

DEPARTMENT OF ENGLISH & OTHER EUROPEAN LANGUAGES

Syllabus

English Literature (B.A. 4 Years)

Undergraduate Programme 2022-2023

**Based on
(NATIONAL EDUCATION POLICY-2020)**



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1. Concept

The emergence of the Curriculum Framework-2022¹ is to actualize the contextual need of the nation. Since Independence, we as Indian citizens have dreamt of our nation becoming a *Vishwa-Guru*, through de-colonizing the Indian Mind, Culture and Knowledge.

With these imperatives, NEP-2020 has provided an opportunity to re-visit the entire existing knowledge discourse with *Rurban and Glo-cal* framework for making *self-reliant* Individual, Community and Nation.

Dr. Harisingh Gour Vishwavidyalaya, Sagar is committed to play its potential role to transform the nation through education. The Curriculum Framework-2022 is an attempt to address the contemporary challenges and serve the nation with the vision of NEP-2020. The NEP-2020 notes that “higher education significantly contributes towards sustainable livelihoods and economic development of the nation” and as India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education.” Dr. Harisingh Gour Vishwavidyalaya, Sagar, is known as an organic institution of excellence for learning, teaching and research in the domain of higher education. The utmost quest of the Vishwavidyalaya, is to serve the nation through empowering learners.

Being the oldest university of the state and as well as a Central University it is mandated to act as the architect of shaping the knowledge economy through developing and nurturing humane excel with purity of *Ends and Means*. From its inception, the University has always designed curricular framework & pedagogical practices for the undergraduates, in a constructive, meaningful and innovative manner on the regular basis.

The Education Commission (1964-66) professed, “**The destiny of India is now being shaped in her classrooms**”. The idea of classroom is always visualized with emancipatory pedagogic creed, text and context, which requires regular changes in the curriculum.

In this reference, university has idealized and developed the Curriculum Framework-2022 in accordance with the changing nature of the discipline/s, opportunities offered by new learning technologies, trends in employability, changing expectations of professional and academic bodies in-tune with philosophy and objectives of NEP-2020.

The outcome of this entire exercise undertaken by the university is the Curriculum Framework-2022. This framework not only follows the NEP-2020

¹ The Curriculum Framework 2022 is based on the National Education Policy (NEP) 2020. The terms which are used here are taken from the original NEP 2020 document which is available at https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

in *toto*, but also creates an environment for pedagogy of possibilities to attract the young minds towards teaching, research, innovation, internship, community outreach, entrepreneurship and dissemination of human knowledge and practice. The university has been working relentlessly questing for excellence in higher education since its inception, and Curriculum Framework-2022 is a declaration to take this rich tradition ahead in the new millennium on the historic completion of the Kaustubh Year (Platinum Jubilee Year).

2. Abbreviations

- NEP-2020 – National Education Policy- 2020
- NHEQF – National Higher Education Qualification Framework
- B.A. – Bachelor of Arts
- B. Com. – Bachelor of Commerce
- B.Sc. – Bachelor of Science
- DSM – Disciplinary Major
- MDM - Multidisciplinary Major
- SEC – Skill Enhancement Course
- VEC – Value Enhancement Course
- AEC – Ability Enhancement Course
- GA- Graduate Attribute
- ABC- Academic Bank of Credits
- MEME- Multiple Entry- Multiple Exit

3. Definitions

Academic Credit –An academic credit is a unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.

Courses of Study – Courses of the study indicate pursuance of study in a particular discipline. Every discipline shall offer three categories of courses of study as given below:

a. Discipline Specific Major (DSM)-This course will be pursued by a student as a mandatory requirement of his/her programme of study. Discipline Specific Major shall be the core credit course of that particular discipline which will be appropriately graded and arranged across the semesters of study, being undertaken by the student, with multiple exit options as per NEP 2020. The Discipline Specific Major specified in the framework would be identified by the concerned Department as core/major courses to be taught in a Programme.

b. Multidisciplinary Major (MDM) –This is the course of study that will be based on the multidisciplinary nature of various underlying streams. The course will be proposed by the course coordinator (s) on the basis of his/her/their expertise in teaching and research in the frontier areas of their subject.

c. Ability Enhancement Course (AEC), Skill Enhancement Course (SEC) & Value Enhancement Course (VEC)

These three courses shall be a pool of courses offered by all the Departments in groups of odd and even semesters from which students can choose. A student who desires to make Academic Project/Entrepreneurship as Minor has to pick the appropriate combination of courses of SEC, VEC, & Internship/Apprenticeship/Project/ Community (IAPC) which shall be offered in the form of various modules as specified in the scheme of studies.

- **AEC**-Ability Enhancement courses are the courses based upon the content that leads to knowledge enhancement through various areas of study. These include, but are not limited to, Language and Literature, Environmental Science, Sustainable Development etc., which will be mandatory for all disciplines.

- **SEC**-Skill Enhancement courses are skill-based courses aimed at providing hand's on training, competencies, proficiency and skills to students. SEC courses may be chosen from a pool of courses designed to provide skill-based instruction. Every discipline may provide skill-based courses, some of which

may be offered to students of its discipline, while the rest can be open to students of all other disciplines.

- **VEC**-Value Enhancement courses are common pool of courses offered by different disciplines and aimed towards personality building; embedding ethical, cultural and constitutional values; promote critical thinking, **Indian Knowledge Systems**, scientific temperament, communication skills, creative writing, performing arts, classical and folk music, folk literature, ethno medicine, yoga, presentation skills, sports & physical education and team work which will help in all round development of students.

4. Objectives

The proposed Curriculum Framework- 2022 is meant to bring about systemic changes in the University Education in accordance with the National Education Policy-2020. The following objectives of NEP have been kept in mind while designing this curriculum framework-

- To promote holistic development of learner with 21st century skills and attributes.
- To incorporate **Indian Knowledge System** as an approach to understand the discipline or field of studies.
- To promote the use of language, multilingualism for socio-cultural coexistence.
- To frame the curricula for developing knowledge society based on Indian value system.
- To explore the local space and culture as learning resource and opportunity.
- To promote the idea and practice of indigenous knowledge in/with contemporary situation.
- To promote and strengthen multi/trans-disciplinary to ensure diversity of learning in the concerned area of study.
- To enhance understanding of developmental issues in global, national and local context.
- To strengthen the relationship between human, society and nature with text and pedagogy.
- To remove hard separation and hierarchies among disciplines/different areas of learning.
- To inculcate and enhance ethical, human and constitutional values.
- To explore creativity, innovativeness and critical thinking to understand the universe in a better way.
- To create environment and culture for innovation and dissemination.

- To promote multilingualism and '*culture of language*' in learning and teaching.
- To promote research acumen as a co-requisite for co-existence of humanity.
- To establish new course/programme through hybrid-multidisciplinary course structure.
- To promote industry oriented curriculum, wherever possible, in order to facilitate placement of students.

5. Features of Curriculum Framework

Guiding Principle	Strategic Component
Holistic development	• Communication Skills • Ethics and Culture • Science and Society • Computational Skills • Theater/Performing Arts • Community Engagement
No Hard Separation	• Science and Literature • Community Health • Social Work • Music and Science
Multilingualism	• Local and traditional Language • Folk art and folk lore • Communicative English • Modern Indian Languages
Creativity, Innovativeness and Criticalthinking	• Performing Art • New Media • Literature
Experiential Learning	• Internships / Apprenticeship • Projects /Practicum • Research or Community Outreach
Multidisciplinary	• Major and Minor Combination • Value Enhancement course • Vocational Course • Skill Enhancement course

6. Qualification Type and Credit Requirements

Qualifications are formal „awards“ such as, **Certificate**, **Diploma** or a **Degree** which are awarded by the university in recognition of the attainment by students of the expected learning outcomes on the successful completion of a particular programme. These are awarded after an assessment and evaluation of learning levels conducted by a competent body that determines the achievement of the students of the expected learning outcomes.

Proposed Course Structure of the Academic Programme with Multiple Entry-Multiple Exit Framework as per the UGC Guidelines & NEP-2020

Semester	Entry Point	Level	Type of Award	Minimum Mandatory Credits*	Exit Point
Under Graduate Programme					
I	Entry	L5	Undergraduate Certificate in the field of study/discipline	20	
II				40	Exit
III	Entry	L6	Undergraduate Diploma in the field of study/discipline	60	
IV				80	Exit
V	Entry	L7	Bachelor of (field of Discipline/ Multidisciplinary course Study)	100	
VI				120	Exit
VII	Entry	L8	Bachelor Degree (in the field of Discipline Major or Multidisciplinary course Study)	140	
VIII			Bachelor (Research Degree)	160	Exit
Post Graduate Programme					
IX	Entry	L8	Post Graduate Diploma	180	
X		L9	Master Degree	200	Exit

***Each Semester from L5 to L9 (Total 10 Semesters) carries Minimum 20 Credits. Cumulative Credits are indicated in the table.**

7. Action Plan

The strategic action plan for implementation of NEP-2020 in the University for integrating “**Indian knowledge system**, language, values and culture with 21st century skills and knowledge framework” :

1. A flexible approach will be adopted in giving freedom to the students in selecting the courses and study of place too.
2. Every bonafide student should necessarily complete at least 80% of the core courses from this university.
3. The remaining 20% of the courses may be chosen by the students either from the host institute or ONLINE to get the credits.
4. Since ABC is in place, the students will be given freedom to choose courses (remaining 20%) from outside either from SWAYAM/ NPTEL/ or any other notified agency by the university.
5. As and when the student gets the required credits, he/she will be awarded Certificate/Diploma/Degree.
6. Amendment in ordinances as per the NEP guideline/framework will be made as and when required.
7. Assessment Tools: 20:20:60 (IA : IA : End exam)
8. To list out and provide the pool of different courses (combinations) as per the Multi-disciplinary approach
9. To take up the comprehensive mapping for progression (up to research/PG Level)

8. Graduate Attributes

The NHEQF envisages that students on completion of a programme of study must possess and demonstrate the expected graduate profile/attributes. The graduate profile/attributes include capabilities that help widen the current knowledge base and skills, gain and apply new knowledge and skills, undertake future studies independently, perform well in a chosen career, and play a constructive role as a responsible citizen in the society.

The following graduate attributes (GA) may be incorporated in the course structure:

- **Complex problem-solving**
- **Critical thinking**
- **Creativity**
- **Communication Skills**
- **Analytical reasoning/thinking**
- **Research-related skills**
- **Coordinating/collaborating with others**
- **Leadership readiness/qualities**
- **Learning “How to Learn” skills**
- **Digital literacy and skills**
- **Multifarious Skills and abilities**
- **Multicultural competence**
- **Value inculcation**
- **Autonomy, responsibility and accountability**
- **Environmental awareness and action**
- **Community engagement and service**
- **Empathy**

9. Important suggestions for framing the course structure

Discipline Specific Major (DSM)

A candidate entering to a program must select a major subject based on his/her interest.

- Every subject (considered as a disciplinary major) has several sets of requirements (even prerequisites) in order to be successful in the particular discipline. Therefore, pro-active mentoring of the students would be meaningful.
- For this purpose, advising in the major is provided by the Course coordinator (Faculty or Subject advisor) designated by the department or program.
- Candidates should acquaint themselves fully with all the requirements of the selected major subject.
- Selecting the DSM would be based on the interest of the student so that in depth study of a selected subject can be rewarding and will lead to form a basis for the occupation or profession.

Multi Disciplinary Major (MDM)

- Electing an interdisciplinary or multidisciplinary subject with a shared interest can enhance the strength of any student to acquire a comprehensive understanding of a focused area that will eventually enhance the employability of the student.
- Graduating with the combination of supporting subjects complementary to each other is expected to develop a cutting-edge understanding of the particular focus area. Hence, each department/subject/discipline may prepare a pool of subjects to be offered as inter or multidisciplinary majors to the students.
- The Course coordinator or Subject Advisor will suggest a suitable major (inter/multidisciplinary) from the pool of the subjects (as mentioned above) after recognizing the ability and interest of the students.
- Irrelevant, contrasting, unrelated kinds of combinations of disciplinary and inter/multidisciplinary majors should be discouraged through proper mentoring.

Skill Enhancement Courses (SEC) and Ability Enhancement Courses (AEC)

- These minor courses must be offered with the idea of value (qualitative) addition to the disciplinary/inter or multidisciplinary majors.
- Hence, the department will prepare single or multiple minor courses considering their importance in enriching or sharpening the ability of

students in their opted discipline specific major and multi disciplinary major courses.

The **National Education Policy 2020** emphasizes on skill enhancement courses as

- a mandatory component of the course curriculum.
- Every department will prepare single or multiple skill enhancement courses depending on the expertise and infrastructure available in the concerned department.
- Every student will opt for one module of the skill enhancement course. Since the skills linked with their chosen Major Courses (DSM & MDM) may significantly enhance their skill and ability to generate entrepreneurship and job prospects. Therefore, students must be encouraged to opt for the skill enhancement courses associated with their chosen areas of interest.

Value Enhancement Courses (VEC) for holistic education (Qualifying Nature only)

- NEP-2020 envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with nation and culture along with conscious awareness of one's roles and responsibilities in a changing world.

Experiential Learning

- NEP 2020 emphasizes that actual experiential learning should be an essential and integral part of the academic program, enabling students to make the transition from the classroom into their professional careers.
- This experience can be acquired through a variety of means, including but not limited to, summer internships, project work, volunteer opportunities, independent projects, field visits, community engagement, industrial trainings, apprenticeships, and research opportunities (experimental dissertation). Hence, the courses must include the above-mentioned means depending on the nature and scope of the subject to provide experiential learning.

10. Structure of Curriculum Framework

- The curriculum framework is a structure for proposed Undergraduate and Post Graduate programmes in different disciplines with **Multiple Entry-Multiple Exit** (MEME) options.

- The framework does not maintain/support any epistemological hierarchy among different areas of learning and practice.
- Every teaching department has to develop certificate, diploma, and degree courses in a comprehensive manner as per the framework.
- Every exit point should be complete in its nature and objectives.
- One of the significant features of this new curricula is to provide an opportunity to the learners to study languages which are enshrined under the VIII schedule of the Constitution of India for their holistic development through language.
- This curricular framework provides an opportunity to the learner to ensure his/her lateral mobility within the University as well as from the University to any other Institution and vice-versa with opting Academic Bank of Credits (ABC). **Please visit the university website for more information on ABC.**

11. Learning Outcome Based Curriculum Framework (LOCF)

All the courses have to be designed in an Outcome based manner following the spirit of outcome-based education (OBE). Accordingly, the syllabus of the course should provide following details:

Course Objectives:

- demonstrate a set of basic skills in literary communication and explication of literary practices and process with clarity
- demonstrate a coherent and systematic knowledge of the field of English literature and Bhasha literatures in English showing an understanding of current theoretical and literary developments in relation to the specific field of English studies.
- display an ability to read and understand various literary genres and stylistic variations and write critically
- cultivate ability to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture
- demonstrate a critical aptitude and reflexive thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of English studies using digital resources.
- display knowledge to cultivate a better understanding of values – both literary values that aide us in literary judgment and also values of life at all stages; apply appropriate methodologies for the development of the creative and analytical faculties of students, their overall development of writing, including imaginative writing.
- recognize employability options in English studies programme as part of

skill development and as career avenues open to graduates in today's global world such as professional writing, translation, teaching English at different levels, mass media, journalism, aviation communication and personality development

- channelize the interests of the students and analytical reasoning in a better way and make more meaningful choices regarding career after completion of graduate programme
- to enable students to develop an awareness of the linguistic-cultural richness of India as an important outcome of English literary studies in India.

Preferably, unit wise Course Learning Outcomes are to be provided as follows:

Upon successful completion of the course, the student:

Unit	Unit wise Course Outcomes
CO1	Will be able to gain insight on
CO2	Will attain knowledge about the.....
CO3	Will get an in-depth knowledge about the.....
CO4	Gets introduced to various functions of...
CO5	Gets introduced to various concept of.....

Details of courses with credits

Level	Sem	Nature of the Course	Course Code	Course Title	Credits
L5 Entry	I	Discipline Specific : Major-1	EEL-DSM-111	European Classical Literature	6
		Discipline Specific: Major-2	EEL-DSM-112	Popular Literature	6
		Multi-Disciplinary: Major-3	EEL -MDM-111	Indian Classical Literature	6
		Ability Enhancement Course (AEC)	EEL -AEC-111	Basic English Communication Skills	2
		Skill Enhancement Course (SEC)	EEL -SEC-111	English Language Teaching	2
					22
	II	Discipline Specific : Major-4	EEL-DSM-211	British Poetry and Drama: 14 th – 17 th Centuries	6
		Discipline Specific: Major-5	EEL-DSM-212	American Literature	6
		Multi-Disciplinary: Major-6	EEL -MDM-211	Modern Indian Writing in English Translation	6
		Ability Enhancement Course (AEC)	EEL -AEC-211	Text and Performance	2
		Skill Enhancement Course (SEC)	EEL -SEC-211	Academic Writing and Composition	2
					44
Exit with Certificate					

Details of courses with credits

Level	Sem	Nature of the Course	Course Code	Course Title	Credits
L6 Entry	III	Discipline Specific : Major-7	EEL -DSM-311	British Poetry and Drama: 17 th and 18 th Centuries I	6
		Discipline Specific: Major-8	EEL-DSM-312	Women's Writing	6
		Multi-Disciplinary: Major-9	EEL -MDM-311	Partition Literature	6
		Ability Enhancement Course (AEC)	EEL -AEC-311	Media and Communication	2
		Skill Enhancement Course (SEC)	EEL -SEC-311	Soft Skills	2
					22
	IV	Discipline Specific : Major-10	EEL-DSM-411	British Literature: 18 th Century II	6
		Discipline Specific: Major-11	EEL -DSM-412	Postcolonial Literatures	6
		Multi-Disciplinary: Major-12	EEL -MDM-411	Science fiction and Detective Literature	6
		Ability Enhancement Course (AEC)	EEL -AEC-411	Translation Studies	2
		Skill Enhancement Course (SEC)	EEL -SEC-411	Creative Writing	2
					44
Exit with Diploma					

Details of courses with credits

Level	Sem	Nature of the Course	Course Code	Course Title	Credits
L7 Entry	V	Discipline Specific: Major-13	EEL -DSM-511	British Romantic Literature	6
		Discipline Specific: Major-14	EEL -DSM-512	World Literatures	6
		Multi-Disciplinary: Major-15	EEL -MDM-511	Language and Linguistics	6
		Ability Enhancement Course (AEC)	EEL-AEC-511	Moral Philosophy: Indian and Western	2
		Skill Enhancement Course (SEC)	EEL-SEC-511	Technical Writing	2
					22
	VI	Discipline Specific: Major-16	EEL -DSM-611	British Literature: 19 th Century	6
		Discipline Specific: Major-17	EEL -DSM-612	Modern European Drama	6
		Multi-Disciplinary: Major-18	EEL-MDM-611	Language, Literature and Culture	6
		Ability Enhancement Course (AEC)	EEL-AEC-611	Appreciating Literature	2
		Skill Enhancement Course (SEC)	EEL -SEC-611	Business Communication	2
					44
Exit with Bachelor of Discipline					

Details of courses with credits

Level	Sem	Nature of the Course	Course Code	Course Title	Credits
L8 Entry	VII	Discipline Specific: Major-19	EEL-DSM-711	British Literature: The Early 20 th Century	6
		Discipline Specific: Major-20	EEL -DSM-712	Literary Criticism	6
		Multi-Disciplinary: Major-21	EEL -MDM-711	Literature of the Indian Diaspora	6
		Ability Enhancement Course (AEC)	EEL -AEC-711	Autobiography	2
		Skill Enhancement Course (SEC)	EEL -SEC-711	Rhetoric and Prosody	2
					22
	VIII	Discipline Specific: Major-22	EEL -DSM-811	British Literature: Post World War II	6
		Discipline Specific: Major-23	EEL-DSM-812	Literary Theory	6
		Multi-Disciplinary: Major-24	EEL -MDM-811	Literature and Cinema	6
		Ability Enhancement Course (AEC)	EEL -AEC-811	Environmental Study	2
		Skill Enhancement Course (SEC)	EEL -SEC-811	Research Methodology	2
					44
Exit with Bachelor (Research Degree)					

Undergraduate Programme

BA English Literature

BA Semester-I

EEL-DSM- 111- European Classical Literature								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L5Sem I	EEL-DSM-111	European Classical Literature	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To teach the students to historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts, engage with classical literary traditions of Europe from the beginning till the 5th century AD, grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

CO1: Will be able to gain insight on Homer's *Illiad*.

CO2: Will attain knowledge about Sophocles' *Antigone* or *Oedipus Rex*.

CO3: Will get an in-depth knowledge about Virgil's *Aeneid*.

CO4: Gets introduced to Dante's *The Divine Comedy*.

CO5: Gets introduced to Horace's satires.

Course Content:

Unit I: Homer: *Illiad Book 1*

Unit II: Sophocles: *Antigone* or *Oedipus Rex*

Unit III: Virgil: *Aeneid Book 1 to 6*

Unit IV: Dante: *The Divine Comedy: Inferno -Canto I, Canto III, Canto X, Canto XXVI*

Unit V: Horace: *Satires I: 4, in Horace: Satires and Epistles and Persius: Satires, tr. Niall Rudd (Harmondsworth: Penguin, 2005), Plautus: Menaechmi*

Suggested Readings:

Homer, *The Illiad*. Tr. E.V. Rieu. Harmondsworth: Penguin, 1985.

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

Richard Rutherford, *Classical Literature: A Concise History*. Oxford: Blackwell Publishing, 2005.

EEL-DSM-112 Popular Literature								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L5Sem I	EEL-DSM-112	Popular Literature	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To teach the students to trace the early history of print culture in England and the emergence of genre fiction and best sellers, engage with debates on high and low culture, canonical and non-canonical literature, articulate the characteristics of various genres of non-literary fiction, investigate the role of popular fiction in the literary polysystem of various linguistic cultures, demonstrate how popular literature belongs to its time, use various methods of literary analysis to interpret popular literature.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on Children's Literature
- CO2: Will attain knowledge about the Detective Fiction
- CO3: Will get an in-depth knowledge about the Romance/Chick Lit.
- CO4: Gets introduced to Graphic Fiction.
- CO5: Gets introduced to Science Fiction.

Course Content:

Unit I: Children's Literature

Lewis Carroll, *Through the Looking Glass*
Sukumar Ray, Two Poems: "The Sons of Ramgaroo", and "Khichudi"

Unit II: Detective Fiction

Agatha Christie *The Murder of Roger Ackroyd*

Unit III: Romance/Chick Lit

Anuja Chauhan, *The Zoya Factor*

Unit IV: Graphic Fiction

Vishwajyoti Ghosh, *This Side That Side: Restorying Partition*

Unit V: Science Fiction

Isaac Asimov, "Nightfall"

Suggested Topics for Background Reading and Class Presentation:

- Coming of Age
- The Canonical and the Popular
- Ethics and Education in Children's Literature
- Sense and Nonsense
- The Graphic Novel
- The Popular and the Market

Suggested Readings:

Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby

Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*, vol. 45, 1978,

Christopher Pawling, 'Popular Fiction: Ideology or Utopia?' in *Popular Fiction and Social Change*, ed. Christopher Pawling

Tzvetan Todorov, 'The Typology of Detective Fiction', in *The Poetics of Prose*

Darco Suvin, 'On Teaching SF Critically', in *Positions and Presuppositions in Science Fiction*

Janice Radway. 'The Institutional Matrix, Publishing Romantic Fiction', in *Reading the Romance: Women, Patriarchy, and Popular Literature*

Edmund Wilson, 'Who Cares Who Killed Roger Ackroyd?', *The New Yorker*, 20 June 1945. Hillary Chute, "Comics as Literature? Reading Graphic Narrative", *PMLA* 123(2).

EEL-MDM-111 Indian Classical Literature								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L5Sem I	EEL-MDM-111	Indian Classical Literature	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100 AD, appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes, historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genre, trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures, understand, analyze and appreciate various texts with comparative perspectives

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on *The Ramayana*.
CO2: Will attain knowledge about the *The Mahabharata*.
CO3: Will get an understanding about Bharatamuni's *Natyashastra*.
CO4: Gets introduced to Banabhatta's *Kadambari*.
CO5: Gets introduced to Kalidasa's *Abhijnana Shakuntalam*.

Course Content:

Unit I: Excerpts from *The Ramayana: Ayodhyaya Kanda*

Unit II: Excerpts from *The Mahabharata*- 'Adi Parva (The Book of the Beginning),
Sabha Parva (The Book of the Assembly Hall)Ilango Adigal, *Silappadikaram*

Unit III: Bharatamuni's *Natyashastra* (Chapter 1 on the origin of drama)

Unit IV: Banabhatta's *Kadambari*

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

Suggested Readings:

Bharata, *Natyashastra*, tr. Manmohan Ghosh, vol. I, 2nd edn. Calcutta: Granthalaya, 1967.

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) pp.
33-40.

A.V. Kieth, *History of Sanskrit Literature*. Oxford: OUP, 1920.

A.K. Warder, *Indian Kavya Literature*, 8 Volumes. Delhi: Motilal Banarsidas, 2011.

EEL-AEC-111 Basic Communication Skills								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L5Sem I	EEL-AEC-111	Basic Communication Skills	2	0	0	2	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To teach the students to identify deviant use of English in written and spoken forms, recognize the errors of usage and correct them, develop an interest for reading, read independently unfamiliar texts with comprehension, write simple sentences without errors.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

CO1: Will be able to gain insight on major basic grammatical categories.

CO2: Will attain knowledge about reading skills.

CO3: Will get an in-depth knowledge about the listening and speaking skills.

CO4: Gets introduced to writing skills.

CO5: Gets introduced to various application of writing skills

Course Content:

Unit I: Grammar: Major basic grammatical categories, Notion of correctness and attitude to error correction.

Unit II: Reading Skills: introducing different types of texts-narrative, descriptive, extrapolative.

Unit III: Listening and Speaking Skills: problems of listening to unfamiliar dialects, aspects of pronunciation and fluency in speaking, intelligibility in speaking .

Unit IV: Writing Skills: aspects of cohesion and coherence, expanding a given sentence without affecting the structure, reorganizing jumbled sentences into a coherent paragraph.

Unit V: Application of Writing Skills: drafting different types of letters (personal notes, notices, complaints, appreciation).

Suggested Readings:

Acevedo and Gower M (1999) Reading and Writing Skills. London, Longman

Deuter, Metal, (2015). Oxford Advanced Learner's Dictionary of English (Ninth Edition), New Delhi, OUP

Eastwood, John (2008). Oxford Practice Grammar Oxford, OUP

Hadfield, Chris and J Hadfield (2008). Reading Games, London, Longman 5. Hedge, T (2005), Writing, Oxford, OUP

Jolly, David (1984). Writing Tasks: Students Book. Cambridge, CUP

Klippel and Swan (1984). Keep Talking. Oxford, OUP

Saraswati, V (2005) Organized Writing 1. Hyderabad, Orient Blackswan

Swan, Michael. (1980). Practical English Usage. Oxford, OUP

Walter and Swan (1997). How English Works. Oxford, OUP

EEL-SEC-111 English Language Teaching								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L5Sem I	EEL-SEC-111	English Language Teaching	2	0	0	2	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To teach the students to identify and classify strategies used by a teacher to teach language, demonstrate clear understanding of the syllabus, its structure and development, understand the structure of a text book and its use, articulate the reasons for different types of tests the teacher administers, demonstrate the ways in which technology can be used for learning language.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on knowing the learner.
- CO2: Will attain knowledge about the structures of English language.
- CO3: Will get an idea about methods of teaching English language and literature.
- CO4: Gets introduced to the materials for language teaching.
- CO5: Gets introduced to assess the language skills.

Course Content:

- Unit 1:** Knowing the learner (Syllabus structure; identifying the learner)
- Unit 2:** Structures of English language (Grammatical syllabuses and their contents)
- Unit 3:** Methods of teaching English language and literature
- Unit 4:** Materials for language teaching (Structure of a textbook and its relation to the syllabus)
- Unit 5:** Assessing language skills (tests and their purposes), Using Technology in language learning (ICT and language learning including Web 2.0 Tools)

Suggested Readings:

- 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).

Semester II

EEL-DSM-211- British Poetry and Drama:14 th –17 th Centuries								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L5Sem II	EEL-DSM-211	British Poetry and Drama:14 th –17 th Centuries	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To teach the students to understand the tradition of English literature from 14th to 17th centuries develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested, engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts, appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on Geoffrey Chaucer and Edmund Spenser.
 CO2: Will attain knowledge about John Donne and his poems.
 CO3: Will get knowledge about Christopher Marlowe.
 CO4: Gets introduced to William Shakespeare's *Macbeth*.
 CO5: Gets introduced to William Shakespeare's *Twelfth Night*.

Course Content:

Unit I: Geoffrey Chaucer The Wife of Bath's Prologue

Edmund Spenser Selections from Amoretti: Sonnet LXVII 'Like as a huntsman...' Sonnet LVII 'Sweet warrior...' Sonnet LXXV 'One day I wrote her name...'

Unit II: John Donne 'The Sunne Rising', 'Batter My Heart', 'Valediction: Forbidding Mourning'

Unit III: Christopher Marlowe: *Doctor Faustus*

Unit IV: William Shakespeare: *Macbeth*

Unit V: William Shakespeare: *Twelfth Night*

Suggested Topics for Background Reading and Class Presentation

- Renaissance Humanism
- The Stage, Court and City
- Religious and Political Thought
- Ideas of Love and Marriage

- The Writer in Society

Suggested Readings:

Pico Della Mirandola, excerpts from the *Oration on the Dignity of Man*, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.

John Calvin, ‘Predestination and Free Will’, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11.

Baldassare Castiglione, ‘Longing for Beauty’ and ‘Invocation of Love’, in Book 4 of *The Courtier*, ‘Love and Beauty’, tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5.

Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.

EEL-DSM-212 American Literature								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L5Sem II	EEL-DSM-212	American Literature	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To teach the students to understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century), understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts, for example, the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc., appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions, critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities, critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities, explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres, relate the African American experience in America (both ante-bellum and post-bellum) to issues of exclusion in societies relevant to their learning experience, analyze the American mind from global and Indian perspectives and situate the American in the contemporary world.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

CO1: Will be able to gain insight on F Scott Fitzgerald.

CO2: Will attain knowledge about Arthur Miller.

CO3: Will get an idea about literary works of Anne Bradstreet, Walt Whitman and Emily Dickinson.

CO4: Gets introduced to the poems of Robert Frost, Maya Angelou and Alexie Sherman.

CO5: Gets introduced to Edgar Allan Poe, Maya Angelou and William Faulkner.

Course Content:

FICTION AND DRAMA

Unit I: F Scott Fitzgerald: *The Great Gatsby*

Unit II: Arthur Miller: *All My Sons*

POETRY

Unit III: Anne Bradstreet 'The Prologue'

Walt Whitman: Selections from Song of Myself (Sections 1 to 5) ‘O Captain, My Captain’
Emily Dickinson: ‘Because I could not stop for Death’ or ‘This was a Poet’

Unit IV: Robert Frost: ‘Once by the Pacific’, Mending Wall.
Maya Angelou: ‘Still I Rise’
Alexie Sherman: Alexie ‘Crow Testament’, ‘Evolution’

SHORT FICTION AND PERSONAL NARRATIVE

Unit V: Edgar Allan Poe: ‘The Purloined Letter’
Maya Angelou: Selections from *I Know Why the Caged Bird Sings* (chaps 15 and 16)
William Faulkner” ‘Dry September’

Suggested Topics for Background Reading and Class Presentation

- The American Myths of Genesis/ The American Dream/ The American
- Adam American Romance and the American Novel
- Is *Huck Finn* the Prototypical American Novel?
- Multicultural Literature of the United States; Folklore and the American Novel
- Race and Gender in American Literature
- War and American Fiction
- Two Traditions of American Poetry; Emerson and Poe/ Typological and Tropological Traditions
- Social Realism and the American Novel
- The Questions of Form in American Poetry

Suggested Readings:

Hector St John Crevecoeur, ‘What is an American’, (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.

Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.

Henry David Thoreau, ‘Battle of the Ants’ excerpt from ‘Brute Neighbours’, in *Walden* (Oxford: OUP, 1997) chap. 12.

Ralph Waldo Emerson, ‘Self Reliance’, in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).

Toni Morrison, ‘Romancing the Shadow’, in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp.29–39.

EEL-MDM-211 Modern Indian Writing in English Translation								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L5Sem II	EEL-MDM-211	Modern Indian Writing in English Translation	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To teach the students to appreciate the diversity of modern Indian literatures and the similarities between them, understand and creatively engage with the notion of nation and nationalism, appreciate the impact of literary movements on various Indian literatures, critically engage with significant social issues like caste and gender, understand the historical trajectories of Indian literatures.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on Premchand.
CO2: Will attain knowledge about Rabindra Nath Tagore's writings.
CO3: Will get an in-depth knowledge about Amrita Pritam and her works.
CO4: Gets introduced to Dharamveer Bharati.
CO5: Gets introduced to G. Kalyan Rao.

Course Content:

SHORT FICTION

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

Gurdial Singh, 'A Season of No Return', in *Earthy Tones*, tr. Rana Nayar (Delhi: Fiction House, 2002).

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

POETRY

Unit II: Rabindra Nath Tagore, 'Light, Oh Where is the Light?' and 'When My Play was with thee', in *Gitanjali: A New Translation with an Introduction* by William Radice (New Delhi: Penguin India, 2011).

G.M. Muktibodh, 'The Void', (tr. Vinay Dharwadker) and 'So Very Far', (tr. Tr. Vishnu Khare and Adil Jussawala), in *The Oxford*

Anthology of Modern Indian Poetry, ed. Vinay Dharwadker and A.K. Ramanujam (New Delhi: OUP, 2000).

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

Thangjam Ibopishak Singh, 'Dali, Hussain, or Odour of Dream, Colour of Wind' and 'The Land of the Half-Humans', tr. Robin S. Ngangom, in *The Anthology of Contemporary Poetry from the Northeast* (NEHU: Shillong, 2003).

DRAMA

Unit IV: Dharamveer Bharati *Andha Yug*, tr. Alok Bhalla (New Delhi: OUP, 2009).

FICTION

Unit V: G. Kalyan Rao, *Untouchable Spring*, tr. Alladi Uma and M. Sridhar (Delhi: Orient Black Swan, 2010)/ Bama, *Karukku*, tr. Lakshmi Holmstrom (Delhi: OUP, 2000)

Suggested Topics for Background Reading and Class Presentation

- The Aesthetics and Politics of Translation
- Linguistic Regions and Languages
- Modernity in Indian Literature
- Caste, Gender and Resistance
- Questions of Form in 20th Century Indian Literature

Suggested Readings:

Rabindranath Tagore, 'Nationalism in India,' in *Nationalism* (Delhi: Penguin Books, 2009) pp. 63-83.

Namwar Singh, 'Decolonising the Indian Mind', tr. Harish Trivedi, *Indian Literature*, No. 151 (Sept./Oct. 1992).

B.R. Ambedkar, 'Annihilation of Caste' in *Dr. Babasaheb Ambedkar: Writings and Speeches, vol. 1* (Maharashtra: Education Department, Government of Maharashtra, 1979) chaps. 4, 6, and 14.

Sujit Mukherjee, 'A Link Literature for India', in *Translation as Discovery* (Hyderabad: Orient Longman, 1994) pp. 34-45.

G.N. Devy, 'Introduction', from *After Amnesia* in *The G.N. Devy Reader* (New Delhi: Orient BlackSwan, 2009) pp. 1-5.

EEL-AEC-211 Text and Performance								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L5Sem II	EEL-AEC-211	Text and Performance	2	0	0	2	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To teach the students to distinguish between a dramatic text and a performance text, appreciate the evolution of drama in the West and in India in terms of both, form and content, from tradition to modernity, as well as have a thorough knowledge of different theatre styles in India and the West, to appreciate the difference between drama and other genres, develop a comprehensive understanding of the process of performance and the entire paraphernalia involved from theatrical space and lights/sound/costume to the use of voice and body, learn a wide variety of skills from acting and directing to script writing, costume designing, prop making and technical skills like sound and light as well as production, display their knowledge of different aspects of text and performance through their production and not just through theoretical knowledge.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on theories of performance, Western and Indian theatre and various forms and periods.
- CO2: Will attain knowledge about the various theatrical forms and practices.
- CO3: Will get an in-depth knowledge about the theories and demonstrations of acting.
- CO4: Gets introduced to the dramatic theories of Bharata.
- CO5: Gets introduced to various concept of theatrical production.

Course Content:

Unit 1. Introduction

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

Unit 2. Theatrical Forms and Practices

Types of theatre, semiotics of performative spaces, e.g. proscenium ‘in the round’, amphitheatre, open-air, etc.
 Voice, speech: body movement, gestures and techniques (traditional and contemporary), floor exercises: improvisation/characterization

Unit 3. Theories of Drama I

Theories and demonstrations of acting: Stanislavsky, Brecht

Unit 4. Theories of Drama II

Bharata

Unit 5. Theatrical Production

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

Suggested Topics for Background Reading and Class Presentation

- Perspectives on theatre and performance
- Historical development of theatrical 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
- All aspects of production and performance; recording, archiving, interviewing performers and data collection.

Suggested Readings:

Marco de Marinis, *The Semiotics of Performance*, Bloomington: Indiana University Press, 1993.

Elaine Aston, *Theatre of Sign System*, Psychology Press, 1991.

EEL-SEC-211 Academic Writing and Composition								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L5Sem II	EEL-SEC-211	Academic Writing and Composition	2	0	0	2	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To teach the students to convey their ideas in English using simple and acceptable English in writing, understand to recognize and draft different types of writing – e.g. classroom notes, summaries, reports, exploratory and descriptive paragraphs, substantiating etc, describe a diagram or elaborate information contained in a graph, chart, table etc, write a review of a book or a movie, write a report on an academic or cultural event that takes place in a college or university for a journal or a newspaper.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on writing process and conventions of Academic Writing.
- CO2: Will attain knowledge about summarizing and paraphrasing.
- CO3: Will get an in-depth knowledge about the study skills.
- CO4: Gets introduced to critical thinking.
- CO5: Gets introduced to citing resources.

Course Content:

Unit I: Introduction to the Writing Process

Introduction to the Conventions of Academic Writing

Unit II: Writing in one's own words: Summarizing and Paraphrasing

Unit III: Study Skills including note making, note taking, information transfer, reviewing etc.

Structuring an Argument: Introduction, Interjection, and Conclusion

Unit IV: Critical Thinking: Syntheses, Analyses, and Evaluation Remedial Grammar

Unit V: Citing Resources; Editing, Book and Media Review

Suggested Readings:

Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).

Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient BlackSwan, 2010).

Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).

Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).

Eastwood, John. (2005) *Oxford Practice Grammar*. Oxford, OUP

Wallace, Michael. (2004). *Study Skills*. Cambridge, CUP

Semester III

EEL-DSM-311 British Poetry and Drama: 17 th and 18 th Centuries I								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L6Sem III	EEL-DSM-311	British Poetry and Drama: 17 th and 18 th Centuries I	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To teach the students to identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry, demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries, examine critically key themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others, how their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama, analyze literary devices forms and techniques in order to appreciate and interpret the texts.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on John Milton.
- CO2: Will attain knowledge about John Webster.
- CO3: Will get an idea about the works of Aphra Behn.
- CO4: Gets introduced to John Dryden's literary style.
- CO5: Gets introduced to Alexander Pope.

Course Content:

Unit I: John Milton: *Paradise Lost: Book 1*

Unit II: John Webster: *The Duchess of Malfi*

Unit III: Aphra Behn: *The Rover*

Unit IV: John Dryden: *Absalom and Achitophel*

Unit V: Alexander Pope: *The Rape of the Lock*

Suggested Topics for Background Reading and Class Presentation

- Religious and Secular Thought in the 17th Century
- Changing Images of the Human Being in the Literature of the Period
- The Stage, the State and the Market
- The Mock-epic and Satire

- Women in the 17th Century
- The Comedy of Manners

Suggested Readings:

The Holy Bible, *Genesis*, chaps. 1–4, *The Gospel according to St. Luke*, chaps. 1–7 and 22–4.

Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.

Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.

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.

EEL-DSM-312 Women's Writing								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L6Sem III	EEL-DSM-312	Women's Writing	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To teach the students to recognize the importance of gender specificity in literature, understand and appreciate the representation of female experience in literature, explain the difference between the feminine and the feminist as opposed to the female, examine and appreciate the role played by socio-cultural-economic contexts in defining woman, link the status of woman to social discrimination and social change, draw a location specific trajectory of female bonding or empowerment, to understand the complexity of social and biological constructions of manhood and womanhood, to examine the relationship of women to work and production.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight about the poetry of Emily Dickinson, Sylvia Plath and Eunice De Souza.
- CO2: Will attain knowledge about the gender issues in the writings of Alice Walker.
- CO3: Will get an idea about Charlotte Perkins Gilman, Katherine Mansfield and Mahashweta Devi.
- CO4: Gets introduced to works of Mary Wollstonecraft.
- CO5: Gets introduced to the writings of Ramabai Ranade, and Rassundari Debi.

Course Content:

Unit I: Emily Dickinson: 'I cannot live with you' 'I'm wife; I've finished that'

Sylvia Plath: 'Daddy' 'Lady Lazarus'

Eunice De Souza: 'Advice to Women' 'Bequest'

Unit II: Alice Walker: *The Color Purple*

Unit III: Charlotte Perkins Gilman: 'The Yellow Wallpaper'

Katherine Mansfield: 'Bliss'

Mahashweta Devi: 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)

Unit IV: Mary Wollstonecraft: *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38.

Unit V: Ramabai Ranade: ‘A Testimony of our Inexhaustible Treasures’, in *Pandita Ramabai*

Through Her Own Words: Selected Works, tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295–324.

Rassundari Debi: Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds., *Women’s Writing in India*, vol. 1 (New Delhi: OUP, 1989) pp. 191–2.

Suggested Topics for Background Reading and Class Presentation

- The Confessional Mode in Women's Writing
- Sexual/Textual Politics
- Body, Beauty and Discrimination
- Race, Caste and Gender
- Social Reform and Women’s Rights
- Women under Colonialism
- Women in and out of Slavery
- Is there a Woman’s Language?

Suggested Readings:

Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.

Simone de Beauvoir, ‘Introduction’, in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.

Kumkum Sangari and Sudesh Vaid, eds., ‘Introduction’, in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.

Chandra Talapade Mohanty, ‘Under Western Eyes: Feminist Scholarship and Colonial Discourses’, in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

EEL-MDM-311 Partition Literature								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L6Sem III	EEL-MDM-311	Partition Literature	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To explain historical and socio-cultural factors responsible for the Partition of Indian Sub-continent, demonstrate critical understanding of manifestations of the experience of the partition in various art forms, link and analyze the eco-socio-historical-cultural contexts and dimensions related to the Partition of India e.g. nation, nationalism, communication, violence, exile, homelessness, refugee, rehabilitation, resettlement, border and border lands (colonialism and post colonialism), literary responses to the partition in different parts of Indian continent and interpret them, interpret texts and experience and relate it to their contexts and experiences.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on Intizar Hussain.
- CO2: Will attain knowledge about the writings of Bapsi Sidhwa.
- CO3: Will get an idea about Dibyendu Palit.
- CO4: Gets introduced to the pain of partition as discussed in the works of Sa'adat Hasan Manto.
- CO5: Gets introduced to the writings of Lalithambika Antharajanam, Narayanachandran and Jibananda Das.

Course Content:

Unit I: Intizar Hussain, Basti, (tr), Frances W Pritchett (New Delhi: Rupa, 1995).

Unit II: Bapsi Sidhwa, *Ice Candy Man*,

Unit III: Dibyendu Palit *Alam's Own House*, tr. Sarika Chaudhary *Bengal Partition Stories: An Unclosed Chapter*, Bashabi Fraser (Ed.) London: Anthem Press (2008)

Unit IV: Sa'adat Hasan Manto, "Toba Tek Singh", in *Black Margins: Manto*, (Delhi: Katha, 2003).

Unit V: Lalithambika Antharajanam, 'A Leaf in the Storm' (tr) K Narayanachandran, in *Stories about the Partition of India* (ed) Alok Bhalla, New Delhi, Manohar 2012 (pp 137 – 45)
Jibananda Das, 'I shall Return to This Bengal' Tr Shakunatal Chaudhuri, in *Modern Indian Literature*. New Delhi OUP

Suggested Topics and Reading for Class Presentation Topics

- Nationalism, Colonialism, British Rule in India
- Post Colonialism in India
- Communalism and Violence
- Homelessness and Exile
- Women and Children in Partition Literature

Background Reading and Screenings

1. Ritu Menon and Kamla Bhasin, 'Introduction' in *Borders and Boundaries*. New Delhi, Kali for Women. 1998
2. Sukrita P Kumar, *Narrating Partition*. Delhi, Indialog 2004
3. Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India*. New Delhi, Kali for Women 2000
4. Sigmund Freud, 'Mourning and Melancholia' in *The Complete Psychological Works of Sigmund Freud*, Tr James Strachey. London: Hogarth Press 1953 (pp 3041 – 53)

Films:

- a. *Garam Hawa* (Dir. M S Sathyu, 1974))
- b. *Khamosh Paani: Silent Waters* (Dir. Sabiha Sumar, 2003)
- c. *Subarnarekha* (Dir Ritwik Ghatak, 1965)

EEL-AEC-311 Media and Communication								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L6Sem III	EEL-AEC-311	Media and Communication	2	0	0	2	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To teach the students to develop the professional ability to communicate information clearly and effectively in all kinds of environment and contexts, demonstrate practical skills of various types of media writing, reviews, reports, programmes and discussions, demonstrate their familiarity with the new media, its techniques, practices of social media and hypermedia, critically analyze the ways in which the media reflects, represents and influences the contemporary world, identify avenues for a career in print and electronic media.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on mass communication and globalization, forms of mass, forms of mass communication.
- CO2: Will attain knowledge about advertisement.
- CO3: Will get an idea about scriptwriting for TV and Radio, writing news reports and Editorials.
- CO4: Gets introduced to editing for print and online media.
- CO5: Gets introduced to cyber media and social media.

Course Content:

Introduction to Mass Communication

Unit I: Mass Communication and Globalization, Forms of Mass Communication

Advertisement

Unit II: Types of advertisements, Advertising ethics, How to create advertisements/storyboards

Media Writing

Unit III: Scriptwriting for TV and Radio, Writing News Reports and Editorials

Unit IV: Editing for Print and Online Media

Introduction to Cyber Media and Social Media

Unit V: Types of Social Media, The Impact of Social Media

Introduction to Cyber Media

Suggested Topics and Reading for Class Presentation Topics

- Case studies on current issues Indian journalism
- Performing street plays
- Writing pamphlets and posters, etc.
- Creating an advertisement/visualization
- Enacting an advertisement in a group
- Creating jingles and taglines
- 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

Suggested Readings:

Bel, B. et al. *Media and Mediation*. New Delhi: Sage, 2005.

Bernet, John R, *Mass Communication, an Introduction*. New Jersey: Prantice Hall, 1989.

Stanley J. Baran and Davis, *Mass Communication Theory: Foundations, Ferment and Future*. Boston: Wadsworth Cengage Learning, 2012.

John Fiske, *Introduction to Communication Studies*. London: Routledge, 1982.

Katherine Miller, *Communication theories: Perspectives, Processes and Contexts*. New York: McGraw Hill, 2004.

Michael Ruffner and Michael Burgoon, *Interpersonal Communication*. New York & London: Holt, Rinehart and Winston 1981.

Kevin Williams, *Understanding Media Theory*. London & New York: Bloomsbury, 2015.

V.S. Gupta, *Communication and Development*. New Delhi: Concept Publication, 2000.

EEL-SEC-311 Soft Skills								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L6Sem III	EEL-SEC-311	Soft Skills	2	0	0	2	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To teach the students to communicate with others effectively, exhibit qualities of leadership, take responsibility to undertake a work and complete it, aware of their own weaknesses, Work in groups either as members or leaders, think critically or laterally and solve problems, Be flexible to the needs of others, negotiate with others to solve problems (conflict resolution, cope with pressure and yet produce results.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on effective communication strategies and self-esteem and confidence building strategies.
- CO2: Will attain knowledge about the awareness of the surroundings and using the resources to the best advantage for promoting self learning and lateral thinking .
- CO3: Will get an idea about emotional intelligence and adaptability.
- CO4: Gets introduced to Teamwork and Leadership skills.
- CO5: Gets introduced to various Problem solving skills.

Course Content:

Unit I: Effective Communication strategies
Self-esteem and confidence building strategies

Unit II: Awareness of the surroundings and using the resources to the best advantage
for promoting self learning.
Lateral thinking

Unit III: Emotional Intelligence
Adaptability

Unit IV: Teamwork
Leadership

Unit V: Problem solving

Suggested Readings:

Mohanraj, Jayashree, (2015). *Skill Sutras: Modern Communication and Ancient Wisdom*.
Bangalore, Prism Books

Raamesh, Gopalaswamy. (2010). *The ACE of Soft Skills*. New Delhi, Pearson.

Mitra, K Barun. (2012). *Personality Development and Soft Skills*. New Delhi, OUP.

Semester IV

EEL-DSM-411 British Literature: 18 th Century II								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L6Sem IV	EEL-DSM-411	British Literature: 18 th Century II	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To teach the students to analyze the rise of the critical mind, trace the development of Restoration Comedy and anti-sentimental drama, examine and analyze the form and function of satire in the eighteenth century, appreciate and analyze the formal variations of Classicism, map the relationship between the formal and the political in the literature of the neo- classical period.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on William Congreve's literary style.
- CO2: Will attain knowledge about the writings of Jonathan Swift.
- CO3: Will get an idea about Samuel Johnson's writings.
- CO4: Gets introduced to the writings of Thomas Gray.
- CO5: Gets introduced to the writings of Laurence Sterne.

Course Content:

Unit I: William Congreve: *The Way of the World*

Unit II: Jonathan Swift: *Gulliver's Travels* (Books I and II/ III and IV)

Unit III: Samuel Johnson: 'London'

Unit IV: Thomas Gray: 'Elegy Written in a Country Churchyard'

Unit V: Laurence Sterne: *The Life and Opinions of Tristram Shandy, Gentleman*

Suggested Topics and Background Prose Readings for Class Presentations Topics

- The Enlightenment and Neoclassicism
- Restoration Comedy
- The Country and the City
- The Novel and the Periodical Press
- The Self-Conscious Art Form

Suggested Readings:

Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).

Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm, 1984).

Samuel Johnson, 'Essay 156', in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–7; *Rasselas* Chapter 10; 'Pope's Intellectual Character: Pope and Dryden Compared', from *The Life of Pope*, in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8th edn (New York: Norton, 2006) pp. 2693–4, 2774–7.

EEL-DSM-412 Postcolonial Literatures								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L6Sem IV	EEL-DSM-412	Postcolonial Literatures	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To teach the students to understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule, understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation, see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it, appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations, critically engage with issues of racism and imperialism during and after colonial occupation and appreciate the changing role and status of English in postcolonial literatures and link colonialism to modernity.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on Chinua Achebe.
CO2: Will attain knowledge about the writings of V S Naipaul.
CO3: Will get an idea about the writings of Phakir Mohan Senapati and Ama Ata Aidoo.
CO4: Gets introduced to Derek Walcott and David Malouf.
CO5: Gets introduced to Mamang Dai and Pablo Neruda.

Course Content:

Fiction

Unit I: Chinua Achebe: *Things Fall Apart* / *Man of the People*

Unit II: V S Naipaul: *In a Free State*

Short Fiction

Unit III: Phakir Mohan Senapati: 'Rebati', Bessie Head 'The Collector of Treasures'
Ama Ata Aidoo: 'The Girl who can', Grace Ogot 'The Green Leaves'

Poetry

Unit IV: Derek Walcott: 'A Far Cry from Africa', Okot p'Bitek: 'My Husband'
David Malouf: 'Revolving Days' 'Wild Lemons'

Unit V: Mamang Dai: ‘Small Towns and the River’, ‘The Voice of the Mountain’
Pablo Neruda: ‘Tonight I can Write’

Suggested Topic for Background Reading and Class Presentation

- Nationalism and Nationality
- De-colonization, Globalization and Literature
- Race, Region, Religion
- Women and Postcolonialism/Gender and Identity
- English and Bhasha: The Languages of Postcolonialism
- Postcolonial Literatures and Questions of Ethics
- Postcolonialism and Resistance
- Literature and Identity Politics
- Writing for the New World Audience

Suggested Readings:

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

Ngugi wa Thiong’o, ‘The Language of African Literature’, in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.

Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987).

EEL-MDM-411 Science fiction and Detective Literature								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L6Sem IV	EEL-MDM-411	Science fiction and Detective Literature	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: write critically about the two genres: Science Fiction, and Detective Literature, engage with the philosophical and psychological and social issues that are an intrinsic part to the two genres, think through the concept of progress, and the role of technology in our life and the interaction between technology and human behavior, engage with the social and historical construction of crime, analyze individual or multiple texts in the two genres in terms of key concepts including genre, implied audience, plot construction, linguistic texture, authorial identity, publication context, and socio-cultural context.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on Science Fiction and Fantasy
CO2: Will attain knowledge about Margaret Atwood.
CO3: Will get an idea about the writings of Manjula Padmanabhan.
CO4: Gets introduced to Arthur Conan Doyle.
CO5: Gets introduced to Devki Nandana Khatri's writings.

Course Content:

Unit I: Science Fiction and Fantasy: Genre, Literary traditions and specific patterns.

Unit II: Margaret Atwood, *The Handmaid's Tale*

Unit III: Manjula Padmanabhan, "Escape", "Exile", "2099"

Unit IV: Arthur Conan Doyle *The Hound of the Baskervilles*

Unit V: Devki Nandana Khatri *Chandrakanta*

Suggested Readings:

Suvin, Darko. "On the Poetics of the Science Fiction Genre." College English 34, no. 3 (December 1972): 372–82.

Charles J. Rzepka, 'Introduction: What is Crime Fiction?', in *Companion to Crime Fiction: Blackwell Companions to Literature and Culture*, eds Charles J Rzepka and Lee Horsley (Oxford: Wiley and Blackwell, 2010) pp.1-9

Robert A. Heinlein, 'On the Writing of Speculative Fiction', online at https://mab333.weebly.com/uploads/3/2/3/1/32314601/writing_sf_01_on_the_writing_of_speculative_ficton.pdf

Joy Palmer, 'Tracing Bodies: Gender, Genre, and Forensic Detective Fiction',

South Central Review; Vol.18, No.3/4; *Whose Body: Recognizing Feminist Mystery and Detective Fiction* (Autumn-Winter,2001), pp.54-71.

EEL-AEC-411 Translation Studies								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L6Sem IV	EEL-AEC-411	Translation Studies	2	0	0	2	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To teach the students to critically appreciate the process of translation, engage with various theoretical positions on Translation, think about the politics of translation, assess, compare, and review translations, translate literary and non-literary texts.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on a brief history and significance of translation in a multi linguistic and multicultural society like India.
- CO2: Will attain knowledge about the exercises in different types / modes of translation.
- CO3: Will get an in-depth knowledge about the concepts and terms used in Translation Studies.
- CO4: Gets introduced to the process of translation.
- CO5: Gets introduced to the exercises to comprehend equivalence in translation.

Course Content:

Unit I: Introducing Translation: a brief history and significance of translation in a multi linguistic and multicultural society like India.

Unit II: Exercises in different Types / modes of translation, such as: Different approaches to translation from fidelity to transcreation Functional / communicative translation.

Technical /Official translation as opposed to literary translation Audio-visual translation.

Unit III: Introducing basic concepts and terms used in Translation Studies through relevant tasks, for example: Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, Code mixing / Switching.

Unit IV:Defining the process of translation (analysis, transference, restructuring) through critical examination of standard translated literary/non-literary texts and critiquing subtitles of English and Hindi films.

Unit V: Exercises to comprehend Equivalence in translation: Structures – equivalence between the source language and target language at the lexical (word) and syntactical (sentence) levels. This will be done through tasks of retranslation and recreation, and making comparative study of cultures and languages.

Translation of various kinds of short texts from short stories to news reports, poems and songs, to advertisements both print and audio-visual

Suggested Topics for Class Presentation

- Translation and Culture
- Translation and Gender
- Translation and Caste
- Idioms, and Dialects in Translation
- Understanding the aims of translation
- Evaluation of Translation

Suggested Readings:

Lawrence Venuti, *Essays in The Translation Studies Reader*, London: Routledge, 2000. Andre Lefevere, *Translation/History/Culture: A Sourcebook*, London: Routledge, 1992.

Harish Trivedi and Susan Bassnett, Introduction to *Postcolonial Translation: Theory and Practice* (London: Routledge, 1999)

Avadhesh Kumar Singh, “Translation Studies in the 21st Century”, *Translation Today*, Vol. 8, Number 1, 2014, pp. 5-45. Susan Bassnett, *Translation Studies*, London: Routledge, 1998.

EEL-SEC-411 Creative Writing								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L6Sem IV	EEL-SEC-411	Creative Writing	2	0	0	2	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: recognize creativity in writing and discern the difference between academic/non creative and creative writing, 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, develop a comprehensive understanding of some specific genres such as fiction, poetry, drama and newspaper writing, 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), 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 Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on creative writing.
- CO2: Will attain knowledge about the art and craft of writing.
- CO3: Will get an in-depth knowledge about the modes of creative writing.
- CO4: Gets introduced to media writing.
- CO5: Gets introduced to preparation of writing for publication.

Course Content:

- Unit 1:** What is Creative Writing?
- Unit 2:** The Art and Craft of Writing
- Unit 3:** Modes of creative Writing
- Unit 4:** Writing for the Media
- Unit 5:** Preparing for Publication

Suggested Readings:

- 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.

Semester V

EEL-DSM-511 British Romantic Literature								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L7Sem V	EEL-DSM-511	British Romantic Literature	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To teach the students to understand Romanticism as a concept in relation to ancillary concepts like Classicism, understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences, analyze and understand the main characteristics of Romanticism and appreciate the canonical and representative poems and prose of the writers of the Romantic period, develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody, appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity, relate Romantic literary texts to other forms of expression such as painting, for instance.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on William Blake and Robert Burns.
- CO2: Will attain knowledge about the writings of William Wordsworth.
- CO3: Will get an idea about Lord George Gordon Noel Byron.
- CO4: Gets introduced to the poems of Percy Bysshe Shelley and John Keats.
- CO5: Gets introduced to the writings of Mary Shelley.

Course Content:

Unit I: William Blake ‘The Lamb’,
‘The Chimney Sweeper’ (from *The Songs of Innocence* and *The Songs of Experience*)
‘The Tyger’ (*The Songs of Experience*)
‘Introduction’ to *The Songs of Innocence*
Robert Burns ‘A Bard’s Epitaph’, ‘Scots Wha Hae’

Unit II: William Wordsworth ‘Tintern Abbey’, ‘Ode: Intimations of Immortality’
Samuel Taylor Coleridge: ‘Kubla Khan’, ‘Dejection: An Ode’

Unit III: Lord George Gordon Noel Byron: ‘Childe Harold’: canto III, verses 36–45 (lines 316–405); canto IV, verses 178–86 (lines 1594–674)

Unit IV: Percy Bysshe Shelley: ‘Ode to the West Wind’ ‘Ozymandias’ ‘Hymn to Intellectual Beauty’
John Keats : ‘Ode to a Nightingale’ ‘To Autumn’ ‘On First Looking into Chapman’s Homer’

Unit V: Mary Shelley: *Frankenstein*

Suggested Topics for Background Reading and Class Presentation

- Reason and Imagination
- Conceptions of Nature
- Literature and Revolution
- The Gothic
- The Romantic Lyric

Suggested Readings:

William Wordsworth, ‘Preface to Lyrical Ballads’, in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611.

John Keats, ‘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 (New York: OUP, 1973) pp. 766–68, 777–8.

Jean-Jacques Rousseau, ‘Preface’ to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991).

Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.

EEL-DSM-512 World Literatures								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L7Sem V	EEL-DSM-512	World Literatures	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To teach the students the concept of World Literature and its evolution in relation to other related concepts e.g. national literature, general literature, comparative literature and *Vishwa Sahitya*, appreciate the connectedness and diversity of human experiences and literary responses to them in different parts of the world, analyze and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions, analyze and interpret literary texts in their contexts and locate them.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on Franz Kafka.
- CO2: Will attain knowledge about the writings of Anton Chekov.
- CO3: Will get an idea about the writings of Baudelaire.
- CO4: Gets introduced to the writings of Gabriel Garcia Marquez.
- CO5: Gets introduced to Naguib Mafouz's literary writings.

Course Content:

Unit I: Franz Kafka, *Metamorphosis*

Unit II: Anton Chekov, *The Cherry Orchard*

Unit III: Baudelaire, *Flowers of Evil*

Unit IV: Gabriel Garcia Marquez *The General in the Labyrinth*

Unit V: Naguib Mafouz, *Palace of Desire* (from the Cairo trilogy)

Suggested Readings:

Rabindranath Tagore, *Vishwa Sahitya*, Sarkar & Sons, 1993.

David Damrosch, *How to Read World Literature*, Wiley Blackwell, 2002.

Lillian Herlands Hornhtin, *The Reader's Companion to World Literature*, Penguin, 2002.

Frank Magil, *Masterpieces of World Literature*, Collins Reference, 1991.

EEL-MDM-511 Language and Linguistics								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L7Sem V	EEL-MDM-511	Language and Linguistics	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: recognize/understand the structure and various parts of the language, understand the existence of language in the form of different dialects based on a set of established factors, identify the various functions a language performs and the roles assigned to it, understand that all languages behave alike and develop a tolerance for other languages, understand that making errors is a process of learning and not hesitate to use language for the fear of making errors

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on language and communication, language varieties and language change.
- CO2: Will attain knowledge about Structuralism and distinctive features of human language; Language learning and acquisition.
- CO3: Will get an in-depth knowledge about Phonology and Morphology.
- CO4: Gets introduced to Phonology and Morphology.
- CO5: Gets introduced to various concept of Syntax and semantics which includes categories and constituents phrase structure; maxims of conversation

Course Content:

Unit I: Language: language and communication; language varieties: standard and non-standard language; language change. (From Mesthrie, Rajend and Rakesh M Bhatt. 2008. *World Englishes: The study of new linguistic varieties*. Cambridge: Cambridge University Press.)

Unit II: Structuralism:

- Distinctive features of human language. (Here we discuss how language used for human communication though unique, shares several features with animal communication.)
- Language learning and acquisition: (Here we discuss how a child learns language in an atmosphere of love and leisure in contrast to what happens in school. The implications this understanding will have on both learning and teaching language can be explored in brief.)
(Saussure, Ferdinand de. 1966. *Course in general linguistics*. New York: McGraw Hill 'Introduction' Chapter 3)

- Unit III:** Phonology and Morphology I (Akmajian, A., R. A. Demers and R, M. Harnish, *Linguistics: An Introduction to Language and Communication*, 2nd ed.; Fromkin, V., and Rodman, *An Introduction to Language*, 2nd ed. (New York: Holt, Rinehart and Winston, 1974) Chapters 3, 6 and 7
- Unit IV:** Phonology and Morphology II (Akmajian, A., R. A. Demers and R, M. Harnish, *Linguistics: An Introduction to Language and Communication*, 2nd ed.; Fromkin, V., and Rodman, *An Introduction to Language*, 2nd ed. (New York: Holt, Rinehart and Winston, 1974) Chapter 7
- Unit V:** Syntax and semantics: categories and constituents phrase structure; maxims of conversation. (Akmajian, A., R. A. Demers and R, M Harnish, *Linguistics: An Introduction to Language and Communication*, 2nd ed. (Cambridge, Mass,: MIT Press, 1984; Indian edition, Prentice Hall, 1991) Chapter 5 and 6.)

Suggested Readings:

- Selinker, L (1975) *An Introduction to Linguistics*, London, Longman
- Fromkin and Rodman. (1975) *Human and Animal Communication*. London, Pergamon.
- Syal, Puspinder et.al. (2009). *An Introduction to Linguistics: Language, Grammar and Semantics*, New Delhi, PHI
- Mohanraj, Jayashree. (2014) *Let's Hear them Speak*, New Delhi, Sage

EEL-AEC-511 Moral Philosophy: Indian and Western								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L7Sem V	EEL-AEC-511	Moral Philosophy: Indian and Western	2	0	0	2	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To teach the students about the development of religious philosophies of the world, enable them to compare and contrast between different religious and moral ideals, to trace the influence of Hinduism on Western thought, inculcate moral values in them so as to endure a good life.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight about the history and the emergence of Religions.
- CO2: Will attain knowledge about the Hindu view of religion as spiritual experience and The Greek Spirit.
- CO3: Will get an in-depth knowledge about the Rgveda and the development of Western Religions.
- CO4: Gets introduced to Upanisads and the Hellenistic World.
- CO5: Gets introduced to Srimad Bhagvadgita, Christianity and the Heritage of India.

Course Content:

Unit I: The of history and the emergence of Religions: the civilizations of Indus Valley, Sumer, Egypt and Minos

Unit II: The Hindu View of religion as Spiritual Experience: Mysticism and Ethics in Hindu Thought, the doctrine of Maya

The Greek Spirit: Science, Rationalism, Secular Humanism

Unit III: Rgveda and the development of Western Religions: the Milenesian School, Anaxagoras, Atomists and Pythagoras, Zororastranism, Jewish

Unit IV: Upanisads and the Hellenistic World: Cynics, Sceptics, the Epicureans, Stoicism, the Christian Religion

Unit V: Srimad Bhagvadgita, Christianity and the Heritage of India: Srimad Bhagvadgita and the ethics of St. Augustine, St. Benedict, John the Scot and St. Thomas Aquinas

Suggested Reading:

- S. Radhakrishnan, Principal Upanisads, London, George Allen and Unwin.
- _____, Eastern Religions and Western Thought, London, George Allen and Unwin.
- _____, Indian Philosophy Vol 1 &2, New Delhi, Oxford University Press.
- _____, Bertrand Russell, History of western Philosophy, London, Routledge.

EEL-SEC-511 Technical Writing								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L7Sem V	EEL-SEC-511	Technical Writing	2	0	0	2	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To teach the students to understand the important aspects of technical writing skills, enhance their ability to write with coherence and brevity, practice their skills through writing different documents in scientific and technical subjects.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on language and communication, differences between speech and writing, distinct features of speech, distinct features of writing.
- CO2: Will attain knowledge about the Writing Skills such as Selection of topic, thesis statement, developing the thesis introductory, developmental, transitional and concluding paragraphs, linguistic unity.
- CO3: Will get an idea about Technical Writing.
- CO4:
- CO5:

Course Content:

- Unit I:** Communication: Language and communication, differences between speech and writing, distinct features of speech, distinct features of writing.
- Unit II:** Writing Skills; Selection of topic, thesis statement, developing the thesis introductory, developmental, transitional and concluding paragraphs, linguistic unity, coherence and cohesion, descriptive, narrative, expository and argumentative writing.
- Unit III:** Technical Writing: Scientific and technical subjects; formal and informal writings; formal writings/reports, handbooks, manuals, letters, memorandum, notices, agenda, minutes; common errors to be avoided.

Suggested Readings:

M.Frank. Writing as thinking: *A guided process approach*, Englewood Cliffs, Prentice Hall Regents.

L. Hamp-Lyons and B. Heasley: Study Writing; *A course in written English*. For academic and professional purposes, Cambridge Univ. Press.

R. Quirk, S. Greenbaum, G. Leech and J. Svartik: *A comprehensive grammar of the English language*, Longman, London.

Daniel G. Riordan & Steven A. Panley: *“Technical Report Writing Today”* - Biztaantra.

Semester VI

EEL-DSM-611 British Literature: 19 th Century								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L7Sem VI	EEL-DSM-611	British Literature: 19 th Century	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To teach the students to identify and analyze the socio-economic-political contexts that inform the literature of the period, comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres, understand the conflict between self and society in different literary genres of the period, link the rise of the novel to the expansion of Colonialism and Capitalism, understand the transition from Romantic to Victorian in literature and culture, link the Victorian temper to political contexts in English colonies and the changes in the English countryside to changes brought about in similar settings in India.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on Jane Austen's literary work and writing style.
 CO2: Will attain knowledge about the writing of Charlotte Bronte.
 CO3: Will get an in-depth knowledge about the novel by Charles Dickens.
 CO4: Gets introduced to various poems of Alfred Tennyson and Robert Browning.
 CO5: Gets introduced to the poem by Christina Rossetti.

Course Content:

Unit I: Jane Austen *Pride and Prejudice*

Unit II: Charlotte Bronte *Jane Eyre*

Unit III: Charles Dickens *Hard Times*

Unit IV: Alfred Tennyson 'The Lady of Shalott' 'Ulysses' 'The Defence of Lucknow'

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

Unit V: Christina Rossetti 'The Goblin Market'

Suggested Topics for Background Reading and Class Presentation

- Utilitarianism
- Colonialism and nineteenth century literature
- The Death of the Village
- The 19th Century Novel
- Marriage and Sexuality
- The Writer and Society
- Faith and Doubt
- The Dramatic Monologue

Suggested Readings:

- Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201.
- Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man* in *The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545–9.
- John Stuart Mill, *The Subjection of Women* in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

EEL-DSM-612 Modern European Drama								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L7Sem VI	EEL-DSM-612	Modern European Drama	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To teach the students to understand the role of theatre and drama in the introduction and shaping of modernity and understand and engage with concepts like realism, naturalism, symbolism, expressionism, the Avant Garde, the epic theatre, the theatre of the absurd, etc., understand how meaning is created in theatre and be able to write about innovations introduced into theatrical practice in the late nineteenth and the twentieth century.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on the play by Henrik Ibsen.
- CO2: Will attain knowledge about the writing of Bertolt Brecht.
- CO3: Will get an in-depth knowledge about Samuel Beckett's literary works.
- CO4: Gets introduced to the works by Eugene Ionesco.
- CO5: Gets introduced to various concept of drama in the works of Jean Genet.

Course Content:

Unit I: Henrik Ibsen: *A Doll's House*

Unit II: Bertolt Brecht: *The Good Woman of Szechuan*

Unit III: Samuel Beckett: *Waiting for Godot*

Unit IV: Eugene Ionesco: *Rhinoceros*

Unit V: Jean Genet: *The Balcony*

Suggested Topics for Background Reading and Class Presentation

- Politics, Social Change and the Stage
- Text and Performance
- European Drama: Realism and Beyond
- Tragedy and Heroism in Modern European Drama
- The Theatre of the Absurd
- The Role of the Director
- The Role of the free theatres

Suggested Readings:

Constantin Stanislavski, chap. 8, 'Faith and the Sense of Truth', In *An Actor Prepares*, tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp.121–5, 137–46.

Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.

George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.

EEL-MDM-611 Language, Literature and Culture								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L7Sem VI	EEL-MDM-611	Language, Literature and Culture	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To teach the students and create awareness about why language matters, multilingualism, make them understand the features of Indian literature, familiarity with trends in contemporary Indian culture.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on Language and Functions of Language; relationship of language with class, gender, ethnicity and identity.
- CO2: Will attain knowledge about the language variation, bilingualism and multilingualism
- CO3: Will get an in-depth knowledge about Indian literature.
- CO4: Gets introduced to the idea of culture.
- CO5: Gets introduced to culture and the media.

Course Content:

Language

Unit I: Language and Functions of Language
Language and class, gender, ethnicity, identity

Unit II:
Language variation: dialect, slang, standard and non-standard language
Bilingualism and multilingualism

Literature

Unit III: Indian Literature

Selections for detailed study from *Indian Literature: An introduction /Bhartiya Sahitya: Ek Parichay* edited by Anjana Dev, Sanum Klants and Bajrang Bihan Tewari Delta Pearson. 2005 reprinted 2006),

Chapter 2 Veda Vyas, *The Mahabharata*, The Eklavya Episode
Chapter 3 Sudraka: *Mrichchhakatika*, The Making of a Breach
Chapter 4: Ilano tikal: *Cilappatikaram*, The Book of Mathurai

Chapter 7: Mirabai: I know only Krisna

Chapter 14: Rabindranath Tagore, The Cabulliwallah To Waris Shah

Culture and Society in Contemporary India

Unit IV: The Idea of Culture

Unit V: Culture and the Media

Suggested Readings:

Williams. Raymond. (1983) Keywords. rev. ed., OUP.

During, Simon, ed. (1999) The Cultural Studies-Readers. London: Routledge.

Dines, G. & J. M. Humez. eds. (1995) Gender, Race and Class in Media: A Text-Reader. Thousand Oaks, CA: Sage.

Aurobindo. Sri. "Is India Civilised?" in Foundations of Indian Culture. Volume 20 [pages 1 9.

Kama, MN. (March-Sept. 1999) Language, Region and Nasional Identity, Sociological Bulletin, 18:1&2, pages 75-56

Shapiro, Michael and Harold Schiffman (1981) Language and Society in South Asia, Delhi: Motilal Banarsidas.

Gokak, V.K. 1986 Towards a Definition of Culture" in India and World Culture. New Delhi: Sahitya Akademi (pages 1-81

Kumar, Keval J. Mass Communication in India. 3rd Edition. Mumbai Jaico Publishing House, 2004

Basham, AL. The Wonder that was India Delhi: Rupa, 1999.

Sisir Kumar Das, ed. A History of Indian Literature. New Delhi: Sahitya Akademi. 1995.

EEL-AEC-611 Appreciating Literature								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L7Sem VI	EEL-AEC-611	Appreciating Literature	2	0	0	2	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To show how imagery and figures of speech work in poetry and use the analysis of these so arrive at an interpretation of the poem, identify rhyme, beats, sound pattern in a poem and analyse the rhythm of heroic couplets, blank verse and free verse, demonstrate how a dramatic text interacts with a reader in the reading process for meaning and interpretation, identify the performative aspects of dramatic text, demonstrate the ability to identify various aspects of storytelling in terms of plot, character, linguistic devices and form in a short story, demonstrate the ability for critical thinking and close reading of literary text from the larger perspectives of culture, society, history and gender, show their useful interpretative skill.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on major categories of poetry, dramatic verse form, Interplay of various elements in poetic communication.
- CO2: Will attain knowledge about the major categories of drama.
- CO3: Will get an in-depth knowledge about the various elements of drama.
- CO4: Gets introduced to types of short stories and aspects of storytelling.
- CO5: Gets introduced to the various contexts of literature such as author, reader, intertextuality, history, society, culture, gender.

Course Content:

Poetry

Unit I: Major categories of Poetry: lyric, narrative

Dramatic Verse form: rhymed verse, blank verse, free verse imagery, diction, syntax, Rhythm and its function
Interplay of sense, feeling, tone and intonation in poetic communication

Drama

Unit II: Major categories of Drama: comedy, tragedy, tragi-comedy

Unit III: Elements of drama: Plot, character, language (dialogue and soliloquy), setting (stage directions and props)

Short Story

Unit IV: Types of short stories
Aspects of story telling

Contexts of Literature

Unit V: Author, reader, intertextuality, history, society, culture, gender

Suggested Readings:

Baldick, Chris (2008) Oxford Dictionary of Literary Terms, OUP.

Cuddon, J.A. (2014) Penguin Dictionary of Literary Terms and Literary Theory.
Penguin Books

Green, David (1974) The Winged Word: An Anthology of Poems for Degree Course
Macmillan.

Scholes, Robert E (1991) Elements of Literature Section on short story in particular),
OUP

Styan, J.L.(1965) The Dramatic Experience: A Guide to the Rending of Plays, CUP
fr Wainwright, Jeffrey (2004) Poetry: The Basics, Taylor & Francis

EEL-SEC-611 Business Communication								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L7Sem VI	EEL-SEC-611	Business Communication	2	0	0	2	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To teach the students to learn prerequisites to business communication, enhance oral communication and writing skills, get command over the correct practices of the strategies of effective business writing and demonstrate critical thinking through writing and communication ability through presentations.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on the essentials of business communication.
- CO2: Will learn writing project reports in correct manner.
- CO3: Will get knowledge about writing different kinds of reports.
- CO4: Gets introduced to writing about e-correspondence.
- CO5: Gets introduced to various concepts of spoken English for oral presentations.

Course Content:

UNIT I: Introduction to the essentials of Business Communication: Theory and practice

UNIT II: Writing a project report

UNIT III: Writing reports on field work/visits to industries, business concerns etc. /business negotiations.

UNIT IV: Writing minutes of meetings
E-correspondence

UNIT V: Spoken English for business communication (Viva for internal assessment)
Making oral presentations (Viva for internal assessment)

Essential Readings:

Scot, O.; Contemporary *Business Communication*. Biztantra, New Delhi.

Suggested Readings:

Lesikar, R.V. & Flatley, M.E.; *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. New Delhi.

Ludlow, R. & Panton, F.; *The Essence of Effective Communications*, Prentice Hall Of India Pvt. Ltd., New Delhi.

R. C. Bhatia, *Business Communication*, Ane Books Pvt. Ltd, New Delhi

Semester VII

EEL-DSM-711 British Literature: The Early 20 th Century								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8Sem VII	EEL-DSM-711	British Literature: The Early 20 th Century	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe, link and distinguish between modernity and modernism, explain the links between developments in science and experiments in literature, explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism, identify and analyze the use and modernist technique in different genres in early twentieth century British literature, trace the history of the self and subjectivity in literature in the light of colonial consciousness, explain and analyze the idea of form in modernist literary texts from across major genres.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on Joseph Conrad.
- CO2: Will attain knowledge about D.H. Lawrence.
- CO3: Will get an idea about the writings of Virginia Woolf.
- CO4: Gets introduced to the poems of W.B. Yeats.
- CO5: Gets introduced to the poems of T.S. Eliot.

Course Content:

Unit I: Joseph Conrad *Heart of Darkness*

Unit II: D.H. Lawrence *Sons and Lovers*

Unit III: Virginia Woolf *Mrs Dalloway*

Unit IV: W.B. Yeats 'Leda and the Swan' 'The Second Coming'
'No Second Troy' 'Sailing to Byzantium' 'Among School Children', 'The Tower'.

Unit V: T.S. Eliot 'The Love Song of J. Alfred Prufrock' 'Burnt Norton' 'East Coker', 'Little Gidding', 'Sweeney among the Nightingales' 'The Hollow Men' "Gerontion"

Suggested Topics for Background Reading and Presentation Topics

- Modernism, Post-modernism and non-European Cultures
- The Women's Movement in the Early 20th Century
- Psychoanalysis and the Stream of Consciousness
- Literature and the Fear of Disintegration
- The Uses of Myth
- Nation and Narration in Early Twentieth Century Novel
- The Avant Garde

Suggested Readings:

Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.

T.S. Eliot, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.

Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.

EEL-DSM-712 Literary Criticism								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8Sem VII	EEL-DSM-712	Literary Criticism	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods, learners will be able to understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g., difference between literary criticism and literary theory), learners will be able to grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory, learners will have knowledge about major, critical movements and critics in various critical traditions – Indian (schools of *Rasa*, *Alamkar*, *Riti*, *Dhwani*, *Vakroti*, *Auchitya*) and Western (Greek, Roman, English, German, Russian and French), learners will be able to identify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts, learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts, learners will be able to evaluate and analyze strengths and limitations of critical/theoretical frameworks and arguments, learners will be able to strengthen and deepen their interpretative skills.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on different schools of Indian literary theory such as *Rasa*, *Alamkar*, *Riti*, *Dhwani*, *Vakroti*, *Auchitya*.
- CO2: Will attain knowledge about the poetic theories of Aristotle and Longinus.
- CO3: Will get an in-depth knowledge about Christopher Caudwell's and I.A. Richards' critical theories.
- CO4: Gets introduced to the critical works of Victor Shklovsky and T.S. Eliot.
- CO5: Gets introduced to the critical views of Northrop Frye.

Course Content:

Unit I: Schools of Indian Literary Theory: *Rasa*, *Alamkar*, *Riti*, *Dhwani*, *Vakroti*, *Auchitya*

Unit II: Aristotle (from *Poetics*)

Longinus: Excerpts from 'On the Sublime'

Unit III: Christopher Caudwell: Excerpts (from *Illusion and Reality*)

I.A. Richards: Excerpts from *Practical Criticism*

Unit IV: Victor Shklovsky (from ‘Art as Technique’)

T.S. Eliot from ‘The Use of Poetry and the Use of Criticism’

Unit V: Northrop Frye (from *The Anatomy of Criticism*)

Suggested Readings:

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.

EEL-MDM-711 Literature of the Indian Diaspora								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8Sem VII	EEL-MDM-711	Literature of the Indian Diaspora	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: understand the concept of ‘diaspora’ in its historical and cultural contexts, identify different aspects of Indian diasporic consciousness and the literary features of diasporic texts, develop a clear understanding of the formation of Indian diasporic movements within India and outside, develop a critical understanding of the writings of the Indian diaspora within the discourse of postcoloniality, postmodernity, hybridity, globalization and transnationalism., develop the analytical ability to read diasporic texts and analyze key diasporic issues such as displacement, nostalgia, alienation, belonging, identity, gender, racism and assimilation, understand the main currents of Indian diasporic narratives, examine how texts function as diasporic markers, broadening the understanding of Indian diasporic lives, cultural practices, experiences, religion and the new medium.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on M. G. Vassanji’s works.
CO2: Will attain knowledge about the writings of Rohinton Mistry dealing with the theme of diasporic lives.
CO3: Will get an in-depth knowledge about the writings of Meera Syal.
CO4: Gets introduced to Jhumpa Lahiri’s literary style.
CO5: Gets introduced to the writings of Bharati Mukherjee.

Course Content:

Unit I: M. G. Vassanji: *The Book of Secrets* (Penguin, India)

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

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

Unit IV: Jhumpa Lahiri: *The Namesake* (Houghton Mifflin Harcourt)

Unit V: Bharati Mukherjee: *Wife* (Houghton Mifflin)

Suggested Topics for Background Reading and Class Presentation

- The Diaspora
- Nostalgia
- New Medium
- Alienation
- Globalization

- Transnationalism

Suggested Readings:

“Introduction: The diasporic imaginary” in Mishra, V. (2008). *Literature of the Indian diaspora*. London: Routledge

“Cultural Configurations of Diaspora,” in Kalra, V. Kaur, R. and Hutynuk, J. (2005).

Diaspora & hybridity. London: Sage Publications.

“The New Empire within Britain,” in Rushdie, S. (1991). *Imaginary Homelands*. London: Granta Books.

EEL-AEC-611 Autobiography								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8Sem VII	EEL-AEC-711	Autobiography	2	0	0	2	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To demonstrate a familiarity with kinds of writing which seek to represent and make sense of the experiences of the individual; make understand the relationship between self and history, truth, claims and fiction in private and public spheres; explain the working of memory, politics of memory and its role in constructing identity; explain and analyze how life writing provides alternatives to existing ways of writing history; to help examine the status of life writing as a literary form and the history of its reception, appreciate the emergence of life writings on-Western context.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on Jean Jacques Rousseau's *Confessions*.
CO2: Will attain knowledge about M KGandhi's *Autobiography*.
CO3: Will get an idea about the autobiographical work of T J S George.
CO4: Gets introduced to the writings of Ramchandra Guha and Samuel Pepys.
CO5: Gets introduced to the life writings of Richard Wright and Sharan Kumar Limbale.

Course Content:

Unit I: Jean Jacques Rousseau's *Confessions*, Part I and Book 1 Tr Angela
Scholar (New York. OUP 2000)

Unit II: M KGandhi's *Autobiography: The Story of my Experiments with Truth*
(5–26) Ahmedabad, Navjivan Press)

Unit III: T J S George: *MS—A Life in Music*. New Delhi, Harper Collins 2004
(first Three chapters)

Unit IV: Ramchandra Guha: *Savaging the Civilized* New Delhi, Permanent
Black 1999 (first three chapters)
The Diary of Samuel Pepys (selections) or *The Diary of Young Girl*
Anne Frank

Unit V: Richard Wright *The Black Boy* (Chapter, pp1-94) Picador 1984
Sharan Kumar Limbale *The Outcaste* New Delhi OUP (pp1-39)

Suggested Topics for Background Reading and Class Presentation:

- Life writing and Truth
- Self and Society
- Role of memory in Life writing
- Life Writing as Resistance
- Life Writing and rewriting History
- Life Writing and Identity

Suggested Readings:

Roy Pascal, *Design and Truth in Autobiography*

James Olney, 'A Theory of Autobiography' in *Metaphors of Self* Princeton University Press 1972 (pp3–50)

Laura Marcus *The Law of Genre in Autobiographical Discourse* Manchester University Press 1994 (pp229–74)

Linda Anderson, 'Introduction' in *Autobiography* London, Routledge 2001 (pp1–17)

Mary G Mason, 'The Other Voice' *Autobiographies of Women Writers in Life/Lines Theorizing Womens' Autobiography*. Ed Bella Brodzki and Celeste Shenck Cornell University Press 1988 (pp19–44)

Rajkumar, Dalit *Personal Narratives*, Hyderabad, Orient Blackswan

EEL-SEC-711 Rhetoric and Prosody								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8Sem VII	EEL-SEC-711	Rhetoric and Prosody	2	0	0	2	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To teach the students to understand the nature, form, function and significance of language, differentiate between ordinary language and figurative language; understand varieties of linguistic usage; have understanding of literary terms and their usage in literature, have understanding of meaning creation.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on the nature, form, function and significance of language.
CO2: Will attain knowledge about the varieties of linguistic usage, creative use of language, anatomy of Language, types of deviation.
CO3: Will get an in-depth knowledge about the literary terms and their usage.
CO4: Gets introduced to various patterns and sounds used in poems.
CO5: Gets introduced to the creation of poetic meaning.

Course Content:

Unit I: Language: Nature, form, function and significance

Ordinary language and figurative language
Figurative Language: Classical, medieval and modern approaches
Metaphor: Classical and modernist perspective

Unit II: Varieties of linguistic usage: dialect, register, grand, middle and plain style

Creative use of language
Anatomy of Language: Phonology, graphology
Types of deviation: lexical, grammatical, phonological, graphological, semantic, dialectical
Foregrounding and interpretation: Parallelism

Unit III: Verbal repetition: Schemes and tropes

Metonymy, oxymoron, onomatopoeia, litotes, paradox, irony, innuendo, symbolism, allegory, simile, synecdoche, periphrasis, tautology, pleonasm, symplote etc.

Unit IV: Pattern of sound and meter

Sound pattern and syllable
Metre: rhythm and meter: pauses, syllable length
Metre: The line of verse: English metre, the 'foot' of traditional prosody, numerical aspect of metre, accentual metre, metrical variation, enjambment

Unit V: Nature of meaning: A logical view

Absurdity and Redundancy in figurative language

Figurative language: Hyperbole, License, rhetorical question, inferred situation

Ambiguity and Indeterminacy: Puns and word play, visual art and analogy

Suggested Readings:

Geoffrey leech: *A Linguistic Guide to English Poetry*, London

S Chatman: *A Theory of Meter* New York: Modern Library

R Fowler. Ed. *Essays on Style and Language*, London: Oxford University Press

D Crystal and D Dang, *Investigating English Style*. London Macmillan and Co.

Cleanth Brooks and R. P. Warren: *Fundamentals of Good Writing: A Handbook of Modern Rhetoric*. London: Oxford University Press

A. Bain *English Composition and Rhetoric* in Two Vols. London. Macmillan and Co.

Semester VIII

EEL-DSM-811 British Literature: Post World War II								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8Sem VIII	EEL-DSM-811	British Literature: Post World War II	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To teach the students to understand the social-historical-political-economic contexts of Post-World War II British Literature, understand the relationship between World war II and the end of colonialism, identify the social-historical-political changes in England after World War II, see through a corpus of representative texts the rise of multiculturalism in England in the wake of migrations of people from colonial territories, grasp the changing role of English in the new world order, critically analyze and link changes in social norms to new literary forms, engage with the idea of the postmodern and the rise of the postmodernist aesthetics, appreciate the importance of location in understanding the self and the other.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on John Fowles' literary style.
- CO2: Will attain knowledge about the writings of John Carey.
- CO3: Will get an in-depth knowledge about the writings of Khaled Hosseine.
- CO4: Gets introduced to poems of Phillip Larkin and Ted Hughes.
- CO5: Gets introduced to various concept of literary works of Seamus Heaney and Carol Anne Duffy.

Course Content:

Fiction and non-narrative prose

Unit I: John Fowles: *The French Lieutenant's Woman*

Unit II: John Carey: *The Unexpected Professor*

Drama and poetry

Unit III: Khaled Hosseine *The Kite Runner*

Unit IV: Phillip Larkin 'Whitsun Weddings' 'Church Going'

Ted Hughes 'Hawk Roosting' 'Crow's Fall'

Unit V: Seamus Heaney 'Digging' 'Rite of Spring'/'Casualty'

Carol Anne Duffy 'Text' 'Stealing' Wilfred Owen 'Strange Meeting'

Suggested Topics and Background Readings and Class Presentation

- Postmodernism in British Literature
- Britishness after 1960s
- Intertextuality and Experimentation
- Literature and Counterculture
- Multiculturalism and the Rise of the Other

Suggested Readings:

Alan Sinfield, 'Literature and Cultural Production', in *Literature, Politics, and Culture in Postwar Britain* (Berkeley and Los Angeles: University of California Press, 1989), pp. 23–38.

Seamus Heaney, 'The Redress of Poetry', in *The Redress of Poetry* (London: Faber, 1995), pp. 1–16.

Patricia Waugh, 'Culture and Change: 1960-1990', in *The Harvest of The Sixties: English Literature And Its Background, 1960-1990* (Oxford: OUP, 1997)

EEL-DSM-812 Literary Theory								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8Sem VIII	EEL-DSM-812	Literary Theory	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

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

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on Indian and Western literary theories.
- CO2: Will attain knowledge about the various schools of modern criticism.
- CO3: Will get an in-depth knowledge about Structuralism and Poststructuralism.
- CO4: Gets introduced to theories such as New Historicism and Postcolonialism.
- CO5: Gets introduced to Feminism, Black and Dalit Aesthetics/ Subaltern Studies and Theory Now.

Course Content:

Unit I: Literary Theory: An Introduction (Indian and Western)

Unit II: New Criticism and Russian Formalism

Reader Response, Marxism, Psychoanalytic theory

Unit III: Structuralism, Poststructuralism

Unit IV: New Historicism, Postcolonialism

Unit V: Feminism, Black and Dalit Aesthetics/ Subaltern Studies

Theory Now

Suggested Readings:

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.

EEL-MDM-811 Literature and Cinema								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8Sem VIII	EEL-MDM- 811	Literature and Cinema	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To teach the students to demonstrate a systematic and historically-grounded knowledge of literature and cinema as expressive arts, identify and illustrate the distinction between literary and cinematic arts of storytelling, identify and describe the difference between cinematic and literary images, examine different theories of adaptation and link them to contexts of expression and reception and communicate the role of location in adaptation, organize different sets of activities to identify and make use of skills that distinguish the medium of cinema from that of literature and present a coherent view of the relationship between written and cinematic texts.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on James Monaco.
- CO2: Will attain knowledge about the film adaptations of Shakespearean plays.
- CO3: Will get an in-depth knowledge about the films based on Tagore's literary creation.
- CO4: Gets introduced to Ian Fleming's work and its cinematic representation.
- CO5: Gets introduced to the film adaptation of E.M. Forster's novel.

Course Content:

Unit I: James Monaco: 'The language of film: signs and syntax', in *How To Read a Film: The World of Movies, Media & Multimedia* (New York: OUP, 2009) chap. 3, pp. 170–249.

Unit II: William Shakespeare: *Romeo and Juliet*, and its adaptations: *Romeo & Juliet* (1968; dir. Franco Zeffirelli, Paramount); and *Romeo + Juliet* (1996; dir. Baz Luhrmann, 20th Century Fox).

Unit III: Rabindranath Tagore: *Chokher Bali*, and its adaptation: Satyajit Ray's *Pathar Panchali*

Unit IV: Ian Fleming: *From Russia with Love*, and its adaptation: *From Russia with Love* (1963; dir. Terence Young, Eon Productions).

Unit V: E.M. Forster: *Passage to India* and its adaptation dir. David Lean (1984).

Suggested Topics and Background Prose Readings for Class Presentations

- Theories of Adaptation
- Transformation and Transposition
- Hollywood to 'Bollywood'
- The 'Two Ways of Seeing'
- Lost or Gained in Adaptation?
- Adaptation as Interpretation
- Classics in Fiction and Film
- Location and Adaptation in Indian Cinema
- Indian Cinema based on Western Texts
- Indian Movies based on Western Movies

Suggested Readings:

Linda Hutcheon, 'On the Art of Adaptation', *Daedalus*, vol. 133, (2004).

Thomas Leitch, 'Adaptation Studies at Crossroads', *Adaptation*, 2008, vol. 1, no. 1, pp. 63–77.

Poonam Trivedi, 'Filmi Shakespeare', *Litfilm Quarterly*, vol. 35, issue 2, 2007.

Tony Bennett and Janet Woollacott, 'Figures of Bond', in *Popular Fiction: Technology, Ideology, Production, Reading*, ed. Tony Bennet (London and New York: Routledge, 1990)

EEL-AEC-811 Environmental Study								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8Sem VIII	EEL-AEC-811	Environmental Study	2	0	0	2	IA(Mid)-40 EA(End Sem)- 60	

Course Level Learning Outcomes : To develop an understanding of the nature and scope of environmental studies, ability to contribute and facilitate interdisciplinary research, inform perspectives on biological and physical processes relevant to environmental problems, make understand responsible environmental practices, communicate important environmental information.

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on multidisciplinary nature of environmental studies.
CO2: Will attain knowledge about the ecosystems.
CO3: Will get an in-depth knowledge about the natural resources and their types.
CO4: Gets introduced to Biodiversity and its conservation.
CO5: Gets introduced to various types of Environmental Pollution.

Course Content:

Unit1: Introduction to environmental studies

Multidisciplinary nature of environmental studies;
Scope and importance; Concept of sustainability and sustainable development.

Unit2: Ecosystems

Ecosystem: Structure and function of ecosystem

Unit 3: Natural Resources: Renewable and Non-renewable Resources

Land resources and land use change; Land degradation, soil erosion and desertification.
Deforestation
Water: Use and over-exploitation of surface and ground water
Energy resources and Uses

Unit 4: Biodiversity and Conservation

Levels of biological diversity
India as a mega-biodiversity nation; Endangered and endemic species of India
Threats to biodiversity
Conservation of biodiversity
Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

Unit 5: Environmental Pollution

Environmental pollution : types, causes, effects and controls Nuclear hazards and human health risks

Solid waste management:Control measures of urban and industrial waste.

Pollution case studies.

Suggested Readings:

Carson, R. 2002. *Silent Spring*. Houghton Mifflin Harcourt.

Gadgil, M., & Guha, R. 1993. *This Fissured Land: An Ecological History of India*. Univ. of California Press.

Gleeson, B. and Low, N. (eds.) 1999. *Global Ethics and Environment*, London, Routledge.

Gleick, P.H. 1993. *Water in Crisis*. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.

Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. *Principles of Conservation Biology*. Sunderland: Sinauer Associates, 2006.

Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. *Science*, 339:36-37.

McCully, P. 1996. *Rivers no more: the environmental effects of dams* (pp.29-64). Zed Books.

McNeill, John R. 2000. *Something New Under the Sun: An Environmental History of the Twentieth Century*.

Odum, E.P., Odum, H.T. & Andrews, J. 1971. *Fundamentals of Ecology*. Philadelphia: Saunders.

Pepper, I. L., Gerba, C.P. & Brusseau, M.L. 2011. *Environmental and Pollution Science*. Academic Press.

Rao, M.N. & Datta, A.K. 1987. *Waste Water Treatment*. Oxford and IBH Publishing Co. Pvt. Ltd.

Raven, P.H., Hassenzahl, D.M. & Berg, L.R. 2012. *Environment*. 8th edition. John Wiley & Sons.

Rosencranz, A., Divan, S., & Noble, M.L. 2001. *Environmental law and policy in India*. Tripathi 1992.

Sengupta, R. 2003. *Ecology and economics: An approach to sustainable development*. OUP.

Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi.

Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. *Conservation Biology: Voices from the Tropics*. John Wiley & Sons.

Thapar, V. 1998. *Land of the Tiger: A Natural History of the Indian Subcontinent*.

Warren, C.E. 1971. *Biology and Water Pollution Control*. W B Saunders.

Wilson, E.O. 2006. *The Creation: An appeal to save life on earth*. New York: Norton.

World Commission on Environment and Development. 1987. *Our Common Future*. Oxford University Press.

EEL-SEC-811 Research Methodology								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8Sem VIII	EEL-SEC-811	Research Methodology	2	0	0	2	IA(Mid)-40 EA(End Sem)- 60	

Course Objectives: To teach the students to develop a simple questionnaire to elicit specific information, collect data based on a survey and arrive at inferences using a small sample, discuss and draft a plan for carrying out a piece of work systematically, refer to authentic sources of information and document the same properly, provide proper explanation for technical terms in simple language.

Course Learning Outcomes:

Upon successful completion of the course, the student:

Unit Unit wise Course Outcomes

- CO1: Will be able to gain insight on the basic concept of research (types and tools).
- CO2: Will attain knowledge about the referencing skills and tools.
- CO3: Will get an in-depth knowledge about preparing a research proposal.
- CO4: Gets introduced to the technique of writing research paper.
- CO5: Gets introduced to the importance and use of notes, references and bibliography; importance of research ethics.

Course Content:

Unit I: Basic concept of research and the terminology involved

Basic types of research
Basic tools of research

Unit II: Reference skills including skills to use dictionaries, encyclopedias, library catalogues, and net resources. Stating and defending a research proposal

Unit III: Conceptualizing and drafting a research proposal Parts of research proposal

Unit IV: Writing a research paper Style manuals

Unit V: Notes, references and bibliography Research and ethics: documentation and plagiarism

Suggested Readings:

Kumar, Ranjit. (2012) *Research Methodology: A Step-by-Step Guide for Beginners*.

New Delhi, Vikas.

Manuals of style (MLA Style Sheet, APA Style Sheet, Chicago Style Manual

etc) Wallace, Michael. (2004). *Study Skills*. Cambridge: CUP.

