

# **SGT University**

**Choice Based Credit System (CBCS)**

**Undergraduate Programme**

**Faculty of Mass Communication and Media Technology**



**Syllabus and Curriculum**

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

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

| Course   | *Credits   |
|--|------------|
| <b>Theory+Tutorial+Practicum</b>               |            |
| <b>I. Core Course</b>                          |            |
| 12 Papers Theory                               | 12x5= 60   |
| 14 Papers Theory                               | 12x 1= 12  |
| 2 Papers Theory                                | 2x4= 08    |
| 2 Papers Practicum                             | 2x2= 04    |
| <b>II. Discipline Specific Elective Course</b> |            |
| 4 Papers Theory                                | 4x4=16     |
| 4 Papers Practicum                             | 4x2= 08    |
| <b>III. Ability Enhancement Courses</b>        |            |
| (2 Papers of 4 credits each)                   | 2X4 =08    |
| Environmental Science                          |            |
| English/ Hindi Communication                   |            |
| <b>IV. Skill Enhancement Course</b>            |            |
| (Skill Based, 4 Papers of 4 credits each)      | 4 X4=16    |
| <b>V. Generic Electives</b>                    |            |
| 4 Papers Theory                                | 4X4=16     |
| <b>Total Credits</b>                           | <b>148</b> |

# Semester I

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

| Sr. No | Course Code           | Course Name   | Credit Distribution |   |   |           | H  | Internal | External | Total Marks | Course Type |
|--------|-----------------------|---|---------------------|---|---|-----------|----|----------|----------|-------------|-------------|
|        |                       |   | L                   | T | P | C         |    | TH       | TH       |             |             |
| 1      | 09210101              | British Literature (14 <sup>th</sup> to 16 <sup>th</sup> Century) | 5                   | 1 | 0 | 6         | 6  | 40       | 60       | 100         | Core        |
| 2      | 09210102              | Literary Forms and Tools of Critical Appreciation                 | 5                   | 1 | 0 | 6         | 6  | 40       | 60       | 100         | Core        |
| 3      | 09210103              | English Communication /Environment Science                        | 4                   | 0 | 0 | 4         | 4  | 40       | 60       | 100         | AECC 1      |
| 4      | 09210104/<br>09210105 | Creative Writing Or Technical Writing                             | 4                   | 0 | 0 | 4         | 4  | 40       | 60       | 100         | SEC 1       |
| 5      | 09210106              | Fluency in English  | 4                   | 0 | 0 | 4         | 4  | 40       | 60       | 100         | GE 1        |
|        |                       | <b>Total Credit</b>   |                     |   |   | <b>24</b> |    |          |          |             |             |
|        |                       | <b>Total Marks</b>  |                     |   |   |           |    |          |          | <b>500</b>  |             |
|        |                       | <b>Total Hours</b>  | 22                  |   |   |           | 24 |          |          |             |             |

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

| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 5                   | 1 | 0 |

**Course Objective:**

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

**Course Outcome:**

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

**A – Syllabus**

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

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

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

### EVALUATION CRITERIA

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

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

### SUGGESTED READINGS:

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

| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 5                   | 1 | 0 |

**Course Objective:**

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

**Course Outcome:**

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

**A – Syllabus**

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

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

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

#### **EVALUATION CRITERIA**

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

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

#### **SUGGESTED READINGS:**

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

| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 4                   | 0 | 0 |

**Course Objective:**

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

**Course Outcome:**

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

**A – Syllabus**

| S No. | TOPIC   | DOMAIN       | HOURS    |
|-------|---|--------------|----------|
| 1     | <b>Communication:</b><br>Definition, Importance, Process, Types, Channels, Principles of Effective Communication<br>Barriers to Communication, Personal, social, and business communication   | Must to know | 16 Hours |
| 2     | <b>Listening Skills:</b><br>Difference between Listening and Hearing,<br>Barriers to Effective Listening, Listening Exercises.  | Must know    | 16 Hours |
| 3     | <b>Speaking Skills:</b><br>Monologue, Just a Minute, Extempore, Conversation, Group Discussions Sessions,<br>Effective Communication and Miscommunication<br>Presentation Skills, Preparation of Presentation,<br>Strategies for Effective Presentation | Must know    | 16 Hours |



|   |   |           |          |
|---|---|-----------|----------|
| 4 | <b>Reading and Writing Skills:</b><br>Reading Comprehension, close reading,<br>Analysis and interpretation, Summary<br>paraphrasing,<br>Paragraph Writing,<br>Formal Letter Writing, Leave<br>Application, Permission Letter,<br>Notice Writing, Memorandum Writing,<br>Email Etiquettes and Advertisement. | Must know | 16 Hours |
|---|---|-----------|----------|

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

### **EVALUATION CRITERIA**

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

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

### **SUGGESTED READINGS:**

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

**Course Objective:**

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

| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 4                   | 0 | 0 |

**Course Outcome:**

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

**A – Syllabus**

| S No. | TOPIC   | DOMAIN       | HOURS    |
|-------|---|--------------|----------|
| 1     | <b>Art and Craft of Poetry:</b><br>Types of poetry, rhetoric, prosody, image, symbol, free verse and others   | Must to know | 16 Hours |
| 2     | <b>Art and Craft of Drama:</b><br>Types of drama and their ingredient elements like plot and character<br>Proscenium and non-proscenium theatres and their ingredient element | Must know    | 16 Hours |
| 3     | <b>Art and Craft of Fiction:</b><br>Types of novels and short-stories, plot, character, narrative, point of view and others   | Must know    | 16 Hours |

|   |   |           |          |
|---|---|-----------|----------|
| 4 | <p><b>Art and Craft of Non-Fictional</b><br/>(Literary and Technical) Prose: Essay, biography, autobiography, travelogue and others. Writing advertisements.</p> <p>Writing for news-paper: news, articles, and translations. Writing for radio: news, features, documentaries, plays. Writing for television: news, scripts for serials, screenplays</p> | Must know | 16 Hours |
|---|---|-----------|----------|

**Student Project:** Students shall be writing a short story/an essay on the subject of their choice.

### EVALUATION CRITERIA

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

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

### SUGGESTED REDAINGS:

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

**09210105: Technical Writing (SEC)****Credit 4**

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

**Course Objective:**

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

**Course Outcome:**

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

**A – Syllabus**

| <b>S No.</b> | <b>TOPIC</b>  | <b>DOMAIN</b> | <b>HOURS</b> |
|--------------|---|---------------|--------------|
| 1            | <b>Technical Communication Overview:</b> Meaning of Technical Writer; Role of Technical Writer; Evolution of Technical Communication Characteristics of Technical Communication; Essential Skills of Technical Communication; Indicators of Excellence in Technical Communication; Role of Technical Communication in Business and industry; Careers in Technical Communication | Must to know  | 16 Hours     |
| 2            | <b>Audience Analysis:</b> Basic Classification of Readers: Primary Audience, Secondary Audience; Research on Readers: Environment and Expectations; Types of Audiences; Audience Analysis; Audience Adaptations; Audience Profile Sheet.  | Must know     | 16 Hours     |

|   |   |           |          |
|---|---|-----------|----------|
| 3 | <b>Research Interviews: Research Tools:</b><br>Know your SME; Conducting SME Interviews: Pre-Interview, During Interview, After the Interview; Validation; Tips for collecting information from SMEs.   | Must know | 16 Hours |
| 4 | <b>Technical Writing Structure: The Importance of Information Structures:</b><br>Descriptions versus Instructions;<br>Understanding Role of Description:<br>Structure of object and Mechanism Description, Structure of Process Description; Hierarchical Structure:<br>Horizontal and Vertical Structure, Linear and Non Linear Structure, Structural Clash, Information Chunk | Must know | 16 Hours |

**Student Project:** Students shall be preparing a detailed report on any major event of their choice taken place in the University or in the city.

### **EVALUATION CRITERIA**

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

**Prepared by Dr. Sarju Devi, Assistance: Dr. Ashok Yadav**

### **SUGGESTED READINGS:**

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

## Generic Elective Paper

09210106: Fluency in English

Credit 4

| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 4                   | 0 | 0 |

### Course Objective:

- To understand speaking skills through narration, description and conversation
- To know the various ways of reading through satire, review and story
- To know the idea of putting point of view through essays and memoirs
- To learn various aspects of writing skills

### Course Outcome:

- Students will be able to understand speaking skills through narration, description and conversation
- Students will be able to know the various ways of reading through satire, review and story
- The course will be useful for students to get the idea of putting point of view through essays and memoirs
- The course will enable students to learn various aspects of writing skills

### A – Syllabus

| S No. | TOPIC   | DOMAIN       | HOURS    |
|-------|---|--------------|----------|
| 1     | <b>Speaking through Literature</b><br>Haroun and the Sea of Stories: Salman Rushdi<br>Go, Kiss the World: Subroto Bagchi<br>Routs and Escape Routes: Dutta Bhagat | Must to know | 16 Hours |
| 2     | <b>Ways of Reading</b><br>Ten Day Fast: Harishakar Parsai<br>Lost and Found: Benegal's Bose: Mihir Bose<br>Lamb to the Slaughter: Roald Dah                       | Must know    | 16 Hours |
| 3     | <b>Understanding Views</b><br>Girls: Mrinal Pande<br>Hitting Dowry for a Six<br>A Gandhian in Gharwal: Chandi Prasad Bhutt  | Must know    | 16 Hours |

|   |  |           |          |
|---|--|-----------|----------|
| 4 | <b>Learning to Write</b><br>Free Writing<br>Editing<br>What makes Good Writing Good<br>Writing for Examination | Must know | 16 Hours |
|---|--|-----------|----------|

**Student Project;** Students shall visit any literary event in the city or go through via web source, shall write their observation and present in symposium organised by the department.

### **EVALUATION CRITERIA**

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

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

### **SUGGESTED READINGS:**

1. Verma, Prmodini. Fluency in English I ed. by Prmodini Verma, Department of English. University of Delhi. OUP
2. Fluency in English II ed. by Prmodini Verma, Department of English. University of Delhi. OUP
3. Thomas S. Kane. The Oxford Essential Guide to Writing. 2000
4. Rudolf Flesch and AH Lass: The Classic Guide to Better Writing. 1949
5. V. N Arora and Lakshmi Chandra '*Improve your writing*' Oxford University Press: New Delhi. 2014.

# Semester II

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

| Sr. No | Course Code           | Course Name   | Credit Distribution |   |   |           | H  | Internal | External | Total Marks | Course Type |
|--------|-----------------------|---|---------------------|---|---|-----------|----|----------|----------|-------------|-------------|
|        |                       |   | L                   | T | P | C         |    | TH       | TH       |             |             |
| 1      | 09210201              | British Literature (17 <sup>th</sup> to 18 <sup>th</sup> Century) | 5                   | 1 | 0 | 6         | 6  | 40       | 60       | 100         | Core        |
| 2      | 09210202              | Nineteenth Century British Literature                             | 5                   | 1 | 0 | 6         | 6  | 40       | 60       | 100         | Core        |
| 3      | 09210203              | Environment Science /English Communication                        | 4                   | 0 | 0 | 4         | 4  | 40       | 60       | 100         | AECC 2      |
| 4      | 09210204/<br>09210205 | Content Writing Or Translation Techniques                         | 4                   | 0 | 0 | 4         | 4  | 40       | 60       | 100         | SEC 2       |
| 5      | 09210206              | Academic Writing and Composition                                  | 4                   | 0 | 0 | 4         | 4  | 40       | 60       | 100         | GE 2        |
|        |                       | <b>Total Credit</b>   |                     |   |   | <b>24</b> |    |          |          |             |             |
|        |                       | <b>Total Marks</b>  |                     |   |   |           |    |          |          | <b>500</b>  |             |
|        |                       | <b>Total Hours</b>  | 22                  | 2 |   |           | 24 |          |          |             |             |

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



| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 5                   | 1 | 0 |

**Objective:**

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

**Course Outcome:**

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

**A – Syllabus**

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

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

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

### EVALUATION CRITERIA

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

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

### SUGGESTED READINGS:

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

| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 5                   | 1 | 0 |

**Course Objective:**

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

**Course Outcome:**

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

**A – Syllabus**

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

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

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

#### **EVALUATION CRITERIA**

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

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

#### **SUGGESTED READINGS:**

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

| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 4                   | 0 | 0 |

**Course Objective:**

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

**Course Outcome:**

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

**A – Syllabus**

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

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

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

**Prepared by Dr. Vikram More, Assistance: Dr. Simrajneet Singh**

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

**EVALUATION CRITERIA**

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

| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 4                   | 0 | 0 |

**Course Objective:**

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

**Course Outcome:**

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

**A – Syllabus**

| S No. | TOPIC  | DOMAIN       | HOURS    |
|-------|--|--------------|----------|
| 1     | <b>Essentials of Writing</b><br>Why Become a Writer?<br>Do I have Writing Talent? It's a Mistaken Question<br>Ways to get inspired to create content – Break through the Block | Must to know | 16 Hours |
| 2     | <b>Before You Write</b><br>Planning Your Writing<br>Guidelines to Write<br>What is a reader centric document?<br>Reading for Writing<br>Referencing and Plagiarism             | Must know    | 16 Hours |



|   |  |           |          |
|---|--|-----------|----------|
| 3 | <b>Write Right</b><br>Writing Effective Paragraphs<br>Effective writing<br>Communication with Subject Matter<br>Expert<br>Grammar for Writers<br>Common Grammatical Errors | Must know | 16 Hours |
| 4 | <b>After You Write</b><br>Proof Reading<br>Editing<br>Communication with Graphic Artist<br>Rewriting   | Must know | 16 Hours |

**Student Project:** Students shall be publishing any literary piece of art/ or their observation on any significant event they encounter.

#### **EVALUATION CRITERIA**

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

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

#### **SUGGESTED READINGS:**

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

**Course Objective:**

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

| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 4                   | 0 | 0 |

**Course Outcome:**

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

**A – Syllabus**

| S No. | TOPIC   | DOMAIN       | HOURS    |
|-------|---|--------------|----------|
| 1     | <b>Translation:</b><br>Concept and Definition.<br>Literary translation and Cultural translation.<br>Interpretation, Transcription, Transcreation, and Machine Translation   | Must to know | 16 Hours |
| 2     | <b>Literary Translation:</b><br>Source Language, Target language, Equivalence and Ambiguity in Translation<br>Information Texts' translation, Business translation. Science translation, Advertisement translation. | Must know    | 16 Hours |
| 3     | <b>Problems of Translation:</b><br>Location of the Source and Target Texts,<br>Location of the Translator<br>Translation of a Translated Text   | Must know    | 16 Hours |

|   |  |           |          |
|---|--|-----------|----------|
| 4 | <b>Role of Translator:</b><br>Visibility and Invisibility<br>National Translation Mission<br>Translation studies and Comparative<br>Literature | Must know | 16 Hours |
|---|--|-----------|----------|

**Student Project:** Students shall be translating at least two short stories/poems prescribed in their syllabus.

### EVALUATION CRITERIA

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

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

### SUGGESTED READINGS:

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

## Generic Elective Paper

09210206: Academic Writing and Composition

Credit 4

| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 4                   | 0 | 0 |

### Course Objective:

- To understand Academic Writing in detail
- To acquire various writing skills especially for Academics
- To learn the process of Academic writing
- To understand the critical thinking for academic writing

### Course Outcome:

- Students will be able to understand Academic Writing in detail
- The course will be useful for students to acquire various writing skills especially for Academics
- The course will enable students to learn the process of Academic writing
- The course will be useful for students in understanding the critical thinking for academic writing

### A – Syllabus

| S No. | TOPIC  | DOMAIN       | HOURS    |
|-------|--|--------------|----------|
| 1     | <b>Unit 1.</b><br>Types of Academic Writing: Descriptive, Analytical, Persuasive, Critical   | Must to know | 16 Hours |
| 2     | <b>Features and Conventions of Academic Writing:</b><br>Clear, Concise, Objective, Accurate<br>Grammar: Subject-Verb Agreement, Punctuation, Use of Apostrophe, Common Abbreviations<br>Common Errors: Colloquialisms, Jargon, Clichés, Contraction, Repetition, Emotive Language, Spelling and Grammatical Errors | Must know    | 16 Hours |
| 3     | <b>Process of Academic Writing:</b><br>Pre-Drafting- Plan, Research and Brainstorm, Drafting – Headings, Sub-Headings and Development of the Idea, Revising – Making Changes, Correcting   | Must know    | 16 Hours |

|   |   |           |          |
|---|---|-----------|----------|
|   | and Rewriting, Editing - Removing Errors, Proof Readings, Polishing   |           |          |
| 4 | <b>Critical Thinking: Analysis, Evaluation, Synthesis</b><br>Paragraph Writing: Topic Sentence, Elaborative Sentences – Supporting / Explaining / Describing / Discussing / Concluding Sentence, Transitional Words and Phrases | Must know | 16 Hours |

**Student Project:** Students shall be proof reading any five online published articles of their choice.

### **EVALUATION CRITERIA**

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

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

### **SUGGESTED READINGS:**

1. Renu Gupta. A Course in Academic Writing. New Delhi: Orient Black Swan, 2010. Print.
2. Lin Ham-Lyons and Ben Heasley. Study Writing: A Course in Writing Skills for Academic Purpose. Cambridge: CUP, 2006. Print.
3. Iona Leki. Academic Writing: Exploring Processes and Strategies. 2nd Edition. New York: CUP, 1998. Print.
4. Gerald Graff and Cathy Birkenstein. They Say/I Say: The Moves That Matter in Academic Writing. New York: Norton, 2009. Print.
5. Liz Hamp-Lyons and Ben Heasley, *Study Writing: A course in Writing Skills for Academic Purposes* Cambridge, 2006

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

**Semester III**

| Sr. No | Course Code | Course Name  | Credit Distribution |   |   |           | H  | Internal | External | Total Marks | Course Type |
|--------|-------------|--|---------------------|---|---|-----------|----|----------|----------|-------------|-------------|
|        |             |  | L                   | T | P | C         |    | TH       | TH       |             |             |
| 1      | 09210301    | Victorian British Literature   | 5                   | 1 | 0 | 6         | 6  | 40       | 60       | 100         | Core        |
| 2      | 09210302    | Indian Writing in English  | 5                   | 1 | 0 | 6         | 6  | 40       | 60       | 100         | Core        |
| 3      | 09210303    | Literary Theory and Criticism  | 5                   | 1 | 0 | 6         | 6  | 40       | 60       | 100         | Core        |
| 4      | 09210304\   | Script and Screenplay  | 4                   | 0 | 0 | 4         | 4  | 40       | 60       | 100         | SEC 3       |
| 5      | 09210305    | Or English Language Teaching Or Summer Training/Internship (4-6 Weeks) |                     |   |   |           |    |          |          |             |             |
| 5      | 09210306    | Communicative English  | 4                   | 0 | 0 | 4         | 4  | 40       | 60       | 100         | GE 3        |
|        |             | <b>Total Credit</b>  |                     |   |   | <b>26</b> |    |          |          |             |             |
|        |             | <b>Total Marks</b>   |                     |   |   |           |    |          |          | <b>500</b>  |             |
|        |             | <b>Total Hours</b>   | 23                  | 3 |   |           | 26 |          |          |             |             |

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

| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 5                   | 1 | 0 |

**Course Objective:**

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

**Course Outcome:**

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

**A – Syllabus**

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

|   |  |                   |          |
|---|--|-------------------|----------|
| 4 | <b>Unit 4</b><br>G B Shaw <i>Arms and The Man</i><br>Oskar Wilde <i>The Importance of Being Earnest</i> (Non detailed) | Desirable to know | 16 Hours |
|---|--|-------------------|----------|

**Student Project:** Students shall be preparing a project report on the impact of all the societal trends and laws introduced on Victorian literature. Give reference from text to support your premises.

### EVALUATION CRITERIA

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

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

### SUGGESTED READINGS:

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



| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 5                   | 1 | 0 |

**Course Objective:**

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

**Course Outcome:**

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

**A – Syllabus**

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

|   |   |                   |          |
|---|---|-------------------|----------|
| 4 | <b>Unit 4</b><br>Vijay Tendulkar <i>Silence! The Court is in Session</i><br>Mahesh Dattani <i>Final Solution</i> (Non detailed) | Desirable to know | 16 Hours |
|---|---|-------------------|----------|

**Student Project:** Students shall be comparing pre independence Indian English literature and post-independence Indian English literature.

**EVALUATION CRITERIA**

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

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

**SUGGESTED READINGS:**

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

| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 5                   | 1 | 0 |

**Course Objective:**

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

**Course Outcome:**

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

**A – Syllabus**

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

|   |   |                   |          |
|---|---|-------------------|----------|
| 4 | <b>Unit 4 Contemporary Criticism II</b><br>Marxism, Post colonialism, Feminism,<br>Psychoanalytical Criticism, Subaltern<br>School, Eco criticism | Desirable to know | 16 Hours |
|---|---|-------------------|----------|

**Student Project:** Students shall be preparing a critical report on any literary theory of your choice with reference to any one novel/drama/poem of your choice.

**EVALUATION CRITERIA**

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

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

**SUGGESTED READINGS:**

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

**09210304: Script and Screenplay (SEC)****Credit 4****Course Objective:**

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

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

**Course Outcome:**

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

**A – Syllabus**

| <b>S No.</b> | <b>TOPIC</b>   | <b>DOMAIN</b> | <b>HOURS</b> |
|--------------|--|---------------|--------------|
| 1            | <b>Birth and Progression of Story</b><br>Understanding Script<br>Idea, Ideation and Concept<br>Story. What is a Story?<br>Plot- How is it Different from Story?<br>Formal Structure of Drama<br>Elements of Dramatic Writing   | Must to know  | 16 Hours     |
| 2            | <b>Essentials of Screenplay Writing</b><br>What is screenplay?<br>Screenplay Terminology<br>Character and - Its Importance in<br>Screenplay Writing<br>Conflicts & Types of Conflict<br>Plot base Screenplay Writing<br>3-Act Structure<br>Premise, Themes and Motifs In<br>Story/Screenplay<br>Audience Perspective | Must know     | 16 Hours     |

|   |   |           |          |
|---|---|-----------|----------|
| 3 | <b>3 Screenplay Format</b><br>Short Film Format<br>The Art of Adaptation along With Writing Exercises<br>Analyzing Films on Screenplay Perspective<br>Basic Software for Screenplay Writing (Celt etc.)   | Must know | 16 Hours |
| 4 | <b>Nonlinear Structures</b><br>Flashback / Flash Forward<br>Multi Plots<br>Multi Protagonist Stories.<br>Basics of Writing for Television (Fiction and Non Fiction)<br>Episodes and Elements of Drama.<br>Treatment for Non-fiction<br>Web Series | Must know | 16 Hours |

**Student Project:** Students shall be preparing a script/screenplay based on any prescribed story from the syllabus.

### EVALUATION CRITERIA

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

Prepared by Mr. Madhav Sharma, Assistance: Dr. Umesh Chandra

### SUGGESTED READINGS:

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

| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 4                   | 0 | 0 |

**Course Objective:**

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

**Course Outcome:**

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

**A – Syllabus**

| S No. | TOPIC  | DOMAIN       | HOURS    |
|-------|--|--------------|----------|
| 1     | <b>Aims and Objectives of Teaching English in India</b><br>Aims of Teaching English<br>Problems of Teaching and Learning English at the College level in North India<br>Approach, Methods and Techniques                             | Must to know | 16 Hours |
| 2     | <b>Second Language Learning</b><br>Grammar- Translation Method<br>Multi-Skill: Situational Approach and Bilingualism<br>Communicative Approach<br>Remedial Teaching  | Must know    | 16 Hours |
| 3     | <b>Teaching at College Level</b><br>Teaching Poetry: Comprehension and Appreciation<br>Teaching of Prose Text: Comprehension, Vocabulary Expansion and Rapid Reading<br>Teaching of Writing: Guided Composition and Free Composition | Must know    | 16 Hours |

|   |   |           |          |
|---|---|-----------|----------|
|   | Use of Audio-Visual Aids in Language Teaching   |           |          |
| 4 | <b>Designing of Courses and Testing</b><br>Principles of Course Designing<br>Syllabus Types, Structural, Notional, Need-Based, Communicative, E.S.P (English for Speed Purpose)<br>Grading of Vocabulary, Structures, Contents and Interest Value<br>Principles of Testing, Qualities of Good Test<br>Types of Tests and Techniques of Testing English Language Proficiency | Must know | 16 Hours |

**Student Project:** Students shall be asked to research about laboratories for learning English as second language in private and government schools near SGT University.

### EVALUATION CRITERIA

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

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

### SUGGESTED READINGS:

1. Kamal, Mohan. *English in India, Some Observations on Usage*. 1962
2. Chatterji, H.P. *English for P.U.C Students in the Humanities: Draft-Materials for a Course*. 1962
4. Shirodkar, D S. *Preparation of Teaching Materials in English for PUC Students*. 1966
5. Sastri, Y.B..V.S. Rama. *A Contrastive Analysis of Verbals and Prepositional in English & Telugu*. 1967
6. Sinha, Anjani Kumar. *Remedial Work in English for PUC and First Year Degree Students in Hindi Speaking Areas*.1967
7. Parthasarathy, G. *Remedial Lessons on English Pronunciation for Use in the Language Laboratory*. 1968
8. Shukla, Sushil Kumar. *Problems of Translation and the Implications of its Use as a Teaching Device with Special Suggested Readings: to the Teaching of English to Hindi Speakers*. 1968



9. Murthy, R.V.S. *Comparative Study of Direct Method and the Bilingual Method of Teaching English.* 1968
10. Narayanaswamy, K R. *Reading Comprehension at the College Level.* 1969
11. Anasuya, R. *The Improvement of Reading Efficiency at the P.U.C Level.* 1970
12. Ardhanareswara,N. *Language Teaching Through Literature: Preparation of a Book of Prose's and Poetry for PUC/H.Sc Class.* 1970

## Generic Elective Paper

**09210306: Communicative English**

**Credit 4**

| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 4                   | 0 | 0 |

**Course Objective:**

- To get knowledge for framing grammatically correct sentences
- To know and practice about good Listening skills
- To acquire knowledge for developing narrative skills on different situation
- To understand writing for communication media and conversational skills

**Course Outcome:**

- Students will be able to get knowledge for framing grammatically correct sentences.
- Students will also come to know and practice about good Listening skills
- The course will enable students to acquire knowledge for developing narrative skills on different situation
- The course will be useful for students in understanding writing for communication media and conversational skills

**A – Syllabus**

| S No. | TOPIC   | DOMAIN            | HOURS    |
|-------|---|-------------------|----------|
| 1     | <b>Unit 1: Functional English</b><br>Remedial English<br>Vocabulary : power words, describing relations, commonly used idioms, verbal analogies<br>Conversational Icebreakers<br>Situational English: Formal, Informal, Neutral   | Must know         | 16 Hours |
| 2     | <b>Unit 2: Comprehensive Skills</b><br>Listening, Stages of listening skills<br>Hearing /Listening Distinction<br>Types of listening: gist, main points, deduce meaning, opinion formation<br>Reading Styles<br>Reading Sub Skills: Scanning, Inferring, Predicting<br>Situational Conversation | Desirable to know | 16 Hours |

|   |  |                   |          |
|---|--|-------------------|----------|
|   |  |                   |          |
| 3 | <b>Unit 3: Narrative Skills</b><br>Story telling devices<br>Incident Report<br>Describing process, cause and effect<br>Verbal feedback | Desirable to know | 16 Hours |
| 4 | <b>Unit 4: Writing Skills</b><br>Diary Entry<br>Summary writing<br>Review Writing<br>Note Taking<br>Dialogue Writing                   | Must know         | 16 Hours |

**Student Project:** Students shall interview 5 professionals and write report on the need of communicative English based on these interviews.

#### **EVALUATION CRITERIA**

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

**Prepared by: Dr. Sarju Devi, Assistance: Dr. Ashok Yadav**

#### **SUGGESTED READINGS:**

1. Raymond Murphy 'Essential English Grammar', Cambridge University Press 1998
2. Sanjay Kumar and Pushp Lata 'Communication Skills', OUP 2012
3. S.P. Bakshi 'Objective General English', Arihant Publications 2015
4. Meenakshi Raman and Prakash Singh 'Business Communication' Second edition Oxford Publication 2012
5. Paul, D.S. 'Advanced Writing Skills', Goodwill Publishing House 2016

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

| Sr. No | Course Code           | Course Name   | Credit Distribution |   |   |           | H  | Internal TH | External TH | Total Marks | Course Type |
|--------|-----------------------|---|---------------------|---|---|-----------|----|-------------|-------------|-------------|-------------|
|        |                       |   | L                   | T | P | C         |    |             |             |             |             |
| 1      | 09210401              | Twentieth Century British Literature                                | 5                   | 1 | 0 | 6         | 6  | 40          | 60          | 100         | Core        |
| 2      | 09210402              | American Literature   | 5                   | 1 | 0 | 6         | 6  | 40          | 60          | 100         | Core        |
| 3      | 09210403              | Movements and History of English Literature                         | 5                   | 1 | 0 | 6         | 6  | 40          | 60          | 100         | Core        |
| 4      | 09210404/<br>09210405 | Advertising and Public Relations Or Language and Language Education | 4                   | 0 | 0 | 4         | 4  | 40          | 60          | 100         | SEC 4       |
| 5      | 09210406              | English for Professionals   | 4                   | 0 | 0 | 4         | 4  | 40          | 60          | 100         | GE 4        |
|        |                       | <b>Total Credit</b>   |                     |   |   | <b>26</b> |    |             |             |             |             |
|        |                       | <b>Total Marks</b>  |                     |   |   |           |    |             |             | <b>500</b>  |             |
|        |                       | <b>Total Hours</b>  | 23                  | 3 |   |           | 28 |             |             |             |             |

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

| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 5                   | 1 | 0 |

**Course Objective:**

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

**Course Outcome:**

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

**A – Syllabus**

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

|   |   |                   |          |
|---|---|-------------------|----------|
| 4 | <b>Unit 4</b><br>John Osborn ' <i>Look Back in Anger</i> ' (Non detailed)<br>George Orwell ' <i>1984</i> ' (Non detailed) | Desirable to know | 16 Hours |
|---|---|-------------------|----------|

**Student Project:** Students shall be preparing a critical report on the features of World War literature.

### **EVALUATION CRITERIA**

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

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

### **SUGGESTED READING:**

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

| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 5                   | 1 | 0 |

**Course Objective:**

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

**Course Outcome:**

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

**A – Syllabus**

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

|   |  |                   |          |
|---|--|-------------------|----------|
| 4 | <b>Unit 4</b><br>Henry James <i>Daisy Miller</i><br>Tony Morrison <i>The Bluest Eye</i> (Non detailed) | Desirable to know | 16 Hours |
|---|--|-------------------|----------|

**Student Project:** Students shall be preparing a critical report on the novels based on Great Depression/ they shall be writing a report on the current American literary figures.

### EVALUATION CRITERIA

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

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

### SUGGESTED READINGS:

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



| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 5                   | 1 | 0 |

**Course Objective:**

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

**Course Outcome:**

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

**A – Syllabus**

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

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

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

#### **EVALUATION CRITERIA**

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

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

#### **SUGGESTED READINGS:**

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

| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 4                   | 0 | 0 |

**Course Objective:**

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

**Course Outcome:**

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

**A – Syllabus**

| S No. | TOPIC   | DOMAIN       | HOURS    |
|-------|---|--------------|----------|
| 1     | <b>Fundamentals of Advertising</b><br>Advertising: Definition and Concept of Advertising.<br>Models of Advertising<br>Need & Impact of Advertising: National and Global Scenario, Integrated Marketing Communication, Persuasion, Retention and Recall<br>Various Media of Ad: Print Media-Newspaper, Magazine, Pamphlet, handbill, souvenir, brochure etc., Electronic-Radio, Other direct mail, outdoor etc | Must to know | 16 Hours |
| 2     | <b>Creativity and Advertising</b><br>Types of Advertising and their functions<br>Copy writing for Print, Radio and T.V. Advertisement.<br>Advertising design & layout: difference between the two<br>Defining Creativity, Appeal, Rhetoric of words and images  | Must know    | 16 Hours |
| 3     | <b>Understanding Public Relations</b><br>PR –Concepts, Definitions, Role, Scope, Functions, New emerging trends<br>Theories and Models in PR - JM Grunig’s Model of Symmetrical PR, Asymmetrical PR, Organizational   | Must know    | 16 Hours |

|   |   |           |          |
|---|---|-----------|----------|
|   | Theories, Conflict Theory, Structural-Functional Theory, the Excellence Theory<br>Difference and Similarities between PR, Marketing and Advertising, Propaganda; Crisis Management  |           |          |
| 4 | <b>Public Relations Practice and Process</b><br>In house PR- Structure, Scope, Role & Function<br>PR Consultancy- Structure, Role, Scope & Function<br>PR Campaigns- Briefs, Pitch, Working on the Account, Client-Agency Relationship<br>The PR process: Research, Strategy, Measurement, Evaluation and Impact<br>Tools of Media Relations - Press conferences, Press meet/tours, Press releases, Backgrounders, Rejoinders, Feature writing, Video news releases, Blog writing etc;<br>Selection of media in reaching out to its various publics | Must know | 16 Hours |

**Student Project:** Students shall be preparing a report on public relations within the University or Students shall be preparing a short video clip to promote/advertise SGT University.

#### EVALUATION CRITERIA

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

**Prepared by Mr. Bishwambhar Bose, Assistance: Mr. Tushar**

#### SUGGESTED READINGS:

1. L'ETANG JACQUIE. *Public Relations, Concepts, Practice and Critique*. Sage Publications India, 2008
2. CLIFTON RITA & JOHN SIMMONS. *Brands and Branding*. Profile Books Ltd. UK, 2011
3. DOROTHY, COHEN: *Advertising, USA*: Scott. Forsmon and Co. 1988
4. JETHWANAY JAISHRI & JAIN SHRUTI: *Advertising Management*, second edition. Oxford University Press, 2011
5. MANUKONDA R.: *Advertising Promotions and News Media*. DPS Publishing House India, 2013
6. MARIEKE DE MOOIJ: *Consumer Behavior and Culture: Consequences for Global Marketing & Advertising*. Sage Publication New Delhi, 201

| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 4                   | 0 | 0 |

**Course Objective:**

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

**Course Outcome:**

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

**A – Syllabus**

| S No. | TOPIC  | DOMAIN       | HOURS    |
|-------|--|--------------|----------|
| 1     | <b>Unit 1</b><br>English in India English as a language of opportunity<br>English as a global language   | Must to know | 16 Hours |
| 2     | <b>Unit 2</b><br>Problems of learning English in India<br>Bilingual /Multilingual Contexts<br>Diglossia and the role of English<br>Introduction to the process of Second Language Acquisition<br>Role of the MT/L1 in ESL classrooms | Must know    | 16 Hours |

|   |  |                   |          |
|---|--|-------------------|----------|
| 3 | <b>Unit 3</b><br>Reading and Writing English for Academic Purposes<br>Literature and language learning /teaching: basic concepts   | Must know         | 16 Hours |
| 4 | <b>Unit 4</b><br>What the Teaching of English involves?<br>Introduction to designing of Syllabus and Learning Materials<br>Approaches to Teaching<br>Introduction to Peer Teaching | Desirable to know | 16 Hours |

**Student Project:** Students shall be visit and prepare a report on different methodologies used in different English Teaching institutes and schools in nearby area.

#### **EVALUATION CRITERIA**

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

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

#### **SUGGESTITED RAEDINGS:**

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

## Generic Elective Paper

**09210406: English for Professionals**

**Credit 4**

**Course Objective:**

- To understand the unwritten code of conduct regarding the interactions among the members in Professional world
- To recognize and manage the complex processes of communication in order to achieve performance excellence through Interpersonal Skills
- To understand how to avoid nervousness and be more enthusiastic while delivering ones presentation to the masses
- To learn how to present and prepare oneself for an interview

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

**Course Outcome:**

- The course will enable students to understand the unwritten code of conduct regarding the interactions among the members in Professional world
- Students will be able to recognize and manage the complex processes of communication in order to achieve performance excellence through Interpersonal Skills
- The course will enable students to understand how to avoid nervousness and be more enthusiastic while delivering ones presentation to the masses
- Students will be able to learn how to present and prepare oneself for an interview

**A – Syllabus**

| <b>S No.</b> | <b>TOPIC</b>   | <b>DOMAIN</b>     | <b>HOURS</b> |
|--------------|--|-------------------|--------------|
| 1            | <b>UNIT I: PROFESSIONAL ETIQUETTES</b><br>Refined Grooming<br>Workplace and Classroom Etiquettes<br>Professional Ethics and Values<br>Networking Skills  | Must know         | 16 Hours     |
| 2            | <b>UNIT II: INTERPERSONAL SKILLS</b><br>Rapport Building: SWOT Analysis,<br>Johari Window<br>Assertive Behaviour<br>Team Building<br>Conflict Management | Desirable to know | 16 Hours     |

|   |   |                   |          |
|---|---|-------------------|----------|
| 3 | <b>UNIT III: PRESENTATION SKILLS</b><br>Create Your Presence<br>3Ps of Presentation<br>Overcoming nerves; Handling Difficult Situations<br>Common Business Abbreviations and Collocations | Desirable to know | 16 Hours |
| 4 | <b>UNIT IV: PROFESSIONAL WRITING &amp; CAREER BUILDING</b><br>Resume Writing<br>Cover Letter<br>Email<br>Circular/Indent<br>Interview Skills  | Must know         | 16 Hours |

**Student Project:** Students shall be visiting a corporate firm and make report on the different communication channels of the firm/ they may write a report on the need of English based on the interviews of 5 professionals.

### EVALUATION CRITERIA

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

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

### SUGGESTED READINGS:

1. Hent T. Van der Molem and Yvonne H. Gramsvergen-Hoogland ‘ *Communication in Organizations*’, Psychology Press 2005
2. Meenakshi Raman and Prakash Singh ‘*Business Communication*’ Second Edition Oxford Publication 2012
3. Charles J. Stewart, William B. cash Jr. ‘*Interviewing Principles and Practices*’, TATA McGraw-Hill Edition 2010
4. E.H.McGrath, S.J. ‘*Basic Managerial Skills for All*’, Ninth Edition, PHI Learning Private Limited 2011
5. Paul, D.S. ‘*Advance Writing Skills*’, Goodwill Publishing House 2016



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

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

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

| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 5                   | 1 | 0 |

**Course Objective:**

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

**Course Outcome:**

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

**A – Syllabus**

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

|   |   |                   |          |
|---|---|-------------------|----------|
| 4 | <b>Unit 4</b><br>Samuel Becket <i>Waiting for Godot</i><br>Tom Stoppard <i>Rosencrantz and Guildenstern are Dead</i> (Non detailed) | Desirable to know | 16 Hours |
|---|---|-------------------|----------|

**Student Project:** Students shall be recreating any modern drama on stage/they may write a critical report on the stage performance of the prescribed play, the source can be physical or online.

### **EVALUATION CRITERIA**

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

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

### **SUGGESTED READINGS:**

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

| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 4                   | 0 | 0 |

**Course Objective:**

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

**Course Outcome:**

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

**A – Syllabus**

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

|          |   |                   |          |
|----------|---|-------------------|----------|
| <b>4</b> | <b>Unit 4: Language, Mind and Brain</b><br>Language and Brain<br>Aphasia, Lateralization of language in the brain<br>Signed Languages | Desirable to know | 16 Hours |
|----------|---|-------------------|----------|

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

### EVALUATION CRITERIA

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

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

### SUGGESTED READINGS:

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

| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 4                   | 0 | 0 |

**Course Objective:**

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

**Course Outcome:**

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

**A – Syllabus**

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

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

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

#### **EVALUATION CRITERIA**

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

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

#### **SUGGESTED READINGS:**

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

**09210506: Media and Communication Skills (DSE)****Credit: 4**

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

**Course Objective:**

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

**Course Outcome:**

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

**A – Syllabus**

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



|   |  |                   |          |
|---|--|-------------------|----------|
| 4 | <b>Unit 4 Introduction to Cyber Media and Social Media</b><br>Types of Social Media<br>The Impact of Social Media<br>Introduction to Cyber Media | Desirable to know | 16 Hours |
|---|--|-------------------|----------|

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

### **EVALUATION CRITERIA**

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

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

### **SUGGESTED READINGS:**

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

| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 4                   | 0 | 0 |

**Course Objective:**

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

**Course Outcome:**

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

**A – Syllabus**

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

|   |   |                   |          |
|---|---|-------------------|----------|
| 4 | <b>Unit 4</b><br>V S Naipaul <i>A Bend in the River</i><br>Salman Rushdie <i>Midnight Children</i> (Non detailed) | Desirable to know | 16 Hours |
|---|---|-------------------|----------|

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

### **EVALUATION CRITERIA**

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

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

### **SUGGESTED READINGS:**

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

| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 4                   | 0 | 0 |

**Course Objective:**

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

**Course Outcome:**

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

**A – Syllabus**

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

|   |   |                   |          |
|---|---|-------------------|----------|
| 4 | <b>Unit 4 Culture and Society in Contemporary India</b><br>The Idea of Culture<br>Culture and the Media | Desirable to know | 16 Hours |
|---|---|-------------------|----------|

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

### EVALUATION CRITERIA

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

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

### SUGGESTED READINGS:

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

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

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

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

**\*Note: In 6<sup>th</sup> semester One DSE Course can be changed into minor Dissertation of 6 credit**

| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 5                   | 1 | 0 |

**Course Objective:**

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

**Course Outcome:**

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

**A – Syllabus**

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

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

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

#### **EVALUATION CRITERIA**

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

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

#### **SUGGESTED READINGS:**

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



| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 4                   | 0 | 0 |

**Course Objective:**

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

**Course Outcome:**

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

**A – Syllabus**

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

|   |   |                   |          |
|---|---|-------------------|----------|
| 4 | <b>Unit 4</b><br>Jean Rhys <i>Wide Sargasso Sea</i> (Non detailed)<br>Charlotte Brontë, <i>Jane Eyre</i> (Non detailed) | Desirable to know | 16 Hours |
|---|---|-------------------|----------|

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

### **EVALUATION CRITERIA**

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

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

### **SUGGESTED RAEDINGS:**

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

**09210604: World Literature (DSE)****Credit: 4**

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

**Course Objective:**

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

**Course Outcome:**

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

**A – Syllabus**

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

|   |   |                   |          |
|---|---|-------------------|----------|
| 4 | <b>Unit 4</b><br>Ernest Hemingway ‘ <i>A Farewell to Arms</i> ’<br>Gabriel García Márquez <i>One Hundred Years of Solitude</i> (Non detailed) | Desirable to know | 16 Hours |
|---|---|-------------------|----------|

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

### **EVALUATION CRITERIA**

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

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

### **SUGGESTED READINGS:**

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

| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 4                   | 0 | 0 |

**Course Objective:**

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

**Course Outcome:**

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

**A – Syllabus**

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

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

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

### EVALUATION CRITERIA

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

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

### SUGGESTED READINGS:

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

| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 4                   | 0 | 0 |

**Course Objective:**

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

**Course Outcome:**

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

**A – Syllabus**

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

|   |  |                   |          |
|---|--|-------------------|----------|
| 4 | <b>Unit 4</b><br>U R Anantmoorti <i>Samskar</i><br>Premchand <i>Godan</i> (Non detailed) | Desirable to know | 16 Hours |
|---|--|-------------------|----------|

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

### EVALUATION CRITERIA

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

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

### SUGGESTED READINGS:

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



| Credit Distribution |   |   |
|---------------------|---|---|
| L                   | T | P |
| 4                   | 0 | 0 |

**Course Objective:**

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

**Course Outcome:**

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

**A – Syllabus**

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

|   |  |                   |          |
|---|--|-------------------|----------|
|   | Indian-global cinema (screening of Mira Nair's Salaam Bombay)<br>Gender & Sexuality (Indian Cinema)  |                   |          |
| 3 | <b>Unit 3: Genres, Styles and Content</b><br>Different Genres of films<br>Narrative & Documentary styles<br>Ingredients - Script, Sound, Visuals, Performers, Assembly, Selling and Exposition         | Must know         | 16 Hours |
| 4 | <b>Unit 4: Film Production, Exhibition &amp; Beyond</b><br>Key Film Making Departments<br>Personnel and Roles<br>Marketing<br>Distribution<br>Exhibition<br>Censorship<br>Major Film Awards and events | Desirable to know | 16 Hours |

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

### EVALUATION CRITERIA

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

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

### SUGGESTED READINGS:

1. Monaco, James, et al. *How to Read a Film: The Art, Technology, Language*, 2000
2. Cook, David A. *A History of Narrative Film*. New York: Norton. 1981
3. Bordwell, David, and Kristin Thompson. *Film Art: An Introduction*. New York: The McGraw-Hill Companies. 1996
4. Hill, John, and Pamela Church Gibson. *The Oxford Guide to Film Studies*. Oxford: Oxford University Press. 1998
5. Kabir, Nasreen Munni. *Guru Dutt: A Life in Cinema*. Delhi: Oxford University Press. 1996.

6. Prasad, M. Madhava. *Ideology of the Hindi Film: a Historical Construction*. Delhi; New York: Oxford University Press. 1998
7. Rajadhyaksha, Ashish. *Indian cinema in the time of celluloid: from Bollywood to the Emergency*. Indiana University Press, 2010