

Learning Outcome-based Curriculum Frame Work (LOCF)

for

**M.A. in English
(Semester System)
Session-2022-23**

**Department of English
Maharaja Ganga Singh University, Bikaner**

Background

Considering the curricular reforms as instrumental for desired learning outcomes, all the academic Department of Maharaja Ganga Singh University made a rigorous attempt to revise the curriculum of postgraduate programmes in alignment with National Education Policy-2020 and UGC Quality Mandate for Higher Education Institutions-2021. The process of revising the curriculum could be prompted with the adoption of "Comprehensive Roadmap for Implementation of NEP". The roadmap identified the key features of the Policy and elucidated the Action Plan with well-defined responsibilities and indicative timeline for major academic reforms.

The process of revamping the curriculum started with the series of webinars and discussions conducted by the University to orient the teachers about the key features of the Policy, enabling them to revise the curriculum in sync with the Policy. Proper orientation of the faculty about the vision and provisions of NEP-2020 made it easier for them to appreciate and incorporate the vital aspects of the Policy in the revised curriculum focusing on creating holistic, thoughtful, creative and well-rounded individuals equipped with the key 21st century skills 'for the development of an enlightened, socially conscious, knowledgeable, and skilled nation'.

With NEP-2020 in background, the revised curricula articulate the spirit of the Policy by emphasising upon- integrated approach to learning; innovative pedagogies and assessment strategies; multidisciplinary and cross-disciplinary education; creative and critical thinking; ethical and Constitutional values through value-based courses; 21st century capabilities across the range of disciplines through life skills, entrepreneurial and professional skills; community and constructive public engagement; social, moral and environmental awareness; Organic Living and Global Citizenship Education (GCED); holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning; exposure to Indian knowledge system, cultural traditions and classical literature through relevant courses offering 'Knowledge of India'; fine blend of modern pedagogies with indigenous and traditional ways of learning; flexibility in course choices; student-centric participatory learning; imaginative and flexible curricular structures to enable creative combination of disciplines for study; offering multiple entry and exit points, alignment of Vocational courses with the International Standard Classification of Occupations maintained by the International Labour Organization; breaking the silos of disciplines; integration of extra-curricular and curricular aspects; exploring internships with local industry, businesses, artists and crafts persons; closer collaborations between industry and higher education institutions for technical, vocational and science programmes; and formative assessment tools to be aligned with the learning outcomes, capabilities, and dispositions as specified for each course. The University has also developed consensus on adoption of Blended Learning with 10% component of online teaching and 90% face to face classes for each programme.

The revised curricula of various programmes could be devised with concerted efforts of the Faculty, Heads of the Departments and Deans of Schools of Study. The draft prepared by each department was discussed in series of discussion sessions conducted at Department, Faculty and the University level. The leadership of the University has been a driving force behind the entire exercise of developing the uniform template and structure for the revised curriculum. The Vice Chancellor of the University conducted series of meetings with Heads and Deans to deliberate upon the vital parameters of the revised curriculum to formulate a uniform template featuring Background, Programme Outcomes, Programme Specific Outcomes, Postgraduate Attributes, Structure of Masters Course, Learning Outcome Index, Semester-wise Courses and Credit Distribution, Course-level Learning Outcomes, Teaching-Learning Process, Blended Learning, Assessment and Evaluation, Keywords, References and Appendices. The experts of various Boards of Studies and Faculties contributed to a large extent in giving the final shape to the revised curriculum of each programme.

To ensure the implementation of curricular reforms envisioned in NEP-2020, the University has decided to implement various provisions in a phased manner. Therefore, the curriculum may be reviewed annually so as to gradually include all relevant provisions of NEP-2020.

Programme Outcomes (POs)

On completing Masters in the Faculty of Arts, the students shall be able to realise the following outcomes:

	Description
PO-1	Understand the World, their country, their society as well as themselves and have awareness of ethical problems, social rights, values and responsibility to the self and to others.
PO-2	Demonstrate critical understanding of the subjects of Languages, psychology and philosophy in their varies forms.
PO-3	Develop creative and critical insights, aesthetic sensibility, analytical skills, and Psychological and Philosophical insights.
PO-4	Follow innovations and developments in Psychology, Philosophy and varied languages such as such as English, Hindi, Urdu, Punjabi, Sanskrit etc. and demonstrate personal and organizational entrepreneurship and engage in life-long learning.
PO-5	Develop knowledge of theories, concepts and research methods in Humanities and Social Sciences.
PO-6	Communicate effectively in English, Hindi, Sanskrit, Urdu and Punjabi by oral, written, graphical and technological means.
PO-7	Know how to access written and visual, primary and secondary sources of information, interpret concepts and data from a variety of sources in developing disciplinary and inter disciplinary analyses.
PO-8	Demonstrate skills to conduct research in accordance with the ethical standards of the discipline.
PO-9	Exercise values that reflect commitment to diversity and contribution to society.
PO-10	Apply Psychological, Philosophical and linguistic knowledge and scientific thinking in writing and speaking skills in Professional settings.
PO-11	Develop advanced research designs and apply advanced statistical analyses.
PO-12	Develop effective teaching skills and be able to satisfy the University and the School level expectations.
PO-13	Develop the skills to appreciate and participate in citizenship in the academic community, in the larger community and in the world and be able to foster Bhartiya ideals including truth and justice.
PO-14	Develop the skills to apply the Philosophy and Psychology of language.

Programme Specific Outcomes (PSOs)

On completing Masters in English, the students shall be able to realise the following outcomes:

Description	
PSO1	To acquaint the students with significant European and Indian Literary Movements
PSO2	To develop the translation and interpretation Skills to enable the students' project 'Indianness' to the outside world.
PSO3	To inculcate spirit the spirit of communication, cohesion and harmony by English language and literature
PSO	To encourage the entry of new ideas and perspectives and to enhance the ability to analyze literary texts
PSO5	To offer insights into different cultural, textual and value traditions of the World through literature
PSO6	To inculcate the spirit of critical and Scholarly enquiry and develop the faculty of creative and analytical thinking
PSO7	To understand the dynamics and dialectics of aesthetics and poetics of different literary genres
PSO8	To develop Communicative Language Skills

Teaching Learning Process

- Lectures
- Discussions
- Simulations
- Role Playing
- Participative Learning
- Interactive Sessions
- Seminars
- Research-based Learning/Dissertation or Project Work
- Technology-embedded Learning

I. Core Courses (CC):

PSO	CC-1	CC-2	CC-3	CC-4	CC-5	CC-6	CC-7	CC-8	CC-9	CC-10	CC-11	CC-12	CC-13	CC-14	CC-15	CC-16	CC-17
PSO-1	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X
PSO-2		X	X		X	X	X	X		X	X	X	X	X		X	X
PSO-3	X		X	X		X	X	X	X		X	X	X	X	X	X	X
PSO-4	X	X	X	X	X	X	X		X	X	X	X		X		X	X
PSO-5	X	X	X	X	X		X	X	X		X	X	X		X	X	X
PSO-6	X	X	X		X	X	X		X	X	X	X	X	X	X	X	X
PSO-7	X	X	X		X	X	X	X	X		X	X	X		X	X	X
PSO-8		X	X	X	X	X	X	X	X	X	X	X		X	X	X	X

I. Elective Courses (EC):

PSO	EC-1	EC-2	EC-3	EC-4	EC-5	EC-6	EC-7	EC-8	EC-9	EC-10	EC-11	EC-12	EC-13
PSO-1	X	X	X		X	X	X		X	X	X	X	X
PSO-2	X		X	X		X	X	X	X	X		X	X
PSO-3		X	X	X	X	X		X	X	X	X		X
PSO-4	X	X	X	X	X		X	X		X	X	X	X
PSO-5	X	X		X	X	X		X	X	X		X	X
PSO-6	X		X	X		X	X		X		X	X	X
PSO-7	X	X	X		X	X		X	X	X	X	X	X
PSO-8		X	X	X	X		X	X		X	X	X	X

Postgraduate Attributes

- Disciplinary Knowledge
- Creative and Critical Thinking
- Reflective Thinking
- Problem Solving
- Analytical Reasoning
- Communication Skills
- Research Skills
- Life Skills
- Multicultural Competence
- Moral and Ethical Values
- Life-long Learning
- Global Competency

STRUCTURE OF PROGRAMME

SEMESTER-I

	Course Title	Course Code	L	T	P	Credits
Core Foundation Course						
(i)	Basic Literary Terms, Concepts and Movements	FA- ENG -CF-100	4	1		5
Core Compulsory Courses						
(i)	Verbal and Non-Verbal Communication	FA- ENG-CC-101	4	1		5
(ii)	Writing and Documentation	FA-ENG-CC- 102	4	1		5
(iii)	Grammar and Communication	FA- ENG-CC-103	4	1		5
(iv)	Literature and Communication	FA-ENG-CC- 104	4	1		5

SEMESTER-II

	Course Title	Course Code	L	T	P	Credits
Core Foundation Course						
(ii)	National and Human Values	FA- ENG - CF -200	4	1		5
Core Compulsory Courses						
(v)	Culture and Literature	FA- ENG -CC-201	4	1		5
(vi)	Translation Theories and Literature	FA- ENG -CC-202	3	1	2	5
(vii)	Literature and Human Values	FA- ENG -CC-203	4	1		5
(viii)	Basic Concepts of Linguistics and Language Teaching	FA- ENG-CC-204	4	1		5

SEMESTER-III

Core Compulsory Courses						
	Course Title	Course Code	L	T	P	Credits
(ix)	American Literature	FA- ENG -CC-301	4	1		5
(x)	Modern British Literature	FA- ENG- CC-302	4	1		5
Core Elective Courses						
	Course Title	Course Code	L	T	P	Credits
(xi)	Indian Literature in English Translation	FA- ENG- CE-303 (A)	4	1		5
	or					
	New World Literatures	FA- ENG- CE-303(B)	4	1		5
(xii)	Indian Writing in English	FA- ENG- CE-304 (A)	4	1		5
	or					
	Australian Literature	FA- ENG-CE -304(B)	4	1		5
	or					
	African Literature	FA- ENG – CE-304(C)	4	1		5
Open Elective Courses						
(xiii)	Fundamentals of ICT	FA- ENG – OE305(A)	4	1		5
	or					
	Digital Humanities	FA- ENG- OE-305(B)	4	1		5
	or					
	Basic Stagecraft, Workshop and Theatre Production	FA- ENG- OE-305(C)	4	1		5
	or					
	Gender Narratives and Communication	FA- ENG -OE-305(D)	4	1		5

SEMESTER-IV

	Course Title	Course Code	L	T	P	Credits
Core Compulsory Courses						
(xiv)	Literary Criticism and Theory	FA- ENG- CC-401	4	1		5
(xv)	Non- Fictional Narratives	FA- ENG-CC- 402	4	1		5
Core Elective Courses						
(xvi)	Dalit Literature	FA- ENG-CE-403(A)	4	1		5
	or					
	Discourse of Protest	FA-ENG- CE-403(B)	4	1		5
Open Elective Courses						
(xvii)	Bhakti and Sufi Poetry	FA- ENG- CE404(A)	4	1		5
	or					
	Philosophy, Psychology and Literature	FA -ENG -CE404(B)	4	1		5
	or					
	Dissertation/Project Study	FA- ENG-CE-404(C)	4	1		5
Open Elective Courses						
(xviii)	Professional English Communication Skills	FA- ENG- OE-405(A)	4	1		5
	or					
	Global Vision of Swami Vivekanand	FA- ENG- OE-405(B)	4	1		5
	or					
	Indic Philosophy	FA- ENG-OE-405(C)	4	1		5
	or					
	Indian Feminism	FA- ENG-OE-405(D)	4	1		5

M.A. ENGLISH
SEMESTER-I
Basic Literary Terms, Concepts and Movements
Course Code-FA- ENG -CF-100

Course Objectives

- To familiarize the students with the origin, development and major movements of English Literature and trends in English writings
- To acquaint the students with the trends in Poetry, Prose, Drama and Fiction
- To familiarize the students how fiction records social and cultural realities

Course Level Learning Outcomes

On the successful completion of the Course, the students shall be able to

- Learn about the origin, evolution and development of Major Movements in the English Literature and trends in English Writings
- Appreciate the aesthetics and styles of writing of different genres of various ages
- Understand the social and cultural realities of the Ages

Course Description

Unit - I

Ages, Periods and Literary Movements

Old English Period, Middle English Period, The Renaissance, The Neo-Classical Age, The Romantic Age, The Modern Age, The Post-Modern Age

Aesthetic Movement, Black Arts Movement, Beat Writers, The Decadence, The Metaphysical Poets, Enlightenment, Impressionism, Expressionism, Surrealism, Graveyard Poets

The Romantic Movement, Imagism, Modernism, Postmodernism, Symbolism, Pylon Poets, Oxford Poets, The Movement Poets, The Bloomsbury Group, The War Poets

Unit II

Literary Terms and Concepts

Comedy, Tragedy, Ballad, Ode, Epic, Elegy, Sonnet, Comedy of Manners, Theatre of Absurd, Epic Theatre

Epistolary Novel, Gothic Novels of Social Realism, Science Fiction, Postmodern Fiction, Epigrammatic Essays, Formal/Informal Essays, Critical Essays, Simple/Ornamental Essays, Articles for Journals/Magazines

Unit-III

An Acquaintance with Indian Writing in English

Prose-Essays, Autobiographies, Diaries, Travelogues

Fiction- Origin, Types and Trends in Indian fiction, Pre-independence and Post-independence fiction. Women Novelist

Poetry- Trends in Pre-independence and Post-independence Poetry; Major Indian poets of English; Impact of British Movement on Indian Poets

Unit -IV

An Acquaintance with the trends in American Literature and Canadian Literature

American Literature

Major Writers: Ralph Waldo Emerson, Henry David Thoreau, Walt Whitman, Emily Dickinson, Robert Frost, Arthur Miller, Toni Morrison

Canadian Literature

Major Writers: Margaret Atwood, Robertson Davies, Michael Ondaatje, Margaret Sweatman, Richard Wagamese, Lee Maracle, Jane Urquhart, Michael Crummy

Unit -V

An Acquaintance with Caribbean and African Literature

Caribbean Literature

Major Writers: Derek Welcott, Mutaburuka, Kamau Brathwaite, Anson Gonzalez, Mahadai Das, V.S Naipul, Nanomi Jackson

African Literature

Major Writers: Chinua Achebe, Nadine Gordimer, Ngugi Wa Thiong, Wole Soyinka, J.M Coetsee, Kan Saro Wiwa, Ben Okri, Buchi Emecheta, David Wright, George Lamming

Required Readings

- Abrams, M.H. *A Glossary of Literary Terms* (11th ed). Cengage Learning, 2015
- *Canadian Literature in English* Vol-1 Texts and Contexts by Moss and Sugars, Pearson Education Canada, Lmt.

- Davey, F. *From There to Here: A Guide to English-Canadian Literature Since 1960*, Porcepic, 1974
- Heinemann African Writers Series, (between 1962-2003) Heinemann,
- Prasad, B. *A Background to the Study of English Literature*. Laxmi Publications, 2016
- Halleck, Reuben, *History of American Literature*, Norton Press, 2019.
- Trivedi, R.D. *A Compendious History of English Literature*. Vikas Publication House, 2007
- Sanders, Andrew. *The Short Oxford History of English Literature*. Oxford University Press, 2005

Suggested Readings

- Baldick, Chris. *Oxford Dictionary of Literary Terms* (4th ed). Oxford University Press, 2015
- Daiches, David. *A Critical History of English Literature* Vol. I & II. (9th ed.) Supernova Publishers, 2021
- Dahiya, Bhim S. *A New History of English Literature* (4th ed.), Anubhav Publishers, 2021
- Evans, Ifor. *A Short History of English Literature*. Penguin Books, 1990

Assessment and Evaluation

Internal Assessment –	Midterm Examination	10 marks
	Seminar Presentation	10 marks
	Students Participation	5marks

External Assessment – 75 marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section choosing two from each unit.

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing One Set of Questions (both a & b) from each Unit.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each), out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

***Non-Creditable (only qualifying)**

The Examinee has to qualify the course without which s/he will not be given a pass. For the said purpose, four chances will be made available to the examinee as per the university norms along with the semester terminal examination.

SEMESTER-I
Verbal and Non-Verbal Communication
Course Code - FA- ENG-CC-101

Course Objectives

- To familiarize the students with the basic theories in various areas of study within the communication discipline
- To enable the students recognize ‘how communication theories apply outside the classroom’
- To enable the students improve the body language skills to enhance the personal impact and become an influencer

Course Level Learning Outcomes

On the successful completion of the Course, students shall be able to:

- Understand the linkages between various media of communication and acquire a theoretical understanding of communication
- Apply Communication strategies more effectively
- Help individuals to develop their interpersonal skills

Course Description

Unit I

Communication and Language Varieties

Communication, Types of Communication: Verbal and Non-Verbal, Interpersonal and Intrapersonal; Significance and Scope; Language as Communicative Medium: Oral, Print, Media and Digital Communication; Variables of Communication, Pragmatics, Register, Dialect and Style

Unit II

Communication Models and Theories

Meaning, Sign and Code (in relation to Deconstruction); Basic Communication Models/Theories: Aristotle's, Shannon and Weaver's, Berlo and Gerbner's

Unit III

Unit III

Body, Space and Time as Non-Verbal Texts of Communication

Body: Eye Contact, Facial Expression, Touch, Gestures, Postures;
 Paralanguage, Physical Environment

Space: Space and Non-Verbal Communication; Domestic and Public Space; Urban and Rural Spaces; Socio Cultural and Gender Dynamics of Space

Time: Temporal Communication, Difficult Times Communication, Insoluble Time Communication

Unit IV

Culture and Art as Non-Verbal Text of Communication

Culture: Cultural Conventions, Customs and their Socio-historical Perspective, Rituals, Symbols, Festivals and Iconography, Totems, Taboos, Tattoos, Clothing and Personal Appearance

Art: Painting, Music and Dance (Folk, Classical, Popular), Films

Unit V

Case Study/Project Report

A Case Study based on the varied cultural aspects related to the local ethos would be assigned to every student. The list of the topics/areas of Case Studies will be duly notified to the students at the commencement of the Session.

(The area/topic of the Case Study/Project Report will differ from candidate to candidate and will be decided by the Teacher concerned in consultation with the student in the classroom. The format shall be provided by the Department.)

Required Readings

- Agrawal.S.K. *Business Communication*. Himanshu Publication, Delhi.2017
- Kumar, Sanjay, and Pushp Lata. *Communication Skills*. New Delhi: Oxford University Press, 2011
- Mohan Krishna ,and Krinsha Banerjee. *Developing Communication Skills*. Trinity 2017
- Raman,Meenakshi. *Soft Skills: Cornerstone of Professional Success*, New Delhi: Jain Brothers, 2009
- Yule, George. *Introduction to Language*. Cambridge University Press, 2010

Suggested Readings

- Crystal, David. *A Little Book of Language*. Hyderabad: Orient Blackswan, 2010
- Jourdan, Christine and Kevin Tuite. *Language, Culture & Society*. Cambridge, 2006
- Meyerhoff, Miriam. *Introduction Socio-Linguistics*. London: Routledge, 2006

Assessment and Evaluation

Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV(choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to IV, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

SEMESTER-I
Writing and Documentation
Course Code-FA- ENG -CC-102

Course Objectives

- To equip the students with writing skills and prepare them for the professional world
- To enable the students to present the research findings through the application of systematic and scientific methods
- To enable the students to understand the paradigms of research, research tools, research ethics and develop in them creative and academic skills

Course Level Learning Outcomes

On the successful completion of the Course, the students shall be able to:

- Know the nuances and types of writing styles, and practise them
- Use proper research methods pertinent to English studies and related fields
- Formulate research problems and write research papers

Course Description

Unit – I

Writing Skills

Type and Process of Writing - Descriptive, Expository, Argumentative, Analytical; General Principles of Effective Writing, Syntax, Semantics, Topic, Sentence/ Idea, Rhetorical Devices, Ethical Dimensions, Remedial Exercises

Unit -II

Newspaper and Magazine Writing

Writing Articles, Features and Editorial Info-Commercial Writing, Web and Content Creation. Discourse Analysis - Mode, Tenor, Copy Editing

Unit -III

Research Methodology, Documentation and Formulation

Formulating Research, Review of Literature, Writing a Research Proposal, Writing a Research Paper/Thesis-Literary/Social Researches, Fundamentals of Case Studies and Projects, Documentation

Unit - IV

Collection and Compilation of Data

Tools of Data Collection, Primary and Secondary Data, Linguistic Survey/Research, Formation of Research Questions/ Hypotheses

Unit - V

Case Study/ Project Report

Case Studies involving analyses of Written texts in different genres - Scientific, Literary, Analytic Writings. The Texts related to the genres will be selected and students will be notified. The list (which may be extended from time to time) of the text is given below:

Science Fictions

Aldous Huxley- Brave New World

H.G Wells- The Time Machine

H.G Wells-The Invisible Man

Fritz Lang-Metropolis

Robert Wise – The Day the Earth Stood Still

H.G Wells- The War of the Worlds

Analytic Writings

Malcolm Gladwell: The Story of Success

Malcolm Gladwell- The Power of Thinking without Thinking

Daniel Kahneman- Thinking Fast and Slow

Darrell Huff- How to Lie with Statistics

J.L Austin- How to do Things with Words

Literary Writings

Fyodor Dostoyevsky -Crime and Punishment

Louisa May Alcott- Little Women

Herman Melville-Moby Dick

F.Scott Fitzgerald- The Great Gatsby

Daniel Defoe-Robinson Crusoe

Charlotte Bronte-Jane Eyre

(The area/topic of the Case Study/Project Report will differ from candidate to candidate and will be decided by the Teacher concerned in consultation with the student in the classroom. The format shall be provided by the Department.)

Required Readings

- Cornbleet, Sandra and Carter, Ronald. *The Language of Speech and Writing*. Routledge: London and New York, 2001
- Griffin, Gabriel. *Research Methods for English Studies*. Rawat. 2019
- McLoughlin, Linda. *The Language of Magazines*. London and New York: Routledge, 2000(rpt 2006)
- Mills, Sara. *Discourse*. London and New York: Routledge, 1997
- *MLA Handbook for Writers of Research Papers*. 2021 (9th edition)
- Raimes, Ann. *Keys for Writers: A Brief Handbook*. Houghton Mifflin, 2017
- Sanyal, Jyoti, and Sarbjit Sen. *Indlish: The book for every English-speaking Indian*. Viva Books, 2006.

Suggested Readings

- Butcher, Judith. *Caroline Drake and Maureen Leach*. Butcher's Copy Editing. (4th edition) New Delhi: CUP, 2006.
- Quirk, Randolph. *The Use of English*. Hyderabad: Orient Longman, 1996
- Simon Eliot and W. R. Owens, *A Handbook of Literary Research*. New York : Routledge, 1998

Assessment and Evaluation

Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The students shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV(choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to IV, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

SEMESTER-I
Grammar and Communication
Course Code-FA- ENG -CC-103

Course Objectives

- To enable the students understand the significance of Grammar in common involving LSRW
- To enable the students imbibe the idea that Grammar adds to meaning
- To make the students understand the significance of contextualizing Grammar

Course Level Learning Outcomes

On the Successful completion of the course, the students shall be able to:

- Know the significance of Grammar in communicating ideas and thoughts
- Express often in speech and written mode of communication grammatically and logically
- Learn that only the learning of Grammar in context matters

Course Description

Unit - I

The English Grammar Rules that Govern Communication:

- Make your Language easy to follow
- Be Clear
- Be Economical
- Be Effective

Unit - II

Role , Types of Grammar and Comprehension Skills

- Contextualizing Grammar
- Different types of Grammatical Description - Good and Bad Grammar; Prescriptive and Descriptive Grammar
- Skimming, Scanning, Extensive and Intensive Reading

Unit - III

Scope and Significance of Grammar in Communication

- A Detailed Study of the following:

Parts of Speech (both Open and Closed words) Tenses, Auxiliaries, Verbals, Phrases, Clauses and Sentences

Unit-IV

Grammar and Composition Skills

- Elements/Features of Composition: Logicity, Cohesion, Coherence, Consistency
- Note-making, Letter, Notice and Essay/Theme Writing

Unit – V

Case Study/Project Report

The student will be allotted a case study/project report based on a linguistic survey. The Survey would relate to Error Analysis, Contrastive Analysis, Notions of Equivalence, Interference, etc. or as suggested by the teacher concerned.

(The area/topic of the Case Study/Project Report will differ from candidate to candidate and will be decided by the Teacher concerned in consultation with the students in the classroom. The format shall be provided by the Department.)

Required Readings

- Denys and Thomson. *Reading and Discrimination*, Chatto & Windus, 1954
- Nelson, Gerald. *English: An Essential Grammar*, Routledge. (2nd edition), 2011
- Hewings, Martin. *Advanced English Grammar*. Cambridge University Press. 2005
- Leech, Geoffrey. *English Grammar for Today*. Macmillan. (2nd edition) 2005
- Quirk, Randolph & Greenbaum. *A University Grammar of English*, Pearson Education, 2002

Suggested Readings

- Akmajian, A.D., Farfar R.A. and Harnish, R.M. - *Linguistics: An Introduction to Language and Communication*, Cambridge: Princeton Hall, 1996
- Brumfit. C & K Johnson. *The Communicative Approach to Languages Teaching* OUP, 1981
- Greenbaum, Sidney. *Oxford English Grammar*, OUP, 2005
- Halliday, M.A.K. - *Grammar-Continuum* International Publishing Group, 2005

Assessment and Evaluation

Internal Assessment - 25 Marks

Internal Assessment comprises the following:

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Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

External Assessment – 75 Marks

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Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV(choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to IV, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

SEMESTER-I
Literature and Communication
Course Code -FA-ENG-CC- 104

Course Objectives

- To acquaint the students with the different genres of literature
- To help the students develop critical insights into the literary works by reading representative works and understand the text as a means of communication
- To develop students understanding about the principles of philosophy and aesthetics

Course Level Learning Outcomes

On the Successful completion of the course, the students shall be able to

- Develop an understanding about the different genres and communicate through them
- Develop fundamental skills required for close reading and critical thinking of the texts and concepts
- Develop a familiarity with the origin of critical literary studies in Indian Literature and their aesthetics

Course Description

Unit - I

Basic Concepts

Literary Idioms and Genres; Aristotle's *Poetics*: Tragedy/Epic, Plot, Character, Action, Catharsis, Mimesis, Hamartia; Preface to Lyrical Ballads

Unit - II

Poetry and Communication

(a) The Scope and Significance of Poetry as a Communicative Medium

(b) A Detailed Study of the following Texts:

Amrita Pritam: *Ajj Aakhan Waris Shah Nu*

Kabir : *Jheeni Jheeni Bheeni Chadariya*

Subhadra Kumari Chauhan : *Jhansi Ki Rani*

Unit - III

Fiction and Communication

(A) Short Stories and Novels as Communicative Media; Fiction as Social and Political Narrative

(B) A Detailed Study of the Following Texts :

(i) The following selected stories from G.L. Mathur's *Folktales of Rajasthan* (translation of Laxmi Kumari Chundawat's "Ke Re Chakwa Baat")

The Intelligent Sethani
 The Eccentric Prince
 Prince Padam Singh
 A Man is known by the Company he Keeps
 Evil Begets Evil
 Wisdom is Uniform
 The Heavenly Abode

(ii) Ernest Hemingway: *The Old Man and the Sea*

Unit IV

Drama and Communication

(A) Drama as a medium of Interpersonal and Cultural Communication

(B) A Study of the following texts:

i) William Shakespeare: *Hamlet*

ii) Henrik Ibsen: *A Doll's House*

Unit-V

Case Study/Project Report

'Anushashan Parva' (Ch 1-130)and 'Appadharna Parva' (Ch-131-173)in 'Shantiparva' of *Mahabharata*

'Gyan Yoga' (Ch-3,4), 'Karma Yoga' (Chap-5), 'Bakti Yoga' in(Chap-12) in *Srimatbhagvad Gita*

The student will choose any one of the texts given in Unit V and prepare a project report bringing out its communicative effectiveness and significance.

(The area/topic of the Case Study/Project Report will differ from candidate to candidate and will be decided by the Teacher concerned in consultation with the student in the classroom. The format shall be provided by the Department.)

Required Readings

- Abram, M.H. *A Glossary of Literary Terms*. New Delhi: Cengage, 2007
- Allen, Walter. *The English Novel*. Harmondsworth/ Middlesex: Penguin, 1954/58
- K.M Ganguly. *The Mahabharata of Krishna*. Spastic Cat Press. 2013.
- Chundawat, Laxmi Kumari. *Folklores of Rajasthan*. Books Treasure, Jodhpur, 2001. Translated by, G.L. Mathur
- Miller, J. Hillis. *On Literature: Thinking in Action*. London: Routledge, 2002
- Mishra, S.N. *Public Governance and Decentralization*. Mittal publication 2003
- Prasad, B. *A Background to the Study of English Literature*. Madras: Macmillan, 65/87
- Hemingway, Ernest. *The Old Man and The Sea*. Penguin. 1999.
- Shakespeare, William. *Hamlet*. Penguin Classics. 2000.
- Ibsen, Henrik. *A Doll's House*. Penguin Classics. 2000.

Suggested Readings

- Eagleton, Terry. *How to Read a Poem*. Malden: Blackwell, 2002.
- Forster, E. M. *Aspects of the Novel*. Harmondsworth: Penguin, 1970
- Rees, R.J. *English Literature: An Introduction for Foreign Readers*. Delhi: Macmillan, 1973 (rpt 2004)
- Kearney, Richard. *On Stories*. London: Routledge, 2000
- Sanger, Keith. *The Language of Drama*. London, Routledge, 2001

Assessment and Evaluation

Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to IV, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

SEMESTER-II
National and Human Values
Course Code -FA- ENG -CF-200

Course Objectives

- To inculcate national and human values in the Students
- To enable the students imbibe the Indian cultural ethos
- To inculcate the spirit of Patriotism so that the Students develop a sense of strong bond with the nation
- To enable the students grow into a citizen possessing civic sense

Course Level Learning Outcomes

On the Successful completion of the course the students shall be able to

- Attain the civic skills enabling him/her to become a well-behaved citizen of the country
- Imbibe and spread the feelings of devotion and dedication

Course Description

Unit-I

NCC – Introduction, Aims, NCC Flag, NCC Song, NCC Administration, Raising of NCC in Schools/Colleges, NCC: Rank, Honours and Awards, NCC Training, NCC Camps, NCC Examinations, Incentive and Scholarship for Cadets

Importance of Discipline in Life, Aims and Merits of Discipline, Problems related to Indiscipline and Solutions

Drill – Definition, Principles of Drill, Bad habits in drill, Words of Command, Drill Movements, Arms Drill, Squad Drill, Guard of Honour, Ceremonial Drill, Guard Mounting

Contribution of NCC in Nation Building

Unit-II

Armed Forces – Control Command, Organization of Armed Forces, Weapons of Army, Navy and Air Force, Training institutes, Honours and Awards, Recipients of Param Veer Chakra, Badges of Ranks

Commission in Armed Forces – Recruitment in Armed Forces, Commission in Technical, Non-Technical and Territorial Forces

Weapon Training – 0.22 Rifle, 7.62 Rifle, 7.62 SLR (Self Loading Rifle), 5.56 MM I.N.S.A.S. Rifle, L.M.G. (Light Machine Gun), Stan Machine Carbine, 2” Mortar, Grenade, Pistol, Various types of Firing, Range Procedure and Range Drill

Military History and Geography, Field Craft, Field Engineering, Battle Craft

Unit-III

Obstacle Training, Adventure Training, Self -Defence, Physical Posture Training
Social Service, Disaster Management, Health and Hygiene, First Aid
Leadership, Personality Development, Decision Making, Motivation, Duty and
Discipline, Morale

Unit-IV

Value System – The Role of Culture and Civilization-Holistic living
Balancing the outer and inner – Body, Mind and Intellectual level- Duties and
Responsibilities
Salient Values for Life- Truth, Commitment, Honesty and Integrity, Forgiveness and
Love, Empathy and Ability to Sacrifice, Care, Unity , and Inclusiveness
Self-Esteem and Self confidence
punctuality – Time, Task and Resource Management, Team work
Positive and Creative thinking

Unit-V

Universal Declaration of Human Rights
Human Rights Violations
National Integration – Peace and Non-violence (in context of Gandhi, Vivekananda)
Social Values and Welfare of the Citizen
The Role of Media in Value Building
Fundamental Duties
Environment and Ecological Balance – Interdependence of all beings – Living and Non-
living

Suggested Readings:

- Hand Book of NCC : Major R C Mishra & Sanjay Kumar Mishra
- National Security: K. Subramanyam
- ASEAN Security: Air Comdr. Jasjit Singh
- Indian Political System, Dr . Pukhraj Jain & Dr. Kuldeep Fadiya
- हैण्डबुकऑफएनसीसी, मेजरआर. सी. मिश्रएवंसंजयकुमारमिश्र
- अन्तर्राष्ट्रीयराजनीति: वी. एल. फाड़िया
- भारतीयराजव्यवस्था, डॉ. पुखराजजैन, डॉ. कुलदीपफाड़िया
- राष्ट्रीयप्रतिरक्षा: डॉ. हरवीरशर्मा, जयप्रकाशनाथकंपनी, मेरठ
- राष्ट्रीयसुरक्षा: डॉ. लल्लनसिंह, प्रकाशबुकडिपो, बरेली
- राष्ट्रीयसुरक्षा: डॉ. नरेन्द्रसिंह, प्रकाशबुकडिपो, बरेली
- राष्ट्रीयसुरक्षा: डॉ. पाण्डेयवपाण्डेय, प्रकाशबुकडिपो, बरेली
- राष्ट्रीयरक्षावसुरक्षा: डॉ. एस. के. मिश्र, मार्डनपब्लिशर्स, जालंधर

- NCERT, *Education in Values*, New Delhi, 1992.
- M.G.Chitakra: *Education and Human Values*, A.P.H. Publishing Corporation, New Delhi, 2003.
- Chakravarthy, S.K.: *Values and ethics for Organizations: Theory and Practice*, Oxford University Press, New Delhi, 1999.
- Satchidananda, M.K.: *Ethics, Education, Indian Unity and Culture*, Ajantha Publications, Delhi, 1991.
- Das, M.S. & Gupta, V.K.: *Social Values among Young adults: A Changing Scenario*, M.D.Publications, New Delhi, 1995.
- Bandiste, D.D.: *Humanist Values: A Source Book*, B.R. Publishing Corporation, Delhi, 1999.
- Ruhela, S.P. : *Human Values and Eeducation*, Sterling Publications, New Delhi, 1986.
- Kaul, G.N.: *Values and Education in Independent Indian*, Associated Publishers, Mumbai, 1975.
- Swami Budhananda (1983) *How to Build Character A Primer* : Ramakrishna Mission, New Delhi.
- *A Cultural Heritage of India (4 Vols.)*, Bharatiya Vidya Bhavan, Bombay. (Selected Chapters only) For Life, For the future : Reserves and Remains –UNESCO Publication.
- *Values, A Vedanta Kesari Presentation*, Sri Ramakrishna Math, Chennai, 1996.
- Swami Vivekananda, *Youth and Modern India*, Ramakrishna Mission, Chennai.
- Swami Vivekananda, *Call to the Youth for Nation Building*, Advaita Ashrama, Calcutta.
- *Awakening Indians to India*, Chinmayananda Mission, 2003.

Assessment and Evaluation

The Students shall be assessed and evaluated as per the schedule given below –

Project Report / Case Study (in 5000-7000 words handwritten) – 75%

Viva-voce - 25%

The topics for the Project Report / Case Study shall be allotted by the Nodal Department (decided jointly with NSS wing under the supervision or IQAC) in consultation with the Department concerned. The Candidate shall submit the Report by the date fixed for the said purpose. It shall then be followed by a Viva-voce Examination. The whole evaluation shall be done by the Departmental Internal Faculty in consultation with the Nodal Department. It is a non-creditable Paper. The student will have to score simply a qualifying score/grade as specified in the CBCS rules.

The candidate will have to qualify the paper by the time He / She qualifies for the Programme. He/She can avail maximum 3 chances along with the Semester Examinations.

SEMESTER-II
Culture and Literature
Course Code- FA-ENG-CC- 201

Course Objectives

- To enable the students understand the interplay between culture and literature.
- To enable the students interpret key literary texts from the perspective of tradition, religion, class and caste, race and ethnicity and gender.
- To cultivate in students a critical approach to the study of culture and make students understand relations between Culture, Society and Power

Course Level Learning Outcomes

On the Successful Completion of the Course, the Students shall be able to

- Understand how culture and literature are reciprocal
- Understand the dynamics of tradition, religion, class and caste, race and ethnicity, and gender
- Learn to use interdisciplinary critical perspectives to examine meanings of diverse cultural and social practices

Course Description

Unit I

Perspectives

Cultural Studies: Scope, Aims, Methods, and Theories and Locations

Cultures and Consumption, Cultures of Memory, Cultures of Impression Management

Unit II

Faith, Myth, and Morality

T. S. Eliot: *The Waste Land*

Dharamveer Bharti: *Andha Yug* (Translated by Alok Bhalla, Oxford University Press, New Delhi)

Unit III

Class and Caste

Jane Austen: *Emma*

U.R. Ananthamurthy: *Samskara* (Translated by A.K. Ramanujan, Oxford University Press, New Delhi)

Unit IV

Race and Ethnicity

Toni Morrison: *The Bluest Eye*

Khaled Hussein: *A Thousand Splendid Suns*

Unit V

Case Study/Project Report

The student will be assigned topic/area for Case study/Project Report from any one of the following:

Raymond Williams: *Culture and Society*

Hazari Prashad Diwedi: *Ashok ke Phool*

Mathew Arnold: *Culture and Anarchy*

Nirad Chaudhary: *The Autobiography of an Unknown Indian*

(The area/topic of the Case Study/Project Report will differ from candidate to candidate and will be decided by the Teacher concerned in consultation with the student in the classroom. The format shall be provided by the Department.)

Required Readings

- Bhalla, Alok. *Andhayug*. Oxford University Press, New Delhi.1953
- Nayar, Pramod K. *An Introduction to Cultural Studies*. Viva.2016
- Ramanujan, A.K. (tran) *Samskara*. Oxford University Press, New Delhi,2012
- Austen ,Jane. *Emma*. Penguin Classics.2003
- Morrison, Toni. *The Bluest Eye*. Penguin Classics.2002.
- Hussein,Khaled. *A Thousand Splendid Sons*. Penguin Publishing Group.2008.

Suggested Readings

- Arnold,Matthew. *Culture and Anarchy*,BooksWay,2013
- Basham, A.L. *The Wonder that was India*, Delhi: Rupa, 'Language and Literature'1999
- Diwedi,Hazari Prashad. *Ashok ke Phool*. Lokbharti Prakashan,28th edition,2007
- Jacobs, Mark D. and Nancy Weiss Hanrahan, eds. *The Sociology of Culture*. Malden: Blackwell, 2005.
- Prasad, Leela. *Ethics in Everyday Hindu Life*. Ranikhet: Permanent Black, 2007.
- Silverman, Helaine & D. Fairchild Ruggles, eds. *Cultural Heritage and Human Rights*.Springer.2007
- William, Raymonds. *Culture and Society*. Vintage Classics,2002.

Assessment and Evaluation

Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV(choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to IV, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

SEMESTER-II
Translation: Theories and Literature
Course Code -FA- ENG -CC-202

Course Objectives

- To enable the students develop translation skills
- To introduce the students to the dynamics of translation and its various forms and genres
- To help students to understand influence of language on cultural development of Society

Course Level Learning Outcomes

On the Successful completion of Course, student shall be able to:

- Learn basic theories and approaches of Translation
- Differentiate between style and convention of various genres in written forms between English and Hindi
- Analyze relationship between translation and Culture

Unit I

Perspectives

Sujeet Mukherjee- “Translation as New Writing” (from *Translation as Discovery*, Orient Longman)

Harish Trivedi- “Translation and the World Literature: The Indian Context” (from Susan Bassnet - *Translation and the World Literature*. Routledge.)

Unit II

Translation: Praxis & Process

Translation – Meaning, Process, Transliteration, Translation as Adaptation, Interference, Equivalence, Translation & Comparative Literature

Unit III

Literature in Translation

Poetry

Rabindranath Tagore- *Where the Mind is Without Fear* & Its Hindi Translation by Shiv Mangal Singh “Suman”

Suryakant Tripathi ‘Nirala’– *Bhikshuk* & Its English Translation *Beggar* by David Rubin

Kedar Nath Singh- *Baagh* and Its English Translation *The Tiger*

Salman Rushdie- *Midnight Children* and Its Hindi Translation *Aadhi Raat ki Santanaine* (Ch 1-4)

Shakespeare - *Othello* and Its Hindi Translation by Dr. Rangay Raghav

Unit-IV

Machine Translation

Possibilities & Limitations, Oral Translation, Interpretation

One Text, Many Translations

Unit- V

Case Study/ Project Report

The student will be given an assignment related to a translated text. He/ she will be asked to make an in-depth analysis whether the translated text does justice to the source language of the text.

(The area/topic of the Case Study/Project Report will differ from candidate to candidate and will be decided by the Teacher concerned in consultation with the student in the classroom. The format shall be provided by the Department.)

Required Readings

- Bassnett, Susan. *Translation and the World Literature*. Routledge, 2018.
- Ganesh, Kamala & Usha Thakkar, eds. *Culture and the Making of Identity in Contemporary India*. New Delhi: Sage, 2005.
- Mukerjee, Surjeet. *Translation as Discovery*. Orient Longman, 1994.
- Newmark, Peter. *A Textbook of Translation*. New York: Prentice Hall, 1988.
- Nirala, Suryakant Tripathi. *A Season on the Earth: Selected Poems of Nirala*, trans. David Rubin. New Delhi: OUP, 2003.
- Raghav, Rangay. *Othello*. Rajpal & Sons, 2017.
- Rushdie, Salman. *Midnight's Children*. Vintage Publishing, 2013
- Rushdie, Salman. *Aadhiraat ki Saantanen*. Vani Prakashan, 2009.
- Simon, Sherry and Paul St-Pierre, eds. *Changing the Terms: Translating in the Postcolonial Era*. Hyderabad: Orient Longman, 2002.

Suggested Readings

- Grossman, Edith. *Why Translation Matters*. Hyderabad: Orient BlackSwan, 2010.
- Kuhiwczak, Piotr and Karin Littau, eds. *A Companion to Translation Studies*. Channel View publication Ltd, 2007

- Mukherjee, Sujit. *Translation as Discovery*. Hyderabad: Orient Longman, 2006
- Singh, Avadhesh K.(ed) *Translation: Its Theory and Practice* (Creative Books)Hyderabad: Orient BlackSwan, 2007.
- Weissbort, D. and Eysteinson, A. *Translation: Theory and Practice A Historical Reader*(OUP)2006

Assessment and Evaluation

Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV(choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to IV, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

SEMESTER-II
Literature and Human Values
Course Code-FA-ENG-CC-203

Course Objectives

- To offer the learner exposure to literary and non-literary texts for the development of the self
- To enable the students interpret and appreciate the didactic purpose in literature
- To create an awareness about the goal, mission, and vision of life

Course Level Learning Outcomes

On the Successful completion of the course, the students shall be able to

- Strengthen the aesthetic sense and grasp values embedded in literature
- Understand the didactic purpose in Literature
- Gain ability to integrate moral values with professional/personal lives that can enhance psychological well-being

Course Description

UNIT I

Autobiographies/Epistles

Mahatma Gandhi: *The Story of My Experiments with Truth*

Bhagat Singh: *Letters to Father, B.K.Dutta, Jaidev Gupta*

UNIT II

Diaries/Travelogues/Short Stories

Sudha Murty: *The Daughter from a Wishing Tree*

V.D Savarkar : *My Transportation for Life*

Shortstories

The following short stories from *RISE*

Landlord

Son of the Soil Traverses Back Home

Insaniyat aaj bhi Jinda hai!

UNIT-III

Scriptures (Selected excerpts with a focus on secular values)

Buddha: *Three Canonical(Cardinal) Discourses*

Christ: *Sermon- Abide in Me*

Extracts from the Geeta: Chapter 3- Karma Yoga

UNIT IV

Scriptures (Selected excerpts with a focus on secular values)

Kabir: *mo ko kahan dhundo re bande,santan jat na pucho nirguniyan ki, tohi meri lagan lagi*

Shabad: *Mool Mantar (Jap Ji Sahib), Avval Allah Noor Upaaya*

Thus Spake the Prophet Muhammad

UNIT V

Case Study/ Project Report

Rishikesh Mukherji: *Anari*

Rishikesh Mukherji: *Anand*

The Students will be shown the films in the Classroom. It shall be followed by discussions and deliberations. The Students then shall be given a project to write upon. The format and areas of the project shall be decided in the Departmental meeting and then furnished to the students.

(The area/topic of the Case Study/Project Report will differ from candidate to candidate and will be decided by the Teacher concerned in consultation with the student in the classroom. The format shall be provided by the Department.)

Required Readings

- Agrawal, S.K. *RISE: COVID Stories of Hemang Rastra* Jaipur : Baba Publication, 2020
- Buddha, *Three Cardinal Discourses of the Buddha*. Translated by Nanamali Thera-Buddhist Publication Society, 1995
- Gandhi, Mahatma. *The Story of My Experiments with Truth*.
- Murty, Sudha. *The Daughter from a Wishing Tree*. Puffer, 2019
- Savarkar, Veer. *My Transportation for Life*, Abhishek Publications, 2007
- Singh, Bhagat. *The Jail Notebook and Other Writings*. Leftword Books, 2007
- *Srimadbhagvad Gita*.Gita Press Gorakhpur.
- Das,Sisir Kumar.*The English Writings of R. N. Tagore Vol.1* ,Verses of Kabir 1,2, 10, Sahitya Academy,1994.
- *Thus Spake Prophet Muhammad*. Sri Ramakrishna Math Printing Press, 2011

Suggested Readings

- Cottingham, John. *On the Meaning of Life*. London: Routledge, 2005
- Gardner, W. H. *Language, Literature, and Human Values*. Pietermaritzburg: University of Natal Press, 1966
- Roderick, Rick. *Philosophy and Human Values*. US: The Teaching Company, 1992

Assessment and Evaluation

Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV(choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to IV, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

SEMESTER-II
Basic Concepts of Linguistics and Language Teaching
Course Code -FA-ENG-CC-204

Course Objectives

- To introduce the students to the basic concepts in Linguistics
- To enable students instil basic understanding of the different levels of analysis in Linguistics
- To enable students apply teaching methods and approaches

Course Level Learning Outcomes

On the Successful completion of the course, the students shall be able to

- Define the specific structure and function of language as used in natural discourse
- Recognize the principles of language acquisition and apply them in appropriate contexts
- Learn about teaching methods and approaches and its implementation in real life

Course Description

Unit – I

Language and Phonology

Phoneme, Organs of Speech, Speech Mechanism, Classification and Description of Speech Sounds, Consonants and Vowels, The International Phonetic Alphabet, Phonetic Transcription; Allophone, Syllable, Stress

Unit – II

Morphology(Word- formation)

Morph, Morpheme, Allomorph, Word, Inflection, Derivation, Compounding, Conversion, Blending

Unit - III

English Language Teaching:

Basic Principles of Language Teaching
 Language Learning and Language Acquisition-Behaviorist and Rationalist Approach,
 Contrastive Analysis, Error Analysis, Mother Tongue Interference

Unit - IV

Teaching Methods and Approaches

Grammar Translation Method

Direct Method

Structural Approach

Audio – Lingual Method

Communicative Language Teaching

Unit – V

Case Study/ Project Report

The student will be assigned the task to explore the feasibility of Method/Approach. The task shall be survey based and student will choose the UG/ PG level classes of General English Course for the assigned task.

(The area/topic of the Case Study/Project Report will differ from candidate to candidate and will be decided by the Teacher concerned in consultation with the student in the classroom. The format shall be provided by the Department.)

Required Readings

- Akmajian, A., R. A. Demers and R.K. Harnish. *Linguistics: An Introduction to Language and Communication*. 2 ed. Cambridge: MIT Press, 1984; Indian ed., Prentice Hall, 1991
- Chierchia, Gennaro and Sally McConnell-Ginet. *Meaning and Grammar: An Introduction to Semantics*. Cambridge, Massachusetts: MIT Press, 2000
- Fromkin, V and R Rodman. *An Introduction to Language*. 2 ed. New York: Holt, Rinehartand Winston, 1974
- Gautam, Kripa K. *English Language Teaching: A Critical Study of Methods & Approaches*, Harman Publishing House.
- Lado, Robert. *Linguistics across Cultures: Applied Linguistics for Language Teachers*. University of Michigan Pressr.1957

Suggested Readings

- De Saussure, Ferdinand. *Course in General Linguistics*. New York: McGraw Hill, 1966
- Fromkin, Victoria ed. *Linguistics: An Introduction to Linguistic Theory*. Malden, MA: Blackwell, 2000
- Mesthrie, Rajend and Rakesh M. Bhatt. *World Englishes: The Study of New Linguistic Varieties*. Cambridge: CUP, 2008
- Misra, Partha Sarthi. *An Introduction to Stylistics*. Hyderabad: Orient Blackswan, 2009

- Rahman, Tariq. *A General Introduction to Linguistics*. Hyderabad: Orient Blackswan, 2010

Assessment and Evaluation

Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to IV, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

Semester-III
American Literature
Course Code: FA- ENG -CC-301

Course Objectives:

- To introduce the students to the world of American life and Culture and provide an outline of various aspects of American Literature
- To familiarize students with the various genres and seminal texts of American literature
- To make the students understand the influence of American literature on the literature of other countries

Course Level Learning Outcomes:

On the successful completion of the Course, the students shall be able to

- Identify the different influences on American writers
- Comprehend the American culture through their literary works
- Analyse the similarities and contrasts in the writing styles of American and native British writers

Course Description**Unit I****Poetry**

Robert Frost	:	Birches, West Running Brook
Walt Whitman	:	When Lilacs Last in the Door-yard Bloom'd, Out of the Cradle Endlessly Rocking
Emily Dickinson	:	She sweeps with many-colored brooms, After great pain a formal feeling comes
Sylvia Plath	:	Daddy, Lady Lazarus
E.E. Cummings	:	Somewhere I Have Never Travelled, Humanity I love You

Unit II**Prose**

Ralph Waldo Emerson	:	The American Scholar
Henry David Thoreau	:	Civil Disobedience

Unit III**Fiction**

Nathaniel Hawthorne	:	The Scarlet Letter
Mark Twain	:	The Adventures of Huckleberry Finn

Unit IV

Drama

Eugene O'Neill	:	The Hairy Ape
Arthur Miller	:	Death of a Salesman

Unit V

Case Study/Project Report

The student will be given a poem, a prose work, a play, a novel/novella written by a prominent American writer and will be asked to analyze the traits narrated therein. These works must not be the part of the prescribed curricula (The area /topic of the Case Study/ Project Report will differ from candidate to candidate and will be decided by the teacher concerned in consultation with the student in the classroom. The format shall be provided by the Department).

Required Readings

- Hawthorne, Nathaniel. *The Scarlet Letter*. Amazon Digital Services, 7 May 2015.
- Kenneth Sacks: *Understanding Emerson: "The American Scholar" and His Struggle for Self-Reliance*. Princeton, New Jersey: Princeton University Press, 2003. Second edition.
- Miller, Arthur. *Death of a Salesman*. Penguin Plays, January 1, 1985.
- O'Neill, Eugene. *The Hairy Ape*. Independently Published, 20 January 2021.
- Peter James Stanlis. *Robert Frost: The Poet as Philosopher*, ISI Books, 2007.
- Ramanan, Mohan (Ed) *Four Centuries of American Poetry: An Anthology*. Chennai: Macmillan, 1996.
- Sacvan Bercovitch. *The Cambridge History of American Literature*. CUP, 1997.
- Steven F. Bloom. *Student Companion to Eugene O'Neill*. Greenwood Publishing Group, 2000.
- Steven Gould Axelrod, Camille Roman, Thomas Travisano. eds. *The New Anthology of American Poetry: Vol. I* Edited by Rutgers University Press, 2012
- Twain, Mark. *The Adventures of Huckleberry Finn*. Penguin Classics, December 31, 2002

Suggested Readings

- Bhongle, Rangrao. (Ed) *Contemporary American Literature: Poetry, Fiction, Drama and Criticism*. New Delhi: Atlantic Publishers, 2002.
- Collins - An Introduction to American Literature
- Crawford, Bartholow V et al. *American Literature*. New York: Barnes and Noble Books, 1945 F.

- Howard, Zinn. *A People's History of the United States: 1492 to Present*, New York: Harpercollins, 1980.
- James M. McPherson. *Battle Cry of Freedom: The Civil War Era*. London: OUP, 1988.
- Malcolm Bradbury and Richard Ruland. *From Puritanism to Postmodernism: A History of American Literature*, New York: Penguin Group (USA) Incorporated, 1992.
- Philip F. Gura. *American Transcendentalism: A History*, New York: OUP, 1988.
- Russ Castronovo (ed.), *The Oxford Handbook of Nineteenth-Century American Literature*, Oxford: Oxford Handbooks, 2012
- Stephen A. Black. Eugene O'Neill: *Beyond Mourning and Tragedy*, New Haven: Yale University Press, 2002.

Assessment and Evaluation

Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to IV, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

Semester-III
Modern British Literature
Course Code-FA- ENG- CC-302

Course Objectives

- To familiarize the students with the socio – cultural impulses that shaped the twentieth century English Society
- To introduce and examine the various movements that dominated the literature, culture and arts of the country which produced significant shifts in the patterns of thoughts and living
- To introduce students to the diverse literary and intellectual trends of the twentieth century

Course Level Learning Outcomes

- Understand the features of Modernism and explore ‘how the Age affected the literature and the various genres’
- Demonstrate knowledge of the major movements that influenced British and European Literature
- Evaluate critically the texts in terms of their stylistic features

Course Description

Unit-I

Poetry

W.B Yeats	:	Sailing to Byzantium, Easter 1916
Dylan Thomas	:	Fern Hill, This Bread I Break
W.H. Auden	:	September 1, 1939

Unit-II

Prose

George Orwell	:	The Politics of the English Language, Shooting an Elephant, Reflection of Gandhi, New Words
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Unit-III

Fiction

Virginia Woolf	:	Mrs. Dalloway
D.H. Lawrence	:	The Rainbow

Unit-IV

Drama

Samuel Beckett	:	Waiting for Godot
G.B. Shaw	:	Saint Joan

Unit-V

Case Study/Project Report

The student will be given a poem, a prose work, a play, a novel/novella written by a prominent British writer and will be asked to analyze the traits narrated therein These works must not be the part of the prescribed curricula (The area /topic of the Case

Study/ Project Report will differ from candidate to candidate and will be decided by the teacher concerned in consultation with the student in the classroom. The format shall be provided by the Department).

Required Readings

- Beckett, Samuel. *Waiting for Godot*. Pearson, 2016.
- Lawrence, D. H. *The Rainbow*. Maple Press, 2011.
- Norman Jeffares. *W.B. Yeats: Man and Poet*. Barnes & Noble, 1966.
- Orwell, George. *Shooting an elephant, and other essays*. New York: Halcourt, Brace, 1950.
- Shaw, G.B. *Saint Joan*. Maple Press, 2014.
- Woolf, Virginia. *Mrs. Dalloway*. Rupa Publications India, 2016.

Suggested Readings

- Anne Fernihoughed. *The Cambridge Companion to D.H. Lawrence*. CUP 2001.
- Childs, Peter Modernism. *The New Critical Idiom Series*.2nd Ed. Routledge. 2008.
- Elsom, John. *Post-War British Theatre*. Routledge, 2014.
- Ford, Boris. *Pelican History of English, Vol 7*.
- Humphrey, Robert. *Stream of Consciousness in the Modern Novel*. U.of California Press, 1954.
- Innes, Christopher. *Modern British Drama: The Twentieth Century*. CUP, 2002.
- Malcolm Bradbury and McFarlane. *Modernism: A Guide to European Literature, 1890- 1930*. Penguin rev. ed.
- Marjorie Howe and John Kelly eds. *The Cambridge Companion to W.B. Yeats*. CUP 2006.
- Susan Sellers ed. *The Cambridge Companion to Virginia Woolf*. CUP 2010.

Assessment and Evaluation

Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV(choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to IV, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

Semester-III

Indian Literature in English Translation

Course Code-FA- ENG- CE-303 (A)

Course Objectives

- To understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions
- To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives
- To explore images in literary productions that express the writers sense of their society

Course Level Learning Outcomes

On the Successful completion of the course, the students shall be able to

- Have an overview of the cultural identities in the polyphony of modern Indian writing in translation
- Make a comparative study of the original and the translated texts to see the process of negotiation that constructs, and is constructed in, the English language translation
- Develop an understanding about the Indian society based on his readings of various texts of Indian Writings in English Translation

Course Description

Unit I

Poetry

Ramdhari Singh Dinkar : *Rashmirathi* (Translated by Dr. B N Mishra, V.L. Media Solutions, 2016)

Suryakant Tripathi Nirala : The following poems from *A Season on the Earth* (Selected poems of Nirala translated by David Rubin)

Breaking Stones (Todti Patthar)
Mushrooms (Kukurmutta)
Remembering Saroj (Saroj Smiriti)

Unit II

Drama

Girish Karnad : Nagmandala (Translated by Girish Karnad from Kannada)

Mohan Rakesh : Halfway House (A translation of Aadhey Adhure
by Bindu Batra)

Unit III

Autobiography and Biography

Amrit Rai : Premchand: His Life and Times (A translation of Kalam
Ka Sipahi by Harish Trivedi)

Saadat Hasa Manto : On Ismat (Translated by Shobhana Bhattacharji)

Unit IV

Fiction

Mahasweta Devi : Mother of 1084 (Translated by Samik Bandyopadhyay)

Bhishma Sahni : Tamas (Translated by Daisy Rockwell)

The following short stories from A Clutch of Indian Masterpieces, (Edited by David Davidar, 2016):

1. Rabindranath Tagore : The Hunger of Stones
2. Gulzar : Crossing the Ravi
3. Manto : Toba Tek Singh
4. Amirta Pritam : Stench of Kerosene
5. Vijaydan Detha : Countless Hitlers
6. Sundara Ramaswamy : Tamarind History
7. Anna Bhau Sathe : Gold from the Grave

Unit V

Case Study/Project Report

The student shall be assigned a case study related to the work of any Indian writer translated in English (poet, fiction writer, or prose writer) and will be asked to analyze that work from the point of view of the depiction of Indian ethos. These works must not be the part of the prescribed curricula (The area /topic of the Case Study/ Project Report will differ from candidate to candidate and will be decided by the teacher concerned in consultation with the student in the classroom. The format shall be provided by the Department).

Required Readings

- Davidar, David. *A Clutch of Indian Masterpieces*. 2016.
- Devi, Mahasweta. *Mother of 1084* (Translated by Samik Bandyopadhyay, Seagull,
- Dinkar, Ramdhari Singh. *Rashmirathi*. Translated by Dr. B N Mishra, V.L. Media Solutions, 2016.
- Karnad, Girish. *Nagamandal* (Translated by Alok Bhalla). OUP, 1999.
- Manto, Saadat Hasa. *On Ismat*. Translated by Shobhana Bhattacharji.
- Nirala, Suryakant Tripathi. *A Season on the Earth* (Selected poems of Nirala translated by David Rubin)
- Rai, Amrit. *Premchand: His Life and Times*. Translated by Harish Trivedi. OUP, 2004.
- Rakesh, Mohan. *Halfway House: A Translation of Aadhey Adhure* (Translated by Bindu Batra), Worldview Publications, 1999
- Sahni, Bhishma. *Tamas*. Translated by Daisy Rockwell. Random Publishing House, 2016.

Suggested Readings

- Kapse, Dhananjay. Ed. *Modern Indian Writing in Translation*. Worldview Publications, 2016.
- Changing the Terms: *Translating in the Postcolonial Era*, Edited by Sherry Simon and Paul St. Pierre, 2000.

Assessment and Evaluation

Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV(choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to IV, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

Semester-III
New World Literatures
Course Code-FA- ENG- CE-303(B)

Course Objectives

- To acquaint the students with the diverse cultures and modes of expression
- To enable them to explore issues of cultural plurality and hybridity
- To expose the learners to literary negotiations of colonization and decolonization, identity, inequality, marginalization and so on

Course Level Learning Outcome

On the Successful completion of the course, the students shall be able to

- Familiarise with wide range of cultures and modes of expression
- Develop an understanding about cultural plurality and hybridity.
- Make a comparative study of various literary texts to develop an understanding of the concepts of colonization and decolonization, identity, inequality, marginalization and so on

Course Description

Unit-I

Poetry

A.K. Ramanujan	:	Death and the Good Citizen (The Collected Poems of A.K. Ramanujan, OUP)
A.D. Hope	:	Australia (An Anthology of Commonwealth Poetry)
Margaret Atwood	:	Journey to the Interior (An Anthology of Commonwealth Poetry)
Alice Walker	:	Remember Me?
Derek Walcott	:	A Far Cry from Africa
Faiz Ahmed Faiz	:	When Autumn Came
Li Young Lee	:	I Ask my Mother to Sing
Tenzin Tsundue	:	When it Rains in Dharamsala
David Diop	:	The White Man Killed my Father
Yasmine Gooneratne	:	There was a Country

Unit-II

Short Stories and Memoir

Gabriel Garcia Marquez	:	The Handsomest Drowned Man in the World
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Alice Munroe	:	Voices
Robyn Davidson: Tracks	:	One Woman's Journey across 1700 miles of Australian Outbreak

Unit-III Fiction

Nadine Gordimer	:	The Burger's Daughter
V.S. Naipaul	:	A House for Mr. Biswas

Unit-IV Drama

Caryl Churchill	:	Top Girls
Eugene O'Neil	:	Long Day's Journey into Night

Unit-V

Case Study /Project Report

The student will be given a poem, a prose work, a play, a novel/novella written by a prominent world writer and will be asked to analyze the traits narrated therein. These works must not be the part of the prescribed curricula (The area /topic of the Case Study/ Project Report will differ from candidate to candidate and will be decided by the teacher concerned in consultation with the student in the classroom. The format shall be provided by the Department).

Required Readings:

- Churchill, Caryl. *Top Girls*. Bloomsbury, 2018.
- Gordimer, Nadine. *The Burger's Daughter*. Bloomsbury, 1979.
- Naipaul, V.S. *A House for Mr. Biswas*. Pan Macmillan, 2011.
- Narasimhaiah, C. D. *An Anthology of Commonwealth Poetry*, 2016.
- O'Neil, Eugene. *Long Day's Journey into Night*. Royal National Theatre, 1991.
- Ramanujan, A. K. *The Collected Poems*. OUP.

Suggested Readings:

- Atwood, Margaret. *Survival: A Thematic Guide to Canadian Literature*. Toronto: Anansi, 2004.
- Gray, Richard. *A Brief History of American Literature*. London: Wiley-Blackwell, 2011.
- King, Bruce. *The New English Literature*. Macmillan, 1980.
- Pierce, Peter. *The Cambridge History of Australian Literature: Queensland*: James Cook University, 2017.
- Young, Robert C. *Post Colonialism: A Very Short Introduction*. London: Oxford, 2003.

Assessment and Evaluation

Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV(choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to IV, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

Semester-III

Indian Writing in English

Course Code-FA- ENG- CE-304 (A)

Course Objectives

- To acquaint the students with the thematic concerns, genres and trends of Indian writing in English
- To create literary sensibility for appreciation in students and expose them to artistic and innovative use of language by writers
- To expose students to the pluralistic aspects of Indian culture and identity

Course Level Learning Outcomes

On the Successful completion of the course, the students shall be able to

- Develop a better understanding of Indian socio-cultural milieu through the themes of Indian literature in English
- Develop their literary and linguistic competence through the study of this literature
- Develop an understanding of the plurality and cultural diversity of India

Course Description

Unit-I

This Unit shall consist of two parts- A & B.

Part A: Indo-Anglican Writing, Anglo-Indian Writing and Indian Writing in English- origin, development and the prominent authors of varied genres.

Part B: Poetry

R. Tagore	:	Earth
Toru Dutt	:	Lakshman
Sarojini Naidu	:	The Coromandel Fishers
Nissim Ezekiel	:	Night of the Scorpion, Urban
Arun Kolatkar	:	Old Woman
Agha Shahid Ali	:	Snowmen, The Seasons of the Plains

Unit-II Prose

Sri Aurobindo	:	Essays on Gita (Chapter 1 to 10)
M K Gandhi	:	Hind Swaraj

Unit-III Fiction

Rama Mehta	:	Inside the Haveli
Amish Tripathi	:	Sita

Unit-IV Drama

Girish Karnad	:	Yayati
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Mahesh Dattani : Final Solutions

Unit-V

Case Study/ Project Report

The student shall be assigned a case study related to the work of any Indian writer of English (poet, fiction writer, or prose writer) and will be asked to analyze that work from the point of view of the depiction of Indian ethos. These works must not be the part of the prescribed curricula (The area /topic of the Case Study/ Project Report will differ from candidate to candidate and will be decided by the teacher concerned in consultation with the student in the classroom. The format shall be provided by the Department).

Required Readings

- Aurobindo. *Essays on the Gita*. Published by Sri Aurobindo Ashram Trust, Pondicherry.
- Dattani. Mahesh. *Final Solutions*. Penguin Books, 2005.
- Gandhi, M.K. *Hind Swaraj*. Rajpal and Sons, 2015.
- Iyengar, K.R.Srinivasa. *Indian Writing in English*, Sterling, 1984.
- Karnad, Girish. *Yayati*. OUP, 2008.
- Mehrotra, A.K. *A Concise History of Indian Literature in English*. Delhi, Permanent Black, 200
- Mehrotra, A.K. *Twelve Modern Poets* ed. O.U.P
- Mehta, Rama. *Inside the Haveli*. Penguin, 1996.
- Naik, M.K. *A History of Indian English*. Delhi: Sahitya Literature Academi, 1982
- Tagore, Rabindra Nath. *Selected Poems*. Penguin Books 1985, pp99-101
- Tripathi, Amish. *Sita*. Westland, 2017.

Suggested Readings

- Amga, H.I., *Indo-English Poetry*. Jaipur: Surabhi Publication, 2000.
- Das, Sisir Kumar. *Indian Literature. 2 Vol.* Sahitya Akademi, 1993.
- N.V. Bhairava and V. Sarang ed. *Indian English Fiction 1980-1990: An Assessment*. Delhi: Permanent Black, 1994.
- Naik, M.K. *A History of Indian English Literature*. Delhi: Sahitya Academy, 1982.
- Naik, M.K. and S.M. Panekar ed. *Perspectives on Indian Drama in English*. Delhi: Permanent Black, 1977.
- Naik, M.K. *Perspectives on Indian Poetry in English*. Delhi: Abhinav Publication, 1984.
- Williams, H.M. *Indo Anglian Literature, 1800-1970*. Bombay: Orient Longman, 1976.

Assessment and Evaluation

Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV(choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to IV, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

Semester-III
Australian Literature
Course Code-FA- ENG-CE -304(B)

Course Objectives

- To enable the students, appreciate Australian writings
- To acquaint the students with socio-economic, political and ethical dynamics and dimensions as depicted in the various genres of Australian writings
- To enable the students acquire the tools for appreciating Australian aesthetics as expressed by the Australian writers

Course Level Learning Outcomes

On the Successful completion of the course, the students shall be able to

- Appreciate Australian writings by employing both the eastern and the western literary tools.
- Develop a better understanding of Australian socio-cultural, political and ethical dynamics and dimensions
- Develop a sense of belongingness with Australian aesthetics and compare it with the Indian aesthetics

Unit-I

Poetry

W C Wentworth	:	Love, Australasia
Charles Harpur	:	A Coast View, A Dream of the Orient
A B Paterson	:	Clancy of the Overflow, The Man from Snowy River
Ada Cambridge	:	After Our Likeness, A Dream Of Venice

Unit-II

Short Fiction/Stories

Marcus Clark	:	The Seizure of Cyprus
Barbara Baynton	:	The Chosen Vessel
Henry Lawson	:	The Drover's Wife, The Union Burries It's Dead
Hoey Davis	:	Cranky Jack
Cristina Stead	:	The Old School

Unit-III

Fiction

Patrick White	:	Voss
Alexis Wright	:	Carpentaria

Unit-IV

Drama

David Williamson	:	Don's Party
Timberlake Wertenbaker	:	Our Country's Good

Unit-V

Case Study / Project Report

The student shall be assigned a case study related to the work of any Australian writer of English (poet, fiction writer, or prose writer) and will be asked to analyze that work from the point of view of the depiction of Australian ethos. These works must not be the part of the prescribed curricula (The area /topic of the Case Study/ Project Report will differ from candidate to candidate and will be decided by the teacher concerned in consultation with the student in the classroom. The format shall be provided by the Department).

Required Readings:

- Gilbert, Kevin, ed. *Inside Black Australia: An Anthology of Aboriginal Poetry*. Penguin Books, 1988.
- Heiss, A., & Minter, P. (Eds). *The Macquarie PEN Anthology of Aboriginal Literature*. Allen & Unwin, 2008.
- Jose, Nicholas et al. *The Macquarie PEN Anthology of Australian Literature*. Allen & Unwin, 2009.
- Wertenbaker, Timberlake. *Our Country's Good*. Bloomsbury Publishing, 2020.
- White, Patrick. *Voss*. Penguin Classics, 2009.
- Williamson, David. *Don's Party*. Currency Press Pty Ltd, 2011.
- Wright, Alexis. *Carpentaria*. Giramondo Publishing Company, 2016.

Suggested Readings:

- Gelder, K & Weaver, R. *Colonial Australian Literature*. Sydney University Press, 2017.
- Grossman, Michelle. *Entangled Subjects: Indigenous/Australian Cross-Cultures of Talk, Text, and Modernity*. Rodopi, 2013.
- Huggan, Graham. *Australian Literature: Postcolonialism, Racism, Transnationalism (Oxford Studies in Post-colonial Literatures)*. Oxford University Press, 2007.
- Mycak, Sonia and Sarwal, Amit. *Australian Made: A Multicultural Reader*. Sydney University Press, 2010.
- Narogin, Mudrooroo. *Writing from the Fringe: A Study of Modern Aboriginal Literature in Australia*. South Yaara: Hyland House, 1990.
- Pierce, P. *The Cambridge History of Australian Literature*. Cambridge University Press, 2009.

Assessment and Evaluation

Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV(choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to IV, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

Semester-III
African Literature
Course Code-FA- ENG – CE-304(C)

Course Objectives

- To enable the students, appreciate African writings
- To acquaint the students, with socio-economic, political and ethical dynamics and dimensions as depicted in the various genres of African writings
- To enable the students acquire the tools for appreciating African aesthetics as expressed by the African writers belonging to the decolonized world

Course Level Learning Outcome

On the Successful completion of the course, the students shall be able to

- Appreciate African writings by employing both the eastern and the western literary tools
- Develop a better understanding of African socio-cultural, political and ethical dynamics and dimensions
- Develop a sense of belongingness with African aesthetics and compare it with the Indian aesthetics

Unit-I

Poetry

Wole Soyanka	:	Telephone Conversation
Barlow	:	Building of the Nation
David Rubadiri	:	Yet Another, A Negro Labourer in Liverpool
Gabriel Okara	:	Once Upon a Time, The Mystic Drum

Unit-II

Fiction

Chinua Achebe	:	Things Fall Apart
Laila Lalami	:	Hope and Other Dangerous Pursuits

Unit-III

Memoir /Autobiography

Sembene Ousmane	:	Xala
Kris Holloway	:	Monique and the Mango Rains

Unit-IV

Drama

John Ruganda	:	The Floods
Athol Fugard	:	The Blood Knot

Unit-V

Case Study /Project Report

The student shall be assigned a case study related to the work of any African writer of English (poet, fiction writer, or prose writer) and will be asked to analyze that work from the

point of view of the depiction of African ethos These works must not be the part of the prescribed curricula (The area /topic of the Case Study/ Project Report will differ from candidate to candidate and will be decided by the teacher concerned in consultation with the student in the classroom. The format shall be provided by the Department).

Required Reading

- Achebe, Chinua. *Things Fall Apart*. Penguin Publishing Group, 1994.
- Fugard, Athol . *The Blood Knot*. Theatre Communications Group, 1993.
- Holloway, Kris. *Monique and the Mango Rains*. Waveland Pr Inc, 2006.
- Lalami, Laila. *Hope and Other Dangerous Pursuits*. Harvest Books, 2006.
- Ruganda, John. *The Floods*. East African Pub. House, 1980.
- Sembene Ousmane, Sembene. *Xala*. Lawrence Hill Books, 1974.

Suggested Reading

- Ashcroft, Bill, Gareth Griffiths & Helen Tiffin, Eds. *The Postcolonial Studies Reader*. New York & London: Routledge (1995) 1997.
- Moore, Gerald and Ulli Berier, eds. *The Penguin Book of Modern African Poetry*. 4th ed. Newyork: Penguin Books, 1998.
- Owomoyela, Oyekan. *The African Difference*, New York: Peter Lang & WUP, 1996
- Soyinka, Wole. *Art, Dialogue and Outrage: Essays on Literature and Culture*, London: Methuen, 1988.

Assessment and Evaluation

Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV(choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to IV, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

Semester-III

Introduction to ICT

Course Code-FA- ENG – OE-305(A)

Course Objectives

- To introduce the students basics of Information Technology
- To acquaint the students about concepts and skills related to IT basics, computer applications, interactive medias, Internet basics and security
- To familiarize students with multitasking and handling security issues

Course Level Learning Outcomes

On the successful completion of the Course, the students shall be able to

- Understand basic concepts and terminology of information technology
- Develop an understanding of computer and its operations
- Identify issues related to information security

Course Description

Unit I

Introduction to Computers: Introduction, Definition, Characteristics, Evolution, Block Diagram, Generations of Computer, Classification, Applications, Capabilities and limitations

Basic Computer Organization: Role of I/O devices in a computer system. Input Units: Keyboard, Terminals and its types; Pointing Devices, Scanners and its types, Voice Recognition Systems, Vision Input System, Touch Screen, Output Units: Monitors and its types. Printers: Impact Printers and its types. Non-Impact Printers and its types, Plotters, types of plotters, Sound cards, Speakers.

Unit II

Storage Fundamentals: Primary Vs Secondary Storage, Data storage & retrieval methods. Primary Storage: RAM ROM, PROM, EPROM, EEPROM. Secondary Storage: Magnetic Tapes, Magnetic Disks. Cartridge, tape, hard disks, Floppy disks, Optical Disks, Compact Discs, Zip Drive, Flash Drives

Unit III

Software: Software and its needs, Types of S/W. System Software: Operating System, Utility Programs; Programming Language: Machine Language, Assembly Language, High Level Language their advantages & disadvantages. Application S/W and its types: Word Processing, Spread Sheets Presentation, Graphics, DBMS software.

Unit IV

Operating System: Functions, Measuring System Performance, Assemblers, Compilers and Interpreters; Batch Processing, Multiprogramming, Multi-Tasking, Multiprocessing, Time Sharing, Windows

Unit V

Case Study/Project Report

The student shall be assigned a Case Study/Project Report concerning the application of specified software or any other IT task considered suitable by the teacher (The area /topic of

the Case Study/ Project Report will differ from candidate to candidate and will be decided by the teacher concerned in consultation with the student in the classroom. The format shall be provided by the Department).

Required Readings

- Afriyie, Bright Siaw. *Concise ICT Fundamentals- Volume one*. Trafford Publishing, 2012.
- Liroy, Antonio. "Basics of ICT security." (2007).
- Sawyer, Williams. *“Using Information Technology: A Practical Introduction to Computer & Communications”* by, 6th Edition (McGraw Hill).
- Shortis, Tim. *The language of ICT: Information and communication technology*. Psychology Press, 2001.

Suggested Readings

- Hutchinson, Sarah E. and Stacey C. Sawyer *“Computers, Communications & information: A user's introduction”*. 2000.
- Leon, Alexis and Mathews Leon. *Fundamentals of Information Technology*. Vikas Publishing, 2009.
- Norton, Peter *“Introduction to Computers (6th International Edition)*. McGraw Hill, 2005.

Assessment and Evaluation

Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV(choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to IV, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

Semester-III

Digital Humanities

Course Code-FA- ENG- OE-305(B)

Course Objectives

- To enable the students, Understand of the fundamental concepts of digital humanities
- To enhance the ability to undertake research in multidisciplinary domains
- To familiarize the students use of Analytical tools
- To make effective oral and written technical communication

Course Level Learning Outcomes

On the successful completion of the Course, the students shall be able to

- Demonstrate knowledge and understanding of digital humanities
- Analyse, assess, and manage research in digital humanities
- Describe the pros and cons of using Science and Technology in digital humanities, their role in society, and the individual's responsibility

Course Description

Unit-I

Digital Humanities: An Introduction

The Humanities Development and Concern, The Transitions-Oral, Text Based and Digital, Global Digital Humanities, The State of Digital Humanities in India

Unit-II

Digital Humanities: Meaning and Nature

Meaning and Definitions of Digital Humanities, Major features of Digital Humanities, what is Digital Scholarship? Some noteworthy Digital Projects

Unit-III

Digital Humanities: Approaches and Perspectives

Race, Caste, and Coloniality in Digital Media Feminist Digital Humanities, Humanities, Cord and Platform Studies and New Media Studies

Unit-IV

Digital Humanities: Methods and Tools Digital Archives, Curating, Digital Machine Readability and Building; Digital Achieving

Visualization: Representing Data, Vision, Maps, Graphs, Chart and Other Forms Computational Text Analysis, Counting, Creating and Interpreting Data Multilingualism in Digital Humanities

Unit-V

Case Study/Project Report

Every student who opts for the paper will be assigned a task of computational Text Analysis (The area /topic of the Case Study/ Project Report will differ from candidate to candidate and will be decided by the teacher concerned in consultation with the student in the classroom. The format shall be provided by the Department).

Required Readings

- Berry, David M. *Understanding Digital Humanities*. Palgrave Macmillan, London, 2012.
- Gold, Matthew K., ed. *Debates in the digital humanities*. University of Minnesota Press, 2012.
- Schreibman, Susan, Ray Siemens, and John Unsworth, eds. *A companion to digital humanities*. John Wiley & Sons, 2008.
- Terras, Melissa, Julianne Nyhan, Edward Vanhoutte. Ed. *Defining Digital Humanities*. Routledge, 2016.
- Vanhoutte, Edward, ed. *Defining Digital Humanities: a reader*. Ashgate Publishing, Ltd., 2013.

Suggested Readings

- Burdick, Anne, Johanna Drucker, Peter Lunefeld, Todd Presner, and Jeffrey Schnapp, *Digital Humanities*, Massachusetts Institute of Technology Press, 2011.
- D Hirsch, Brett. *Digital humanities pedagogy: Practices, principles and politics*. Open Book Publishers, 2012.
- Warwick, Claire; Terras, Melissa; Nyhan, Julianne. *Digital Humanities in Practice*. Facet Publishing, 2012.

Assessment and Evaluation

Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV(choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to IV, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

Semester-III

Basic Stagecraft, Workshop and Theatre Production Course Code-FA- ENG- OE-305(C)

Course Objectives

- To sensitize the students about theatre and stagecraft as a tool of personality development and inter-personal, intercultural and oral communication.
- To develop human values and relationships through acting, introspection and interaction
- To know about the basics of Direction and visualization

Course Level Learning Outcomes

On the successful completion of the Course, the students shall be able to

- Apply the skills of production and Design
- Understand theatre as a communicative and cultural medium of expression
- Understand the concept of space and aesthetics of Sound

Course Description

Unit I

Theatre: Self, Society and Human Values: Basic introduction to theatre as a concept and performance; Different types of theatre, theatre as a communicative and cultural medium; Theatre, human values and ethics.

Unit II

Production and Design: Tools and Language of Stagecraft, set, light, costumes, props, makeup, sound, music, backstage, stage management.

Unit III

Acting Skills: Different acting styles - realistic, method, stylized, improvisations; exploration and development of character and context; understanding space and time dynamics; Voice modulation and speech, throw, pitch etc; Body language, paralanguage and cues.

Unit IV

Direction: Conception and visualization through aesthetics of sound/silence and visuals; Adaptation and script writing; Understanding the Space; Rehearsal and performance.

Unit-V

Case Study/Project Report

The student will be asked to write a Case Study/Project Report on any area/topic from the following text:

1. The Great Dictator– Silent Cinema, Montage
2. Bicycle Thieves: Neo-Realism
3. The Godfather: Hollywood Classic
4. Pather Panchali: Indian Classic
5. Rashomon: Asian Classic. Japanese Cinema
6. Sholay: Bollywood Classic
7. Children of Heaven: Iranian Classic
8. La Dolce Vita: Italian Classic

Required Readings

- Carver, Rita. *Stagecraft Fundamentals*. Routledge, 2012.
- Griffiths, Trevor R. *Stagecraft: the complete guide to theatrical practice*. Knickerbocker Press, 1998.
- Lee, Robert L. *Everything about Theatre! The Guidebook of Theatre Fundamentals*. Meriwether Publishing Ltd., 0, Colorado Springs, 1996.
- Stribling, Zachary. *Illustrated Theatre Production Guide*. Franchi Finch, 2020.

Suggested Readings

- C.S. Venkitsweran, Swayamvaram: *Classic Prophecies in Film and Philosophy* ed. K Gopinathan.
- Macgowan, Kenneth. *The Theatre of Tomorrow*. Boni and Liveright, 1921.
- Ronald Abramson “*Structure and Meaning in Cinema in Movies and Methods* Ed. Bill Nichols
- Satyajit Ray: *What is Wrong with Indian Films* (from ‘Our Films Their Films’)

Assessment and Evaluation

Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to IV, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

Semester-III

Gender Narratives and Communication

Course Code-FA- ENG -OE-305(D)

Course Objectives

- To introduce the students 'role of literature' in providing logical understanding of gender roles
- To provide insight on gender disparities within the family, economy, education, political and legal systems through literature
- To enable the students understand better and deal with gender-related issues in a better way thus contributing to society and helping the ones who are in need

Course Level Learning Outcomes

On the Successful completion of the course, the students shall be able to

- Develop an understanding of social dynamics and power relations in the context of gender
- Understand the role of literature on gender issues and develop a critical thinking
- Understand the significance of women's narratives, their comments on issues ranging from patriarchy to community and spirituality

Course Description

	Unit-I	
Intiaz Dharkar	:	Prayer, Purdah-1
Katherine Mansfield	:	The Man with the Wooden Leg
Genny Lin	:	Wonder Woman
Adrienne Rich	:	Living in Sin
	Unit II	
Ismat Chughtai	:	<i>The Quilt</i>
Indira Goswami	:	<i>The Sin</i>
	Unit III	
Laxminarayan Tripathi	:	Me Hijra, Me Luxmi
A.Revati	:	The Truth about Me
	Unit IV	
Manjula Padmanabhan	:	Lights Out
Mahesh Dattani	:	Dance like a Man
	Unit V	

Case Study/Project Report

The student shall be assigned a Case Study related to a text having gender implications (Poem, Prose, Fiction, Play) and will be asked to analyze that work. These works must not be the part of the prescribed curricula (The area /topic of the Case Study/ Project Report will

differ from candidate to candidate and will be decided by the teacher concerned in consultation with the student in the classroom. The format shall be provided by the Department).

Required Readings

- Eagleton, Sandra. *Women in Literature: Life Stages Through Stories, Poems and Plays*. (ed.) Prentice Hall. 1988.
- Chughtai, Ismat. *The Quilt and Other Stories*. South Asia Books, 1996.
- Revathi, A. *The Truth About Me: A Hijra Life Story*. India, Penguin Books Limited, 2010.
- Tripāthī, Lakshmīnārāyaṇa. *Me Hijra, Me Laxmi*. India, Oxford University Press, 2015.
- Belsey, Catherine. (ed) *The Feminist Reader* (2nd ed.) Macmillan, 1997.
- Indira Goswami, Indira. *The Sin*. Gaurav Pub. House, 1986.
- Padmanabhan, Manjula. *Lights Out*. Worldview Publications, 2020.
- Dattani, Mahesh. *Dance like a Man*. Penguin India, 2006.

Suggested Readings

- Eagleton, Mary. *Feminist Literary Theory* (3rd ed) Blackwell Publishers, 2010.
- Eagleton, Mary. *Working with Feminist Criticism* (2nd ed). Blackwell Publishers, 1995.
- Hubel, Teresa. *Whose India?* Leicester University Press, 1996.
- Mehta, Sandhya Rao, ed. *Exploring Gender in the Literature of the Indian Diaspora*. Cambridge Scholars Publishing, 2015.
- Pilcher and Whelehan, *Fifty Key Concepts in Gender Studies*, London : Sage, 2004

Assessment and Evaluation

Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV(choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to IV, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

Semester IV
Literary Criticism and Theory
Course Code-FA- ENG- CC-401

Course Objectives

- To acquaint the students with important schools of Literary criticism-Indian and Western with the help of representative essays
- To develop students 'understanding about the principles of Indian as well as Western European philosophy and aesthetic theory
- To familiarize with a variety of critical approaches that would promote their understanding of literary works and enable them to critically appreciate literature

Course Level Learning Outcomes

On Successful completion of the course the students shall be able to

- Understand the concepts of critical theories
- Develop a skill in applying various literary theories to interpret a specific text
- Develop a familiarity with origin of critical ideas in Indian and Western Literature

Unit – I

Bharata's *Natyashastra* : Chapter 1(from Kapila Vatsyayan's *Natyashastra*)

Kuntaka : Vakroktijivitam(From K. Krishnamoorthy *The Vakroktijivitam of Kuntaka*, Dharwad: Karnataka University,1977)

Unit- II

Longinus: *On the Sublime*

Pope: *Essays on Criticism*

Unit – III

Matthew Arnold : The Study of Poetry (from *English Critical Texts* by Enright and Chickera, Oxford University Press)

T.S Eliot : Tradition and Individual Talent (from *English Critical Texts* by Enright and Chickera, Oxford University Press)

Unit – IV

Elaine Showalter : Towards a Feminist Poetics (from *Contemporary Criticism*, ed. Seturaman, Macmillan)

Gayatri Spivak : "Can the Subaltern Speak?" *The Postcolonial Studies Reader*. (Eds) Bill, Ashcroft, Griffiths & Tiffin

Homi K. Bhabha : “Cultural Diversity and Cultural Difference” *The Postcolonial Studies Reader* (Ashcroft et al)

Unit – V

Case Study/Project Report

The student will be given a literary text and will be asked to examine the given text in the light of the tenets of criticism laid down in the texts mentioned in Unit-I to IV. The Case Study shall basically involve the application /Theoretical/Critical tenets.

Required Readings

- Ashcroft, Bill, Gareth Griffiths & Helen Tiffin, Eds. *The Postcolonial Studies Reader*. New York & London: Routledge (1995) 1997.
- Krishna, Daya. *India’s Intellectual Traditions: Attempts at Conceptual Reconstructions* (eds) Indian Council of Philosophical Research, 1987.
- Rivkin, Julie and Michael Ryan. *Literary Theory: An Anthology* (Blackwell)
- Lodge, David. *Modern Criticism and Theory: A Reader* (Dorling Kindersley)
- William K. Wimsatt and Cleanth Brooks. *Literary Theory: A Short History* (Indian edition)
- Harry Blamires. *A History of Literary Criticism* (1991). Rpt. Macmillan India, 2000.
- Seturaman, V. S.. *Indian Aesthetics: An Introduction*. India, Macmillan Publishers India Limited, 2000.

Suggested Readings

- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester UP, 2009.
- Culler, Jonathan. *Literary Theory*. New Delhi: Oxford UP, 2011.
- Said, Edward W. *Orientalism*. London: Vintage Books, 1979.
- Showalter, Elaine. *Towards a Feminist Poetics*. *Twentieth Century Literary Theory*. Ed. K.M. Newton. London: Macmillan, 1988.
- Habib, M.A.R. *A History of Literary Criticism: From Plato to the Present*, USA: Blackwell Publishing, 2005.

Assessment and Evaluation

Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV(choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to IV, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

Semester IV
Non- Fictional Narratives
Course Code-FA- ENG-CC- 402

Course Objectives

- To acquaint the students with non- fictional narratives
- To develop students 'understanding about the principles of Indian as well as Western European philosophy and aesthetic theory
- To familiarize with a variety of critical approaches that would promote their understanding of literary works and enable them to critically appreciate literature

Course Level Learning Outcomes

On Successful completion of the course the students shall be able to

- Understand the concepts of critical theories
- Develop a skill in applying various literary theories to interpret a specific text
- Develop a familiarity with origin of critical ideas in Indian and Western Literature

Unit-I

Non-fiction

Tagore: Nationalism in the West (from book Nationalism)

R.K. Narayan: Toasted English

Gandhi: The Canker of Untruth

Vivekananda: Chicago Address

Unit-II

Travelogues

Dean Mahomet: *The Travels of Dean Mahomet*

Amitav Ghosh: *In an Antique Land*

Unit-III

Autobiography

Mahatma Gandhi-*The Story of My experiments with Truth*

Jawaharlal Nehru: *An Autobiography*

Unit-IV

Amit Chaudhary: *Selections from Clearing a Space*

A.K Ramanujan: *Three Hundred Ramayanas*

Unit-V

The students will be assigned a Case Study based on Non-Fictional Narratives and will be asked to analyse the work. The word limit shall be between -3000 to 5000 words.

Required Readings

- Chaudhuri, Amit. *Clearing a Space: Reflections on India, Literature and Culture*. United Kingdom, Peter Lang, 2008.
- Ramanujan A. K., 'Three Hundred Rāmāyaṇas: Five Examples and Three Thoughts on Translation', in *The Collected Essays of A. K. Ramanujan* Oxford: Oxford University Press, 2004
- Ghosh, Amitav. *In an Antique Land*, Ravi Dayal Publications.1992

Suggested Readings

- Naik, M. K. : A History of Indian English Literature
- Naik, M. K. and Shyamala Narayan : Indian English Literature 1980 – 2000
- Iyengar, K. R. S. : Indian Writing in English
- Melhotra, K. : An Illustrated History of Indian Literature in English Walsh, William : Indian Literature in English

Assessment and Evaluation

Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV(choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to IV, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

Semester IV
Dalit Literature
Course Code-FA- ENG-CE-403(A)

Course Objectives

- To familiarize the students to rich variety of Dalit Writing from various regions.
- To acquaint the students with Dalit Literary aesthetics.
- To acquaint the students to various genres in which the Dalit writers have expressed themselves.
- To enable the students appreciate the register and style of literary Dalit writings

Course Level Learning Outcomes

On Successful completion of the course the students shall be able to

- Understand the features associated with Dalits and Dalit writings.
- Sensitize themselves related to the Dalit issues and problems.
- To give expression to their feelings and thoughts about the deteriorating condition and the devices of the progress and development of Dalits.

Unit –I

Poetry

The following poems from *Poisoned Bread*

Arjun Dangle-(i) To be or Not to be Born,(ii) Take a hammer and change the world (iii)That Single Arm (iv) Send my boy to school (v) No entry for the new Sun (vi) Mother (vii) The Unfed Bowl (viii) Wall (ix) Harvest(x)His house

Unit-II

Prose

Kancha Ilaiah-Contemporary Hinduism (from *Why I am not a Hindu* Ch.4)

S. K. Limbale- Dalit Literature and Aesthetics (from *Towards an Aesthetics of Dalit Literature*, trans. by Alok Mukherjee Ch.7)

B.R. Ambedkar –Annihilation of Caste (Sections I to V)

Unit –III

Fiction

P. Sivakami- *A Grip of Change*

G. Kalyan Rao- *Untouchable Spring*

Short Stories

The following short stories from *Unclaimed Terrain*

(i)Sacrifice, (ii)Yes Sir (iii)Subcontinent

Unit IV

Autobiography

Om Prakash Valmiki – *Jhoothan*

Bama- *Karukku*

Unit –V

Case Studies

The student will visit the Dalit colonies and areas of the vicinity and prepare a survey report (approx.3000 words) with photographs and compare it with the situation described in one of the texts, prescribed for their study.

Required Readings

- Dangle, Arjun. *Poisoned Bread: Translations from Modern Marathi Literature*, Orient Blackswan,2009.
- Illaiah, Kancha. *Why I am not a Hindu*, Bhatkal & Sons .2005
- Limbale, S.K. *Towards an Aesthetics of Dalit Literature*, trans. By Alok Mukherjee, Orient Blackswan,2004.
- Ambedkar B.R. *Annihilation of Caste*, Navayana,2015
- Breuck, Laura. *Unclaimed Terrain: Stories by Ajay Navaria*, Navayana,2013

Suggested Readings

- Abraham,Joshil K. and Mishrani Barack, Judith . *Dalit Literatures in India*.(Ed) Routledge,2016
- Basu, Swaraj. *Readings on Dalit Identity: History, Literature and Religion*. Orient Blackswan, 2016
- Gauthaman, Raj, 'Dalit Culture' in *No Alphabet in Sight*, eds., K Satyanarayana and Susie Tharu,Penguin Books, 2011
- K.Satyanarayana & Susie Tharu (ed.) *No Alphabet in Sight: New Dalit Writings from South India*, Penguin Books, 2011

- Kumar, Raj. *Dalit Personal Narratives: Reading Caste, Nation and Identity*. Orient Blackswan, 2010
- Srinivas, M. N., *Caste in Modern India and Other Essays*. London, Asia Publishing House. 1970

Assessment and Evaluation

Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to IV, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

Semester IV
Discourse of Protest
Course Code-FA-ENG- CE-403(B)

Course Objectives

- To sensitize students to different types of Protest Literature
- To enable the student to appreciate the voices of Dissent against the hegemonic forces
- To enable the student to appreciate the style and the register deployed in the marginal writing

Course Level learning Outcomes

On Successful completion of the course the students shall be able to

- Apply the theories of protest and their applications in the works of Literature
- Theorize and conceptualize the voices of protest in the literatures written in India & abroad
- Understand the tradition of protest in various literary genres

Unit I

Terms, Concepts and Notions

Autonomism, Situationism, Voices of Dissent, Margin and Center

Anurag Mathur- *Making the Minister Smile*

Amitabh Bagchi- *The Householder*

Unit II

Kamla Das - ‘The Looking Glass’, ‘Forest Fire’, ‘Dance of the Ennuchs’, ‘Sunshine Cat’

Ama Ata Aidoo - *Anowa*

Charlotte Bronte - *Shirley*

Unit III

Nelson Mandela - ‘I am prepared to Die’(Speech)

Charles Dickens - *A Tale of Two Cities*

Christopher Okigbo - (i) Thunder can Break,(ii)Elegy of the Wind,(iii) Come Thunder,(iv)Hurrah for Thunder,(v) Elegy for Slit- Drum,(vi) Elegy for Alto(from poetry collection *Path of Thunder*)

Unit IV

Namdev Dhasal - (1) “Man You Should Explode”, (2) “Cruelty”, (3) “Hunger”, (4) “New Delhi, 1985”

Arjun Dangle - (1) The Storyed House, (2) Explosion, (3) Livelihood

Budhan (a play) *from Painted Words- An Anthology of Tribal Literature* ed. G. N. Devy, Penguin, 2002

Unit V

Case Studies

Richard Wright - *Native Son*

Nadia Hashmi- *A House without Windows*

Mulk Raj Anand- *Coolie*

Alice Walker -*Color Purple*

Vipul Mitra- *Pyramid of Virgin Dreams*

Bejamin Disraeli- *Sybil*

Walt Whitman-*Walt Whitman to Langsten Hughes: Poems for a Democracy*

Required Readings

Dangle, Arjun - *Homeless in My Land*, Sangam Books Ltd.1992

Dhasal, Namdeo - *Poet of the Underworld*, Navayana Publishers,2000

Devy. G. N. - *Painted words: An Anthology of Tribal Literature* Penguin, 2002

Christopher Okigbo- *Labyrinths & Paths of Thunder*, African World Press,2008

Suggested Readings

- Brueck , Laura. *Writing Resistance: The Rhetorical Imagination of Hindi Dalit Literature*. Columbia University Press, 2014.
- Darwish, Mahmoud. *Unfortunately, It Was Paradise: Selected Poems*. University of California Press, 2013.
- De Santis, Christopher C., et al. *The Collected Works of Langston Hughes: The poems, 1941- 1950*. Italy,University of Missouri Press, 2001.
- Dutta, Mohan J. *Voices of Resistance: Communication and Social Change*. Purdue University Press. 2012. Harlow, Barbara. *Resistance Literature*. New York, Methuen, 1987.

- Lewis, T. (2008).—Literature as Resistance .The Hudson Review,60(4), 655–664. anṭo, Sa‘ādatḤasan.
- Nguyen, Viet Thanh. Race and Resistance: Literature and Politics in Asian America Race and American Culture. USA,Oxford University Press, 2002.
- Stoltz, Pauline. Gender, Resistance and Transnational Memories of Violent Conflicts. Germany, Springer International Publishing, 2020.

Assessment and Evaluation

Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV(choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to IV, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

Semester IV
Bhakti and Sufi Poetry
Course Code-FA- ENG- CE404(A)

Course Objectives

- To acquaint the students with various literary trends of Bhakti and Sufi poetry.
- To enable the students inculcate the values and ethos cherished by the Bhakti & Sufi saints.
- To enable the students imbibe the culture of cosmopolitanism as was adopted and propagated by the Bhakti and Sufi poets.

Course Level Learning Outcomes

On the Successful completion of course, the students shall be able to

- Write report on the places of cultural and religious significance
- Imbibe the cultural ethos of the popular literature
- Compare and contrast the Eastern & Western concept of Devotion

Unit-I

Origin and Development of Bhakti and Sufi Movement: Its Salient Features and its Social, Cultural and Literary Impact.

Unit II

Raskhan-

manus ho to vahi ,
 ses ganesh Mahesh
 dhuri bhare ati
 ya lakuti aru
 prana vahi ju rahe
 ek samai jamuna jal
 gunja garain sir
 gave guni ganika

*Tulsidas- *Sunderkand* (*Shri RamCharitManas*, Tulsidas Krit by Geeta Press Gorakhpur)

*Guru Shri Jambhoji Sabdwani- first 10 Sabds(from *Guru Shri Jambhoji and Sabdwani*)

Unit III

Lal Ded- “The River of Life”, “The Lotos Blooms”

Mirabai-

*Haritum haro

Naina Nipat Chabi

Moti moonge utar

Badal dekh dari

*Payoji Maine

Pag ghunghroo bandh

Barse Badariya Ki

Shyam mane naukar rakho

Unit IV

Nanak

*Jhooti dekhi Preet

Ko kahu Ko bhai

Jo Nar Dukh mein

Soora ek na

Ram Sumir

Sab kuch jeevit

*Ho kurban jau

Mursid mera

Bulle Shah

Ab hum gum hue

*Kisse ab tu

Kya karta hai

*Kisse parda
 Kite chor bane
 Na kaho jab ki
 Ulte hor
 Sanu aa mil

Rumi:

Bin mere
 *Mool ke mool mein aa
 *Sune kaun Alap mere

Unit V

Case Studies

The student shall visit the places associated with Bhakti & Sufi Saints and prepare a report on the topics as suggested by the teacher concerned. Some of the places may be

1. Mukam and Samrathal (associated with Guru Jambheshwar)
2. Mertha and Chittor (associated with Mira bai)
3. Katariyasar (associated with Guru Jashnathji)
4. Bhartihari (Alwar)

More topics further be added by the teacher concerned.

Required Readings

- Baldich, J. *Mystical Islam: An Introduction to Sufism*, New York University Press, 1989
- Krishna Sharma: *Bhakti and Bhakti Movement: A New Perspective*, Munshiram Manoharlal Pub. Pvt. Ltd. 1987
- Tulsidas. *Ramcharitmanas*, Geeta Press Gorakhpur.
- Kak Jayshree. *Mystical Verses of Lalla – A Journey of Self-Realization*, Motilal Banarasi Das, 2007
- *Kavitakosh.org*
- Poetry of Maulana Rumi translated in Hindi by Abhay Tiwari
- A.J. Alston- *Devotional Poems by Mirabai*, Motilal Banarasi Das, 2005
- Bishnoi, Prithvi Raj- *Guru Shri Jambhoji and Sabdwani*, Jambhani Sahitya Academy, 2018.

Suggested Readings

- Holdrege, Barbara. *A Bhakti and Embodiment*, Taylor & Fransis, Routledge, 1999
- Hawley ,John. *Three Bhakti Voices: Mirabai, Surdas ,Kabir in their Times and Ours*,OUP,2005
- Singh, Harjeet. *Nanak Bani*. Publication Bureau, Punjabi University, Patiala,2007

Assessment and Evaluation

Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV(choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to IV, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

Semester IV
Philosophy, Psychology and Literature
Course Code-FA -ENG -CE404(B)

Course Objectives

- To enable the students understand the inter connectedness between Philosophy, Psychology & Literature
- To enable the student interpret a literary work of art on the basis of psychological and philosophical tenets & theories
- To enable the student to come out with a sound critical judgment about a literary work
- To enable the student apply the Psychological & Philosophical insights to understand a literary work

Course Level Learning Outcomes

After the completion of course student shall be able to

- Appreciate a literary work of art on the basis of human psychology
- Understand that psychology is an inherent component of a literary work of art
- Discuss the philosophical principles & tenets imbued in a literary work of art

Course Description

Unit - I

Sigmund Freud - Concepts of Consciousness and Unconsciousness, The Ego and the Id, The Ego and the Super-ego.

Jacques Lacan - "The Mirror Stage as Formative Function of the I as revealed in Psychoanalytic Experience."

David E. Scharff - "Major Trends in Object Relation Theory & Practice."

Unit - II

Fathali M. Moghaddam - "From 'Psychology in Literature' to 'Psychology is Literature' : An Exploration of Boundaries and Relationships.

K. Ramakrishna Rao - "What is Psychology in Indian Tradition?"

Rosemary Conceicado & Joao Camilo Santos - " Psychology of Literature & Literature in Psychology dos Santos,

Unit - III

Plato - Dialogues (The Apology)

The Bhagvada Geeta - First to Nine Discourse

Eastern and Western Philosophy of Literature

Eastern Philosophy from Buddha, Dayanand Saraswati, Sai Baba, Vivekanand, to Narayan Guru)

Western Philosophy from - Socrates, Plato, Aristotle, St. Thomas Aquinas, Johan Locke to Francis Hutcheson

Unit -IV

Jean Paul Sartre - *Nausea*

Friedrich Nietzsche - *Thus Spoke Zarathustra*

The Rubaiyat of Omar Khayyam - Translated by Edward Fitzgerald (1 to 25 quatrains)

G.K. Chesterton – “Blessed are the Peace Makers” , “Confessional”

Pablo Neruda – “Finale”, “Ode to a Large Tuna in the Market”.

Unit - V

Case Studies

Albert Camo - *The Outsider*

Joseph Conarad - *Heart of Darkness*

Franz Kafka - *Metamorphosis*

Shakespeare - *Hamlet*

Iris Muadoch - *The Sea, the sea*

Thomas Hardy - *Jude the Obscure*

Required Readings

- Freud, Sigmund - *The Ego and the Id*, Dover Publications ,2018
- Scharff, David - *Object Relation Theory and Practice: An Introduction*, Jason Aronson Inc. Publishers, 1995
- Rao, K. Ramakrishna & Anand C. Paranjape - *Psychology in Indian Tradition* Springer, 2016
- Besant Annie & Bhagvana Das - *The Bhagvada Gita*, Freeman & Co. Ltd., Benaras, 1905
- Poems by G.K. Chesterton - Project Gutenberg

Suggested Readings

- Glendinning Simon and Robert Eaglestone. *Derrida's Legacies: Literature and Philosophy*, London : Routledge,2008
- Viktor E. Frankl . *Man's Search for Meaning*. Beacon Press,1946
- Daniel C. Dennett *Consciousness Explained*, Penguin,1993

Assessment and Evaluation

Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV(choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to IV, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

Semester IV
Dissertation/Project Report
Course Code-FA- ENG-CE-404(C)

Course Objectives

- To enable the students put into practice theories and concepts learned on the programme
- To provide an opportunity to study a particular topic in depth
- To enable the student combine relevant theories and suggest alternatives
- To show evidence of ability to plan and manage a project within deadlines

Course Level Learning Outcomes

On Successful completion of the dissertation students should be able to

- Define, design and deliver an academically rigorous piece of research
- Understand the relationships between the theoretical concepts taught in class and their application in specific situations
- Show evidence of a critical and holistic knowledge and have a deeper understanding of their chosen subject area
- Understand the process and decisions to be made in managing a project within strict deadlines

Course Description

Student will be given an area/topic for writing Dissertation/Project on a broader area as mutually agreed upon a student and his supervisor. These broad areas will be deliberated and finalised in the departmental meeting and will be duly notified also. The rules for writing Dissertation/Project will be intimated to student from time to time.

Writing and submission -75%

Practical /Viva Voce - 25%

The Viva Voce shall be conducted by the Departmental Committee constituting all the members including the Supervisor. The Supervisor however shall not contravene the decision taken unanimously by the Committee neither he/she will influence the decision. The Schedule including dates shall be intimated to the students well in time and the marks scored by the student shall be sent to the examination section as per process stipulated in the examination rules and Regulations.

The Dissertation will be of 80 to 100 pages typed in the 12 Font Size (Single Space) The other associated rules shall be intimated to the Students by the Department.

Dissertation/Project will be considered for submission only after having fulfilled the University Plagiarism Rules. The Candidate shall enclose the Plagiarism check certificate with the Dissertation /Project.

Semester IV

Professional English Communication Skills

Course Code-FA- ENG- OE-405(A)

Course Objectives

- To develop and enhance the linguistic and communicative competence of the students
- To apply the skills of reading, writing, listening, and speaking
- To exposed the students to various forms of personal and professional communication
- To enhance effective communication skills in a modern, globalised context

Course Level Learning Outcomes

After the completion of course student shall be able to

- Communicate effectively with their peers/companions/others
- Enhance speaking, listening and writing skills
- Effectively write blogs, speech, reviews and draft letters, memos, reports. Etc

Course Description

Unit – I

(A) English Grammar and Communication

- (i) Parts of Speech - Open Words and Closed Words
- (ii) Time and Tense
- (iii) Basic Sentence and Sentence Patterns, Simple Sentence and its Types
- (iv) Transformations
 - Active – Passive
 - Compound – Complex, Simple Sentence
 - Simple – Compound and Complex Sentence
 - Direct – Indirect
 - Affirmative – Negative and Interrogative
 - Statement – Tag Question
 - Positive – Comparative and Superlative
- (v) Gerunds, Infinitives, Participles

Unit- II

(B) Lexical Items and Communication

- (vi) Auxiliaries
- (vii) Punctuation and Capitalization
- (viii) Word Formation – Prefixing, Suffixing, Compounding, Blending Conversion, Antonyms, Synonyms, Idioms and Phrasal Verbs, Business Terms, Legal Terms and Legalese, Terms Used in IT, Medical Terms

Unit -III**English in Situations**

- (i) An Acquaintance with English Sounds – Vowels and Consonants
- (ii) English in Situations
 - Introducing**
 - Departing**
 - I. **Transport**
 - Asking the Way
 - On the Bus
 - At a Railway Station
 - Booking Airline Ticket
 - Hiring a Car
 - At the Garage
 - II. **Food and Drink**
 - At Lunch/Dinner
 - Tea Time
 - Coffee Bar
 - In a Restaurant
 - In a Pub
 - III. **In Town**
 - At a hotel
 - Finding a Room
 - Making an Appointment
 - Finding a Job
 - At a Bank
 - At a Post Office
 - At the Passport Office
 - At a Barber's Shop
 - Shopping
 - At a Theatre
 - IV. **Communication**
 - Police Registration
 - Asking for Change
 - Telephoning
 - V. **Health**
 - Asking/Telling the Time

Asking about Health
 At a Chemist's Shop
 At a Doctor's Surgery/Treatment
 Meeting People After a Long Time

VI. Greetings

Introduction and Opening Conversation Gambits
 Christmas, New Year, Deepawali, Holi Greetings
 Saying Good Bye/Departing
 Thanks for Hospitality
 Verbal and Non-Verbal Communication

VII. General

Asking People to Repeat and Offering Lifts in a Car
 Counselling
 Asking Favours
 Complaining
 Apologising
 Appreciating/Praising
 Welcoming
 What Shall We Do This Evening?
 Complimenting People on Clothes
 The Weather

Unit – IV

Reading Skills

Seen and Unseen Comprehension Passages
 Skimming
 Scanning
 Extensive Reading
 Intensive Reading
 (Exercises on Seen Passages shall be from the Prescribed Textbooks)

Writing Skills

Dicto – Composition
 Basics of Effective Writing
 Paragraph and Essay Writing
 Note – Making and Note -Taking
 Precis Writing
 News Writing
 Term Paper
 Book Review
 CV/Resume/Biodata
 Blogging
 Script
 Letter

Dialogue Writing
 Speech Writing
 Advertising including Tenders, etc.
 Creative Writing
 Note sheet Writing
 E-mail Writing
 UO Note
 Acquaintance with day-to-day office language

Unit –V

Case Study/Project Report

The student will be asked to write a Project report on any one of the following-

- Official Proceedings including examination papers
- Analysis of the phonetic/ Lexical /Grammatical features of the speeches/Conversations of Academics, Professionals, well-read persons etc.
- Writing Cover page story for a Newspaper on the area/s as suggested by the teacher concerned.

Required Readings

- Kumar, Sanjay and Pushp Lata. *Communication Skills* .Oxford University Press, 2013.
- C.S.G. Krishnamacharyulu and R.Lalitha. *Business Communication*, Himalaya Publishing House, 2013.
- Quintanilla, Kelly M and Shawn T. Wahl *Business and Professional Communication: Keys for Workplace Excellence* , Sage Publications India, 2011
- Daniel G. Riordan, Steven E. Pauley, Biztantra: *Technical Report Writing Today*, 8th Edition .2004.

Suggested Readings

- Bovee, Courtland, L., John V. Thill and Barbara E. Schatzman. *Business Communication Today: Seventh Edition*. Delhi: Pearson Education, 2004.
- Lesikar, Raymond V and Marie E. Flatley. *Basic Business Communication: Skills for Empowering the Internet Generation: Ninth Edition*. New Delhi: Tata McGraw-Hill Publishing Company Ltd., 2002.
- Pease, Allan and Barbara Pease. *The Definitive Book of Body Language*. New Delhi: Manjul Publishing House, 2005.
- Lesikar, Raymond V and John D. Pettit. *Report Writing for Business*. Boston: McGraw-Hill, 1998.
- Ruesh, Jurgen and Weldon Kees. *Nonverbal Communication: Notes on Visual Perception of Human Relations*. Berkeley: University of California Press, 1966.

Assessment and Evaluation

Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV(choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to IV, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

Semester IV
Global Vision of Swami Vivekananda
Course Code-FA- ENG- OE-405(B)

Course Objectives

- To enable the students understand the global vision of Vivekananda
- To familiarize the students with the ideas and thoughts of Vivekananda on Education, Integration and Global Peace
- To familiarize students with the ethics and morality which can help in humanity and New World order

Course Level Learning Outcomes

- Understand the philosophy, Ideas and thoughts of Vivekananda
- Understand how a great leader became the most influential Ambassador of Indian Culture
- Develop qualities of humanism and harmony

Course Description

Unit – I

Various Facets of Vivekananda’s Persona : A Religious Leader, Philosopher, Patriot, Prophet, Cyclonic Monk, A Humanist Par Excellence, A Great Thinker, Inspiration of Youth and Most Influential Ambassador of Indian Culture

Unit- II

Vivekananda’s contribution to Education: Ingredients of Man-Making Education; Reconciling Teacher Education in 21st Century; Integration of Indian Educational Assumptions with Science and Modern Technology

Unit-III

Vivekananda, National Integration and Internationalization: Youth for National Integration; East-West Dialogue and Internationalization

Unit-IV

Vivekananda’s Views on New World Order: New World order in Vivekananda's Views, Humanism, Religious Harmony and Global Peace, Ethics, Morality and Plurality, Message of Vivekananda to the Western World Western Universals

Unit – V

Case Study/Project

The student will be given area /topic for Case Study from any one of the following Texts:

- Rolland, Romain. *The Life of Vivekananda*. Prabhat Prakashan, 2021.
- Sinha, Partha -*Complete Works of Swami Vivekananda.*, 2019.
- Narasingha Prosad Sil,. *Swami Vivekananda: A Reassessment*. Susquehanna University Press, 1997.
- Vivekananda, Swami. *Swami Vivekananda on Himself*. Advaita Ashrama, 2015.
- Banhatti, Gopal Shrinivas. *Life and Philosophy of Swami Vivekananda*. Atlantic Publishers & Dist, 1995.

Required Readings:

- Nikhilananda, Swami. *Vivekananda: A biography*. Advaita Ashrama (A publication branch of Ramakrishna Math, Belur Math), 1953.
- Vivekananda, Swami. *What religion is: In the words of Swami Vivekananda*. Advaita Ashrama (A publication branch of Ramakrishna Math, Belur Math), 1962.
- Banhatti, Gopal Shrinivas. *Life and Philosophy of Swami Vivekananda*. Atlantic Publishers & Dist, 1995.
- Vivekananda, Swami. *The Complete Works of Swami Vivekananda-Volume 2*. Vol. 2. Advaita Ashrama (A publication branch of Ramakrishna Math, Belur Math), 1963.
- Vivekananda, Swami. *Vivekananda: His Call to the Nation*. Advaita Ashrama (A publication branch of Ramakrishna Math, Belur Math), 1969.
- Rolland, Romain, and Elizabeth Frances Malcolm-Smith. *The life of Vivekananda and the universal Gospel*. Vol. 2. Advaita ashrama, 1960.

Suggested Readings:

- Badrinath, Chaturvedi. *Swami Vivekananda, the Living Vedanta*. Penguin Books India, 2006.
- Majumdar, Ramesh Chandra. *Swami Vivekananda: A historical review*. Advaita Ashrama (A publication branch of Ramakrishna Math, Belur Math), 2016.
- Chattopadhyay, Santinath. *Swami Vivekananda: his global vision*. Punthi Pustak, 2001.
- Vivekananda, Swami. "William Carey and Swami Vivekananda: Transformation of Religion and Culture."

Assessment and Evaluation

Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV(choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to IV, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

Semester IV
Indic Philosophy
Course Code-FA- ENG-OE-405(C)

Course Objectives

- To familiarize the students with Indian Intellectual traditions
- To acquaint the students with the orthodox and heterodox classification of Indian philosophical schools
- To promote Indian way of life encapsulating Indian values and ethos

Course Level Learning Outcomes

After the completion of course the student shall be able to

- Understand the main concept and theories within the broad framework of Indian Philosophy
- Do comparative analysis of various schools of Indian philosophy
- Apply, appreciate and critically evaluate the relevance of Indian philosophical concepts and theories

Course Description

Unit-I

Major Indian Philosophical Concepts -Dharma, Karma, Samskar ,Reincarnation, Dukkha, Renunciation, Meditation, Rebirth, Bhakti, Ascetic life , Free will, Maya, Atman, Creator God, Epistemology (Praman),Epistemic authority, Salvation, Metaphysics

Unit-II

An acquaintance with the six major orthodox schools of Vedic philosophy

Nyaya, Vaisheshika, Samkhya, Yoga, Mimansa and Vedanta

Unit -III

Five major Heterodox Schools

—Jainism, Buddhist, Ajivika, Ajñana, and Charvaka.

Unit – IV

Indian Political Philosophy

Ancient Indian political philosophy –

Chanakya's Statecraft & Economic Policy (as stated in *Arthashastra*)

Modern Indian political Philosophy-

M.K Gandhi's Ahimsa, Satyagraha and their impact on later independence & civil rights movements Specially those led by Martin Luther King and Nelson Mandela

Deen Dayal Upadhyaya's Integral Humanism & Its basic Tenets.

Unit-V

The students will be asked to study influence of Indian philosophy on the world literary movements with special reference to T.S Eliot, Arthur Schopenhauer, Transcendentalism and selected poems of T.S Eliot, Robert Browning, W.B Yeats, Walt Whitman ,etc.

Required Readings

- Hiriyana, *Popular Essays in Indian Philosophy*, Kavyalaya Publishers, Mysore.1950
- Chatterjee and Datta. *An Introduction to Indian Philosophy*, Motilal Banarasidass Publishers, 2016
- Mehta, S. *The Problem of Meaning in Buddhist Philosophy*, Delhi Krishi Sanskriti Publications,2016
- Sharma, C.D. *A Critical Survey of Indian Philosophy*, Motilal Banarasidass Publishers,2000.

Suggested Readings

- Organ, Troy Wilson. . *The Self in Indian Philosophy*. London: Mouton & Co. 1964
- Pandey, Sangam Lal. *Pre-Samkara Advaita Philosophy*, 2nd ed. Allahabad: DarsanPeeth.1983
- Paul S. and Anthony J. Tribe. *Buddhist Thought: A Complete Introduction to the Indian Tradition*. London: Routledge.2000
- Stcherbatsky, Theodore. *The Soul Theory of Buddhists*, 1st ed. Varanasi: Bharatiya Vidya Prakasana.1970
- Koller, John M. *Skepticism in Early Indian Thought. Philosophy East and West* 27(2): 155-164,1977

Assessment and Evaluation

Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV(choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to IV, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

Semester IV
Indian Feminism
Course Code-FA- ENG-OE-405(D)

Course Objectives

- To familiarize the students with Indian Feminism and gender discourse
- To acquaint the students with the saint poetess of India
- To promote Indian way of life encapsulating Indian values and ethos

Course Level Learning Outcomes

After the completion of course the student shall be able to

- Understand the contribution of Indian Women in Freedom and Empowerment
- Do comparative analysis of various schools of Indian philosophy
- Apply, appreciate and critically evaluate the relevance of Women in Indian philosophical concepts and theories

Course Description

I

Theoretical Reflections - Identity, Freedom and Empowerment, Self-respect Movement: An alternative gender discourse from below

II

Position, Role and Images of Women: Rigveda, Ramayana and Mahabharata ;Women in Indian Philosophy, Man-Women relationship, The Doctrine of Purushartha - A Gender Perspective - Beeja, Ksetra, Nyaya

III

Women in Jainism and Buddhism : The Buddhist Perspective, Salvation in Women in Jainism with Special Reference to Prabha Chandra Suri

IV

Feminism and Identity - Women Saints and Saint Poetess - Mirabai, Auvaiyaar, Alka Mahadevi, Men-Women Relations in the writings of Saint Poetesses Muktabai, Janabai, Mahadaisa, Bahenabai, Venabai

V

Case Study /Projects

The student shall be assigned a case study related to the work of any writer of Indian Feminist Writer(poet, fiction writer, or prose writer) and will be asked to analyze that work.

Required Readings

- Bose, Mandakranta. *Faces of the feminine in ancient, medieval, and modern India*. Oxford University Press US. 2000
- *Bahinabai: A Translation of Her autobiography and Verses* by Justin E. Abbot (Poona, Scottish Mission, 192
- Kelkar, M. A. and Gangavane, Deepti. *Feminism in search of an identity : the Indian context / edited by Meena Kelkar, Deepti Gangavane* Rawat Publications Jaipur 2003
- Swami Ghanananda; John Stewart-Wallace. [Women Saints of East and West](#). Vedanta Press. 1979
- Pande, Rekha. *Divine Sounds from the Heart—Singing Unfettered in their Own Voices: The Bhakti Movement and its Women Saints (12th to 17th Century)*. Cambridge Scholars Publishing, 2010.

Suggested Readings

- Prasad, Amar Nath. *Feminism in Indian writing in English*. Sarup & Sons, 2006.
- Anagol, Padma. *The emergence of feminism in India, 1850-1920*. Routledge, 2017.
- Jackson, Elizabeth. *Feminism and Contemporary Indian women's writing*. Springer, 2010.
- Gupta, R. K. "Feminism and Modern Indian Literature." *Indian literature* 157 (1993):
- Ghosal, Sarbani Guha. "Major trends of Feminism in India." *The Indian Journal of Political Science* (2005): 793-812.
- Kumar, Radha. "From Chipko to Sati: The contemporary Indian women's movement." *The challenge of local feminisms*. Routledge, 2018. 58-86.
- Pandey, Miti. *Feminism in contemporary British and Indian English fiction*. Sarup & Sons, 2003.

Assessment and Evaluation

Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV(choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to IV, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

Blended Learning

Blended Learning is a pedagogical approach that combines face-to-face classroom methods with computer-mediated activities in the process of teaching and learning. It has been decided that blended learning be taken recourse to only if such need arises (unfortunately). To face such a situation, the teacher be kept in a ready to use mode. Hence, only 10% teaching be done through blended learning after deliberations of the departmental level.

- Continuous Comprehensive Evaluation at regular after achievement of each Course-level learning outcome
- Formative Assessment on the basis of activities of a learner throughout the programme instead of one-time assessment
- Oral Examinations to test presentation and communication skills
- Open Book Examination for better understanding and application of the knowledge acquired
- Group Examinations on Problem solving exercises
- Seminar Presentations
- Review of Literature
- Collaborative Assignments

Keywords

- ❖ LOCF
- ❖ NEP-2020
- ❖ Blended Learning
- ❖ Face to face (F to F) Learning
- ❖ Programme Outcomes
- ❖ Programme Specific Outcomes
- ❖ Course-level Learning Outcomes
- ❖ Postgraduate Attributes
- ❖ Learning Outcome Index
- ❖ Formative Assessment and Evaluation
- ❖ Comprehensive and Continuous Evaluation

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