

**Course Structure & Syllabus of B.A (Hons.)–  
English Applicable for Batch 2018-2021**

**DIT UNIVERSITY  
Dehradun**



**Detailed Course Structure  
of**

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

**Course Structure & Syllabus of B.A (Hons.)–  
English Applicable for Batch 2018-2021**

**Course Structure**

**Year: I**

**Semester: I**

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<b>Course Category</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
UC	ENG 106	History of English Literature	5	1	0	6
UC	ENG 107	Poetry I	5	1	0	6
GE I	ENG 146/147	Generic Elective I	4	0	2	5
AEC	HS103	Professional Communication	2	0	2	3
		<b>Total</b>	<b>16</b>	<b>2</b>	<b>4</b>	<b>20</b>

**Year: I**

**Semester: II**

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<b>Course Category</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
UC	ENG108	Drama I	5	1	0	6
UC	ENG109	European Classical Literature	5	1	0	6
AEC	CH201	Environmental Science	2	0	0	2
GE II	ENG 148/149	Generic Elective II	5	1	0	6
		<b>Total</b>	<b>17</b>	<b>3</b>	<b>0</b>	<b>20</b>

**Generic Elective-I**

ENG146 - Introduction to Linguistics
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ENG147- Literature & Film Studies
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**Generic Elective-II**

ENG148- Text and Performance
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ENG149- Travel Writing
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## Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

**Year: II**

**Semester: III**

Course Category	Course Code	Course Title	L	T	P	Credit
UC	ENG216	Poetry II	5	1	0	6
UC	ENG217	Drama II	5	1	0	6
UC	ENG218	Prose	5	1	0	6
GE III	ENG 246/247	Generic Elective III	5	1	0	6
SEC	ENG219	Creative Writing	2	0	0	2
		Total	<b>22</b>	<b>4</b>	<b>0</b>	<b>26</b>

### Generic Elective-III

ENG246 - Research Methodology
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ENG247- Popular Literature
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**Year: II**

**Semester: IV**

Course Category	Course Code	Course Title	L	T	P	Credit
UC	ENG226	Fiction I	5	1	0	6
UC	ENG227	Literary Criticism I	5	1	0	6
UC	ENG228	American Literature	5	1	0	6
GE IV	ENG 248/249	Generic Elective IV	5	1	0	6
SEC	HS384	Principles of Management	2	0	0	2
		Total	<b>22</b>	<b>4</b>	<b>0</b>	<b>26</b>

### Generic Elective-IV

ENG248 - Media & Communication Skills
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ENG249- Introduction to ELT( TESL)
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# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

**Year: III**

**Semester: V**

Course Category	Course Code	Course Title	L	T	P	Credit
UC	ENG306	Fiction II	5	1	0	6
UC	ENG307	Literary Criticism II	5	1	0	6
DSE I	ENG 346/347	Discipline Specific Elective I	5	1	0	6
DSE II	ENG 348/349	Discipline Specific Elective II	5	1	0	6
		Total	20	4	0	24

**Discipline Specific Elective I (V)**

ENG346 - Indian Diasporic Literature

ENG347 - Dalit Literature

**Discipline Specific Elective II (V)**

ENG348 - Biblical & Classical Background to English Literature

ENG349 - Women Writing

**Year: III**

**Semester: VI**

Course Category	Course Code	Course Title	L	T	P	Credit
UC	ENG308	Post-Colonial Literature	5	1	0	6
UC	ENG309	Indian English Literature	5	1	0	6
DSE III	ENG 356/357	Discipline Specific Elective III	5	1	0	6
DSE IV	ENG 358/359 ENG336	Discipline Specific Elective IV Or Project/Dissertation	5	1	0	6
		Total	20	4	0	24

**Discipline Specific Elective III (VI)**

ENG356 - African Writing in English

ENG357 - Modern Literary Theory

**Discipline Specific Elective IV (VI)**

ENG358 - Partition Literature

ENG359 - Translation Studies

ENG366 - Project/ Dissertation

**Course Structure & Syllabus of B.A (Hons.)–  
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**Summary of the Credit**

<b>Year</b>	<b>Semester</b>	<b>Credit</b>
1	1	20
	2	20
2	3	26
	4	26
3	5	24
	6	24
Total		140

# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

Subject Code	ENG106	Subject Title	History of English Literature						
LTP	5 1 0	Credit	6	Subject Category	UC	Year	2018-19	Semester	I

### Course Objective:

- To acquaint the learners with the history of English literature and how historical and Socio-cultural events influence English literature.
- To provide learners with essential knowledge of the various trends in literature and enable them to interpret various literary terms.
- To enable the learners to recognize distinguished features of various literary genre

### Unit 1: ( 1485 –1789 )

**( 20 Lectures)**

Elizabethan Age (1558 – 1603) Jacobean Age (1603 – 1625) Caroline Age (1625 – 1649)

Commonwealth Period (1649 – 1660) Neo Classical Period (1600 – 1785) Restoration Period (1660–1700) Augustan Age (1700 – 1745 ) Age of Sensibility (1745- 1785)

### UNIT 2(1785-1900)

**(12 Lectures)**

Romantic Period (1785-1832) Victorian Period (1832- 1901)

### UNIT3

**(18 Lectures)**

Edwardian Period (1900-1910) Georgian Period (1910-1936) Modern Period (1914-1945 ) Postmodern Period (Post 1945)

### UNIT4

**(10 Lectures)**

Study of Genres & Literary Terms

### Learning Outcome

- The students will be familiar with how historical and socio-cultural events influence English literature through representative literary and cultural texts.
- The learners will acquire essential knowledge of the various trends in literature to enable them to interpret various literary terms.
- The learners will be able to recognize distinguished features of various literary genres and critically analyse major literary and cultural texts in multiple genres.

### Text book [TB]:

Daiches David, A Critical History of English Literature, Volume 2: The Restoration to the Present Day. U.K: Secker and Warburg, 1968. Print.

### Reference books [RB]:

1. Abrahams, M.H. A Hand book of Literally Terms. Geoffray Galt Harpham (Indian Edition).
2. Compton & Rickett, Arthur. A History of English Literature. London: T.C. & E.C.Jack.1912.
3. Hudson, William Henry. An Introduction to the Study of Literature. London: Harrap, 1913.Print.
4. Long, William Joseph. English Literature: Its History and Its Significance for the Life of the English- Speaking World. Boston: Ginnand Company, 1909.Print.
5. Sanders, Andrew. The Short Oxford History of English Literature. London: Oxford University Press, 1996.Print.
6. Baugh, Albert C. A History of the English Language. U.S.A: Allied Publishers, 1997.Print.

# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

Subject Code	ENG 107	Subject Title	Poetry I						
LTP	5 1 0	Credit	6	Subject Category	UC	Year	2018-19	Semester	I

### Course Objective:

- To introduce forms of poetry to the students and acquaint them with figurative language, such as allegory and metaphor, and literary techniques, like irony, rhyme, alliteration, allusion.
- To introduce the great poets from 14th to the 19th century to enable them to have a historical perspective of the development of poetry.
- To introduce the music and quaintness of the English sounds and vocabulary from the earliest period in English literary history to the 19<sup>th</sup> century.

### Unit1: Introduction

(10Lectures)

Forms of Poetry: Sonnet, Lyric, Elegy, Ode, Epic, Ballad and Dramatic Monologue Figures of Speech

### UNIT2

(20Lectures)

Geoffrey Chaucer: The Prologue Edmund Spenser: Selected Cantos of The Faerie Queen (Choose 5) William Shakespeare: Let Me Not to the Marriage of True Minds and Time and Love.

### UNIT3

(15Lectures)

Ben Jonson: A Farewell to the World (A Pindaric Ode).

John Donne: Sweetest Love, I do not go, The Cannonization John Milton: On Shakespeare, On His Blindness

### UNIT4

(15Lectures)

John Dryden: Absalom and Achitophel Alexander Pope: Essay on Man, An Epistle to Dr. Arbuthnot John Keats: Ode to a Nightingale, Ode on a Grecian Urn, Ode to a Psyche, Ode to Indolence

### Learning Outcome

- Will be able to recognize poetry across historic periods and get acquainted with the classics of poetry.
- Will understand and appreciate poetry as a literary art form and analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
- Will recognize the rhythms, metrics and other musical aspects of poetry to develop an appreciation of language and its connotations and denotations.

### Text book [TB]:

1. Dryden John. Absalom and Achitophel, Unique Publisher, (I) Pvt. Ltd. II edition, 2014
2. Geoffrey, Chaucer. The Prologue to Canterbury Tales, Unique Publisher, (I) Pvt. Ltd. II edition, 2014

### Reference books [RB]:

1. Delany, Sheila. *The Naked Text: Chaucer's Legend of Good Women*. Berkeley: University of California Press, 1994. Print.
2. Mc Alpine, Monica. *The Genre of Troilus and Criseyde*. Ithaca: Cornell University Press, 1978. Print.
3. Brooks, Cleanth. "The Language of Paradox: 'The Canonization'." *John Donne: A Collection of Critical Essays*. Ed. Helen Gardner. Englewood Cliffs, N. J.: Prentice Hall, 1962. Print.

# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

Subject Code	ENG 146	Subject Title	Introduction to Linguistics						
LTP	4 0 2	Credit	5	Subject Category	GE I	Year	2018-19	Semester	I

### Course Objective:

- To introduce the basic concepts in areas of linguistics, syntax, morphology, phonetics, and phonology and the interaction between them.
- To provide an understanding of the main communicative functions of language, and the formal ways to achieve them.

### Unit1:

**(10 Lectures)**

Linguistics and its Scope, Branches of Linguistics, Some basic concepts in Linguistics, Language and Communication

### UNIT2

**(21 Lectures)**

Language Structure Saussure's concept of Linguistic sign, Langue and Parole; Syntagmatic and Paradigmatic relations, Synchronic and Diachronic studies; Chomsky– Competence and Performance; Language Variation and Language Change, Language games

### UNIT3

**(18 Lectures)**

Phonetics and Phonology; Phoneme, Allophone, Human Speech Mechanism, Vowels and Consonants in English Syllable structure, Supra-segmental features GIE, British & American pronunciation, Phonemic Transcription Neutralisation of MTI

### UNIT4

**(11 Lectures)**

Morphology and Syntax; Morpheme, Word Formation Processes in English, Roots, prefix & suffix Phrase Structure

### Learning Outcome

At the end of this course -

- The student will be able to apply the basic concepts of linguistics, syntax, morphology, phonetics, and phonology and appreciate their use.
- The student will be able to comprehend foundational linguistic concepts and their relation with the human mind.
- The students will understand how research in linguistics can be used to address real world problems.

### Text book [TB]:

1. Halliday, Michael A.K.; Jonathan Webster (2006). On Language and Linguistics. Continuum International Publishing Group. p. vii. ISBN978-0-8264-8824-4.
2. Rens Bod (2014). A New History of the Humanities: The Search for Principles and Patterns from Antiquity to the Present. Oxford University Press. ISBN978-0-19-966521-

### Reference books [RB]:

1. Delany, Sheila. The Naked Text: Chaucer's Legend of Good Women. Berkeley: University of California Press, 1994. Print.
2. Mc Alpine, Monica. The Genre of Troilus and Criseyde. Ithaca: Cornell University Press, 1978. Print.
3. Brooks, Cleanth. The Language of Paradox: 'The Canonization' John Donne: A Collection of Critical Essays. Ed. Helen Gardner. Englewood Cliffs, N. J.: Prentice Hall, 1962. Print.



# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

Subject Code	ENG 147	Subject Title	Literature & Film Studies						
LTP	4 0 2	Credit		Subject Category	GE I	Year	2018-19	Semester	I

### Course Objective:

- To familiarize the students with the relation between literature and films to provide basic understanding of the fundamental differences as well as similarities among genres such as novel, film, drama/ theatre, and poetry, etc.
- To introduce the idea of film as an art form, the essentials of film style and the basics of the language of cinema in order to discuss and write precisely and eloquently about films.

### Unit1:

**(20 Lectures)**

History of cinema: Four Phases Adaptation Theories and different aspects  
James Monaco, 'The language of Film: signs and syntax' in How To Read a Film: The World of Movies, Media & Multimedia (New York: OU, 2009) chap.3

### UNIT2

**(14Lectures)**

Film 1 (genre 1): Life of Pi, Canadian fantasy adventure novel by Yann Martel

### UNIT3

**(14Lectures)**

Film 2 (genre 2): Ice Candy Man and its adaptation Earth

### UNIT4

**(14Lectures)**

Film 3 (genre 3): The Invisible Man, science fiction novel by H. G. Wells

### Learning Outcome

- Demonstrate the ability to think critically and creatively
- Carry out comprehensive analysis and evaluation of various films as a social and cultural document.
- Develop an understanding of the basic principles of various types of filmmaking which would help them to script and create short films

### Text book [TB]:

1. Grant, Barry Keith. Film Study in the Undergraduate Curriculum. New York: Modern Language Association of America, 1983.15.Print.
2. Dyer, Richard. Film Studies: Critical Approaches. Oxford: Oxford UP, 2000. 1-8.Print.

### Reference books [RB]:

1. Hutcheon Linda, "On the Art of Adaptation", Daedalus, Phyllis S. Bendel. vol. 133, Spring, 2004. Print.
2. Leitch Thomas, "Adaptation Studies at Crossroads", Adaptation, 2008, vol. 1. Oxford University Press, 2008.Print.
3. Trivedi Poonam, 'Filmi Shakespeare', Litfilm Quarterly, vol. 35, issue 2,2007.
4. Bennett Tony and Woollacott Janet, "Figures of Bond", Popular Fiction: Technology, Ideology, Production, Reading, ed. Tony Bennet (London and New York: Routledge, 1990.Print.

# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

<b>Subject Code</b>	HS103	<b>Subject Title</b>	<b>Professional Communication</b>						
<b>LTP</b>	2 0 2	<b>Credit</b>	3	<b>Subject Category</b>	AEC	<b>Year</b>	2018- 19	<b>Semester</b>	I

### Course Objective:

- To put the LSRW skills of students into practical use.
- To equip the students for business environment
- To prepare the students understand and present themselves effectively

### Unit1

**(5 Lectures)**

Communication: Meaning, Types of Communication: General & Technical Communication  
Knowledge and adoption of Non Verbal cues of communication: Kinesics, Proxemics, Chronemics, Oculistics, Haptics, Paralinguistics Barriers to Communication, Overcoming strategies.

### UNIT2

**(4Lectures)**

Listening Comprehension: identifying General & Specific information, Note taking and drawing inferences  
Introduction to Phonetics : Articulation of consonants and vowel sounds.

### UNIT3

**(10Lectures)**

Reading Strategies and Vocabulary Building Reading Comprehension Paragraph  
Development Intra office Correspondence: Notice, Agenda, Minutes and Memorandum Technical Proposal & Report

### UNIT4

**(7Lectures)**

Business Letter Writing Job Application Letter & Resume Interview Skills, Impression Management Swot Analysis  
(Identifying Strength & Weakness) EQ and Its Dimensions

### Learning Outcome

- Communicate smoothly in appropriate situations
- Think creatively and express themselves fluently
- Present themselves effectively

### Text book [TB]:

1. Rizvi, Ashraf. Effective Technical Communication, McGraw Hill, New Delhi.2005.
2. Raman, Meenakshi and Sangeeta Sharma,. Technical Communication: Principles and Practice, 2nd Edition. New Delhi: Oxford University Press.2011.

### Reference books [RB]:

1. Aslam, Mohammad. Introduction to English Phonetics and Phonology Cambridge.2003.
2. Ford A, Ruther. Basic Communication Skills; Pearson Education, NewDelhi.2013.
3. Gupta, Ruby. Basic Technical Communication, Cambridge University Press, New Delhi.2012.
4. Kameswari, Y. Successful Career Soft Skills and Business English, BS Publications, Hyderabad. 2010.
5. Tyagi, Kavita & Padma Misra. Basic Technical Communication, PHI, New Delhi.2011.

# **Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021**

<b>Subject Code</b>	<b>ENG108</b>	<b>Subject Title</b>	<b>Drama I</b>						
<b>LTP</b>	5 1 0	<b>Credit</b>	6	<b>Subject Category</b>	UC	<b>Year</b>	2018-19	<b>Semester</b>	II

### **Course Objective:**

- To familiarize the students with the tradition of drama in English literature.
- To enable the literal understanding of the text as well as its context in terms of its genre, its style, its structure, themes and specific place in the dramatic tradition of its period.

### **Unit1:**

Christopher Marlowe: Dr. Faustus

**(15 Lectures)**

### **UNIT2**

William Shakespeare: Macbeth

**(15 Lectures)**

### **UNIT3**

Ben Jonson: The Alchemist

**(15 Lectures)**

### **UNIT4**

G.B. Shaw : Pygmalion

**(15 Lectures)**

### **Learning Outcome**

- The students will develop a passion for theatre.
- The students will understand different schools of theatre and their varied approaches.
- They will understand the text literally and in the context of terms of its genre, its style, its structure, its themes and its specific place in the dramatic tradition of its period Particulars.

### **Text book [TB]:**

1. Marlowe, Christopher. The Tragical History of Doctor Faustus From the Quarto of 1604, New Delhi, 2011.
2. Shakespeare, William. Macbeth, Create Space Independent Publishing Platform, Delhi, 2009.
3. Johnson, Ben. The Alchemist, Bloomsbury Publishing, New Delhi, 2017 Shaw, G.B. Pygmalion, Penguin, Delhi, 2003

### **Reference books [RB]:**

1. McDonald, John, William Shakespeare, Jon Haward, and Clive Bryant. Macbeth: The Graphic Novel: Original Text Version. Litch borough: Classical Comics, 2008. Print.
2. Moschovakis, Nick. Macbeth: New Critical Essays. New York: Routledge, 2008. Print.
3. Shakespeare, William, Jonathan Bate, and Eric Rasmussen. Macbeth. Basingstoke: Palgrave Macmillan, 2009. Print.
4. Shakespeare, William, and A. R. Braunmuller. Macbeth. New York: Cambridge UP, 2008. Print.
5. The Oxford Companion to English Literature, edited by Dinah Birch, OUP Oxford, 2009
6. Craig, D. H. Ben Jonson: The Critical Heritage. London: Routledge, 1999.
7. Donaldson, Ian. Jonson's Magic Houses: Essays in Interpretation. Oxford: Clarendon Press, 1997.

# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

Subject Code	ENG109	Subject Title	European Classical Literature						
LTP	5 1 0	Credit	6	Subject Category	UC	Year	2018-19	Semester	II

### Course Objective:

- Classical Studies focus primarily on the literature and art of the ancient world to provide the students a cultural understanding of the ancient civilizations.
- A learner will embrace the diversity of Greek and Roman culture, drawing upon literature, drama, myth, religion, history, philosophy and art.

**Unit 1:** **(15 Lectures)**  
Homer The Iliad

**Unit 2** **(15 Lectures)**  
Sophocles Oedipus the King

**Unit 3** **(15 Lectures)**  
Plautus Pot of Gold

**Unit-4** **(15 Lectures )**  
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

### Learning Outcome

1. The students will demonstrate an ability to read and understand a variety of classical literary texts (i.e., Ancient Greek or classical Latin) in the target language.
2. Demonstrate an understanding of the classics in a historical context and an understanding of cultural information about the Greeks and Romans
3. Demonstrate a familiarity with the styles of authors in the major genres of prose and poetry (e.g., History, philosophy, novel, epic, lyric, drama).

### Text book [TB]:

- Homer The Iliad, tr. E.V. Rieu (Harmondsworth: Penguin, 1985)
- Sophocles Oedipus the King, tr. Robert Fagles in Sophocles: The Three Theban Plays (Harmondsworth: Penguin, 1984).
- Plautus Pot of Gold, tr. E.F. Watling (Harmondsworth: Penguin, 1965).
- Horace: Satires and Epistles and Persius: Satires, tr. Niall Rudd (Harmondsworth: Penguin, 2005)

### REFERENCE BOOKS [RB]

- Aristotle, Poetics, translated with an introduction and notes by Malcolm Heath, London; Penguin, 1996. Print.
- Plato, The Republic, Book X, tr. Desmond Lee. London: Penguin, 2007. Print.
- Horace, Ars Poetica, tr. H. Rushton Fairclough, Horace: Satires and Epistles and Ars Poetica Cambridge Mass: Harvard University Press, 2005. Print.

# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

Subject Code	CH 201	Subject Title	Environmental Science						
LTP	2 0 0	Credit2		Subject Category	(AEC I)	Year	2018-19	Semester	II

## OBJECTIVE

To impart basic knowledge about the environment and its allied problems and to develop an attitude of concern for the environment. Further the course structure will create the awareness about environmental problems among students and motivate the students to participate in environment protection and environment improvement programs. The course aims to develop skills to help the concerned individuals in identifying and solving environmental problems.

### Unit 1: Basics of Environment and Natural Resources:

**04 Hrs**

Definition and Concept of Environment, Multidisciplinary nature of environmental studies. Scope and importance of environmental studies, Need for public awareness, Environmental concerns and people. Introduction and classification of natural resources. Energy Resources, Water Resources, Land Resources, Forest Resources, Food Resources, Mineral Resources, Case studies related to over exploitation of resources and their impacts. Role of an individual in conservation of natural resources, Sustainable lifestyles.

### Unit 2: Ecosystems:

**04 Hrs**

Definition and concept of ecology, Structure and Function of an Ecosystem, Energy Flow in Ecosystems, Biogeochemical cycles (Nitrogen, Carbon, Phosphorus, Oxygen, Hydrological). Species interactions in ecosystems. Ecological succession and ecological pyramids. Characteristic features of grassland, pond, desert and forest ecosystems. Ecosystem services and conservation.

### Unit 3: Biodiversity and its conservation:

**04 Hrs**

Introduction and types of biodiversity. Bio-geographic classification of India, Value and significance of biodiversity, Biodiversity at global, national and local levels, India: A mega-diversity nation, Biodiversity hotspots, Threats to Biodiversity: Poaching and man-wildlife conflicts, IUCN Red Data Book and endangered & endemic species of India. Biodiversity conservation strategies, Institutes and organizations.

### Unit-4 Environmental Pollutions:

**05 Hrs**

Introduction and Definition. Causes, consequences and control measures of: Air pollution, Water pollution, Noise pollution, Nuclear pollution, Soil pollution, Thermal and Marine pollution. Solid waste management, Bio-medical waste management. Disasters and its mitigation strategies, Global warming, Climate change, Acid rain, Ozone depletion and Smog. Pollution case studies. Role of an individual in pollution prevention.

### Unit-5 Social Issues and Environment:

**04 Hrs**

Sustainable Development: Concept and importance, Environmental Impact Assessment (EIA), GIS, Remote sensing. Water conservation and rain water harvesting. Resettlement and rehabilitation problems, Environmental audit, eco-labeling and eco-friendly business. Environmental Legislation in India, Population explosion and its impact on environment and human health, Value Education and environmental ethics.

### Field work:

**03 Hrs**

- Visit to a local area to document environmental asset: river/forest/grassland/hill/mountain
- Visit to a local polluted site-Urban/Rural/Industrial/Agricultural
- Study of common flora and fauna.
- Study of a common ecosystem-pond, river, hill slopes, etc.

### Course Outcome:

At the end of the course, the student will be able to:

- CO1. Demonstrate depleting nature of Environmental Resources and Ecosystem concepts.
- CO2. Able to identify the structure and functioning of natural ecosystems.
- CO3. Establish man-wildlife harmonious relationship.
- CO4. Adapt to 3R (Reuse, Recovery, Recycle). Identify the causes and control measures related to Pollutions.
- CO 5. Illustrate and analyse various Case Studies related to Environmental issues and Env. Legislation.

# **Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021**

## **TEXT BOOKS**

1. Bharucha Erach, 2004. Textbook for Environmental Studies, University Grants Commission, New Delhi.
2. Kaushik A & Kaushik C P. 2007. Perspectives in Environmental Studies, New Age International Publ.
3. S. Deswal & A. Deswal 2015. A Basic Course in Environmental Studies. Dhanpat Rai & Co.

## **REFERENCES**

1. Miller T.G. Jr. 2002. Environmental Science, Wadsworth Publishing Co. (TB).
2. De A.K., 1996. Environmental Chemistry, Wiley Eastern Ltd.
3. Sharma, P.D. 2005. Ecology and environment, Rastogi Publication.

# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

Subject Code	ENG 148	Subject Title	Text & Performance						
LTP	5 1 0	Credit	6	Subject Category	GE II	Year	2019 - 20	Semester	II

### Course Objective:

- To introduce the students to history of theatre, and theories of performance.
- To enable the students to understand theatrical forms and practices.

### Unit1: Introduction (18 Lectures)

Introduction to theories of Performance  
 Historical overview of Western and Indian theatre.  
 Forms and Periods: Classical, Contemporary, Stylized, Naturalist

### UNIT2 (14 Lectures)

Theatrical Forms and Practices Types of theatre, semiotics of performative spaces, e.g. proscenium 'in the round', amphitheater, open-air, etc.  
 Voice, speech: body movement, gestures and techniques (traditional and contemporary), floor exercises:  
 Improvisation /characterization

### UNIT3 (20 Lectures)

Theories of Drama, Theories and demonstration so facting : Stanislavsky, Brecht Bharata

### UNIT4 (13 Lectures)

Theatrical Production Direction, production, stage props, costume, lighting, backstage support. Recording/archiving performance/case study of production/performance/impact of media on performance processes

### Learning Outcome

1. The students will be able to appreciate the nuances of performance in theatre.
2. They will be able to understand the theories of drama and their application.
3. The students will develop the ability to understand the intricacies of theatrical production Particulars

### **Topics for Student Presentations:**

- Perspectives on theatre and performance
- Historical development of the atrical forms
- Folk traditions
- On the different types of performative space in practice
- Poetry reading, elocution, expressive gestures, and choreographed movement
- Acting short solo/group performances followed by discussion and analysis with application of theoretical perspectives

### **Reference books [RB]:**

1. White John J, Bertolt Brecht's Dramatic Theory, Boydell & Brewer, 2004.
2. Robert Barton, Rocco dal Vera, Voice: Onstage and Off, Routledge, 2017.
3. Neipris Janet, A Masterclass in Dramatic Writing: Theatre, Film, and Television, Routledge, 2016.
4. Merlin Bella, Konstantin Stanislavsky, Routledge, 2018.
5. Schraft Robin, The Director's Toolkit, Focal Press, 2018.
6. Schechner Richard, Performance Theory, Routledge, 2003.

# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

<b>Subject Code</b>	ENG 149	<b>Subject Title</b>	<b>Travel Writing</b>						
<b>LTP</b>	5 1 0	<b>Credit</b>	6	<b>Subject Category</b>	GE II	<b>Year</b>	2018-19	<b>Semester</b>	II

### Course Objective:

- To introduce the students to travel writing and its significance as a learning experience.
- To consider the difference between fact and opinions and their representation with reference to the target audience.

### Unit1:

**(10 Lectures)**

New Historicism & Cultural Learning, Ibn Batuta: 'The Court of Muhammad bin Tughlaq'  
Khuswant Singh: City Improbable: Writings on Delhi

### UNIT2

**(13 Lectures)**

Al Biruni Chapter LXIII, LXIV, LXV, LXVI, in India by Al Biruni, edited by Qeyamuddin Ahmad. Mark Twain The Innocent Abroad (Chapter VII, VIII and IX) (Wordsworth Classic Edition)

### UNIT3

**(13 Lectures)**

William Dalrymple: City of Dijn (Prologue, Chapters I and II)  
Nahid Gandhi: Alternative Realities: Love in the Lives of Muslim Women, Chapter 'Love, War and Widow', Westland, 201

### UNIT4

**(12 Lectures)**

Rahul Sankrityayan: From Volga to Ganga (Translation by Victor Kierman) (Section I to Section II)

### Learning Outcome

1. The students will be able to investigate contemporary travel writing contexts (social, historical, political, cultural)
2. They will be able to produce travel writing demonstrating a range of contemporary techniques and styles.
3. The students will develop the ability to reflect upon their own work in the context of travel writing by established writers.

### **Reference books [RB]:**

1. Bassnett Susan, "Travel Writing and Gender", Cambridge Companion to Travel Writing, Ed. Peter Hulme and Tim Young. U.K.: Cambridge: Cambridge University Press, 2002. Print.
2. Khair Tabish, "An Interview with William Dalrymple and Pankaj Mishra", Postcolonial Travel Writings: Critical Explorations, Ed. Justin D Edwards and Rune Graulund. New York: Palgrave Macmillan, 2011. Print.
3. Balton Casey, "Narrating Self and Other: A Historical View", Travel Writing: The Self and the Other. U.K: Routledge, 2012. Print.
4. Mohanty Sachidananda, "Introduction: Beyond the Imperial Eyes" Travel Writing and Empire. New Delhi: Katha, 2004. Print.



# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

Subject Code	ENG 216	Subject Title	Poetry II						
LTP	5 1 0	Credit	6	Subject Category	UC	Year	2019-20	Semester	III

### Course Objective:

- To introduce the great poets from 19th century to the modern age to enable them to have a historical perspective of the development of poetry.
- To develop a deeper appreciation of poetry and understand the nuances of poetry through works of major poets.
- To develop an insight into the poetic movements and their influence on the poetry of the age.

### Unit1: (15Lectures)

P B Shelley: Ode To The West wind, Ozymandias, Alfred Tennyson: Ulysses, The Lady Of Shallot Robert Browning: My Last Duchess

### UNIT2 (20Lectures)

Thomas Gray: Elegy written in a Country Churchyard, William Blake: The Chimney Sweeper (songs of innocence and songs of experience), The Tyger, William Wordsworth: Tintern Abbey, Daffodils

### UNIT3 (15Lectures)

S T Coleridge: The Rime of the Ancient Mariner, Mathew Arnold: Dover Beach, The Scholar Gipsy Dylan Thomas: Do Not Go Gentle Into That Good Night

### UNIT4 (10Lectures)

W.B.Yeats: Among School Children, Lake Isle of Innisfree David Slavitt: The Titanic  
G. M Hopkins: God's Grandeur

### Learning Outcome

1. The student will be able to recognize poetry across historic periods and get acquainted with the classics of poetry.
2. Understand and appreciate poetry of major poets and analyze the various elements such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
3. The student will develop greater insight into the genesis of the poetic movements and their contribution to literature.

### Reference books [RB]:

1. Appelbaum Stanley. English Romantic Poetry: An Anthology (Dover Thrift Editions). New York: Dover Publications. 1993. Print.
2. Auden, W. H. and Pearson, Norman Holmes. The Portable Romantic Poets. New York: Penguin Classics. 1950. Print.
3. Stephen Greenblatt (Author), Carol T. Christ (Author), Alfred David (Author), Barbara K. Lewalski, Norton Anthology of English Literature, W. W. Norton & Company. 2012. Print
4. Michael Meyer, The Bedford Introduction to Literature Reading, Thinking, and Writing, Macmillan Publication House. 2010. Print

# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

Subject Code	ENG 217	Subject Title	Drama II						
LTP	5 1 0	Credit	6	Subject Category	UC	Year	2019-20	Semester	III

### Course Objective:

- To enable students to articulate informed and relevant creative responses to a dramatist whose work has impacted significantly the dramatic genre during the twentieth century.
- Articulate creative, informed and relevant responses to literary dramas, using appropriate terminology and concepts, and coherent, accurate written expression.
- To explore connections and comparisons between different literary dramas of the century.

### Unit 1

Henrik Ibsen: Ghosts

**(15Lectures)**

### Unit2

(15Lectures)

Samuel Beckett: Waiting for Godot

### Unit3

(15Lectures)

John Osborne: Look Back in Anger

### Unit4

(15Lectures)

Tom Stoppard: Arcadia

### Learning Outcome:

1. Students will be able to articulate orally and in writing an understanding of key concepts and theatre practices in drama since the 1920s.
2. Identify and critically analyze these key concepts and practices.
3. Carry out research to select and combine materials concerning the modern theatre and its landscape.

### TEXT BOOKS [T.B]

- Ibsen, Henrik. Ghosts. Neeland Media, 2007
- Beckett, Samuel. Waiting for Godot. Imprint Grove Press, 2011
- Osborne, John. Look Back in Anger. Penguin Books, 1957
- Stoppard, Tom. Arcadia. John Fleming Media, 2013

### REFERENCE BOOKS [R.B]

- Piepenburg, Erik. Anthony Page of Waiting for Godot Teaches Us How to Pronounce Its Title. The New York Times, April 30, 2009.
- Ackerley, C. J. and Gontarski, S. E., (Eds.) The Faber Companion to Samuel Beckett. London: Faber and Faber, 2006. 620.
- Fleming, John. Tom Stoppard's Arcadia, Modern Theatre Guides. London: Continuum August 5, 2013.
- Stoppard, Tom. Arcadia: A Play in Two Acts. 1993. Samuel French.

# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

Subject Code	ENG 218	Subject Title	Prose						
LTP	5 1 0	Credit	6	Subject Category	UC	Year	2019-20	Semester	III

## Course Objective

- To enable the students to learn how to use the literary perspectives to analyse literature.
- This course will enable the students to develop critical thinking.
- Enable the students to develop a philosophical as well as realistic approach.

Unit1 (15Lectures)

Francis Bacon: Of Studies & Of Ambition, Joseph Addison: Sir Roger at West Minister Abbey Richard Steele: The Spectator Account of Himself

Unit2 (15Lectures)

Charles Lamb: Dream Children, New Year's Eve, William Hazlitt: On the Ignorance of the Learned, The Indian Jugglers

Unit3 (15Lectures)

Bertrand Russell: On Being Modern-Minded, Education & Discipline, John Ruskin: Unto the last

Unit-4 (15Lectures)

A.G. Gardiner: On Saying Please, Rule of Road & Liberty, Martin Luther King: I Have a Dream

## Learning Outcome:

1. The students will develop a reading habit through various texts and learn how to use the literary perspectives to generate the analysis of literature.
2. By the end of this course the students will be able to develop a critical thinking by reading the proposed course.

## TEXT BOOKS [T.B]

1. Nandwani, Aditya. Francis Bacon: Bacon's Essays. New Delhi: Anmol Publication Pvt. Ltd, 2009. Print.
2. Richard John Green, Essays of Joseph Addison. Macmillan Press. 1921. Print
3. Charles Lamb, Essays of Elia. Penguin Random House. 2017. Print
4. Gardiner A.G. Pebbles on the Shore: Alpha of the Plough. 1916. Print

## REFERENCE BOOKS [R.B]

1. Gordon, Ian A. The Movement of English Prose. London: Longman, 1972. Print.
2. Nandwani, Aditya. Francis Bacon: Bacon's Essays. New Delhi: Anmol Publication Pvt. Ltd, 2009. Print.
3. Todorov, Tzvetan. The Poetics of Prose. Oxford: Basil Blackwell, 1977. Print.
4. Vickers, Brian. Francis Bacon and Renaissance Prose. London: C.U.P, 1968. Print.
5. Cunninghans, J.V. (Ed). The Problem of Style. Greenwich, Connecticut: Faircett Publications, Inc., 1966. Print.

## **Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021**

<b>Subject Code</b>	ENG246	<b>Subject Title</b>	Research Methodology						
<b>LTP</b>	5 1 0	<b>Credit</b>	6	<b>Subject Category</b>	GE III	<b>Year</b>	2019-20	<b>Semester</b>	III

### Course Objective:

- To understand the research process and the major research methods in literary research.
- Be able to assess and critique a published journal article that uses one of the primary research methods in the field.
- To understand the importance of research ethics and integrate research ethics into the research process.

Unit 1 (10Lectures)

Research : Meaning and scope Objective and types of research

Unit2 (25Lectures)

Research Methodology, Formulating the research problem, Literature Review  
Research Design, Data Collection & Analysis, Reliability of sources

Unit3 (15Lectures)

Plagiarism & Research ethics, Writing a Term Paper, MLA Style sheet, Notes, References, Bibliography

Unit-4 (10Lectures)

A Term Paper on a literary topic

### Learning Outcome:

1. The student will be able to propose a research study and justify the theory as well as the methodological decisions, including sampling and measurement.
2. The students will be able to understand and apply arrange of quantitative and / or qualitative research techniques to literary works /issues.

### TEXT BOOKS [T.B]

1. Harner, J.L. Literary Research Guide. New York Press,1993. Print.
2. MLA Handbook

### REFERENCE BOOKS [R.B]

1. Miller, R.H. Handbook of Literary Research. The Scarecrow Press, 1995. Print.
2. Jaques Barzun and Henry F. Graft. The Modern Researcher. New York, Harcorurt, Brace &World,1962.Print

## **Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021**

<b>Subject Code</b>	<b>ENG247</b>	<b>Subject Title</b>	<b>Popular Literature</b>						
<b>LTP</b>	4 1 0	<b>Credit</b>	5	<b>Subject Category</b>	GE III	<b>Year</b>	2019-20	<b>Semester</b>	III

### Course Objective:

- To enable the students to understand the term popular, literary and high literatures and trace the history of these terms.
- Discuss the subversive trends in popular literature and understanding its dependence on dominant cultures.
- Interpret and appreciate various genres such as Fantasy, Science Fiction, Crime Fiction, and Romantic Fiction.

Unit1	(15Lectures)
Margret Mitchell: Gone with the Wind	
Unit2	(15Lectures)
Vikram Seth: The Suitable Boy	
Unit3	(15Lectures)
Ruskin Bond: Flight of Pigeons	
Unit-4	(15Lectures)
Khaled Hosseini: The Kite Runner	

### Learning Outcome

1. Students will be able to explore the culture and society of contemporary age.
2. Students will become accomplished, active readers who appreciate ambiguity and complexity and who can articulate their own interpretations with an awareness and curiosity for other perspectives.
3. They will cultivate their capacity to judge the aesthetic and ethical value of literary texts—and be able to articulate the standards behind their judgments.

### TEXT BOOKS [T.B]

1. Margret Mitchell, Gone with the Wind. Macmillan Publisher, 1975
2. Vikram Seth, The Suitable Boy. Harper Collins Publisher, 1993
3. Ruskin Bond, Flight of pigeons. Penguin Publications, 2003
4. Khaled Hosseini, The Kite Runner. Riverhead books, 2003

### REFERENCE BOOKS [R.B]

1. Kanaganayakam, Chelva. Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature. ARIEL, Jan. 1998. Print.
2. Lal, Malashri. Hashmi, Alamgir. and Ramraj, Victor J. Post Independence Voices in South Asian Writings. Delhi: Doaba Publications, 2001. Print.
3. Ramaswamy, Sumathi. Introduction, in Beyond Appearances: Visual Practices and Ideologies in Modern India. Sage: Delhi, 2003. Print.
4. Fiedler, Leslie. Towards a Definition of Popular Literature in Super Culture: American Popular Culture and Europe, ed. C.W.E. Bigs by. Ohio: Bowling Green University Press, 1975. Print.

# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

<b>Subject Code</b>	<b>ENG 219</b>	<b>Subject Title</b>	<b>Creative Writing</b>						
<b>LTP</b>	2 0 0	<b>Credit</b>	2	<b>Subject Category</b>	SEC	<b>Year</b>	2019-20	<b>Semester</b>	III

### Course Objective:

- To teach students how to read critically as writers – to understand other writers' craft, purposes, and aesthetic choices, toward the creation of the students' own original works.
- To offer students the opportunity for frequent and extensive writing, guided by teachers, supported by classmates, building upon reading and study, in order to provide an apprenticeship in the art.
- To produce graduates able to effectively communicate what it is they, as writers, do, and to effectively present literary works, their own as well as the works of others.

### Unit-1

(8 Lectures)

Understanding Creativity, Meaning of Creative Writing, The Art and Craft of Writing, Modes of creative Writing, Csikszentmihalyi's systems model of creativity, Interplay of languages and forms of writing, Theory of Enjoyment, Creativity and culture

### Unit 2 To Be a Writer

(7 Lectures)

Creativity, Writing and Creative Writing: Recent Views, Writers on writing: Albert Camus, Critical reading of important writers: Margaret Atwood (Negotiating with the Dead – A Writer on Writing). Reading and Writing, Essay Writing, Biography/Autobiography Writing

### Unit 3 :Short Stories

(5 Lectures)

Short Story as a genre, Components of short story – Plot, Characterization, Varieties of writing process, Writing Short Story, Angela Carter: The Tiger's Bride, John Steinbeck: Chrysanthemums, James Joyce: Araby

### Unit-4 Drama

(6 Lectures)

Introduction to Drama, Performance and Script Writing-Mime, Drama in the Class Room: Experience and Writing

### Learning Outcome:

1. Students will examine how texts function across a range of genres, contexts, and cultures.
2. Develop and hone skills in creating, editing and revising in the student's primary genre.
3. Demonstrate ability to read and respond thoughtfully and critically in both oral and written form to other writers' works.

### Reference Books [RB]:

1. Neira, Anjana. Creative writing: A Beginner's Manual. Delhi: Pearson Publication, 2009. Print.
2. Everett, Nick. Creative writing and English. The Cambridge Quarterly, 2005. Print.
3. Iversen, Kristen Dena. Shadow Boxing: Art and Craft in Creative Nonfiction. Pearson/Prentice Hall, 2003. Print.
4. Morley, David. The Cambridge Introduction to Creative Writing. Cambridge University Press, 2007. Print.

# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

Subject Code	ENG 226	Subject Title	Fiction I						
LTP	5 1 0	Credit	6	Subject Category	UC	Year	2019-20	Semester	IV

Learning Objective:

- To identify the major themes and characteristics of English Fiction.
- To interpret and analyze representative novels of various eras.
- Connect the works of major writers to their social and historical backgrounds.

<b>Unit 1</b>		<b>(17 Lectures)</b>
Jonathan Swift :	Gulliver’s Travels Book , Charles Dickens : Great Expectations	
<b>Unit 2</b>		<b>(16 Lectures)</b>
George Eliot:	The Mill on the Floss	
<b>Unit 3</b>		<b>(16 Lectures)</b>
Emily Bronte:	Wuthering Heights	
<b>Unit-4</b>		<b>(16 Lectures)</b>
Jane Austen :	Pride & Prejudice	

### Learning Outcome:

1. understanding of a range of texts.
2. an awareness of the significance of historical perspectives in the interpretation of literature
3. consciousness of relevant cultural and social contexts embedded in the text

### **TEXT BOOKS [T.B]**

1. Swift, Jonathan. Gulliver’s Travels, Penguin USA, 2008
2. Dickens, Charles. Great Expectations. Maple Press, 2012
3. Bronte, Emily. Wuthering Heights. Maple Press, 2012.
4. Austen, Jane. Pride & Prejudice. Penguin, 2016
5. Eliot, George. The Mill on the Floss, Worldview Publications, 1999

### **REFERENCE BOOKS [R.B]**

1. Baker, Ernest A. The History of the English Novel: The Day Before Yesterday. Barnes & Noble Books-Imports, January 1, 1975. Print.
2. Hawthorn, Jeremy. Studying the Novel. Bloomsbury Academic, 1985. Print.
3. Chapman, Raymond. The Victorian Debate: English Literature and Society 1832-1901. Basic Books, 1968. Print.
4. Alan Colby, Robert. Fiction with a Purpose: Major and Minor 19th century Novels. Indiana University Press, 1968. Print.

# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

<b>Subject Code</b>	ENG 227	<b>Subject Title</b>	<b>Literary Criticism I</b>						
<b>LTP</b>	5 1 0	<b>Credit</b>	6	<b>Subject Category</b>	UC	<b>Year</b>	2019-20	<b>Semester</b>	IV

**Course Objective:**

- Students will acquire familiarity with a wide range of literary terms and categories relating to literary history, theory, and criticism
- Explore the historical development of various modern critical schools, synthesize ideas in literary form and use literary terms in historical contexts.

Unit1 (18 Lectures)

Plato : The Republic, Book X , Horace : Ars Poetica ( 2 Sections)

Unit2 (18 Lectures)

Longinus: On the Sublime

Unit3 (18 Lectures)

Philip Sidney : An Apology for Poetry , Rousseau: The Social Contract

Unit-4 (11 Lectures)

Samuel Johnson : Preface to Shakespeare , John Dryden: An Essay on Dramatic Poesy

Learning Outcome:

1. Trace the development of different literary theories, considering their significance in their historical contexts.
2. Identify source or seminal ideas found in particular theories and with them interpret individual works.

**TEXT BOOKS [T.B]**

1. Plato. The Republic. Fingerprint Publishing, 2015.
2. Horace. Ars Poetica. Andesite Press, 2017
3. Longinus. On the Sublime. Createspace Independent Pub, 2017
4. Sidney Philip. An Apology for Poetry. Anmol Publisher, 2009

**REFERENCE BOOKS [R.B]**

D.J Enright and Ernst De Chickeraed. English Critical Texts: 16th to 20th Centuries. Oxford University Press.



# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

Subject Code	ENG 228	Subject Title	American Literature						
LTP	5 1 0	Credit	6	Subject Category	UC	Year	2019-20	Semester	IV

### Course Objective:

1. To enable the student to develop familiarity with the social and political forces shaping American culture with time.
2. Use textual evidence to read complex literary texts deeply and critically.

Unit 1 (15 Lectures)

Essay/Prose, Ralph Waldo Emerson : American Scholar, Nature

Unit 2 (20 Lectures)

Novels/Fiction , Mark Twain: The Adventures of Tom Sawyer

Unit-3 (20 Lectures)

Drama Arthur Miller : Death of a Salesman 20

Unit-3 (10 Lectures)

Poetry Walt Whitman : Song of Myself (Section 1, 5, 6, 10, 20, 21)

Emily Dickinson : Success is Counted Sweetest, Because I Could Not Stop for Death Robert Frost

: Mending Wall, The Road Not Taken

### Learning Objective:

1. have in depth knowledge of the roots of American literature and get to know about the literary eras, background information, and important social and political ideas of the time.
2. analyze the elements and strategies of various genres and explore various implicit ideas.

### TEXT BOOKS [T.B]

1. Miller Arthur . Death of a Salesman. UK. Penguin, 2011
2. Twain Mark: The Adventures of Tom Sawyer. Penguin Classics, 2016

### REFERENCE BOOKS [R.B]

1. Cayton, Mary Kupiec. Emerson's Emergence: Self and Society in the Transformation of New England, 1800–1845. Chapel Hill: University of North Carolina Press. 1989. Print.
2. Greenspan, Ezra, ed. Walt Whitman's "Song of Myself": A Sourcebook and Critical Edition. New York: Routledge, 2005. Print.

# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

<b>Subject Code</b>	<b>ENG 248</b>	<b>Subject Title</b>	Media and Communication Skills						
<b>LTP</b>	5 1 0	<b>Credit</b>	6	<b>Subject Category</b>	GE IV	<b>Year</b>	2019-20	<b>Semester</b>	IV

Course Objective:

- Educate students to be problem solvers who are especially strong in oral and written communication.
- Encourage students' analytical and creative skills in order to prepare them to address a wide variety of challenges in their professional lives.
- Prepare students for lifelong productive careers which may include graduate studies, communication professions or corporate leadership.

Unit 1 (14 Lectures)

Introduction to Mass Communication, Mass Communication and Globalization, Forms of Mass Communication, Topics for Student Presentations: Case studies on current issues Indian journalism, Performing street plays, Writing pamphlets and posters, etc.

Unit 2 (15 Lectures)

Advertisement, Types of Advertisements, Advertising Ethics, How to create advertisements/storyboards, Topics for Student Presentations: Creating an advertisement/visualization, Enacting an advertisement in a group, Creating jingles and taglines

Unit 3 (18 Lectures)

Media Writing :Scriptwriting for TV and Radio Writing news Reports and Editorials  
Editing for Print and Online Media Topics for Student Presentations: Script writing for a TV news/panel discussion/radio programme/hosting radio Programmes on community radio, Writing news reports/book reviews/film reviews/TV program reviews/interviews Editing articles, Writing an editorial on a topical subject

Unit 4 (18 Lectures)

Introduction to Cyber Media and Social Media, Types of Social Media, The Impact of Social Media Introduction to Cyber Media

Learning Outcome:

1. a global awareness of political, social and corporate issues influenced by communication sensitivity and skills.
2. the ability to apply rhetorical principles in a variety of creative, cinematic, organizational, professional and journalistic venues.
3. confidence and skills related to the creation of media productions such as film and video.

# **Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021**

## REFERENCE BOOKS [R.B]

1. Macqnail, Denis. Mass Communication. New Delhi. OmBooks.2000
2. Pearce, K.J. Media and Mass Communication Theories: In Encyclopedia of Communication Theory. SAGE Publications, 2009.Print.
3. Bovee, Courtland L. and Arens, William F. Contemporary Advertising, Fourth Edition.Richard D. Irwin, Inc., 1992.Print.
4. Buckingham, David. Media education: literacy, learning and contemporary culture, Reprinted ed. Cambridge: Polity Press,2007.Print.
5. McLuhan, Marshall. Understanding Media: The Extensions of Man. New York: McGraw-Hill, 1964.Print.
6. Messaris, Paul and Humphreys Lee eds. Digital Media: Transformations in Human Communications. New York: Peter Lang Publishing.2006

# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

<b>Subject Code</b>	ENG 249	<b>Subject Title</b>	Introduction to ELT( TESL)						
<b>LTP</b>	5 1 0	<b>Credit</b>	6	<b>Subject Category</b>	GE IV	<b>Year</b>	2019-20	<b>Semester</b>	IV

## Course Objective

- To introduce students to the nature of English language learning and its theoretical implications.
- To enable students to evaluate a variety of language learning methods and approaches.
- To enable students to situate ELT in their contexts of language learning.

## Unit1

(14 Lectures)

Historical Perspective , ELT and its beginnings: development of reading approach, oral method and audio-lingual method, ELT and post WWII developments: the structural turn

## Unit2

(15 Lectures)

Contemporizing ELT, Communicative Language Teaching (CLT): the concept of 'communicative competence'; approaches within CLT, ESL in India: a historical trajectory and recent developments

## Unit3

(18 Lectures)

Linguistics and English Language Teaching: Systemic Functional Linguistics and ELT: Halliday's notion of 'transitivity' and 'meta-functions'

Corpus Linguistics ELT: corpus studies and how it can be used for language teaching

## Unit 4

(18 Lectures)

'World Englishes' and ELT, Model of the 'Concentric Circles' and its impact on ELT, The concept of 'linguistic imperialism': problematizing ELT

## Learning Outcome:

1. Communicative approaches to English language teaching.
2. To understand the theories and methodologies of ELT.
3. To explore core components of communicative language teaching

## REFERENCE BOOKS [R.B]

1. Maybin, Janet and Swann, Joan. (2009). The Routledge Companion to English Language Studies. London: Routledge, Print.
2. Richards, J. & T.S. Rogers. (1986). Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press, Print.
3. Ur, Penny. (1996). A Course in Language Teaching: Practice and Theory. Cambridge: Cambridge University Press, Print.

# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

Subject Code	HS384	Subject Title	Principles of Management						
LTP	2-0-0	Credit	2	Subject Category	Elective	Year	II	Semester	IV

## Course Objective

- The objective of this course is to familiarize B.Tech. Students with the roles, responsibilities, and skills required of modern managers.
- This course will be present the concepts of management as it applies to current thinking in the workplace.

## Unit 1: Overview of management

**5 Hrs.**

Definition-Management-Role of managers-Organization and the internal and environmental factors –Trends and Challenges of Management in India.  
Directing – delegation –span of control– communication, Controlling

## Unit 2: Management Information

**4 Hrs.**

Introduction to functional areas of management, Operations management, Human resources management, Marketing management, Financial management

## Unit 3: Planning Approach to Organizational Analysis

**10 Hrs.**

Design of organization structure; job design and enrichment; job evaluation and merit rating

## Unit 4: Motivation and Productivity

**7 Hrs.**

Theories of motivation, Leadership styles and Managerial grid. Co-ordination, monitoring and control in organizations. Techniques of control; Few Cases on current management issues in India

## COURSE OUTCOME:

The outcome of the course is to present the topics in management, management theories, while at the same time focusing on practical applications in the real world especially for engineers.

## TEXT BOOKS:

1. Schermerhorn, Management and Organisational Behaviour essentials, Wiley India
2. Koontz: Essentials of Management, PHI Learning.
3. Hirschey: Managerial Economics, Cengage Learning.
4. A V Rau: Management Science, BSP, Hyderabad
5. Mote, I Paul and Gupta: Managerial Economics Concepts & Cases, TMH, New Delhi.
6. Stephan R Robbins Fundamental of Management, Pearson

## REFERENCE BOOKS

- Koontz, H., and Weihrich, H., Essentials of Management: An International Perspective, 8th ed., McGraw Hill, 2009.
- Hicks, Management: Concepts and Applications, Cengage Learning, 2007.
- Mahadevan, B., Operations Management, Theory and Practice, Pearson Education Asia, 2009
- Kotler, P., Keller, K.L, Koshy, A., and Jha, M., Marketing Management, 13th ed., 2009.
- Khan, M.Y., and Jain, P.K., Financial Management, Tata-Mcgraw Hill, 2008.

## **Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021**

<b>Subject Code</b>	ENG306	<b>Subject Title</b>	<b>Fiction II</b>						
<b>LTP</b>	5 1 0	<b>Credit</b>	6	<b>Subject Category</b>	Core	<b>Year</b>	III	<b>Semester</b>	V

### **Course Objective:**

- To identify the major themes and characteristics of modern fiction.
- To interpret and analyze representative novels of the modern era.
- To trace the characteristics of widespread experiments and innovations in subject matter, form, plot, style and character.

### **UNIT 1: (17)**

Virginia Woolf: *To the Lighthouse*

### **UNIT 2: (15)**

George Orwell: *Animal Farm*

### **UNIT 3: (17)**

E.M Forster: *A Passage to India*

### **UNIT 4: (16)**

William Golding: *Lord of the Flies*

### **Learning Outcome:**

1. The students will be able to understand the transition of old norms about art, life and literature to new ones based on liberty & self-realisation.
2. Develop an understanding of the concept of inner subjective time as opposed to external linear time with an emphasis on human mind.

### **Text book [TB]:**

1. Orwell, George. *George Orwell: The Complete Novels*. Penguin U.K., 2001.Print.

### **. Reference books [RB]:**

1. Woolf, Virginia. *To The Light House*. Collection Library, 2004.Print.
2. Forster, E.M. *A Passage to India*. Amereon Limited, 1999.Print.
3. Golding, William. *Lord of the Flies: New Educational Edition*. Faber & Faber, 2012.Print

# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

Subject Code	ENG307	Subject Title	Literary Criticism II						
LTP	5 1 0	Credit	6	Subject Category	UC	Year	III	Semester	V

## Course Objective:

- Investigate the various theories associated with literary criticism.
- Develop an understanding of the terminology associated with modern literary criticism, and explore the different ways in which these theories can be applied to specific literary texts.

## UNIT 1: (17)

William Wordsworth: Preface to the *Lyrical Ballads* (1802)

S.T. Coleridge: *Biographia Literaria*. Chapters IV, XIII and XIV

Mathew Arnold: *The Study of Poetry*

## UNIT 2: (15)

T.S. Eliot: *Tradition and the Individual Talent* 1919

*The Function of Criticism* 1920

Sigmund Freud: *Psycho-Analytical Theory*

## UNIT 3: (17)

Northrop Frye: *Archetypes of Literature*

I.A. Richards: *Principles of Literary Criticism* Chapters 1, 2 and 34.

*Practical Criticism* (1929)

## UNIT 4: (16)

Cleanth Brooks: *The Language of Paradox*

*The Well-Wrought Urn: Studies in the Structure of Poetry* (1947) *The Heresy of Paraphrase*

Ferdinand De Saussure: *Nature of Linguistic Sign*

Catherine Gallagher and Stephen Greenblatt: *Practising New Historicism*

James Holstun: *Ranting at the New Historicism*.

## Learning Outcome:

1. The student will be able to isolate in each theory the core concepts and compare and contrast these concepts with those found in other critical systems.
2. Define and utilize the terms and expressions common throughout the field of criticism and incorporate modern theories in the interpretation of individual works of literature.

## Text book [TB]:

1. C.S. Lewis: Introduction in *An Experiment in Criticism*, Cambridge University Press 1992. Print.
2. M.H. Abrams: *The Mirror and the Lamp*, Oxford University Press, 1971. Print.

## Reference books [RB]:

1. Rene Wellek, Stephen G. Nicholas: *Concepts of Criticism*, Connecticut, Yale University 1963. Print.
2. Taylor and Francis Eds. *An Introduction to Literature, Criticism and Theory*, Routledge, 1996. Print.

# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

<b>Subject Code</b>	ENG346	<b>Subject Title</b>	<b>Indian Diasporic Literature</b>						
<b>LTP</b>	5 1 0	<b>Credit</b>	6	<b>Subject Category</b>	DSE I	<b>Year</b>	III	<b>Semester</b>	V

## Course Objective:

- To introduce the students to the process of emigration, settlement and identity formation in host societies.
- To understand the ethnicity of Indian diasporic communities in relation to the changing power structures, under which ethnic identity is an integrating or divisive force.
- To understand the transnational networks and linkages between India and the Indian diaspora, and between diasporic communities

## UNIT 1: (17)

Introduction to Diaspora,  
Development of Indian Diaspora: A Historical Perspective  
Critical Paradigm: Bhabha, Rushdie, Gayatri Spivak

## UNIT 2: (15)

Jhumpa Lahiri: *The Namesake*

## UNIT 3: (17)

V.S Naipaul: *A House for Mr. Biswas*

## Unit 4 (16)

Chitra Banerjee Divakaruni: *The Mistress of Spices*

## Learning Outcome:

1. Develop a complex understanding of the contributions of Asian Diaspora literature and cultures to the field of English Studies.
2. Understand and critically interrogate vital concepts of subjectivity such as hybridity, diaspora, exile, and orientalism.
3. Make informed notions of, and debate on the vicissitudes of diaspora and its complementary concepts in both their tutorial interactions and their assignments and exam.

## Text book [TB]:

1. Mistry, Rohinton. *A Fine Balance*. Canadian Broadcasting Corporation, July 1, 2014.Print.
2. Lahri, Jhumpa. *The Namesake*. BookRags, Inc., 2016.Print.
3. Cudjoe, S.R. and Naipaul, V.S. *A Materialist Reading*.University of Massachusetts Press, 1988.Print.

## Reference books [RB]:

1. Hayward, Helen. *The Enigma of V S Naipaul: Sources and Contexts*. New York: Palgrave Macmillan, January 1, 2002.Print.



# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

<b>Subject Code</b>	ENG347	<b>Subject Title</b>	<b>Dalit Literature</b>						
<b>LTP</b>	5 1 0	<b>Credit</b>	6	<b>Subject Category</b>	DSE I	<b>Year</b>	III	<b>Semester</b>	V

## Course Objective:

- To familiarize students with the subjugated community and with the problems faced by marginalized groups. Also the nature and forms of discrimination and social exclusion faced by the community.
- To familiarize students with the social milieu, autobiography and background of the Dalit writers.
- To explore the social and psychological and economic conditions of the society.

## UNIT 1: (17)

M. N. Javaraiah: *Clamour of the Sin of Merit*  
 K. C. Kattakkada: *Blacksmith*  
 Mohan Das Nemishaya: *Death of God*  
 J V Pawar: *Birds in Prison*  
 ArunKamble: *Which Language I Should Speak?*

## UNIT 2: (15)

Om Prakash Valmiki: *Joothan* (Trans. From Hindi by ArunPrabhaMukharjee),

## UNIT 3: (17)

Vijay Tendulkar: *Kanyadaan* (Trans from Marathi by GowriRamnarayan)

## Unit 4 Short Stories

(16)

Bandhumadhav: *The Poisoned Bread* (Trns by Ramesh Dnyate),  
 DavanaurMahadev: *Sold Ones* (Trns by R. K. Naik),  
 T. K. C. Vaduthala: *Take Your Rosary Back*

## Learning Outcome:

1. Students will get to know about untouchability, paternalism, racial segregation, caste violence and marginalization.
2. Students will get to know the conditions that led writers to write about Dalits. Also the self-down gradation of these people since ages and how they sought to find a voice.
3. Students will get familiarize with the conditions of abject poverty, unhealthy environment and their deprivation from basic fundamental rights.

## **Text book [TB]:**

1. Gunashekaran K. *The Scar*. (Trans from Tamil by V Kadambari). Chennai: Orient Longman. 2009.Print.
2. Dasan M., Pratibha V. *The Oxford India Anthology of Malyalam Dalit Writing*. New Delhi: Oxford University Press. 2012.Print
3. Devi. Mahasweta. *Five Plays*. Trans. by SamikBandhopadhyay. Calcutta: Seagull.

## **Reference books [RB]:**

1. K Satyanarayana & Susie Tharu (ed). *No Alphabet in Sight: New Dalit Writing from South India*. New Delhi: Penguin Books. 2011.Print.
2. SharmilaRege. *Writing Caste: Writing Gender*. Delhi: Juban, 2006.Print.

# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

Subject Code	ENG348	Subject Title	Biblical and Classical Background to English Literature						
LTP	5 1 0	Credit	6	Subject Category	DSE II	Year	III	Semester	V

## Course Objective:

- To acquaint the students with the Biblical and Classical works.
- To acquaint the students with the Genesis of Greek and Roman Myths
- To acquaint the students with Genesis of Greek and Roman Myths

### UNIT 1: History of Bible translation

(17)

Different Bibles: King James Version, Old Testaments, Christian Bibles  
The New Testament: Good News, Acts of the apostles, Epistles, Book of revelation

### UNIT 2

(17)

Jesus' Life and Christian rituals  
The Bible and English literature

### UNIT 3: (15)

Genesis of Greek and Roman Myths  
Stories of Gods and Goddesses

### Unit 4 (16)

Classical Myth and tragedy  
Classical Myth and the Epics  
Classical Myth and English Literature

### Learning Outcome:

1. The student will develop an understanding of the primary Biblical and Classical texts
2. Recognize the relationship and significance of the religious, historical, mythological or philosophical contexts in literary works studied.
3. Understand how traditional stories, themes, and motifs form a part of subsequent literature.

### Text book [TB]:

1. UK, Collins. *Holy Bible*: King James Version copyrighted
2. Drane, W. John. *Jesus and the Four Gospel*, LION HUDSON PLC, 1984

### Reference books [RB]:

1. Bulfinch, Thomas. *Bulfinch's Greek and Roman Mythology*, Dover Publications, 2000
2. Ward, Kaari *Jesus and His Times*, Reader's Digest Association, 1990
3. Graves, Robert *Greek Myths*, Penguin Classics Deluxe edition, 2012

# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

<b>Subject Code</b>	ENG349	<b>Subject Title</b>	Women Writing						
<b>LTP</b>	5 1 0	<b>Credit</b>	6	<b>Subject Category</b>	DSE III	<b>Year</b>	III	<b>Semester</b>	V

## Course Objective

- The course will provide a selection of novels and/or short stories by and/or about women that explicate the significance of works of literature in terms of the intellectual and cultural contexts from which they originated.
- The course will demonstrate the development and thematic context of feminist fiction and its contribution to the development of new narrative techniques.

## Unit 1 (14 Lectures)

### Poetry

Emily Dickinson:	<i>I cannot live with you I'm wife I've finished that</i>
Sylvia Plath:	<i>Daddy Lady Lazarus</i>
Eunice De Souza:	<i>Advice to Women Bequest</i>

## Unit 2 (17 Lectures)

### Fiction

Alice Walker:	<i>The Color Purple</i>
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## Unit 3 (17 Lectures)

### Short Stories

Charlotte Perkins Gilman:	<i>The Yellow Wallpaper</i>
Katherine Mansfield:	<i>Bliss</i>
Shashi Deshpande:	<i>A Liberated Woman</i>

## Unit 4 (18 Lectures)

### Non-Fiction

Mary Wollstonecraft:	<i>A Vindication of the Rights of Woman</i>
Ramabai Ranade:	<i>A Testimony of our Inexhaustible Treasures</i>
Virginia Woolf:	<i>A Room of One's Own</i>
Simone de Beauvoir:	<i>The Second Sex ( pp. 3–18. )</i>

## Learning outcome

- The students will exhibit an understanding of the developments, themes, and narrative strategies of English-language feminist fiction.
- The students will be able to engage in literary textual analysis and will develop an understanding of how women writers have contributed to the manner in which society perceives the role of women in society

# **Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021**

## **TEXT BOOKS [T.B]**

1. Woolf Virginia. *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
2. Wollstonecraft Mary. *A Vindication of the Rights of Woman* (New York: Norton, 1988)
3. Ranade Ramabai 'A Testimony of our Inexhaustible Treasures', in Pandita Ramabai Through Her Own Words: Selected Works, tr. Meera Kosambi (New Delhi: OUP, 2000)

## **REFERENCE BOOKS [R.B]**

1. Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
2. Woolf Virginia. *Three Guineas* (New York : Harcourt, Brace and Co, 1938)

# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

<b>Subject Code</b>	ENG308	<b>Subject Title</b>	Post-Colonial Literature						
<b>LTP</b>	5 1 0	<b>Credit</b>	6	<b>Subject Category</b>	Core	<b>Year</b>	III	<b>Semester</b>	VI

## Course Objective

- To introduce students with Post- Colonial critical practice and Post- Colonial theory in global context.
- To explore the practice, experiences and legacies of imperial power in local, transnational and global settings from early modern period to the present day.
- To enable students to grasp the Post- Colonial conditions in Africa, India and other nations. Also the subjugated nations.

### Unit 1

**(17 Lectures)**

#### Novel:

Chinua Achebe: *Things Fall Apart*

### Unit 2

**(16 Lectures)**

#### Essays:

Edward Said : From *Orientalism*: 'The Scope of Orientalism'

Aijaz Ahmad : 'Literary Theory and Third World Literature'

### Unit 3

**(16 Lectures)**

#### Poetry:

Judith Wright: *Clock and Heart*

Derek Walcott: *A Far Cry from Africa*

Kishwar Naheed: *I am Not that Woman*

Margret Atwood: *A Sad Child*

### Unit 4

**(16 Lectures)**

#### Short Story:

Henry Lawson: *The Drover's Wife*

Alice Munroe: *The Photographer*

Nadine Gordimer: *Six Feet of the Country*

V.S. Naipaul: *Man-man*

## Learning outcome:

- Students will have in depth knowledge about the meaning of Colonialism and Post- Colonialism.
- Organize their critical knowledge of Post- Colonial concepts and other contemporary cultural theories and combine the cultural links among them.
- Students will get acquainted with Negritude, atrocities of colonizers, concept of subjugation and 'other'.

## TEXT BOOKS [T.B]

1 Said, Edward. *Orientalism*. Harmondsworth: Penguin Publishers, 1978. Print.

2 Achebe, Chinua *Things Fall Apart*: Penguin Books, 1994. Print

**Amended by the BoS and approved by the Academic Council at its 9th Meeting held on 14.04.2018**

# **Course Structure& Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021**

## **REFERENCE BOOKS [R.B]**

- Loomba, Ania. *Colonialism/ Postcolonialism*. Routledge, 2015.Print.
- Thiong'o, NgugiWa. *The Language of African Literature: Decolonizingthe Mind*. London: James Curry, 1986.Print.
- Nayar, K. Pramod. *Post Colonial Literature: An Introduction*. Pearson Education India, 2008.Print.

# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

<b>Subject Code</b>	ENG309	<b>Subject Title</b>	Indian English Literature						
<b>LTP</b>	5 1 0	<b>Credit</b>	6	<b>Subject Category</b>	Core	<b>Year</b>	III	<b>Semester</b>	VI

## Course Objective

- It will also enable the students to understand Indian Writers in English.
- The course will also enable the students understand the level of Indian English writing and its place in English Literature.

### Unit 1 (15 Lectures) Poetry

Rabindranath Tagore:	<i>Geetanjali</i> - (part 1 and 2)
A K Ramanujan:	<i>A River</i>
Nissim Ezekiel:	<i>The Night of Scorpion</i>
Sarojani Naidu:	<i>The Palanquin Bearers</i>
Toru Dutt:	<i>Casuarina Tree</i>

### Unit 2 (15 Lectures) Fiction

R.K.Narayan:	<i>The Guide</i>
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### Unit 3 (20 Lectures) Drama

Kaalidas:	<i>Abhigyaanshakuntalam</i>
Girish Karnad:	<i>Tughlaq</i>

### Unit IV (15 Lectures) Short Stories

R.N.Tagore:	<i>Kaabuliwala, The Post Master</i>
Ruskin Bond:	<i>The Room on the Roof,</i>
Nayantara Sehgal:	<i>Martand</i>
Anita Desai:	<i>Surface Textures.</i>

## Learning outcome:

- The students will be able to get acquainted with the prominent Indian Writers in English.
- The students will be able understand the level of Indian English Writing and its place in English Literature.

## TEXT BOOKS [T.B]

1. Narayan, R.K.Guide. Surgeet Publication, 2018
2. Karnad, Girish. Tuglaq. Oxford Publication House, 1997
3. Kalidas. Abhigyaanshakuntalam. Surgeet Publication, 2018

**Amended by the BoS and approved by the Academic Council at its 9th Meeting held on 14.04.2018**

# **Course Structure& Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021**

## **REFERENCE BOOKS [R.B]**

1. Tagore, Rabindra. *Nationalism*. Delhi: Rupa Publications, 1992.Print.
2. Chinhade, Sirish. *Five Indian English Poets*. New Delhi: Atlantic Publishers and Distributors, 1996.Print.
3. Naik, M.K. *A History of Indian English Literature*. New Delhi: SahityaAkademi, 2004.Print.
4. Agrawal, K.A. Ed. *Indian Writing In English: A Critical Study*. Atlantic Publishers &Dist, 2003.Print.



# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

<b>Subject Code</b>	ENG356	<b>Subject Title</b>	African Writing in English						
<b>LTP</b>	5 1 0	<b>Credit</b>	6	<b>Subject Category</b>	DSE III	<b>Year</b>	III	<b>Semester</b>	VI

## Course Objective

- Students will develop analytical and critical thinking skills about Africans
- To develop advanced knowledge about the emerging and established interdisciplinary scholarship about peoples of African descent around the world.
- To develop an awareness of intersections of critical race theory, gender, class, and sexuality and the ways these factors influence the lives of communities living throughout the African

## Unit 1 (17 Lectures) Fiction

NgugiWaThiong’o (Kenya) : *The River Between*

## Unit 2 (15 Lectures) Poetry

Gabriel Okara : *Piano and Drums and Once Upon A Time*  
 Leopold Sedar Senghor : *Native*  
 Dennis Brutus (S. Africa) : *Akhenaton’s Song/Prayer/Psalm*

## Unit 3 (15 Lectures) Non-fiction

Chinua Achebe ( Nigeria) : *The Novelist as Teacher*  
 NgugiWaThiong’o (Kenya) : *The Language of African Literature*

## Unit 4 (18 Lectures) Drama

Wole Soyinka (Nigeria) : *A Dance of the Forests*

## Background Readings on History:

## Learning Outcome

- The student will develop a critical understanding of African literature; knowledge of key theoretical and critical issues in the interpretation of African literature.
- Knowledge of the cultural underpinnings of African literature and its relations with other modern literatures.
- Knowledge of the theoretical aspects of comparative literature, with focus on the literatures of Africa and Asia.

## TEXT BOOKS [T.B]

1. Thiong, Ngugiwa. *The River Between*. Heinemann, 1965.Print.
2. Okara, Gabriel. *Gabriel Okara: Collected Poems*. University of Nebraska Press, 2016.Print.
3. Morrison, Jago. *Chinua Achebe*. Oxford University Press, 2014.Print.
4. Soyinka, Wole. *A Dance of the Forests*. Oxford University Press, 1963.Print.

**Amended by the BoS and approved by the Academic Council at its 9th Meeting held on 14.04.2018**

# **Course Structure& Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021**

## **REFERENCE BOOKS [R.B]**

1. Diop, Cheikh Anta. *Pre colonial Black Africa*. Chicago Review Press; Seventh Printing edition 1988.
2. Davidson, Basil. *The African Past*. Atlantic Little Brown, 1976.
3. Fanon, Frantz. *Black Skin, White Masks*. Perseus Books Group, 2007.

# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

<b>Subject Code</b>	ENG357	<b>Subject Title</b>	<b>Modern Literary Theory</b>						
<b>LTP</b>	5 1 0	<b>Credit</b>	6	<b>Subject Category</b>	<b>DSE II</b>	<b>Year</b>	III	<b>Semester</b>	VI

## Course Objective:

- To introduce students with the practical reading of literature, literary theories like Structuralism, Post-Structuralism, Marxism and so on ( as prescribed in the syllabus).
- To analyze the relationship between author and work; also to familiarize the significance of race, class, gender, both from the stand point of the biography of the author.
- To identify and discuss the major theorists like Jacques Derrida, Karl Marx, Terry Eagleton, Antonio Gramsci and so on ( as prescribed in the syllabus).

### UNIT 1: Marxism

**(17)**

Antonio Gramsci: 'The Formation of the Intellectuals' and 'Hegemony (Civil Society) and Separation of Powers' in *Selections from the Prison Notebooks*  
 Louis Althusser : Ideology and Ideological State Apparatuses in *Lenin and Philosophy and Other Essays*

### UNIT 2: Feminism

**(15)**

Elaine Showalter: 'Twenty Years on: A Literature of Their Own Revisited', in *A Literature of Their Own: British Women Novelists from Bronte to Lessing*  
 Luce Irigaray: 'When the Goods Get Together' from *This Sex which is Not One*, in *New French Feminisms* Judith Butler: *Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory*.

### UNIT 3: Post-Structuralism

**(15)**

Jacques Derrida: Structure, Sign and Play in the Discourse of the Human Science  
 Michel Foucault: Truth and Power in *Power and Knowledge, What is an Author*

### Unit 4: Post-Colonial Studies

**(16)**

Gayatri Chakravarty Spivak: Can the Subaltern Speak?  
 Homi K. Bhabha: Location of Culture-On Mimicry and Man

## Learning Outcome:

1. Students will learn to apply the concepts or arguments successfully in a close reading of a literary text.
2. Students will get to know about the contemporary cultural forces in influencing emerging trends in literary theory like Eco- Criticism, Trauma theory, Chaos theory.
3. Understanding the role of historical context in interpretation as well as the relevance of linguistic and unconscious elements of the text.

## Text book [TB]:

1. Gramsci, Antonio. *Selections from the Prison Notebooks*, ed. and tr. Quentin Hoare and Geoffrey Novell Smith London: Lawrence and Wishart, 1971

**Amended by the BoS and approved by the Academic Council at its 9th Meeting held on 14.04.2018**

# **Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021**

2. Althusser, Louis. *Ideology and Ideological State Apparatuses in Lenin and Philosophy and Other Essays*: New Delhi: Aakar Books, 2006
3. Showalter, Elaine. 'Twenty Years on: A Literature of Their Own Revisited', in *A Literature of Their Own: British Women Novelists from Bronte to Lessing*, London: Virago, 2003
4. Irigaray, Luce, *This Sex Which is Not One*, New York: Schocken Books, 1981
5. Derrida, Jacques, *Structure, Sign and Play in the Discourse of the Human Science*, London: Longman, 1988
6. Foucault Michel, 'Truth and Power', in *Power and Knowledge*, New York: Pantheon, 1977
7. Spivak, Gayatri Chakravarty, *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present*, Publishers Weekly, 1999

## **Reference books [RB]:**

1. Bennett, Tony. *Formalism and Marxism*. London: Methuen.1979.Print.
2. Culler, Jonathan. *On Deconstruction: Theory and Criticism After Structuralism*.London: Routledge and Kegan Paul.1983.Print.
3. Terry Eagleton, *Literary Theory: An Introduction*.Oxford: Blackwell, 2008.Print.  
Peter Barry, *Beginning Theory* (Manchester: Manchester University Press, 2002).Print.

# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

<b>Subject Code</b>	ENG358	<b>Subject Title</b>	Partition Literature						
<b>LTP</b>	5 1 0	<b>Credit</b>	6	<b>Subject Category</b>	DSE IV	<b>Year</b>	III	<b>Semester</b>	VI

## Course Objective

- To develop a good understanding of the complex politics and the histories of nationalist and imperial politics that are held to account for the partition of British India..
- To develop a basic familiarity with the history of the subcontinent and examine the 'experience' of partition beyond its politics.
- To familiarize the students with the historiography of colonialism, nationalism and gain an understanding of the politics of identity, the role of literature and culture, questions of memory and pain, as well as international geopolitics

## Unit 1

### Fiction I

Khuswwant Singh

*Train to Pakistan*

(16 Lectures)

## Unit 2

### Fiction II

Amitav Ghosh

*The Shadow Lines.*

(16 Lectures)

## Unit 3

### Short Stories & Poetry

Manik Bandhopadhyaya:

*The Final Solution*

Dibyendu Palit:

*Alam's Own House*

Sa'adat Hasan Manto:

*Toba Tek Singh*

Faiz Ahmad Faiz:

*For Your Lanes, My Country*

Jibananda Das:

*I Shall Return to This Bengal*

Gulzar:

*Toba Tek Singh*

(17 Lectures)

## Unit 4 Non Fiction

(16 Lectures)

Urvashi Butalia: *The Other Side of Silence: Voices from the Partition of India* Contemporary & Modern media Responses to Partition

## Learning outcome

- An awareness of the human and social costs of geopolitical power struggles.
- The ability to identify the complex themes in any discussion on partition. Understand the global and local contexts of nationalist politics.
- The ability to learn to read primary materials and locate them in a context of politics and power, thus enhancing your critical faculties.

### Text Books:

1. Singh, Khushwant. *Train to Pakistan*. Penguin, 2016.
2. Ghosh Amitav, *The Shadow Line*. Penguin, 2009
3. Bandhopadhyaya Manik tr. Rani Ray, *Mapmaking: Partition Stories from Two Bengals*, ed. Debjani Sengupta, New Delhi: Srishti, 2003

**Amended by the BoS and approved by the Academic Council at its 9th Meeting held on 14.04.2018**

# **Course Structure& Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021**

4. PalitDibyendu tr. Sarika Chaudhuri, Bengal Partition Stories: An Unclosed Chapter, ed. Bashabi Fraser, London: Anthem Press, 2008
5. Black Margins: Manto, tr. M. Asaduddin, New Delhi: Katha, 2003

## **Reference Books:**

1. Menon, Ritu and Bhasin, Kamla. *Borders & Boundaries: Women in India's Partition*. New Delhi: Kali for Women, 1998.Print.
2. Kumar, Sukrita. *Narrating Partition: Texts, Interpretations, Ideas*. Delhi: Indialog, 2004.Print.
3. Butalia, Urvashi. *The Other Side of Silence: Voices from the Partition ofIndia*. Delhi: Kali for Women, 2000.Print.

# Course Structure & Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021

<b>Subject Code</b>	ENG359	<b>Subject Title</b>	Translation Studies						
<b>LTP</b>	5 1 0	<b>Credit</b>	6	<b>Subject Category</b>	DSE IV	<b>Year</b>	III	<b>Semester</b>	VI

## Objective

To acquaint the students with the concept, scope and significance of translation.

To understand the inter-cultural and linguistic thrust in translation.

## Unit I (15 Lectures)

Nature and scope of translation. History, Issues in translation: autonomy, linguistic, textual and cultural equivalence, transcreation, inter-cultural transference, translation as metatext. Translation and Multilingualism.

## Unit II (16 Lectures)

### Short Stories

Premchand: *The Shroud*

Ismat Chughtai: *The Quilt, in Lifting the Veil: Selected Writings of Ismat Chughtai*,

Gurdial Singh: *A Season of No Return*

Fakir Mohan Senapati: *Rebati*

## Unit 3 (16 Lectures)

### Poetry

Rabindra Nath Tagore: *Light, Oh Where is the Light? and When My Play was with thee*

G.M. Mukhtibodh: *The Void and So Very Far*

Amrita Pritam: *I Say Unto Waris Shah*

Thangjam Bopishak Singh: *Dali, Hussain, or Odour of Dream, Colour of Wind' and 'The Land of the Half-Humans'*

## Unit 4 : (18 Lectures)

### Fiction

G. Kalyan Rao: *Untouchable Spring*

### Learning Outcome

- The students will be able to understand the relation between translation and multilingualism.
- The students will understand the cultural turn in translation studies.

### TEXT BOOKS [T.B]

1. Premchand, Munshi. 'The Shroud', in Penguin Book of Classic Urdu Stories, ed. M. Assaduddin (New Delhi: Penguin/Viking, 2006).
2. Chughtai, Ismat. 'The Quilt', in Lifting the Veil: Selected Writings of Ismat Chughtai, tr. M. Assaduddin (New Delhi: Penguin Books, 2009).
3. Singh, Gurdial. 'A Season of No Return', in Earthy Tones, tr. Rana Nayar (Delhi: Fiction House, 2002).
4. Senapati, Fakir Mohan. 'Rebati', in Oriya Stories, ed. Vidya Das, tr. Kishori Charan Das (Delhi: Srishti Publishers, 2000).
5. Rao, G. Kalyan. Untouchable Spring, tr. Alladi Uma and M. Sridhar (Delhi: Orient BlackSwan, 2010)

# **Course Structure& Syllabus of B.A (Hons.)– English Applicable for Batch 2018-2021**

## **REFERENCE BOOKS [R.B]**

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- Barnstone, W. *The Poetics of Translation: History, Theory, Practice*. Yale: Yale University Press,1993. Print.
- Chaudhuri, Sukanta. *Translation and Understanding*. Delhi: Oxford University Press, 1999.Print.