



**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)**

**2019-22**

**Approved in the 20<sup>th</sup> Meeting of the Academic Council  
Held on 16<sup>th</sup> July 2019**



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



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## **PREFACE**

K.R. Mangalam University envisions all its programmes in the best interest of their students and in this endeavour; it offers a new vision to all its programmes. It provides a curriculum that is focused with student-centric syllabi and an agenda to structure the teaching-learning experiences in more pragmatic manner. This curriculum strengthens students' experiences and prepares the students for academia, employability, sustainability, and life-long learning.

The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice, and entrepreneurship skills.

The programmes offered by the School of Humanities aim at imparting and generating knowledge on emerging issues and problems of contemporary society. The programme structure is flexible and is interdisciplinary. At the end of the programme, a student would be equipped with analytical skills, theoretical knowledge, and would be prepared for practical application of those skills.

K.R. Mangalam University hopes the curriculum will help students with critical thinking, problem solving, creativity, and collaboration skills along with professional knowledge.

## **ACKNOWLEDGEMENT**

The development of an Outcome-Based Education (OBE) Model Curriculum for Undergraduate degree courses in the Department of English is a result of thorough deliberations by a team of subject experts. The curriculum is a student-centric teaching and learning methodology in which the course delivery, assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance, i.e., outcomes at diverse levels. It formulates content around activities that lead to specific outcomes

I wish to acknowledge all our experts who have been involved in the process of developing this outcome-based curriculum for B.A. (H) English. I am grateful to Ms. Manvi Arora, Deputy Registrar K.R. Mangalam University for her supervision contribution, guidance, and support throughout the development of this curriculum.

I acknowledge the guidance and support provided by Prof. P. Prakash, Vice Chancellor, K.R. Mangalam University and Prof. Pushplata Tripathi, Pro-Vice Chancellor and Registrar, K.R. Mangalam University throughout the process of developing this curriculum.

Last, but not the least, I extend my gratitude to my team, Dr Mouli Chowdhury, Dr Sheelpa Sweety and Ms Kanika Joshi, for their research, effort and expertise throughout the development of the curriculum.

**Prof. (Dr.) Arti Koul Kachroo**

Dean

School of Humanities

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## INTRODUCTION

The K.R. Mangalam Group has made a name for itself in the field of education. Over a period, 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 particularly 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**

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

## **2. Objectives**

- To impart undergraduate, post-graduate and Doctoral education in identified areas of higher education.
- To undertake research programmes with industrial interface.
- 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.
- To act as a nodal centre for transfer of technology to the industry.
- To provide job oriented professional education to the special student community with particular focus on Haryana.

## **3. About School of Humanities**

The School of Humanities at KRMU offers diverse programs in disciplines of English, Economics, Psychology, Historical Studies, Political Science, and Chinese.

## **4. About Programmes in English**

The School of Humanities aims to instil core and foundational values of constructive education. The 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 workforce in industry, government, research, and other sectors as well as nurturing future researchers and specialists in English.

### **4.1 Graduate Attributes**

- Teamwork and communication skills.
- Creative and critical thinking and problem solving
- Intercultural and ethical competency
- Deep discipline knowledge and intellectual breadth

## **5. BA (H) English**

The BA (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 Class Timings**

The classes will be held from Monday to Friday from 09:10 am to 04:00 pm.

### **5.4 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.

### 5.5 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.

### 5.6 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.

For each course, the first line contains Course Code and Credits (C) of the course.

### THREE YEARS B.A. (H) ENGLISH PROGRAMME AT A GLANCE

	Semester I	Semester II	Semester III	Semester IV	Semester V	Semester VI	Total
<b>Courses</b>	5	5	9	6	6	5	<b>36</b>
<b>Credits</b>	24	25	33	22	24	24	<b>152</b>

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

SOHS	YEAR 2019-2022 (SCHEME OF STUDIES)		BA (H) ENG.
Y	ODD SEMESTER		EVEN SEMESTER



E A R	SN	COURSE CODE	COURSE TITLE	L	T	P	C
	1	SHEL103A	Indian Writing in English (Core 1)	5	1	0	6
	2	SHEL105A	British Literature: 18th Century (Core 2)	5	1	0	6
F I R S T	3	SHEL101A	Communication Skills (AEC 1)	5	0	0	5
	4	SJBJ151A	Gender, Media and Society	4	0	0	4
	5	SHCH125	Environmental Studies (AEC 2)	3	0	0	3
<b>TOTAL</b>				<b>22</b>	<b>2</b>	<b>0</b>	<b>24</b>

S N	COURSE CODE	COURSE TITLE	L	T	P	C
1	SHEL104A	European Classical Literature (Core 3)	5	1	0	6
2	SHEL102A	British Romantic Literature (Core 4)	5	1	0	6
3	SHCS102A	Information Technology Fundamentals	3	1	0	4
4	SHEL108A	Media & Communication (Generic Elective 2)	3	1	0	4
5	SHEL106A	Language & Linguistics (Generic Elective 3)	5	0	0	5
<b>TOTAL</b>			<b>21</b>	<b>4</b>	<b>0</b>	<b>25</b>

S E C O N D	1	SHEL201A	British Poetry and Drama: 14th to 17th Centuries (Core 5)	5	0	0	5
	2	SHEL203A	American Literature (Core 7)	5	0	0	5
	3	SHEL209A	Women's Writing (Core 6)	5	1	0	6
	4	SHEL207A	English Language Teaching (SEC 1- from group of SEC I)	4	0	0	4
	5	SHEL211A	Contemporary India: Women & Empowerment (Generic Elective 4)	5	1	0	6
	6	SHDM301A	Disaster Management (AEC 3)	3	0	0	3
	7	SHEL271A	British Poetry and Drama: 14th to 17th Centuries- Practical	0	0	1	1
	1	SHEL202A	British Poetry and Drama: 17th to 18th Centuries (Core 9)	5	0	0	5
	2	SHEL206A	Popular Literature (Core 8)	5	0	0	5
	3	SHEL212A	Postcolonial Literatures (Core 10)	5	1	0	6
	4	SHEL214A	Creative Writing (SEC 2- from group of SEC II)	4	0	0	4
	5	SHEL270A	British Poetry and Drama: 17th to 18th Centuries- Practical	0	0	1	1
	6	SHEL276A	Popular Literature- Practical	0	0	1	1
	7						

<b>8</b>	SHEL273A	American Literature- Practical	0	0	1	1	<b>8</b>						
<b>9</b>	SHELM031 A	History of English Language and Literature	2	0	0	2							
<b>TOTAL</b>			<b>2</b>	<b>9</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>19</b>	<b>1</b>	<b>2</b>	<b>22</b>	

<b>T H I R D</b>	<b>1</b>	SHEL305A	British Literature: 19th Century ( <b>Core 11</b> )	5	0	0	5	<b>1</b>	SHEL302A	Indian Classical Literature ( <b>Core 13</b> )	5	1	0	6
	<b>2</b>	SHEL301A	Modern European Drama ( <b>Core 12</b> )	5	0	0	5	<b>2</b>	SHEL304A	British Literature: 20th Century ( <b>Core 14</b> )	5	1	0	6
	<b>3</b>	SHEL309A	Literary Theory ( <b>DSE 1- from list of Group I</b> )	5	1	0	6	<b>3</b>	SHEL312A	Literary Criticism ( <b>DSE 3- from list of Group II</b> )	5	1	0	6
	<b>4</b>	SHEL319A	Literature of Indian Diaspora ( <b>DSE 2- from list of Group I</b> )	5	1	0	6	<b>4</b>	SHEL308A	Project/ Dissertation- Practical ( <b>DSE 4- from list of Group II</b> )	0	0	0	6
	<b>5</b>	SHEL355A	British Literature: 19th Century- Practical	0	0	1	1	<b>5</b>		Value Added Course	0	0	0	0
	<b>6</b>	SHEL351A	Modern European Drama- Practical	0	0	1	1							
	<b>TOTAL</b>			<b>2</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>TOTAL</b>			<b>15</b>	<b>3</b>	<b>0</b>

<b>TOTAL HOURS: LECT [L]+PRAC [P]+TUT [T] (EXCLUDING NO L, T, S, P COURSES)</b>	<b>146</b>
<b>TOTAL CREDITS [C]</b>	<b>152</b>

<b>Group I Electives (DSE)</b>
(i) Literature of Indian Diaspora
(ii) Science Fiction & Detective Literature
(iii) World Literatures
(iv) Autobiography
(v) Research Methodology
(vi) Literary Theory

<b>Group II Electives (DSE)</b>
(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) British Literature: Post World War II

(vii) World Literatures
(viii) Literary Criticism

<b>Generic Elective (GE) one in 1st-4th Semester</b>
(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

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

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

<b>Semester I</b>			
<b>S.No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
1	SHEL103A	Indian Writing in English ( <b>Core 1</b> )	6
2	SHEL105A	British Literature: 18 <sup>th</sup> Century ( <b>Core 2</b> )	6
3	SHEL101A	Communications Skills ( <b>AEC 1</b> )	5
4	SJBJ151A	Gender, Media, and Society	4
5	SHCH125	Environmental Studies ( <b>AEC 2</b> )	3
<b>Total</b>			<b>24</b>

<b>SHEL103A</b>	<b>Indian Writing in English</b>	L	T	P	C
<b>Version 1.0</b>		5	1	0	6
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### Course Objectives:

1. Identify the characteristics of Indian Literature of 19<sup>th</sup> century.
2. Interpret texts written by Indian writers.
3. Identify features of literary works and their influences on the society.
4. Analyze different writing techniques employed by writers.
5. Express concepts through assignments
6. Analyze the texts through modern Indian perspectives

### Catalogue Description:

The learning program will enable the learners to comprehend the various features of Indian Literature in English and understand the socio-cultural aspect of Indian society.

### Course Content

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#### Unit I

**15 lecture hours**

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

**15 lecture hours**

Rabindranath Tagore: *The Home and the World*

#### Unit III

**15 lecture hours**

Sujata Bhatt: "White Asparagus"

Kamala Das: "Introduction", "My Grandmother's House"

Eunice D' Souza: "The Road", "Forgive Me, Mother".

## Unit IV

15 lecture hours

Ismat Chughtai : *Lihaf* (The Quilt)

Premchand: *The Holy Panchayat*

### Textbooks:

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, 200

### 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

<b>SHEL105A</b>	<b>British Literature: 18th Century</b>	L	T	P	C
<b>Version 1.0</b>		5	1	0	6
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### Course Objectives:

1. To develop an understanding of 18th-century British literature within its cultural and historical context. To analyze 18th-century literature from a variety of critical and theoretical frameworks.
2. To analyze the mechanisms of canon formation and the importance of canonicity within literary studies.
3. To recognize and analyze 18th-century British literature within broader literary contexts.
4. To provide students with guided research and writing experience in 18th-century studies

### Catalogue Description:

The learning program will help the student to formulate useful questions and lucid arguments about eighteenth-century literature. They will be able to recognize the features of selected eighteenth-century literary genres and apply literary interpretation effectively

### Course Content

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#### Unit I

**15 lecture hours**

Introduction: The Enlightenment and Neoclassicism; Restoration Comedy;

The Country and City; The Novel and the Periodical Press; Prose

#### Unit II

**15 lecture hours**

Daniel Defoe: *Moll Flanders*

#### Unit III

**15 lecture hours**

Dryden: "Mac Flecknoe"

Thomas Gray: "Elegy Written in a Country Churchyard"

Robert Burns : "A Red Red Rose"

## Unit IV

15 lecture hours

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

SHEL101A	Communication Skills	L	T	P	C
Version 3.0		5	0	0	5
Pre-requisites/Exposure	--				
Co-requisites	--				

### Course Objectives:

1. Identify key elements and principles of communication.
2. Demonstrate understanding of the communication process.
3. Describe their communication strengths and growth areas.
4. Demonstrate ability to prepare and present a short oral presentation.
5. Appreciate the role of body language and voice tone in effective communication.

6. Communicate their message in an effective and engaging way for the recipient.

## **Catalogue Description:**

This learning program with its practice-based learning tasks will facilitate the learners to enhance their communication skills in a modern and globalized context, enhance their linguistic and communicative competence and hone their interpersonal skills.

## **Course Content**

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### **Unit I**

**10 lecture hours**

**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**

**8 lecture hours**

**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**

**8 lecture hours**

**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**

**6 lecture hours**

**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**

**8 lecture hours**

**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.

## **Textbook [TB]:**

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 Black swan, 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: Pocketbooks
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

SHCH125A	Environmental Studies			
Version 1.0	3	0	0	3
Pre-requisites/Exposure	--			
Co-requisites	--			

## Course Objectives:

1. To create awareness in the students about the environment.

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

## **Catalogue Description:**

### **UNIT I**

**9 lecture hours**

**Introduction of Environmental Studies:** Multidisciplinary nature of environmental studies; Scope and importance; Concept of sustainability and sustainable development.

#### **Natural Resources: Renewable and Non-renewable Resources**

**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**

**9 lecture hours**

**Ecosystems:** 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:** Levels of 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**

**9 lecture hours**

**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.

**Environmental Policies and practices:** 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. International agreements: Montreal & Koyoto protocol and convention on biological diversity. Nature reserves, tribal population and rights, human wild life conflicts in Indian context.

### **UNIT IV**

**9 lecture hours**

**Human Communities and the Environment:** 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).

**Field work:** Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc. Visit to a local polluted site-Urban/Rural/Industrial/Agricultural. Study of 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:**

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

<b>Semester II</b>			
<b>S.No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
1	SHEL104A	European Classical Literature ( <b>Core</b> )	6
2	SHEL102A	British Romantic Literature ( <b>Core</b> )	6
3	SHEL106A	Language and Linguistics	5
4	SHEL108A	Media & Communication ( <b>Generic Elective</b> )	4
5	SHCS102A	Information Technology Fundamentals	4
<b>TOTAL</b>			<b>25</b>

<b>SHEL104A</b>	<b>European Classical Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		5	1	0	6
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### **Course Objectives:**

1. To introduce the students to the historical background of the European classical literature
2. To acquaint the students with the origin of the European Canon.
3. To acquaint the students with various literary terms and its implementation and significance in European writing.
4. To make the students aware of the literary cultures of Augustinian Rome and the Athenian city state.
5. To make the students acquainted with noted dramatists and their literary outputs.

### **Catalogue Description:**

The objective of this learning program is to attempt to help students to read and gauge the influence of pre-modern European texts in contemporary literature and culture

### **Course Content**

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#### **Unit I**

**15 lecture hours**

Homer: "The Iliad", tr. E.V. Rieu (Harmondsworth: Penguin, 1985).

#### **Unit II**

**15 lecture hours**

Sophocles: *Oedipus the King*, tr. Robert Fagles in Sophocles: The Three Theban Plays (Harmondsworth: Penguin, 1984).

### Unit III

15 lecture hours

Plautus: *Pot of Gold*, tr. E.F. Watling (Harmondsworth: Penguin, 1965).

### Unit IV

15 lecture hours

Ovid: *Selections from Metamorphoses 'Bacchus'*, (Book III), *Pyramus and Thisbe* (Book IV), *Philomela* (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975). *Horace Satires I: 4*, in Horace: Satires and Epistles and Persius: Satires, tr. Niall Rudd (Harmondsworth: Penguin, 2005).

### Reference Books/Materials:

1. Aristotle. *Poetics*. Translated by Malcolm Heath. Penguin, 1996.
2. Horace. *Ars Poetica*. Translated by H. Rushton Fairclough. Harvard University Press, 2005.
3. Plato. *The Republic*. Book X, Translated by Desmond Lee. Penguin, 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

SHEL102A	British Romantic Literature	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure	--				
Co-requisites	--				

### Course Objectives:

1. It aims at acquainting the students with the romantic period and some of its representative writers.

2. To provide the students with the broad idea of the social and historical contexts of British Romantic Literature.
3. To understand the difference between reason and imagination, literature and revolution.
4. To understand the concept of nature as stated by the romantic poets in literature.
5. To appreciate the simplicity and lucidity of expression of poets in romantic literature.

### **Catalogue Description:**

This learning program would groom the students to be skilled to express literary interpretations in focused, coherent writing situate literature within cultural and historical contexts to evaluate current criticism independently.

### **Course Content**

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#### **Unit I**

**15 lecture hours**

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**

**15 lecture hours**

John Keats: “Ode to Grecian Urn”

Percy Bysshe Shelley: “Ode to the West Wind”

John Byron: “She Walks in Beauty”

#### **Unit III**

**15 lecture hours**

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

William Hazlitt: *Public Opinion*

#### **Unit IV**

**15 lecture hours**

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:**

<b>Components</b>	<b>Quiz I</b>	<b>Quiz II</b>	<b>Mid Term Exam</b>	<b>Attendance</b>	<b>End Term Exam</b>
<b>Weightage (%)</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>5</b>

<b>SHEL108A</b>	<b>Media and Communication</b>				<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>					3	1	0	4
<b>Pre-requisites/Exposure</b>	--							
<b>Co-requisites</b>	--							

### **Course Objectives:**

1. Recognize and apply foundational historical context from the field of communication and media studies to an examination of the contemporary world.
2. 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.
3. 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.
4. Produce work that contributes knowledge and expresses creativity with competent and effective communication skills in media across written, oral, visual, and interactive forms.



## **Catalogue Description:**

The objective of this learning program is to attempt to help students to understand media and how communication functions within the structure of media.

## **Course Content**

### **Unit I**

**15 lecture hours**

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**

**15 lecture hours**

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**

**15 lecture hours**

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**

**15 lecture hours**

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*. 4<sup>th</sup> 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:**

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

<b>SHEL106A</b>	<b>Language and Linguistics</b>				<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>					5	0	0	5
<b>Pre-requisites/Exposure</b>	--							
<b>Co-requisites</b>	--							

#### **Course Objectives:**

1. Demonstrate an awareness of the categories of linguistics; of the development of the discipline, of its main schools of thought and of its future directions.
2. Reflect on language issues such as linguistic identities, language development and acquisition, social and educational policies,
3. Develop skills in the analysis of linguistic structures.
4. Identify the principles of the structural system underlying human language, a good knowledge of grammar in general that can be applied to analyze any language.

## Course Content

### UNIT I

12 lecture hours

Language: Definition Features, Scope and Significance; language and communication; language varieties: standard and non- standard language

### UNIT II

12 lecture hours

Linguistics & Its Branches: Definition; Phonology – Morphology – Syntax – Semantics – Etymology -Semiology; word formation; sentence synthesis

### UNIT III

12 lecture hours

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

### UNIT IV

12 lecture hours

Grammar of Sentence : Word Order – Phrase – Clause – Sentence Patterns e) Kinds of sentences Declarative – Interrogative – Imperative – Exclamatory –Optative- Simple – complex – Compound - Transformation of Sentences

### Reference Books/Materials:

Akmajian, A., R. A. Demers and R, M Harnish. *Linguistics: An Introduction to Language and Communication*, 2nd ed. MIT Press, 1984.

Akmajian, A., R. A. Demers and R. M. Harnish. *Linguistics: An Introduction to Language and Communication*, 2nd ed. Holt, Rinehart and Winston, 1974.

De Saussure, Ferdinand. *Course in General Linguistics*. McGraw Hill, 1966.

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

<b>SHCS102A</b>	<b>Information Technology Fundamentals</b>	L	T	P	C
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

## Course Objectives:

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

## Course Content

### UNIT I

**12 lecture hours**

**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

**12 lecture hours**

**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

**12 lecture hours**

**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**

**12 lecture hours**

**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 PreetiSinha; 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:**

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

<b>Semester III</b>			
<b>S.No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
1	SHEL201A	British Poetry & Drama:14 <sup>th</sup> to 17 <sup>th</sup> Centuries ( <b>Core</b> )	5
2	SHEL203A	American Literature ( <b>Core</b> )	5
3	SHEL209A	Women's Writing ( <b>Core</b> )	6
4	SHEL211A	Contemporary India: Women & Empowerment ( <b>Generic Elective</b> )	6
5	SHEL207A	English Language Teaching ( <b>SEC1 – from group of SEC1</b> )	4
6	SHDM301A	Disaster Management ( <b>AECC</b> )	3
7	SHEL271A	British Poetry & Drama:14 <sup>th</sup> to 17 <sup>th</sup> Centuries- Practical	1
8	SHEL273A	American Literature- Practical	1
9	SHELMO31A	History of English Language and Literature	2
		<b>TOTAL</b>	<b>33</b>

<b>SHEL201A</b>	<b>British Poetry and Drama:14th to 17th Centuries</b>	L	T	P	C
<b>Version 1.0</b>		5	0	0	5
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### **Course Objectives:**

On completion of this course, the students will be able to:

1. Introduce the British literature from 14<sup>th</sup> to 17<sup>th</sup> centuries
2. Understand the theme, structure and styles in British poetry and drama
3. Comprehend British literature from various socio-cultural and political contexts

4. Detailed reading of the text to understand intellectual background of the 14<sup>th</sup> and 17<sup>th</sup> centuries

### **Catalogue Description:**

This learning program will create literary sensibility for appreciation in students and expose them to artistic and innovative use of language by writers and to various worldviews.

### **Course Content**

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#### **Unit I**

**15 lecture hours**

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

#### **Unit II**

**10 lecture hours**

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

#### **Unit III**

**10 lecture hours**

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

#### **Unit IV**

**15 lecture hours**

William Shakespeare: Macbeth

### **Reference Books/Materials:**

Calvin, John. *Predestination and Free Will*, ed. James Bruce Ross and Mary Martin McLaughlin. Penguin Books, 1953.

Donne, John. *A Valediction Forbidding Mourning*. Florin Press, 1981.

Donne, John. *One Equall Light: An Anthology of the Writings of John Donne*. John Moses, 2003.

*Fifteen Poets*. OUP, 1992.

Shakespeare, William. *The Tragedy of Macbeth*. Nicholas Brooke, 2008.

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

SHEL203A	American Literature	L	T	P	C
Version 1.0		5	0	0	5
Pre-requisites/Exposure	--				
Co-requisites	--				

**Course Objectives:**

On completion of this course, the students will be able to:

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



## Catalogue Description:

The learning program will enable the students to interpret the works with due sensitivity to both textual and contextual signs and apply interpretive strategies developed in literary study to other academic and professional contexts to write lucidly and with sensitivity to audience.

## Course Content

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### Unit I: Introduction

10 lecture hours

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

15 lecture hours

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

10 lecture hours

Introduction to American Drama, its characteristics and features

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

### Unit IV: Novel

15 lecture hours

Introduction to American Novel, its characteristics

Ernest Hemingway: *A Farewell to Arms*

## Reference Books/Materials:

Matthiessen, F.O. *American Renaissance*. Oxford University Press, 1968.

McMichel, George. *Concise Anthology of American Literature*. Pearson Education, 2014.

Palwekar, S.D., *Literature and Environment: A Select Study of British, American and Indian*

Spiller, Robert. *Literary History of the United States*. Amerind Publishing, 1972.

*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

SHEL209A	Women's Writing	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure	--				
Co-requisites	--				

**Course Objectives:**

1. Understand the development of women's writing
2. Understand various concepts like gynocriticism, difference between sex and gender and other terms related to women
3. Interpret critical and theoretical debates surrounding women's writing
4. Reflect on the concepts of feminism from the sexual, racial, class and national perspective

**Catalogue Description:**

This learning program will encourage the students to share their critical views on the various essays of women writers.

**Course Content**

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**Unit I**

**15 lecture hours**

Chandra Talpade Mohanty : *Under Western Eyes*

Shashi Deshpande: *Writing from the Margins*

Virginia Woolf : *A Room of One's Own*

**Unit II**

**15 lecture hours**

Alice Walker: *The Color Purple*

**Unit III****10 lecture hours**Kamla Das : *My Grandmother's House*Maya Angelou: *Still I rise*Mahashweta Devi: *Draupadi*, tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)**Unit IV****20 lecture hours**Chitra Bannerjee Divakaruni: *Forest of Enchantements***Reference Books/Materials:**Beauvoir de, Simone. *The Second Sex*, translated by Constance Borde and Shiela Malovany-Chevallier. Vintage, 2010.Mohanty, Chandra Talapade. 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia. Arnold, 1996.Sangari, Kumkum and Sudesh Vaid. 'Introduction', in *Recasting Women: Essays in Colonial History*. Kali for Women, 1989.Woolf, Virginia. *A Room of One's Own*. Harcourt, 1957.**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

SHEL207A	English Language Teaching	L	T	P	C
Version 1.0		4	0	0	4
Pre-requisites/Exposure	--				
Co-requisites	--				

**Course Objectives:**

1. To identify and classify strategies used by a teacher to teach language
2. To demonstrate clear understanding of the syllabus, its structure and development
3. To understand the structure of a textbook and its use

4. To articulate the reasons for different types of tests the teacher administers
5. To demonstrate the ways in which technology can be used for learning language.

## **Course Content:**

### **Unit I**

**12 lecture hours**

Knowing the learner (Syllabus structure; identifying the learner)

Structures of English language

Types of Grammar

### **Unit II**

**12 lecture hours**

Materials for language teaching (Structure of a textbook and its relation to the syllabus)

Assessing language skills (tests and their purposes)

### **Unit III**

**12 lecture hours**

Methods of teaching English language: Grammar Translation, Direct Method, Communicative Language Teaching, Task Based Learning Method

### **Unit IV**

**12 lecture hours**

Using Technology in language learning (ICT and language learning including Web 2.0 Tools)

## **Reference Books/Materials:**

Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: CUP, 1996).

Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, *Teaching English as a Second or Foreign Language* (Delhi: Cengage Learning, 4th edn, 2014).

Adrian Doff, *Teach English: A Training Course For Teachers (Teacher's Workbook)* (Cambridge: CUP, 1988).

*Business English* (New Delhi: Pearson, 2008).

R.K. Bansal and J.B. Harrison, *Spoken English: A Manual of Speech and Phonetics*(New Delhi: Orient BlackSwan, 4th edn, 2013).

Mohammad Aslam, *Teaching of English* (New Delhi: CUP, 2nd edn, 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

<b>SHEL211A</b>	<b>Contemporary India: Women &amp; Empowerment</b>				L	T	P	C
<b>Version 2.0</b>					5	1	0	6
<b>Pre-requisites/Exposure</b>	--							
<b>Co-requisites</b>	--							

**Course Objectives:**

1. Recognize the importance of Women Empowerment in contemporary Society..
2. Analyze women’s position from Vedic times to the present; the social construction of gender; women in family- marriage, working women; their issues such as domestic violence, female feticide; women and the environment- eco-feminist movements, changing working conditions, and women’s labor.
3. Appreciate social and cultural phenomenon through the lens of gender and gain knowledge to appreciate a range of disciplinary perspectives.
4. Identify the historical evolution of a woman’s position in Indian Society

**Course Content:**

**UNIT I**

**15 lecture hours**

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

**UNIT II****15 lecture hours**

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

**UNIT III****15 lecture hours**

Women and Law; Women and the Indian Constitution; Personal Laws (Customary practices on inheritance and Marriage)  
(Supplemented by workshop on legal awareness)

**UNIT IV****15 lecture hours**

Women and Environment; State interventions, Domestic violence, Female foeticide, sexual harassment; Women trafficking; Female Voices in reel life & in Literature

**Reference Books/Materials:**

Rao MK, Empowerment of Women in India, 2005, Discovery Publishing House  
Debashree Mukherjee, Women Education and Empowerment: A Global Perspective, 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

<b>SHEL271A</b>	<b>British Poetry and Drama: 14<sup>th</sup> to 17<sup>th</sup> Centuries- Practical</b>				L	T	P	C
<b>Version 1.0</b>					0	0	1	1
<b>Pre-requisites/Exposure</b>	--							
<b>Co-requisites</b>	--							

**Course Objectives:**

1. Apply the fundamental theories of British Poetry and Drama in the 14<sup>th</sup> to 17<sup>th</sup> century in conceptualizing and writing a research paper.

## Catalogue Description:

This learning program will create literary sensibility for appreciation in students, expose them to artistic and innovative use of language by writers and to various worldviews and teach them to apply this knowledge into a research paper.

## Course Content

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### Practical I

02 lecture hours

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

02 lecture hours

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

03 lecture hours

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

03 lecture hours

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

<b>SHEL273A</b>	<b>American Literature- Practical</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### **Course Objectives:**

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

### **Catalogue Description:**

This learning program will create literary sensibility for appreciation in students, expose them to artistic and innovative use of language by writers in American Literature and teach them to apply this knowledge into a research paper.

### **Course Content**

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#### **Practical I**

**02 lecture hours**

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

#### **Practical II**

**02 lecture hours**

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**

**03 lecture hours**

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**

**03 lecture hours**

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

SHELMO31A	History of English Language and Literature	L	T	P	C
Version 1.0		2	0	0	2
Pre-requisites/Exposure	--				
Co-requisites	--				

### Course Objectives:

1. 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
2. To provide a thorough knowledge of important texts from the Age of Chaucer to Age of Romanticism.
3. To provide a comprehensive idea of the major developments in English literature.
4. Identify conventional literary genres, elements, and devices.
5. To understand literature as an expression of human values within an historical and social context.

### Catalogue Description:

This course provides a brief outlook of the period of English Literature ranging from Age of Geoffrey Chaucer, which is also known as the Middle English Period up until the 18<sup>th</sup> Century.

### Course Content

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#### Unit I

6 lecture hours

Introduction- The Meaning of Literature

The Age of Chaucer

**Unit II****6 lecture hours**

The Revival of Learning

The Age of Elizabeth

**Unit III****6 lecture hours**

The Puritan Age

Period of the Restoration

**Unit IV****6 lecture hours**

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.
5. 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:**

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

<b>SHDM301A</b>	<b>Disaster Management</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		3	0	0	3
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### **Course Objectives:**

1. To create awareness about various types of disasters.
2. To educate the students about basic disaster management strategies and problem solving.
3. To examine disaster profile of our country and illustrates the role of governmental and non- governmental organizations in its effective management.
4. To acquaints students with the existing legal frame work for disaster management and understanding the appropriate rules and regulations.

### **Catalogue Description:**

This course imparts the basic concepts of environment which enable them to solve basic problems related to their surroundings. This course helps them to get an idea adverse effect of industrialization, population and degradation of natural resources on the environment. The course introduces the concepts of renewable and non-renewable resources.

### **Course Content**

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#### **UNIT I**

##### **Introduction to Disasters:**

**9 lecture hours**

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**

**9 lecture hours**

##### **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**

**9 lecture hours**

#### **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**

**9 lecture hours**

#### **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.

#### **Text Books:**

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

<b>Semester IV</b>			
<b>S.No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
1	SHEL206A	Popular Literature ( <b>Core</b> )	5
2	SHEL202A	British Poetry and Drama: 17 <sup>th</sup> to 18 <sup>th</sup> Centuries ( <b>Core</b> )	5
3	SHEL212A	Postcolonial Literatures ( <b>Core</b> )	6
4	SHEL214A	Creative Writing ( <b>SEC 2 – from group of SECII</b> )	4
5	SHEL276A	Popular Literature- Practical	1
6	SHEL270A	British Poetry and Drama: 17 <sup>th</sup> to 18 <sup>th</sup> Centuries- Practical	1
		<b>TOTAL</b>	<b>22</b>

<b>SHEL206A</b>	Popular Literature	L	T	P	C
<b>Version 2.0</b>		5	0	0	5
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### **Course Objectives:**

1. Demonstrate literal and inferential comprehension of the texts
2. Pose and investigate interpretive questions on texts
3. Write focused, unified and well-developed analytical papers and exam essays
4. Explain the development of a given genre of popular literature from its beginnings to its contemporary practice.
5. Identify genre conventions and apply them to sub-genres
6. Use appropriate literary terminology in analysing the various forms of popular literature.

### **Catalogue Description:**

This learning program focuses on the ways in which popular fiction reflects, inscribes, and challenges dominant ideologies of popular literature.

## Course Content

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### Unit I

10 lecture hours

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

15 lecture hours

Michael Crichton: *Jurassic Park* (1991)

### Unit III

15 lecture hours

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

### Unit IV

15 lecture hours

Elizabeth Gilbert: *Eat Pray Love*

### Reference Books/Materials:

Fiedler, Leslie. 'Towards a Definition of Popular Literature', in *Super Culture:*

*American Popular Culture and Europe*, ed. C.W.E. Bigsby. Bowling Green

University Press, 1975.

Hughes, Felicity. 'Children's Literature: Theory and Practice', in *English Literary History*,

vol. 45., 1978.

Kanaganayakam, Chelva. 'Dancing in the Rarefied Air: Reading Contemporary Sri

Lankan Literature' in *Post-Independence Voices in South Asian Writings*. Doaba

Publications, 2001.

Ramaswamy, Sumathi. 'Introduction', in *Beyond Appearances?: Visual Practices and*

*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

SHEL202A	British Poetry & Drama: 17 <sup>th</sup> to 18 <sup>th</sup> Centuries				L	T	P	C
Version 2.0					5	0	0	5
Pre-requisites/Exposure	--							
Co-requisites	--							

**Course Objectives:**

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

**Catalogue Description:**

This learning program will introduce the students to the texts that reflect on the aspects of society, class, and gender as perceived in the 17th and 18th century England.

**Course Content****Unit I****10 lecture hours**

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****15 lecture hours**

Aphra Behn: *The Rover*



**Unit III****10 lecture hours**

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

**Unit IV****15 lecture hours**

Alexander Pope: “The Rape of the Lock”

**Reference Books/Materials:**

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.

Milton, John. “Paradise Lost”. Oxford University Press, 2005.

Machiavelli, Niccolo. *The Prince*, ed. and translated by Robert M. Adams. Norton, 1992.

Pope, Alexander. “The Rape of the Lock”. Dover Edition, 1968.

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

<b>SHEL212A</b>	<b>Postcolonial Literatures</b>				L	T	P	C
<b>Version 2.0</b>					5	1	0	6
<b>Pre-requisites/Exposure</b>	--							
<b>Co-requisites</b>	--							

**Course Objectives:**

1. Identify key questions, authors, and literary forms in postcolonial literature
2. Think critically about these texts in relation to postcolonial theory
3. Situate these works in their larger cultural contexts
4. Develop interpretative skills of close reading

5. Offer nuanced interpretations, articulate coherent arguments and develops research skills through your written essays

### **Catalogue Description:**

The learning program will enable the learners to develop a global perspective as they would be familiar with the variety of world literature as well as cultures.

### **Course Content**

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**Unit I** **15 lecture hours**  
 Introduction: Colonization, De-colonization, Post-colonization, Third World Literature, New Literature, Postcolonial Literature, Orientalism; Edward Said (selected ideas)

**Unit II** **15 lecture hours**  
 Derek Walcott: “A Far Cry from Africa”, “Names”

**Unit III: Novel** **15 lecture hours**  
 Chinua Achebe- *Things Fall Apart*

**Unit IV: Short Story** **15 lecture hours**  
 Gabriel Garcia Marquez: *Chronicles of a Death Foretold*

### **Reference Books/Materials:**

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

Ngugi waThiong’o, “The Language of African Literature”, in *Decolonizing the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.

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

#### **Examination Scheme**

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

<b>SHEL214A</b>	<b>Creative Writing</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		4	0	0	4
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### **Course Objectives:**

1. To recognize creativity in writing and discern the difference between academic/ non creative and creative writing
2. To develop a thorough knowledge of different aspects of language such as figures of speech, language codes and language registers so that they can both, identify as well as use these; in other words, they must learn that creative writing is as much a craft as an art
3. To develop a comprehensive understanding of some specific genres such as fiction, poetry, drama and newspaper writing
4. To distinguish between these as well as look at the sub divisions within each genre(such as in poetry, different forms like sonnets, ballads, haiku, ghazal, etc)
5. To process their writing for publication and so must have the ability to edit and proofread writing such that it is ready to get into print.

### **Course Content:**

#### **Unit I**

**12 lecture hours**

Introduction: Creative Writing, Difference between Academic and Creative Writing

#### **Unit II**

**12 lecture hours**

Narrative Techniques: Point of View (first person, Second person, third person)

Narration (Direct narration, frame narration, indirect narration)

Speech (Quoted Speech, reported speech, free indirect speech)

#### **Unit III**

**12 lecture hours**

Stylistic Devices: Simile, metaphor, personification, hyperbole, understatement, transferred epithet, pun, Allegory, Allusion, imagery

## Unit IV

12 lecture hours

Types of creative writing: Fantasy writing, Thriller Writing, Travel memoirs, Reflective Writing

Preparing for Publication: editing and proofreading

### Reference Books/Materials:

Dev, Anjana Neira (2009). *Creative Writing: A Beginner's Manual*. Pearson, Delhi, 2009.

Morley, David (2007). *The Cambridge Introduction to Creative Writing*. Cambridge, New York.

### 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

SHEL276A	Popular Literature- Practical	L	T	P	C
Version 1.0		0	0	1	1
Pre-requisites/Exposure	--				
Co-requisites	--				

### Course Objectives:

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

### Catalogue Description:

This learning program will create literary sensibility for appreciation in students, expose them to artistic and innovative use of language by writers and to various worldviews and teach them to apply this knowledge into a research paper.

## Course Content

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### Practical I

02 lecture hours

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

02 lecture hours

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

### Practical III

03 lecture hours

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

03 lecture hours

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

### Reference Books/Materials:

Chelva Kanaganayakam, 'Dancing in the Rarefied Air: Reading Contemporary Sri

Lankan Literature' (*ARIEL*, Jan. 1998) rpt, Malashri Lal, Alamgir Hashmi, and Victor

J. Ramraj, eds., *Post-Independence Voices in South Asian Writings* (Delhi: Doaba

Publications, 2001) pp. 51–65.

Sumathi Ramaswamy, 'Introduction', in *Beyond Appearances?: Visual Practices and*

*Ideologies in Modern India* (Sage: Delhi, 2003) pp. xiii–xxix.

Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture:*

*American Popular Culture and Europe*, ed. C.W.E. Bigsby (Ohio: Bowling Green

University Press, 1975) pp. 29–38.

Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*,

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

SHEL270A	British Poetry and Drama: 17 <sup>th</sup> & 18 <sup>th</sup> Centuries- Practical	L	T	P	C
Version 1.0		0	0	1	1
Pre-requisites/Exposure	--				
Co-requisites	--				

### Course Objectives:

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

### Catalogue Description:

This learning program will create literary sensibility for appreciation in students, expose them to artistic and innovative use of language by writers and to various worldviews and teach them to apply this knowledge into a research paper.

### Course Content

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#### Practical I

**02 lecture hours**

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

**02 lecture hours**

Dramatics: Stage crafts; comparative study of the stage of Elizabethan age and the 18<sup>th</sup> 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**

**03 lecture hours**

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

### **Practical IV**

**03 lecture hours**

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:**

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

Semester V			
S.No.	Course Code	Course Title	Credits
1	SHEL305A	British Literature: 19 <sup>th</sup> Century (Core)	5
2	SHEL301A	Modern European Drama (Core)	5
3	SHEL309A	Literary Theory (DSE)	6
4	SHEL319A	Literature of Indian Diaspora (DSE)	6
5	SHEL355A	British Literature: 19 <sup>th</sup> Century- Practical	1
6	SHEL351A	Modern European Drama- Practical	1
<b>TOTAL</b>			<b>24</b>

SHEL305A	British Literature:19 <sup>th</sup> Century	L	T	P	C
Version 1.0		5	0	0	5
Pre-requisites/Exposure	--				
Co-requisites	--				

### Course Objectives:

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

### Catalogue Description:

This learning program will encourage the students to share their critical views on the texts of the 19th century British Literature

### Course Content

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#### Unit I

10 lecture hours

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*



15 lecture hours

## Unit II

Charlotte Bronte: *Jane Eyre*

## Unit III

Charles Dickens: *Hard Times*

15 lecture hours

## Unit IV

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

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

Christina Rossetti: '*The Goblin Market*'

10 lecture hours

### Text books [TB]:

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

<b>SHEL301A</b>	<b>Modern European Drama</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		5	0	0	5
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### Course Objectives:

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

### Catalogue Description:

This learning program will familiarize students with Modern European Drama and its evolution while developing the skills to read, analyze and appreciate various components of a drama.

### Course Content

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#### Unit I

**10 lecture hours**

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

**15 lecture hours**

Henrik Ibsen: *A Doll's House*

August Strindberg: *Miss Julie* (Methuen)

#### Unit III

**15 lecture hours**

Samuel Beckett: *Waiting for Godot*

John Osborne: *Look Back in Anger*

## Unit IV

10 lecture hours

Anton Chekhov: *The Cherry Orchard*

### Reference Books/Materials:

Becket, Samuel. *Waiting for Godot: A Tragicomedy in Two Acts*. New York: Grove, 1954.

Ibsen, Henrik. *A Doll's House*. Courier Corporation, 1992.

Chekhov, Anton. *The Cherry Orchard*. London: Oberon, 2007.

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

SHEL309A	Literary Theory	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure	--				
Co-requisites	--				

### Course Objectives:

1. To have a historical overview of major literary theorists, particularly of the 20th century.
2. To show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices.
3. To develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society.
4. To historically situate literary theorists whose works had informed and shaped various literary theoretical discourses.

5. To identify theoretical concepts with theorists and movements with which they are associated and, in the process, understand their contexts.
6. To apply various theoretical frameworks and concepts to literary and cultural texts.
7. To evaluate and analyse strengths and limitations of theoretical frameworks and arguments.
8. To sharpen interpretative skills in the light of various theoretical frameworks.

### **Catalogue Description:**

This learning program will help to intensify student's proficiency in the following skills: the ability to reason, think critically, communicate effectively and appreciate excellent writing and thinking.

### **Course Content**

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<b>Unit I</b> Literary Theory: An Introduction  Terry Eagleton: "What is Literature?"	<b>15 lecture hours</b>
<b>Unit II</b> Post colonialism: Edward Said's 'Introduction' in <i>Orientalism</i>  Mahatma Gandhi, 'Passive Resistance' & 'Education' in <i>Hind Swaraj</i>	<b>15 lecture hours</b>
<b>Unit III</b> Marxism: Antonio Gramsci – Hegemony, Althusser's Ideology & Ideological State Apparatuses, Marx's False Consciousness, Class Consciousness.	<b>15 lecture hours</b>
<b>Unit IV</b> Feminism: Mary Wollstonecraft's <i>A Vindication of the Rights of Women</i>  Elaine Showalter: Twenty Years on: "A Literature of Their Own" Revisited	<b>15 lecture hours</b>

### **Reference Books/Materials:**

David Lodge and Nigel Wood, *Modern Criticism and Theory: A Reader*: London & New York: Routledge, 2000.

Peter Barry Beginning, *Theory: An Introduction to Literary and Cultural Theory*.

Manchester: Manchester University Press, 1984.

Raman Selden, et al. *A Reader's Guide to Contemporary Literary Theory*. Kentucky:

University Press of Kentucky, 1993.

Terry Eagleton, *Literary Theory: An Introduction*. NJ: Wiley Blackwell, 2009

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

#### **Examination Scheme:**

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

<b>SHEL319A</b>	<b>Literature of Indian Diaspora</b>			<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>				<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisites/Exposure</b>	--						
<b>Co-requisites</b>	--						

#### **Course Objectives:**

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

#### **Catalogue Description:**

The aim of this learning program is to refine the understandings of the complex realities of contemporary diasporic times.

#### **Course Content**

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##### **Unit I**

**15 lecture hours**

Introduction: The Diaspora; Nostalgia; New Medium; Alienation; Pain of Displacement

##### **Unit III**

**15 lecture hours**

Chitra Banerjee Divakaruni: *The Mistress of Spices*

**Unit III****15 lecture hours**Rohinton Mistry: *A Fine Balance* (Alfred A Knopf)**Unit IV****15 lecture hours**Jhumpa Lahiri: *Interpreter of Maladies***Textbook [TB]:**

1. Divakaruni, Chitra. *Mistress of Spices*. Black Swan.2005
2. Mistry, Rohinton. *A Fine Balance*. Faber and Faber.2004
3. Syal, Meera. *Anita and Me*. Harper Perennial.2004
4. Lahiri, Jhumpa. *Interpreter of Maladies*. HaperCollins.2017

**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

<b>SHEL355A</b>	<b>British Literature: 19<sup>th</sup> Century- Practical</b>	L	T	P	C
<b>Version 1.0</b>		0	0	1	1
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

## Course Objectives:

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

## Catalogue Description:

This learning program will create literary sensibility for appreciation in students ,expose them to artistic and innovative use of language by writers and to various worldviews and teach them to apply this knowledge in to a research paper.

## Course Content

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### Practical I

**02 lecture hours**

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

### Practical II

**02 lecture hours**

19<sup>th</sup> Century fiction – an analysis – discussion on major themes of fiction – protagonists & antagonists; discussion on the prominence of the Bronte sisters & Charles Dickens

### Practical III

**03 lecture hours**

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

### Practical IV

**03 lecture hours**

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>, 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

SHEL351A	Modern European Drama- Practical	L	T	P	C
Version 1.0		0	0	1	1
Pre-requisites/Exposure	--				
Co-requisites	--				

### Course Objectives:

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

### Catalogue Description:

This learning program will create literary sensibility for appreciation in students, expose them to artistic and innovative use of language by writers and to various worldviews and teach them to apply this knowledge into a research paper.

### Course Content

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#### Practical I

02 lecture hours

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

#### Practical II

02 lecture hours

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

#### Practical III

02 lecture hours

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



## **Practical IV**

**04 lecture hours**

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

### **Reference Books/Materials:**

Waiting for Godot (Eng rev): A Tragicomedy in Two Acts, Publisher: Grove Press; 1 edition May 17, 2011

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

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:**

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

Semester VI			
S.No.	Course Code	Course Title	Credits
1	SHEL302A	Indian Classical Literature ( <b>Core</b> )	6
2	SHEL304A	British Literature: 20 <sup>th</sup> Century ( <b>Core</b> )	6
3	SHEL312A	Literary Criticism ( <b>DSE</b> )	6
4	SHEL308A	Project/Dissertation- Practical	6
5		VAC	0
<b>TOTAL</b>			<b>24</b>

<b>SHEL302A</b>	<b>Indian Classical Literature</b>	L	T	P	C
<b>Version 2.0</b>		5	1	0	6
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### Course Objectives:

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

### Catalogue Description:

This learning program will facilitate the learners to compare and analyse Indian Classical Literature with the European Classics.

### Course Content

#### Unit I

**15 lecture hours**

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****15 lecture hours**

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

**Unit III****15 lecture hours**

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

**Unit IV****15 lecture hours**

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

**Reference Books/Materials:**

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

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).

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

SHEL304A	British Literature: 20 <sup>th</sup> Century	L	T	P	C
Version 2.0		5	1	0	6
Pre-requisites/Exposure	--				
Co-requisites	--				

**Course Objectives:**

1. To familiarize the students with the new literature of Britain in the early decades of 20th century

2. To enable the students to know about the modernist canon founded on Ezra Pound's idea of 'make it knew'
3. To understand the historical background including the socio political changes in 20th century
4. To understand the literary criticism and innovative techniques introduced by the writers of 20th century.

### **Catalogue Description:**

This learning program will be instrumental in developing a greater understanding of the political, cultural, and literary background of Modern Britain Literature thereby broadening an intercultural reading experience.

### **Course Content**

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#### **Unit I**

**15 lecture hours**

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

#### **Unit II**

**15 lecture hours**

Joseph Conrad: *Heart of Darkness*

#### **Unit III**

**15 lecture hours**

Virginia Woolf: *Mrs. Dalloway*

#### **Unit IV**

**15 lecture hours**

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

W.B. Yeats: "The Second Coming"

### **Reference Books/Materials:**

Conrad, Joseph. *Heart of Darkness and Other Tales*, Edited by Cedric Watts, Oxford University Press, 2008.

Lawrence, D.H, *Sons and Lovers*, Edited with an introduction and notes by David Trotter; 2009.

Woolf, Virginia. *Mrs. Dalloway*. Oxford World's Classics; 2008

Eliot, T.S.. *POEMS*. New York Alfred A. Knopf 1920

Joseph Conrad's *Heart of Darkness* (English), Mohit K. Ray, The Atlantic Critical Studies, 2006

Lawrence: *Sons and Lovers*, J P Stern, Michael Black M.D., D H Lawrence, Lawrence, Stern, Black, Cambridge University Press, 1992.

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

SHEL312A	Literary Criticism	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure	--				
Co-requisites	--				

**Course Objectives:**

1. To understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods
2. To understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g., difference between literary criticism and literary theory)
3. To grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory
4. To gain knowledge about major, critical movements and critics in various critical traditions – Indian (schools of Rasa, Alamkar, Riti, Dhvani, Vakroti, Auchitya) and Western (Greek, Roman, English, German, Russian and French)
5. To identify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts
6. To apply various theoretical frameworks and concepts to literary and cultural texts

**Catalogue Description:**

This learning program will help to intensify student's proficiency in the following skills: the ability to reason, think critically, communicate effectively and appreciate excellent writing and thinking.

## Course Content

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### Unit I

15 lecture hours

Introduction to Literary Criticism – History & Development from Plato to modern critics of 20<sup>th</sup> century.

### Unit II

15 lecture hours

Plato: Theory of Mimesis, Criticism of Poetry in *Republic, Book X*

Aristotle: Definition of Tragedy, Tragic Hero, Catharsis, Plot & Setting in *Poetics*.

### Unit III

15 lecture hours

John Dryden: *Essay of Dramatic Poesy*

William Wordsworth: Preface to *Lyrical Ballads*

### Unit IV

15 lecture hours

T.S. Eliot: The Theory of Impersonal Poetry from *Tradition and Individual Talent*

I.A. Richards and Practical Criticism

### Reference Books/Materials:

A.H. Gilbert, *Literary Criticism: Plato to Dryden*. Detroit: Wayne University Press, 1962.

David Lodge and Nigel Wood, *Modern Criticism and Theory: A Reader*: London & New York: Routledge, 2000.

Peter Barry Beginning, *Theory: An Introduction to Literary and Cultural Theory*.

Manchester: Manchester University Press, 1984.

Raman Selden, et al. *A Reader's Guide to Contemporary Literary Theory*. Kentucky:

University Press of Kentucky, 1993.

S.K. Dey, *History of Poetics*. New Delhi: MLBS, 1960.

Terry Eagleton, *Literary Theory: An Introduction*. NJ: Wiley Blackwell, 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

SHEL308A	Project/Dissertation- Practical	L	T	P	C
Version 1.0		0	0	0	6
Pre-requisites/Exposure	--				
Co-requisites	--				

### Course Objectives:

1. Conceptualize and conduct research The learners will be able to define a research problem.
2. Gain knowledge of the tools to design a research project, critique and challenge it.
3. Use adequate sources and pertinent specialist literature to conceptualise the problem.
4. Analyze the role of literature, and understand the means and ways to apply canonical theories into contemporary research

### 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:**

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