetings iv. Any Other Mode of Writing Relevant for Learners. | | | | | | 08 |
| IV | Meaning of Nonverbal Communication (NVC) • Advantages of Using Nonverbal Communication • Introduction to Modes of Nonverbal Communication i. Open and Closed Body Language ii. Eye Contact and Facial Expression iii. Hand Gestures • Do’s and Don’ts in NVC • Learning from Experts • Activities-based Learning. | | | | | | 08 |

**Suggested Reading:**

* Sen, Madhuchanda. 2010. An Introduction to Critical Thinking. Delhi: Pearson.
* Silvia, P. J. 2007. How to Read a Lot. Washington DC: American Psychological Association.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class:  **B.A(Hons)** | | Year:  **SECOND** | | Semester:  **THIRD** | |
| Subject:  **ENGLISH** | | | | | |
| Course Code: - A040301T | | Course Title:  **Classical Literature** | | | |
| **Course Outcomes:**  After completing this course, the students will be able to:   * Develop an understanding of early English and comprehend the language * Its structure in various literary forms as well as their modern English translations * Understand Classical literature & its artistry and beauty. * Written texts pay particular attention to the historical development of language. | | | | | |
| Credits: **05** | | | Paper: **Core Compulsory** | | |
| Max. Marks: **25+75** | | | Min. Pass Marks: **………** | | |
| Total No. of Lectures-Practical-Self work (in hours per week): **4-0-1**. | | | | | |
| **Unit** | **Topic** | | | | **No. of Lectures** |
| **I** | **Historical Background**   * The Epic * Birth of Tragedy * Comedy and Tragedy in Classical Drama * The Athenian City State * Literary Cultures in Augustan Rome | | | | **9** |
| **II** | **Prose**  Indian Classical Drama  Writings of Kalidas  Kalidasa:Abhijana Shakuntalam | | | | **9** |
| **III** | **Poetry**  Homer- *The Iliad* (Book I) | | | | **9** |
| **IV** | **Drama**  Sophocles- *Oedipus Rex* | | | | **9** |
| **V** | **Indian Epic:**  Selection from Mahabharata  Vayasa: The Dicing & Sequel to Dicing  The Book of the Assembly Hall  The temptation of Karma | | | | **9** |
| **VI** | **Indian Classical Poetry:-**  Meghaduta:Kalidas  GeetGovinda:Jaydev | | | | **10** |

|  |  |
| --- | --- |
| **Suggested Readings:**   * Homer: The Iliad, (Book I) tr. E.V. Rieu Harmondsworth: Penguin, 1985. * Sophocles: Oedipus, the King, tr. Robert Fagles in Sophocles: The Three Theban Plays Harmondsworth: Penguin, 1984. * Gilbert Murray, A History of Ancient Greek Literature, Andesite Press, 2017. * Gregory, J. (ed.) The Blackwell Companion to Greek Tragedy. Oxford, 2005. * Cuddon, J.A., “Dictionary of Literary Terms and Literary Theory”, Penguin Books, London, 1999. * Drabble, M., (ed.), “The Oxford Companion to English Literature”, Oxford University Press, Oxford, 1996. * Prasad, B., “A Background to the Study of English Literature”, Trinity Press, New Delhi, 2014 * Harmon & Holman., (ed.), “A Handbook to English Literature”, Prentice Hall, New York, 1996. * Wynne-Davies, M., “The Bloomsbury Guide to English Literature”, Prentice Hall, New | |
| York, 1990.   * <https://www.youtube.com/embed/y1XAcDWrfWs> * <https://www.youtube.com/embed/y4Cg3L4dN40> | |
| This course can be opted as an elective by the students of following subjects: **Open to all** | |
| **Suggested Continuous Evaluation Methods:**  Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows: | |
| **Project/Assignment** | **15 Marks** |
| **Internal Class test** | **20 Marks** |
| **Attendance** | **5 Marks** |
| Course prerequisites | To study this course, a student must have passed/opted **English in B.A. II** |
| Suggested equivalent online courses:  ……………………………………………………………………………………………….. | |
| Further Suggestions:  ……………………………………………………………………………………………………. | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class:  **B.A(Hons)** | | Year:  **SECOND** | | Semester:  **THIRD** | |
| Subject:  **ENGLISH** | | | | | |
| Course Code: - A040302T | | Course Title: **Fiction** | | | |
| **Course Outcomes:**  After completing this course, the students will be able to:   * Develop an understanding of the growth of novel form and its various types * Enhance their reading skills and understand how to represent their experience and ideas critically, creatively, and persuasively through the medium of English language * Get acquainted with different cultures, myths and social conservation through the reading of selected novels of Britain, America and India * Learn human values and behavioral pattern from the prescribed novels and develop an understanding of the human race * Exposed to the unflattering portrayal of the contemporary Indian society through popular works of Indian fiction writers in English | | | | | |
| Credits: **05** | | | Paper: **Core Compulsory** | | |
| Max. Marks: **40+60** | | | Min. Pass Marks: **………** | | |
| Total No. of Lectures—Practical-Self Work (in hours per week): **4-0-1**. | | | | | |
| **Unit** | **Topic** | | | | **No. of Lectures** |
| **I** | **Literary Terms:** Plot, Characterization, Narrative Technique & Structure, Elements of novel, | | | | **9** |
| **II** | **Earlier Trends in fiction:** Picaresque Novel, Historical Novel, Gothic Novel, Epistolary Novel, Regional Novel, Domestic novel. | | | | **10** |
| **III** | **Trends in 20th & 21st Century Fiction**: Detective Novel, Science Fiction, Meta Fiction, Utopia, Dystopia, Mythological Fiction, Campus Fiction, Space Fiction, *Chic lit*, Junk Fiction | | | | **10** |
| **IV** | **British Fiction**  Thomas Hardy- *Far from the Madding Crowd* | | | | **9** |
| **V** | **British Fiction**  Jane Austen- *Pride and Prejudice* | | | | **9** |

|  |  |
| --- | --- |
| **Suggested Readings:**   * Forster, E.M., “Aspects of the Novel”, Penguin, London, 2005. * Toliver & Calderwood, “Perspectives on Fiction”, Oxford University Press, New York, 1970. * Wynne-Davies, M., “The Bloomsbury Guide to English Literature”, Prentice Hall, New York, 1990. * <https://www.youtube.com/embed/O7DeTnf0_yM> * <https://www.youtube.com/embed/4IijTINyHK8> * <https://www.youtube.com/embed/a4JH8ssrAFY> * <https://www.youtube.com/embed/HJJlXOS3gJ8> * <https://www.youtube.com/embed/6q9_EbDrUgQ> * <https://www.youtube.com/embed/2yN_X-zkC-E> * Bloom, H., “Toni Morrison’s The Bluest Eye”, Chelsea House, 1999. * Heavilin, Barbara A., “The Critical Response to John Steinbeck's The Grapes of Wrath”, Greenwood Press, 2000. | |
| This course can be opted as an elective by the students of following subjects:  **Open to all** | |
| **Suggested Continuous Evaluation Methods:**  Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows: | |
| **Project/Assignment** | **15 Marks** |
| **Internal Class test** | **20 Marks** |
| **Attendance** | **5 M** |
| Course prerequisites: | To study this course, a student must have passed/opted **English in B.A. II** |
| Suggested equivalent online courses:   * <https://onlinecourses.nptel.ac.in/noc21_hs28/preview> | |
| Further Suggestions:  ……………………………………………………………………………………………….. | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Programme / Class** | | B.A. (Hons) | **Year** | II | **Semester** | III | |
| **Subject** | | **English** | | | | | |
| **Course Code** | | A280303T | **Course Title** | **ORGANIZATION BEHAVIOR** | | | |
| **Course Description:** Human aspects are critical in each functional aspects of management and equally so for the effective utilization of resources. In view of this, organizational behavior has assumed great importance. This course is designed primarily for students who are being exposed to Organizational Behavior for the first time. | | | | | | | |
| **Credits –** 5 | | **Max. Marks:** 100 | | **Min. Passing Marks:** 33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week): 4-1-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | **Introduction to Organizational Behaviour (OB)**: Concept of Organizational Behaviour, manager and organization, Henry Fayol’s management functions, contemporary management functions, Henry Mintzberg’s managerial roles, management skills, evidence based management, challenges and opportunities for OB. | | | | | | 10 |
| II | **Work Motivation:**Concept of motivation, early theories of motivation: Maslow theory on hierarchy of needs, McGregor’s theory X and theory Y, Herzberg's two-factor theory, McClelland’s theory of needs, Contemporary theories of motivation: self-determination theory, goal setting theory, self –efficacy theory, reinforcement theory, equity theory, expectancy theory. | | | | | | 12 |
| III | **Leadership and decision Making: Decision Making:** Perception and decision making, attribution theory, rational decision-making model, decision making in organizations, creativity in decision making, individual differences and organizational constraints, cultural differences in decision making, ethics in decision making.  **Leadership:** Leadership and its types, charismatic leadership, transformational leadership, visionary leadership, theories of leadership, trait theories, behavioral theories, contingency theories, contemporary leadership roles, finding and creating effective leaders. | | | | | | 12 |
| IV | **Power and Politics in organizations:** Definition of power and politics, bases of power, power tactics, unequal power in the workplace, political behaviour and types, factors contributing to political behaviour, responding to organizational politics, defensive behaviours, impression management, ethics and global implications. | | | | | | 10 |
| V | **Organizational Culture:** Concept and definition of organizational culture and organizational climate, essence of organizational culture, functions of culture, dysfunctional aspects of culture, ethical organizational culture. | | | | | | 12 |
| **TOTAL LECTURES** | | | | | | | 56 |

## Suggested Readings:

1. Hellriegel D. (2011), ‘Organizational Behavior’ (Thirteenth ed.), South Western Educational Publishing: USA
2. Pareek U. (2012), ‘Understanding Organizational Behavior’ (Third ed.), Oxford University Press, USA
3. Robbins S.P. (2010), ‘Essentials of Organizational Behavior’ (Tenth ed.), Pearson: Delhi
4. Schermerhorn J.R. (2010), ‘Organizational Behavior’ (Eleventh ed.), John Wiley & Sons, Inc.: USA

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Programme / Class | |  | Year | BA I | Semester | III | |
| Subject | | English | | | | | |
| Course Code | | A060303T | Course Title | **Human Rights and Laws** | | | |
| Course Outcome- This paper intends to arm the student with basic understanding Human Rights and national and international laws in the context of relationship between human rights and laws, and protection and promotion of human rights in Indian context. | | | | | | | |
| Credits – 3 | | Marks: 100 | | Min. Passing Marks :33 | | | |
| Total No. of Lectures - Tutorials - Practical (in hours per week) – 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | No. of Lectures  (2 hrs. each) |
| I | **Concepts:** Human Rights Law, Human Rights and International Law, International Humanitarian Law (IHL), War and Law, International Committee of the Red Cross (ICRC), Refugee law, International Human Rights Law. | | | | | | 5 |
| II | **UDHR**: Universal Declaration of Human Rights,  International Covenants on ICCPR and  ICECR  ICERD  CEDAW  UNCRC | | | | | | 5 |
| III | **Indian Constitution:** Equality Before Law and Equality of Opportunity, Freedom of belief, Expression and Solidarity rights, Dissent, Cyber Crime, State& Cyber security. Fundamental Rights and Directive Principles of State Policy, Fundamental Duties. | | | | | | 5 |
| IV | **Act**: Civil Rights Act, 1955  Child Rights Act 2005  Human Rights Act,1993  Anti-Terrorism Act, 1967 etc. | | | | | | 5 |
| V | **Implementation:** Human Rights and Role of NGOs  Tribal Laws in India and Tribal Conventions on Rights of Indigenous People Worldwide Human Rights and the Rule of Law in India.  **Corruption:** Human Rights Dimension | | | | | | 5 |
| VI | **Commission and Committee:** Role of Commissions and Committees for the protection and Promotion of Human Rights through NHRC, NCM, NCW National Commission for SCs and STs. | | | | | | 5 |

**Suggested Readings:**

* Khosla, Madhav, et al. 2016. The Oxford Handbook of the Indian constitution. New delhi: OUP
* [ttps://www.india.gov.in/topics/law-justic](http://www.india.gov.in/topics/law-justice)e
* Benegal, Shyam. 2014. Samvidhan. Rajya Sabha TV
* D. D Basu Indian Costitution
* AK. Ray, Human Rights UN

**Format for developing syllabus for a course/paper**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Programme / Class** | | Degree | **Year** | B.A.II | **Semester** | III | |
| **Subject** | | ENGLISH | | | | | |
| **Course Code** | |  | **Course Title** | **Basic Content Writing** | | | |
| 1. The course will open an avenue for the students to explore career options and individual ventures in Photojournalism, which is a specialized and developing area in the media landscape.  2. Students will be able to: Define the process, uses, principles and advantages of digital photography.  3. Develop the concept of the basics of digital imaging, , Resolution, Pixel depth, Aspect Ratio, File Formats, File Size, Image Compression etc. Visualize the concept of digital platform and various methods of image capture. | | | | | | | |
| **Credits –** 3 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - **Practical-Self Work** (in hours per week) : 3-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | **Introduction to content writing**   1. Importance and purpose of content writing 2. Categories of documents 3. Content Writing Process and Guidelines | | | | | | 2 |
| II | **Essential of good Writing**   1. Content Writing Essentials – ABCD of content writing 2. Basic Principles of AP Style (Associated Press Style Book) 3. Basic English Usage & Vocabulary building 4. Overcoming grammar problems | | | | | | 3 |
| III | **Writing for News Paper**   1. Technique of writing for newspapers 2. Article & interviews 3. Editorials and letter to editor 4. Features and backgrounder | | | | | | 5 |
| IV | **Reviewing**   1. Principles of reviewing and criticism 2. Writing book review 3. Film review 4. Drama, music and art review | | | | | | 5 |
| V | **Writing for Digital Media**   1. Writing for digital media vs. print media 2. Contents of news sites 3. Writing Blogs (Health, Fitness, Travel, Political, Social Events etc.) 4. Qualities, roles and responsibilities of web journalist and content writers | | | | | | 5 |
| VI | **Plagiarism laws in Content Writing**  1. What is plagiarism, rules on plagiarism  2. How to write plagiarism-free copies  **Social Media**  Understanding the basics of social media  Understanding social media content writing  Understanding PR | | | | | | 5 |

**Suggested Readings:**

* Web Resources: https://www.entrepreneur.com/article/247908 https://www.locationrebel.com/b2b-writing/
* https://wordpress.com/support/prevent-content-theft/ <https://blog.unisquareconcepts.com/content-writing/what-is-plagiarism-why-is-itimportant-for-blog-writing/>
* https://www.mindler.com/blog/how-to-become-a-content-writer-in-india/ https://www.clearvoice.com/blog/10-types-content-writers-us

**Format for developing syllabus for a course/paper**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Programme / Class** | | Degree | **Year** | B.A.II | **Semester** | III | |
| **Subject** | | Co-curricular | | | | | |
| **Course Code** | |  | **Course Title** | **Professional Skills** | | | |
| **Course Outcome**- The objectives are to help learners: 1. Acquire career skills and to partake in and fully pursue a successful career path 2. Prepare a good résumé, prepare for interviews and group discussions. 3. Explore the desired career opportunities in the employment market in consideration of personal strengths, weakness, opportunities, and threats (SWOT). | | | | | | | |
| **Credits –** 2 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Résumé Skills : Preparation and Presentation • Introduction of résumé and its importance • Difference between a CV, résumé and biodata • Essential components of a good résumé Résumé Skills : Common Errors • Common errors while preparing a résumé • Prepare a good résumé considering all essential components | | | | | | 06 |
| II | Interview Skills : Preparation and Presentation • Meaning and types of interviews (F2F, telephonic, video, etc.) • Dress code, background research, do’s and don’ts. • Situation, task, action, and response (STAR concept) for facing an interview. • Interview procedure (opening, listening skills, and closure). • Important questions generally asked at a job interview (open- and close-ended questions). | | | | | | 06 |
| III | Interview Skills : Simulation • Observation of exemplary interviews. • Comment critically on simulated interviews. Interview Skills : Common Errors • Discuss the common errors that candidates generally make at an interview • Demonstrate an ideal interview | | | | | | 06 |
| IV | Meaning and Methods of Group Discussion • Procedure of Group Discussion • Group Discussion — Simulation • Group Discussion — Common Errors | | | | | | 04 |
| V | Knowing yourself — Personal characteristics. • Knowledge about the world of work, requirements of jobs, including self-employment. • Sources of career information. • Preparing for a career based on potential and availability of opportunities. | | | | | | 06 |

**Suggested Reading:**

* Foundation Skills in IT (FSIT) — Refer to the websites like https://www.sscnasscom. com/ssc-projects/capacity-building-and-development/training/fsit/

Global Business Foundation Skills (GBFS) – Refer websites like https://www. sscnasscom.com/ssc-projects/capacity-building-and-development/training.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class:  **B.A(Hons)** | | Year:  **SECOND** | | Semester:  **FOURTH** | |
| Subject:  **ENGLISH** | | | | | |
| Course Code: - A040401T | | Course Title:  **Indian Literatures in English** | | | |
| **Course Outcomes:**  After completing this course, the students will be able to:   * Develop an understanding of the Indian freedom struggle, the contemporary political, social and economic scenario and the also the trauma of the partition * Develop an understanding of the themes, styles and poetic sensibilities of poets like Toru Dutt, Nissim Ezekiel, Jayant Mahapatra and Keki N. Daruwala * Critically analyse the drama as a medium of exploration of existing social issues and prejudices through the work of dramatists like Mahesh Dattani and Asif Currimbhoy * Understand the socio-cultural-political conditions of the contemporary India as explored in the fiction of writers like Kamala Markandaya * Analyse and evaluate the difference in the theme and background of the works of Indian writers in English and the English writers already studied in the previous years * Demonstrate, through discussion and writing, an understanding of significant cultural and societal issues presented in Indian English literature * Appraise the values and issues arising from colonialism * Familiarize themselves with the similar (yet different) socio-historic conditions reflected in the literature of the various colonies * Comprehend how ‘New Literatures’ incorporates very different literary products, each with its own cultural, social and geographical specificity * Comprehend and analyse the poetic discourses of poets like Pablo Neruda, Margaret Atwood, Judith Wright, Patrick White and Sujata Bhatt and the variations in their themes, styles and responsiveness * Address the identity issues and marginalization through a study of the works of Indira Goswami and Naipaul | | | | | |
| Credits: **05** | | | Paper: **Core Compulsory** | | |
| Max. Marks: **25+75** | | | Min. Pass Marks: **………** | | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): **5-0-0**. | | | | | |
|  |  | | | |  |

|  |  |  |
| --- | --- | --- |
| **Unit** | **Topic** | **No. of Lectures** |
| **I** | **Drama**  Mahesh Dattani- **\****Seven Steps Around the Fire*  Asif Currimbhoy- *The Doldrummers* | **9** |
| **II** | **Fiction**  Kamala Markandaya- *Nectar in a Sieve*  Mulk Raj Anand- *Untouchable* | **10** |
| **III** | **Prose**  Frantz Fanon- *Black Skin, White Masks* Chapter 4 Nivedita Menon*- Seeing Like a Feminist* Chapter 2 | **10** |
| **IV** | **Poetry**  Pablo Neruda: \**If You Forget Me*  Margaret Atwood: \**Spellings* Patrick White: \**Voss*  Judith Wright: \**The Company of Lovers* | **9** |
| **V** | **Fiction**   1. Nadine Gordimer- *A Guest of Honour* 2. V.S. Naipaul**-** *A House for Mr. Biswas* | **9** |
| **VI** | **Drama**  Wole Soyinka**- \****The Lion and the Jewel* | **9** |
| **Suggested Readings:**   * Boehmer, E., “Empire Writing: An Anthology of Colonial Literature 1870-1918”, Oxford University Press, Oxford, 1998. * Chinweizu, I., “Decolonising the African Mind”, Pero, Lagos, 1987. * Ngugi wa, T., “Homecoming: Essays on African and Caribbean Literature, Culture and Politics”, Heinemann Educational Books, London, 1972. * Fanon, Frantz, “Black Skin, White Masks”, Perseus Books Group, Revised edition, 2007. * Menon, Nivedita., “Seeing Like a Feminist”, Penguin India, 2012. * Anand, Mulk Raj, “Untouchable”, Penguin India, 2001. * Rowland, S.W., “Postcolonizing the Commonwealth: Studies in Literature and Culture”, Laurier University Press, Ontario, 2000. * Rao, A.V. Krishna and Menon, M., ‘Kamala Markandaya: A Critical Study of Her Novels 1954-1982 (Indian Writers Series)’, BR Publishing Corporation, 1997. | | |

|  |  |
| --- | --- |
| * Anthony, Trey., “ ‘da Kink in My Hair”, Playwrights Canada, 2005. | |
| This course can be opted as an elective by the students of following subjects:  **Open to all** | |
| **Suggested Continuous Evaluation Methods:**  Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows: | |
| **Project/Assignment** | **10 Marks** |
| **Internal Class test** | **15 Marks** |
| Course prerequisites: | To study this course, a student must have passed/opted **English in B.A.II**. |
| Suggested equivalent online courses: …………………………………………………………… | |
| Further Suggestions: …………………………………………………………………………… | |

**(Texts marked with \* are for detailed )**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class:  **B.A(Hons)** | | Year:  **SECOND** | | Semester:  **FOURTH** | |
| Subject:  **ENGLISH** | | | | | |
| Course Code: - A040402T | | Course Title:  **Literature in Films & Media Studies** | | | |
| **Course Outcomes:**  After completing this course, the students will be able to:   * Develop an understanding of the technical terminology associated with film and media studies * Interpret films as text and evaluate them critically * Appraise the process of adaption of texts into films * Recognize the nuances of film narration * Assess various film genres and their characteristics * Appreciate the works of prescribed writers and the directors as well who directed their adaptations * Exercise critical viewing and develop reading skills in determining the success of adaptations and present their assessments through a variety of mediums including presentations and essays | | | | | |
| Credits: **05** | | | Paper: **Core Compulsory** | | |
| Max. Marks: **25+75** | | | Min. Pass Marks: **………** | | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): **5-0-0**. | | | | | |
| **Unit** | **Topic** | | | | **No. of Lectures** |
| **I** | James Monaco, ‘The Language of Film: Signs and Syntax’, in *How to Read a Film: The World of Movies, Media & Multimedia* (New York: OUP, 2009) Chapter-3, pp.170-249 | | | | **10** |
| **II** | William Shakespeare- *The Comedy of Errors*, and its adaptation **Angoor** (1982 film; Directed by Gulzar) | | | | **9** |
| **III** | Khushwant Singh- *Train to Pakistan*, and its adaptation  **Train to Pakistan** (1998 film; Directed by Pamela Rooks) | | | | **9** |
| **IV** | R.N.Tagore- *Kabuliwala* and its adaptation **Kabuliwala** (1961 film; Directed by Hemen Gupta) | | | | **9** |
| **V** | William Shakespeare- *Macbeth*, and its adaptation **Maqbool**  (2003 film, directed by Vishal Bhardwaj) | | | | **9** |
| **VI** | Script Writing Dialogue Writing  Movie Review Editing Narration | | | | **10** |

|  |  |
| --- | --- |
| **Suggested Readings:**   * Boyum, J.G., “Double Exposure”, Seagull, Calcutta, 1989. * Cartmell, D. & Whelehan, I., “The Cambridge Companion to Literature on Screen”, Cambridge University Press, Cambridge, 2007. * Corrigan, Timothy, J. “A Short Guide to Writing about Film”, Pearson India, 2009. * Dix, Andrew, “Beginning Film Studies”, Viva Books, New Delhi, 2010. * Hutcheon, L., “A Theory of Adaptation”, Routledge, New York, 2006. * John, M.D. & Hawkes, P., “Adaptation: Studying Film and Literature”, McGraw-Hill, New York, 2005. * Mcfarlane, B., “Novel to Film: An Introduction to the Theory of Adaptation”, Clarendon Press, UK, 1996. * Thomas, L., Adaptation Studies at Crossroads, “Adaptation”, Cambridge University Press, Cambridge, 2007. | |
| This course can be opted as an elective by the students of following subjects:  **Open to all** | |
| **Suggested Continuous Evaluation Methods:**  Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows: | |
| **Project/Assignment** | **10 Marks** |
| **Internal Class test** | **15 Marks** |
| Course prerequisites: | **Open to all** |
| Suggested equivalent online courses:  ……………………………………………………………………………………………….. | |
| Further Suggestions:  ……………………………………………………………………………………………….. | |

**(Texts marked with \* are for detailed study)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Programme / Class** | | Degree | **Year** | B.A.II | **Semester** | IV | |
| **Subject** | | English | | | | | |
| **Course Code** | |  | **Course Title** | **Writing for Print Media** | | | |
| 1. The course will open an avenue for the students to explore career options and individual ventures in Photojournalism, which is a specialized and developing area in the media landscape.  2. Students will be able to: Define the process, uses, principles and advantages of digital photography.  3. Develop the concept of the basics of digital imaging, , Resolution, Pixel depth, Aspect Ratio, File Formats, File Size, Image Compression etc. Visualize the concept of digital platform and various methods of image capture. | | | | | | | |
| **Credits –** 3 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - - Practical- Self Work(in hours per week) : 3-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | **Introduction**  Writing for Newspaper, Hard News , Soft News, Feature Writing, Article Writing, Editorial Writing Headline Writing, Writing Intros, Writing for Magazines, Style Sheet. | | | | | | 2 |
| II | **Introduction to News Resource**  Major newspaper and magazine organizations: An analysis of major publications   1. Sources of News: Traditional Sources, Media Sources, Cross Media Sources including Radio, TV and internet, ethical issues regarding sources, Gate-keeping and validation of news sources. | | | | | | 3 |
| III | Introduction to news writing  Structure of a news report: Types of leads: inverted pyramid style, hour glass style and nut graph, News Nibs and Analysis.  Covering beats, press conferences, speech reports seminars, press releases   1. Reporting for a news agency, specialized reporting like investigative journalism, etc. | | | | | | 5 |
| IV | **Introduction to feature writing**  Definition, structure, characteristics, types  Process: Ideas and research, tools and techniques  Kinds of features: Profiles; middles, columns, human interest stories, travel writing, opinion pieces and editorials; book reviews, movie reviews, music reviews, narrative writing  Magazine reporting: Current trends, style and future | | | | | | 5 |

**Suggested Readings:**

* Langford, M., Smith, R. S., & Renn, P. (2010). Langford's basic photography: The guide for serious photographers. Oxford: Focal.
* Langford, M. (1987). The step-by-step guide to Photography. New York: Alfred A. Knopf ● London, B., & Upton, J. (1998). Photography. New York: Longman
* The Darkroom Cookbook; Anchell, Stephen G.
* Practical photography; Freeman, John

**Format for developing syllabus for a course/paper**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Programme / Class** | | Degree | **Year** | B.A.II | **Semester** | IV | |
| **Subject** | | Co-curricular | | | | | |
| **Course Code** | |  | **Course Title** | **Leadership and Managerial Skills** | | | |
| **Course Outcome**- The learners will be able to: 1. Examine various leadership models and understand and/or assess their skills, strengths and abilities that affect their personal leadership style and can create a leadership vision. 2. Learn and demonstrate a set of practical skills such as time management, self-management, handling conflicts, and team leadership. 3. Understand the basics of entrepreneurship and develop business plans. 4. Apply the design thinking approach for leadership. 5. Appreciate the importance of ethics and moral values for developing a balanced personality. 6. Allocate available funds judiciously, maintain an account of current expenses, and plan for savings and investments. | | | | | | | |
| **Credits –** 2 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Understanding Leadership and its Importance • What is leadership? • Why is leadership required? • Whom do you consider as an ideal leader? b. Traits and Models of Leadership • Are leaders born or made? • Key characteristics of an effective leader • Leadership styles • Perspectives of different leaders c. Basic Leadership Skills • Motivation • Teamwork • Negotiation • Networking. | | | | | | 05 |
| II | Basic Managerial Skills • Planning for effective management • How to organize teams? • Recruiting and retaining talent • Delegation of tasks • Learn to coordinate • Conflict management b. Self-management Skills • Understanding self-concept • Developing self-awareness • Self-examination • Self-reflection and Introspection • Self-regulation. | | | | | | 05 |
| III | Basics of Entrepreneurship • Meaning of entrepreneurship • Classification and types of entrepreneurships • Traits and competencies of entrepreneur b. Creating Business Plan • Problem identification and idea generation • Idea validation • Pitch making. | | | | | | 05 |
| IV | Innovative Leadership • Concept of emotional and social intelligence • Synthesis of human and artificial intelligence • Why does culture matter for today’s global leaders? b. Design Thinking • What is design thinking? • Key elements of design thinking: - Discovery - Interpretation - Ideation - Experimentation - Evolution. • How to transform challenges into opportunities? • How to develop human-centric solutions for creating social good? | | | | | | 05 |
| V | Learning through Biographies • What makes an individual great? • Understanding the persona of a leader for deriving holistic inspiration • Drawing insights for leadership • How leaders sail through difficult situations? b. Ethics and Conduct • Importance of ethics • Ethical decision making • Personal and professional moral codes of conduct • Creating a harmonious life. | | | | | | 05 |
| VI | Budgeting • Setting personal goals • Estimate likely expenses • Monitor spending to obtain the most value for the available funds. b. Saving and Investing • Advantages of saving money • Concept of present and future value of money. | | | | | | 05 |

**Suggested Reading:**

* Ashokan, M. S. 2015. Karmayogi: A Biography of E. Sreedharan. London, UK: Penguin
* Brown, T. 2012. Change by Design. New York: Harper Business.
* Chandra, P. 2017. Financial Management: Theory & Practice. 9th edition. New York: McGraw Hill Education.
* Dawkins, E.R. 2016. 52 Weeks of Self Reflection — Your Guided Journal of Self Reflection. Chicago: A B Johnson Publishing.
* Elkington, J., and Hartigan, P. 2008. The Power of Unreasonable People: How Social Entrepreneurs Create Markets that Change the World. Boston, MA: Harvard Business Press.
* Goleman, D. 1995. Emotional Intelligence. New Delhi: Bloomsbury Publishing India Private Limited.
* Kalam, A.P.J. 2003. Ignited Minds: Unleashing the Power within India. New Delhi: Penguin Books India.

Kelly, T., and Kelly, D. 2014. Creative Confidence: Unleashing

* the Creative Potential Within Us All. New Delhi: Harper Collins Publishers India.
* Kurien, V., and Salve, G. 2012. I Too Had a Dream. New Delhi: Roli Books Private Limited.
* Livermore, D.A. 2010. Leading with Cultural Intelligence: The New Secret to Success. New York: American Management Association.
* McCormack, M.H. 1986. What They Don’t Teach You at Harvard Business School: Notes from A Street-Smart Executive. New York: Bantham.
* O’Toole, J. 2019. The Enlightened Capitalists: Cautionary Tales of Business Pioneers Who Tried to Do Well by Doing Good. New York: Harper Collins Publishers.
* Sinek, S. 2009. Start With Why: How Great Leaders Inspire Everyone to Take Action. London: Penguin.
* Sternberg, R.J., and Baltes P.B. (Eds.). 2004. International Handbook of Intelligence. Cambridge, UK: Cambridge University Press.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class:  **B.A(Hons)** | | Year:  **THIRD** | | Semester:  **FIFTH** | |
| Subject:  **ENGLISH** | | | | | |
| Course Code: - A040501T | | Course Title:  **Media and Journalistic Writing** | | | |
| **Course Outcomes:**  After completing this course, the students will be able to:   * Understand different types of journalism and their importance. * Comprehend various principles of mass communication. * Differentiate between various forms of media & journalistic writing and reporting. * Understand the meaning and nature of public speaking. * Identify social media norms and online journalism. * Write in various journalistic formats effectively. * Understand the meaning and nature of public speaking. * Edit reports and create engaging advertisements. | | | | | |
| Credits: **05** | | | Paper: **Core Compulsory** | | |
| Max. Marks: **40+60** | | | Min. Pass Marks: **………** | | |
| Total No. of Lectures-Practical-Self Work (in hours per week): **4-0-1** | | | | | |
| **Unit** | **Topic** | | | | **No. of Lectures** |
| **I** | **AN INTRODUCTION TO MEDIA & JOURNALISM**  Media and Society  Principles of Mass Communication & Journalism Tools of Gathering Information  Misinformation and Disinformation | | | | **9** |
| **II** | **INTRODUCTION TO CYBER MEDIA AND SOCIAL MEDIA**  Social Media  Types of Social Media Online Journalism  Basics of Cyber Media | | | | **9** |
| **III** | **CORE SKILLS IN PRINT MEDIA**  Written English: Précis, Paragraph, Essay  News Reporting: Parts of a news report, 5Ws, Headline writing, Types of Leads, and Report writing. | | | | **10** |
| **IV** | **CORE SKILLS IN ELECTRONIC MEDIA**  Public Speaking  News Production, Reporting and Presentation for Radio News Production/ Reporting for Television  News Presentation: Basic principles-objectivity, accuracy, speed, clarity and integrity. | | | | **10** |

|  |  |  |  |
| --- | --- | --- | --- |
| **V** | **BASICS OF REPORTING**  News Value, News Gathering, Readers’ interest, qualities and aptitude necessary for a reporter  Types of reports. | | **9** |
| **VI** | **BASICS OF FEATURE WRITING**  Types of features: Obits, Reviews, Columns, Trend stories. | | **9** |
| **Suggested Readings:**   * Kamath. M V. *Professional Journalism,* New Delhi, Vikas Publishing House, 1980. * Mencher, Melvin. *Basic News Writing,* New Delhi, Universal Book Stall, 1992. * Menon, P. K. *Practical Journalism,* Jaipur, Avishkar Publishers, 2005. * Parthasarathy, Rangaswami. *Basic Journalism,* New Delhi, MacMillan India Ltd. 1989. * Parthasarathy, Rangaswami. *Here is the News! Reporting for the Media,* New Delhi, Sterling Publishers, 1994. * Prasad, Sharada. Rukun Advani (et al) *Editors on Editing,* New Delhi, National Book Trust, 2004. * Selvaraj, Madhur. *News Editing and Reporting,* New Delhi, Dominant Publishers, 2005. * Saxena, Ambrish. *Fundamentals of Reporting and Editing*, New Delhi, Kanishka Publishers, 2007. * Bayan, R., *Words that Sell: More than 6000 Entries to Help You Promote Your Products, Services, and Ideas,* McGraw-Hill Education; 2nd edition, 2006. | | | |
| This course can be opted as an elective by the students of following subjects:  **Open to all** | | | |
| **Suggested Continuous Evaluation Methods:**  Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows: | | | |
| **Project/Assignment** | | **10 Marks** | |
| **Internal Class test** | | **15 Marks** | |
| Course prerequisites: | | **Open to all** | |
| Suggested equivalent online courses:   * <https://onlinecourses.nptel.ac.in/noc21_cs28/preview> * <https://onlinecourses.swayam2.ac.in/cec21_ge13/preview> | | | |
| Further Suggestions:  ………………………………………………………………………………………… | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class:  **B.A(Hons)** | | Year:  **THIRD** | | Semester:  **FIFTH** | |
| Subject:  **ENGLISH** | | | | | |
| Course Code: - A040502T | | Course Title:  **Selected Writings of Shakespeare** | | | |
| **Course Outcomes:**  After completing this course, the students will be able to:   * Develop sufficient ability for reading and understanding Elizabethan English to allow for better comprehension of Shakespeare's plays, poems, and sonnets. * Analyze verbally and in writing Shakespeare's literary development. * The structures and organizations of his dramatic works * The development of his sonnets * The development of his poems * Analyze verbally and in writing Shakespeare as a product of his society. * Analyze verbally and in writing the relationship of Shakespearean literature to society. * Analyze verbally and in writing the relationship of the individual reader to Shakespearean literature. * Compare experiences with themes and issues brought up in Shakespeare's plays, poems, and sonnets. * Assess reaction to the themes and issues bought up in Shakespeare's plays, poems, and sonnets. * Identify major literary characters in Shakespeare's work. | | | | | |
| Credits: **05** | | | Paper: **Core Compulsory** | | |
| Max. Marks: **40+60** | | | Min. Pass Marks: **………** | | |
| Total No. of Lectures-Practical-self work (in hours per week): **4-0-1**. | | | | | |
| **Unit** | **Topic** | | | | **No. of Lectures** |
| **I** | **About Shakespeare:-**  (a)Introduction  (b)Critical Analysis of Plays of Shakespeare | | | | **9** |
| **II** | [**Shakespearean Tragedy**](https://www.google.com/search?q=Shakespearean+tragedy&stick=H4sIAAAAAAAAAONgVuLQz9U3sMwxLVvEKhqckZidWlyQmliUmpinUFKUmJ6aUgkApfmVSyQAAAA&sa=X&ved=2ahUKEwj-yq7Gt6X5AhX9hGMGHUUzBPsQmxMoAXoFCIQBEAM)**:-**  Hamlet | | | | **9** |
| **III** | **Play :**  Julius Caesar | | | | **10** |
| **IV** | **Play :**  Merchant of Venice | | | | **10** |
| **V** | **Play :**  As you like it | | | | **10** |
| **VI** | **Sonnets :**  **1.** [Lo! In The Orient When The Gracious Light](https://nosweatshakespeare.com/sonnets/7/)  **2.** [Is It For Fear To Wet A Widow’s Eye](https://nosweatshakespeare.com/sonnets/9/)  **3.** [For Shame Deny That Thou Bear’st Love To Any](https://nosweatshakespeare.com/sonnets/10/)  **4.** [As Fast As Thou Shalt Wane, So Fast Thou Grow](https://nosweatshakespeare.com/sonnets/11/) | | | | **10** |

|  |  |
| --- | --- |
| **Suggested Readings:**   * Alfred. Shakespeare: The Tragedies (A Collection of Critical Essays). Pearson, 2005. Print. * Bradley, A.C. Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth. Dodo Press, 2009. * Cole, Douglas. Suffering and Evil in the Plays of Christopher Marlow. Princeton UP, 1962. * Cuddon,, J. A. Dictionary of Literary Terms & Literary Theory. Penguin Books, 1992. * Dowden, Edward. Shakespeare: A Critical Study of His Mind and Art. Atlantic Press, 2003. | |
| This course can be opted as an elective by the students of following subjects:  **Open to all** | |
| **Suggested Continuous Evaluation Methods:**  Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows: | |
| **Project/Assignment** | **10 Marks** |
| **Internal Class test** | **15 Marks** |
| Course prerequisites: | **Open to all** |
| Suggested equivalent online courses:   * <https://onlinecourses.nptel.ac.in/noc21_cs28/preview> * <https://onlinecourses.swayam2.ac.in/cec21_ge13/preview> | |
| Further Suggestions:  ………………………………………………………………………………………… | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Programme/Class:  **B.A(Hons)** | Year:  **THIRD** | | | Semester:  **FIFTH** |
| Subject:  **ENGLISH** | | | | |
| Course Code: - | | Course Title:  **English Prose &Writing Styles** | | |
| **Course Outcomes:**  After completing this course, the students will be able to:   * Understand Indian English Writing as a new form of Indian culture and voice in which India converses regularly. They will be able to understand contributions of various authors in the growth of Indian English Writing. * Understand the formal qualities of a text, intricacies of structure, stylistics and figurative elements found in the text. * Analyses the difference in the prose techniques of different writers like Addison, Lamb and Bacon. * Make use of word choices, word order, figurative language and imagery to convey meaning/emotion. * Identify the writings of classic prose and short story writers like Chekhov, Maupassant and O’ Henry. * Understand the prominence of logic and reason in the 18th century British literature. * Describe the literary terms related to prose. * Get a wide exposure of eminent writers like Kalam, Amartya Sen, Anita Desai, Woolf and   M.R. Anand.   * Understand the social, historical and political backgrounds of the short story writers like Anton Chekhov through the elaborate and allegorical descriptions in the prescribed text. * Identify the content, language, style, tone and structure of the essays and short story. * Comprehend the culture, author’s biography and historical context of the prescribed prose works. * Perform basic functions of a word processor, Excel spreadsheet and PowerPoint presentation practically. * Do online communications like content writing and blogging. * Do official communication by writing official letters/complaint letters. * Practically explore their creative genius in creating blogs and personal websites for vocational purposes | | | | |
| Credits: **05** | | | Paper: **Core Compulsory** | |
| Max. Marks: **40+60** | | | Min. Pass Marks: **………** | |

|  |  |  |
| --- | --- | --- |
| Total No. of Lectures-Tutorials-Practical (in hours per week): **6-0-0**. | | |
| **Unit** | **Topic** | **No. of Lectures** |
| **I** | **Elements of Short Story:** Plot, Characterization, Narrative Technique and Structure  **Types of Prose & Prose Style:** Autobiography, Biography, Memoir; Travelogue; Periodical Essay; Formal Essay; Personal Essay. | **11** |
| **II** | **Prose Devices:** Theme; Point of View; Sentence Pattern; Imagery; Tone or Mood; Analogy, Anecdote; Antithesis; Aphorism; Diction; Inversion; Humour and Pathos | **11** |
| **III** | . **An Introduction to Indian Writing in English:** Contributions of Sri Aurobindo, Rabindranath Tagore**,** K. S. Venkataramani, Bhabani Bhattacharya, R. K. Narayan, Mulk Raj Anand, Sarojini Naidu, Kamala Markandaya and Nayantara Sahgal, etc. towards the growth of Indian writing in English. | **12** |
| **IV** | **Short Stories**   1. O’ Henry*- The Last Leaf* 2. Anton Chekhov- *The Lament* 3. Guy de Maupassant- *The Terror* | **11** |
| **V** | **Short Stories**   1. M.R. Anand- *The Barber’s Trade Union* 2. R.K Narayan- *Under the Banyan Tree* 3. Anita Desai- *Games at Twilight* | **11** |
| **VI** | **Prose**   1. Francis Bacon- \**Of Studies* 2. Charles Lamb- \**Dream Children* 3. Joseph Addison- \**Sir Roger at the Church* | **11** |

|  |  |
| --- | --- |
| **Suggested Readings:**   * Boulton, M., “The Anatomy of Prose”, Kalyani, New Delhi, 1982. * Chambers, E., “The Development of English Prose”, Oxford University Press, London, 1957. * Berman, J., “A Companion to Virginia Woolf”, John Wiley and Sons, 2016. * Kalam, A.P.J., “Ignited Minds: Unleashing the power within India” Penguin, 2014. * Sen A., “Tagore and His India”, The New York Review of Books, 1997. * Dorner, J., “Writing for the Internet”, Oxford University Press, New York, 2002. * Majumdar, P.K., “Commentary on the Consumer Protection Act”, Prentice Hall, New Delhi, 1992. * Norton, P., “Introduction to Computers”, Tata McGraw Hill, New Delhi, 2005. * Read, H., “English Prose Style”, Pantheon, New York, 1981. * Walker, H., “English Essays and Essayists”, J.M. Dent and Sons Ltd., London, 1928. * Williams, W.E., “A Book of English Essays”, Penguin Books, Harmondsworth, 1948. | |
| This course can be opted as an elective by the students of following subjects:  **Open to all** | |
| **Suggested Continuous Evaluation Methods:**  Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows: | |
| **Practical/Project/Assignment** | **10 Marks** |
| **Internal Class Test** | **15 Marks** |
| Course prerequisites: | **Open to all** |
| Suggested equivalent online courses:  ……………………………………………………………………………………………….. | |
| Further Suggestions:  ………………………………………………………………………………………………. | |

**(Texts marked with \* are for detailed study)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Programme/Class:  **B.A(Hons)** | Year:  **THIRD** | | | Semester:  **FIFTH** |
| Subject:  **ENGLISH** | | | | |
| Course Code: - | | Course Title:  **Women’s Writing in Literature** | | |
| **Course Outcomes:**  After completing this course, the students will be able to:  Upon completion of any third-year English literature course, students should be able to   * Read and analyze literary texts with increased skill and insight. * Integrate their understanding of literature into an evolving awareness of relevant cultural and historical contexts and perspectives; * Perceive connections among literary texts across genres, historical periods, and/or cultural contexts; * Conduct independent research to supplement the course material and integrate this information into course assignments; and * Write different kinds of literary analyses, such as thematic, technical, or theoretical. * developed an understanding and appreciation of the historical development of women’s writing, primarily in English; * developed an understanding of some of the social, political, cultural or historical conditions out of which women’s writing arises, and to which it responds; * developed an understanding of the range of feminist perspectives on and critical approaches to gender issues and women’s writing; and * Developed an appreciation of the range of the particular experiences and issues as reflected in women’s writing, such as the impact and intersections of gender, sexuality, race and class in women’s lives. * At the end of the course, students will be familiar with main ideas, concepts, and concerns of feminist literary theory. * They will be able to discuss these theories, raise questions about them, and contextualize them within larger historical, social and cultural contexts. * They will learn how to analyze these theories in conversation as well as in connection to a variety of fictional texts. * Finally, students will be able to synthesize the ideas from the course and present their own analytical arguments in writing. | | | | |
| Credits: **05** | | | Paper: **Core Compulsory** | |
| Max. Marks: **40+60** | | | Min. Pass Marks: **………** | |

|  |  |  |
| --- | --- | --- |
| Total No. of Lectures-Tutorials-Practical (in hours per week): **6-0-0**. | | |
| **Unit** | **Topic** | **No. of Lectures** |
| **I** | **Introduction**   1. Women’s writing and the specific issues it deals with, gender aspects viz-a-viz society, theories. 2. Escritoire Feminine 3. Female, feminist, femininity 4. Approaches to Feminism- Tenets of Feminism- Liberal, Radical, Marxist, Post Feminism, Socialist, Postmodern Feminism. 5. Patriarchy, Androgyny, Stereotyping, objectification | **11** |
| **II** | **Prose**  1.     A Vindication of the Rights of Woman: Mary Wollstonecraft  2.     Ain’t I a woman? - Sojourner Truth (Speech) | **11** |
| **III** | **Poetry**  1.     Persephone, Falling - Rita Dove  2.     Journey to the Interior -  Margaret Atwood  3.     Request to a Year -  Judith Wright  4.     Medusa -  Sylvia Plath  5.     A Sunset of the City -  Gwendolyn Brooks  6. The Old Playhouse – Kamala Das | **12** |
| **IV** | **Drama – 1.**Trifles - Susan Glaspell | **11** |
| **V** | **Short Stories**  1.     Draupathi -  Mahasweta Devi  2.     The Yellow Wallpaper -  Charlotte Perkins Gilmar  3.     Forest -  Ambai | **11** |
| **VI** | **Emerging Feminist Consciousness in the Twentieth-Century Novel**   * Rhys, Jean. Wide Sargasso Sea * Woolf, Virginia. Mrs. Dalloway * Laurence, Margaret. The Diviners * Walker, Alice. The Color Purple * Marlatt, Daphne. Ana Historic * Gilbert, Sandra M. and Susan Gubar. Feminist Literary Theory and Criticism | **11** |
| **Suggested Readings:**   * Alston, R. C. *A Checklist of Women Writers, 1801-1900: Fiction, Verse, Drama*. Boston: G.K. Hall, 1990. Call Number: Ref Z 2013.5 .W6 A48 1990. * Baym, Nina. *Women’s Fiction: A Guide to Novels By and About Women in America, 1820-1870*. Urbana: University of Illinois Press, 1993. Call Number: PS 149 .B38 1993. * *Black Women in America*. Oxford; New York: Oxford University Press, 2005. Call Number: Ref E185.86 .B542 2005. * *The Bloomsbury Guide to Women’s Literature*. New York: Prentice Hall General Reference, 1992. Call Number: PN 471 .B57 1992. * Cardinale, Susan. *Anthologies By and About Women: An Analytical Index. Westport, CT: Greenwood Press, 1982. Call Number: Ref HQ 1111 .C35 1982.* * Crawford, Elizabeth. *The Women’s Suffrage Movement: A Reference Guide, 1866-1928. London: Routledge, 2001. Call Number: Ref JN 979 .C73 2001.* * Davis, Gwenn. *Drama by Women to 1900: A Bibliography of American and British Writers*. Toronto: University of Toronto Press, 1992. Call Number: Z 1229 .W8 D37 1992. | | |

|  |  |
| --- | --- |
| This course can be opted as an elective by the students of following subjects:  **Open to all** | |
| **Suggested Continuous Evaluation Methods:**  Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows: | |
| **Practical/Project/Assignment** | **10 Marks** |
| **Internal Class Test** | **15 Marks** |
| Course prerequisites: | **Open to all** |
| Suggested equivalent online courses:  ……………………………………………………………………………………………….. | |
| Further Suggestions:  ………………………………………………………………………………………………. | |

**(Texts marked with \* are for detailed study)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Programme / Class** | | Degree | **Year** | B.A.I | **Semester** | V | |
| **Subject** | | English | | | | | |
| **Course Code** | |  | **Course Title** | **Research Methodology** | | | |
| **Course Outcome**- On completion of this course students will be able to understand the general principles and methods involved in doing social research. This course provides philosophical underpinnings of the social research and familiarizes the students with methodological tools and statistical techniques, explaining quantitative and qualitative methods, which will help them to undertake empirical research independently. | | | | | | | |
| **Credits –** 4 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 3-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Definition, Types and Importance Geographical Research  Problems of objectivity  Relationship Between Theory and Research | | | | | | 7 |
| II | Hypotheses: Meaning, Importance  Types and Formulation  Sampling: Meaning, Characteristics and Types  Research Design, Meaning and Types. | | | | | | 7 |
| III | Meaning and Methods of Data Collection  Primary Data**:** Observation, Questionnaire and Interview  Secondary Data | | | | | | 7 |
| IV | Measures of Central Tendency: Mean Median and Mode.  Research Reports – Structure and Components of Research Report.  Characteristics of Good Research Report. | | | | | | 7 |
| V | Qualitative and Quantitative Research: Qualitative research – Quantitative research  Concept of measurement, causality, generalization, replication.  Merging the two approaches. | | | | | | 7 |
| VI | Sampling: Concepts of Statistical Population, Sample, Sampling Frame, Sampling Error, Sample Size, Non Response. Characteristics of a good sample. Probability Sample – Simple Random Sample, Systematic Sample, Stratified Random Sample & Multi-stage sampling. Determining size of the sample – Practical considerations in sampling and sample size. | | | | | | 10 |

**Suggested Readings:**

* Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.
* Gupta, S.P. (2002). Statistical Methods, New Delhi:Sultan Chand and Sons Publication.
* Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition.
* Blalock, Hubert M. (1979), Social Statistics. New York:
* Tata Mc-Graw-Hill. Boss, P.K. (1995), Research Methodology, New Delhi, ICSSR.
* Champion, Dean. J. (1981), Basic Statistics for Social Research New Delhi: Macmillan Publishing New York.
* Goode, W.J. and P.K. Hatt, (1952), Methods in Social Research, New York: McGraw International Students Edition.
* Moser, S.C. and G. Kalton (1971), Survey Methods in Social Investigation, London:
* Heinmann.Seltiz, Claire et al (1959). Research Methods in Social Relation, New York:Henry Holt and Co. Srinivas, M.N. and A.M. Shah (1979). Fieldworker and The Field, New Delhi: Oxford University Press.
* Thakur, Devender (2003), Research Methodology in Social Science, New Delhi: Deep and Deep Publications Pvt. Ltd.
* Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentice Hall.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Programme / Class** | | Degree | **Year** | B.A.III | **Semester** | V | |
| **Subject** | | Co-curricular | | | | | |
| **Course Code** | |  | **Course Title** | **Problem Solving and Decision Making** | | | |
| **Course Outcome:**   1. Types of people based problems 2. Profiling people elemental preference 3. Mindset and attitudes 4. Extending the circle of influence 5. Stages in dealing with people problems 6. To apply strategic thinking techniques in order to come up with new ideas and approaches in addressing problems and issues faced at work by senior managers   To encourage creativity and innovation, and apply ideas by providing practical problem solving training by introducing creative thinking models and strategies to review existing perspective and considering alternative methods. | | | | | | | |
| **Credits –** 2 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | **Introduction to Problem Solving at work**   * Meaning of a “problem” * Categorizing problems * Problem solving   Reactive and proactive approach to problem solving | | | | | | 07 |
| II | **Affinity diagrams for applying problem solving technique**   * What is an affinity diagram * When to use affinity diagrams * Creating affinity diagrams * Brainstorming   Using histograms | | | | | | 08 |
| III | **Interrelationship diagrams to identify area for problem solving**   * What is an interrelationship diagram * When to use interrelationship diagrams * Creating inter relationship diagrams * Cause and effect diagrams * Scatter diagrams | | | | | | 07 |
| IV | **Prioritization matrix developed for problem solving**   * What is a prioritization matrix * When to use prioritization matrix * How to use prioritization matrix * Criteria for prioritization chart   Pareto charts | | | | | | 08 |

**Suggested Reading:**

* Stop Guessing: The 9 Behaviors of Great Problem Solvers by Nat Greene

### *Think Smarter: Critical Thinking to Improve Problem-Solving and Decision-Making Skills*by Michael Kallet

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class:  **B.A(Hons)** | | Year:  **THIRD** | | Semester:  **SIX** | |
| Subject:  **ENGLISH** | | | | | |
| Course Code: - | | Course Title: **The English Poetry** | | | |
| **Course Outcomes:**  After completing this course, the students will be able to:   * Understand the basic terminology and practical elements of poetry * Comprehend the meaning of words, phrases and sentences in a given context * Analyse the underlying meaning of a poem by using the elements of poetry * Identify the representative poets and writers of 16th ,17th, 18th and 19th and 20th century * Identify the devices used by the poet, the mood, the atmosphere, the voice, the stanzaic form, rhyme pattern and metre scheme * Examine the difference between Shakespearean and Miltonic sonnet forms * Comprehend the experimental poetry of Metaphysical age and the characteristics of Neo- classical poetry * Reflect on didactic human values as virtually mirrored in Thomas Gray’s poem * Understand the concept of nature as stated by the romantic poets in literature * Appreciate the simplicity and lucidity of expression of poets in romantic literature * Understand the literary terms used by the Victorian poets * Analyse the existing conflict between faith and doubt in Victorian society * Discuss the significance of the literary period of the text by analysing the effects of the major events of that period * Understand the difference between reason and imagination, literature and revolution * Exposed to the trends in 20th century poetry of Eliot, Yeats and Larkin | | | | | |
| Credits: **06** | | | Paper: **Core Compulsory** | | |
| Max. Marks: **25+75** | | | Min. Pass Marks: **………** | | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): **6-0-0**. | | | | | |
| **Unit** | **Topic** | | | | **No. of Lectures** |
| **I** | **Forms of Poetry**  1.The Sonnet  2.The Elegy  3.The Ode  4.The Epic  5.The Ballad  6.The Lyric  7.The Dramatic Monologue  8.Allegory | | | | **11** |

|  |  |  |
| --- | --- | --- |
| **II** | **Stanza Forms**  1.The Heroic Couplet  2.Blank Verse  3.The Spenserian Stanza  4.Terza Rima | **11** |
| **III** | **Poetic Device**  Structure; Tone; Theme; Rhythm; Rhyme Scheme, Kinds of Metre; Stressed & Unstressed Syllables; Figures of Speech; Irony; Inversion; Negative Capability; Juxtaposition | **11** |
| **IV** | 1.William Shakespeare – \*Let Me Not to the Marriage of True Minds (Sonnet No. 116) **Or**  2.John Milton - \*On His Blindness  3.John Donne - \*Presence in Absence   1. Alexander Pope - \*Essay on Man |  |
| **V** | 1.Thomas Gray- \* Elegy Written in a Country Churchyard  2.William Wordsworth-\* The World is Too Much with Us  3.John Keats-\* Ode on a Grecian Urn | **12** |
| **VI** | 1.Alfred Lord Tennyson- \*Break, Break, Break **Or**  2. Elizabeth Barret Browning- \*How Do I Love Thee?  3.Matthew Arnold- \*Dover Beach   1. Robert Browning- \*My Last Duchess | **11** |
| **Suggested Readings:**   * Abrams, M.H. & Harpham, G.G., “A Glossary of Literary Terms”, Cengage Learning, Delhi, 2015. * Ford, B., “The New Pelican Guide to English Literature 4: From Dryden to Johnson”, Penguin, 2000. * Abrams, M.H., “English Romantic Poets”, Oxford University Press, New York, 1975. * Boulton, M., “The Anatomy of Poetry”, Kalyani, New Delhi, 1979. * Bowra, C.M., “The Romantic Imagination”, Oxford University Press, Delhi, 1961. * Chandler, J. (ed.), “The Cambridge History of English Romantic Literature”, Cambridge University Press, Cambridge, 2009. * Gardener, H., “The Metaphysical Poets”, Penguin Classics, Delhi, 1960. | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Programme/Class:  **B.A(Hons)** | Year:  **THIRD** | | | Semester:  **SIX** |
| Subject:  **ENGLISH** | | | | |
| Course Code: - | | Course Title:  **Partition Literature** | | |
| **Course Outcomes:**  After completing this course, the students will be able to:   * Understand the significance of Partition in modern Hindi and Urdu literature * Trace the trajectory of Partition in literary representations over time * Appreciate the differences between cinematic and fictional representations * Understand the ideological contours of all representations of Partition * Recognise how ideological imperatives impinge on the aesthetic form * Appreciate the untranslatability of trauma and how creative artists find ways to bring out this dimension of the tragedy. * Appreciate the historic relationship between India and Pakistan. * Explain the Partition of India. * Summarize and contextualize the events and opinions surrounding the Partition of India. | | | | |
| Credits: **06** | | | Paper: **Core Compulsory** | |
| Max. Marks: **25+75** | | | Min. Pass Marks: **………** | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| .   |  |  |  | | --- | --- | --- | | Total No. of Lectures-Tutorials-Practical (in hours per week): **6-0-0**. | | | | **Unit** | **Topic** | **No. of Lectures** | | **I** | Bhaishm Sahni: Tamas | **11** | | **II** | Kushwant Singh :Train to Pakistan | **11** | | **III** | Amrita Pritam :Pinjar | **12** | | **IV** | Sadaat Hasan Manto: Short Stories | **11** | | **V** | Urvashi Butalia: Partition the Long Shadow | **11** | | **VI** | 1.Reason of Partition  2.Psychology of Society with reference to Partition  3.Social & Cultural Changes after Partition | **11** | | **Suggested Readings:**   * Agarwal, B R and M.P. Sinha. Indian English Fiction. New Delhi: Atlantic, 2003. * Daiya, Kavita. Violent Belongings: Partition, Gender, and National Culture in Postcolonial India. Philadelphia: Temple University Press, 2012. * Deschaumes, Ghislaine Glasson and Rada Ivekovic, Eds. Divided Countries, Separated Cities: The Modern Legacy of Partition, New Delhi: Oxford UP, 2003. Dhawan, * R. K. 1943-. The Novels of Amitav Ghosh. New Delhi: Prestige Books, 1999. Print. Ghosh, Amitav. * The Circle of Reason. 1986. New Delhi: Permanent black, 2000. Print. Hasan, Mushirul, Ed., Inventing Boundaries: Gender, Politics, and the Partition of India. New Delhi: Oxford UP, 2000. * An American Brat. Minneapolis, Milkweed Editions, 1993; London, Penguin, 1994. Print. ... * The Bride. New York, St. Martin's Press, and London, Cape, 1983. Print. ..........................The Collected Novels: Train to Pakistan, I Shall not Hear the Nightingale and Delhi. New . Delhi: Viking, 1996. Print. * The Calcutta Chromosome. 1996. New Delhi: Permanent black, 2001. Print.. * The Shadow Lines. 1988. New Delhi: Oxford University Press, 2005. Print. Jassal, Smita Tewari and Eyal Ben-Ari Eds. * The Partition Motif in Contemporary Conflicts London: Sage, 2007. Print. Kaul,Suvir, Ed. The Partitions of Memory: The Afterlife of the Division of India. New Delhi: Permanent Black, 2001. Print. * Khan, Yasmin. The Great Partition: The Making of India and Pakistan. New Haven:Yale University Press, 2007. * Khushwant, Singh, Margaret Bourke-White, and Pramod Kapoor. Train to Pakistan. Delhi: Roli Books, 2006. Print. * Pandey, Gyan. Remembering Partition: Violence, Nationalism, and History in India. Cambridge: Cambridge: Cambridge UP, 2001. * Pandey, Gyanendra. Remembering Partition: Violence, Nationalism, and History in India. Cambridge: Cambridge UP, 2001. Print. * Routine Violence: Nations, Fragments, Histories. Stanford, CA: Stanford UP, 2006. Print. * Pamela, Nirmal Pandey, Mohan Agashe, Rajit Kapur, Smriti Mishra, Divya Dutta, and Singh Khushwant. Train to Pakistan. New Delhi: Joran Electronics, 2004. | | |  * Thwaite, A., “Twentieth-century English Poetry: An Introduction” Heinemann Educational, 1978. | |
| This course can be opted as an elective by the students of following subjects:  **Open to all** | |
| **Suggested Continuous Evaluation Methods:**  Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows: | |
| **Project/Assignment** | **10 Marks** |
| **Internal Class Test** | **15 Marks** |
| Course prerequisites: | **Open to all** |
| Suggested equivalent online courses:  ……………………………………………………………………………………… | |
| Further Suggestions:  ……………………………………………………………………………………… | |

**(Texts marked with \* are for detailed study)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Programme/Class:  **B.A(Hons)** | Year:  **THIRD** | | | Semester:  **SIX** |
| Subject:  **ENGLISH** | | | | |
| Course Code: - | | Course Title:  **Indian Writing in English** | | |
| **Course Outcomes:**  After completing this course, the students will be able to:   * Understand Indian English Writing as a new form of Indian culture and voice in which India converses regularly. They will be able to understand contributions of various authors in the growth of Indian English Writing. * Understand the formal qualities of a text, intricacies of structure, stylistics and figurative elements found in the text. * Make use of word choices, word order, figurative language and imagery to convey meaning/emotion. * Describe the literary terms related to prose. * Get a wide exposure of eminent writers like Kalam, Amartya Sen, Anita Desai, Woolf and   M.R. Anand.   * Identify the content, language, style, tone and structure of the essays and short story. * Comprehend the culture, author’s biography and historical context of the prescribed prose works. | | | | |
| Credits: **05** | | | Paper: **Core Compulsory** | |
| Max. Marks: **40+60** | | | Min. Pass Marks: **………** | |

|  |  |  |
| --- | --- | --- |
| Total No. of Lectures-Practical-selfwork (in hours per week): **4-0-1**. | | |
| **Unit** | **Topic** | **No. of Lectures** |
| **I** | **An Introduction to Indian Writing in English:** Contributions of Sri Aurobindo, Rabindranath Tagore**,** K. S. Venkataramani, Bhabani Bhattacharya, R. K. Narayan, Mulk Raj Anand, Sarojini Naidu, Kamala Markandaya and Nayantara Sahgal, etc. towards the growth of Indian writing in English. | **10** |
| **II** | **Elements of Writing:** Plot, Characterization, Narrative Technique and Structure. | **10** |
| **III** | **Writing Devices:** Theme; Point of View; Sentence Pattern; Imagery; Tone or Mood; Analogy, Anecdote; Antithesis; Aphorism; Diction; Inversion; Humour and Pathos. | **10** |
| **IV** | **Poetry:**  1)Rabindra Nath Tagore:Gitanjali  2)Nissim Ezekiel: The Night of Scorpio  3)Dom Moraes :Letter to my mother | **10** |
| **V** | **Writings of Freedom Fighters:**  1. Mahatma Gandhi- *Selections from my experiment with truth*  2. J.L Nehru: *Selections from discovery of India* | **10** |
| **VI** | **Fiction:**  1.Introduction to Indian Drama  2.Girish Karnad- Tughlaq  3.Mohan Rakesh – Halfway House | **10** |

|  |  |
| --- | --- |
| **Suggested Readings:**   * Boulton, M., “The Anatomy of Prose”, Kalyani, New Delhi, 1982. * Chambers, E., “The Development of English Prose”, Oxford University Press, London, 1957. * Kalam, A.P.J., “Ignited Minds: Unleashing the power within India” Penguin, 2014. * Sen A., “Tagore and His India”, The New York Review of Books, 1997. * Dorner, J., “Writing for the Internet”, Oxford University Press, New York, 2002. * Majumdar, P.K., “Commentary on the Consumer Protection Act”, Prentice Hall, New Delhi, 1992. * Norton, P., “Introduction to Computers”, Tata McGraw Hill, New Delhi, 2005. * Read, H., “English Prose Style”, Pantheon, New York, 1981. * Walker, H., “English Essays and Essayists”, J.M. Dent and Sons Ltd., London, 1928. * Williams, W.E., “A Book of English Essays”, Penguin Books, Harmondsworth, 1948. | |
| This course can be opted as an elective by the students of following subjects:  **Open to all** | |
| **Suggested Continuous Evaluation Methods:**  Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows: | |
| **Practical/Project/Assignment** | **10 Marks** |
| **Internal Class Test** | **15 Marks** |
| **Attendence** | **5 Marks** |
| Course prerequisites: | **Open to all** |
| Suggested equivalent online courses:  ……………………………………………………………………………………………….. | |
| Further Suggestions:  ………………………………………………………………………………………………. | |

**(Texts marked with \* are for detailed study)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Programme/Class:  **B.A(Hons)** | Year:  **THIRD** | | | Semester:  **SIX** |
| Subject:  **ENGLISH** | | | | |
| Course Code: - | | Course Title:  **Partition Literature** | | |
| **Course Outcomes:**  After completing this course, the students will be able to:   * Understand the significance of Partition in modern Hindi and Urdu literature * Trace the trajectory of Partition in literary representations over time * Appreciate the differences between cinematic and fictional representations * Understand the ideological contours of all representations of Partition * Recognise how ideological imperatives impinge on the aesthetic form * Appreciate the untranslatability of trauma and how creative artists find ways to bring out this dimension of the tragedy. * Appreciate the historic relationship between India and Pakistan. * Explain the Partition of India. * Summarize and contextualize the events and opinions surrounding the Partition of India. | | | | |
| Credits: **06** | | | Paper: **Core Compulsory** | |
| Max. Marks: **25+75** | | | Min. Pass Marks: **………** | |

|  |  |  |
| --- | --- | --- |
| Total No. of Lectures-Tutorials-Practical (in hours per week): **6-0-0**. | | |
| **Unit** | **Topic** | **No. of Lectures** |
| **I** | Bhaishm Sahni: Tamas | **11** |
| **II** | Kushwant Singh :Train to Pakistan | **11** |
| **III** | Amrita Pritam :Pinjar | **12** |
| **IV** | Sadaat Hasan Manto: Short Stories | **11** |
| **V** | Urvashi Butalia: Partition the Long Shadow | **11** |
| **VI** | 1.Reason of Partition  2.Psychology of Society with reference to Partition  3.Social & Cultural Changes after Partition | **11** |
| **Suggested Readings:**   * Agarwal, B R and M.P. Sinha. Indian English Fiction. New Delhi: Atlantic, 2003. * Daiya, Kavita. Violent Belongings: Partition, Gender, and National Culture in Postcolonial India. Philadelphia: Temple University Press, 2012. * Deschaumes, Ghislaine Glasson and Rada Ivekovic, Eds. Divided Countries, Separated Cities: The Modern Legacy of Partition, New Delhi: Oxford UP, 2003. Dhawan, * R. K. 1943-. The Novels of Amitav Ghosh. New Delhi: Prestige Books, 1999. Print. Ghosh, Amitav. * The Circle of Reason. 1986. New Delhi: Permanent black, 2000. Print. Hasan, Mushirul, Ed., Inventing Boundaries: Gender, Politics, and the Partition of India. New Delhi: Oxford UP, 2000. * An American Brat. Minneapolis, Milkweed Editions, 1993; London, Penguin, 1994. Print. ... * The Bride. New York, St. Martin's Press, and London, Cape, 1983. Print. ..........................The Collected Novels: Train to Pakistan, I Shall not Hear the Nightingale and Delhi. New . Delhi: Viking, 1996. Print. * The Calcutta Chromosome. 1996. New Delhi: Permanent black, 2001. Print.. * The Shadow Lines. 1988. New Delhi: Oxford University Press, 2005. Print. Jassal, Smita Tewari and Eyal Ben-Ari Eds. * The Partition Motif in Contemporary Conflicts London: Sage, 2007. Print. Kaul,Suvir, Ed. The Partitions of Memory: The Afterlife of the Division of India. New Delhi: Permanent Black, 2001. Print. * Khan, Yasmin. The Great Partition: The Making of India and Pakistan. New Haven:Yale University Press, 2007. * Khushwant, Singh, Margaret Bourke-White, and Pramod Kapoor. Train to Pakistan. Delhi: Roli Books, 2006. Print. * Pandey, Gyan. Remembering Partition: Violence, Nationalism, and History in India. Cambridge: Cambridge: Cambridge UP, 2001. * Pandey, Gyanendra. Remembering Partition: Violence, Nationalism, and History in India. Cambridge: Cambridge UP, 2001. Print. * Routine Violence: Nations, Fragments, Histories. Stanford, CA: Stanford UP, 2006. Print. * Pamela, Nirmal Pandey, Mohan Agashe, Rajit Kapur, Smriti Mishra, Divya Dutta, and Singh Khushwant. Train to Pakistan. New Delhi: Joran Electronics, 2004. * Thwaite, A., “Twentieth-century English Poetry: An Introduction” Heinemann Educational, 1978.   This course can be opted as an elective by the students of following subjects:  **Open to all** | | |

**(Texts marked with \* are for detailed study)**

|  |  |
| --- | --- |
| **Suggested Continuous Evaluation Methods:**  Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows: | |
| **Project/Assignment** | **10 Marks** |
| **Internal Class Test** | **15 Marks** |
| Course prerequisites: | **Open to all** |
| Suggested equivalent online courses:  ……………………………………………………………………………………… | |
| Further Suggestions:  ……………………………………………………………………………………… | |

**(Texts marked with \* are for detailed study)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Programme / Class** | | Degree | **Year** | B.A.III | **Semester** | VI | |
| **Subject** | | Geography | | | | | |
| **Course Code** | |  | **Course Title** | **Personality Development** | | | |
| **Course Outcome**- This course is especially helpful for those who are striving to learn more about who they are, which direction their life should take, and understanding others around them. This course is also good for those working in human resources and wants to learn more about personalities and how that may impact hiring new professionals. | | | | | | | |
| **Credits –** 2 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Introduction to Personality Development  The Developing Personality | | | | | | 5 |
| II | Stages of Development  Need a Little Personality? | | | | | | 5 |
| III | Basic Personality Traits  Moral Development | | | | | | 5 |
| IV | Personality Type  Hearing Jung Out | | | | | | 5 |
| V | Personality and Career Choice  Changing Your Personality  Personality Disorders | | | | | | 5 |
| VI | Do Opposites Really Attract?  Personal Growth  Working on Personality Changes  Putting it All Together | | | | | | 5 |

**Suggested Readings:**

* Covey Sean, Seven Habit of Highly Effective Teens, New York, Fireside Publishers, 1998.
* Carnegie Dale, How to win Friends and Influence People, New York: Simon & Schuster, 1998.
* Thomas A Harris, I am ok, You are ok , New York-Harper and Row, 1972
* Daniel Coleman, Emotional Intelligence, Bantam Book, 2006