



K. R. MANGALAM UNIVERSITY

THE COMPLETE WORLD OF EDUCATION

SCHOOL OF HUMANITIES

Bachelor of Arts (Honours) English

B.A. (H) English

Programme Code – 18

(Undergraduate Programme)

2018-2021

**Approved in the 17th Meeting of Academic
Council Held on 29th June 2018**




Registrar
K.R. Mangalam University
Sohna Road, Gurugram, (Haryana)



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1. Introduction

The K.R. Mangalam Group has made a name for itself in the field of education. Over a period of time, the various educational entities of the group have converged into a fully functional corporate academy. Resources at KRM have been continuously upgraded to optimize opportunities for the students. Our students are groomed in a truly inter-disciplinary environment wherein they develop integrative skills through interaction with students from engineering, management, journalism and media study streams.

The K.R. Mangalam story goes back to the chain of schools that offered an alternative option of world-class education, pitching itself against the established elite schools, which had enjoyed a position of monopoly till then. Having blazed a new trail in school education, the focus of the group was aimed at higher education. With the mushrooming of institutions of Higher Education in the National Capital Region, the university considered it very important that students take informed decisions and pursue career objectives in an institution, where the concept of education has evolved as a natural process.

K.R. Mangalam University was founded in the year 2013 by Mangalam Edu Gate, a company incorporated under Section 25 of the Companies Act, 1956.

K. R. Mangalam University is unique because of its

- i. Enduring legacy of providing education to high achievers who demonstrate leadership in diverse fields.
- ii. Protective and nurturing environment for teaching, research, creativity, scholarship, social and economic justice.

2. Objectives

- i. To impart undergraduate, post-graduate and Doctoral education in identified areas of higher education.
- ii. To undertake research programmes with industrial interface.
- iii. To integrate its growth with the global needs and expectations of the major stake holders through teaching, research, exchange & collaborative programmes with foreign, Indian Universities/Institutions and MNCs.
- iv. To act as a nodal center for transfer of technology to the industry.

2. About School of Humanities

The School of Humanities at KRMU comprises two disciplines (English, Economics) offering undergraduate programmes.

- B.A. (H) English

- B.A. (H) Economics

School Vision

Our vision is to equip the students with critical thinking, problem-solving, creativity, and collaboration skills along with professional knowledge

School Mission

In order to achieve its vision, SOHS intends to focus on the following mission objectives:

- M 1: To promote cross-curricular innovation with a focus on developing a strong knowledge and skills base.
- M 2: To contribute significantly towards the larger institutional mission of instilling lifelong learning.
- M 3: To promote humanitarian goals of global peace, sensitivity and cooperation through inclusive and dynamic curriculum.
- M 4: To promote analytical and critical research skills, scientific enquiry and creative thinking among the students.
- M 5: To provide opportunities to acquire language proficiency and socio-cultural-philosophical awareness
- M 6: To promote awareness on socio-economic issues at regional, national, and global levels through cooperative learning reinforced by classroom teaching, experiential learning, and research.

4. About Programmes in English

The School of Humanities aims to instill core and foundational values of constructive education. School of Humanities since its establishment in 2015 thrives to reach standards of excellence in teaching, research and consultancy. The School recognizes the growing demand for trained manpower in industry, government, research and other sectors as well as nurturing future researchers and specialists in English.

5. B.A. (H) English

The B.A (H) English programme holds a distinct attraction to aspiring students as it has large scope of career options. After graduation it paves the path for a sure-shot entry not only to teaching but to journalism, writing, editing, civil services, MBA etc. The main objective of this programme is to enable the students understand the human civilization through literature and learn to use language to address issues in the society and in the past. The programme grooms the students and moulds them into individuals with excellent communication skills and confidence with values such as sense of responsibility and consciousness.

5.1. Eligibility Criteria: - The student should have passed the 10+2 examination conducted by the Central Board of Secondary Education or equivalent examination from a recognized Board in Science with mathematics as one of the subjects and with an overall aggregate of 50% or more.

5.2. Duration: - 3 Years (6 Semesters)

The minimum period required for the B.A. (Hons.) Programme offered by the University shall extend over a period of three Academic Years. The maximum period for the completion of B.A. (Hons.) Programme offered by the University shall be five years.

5.3. Course Outline:

An overview of British Literature covering literature from 14th century to 21st century; American Literature, Indian Writing in English, Popular Literature, Film Studies, Gender Studies, Media & Mass Communication, Diaspora Literature, Literary Criticism, Classical Literature, Women's Writing, Academic Writing, Linguistics and Research Methodology.

5.4. Career Options:

A bachelor's degree in English Honors gives a strong foundation for teaching profession with B.Ed., Editorial work, Journalism, Event Management, Professional Anchoring; Competitive exams for Bank Probationary Officers, Civil Service Exams and for master's degree. The scope is much larger with a master's degree in English: Teaching profession in Higher Secondary with B.Ed., with M.Phil. in colleges and with PhD and NET in Universities.

5.5. Class Timings

The classes will be held from Monday to Friday from 09:10 am to 04:10 pm.

5.6 Syllabi

The syllabi of all courses for the first year for all the programmes offered are given in the following pages. These are arranged as: (a) common courses (b) degree specific courses, in numeric order of the last three digits of the course code.

**Scheme of Studies as per Choice-Based Credit System
and Learning Outcome-Based Curriculum Framework**

ODD SEMESTER I				EVEN SEMESTER II			
S. No.	COURSE CODE	COURSE TITLE	C	S. No.	COURSE CODE	COURSE TITLE	C
1	SHEL131	Indian Writing in English (Core 1)	6	1	SHEL140	Language and Linguistics (Generic Elective 3)	5
3	SHEL133	British Literature: 18th Century (Core 2)	6	2	SHEL130	British Romantic Literature (Core 4)	6
4	SHEL101	Communication Skills (AEC 1)	4	3	SHCS102	Information Technology Fundamental	3
5	SHEL135	Academic Writing & Composition (Generic Elective 1)	6	4	SHEL134	Media & Communication (Generic Elective 2)	5
6	SHCH125	Environmental Studies (AEC 2)	3	5	SHEL132	Twentieth Century Indian Literature	6
7	SHEL171	Communication Skills Lab	1	6	SHCS152	Information Technology Fundamental Lab	1
TOTAL			26	TOTAL			26
ODD SEMESTER III				EVEN SEMESTER IV			
S. No.	COURSE CODE	COURSE TITLE	C	S. No.	COURSE CODE	COURSE TITLE	C
1	SHEL221	British Poetry and Drama: 14th to 17th Centuries (Core 5)	5	1	SHEL220	British Poetry and Drama: 17th to 18th Centuries (Core 9)	5
2	SHEL223	American Literature (Core 7)	5	2	SHEL226	Popular Literature (Core 8)	5
3	SHEL225	Soft Skills	3	3	SHEL274	Literature of Indian Diaspora- Practical	1
4	SHEL227	Critical Reasoning, Writing & Presentation	5	4	SHEL230	Film Studies	4

5	SHEL229	Contemporary India: Women & Empowerment (Generic Elective 4)	5
6	SHEL277	Critical Reasoning, Writing & Presentation Lab	1
7	SHEL271	British Poetry and Drama: 14th to 17th Centuries- Practical	1
8	SHEL273	American Literature- Practical	1
TOTAL			26
ODD SEMESTER V			
S. No.	COURSE CODE	COURSE TITLE	C
1	SHEL315	British Literature: 19th Century (Core 11)	5
2	SHEL311	Modern European Drama (Core 12)	5
3	SHEL353	Modern Indian Writing in English Translations- Practical	1
4	SHELMO51A	History of English Language and Literature	2
5	SHEL355	British Literature: 19th Century- Practical	1
6	SHEL351	Modern European Drama- Practical	1
7	SHDM301	Disaster Management	3
8	SHEL313	Modern Indian Writing in English Translations	5
9	SHEL317	Research Methodology- An Introduction	6
TOTAL			29

5	SHEL270	British Poetry and Drama: 17th to 18th Centuries- Practical	1
6	SHEL276	Popular Literature- Practical	1
7	SHEL228	Literary Theory and Criticism	6
8	SHEL224	Literature of Indian Diaspora	5
TOTAL			28
EVEN SEMESTER VI			
S. No.	COURSE CODE	COURSE TITLE	C
1	SHEL310	Indian Classical Literature (Core 13)	6
2	SHEL314	British Literature: 20th Century (Core 14)	6
3	SHEL316	Postcolonial Literatures	6
4	SHEL318	Project/ Dissertation- Practical (DSE 4- from list of Group II)	6
5		Value Added Course	0
TOTAL			24

TOTAL HOURS: LECT [L]+ PRAC [P]+ TUT [T]	153
TOTAL CREDITS [C]	159

Group I Electives (DSE)
(i) Literature of Indian Diaspora
(ii) Science Fiction & Detective Literature
(iii) World Literatures
(iv) Autobiography
(v) Research Methodology
(vi) Literary Theory
(vii) British Literature: Post World War II

Group II Electives (DSE)
(i) Partition Literature
(ii) Modern Indian Writing in English Translation
(iii) Nineteenth Century European Realism
(iv) Project/ Dissertation
(v) Literature & Cinema
(vi) Travel Writing
(vii) World Literatures
(viii) Literary Criticism

Generic Elective (GE) one in 1st-4th semester
(i) Academic Writing & Composition
(ii) Text & Performance
(iii) Gender and Human Rights
(iv) Language, Literature & Culture
(v) Contemporary India: Women and Empowerment
(vi) Media & Communication Skills
(vii) Language & Linguistics
(viii) MOOC

Group I Electives (SEC)
(i) English Language Teaching
(ii) Translation Studies
(iii) Business Communication

Group II Electives (SEC)
(i) Film Studies
(ii) Creative Writing
(iii) Technical Writing
(iv) Soft Skills

SEMESTER-I

SHEL131	Indian Writing in English	C
Version 1.0		6
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objectives:

- Identify the characteristics of Indian Literature of 19th century.
- Interpret texts written by Indian writers.
- Identify features of literary works and their influences on the society.
- Analyze different writing techniques employed by writers.
- Express concepts through assignments
Analyze the texts through modern Indian perspectives

Unit I

Introduction: Indian English; Indian English Literature and its themes and contexts of the Indian English Novel; The appreciation of Indian English Poetry; Modernity in Indian English Literature.

Unit II

Rabindranath Tagore: *The Home and the World*

Unit III

Sujata Bhatt: “White Asparagus”

Kamala Das: “Introduction”, “My Grandmother’s House”

Eunice D’ Souza: “The Road”, “Forgive Me, Mother”.

Unit IV

Ismat Chughtai : *Lihaf* (The Quilt)

Premchand: *The Holy Panchayat*

TEXT BOOKS:

1. Tagore, Rabindranath. *Home and the World*. Penguin Classics, 2005.
2. Chughtai, Ismat. *The Quilt & Other Stories*. Sheep Meadow Press, 1994.
3. Das, Kamala. *Selected Poems*. Modern Classics, 2014.
4. Trivedi, Harish. *Modern Indian Literature*. Oxford University Press.2015

Reference Books / Materials:

1. *Modern Indian Literature*. Oxford University Press, 2013.
2. *Modern Indian Thought* . Worldview Publications , 2012.
3. Mukherjee, Meenakshi, 'Divided by a Common Language', in *The Perishable Empire*. OUP, 2000.
4. Naik, M.K. *History of Indian English Literature*. Sahitya Academy, 2004
5. King, Bruce, 'Introduction', in *Modern Indian Poetry in English*. 2nd ed. , OUP, 2005

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL133	British Literature: 18th Century	C
Version 1.0		6
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objectives:

- To analyze 18th-century literature from a variety of critical and theoretical frameworks.
- To analyze the mechanisms of canon formation and the importance of canonicity within literary studies.
- To recognize and analyze 18th-century British literature within broader literary contexts.
- To provide students with guided research and writing experience in 18th-century studies

Unit I

Introduction: - The Enlightenment and Neoclassicism; Restoration Comedy; The Country and the City; The Novel and the Periodical Press; Prose

Unit II

Daniel Defoe: *Moll Flanders*

Unit III

Dryden: “Mac Flecknoe”

Thomas Gray: “Elegy Written in a Country Churchyard”

Robert Burns: “A Red Red Rose”

Unit IV

Samuel Johnson: *Preface to Shakespeare*

Reference Books / Materials:

1. Burns, Robert. *A Red, Red Rose and other Poems*. Michael. O’Mara Books, 2016.
2. Defoe, Daniel. *Moll Flanders*. Penguin Classics, 1989.
3. Gray, Thomas. “Elegy Written in a Country Churchyard” H. L. Caldwell. Co., 1920.
4. Johnson, Samuel. *Preface to Shakespeare*. Surjeet publications, 2018.
5. Long, William J. *English Literature*. A.I.T.B.S. Publishers, 2003.
6. Trivedi, R.D. *A Compendious History of English Literature*. Vikas Publishing, 2015.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination:

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL101	Communication Skills		C
Version 3.0			4
Pre-requisites/Exposure	--		
Co-requisites	--		

Course Objectives:

- Identify key elements and principles of communication.

- Demonstrate understanding of the communication process.
- Describe their communication strengths and growth areas.
- Demonstrate ability to prepare and present a short oral presentation.
- Appreciate the role of body language and voice tone in effective communication.
- Communicate their message in an effective and engaging way for the recipient.

Unit I

Introduction to Communication: Importance of Communication Skills, Meaning, Forms & Types of Communication; Process of Communication; Principles of Effective Communication/7Cs, Barriers in Communication (Interpersonal, Intrapersonal and Organizational).

Unit II

Academic Writing: Précis (Summary – Abstract – Synopsis – Paraphrase – Précis: Methods), Letter & Résumé (Letter Structure & Elements – Types of letter: Application & Cover - Acknowledgement – Recommendation – Appreciation – Acceptance – Apology – Complaint – Inquiry). Writing a proposal and synopsis. Structure of a research paper. Citations and plagiarism.

Unit III

Technology-Enabled Communication: Using technology in communication tasks, E-mails, tools for constructing messages, Computer tools for gathering and collecting information; Different virtual medium of communication.

Unit IV

Building Vocabulary: Word Formation (by adding suffixes and prefixes); Common Errors; Words Often Confused; One word substitution, Homonyms and Homophones; Antonyms & Synonyms, Phrasal Verbs, Idioms & Proverbs (25 each); Commonly used foreign words(15 in number);

Unit V

Personality Development: Etiquettes & Manners; Attitude, Self-esteem & Self-reliance; Public Speaking; Work habits (punctuality, prioritizing work, bringing solution to problems), Body Language: Posture, Gesture, Eye Contact, Facial Expressions; Presentation Skills/ Techniques.

TEXT BOOK:

Kumar, Sanjay and Pushplata. *Communication Skills*. Oxford University Press, 2015.

Reference Books / Materials:

1. Mitra, Barun K. *Personality Development and Soft Skills*. Oxford University Press, 2012.
2. Tickoo, M.L., A. E. Subramanian and P. R. Subramaniam. *Intermediate Grammar, Usage and Composition*. Orient Blackswan, 1976.
3. Bhaskar, W.W.S., AND Prabhu, NS., “ English Through Reading”, Publisher: MacMillan,1978
4. Business Correspondence and Report Writing” -Sharma, R.C. and Mohan K. Publisher: Tata McGraw Hill1994
5. Communications in Tourism & Hospitality- Lynn Van Der Wagen, Publisher: Hospitality Press
6. Business Communication-K.K. Sinha
7. Essentials of Business Communication By Marey Ellen Guffey, Publisher: Thompson Press
8. How to win Friends and Influence People By Dale Carnegie, Publisher: Pocket Books
9. Basic Business Communication By Lesikar & Flatley, Publisher Tata McGraw Hills
10. Body Language By Allan Pease, Publisher Sheldon Press

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination:**Examination Scheme:**

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL135	Academic Writing & Composition	C
Version 1.0		6
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objectives:

- Demonstrate and apply knowledge of basic essay structure, including introduction, body and conclusion.
- Employ the various stages of the writing process, including pre-writing, writing and re-writing.
- Employ descriptive, narrative and expository modes.

- Demonstrate ability to write for an academic audience.
- Demonstrate understanding of and apply the principles of effective paragraph structure; Write concise sentences.
- Employ quotation, paraphrase and summary.
- Introduce position and integrate source material into the body of an essay.
- Recognize and correct basic grammatical errors, specifically errors of subject/verb agreement, verb tense, pronoun agreement, usage of prepositions and articles.

Unit I

Introduction: Writing Process; Advantages of writing and written materials; Conventions of Academic Writing

Unit II

Writing with a purpose: Technical & General Writing; Summarizing and Paraphrasing; Creative writing

Unit III

Critical Thinking & writing: Syntheses, Analysis, and Evaluation; Structuring an Argument: Introduction, Interjection, and Conclusion

Unit IV

Documentation: Citing Resources; Editing, Book and Media Review

Reference Books / Materials:

1. Graff, Gerald and Cathy Birkenstein. *They Say/I Say: The Moves That Matter in Academic Writing*. Norton, 2009.
2. Gupta, Renu. *A Course in Academic Writing*. Orient Black Swan, 2010.
3. Hamp-Lyons, Liz and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes*. CUP, 2006.
4. Leki, Ilona . *Academic Writing: Exploring Processes and Strategies*. 2nd ed., CUP, 1998.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination:

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL171	Communication Skills Lab	C
Version 3.0		1
Pre-requisites/Exposure	--	
Co-requisites	---	

Course Objective:

- To make the students converse fluently in functional & situational contexts.
- To enhance fluency in communication with accuracy in real life and professional situations
- To enhance LSRW.
- To refine the personality of students and to enhance their self- confidence.
- In each practical class student should spend 5 to 10 minutes on effective browsing of online Newspaper 5 to 10 minutes on English Language software activities

Each student must actively complete the following ten activities in practical classes, and the Lab Record with the teacher's signature and the internal marks should be submitted to the External Expert during Viva.

Activity 1: Self- Introduction: Informal introduction & formal introduction; A detailed write up on formal 'Self Introduction'; Formal Introduction of oneself in front of the group.

Activity 2: News Reading: Introduction to 'online News papers'; Browsing and selecting the preferred Newspaper; Browsing through the News Headlines; Selecting interested News items; Comprehending the content, writing down the essence and reading the News in front of the Group. Discuss 5 to 8 new words or terms, 4 to 5 important personalities of that day's news etc.

Activity 3:

- a. **JAM:** Introduction to 'Just a Minute speech' and the 'Extempore speech'; Preparation of speech on given topic (different topic for each student); delivery of the speech; Feedback (on content, time management, body language etc. highlighting the positive aspects first.)
- b. **Listening Comprehension:** Listen to online / downloaded oration by renowned Orators; write down the content in a precise form and give an oral presentation of that write up following all the etiquettes of public speaking.

Activity 4:

- a. **Turn Coat:** Speaking for and against by the same person with time specification; assign topics from the immediate surroundings; write down the content either from the Net or from personal knowledge; prepare well and deliver; feedback & suggestions for improvement.
- b. **News Discussions:** Selecting News of the day, Discussing among the group, prepare the news content and prepare the group opinion about the issue and present it in front of the class by the group involving each member; select 5 new words & new usages from the selected news item.

Activity 5: Conversation Ability: Characteristics of effective conversation; Listening to a few sample conversations; preparing conversation based on the given situation; enacting the situation through effective delivery of the script; feedback & suggestions for improvement.

Activity 6: Role Play: Characteristics of Role Play; assigning roles; developing the content to deliver; enacting the role with effective delivery; feedback & suggestions for improvement.

Activity 7: Public Speaking: Characteristics of effective Public speaking; possible barriers; watching demo online; topic assignment, information gathering & recording; delivery in front of the class; feedback & suggestions for improvement. . (Different topic for each student)

Activity 8: Group Discussion: Importance and characteristics; Dos & Don'ts in GD; Demo display; assign topic for the group, Preparation & performance; feedback & suggestions for improvement.

Activity 9: Debate: Difference between Group Discussion & Debating; Watching demo of Debating; Topic for the group of 2 or 4; preparation and performance; feedback & suggestions for improvement.

Activity 10: Interview: Importance & purpose of Job Interview; Interview etiquettes; Watch demo interview; Appear for formal mock interview; feedback & suggestions for improvement.

TEXT BOOK:

Kumar, Sanjay and Pushplata. *Communication Skills*, Oxford University Press.

Reference Books/Materials:

1. Mitra, Barun K. *Personality Development and Soft Skills*. Oxford University Press.
2. Raman, Meenakshi & Sharma, Sangeetha. *Technical Communication Principles and Practices*, 2nd Ed. Oxford University Press, New Delhi, 2011.

SHCH125	Environmental Studies	C
Version 1.0		3
Pre-requisites/Exposure	Basics of Environment	
Co-requisites	--	

Course Objectives:

- To aware the students about the environment.
- To teach the students concepts and methods from ecological and physical sciences and their application in environmental problem solving.
- To think across and beyond existing disciplinary boundaries, mindful of the diverse forms of knowledge and experience that arises from human interactions with the world around them.
- Communicate clearly and competently matters of environmental concern and understanding to a variety of audiences in appropriate forms.

Unit I

Environment and Natural Resources: Multidisciplinary Nature of Environmental Sciences; Scope and Importance; Need for Public Awareness. Land Resources; Land Use Change; Land Degradation, Soil Erosion and Desertification. Deforestation: Causes and Impacts due to Mining, Dam Building on Environment, Forests, Biodiversity and Tribal Populations. Water: Use and Over-Exploitation of Surface and Ground Water, Floods, Droughts, Conflicts over Water (International & Inter-state). Energy Resources: Renewable and Non- Renewable Energy Sources, Use of Alternate Energy Sources, Growing Energy Needs, Case Studies.

Unit II

Ecosystems and Biodiversity: Ecosystem: Definition and Structure and Function of Ecosystem; Energy Flow in an Ecosystem: Food Chains, Food Webs and Ecological Succession. Case studies of the following ecosystems:

- a) Forest Ecosystem
- b) Grassland Ecosystem
- c) Desert Ecosystem
- d) Aquatic Ecosystems (Ponds, Streams, Lakes, Rivers, Oceans, Estuaries)

Biological diversity: Genetic, Species and Ecosystem Diversity; Biogeographic Zones of India; Biodiversity Patterns and Global Biodiversity Hot Spots ; India as a Mega-Biodiversity Nation; Endangered and Endemic Species of India; Threats to Biodiversity: Habitat Loss, Poaching of Wildlife, Man-Wildlife Conflicts, Biological Invasions; Conservation Of Biodiversity: In-Situ

and Ex-situ Conservation of Biodiversity; Ecosystem and Biodiversity Services: Ecological, Economic, Social, Ethical, Aesthetic and Informational Value.

Unit III

Environmental Pollution and Environmental Policies: Environmental Pollution: Types, Causes, Effects and Controls; Air, Water, Soil and Noise Pollution, Nuclear Hazards and Human Health Risks; Solid Waste Management: Control Measures of Urban and Industrial Waste; Pollution Case Studies. Sustainability and Sustainable Development; Climate Change, Global Warming, Ozone Layer Depletion, Acid Rain and Impacts on Human Communities and Agriculture; Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act; Nature reserves, Tribal Populations and Rights, and Human Wildlife Conflicts in Indian context.

Unit IV

Human Communities and the Environment and Field work: Human Population Growth: Impacts on Environment, Human Health and Welfare; Resettlement and Rehabilitation of Project Affected Persons; Case Studies; Disaster Management: Floods, Earthquake, Cyclones and Landslides; Environmental Movements: Chipko, Silent Valley, Bishnois of Rajasthan; Environmental Ethics: Role of Indian and Other Religions And Cultures in Environmental Conservation; Environmental Communication and Public Awareness, Case Studies (E.G., CNG Vehicles In Delhi). Visit to an Area To Document Environmental Assets: River/ Forest/ Flora/Fauna, etc. Visit to a Local Polluted Site-Urban/Rural/Industrial/Agricultural. Study of Common Plants, Insects, Birds and Basic Principles Of Identification. Study of Simple Ecosystems- Pond, River, Delhi Ridge, etc.

TEXT BOOKS:

1. Kaushik and Kaushik, Environmental Studies, New Age International Publishers (P) Ltd. New Delhi.

Reference Books/Materials:

1. A.K. De, Environmental Chemistry, New Age International Publishers (P) Ltd. New Delhi.
2. S.E. Manahan, Environmental Chemistry, CRC Press.
3. S.S Dara and D.D. Mishra, Environmental Chemistry and Pollution Control, S.Chand & Company Ltd, New Delhi.
4. R. Gadi, S. Rattan, S. Mohapatra, Environmental Studies Kataria Publishers, New Delhi.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination:

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SEMESTER-II

SHEL132	Twentieth Century Indian Literature	C
Version 1.0		6
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objectives:

- To sensitize students to the momentous changes in the 20th century, especially, literature
- To enable them to understand experimental and innovative techniques used in literature
- To make clear the idea that changes in human experience demand changes in mode of expression

Unit I

Introduction to the characteristics of 20th century Indian writing

Jibanananda Das - 'Before Dying', 'Windy Night', 'I Shall return to this Bengal'

Nissim Ezekiel- 'Enterprise', 'The Night of the Scorpion', 'Goodbye Party for Miss Pushpa. S.'

Jayanta Mahapatra- 'Hunger', 'Dhauri', 'Grandfather', 'A Country'

Unit II

Vijay Tendulkar- 'Ghasiram Kotwal', Jayant Karve and Eleanor Zelliot

Unit III

Mohan Rakesh - 'Half-way House' tr. Bindu Batra

Unit IV

Amitav Ghosh - 'The Shadow Lines'

Reference Books/Materials:

1. K.R. Srinivasa, *Indian Writing in English*, Asia Publishing House.
2. M.K. Naik, *Aspects of Indian Writing in English*, ed., Laxmi Publications Pvt. Ltd.
3. Arvind Krishna Mehrotra, *An Illustrated History of Indian Literature in English ed.*, New Delhi: Orient Longman, 2003.
4. B King, *Modern Indian Poetry in English* (New Delhi, 1987)
5. King, Bruce. *Three Indian Poets: Nissim Ezekiel, A.K. Ramanujan, Dom Moraes*, OUP, New Delhi, 1991.
6. Amitav Ghosh: *Critical Perspectives* ed. Brinda Bose (Delhi: Pencraft, 2005)

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL130	British Romantic Literature	C
Version 1.0		6
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objectives:

- It aims at acquainting the students with the romantic period and some of its representative writers.
- To provide the students with the broad idea of the social and historical contexts of British Romantic Literature.
- To understand the difference between reason and imagination, literature and revolution.
- To understand the concept of nature as stated by the romantic poets in literature.
- To appreciate the simplicity and lucidity of expression of poets in romantic literature.

Unit I

Introduction: Reason and Imagination; Conceptions of Nature; Literature and Revolution

The Gothic; The Romantic Lyric

William Blake: "The Lamb", "The Tyger"

William Wordsworth: "Tintern Abbey"

Samuel Coleridge: "Rime of the Ancient Mariner"

Unit II

John Keats: "Ode to Grecian Urn"

Percy Bysshe Shelley: "Ode to the West Wind"

John Byron: "She Walks in Beauty"

Unit III

Charles Lamb: *The South-Sea House, Dream-Children: A Reverie*

William Hazlitt: *Public Opinion*

Unit IV

Jane Austen: *Pride & Prejudice*

Reference Books/Materials:

1. Austen, Jane. *Pride and Prejudice*. Wordsworth Classics, 1999.
2. Coleridge, Samuel Taylor. *Biographia Literaria*, ed. George Watson. Everyman, 1993.
3. Keats, John. 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling. OUP, 1973.
4. Lamb, Charles. *The Essays of Elia*. The Temple Classics, 2006.
5. Rousseau, Jean-Jacques. *Preface to Emile or Education*. Translated by Allan Bloom Harmondsworth. Penguin, 1991.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination:

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL134	Media and Communication	C
Version 1.0		5
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objectives:

- Recognize and apply foundational historical context from the field of communication and media studies to an examination of the contemporary world.
- Interpret and evaluate contemporary global culture through a critical framework, to apply theoretical concepts and ethical principles of equity and social justice from within the field of communication and media studies to issues of power, privilege, and oppression.

- Implement intellectually developed critical thinking skills, creative and imaginative use of communicative forms and technologies, and preparedness for the careers of today and the future.
- Produce work that contributes knowledge and expresses creativity with competent and effective communication skills in media across written, oral, visual, and interactive forms.

Unit I

Introduction to Mass Communication: Mass Communication and Globalization; Forms of Mass Communication: Social Media, Face book, Twitter; Marshal McLuhan: *The Medium is the Message*

Topics for Student Presentations:

- a. Case studies on current issues Indian journalism
- b. Performing street plays
- c. Writing pamphlets and posters, etc.

Unit II

Advertisement: Types of advertisements; Advertising ethics; How to create advertisements/storyboards

Topics for Student Presentations:

- a. Creating an advertisement/visualization.
- b. Enacting an advertisement in a group.
- c. Creating jingles and taglines.

Unit III

Media Writing: Scriptwriting for TV and Radio; Writing News Reports and Editorials; Editing for Print and Online Media

Topics for Student Presentations:

- a. Script writing for a TV news/panel discussion/radio programme/hosting radio programmes on community radio
- b. Writing news reports/book reviews/film reviews/TV program reviews/interviews
- c. Editing articles
- d. Writing an editorial on a topical subject.

Unit IV

Introduction to Cyber Media and Social Media: Types of Social Media; The Impact of Social Media; Introduction to Cyber Media

Reference Books/Materials:

1. Kumar, Keval J. *Mass Communication in India*. 4th ed. Jaico Publishing House, 2000.
2. Stovall, James G. *Writing for Mass Media*. Pearson, 2011.
3. J., Jethawaney and Shruti Jain. *Advertising Management*, Oxford University Press, 2006.
4. Jefkins, Frank. *Advertising*. Tata McGraw- Hill, 2007.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL140	Language and Linguistics		C
Version 2.0			5
Pre-requisites/Exposure	--		
Co-requisites	--		

Course Objectives:

- Awareness about the discipline of Linguistics.
- Recognizing and understanding the analysis of linguistic structures.
- Gaining critical insights about the linguistic identities, language development and acquisition, social and educational policies.
- Fostering, creative ability and cross-cultural linguistic sensitivity.

Unit I

Language: Definition, Features, Scope and Significance; language and communication; Linguistics & Its Branches

Unit II

Phonetics: Definition, Importance, Introduction of IPA and phonetic Transcription

Unit III

Grammar and Syntax, Word Order, Clause and Phrases, Ambiguity

Unit IV

Semantics: Types of Meaning, Hyponyms & Hypernyms, Pragmatics

Reference Books/Materials:

1. Akmajian, A., R. A. Demers and R, M Harnish. *Linguistics: An Introduction to Language and Communication*, 2nd ed. MIT Press, 1984.
2. Akmajian, A., R. A. Demers and R. M. Harnish. *Linguistics: An Introduction to Language and Communication*, 2nd ed. Holt, Rinehart and Winston, 1974.
3. De Saussure, Ferdinand. *Course in General Linguistics*. McGraw Hill, 1966.
4. Mesthrie, Rajend and Rakesh M. Bhatt. *World English: The Study of New Linguistic Varieties*. Cambridge University Press, 2008.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination:

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHCS102	INFORMATION TECHNOLOGY		C
Version 1.0	FUNDAMENTAL		3
Pre-requisites/Exposure	--		
Co-requisites	--		

Course Objective:

- The aim of this course is to familiarize the students with the computers, operating system, networking, and use of computers in data processing.

Unit I

Basics of Computer and its evolution: Evolution of Computer, Data, Instruction and Information, Characteristics of computers, Various fields of application of computers, Various

fields of computer (Hardware, Software, Human ware and Firmware), Advantages and Limitations of computer, Block diagram of computer, Function of different Units of computer, Classification of computer (i) On the basis of technology (Digital, Analog and Hybrid) (ii) On the basis of processing speed and storage capacity (Micro, Mini, Mainframe and Super) (iii). On the basis of Purpose (General & Special) Different Generation of computes (I to V), Types of software (System and Application), Compiler and Interpreter, Generation of Language (Machine Level Assembly, High Level, 4GL), Number Systems and their Inter-conversion.

Unit II

Input and Output Devices: Keyboard, Mouse, Joystick, Digitizer, Scanner, MICR, OCR, OMR, Light Pen, Touch Screen, Bar Code Reader, Voice Input Device, Monitor and it's type (VGA, SVGA and XGA), Printer and it's type (Impact and Non-Impact with example), Plotter

Computer Memory: Primary Memory (ROM and it's types – PROM, EPROM,EEPROM, RAM) Secondary memory- SASD, DASD Concept, Magnetic Disks – Floppy disks, Hard disks, Magnetic Tape, Optical disks – CD ROM and it's types (CD ROM, CD ROM-R, CD ROM-EO, DVD ROM Flash Memory

Unit III

Operating System Concept: Introduction to operating system; Function of OS, Types of operating systems, Booting Procedure, Start-up sequence, Details of basic system configuration, Important terms like Directory, File, Volume, Label, Drive name, etc.,

All Directory Manipulation: Creating directory, Sub directory, Renaming, Copying and Deleting the directory

File Manipulation: Creating a file, deleting, copying, and renaming a file.

Unit IV

Concept of Data Communication and Networking: Networking concepts, Types of Networks (LAN, MAN, WAN), Communication Media, Mode of Transmission (Simplex, Half Duplex and Full Duplex), Analog and Digital Transmission, Network Topologies, Internet, Intranets, Extranets, Inter-networking devices

Office Productivity Software: Introduction to Word Processing, Spreadsheets and Presentation Software; Database management concepts, Comparison with Traditional File systems, DBMS Models and Concept of keys; Data Security concepts

Reference Books/Materials:

1. Turban, Rainer and Potter. Introduction to Information Technology. John Wiley & Sons.

2. Saini, A.K. and Pradeep Kumar. Computer Applications in Management, Anmol Publications, N. Delhi.
3. ITL Education Solutions Ltd., Introduction to Information Technology, Pearson Education.
4. Sinha, Kr. Pradeep and Preeti Sinha; Foundations of Computing, BPB Publication, Latest Edition.
5. William Sawyer, Hutchinson. Using Information Technology, Tata McGraw Hill, Fifth Ed.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHCS152	INFORMATION TECHNOLOGY FUNDAMENTAL LAB	C
Version 1.0		1
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objectives:

- The aim of this course is to perform various practical on the computers, operating system, office applications and use of computers in data processing.
 1. Define block diagram of computer.
 2. Learn to create directory, Sub directory, Renaming, Copying and deleting the directory
 3. Learn to create a folder, copy files, move files, and delete files in Windows.
 4. Use of multimedia applications using various multimedia tools.
 5. Learn to use the menu commands of MS-Word to Create, Edit, Modify, Format a document.
 6. Create a time table of your class in MS-Word using tables.
 7. Learn to use Mail Merge concept in MS-Word.
 8. Learn to use menu commands of MS-EXCEL to create and manipulate a spread sheet.
 9. Learn to use arithmetic formulae in MS-EXCEL.
 10. Plot graphs and charts in MS EXCEL.

11. Learn to use the menu commands of MS-Power Point.
12. Learn to apply slide effects and slide transitions in MS-Power Point PPT.
13. Adding multimedia effects in MS-PowerPoint PPT.
14. Learn to use basic DDL and DML commands in SQL.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination:

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

SEMESTER-III

SHEL221	British Poetry and Drama:14th to 17th Centuries	C
Version 1.0		5
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objectives:

- Introduce to the British literature from 14th to 17th centuries
- Understand the theme, structure and styles in British poetry and drama
- Comprehend British literature from various socio-cultural and political contexts
- Detailed reading of the text to understand intellectual background of the 14th and 17th centuries

Unit I:

Evolution of English Language & Literature; Renaissance Humanism; The Stage, Court, Countryside & City; Religious and Political Thought; Ideas of Love and Marriage.

Unit II:

Geoffrey Chaucer: “The Wife of Bath’s Prologue”

Unit III:

John Donne: “The Sunne Rising”; “Batter My Heart”; “Valediction: forbidding mourning”

Unit IV:

William Shakespeare: Macbeth

Reference Books/Materials:

1. Calvin, John. *Predestination and Free Will*, ed. James Bruce Ross and Mary Martin McLaughlin. Penguin Books, 1953.
2. Donne, John. *A Valediction Forbidding Mourning*. Florin Press,1981.
3. Donne, John. *One Equall Light: An Anthology of the Writings of John Donne*. John Moses, 2003.
4. *Fifteen Poets*. OUP, 1992.

5. Shakespeare, William. *The Tragedy of Macbeth*. Nicholas Brooke, 2008.
6. Trivedi, R.D. *A Compendious History of English Literature*. Vikas Publishing, 2010

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL223	American Literature	C
Version 1.0		5
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objectives:

- To have a historical overview of major literary theorists, particularly of the 20th century
- To show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices
- To develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society
- To historically situate literary theorists whose works had informed and shaped various literary theoretical discourses
- To identify theoretical concepts with theorists and movements with which they are associated and, in the process, understand their contexts
- To apply various theoretical frameworks and concepts to literary and cultural texts.
- To evaluate and analyse strengths and limitations of theoretical frameworks and arguments
- To sharpen interpretative skills in the light of various theoretical frameworks

Unit I: Introduction

The American Dream; Social Realism and the American Novel; Folklore and the American Novel

Ralph Waldo Emerson: Excerpts from *The American Scholar*

Unit II: Poetry

Edgar Allan Poe: “The Raven”

Walt Whitman: “When Lilacs Last in the Dooryard Bloom’d”

Emily Dickinson: “This is My Letter to the World”

Robert Frost: “The Road Not Taken.”

Unit III: Play

Introduction to American Drama, its characteristics and features

Edward Albee: *Who is Afraid of Virginia Woolf?*

Unit IV: Novel

Introduction to American Novel, its characteristics

Ernest Hemingway: *A Farewell to Arms*

Reference Books/Materials:

1. Matthiessen, F.O. *American Renaissance*. Oxford University Press, 1968.
2. McMichel, George. *Concise Anthology of American Literature*. Pearson Education, 2014.
3. Palwekar, S.D., *Literature and Environment: A Select Study of British, American and Indian*
4. Spiller, Robert. *Literary History of the United States*. Amerind Publishing, 1972.
5. *Writings*. Lambert Academic Publishing, 2012.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL225	Soft Skills	C
Version 1.0		3
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objectives:

- To help the students understand interpersonal skills.
- To support them in building interpersonal skills & life skills.
- To better the ability to work with others.

Unit I

Life Skills: Soft Skills & Hard Skills – Differences & Importance; Types of soft skills; Personal qualities; Inter personal qualities; Life skills & its importance & application; Value inculcation: possibilities & strategies; GD on relevant topics; Case studies

Unit II

Stress Management; Causes of stress; Application of stress Management in the Educational field; Emotional Intelligence; EQ & IQ; Case Studies

Unit III

Attitude, Adaptability; Leadership; Problem solving; intra personal communication; Its application in team work; Importance of team work; Body language and communication skills; Case studies

Unit IV

Time Management, Decision Making & Goal Setting; Etiquettes at different contexts: formal & informal contexts; Organizational Behaviour; Resume building; Interview skills

Reference Books/Materials:

1. An Introduction to Professional English and Soft Skills by B. K. Das et al., Cambridge University Press (Facilitated by BPUT)
2. Technical Communication: Principles and Practice, Second Edition by Meenakshi Raman
3. And Sangeeta Sharma, Oxford Publications.
4. Effective Technical Communication by M Ashraf Rizvi, The McGraw-Hill companies.
5. Understanding Body Language by Alan Pease.

6. Communicative Grammar of English by Geoffrey Leech and Ian Svartik

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL229	Contemporary India: Women and Empowerment	C
Version 1.0		5
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objectives:

- To facilitate critical thinking and develop new knowledge
- To help students understand the creation and perpetuation of inequalities with the intention
- To develop in students the capacity and skills to bring about change, create new areas of service and to ultimately impact policy and the discourse on women's development in the country.

Unit I:

Stages of Marginalized Women: Status of Women in India – A Graphic Study from Vedic Period; Social Construction of Gender (Masculinity and Femininity) Patriarchy

Unit II

History of Women's Movements in India (Pre-Independence, Post-Independence); Women, Nationalism, Partition Women and Political Participation

Unit III:

Women and Law; Women and the Indian Constitution; Personal Laws (Customary practices on inheritance and Marriage)

(Supplemented by workshop on legal awareness)

Unit IV:

Women and Environment; State interventions, Domestic Violence, Female Foeticide, Sexual Harassment; Women Trafficking; Female Voices in Real life & in Literature:

Reference Books/Materials:

1. Rao MK, Empowerment of Women in India, 2005, Discovery Publishing House
2. 2) Debashree Mukherjee, Women Education and Empowerment: A Global Perspective, 2008, ICFAI

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL227	Critical Reasoning, Writing & Presentation	C
Version 1.0		5
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objective:

- To enable the students to analyse a situation through critical thinking
- To strengthen the writing skill of the students in formal and general contexts by practising each and every component of effective writing

- To enhance the presentation skills of the students

Unit I

CRITICAL THINKING: Facts And Opinions; To Confirm – Source – Critical - Premise. Comparing To Compare – To Contrast – To Distinguish – Analogy – Metaphor – Reasoning Statement – Argument – Conclusion – Evidence - To Infer – Reason – Reasoning - Mistakes In Reasoning Fallacy – Propaganda – Irrelevant - To Rationalize - Slippery Slope - False Dilemma - To Beg The Question

Unit II

Reading Comprehension: Theory of knowledge - Reasons for Poor Comprehension – How to Improve Comprehension Skills – Techniques for Good Comprehension – Skimming and Scanning – Non-verbal signals – Structure of the text – Structure of Paragraphs – Punctuation – Author’s Viewpoint – Reader Anticipation – Summarizing – Reading Comprehension

Unit III

Academic Writing:

- Note Making (Methods of preparing notes)
- Précis (Summary – Abstract – Synopsis – Paraphrase – Précis: Methods)
- Letter & Résumé a. Letter Structure & Elements – Types of letter: Application & Cover - Acknowledgement – Recommendation – Appreciation – Acceptance – Apology – Complaint – Inquiry – Order b. Résumé Types & Features – Preparing a Résumé
- Essay, writing a five paragraph essay
- Essay analysing literature

Unit IV

Presentation Skills: Combating stage fright – Public Speaking - Preparing Power Point Slides for Presentations – Delivering a Presentation

Reference Books/Materials:

1. A Practical Guide to Critical Thinking David A. Hunter New Jersey, Wiley, 2009
2. Reason to Write: Strategies for Success in Academic Writing Robert F. Cohen & Judy L. Miller New York, OUP, 2003
3. Communication Skills Sanjay Kumar & Pushplata New Delhi, OUP, 2011
4. Communication Skills Meenakshi Raman & Sangeeta Sharma New Delhi, OUP, 2011
5. English Idioms in Use Michael McCarthy & Felicity O’Dell Cambridge, CUP, 2002

6. WEB RESOURCES Critical thinking Available at <http://alturl.com/rbymr>, accessed on 26th January 2012. Available at <http://alturl.com/ms2jc>, accessed on 26th January 2012.
7. Reading Comprehension Page 15 of 92 15 Available at <http://alturl.com/bv5ph>, accessed on 26th January 2012. Available at <http://alturl.com/tmaxt>, accessed on 26th January 2012.
8. Précis Available at <http://alturl.com/nqjfi>, accessed on 26th January 2012. Available at <http://alturl.com/fse58>, accessed on 26th January 2012.
9. Letters Available at <http://alturl.com/hvqes>, accessed on 26th January 2012. Available at <http://alturl.com/prfxa>, accessed on 26th January 2012.
10. Résumé Available at <http://alturl.com/9b4pa>, accessed on 26th January 2012. Available at <http://alturl.com/ci55g>, accessed on 26th January 2012.
11. Essays Available at <http://alturl.com/9txx2>, accessed on 26th July 2012. Available at <http://alturl.com/q9wky>, accessed on 26th January 2012.
12. Presentation Skills Available at <http://alturl.com/hgyy8>, accessed on 26th January 2012. Available at <http://alturl.com/4nayz>, accessed on 26th January 2012.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL277	Critical Reasoning, Writing & Presentation - Lab	C
Version 1.0		1
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objectives:

- To develop the skill of critical thinking and analysing.
- To develop the skill of creative expression of ideas in the form of a seminar paper
- To enhance the skill of presentation.

Syllabus

Each student should prepare a minimum of THREE and maximum of FIVE Seminar Research Papers based on the assigned areas of the course SHEL 227 (CRITICAL REASONING, WRITING AND PRESENTATION). Each student has to work on different topics related to the course and has the freedom to choose the topic. The successful presentation of three papers brings 1 credit.

Practical 1

Comprehension: Listening and reading comprehension; Listening to and writing the content of audio clips of speeches; Note making through reading comprehension; critically analysing articles; recording the contents after listening to a speech or a conversation or after reading the text given.

Practical II

Critical Thinking: Identifying the pros and cons of issues; debating on contemporary issues; discussing on social or political issues from real life situations with an independent perspective; preparing argumentative write up; preparing editorials on issues of contemporary relevance.

Practical III

Writing Skills: An overview of academic writing; structure of a seminar paper; prepare seminar papers on given topics in about 1000-1500 words.

Practical IV

Presentation Skills: Strategies for effective presentation; oral presentation and power point presentation; presentation of the seminar paper.

Reference Books/Materials:

1. A Practical Guide to Critical Thinking David A. Hunter New Jersey, Wiley, 2009
2. Reason to Write: Strategies for Success in Academic Writing Robert F. Cohen & Judy L. Miller New York, OUP, 2003
3. Communication Skills Sanjay Kumar & Pushplata New Delhi, OUP, 2011
4. Communication Skills Meenakshi Raman & Sangeeta Sharma New Delhi, OUP, 2011

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL271	British Poetry and Drama: 14th to 17th Centuries Lab		C
Version 1.0			1
Pre-requisites/Exposure	--		
Co-requisites	--		

Course Objectives:

- Apply the fundamental theories of British Poetry and Drama in the 14th to 17th century in conceptualizing and writing a research paper.

Practical I

Critical appreciation of poems: Content analysis, Theme, Message, Structure, Figures of speech, Appealing aspect and Critical comments [from the course- British Poetry and Drama: 14th to 17th Centuries]

Practical II

Character analysis: Types of characters in a play: Central Characters, Major & Minor characters & Subordinate characters; Flat & Round characters; Climax & Anti climax; Aristotle's concept of Character; Components of a tragic play; Character analysis of selected plays [from the course- British Poetry and Drama: 14th to 17th Centuries]

Practical III

Writing a Seminar Paper: Purpose, Structure, Style, Objectives of Research Paper, Literature survey, Documentation of different sources, Foot note & End note; Writing a paper on given topic [from the course- British Poetry and Drama: 14th to 17th Centuries]

Practical IV

Presentation: Oral & Written Presentation, Visual & Power point presentation; Strategies for effective presentation; Presentation of the prepared Seminar paper

Reference Books/Materials:

MLA Handbook for Writers of Research Papers. 7th ed. New Delhi, EWP, 2009.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL273	American Literature- Practical	C
Version 1.0		1
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objectives:

- Apply the fundamental theories of American Literature in conceptualizing and writing a research paper.

Practical I:

Critical appreciation of poems: Content analysis, Theme, Message, Structure, Figures of speech, Appealing aspect and Critical comments [from the course- American Literature]

Practical II:

Character analysis: Types of characters in a play: Central Characters, Major & Minor characters; Flat & Round characters; Climax & Anti-climax; Aristotle's concept of Character; Components of a tragic play; Character analysis of selected plays [from the course- American Literature]

Practical III:

Writing a Seminar Paper: Purpose, Structure, Style, Objectives of Research Paper, Literature survey, Documentation of different sources, Foot note & End note; Writing a paper on given topic [from the course- American Literature]

Practical IV:

Presentation: Oral & Written Presentation, Visual & Power point presentation; Strategies for effective presentation; Presentation of the prepared Seminar paper

Reference Books/Materials:

MLA Handbook for Writers of Research Papers. 7th ed. New Delhi, EWP, 2009.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**Examination Scheme:**

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

SEMESTER IV

SHEL226	Popular Literature	C
Version 2.0		5
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objectives:

- Demonstrate literal and inferential comprehension of the texts
- Pose and investigate interpretive questions on texts
- Write focused, unified and well-developed analytical papers and exam essays

- Explain the development of a given genre of popular literature from its beginnings to its contemporary practice.
- Identify genre conventions and apply them to sub-genres
- Use appropriate literary terminology in analysing the various forms of popular literature.

Unit I

Introduction: Coming of Age; The Canonical and the Popular; Caste, Gender and Identity; Ethics and Education in Children's Literature; Sense and Nonsense; The Graphic Novel

Lewis Carroll: *Alice in Wonderland*.

Unit II

Michael Crichton: *Jurassic Park* (1991)

Unit III

J.K. Rowling: *Harry Potter and the Sorcerer's Stone*

Unit IV

Elizabeth Gilbert: *Eat Pray Love*

Reference Books/Materials:

1. Fiedler, Leslie. 'Towards a Definition of Popular Literature', in *Super Culture:*
2. *American Popular Culture and Europe*, ed. C.W.E. Bigsby. Bowling Green
3. University Press, 1975.

4. Hughes, Felicity. 'Children's Literature: Theory and Practice', in *English Literary History*,
5. vol. 45. , 1978.
6. Kanaganayakam, Chelva. 'Dancing in the Rarefied Air: Reading Contemporary Sri
7. Lankan Literature' in *Post-Independence Voices in South Asian Writings*. Doaba
8. Publications, 2001.
9. Ramaswamy, Sumathi. 'Introduction', in *Beyond Appearances?: Visual Practices and*
10. *Ideologies in Modern India*. Sage Publications, 2003

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL220	British Poetry and Drama: 17th & 18th Centuries	C
Version 2.0		5
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objectives:

- Analyse specific characteristics of British literature in 17th and 18th centuries.
- Analyse social, historical, literary and cultural elements of the changes in British literature.
- Identify the characteristics of the texts of these ages as a product of the historical and political background.
- Recognize various genres that emerged like Restoration Comedy and Mock- Epic as a by-product of these ages.

Unit I

Introduction: Religious and Secular ideology in the 17th Century; The Stage, the State and the Market; The Mock-epic and Satire; Women in the 17th Century; Restoration comedy: Types, characteristics & purpose.

Unit II

Aphra Behn: *The Rover*

Unit III

John Milton: Paradise Lost: Book I (The Invocation) and Book IX

Unit IV

Alexander Pope: "The Rape of the Lock"

Reference Books/Materials:

1. Dryden, John. 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature*, vol. 1, 9th ed., ed. Stephen Greenblatt. Norton, 2012.
2. Milton, John. "Paradise Lost". Oxford University Press, 2005.
3. Machiavelli, Niccolò. *The Prince*, ed. and translated by Robert M. Adams. Norton, 1992.
4. Pope, Alexander. "The Rape of the Lock". Dover Edition, 1968.
5. The New English Bible. Oxford University Press, 1972.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL224	Literature of Indian Diaspora	C
Version 2.0		5
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objective:

- To sensitize the learners to Diaspora culture and Diaspora subjectivities.
- To introduce students to literature of the Indian diaspora

Unit I

Introduction: The Diaspora; Nostalgia; New Medium; Alienation; Pain of Displacement
Chitra Banerjee Divakaruni : *The Mistress of Spices*

Unit II

Rohinton Mistry : *A Fine Balance* (Alfred A Knopf)

Unit III

Meera Syal : *Anita and Me* (Harper Collins)

Unit IV

Kiran Desai: *Interpreter of Maladies*

Reference Books/Materials:

1. “Introduction: The diasporic imaginary” in Mishra, V. (2008). *Literature of the Indian diaspora*. London: Routledge
2. “Cultural Configurations of Diaspora,” in Kalra, V. Kaur, R. and Hutynuk, J. (2005). *Diaspora & hybridity*. London: Sage Publications.
3. “The New Empire within Britain,” in Rushdie, S. (1991). *Imaginary Homelands*. London: Granta Books.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL228	Literary Theory & Criticism	C
Version 2.0		6
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objective:

- To develop the critical sensibility of the students
- To train the students to be familiar with synchronic study of literary criticism
- To introduce students to contemporary approaches in literary criticism and theories

Unit I:

Introduction: Western Literary Criticism – History and Development; Plato & Aristotle to the modern critics of 20th century

Unit II

Literary Concepts & Movements: Difference between Literary Criticism & Literary Theory; Marxism, Feminism, Post-Structuralism, Post-Colonialism; The East and the West; Myth Criticism; Language and Representation;

Unit III

Aristotle: Definition of Tragedy, Catharsis, Concept of poetry & Tragic Hero
Discussions on extracts from western classical criticism from Aristotle to Longinus

Unit IV

John Dryden: *Essays on Dramatic Poesy*
William Wordsworth: *Preface to the Lyrical Ballad*
T.S. Eliot: “The Theory of Impersonal Poetry” from *Tradition and Individual Talent*
Critical Approaches to selected texts from 18th Century

Reference Books/Materials:

1. Watson, George. *Literary critics; a study of English descriptive criticism*, Cambridge University Press (1964)
2. C.S. Lewis: Introduction in *An Experiment in Criticism*, Cambridge University Press(1992)
3. M.H. Abrams: *The Mirror and the Lamp*, Oxford University Press,1971
4. Rene Wellek, Stephen G. Nicholas: *Concepts of Criticism*, Connecticut, Yale University 1963

5. Taylor and Francis Eds. *An Introduction to Literature, Criticism and Theory*, Routledge, 1996
6. Terry Eagleton, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008).
7. Peter Barry, *Beginning Theory* (Manchester: Manchester University Press, 2002).

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL230	Film Studies		C
Version 1.0			4
Pre-requisites/Exposure	--		
Co-requisites	--		

Course Objective:

- To ground the students within the context, scope and significance of cinema as a communicative tool/text through a study of Indian and World cinema.
- To enable students appreciate cinema taking its various components into consideration
- To encourage & inspire students to produce documentaries & movies

Unit I

Introduction to Film Studies: Scope and Significance of Film Studies: Literature and Films; Films as Communicative Text; Language of Films; Concept/Story; Screenplay; Dialogue; Shot Division; Lighting; Camera Angle; Panning/Zoom; Editing: Flashback and Flash-forward; Fade-in and Fade out; Sound; Recording; Theme and Background Music; Lyrics.

Unit II

World Cinema:

History of Early Cinema and Contribution of D.W. Griffith

Hollywood Studio System

The Gold Rush & The Dictator/Charlie Chaplin; Bicycle Thief/ De Sicca

Grapes of Wrath/John Ford; Great Gatsby/Jack Clayton

Octopussy/James Bond; Jurassic Park/Steven Spielberg

Italian Neo-Realism, German Expressionism, Iranian New Wave, French New Wave

M by Fritz Lang, Taste of Cherry by Abbas Kiarostami, The 400 blows by Truffaut

Unit III

Indian Cinema:

Early Indian Cinema

Cinema of Satyajit Ray, Ritvik Ghatak, Mrinal Sen, Shyam Benegal

Sahib, Biwi Aur Ghulam/Guru Dutt; Teesari Kasam/ Bimal Roy; Guide/ Dev Anand

Mughal-e-Aza / K.Asif; Mother India/ Mehboob Khan; Sholay/ Ramesh Sippy

Lage Raho Munna Bhai /Rajkumar Hirani; Khosla Ka Ghosla/ Dibakar Banerjee, B

Namesake/Mira Nair; Earth/Deepa Mehta

Indian New Wave; Albert Pinto ko Gussa Qu aata hai/Saeed Akhtar Mirza, Bhuvan Shom/Mrinal Sen

Indian Cinema after Liberalisation

Unit IV

Film Appreciation and Reviews;

Script/Dialogue Writing;

FTII, FFC, NFDC, Film Division

Film theories: Auteur film theory, Feminist film theory, Marxist film theory, Psychoanalytical film theory, Socialist realism, Structuralist film theory.

Reference Books/Materials:

1. Frank Eugene Beaver, *A Dictionary of Film Terms: The Aesthetic Companion to Film Art*, New York: Peter Lang, 2006
2. James Monaco, *How to Read a Film: Motives, Media, Multimedia*, New York: OUP, 2000/2007 (Indian Edition)
3. JarekKupsc, *The History of Cinema For Beginners*, Hyderabad: Orient Longman, 2003/2006
4. JyotikaViridi, *The Cinematic Imagination: Indian Popular Films as Social History*, New Delhi: Permanent Black, 2004/7
5. Rajinder Kumar Dudrah, *Bollywood: Sociology Goes to the Movies*, New Delhi: Sage, 2006/2007.
6. SatyajitRay, *Our Films Their Films*, Hyderabad: Orient Longman, 1976.
7. Anupma Chopra, *Sholay: The Making of a Classic*, New Delhi: Penguin Books, 2000
8. GayatriChatterjee, *Mother India*, New Delhi, Penguin Books, 2002

9. Jessica Evans and Stuart Hall, eds, *Visual Culture: A Reader*, London: Sage, 2001
10. RaminderKaur and Ajay J. Sinha, eds., *Bollyworld: Popular Indian Cinema through a Transnational Lens*, New Delhi: Sage, 2005
11. T.G. Vaidyanathan, *Hours in the Dark: Essays on Cinema*, New Delhi: OUP, 1996/1999.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL276	Popular Literature- Practical	C
Version 1.0		1
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objectives:

- Apply the fundamentals of the theories of this genre in formulating a research problem.
- Write and present a research paper.

Practical I

Make a list of popular fiction in British Literature, gather information regarding their popularity and record it; discuss in a group each selected novel and assess its popularity.

Practical II

Analyse Harry Potter series of novels and list out the qualities and key features that have made it one of the most popular literary work among children; Conduct a discussion on the topic.

Practical III

Compare and analyze the appealing aspects of Jurassic Park as a book form and as a movie; discuss the difference in the appreciation when a literary work is produced into a movie; Discuss more examples of the same case with reference to Gilbert and Lewis Carroll.

Practical IV

Preparation of Seminar papers related to the social / political background, issues or writers; presentation and evaluation.

Reference Books/Materials:

1. Chelva Kanaganayakam, 'Dancing in the Rarefied Air: Reading Contemporary Sri
2. Lankan Literature' (*ARIEL*, Jan. 1998) rpt, Malashri Lal, Alamgir Hashmi, and Victor
3. J. Ramraj, eds., *Post-Independence Voices in South Asian Writings* (Delhi: Doaba
4. Publications, 2001) pp. 51–65.
5. Sumathi Ramaswamy, 'Introduction', in *Beyond Appearances?: Visual Practices and*
6. *Ideologies in Modern India* (Sage: Delhi, 2003) pp. xiii–xxix.
7. Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture:*
8. *American Popular Culture and Europe*, ed. C.W.E. Bigsby (Ohio: Bowling Green
9. University Press, 1975) pp. 29–38.
10. Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*,
11. vol. 45, 1978, pp. 542–61.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL270	British Poetry and Drama: 17th & 18th Centuries- Practical	C
Version 1.0		1
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objectives:

- Apply the fundamentals of the theories of this genre in formulating a research problem.
- Write and present a research paper.

Practical I: Identifying the plays to different categories of Restoration comedy; Dramatics: Role play and dramatics; Selecting roles of characters from prescribed plays and presenting; Presenting soliloquies; Declamations.

Practical II: Dramatics: Stage crafts; comparative study of the stage of Elizabethan age and the 18th century Britain; collecting information with pictures and presenting the evolutionary changes and developments in the stage performance facilities; Application of technology on stage performance.

Practical III: Poetics: Identifying the figurative language in poems; analysing the picturesque quality of poems; Aesthetic beauty of poems; Mock epic & Satire: structure & characteristics; analysing satire poems and writing down the satiric & humorous elements; Appreciating the satiric poems of other writers.

Practical IV: Presentation: Writing a Seminar Paper; Oral & Written Presentation, Visual & Power point presentation; Strategies for effective presentation; Presentation of the prepared Seminar paper related to the syllabus

Reference Books/Materials:

John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL274	Literature of Indian Diaspora- Practical	C
Version 1.0		1
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objectives:

- To analyse the literary works of Indian diaspora to recognize the diaspora issues.
- To assess the genuineness of literary people in holding a mirror to the various issues of diaspora.
- To appreciate the works of diaspora literature.

Practical I

Analysing the issues dealt in the Indian diaspora literature; Identifying the autobiographical elements of the authors

Practical II

Reading three novels from Indian diaspora literature and summarize the diaspora issues dealt in them.

Practical III

Group discussion & Debating: GD & Debating on relevant themes on Diaspora literature

Practical IV

Seminar papers: Prepare proper seminar papers on the various issues dealt in specific works from Indian Diaspora; Presentation of the paper

Reference Books/Materials:

1. “Introduction: The diasporic imaginary” in Mishra, V. (2008). *Literature of the Indian diaspora*. London: Routledge
2. “Cultural Configurations of Diaspora,” in Kalra, V. Kaur, R. and Hutynuk, J. (2005). *Diaspora & hybridity*. London: Sage Publications.
3. “The New Empire within Britain,” in Rushdie, S. (1991). *Imaginary Homelands*. London: Granta Books.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**Examination Scheme:**

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

SEMESTER V

SHEL315	British Literature:19th Century	C
Version 1.0		5
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objectives:

- Awareness about the literary traditions
- Recognizing and comprehending different writing skills and developing writing skills
- Exposure to social and cultural texts
- Fostering, creative ability and cross-cultural sensitivity

Unit-I

Introduction: Romanticism, Utilitarianism, Pre-Raphaelite Movement; Victorian Morality: Marriage and Sexuality; The 19th Century Novel; The Writer and Society; Faith and Doubt
Oscar Wilde: *Importance of Being Earnest*

Unit-II

Charlotte Bronte: *Jane Eyre*

Unit-III

Charles Dickens: *Hard Times*

Unit-IV

Alfred Tennyson: 'The Lady of Shalott', 'Ulysses'

Robert Browning: 'My Last Duchess'; 'The Last Ride Together'

Christina Rossetti: 'The Goblin Market'

TEXTBOOKS:

1. Bronte, Charlotte. *Jane Eyre*. Wordsworth Classics.1999
2. Dickens, Charles. *Hard Times*. Maple Classics. 2018

Reference Books/Materials:

1. *The Oxford Companion to English Literature*,
<https://books.google.co.in/books?isbn=0192806874>, 8 Aug. 2016.

2. Importance of Being Earnest, <https://www.gutenberg.org/files/844/844-h/844-h.htm>, 29 June.2019
3. Ancestry and Narrative in Nineteenth-Century British Literature: ... <https://books.google.co.in/books?isbn=0521560942>, 8 Aug. 2016.
4. John Stuart Mill, *The Subjection of Women* in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL311	Modern European Drama	C
Version 1.0		5
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objectives:

- To introduce the students to the best of experimental and innovative dramatic literature of modern Europe.
- To enable the students to understand the causes behind the rising of modern European drama.
- To understand the origin of Absurd drama and major themes of Absurd drama.
- To understand the concept of heroism in modern European drama.
- To understand the politics, social changes and the stages in modern European drama.

Unit I

Introduction: - Introduction to European Drama: Realism, Naturalism, Expressionism, Symbolism & Epic; Politics, social change and theatre; Performance and text; Avant Garde drama; Tragedy and notion of heroism in post-war European drama; Relevance of theatre; Street play & its importance

Unit II

Henrik Ibsen: *A Doll's House*

August Strindberg: *Miss Julie* (Methuen)

Unit III

Samuel Beckett: *Waiting for Godot*

John Osborne: *Look Back in Anger*

Unit IV

Anton Chekhov: *The Cherry Orchard*

SUGGESTED READINGS:

1. Becket, Samuel. *Waiting for Godot: A Tragicomedy in Two Acts*. New York: Grove, 1954.
2. Ibsen, Henrik. *A Doll's House*. Courier Corporation, 1992.
3. Chekhov, Anton. *The Cherry Orchard*. London: Oberon, 2007.
4. Strindberg, August. *Miss Julie and Other Plays*. (Oxford World's Classics) 1st Edition, Michael Robinson (Translator). US: OUP, 1998.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL313	Modern Indian Writing in English Translations	C
Version 1.0		5
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objectives:

- To familiarize the students with the genre translations.
- To understand the principles of translation
- To appreciate the translation works in relation with the original works
- To develop the translation skill and to do translation of simple poems / paragraphs

Unit I

Concepts of Modernity: Western & Indian; Translation: Theory & Practice; major themes/issues of 20th century Indian Literature: Dalit/ Feminist/ Diasporic/ Community discourses; Forms of Literature; Linguistic Regions and Languages.

Premchand 'The Shroud', in *Penguin Book of Classic Urdu Stories*, ed. M. Assaduddin (New Delhi: Penguin/Viking, 2006).

Unit II

Ananda Murthy, U.R. *Samaskara*. tr. A.K. Ramanujan. Oxford, 2012.

Amrita Pritam 'I Say Unto Waris Shah', (tr. N.S. Tasneem) in *Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems*, ed. K.M. George, vol. 3 (Delhi: SahityaAkademi, 1992).

Unit III

Thangjam Iboishak Singh 'Dali, Hussain, or Odour of Dream, Colour of Wind' and 'The Land of the Half-Humans', tr. Robin S. Ngangom, in *The Anthology of Contemporary Poetry from the Northeast* (NEHU: Shillong, 2003).
Dharamveer Bharati, *Andha Yug*, tr. Alok Bhalla (New Delhi: OUP, 2009).

Unit IV

Fakir Mohan Senapati 'Rebati', in *Oriya Stories*, ed. Vidya Das, tr. Kishori Charan Das (Delhi: Srishti Publishers, 2000).

G. Kalyan Rao. *Untouchable Spring*, tr. Alladi Uma and M. Sridhar (Delhi: Orient BlackSwan, 2010)

REFERENCE BOOKS/MATERIALS:

1. Tiwari, Shubha. Ed. (2005) *Indian Fiction in English Translation*, New Delhi, India, Atlantic Publishers and Distributors.
2. Natarajan, Nalini. *Handbook of Twentieth Century Literatures of India*, Westport CT, Greenwood
3. Namwar Singh, 'Decolonising the Indian Mind', tr. Harish Trivedi, *Indian Literature*, no. 151 (Sept./Oct. 1992).
4. B.R. Ambedkar, *Annihilation of Caste* in *Dr. Babasaheb Ambedkar: Writings and Speeches*, vol. 1 (Maharashtra: Education Department, Government of Maharashtra, 1979) chaps. 4, 6, and 14.
5. Sujit Mukherjee, 'A Link Literature for India', in *Translation as Discovery* (Hyderabad: Orient Longman, 1994) pp. 34–45.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL317	Research Methodology- An Introduction	C
Version 1.0		6
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objectives:

- To make students understand the meaning and purpose of a research work.
- To enable students to practice scientific approach
- To develop the attitude and skill of writing a research paper

Unit-I

Introduction:- Definition of the term ‘Research’; Research process; Characteristics; Objectives, Research & Scientific Method; Criteria of a good research

Unit-II

Types of Research: Descriptive vs. Analytical Research; Applied vs. Fundamental Research; Quantitative vs. Qualitative Research; Conceptual vs. Empirical Research; Current trends in Research

Unit-III

Research Process: Research problem; Research questions; Research methods & Research methodology; Formulation of hypothesis; Data collection

Unit-IV

Writing a Research Paper: Structure of a Research paper; Literature Review; Citation methods; Research Ethics

Reference Books/Materials:

1. Kothari C.K. (2004), 2/e, Research Methodology, - Methods and Techniques (New Age International, New Delhi)
2. Kumar K. L.' (1997), Educational Technology, New Age International (P) Ltd., New Delhi.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**Examination Scheme:**

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL355	British Literature: 19th Century- Practical	C
Version 1.0		1
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objectives:

- To understand the fundamentals of writing a research paper.
- To be able to identify a research problem in literature and write a paper on the same.

Practical I

Discussions on 19th century social set up; characteristics of the era; prominent writers & works; status of women.

Practical II

19TH Century fiction – an analysis – discussion on major themes of fiction – protagonists & antagonists; discussion on the prominence of the Bronte sisters & Charles Dickens

Practical III

A discussion on the characteristics of poetry of 19th Century; comparing & contrasting the poems of the prescribed authors; Discuss on how poetry holds a mirror to the age.

Practical IV

Selecting topics after meaningful deliberations; preparing seminar papers; presenting the papers; Interactions

Reference Books/Materials:

1. *The Oxford Companion to English Literature*, <https://books.google.co.in/books?isbn=0192806874>, 8 Aug. 2016.
2. *Jane Eyre*, <https://books.google.co.in/books?isbn=0486424499>, 8 Aug. 2016.
3. *Ancestry and Narrative in Nineteenth-Century British Literature*: [...https://books.google.co.in/books?isbn=0521560942](https://books.google.co.in/books?isbn=0521560942), 8 Aug. 2016.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL351	Modern European Drama- Practical	C
Version 1.0		1
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objectives:

- To understand the fundamentals of writing a research paper.
- To be able to identify a research problem in literature and write a paper on the same.

Practical I

Discussions on the evolution of drama in the British Literature; A comparative analysis of Shakespearean stage with the modern stage.

Practical II

Discussion on the relevance of Aristotle's concept of play to the modern play; Deliberations on the characteristics of modern drama

Practical III:

Discussion on the prominent playwrights and their contributions; Drama – a mirror to the social life.

Practical IV:

Preparation of seminar papers on topics related to modern European drama and their presentations.

Reference Books/Materials:

1. Waiting for Godot (Eng rev): A Tragicomedy in Two Acts, Publisher: Grove Press; 1 edition May 17, 2011
2. Pygmalion (Penguin Classics) Paperback – January 30, 2003 by George Bernard Shaw Ghosts and Other by Henrik Ibsen (Author), Peter Watts (Foreword), Publisher: Penguin Classics; New Impression edition. June 30, 1964
3. Miss Julie and Other Plays (Oxford World's Classics) 1st Edition, by August Strindberg (Author), Michael Robinson (Translator)

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL353	Modern Indian Writing in English Translations- Practical	C
Version 1.0		1
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objectives:

- To make students read and appreciate translation works in literature.
- To enable students to recognize the difference in the feel between the original and the translated works.
- To learn to translate simple poems or text from mother tongue to English and vice versa.

Practical I

Read a known literary work of mother tongue and then its translation in English; Compare and contrast the feel impact and the aptness of vocabulary

Practical II

Select words from mother tongue and translate onto English and vice versa; select 20 to 25 words from any other language and find out the English translations

Practical III

Watch movies of fiction from one language to another language; compare and contrast the distortion in the content and style.

Practical IV

Translate simple poems from mother tongue to English, and vice versa; Translate texts / short stories

REFERENCE BOOKS/MATERIALS:

1. Tiwari, Shubha. Ed.(2005) *Indian Fiction in English Translation*, New Delhi, India, Atlantic Publishers and Distributors.
2. Natarajan, Nalini. *Handbook of Twentieth Century Literatures of India*, Westport CT, Greenwood
3. Namwar Singh, 'Decolonising the Indian Mind', tr. Harish Trivedi, *Indian Literature*, no. 151 (Sept./Oct. 1992).
4. B.R. Ambedkar, *Annihilation of Caste* in *Dr.BabasahebAmbedkar: Writings and Speeches*, vol. 1 (Maharashtra: Education Department, Government of Maharashtra,1979) chaps. 4, 6, and 14.
5. Sujit Mukherjee, 'A Link Literature for India', in *Translation as Discovery* (Hyderabad: Orient Longman, 1994) pp. 34–45.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

SHELMO51A	History of English Language and Literature	C
Version 1.0		2
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objectives:

- To give an overview of the history of English literature from the Middle English to the Romantic Period, literary developments of each period are analysed with reference to major social, intellectual and cultural events/trends
- To provide a thorough knowledge of important texts from the Age of Chaucer to Age of Romanticism.
- To provide a comprehensive idea of the major developments in English literature.

Unit-I

Introduction- The Meaning of Literature

The Age of Chaucer

Unit-II

The Revival of Learning

The Age of Elizabeth

Unit-III

The Puritan Age

Period of the Restoration

Unit-IV

Eighteenth Century Literature

The Age of Romanticism

Reference Books/Materials:

1. Dr. T. Singh: A History of English Literature, Student Store Bareilly, 2022.
2. William J. Long: English Literature, Maple Press Pvt. Ltd., 2012.
3. R.D. Trivedi: A Compendious History of English Literature, Vikas Publishing House Pvt. Ltd., 1976.
4. David Daiches: A Critical History of English Literature Vol. 1&2, Random House UK, 1998.
6. M.H. Abrams and Geoffrey Galt Harpham: A Glossary of Literary Terms, Cengage India Private Limited, 2015.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHDM301	Disaster Management		C
Version 1.0			3
Pre-requisites/Exposure	--		
Co-requisites	--		

Course Objectives:

- To create awareness about various types of disasters.
- To educate the students about basic disaster management strategies and problem solving.

- To examine disaster profile of our country and illustrates the role of governmental and non-governmental organizations in its effective management.
- To acquaints students with the existing legal frame work for disaster management and understanding the appropriate rules and regulations.

Unit I

Introduction to Disasters: Concept and definitions- Disaster, Hazard, vulnerability, resilience, risks. Different Types of Disaster: Causes, effects and practical examples for all disasters. Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc. Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc.

Unit- II

Disaster Preparedness: Concept and Nature, Disaster Preparedness Plan, Prediction, Early Warnings and Safety Measures of Disaster, Role of Information, Education, Communication, and Training, Role of Government, International and NGO Bodies, Role of IT in Disaster Preparedness, Role of Engineers on Disaster Management, Relief and Recovery, Medical Health Response to Different Disasters

Unit III

Rehabilitation, Reconstruction and Recovery : Reconstruction and Rehabilitation as a Means of Development, Damage Assessment, Post Disaster effects and Remedial Measures, Creation of Long-term Job Opportunities and Livelihood Options, Disaster Resistant House Construction, Sanitation and Hygiene, Education and Awareness, Dealing with Victims' Psychology, Long-term Counter Disaster Planning, Role of Educational Institute.

Unit IV

Disaster Management in India: Disaster Management Act, 2005: Disaster management framework in India before and after Disaster Management Act, 2005, National Level Nodal Agencies, National Disaster Management Authority. Liability for Mass Disaster : Statutory liability, Contractual liability, Tortious liability, Criminal liability, Measure of damages. Epidemics Diseases Act, 1897: Main provisions, loopholes.

TEXTBOOKS:

1. Content building programme (CBP) book on Disaster Management, Forum AS.

Reference Books/Materials:

1. Government of India, Department of Environment, Management of Hazardous Substances Control

2. Act and Structure and Functions of Authority Created Thereunder.
3. Indian Chemical Manufacturers' Association & Loss Prevention Society of India, Proceedings of the National Seminar on Safety in Road Transportation of Hazardous Materials: (1986).
4. Author Title Publication Dr. Mrinalini Pandey Disaster Management Wiley India Pvt. Ltd.
5. Tushar Bhattacharya Disaster Science and Management McGraw Hill Education (India) Pvt. Ltd.
6. Jagbir Singh Disaster Management: Future Challenges and Opportunities K W Publishers Pvt. Ltd.
7. J. P. Singhal Disaster Management Laxmi Publications.
8. Shailesh Shukla, Shamna Hussain Biodiversity, Environment and Disaster Management Unique Publications
9. C. K. Rajan, Navale Pandharinath Earth and Atmospheric Disaster Management: Nature and Manmade B S Publication
10. Indian law Institute (Upendra Baxi and Thomas Paul (ed.), Mass Disasters and Multinational Liability: The Bhopal Case (1986)
11. Indian Law Institute, Upendra Baxi (ed.), Environment Protection Act: An Agenda for Implementation (1987)
12. Asian Regional Exchange for Prof. Baxi., Nothing to Lose But our Lives: Empowerment to Oppose
13. Industrial Hazards in a Transnational world (1989)
14. Gurudip Singh, Environmental Law: International and National Perspectives (1995), Lawman (India) Pvt. Ltd.
15. Leela Krishnan, P, The Environmental Law in India, Chapters VIII, IX and X (1999), Butterworths, New Delhi.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

SEMESTER VI

SHEL310	Indian Classical Literature	C
Version 2.0		6
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objectives:

- To create awareness among the students of the rich and diverse literary cultures of ancient India
- To introduce students to the major literary works of Indian classical dramatist.
- To understand the importance of devotion and dedication in human life.
- To enable the students to appreciate the Indian classical literature and to realize its value in practical aspects of life
- To understand the didacticism and ethical value contained in Indian classical literature.

Unit I

Introduction: The Indian Epic Tradition: Themes and Recessions; Classical Indian Drama: Theory and Practice; Alankara and Rasa; Dharma and the Heroic.

Vyasa, *Vyadha Gita*. in *The Mahabharata*: tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975)

Unit II

Kalidasa: *Abhijnana Shakuntalam*. tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New Delhi: Penguin, 1989).

Unit III

Sudraka: *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962).

Unit IV

Ilango Adigal: *The Book of Banci*, in *Silappatikaram: The Tale of an Anklet*, tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.

Reference Books/Materials:

1. Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments'.

2. J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy*, vol. V, *Theory of Value: A Collection of Readings* (New York: Garland, 2000).
3. R.D. Karmakar. *Abhijnana Shakuntalam by Kalidasa*. Chaukhamba, 2011.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL314	British Literature: 20th Century	C
Version 2.0		6
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objectives:

- To familiarize the students with the new literature of Britain in the early decades of 20th century
- To enable the students to know about the modernist canon founded on Ezra Pound's idea of 'make it knew'
- To understand the historical background including the socio political changes in 20th century
- To understand the literary criticism and innovative techniques introduced by the writers of 20th century.

Unit I

Various Literary Movements in the 20th Century: Modernism, Psychoanalysis, Stream of Consciousness, The Avant Garde & Post-modernism; Women's Movement in the early 20th Century.

Unit II

Joseph Conrad: *Heart of Darkness*

Unit III

Virginia Woolf: *Mrs. Dalloway*

Unit IV

T.S. Eliot: "The Love Song of J. Alfred Prufrock"

W.B. Yeats: "The Second Coming"

Reference Books/Materials:

1. Conrad, Joseph. *Heart of Darkness and Other Tales*, Edited by Cedric Watts, Oxford University Press, 2008.
2. Lawrence, D.H, *Sons and Lovers*, Edited with an introduction and notes by David Trotter; 2009.
3. Woolf, Virginia. *Mrs. Dalloway*. Oxford World's Classics; 2008
4. Eliot, T.S.. *POEMS*. New York Alfred A. Knopf 1920
5. Joseph Conrad's *Heart of Darkness* (English), Mohit K. Ray, The Atlantic Critical Studies, 2006
6. Lawrence: *Sons and Lovers*, J P Stern, Michael Black M.D., D H Lawrence, Lawrence, Stern, Black, Cambridge University Press, 1992.
7. Virginia Woolf (Authors in Context) (Oxford World's Classics), Michael H. Whitworth, OUP Oxford; Reissue edition (23 April 2009)

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL316	Post-Colonial Literatures	C
Version 1.0		6
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objectives:

- To make students analyse and interpret various Postcolonial literature that often addresses the problems and consequences of the decolonization of a country
- To understand the themes such as Racialism; Colonialism; Globalization and Gender in Literature.
- To enable students to critically approach a literary work and to produce comments

Unit I

Introduction: Colonization, De-colonization, Post-colonization, Third World Literature, New Literature, Postcolonial Literature & Beyond Post-colonization.

Chinua Achebe- *Things Fall Apart*

Unit II

Gabriel Garcia Marquez - *Chronicle of a Death Foretold*

Unit III

Bessie Head- '*The Collector of Treasures*'

Ama Ata Aidoo - '*The Girl Who Can*'

Grace Ogot - '*The Green Leaves*'

Unit IV

Pablo Neruda 'Tonight I can Write'; 'The Way Spain Was'

Derek Walcott 'A Far Cry from Africa'; 'Names'

David Malouf 'Revolving Days'; 'Wild Lemons'

Mamang Dai 'Small Towns and the River'; 'The Voice of the Mountain'

Reference Books/Materials:

1. Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.

2. Ngugi waThiong'o, 'The Language of African Literature', in Decolonizing the Mind (London: James Curry, 1986) chap. 1, sections 4–6.
3. Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in Gabriel Garcia Marquez: New Readings, ed. Bernard McGuirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987).

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL318	Project/ Dissertation	C
Version 1.0		6
Pre-requisites/Exposure	--	
Co-requisites	--	

Course Objective:

- To enable students to do specialized study on a topic / author of the prescribed syllabi
- To make them apply their appreciation and critical thinking skills in the form of seminar papers.
- To learn to a project work with all the required ingredients of a research work.
- To develop presentation skills

Guidelines:

1. The topics shall strictly adhere to the authors or socio-cultural backgrounds/influences of English Literature.
2. The candidates can take up a topic either from the prescribed syllabus or from outside the prescribed syllabus. The projects on the topics outside the syllabus will attract grace marks.
3. It is recommended that the project should be carried out on individual basis. In special cases Group presentation of projects can be allowed.

4. V Semester shall be devoted to the study of methodology of research and project work. By the end of the V Semester, a Synopsis of Project work should be finalised with the help of the guide.

5. The Synopsis of the Project, which is finalized by the end of V Semester, should be submitted to the Department for approval. It shall consist of the following: • Title of the Project • Objectives • Review of Literature • Methodology including the reading list. It is strongly recommended that, the Department need not wait till the end of the Semester for the finalization of the topic for Project Work. The students shall be encouraged to start the project work as early as possible in the V Semester itself. This will ensure enough buffer time in case of unforeseen circumstances.

6. A Department Level Project Committee under the Chairmanship of Head of Department, in its due course of meetings, shall approve the topics for Project work. The Department Level Project Committee may or may not conduct a zero-credit-zero-mark general viva to ascertain the competency of the candidates for conducting the project work. The Department Level Project Committee shall give necessary guidelines, which should be taken note by the students as well as the guide.

7. The approved topics, along with the name of students and the name of the guide/supervisor should be displayed in a Notice Board under the Seal and Signature of the Head of the Department.

8. The VI Semester is fully devoted for • Library Work and Data Collection • Data Analysis • Project Writing • Report Presentation and Submission

9. The candidates shall devote themselves to the realization of the project, making use of the holidays. Hours allotted for Project work in the V and VI Semesters should be devoted for attending lecture classes on Project work and for obtaining guidance from the Supervisor.

10. Each candidate shall submit the Report of the Project work, separately under his/her name mentioned in the Certificate signed by the Supervisor/Guide and Head of Department.

11. Normally a Project work should consist of the following:- • 25 to 30 A-4 size typed or printed pages • Font: Times New Roman • Letter size: 12 for running matter • Letter Size: 16 for Headings • Line Spacing: 1.5 • Page Numbers: aligned to the top-center • Margins of 1.25 inches on all sides. • References if any may be given as Endnotes.. • Spiral binding. • Minor desirable variations can be adopted by the DLPC (Dept. Level Project Committee) of a College. • Structure of the Project Report is as follows:- Page i) "TITLE OF THE PROJECT REPORT IN CAPITAL Project Report Submitted in Partial Fulfilment of the Requirements for the Award of Degree of Bachelor of Arts in English (H) of the K. R. Mangalam University by (Students Name), Register Number, Emblem of the Institution, Month Year Department, Name of College, Address Page ii) Declaration by the candidate Page iii) Certificate from the Supervisor, countersigned by the HoD. Page iv) Acknowledgements if any. Page v) Contents

12. It is of utmost importance that the student should refrain from plagiarism. The Supervisor shall take utmost care in this regard.

13. Evaluation of the Project: The Project Report shall be subjected to both internal and external evaluation. The Internal Evaluation shall be done at the Department level. As in the case of the Core Courses, the Internal Evaluation of the project carries 25% Weightage. This has to be awarded to the candidates on the basis of his/her performance in the project presentation followed by an Internal Viva-Voce conducted by a three member Committee comprising of the Head of Department, Supervisor, and a senior Faculty member. The External Evaluation of the Project is based on the written material. The external evaluation is done by a Board of Examiners consisting of a minimum of 3 members selected from a Panel of Examiners constituted from among the faculty members of English. The Board of Examination shall consist of at least one faculty member from the Department, the students of which are examined.

14. Declaration of the Result: The student should get a minimum of C Grade for a pass. In an instance of inability of obtaining a minimum grade of C, the Project may be redone and the report may be resubmitted.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Internal	External	Presentation/Dissertation	End Term Exam
Weightage (%)	20	30	50	100