

DAV UNIVERSITY, JALANDHAR

**DAV UNIVERSITY JALANDHAR**



**Faculty of Languages and Literature**

**Course Scheme & Syllabus**

**For**

**B.A. (HONOURS) ENGLISH**

**1<sup>st</sup> to 6<sup>th</sup> SEMESTER EXAMINATIONS**

**2013–2014 Session Onwards**

**Syllabi Applicable for Admissions in 2013**

# DAV UNIVERSITY, JALANDHAR

## Scheme of Courses BA BA (Hons.) English

### Semester 1

S.No	Paper Code	Course Title	L	T	P	Cr	A	B	C	D	E	Weight age
1	ENG101	Introduction to Literary Criticism	4	1	0	4	25	25	25	25	100	100
2	ENG102	Plays in One Act	4	1	0	4	25	25	25	25	100	100
3	ENG103	Short Story	4	1	0	4	25	25	25	25	100	100
5	EVS101	Environment Education, Road Safety, and Legal Awareness	4	0	0	4	25	25	25	25	100	100
6	SOC101	Fundamentals of Sociology-I	4	1	0	4	25	25	25	25	100	100
7	PHI101	Fundamentals of Philosophy-I	4	1	0	4	25	25	25	25	100	100
8	ENG104	Academic Activity-I	2	1	0	2	-	-	-	-	100	50
9	SGS104	Stenography	3	0	0	1	25	25	25	25	100	25
10	SGS105	Stenography Lab	0	0	1	1	-	-	-		100	25

**A:** Continuous Assessment: Based on Objective Type Tests  
**B:** Mid-Term Test-1: Based on Objective Type & Subjective Type Test  
**C:** Mid-Term Test-2: Based on Objective Type & Subjective Type Test  
**D:** End-Term Exam Based on Objective Type Tests  
**E:** Total Marks  
**L: Lectures T: Tutorial P: Practical Cr: Credits**

# DAV UNIVERSITY, JALANDHAR

## Scheme of Courses BA

### BA (Hons.) English

#### Semester 2

S.No	Paper Code	Course Title	L	T	P	Cr	A	B	C	D	E	Weightage
1	ENG111	Introduction to Literary Theory	4	1	0	4	25	25	25	25	100	100
2	ENG112	Basics of Phonetics	4	1	0	4	25	25	25	25	100	100
3	SOC102	Fundamentals of Sociology-II	4	1	0	4	25	25	25	25	100	100
4	SGS101	Human Values and Ethics	2	1	0	2	25	25	25	25	100	50
5	SGS102	General Knowledge and Current Affairs	2	1	0	2	25	25	25	25	100	50
6	PHI102	Fundamentals of Philosophy-II	4	1	0	4	25	25	25	25	100	100
7	ENG151	Basic Communication Skills	3	1	0	3	25	25	25	25	100	75
8	ENG152	Basic Communication Skills Lab.	0	0	2	1	-	-	-	50	50	25
9	ENG113	Academic Activity-II	2	1		2	-	-	-	50	50	50

A: Continuous Assessment: Based on Objective Type Tests  
B: Mid-Term Test-1: Based on Objective Type & Subjective Type Test  
C: Mid-Term Test-2: Based on Objective Type & Subjective Type Test  
D: End-Term Exam Based on Objective Type Tests  
E: Total Marks  
L: Lectures T: Tutorial P: Practical Cr: Credits

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## Scheme of Courses BA

### BA (Hons.) English

#### Semester 3

S.No.	Course Code	Course Title	L	T	P	Cr	A	B	C	D	Weightage
1	ENG201	British Drama	4	1	0	4	25	25	25	25	100
2	ENG202	British Poetry	4	1	0	4	25	25	25	25	100
3	ENG203	British Fiction	4	1	0	4	25	25	25	25	100
4	ENG204	British Non-Fiction Prose	4	1	0	4	25	25	25	25	100
5	SOC103	Social Change in India- 1	4	1	0	4	25	25	25	25	100
6	PHI103	Western Philosophical Thought – I	4	1	0	4	25	25	25	25	100
7	ENG205	Academic Activity-III	2	1	0	2	-	-	-	50	50

A: Continuous Assessment: Based on Objective Type Tests  
B: Mid-Term Test-1: Based on Objective Type & Subjective Type Test  
C: Mid-Term Test-2: Based on Objective Type & Subjective Type Test  
D: End-Term Exam Based on Objective Type Tests  
E: Total Marks

**L: Lectures T: Tutorial P: Practical Cr: Credits**

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## Scheme of Courses BA BA (Hons.) English

### Semester 4

S.No.	Course Code	Course Title	L	T	P	Cr	A	B	C	D	Weightage
1	ENG211	World Drama	4	1	0	4	25	25	25	25	100
2	ENG212	World Poetry	4	1	0	4	25	25	25	25	100
3	ENG213	World Fiction	4	1	0	4	25	25	25	25	100
4	ENG214	World Non-Fiction Prose	4	1	0	4	25	25	25	25	100
5	SOC104	Social Change in India-II	4	1	0	4	25	25	25	25	100
6	PHI104	Western Philosophical Thought - II	4	1	0	4	25	25	25	25	100
7	ENG215	Academic Activity-IV	2	1	0	2	-	-	-	-	50

A: Continuous Assessment: Based on Objective Type Tests  
B: Mid-Term Test-1: Based on Objective Type & Subjective Type Test  
C: Mid-Term Test-2: Based on Objective Type & Subjective Type Test  
D: End-Term Exam Based on Objective Type Tests  
E: Total Marks  
**L: Lectures T: Tutorial P: Practical Cr: Credits**

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## Scheme of Courses BA BA (Hons.) English

### Semester 5

S.No.	Course Code	Course Title	L	T	P	Cr	A	B	C	D	Weightage
1	ENG301	Indian Drama	4	1	0	4	25	25	25	25	100
2	ENG302	Indian Poetry	4	1	0	4	25	25	25	25	100
3	ENG303	Indian Fiction	4	1	0	4	25	25	25	25	100
4	ENG304	Indian Non-Fiction Prose	4	1	0	4	25	25	25	25	100
5	SOC105	Social Thought-1	4	1	0	4	25	25	25	25	100
6	PHI105	Eastern Philosophical Thought -I	4	1	0	4	25	25	25	25	100
7	ENG305	Academic Activity-V	2	1	0	2	-	-	-	-	50

A: Continuous Assessment: Based on Objective Type Tests  
B: Mid-Term Test-1: Based on Objective Type & Subjective Type Test  
C: Mid-Term Test-2: Based on Objective Type & Subjective Type Test  
D: End-Term Exam Based on Objective Type Tests  
E: Total Marks  
**L: Lectures T: Tutorial P: Practical Cr: Credits**

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## Scheme of Courses BA BA (Hons.) English

### Semester 6

S. No	Course Code	Course Title	L	T	P	Cr	A	B	C	D	Weightage
1	ENG311	Shakespearean Literature	4	1	0	4	25	25	25	25	100
2	ENG312	Punjabi Literature in Translation	4	1	0	4	25	25	25	25	100
3	ENG313	Cinema & Literature	4	1	0	4	25	25	25	25	100
4	ENG314	Literature in Translation	4	1	0	4	25	25	25	25	100
5	SOC106	Social Thought-II	4	1	0	4	25	25	25	25	100
6	PHI106	Eastern Philosophical Thought -II	4	1	0	4	25	25	25	25	100

A: Continuous Assessment: Based on Objective Type Tests  
B: Mid-Term Test-1: Based on Objective Type & Subjective Type Test  
C: Mid-Term Test-2: Based on Objective Type & Subjective Type Test  
D: End-Term Exam Based on Objective Type Tests  
E: Total Marks

**L: Lectures T: Tutorial P: Practical Cr: Credits**

**NOTE:**

- The question paper for end-semester examination will have a weightage of 25%. It will consist of 100 objective questions of equal marks. All questions will be compulsory.
- Two preannounced tests will be conducted having a weightage of 25% each. Each preannounced test will consist of 20 objective type, 5 short questions/problems on the UGC-NET (objective type) pattern as well as one long answer type question. Students are expected to provide reasoning/solution/working for the answer. They will attempt all questions. Choice will be given only in long answer type. The question paper is expected to contain problems to the extent of 40% of total marks.
- Four objective/MCQ type surprise tests will be taken. Two best out of four objective/MCQ type surprise tests will be considered towards final, each of 12.5% weightage to the final. Each surprise test will include 20-25 questions.
- The books indicated as text-book(s) are suggestive However, any other book may be followed.

The above process of evaluation is applicable to all the courses included in B.A. (Hons.) in English programme except the following:

**ENG104/ENG113/ENG205/ENG305**

**Evaluation**

This academic activity carries the weightage of 50 marks. 25 marks are for short essays/long essays/short stories/scrap file/research paper written by students, whereas oral presentation/viva carries the weightage of 25 marks. There is only one evaluation in the End-Term Exam.

**ENG152**

**Instructions:**

1. Final examination will consist of two components, i.e. internal and external. The internal component will include student's regularity and academic performance in the class, whereas the external one will be the final lab examination. The former will carry 20% weightage and the latter 80%.
2. Each student will prepare a scrap file on any of the topics given by class teacher. Student should be able to justify the contents of his/her scrap file, which carries the weightage of 10 marks. Marks will be given for originality, creativity and presentation of thoughts.
3. In the end of semester, viva exam will be conducted. Viva will be for 15 marks. Spoken English will be the focus of exam. Examiner will ask questions related to scrap file and other general (non-technical) topics.
4. In the End-term exam, lab activity will carry the weightage of 15 marks.
5. Internal component will be of 10 marks.
6. Students will be required to acknowledge all the sources of information in your scrap file.

**ENG215**

**Instructions:**



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- 1) Each student will prepare a scrap file on any topic given in Unit A& B, under the guidance of Activity Teacher. Student should be able to justify the content of his/her Scrap file, which carries the weightage of 25 marks. Marks will be given for originality and creativity of thought. They are also instructed to acknowledge all the sources of information in your scrap file
- 2) In the end of semester, viva exam is conducted by Activity Teacher. Viva carries 25 marks. Spoken English is the focus of exam. Examiner asks questions related to scrap file and other general (non-technical) topics.

**Paper 1**

**Course Title: Introduction to Literary Criticism**

**Course Code: ENG101**

**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

**Objective:** The course is designed to introduce the students with literary criticism of classical antiquity in West. Here the students will study the following sections out of the book: M.A.R. Habib, *A History of Literary Criticism: From Plato to the Present*, Oxford: Blackwell, 2005.

**Unit – 1 Ancient Greek Criticism**

- (i) Plato (428–ca. 347 bc) 8 Hours
- (ii) Aristotle (384–322 bc) 7 Hours

**Unit – 2 Greek and Latin Criticism during the Roman Empire**

- (i) Horace (65–8 bc) 7 Hours
- (ii) Longinus (First Century ad) 8 Hours

**Unit – 3 Neoclassical Literary Criticism**

- (i) John Dryden and Alexander Pope 10 Hours
- (ii) Samuel Johnson 5 Hours

**Unit – 4 Romanticism: England and America**

- (i) William Wordsworth and Samuel Taylor Coleridge 9 Hours
- (ii) Ralph Waldo Emerson and Edgar Allan Poe 6 Hours

**Suggested Readings:**

1. Abrams, M. H. *A Glossary of Literary Terms*. Singapore: Harcourt Asia Pvt. Ltd., 2000. Print.
2. Arnold, Matthew. *Essays in Criticism*. New York: MacMillan and company, 1865. Print.
3. Blamire, Harry. *A History of Literary Criticism*. Delhi: Macmillan, 2001. Print.
4. Daiches, David. *Critical Approaches to Literature, 2nd ed.* Hyderabad: Orient Longman, 2001. Print.
5. Ford, Boris (ed). *The Pelican Guide to English Literature, Vols. 4 & 5*. London: Pelican, 1980. Print.
6. Habib, M. A. R. *A History of Literary Criticism: From Plato to the Present*, Oxford: Blackwell, 2005.
7. House, Humphrey. *Aristotle's Poetics*. Ludhiana: Kalyani Publishers, 1970. Print.
8. Lucas, F. L. *Tragedy in Relation to Aristotle's Poetics*. New Delhi: Allied Publishers, 1970. Print..
9. Nagarajan, M.S. *English Literary Criticism & Theory: An Introductory History*. Hyderabad: Orient Longman, 2006. Print.
10. Waugh, Patricia. *Literary Theory & Criticism: An Oxford Guide*. Delhi: OUP, 2006. Print.

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**Course Title: Plays in One- Act**

**Course Code: ENG102**

**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objective:** This paper introduces students to the genre of One Act Plays, which is a powerful instrument of effective training in mature reading and humane education.

**Learning Outcomes:** After studying this course, learners will be able to identify the relationship between drama and its social context. They will be able to clearly communicate the knowledge, understanding and insights appropriate to literary study.

### **Unit A**

**15 hours**

Thornton Wilder: The Happy Journey

William Inge: To Bobolink, for Her Spirit

### **Unit B**

**15 hours**

Tennessee Williams: Lord Byron's Love Letter

Neil Simon: A Visitor From Forest Hills

### **Unit C**

**15 hours**

Edmond Rostand: The Romancers

Anton Chekov: Swan Song

### **Unit D**

**15 hours**

Arthur Conan Doyle: Waterloo

Tagore: Chandalika

### **Reference List:**

1. Cassady, Marshall. *An Introduction to Modern One Act Plays*. India: Macgraw-Hill, 1991. Print.
2. Elias, M ed. *Plays in One Act*. India: Orient Longman, 1985. Print.
3. Tickoo, M L. and Jaya Sasikumar et al. *Spotlight: An Anthology of One Act Plays*. India: Orient Longman, 1978. Print.

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**Course Title: Short Story**  
**Course Code: ENG103**  
**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objective:** To enhance students' knowledge of story construction by critically appreciating its fundamental aspects.

**Learning Outcome:** Students will have an improved understanding of the narrative structures used in story writing.

<b>Unit – A</b> <i>The Income Tax Man</i> by Mark Twain <i>The Rocking Horse Winner</i> by D. H. Lawrence	<b>15 hours</b>
<b>Unit – B</b> 1. <i>The Portrait of a Lady</i> by Khushwant Singh 2. <i>A Snake In The Grass</i> by R. K. Narayan	<b>15 hours</b>
<b>Unit – C</b> 1. <i>A The Necklace</i> by Guy de Maupassant 2. <i>Passion in the Desert</i> by Honore de Balzac	<b>15 hours</b>
<b>Unit – D</b> 1. <i>The Lottery Ticket</i> by Anton Chekhov 2. <i>How Much Land Does A Man Need?</i> by Leo Tolstoy	<b>15 hours</b>

### **Suggested Reading.**

1. Bailey, Tom. *On Writing Short Stories*. USA: OUP, 2010. Print.
2. Gaiman, Neil. *Fragile Things: Short Fictions And Wonders*. USA: William Morrow, 2006. Print.
3. Gardner, John. *The Art of Fiction*. New York: Alfred A. Knopf, 1984. Print.
4. Gioia, Dana. *The Art of the Short Story*. USA: Longman, 2005. Print.
5. Lubbock, Percy. *The Craft of Fiction*. U.S.A.: Create Space, 2010. Print.

**Course Title: Environment Education, Road Safety and Legal Awareness**

**Paper Code: EVS101**

L	T	P	Credits	Marks
4	0	0	4	100

**Course Objective:** This course aims at understanding the students in aspects of environmental problems, its potential impacts on global ecosystem and its inhabitants, solutions for these problems as well as environmental ethics which they should adopt to attain sustainable development.

### Unit 1

**The multidisciplinary nature of environmental studies** **2 Hours**

Definition, scope and importance, Need for public awareness

**Natural Resources: Renewable and non-renewable resources:** **8 Hours**

Natural resources and associated problems.

(a) **Forest resources:** Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.

(b) **Water resources:** Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.

(c) **Mineral resources:** Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

(d) **Food resources:** World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.

(e) **Energy resources:** Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources, case studies.

(f) **Land resources:** Land as a resource, land degradation, man induced landslides, soil erosion and desertification.

- Role of an individual in conservation of natural resources.
- Equitable use of resources for sustainable lifestyles.

**Ecosystem:** **4 Hours**

- Concept of an ecosystem

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- Structure and function of an ecosystem
- Producers, consumers and decomposers
- Energy flow in the ecosystem
- Ecological succession
- Food chains, food webs and ecological pyramids
- Introduction, types, characteristic features, structure and function of the following ecosystem:

- a. Forest ecosystem
- b. Grassland ecosystem
- c. Desert ecosystem
- d. Aquatic ecosystems (ponds, streams, lakes, rivers, ocean estuaries)

### Unit II

#### Biodiversity and its conservation

4 Hours

- Introduction – Definition: Genetic, Species and Ecosystem Diversity
- Bio-geographical classification of India
- Value of biodiversity: Consumptive use, Productive use, Social, Ethical, Aesthetic and Option values
- Biodiversity at global, national and local levels
- India as a mega-diversity nation
- Hot-spots of biodiversity
- Threats to biodiversity: habitat loss, poaching of wildlife, man wildlife conflicts
- Endangered and endemic species of India
- Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity, global and national efforts.
- Genetically modified crops
- Cartagena Protocol
- Biodiversity Act

#### Environmental Pollution

8 Hours

##### Definition

- Causes, effects and control measures of:
  - a. Air pollution
  - b. Water pollution
  - c. Soil pollution
  - d. Marine pollution
  - e. Noise pollution
  - f. Thermal pollution
  - g. Nuclear pollution

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- Solid waste management: Causes, effects and control measures of urban and industrial wastes.
- Role of an individual in prevention of pollution
- Pollution case studies
- Disaster management: floods, earthquake, cyclone and landslides

### **Indoor Pollution:**

**2 Hours**

- Practical tips on how to save the self from self inflicted pollution.
- Basics of toxicity.
- Problems of lifestyle based diseases.
- Solutions needed for safety.

### **Unit III**

#### **Social Issues and the Environment**

**7 Hours**

- Population growth, variation among nations, Population explosion – Family Welfare Programmes.
- Environment and human health,
- From unsustainable to sustainable development
- Urban problems and related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people; its problems and concerns. Case studies.
- Environmental ethics: Issues and possible solutions
- Consumerism and waste products
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies.
- Wasteland reclamation
- Human Rights
- Value Education
- HIV / AIDS
- Women and Child Welfare
- Role of Information Technology in Environment and Human Health
- Case Studies

#### **Environmental laws**

**5 Hours**

- Environmental Protection Act
- Air (Prevention and Control of Pollution) Act
- Water (Prevention and control of Pollution) Act
- Wildlife Protection Act
- Forest Conservation Act
- Issues involved in enforcement of environmental legislation

**Global environmental issues**

**5 Hours**

- Stockholm Conference
- Brundtland Commission
- Montreal Protocol
- Kyoto protocol
- Earth Summit
- World Summit

**Unit IV**

**Road Safety**

**6 Hours**

- Road safety: Concept and its importance.
- Attitude of people towards road safety
- Role of traffic police in road safety
- Traffic rules, Traffic signs, How to obtain driving license, Traffic offences, penalties and procedures,
- Common driving mistakes, Significance of first-aid in road safety
- Role of civil society in road safety and Traffic police-public relationship
- Motor Vehicle Act 1998 (2010)

**Legal Awareness**

**4 Hours**

- Legal literacy
- Child labour
- Domestic Violence
- Right to Education

**Field Work**

**5 Hours**

- Visit to a local area to document environmental assets river/ forest/ grassland/hill/mountain
- Visit to a local polluted site – Urban / Rural / Industrial / Agricultural
- Study of common plants, insects, birds



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- Study of simple ecosystems-Pond, river, hill slopes, etc (Field work equal to 5 lecture hours)

### **Suggested Readings:**

1. Odum, E.P. (1983). Basic Ecology. Holt Saundurs, International Edition, Japan.
2. Botkin, D.B. and Kodler, E.A. (2000). Environmental Studies: The Earth as a living planet. John Wiley and Sons Inc., New York.
3. Botkin, D.B and Keller, E.A. (2000). Environmental Studies: The Earth as a living planet. Charles E Merrill, Publishing Co. London.
4. Singh, J.S., Singh, S.P and Gupta S.R., (2006). Ecology, Environment and Resource Conservation, Anamaya Publishers, New Delhi.
5. De, A.K. (1990). Environmental Chemistry. Wiley Eastern Ltd. New Delhi.
6. Sharma, P.D. (2004). Ecology and Environment. Rastogi Publications, Meerut.
7. Uberoi, N.K.: Environmental Management, Excel Books, 2<sup>nd</sup> Edition, New Delhi.

## DAV UNIVERSITY, JALANDHAR

**Course Title : Fundamentals of Sociology-I**  
**Paper Code : SOC101**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objective:** The objective of the course is to impart to the target group, knowledge about socialisation, culture, civilisation and social-interaction.

**Learning Outcomes:** The insights acquired by the students will help them understand the relationship between social milieu and individual in a better manner.

### UNIT-A

Definition, Nature and Scope of Sociology 5 hours

Its relationship with other social sciences like psychology, anthropology, history, economics, and political science. 10 hours

### UNIT-B

Basic concepts: society, community, institution, and association. 7 hours

Social Structure, norms and values, status and role of sociology 8 hours

### UNIT-C

Social control 5 hours

Customs, folkways, mores and laws 10 hours

### UNIT-D

Social interaction 5 hours

Cooperation, competition, conflict, accommodation, and assimilation 10 hours

### Books Recommended:

1. Bierstedt, Robert. *The Social Order*. Bombay: Tata McGraw-Hill, 1970. Print.
2. Bottommore, T.B. *Sociology : A Guide to Problems and Literature*. Bombay :Blackie, 1971.
3. Davis, Kingsley. *Human Society*. New Delhi:Macmillan, 1969. Print.
4. Gisbert, Pascual. *Fundamentals of Sociology*. New Delhi :Orient Longman, 1959. Print.
5. Maclver, R.M & Charles H. Page. *Society : An Introductory Analysis*. New Delhi: Macmillan, 1974. Print.

## DAV UNIVERSITY, JALANDHAR

**Course Title: Fundamentals of Philosophy-I**

**Course Code: PHI101**

**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objective:** To introduce basic idea of philosophy through its definition, branches, etc. in order to familiarize students with its fundamental nature and function.

**Learning Outcome:** Students will develop elementary understanding of philosophy and its impact on literature.

<b>Unit – A</b> 1. <i>Philosophy: Definition and its Significance</i> 2. <i>Branches of Philosophy</i> 3. <i>Philosophy and Religion</i>	<b>15 hours</b>
<b>Unit – B</b> 1. <i>Eastern and Western Ideas of Philosophy</i> 2. <i>Philosophy Vs Darshanshashtra</i>	<b>15 hours</b>
<b>Unit – C</b> 1. <i>Philosophy and Theology</i> 2. <i>Philosophy and Religion</i> 3. <i>Philosophy and Common Sense</i>	<b>15 hours</b>
<b>Unit – D</b> 1. <i>Philosophy and Consciousness</i> 2. <i>Philosophy and Mindfulness</i>	<b>15 hours</b>

### **Suggested Reading**

1. Badiou, Alain. *Infinite Thought*. Chennai: Continuum, 2005. Print.
2. Lal, B. K. *Contemporary Indian Philosophy*. New Delhi: Motilal Banarasidas, 1978. Print.
3. Maritain, Jacques. *An Introduction to Philosophy*. Chennai: Continuum, 2005. Print.
4. Ouspensky, P. D. *Tertium Organum: The Canon of Thought, A key to the Enigmas of the World*. N.p.: Createspace, 2008. Print.
5. Titus, H. H. *Living Issues in Philosophy*. New Delhi: Eurasia, 1968. Print.
6. Upadhyaya, K. N. *Buddhism: Path to Nirvana*. Beas: Radha Soami Satsang, Beas, 2010. Print.

**Academic Activity-I**  
**Course Code: ENG104**

L	T	P	Credits	Marks
2	1	0	2	50

**Course Objective:** Students will learn the basics of short essay writing and give oral presentation on the short essays written by them.

**Learning Outcome:** It will improve skills in writing and oral presentation.

**Unit A**

Types of Short Essays  
Paragraph and Short Essay: Similarities and Differences  
Topic Sentence  
Thesis Statement

**Unit B**

Vocabulary  
(Vandana, R. Singh. *The Written Word* by. New Delhi: Oxford University Press, 2008.)

**Unit C & D**

Practising Short Essay Writing

**Instructions for Short Essay Writing:**

1. Each Student will write and submit two short essays and give an oral presentation on them under the guidance of Activity teacher.
2. Short essays should be written in formal English, elucidating learners' grasp over subject matter and language. Essay Topics will cover any of the texts prescribed in the semester along with one or more subjects/areas of student's choice, approved by Activity Teacher.
3. Essays may be of Inter-disciplinary nature.
4. In the end of semester, student will give oral presentation in the class. Evaluator, other teachers, and students will be allowed to ask questions after the presentation.
5. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information. Avoid plagiarism and acknowledge all sources.
6. A student remains responsible for the academic honesty of work submitted in this course, even after the student has received a final course grade.
7. Ignorance of these standards will not be considered a valid excuse or defence. If a student is ever in doubt about an issue of academic honesty, he/she should consult

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his/her Activity teacher. The penalties for academic dishonesty can be very painful and can affect a student's entire educational experience at the University.

### References:

1. Hennessy, Brendan. *Writing an Essay: Simple Techniques to Transform your Coursework and Examinations*. UK: How to Books Ltd., 2002. Print.
2. Elbow, Peter. *Writing with Power: Techniques for Mastering the Writing Process*. New York: OUP, 1998. Print.
3. Rashid, Phil. *How to Write an Essay: Easy Ways to Write an Essay*. Bloomington: Author House, 2012. Print.
4. Warburton, Nigel. *The Basics of Essay Writing*. Routledge, 2006. Print.

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**Course Title: Stenography**  
**Course Code: SGS104**

L	T	P	Credits	Marks
2	0	0	1	25

**Course Objective:** The course is to inculcate writing and listening skills among the students. This would act as building blocks for the learner to begin the study of stenography. As the learners are from the senior secondary background the course has been created keeping in mind their requirements for the future.

**Learning Outcome:**

After going through this course the participant would have understood the basic concepts of shorthand language and would be able to apply them in daily life. Completion of the course will improve their speed of writing and typing. They would be able to pronounce the English words correctly and can use effective English communication.

<p><b>Unit A</b>                      I. The Consonants II. The Vowels III. Intervening Vowels and Position Grammalogues, Punctuation IV. Alternative Signs for r and h V. Diphthongs Abbreviated w. VI. Phaseography Tick the VII. Circle s and z—Left and Right Motion VIII. Stroke s and z IX. Large Circles sw and ss or sz X. Loops st and str.</p>	12 hours
<p><b>Unit B</b>                      XI. Initial Hooks to Straight Strokes and Curves XII. Alternative Forms for fr, vr, etc. Intervening Vowels XIII. Circle or Loop Preceding Initial Hook XIV. n and f Hooks XV. Circles and Loops to Final Hooks.XVI The shun hook. XVII. The Aspirate. XVIII. Upward and Downward r.XIX. Upward and downward l and sh. XX. Compound consonants XXI. Vowel indication.</p>	12 hours
<p><b>Unit C</b>                      XXII. The halving principle (section 1). XXIII. The halving principle (section 2). XXIV. The Doubling principle. XXV. Diphonic or two vowel signs. XXVI. Medial semicircle. XXVII. Prefixes negative words. XXVIII. Suffixes and terminations. XXIX. Contractions. XXX. Figures, etc .proper names.</p>	11 hours
<p><b>Unit D</b>                      XXXI. Note taking, transcription, etc. XXXII. Essentials vowels. XXXIII. Special contractions. XXXIV. Advanced pharseography. XXXV. Intersections. XXXVI. Business phrases. XXXVIII. Banking and stockbroking phrases. XXXIX. Insurance and shipping phrases. XL. Technical and railway phrases. XLI. Legal phrases. XLIII. Special list of words. XLIV. Shorthand in practice.</p>	10 hours
<b>Total</b>	<b>45 hours</b>

**Text Book:**

## DAV UNIVERSITY, JALANDHAR

Pitman Shorthand Instructor and Key ,Pearson publisher.

**Course Title: Stenography Lab**  
**Course Code: SGS105**

L	T	P	Credits	Marks
0	0	1	1	25

**Course Objective:** The course is to inculcate writing and listening skills among the students. This would act as building blocks for the learner to begin the study of stenography. As the learners are from the senior secondary background the course has been created keeping in mind their requirements for the future.

**Learning Outcome:**

After going through this course the participant would have understood the basic concepts of typing and would be able to apply them in daily life. Completion of the course will improve their speed of typing and typing skills.

<b>Unit A</b> Beginner : Basics-fjdk, sla;,ghty,vmbn,ruei,woqp,cx. .	04 hours
<b>Unit B</b> Shift keys, numeric pad, Digits and symbols	03 hours
<b>Unit C</b> Intermediate- Syllables and words.	04 hours
<b>Unit D</b> Expert- Paragraphs and Stories	04 hours
<b>Total</b>	<b>15 hours</b>

**Course Title: Introduction to Literary Theory**

**Course Code: ENG111**

**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

**Objectives:** The course is designed to introduce the students with literary and cultural criticism of twentieth century in West. Here the students will study the following sections out of the book: Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester UP.

**Unit – 1 Structuralism (15 Hours)**

- a. Major concepts: 5 hours
- b. Theorists: 5 hours
- c. Textual application: 5 hours

**Unit – 2 Poststructuralism (15 Hours)**

- a. Concepts: 5 hours
- b. Theorists: 7 hours
- c. Deconstructionist practice: 3 hours

**Unit – 3 Psychoanalytic Criticism (15 Hours)**

- a. Major concepts: 4 hours
- b. Freud and key ideas: 5 hours
- c. Lacanian psycho-linguistics: 5 hours
- d. Feminist critique: 1 hour

**Unit – 4 Marxist Literary Theory (15 Hours)**

- a. Key concepts: 3 hours
- b. Major theorists: 7 hours
- c. Economic determinism: 2 hours
- d. Death of Marxism: 3 hours

**Suggested Readings:**

1. Barry, Peter. *Beginning Theory*. Manchester and New York: Manchester University Press, 1995. Print.
2. Culler, Jonathan. *Barthes*. Great Britain: Fontana, 1983. Print.
3. Derrida, Jacques. *Positions*. Trans. Alan Bass. Chicago: U of Chicago P, 1981. Print.



## DAV UNIVERSITY, JALANDHAR

- 4 - - -. *Speech and Phenomena and Other Essays on Husserl's Theory of Signs*. Trans. David B. Allison. Evanston: Northwestern UP, 1973. Print.
5. Eagleton, Terry. *Literary Theory: An Introduction*. Minneapolis: University of Minnesota Press, 1983. Print.
6. ---. *Marxism and Literary Criticism*. Berkeley and Los Angeles: University of California Press, 1976. Print.
7. Hawthorn, Jeremy. *A Concise Glossary of Contemporary Literary Theory*. London: Edward Arnold, 1992. Print.
8. Jefferson, Ann and David Robey, eds. *Modern Literary Theory*. New York: Barnes and Noble, 1982. Print.
9. Krishnaswami et al. *Contemporary Literary Theory: A Student's Companion*. New Delhi: Macmillan, 2000. Print.
10. Selden, Raman. *A Reader's Guide to Contemporary Literary Theory*. New Jersey: Prentice-Hall, 1985. Print.
11. Waugh, Patricia. *Literary Theory and Criticism: An Oxford Guide*. Oxford: OUP, 2005. Print.

L	T	P	Credits	Marks
4	1	0	4	100

**Course Title: Basics of Phonetics**

**Course Code: ENG112**

**Total Lectures: 60**

**Course Objective:** To train students in the sounds of language.

**Learning Outcomes:** With the basic knowledge of Phonetics, students will be able to pronounce words correctly.

**Unit A** 15 hours

The Speech Mechanism: Air Stream Mechanism, Organs of Speech, Respiratory System, Phonatory and Articulatory System

**Unit B** 15 hours

The Description and Classification of Speech Sounds: Vowels, Consonants, Phonetic Transcription and the International Phonetic Alphabet.

**Unit C** 15 hours

Phoneme, Allophone, Syllable and Consonant Clusters in English.

**Unit D** 15 hours

Word Accent, Weak Forms, Intonation and Rhythm in Connected Speech, AComparative Study of GIE and RP.

**Reference List:**

1. Bansal, R. K. and J. B. Harrison, *Spoken English for India*. New Delhi: Orient Longman, 1972. Print.
2. Balasubramaniam, T. *A Text book of English Phonetics for Indian Students*. India:Macmillan, 1981. Print.
3. Jones, Daniel. *The Pronunciation of English*. Cambridge: Cambridge UP, 1998. Print.
4. Sethi, J. and P.V. Dhamija. *A Course in Phonetics and Spoken English*.New Delhi: Prentice – Hall, 2005. Print.

## DAV UNIVERSITY, JALANDHAR

**Course Title : Fundamentals of Sociology- II**

L	T	P	Credits	Marks
4	1	0	4	100

**Paper Code : SOC102**

**Course Objective:** The objective of the course is to impart to the target group, knowledge about socialisation, culture, civilisation and social-interaction.

**Learning Outcomes:** The insights acquired by the students will help them understand the relationship between social milieu and individual in a better manner.

### **UNIT-A**

Socialization: Meaning, Processes, Agencies. 10 hours

### **UNIT-B**

Theories of self: Cooley, Mead & Freud. 10 hours

### **UNIT-C**

Culture: Meaning, characteristics, culture lag, material & non-material culture. 10 hours  
Relationship between culture and civilization. 10 hours

### **UNIT-D**

Social Groups: Definitions & Characteristics. 10 hours  
Types of Social groups: Primary & Secondary. 10 hours

### **Books Recommended:**

1. Bierstedt, Robert. *The Social Order*. Bombay: Tata McGraw-Hill, 1970. Print.
2. Bottommore, T.B. *Sociology : A Guide to Problems and Literature*. Bombay :Blackie, 1971.
3. Davis, Kingsley. *Human Society*. New Delhi:Macmillan, 1969. Print.
4. Gisbert, Pascual. *Fundamentals of Sociology*. New Delhi : Orient Longman, 1959. Print.
5. Maclver, R.M & Charles H. Page. *Society : An Introductory Analysis*. New Delhi: Macmillan, 1974. Print.

## DAV UNIVERSITY, JALANDHAR

**Course Title: Human Values and Ethics**  
**Course Code: SGS – 101**

L	T	P	Credits	Marks
2	1	0	2	50

### **Course Objectives**

- To sensitize students about the role and importance of human values and ethics in personal, social and professional life.
- To encourage students to read and realize the values of enlightened human beings.
- To enable students to understand and appreciate ethical concerns relevant to modern lives.

### **Learning Outcomes:**

Students becoming responsible citizens and better professionals who practise Values and Ethics in every sphere of life.

### **Unit - A**

#### **Human Values**

1. **Concept of Human Values:** Meaning, Types and Importance of Values.
2. **Human Values:** Lessons from the lives and teachings of great leaders, reformers and holy persons.
3. **Value Education :** The content of value education
4. **Value Crisis and Its Redressal.**

### **Unit - B**

#### ***Being Good and Responsible***

1. Self Exploration and Self Evaluation
2. Acquiring Core Values for Self Development
3. Living in Harmony with Self, Family, Society and Nature
4. Values enshrined in the Constitution: Liberty, Equality Fraternity and Fundamental Duties.

### **Unit - C**

#### ***Value – based living***

1. Vedic values of life
2. *Karma Yoga* and *Jnana Yoga*
3. *AshtaMarga* and *Tri-Ratna*
4. Truth, Contentment and Wisdom

### **Unit - D**

#### ***Ethical Living***

1. Personal Ethics
2. Professional Ethics

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3. Ethics in Governance
4. Ethics in Education

### **Suggested Readings:**

1. Restoring Values (ed.) E. Sreedharan and Bharat Wakhlu, Sage Publications Ltd., New Delhi 2010.
2. Indian Ethos and Values by Nagarajan K, Tata McGraw Hill, 2011
3. Human Values, A N Tripathi, New Age International Publishers, New Delhi, Third Edition, 2009
4. Indian Ethos and Values in Management, 1<sup>st</sup> Edition by Sankar, Tata McGraw Hill Education Pvt. Ltd.
5. Values and Ethics, Osula, Asian Books, 2001.
6. Professional Ethics, R. Surbhiramanian, Oxford University Press, New Delhi, 2013.
7. Human Values and Professional Ethics, RishabhAnand, SatyaPrakashan, New Delhi, 2012
8. Human Values and Professional Ethics, SanjeevBhalla, SatyaPrakashan, New Delhi, 2012.
9. Human Values and Professional Ethics, RituSoryanDhanpatRai& Co. Pvt. Ltd., First Edition, 2010.
10. Human Values and Professional Ethics by Suresh Jayshree, Raghavan B S, S Chand & Co. Ltd. , 2007.
11. Human Values and Professional Ethics, Dr. R K Shukla, AnuranjanMisra, A B Publication 2010.
12. Human Values and Professional Ethics, Sharma, Vayu Education of India Language publishers, 2012.
13. Human Values and Professional Ethics, S. Kannan, K. Srilakshmi, Taxmann Publication, Pvt. Ltd., 2009
14. Human Values and Professional Ethics, SmritiSrivastava, S K Kataria& Sons, 2001
15. Human Values and Professional Ethics, Yogendra Singh, AnkurGarg, Aitbs publishers, 2011.
16. Human Values and Professional Ethics, Vrinder Kumar, Kalyani Publishers, Ludhiana, 2013.
17. Human Values and Professional Ethics, R R Gaur, R. Sangal, GP Bagaria, Excel Books, New Delhi 2010.

## DAV UNIVERSITY, JALANDHAR

18. Values and Ethics, Dr.BramwellOsula, Dr.SarojUpadhyay, Asian Books Pvt. Ltd., 2011.
19. Complete works of Swami Vivekanand, Advaita Ashram, Calcutta – 1931.
20. Indian Philosophy, S. Radhakrishnan, George Allen &Unwin Ltd., New York: Humanities Press INC, 1929.
21. Essentials of Hinduism, Jainism and Buddhism, A N Dwivedi, Books Today, New Delhi – 1979
22. Light of Truth :SatyarthParkash, Maharishi DayanandSaraswati, AryaSwadhyay Kendra, New Delhi, 1975.
23. Dayanand : His life and work, SurajBhan, DAVCMC, New Delhi – 2001.
24. Moral and Political Thoughts of Mahatma Gandhi, V. Raghavan, N Iyer, Oxford University Press India, New Delhi, 2000.
25. Guru Nanak Dev’s view of life, Amplified by Narain Singh, Published by BhagatPuran Singh All India Pingalwara Society, Amritsar 2010.
26. Esence of Vedas, KapilDevDwivedi, Katyayan Vedic SahityaPrakashan, Hoshiarpur, 1990.
27. Vedic Concepts, Prof. B BChaubey, Katyayan Vedic SahityaPrakashan, Hoshiarpur, 1990.
28. Mahatma Gandhi : Essays and Reflections on his life and work by SaravapalliRadhakrishnan, Zaico Publication, Mumbai, 1977.
29. LalaHarDayal, Hints for Self Culture, Jaico Publishing House, Mumbai, 1961.
30. Maharishi Swami DayanandSaraswati, The Light of Truth (The SatyarthaPrakashan), available at URL :  
[www.aryasamajjamnagar.org/download/satyarth\\_prakash\\_eng.pdf](http://www.aryasamajjamnagar.org/download/satyarth_prakash_eng.pdf)
31. Krishnamurti J, The First and Last Freedom, available at URL :  
<http://www.jiddu-krishnamurti.net/en/th-first-and-last-freedom/>
32. Sri Raman Maharishi, Who Am I, available at URL :  
[http://www.sriramanamaharshi.org/resource\\_centre/publicatins/who-am-i-books/](http://www.sriramanamaharshi.org/resource_centre/publicatins/who-am-i-books/)
33. Ramesh S Balsekar, Peace and Harmony in Daily Living, Yogi Impressions; 1<sup>st</sup> edition

## DAV UNIVERSITY, JALANDHAR

**Course Title: General Knowledge and Current Affairs**  
**Course Code: SGS-102**

L	T	P	Credits	Marks
2	1	0	2	50

### **COURSE OBJECTIVES**

The study of General Knowledge and Current Affairs has become even more important today. It is not only a major constituent of most competitive examinations but also aids in acquiring general awareness.

#### **The objectives of this course are:**

- To introduce students with the course and contents of various competitive examinations
- To prepare a foundation for appearing in various competitive examinations
- To sensitize the students about the current issues and events of national and international importance
- To provide opportunity to the students to study inter disciplinary subjects like Geography, Science, Economy, Polity, History, International Relations etc.

#### **Learning Outcomes:**

- Students would get an opportunity to aspire, plan and prepare for various competitive examinations in advance.
- It would polish their personalities and sharpen the skills of debates, group discussions, communication, interview etc.
- Students would acquire general awareness of National and International Events.

### **Unit — A**

#### **General Geography**

##### **World Geography:**

The Universe, The Solar System, The Earth, Atmosphere, The World we live in, Countries rich in Minerals, People of the World, Wonders of the World, Biggest and Smallest.

##### **Indian Geography:**

Location, Area and Dimensions, Physical Presence, River Systems, Climate, Forests, Agriculture, Indian States and Union Territories, Important sites and Monuments, Largest-Longest and Highest in India.

##### **General History**

Glimpses of India History, Ancient India, Medieval India, Modern India, Various Phases of Indian National Movement, Prominent Personalities.

##### **Glimpses of World History**

Important Events of World History, Revolutions and Wars of Independence, The World Wars, Political Philosophies like Nazism, Fascism, Communism, Capitalism, Liberalism etc.

### **Unit — B**

#### **General Polity**

**World Politics** – Major Actors and their political relations, International Organisations: UNO and other organizations viz: WTO, EU, SAARC, ASEAN, BRICS, WTO, OIC, OAU, OPEC, GCC etc.

**Indian Polity: Constitution of India:**

Important Provisions, Basic Structure, Union Government, Union Legislature and Executive, State Government: State Legislature and Executive, Indian Judiciary, The Election Commission, Panchayati Raj System, RTI etc.

**General Economy:**

The process of liberalization, privatization, globalization and Major World Issues. Indian Economy, Planning in India, Indian Financial System, Agriculture, Industries, Major Economic Issues, Economic Terminology.

**Unit — C**

**General Science:**

General appreciation and understandings of science including the matters of everyday observation and experience. Inventions and Discoveries, Scientific concepts and Theories.

**Environmental Science**

- Environment
- Global Warming
- Pollution
- Major Disasters

**Sports and Recreation:**

The World of Sports and recreation. Who's Who in sports, Major Events, Awards and Honours. Famous personalities, Festivals. Arts and Artists.

**Current Affairs:**

National and International Issues and Events in News. Governments Schemes, Policy Decisions, Bilateral, Regional and International Assessments.

**India and Neighbours:**

Current phase relations with China, Pakistan, Bangladesh, Nepal, Sri Lanka and Afghanistan

**Unit — D**

**Miscellaneous Information**

**Who is who**

Books and Authors, Persons in News, Awards and Honours, Abbreviations and Sports

**SUGGESTED READINGS:**

**Books**

- General Knowledge Manual 2013-14, Muktikanta Mohanty, Macmillan Publishers India Ltd., Delhi.
- General Knowledge Manual 2013-14, Edgar Thorpe and Showick Thorpe, The Pearson, Delhi.
- Spectrum's Handbook of General Studies – 2013-14, Spectrum Books (P) Ltd., New Delhi
- NCERT Books.



## **DAV UNIVERSITY, JALANDHAR**

- Unique Quintessence of General Studies – 2013-14, Unique Publishers, New Delhi – 110024.

### **CURRENT AFFAIRS**

#### **Magazines**

Economic and Political Weekly, Yojna, the Week, India Today, Frontline, Spectrum.  
Competition Success Review, Competition Master, Civil Services Chronicle, Current Affairs,  
World Atlas Book

#### **Newspapers**

The Hindu, Times of India, The Hindustan Times, The Tribune

## DAV UNIVERSITY, JALANDHAR

**Course Title: Fundamentals of Philosophy-II**

**Course Code: PHI102**

**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objective:** To explore other aspects of eastern philosophy in order to further advance students' knowledge of the subject.

**Learning Outcome:** Students will get a deep insight into philosophy through various interrelated subjects.

<b>Unit – A</b>	<b>1. <i>Philosophy and Truth</i> 2. <i>Philosophy and Wisdom</i></b>	<b>15 hours</b>
<b>Unit – B</b>	<b>1. <i>Philosophy and Ethics</i> 2. <i>Relation of Ethics with Religion</i></b>	<b>15 hours</b>
<b>Unit – C</b>	<b>1. <i>Culture and Civilization</i> 2. <i>Culture and Religion</i></b>	<b>15 hours</b>
<b>Unit – D</b>	<b>1. <i>Ethics and Human Values</i> 2. <i>Social Discrimination and Gender Inequality</i></b>	<b>15 hours</b>

### **Suggested Reading**

1. Badiou, Alain. *Infinite Thought*. Chennai: Continuum, 2005. Print.
2. Lal, B. K. *Contemporary Indian Philosophy*. New Delhi: Motilal Banarasidas, 1978. Print.
3. Maritain, Jacques. *An Introduction to Philosophy*. Chennai: Continuum, 2005. Print.
4. Ouspensky, P. D. *Tertium Organum: The Third Canon of Thought, A key to the Enigmas of the World*. N.p.: Createspace, 2008. Print.
5. Titus, H. H. *Living Issues in Philosophy*. New Delhi: Eurasia, 1968. Print.
6. Wittgenstein, Ludwig. *Tractatus Logico-Philosophicus*. London: Routledge, 2001. Print.

## DAV UNIVERSITY, JALANDHAR

**Course Title: Basic Communication Skills**

**Course Code: ENG151**

**No. Of Lectures: 60**

L	T	P	Credits	Marks
4	0	0	3	75

### Course Objective:

- To enhance students' vocabulary and comprehensive skills through prescribed texts.
- To hone students' writing skills.

**Learning Outcomes:** Students will be able to improve their writing skills as well as will enrich their word power.

<b>Unit – A Applied Grammar (Socio-Cultural Context)</b>	
• Parts of Speech: Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction, Interjection	5 hours
• Tenses (Rules and Usages in Socio-cultural contexts)	6 hour
• Modals: Can, Could, May, Might, Will, Would, Shall, Should, Must, Ought to	5hours
• Passives	5 hours
• Reported/Reporting Speech	5 hour
<b>Unit – B Reading (Communicative Approach to be Followed)</b>	
• J M Synge: Riders to the Sea (One Act Play)	7 hours
• Anton Chekhov : Joy (Short Story)	5 hours
• Swami Vivekanand : The Secret of Work (Prose)	7 hours
<b>Unit – C Writing</b>	
• Paragraph and Essay Writing	5Hours
• Letter Writing: Formal and Informal	5 hours
• Notice and Email	5hours

### References:

#### a. Books

1. Kumar, Sanjay and PushpLata. *Communication Skills*. India: OUP, 2012. Print.
2. Vandana, R. Singh. *The Written Word by*. New Delhi: Oxford University Press, 2008. Print.

#### b. Websites

## DAV UNIVERSITY, JALANDHAR

1. [www.youtube.com](http://www.youtube.com) (to download videos for panel discussions). Web.
2. [www.letterwritingguide.com](http://www.letterwritingguide.com). Web.
3. [www.teach-nology.com](http://www.teach-nology.com). Web.
4. [www.englishforeveryone.org](http://www.englishforeveryone.org). Web.
5. [www.dailywritingtips.com](http://www.dailywritingtips.com). Web.
6. [www.englishworksheets.com](http://www.englishworksheets.com). Web.
7. [www.mindtools.com](http://www.mindtools.com). Web.

## DAV UNIVERSITY, JALANDHAR

**Course Title: Basic Communication Skills**

L	T	P	Credits	Marks
0	0	2	1	25

**Course Code: ENG 152**

**No. Of Lectures: 30**

**Course Objective:**

- To improve fluency in speaking English.
- To promote interactive skills through Group Discussions and role plays.

**Learning Outcome:** Students will get exposure to speaking through the above mentioned interactive exercises. In addition, they will develop a technical understanding of language learning software, which will further improve their communicative skills.

<b>Unit – A Speaking/Listening</b>	
• Movie-Clippings	10 hours
• Role Plays	10 hours
• Group Discussions	10 hours

**References:**

### **Books**

1. Gangal, J. K. *A Practical Course In Spoken English*. India: Phi Private Limited, 2012. Print.
2. Kumar, Sanjay and PushpLata. *Communication Skills*. India: OUP, 2012. Print.

### **Websites**

1. [www.youtube.com](http://www.youtube.com) (to download videos for panel discussions).Web.
2. [www.englishforeveryone.org](http://www.englishforeveryone.org).Web.
3. [www.talkenglish.com](http://www.talkenglish.com).Web.
4. [www.mindtools.com](http://www.mindtools.com).Web.

**Academic Activity-III**

L	T	P	Credits	Marks
2	1	0	2	50

**Course Code: ENG113**

**Course Objective:** Students will learn the techniques of long essay writing and give oral presentation on the essays written by them. By the end of semester, they will be able to clearly articulate their argument in a well-written essay.

**Learning Outcome:** It will improve skills in writing and oral presentation.

**Unit A**

- The Purpose of Essay
- Choosing Your Topic
- Collecting the Information you Need
- Putting Your Ideas into Shape
- Making Your Essay Coherent
- Giving Your Work Conviction
- How to Think Straight and Argue Well

**Unit B**

- Writing Introductions and Conclusions
- Improving your Style
- Editing and Rewriting

**Unit C & D**

Practising Long Essay Writing

**Instructions for Long Essay Writing:**

1. Each Student will write and submit two long essays and give an oral presentation on them under the guidance of Activity teacher.
2. Long essays should be written in formal English, elucidating learners' grasp over subject and language. Essay Topics will cover any of the texts prescribed in the semester along with two or more subjects/areas of student's choice, approved by Activity Teacher.
3. Essays may be of Inter-disciplinary nature.
4. In the end of semester, student will give oral presentation in the class. Evaluator, other teachers, and students will be allowed to ask questions after the presentation.
5. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information. Avoid plagiarism and acknowledge all sources.
6. A student remains responsible for the academic honesty of work submitted in this course, even after the student has received a final course grade.
7. Ignorance of these standards will not be considered a valid excuse or defence. If a student is ever in doubt about an issue of academic honesty, he/she should consult his/her Activity teacher. The penalties for academic dishonesty can be very painful and can affect a student's entire educational experience at the University.

**References:**

## DAV UNIVERSITY, JALANDHAR

1. Hennessy, Brendan. *Writing an Essay: Simple Techniques to Transform your Coursework and Examinations*. UK: How to Books Ltd., 2002. Print.
2. Elbow, Peter. *Writing with Power: Techniques for Mastering the Writing Process*. New York: OUP, 1998. Print.
3. Rashid, Phil. *How to Write an Essay: Easy Ways to Write an Essay*. Bloomington: Author House, 2012. Print.
4. Warburton, Nigel. *The Basics of Essay Writing*. Routledge, 2006. Print.

Semester III

Course Title: British Drama  
 Course Code: ENG201  
 Total Lectures: 60

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objective:** Drama combines the literary arts of storytelling and poetry with the world of live performance. As a form of ritual as well as entertainment, it has served to unite communities and challenge social norms, to vitalize and disturb its audiences. In order to understand this rich art form more fully, a sampling of plays, which exemplify different kinds of dramatic structure, will be examined. Students will be encouraged to read widely for enrichment and enjoyment.

**Learning Outcomes:** After studying this course, learners will be able to identify the relationship between drama and its social context. They will be able to clearly communicate the knowledge, understanding and insights appropriate to literary study.

**Unit A Marlowe: *Dr. Faustus* 15 hours**

- Introduction to Marlowe and His Works
- University Wits
- *Dr. Faustus* (Textual Analysis)
- Mighty Line
- Renaissance Element
- Marlowe’s Concept of Tragedy
- A Post Colonial Reading

**Unit B Sheridan: *The Rivals* 15 hours**

- Introduction to Sheridan and His Works
- *The Rivals* (Textual Analysis)
- Artificial Comedy of Manners
- Malapropism
- A Drama of Intrigues
- Men and Manners

**Unit C Sean O Casey: *Juno and the Paycock* 15 hours**

- The Irish Theatre
- Introduction to Casey and His Works
- *Juno and the Paycock* (Textual Analysis)
- Juno of Greek Mythology
- Assertion of Identity
- Human Relationships
- Materialism

**Unit D T.S. Eliot: *The Cocktail Party* 15 hours**

- Introduction to Eliot and His Works



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- *The Cocktail Party* (Textual Analysis)
- Poetic Drama
- Religious Play
- Significance of Choice and of Martyrdom

### Reference List-

1. Bowers, Fredson, Ed. *The Complete Works of Christopher Marlowe. Vol. II.* Cambridge: Cambridge University Press, 1973. Print.
2. Chandler, Frank Wadleigh. *Aspects of Modern Drama.* New York: Macmillan, 1914. Print.
3. Henderson, Phillip. *Men and Books: Christopher Marlowe.* London: Longman, 1952. Print.
4. Long, William J. *English Literature.* New Delhi: AITBS Publishers, 2007. Print.
5. Strang, Barbara M H. *A History of English.* London: Routledge, 1970. Print.
6. Urry, William, *Christopher Marlowe and Canterbury, London.* Boston: Faber and Faber, 1988. Print.
7. Ward, A.C. *Twentieth Century Literature.* Delhi: Shubhi Publications, 2006. Print.
8. Williams, Raymond. *Drama: From Ibsen to Eliot.* London: Chatto&Windus , 1952. Print.

## DAV UNIVERSITY, JALANDHAR

**Course Title: BRITISH POETRY**

**Course Code: ENG 202**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objective:** This course is designed keeping in mind that poetry has a central place in all of our lives both for its aesthetic and awakening values. The paper specifically focuses on British poets. This course emphasises on the study of a language of metaphors in a way so that the students gets an appropriate idea of how human reactions and responses can be and have been, conveyed in such a *limited space*, in an appealing manner, all around the world, in different historical moments. The course will deliver means to discover profound truths we didn't realize we knew.

**Learning Outcomes:** After studying this course, learners will be able to understand how the linking of the strange with the familiar through poetry enriches human experience. Students will find themselves better equipped in understanding the transformative function of poetry. They will be able to clearly communicate the knowledge, understanding and insights appropriate to literary study.

### Unit – A

John Donne: The Good Morrow  
Andrew Marvell: To His Coy Mistress  
William Blake: The Tyger & The Lamb

### Unit – B

William Wordsworth: Tintern Abbey

PB Shelley: Ode to the West Wind & To a Skylark,

### Unit - C

Shakespeare's sonnets

No. 87 (Farewell! thou art too dear for my possessing)

No. 130 (My mistress' eyes are nothing like the sun)

### Unit – D

W.H. AUDEN In the Memory of W.B. Yeats

(a). Literary Terms- Bathos, Blank Verse, Carpe Diem, Imagery, Refrain, Satire, Caesura, Conceit.

(b). History of British poetry (An Overview)

Background Readings:

1. Abrams, M.H. *A Glossary of Literary Terms*. India: Macmillan, 1970. Print.
2. Acheson, James and RomanaHuk, eds. *Contemporary British Poetry: Essays in*

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- Theory and Criticism*. Albany NY: SUNY Press, 1996. Print.
3. Auden, W.H. *The English Auden: Poems, Essays and Dramatic Writings 1927-1939*. Ed. Edward Mendelson. London: Faber, 1977. Print.
  4. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. USA:OUP, 2009 (3ed.). Print.
  5. Corns, Thomas N. (ed.)*The Cambridge Companion to English Poets, Donne to Marvell*. Cambridge: CUP, 1993. Print.
  6. Eaves, Morris. *The Cambridge Companion to William Blake* .Cambridge: CUP, 2003. Print.
  7. Martin, Philip. *Shakespearean Sonnets: Self, Love and Art*. Cambridge: CUP, 2010. Print.
  8. Morton, Timothy. *The Cambridge Companion to Shelley*. Cambridge: CUP, 2006. Print.
  9. Rawson,Claude. *The Cambridge Companion to English Poets*. Cambridge: CUP, 2011. Print.
  10. T. S. Eliot. 'Tradition and the Individual Talent', Norton Edition, vol. 2, pp. 2198-2205. Print.  
---. *The Use of Poetry and the Use of Criticism [1933]*. London: Faber, 1964. Print.  
---. *Selected Prose*. Ed. Frank Kermode. London: Faber, 1975. Print.
  11. Wordsworth, William. 'Preface to Lyrical Ballads. Norton Edition, vol. 2, pp. 127-9, 130-7, 138-9. Print.

## DAV UNIVERSITY, JALANDHAR

**Course Title: British Fiction**

**Course Code: ENG203**

**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objective:** To introduce fiction as a genre of literature through a critical study of the thematic and stylistic aspects of the following prescribed texts.

**Learning Outcome:** Students will become familiar with themes and styles of some of the celebrated writers of British literary history. In addition, they get some insight into narrative methods adopted by the writers.

<b>Unit – A <i>Pride and Prejudice</i> by Jane Austen</b>	<b>15 hours</b>
Introduction to the Writer and Her Works	1 hour
Textual Reading	4 hours
Feminist Elements	2 hours
Social Snobbery	2 hours
Class Conflict vis-à-vis Marriage	2 hours
Victorian Lifestyle	2 hours
Stylistic Analysis	2 hours
<b>Unit – B <i>Jane Eyre</i> by Charlotte Brontë</b>	<b>15 hours</b>
Introduction to the Writer and Her Works	1 hour
Textual Reading	4 hours
Quest for Love and Affection	2 hours
Religion and its Various Aspects	2 hours
Victorian Morality	1 hour
Analysis of the Education Institutions	2 hours
Symbolic Analysis (such as Red Room, Thornfield)	1 hour
Gender Issues	1 hour
Stylistic Analysis	1 hour
<b>Unit – C <i>Great Expectations</i> by Charles Dickens</b>	<b>15 hours</b>
Introduction to the Writer and His Works	1 hour
Textual Reading	4 hours
Exploration of Human Growth	2 hours
Value of Labour	2 hours
Christian Values	3 hours
Interpretations of Good and Evil	3 hours
<b>Unit – D <i>Wuthering Heights</i> by Emily Brontë</b>	<b>15 hours</b>
Introduction to the Writer and Her Works	1 hour
Textual Reading	4 hours
Economic and Social Conflicts	1 hour
Patriarchic Psychology	2 hours
Gothic Elements	2 hours
Human Alienation and Suffering	2 hours
Self-imposed/Forced Confinement	2 hours

**Suggested Reading**

1. Beer, Frances. *The Juvenilia of Jane Austen and Charlotte Brontë*. London: Penguin Classics, 1986. Print.
2. Chesterton, G.K. *Charles Dickens*. U.K.: House of Stratus, 2001. Print.
3. Freeman, John. *Granta 123: Best Of Young British Novelists*. London: Granta, 2013. Print.
4. Gael, Juliet. *Romancing Miss Brontë*. London: Ballantine Books, 2010. Print.
5. Gardner, John. *The Art of Fiction*. New York: Alfred A. Knopf, 1984. Print.
6. Kettle, Arnold. *An Introduction to the English Novel Vol. I*. London: Hutchinson, 1974. Print.
7. Lubbock, Percy. *The Craft of Fiction*. U.S.A.: Create Space, 2010. Print.

## DAV UNIVERSITY, JALANDHAR

**Course Title: British Non-Fiction Prose**  
**Paper Code: ENG204**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objective:** This paper will introduce students to developments in the genre of the essay. This course is designed to make students understand and learn how the genre has adapted in order to address a variety of contemporary issues and become the vehicle for representing, personal experiences, moved into literary, social, cultural criticism and engaged in polemic and persuasion. The essays are to be read against their intellectual and socio-cultural background, noting the shift away from the elevated, literary, and classical style of earlier times to a general tendency towards factual and referential writing and a style more direct, immediate, and colloquial.

**Learning Outcomes:** It is expected that the course establishes the method of writing nonfiction prose as the most viable and straight method to present the facts and truth. Students will learn to analyze the plain and simple message better which sometimes proves to be more difficult than understanding and deciphering poetry and fiction.

### UNIT-A

**Joseph Addison** *Female Orators (2 hours)*  
*Sir Rogers at the Assizes (3 hours)*

### UNIT –B

**John Ruskin** *Unto This Last (4 hours)*

### UNIT- C

**Charles Lamb** *The Chimney Sweeper (4 hours)*

### UNIT-D

**Virginia Woolf** *A Room Of One's Own*  
*Chapter Two (2 hours)*  
*Chapter Three (2 hours)*

### Suggested readings:

1. Adorno, Theodor W. *"The Essay as Form" in Notes to Literature, Vol.I* Trans. Sherry Weber Nicholsen. New York: Columbia University Press, 1991. Print.
2. Atkins, Douglas. *Tracing the Essay: Through Experience to Truth*. Athens: University of Georgia Press, 2005. Print.
3. Lannering, J. *Studies in the Prose Style of Joseph Addison*. London. Penguin Classic.2004.
4. McIntosh, Carey. *The Evolution of English Prose, 1700-1800-Style, Politeness and Print Culture*.Cambridge: Cambridge University Press, 2000. Print.
6. Ruskin,John. *Unto this last and other writings*.London: Penguin Classic.1985. Print.
7. Ruskin,john. *Ruskin as a literary critic* ed. A.H.R. Ball. Cambridge: Cambridge University Press. 2013. Print.
8. Walker, Hugh. *The English Essay and Essayists*. New Delhi: S. Chand & Company, 1977. Print.

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9. Woolf, Virginia. *A Room of One's Own: Introduction by Susan Gubar*. ed. Mark Hussey. Harvest Books. 2005.
10. ---. *The Cambridge companion to Virginia Woolf*. Cambridge: Cambridge university press, 2010. Print.

## DAV UNIVERSITY, JALANDHAR

**Course Title : Social Change in India-I**

**Paper Code : SOC103**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objective :** The focus of this paper is on social change in India, concept & processes of social change, its types & the factors responsible for social change.

**Learning Outcomes :** The students will acquire comprehensive knowledge about social change in India and the forces which trigger it.

### SEMESTER - III

#### UNIT-A

Social change : Concept and types.

10 hours

#### UNIT-B

Factors of social change : a) Demographic & Educational.

10 hours

b) Technological, economic and legislative.

10 hours

#### UNIT-C

Process of social change in India : a) Sanskritisation, Westernisation.

10 hours

b) Modernisation and Secularisation. 10 hours

#### UNIT-D

Changing Nature of Family & Marriage

10 hours

#### Books Recommended:

1. Ahuja, Ram. *Society in India : Concept, Theories and Recent Trends*. Jaipur : Rawat Publication, 1977. Print.
2. Dude, S.C. *Indian Society*. New Delhi : National Book Trust, 1991. Print.
3. Karve, Travati. *Hindu Society : An Interpretation*. Pune: Daccan College. 1961
4. Maclver, R.M & Page, Charles H. *Society : An Introductory Analysis*. New Delhi Macmillan: 1974. Print.
5. Mandeldaum, D.G. *Society in India*. Bombay: Popular Prakashan. 1970. Print.



## DAV UNIVERSITY, JALANDHAR

**Course Title: Western Philosophical Thought-I**

**Course Code: PHI103**

**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objective:** To introduce some of the basic principles of western philosophy to expose students to the philosophical theories popular in Europe and America.

**Learning Outcome:** Students will develop elementary understanding of western philosophy and its prevailing impact on literature.

<b>Unit – A</b> 1. <i>Theoretical Philosophy</i> 2. <i>Practical Philosophy</i>	<b>15 hours</b>
<b>Unit – B</b> 1. <i>Philosophy of Mathematics</i> 2. <i>Philosophy of Nature</i>	<b>15 hours</b>
<b>Unit – C</b> 1. <i>Logic: Correct Reasoning, Ideas and Images</i> 2. <i>Deduction/Induction: Definitions and Distinction Between the Two</i> 3. <i>Aristotelian Syllogism</i>	<b>15 hours</b>
<b>Unit – D</b> <i>Laws of Thought: Identity, Contradiction, Excluded Middle, Law of Sufficient Reason and Their Characteristics</i>	<b>15 hours</b>

### Suggested Reading

1. Badiou, Alain. *Infinite Thought*. Chennai: Continuum, 2005. Print.
2. Facione, Peter A. *Logic and Logical Thinking*. New Delhi: McGraw Hill, 1965. Print.
3. Maritain, Jacques. *An Introduction to Philosophy*. Chennai: Continuum, 2005. Print.
4. Ouspensky, P. D. *Tertium Organum: The Canon of Thought, A key to the Enigmas of the World*. N.p.:Createspace, 2008. Print.
5. Wittgenstein, Ludwig. *Tractus Logico-Philosophicus*. London: Routledge, 2001. Print.

**Academic Activity-III**  
**Course code: ENG205**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Marks</b>
2	1	0	2	50

**Course Objective:**In continuation to Academic Activity 1 and 2, this activity also aims to give clarity to students' expression of thought. Besides, it introduces learners to the elements and techniques of Short-Story Writing. It provides a platform to learners to pen their imagination.

**Unit A**

- Substance of Writing: Content, Form, Structure, Style
- How to Achieve Lucidity and Directness
- Authorial Voice
- Genesis of Themes, Opening, Building Climax, Appropriate Ending

**Unit B**

- Basic Elements of Short-Story
- Plot/Structure
- Atmosphere
- Character
- Narration

**Unit C & D**

Practising Short Story Writing

**Instructions:**

1. Each student will write and submit two short stories.
2. Story titles and themes will be of student's choice, approved by Activity Teacher.
3. In the end of Semester, Student will read stories in the class. Evaluator, other teachers, and students will be allowed to ask questions related to the stories.
4. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information. Avoid plagiarism and acknowledge all sources.
5. A student remains responsible for the academic honesty of work submitted in this course, even after the student has received a final course grade.
6. Ignorance of these standards will not be considered a valid excuse or defence. If a student is ever in doubt about an issue of academic honesty, he/she should consult his/her Activity teacher. The penalties for academic dishonesty can be very painful and can affect a student's entire educational experience at the University.

**References:**

1. Bailey, Tom. *On Writing Short Stories*. USA: OUP, 2010. Print.
2. Elbow, Peter. *Writing with Power: Techniques for Mastering the Writing Process*. New York: OUP, 1998. Print.
3. Hennessy, Brendan. *Writing an Essay: Simple Techniques to Transform your Coursework and Examinations*. UK: How to Books Ltd., 2002. Print.
4. Hills, L. Rust. *Writing in General and the Short Story in Particular*. New York: Mariner Books, 2000. Print.
5. Rashid, Phil. *How to Write an Essay: Easy Ways to Write an Essay*. Bloomington: Author House, 2012. Print.
6. Warburton, Nigel. *The Basics of Essay Writing*. Routledge, 2006. Print.

Semester IV

**Course Title: World Drama**

**Course Code: ENG211**

**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objective:** Drama combines the literary arts of storytelling and poetry with the world of live performance. As a form of ritual as well as entertainment, it has served to unite communities and challenge social norms, to vitalize and disturb its audiences. In order to understand this rich art form more fully, a sampling of plays, which exemplify different kinds of dramatic structure, will be examined. Students will be encouraged to read widely for enrichment and enjoyment.

**Learning Outcomes:** After studying this course, learners will be able to identify the relationship between drama and its social context. They will be able to clearly communicate the knowledge, understanding and insights appropriate to literary study.

**Unit A Sophocles: *Antigone***

**15 hours**

Introduction to Greek Drama  
 Introduction to Sophocles and *Antigone*  
*Antigone* (Textual Analysis)  
 Tragic Elements  
 Conflict between Human and Divine Laws  
 Aristotelian Tragedy of Character

**Unit B Arthur Miller: *All My Sons***

**15 hours**

Introduction to American Drama  
 Introduction to Miller and *All My Sons*  
*All My Sons* (Textual Analysis)  
 A Tragedy  
 A Social Drama  
 Realism  
 Illusion

**Unit C Chekhov: *The Cherry Orchard***

**15 hours**

Introduction to Russian Drama  
 Introduction to Chekhov and *The Cherry Orchard*  
*The Cherry Orchard* (Textual Analysis)  
 Themes: The Struggle over Memory, Modernity Vs. the Old Russia  
 Motifs: The Union of Naturalism and Symbolism, Nature  
 Symbols: The Cherry Orchard, Breaking String  
 Creating the Genre of Tragi-Comedy  
 A Social Satire

**Unit D Eugene Ionesco: *The Chairs***

**15 hours**

Introduction to French Drama  
 Introduction to Ionesco and *The Chairs*  
*The Chairs* (Textual Analysis)

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### Absurdist Tragic Farce

Themes: The repetitive present and inaccessible past, Responsibility and a meaningful life

Motifs: Self-conscious theatricality

Symbols: Semicircular stage

### Reference List:

1. Ahrens Dorf, Peter. "The Pious Heroism of Antigone." *Greek Tragedy and Political Philosophy*. New York: Cambridge University Press, 2009. Print.
2. Beer, Josh. "Chapter 5 *Antigone*." *Sophocles and the Tragedy of Athenian Democracy*. Westport: Praeger, 2004. 67-80. Print.
3. Bigsby, Christopher. *Arthur Miller: A Critical Study*. Cambridge: Cambridge University P, 2005. Print.
4. Bloom, Harold. *Critical Views on Antigone*. Sophocles. Philadelphia: Chelsea House Publishers, 2003. 79-95. Print.
5. Brown , R.D. and Gupta, S. (eds) .*Aestheticism and Modernism: Debates in Twentieth Century Literature 1900 – 1960*, London : Routledge,2005.Print.
6. Chekhov, Anton. *The Cherry Orchard. Selected Works, Volume Two Plays*.Moscow: Progress Publishers, 1973.Print.
7. ---.*Five Plays*, ed. and trans. by R. Hingley, Oxford World's Classics, Oxford: Oxford University Press, 1986.Print.  
Esslin, Martin. *The Theatre of the Absurd*. NY: The Overlook Press, 1961. Print.
8. Gross, Barley. "All My Sons and the Larger Context". *Critical Essays on Arthur Miller*, Ed. James J. Martine. Massachusetts: G.K. Hall and Co. Boston. 1979. Print
9. Hayman Ronald. *All My Sons*. Arthur Miller. New York: Fredrick Unger Publishing Co. 1972. Print
10. Lamont, Rosette C. *Ionesco's Imperatives: Politics of Culture*. USA: University of Michigan, 1993. Print.
11. Pedrick, Victoria and Stephen M. Oberhelman. "The Subject of Desire in Sophocles' Antigone." *The Soul of Tragedy: Essays on Athenian Drama*. Ed. Chicago: University of Chicago, 2005. 91-135. Print.

## DAV UNIVERSITY, JALANDHAR

**Course Title: WORLD POETRY**

**Course Code: ENG212**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objective:** This course is designed keeping in mind that poetry has a central place in all of our lives both for its aesthetic and awakening values. This course emphasises on the study of a language of metaphors in a way so that the students gets an appropriate idea of how human reactions and responses can be and have been, conveyed in such a *limited space*, in an appealing manner, all around the world, in different historical moments. The course will deliver means to discover profound truths we didn't realize we knew.

**Learning Outcomes:** After studying this course, learners will be able to understand how the linking of the strange with the familiar through poetry enriches human experience. Students will find themselves better equipped in understanding the transformative function of poetry. They will be able to clearly communicate the knowledge, understanding and insights appropriate to literary study.

Unit – A

Derek Walcott                    *A Far Cry From Africa*

Unit – B

Judith Wright                    *Niggers Leap, New England*

Unit - C

KishwarNaheed *I am not That Woman*

Unit – D

Wole Soyinka                    *Telephone Conversation*

a). Literary Terms- Bathos, Blank Verse, Carpe Diem, Imagery, Refrain, Satire, Caesura, Conceit.

### **Background Readings:**

1. Abrams, M.H. *A Glossary of Literary Terms*. India: Macmillan, 1970. Print.
2. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. USA:OUP, 2009 (3ed.). Print.
3. Baugh, Edward. *Derek Walcott: Memory as Vision: Another Life*. London: Longman, 1978.
4. Eldridge, Jane. *Who's Who in Contemporary Women's Writing*. N.p. :Routledge, 2002. Print.
5. Jeyifo, Biodun. *Wole Soyinka: Politics, Poetics and Postcolonialism*. Cambridge: Cambridge University Press, 2004. Print.
6. Soyanka, Wole. *In the House of Osubgo: Critical Essays on Wole Soyinka*. Edi, Henry Louis Gates Jr. USA: Oxford University Press, 2000. Print.
7. Walcott, Derek. *Conversations with Derek Walcott*. Mississippi: University Press Of Mississippi, 1996. Print.

**Course Title: World Fiction**

**Course Code: ENG213**

**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

**Objective:** The intention behind this course is to bring together different strands of novel possible in various countries. The texts have been selected from different quarters of world: Russia, America, Latin America and Africa to bring diversity of reading experience before our students.

**Unit – 1 Russian Novel**

**Leo Tolstoy: *The Death of Ivan Ilych***

- a. General introduction: 1 hour
- b. Textual analysis: 6 hours
- c. Moral living: 3 hours
- d. the consequences of living without meaning: 3 hours
- e. Being towards death: 1 hour
- f. Tolstoy and Vladimir Nabokov: 1 hour

**Unit – 2 American Novel**

**John Steinbeck: *The Grapes of Wrath***

- a. General introduction: 1 hour
- b. Textual analysis: 6 hours
- c. Historical context and controversy: 4 hours
- d. Great depression: 1 hour
- e. Various adaptations: 3 hours

**Unit – 3 Latin American Novel**

**Gabriel Garcia Marquez: *Love in the Time of Cholera***

- a. General introduction: 1 hour
- b. Textual analysis: 6 hours
- c. Aging and death: 2 hours
- d. Narrative: 3 hours
- e. Film adaptation: 1 hour

**Unit – 4 African Novel**

**Nadine Gordimer: *July's People***

- a. Apartheid: 2 hours
- b. General background: 2 hours
- c. Textual analysis: 7 hours

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- d. Power structures and racism: 3 hours
- e. Symbolism: 1 hour

### **Suggested Readings:**

1. Allegretti, Joseph. "Critical Companion to John Steinbeck: A Literary Reference to His Life and Work." *Steinbeck Review*. 3.1 (Spring 2006):143-146. Print.
2. Distky, John. *Critical Essays on Steinbeck's Grapes of Wrath: John Steinbeck's Grapes of Wrath (Critical Essays on American Literature)*. Twayne Publishers, 1989. Print.
3. Erritouni, Ali. "Apartheid Inequality and Postapartheid Utopia in Nadine Gordimer's *July's People*." *Research in African Literatures*. 37.4 (Winter 2006): 68-84. Print.
4. Pynchon, Thomas. "The Heart's Eternal Vow." Rev. of *Love in the Time of Cholera* by Gabriel Garcia Marquez. *The New York Times*. Book Review Desk, April 10, 1988. Print.
5. Terras, Victor, ed. "Tolstoy's Life and Works." *Handbook of Russian Literature*. New Haven CT: Yale University Press, 1985.476-80. Print.
6. Wasilek, Edward, ed. *Critical Essays on Tolstoy*. G.K. Hall and Company, 1986. Print.

## DAV UNIVERSITY, JALANDHAR

**Course Title: World Non-Fiction Prose**

**Course Code: ENG214**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objective:** This course is designed to improve student's creative and critical faculties through the intensive study of original nonfiction prose. It focuses on developing greater insight for studying elements of the nonfiction writer's craft including description, voice, veracity (authenticity), audience awareness, style, design, and the ethical dilemmas inherent in writing nonfiction.

**Learning Outcomes:** After studying this course, learners will be able to identify the relationship between nonfiction prose and its worth and value in the growth to human mental faculties i.e. reason and imagination. They will be able to clearly communicate the knowledge, understanding and insights appropriate to literary study.

### **Unit A:**

**Jean-Paul Sartre:**

*"What is Literature?"*

#### **Section 1**

*"What is writing?"*

### **Unit B:**

**Frantz Fanon:** *Black Skin, White Masks*

**Chapter 4** *the So- Called Dependency Complex of Colonized Peoples*

### **Unit C:**

**Henry David Thoreau:** *Walden*

#### **Chapter 3**

*Reading*

#### **Chapter 5**

*Solitude*

### **Unit D:**

**Fidel Castro**

*On Imperialist Globalization: Two Speeches (15hours)*

### **Reference List:**

1. Castro, Fidel . *On Imperialist Globalization: Two Speeches*. N.p.:LeftWord Books, 2003. Print.
2. Fanon, Frantz. *Concerning Violence*. New Delhi: Penguin, 2008. Print.
3. ---. *The Fanon Reader*. USA:Pluto Press, 2011. Print.
4. Gross, David . *The Price of Freedom: Political Philosophy from Thoreau's Journals*. USA: Createspace, 2007. Print.
5. Sartre, Jean-Paul. *The Age of Reason*. New Delhi: Penguin, 2001. Print.
6. --- *What is Literature?* New Delhi: Routledge Publishers, 2010. Print.
7. Thoreau, Henry David. *Walden and Other Writings*. USA:Bantam Classics, 1983. Print.



## DAV UNIVERSITY, JALANDHAR

**Course Title: Social Change in India II**  
**Paper Code: SOC104**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objective:** To highlight the fluidity & flexibility of Indian society, its main features with special focus on Unity in Diversity.

**Learning Outcomes:** The students will get conversant with major social issues and problems of social change in India. Equipped with this knowledge, they will be able to contribute towards society in a better way.

### SEMESTER - IV

#### UNIT-A

Changing nature of Indian society: Features & Unity in diversity 10 hours

#### UNIT-B

Social issues: Communalism, casteism, regionalism 10 hours

#### UNIT-C

Problems of social change: Dowry, Domestic violence, Divorce, Female foeticide,  
Problems of the elderly. 10 hours

Crimes against Women, Problems faced by working women. 10 hours

#### UNIT-D

Planned social change in India. 10 hours

Community development, IRDP, Panchayati Raj & Local Bodies. 10 hours

#### Books Recommended:

1. Sharma K.L., Ed. *Caste and Class*. Jaipur: Rawat Publication, 1994. Print.
2. Srinivas M.N. *Social Change in Modern India*. New Delhi: Orient Longman, 1985. Print.
3. ---. *India's Villages*. Bombay: N.A., 1969. Print.
4. Singh, Yogendra, *Modernisation of Indian Tradition, A Systematic Study of Social change*. Delhi: Thompson, 1973. Print.

## DAV UNIVERSITY, JALANDHAR

**Course Title: Western Philosophical Thought-II**

**Course Code: PHI104**

**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objective:** To discuss the fundamental concepts/theories of western philosophical thought.

**Learning Outcome:** Students will get some insight into the specific concepts of the subject, their interrelationship, and the literary movements influenced by them.

<b>Unit – A</b> 1. <i>Pre-Socratic Philosophers</i> 2. <i>Socrates, Plato, Aristotle</i> 3. <i>Sophists</i>	<b>15 hours</b>
<b>Unit – B</b> 1. <i>Kant: Subjectivity/Objectivity (An Introductory Note)</i> 2. <i>Hegel: Phenomenology (An Introductory Note)</i>	<b>15 hours</b>
<b>Unit – C</b> 1. <i>Nominalism (An Introductory Note)</i> 2. <i>Realism (An Introductory Note)</i> 3. <i>Empiricism (An Introductory Note)</i>	<b>15 hours</b>
<b>Unit – D</b> 1. <i>Scepticism (An Introductory Note)</i> 2. <i>Rationalism (An Introductory Note)</i> 3. <i>Existentialism (An Introductory Note)</i>	<b>15 hours</b>

### Suggested Reading

1. Badiou, Alain. *Infinite Thought*. Chennai: Continuum, 2005. Print.
2. Facione, Peter A. *Logic and Logical Thinking*. New Delhi: McGraw Hill, 1965. Print.
3. Maritain, Jacques. *An Introduction to Philosophy*. Chennai: Continuum, 2005. Print.
4. Ouspensky, P. D. *Tertium Organum: The Canon of Thought, A key to the Enigmas of the World*. N.p.: Createspace, 2008. Print.
5. Wittgenstein, Ludwig. *Tractatus Logico-Philosophicus*. London: Routledge, 2001. Print.

## DAV UNIVERSITY, JALANDHAR

**Academic Activity-IV**  
**Course Code: ENG215**

L	T	P	Credits	Marks
2	1	0	2	50

**Course Objective:** This paper aims to hone speaking skills of students.

**Learning Outcome:** The paper will specifically improve skills in oral presentation.

### Unit A

- Non-Verbal Communication
- Dynamics of Professional Presentations
- Public Speaking
- Conversations, Dialogues, and Debates

### Unit B

- Meeting People, exchanging greetings and taking leave
- Introducing oneself and others to people
- Giving personal information & talking about people, animals and places
- Answering telephone calls and dealing with wrong numbers
- Getting attention, giving instructions and seeking clarification
- Making requests, giving & receiving directions and thanks etc.
- Inviting others, accepting or refusing invitations
- Exchanging compliments, congratulations, requests, and apologies
- Exchanging opinions, advice and suggestions
- Expressing likes, dislikes, hopes, wishes, regrets, sympathies, and emotions
- Talking about quantity, manner, frequency and comparisons
- Talking about past, present and future events, intentions, plans, purposes, arrangements
- Expressing (un)certainly, (im)possibility, (im)probability, (in)ability, obligation, necessity and option

### Reference Books:

1. Kumar, Sanjay and PushpLata. *Communication Skills*. India: OUP, 2012.
2. Vandana, R. Singh. *The Written Word* by. New Delhi: Oxford University Press, 2008.

Semester V

**Course Title: Indian Drama**

**Course Code: ENG301**

**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objective:** Drama combines the literary arts of storytelling and poetry with the world of live performance. As a form of ritual as well as entertainment, it has served to unite communities and challenge social norms, to vitalize and disturb its audiences. In order to understand this rich art form more fully, a sampling of plays, which exemplify different kinds of dramatic structure, will be examined. Students will be encouraged to read widely for enrichment and enjoyment.

**Learning Outcomes:** After studying this course, learners will be able to identify the relationship between drama and its social context. They will be able to clearly communicate the knowledge, understanding and insights appropriate to literary study.

**Unit A Bhasa: *Svapnavasavadatta***

**15 hours**

- Indian Classical Drama
- Introduction to Bhasa and His Works
- *Svapnavasavadatta* (Textual Analysis)
- Mnemonic Interludes
- Title

**Unit B Tagore- *The Post Office***

**15 hours**

- Introduction to Tagore and His Works
- *The Post Office* (Textual Analysis)
- Symbolism
- Spirituality
- The Poetics of Placelessness: Imagined Spaces Inside  
Out in Rabindranath Tagore's "The Post Office" (Prof. Roxana L. Cazan)

**Unit C Vijay Tendulkar- *Silence! The Court is in Session***

**15 hours**

- Introduction to Tendulkar and His Works
- *Silence! The Court is in Session* (Textual Analysis)
- Illusion and Reality
- Issue of Morality
- Inter-Personal Relationships
- Power, Resistance, and Identity

**Unit D GirishKarnad: *Tughlaq*** **15 hours**

- Introduction to Karnad and His Works
- Historical Background of the Play

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- *Tughlaq* (Textual Analysis)
- Religion and Politics
- Irony and Symbolism
- A Combination of Romance and Tragedy

### Reference List:

1. Cazan, Roxana L. "The Poetics of Placelessness: Imagined Spaces Inside Out in Rabindranath Tagore's 'The Post Office.'" *IRWLE* 4.2 (July 2008): 65-73. Web. 15 August. 2013.
2. Chakrovorty, GayatriSpivak*The politics of Translation*. Tuntun Mukherjee, Lawrence Venuti. (ed). *Translation Studies Reader*. London/New York; Routledge, 2003. Print.
3. Chakravorthy, B. C. *Rabindranath Tagore, His Mind and Art*. New Delhi:Young India Publications, 2000. Print.
4. Dhawan, R.K. 'GirishKarnad: The Man and theWriter'. *The Plays of GirishKarnad*, ed. J.Dodiya. London: Sangam Books, 1999.Print.
5. Nandy, Ashis. *The Intimate Enemy*. New Delhi: O.U.P. 1989. Print.
6. Stuart, Blackburn and VasudhaDalmia (ed). *India's Literary History. Essays on the Nineteenth Century*. New Delhi: Permanent Black, 2008. Print.
7. Tendulkar, Vijay. *Five Plays*. Bombay: 1992.OUP, 2007. Print.
8. Tagore, Rabindranath. *The Post Office*.New Delhi:Wisdom Tree, 2002. Print.

## DAV UNIVERSITY, JALANDHAR

**Course Title: Indian Poetry**

**Course Code: ENG302**

**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

### Unit – 1

Faiz Ahmad Faiz: “Don’t Ask Me for that Love Again”, “A Prison Evening”, “We who were executed” and “In Search of Vanished Blood.” Available in *The Rebel Silhouette*. 3rd Impression. Trans. Agha Shahid Ali, Delhi: Oxford University Press, 2005. (15 hours)

### Unit – 2

ArunKolatkar: “An Old Woman”, “A Low Temple” and “Scratch” published in *Jejuri*. (15 hours)

### Unit – 3

Kabir: Poems: (15 hours)

- ‘Go naked if you want’
- ‘Hey Qazi, what’s the book you’re preaching from?’
- ‘Kabir is done with Stretching thread and weaving’,
- ‘Tell me, Ram: what will happen to me?’
- ‘If caste was what the Creator had in mind?’

In Songs of the Saints of India, pp. 50-61.

### Unit – 4

NamdeoDhasaal: “Hunger” and “Kamatipura” (15 hours).

### Suggested Readings:

1. Haq, Kaiser (ed.). *Contemporary Indian Poetry*. Columbus: Ohio State University Press, 1990. Print.
2. Iyengar, K.R. Srinivasa. *Indian Writing in English*. 4<sup>th</sup> Ed. New Delhi: N.A. 1984. Print.
3. Mehrotra, Arvind Krishna (ed.). *The Oxford India Anthology of Twelve Modern Indian Poets*. Calcutta: Oxford University Press, 1992. Print.
4. --- (ed.). *A History of Indian Literature in English*. New York: Columbia University Press, 2003. Print.
5. Mukherjee, M. *The Twice-Born Fiction: Themes and Techniques of the Indian Novel in English*. New Delhi: N.A., 2001. Print.
6. Mund, S.K. *The Indian Novel in English: Its Birth and Development*. New Delhi and Bhubaneswar, 1997.
7. Naik, M.K. *A History of Indian Literature in English*. New Delhi, 1982.

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8. Parthasarathy, R. (ed.). *Ten Twentieth-Century Indian Poets (New Poetry in India)*. New Delhi: Oxford University Press, 1976
9. Souza, Eunice de. *Early Indian Poetry in English: An Anthology: 1829-1947*. New Delhi: Oxford University Press, 2005.
10. Prasad, G.J.V. *Continuities in Indian English Poetry: Nation, Language, Form*. New Delhi, 1999.

**Course Title: Indian Fiction**

**Course Code: ENG303**

**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

**Objectives:** The course is prepared with a purpose to familiarize our students with the issues and debates in Indian novel writings. An attempt here is to cover some of the burning issues – tribal problem, political corruption, clash between idealism and real life, and poverty of Indian masses – that modern India is posed with.

**Unit – 1**

**GopinathMohanty: *Paraja***

- a. Regional novel: 2 hours
- b. Textual analysis: 6 hours
- c. Tribal perspective: 3 hours
- d. Maoist literature and art: 4 hours

**Unit – 2**

**ShrilalShukla: *RaagDarbari* (1968), tr. Gillian Wright (New Delhi: Penguin).**

- a. Political Context: 2 hours
- b. Textual analysis: 7 hours
- c. Political and social satire: 3 hours

**Unit – 3**

**Rabindranath Tagore: *Home and the World***

- a. General introduction to Tagore: 1 hour
- b. Political context of the novel: 1 hour
- c. Textual analysis: 6 hours
- d. Clash between idealism and reality: 2 hours
- e. Feminist perspective: 2 hours
- f. Political allegory and nationalism: 3 hours

**Unit – 4**

**Premchand: *The Gift of a Cow* (1936), tr. Gordon Roadarmel.**

- a. General introduction: 1 hour
- b. Textual analysis: 5 hours
- c. Liberal humanism and Premchand: 2 hours
- d. Caste and class deprivation: 3 hours



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- e. Political context of the novel: 1 hour
- f. Dalit and feminist reading of the novel: 3 hours

### Suggested readings:

1. Das, Sisir Kumar (ed.). *History of Indian Literature*. Vol I-X, Delhi: SahityaAkademi, 1995. Print.
2. Devy, G.N. *After Amnesia*. Hyderabad: Orient Longman, 1992. Print.
3. ----- . *Of Many Heroes*. Hyderabad: Orient Longman, 1998. Print.
4. George, K.M. *Comparative Indian Literature*. Delhi: Macmillan, 1984. Print.
5. Joshi, Priya. *In Another Country*. Delhi: Oxford University Press, 2002. Print.
6. Lal, Ananda. ed., *Theaters of India: A Concise Companion*. Delhi: Oxford University Press, 2009. Print.
7. Mukherjee, Meenakshi. *Realism and Reality: The Novel and Society in India*, Delhi: Oxford University Press, 1994. Print.
8. Mukherjee, Sujit. *A Dictionary of Indian Literature: Beginnings-1850*. Hyderabad: Orient Blackswan, 1999. Print.
9. Mukherjee, S. *Translation as Discovery and Other Essays on Indian Literature in English Translation*. New Delhi, 1981. Print.
10. Rai, Amrit, Harish Trivedi. *Premchand: His Life and Times*. Oxford: Oxford University Press, 1991.
11. Satchidanandan, K..*Indian Literature: Positions and Propositions*. Delhi: Pencraft, 1999. Print.
12. Sigi, Rekha. *MunshiPrem Chand*. New Delhi: Diamond, 2006. Print.
14. Pollock, Sheldon I. (ed.). *Literary Cultures in History: Reconstructions from South Asia*. California: Univ. of California Press, 2003. Print.

## DAV UNIVERSITY, JALANDHAR

**Course Title: Indian Non-Fiction Prose**  
**Paper Code: ENG304**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objective:** This course has been designed to recover certain important prose works which somehow, with times, failed to attract the attention they aspired and deserved. The objective of this course is to break the monotony and thus rejuvenate the scope and desire of writing nonfiction prose in India.

**Learning Outcomes:** after studying this course the students will find themselves in a better and broadened frame of mind. This paper will chisel and sharpen their observation and help them attain and understand the method for generating right and precise arguments.

- Unit 1. Dr. B.R. Ambedkar: *The Annihilation of Caste* (15 hours)  
Unit 2. Mahatma Gandhi: *Hind Swaraj*  
Chapter XIII *What is True Civilization* (8 hours)  
Chapter XVIII *Education* (7 hours)  
Unit 3. Aurobindo Ghosh: *The Life Divine - Book 1*  
Chapter V- *The Destiny of the Individual* (7 hours)  
Chapter XIX - *Life* (8 hours)  
Unit 4. Bhagat Singh: *Why I Am An Atheist?* (15 hours)

### Suggested Readings:

1. Ambedkar, B. R. *The Essential Writings of B. R. Ambedkar*. New Delhi: Oxford University Press, 2004. Print.
2. Aurobindo, Sri. *Life Divine*. USA: Lotus Press, 1985. Print.
3. Chatterjee, Margaret. "The Impact of Christianity on Gandhi," in *Gandhi's Religious Thought*. Notre Dame: University of Notre Dame Press, 1983. Print.
4. Gandhi, Mahatma. *Hind Swaraj; Or, Indian Home Rule*. N.P.: Dodo Press, 2008. Print.
5. Gandhi, Mahatma... *The Story of My Experiments with Truth*. New Delhi: Rajpal Publications, 2013. Print.
6. Massey, Reginald. *Shaheed Bhagat Singh and the Forgotten Indian Martyrs*. New Delhi: Abhinav Publications, 2013. Print.
8. Omvedt, Gail. *Ambedkar: Towards an Enlightened India*. New Delhi: Penguin, 2008. Print.
9. Saigal, Sri Omesh. *Shaheed Bhagat Singh: Unique Martyr in Freedom Movement*. New Delhi: Gyan Publishing House, 2002. Print.

## DAV UNIVERSITY, JALANDHAR

**Course Title: Social Thought-I**  
**Paper Code: SOC105**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objective:** To impart in-depth knowledge about social thought of leading thinkers of the world.

**Learning Outcomes:** Using social theories of great thinkers & philosophers as tools, the students will be able to analyse their society and form their own original ideas about it.

### SEMESTER - V

#### UNIT-A

Nature of historical development of social thought.	7 hours
History of Social thought, earliest social thought.	8 hours
Limitations of ancient social thought.	7 hours
Modern trends in social thought	8 hours

#### UNIT-B

August Comte: Law of three stages, Positivism.	7 hours
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#### UNIT-C

Herbert Spencer: Social Darwinism and types of society.	8 hours
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#### UNIT-D

Karl Marx: Dialectical materialism, historical materialism and class struggle.	7 hours
Comparative study of the social thoughts studied so far.	8 hours

#### Books Recommended:

1. Aron, Raymond. *Main Currents in Sociological Thought*. Vols. I & II. New Delhi: Penguin, 1965. Print.
2. Coser, Lewis A. *Masters of Sociological Thought: Ideas in Historical and Social Thought*. Jaipur, 2012. Print.
3. Kapila, S. *Fundamentals of Sociology*. Vol. III. Panchkula: Kapila Publishers, 2006. Print.
4. Zeitlin, Irving, M. *Ideology and Development of Sociological Theory*. Delhi: Prentice Hall, 1981. Print.

## DAV UNIVERSITY, JALANDHAR

**Course Title: Eastern Philosophical Thought-I**

**Total Lectures: 60**

**Course Code: PHI105**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objective:** To introduce some of the basic principles of eastern philosophy to expose students to the philosophical theories popular in the Indian subcontinent and China and Japan.

**Learning Outcome:** Students will develop elementary understanding of eastern philosophy and its prevailing impact on literature.

<b>Unit – A</b> 1. <i>Eastern Philosophy: An Introduction</i> 2. <i>Darshanshashtra: Definition</i>	<b>15 hours</b>
<b>Unit – B</b> 1. <i>The Concept of Atman and Brahman</i> 2. <i>The Idea of Shunyata (Both Upanishadic and Buddhist)</i>	<b>15 hours</b>
<b>Unit – C</b> 1. <i>Vedic Religion: Fundamental Concepts</i> 2. <i>Advaita Vedanta: Maya and Avidya</i>	<b>15 hours</b>
<b>Unit – D</b> 1. <i>Theory of Karma Propounded in the Bhagavad Gita</i> 2. <i>Ashtavakra Gita: An Introductory Note</i>	<b>15 hours</b>

### Suggested Reading

1. Ashtāvakra. *Gītā*. Trans., John Richards. <http://hinduebooks.blogspot.in/2009/07/ashtavakra-gita-sanskrit-text-with.html>/15 Jul 2012>. Web.
2. Davidson John. *One Being One*. RadhaSoamiSatsang Beas, New Delhi, 2010. Print.
3. Maritain, Jacques. *An Introduction to Philosophy*. Chennai: Continuum, 2005
4. Ouspensky, P. D. *TertiumOrganum: The Canon of Thought, A key to the Enigmas of the World*. N.p.: Createspace, 2008. Print.
5. *SrimadBhagavadgita*. Trans. JayadayalGoyandka. Gorakhpur: Gita Press, 2000. Print.
6. Upadhyaya, K. N. *Buddhism: Path to Nirvana*. Beas: RadhaSoamiSatsang, Beas, 2010. Print.

**Academic Activity-V**  
**Course Code: ENG305**

L	T	P	Credits	Marks
2	1	0	2	50

**Course Objective:**By the end of seminar students will be able to clearly articulate their research argument in a well-written and orally presented project.

**Learning Outcome:**It will improve skills in writing, oral presentation and research.

**Unit A**

- Meaning and Nature of research
- Key terms- Investigation, exploration, examination, analysis, hypothesis, data, methods and
- techniques, results and findings
- Research skills
- Stages of research

**Unit B**

- Materials and tools of research
- Books, anthologies, thesauruses, encyclopedia, conference proceedings, unpublished theses,
- newspaper articles, journals, govt. publications, e-journals, web references etc

**UNIT C & D**

Writing paper

**Instructions:**

1. Each student will write a paper of 2000-5000 words and give a seminar on it under the guidance of Activity teacher.
2. Seminar Topic will cover any of the texts prescribed in the semester along with two or more texts of student's choice, approved by Activity Teacher.
3. Seminar may be of Inter-disciplinary nature.
4. In the end of Semester, Student will give seminar in the class. Evaluator, other teachers, and students will be allowed to ask questions after the seminar.
5. Students will follow latest MLA style for seminar paper.
6. Suggestive Organisation for drafting the paper-
  - (a). Introduction
  - (b). Literature Review
  - (c). Body of Original Research
  - (d).Conclusions
  - (e). Sources Used
7. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information. Avoid plagiarism and acknowledge all sources.
8. A student remains responsible for the academic honesty of work submitted in this course, even after the student has received a final course grade.
9. Ignorance of these standards will not be considered a valid excuse or defense. If a student is ever in doubt about an issue of academic honesty, he/she should consult his/her Activity teacher. The penalties for academic dishonesty can be very painful and can affect a student's entire educational experience at the University.

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The following list is only a suggestive list for seminar paper. Students and teachers may opt for any other writer/work/genre.

### **Suggested Writers:**

Geoffrey Chaucer, William Shakespeare, John Milton, John Keats, Robert Browning, Charles Dickens, Jane Austen, Thomas Hardy, T.S. Eliot, James Joyce, Samuel Beckett, Harold Pinter, Seamus Heaney, Philip Larkin etc.

### **Suggested Categories:**

- Marxist Literature
- Feminist Literature
- Children's Literature
- Critical/Theoretical Literature
- Science Fiction
- Popular Fiction
- Trauma Literature
- Postcolonial Literature
- Diaspora Literature
- Ancient Classical Literature of Greece and Rome
- Book/Film Review
- Travelogue

Semester - VI

Course Title: Shakespearean Literature

Course Code: ENG311

Lectures: 60

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objective:** This paper seeks to offer learners the opportunity to instil an enthusiasm and interest in the language and writing of Shakespeare and also Elizabethan theatre.

**Learning Outcomes:** By the end of the semester, students will be able to perform the following:

- to study the plays in the context not only of Shakespeare's opus but also in the wider Literary and dramatic context
- To discuss concepts of genre: e.g., tragedy, comedy, history etc.
- to develop critical techniques for dramatic texts
- to discuss Shakespeare as a poet/dramatist

**Unit A Sonnets**

**15**

**hours**

- Introduction to Shakespeare as a Poet
- *Shall I compare thee to a Summer's day?*
- *That time of year thou may'st in me behold*
- *Since brass, nor stone, nor earth, nor boundless sea*
- *My Mistress' eyes are nothing like the Sun*
- *Let me not to the marriage of true minds*
- *When to the sessions of sweet silent thought*
- *Not marbles nor the gilded monuments*
- *When in the chronicle of wasted time*

**Unit B Julius Caesar**

**15 hours**

- Shakespeare as a Dramatist
- Introduction to the Play
- Historical Context
- Julius Caesar (Textual Analysis)
- Tragedy of Thought and Passion
- Speech of Antony/Brutus
- Portrayal of Roman Mob
- Supernatural Element
- Fate

**Unit C Tempest**

**15 hours**

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- Introduction to the Play
- Romantic Comedy
- Differences: Shakespearean Comedy and Tragedy
- *Tempest* (Textual Analysis)
- Symbolism and Allegorical Interpretations
- A Post-Colonial Reading

### Unit D *Macbeth*

15 hours

- Introduction to the play
- *Macbeth* (Textual Analysis)
- The Natural/Supernatural
- Motifs: Hallucinations, Violence, and Prophecy
- Symbols: Blood and The Weather
- Unchecked Ambition: A Tragedy

### Reference List:

1. Danson, Lawrence. *Shakespeare's Dramatic Genres*. Oxford: Oxford University Press, 2000. Print.
2. Dollinor e J. & A. Sinfield, *Political Shakespeare: New Essays in Cultural Materialism* Manchester University Press, 1985. Print.
3. Fluchere, Henri. *Shakespeare*. London: Longman, Green & Co, Indian Edition, 2001. Print.
4. Halliday, Fe. *A Shakespeare Companion*. Baltimore: Penguin, 1969. Print.
5. Hazlitt, William. *The Round Table and characters of Shakespeare Plays*. London: J. M Dent And Sons, 1957. Print.
6. Lerner, Laurence ed. *Shakespearean Tragedy*. Harmondsworth: Penguin Paperback, 1999. Print.
7. ---.ed. *Shakespearean Comedy*. Harmondsworth: Penguin Paperback, 1999. Print.
8. Kermode, F. *Shakespeare's Language*. London: Allen Lane, 2000. Print.
9. McDona Id, Russ Ed., *Shakespeare: An Anthology of Criticism and Theory 1945-2000*. Wiley-Blackwell, 2004. Print.
10. Peter Saccio, *Shakespeare's English Kings: History, Chronicle and Drama*, OUP, 1977. Print.
11. Wayne V. Ed, *the Matter of Difference: Materialist Feminist Criticism of Shakespeare*, Ithaca, New York, Cornell University Press, 1991. Print.
12. Wells, Stanley and Lena Cowen Orlin. *Shakespeare: An Oxford Guide*. New York: Oxford University Press, 2007. Print.



13.

Zimmer

man, S. Ed., Shakespeare's Tragedies: Contemporary Critical Essays, London: Macmillan, 1998. Print.

**Course Title: Punjabi Literature in Translation**

**Paper Code: ENG312**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objective:** This course is designed to focus on the regional creativity and sensibility manifest in a range of genres i.e. novel, folk and poetry. The major focus is on giving space to the evolving regional literatures. No doubt this course has been restricted to a particular geographical area, but the texts included here are widely national and cultural in nature. The social, political and academic value of the writings never leave them in wilderness inspite of their location.

**Learning Outcomes:** It is expected that the course will result in the development and consolidation of the students in inter-cultural study.

**UNIT-A**

Gurdial Singh                      The Last Flicker

**UNIT -B**

Amrita Pritam                      Revenue Stamp

**UNIT- C**

Lal Singh Dil Selected Poems From Poet of the Revolution, The Memoirs and Poems of Lal Singh Dil Translated by NirupmaDutt

**UNIT-D**

Shiv Kumar Batalvi :luna

**Reference List:**

1. Benjamin, Walter. "The Task of the Tranlator." *Illustrations*. London: Fontana, 1979. Print.
2. Dil, Lal Singh. *Poet of the Revolution*. Trans. NirupamaDutt. New Delhi: Penguin Books, 2012. Print.

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- George, K. M. *Modern Indian Literature, an Anthology: Plays and Prose*. New Delhi: SahityaAkademi, 1995. Print.
- Maini, Darshan Singh. "Signs and Signatures Pioneers Of Modern Punjabi Love Poetry". [www.tribuneindia.com](http://www.tribuneindia.com).> 11/01/2004. Web.
- Mitra, Reena (Edi.) *Critical Response to Literature in English*. New Delhi: Atlantic Publishers and Distributors, 2005. Print.
- Singh, Gurdial. *Earthy Tones: A Collection of Best Short Stories*. Trans. RanaNayar. New Delhi: Fiction House, 2003. Print .

**Course Title: CINEMA AND LITERATURE**

L	T	P	Credits	Marks
4	1	0	4	100

**Paper Code: ENG313**

**Course Objective:** Film Studies is the study of the production, aesthetics and history of the 20th century's most important visual medium—the cinema. Our primary interest through this course will be in reading—in this case, reading the language of cinema in order to improve our critical understanding of the way texts create meaning. It is clear from the course that the films included here are capable of developing the student's understanding of the literary texts as well.

**Learning Outcomes:** It is expected that the course establishes cinema's dependence on other arts forms viz. literature, painting, theatre and music, for its semiotic codes. This course educates in an inter-disciplinary mode, thus helps in broadening their understanding of various fields.

### UNIT-A

#### **Diasporic film adaptation**

JhumpaLahiri The Name Sake (Film directed by Mira Nair)

### UNIT -B

#### **Bollywood film**

R.K. Narayan Guide (Film directed by Vijay Anand)

### UNIT- C

#### **Hollywood film**

Yen Martel LIFE OF PI (Film directed by Ang Lee)

### UNIT-D

#### **British adaptation**

Virginia Woolf Mrs. Dalloway ( Film directed by MarleenGorris )

Secondary texts:

Woolf, Virginia. *Mrs.Dalloway*.London:Urban Romantics. 2012

Narayan, R.K. *Guide*. US: penguin.2006.

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Martel, Yen. *Life of Pi*. Canada: random house.2001.

Lahiri, Jhumpa. *The Namesake*. New York: Houghton Mifflin. 2004

### **Suggested readings:**

1. Andrew, Dudley *The Major Film Theories: An Introduction*. Oxford: Oxford University Press,1976. Print.
2. Bazin, Andre. *What is Cinema?* Foreword by Francois Truffaut. Berkeley: University of California Press, 2005. Print.
3. Braudy, Leo & Cohen, Marshall (eds). *Film Theory and Criticism*.5th ed.NY& Oxford: Oxford University Press, 1999. Print.
4. Cook, David A. *AHistory of Narrative Film*. 4th ed. NY & London: WW Norton & Company, 2004. Print.
5. Deleuze, Giles. *Cinema 1 &2*. Hugh Tomlinson & Barbara Habberjam (trans). London & NY: Continuum, 1986. Print.
6. Etherington-Wright, Christine & Doughty, Ruth. *Understanding Film Theory*. London: Palgrave, 2011. Print.
7. Parsad M. Madhav. *Ideology of the Hindi Film: A Historical Construction*.Oxford: OUP. 2003.Print.
8. R. Dwyer and C. Pinney (Ed). *Pleasure and the Nation: History, Politics and Consumption of Public Culture in India*. California: OUP. 2010. Print.
9. R Vasudevan. *Making Meaning in Indian Cinema*. Michigan: OUP. 2000.Print.
10. Satyajit Ray. *Our Films Their Films*.California:Hyperion.1994.Print.

**Course Title: Literature in Translation**  
**Course Code: ENG314**  
**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

**Objective:** The course intends to familiarize the students with literary texts translated from both Indian and foreign languages.

**Unit – 1**

**Maxim Gorky: *Mother***

- a. Marxist literature introduction: 3 hours
- b. Textual analysis: 7 hours
- c. Class conflict: 2 hours
- d. Gorky and Party literature: 3 hours

**Unit – 2**

**Suryakant Tripathi ‘Nirala’: “Remembering Saroj.”** Available in *A Season on the Earth: Selected Poems of Nirala*. Trans. & Ed. David Rubin, Delhi: Oxford University Press, 2003. (15 hours)

**Unit – 3**

**Mohan Rakesh: *Halfway House***

- a. Late sixties and the political context: 3 hours
- b. Man-woman conflict: 2 hours
- c. Textual analysis: 6 hours
- d. Modern drama in Hindi: 3 hours
- e. Ending of the novel: 1 hour

**Unit – 4**

**Premchand: ‘The Aim of Literature’**, Presidential Speech given at the First Progressive Writers’ Conference, Lucknow, 9 April 1936, tr. Francesca Orsini, in *The Oxford India Premchand* (New Delhi: Oxford University Press, 2004). (Appendix).

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- a. Progressive Writers' Association: 5 hours
- b. The essay as the manifesto of the movement: 5 hours
- c. Relevance of the essay in present time: 5 hours

### Suggestive Readings:

1. Anwar, Mushir. "SajjadZaheer and Progressive Writers Movement." Progressive Writers Association Pakistan <<http://pwa.sapfonline.org/gpage6.html>>. Web.
2. Bajeli, Diwan Singh. "Strands of Life on Stage." Rev. of Mohan Rakesh's Adhe Adhure. The Hindu. Feb. 28, 2013. Print.
3. Das, SisirKumar(ed.), *History of Indian Literature*, Vol I-X. Delhi: SahityaAkademi, 1995. Print.
4. George, K. M., *Comparative Indian Literature*. Delhi: Macmillan, 1984. print.
5. Joshi, Priya. *In Another Country*. Delhi: Oxford University Press, 2002. Print.
6. Lal, Ananda, ed., *Theaters of India: A Concise Companion*. Delhi: Oxford University Press, 2009. Print.
7. Pollock, Sheldon I. (ed.), *Literary Cultures in History: Reconstructions from South Asia*. California: Univ. of California Press, 2003. Print.
8. Saadik, S. "The Conflict Within." Rev. Mohan Rakesh's Adhe Adhure. *India Today*. Sept. 30, 2011. Print.
9. Satchidanandan, K. *Indian Literature: Positions and Propositions*, Delhi: Pencraft, 1999. Print.
10. Sigi, Rekha. *MunshiPrem Chand*. New Delhi: Diamond, 2006. Print

**Course Title: Social Thought II**  
**Paper Code: SOC106**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objective:** To impart in-depth knowledge about social thought of leading thinkers of the world.

**Learning Outcomes:** Using social theories of great thinkers & philosophers as tools, the students will be able to analyse their society and form their own original ideas about it.

**UNIT-A**

Concepts and features of functionalism. 5hours  
 Conflict, Theory & Social action. 5 hours

**UNIT-B**

Max Weber: Theory of social action, Types of authority. 5 hours  
 : Protestant ethics and spirit of capitalism. 5 hours

**UNIT-C**

Emile Durkheim: Nature and characteristics of social facts. 5 hours  
 : Division of labour in society. 5 hours  
 :Theory of suicide. 5 hours

**UNIT-D**

M.K. Gandhi: Social ideas of Gandhiji. 5 hours  
 : Gandhi's Concept of satyagraha, techniques of satyagraha. 5 hours  
 : Swadeshi& Concept of Harijan. 5 hours  
 : Comparative analysis of various thoughts. 10 hours

**Books Recommended:**

1. Aron, Raymond. *Main Currents in Sociological Thought*. Vols.I & II. New Delhi: Penguin, 1965. Print.
2. Coser, Lewis A. *Masters of Sociological Thought: Ideas in Historical and Social Thought*. Jaipur, 2012. Print.
3. Kapila, S. *Fundamentals of Sociology*. Vol. III. Panchkula: Kapila Publishers, 2006. Print.
4. Zeitlin, Irving, M. *Ideology and Development of Sociological Theory*. Delhi: Prentice Hall, 1981. Print.

**Course Title: Eastern Philosophical Thought-II**

**Course Code: PHI106**

**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objective:** To explore other aspects of eastern philosophy in order to further advance students' knowledge of the subject.

**Learning Outcome:** Students will get a deep insight into philosophy through various interrelated subjects.

<b>Unit – A</b> 1. <i>Charvaka: Materialism</i> 2. <i>Sakar and Nirakar Divinity</i> 3. <i>Akal Purush and JagetRachna</i>	<b>15 hours</b>
<b>Unit – B</b> 1. <i>Akal Purush and JagetRachna</i> 2. <i>Sufism: An Introductory Note</i> 3. <i>Hindu Devotional Philosophy: An Introductory Note</i>	<b>15 hours</b>
<b>Unit – C</b> 1. <i>Buddhism: Eight Noble Truths</i> 2. <i>Zen Philosophy: An Introductory Note</i>	<b>15 hours</b>
<b>Unit – D</b> 1. <i>Jainism: Three Ratna and Kavalya</i> 2. <i>Yoga Philosophy: An Introductory Note</i>	<b>15 hours</b>

**Suggested Reading**

1. Krishna, Daya. *Indian Philosophy: A New Approach*. New Delhi: Sri Satguru Publications, 1977. Print.
2. Maritain, Jacques. *An Introduction to Philosophy*. Chennai: Continuum, 2005. Print.
3. Ouspensky, P. D. *TertiumOrganum: The Canon of Thought, A key to the Enigmas of the World*. N.p.:Createspace, 2008. Print.
4. Patanjali. *The Science Sutras of Yoga: The Yoga Sutras of Patanjali in the Light of Modern Thought*. Trans. I. K. Taimni. London: The Theosophical Publishing House, 1961. Print.
5. Singh, Sher. *Philosophy of Sikhism*. Amritsar: S. G. P. C., 1980. Print.
6. Upadhyaya, K. N. *Buddhism: Path to Nirvana*. Beas: RadhaSoamiSatsang, Beas, 2010. Print.