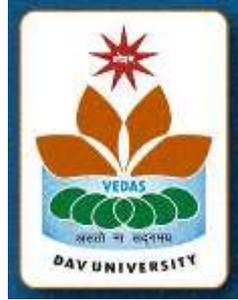


DAV UNIVERSITY, JALANDHAR



Faculty of Languages and Literature

Course Scheme & Syllabus

For

B.A. (HONOURS) ENGLISH

1st to 6th SEMESTER EXAMINATIONS

2020–2021 Session Onwards

1. Mission:

The Department of English aims to engage young minds in creative and analytical thinking through literary studies that can effectively help in building a holistic and healthier human community. This objective is achieved by creating space for students to discuss both local and global issues critically and creatively. In view of it, the texts prescribed in the curricula are thoughtfully selected and taught through discussion, project work, and power-point presentation. Students are encouraged to express their views on the questions at issue to help them how to think and speak their hearts and minds.

The programme is designed to make students familiar with the fundamentals of literature, beginning with Indian and European classical literature. Further, students are exposed to a variety of genres, viz. poetry, drama, prose, and novel in order to broaden their literary horizon. Some interdisciplinary subjects, such as psychology, history, economics and political science are included to develop their interdisciplinary understanding. Film studies and Creative Writing help them explore various media to express their individual and collective consciousness.

The department's long term goals for this programme include these legacies: That each person who graduates with a BA (Hons.) in English from DAVU will have an enduring interest in language and literature; a sense of the presence of the literary and rhetorical past; an awareness of the depth and complexity of human existence perceived across the boundaries of time, place, culture, race, ethnicity, gender, socio-economic class and sexual orientation; a sense of involvement in aesthetic, cultural, and intellectual life, as well as in social and political issues; a developing understanding of the ability of great literature and language to awaken and challenge people to struggle with profound questions of human identity and values; and a personal critical perspective and sense of intellectual independence.

2. Programme Learning Outcomes:

Students will demonstrate the ability to

- a) read closely in a variety of forms, styles, structures and modes.
- b) show familiarity with major literary works, genres, periods and critical approaches to British, American and World Literature.
- c) write clearly, effectively and creatively. Also to ensure that their writing style is appropriate to the content, context and topics under discussion.
- d) develop and carry out research projects and locate, evaluate, organize and incorporate information effectively.
- e) articulate the relations among culture, history and texts.

3. Teaching Methodology:

a) Grammar:

Grammar must be taught descriptively in socio-cultural contexts. The contextual teaching of grammar helps a learner understand the application of grammar rules in real-life situations. The learner who learns grammar in isolation cannot use the language fluently, whereas the learner who learns grammar in contexts uses the language confidently and fluently in real-life situations.

b) Literary Texts:

The communicative approach should be followed to teach the texts. Classroom activities guided by the communicative approach try to produce meaningful and real communication at all levels. As a result, there may be more emphasis on skills than systems. Lessons are more learner-centred, and there may be the use of authentic materials.

Teachers can introduce the topic or theme of the text, pre-teach essential vocabulary items and use prediction tasks to arouse the interest and curiosity of students.

c) Writing:

Some of the strategies that should be adopted are as follows:

- i. Regularly assign brief writing exercises in your classes.
- ii. Provide guidance throughout the writing process, i.e. Pre-Writing, Drafting, Revising, Editing and Publishing.
- iii. Give students opportunities to talk about their writing.
- iv. Encourage students to revise their work.

d) Teaching- learning Strategies:

- i. Interactive and participative learning.
- ii. Individual and collaborative learning.
- iii. Making learning a process of construction of knowledge.
- iv. Experiential learning.
- v. To make learning individualized, creative and dynamic through digital resources.

4. Testing:

The examinations will be conducted as per the norms of the university.

a) Assessment for All Theory Papers:

Exam Type/Component	Weightage (%)
Mid Semester Examination	25
Written Quiz (Objective Type /MCQs)	10
Assignment and Project Work/Seminar (Evidence based)	10

End Semester Examination	50
Class Attendance	05
Total	100%

b) Assessment for Practical Paper (ENG152A):

Project File:

Each student will prepare a project file on any of the topics given by their class teacher. The student should be able to justify the contents of their scrap file. The file must be handwritten, not typed. The students must acknowledge all the sources of information in their scrap file.

Lab. Examination:

The end term lab. examination will be conducted as per the norms of the university. The distribution of marks in the end-term lab. examination is as follows:

Component	Weightage
Project File Marks will be given on the basis of originality, creativity and presentation. The student will receive credit for their command of the language also.	30 %
Lab. Activity It may include dialogue writing (Dialogue to Prose and Prose to Dialogue), writing about a picture/some object, writing a report, writing on a topic of general interest, listening exercise, English phonetic exercise, etc. It will be decided by examiners on the spot.	30%
Viva Voce Questions will be based on the project file. Examiners may ask other non-technical questions related to the student's life and interests.	40%
Total	100%

For the final result, marks will be calculated as per the criterion laid down by the university (which may change as per the university norms):

Component	Weightage
Marks Obtained in the lab examination	80%
Continuous Assessment (Based on the Student's Regularity & Class Performance)	20%
Total	100%

5. MOOCs:

In the interest of students, the department is committed to including MOOCs in the programme as per the norms of the university and the UGC. It is to mention here that to take appropriate action for the introduction of MOOCs/online courses for the benefit of students, the UGC Gazette of India Notification No. 295, dated July 20, 2016 (Credit Framework for Online Learning Courses through SWAYAM Regulation 2016, New Delhi) was approved by the BoM in its meeting held at New Delhi DAVCMC on 26.10.2018.

Each student will be allowed to opt for MOOCs in lieu of Discipline Specific Electives, General Electives and Skill Enhancement Courses. The list of those MOOCs which will be considered equivalent to the prescribed courses in the syllabus will be prepared by the department. The department shall select a number of courses to be permitted for the transfer of credits through SWAYAM (e.g., courses in high demand for which faculty members are not available or for supplementing teaching-learning process) while ensuring that physical facilities like laboratories, computer facilities, library, etc. required for such courses are made available to students. The maximum credits that can be transferred to a student's degree will be as per the norms of the university and the UGC.

The department shall designate a Course Coordinator/Facilitator to guide students throughout these courses and facilitate/conduct the lab/practical sessions/examinations (if any) as per the norms.

The department shall widely disseminate information about MOOCs and motivate students through faculty members, notice boards, student forums, workshops, university website, etc. The department shall facilitate the registration of students.

On receipt of the course completion certificate from the host institute, the university will give equivalent credit weightage (as per the norms of the university) for the credits earned through SWAYAM.

The courses offered on SWAYAM would supplement the teaching-learning process in the university.

DAV UNIVERSITY, JALANDHAR

Scheme of B.A. (Hons.) in English

Semester 1

S. No.	Paper Code	Course Title	Course Type	L	T	P	Credit (s)
1	ENG121C	Indian Classical Literature	C	5	1	0	6
2	ENG122C	Short Story	C	5	1	0	6
3	ENG151B	Basic Communication Skills	AECC	3	0	0	3
4	ENG152 A	Basic Communication Skills Lab	AECC	0	0	2	1
5	GE-1						6
Total							22

C=Core Course

AECC=Ability Enhancement Compulsory Course

Semester 2

S. No.	Paper Code	Course Title	Course Type	L	T	P	Credits
1	ENG131C	Indian Writing	C	5	1	0	6

2	ENG132C	British Poetry-I	C	5	1	0	6
3	ENG352	Professional Communication	C	3	0	0	3
4	EVS100	Environmental Studies	AECC	4	0	0	4
5	GE-2						6
Total							25

C=Core Course

AECC=Ability Enhancement Compulsory Course

Semester 3

S. No.	Paper Code	Course Title	Course Type	L	T	P	Credits
1	ENG221 C	American Literature	C	5	1	0	6
2	ENG222C	Indian Literature in Translation	C	5	1	0	6
3	ENG223C	British Poetry-II	C	5	1	0	6
4.	SGS107	Human Values and General Studies	SEC	4	0	0	4
5.	GE-3						6
Total							28

C=Core Course

SEC=Skill Enhancement Course

Semester 4

S. No.	Paper Code	Course Title	Course Type	L	T	P	Credits
1	ENG231C	British Drama	C	5	1	0	6

2	ENG366C	Shakespearean Literature	C	5	1	0	6
3	DSE-3						6
4	DSE-4						6
	Total						24

C=Core Course

DSE=Discipline Specific Elective

DAV UNIVERSITY, JALANDHAR

Discipline Specific Electives

S.No	Paper Code	Course Title	L	T	P	Credits
1	ENG361C	Introduction to Literary Criticism	5	1	0	6
2	ENG362C	Cinema & Literature	5	1	0	6
3	ENG363C	Introduction to Literary Criticism and Theory	5	1	0	6
4.	ENG364C	Reading World Literature	5	1	0	6
5	ENG365C	Literature from Punjab in Translation	5	1	0	6
6	ENG332C	Postcolonial Literature	5	1	0	6
7	ENG367C	Indian Prose	5	1	0	6

8	ENG368C	European Classical Literature	5	1	0	6
9	ENG369C	Literary Footprints: Select Poems and Essays	5	1	0	6
10	ENG370C	Creative Writing	5	1	0	6
11.	ENG371C	Basics of Phonetics	5	1	0	6
12.	ENG372C	Practical English Usage-II	5	1	0	6
13.	ENG373C	Practical English Usage-III	5	1	0	6

Generic Electives

S. No	Paper Code	Course Title	L	T	P	Credits
1	SOC101A	Fundamentals of Sociology-I	5	1	0	6
2	SOC102A	Fundamentals of Sociology-II	5	1	0	6
3	ECO101A	Micro Economics-I	5	1	0	6
4.	ECO102A	Macro Economics-I	5	1	0	6
5	PHI101A	Fundamentals of Philosophy-I	5	1	0	6
6	PHI103A	Western Philosophical Thought – I	5	1	0	6
7	PHI105A	Eastern Philosophical Thought –I	5	1	0	6

8	POL101A	Principles of Political Science	5	1	0	6
9	POL102A	Modern Political Theory	5	1	0	6
10	POL103A	Indian Constitution	5	1	0	6
11.	PSY101	Basic Psychological Processes-I	5	0	0	5
12.	PSY102	Practical (Psychology)	0	0	1	1
13.	PSY103	Basic Psychological Processes-II	5	0	0	5
14.	PSY104	Practical (Psychology)	0	0	1	1
15.	HIS107	History-I	5	1	0	6
16.	HIS108	History-II	5	1	0	6

Model Question Papers

Sample Assignment

DAV UNIVERSITY, JALANDHAR

Semester 1

Course Title: Indian Classical Literature

Course Code: ENG121C

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives:

In this course, students will:

- be introduced to some of the seminal texts of Indian classical literature.
- relate the Indian classical life and literary trends to the contemporary ones, thereby exploring the timeless significance of literary essence.
- get an access to India's classical critical thought through literature.
- study some fundamental techniques of translation.

Learning Outcomes:

At the end of the semester, students will:

- be able to appreciate classical literature.
- be able to distinguish between the essential features of literature that remain central to literary creations across time and space.
- get an introductory idea about the theory and practice of translation.

Literary Terms and Concepts: Classic Vs Classical, Theatre, Types of Theatre (Hindu, Greek, Shakespearean, Modern), Histrionics, Nature of Myth, Transliteration, Devotional Literature, Sanskrit Vs Bhashas, Personification, Supernatural in Hindu Theatre, Beast Fable, *Alamkaras* (Figures Of Speech), *Riti* (Linguistic Style), Rasa, Dhvani

Unit-A

“The Origin of Drama” (*The Natyashastra*)

Unit-B

Stories-1. “The Ungrateful Man” 2. “The Monkey and the Crocodile” (*Panchtantra*)

Unit-C

Chapter- 3 “The Eternal Duties of a Human Being/Karma Yog” (*Bhagavad-Gita*)

Unit-D

Kalidas: *Abhijnana Shakuntalam* (Trans. by Vinay Dharwadkar)

Suggested Readings:

- Debroy, Bibek, Trans. *Bhagvad Gita*. New Delhi: Penguin Classics, 2013.
- Devy, G. N. *Indian Literary Criticism: Theory and Interpretation*. Hyderabad: Orient Longman, 2002.
- Dharwadker, Vinay, Trans. *Abhijnanashakuntalam: The Recognition of Shakuntala*. New Delhi: Penguin Classics, 2016.
- Ghosh, Manomohan. “Introduction” *Natyashastra*. By Bharata. Trans. Manomohan Ghosh. Calcutta: Granthalaya, 1967.

5. Gopal, Ram. *Kalidas: His Art and Culture*. New Delhi: Concept Publishing House, 1984.
6. Hertel, Dr. Johannes. *The Panchtantra-Text of Purnabhadra: Critical Introduction and List of Variants*. Charleston, USA: Forgotten Books, 2012.
7. Kapoor, Kapil and Nalini M. Ratnam. *Literary Theory: Indian Conceptual Framework*. New Delhi: Affiliated East-West Press, 1998.
8. Lal, B. K. *Contemporary Indian Philosophy*. New Delhi: Motilal Banarasidas, 1978.
9. Mishra, Brijvallabh. *Bharat aur Unka Natyashashtra*. New Delhi: National Publishing House, 1988.
10. Radhakrishna, S, Trans. *The Bhagvadgita*. New Delhi: HarparCollins, 2011.

Audio-Visual Materials:

1. CEC. "History of Sanskrit Literature." Online video clip. YouTube. YouTube, 23 February 2016. Web. 27 April 2019.
2. CEC. "Kalidas's Abhigyan Shakuntalam – A View." Online video clip. YouTube. YouTube, 4 Oct. 2017. Web. 20 April 2019.
3. CEC. "India Theory of Drama/Theater/Performance: Introduction." Online video clip. YouTube. YouTube, 2 March 2017. Web. 16 March 2020.
4. CEC. "Language and Literature in Medieval Indian History." Online video clip. YouTube. YouTube, 13 April 2017. Web. 20 April 2019.
5. IAS Shimla. "The Dharma of Translation: Sanskrit Classics in Contemporary Times." Online video clip. YouTube. YouTube, 14 Jan 2019. Web. 16 March 2020.
6. Indian Institute of World Culture. "Indian society in Sanskrit Literature - Dr. R. Ganesh" (All parts). Online video clip. YouTube. YouTube, 21 Dec 2017. Web. 16 March 2020.
7. Osho. "Geeta Darshan" (All Volumes). 10 March 2019.
8. videopostman. "Sanskrit Language: The Most Scientific, Ancient, Spiritual." Online video clip. YouTube. YouTube, 1 Feb 2011. Web. 20 April 2019.

DAV UNIVERSITY, JALANDHAR

Course Title: Short Story

Course Code: ENG122C

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives:

This course is designed with the aim of:

- i. introducing the genre of short story to students.
- ii. giving students an insight into short stories written by authors from different regions.
- iii. giving students an opportunity to critically analyze short stories and understand their nuances.

Learning Outcomes:

At the end of the semester, students will have learnt about:

- i. the critical evaluation of short texts in the light of literary terms and movements.
- ii. certain techniques of writing that are used to create desired responses.
- iii. the nuances of the prescribed texts.

Literary Terms and Concepts: Epiphany, Conflict, Exposition, Setting, Foreshadowing, Climax, Stock Response, Stock Character, Round Character, Point of View, Focalization, Short Story, Fibula, Plot, Realism, Parable and Fable.

Unit – A

1. **Honore de Balzac:** “Passion in the Desert”
2. **Nikolai Gogol:** “The Overcoat”

Unit – B

1. **Edgar Allan Poe:** “The Tell-Tale Heart”
2. **Guy de Maupassant:** “The Necklace”

Unit – C

1. **Anton Chekhov:** “The Lottery Ticket”
2. **Katherine Mansfield** “The Garden Party”

Unit – D

1. **Rabindranath Tagore:** “A Wife’s Letter”
2. **Sadat Hasan Manto:** “Toba Tek Singh”
3. **Mulk Raj Anand:** “The Lost Child”
4. **Ruskin Bond:** “The Night Train at Deoli”

Suggested Readings:

1. Anand, Mulk Raj. *The Lost Child and Other Stories*. Delhi: Orient Paperbacks, 2004.
2. Bailey, Tom. *On Writing Short Stories*. USA: OUP, 2010.
3. Bloom, Harold. (ed.) *Honore de Balzac (Modern Critical Views)*. USA: Chelsea House Publishers, 2002.
4. ---. *Anton Chekhov (Modern Critical Views)*. USA: Chelsea House Publishers, 2009.
5. ---. *Guy de Maupassant (Bloom’s Major Short Story Writers)*. USA: Chelsea House Publishers, 2003.
6. ---. *Nikolai Gogol (Modern Critical Views)*. USA: Chelsea House Publishers, 1994.
7. Bond, Ruskin. *Night Train at Deoli and Other Stories*. Gurgaon: Penguin, 1988. Print.

8. Gaiman, Neil. *Fragile Things: Short Fictions and Wonders*. USA: William Morrow, 2006.
9. Gardner, John. *The Art of Fiction*. New York: Alfred A. Knopf, 1984.
10. Gioia, Dana. *The Art of the Short Story*. USA: Longman, 2005.
11. Jalal, Ayesha. *The Pity of Partition: Manto's Life, Times and Work*. New Delhi: Harper India, 2013.
11. Tagore, Rabindranath. *Rabindranath Tagore: A Centenary Volume (1861-1961)*. 1961. 5th ed. Delhi: Sahitya Akademi, 2010.
12. Tomalin, Claire. *Katherine Mansfield*. U.K.: Penguin, 2012.

Audio-Visual Materials:

1. CEC/UGC. "Mulk Raj Anand, English literature, Indo- Anglian literature". CEC/UGC: 01: Language and Literature managed by CEC,DELHI. Online video clip. YouTube. YouTube, 7 Nov. 2017. Web. 22 Feb. 2020.
2. Edgar Allan Poe's Uncanny Universe: Worlds of Speculative Fiction. Online video clip. YouTube. YouTube, 15 Jan 2019. Web. 2 May 2019.
3. Fries, Wanda. "Studying the Shirt Story." Online video clip. YouTube. YouTube, 14 Aug 2015. Web 2 May 2019.
4. Hughes, Kathryn. "Gender in 19th Century Britain." Online video clip. YouTube. YouTube, 19 Dec 2014. Web. 2 May 2019.
5. "Indian Writing in English – Modern Prose – Part-1." Online video clip. YouTube. YouTube, 3 Sept 2017. Web 3 May 2019.
6. "Indian Writing in English – Modern Prose – Part-2." Online video clip. YouTube. YouTube, 3 Sept 2017. Web 3 May 2019.
7. Interview with Ruskin Bond. Prasar Bharati Archives. Online video clip. YouTube. YouTube, 18 May 2019. Web. 25 Feb. 2020.

DAV UNIVERSITY, JALANDHAR

Course Title: Basic Communication Skills

Course Code: ENG151B

Total Lectures: 45

Course Objectives:

The course aims to:

- i. enhance students' vocabulary and comprehension skills through the prescribed texts.
- ii. hone students' reading and writing skills.
- iii. teach the rules of English grammar descriptively.
- iv. make students aware about the socio-cultural aspects of the English language.

Learning Outcomes:

Students will:

- i. develop a wide vocabulary and they will be able to summarize ideas.
- ii. be able to read and analyze texts and display competence in written communication.
- iii. show a considerable understanding of English Grammar.
- iv. demonstrate sensitivity to cultural differences while communicating.

Unit-A

1. Applied Grammar (in Socio-Cultural Context)

- Tenses
- Passives
- Reported/Reporting Speech

Unit-B

1. Reading (Communicative Approach to be Followed)

- Nissim Ezekiel: "The Patriot" (Poem)

(Sub-topics: Basic Introduction to Indianisms and Difference between Indian English & Standard English)

2. Writing

- Paragraph Writing : Topic Sentence, Inductive logic and Deductive logic
- Essays: Narrative, Descriptive, Expository and Persuasive
- Notice: Format, Characteristics and 5 W's,
- Email: Structure, Characteristics of Effective Emails and Advantages

Unit-C

1. Applied Grammar (in Socio-Cultural Contexts)

- Parts of Speech: Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction and Interjection
- Modals: Can, Could, May, Might, Will, Would, Shall, Should and Must

Unit-D

1. Reading (Communicative Approach to be Followed)

Alleen Pace Nilsen: “Sexism in English” (Prose)

(Sub-topics: Relationship between Society & Language and Sexist Language)

2. Writing

Letter Writing: Formal and Informal

Teaching Methodology:

- Grammar:** Grammar must be taught descriptively in socio-cultural contexts. The contextual teaching of grammar helps a learner understand the application of grammar rules in real life situations. The learner who learns grammar in isolation is unable to use the language fluently, whereas the learner who learns grammar in context uses the language confidently and fluently in real life situations.
- Literary Texts:** Communicative approach should be followed to teach the texts. Classroom activities guided by the communicative approach aim to produce meaningful and real communication at all levels. As a result there may be more emphasis on skills than systems. Lessons are more learner-centred, and authentic materials may be used to facilitate the teaching-learning process.

Teachers can introduce the topic or theme of the text, pre-teach essential vocabulary items and use prediction tasks to arouse the interest and curiosity of students.
- Writing:** Some of the strategies that should be adopted are as follows:
 - Regularly assign brief writing exercises in your classes.
 - Provide guidance throughout the writing process, i.e. Pre-Writing, Drafting, Revising, Editing, and Publishing.

- Give students opportunities to talk about their writing.
- Encourage students to revise their work.

Testing: The examinations will be conducted as per the norms of the university.

Suggested Readings:

1. Eschholz, Paul and Rosa, Alfred (ed.), *Subject and Strategy*. NY: St. Martin's Press, 1978.
2. Ezekiel, Nissim. *Collected Poems 1952-1988*. New Delhi: Oxford University Press, 1999.
3. Hosler, Mary Margaret. *English Made Easy*. Delhi: McGraw, 2013.
4. Koneru, Aruna. *Professional Communication*. Delhi: McGraw, 2008.
5. Mahanand, Anand. *English for Academic and Professional Skills*. Delhi: McGraw, 2013.
6. Rani, D Sudha, TVS Reddy, D Ravi, and AS Jyotsna. *A Workbook on English Grammar and Composition*. Delhi: McGraw, 2016.
7. Rizvi, M. Ashraf. *Effective Technical Communication*. Delhi: McGraw, 2018.
8. Sharma, R.C. and Krishna Mohan. *Business Correspondence and Report Writing*. Delhi: McGraw, 2013.
9. Tyagi, Kavita and Padma Misra. *Basic Technical Communication*. Delhi: PHI Learning, 2013.

Audio-Visual Materials:

1. BBC Learning English. "Grammar" (A Series of 64 videos). Online video clip. YouTube. YouTube, 7 July 2015. Web. 22 April 2019.
2. BBC Learning English. "RP phonemes: pronunciation tips." Online video clip. YouTube. YouTube, 16 Aug. 2014. Web. 22 April 2019.
3. IIT Kanpur. "Communication Skills" (A Series of 40 videos, NPTEL). Online video clip. YouTube. YouTube, 6 Jan. 2014. Web. 22 April 2019.
4. IIT Kanpur. "Developing Soft Skills and Personality" (A Series of 48 videos, NPTEL). Online video clip. YouTube. YouTube, 14 Sept. 2016. Web. 22 April 2019.
5. IIT Madras. "Better Spoken English" (A Series of 38 videos, NPTEL). Online video clip. YouTube. YouTube, 10 July 2013. Web. 22 April 2019.
6. IIT Madras. "Technical English for Engineers" (A Series of 38 videos, NPTEL). Online video clip. YouTube. YouTube, 14 Jan. 2016. Web. 22 April 2019.
7. IIT Roorkee. "Effective Writing" (A Series of 24 videos, NPTEL). Online video clip. YouTube. YouTube, July 2018. Web. 22 April 2019.
8. IIT Roorkee. "Soft Skills" (A Series of 60 videos, NPTEL). Online video clip. YouTube. YouTube, July 2018. Web. 22 April 2019.
9. UChicago Social Sciences. "Leadership Lab: The Craft of Writing Effectively." Online video clip. YouTube. YouTube, 26 June 2014. Web. 22 April 2019.

DAV UNIVERSITY, JALANDHAR

Course Title: Basic Communication Skills Lab

Course Code: ENG152A

Total Lectures: 45

L	T	P	Credits
C	0	1	1

Course Objectives:

The course aims to:

- i. improve the preparation and presentation competencies necessary for oral communication in a variety of contexts.
- ii. improve pronunciation.
- iii. promote interactive skills through group discussions and role plays.

Learning Outcomes:

Students will be able to:

- i. develop listening skills.
- ii. articulate and enunciate words and sentences clearly and efficiently.
- iii. show confidence and clarity in public speaking projects.

Unit-A
Speaking and Listening
1. IPA for Language Learning - Basic Phonetics
2. Movie-Clippings
3. Role Plays
4. Group Discussions
5. Mock Interviews

Project File: Each student will prepare a project file on any of the topics given by their class teacher. Students should be able to justify the contents of their scrap files. They must acknowledge all the sources of information in their scrap files. The files must be handwritten, not typed.

Testing: The end term lab. examination will be conducted as per the norms of the university. The distribution of marks in the end-term lab. examination is as follows:

Component	Weightage
Project File Marks will be given for originality, creativity and presentation. Students will also receive credits for their command of the language.	30 %
Lab. Activity It may include dialogue writing (Dialogue to Prose and Prose to Dialogue), writing about a picture/some object, writing a report, writing on a topic of general interest, listening exercise, English phonetic exercise, etc. It will be decided by examiners on the spot.	30%
Viva Voce Questions will be based on the project file. Examiners may ask other non-technical questions related to students' lives and interests.	40%
Total	100%

For the final results, marks will be calculated as per the following criterion laid down by the university:

Component	Weightage
Marks Obtained in the lab examination	80%
Continuous Assessment (Based on a Student's Regularity & Class Performance)	20%
Total	100%

Suggested Readings:

1. Eschholz, Paul and Rosa, Alfred (ed.), *Subject and Strategy*. NY: St. Martin's Press, 1978.
2. Ezekiel, Nissim. *Collected Poems 1952-1988*. New Delhi: Oxford University Press, 1999.
3. Hosler, Mary Margaret. *English Made Easy*. Delhi: McGraw, 2013.
4. Koneru, Aruna. *Professional Communication*. Delhi: McGraw, 2008.
5. Mahanand, Anand. *English for Academic and Professional Skills*. Delhi: McGraw, 2013.
6. Rani, D Sudha, T. V. S. Reddy, D. Ravi, and A. S. Jyotsna. *A Workbook on English Grammar and Composition*. Delhi: McGraw, 2016.
7. Rizvi, M. Ashraf. *Effective Technical Communication*. Delhi: McGraw, 2018.
8. Sharma, R.C. and Krishna Mohan. *Business Correspondence and Report Writing*. Delhi: McGraw, 2013.
9. Tyagi, Kavita and Padma Misra. *Basic Technical Communication*. Delhi: PHI Learning, 2013.

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1. BBC Learning English. "Grammar" (A Series of 64 videos). Online video clip. YouTube. YouTube, 7 July 2015. Web. 22 April 2019.
2. BBC Learning English. "RP phonemes: pronunciation tips." Online video clip. YouTube. YouTube, 16 Aug. 2014. Web. 22 April 2019.
3. IIT Kanpur. "Communication Skills" (A Series of 40 videos, NPTEL). Online video clip. YouTube. YouTube, 6 Jan. 2014. Web. 22 April 2019.
4. IIT Kanpur. "Developing Soft Skills and Personality" (A Series of 48 videos, NPTEL). Online video clip. YouTube. YouTube, 14 Sept. 2016. Web. 22 April 2019.
5. IIT Madras. "Better Spoken English" (A Series of 38 videos, NPTEL). Online video clip. YouTube. YouTube, 10 July 2013. Web. 22 April 2019.
6. IIT Madras. "Technical English for Engineers" (A Series of 38 videos, NPTEL). Online video clip. YouTube. YouTube, 14 Jan. 2016. Web. 22 April 2019.
7. IIT Roorkee. "Effective Writing" (A Series of 24 videos, NPTEL). Online video clip. YouTube. YouTube, July 2018. Web. 22 April 2019.
8. IIT Roorkee. "Soft Skills" (A Series of 60 videos, NPTEL). Online video clip. YouTube. YouTube, July 2018. Web. 22 April 2019.
9. UChicago Social Sciences. "Leadership Lab: The Craft of Writing Effectively." Online video clip. YouTube. YouTube, 26 June 2014. Web. 22 April 2019.

DAV UNIVERSITY, JALANDHAR

Semester 2

Course Title: Indian Writing

Course Code: ENG131C

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objective:

The course is prepared to:

- i. familiarize our students with Indianness through the prescribed texts.
- ii. introduce the issues concerning Indian Writing such as the representation of culture, identity, history, national and gender politics, etc.
- iii. introduce the background of Indian Writing.

Learning Outcomes:

After studying this course, students will

- i. be able to critically respond to Indian texts.
- ii. understand how a writer's representations and literary expressions are influenced by their socio-cultural forces.
- iii. understand different forms and shades of Indian Writing.

Literary Terms:

The Beginning of Indian Writing- Historical Background, Indianism, Construction/Representation of India, Indian Renaissance, Indian Writing and Indian Freedom Struggle, Indian English Novel since Independence, Indian English Poetry since Independence, Indian English Drama since Independence, Indian Diaspora, Dalit Writing, Indian Women Writers in English, and The Nation and the Novel (Contribution of M.R. Anand and Raja Rao).

Unit-A

Mahatma Gandhi: *The Story of My Experiments with Truth* (Part-1)

Unit-B

Girish Karnad: *Tughlaq*

Unit-C

Aravind Adiga: *The White Tiger*

Unit-D

1. **Arun Kolatkar:** "An Old Woman"
2. **A.K. Ramanujan:** "Small Scale Reflections on a Great House"
3. **Imtiaz Dharkar:** "Purdah"
4. **R. Parthasarthy:** "Exile"
5. **Temsula Ao:** "Soul Bird"

Suggested Readings:

1. Adiga, Aravind. *The White Tiger*. India: HarperCollins, 2008.
2. Amin, Shahid. "Gandhi as Mahatma." *Selected Subaltern Studies*. Ed. Ranajit Guha and Gayatri Chakravorty Spivak. New York: OUP, 1988. 288-348.
3. Gandhi, Mahatma. *The Story of My Experiments with Truth*. New Delhi: Rajpal Publications, 2013.
4. Haq, Kaiser (ed.). *Contemporary Indian Poetry*. Columbus: Ohio State University Press, 1990.
5. Iyengar, K.R. Srinivasa. *Indian Writing in English*. 4th Ed. New Delhi: N.A. 1984.
6. Karnad, Girish. *Tughlaq*. Delhi: OUP, 1997.
7. Mehrotra, Arvind Krishna (ed.). *The Oxford India Anthology of Twelve Modern Indian Poets*. Calcutta: Oxford University Press, 1992.
8. (ed.). *A History of Indian Literature in English*. New York: Columbia University Press, 2003.
9. Mukherjee, M. *The Twice-Born Fiction: Themes and Techniques of the Indian Novel in English*. New Delhi: N.A., 2001.
10. Mund, S.K. *The Indian Novel in English: Its Birth and Development*. New Delhi and Bhubaneswar, 1997.
11. Nayar, Rana. "Tigers Seen and Unseen". *HT Sunday Magazine*. 26 Oct. 2008:1.
12. Parthasarathy, R. (ed.). *Ten Twentieth-Century Indian Poets (New Poetry in India)*. New Delhi: Oxford University Press, 1976.
13. Stuart, Blackburn and Vasudha Dalmia (ed). *India's Literary History: Essays on the Nineteenth Century*. New Delhi: Permanent Black, 2008.

Audio-Visual Materials:

1. Devy, Ganesh. "Towards an Indian Aesthetics." Online video clip. YouTube. YouTube, 20 May 2015. Web. 29 April 2019.
2. Guha, Ramachandra. "Waiting for the Mahatma - Gandhi & India in 1915." Yogesh Kamdar. Online video clip. YouTube. YouTube, 28. Feb. 2015. Web. 29 April 2019.
3. Habib, Irfan. "Prof. Irfan Habib on 'Mahatma Gandhi and the Concept of Nation': Lecture Organised by SAHMAT." NewsClickin. Online video clip. YouTube. YouTube, 2 Oct. 2018. Web. 29 April 2019.
4. Interview with Aravind Adiga. Aravind Adiga at the Edinburgh International Book Festival. Online video clip. YouTube. YouTube, 17 Oct. 2017. Web. 25 Feb. 2020.
5. Interview with Girish Karnad. Prasar Bharati Archives. Online video clip. YouTube. YouTube, 10 June 2019. Web. 24 Feb. 2020.
6. Iqbal, Ayesha. "Mod-01 Lec-01 Introduction to Drama." NPTEL. Online video clip. YouTube. YouTube, 11 Jan. 2013. Web. 2 May 2019.
7. Neuendorf, Andrew. "The White Tiger." Andrew Neuendorf. Online video clip. YouTube. YouTube, 19 Feb. 2015. Web. 29 April 2019.
8. Rae. "The Case of Mister Balram Halwai." YaleCourses. Online video clip. YouTube. YouTube, 31 March 2011. Web. 29 April 2019.

DAV UNIVERSITY, JALANDHAR

Course Title: British Poetry – I

Course Code: ENG132C

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives:

In this course, students will:

- i. be able to understand the basic structure of poetry and the use of figurative devices in the same to learn various techniques in poetry writing.
- ii. develop a sense to study the aesthetics of poetry.
- iii. get an opportunity to read, understand and appreciate major forms of poetry.

Learning Outcomes:

Students will:

- i. be able to comprehend and critically appreciate poetry.
- ii. gain an insight into the intrinsic and artistic aspects of poetry.
- iii. get their intellectual faculties sharpened by developing a requisite critical insight.
- iv. show sensitivity to human emotions and sentiments flowed through words.

Literary Terms and Concepts:: Renaissance, Medieval Poetry, Sonnet, Elegy, Heroic Couplet, Metaphysical School, Black Romanticism, Supernatural and Surreal Element in poetry, Conceit, Paradox, Imagery, Dissociation of Sensibility and Unified sensibility.

Unit-A

Geoffrey Chaucer

“Prologue to the Canterbury Tales”

Unit-B

John Donne

1. “Batter My Heart”
2. “The Good Morrow”

Unit-C

Thomas Gray

“Elegy Written in a Country Churchyard”

Edward Young

“Night the First -from The Complaint, or Night thoughts on Life, Death and Immortality”

Unit-D

Samuel Taylor Coleridge

1. “Frost at Midnight”
2. “Ode on Dejection”

John Keats

1. “La Belle Dame Sans Merci”
2. “Ode to Autumn”

Suggested Readings:

1. Abrams, M. H. *A Glossary of Literary Terms*. India: Macmillan, 2007.
2. Auden, W. *Romantic Poets: Blake to Poe*. London: Norman Pearson- Penguin, 1978.
3. Blair, Robert. *The Graveyard School*. USA: Valancourt Books, 2015.
4. Carey, John. *John Donne*. Oxford: Oxford Univ. Press, 1990.
5. Corns, Thomas N (ed.). *The Cambridge Companion to English Poets*. Cambridge CUP, 1993.
6. Eliot, T. S. *The Use of Poetry and the Use of Criticism*. Harvard: Harvard Univ. Press, 1933.
7. Evans, Ifor. *A Short History of English Literature*. India: Penguin, 1999.
8. Ford, Boris. *Pelican Guide to English Literature. Vol. 4*. London: Pelican, 1996.
9. Gibbs, Donna. *Spenser’s Amoretti: A Critical Study*. United Kingdom: Scholar Press, 1990.
10. Prasad, B. *A Background to the Study of English Literature*. India: Macmillan, 2010.
11. Rawson, Claude. *The Oxford Companion to English Poets*. Cambridge: CUP, 2011.

Audio-Visual Materials:

1. Heft, Richard. “Goth Poe-pt-3-Graveyard Poet Thomas Gray.” Online video clip, Youtube. YouTube, 11 June, 2009. Web. 5 May 2019.
2. CEC. “Chaucer’s Prologue to the Canterbury Tales.” Online video clip, Youtube. YouTube, 4 June, 2015. Web. 15 March 2020.
3. Planet Knowledge. “Metaphysical Poetry Definition.” Online video clip, Youtube. YouTube, 12, April, 2018. Web. 5 May 2019.
4. Raichmann, Sarah. “Night thoughts: The Story of Edward Young.” Online video clip, YouTube. YouTube, 4 April, 2014. Web. 1 May 2019.
5. Wordline. “John Keats 1: Life and Legacy.” Online video clip, YouTube. YouTube. 15 Oct, 2016. Web. March 2020.
6. Gresham College. “Wordsworth, Coleridge and the Poetic Revolution.” Online video clip, YouTube. YouTube. 22 Oct, 2018. Web. 16 March 2020.

7. Emprc,Mpbou.“John Donne as a Metaphysical Poet.” Online video clip, YouTube. YouTube. 13 Jan, 2015.Web. 14 March 2020.
8. IUG.“English Poetry Lecture 1: An Introduction to Poetry.” Online video clip, YouTube. YouTube. 11 Sep, 2019. 16 March 2020.

Course Title: Professional Communication

L	T	P	Credits
3	0	0	3

Course Code: ENG352

Course Objective: This paper has a practice-oriented approach; it aims to hone students' skills in the major dimensions of professional communication.

Learning Outcome: Students will show adequate understanding of professional communication skills.

Unit-A

- Professional Communication: Technical Communication and Business Communication
- Verbal and Non-Verbal Communication
- Barriers to Communication

(**N.B.** As the topics are largely theoretical, teachers shall introduce the topics in classrooms in the form of lectures and encourage students to read on their own from the reference books. All these topics will be supported by examples from real life situations.)

Unit-B

- Reading Skills: Active & Passive Reading, Reading Strategies, and Developing a Good Reading Speed
- Listening Skills: Types of Listening & Effective Listening Strategies
- Speaking Skills: Basics in Phonetics
- Writing Skills: Topic Sentence and Paragraph (Descriptive, Narrative, Expository and Persuasive)

(**N.B.** Teachers shall encourage students to apply the theoretical knowledge while practicing the four skills. Opportunities to practice the language skills should be created for students in classrooms.)

Unit-3

- Conversation: Formal and Informal
- Panel Discussion and Group Discussion
- Oral Presentation

(**N.B.** Teachers shall give supporting examples from the industry and encourage students to do relevant exercises.)

Unit-4

- C.V. and Cover Letter
- Interview Skills
- Professional Letters
- Report Writing and Memo

(N.B. Teachers shall give supporting examples from the industry and encourage students to do relevant exercises.)

Testing: The examinations will be conducted as per the norms of the university.

Suggested Readings:

1. Crystal, David. *The Gift of the Gab – How Eloquence Works*. Connecticut: Yale University, 2016.
2. Gangal, J. K. *A Practical Course in Spoken English*. India: Phi Private Limited, 2012.
3. Hosler, Mary Margaret. *English Made Easy*. Delhi: McGraw, 2013.
4. Koneru, Aruna. *Professional Communication*. Delhi: McGraw, 2008.
5. Mahanand, Anand. *English for Academic and Professional Skills*. Delhi: McGraw, 2013.
6. Rani, D. Sudha, T. V. S. Reddy, D. Ravi, and A. S. Jyotsna. *A Workbook on English Grammar and Composition*. Delhi: McGraw, 2016.
7. Rizvi, M. Ashraf. *Effective Technical Communication*. Delhi: McGraw, 2018.
8. Sharma, R.C. and Krishna Mohan. *Business Correspondence and Report Writing*. Delhi: McGraw, 2013.
9. Suzana, Roopa. *A Practical Course in English Pronunciation*. Delhi: McGraw Hill Education, 2017.
10. Tyagi, Kavita and Padma Misra. *Basic Technical Communication*. Delhi: PHI Learning, 2013. Print.

Audio-Visual Materials:

1. BBC Learning English. “Grammar” (A Series of 64 videos). Online video clip. YouTube. YouTube, 7 July 2015. Web. 22 April 2019.
2. BBC Learning English. “RP phonemes: pronunciation tips.” Online video clip. YouTube. YouTube, 16 Aug. 2014. Web. 22 April 2019.
3. IIT Kanpur. “Communication Skills” (A Series of 40 videos, NPTEL). Online video clip. YouTube. YouTube, 6 Jan. 2014. Web. 22 April 2019.
4. IIT Kanpur. “Developing Soft Skills and Personality” (A Series of 48 videos, NPTEL). Online video clip. YouTube. YouTube, 14 Sept. 2016. Web. 22 April 2019.
5. IIT Madras. “Better Spoken English” (A Series of 38 videos, NPTEL). Online video clip. YouTube. YouTube, 10 July 2013. Web. 22 April 2019.
6. IIT Madras. “Technical English for Engineers” (A Series of 38 videos, NPTEL). Online video clip. YouTube. YouTube, 14 Jan. 2016. Web. 22 April 2019.
7. IIT Roorkee. “Effective Writing” (A Series of 24 videos, NPTEL). Online video clip. YouTube. YouTube, July 2018. Web. 22 April 2019.
8. IIT Roorkee. “Soft Skills” (A Series of 60 videos, NPTEL). Online video clip. YouTube. YouTube, July 2018. Web. 22 April 2019.
9. UChicago Social Sciences. “Leadership Lab: The Craft of Writing Effectively.” Online video clip. YouTube. YouTube, 26 June 2014. Web. 22 April 2019.

DAV UNIVERSITY, JALANDHAR

Course Title: Environmental Studies.

Paper Code: EVS100

Total Lectures: 60

L	T	P	Credits
4	0	0	4

Unit-A

Introduction to Environmental Studies

- Definition, components and types of Environment.
- Meaning of Environmental Studies and its Multidisciplinary nature;
- Scope and importance; Concept of sustainability and sustainable development.

6 hours

Natural Resources: Renewable and Non---Renewable Resources

- Land resources and land use change; Land degradation, soil erosion and desertification.
- Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- Water: Use and over---exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter---state).
- Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

Unit-B

8 hours

Ecosystems

- What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems :
 - a) Forest ecosystem
 - b) Grassland ecosystem
 - c) Desert ecosystem
 - d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

2 hours

Biodiversity and Conservation

Levels of biological diversity: genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots

- India as a mega---biodiversity nation; Endangered and endemic species of India
- Threats to biodiversity: Habitat loss, poaching of wildlife, man---wildlife conflicts, biological invasions; Conservation of biodiversity: In---situ and Ex---situ conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

8 hours

Unit-C

Environmental Pollution

Environmental Pollution: types, causes, effects and controls; Air, water, soil and noise pollution

- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste.
- Pollution case studies.

8 hours

Environmental Policies & Practices

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture
- Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
- Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

Unit-D

7 hours

Human Communities and the Environment

- Human population growth: Impacts on environment, human health and welfare.
- Resettlement and rehabilitation of project affected persons; case studies.
- Disaster management: floods, earthquake, cyclones and landslides.
- Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan.
- Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

6 hours

Field Work

- Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc.
- Visit to a local polluted site- Urban/Rural/Industrial/Agricultural.
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystems- pond, river, Delhi Ridge, etc.

5 hours

References:

1. Carson, R. 2002. *Silent Spring*. Houghton Mifflin Harcourt.
2. Gadgil, M. & Guha, R. 1993. *This Fissured Land: An Ecological History of India*. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999. *Global Ethics and Environment*, London, Routledge.
4. Gleick, P. H. 1993. *Water in Crisis*. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
5. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. *Principles of Conservation Biology*. Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. *Science*, 339: 36-37.
7. McCully, P. 1996. *Rivers no more: the environmental effects of dams* (pp. 29-64). Zed Books.
8. McNeill, John R. 2000. *Something New Under the Sun: An Environmental History of the Twentieth Century*.
9. Odum, E.P., Odum, H.T. & Andrews, J. 1971. *Fundamentals of Ecology*. Philadelphia: Saunders.
10. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. *Environmental and Pollution Science*. Academic Press.
11. Rao, M.N. & Datta, A.K. 1987. *Waste Water Treatment*. Oxford and IBH Publishing Co. Pvt. Ltd.
12. Raven, P.H., Hassenzahl, D.M. & Berg, L. R. 2012. *Environment*. 8th edition. John Wiley & Sons.
13. Rosencranz, A., Divan, S., & Noble, M. L. 2001. *Environmental law and policy in India*. Tripathi 1992.
14. Sengupta, R. 2003. *Ecology and economics: An approach to sustainable development*. OUP.
15. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi.
16. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. *Conservation Biology: Voices from the Tropics*. John Wiley & Sons.
17. Thapar, V. 1998. *Land of the Tiger: A Natural History of the Indian Subcontinent*.
18. Warren, C. E. 1971. *Biology and Water Pollution Control*. WB Saunders.
19. Wilson, E. O. 2006. *The Creation: An appeal to save life on earth*. New York: Norton.

DAV UNIVERSITY, JALANDHAR

Semester 3

Course Title: American Literature

Course Code: ENG221C

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objective:

The course is designed to:

- i. familiarize students with the literary and socio-politico-cultural values of America.
- ii. introduce some of the fundamental texts of American literature.
- iii. teach some technical/stylistic aspects of American literature.

Learning Outcomes:

Students will:

- i. gain an introductory understanding of American literature.
- ii. distinguish American literary trends from those of other regions.
- iii. critically analyze some works of American literature and understand some of their nuances.

Literary Terms and Concepts: Elegy, Harlem Renaissance, Lost Generation, Black Mountain poets, New York beats, Beat generation, New Englanders, American dream, Periods in American Literature, American Civil War and Transcendentalism.

Unit-A

1. **Walt Whitman:** “When Lilacs Last in the Dooryard Bloom’d”
2. **Robert Frost:** “Stopping by Woods on a Snowy Evening”, “The Road not Taken” and “Desert Places”

Unit-B

Henry D. Thoreau: *Walden*: Chapter 2: “Where I lived, and what I lived for” and Chapter 11: “Higher Laws”

Unit-C

John Steinbeck: *The Grapes of Wrath*

Unit-D

Arthur Miller: *All My Sons*

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.
2. Bigsby, Christopher. *Arthur Miller: A Critical Study.* Cambridge: Cambridge University P, 2005.
3. David, Mary S. *Critical Guide to Walt Whitman and his Selected Poems.* Bareilly: Student Store, 1969.
4. Distky, John. *Critical Essays on Steinbeck's Grapes of Wrath.* London: Twayne Publishers, 1989.
5. Fisher, William J. *The American Literature of the Nineteenth Century: An*

Anthology. New Delhi Eurasia Publishing House Pvt. Ltd, 1970.

6. Gross, Barley. *All My Sons and the Larger Context*. Ed. James J Martine. Massachusetts: G.K. Hall and Co. Boston. 1979.
7. Harding, Walter. *Days of Henry Thoreau : A biography*. Princeton: Princeton Univ. press, 1992.
8. Jacob, J. *History of American Literature*. New Delhi: Sublime Publishers, 2005.
9. Trikhe, Manorama. *Robert Frost: An Anthology of Recent Criticism*. Delhi: Ace Publication, 1990.

Audio-Visual Materials:

1. Dahiya, Bhim Singh. "Classics of American Literature: Poetry." Online video clip. YouTube. YouTube, 7 May 2019. Web 7 May 2019.
2. ---. "Classics of American Literature: Drama - I." Online video clip. YouTube. YouTube, 2 July 2015. Web 7 May 2019.
3. ---. "Classics of American Literature: Drama – II." 2 July 2015. Web 7 May 2019.
4. "Henry David Thoreau." Online video clip. YouTube. YouTube, 3 Aug 2017. Web. 6 May 2019.
5. Interview with Arthur Miller (1992). "Manufacturing Intellect." Online video clip. YouTube. YouTube, 31 May 2016. Web. 25 Feb. 2020.
6. "Playwright Arthur Miller on Communism, 1971, BBC Archives." Online video clip. YouTube. YouTube, 2 Feb 2012. Web 2 May 2019.
7. "Robert Frost Interview (1952)." Online video clip. YouTube. YouTube, 28 July 2018. Web 6 May 2019.
8. Sharmila, Majumdar. "History of American Literature (1800-1900)." Online video clip. YouTube. YouTube, 11 April 2011. Web 7 May 2019.

DAV UNIVERSITY, JALANDHAR

Course Title: Indian Literature in Translation

Course Code: ENG222C

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives:

The course is designed to:

- i. provide students with an easy access to some of the most seminal works in the Indian languages.
- ii. enable students to analyze the technicalities of translation.
- iii. introduce various movements associated with Indian literature.
- iv. familiarize students with the development of literature in translation in India.

Learning Outcomes:

Students will:

- i. explore an array of literary themes and styles.
- ii. learn the linguistic and socio-politico-cultural intricacies of rendering a text into another language.
- iii. understand the process of reading a text in translation.
- iv. comprehend some technical aspects of translation.

Literary Terms and Concepts: Transliteration, Referential Meaning, Connotative Meaning, Cultural Code, Narrative Technique, Point of View, History of Indian Literature, Progressive Writers' Association, Realism, Historical Play, Folk Theatre, IPTA and Historical and Social Contexts of a Text.

Unit-A

Munshi Premchand: "Kafan" (The Shroud)

"Mukti" (Deliverance)

(Translation by David Rubin)

Unit-B

Gopinath Mohanty: *Paraja* (Translation by Bikram K. Das)

Unit-C

Vijay Tendulkar: *Silence! The Court is in Session* (Translation by Priya Adarkar)

Unit-D

1. Suryakant Tripathi Nirala: "Remembering Saroj" (Translation by David Rubin)

2. Pankaj Chaturvedi: "But One Face"

Asad Zaidi: "Almirah" (translations from *Maps of the Impossible* by Rajesh Sharma)

Suggested Readings:

1. Ahuja, Chaman. *Contemporary Theatre of India*. Delhi: National Book Trust, 2012.
2. Bassnett, Susan and Harish Trivedi (eds). *Postcolonial Translation: Theory and Practice*. London: Routledge, 2009.
3. Das, Sisir Kumar, ed. *History of Indian Literature*, Vol I-X. Delhi: Sahitya Akademi, 1995.
4. George, K. M. *Comparative Indian Literature*. Delhi: Macmillan, 1984.
5. Karnad, Girish. *Tuglaq*. Delhi: Oxford, 1975.
6. Pollock, Sheldon I., ed. *Literary Cultures in History: Reconstructions from South Asia*. California: Univ. of California Press, 2003.
7. Ramkrishnan, E. V. *Writing the Region, Imagining the Nation: A Reading of Bhalchandra Nemade's Kosla*. In IIAS Review, Vol. XVII, No.1 (Summer 2011).
8. Rekha. *Gender, Space and Creative Imagination: The Poetics and Politics of Women's Writing in India*. New Delhi: Primus Books, 2015.
9. Rubin, David Trans. & Ed. *A Season on the Earth: Selected Poems of Nirala*. Delhi: OUP, 2003.
10. Satchidanandan, K. *Indian Literature: Positions and Propositions*. Delhi: Pencraft, 1999.

Audio-Visual Materials:

1. Anthony Pym. "Exploring translation theories." Online video clip. YouTube. YouTube, 28 May 2014. Web. 23 April 2020.
2. Charan, Swati "The Shroud" Short Fiction (Munshi Premchand)." Online video clip. YouTube. YouTube, 26 October 2015. Web. May 1, 2019.
3. Karwa, Arpita. "Most Important Indian Writers." Online video clip. YouTube. YouTube, 29 June 2018. Web. 1 May 2019.
<https://www.youtube.com/watch?v=j0XKGLvhHxU&t=105s>
4. Kothri Chaudhari, Asha. "English Paper: Indian Writing in English." Online video clip. YouTube. YouTube, 11 April 2017. Web. 1 May 2019.
5. NPTEL-NOC IITM. "Psychological Climax in Premchand's The Shroud." Online video clip. YouTube. YouTube, 6 May 2019. Web. 23 April 2020.
6. Prakash, Anand. "Indian Literature in English Translation : Summing up." Online video clip. YouTube. YouTube, 17 April 2018. Web. 1 May, 2019.
7. Pramanik, Marinmay. "Translation and the Idea of Indian Literature (ENG)." Online video clip. YouTube. YouTube, Feb 16 2017. Web. 1 May, 2019.
8. Prasar Bharati Archives. "Sadgati(1981)." Online video clip. YouTube. YouTube, 4 January 2018. Web. 23 April 2020.

DAV UNIVERSITY, JALANDHAR

Course Title: British Poetry-II

Course Code: ENG223C

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objective:

This course aims to give students:

- i. an insight into the poetry of the Victorian era as it is tremendously significant from the literary point of view.
- ii an introduction to major British writers of the Victorian and Modern times whose poetry left an indelible mark throughout the later decades.
- iii. an insight into the artistic experimentation that helps a reader to identify various poetic forms, artistic devices and use of figurative language.

Learning Outcomes:

After studying the prescribed texts, students will be able to:

- i. critically appreciate British poetry.
- ii. comprehend different shades and tones of poetic temper in the light of cultural diversity.
- iii. express themselves creatively.

Literary Terms and Concepts: Victorian Poetry, Modernism, Postmodernism, Symbolism, Celtic Revival, War Poetry, Objective Correlative, Dramatic Monologue, Terza Rima, Imagery, War Poets, Foot, Metre and Rhyme.

Unit-A

Robert Browning

- i. "The Last Ride Together"
- ii. "Porphyria's Lover"

Unit-B

William Butler Yeats

- i. "Easter 1916".
- ii. "The Lake Isle of Innisfree"
- iii. "Among School Children"
- iv. "The Rose Tree"

Unit-C

T S Eliot

- i. "Love Song of J. Alfred Prufrock"
- ii. "Macavity –the Mystery Cat"

Unit-D

Ted Hughes

- i. "The Hawk in the Rain"
- ii. "The Jaguar"
- iii. "The Thought Fox"
- iv. "View of a Pig"

Suggested Readings:

1. Chesterton, G. *Robert Browning*. London: Macmillan, 1903.
2. Drew, P. (ed.) *Robert Browning: A Collection of Critical Essays*. New Delhi: Macmillan, 1985.
3. Glifford, Terry. *Ted Hughes: A Critical Study*. London: Faber and Faber, 1981.
4. Holdeman, David. *The Cambridge Introduction to W.B. Yeats*. Cambridge: Cambridge University Press, 2006.
5. Keith, Sagar. *Ted Hughes*. India: Longman, 1972.
6. Prasad, B. *A Background to the Study of English Literature*. India: Macmillan, 2010.
7. Spurr, David. *Conflicts in Consciousness: T. S. Eliot's Poetry and Criticism*. Illinois: University of Illinois Press, 1983.
8. Hughes, Ted. *Poetry in the Making*. London: Faber and Faber, 1967.

Audio-Visual Materials:

1. Boyle, T.C. "The Passion of Yeats." Online video clip. YouTube. YouTube, 5 Dec. 2019. Web. 5 May 2019.
2. Cheeke, Stephen. "The Wonderful and Frightening World of W. B. Yeats." Online video clip. YouTube. YouTube, 18 May 2016. Web. 5 May 2019.
3. Mitra, Vidya. "Ted Hughes." Online video clip. YouTube. YouTube, 13 Dec 2015. Web. 2 May 2019.
4. Planet, Knowledge. India. "English Literary Forms//The Dramatic Monologue." Online video clip. YouTube. YouTube, 7 April 2018. Web. 5 May 2019.
5. Cambridge, ICE. "Why is Modern Poetry Difficult?" Online video clip. YouTube. YouTube, 24 March 2015. Web. 16 March 2010.
6. Wanderbilt University. "W.B. Yeats and the Meaning of Poetry." Online video clip. YouTube. YouTube, 26 April 2016. Web. 16 March 2010.
7. Amy M Green. "Robert Browning's Poetry Lecture". Online video clip. YouTube. YouTube, 16 Jan 2015. Web, 15 March 2020.
8. IUG Video Lectures. "English Poetry Lecture 1." Online video clip. YouTube. YouTube, 11 Sep 2015. Web, 16 March 2020.

DAV UNIVERSITY, JALANDHAR

Semester 4

Course Title: British Drama

Course Code: ENG231C

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives:

In this course, students will:

- i. study the development of British Drama up to the modern times through a detailed analysis of major texts and playwrights.
- ii. get acquainted with the major movements and trends in drama over the ages.
- iii. explore the texts by understanding the social and political environment surrounding them.
- iv. understand how the written text can be performed.

Learning Outcomes:

At the end of the course, students will:

- i. understand plays both as literature and performative texts.
- ii. be able to understand the relation between literary texts and their social environments.
- iii. be able to grasp the critical techniques for dramatic texts .

Literary Terms and Concepts: Beginnings of English drama, Tragedy, Tragic Hero, Renaissance, Humanism, University Wits, Hubris, Psychomachia, Jacobean Age, Decline of Drama after Shakespeare, Revenge Tragedy, Closet Drama, Soliloquy, Sentimental Comedy, Anti-sentimental comedy, Hamartia, Comedy of Humours, Heroic Tragedy, Medieval Romance, Realism, Verse Drama and Ibsenian Drama.

Unit-A

Ben Jonson: *Volpone*

Unit-B

Thomas Kyd: *The Spanish Tragedy*

Unit-C

Oliver Goldsmith: *She Stoops to Conquer*

Unit-D

George Bernard Shaw: *Arms and the Man*

Suggested Readings:

1. Allman, Eileen. *Jacobean Revenge Tragedy and the Politics of Virtue*. London: Associated University Presses, 1999.
2. Bliss, Lee. *The World's Perspective: John Webster and the Jacobean Drama*. NJ: Rutgers UP, 1983.
3. Dietrich, Richard F. *British Drama, 1890-1950: A Critical History*. USA: Twayne Publishers, 1989.
4. Goldsmith, Oliver. *She Stoops to Conquer*. Macmillian: New York, 1775.
5. Innes, Christopher. *The Cambridge Companion to George Bernard Shaw*. UK: Cambridge University Press, 1998.
6. Jamieson, Michael. *Ben Jonson: Volpone and Other Plays*. Reprint Edition. New York: Penguin Classics, 2004.
7. Kinney, Arthur F. *A Companion to Renaissance Drama*. USA: Blackwell Publishers, 2002.
8. Kyd, Thomas. *The Spanish Tragedy*. Manchester: Manchester University Press, 1996.
9. Nicolle, Allardyce. *Theatre and Dramatic Theory*. London: George G. Harrap & Co. Ltd, 1962.
10. Watson, Robert N. ed. *Ben Jonson Volpone*. New York: Bloomsbury Publishing, 2016.
11. Weuntraub, Rodelle. ed. *Bernard Shaw Arms and The Man*. London: Penguin Classics, 2006.

Audio-Visual Materials:

1. Panja, Shormishtha and Kohli, Manila. "The Renaissance and Shakespeare: An Introduction, Part - 1." Online NPTEL Course Video. 12 Jan 2017. Web. 2 May 2019.
2. ---. "The Renaissance and Shakespeare: An Introduction, Part - 2." NPTEL Course Video. Jan 2017. Web. 2 May 2019.
3. Prakash, Anand. "18th and 19th Century English Literature, Part – 1." Online video clip. YouTube. YouTube, 2 Dec 2013. Web. 2 May 2019.
4. ---. "18th and 19th Century English Literature, Part –2." Online video clip. YouTube. YouTube, 3 Dec 2013. Web. 2 May 2019.
5. Raj, Merin Simi. "The Jacobean Age (continued)." Online video clip. YouTube. YouTube, 20 Aug 2017. Web. 2 May 2019.
6. ---. "The Jacobean Age." Online video clip. YouTube. YouTube, 20th Aug 2017. Web. 2 May 2019.
7. Bhatti, Shahid. "MA English Drama Dr. Faustus and Introduction." Online video clip. YouTube. YouTube, 4 November 2019. Web. 14 March 2020.
8. Goodwill Education. "Origin & Development of English Drama- BA/MA English Literature." Online video clip. YouTube. YouTube, 10 March 2019. Web. 2 February 2020.

DAV UNIVERSITY, JALANDHAR

Course Title: British Prose

Course Code: ENG232C

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives:

In this course, students will:

- i. be introduced to prose as a genre in contrast with poetry as its binary opposite.
- ii. explore how the genre of non-fiction prose has addressed a variety of personal and social issues and become a vehicle for the exploration of the self and society.
- iii. develop an understanding of the elements of non-fiction writers' craft including description, voice, veracity (authenticity), audience awareness, style, design and the ethical dilemmas inherent in writing nonfiction.

Learning Outcomes:

After studying the course, students will:

- i. be able to understand the evolution of prose and its characteristic elements.
- ii. improve their creative and critical faculties through the intensive study of various essays.
- iii. Critically evaluate the prescribed texts.

Literary Terms and Concepts: Prose, Poetry, Critical Review, Essay and Paragraph, Connotation and Denotation, Deductive and Inductive Reasoning, Description, Narration, Exposition, Argumentation, Persuasion, Aphorism, Euphuism, Litotes and hyperbole, Colloquialism, Diction, Claim, Reason, Evidence, Acknowledgment and Response.

Unit-A

Francis Bacon: "Of Studies"

Joseph Addison: "Female Orators"

"Sir Rogers at the Assizes"

Unit-B

Jonathan Swift : "A Modest Proposal"

Samuel Johnson: "Life of Cowley"

Unit-C

Charles Lamb: "Dream Children: A Reverie"

Unit-D

Virginia Woolf: "A Room Of One's Own" (Chapter II and III)

George Orwell: "Politics of the English Language"

Suggested Readings:

1. Adorno, Theodor W. *The Essay as Form: Notes to Literature Vol. I*. Trans. Sherry Weber Nicholsen. New York: Columbia University Press, 1991.
2. Atkins, Douglas. *Tracing the Essay: Through Experience to Truth*. Athens: University of Georgia Press, 2005.
3. Gubar, Susan. *The Cambridge Companion to Virginia Woolf*. Cambridge: Cambridge University Press, 2010.
4. Lannering, J. *Studies in the Prose Style of Joseph Addison*. London: Penguin Classic, 2004.

5. Macaulay, James. *Dr. Johnson: His Life, Work and Table Talk*. London: Fisher Unwin, 1884.
6. McIntosh, Carey. *The Evolution of English Prose, 1700-1800-Style, Politeness and Print Culture*. Cambridge: Cambridge University Press, 2000.
7. Rodden, John, ed. *The Cambridge Companion to George Orwell*. Cambridge: Cambridge UP, 2007.
8. Walker, Hugh. *The English Essay and Essayists*. New Delhi: S. Chand & Company, 1977.

Audio-Visual Materials:

1. Albion Noise. "George Orwell: A Life in Pictures". Online video clip. YouTube. YouTube, 28 Dec 2015. Web. 16 March 2020.
2. BBC Podcast. "John Ruskin (In Our Time)." Online audio clip. YouTube. YouTube, 13 Aug 2018. Web. 20 April 2019.
3. BBC Podcast. "Literary Modernism (In Our Time)." Online audio clip. YouTube. YouTube, 12 Aug 2018. Web. 16 March 2020.
4. BBC Podcast. "Samuel Johnson (In Our Time)." Online audio clip. YouTube. YouTube, 13 Aug 2018. Web. 16 March 2020.
5. cec. "18th and 19th Century English Literature." Online video clip. YouTube. YouTube, 3 Dec. 2013. Web. 20 April 2019.
6. cec. "The Romantic Prose." Online video clip. YouTube. YouTube, 26 April 2016. Web. 20 April 2019.
7. cec. "The Victorian Temper." Online video clip. YouTube. YouTube, 28 April 2016. Web. 20 April 2019.
8. The School of Life. "Literature: Virginia Woolf." Online video clip. YouTube. YouTube, 18 Sep 2015. Web. 23 April 2019.

DAV UNIVERSITY, JALANDHAR

Course Title: British Fiction-I

Course Code:ENG233C

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives:

In this course, students will/will be

- i. introduced to Novel as a literary genre.
- ii. explore the possible reasons for the rise and growth of Novel.
- iii. become familiar with the technical and creative aspects of Novel.

Learning Outcomes:

At the end of the semester, students will

- i. become familiar with the salient features of Novel.
- ii. be able to study the origin of Novel from the historical perspective.
- iii. have an enhanced critical understanding of different types of Novel.

Literary Terms and Concepts: Fiction as a Genre, Romance, Novella, Picaresque Novel, Epistolary Novel, Historical Novel, Sociological Novel, Regional Novel, *Aspects of the Novel* by E. M. Foster, Plot, Character, Style, Dialogue, Time and Place of Action and Philosophy of Life.

Unit-A

Jane Austen: *Pride and Prejudice*

Unit-B

Emily Bronte: *Wuthering Heights*

Unit-C

George Eliot: *Mill on the Floss*

Unit-D

Charles Dickens: *Oliver Twist*

Suggested Readings:

1. Creeger, George R. *George Eliot: A Collection of Critical Essays*. Englewood Cliffs, N.J: Prentice-Hall, 1970.
2. Gardner, John. *The Art of Fiction*. New York: Alfred A. Knopf, 1984.
3. Gregor, Ian. *The Brontës; a Collection of Critical Essays*. Englewood Cliffs, N.J: Prentice-Hall, 1970.
4. Hudson, William Henry. *An Outline History of English literature*. Bell London, 1961.

5. Quinn, Edward. *A Dictionary of Literary and Thematic Terms*. USA: Checkmark Books, 1999.
6. Showalter, Elaine. *A Literature of their Own: British Women Novelists from Bronte to Lessing*. Boston: Little, Brown Book Group, 2009.
7. Southam, Brian C. *Jane Austen: Sense and Sensibility, Pride and Prejudice and Mansfield Park*. New York: Palgrave Macmillan, 1976.
8. Watt, Ian. *Jane Austen: A Collection of Critical Essays*. Englewood Cliffs, N.J: Prentice-Hall, 1963.

Audio-Visual Materials:

1. BBC Podcasts. "Wuthering Heights (In Our Time)." Online audio clip. YouTube. YouTube, 13 August 2018. Web. 17 March 2020.
2. Becca Bashford. "Wuthering Heights: Themes." PPT. Prezi. Prezi.com. 29 March 2017. Web 17 March 2020.
3. cec. "The Victorian Temper." Online video clip. YouTube. YouTube, 28 April 2016. Web. 17 March 2020.
4. History of English Language and Literature. "The Rise of the Novel". Online video clip. YouTube. YouTube, 10 Sep 2017. Web. 17 March 2020.
5. Intelligence Square. "Jane Austen vs Emily Brontë: The Queens of English Literature Debate". Online video clip. YouTube. YouTube, 26 Feb 2014. Web. 12 March 2020.
6. Kingscollegelondon. "George Eliot." Online video clip. YouTube. YouTube, 9 Sep 2014. Web. 17 March 2020.
7. NPTEL-NOC IITM. "The Nineteenth Century Novel." Online video clip. YouTube. YouTube, 6 March 2019. Web. 17 March 2020.
8. UCT Summer School. "Jane Austen in Her World Lecture 1." Online video clip. YouTube. YouTube, 31 Jan 2019. Web. 17 March 2020.

DAV UNIVERSITY, JALANDHAR

Course Title: Practical English Usage-I

Course Code: 237C

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives:

The course aims to:

- i. impart knowledge about the appropriateness, grammaticality and acceptability of the English language
- ii. assist students in learning vocabulary in use

Learning Outcomes:

At the end of the semester, students will be able to:

- i. differentiate between acceptable and unacceptable sentences and structures in English.
- ii. use a wide range of words in different socio-cultural contexts.

Unit-A

Effective Vocabulary Learning
Word Formation
Words and Pronunciation
Connecting and Linking Words

(Unit 1 to 28 in *English Vocabulary in Use*)

Unit-B

Verbs
Be, Have and Do
Present Tenses

(Topic 1 to 34 in *Practical English Usage*)

Unit-C

Countables and Uncountables
Topics

(Unit 29 to 62 in *English Vocabulary in Use*)

Unit-D

Talking about the Future

Past and Perfect Tenses
Passives

Modal Auxiliary Verbs

(Topic 35 to 87 in *Practical English Usage*)

Suggested Readings:

1. *English Vocabulary in Use: Upper-Intermediate* (second edition) by Michael McCarthy and Felicity O'Dell, published by Cambridge University Press.
2. *Practical English Usage* by Michael Swan (fully revised international edition), published by Oxford University Press.

Course Title: Human Values and General Studies

Course Code: SGS107

Total Lectures: 60

L	T	P	Credits
4	0	0	4

Course Objectives:

- i. to sensitize students about the role and importance of human values and ethics in personal, social and professional life.
- ii. to enable students to understand and appreciate ethical concerns relevant to modern lives.
- iii. to prepare a foundation for appearing in various competitive examinations
- iv. to sensitize students about the current issues and events of national and international importance
- v. to provide opportunity to students to study inter disciplinary subjects like Geography, Science, Economy, Polity, History and International Relations.

Part-A

Human Values

1. **Concept of Human Values:** Meaning, Types and Importance of Values. **2 Hrs**
2. **Value Education :** Basic guidelines for value education **2 Hrs**
3. **Value crisis and its redressal** **1 Hrs**
1. Self Exploration and Self Evaluation **2 Hrs**
2. Acquiring Core Values for Self Development **2 Hrs**
3. Living in Harmony with Self, Family and Society **3 Hrs**
4. Values enshrined in the Constitution: Liberty, Equality Fraternity And Fundamental Duties. **3 Hrs**

Part-B

1. Vedic values of life **2 Hrs**
2. *Karma Yoga* and *Jnana Yoga* **2 Hrs**
3. *Ashta Marga* and *Tri-Ratna* **2 Hrs**
1. Personal Ethics **2 Hrs**
2. Professional Ethics **3 Hrs**
3. Ethics in Education **2 Hrs**

Part-C

General Geography

World Geography

3 Hrs

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

Indian Geography

3 Hrs

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

General History

3 Hrs

Glimpses of India History, Ancient Indian, Medieval India, Modern India, Various Phases of Indian

National Movement, Prominent Personalities, Glimpses of Punjab history with special reference to period of Sikh Gurus

Glimpses of World History

3 Hrs

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

Indian Polity: Constitution of India

3 Hrs

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

3 Hrs

The process of liberalization, privatization, globalization and Major World Issues, Indian Economy, Indian Financial System, Major Economic Issues, Economic Terminology.

Part-D

General Science**3 Hrs**

General appreciation and understandings of science including the matters of everyday observation and experience, Inventions and Discoveries

Sports and Recreation**3 Hrs**

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

Current Affairs**3 Hrs**

National and International Issues and Events in News, Governments Schemes and Policy Decisions

Miscellaneous Information**Who is Who****2 Hrs**

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

References:

1. Human Values, A N Tripathi, New Age International Publishers, New Delhi, Third Edition, 2009.
2. Professional Ethics, R. Surbhiramanian, Oxford University Press, New Delhi, 2013.
3. Human Values and Professional Ethics, Rishabh Anand, Satya Prakashan, New Delhi, 2012
4. Human Values and Professional Ethics, Sanjeev Bhalla, Satya Prakashan, New Delhi, 2012.
5. Human Values and Professional Ethics, Ritu Soryan Dhanpat Rai & Co. Pvt. Ltd., First Edition, 2010.
6. Human Values and Professional Ethics by Suresh Jayshree, Raghavan B S, S Chand & Co. Ltd. , 2007.
7. Human Values and Professional Ethics, Yogendra Singh, Ankur Garg, Aitbs publishers, 2011.
8. Human Values and Professional Ethics, Vrinder Kumar, Kalyani Publishers, Ludhiana, 2013.
9. Human Values and Professional Ethics, R R Gaur, R. Sangal, GP Bagaria, Excel Books, New Delhi 2010.
10. Values and Ethics, Dr. Bramwell Osula, Dr. Saroj Upadhyay, Asian Books Pvt. Ltd., 2011.
11. Indian Philosophy, S. Radhakrishnan, George Allen & Unwin Ltd., New York: Humanities Press INC, 1929.

12. Essentials of Hinduism, Jainism and Buddhism, A N Dwivedi, Books Today, New Delhi – 1979
13. Dayanand: His life and work, Suraj Bhan, DAVCMC, New Delhi – 2001.
14. Esence of Vedas, Kapil Dev Dwivedi, Katyayan Vedic Sahitya Prakashan, Hoshiarpur, 1990.
15. Vedic Concepts, Prof. B B Chaubey, Katyayan Vedic Sahitya Prakashan, Hoshiarpur, 1990.
16. Advance Objective General Knowledge, R. S. Aggarwal, S. Chand Publisher (2013)
17. Concise General Knowledge Manual 2013, S. Sen, Unique Publishers,2013
18. Encyclopedia of General Knowledge and General Awareness by R P Verma, Penguin Books Ltd (2010)
19. General Knowledge Manual 2013-14, Edgar Thorpe and Showick Thorpe, The Pearson, Delhi.
20. General Knowledge Manual 2013-14, Muktikanta Mohanty, Macmillan Publishers India Ltd., Delhi.
21. India 2013, Government of India (Ministry of Information Broadcasting), Publication Division, 2013.
22. Manorama Year Book 2013-14, Mammen Methew, Malayalam Manorama Publishers, Kottayam, 2013.
23. Spectrum's Handbook of General Studies – 2013-14, Spectrum Books (P) Ltd., New Delhi.

Current Affairs Magazines

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

Newspapers

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

DAV UNIVERSITY, JALANDHAR
Semester 5

Course Title: Women's Writing

Course Code: ENG321C

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives:

A systematic study of the historical and thematic progression of women's literature will ensure that students:

- i. become aware of the beginnings and evolution of women's political, social and literary movements.
- ii. learn about the impact of culture, ethnicity, class, sexuality and religion on women's experiences and their responses.
- iii. form critical opinions and express views on recurrent themes and issues in literature written by women and understand the impact of gender on literature.
- iv. understand different phases of feminism and their critical engagement with literary theory and criticism.

Learning Outcomes:

By the end of the semester, students will:

- i. learn to identify the meaning and significance of feminine voices and concerns in the texts.
- ii. understand the genesis and evolution of the feminist literary theory and its various phases.
- iii. become aware of the theoretical background of feminist criticism and show sensibility towards the issues of women's literary and political marginalization and their continual resistance to both.

Literary Terms and Key Concepts: Feminism, Phallogocentrism/Androcentrism, Gynocriticism, Gender, Suffrage Movement, Essentialism, Ecriture Feminism, Patriarchy, Gaze, American Feminism, French Feminism, Third World Feminism and Resisting Reader.

Unit-A

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

Unit-B

Charlotte Perkins Gilman:
"The Yellow Wallpaper"

Unit-C

Chimamanda Ngozi Adichie:

Dear Ijeawele, or A Feminist Manifesto in Fifteen Suggestions

Unit-D

Poems

Adrienne Rich	:	“Aunt Jennifer’s Tigers”
Maya Angelou	:	“Phenomenal Women”
Sujata Bhatt	:	“Straight Through the Heart”
Anne Sexton	:	“The Starry Night”
Toru Dutt	:	“Lakshman”

Suggested Readings:

- 1 **Adichie, Chimamanda. Dear Ijeawele, or A Feminist Manifesto in Fifteen Suggestions. USA: Knopf Publishers, 2017.**
- 2 Allen, Judith A. *The Feminism of Charlotte Perkins Gilman: Sexualities, Histories, Progressivism.* Women in Culture and Society (Women in Culture and Society). Chicago, IL: U of Chicago P, 2009.
- 3 Gilbert, Sandra M. and Susan Gubar. *Shakespeare’s Sisters: Feminist Essays on Women Poets.* USA: Indiana UP, 1981.
- 4 Golden, Catherine J. *Charlotte Perkins Gilman's the Yellow Wall-Paper: A Sourcebook and Critical Edition.* Routledge Guides to Literature (Routledge Guides to Literature). New York, NY: Routledge, 2004.
- 5 Keyes, Clair. *The Aesthetics of Power: The Poetry of Adrienne Rich.* USA: U of Georgia Press, 1986. Print.
- 6 Lupton, Mary Jane. *Maya Angelou: A Critical Companion.* London: Greenwood Press, 1998.
Ostriker, Alicia Suskin. *Stealing the language: The Emergence of Women’s Poetry in America.* MA: Beacon Press, 1986. P
- 7 Prasad, Amar Nath and S. K. Paul. *Feminism in Indian Writings in English.* New Delhi: Sarup and Sons, 2006.
- 8 Wagner-Martin, Linda. *Critical Essays on Anne Sexton.* Boston: G.K Hall and Co., 1989.
- 9 **Woolf, Virginia. A Room of One's Own. London: Hogarth Press, 1935.**

Audio-Visual Materials:

1. **“Chimamanda Ngozi Adichie Discusses Her New Feminist Manifesto, Dear Ijeawele.” YouTube. N.p. March 9, 2017. Web. March 23, 2020.**
2. **“Indian Writing In English -Toru Dutt. CH-01 Humanities-I.” Online video clip. YouTube. YouTube, 4 Sept. 2017. Web. 23 March 2020.**
3. **“Maya Angelou interview on HARDtalk - BBC News.” Online video clip. YouTube. YouTube, 29 May 2014. Web. 23 Mar 2020.**
4. **Francis, Rawlslin. “Review of Anne Saxton Poetry.” Online video clip. YouTube. YouTube, 16 May 2017. Web. 23 Mar 2020**

5. Moorjani, Angela. "Aunt Jennifer's Tigers. CH-01 Humanities-I." Online video clip. YouTube. *YouTube*, 4 July 2017. Web. 1 May 2019.
6. Roberts, Frances dir. *The Yellow Wallpaper*. Online video clip. YouTube. *YouTube*, 6 Dec. 2018. Web. 1 May 2019.
7. Sen, Anushree. "Phenomenal Woman Analysis and Explanation by Maya Angelou". Online video clip. YouTube. *YouTube*, 29 Jan 2018 Web. 23 Mar 2020.

DAV UNIVERSITY, JALANDHAR

Course Title: British Fiction-II

Course Code: ENG322C

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives:

In this course, students will

- i. study the various phases of the evolution of Novel.
- ii. learn about some subtleties of novel writing.
- iii. understand the possible reasons for the rapid growth and prominence of novel.

Learning Outcomes:

At the end of the semester, students will

- i. become familiar with the salient features of Novel.
- ii. be able to study the origin of Novel from the historical perspective.
- iii. have an enhanced critical understanding of different types of Novel.

Literary Terms and Concepts: Novel of Ideas, Novel of Manners, Anti-Novel, Narrative Technique, Character Types, Aestheticism, Decadence, Allegory, Irony, Symbolism, Satire, Style and Focalization (External/Internal)

Unit-A

Thomas Hardy: *Far From the Madding Crowd*

Unit-B

Oscar Wilde: *The Picture of Dorian Gray*

Unit-C

E. M. Forster: *A Passage to India*

Unit-D

George Orwell: *Animal Farm*

Suggested Readings:

1. Bloom, Harold. *George Orwell's Animal Farm (Bloom's Modern Critical Interpretations)*. Chelsea: Chelsea House Publishers, 2009.
2. Bloom, Harold and Kim Welsch, eds. *A Passage to India (Bloom's Modern Critical Interpretations)*. Chelsea: Chelsea House Publishers, 1987.

3. Buzwell, Greg. "The Picture of Dorian Gray: Art, Ethics and the Artist." British Library. Web. 29 Feb. 2016.
4. Campbell, James. *Oscar Wilde, Wilfred Owen, and Male Desire: Begotten, Not Made (Palgrave Studies in Nineteenth-Century Writing and Culture)*. U.K.: Palgrave Macmillan, 2015.
5. Draper, R. P. *Thomas Hardy: The Tragic Novels*. New York: Palgrave Macmillan, 1991.
6. Ebbatson, Roger. *Far From the Madding Crowd (Critical Studies, Penguin)*. UK: Penguin Books, 1995.
7. Mallett, Phillip, ed. *Far From the Madding Crowd (Second Edition) (Norton Critical Editions)*. New York: W. W. Norton & Company, 2000.
8. Tambling, Jeremy. *E. M. Forester: Contemporary Critical Essays*. Malaysia: Palgrave Macmillan, 1995.

Audio-Visual Materials:

1. CEC."This Lecture talks about Modern Novel". Online video clip. YouTube. YouTube, 2 Jun, 2016.Web. 17 March 2020.
2. Lily Pale. "A Passage to India." Online video clip. YouTube. YouTube, 18 Jan, 2018.Web. 9 Feb 2020.
3. Pantheon Studios. "A Passage to India." Online video clip. YouTube. YouTube, 29 May, 2016.Web. 16 March 2020.
4. NCTV. 17 "Great Books - Animal Farm." Online video clip. YouTube. YouTube, 9 Dec, 2014.Web. 17 March 2020.
5. Non Mirage Truth Vision. "Animal Farm by George Orwell" Online audio clip. YouTube. YouTube, 24 Dec. 2019. Web. 21 Feb 2020.
6. The World of Literature. "100 FN Far From the Madding Crowd by Thomas Hardy." Online clip .YouTube. YouTube, 26 Feb. 2018.Web 17 March 2020.
7. Teacher Hub English. "The Portrait of Dorian Gray Lecture at the Carnegie Library." Online video clip. YouTube. YouTube, March 20 2017.Web. 19 March 2020.
8. The Book Tutor. "The Picture of Dorian Gray by Oscar Wilde." Online video clip. YouTube. YouTube, 20 Jan 2017.Web. 10 March 2020.

DAV UNIVERSITY, JALANDHAR
Semester 6

Course Title: Modern European Drama

Course Code: ENG331C

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives:

Focusing on the plays written primarily in the nineteenth and twentieth centuries, the course will explore the commonness of themes across various cultures and continents. As a result, the students will:

- i. become acquainted with the rich diversity of themes, techniques and forms used in drama across various nations.
- ii. understand the historical and cultural background of each play in order to become sensitive towards the crucial relationship between society and drama.
- iii. learn to differentiate between the classical drama from the contemporary one and form an understanding of the thematic evolution of drama.

Learning Outcomes: At the end of the semester, students will be able to:

- i. understand and appreciate the historical and cultural backgrounds in which a particular text took shapes.
- ii. gain some knowledge about literary terms and key concepts involved in reading and analyzing drama.
- iii. Critically appreciate dramas across various cultures and time zones.

Literary Terms and Key Concepts: Problem Plays, Alienation Effect, Theatre of Absurd, Theatre of Cruelty, Existentialism, Expressionism, Dramatic realism, Drama and Play, Epic Theatre, Modernism and Post-modernism in Drama.

Unit-A

Henric Ibsen: *A Doll's House*

Unit-B

Sean O'Casey: *Juno and the Paycock*

Unit-C

Federico Garcia: *Blood Wedding.*

Unit-D

Harold Pinter: *The Birthday Party*

Suggested Readings:

1. Brooke, P. J. *Blood Wedding*. London: Soho Constable, 2010.
2. Gaskell, Ronald. *Drama and Reality: The European Theatre since Ibsen*. London: Routledge, 1972.
3. Innes, C.D. *Modern British Drama: The Twentieth Century*. Cambridge University Press, 2002.
4. Kosok, Heinz. *Juno and the Paycock. Modern Critical Views: Sean O'Casey*. Ed. Harold Bloom. NY: Chelsea House, 1987.
5. Moi, Toril. *Henrik Ibsen and the Birth of Modernism: Art, Theatre, Philosophy*. NY: Oxford UP, 2006.
6. Morash, Chris. *A History of Irish Theatre 1601-2000*. New York and London: Cambridge UP, 2002.
7. Raby, Peter. *The Cambridge Companion to Harold Pinter*. UK: Cambridge U P, 2001.
8. Robert Knopf. Ed. *Theatre of the Avant-Garde 1890-1950: A critical Anthology*. USA: Yale University, 2014.
9. Taylor-Batty, Mark. *The Theatre of Harold Pinter*. London: Bloomsbury, 2014.
10. Tornqvist, Egil. *Ibsen: A Doll's House*. Cambridge: Cambridge UP, 1995.

Audio Video Material:

1. Bilkent University. "Blood Wedding." Online video clip. YouTube. YouTube, 24 Sep. 2019. Web. 16 March 2020.
2. Eugene Lang College, Fall Theatre Production. "Blood Wedding." Online video clip. YouTube. YouTube, 23 January 2019. Web. 17 March 2020.
3. Irish Theatre. "Juno and the Paycock." Online audio clip. YouTube. YouTube, 8 July 2013. Web. 17 March 2020.
4. Gudernath, April. "Theatre of the Absurd." Online video clip. YouTube. YouTube, 7 Jan 2016. Web. 3 May 2019.
5. Hitchcock, Alfred. "Juno and the Paycock". Online video clip. YouTube. YouTube. 6 Nov. 2017. Web. 5 May 2019. .
6. Hopkins, Anthony. "A Doll's House." 1973. Online video clip. YouTube. YouTube, 14 Dec. 2016. Web. 5 May 2019.
7. European theatre Convention. "Theatre in the European Age." Online video clip, YouTube. YouTube, 1 March 2019. Web. 16 March 2020.

DAV UNIVERSITY, JALANDHAR

Course Title: Shakespearean Literature

Course Code: ENG366C

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives:

This course is designed to:

- i. give students a firsthand knowledge of Shakespearean plays and sonnets in the background of the Elizabethan age.
- ii. introduce students to various critical aspects of Shakespearean literature.
- iii. draw attention of students to the language of Shakespeare's plays, his word-play and his original and creative use of the language.

Learning Outcomes:

Students will be able to:

- i. understand and critically respond to the aesthetic sensibility of Shakespeare.
- ii. appreciate the original and creative use of language in Shakespearean texts.
- iii. grasp the critical techniques for dramatic texts.

Literary Terms & Concepts: Elizabethan Age, Poet vs. Bard, Shakespearean Comedy, Shakespearean Tragedy, Shakespearean Historical Plays, Shakespearean Sonnet, Shakespearean Fool And Clown (Special Reference To Falstaff), Shakespearean Hero & Heroine, Villains In Shakespeare's Plays, Tragic Flaw and Catharsis, Anachronism, Criticism of Shakespeare and Adaptation of Shakespeare's Plays

Unit-A

Sonnets

- a. "Shall I Compare Thee to a Summer's Day?"
- b. "That Time of Year Thou May'st in Me Behold"
- c. "Since Brass, Nor Stone, Nor Earth, Nor Boundless Sea"
- d. "My Mistress' Eyes are Nothing Like the Sun"
- e. "Let Me Not to the Marriage of True Minds"

Unit-B

Julius Caesar

Unit-C

As You Like It

Unit-D

The Tempest

Suggested Readings:

1. Danson, Lawrence. *Shakespeare's Dramatic Genres*. Oxford: Oxford University Press, 2000.
2. Dollimore J. & A. Sinfield. *Political Shakespeare: New Essays in Cultural Materialism*.

Manchester University Press, 1985.

3. Fluchere, Henri. *Shakespeare*. London: Longman, Green & Co, Indian Edition, 2001.
4. Halliday, Fe. *A Shakespeare Companion*. Baltimore: Penguin, 1969.
5. Kermode, F. *Shakespeare's Language*. London: Allen Lane, 2000.
6. Lerner, Laurence ed. *Shakespearean Tragedy*. Harmondsworth: Penguin Paperback, 1999.
7. McDonald, Russ Ed. *Shakespeare: An Anthology of Criticism and Theory*. Wiley- Blackwell, 2004.
8. Schiffer, James, ed. *Shakespeare's Sonnets: Critical Essays*. New York: Garland, 2000.

Audio-Visual Materials:

1. Alhersmeyer, Bob "Shakespeare: Julius Caesar (Lectures)." Online video clip. YouTube. YouTube, 6 Feb 2013. Web. 17 March 2020.
2. Bloom, Harold. *Harold Bloom Lecture on Shakespeare*. Online video clip. YouTube. YouTube, 13 Mar 2014. Web. 7 May 2019.
3. CEC. "Shakespeare's The Tempest." Online video clip. YouTube. YouTube, 3 Nov 2015. Web. 17 March 2020.
4. CEC. "Lecture-7 The Elizabethan Drama." Online video clip. YouTube. YouTube, 30 March 2016. Web. 17 March 2020.
5. CEC. "Shakespeare's Sonnets." Online video clip. YouTube. YouTube, 4 Nov 2015. Web. 17 March 2020.
6. CosmoLearning. "Harvard ENGL E-129 - Lecture 6: Macbeth." YouTube. YouTube, 24 Oct 2007. Web. 17 March 2020.
7. Ted Talks. "Why Shakespeare? Because it's 2016 Stephen Brown TED x St Mary CS School." Online video clip. YouTube. YouTube, 14 May 2016. Web. 17 March 2020.
8. Total Education Media. "The Tempest- Discovering Caliban." Online video clip. YouTube. YouTube, 17 Dec 2014. Web. 17 March 2020.

DAV UNIVERSITY, JALANDHAR

Discipline Specific Electives

Course Title: Introduction to Literary Criticism

Course Code: ENG361C

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objective: The course has been designed to:

- i. provide students with a critical understanding of the developments in literary criticism over the years.
- ii. provide a conceptual framework to students for an understanding of the function and practice of traditional modes of literary criticism.
- iii. develop an understanding of criticism among students.

Learning Outcomes: After completing this course, students will have:

- i. familiarity with the origin of critical ideas in literature from different eras.
- ii. a better understanding of the relevance and function of criticism.
- iii. learnt about the basic nuances of criticism.

Literary Terms and Concepts: Imitation, Catharsis, Tragedy, Epic Poetry, Three Unities, Sublime, Plot, Heroic Couplet, Mock-Heroic Epic, Fancy and Imagination.

Unit-A

Ancient Greek Criticism

Plato: *Republic (Book X)*

Unit-B

Greek and Latin Criticism during the Roman Empire

Longinus: *On the Sublime* (Chapter VIII-XL: Five Sources of Sublime)

Unit-C

Neoclassical Literary Criticism

John Dryden: *An Essay of Dramatic Poesy*

Unit-D

Romanticism

Samuel Taylor Coleridge: *Biographia Literaria* (Chapter X, XIII-XVII)

Suggested Readings:

1. Aristotle. *Poetics and Rhetoric: Demetrius on Style, Longinus on Sublime: Essays in Classical Criticism*. London: Dent, 1953.
2. Bernard, Bosanquet. *Companion to Plato's Republic*. London: Rivingtons, 1925.
3. Bowra, C. M. *Romantic Imagination*. London: Oxford University Press, 1961.
4. Doran, Robert. *Theory of the Sublime from Longinus to Kant*. Cambridge: Cambridge University Press, 2015.
5. Habib, M. A. R. *A History of Literary Criticism: From Plato to the Present*, Oxford: Blackwell, 2005.
6. Kennedy, George A. *Cambridge History of Literary Criticism*. Cambridge: Cambridge University Press, 1993.
7. Russell, D. A. *Longinus: On the Sublime*. New York: E. Mellen Press, 1985.
8. Wimsatt, William K. *Literary Criticism: A Short History*. Calcutta: Oxford & IBH, 1967.

Audio-Visual Materials:

1. CEC. "Coleridge as Critic." Online video clip. YouTube. *YouTube*, 16 Nov. 2017. Web. 1 May 2019.
2. ---. "Dryden's Criticism: An Essay on Dramatic Poesy-II." Online video clip. YouTube. *YouTube*, 24 March 2017. Web. 1 May 2019.
3. ---. "Philosophers and Kings: Plato's Republic, III-IV." YaleCourses, 23 Sep. 2008. Web. 7 May 2019.
4. ---. "Philosophers and Kings: Plato's Republic, V." YaleCourses, 21 Sep. 2008. Web. 7 May 2019.
5. ---. "Classical Literary Criticism- Longinus." CH-01 Humanities-I, 4 Sep. 2017. Web. 1 May 2019.
6. Dahiya, Bhim Singh. "Dryden's Criticism: An Essay on Dramatic Poesy." CEC, 24 March 2017. Web. 7 May 2019.
7. Durant, Will. "The Philosophy of Plato." n.p. 5 Nov 2014. Web. 1 May 2019.
8. Streater, Andrew. "Philosophers and Kings: Plato's Republic, I-II." YaleCourses, 21 Sep. 2008. Web 7 May 2019.

DAV UNIVERSITY, JALANDHAR

Course Title: Cinema and Literature

Paper Code: ENG362C

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives:

In this course, students will:

- i. get an introductory understanding of interaction between literature and film through cinematic adaptation.
- ii. become familiar with the language, grammar and rhetoric of cinema.
- iii. learn to distinguish between visual and verbal literatures, understanding how technology impacts literature.
- iv. learn to critically compare films from diverse nations.

Learning Outcomes:

After studying this course, students will:

- i. develop an interdisciplinary insight into the subject.
- ii. be able to study the emerging cinematic trends vis-à-vis adaptation, and how it can be adopted for the preservation of classics.
- iii. acquire some hands-on experience of filmmaking through practical assignments.

Literary Terms and Concepts: Adaptation, Dubbing/Lip Sync, Flashback, Zoom In, Zoom Out, Fade in, Pan, Two Shot, Dolly Shot, Long Shot, Library Shot, High Angle Shot, Trailer, Animation, Voice Over, Editing, Neo-Realism, Film Noir, Auteur Theory, CGI and VFX.

Unit-A

1. "Film Making" by Satyajit Ray
2. "Beginning to Theorize Adaptation: What? Who? Why? How? Where? When?" by Linda Hutcheon

Unit-B

1. *The Great Dictator* (Directed by Charles Chaplin)
2. *Sholay* (Directed by Ramesh Sippi)

Unit-C

1. "Word and Image" by Sergei Eisenstein
2. "The Evolution of the Language of Cinema" by Andre Bazin

Unit-D

Films

1. *Life of Pi* (Directed by Ang Lee) based on the novel by Yann Martel
2. *Bicycle Thieves* (Directed by Vittorio De Sica)

[Note: Every week one celebrated/critically acclaimed movie will be shown to students. In addition, interviews with the prominent cinematic artists as recorded by Rajya Sabha TV will be played.]

Suggested Readings:

1. Andrew, Dudley. *The Major Film Theories: An Introduction*. Oxford: Oxford University Press, 1976.
2. Bazin, Andre. *What is Cinema?* Hugh Gray, Trans. Berkeley: University of California Press, 2005.
3. Braudy, Leo & Cohen, Marshall (eds). *Film Theory and Criticism*. 5th ed. NY & Oxford: Oxford University Press, 1999.
4. Cook, David A. *A History of Narrative Film*. 4th ed. NY & London: WW Norton & Company, 2004.
5. Dixon, W. W. and G. A. Foster. *A Short History of Film*. New Jersey: Rutgers University Press, 2008.
6. Doughty, Ruth and Christine Etherington-Wright. *Understanding Film Theory*. London: Palgrave, 2011.
7. Eisenstein, Sergei. Jay Leyda, ed. & trans. *The Film Sense*. New York: Meridian Books, 1969.
8. Hutcheon, Linda. *A Theory of Adaptation*. New York: Routledge, 2006.
9. Parsad, M. Madhav. *Ideology of the Hindi Film: A Historical Construction*. Oxford: OUP, 2003.
10. Vasudevan, R. *Making Meaning in Indian Cinema*. Michigan: OUP, 2000.
11. Viridi, Jyotika. *The Cinematic Imagination: Indian Popular Films as Social History*. New Jersey: Rutgers University Press, 2003.

Audio-Visual Materials:

1. Alex Day. "Evolution of Cinema (1878-2017)." Online video clip. YouTube. YouTube, 16 Oct. 2017. Web. 21 April 2019.
2. Andy Rector. "A Conversation with Jean Renoir." Online video clip. YouTube. YouTube, 5 July 2015. Web. 20 April 2019.
3. Eva Collins Alonso. "Kurt Vonnegut, Shape of Stories". Online video clip. YouTube. YouTube, 4 Feb 2004. Web. 16 March 2020.
4. French Moviegoer. "Hitchcock/Truffaut." (All Episodes). Online video clip. YouTube. YouTube, 3 June 2018. Web. 20 April 2019.
5. icggoa. "Intersections: Literature and Cinema". Online video clip. YouTube. YouTube, 18 Feb 2016. Web. 16 March 2020.
6. Jay Agronaut. "100 Years of Indian Cinema." Online video clip. YouTube. YouTube, 10 July 2015. Web. 20 April 2019.
7. TEDx Talks. "How Literature Plays a Major Role in Indian Cinema." Online video clip. YouTube. YouTube, 29 June 2017. Web. 16 March 2020.
8. YouTube Channel "Cinema Beyond Entertainment."
9. YouTube Channel "Every Frame a Painting."

DAV UNIVERSITY, JALANDHAR

Course Title: Introduction to Literary Criticism and Theory

Course Code: ENG363B

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives:

The course is designed to introduce students to the literary and cultural criticism of the twentieth century in the West. In this course, students will:

- i. identify, describe and define a variety of critical approaches from the beginning of 20th century to the present times.
- ii. study critical responses to literature grounded in those approaches.
- iii learn about the major theorists and thinkers of literary theory and criticism.

Learning Outcomes:

After completing this course, students will have:

- i. an understanding of literature as a body of knowledge open to multiple interpretations.
- ii. a familiarity with the major schools of thought and their relevance in everyday life as they impact the critical reception(s) of texts and authors.
- iii. a better understanding of the text as a product of cultural and material conditions.
- iv. experience literature and theory as potential tools for social and political changes.

Literary Terms and Concepts: Surplus, Commodity, Value, Ideology, Arbitrary, Langue, Parole, Sign, Signifier, Signified, Other, Lack, Defense Mechanism, Sublimation, Displacement, Materialism, Dialectic, Class, Mode Of Production, Base and Superstructure.

Unit-A

Historical and Biographical

Unit-B

New Criticism and Formalism

Unit-C

Psychoanalysis and Marxist Literary Theory

Unit-D

Structuralism

Suggested Readings:

1. Barry, Peter. *Beginning Theory*. Manchester and New York: Manchester University Press, 1995.
2. Culler, Jonathan. *Barthes*. Great Britain: Fontana, 1983.
3. Derrida, Jacques. *Speech and Phenomena and Other Essays on Husserl's Theory of Signs*. Trans. David B. Allison. Evanston: Northwestern UP, 1973.
4. Eagleton, Terry. *Literary Theory: An Introduction*. Minneapolis: University of Minnesota Press, 1983.
5. ---. *Marxism and Literary Criticism*. Berkeley and Los Angeles: University of California Press, 1976.
6. Guerin. Wilfred. *A Handbook of Critical Approaches to Literature*. London: Oxford, 2010.
7. Hawthorn, Jeremy. *A Concise Glossary of Contemporary Literary Theory*. London: Edward Arnold, 1992.
8. Jefferson, Ann and David Robey, eds. *Modern Literary Theory*. New York: Barnes and Noble, 1982.
9. Krishnaswami, et al. *Contemporary Literary Theory: A Student's Companion*. New Delhi: Macmillan, 2000.
10. Nayar. P.K. *An Introduction to Cultural Studies*. New Delhi: Viva Books, 2016.
11. ---. *Contemporary Literature and Cultural Theory: From Structuralism to Ecocriticism*. Delhi: Pearson, 2010.
12. Selden, Raman. *A Reader's Guide to Contemporary Literary Theory*. New Jersey: Prentice-Hall 1985.

Audio-Visual Materials:

1. Bhela, Anita. Paper 10 *Literary Criticism and Theory*. Module 15 "Theories on Language and Linguistics: Saussure, Derrida; Signs, Structures, Lapses and Faults". UGC-MHRD E-Pathshala. NME-ICT. Web. <https://epgp.inflibnet.ac.in/ahl.php?csrno=13>. May 2, 2019.
2. Bertz, Andrew. "5 Elements of New Historicism". *The Scholemaster*. Online video clip. YouTube. YouTube, 20 June 2017. Web. 22 April 2020.
3. Chattipadhyay, Sayan. "Introduction to Literary Theory". NPTEL. IIT Kanpur. April 25, 2018. Web. May 2, 2019.
4. ---. "Feminism and Literature II: Woolf and de Beauvoir". An Introduction to Literary Theory. Online video clip. YouTube. YouTube, 23 Sep 2018. Web. 23 April 2020.
5. ---. "Marxist Literary Theory III: Raymond Williams". An Introduction to Literary Theory. Online video clip. YouTube. YouTube, 2 Sep 2018. Web. 23 April 2020.
6. ---. "Poststructuralism: Jacques Derrida". An Introduction to Literary Theory. Online video clip. YouTube. YouTube, 26 Aug 2018. Web. 23 April 2020.
7. ---. "Structuralism: Ferdinand de Saussure". An Introduction to Literary Theory. Online video clip. YouTube. YouTube, 26 Aug 2018. Web. 23 April 2020.
8. "Postcolonialism and Deconstruction". *Consortium for Educational Communication*. Online video clip. YouTube. YouTube, 1 Aug 2014. Web. 22 April 2020.

9. Dahiya, Bhim Singh. "Literary Theory". Consortium for Educational Communication. Online video clip. YouTube. YouTube, 5 May 2014. Web. 2 May 2019.
10. Iqbal, Ayesha. "Literary Theory and Literary Criticism". Literary Theory and Literary Criticism. Online video clip. YouTube. YouTube, 3 Dec 2014. Web. 2 May 2019.

DAV UNIVERSITY, JALANDHAR

Course Title: World Literature
Course Code: ENG364C
Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives:

In this course, students will:

- i. become familiar with global literary trends.
- ii. learn about the diversity in literary productions.
- iii. Get an insight into the comparative aspect of literary criticism. Students will critically evaluate literary works and discover universal values and archetypes.

Learning Outcomes:

After studying this course, students will:

- i. be able to traverse across global literary landscape.
- ii. develop a panoramic view of cultures of the world through literary compositions, which will help them identify and facilitate their future research areas.
- iii. learn about the cross-cultural growth of humanistic traits.

Literary terms & Concepts: Cosmopolitan Literature, World Republic of Letters, Transnational Literature, Comparative Literature, Universal Human Values, Local/Global Conflict, Cross-Cultural Interaction, Translation and Transliteration.

Unit-A

Sophocles: *Antigone*

Unit-B

Leo Tolstoy: “Youth” (*Childhood, Boyhood and Youth*)

Unit-C

Khalil Gibran: “Sand and Foam” (Selected Passages)

Unit-D

Anne Frank: *The Diary of a Young Girl*

Suggested Readings:

1. Ahrens Dorf, Peter J. *Greek Tragedy and Political Philosophy*. United Kingdom: Cambridge University Press, 2009.
2. Bloom, Harold. *The Diary of Anne Frank, New Edition (Bloom’s Modern Critical Interpretations)*. Philadelphia: Chelsea House Publishers, 2010.
3. Eikhenbaum, Boris Mikhailovich. *Tolstoi in the Sixties*. Trans. Duffield White. Ann Arbor: Ardis Publishers, 1981.
4. Frank, Anne. *Anne Frank: The Diary of a Young Girl - Multiple Critical Perspectives*. USA: Prestwick House, Inc, 2010.
5. Hamawiya, Adham. “The Life and Works of Kahlil Gibran: A Critical Review”. *Asiatic* 13 (2019): 103:118.
6. Pedrick, Victoria and Stephen M. Oberhelman. *The Soul of Tragedy: Essays on Athenian Drama*. Ed. Chicago: University of Chicago, 2005. 91-135.
7. Terras, Victor, ed. *Tolstoy’s Life and Works. Handbook of Russian Literature*. New

Haven CT: Yale University Press, 1985. 476-80.

8. Waterfield, R. *Prophet: The Life and Times of Kahlil Gibran*. New York: St. Martin's Press, 1998.

Audio-Visual Materials:

1. Akaufman. "Understanding Tolstoy's Humanity". Online video clip. YouTube. YouTube, 22 Sep 2009. Web. 1 May 2019.
2. Artistkahlil Gibran. "Interview of Kahlil Gibran Artist by David Ossman in Boston" Online video clip. YouTube. YouTube, 16 Aug 2012. Web. 20 Feb 2020.
3. BBC Podcast. "The Greek Myths (In Our Time)." Online audio clip. YouTube. YouTube, 13 August 2018. Web. 16 March 2020.
4. BBC Podcast. "Tolstoy (In Our Time)." Online audio clip. YouTube. YouTube, 12 Aug 2018. Web. 16 March 2020.
5. BBC Podcast. "Tragedy (In Our Time)." Online audio clip. YouTube. YouTube, 11 August 2018. Web. 16 March 2020.
6. CEC. "What is World Literature?: Defining Parameters." Online audio clip. YouTube. YouTube, 4 June 2018. Web. 16 March 2020.
7. Documentary World. "National Geographic - Final Days of Anne Frank." Online video clip. YouTube. YouTube, 1 Dec. 2017. Web. 23 Feb. 2020.
8. LeGrim Reaper. "The Diary of Anne Frank 2009 Edition." Online video clip. YouTube. YouTube, 13 June 2014. Web. 1 May 2019.
9. Nazia Mogra. "BBC Anne Frank: A Life in Hiding." Online video clip. YouTube. YouTube, 28 Jan. 2019. Web. 26 Feb. 2020.
10. SOAS, University of London. "Tariq Ali: World Literature and World Languages." Online video clip. YouTube. YouTube, 15 Feb 2013. Web. 16 March 2020.

DAV UNIVERSITY, JALANDHAR

Course Title: Literature from Punjab in Translation

Paper Code: ENG365C

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives:

In this course, students will be:

- i. introduced to the rich, challenging and spirited literature born out of the soil of Punjab.
- ii. introduced to the socio-cultural factors that influenced literature in Punjab.
- iii. taught as to how history can influence literature in the present.

Learning Outcomes:

At the end of semester, students will:

- i. learn about the regional literature and critically evaluate its forms and contents.
- ii. develop a sensible understanding of Punjabi literature.
- iii. understand Punjabi literature and language in terms of its evolution, growth and contemporary relevance.

Literary Terms and Concepts: Punjabi Novel, Punjabi Novel in Translation, Punjabi Writing in English, Locale, *Vidrohi Swar* in Punjabi Writing, Symbolism in Punjabi Poetry, Punjabi Diaspora, Punjab and *Punjabiyyat*, Punjabi Folklore, Romantic Element in Punjabi Verse, *Pragativaad* (Punjabi Progressive Writing) and Realism.

Unit-A

Rajinder Singh Bedi: *Ek Chaddhar Maili Si* (Translated by Khushwat Singh as *I Take this Woman*)

Unit-B

Nanak Singh: *Pavittar Paapi*. (Translated by Navdeep Saini as *Watch-Maker*)

Unit-C

i. **Dalip Kaur Tiwana:** *Katha Kaho Urvashi*. (Translated by Bhupinder Singh as *Tell the Tale Urvashi*)

ii. **Kulwant Sing Virk:** *Khabbal* (Translated by Nirupama Dutt as *Grass*)

Unit-D

Avtaar Singh Sandhu: Pash. Selected Poems from *Loh Katha*:

- i. "A Dialogue with a Comrade"
- ii. "My Mother's Eyes"
- iii. "Time's not a Dog"
- iv. "Time's Corpse"

- v. "To the Rotten Flowers"
- vi. "To the Papers Tigers"

Suggested Readings:

1. Bedi, Rajinder Singh. *I Take this Woman*. Trans. Khushwant Singh. Delhi: Orient, 2007.
2. Ghai. T. C. *Pash: A Poet of Impossible Dreams: Selected Poems*. Canada: Pash Memorial International Trust, N.D.
3. Gilla, Tejwant Singh. *Pash*. Delhi: Sahitya Academy, 1999.
4. Dutt, Nirupama. *Stories of the Soil*. Penguin India 2010.
5. Maini, Darshan Singh. *Studies in Punjabi Poetry*. New Delhi: Vikas Pb.1979.
6. Tiwana, Dalip Kaur. *Tell the Tale, Urvashi*. Orient Blackswan Private Limited 2016.
7. Niranjana, M. *The Contours of Punjabi Poetry*. New Delhi: Jaswant Publishers, 2005.
8. Suri, Navdeep. *Saintly Sinner*. New Delhi: A 'N' B Publishers, 2003.
9. Syed, Najm Hussain. *Recurrent Patterns in Punjabi Poetry*. Lahore: Majlis Hussain Shah Publishers, 1968.

Audio-Visual Materials:

1. Ajit WebTV. "Novelist S. Nanak Singh: A Tribute." Online video clip. YouTube. YouTube, 4 July 2019. Web. 18 March 2020.
2. CEC. "Indian Literature in English Translation." Online video clip. YouTube. YouTube, 1 July 2017. Web. 7 Jan 2020.
3. Distance Education PUP. "History of the Punjabi Literature (Tara Singh)." Online video clip. YouTube. YouTube, 13 Aug. 2013. Web. 17 Jan 2020.
4. Empire Tuition Classes. "I Take This Woman Summary in Hindi | Rajinder Singh Bedi." Online Audio clip. YouTube. YouTube, 6 Jan. 2019. Web. 7 Jan 2020.
5. Kalm Da Safar. "Dr. Dalip Kaur Tiwana." Online video clip. YouTube. YouTube, 1 July 2017. Web. 20 Jan. 2020.
6. Kalam Punjab di. "Novelist Nanak Singh and Reporter - Inspirational Video." Online video clip. YouTube. YouTube, 23 Jan. 2019. Web. 7 Jan. 2020.
7. Mahal_Entertainment. "Dilip Kaur Tiwana Interview with Iqbal Mahal". Online video clip. YouTube. YouTube, 1 Oct. 2018. Web. 18 March 2020.
8. Young India. "BEST POETRY OF AVTAR SINGH PASH." Online video clip. YouTube. YouTube, 7 May 2018. Web. 7 Dec. 2019.

DAV UNIVERSITY, JALANDHAR

Course Title: Postcolonial Literatures

Course Code: ENG332C

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives:

In this course, students will

- i. develop the understanding of the cultural politics of imperialism and colonialism
- ii. trace the trajectory from the colonial subaltern's subordination to assertions of agency/identity
- iii. ask whether the geographically and culturally dispersed authors can be subsumed under the umbrella term postcolonial.

Learning Outcomes:

At the end of the course, students will

- i. be familiarized with some of the seminal works on colonialism.
- ii. be acquainted with the key concepts of postcolonial literary theory .
- iii. understand, analyse and evaluate the texts using postcolonial theory.

Literary Terms and Concepts: Colony, Colonialism, Diaspora, Orientalism, Negritude, Mimicry, Ambivalence, Hybridity, Decolonisation, Subject and Subjectivity, Nationalism, Third World Women and Subaltern.

Unit-A

Bill Ashcroft: Selections from *The Empire Writes Back: Theory and Practice in Postcolonial Literature*: —Introduction to *The Empire Writes Back*: What are post-colonial literatures?, Post-colonial literatures and English Studies, Development of post-colonial literatures, Hegemony, Language, Place and Displacement, Postcoloniality and theory

Chinua Achebe: “An Image of Africa: Racism in Conrad’s *Heart of Darkness*”

Unit-B

Leela Gandhi: “Postcolonialism and Feminism” in *Postcolonial Theory: A Critical Introduction*

Unit-C

Salman Rushdie: *Haroun and the Sea of Stories*

Unit-D

J.M. Coetzee: *Foe*

Suggested Readings:

1. Ashcroft, Bill, Griffiths, Gareth, and Tiffin, Helen. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. London: Routledge, 1989.
2. ---, eds. *The Post-colonial Studies Reader*. London: Routledge, 1995.
3. ---, eds. *Key Concepts in Post-Colonial Studies*. London: Routledge, 1998.
4. Bhabha, Homi K, ed. *Nation and Narration*. New York: Routledge, 1990.
5. Childs, Peter, et al. *An Introduction to Post-Colonial Theory*. Harvester: Wheatsheaf, 1997.
6. Fanon, Franz. *The Wretched of the Earth*. Trans. Constance Farrington: London: Penguin: 1961.
7. Gandhi, Leela. *Postcolonial Theory*. New Delhi: Oxford, 1998.
8. Kannemeyer, J.C. *J.M. Coetzee: A Life in Writing*. Melbourne: Scribe Publications, 2012.
9. Killam, G. D. *The Novels of Chinua Achebe. Studies in African Literature Series*. London: Heinemann, 1978.
10. Loomba, Ania. *Colonialism/Postcolonialism*. London: Routledge, 1998.
11. McQuillan, Martin and Robert Eaglestone. *Salman Rushdie: Contemporary Critical Perspectives*. Delhi: Bloomsbury Publishing India Pvt. Ltd, 2013.
12. Noakes, Jonathan. *Salman Rushdie: The Essential Guide*. London: Vintage, 2003.
13. Schorkhuber, Verena. *Metafiction in J.M. Coetzee's Foe*. Munich: Grin Verlag, 2013.

Audio-Visual Materials:

1. Chattopadhyay, Sayan. "Introduction: What is Postcolonialism?" Postcolonial Literature. Online video clip. YouTube. YouTube, 5 Jan 2017. Web. 7 May 2019.
2. Dahiya, Bhim Singh. "The Post Colonialism". *Consortium for Educational Communication*. Online video clip. YouTube. YouTube, 8 Sep. 2016. Web. 7 May 2019.
3. Flynn, Christopher. "Post Colonial Theory". Online video clip. YouTube. YouTube, 16 Sep. 2014. Web. 7 May 2019.
4. Fry, Paul. "Post-colonial Criticism". *Introduction to Theory of Literature*. Yale Courses. Online video clip. YouTube. YouTube, 1 Sep. 2017. Web. 7 May 2019.
5. Gikandi, Simon. "African Literature in the World: Imagining the Postcolonial Public Sphere." Yale University. Online video clip. YouTube. YouTube, 16 July 2017. Web. 7 May 2019.
6. Drvodelic, Marina. "Foe by J. M. Coetzee." PPT. Prezi. Prezi.com. 8 April 2015. Web. 16 March 2020.
7. Cochran, Aidan. "Haroun and the Sea of Stories." PPT. SlideServe. SlideServe.com. Web. 16 March 2020.
8. Simmy, Sandeep. "[Leela gandhi] postcolonial_theory_a_critical." PPT. SlideShare. SlideShare.net. 6 May 2014 Web. 16 March 2020.

DAV UNIVERSITY, JALANDHAR

Course Title: Indian Prose

Course Code: ENG367C

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives: This course is designed to:

- i. recover certain important prose works which somehow, with time, failed to attract the attention they aspired and deserved.
- ii. rejuvenate the desire of writing Non-fiction prose among students.
- iii. introduce students to the major movements and writers of Indian Literature in English

Learning Outcomes:

- i. After studying this course the students will find themselves equipped with a better and broadened mind frame.
- ii. This paper will chisel and sharpen students' observation skills and help them develop for precise arguments .
- iii. Students will learn to critically analyze the texts.

Literary terms and concepts: Indian Literary Renaissance, Marxism, Dalit Movement, Panther Movement, World Religion, Equivalence, Non- Equivalence, Vedic Religion, Indian Freedom Struggle, Dalit Identity, Swadeshi, National Integration, Advaita, Sanyasa and Grihastha and Spiritual Revolution.

Unit-A

Swami Vivekanand: Address at the World Parliament of Religions in Chicago

Unit-B

Dr. B.R. Ambedkar: *Annihilation of Caste*

Unit-C

Jawaharlal Nehru: *The Discovery of India* (Unit – 1)

Unit-D

Amitava Kumar: *A Matter of Rats*

Suggested Readings:

1. Das, Sisir Kumar. "A History of Indian Literature Vol.8." Internet Archive. N.p., 1 Jan. 1960. Web. 17 Mar. 2020.
2. Dhananjay, Keer. *Dr. B. R. Ambedkar: Life and Mission*. Bombay: Popular Prakashan, 1950.
3. Menski, Werner. "Book Review: Amitava Kumar, *A Matter of Rats: A Short Biography of Patna*." South Asia Research, vol. 35, no. 1, Feb. 2015, pp. 138–140.

4. Nehru, Jawaharlal. *The Discovery of India*. India: Penguin, 2008.
5. Nim, Moti Lal. *Thoughts on Dr. Ambedkar: Selected Articles by Eminent Scholars*. Agra: Phoenix, 1971.
6. Omvedt, Gail. *Ambedkar: Towards an Enlightened India*. New Delhi: Penguin India, 2008.
7. Rodrigues, V, ed. *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford University Press, 2004.
8. Srivastava, Ripusudan Prasad. *Contemporary Indian Idealism: With Special Reference to Swami Vivekananda, Sri Aurobindo and Sarvepalli Radhakrishnan*. New Delhi: Motilal Banarsidass, 1973.

Audio-Visual Materials:

1. *Bharat Ek Khoj (Discovery of India) episode 1*. N.p. 11 Mar 2014. Web. 7 May 2019.
2. *Chicago Speech of Swami Vivekananda- By Chicago people / A Short Film*. Vivekananda Samiti, 17 Mar 2016. Web. 7 May 2019.
3. CH_01: VAGEESH (Language & Literature). "Indian Writing in English - Modern Prose - Part 2 (CH_01)." Online video clip. YouTube. YouTube, 4 Sep 2017. Web. 17 March 2020.
4. Indian Summer Festival Canada. "ISF 2018 - 5x15 - Amitava Kumar." Online video clip. YouTube. YouTube, 2 August 2018. Web. 17 March 2020.
5. Roy, Arundhati. Arundhati Roy: Race, Caste- Ambedkar vs. Gandhi. N.p. 14 Oct 2014. Web. 7 May 2019.
6. Sinha, Abhinav. *Annihilation of Caste and Legacy of B.R. Ambedkar- Talk by Abhinav, Editor 'Mazdoor Bigul'*. Polemic Forum, 21 Dec 2015. Web. 7 May 2019.
7. Tharoor, Shashi. *Makers of Modern India Nehru The Discovery of India Shashi Tharoor*. Dr. Shashi Tharoor Official, 26 Jan 2019. Web. 7 May 2019.
8. The Caravan Magazine. "The Caravan Conversations on The Other Patnas: Non-fiction and writing about place." Online video clip. YouTube. YouTube, 7 August 2013. Web. 17 March 2020.

DAV UNIVERSITY, JALANDHAR

Course Title: European Classical Literature

L	T	P	Credits
5	1	0	6

Course Code: ENG368C

Total Lectures: 75

Course Objectives:

In this course, students will/will be:

- i. able to get the basic exposition of some of the best poetry, prose and drama of European classical literature. The works are valuable in their own right and have been influential in shaping Western culture and literary tradition.
- ii. familiarize with classical texts critically in order to ensure that students should get a better understanding of these texts.
- iii. able to study classical literature comparatively.

Learning Outcomes:

At the end of the semester, students will:

- i. gain knowledge about classical texts from Europe, with a particular focus on ancient Greek and Roman texts.
- ii. learn how literature is a practice embedded in socio-political, economic and cultural contexts.
- iii. learn about literary terms and concepts.

Literary Terms and Concepts: Introduction to Greek and Roman history, Epic, Epic Simile, Oedipus complex, Electra complex, Dramatic Irony, Tragedy, The Three Greek tragedians, Chorus, Catharsis, Greek and Roman religion, Decorum, Epistle, Satire, Vernacular, In Medias res and Dues ex machine

Unit-A

Plutarch: Selections from Plutarch's Lives

Unit-B

Euripides: *Electra*

Unit-C

Dante: *Inferno*

Unit-D

Homer: *Odyssey*

Suggested Readings:

1. Anderson, Theodore M. *Early Epic Scenery: Homer, Virgil and the Medieval Legacy*. Ithaca: Cornell University Press, 1976.
2. Campbell, Joseph. *The Masks of God: Occidental Mythology*. NY: Penguin Books, 1964.
3. Carlyle, John A. *Dante's Divine Comedy: The Inferno: A Literal Prose Translation*. London: Bell and Sons, York Sheet, 1889.
4. Fowler, Robert. *Cambridge Companion to Homer*. Cambridge: UP, 2004.
5. Howatson, M.C. *The Oxford Companion to Classical Literature*. Oxford: Oxford University Press, 2013.
6. Kitzinger, Rachel. "Why Mourning Becomes Electra." *Classical Antiquity* 10:2 (1991): 298-327.
7. Lardinois, Andre and Laura McClure. ed. *Making Silence Speak: Women's Voices in Greek Literature ad Society*. NJ: Princeton UP, 2001.
8. *Odyssey of Troy. Ancient Mysteries*. Narr. Kathleen Turner. Multimedia Entertainment Inc., 1995.
9. Zeitlin, Froma I. *Playing the Other: Gender and Society in Classical Greek Literature*. Chicago: University of Chicago, 1996.

Audio-Visual Materials:

1. Brooks, David. "Who Would Plutarch Write about Today?" Online video clip. YouTube. YouTube, 13 May 2013. Web. 1 May 2019.
2. History and Cosmos. "Alexander the Great - Full History HD Documentary." Online video clip. YouTube. YouTube, 5 Jan 2019. Web. 1 May 2019.
3. Literary Mind. "Homer Illiad- Top 50 Most Important Questions with Answer Explanation for English Hons." Education Video. 9 November 2019. Web. 15 March 2020.
4. NPTLEHRD. "Mod-05 Lec-34 Classical Criticism." NPTEL Video. 24 February 2015. Web. 10 March 2020.
5. S. Vijayarani. "Classical Literature: An Introduction." Online video clip. YouTube. YouTube, 11 September 2019. Web. 1 March 2020.
6. Struck, Peter. "Great Voyages: The Odyssey, Nostalgia, and the Lost Home." Online video clip. YouTube. YouTube, 4 April 2014. Web. 22 April 2019.
7. The School of Life. "History of Ideas- The Renaissance." Education Video. 6 November 2015. Web. 11 January 2020.
8. Yale Courses. "Inferno I, II, III, IV: Dante in Translation," Online video clip. YouTube. YouTube, 8 September 2008. Web. 18 July 2019.

DAV UNIVERSITY, JALANDHAR

Course Title: Creative writing

Course Code: ENG370B

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives:

Students will:

- i. be exposed to the art of creative writing.
- ii. understand the process of writing as an art.
- iii. be introduced to various types of fictional and non-fictional writings.
- iv. sharpen their power of observation and perception.

Learning Outcomes:

Students will:

- i. learn about the essentials of creative writing.
- ii. be able to distinguish between various genres.
- iii. able to discover their literary selves.
- iv. become aware of their larger roles in the formation of a thoughtful and feeling society.

Literary Terms and Concepts: Unity, Clarity, Coherence, Economy, Point Of View, Pre-Writing, Endings, Explicit And Implicit Beginnings, Short-Story, Fluency, Egoism, Effacement, Narrative Voice, Inspiration, Literary Influence, Metre, Figures Of Speech, Rhythm, Persona, Spontaneity and Journalese.

Unit-A

The following chapters from *The Cambridge Companion to Creative Writing*

by David Morley

1. "Composition and Creative Writing" (Chapter 4)
2. "Processes of Creative Writing" (Chapter 5)

Unit-B

1. The Practice of Fiction
2. Creative nonfiction
3. Writing Poetry

Unit-C

The following chapters from *On Writing Well* by William Zinsser

1. "Writing about People: The Interview" (Chapter 12)
2. "Writing about Places: The Travel Article" (Chapter 13)
3. "Writing about Yourself: The Memoir" (Chapter 14)

Unit-D

The following chapters from *The Oxford Essential Guide to Writing* by Thomas S. Kane

1. "Sentence Styles" (Chapter 19)
2. "Clarity and Simplicity" (Chapter 25)

Suggested Readings:

1. Bailey, Tom. *On Writing Short Stories*. USA: OUP, 2010.
2. Clark, Peter Roy. *Writing Tools*. USA: Hachette Book Group, 2008.
3. Davidson, Chad. *Writing Poetry: Creative and Critical Approaches*. USA: Palgrave Macmillan, 2009.
4. Field, Syd. *The Screen Writer's Problem Solver*. New York: Random House Publishing, 1998.
5. Kane, Thomas. *The Oxford Essential Guide to Writing*. New York: Berkley Books, 2010.
6. Kundera, Milan. *The Art of the Novel*. London: Harper Perennial Modern Classics, 2003.
7. Lajos, Egri. *The Art of Dramatic Writing*. USA: Merricat Publications, 2009.
8. Morley, David. *The Cambridge Companion to Creative Writing*. Pune: Cambridge University Press India Ltd., 2012.
9. Spiro, Jane. *Creative Writing Poetry*. USA: Oxford University Press, 2004.
10. Zinsser, William. *On Writing Well*. New York: Harper Perennial, 2016.

Audio Visual Material

1. Harvard University. "Mastering Style: The Learning and Teaching of Writing." Online video clip. YouTube. YouTube, 28 Jan 2015. Web. 21 April 2019.
2. Joseph Carpenter. "The Clue to a Great Story." Online video clip. YouTube. YouTube, 21 March 2012. Web. 21 April 2019.
3. Louisiana Channel. "11 Writers: Advice to the Young." Online video clip. YouTube. YouTube, 1 Feb 2016. Web. 21 April 2019.
4. National Centre for Writing. "Margaret Atwood's Top 5 Writing Tips." Online video clip. YouTube. YouTube, 5 Dec 2018. Web. 21 April 2019.
5. The Agenda with Steve Paikin. "Interviewing the World's Greatest Writers." Online video clip. YouTube. YouTube, 25 Aug 2016. Web. 22 April 2019.
6. TVO Docs. "Nobel Laureate Derek Walcott on His Life and Work". Online video clip. YouTube. YouTube, 29 Jan 2011. Web. 16 March 2020.
7. [UChicago Social Sciences](#) "Leadership Lab: The Craft of Writing Effectively." Online video clip. YouTube. YouTube, 26 June 2014. Web. 22 April 2019.
8. [University of California Television \(UCTV\)](#). "50 Years of Research on Writing: What Have We Learned?" Online video clip. YouTube. YouTube, 1 Feb 2008. Web. 20 Feb 2020.

DAV UNIVERSITY, JALANDHAR

Course Title: Introductory Phonetics

Course Code: ENG371C

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives:

- i. The subject aims at unfolding the vocal aspect as well as the technical aspect of the overall construct of English sounds.
- ii. It lays the foundation of building a correct approach to commonly acceptable articulation of the sounds of the English language.
- iii. It aims at developing an understanding of the role and nature of theories in the field of Applied Linguistics.

Learning Outcomes: The study of any language remains incomplete without the basic knowledge of Phonetics. The subject helps students to:

- i. learn an appropriate articulation of sounds
- ii. point out the areas that need further improvement.
- iii. add another dimension to the in-depth knowledge of utterances.

Literary Terms and Concepts: Phonetics, Phonology, Acoustics, Resonance, Articulation, Tone, Nucleus, Syllabification, Voicing, GIE, RP, Ingressive Air Stream, Egressive Air Stream and Connected Speech.

Unit-A

The Speech Mechanism: Air Stream Mechanism, Organs of Speech, Brief History of Linguistics, Phonatory and Articulatory System

Unit-B

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

Unit-C

Free and Bound Morphemes, Phoneme, Allophone, Syllable, Consonant Clusters in English, Word and Sentence Stress.

Unit-D

Word Accent, Weak Forms, Intonation and Rhythm in Connected Speech, a Comparative Study of GIE (General Indian English) and RP (Received Pronunciation).

Suggested Readings:

1. Ashby, P. *Speech sounds*. London: Routledge, 1995.
2. Balasubramaniam, T. *A Text Book of English Phonetics for Indian Students*. India: Macmillan, 1981. Print
3. Bansal, R. K. and J. B. Harrison. *Spoken English for India*. New Delhi: Orient Longman, 1972.
4. García Lecumberri, M. L. and J. A. Maidment. *English Transcription Course*. London: Arnold, 2000.
5. Gimson, A.C. *Gimson's Pronunciation of English*. London: Arnold, 2001.
6. Jones, Daniel. *The Pronunciation of English*. Cambridge: Cambridge University Press, 1998.
7. Ladefoged, P. *Vowels and Consonants: An introduction to the sounds of languages*. Oxford: Blackwell, 2001.
8. Roach, P. *English Phonetics and Phonology*. United Kingdom: Cambridge University Press, 2000.
9. Sethi, J. and P.V. Dhamija. *A Course in Phonetics and Spoken English*. New Delhi: Prentice Hall, 2005.
10. Suzana, R. *A Practical Course in English Pronunciation*. New Delhi: Tata McGraw Hill, 2012.
11. Tench, P. *The Intonation systems of English*. London: Cassell, 1996.

Audio-Visual Materials:

1. E-Pathshala. "Introduction to Phonetics and Phonology." Online video clip. YouTube. YouTube, 21 Oct. 2016. Web. 25 April 2019.
2. Fingtam Languages. "Morphology-Intro to Linguistics". Online video clip. YouTube. YouTube, 4 June 2014. Web. 25 April 2020.
3. Macmillan Education ELT. "Introduction to Teaching Pronunciation." Online video clip. YouTube. YouTube, 4 March 2011. 25 April 2020
4. N. P. "Classification and Description of Speech Sounds: English Vowels (ENG)." Online Video Clip. YouTube. YouTube, 5 Jun 2017. Web. 23 May 2020.
5. N.P. "Phonetic Transcription". Online Video Clip. YouTube. YouTube, 16 Nov 2017. Web. 23 Mar 2020
6. N.p. "The Speech Organs". Online Video Clip. YouTube. YouTube, 30Nov 216. Web. 23 May 2020
7. Pandey, Prof. Pramod. "Introduction to Phonetics and Phonology." 21 Oct. 2016. E-Pathshala. Web. 25 April 2019.
https://youtu.be/xKBhexvZk9w?list=PL_a1TI5CC9RG5vmakejm37_eZHLdZGkMn
8. Tandon, Dr. Neeru. "Basic Concepts in Linguistics." 5 June 2017. E-Pathshala. Web. 25 April 2019. https://youtu.be/7_YupZi3bvQ

9. Tandon, Dr. Neeru. "Classification and Description of Speech Sounds: English Vowels (ENG)". N.p. 5 Jun 2017. Web. 23 May 2020.
<https://www.youtube.com/watch?v=B1STZQesZXM>
10. Underhill, Adrian. "Introduction to Teaching Pronunciation." 4 March 2011. Macmillan Education ELT. 25 April. <https://youtu.be/1kAPHyHd7Lo>

Course Title: Practical English Usage-II

Course Code: 372C

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives:

The course aims to:

- i. impart knowledge about the appropriateness, grammaticality and acceptability of the English language
- ii. assist students in learning vocabulary in use

Learning Outcomes:

At the end of the semester, students will be able to:

- i. differentiate between acceptable and unacceptable sentences and structures in English.
- ii. use a wide range of words in different socio-cultural contexts.

Unit – A

Feelings and Actions
Basic Concepts
Idiomatic Expressions

(Unit 63 to 88 in *English Vocabulary in Use*)

Unit – B

Infinitives, -ing forms and Past Participles
Infinitives, -ing forms and Past Participles after Nouns, Verbs, etc.
Infinitives, -ing forms and Other Uses

(Topic 88 to 115 in *Practical English Usage*)

Unit – C

Phrasal Verbs and Verb-Based Expressions
Varieties of English
(Unit 89 to 100 in *English Vocabulary in Use*)

Unit – D

Noun and Noun Phrases: Agreement
Determiners: a/an and the; my, your, etc.; this, that, etc.
Determiners: Quantifiers
Pronouns
Adjectives

(Topic 116 to 192 in *Practical English Usage*)

Suggested Readings:

1. *English Vocabulary in Use: Upper-Intermediate* (second edition) by Michael McCarthy and Felicity O'Dell, published by Cambridge University Press.
2. *Practical English Usage* by Michael Swan (fully revised international edition), published by Oxford University Press.

Course Title: Practical English Usage-III

Course Code: 373C

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives:

The course aims to:

- i. impart knowledge about the appropriateness, grammaticality and acceptability of the English language
- ii. assist students in learning vocabulary in use

Learning Outcomes:

At the end of the semester, students will be able to:

- i. differentiate between acceptable and unacceptable sentences and structures in English.
- ii. use a wide range of words in different socio-cultural contexts.

Unit – A

Adverbs and Adverbials

Comparison

Prepositions

Basic Clause Types

Conjunctions, Sentences and Clauses

(Topic 193 to 232 in *Practical English Usage*)

Unit – B

Relative Clauses

If

Other Adverbial Clauses

Noun Clauses, Direct and Indirect Speech

Information Structure

(Topic 233 to 280 in *Practical English Usage*)

Unit – C

Written Texts

Speech and Spoken Exchanges

Varieties of English

(Topic 281 to 320 in *Practical English Usage*)

Unit – D

Vocabulary Areas

Word Formation and Spelling

(Topic 321 to 351 in *Practical English Usage*)

For Extensive Study: Word Problems from A to Z

(Topic 352 to 635 in *Practical English Usage*)

Suggested Reading:

Practical English Usage by Michael Swan (fully revised international edition), published by Oxford University Press.

DAV UNIVERSITY, JALANDHAR
Generic Electives

Course Title: Fundamentals of Sociology-I

Paper Code: SOC101A

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objective: The objective of the course is to make students aware about socialisation, culture, civilisation and social-interaction.

Learning Outcome: The insights acquired by students will help them understand the relationship between social milieus and individuals in a better manner.

Unit-A

Definition, Nature and Scope of Sociology

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

Unit-B

Basic concepts: society, community, institution, and association. Social Structure, norms and values, status and role of sociology

Unit-C

Social control

Customs, folkways, mores and laws

Unit-D

Social interaction

Cooperation, competition, conflict, accommodation, and assimilation

Suggested Readings:

Bierstedt, Robert. *The Social Order*. Bombay: Tata McGraw-Hill, 1970.

Bottomore, T.B. *Sociology : A Guide to Problems and Literature*. Bombay: Blackie, 1971.

Davis, Kingsley. *Human Society*. New Delhi:Macmillan, 1969.

Gisbert, Pascual. *Fundamentals of Sociology*. New Delhi : Orient Longman, 1959.

Maclver, R.M &Charles H. Page. *Society: An Introductory Analysis*. New Delhi: Macmillan, 1974.

DAV UNIVERSITY, JALANDHAR

Course Title: Fundamentals of Sociology-II

Paper Code: SOC102A

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objective: The objective of the course is to make students aware about socialisation, culture, civilisation and social-interaction.

Learning Outcome: The insights acquired by students will help them understand the relationship between social milieus and individuals in a better manner.

Unit-A

Socialization: Meaning, Processes, Agencies.

Unit-B

Theories of self: Cooley, Mead & Freud.

Unit-C

Culture: Meaning, characteristics, culture lag, material & non-material culture.

Relationship between culture and civilization.

Unit-D

Social Groups: Definitions & Characteristics.

Types of Social groups: Primary & Secondary.

Suggested Readings:

Bierstedt, Robert. *The Social Order*. Bombay: Tata McGraw-Hill, 1970.

Bottommore, T.B. *Sociology: A Guide to Problems and Literature*. Bombay: Blackie, 1971.

Davis, Kingsley. *Human Society*. New Delhi: Macmillan, 1969.

Gisbert, Pascual. *Fundamentals of Sociology*. New Delhi: Orient Longman, 1959.

Maclver, R.M & Charles H. Page. *Society: An Introductory Analysis*. New Delhi: Macmillan, 1974.

DAV UNIVERSITY, JALANDHAR

Course Title: Micro Economics

Course Code: ECO101A

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objective: Micro Economics is the analysis of economics at the individual level. This course explores why people make certain economic decisions and what is the relation of the individual producer or consumer to the economy as a whole.

Learning Outcome: Upon the completion of the course, students should be able to understand the economic theory and principles to decision making.

Unit-A (Demand and Supply Analysis)

- i. Introduction to Economics , Micro economics and Macro economics
- ii. Demand, Types of Demand
- iii. Determinants of demand, Demand function
- iv. Law of demand, Demand schedule, Demand curve
- v. Why demand curve slopes downward, Exceptions to the law of demand
- vi. Movements along a demand curve, Shift in demand curve
- vii. Supply: Meaning, Determinants of supply
- viii. Supply schedule and supply curve
- ix. Movements along a supply curve, Shift in supply curve, Exceptions of the law of supply
- x. Market equilibrium, Shifts in market equilibrium due to change in supply, Shifts in market equilibrium due to change in demand, Shifts in market equilibrium due to change in supply and demand
- xi. Elasticity of demand, Types of elasticity of demand
- xii. Degrees of price elasticity of demand
- xiii. Methods of measurement of elasticity of demand
- xiv. Determinants of elasticity of demand, Consumer preferences and choices

Unit-B (Cardinal and Ordinal Approach)

- i. Utility analysis; Law of diminishing marginal utility
- ii. Law of equi-marginal utility
- iii. Ordinal approach, Indifference curve analysis, Properties of Indifference curve
- iv. Marginal rate of substitution, Budget line, Shift in budget line
- v. Consumer equilibrium; conditions of consumer equilibrium
- vi. Price effect, Income effect, Substitution effect

Unit-C (Production Theory)

- i. Introduction , Production function, Types of inputs, Factors of production
- ii. Total Product, Average Product, Marginal Product and their relationship
- iii. Isoquants, Iso cost lines, Expansion path
- iv. Marginal rate of Technical Substitution, Principle of marginal rate of technical substitution
- v. Return to factor; short run production function, Law of variable proportion
- vi. Returns to scale; Constant, increasing and decreasing return to scale
- vii. Cost analysis, cost function and Types of costs
- viii. Traditional theory; Different shapes of cost curves in short run
- ix. Different shapes of cost curves in long run
- x. Economies of scale; Internal and external economies and diseconomies.

Unit-D (Market Forms)

- i. Meaning and features of perfect competition
- ii. Short run equilibrium of firm under perfect competition
- iii. Long run equilibrium of firm under perfect competition
- iv. Shut down point , Supply curve of firm, Supply curve of industry
- v. Monopoly; meaning, features
- vi. Short run equilibrium of firm under monopoly
- vii. Long run equilibrium of firm under monopoly
- viii. Price discrimination under monopoly
- ix. Degrees of price discrimination
- x. Conditions of price discrimination
- xi. Monopolistic competition; meaning, features
- xii. Short run equilibrium of firm under monopolistic competition
- xiii. Long run equilibrium of firm under monopolistic competition
- xiv. Product differentiation, Selling cost
- xv. Dumping

Suggested Readings:

Ahuja, H. L. *Principles of Microeconomics*. New Delhi: S Chand.
Bernheim, B. D., Whinston, M. and Sen, A. *Microeconomics*. New Delhi: Tata McGraw-Hill Education.
Dwivedi, D. N. *Microeconomics: Theory and Applications*. Pearson Education.
Geetika, et.al *Managerial Economics*, Tata McGraw-Hill, 2nd Edition.
Mithani, D. M. *Business Economics*. Himalaya Publishing House.
Salvatore, D. *Microeconomics: Theory and Applications*. Oxford University Press.

DAV UNIVERSITY, JALANDHAR

Course Title: Macro Economics

Course Code: ECO102A

L	T	P	Credits
5	1	0	6

Total Lectures: 75

Course Objective: The objective of the course is to introduce students about macroeconomic analysis which help them to understand the way in which the overall economy operates.

Learning outcome: After the completion of the course, students will learn about the various tools applied for the smooth functioning of the economy.

Unit-A

- i. Introduction to Macroeconomics , Micro economics and Macro economics
- ii. Importance and scope of Macroeconomics
- iii. National Income : Concepts
- iv. Productive Vs. Non-productive intermediate and final output
- v. Methods of measuring National Income
- vi. Problems in measuring National Income
- vii. Circular Flow of Income; Two sector model
- viii. Circular Flow of Income; Three sector model
- ix. Circular Flow of Income; Four sector model

Unit-B

- i. Theories of Income Output and Employment Determination
- ii. Classical Theory of Income Output and Employment Determination
- iii. Effective demand; Principle of effective demand
- iv. Say's Law of market
- v. Keynes Theory of Income Output and Employment.
- vi. Classical theory versus Keynes theory of income and employment
- vii. Consumption Function; Concepts of consumption function
- viii. Propensity to consume
- ix. Factors affecting propensity to consume
- x. Investment function
- xi. Autonomous investment and Induced investment
- xii. Factors affecting investment decisions
- xiii. Multiplier; Concept of multiplier
- xiv. Static multiplier
- xv. Dynamic multiplier

Unit-C

- i. Money Definition of money, Function of money
- ii. Concepts of money, fiat money
- iii. General Equilibrium of economy
- iv. IS Curve and its derivation
- v. LM Curve and its derivation
- vi. IS-LM curve analysis
- vii. Inflation; meaning and causes of inflation
- viii. Impact of inflation
- ix. Demand pull inflation
- x. Cost push inflation
- xi. Control of inflation, Phillips curve
- xii. Business cycles; meaning, its phases
- xiii. Macroeconomic policies;

Unit-D

- i. Monetary policy, instruments of monetary policy
- ii. Fiscal policy; role of fiscal policy
- iii. Instruments of fiscal policy
- iv. Latest fiscal and monetary policy of RBI
- v. Balance of payment, meaning, its types
- vi. Distinguish between balance of payment and balance of trade
- vii. Factor responsible for disequilibrium in BOP
- viii. Methods to correct BOP

Suggested Readings:

- Abel, Andrew B, Bernake Ben. *Macro Economics*. Pearson Education, 2011.
- Dwivedi, D. N. *Macroeconomics: Theory and Policy*. New Delhi: Tata McGraw Hill, 2010.
- Robert J. Gordon, Stanley G. Harris. *Macroeconomics*. New Delhi: PHI, 2013.
- Shapiro, Edward. *Macroeconomic Analysis*. Galgotia Publications, 2007.

DAV UNIVERSITY, JALANDHAR

Course Title: Fundamentals of Philosophy-I

Course Code: PHI101A

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objective: To introduce the 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 an elementary understanding of philosophy and its impact on literature.

Unit-A

- i. Philosophy: Definition and its Significance
- ii. Branches of Philosophy
- iii. Philosophy and Religion

Unit-B

- i. Eastern and Western Ideas of Philosophy
- ii. Philosophy Vs Darshanshashtra

Unit-C

- i. Philosophy and Theology
- ii. Philosophy and Religion
- iii. Philosophy and Common Sense

Unit-D

- i. Philosophy and Consciousness
- ii. Philosophy and Mindfulness

Suggested Readings:

Badiou, Alain. *Infinite Thought*. Chennai: Continuum, 2005.

Lal, B. K. *Contemporary Indian Philosophy*. New Delhi: Motilal Banarasidas, 1978.

Maritain, Jacques. *An Introduction to Philosophy*. Chennai: Continuum, 2005.

Ouspensky, P. D. *Tertium Organum: The Canon of Thought, A key to the Enigmas of the World*. N.p.: Createspace, 2008.

Titus, H. H. *Living Issues in Philosophy*. New Delhi: Eurasia, 1968.

Upadhyaya, K. N. *Buddhism: Path to Nirvana*. Beas: Radha Soami Satsang, Beas, 2010.

DAV UNIVERSITY, JALANDHAR

Course Title: Western Philosophical Thought-I

Course Code: PHI103A

Total Lectures: 75

L	T	P	Credits
5	1	0	6

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 an elementary understanding of western philosophy and its prevailing impact on literature.

Unit-A

- i. Theoretical Philosophy
- ii. Practical Philosophy

Unit-B

- i. Philosophy of Mathematics
- ii. Philosophy of Nature

Unit-C

- i. Logic: Correct Reasoning, Ideas and Images
- ii. Deduction/Induction: Definitions and Distinction Between the Two
- iii. Aristotelian Syllogism

Unit-D

- i. Laws of thoughts: Identity
- ii. Contradiction, Excluded Middle
- iii. Law of Sufficient Reason and their Characteristics

Suggested Readings:

Badiou, Alain. *Infinite Thought*. Chennai: Continuum, 2005.

Facione, Peter A. *Logic and Logical Thinking*. New Delhi: McGraw Hill, 1965.

Maritain, Jacques. *An Introduction to Philosophy*. Chennai: Continuum, 2005.

Ouspensky, P. D. *Tertium Organum: The Canon of Thought, A key to the Enigmas of the World*. N.p.: Createspace, 2008.

Wittgenstein, Ludwig. *Tractatus Logico-Philosophicus*. London: Routledge, 2001.

DAV UNIVERSITY, JALANDHAR

Course Title: Principles of Political Science

Course Code: POL101A

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objective: The course aims at providing fundamental knowledge about the basic normative concepts and theories of Political Science. It includes origins, classification and description of fairly comprehensive perspective of Political Science to understand it.

Learning Outcome: Students will develop a primary understanding of key actors, structures, the respective subfields.

Unit-A

1. **Political Science:** Meaning, Nature and Scope.
2. Relationship of Political Science with Economics, History, Sociology and Philosophy.

Unit-B

1. **State:** Definition, Elements and its distinction from Government, Society and Nation.
2. **Theories of the Origin of State:** Social Contract, Historical / Evolutionary and Marxian Theory.

Unit-C

1. **Classification of Governments: Aristotle's Cycle of change**
2. **Welfare State:** Concept and Functions of Welfare State

Unit-D

1. **Forms of Government:** Parliamentary and Presidential
2. Unitary and Federal Democracy and Dictatorship form of Government.

Suggested Readings:

- Asirvatham, E. *Political Theory*. New Delhi: S. Chand & Company, 2011.
- Bhattacharya, D. C. *Political Theory*. Calcutta: Vijay Publishing House, 2001.
- Easton, David. *The Political System*. Calcutta: Scientific Book Agency, 1971.
- Gauba, O. P. *An Introduction to Political Theory*. New Delhi: Macmillan Indian Ltd, 2001.
- Heywood, Andrew. *An Introduction to Political Theory*. New Delhi: Palgrave Publications, 2004.
- Jain, M. P. *Political Theory*. Delhi: Authors Guild Publication, 1993.
- Johari, J. C. *Principles of Political Science*. New Delhi: Sterling Publishers, 2006.
- Kapur, A.C. *Principles of Political Science*. New Delhi: S.Chand & Company, 1997.
- Sharma, Satish Kumar. *Adhunik Rajnitik Vishleshan*. Patiala: Publication Bureau, Punjabi University, 2002. Print
- Skoble, Aeon J. and Machan Tibor R. *Political Philosophy*. New Delhi: Pearson, 2007.
- Verma, S.P. *Political Theory*. New Delhi: Geetanjali Publishing House, 1999.

DAV UNIVERSITY, JALANDHAR

Course Title: Modern Political Theory

Course Code: POL102A

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objective: - The purpose of this course is to introduce the basic information about power, political theories and practices related to democracy. It also provides an insight into the interpretation of social practices through the relevant conceptual notion including rights, equality, freedom and justice.

Learning Outcome: After going through this course, students will understand the human nature with regard to politics and the purpose of politics.

Unit-A

1. **Political System:** Meaning, Characteristics and Functions.
2. **Political Culture:** Meaning, Characteristics and Types.
3. **Political Socialization:** Meaning, Characteristics and Agencies.

Unit-B

1. **Rights and Duties:** Meaning, Types and Relationship between the two.
2. Universal Declaration of Human Rights.

Unit-C

1. **Liberty:** Meaning, Types and its Safeguards.
2. **Equality:** Meaning, Types and Relationship between Liberty and Equality.
3. **Justice:** Meaning and its various Dimensions.

Unit-D

1. **Liberalism:** Evaluation of Liberal view of state.
2. **Marxism:** Evaluation of Marxian view of state

Suggested Readings:

- Asirvatham, E. *Political Theory*. New Delhi: S.Chand & Company, 2011.
- Bhattacharya, D. C. *Political Theory*. Calcutta: Vijay Publishing House, 2001.
- Easton, David. *The Political System*. Calcutta: Scientific Book Agency, 1971.
- Gauba, O. P. *An Introduction to Political Theory*. New Delhi: Macmillan Indian Ltd, 2001.
- Heywood, Andrew. *An Introduction to Political Theory*. New Delhi: Palgrave Publications, 2004.
- Hoffman, John and Graham, Paul. *Introduction to Political Theory*. New Delhi: Pearsons, 2006.
- Jain, M. P. *Political Theory*. Delhi: Authors Guild Publication, 1993.
- Johari, J. C. *Principles of Political Science*. New Delhi: Sterling Publishers, 2006.

Kapur, A.C. *Principles of Political Science*. New Delhi: S.Chand & Company, 1997. Print
Skoble, Aeon J. and Machan Tibor R. *Political Philosophy*. New Delhi: Pearson, 2007.
Verma, S.P. *Political Theory*. New Delhi: Geetanjali Publishing House, 1999.

DAV UNIVERSITY, JALANDHAR

Course Title: Indian Constitution

Course Code: POL103A

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objective: The key objective of this course is to discuss the constitution making process philosophy of the constitution, nature of the Indian State, social structure and democratic process.

Learning Outcome: It will enhance the knowledge of students with regard to the well-established framework of the government and the law. It further encourages a study of state institutions in their mutual interactions and in interaction with the larger extra constitutional environments.

Unit-A

1. Constitution Assembly and making of Indian Constitution.
2. Basic features of the Indian Constitution.
3. Preamble and its importance.

Unit-B

1. Fundamental Rights, features, kinds and evaluation.
2. Fundamental Duties.
3. Directive Principles of the State Policy.

Unit-C

1. **Parliament:** Composition, Powers, Functions and Position.
2. **President:** Election, Powers and Position.
3. **Council of Ministers and Prime Minister:** Appointment, Powers and Position,
4. **Supreme Court and High Court:** Composition, Powers and Role.

Unit-D

1. **Governor:** Appointment, Powers and Role.
2. **State Legislature:** Composition, Powers and Role.
3. **Council of Ministers and Chief Minister:** Composition, Powers and Position.

Suggested Readings:

Austin, G. *The Indian Constitution: Corner Stone of a Nation*. Oxford: Oxford University Press, 1966.

---. *Working of a Democratic Constitution: The Indian Experience*. Delhi: Oxford University Press, 2000.

Bambhri, C. P. *The Indian State Fifty Years*. New Delhi: Shipra, 1997.

- Basu, D. D. *An Introduction to the Constitution of India*. New Delhi: Prentice Hall, 2008.
- Brass, P. *Politics of India Since Independence*. Hyderabad: Orient Longman, 1990.
- . *Caste, Faction and Parties in Indian Politics*. Vol. II, Delhi: Chanakya Publications, 1984-1985.
- . *Ethnic Groups and the State*. London: Croom Helm, 1995.
- . *Language, Religion and Politics in North India*. London: Cambridge University Press, 1974.
- Print
- Fadia, B. L. *State Politics in India*. Vol. II, New Delhi: Radiant Publishers, 1984.
- Frankel, F. R. *India's Political Economy, 1947-1977: The Gradual Revolution*. Oxford: Oxford University Press, 1978.
- Kothari, R. *State against Democracy: In Search of Human Governance*. Delhi: Ajanta, 1988.
- . *Politics in India*. New Delhi: Orient Longman, 1970.
- . *Party System and Election Studies*. Bombay: Asia Publishing House, 1967.
- Narain, I (ed.). *State Politics in India*. Meerut: Meenakshi Parkashan, 1967.
- Pylee, M.V. *Constitutional Government in India*. Bombay: Asia Publishing House, 1977. Print
- . *An Introduction to the Constitution of India*. New Delhi: Vikas, 1998.

DAV UNIVERSITY, JALANDHAR

Course Title: Basic Psychological Processes-I

Course Code: PSY101

Total Lectures: 60

L	T	P	Credits
5	0	0	5

Course Objectives:

To enable students to understand:

- i. concepts and schools of Psychology.
- ii. individual differences with the help of Psychological testing.
- iii. the concept of Intelligence, Learning and its theories.
- iv. various measures of central tendency.

Unit-A

Nature: Psychology as a Science, Historical background of psychology with brief introduction to schools (Structuralism, Functionalism, Psychoanalysis, Behaviourism, Gestalt and Humanistic)

Methods: Introspection, Observation, Experiment, Case Study, Survey, Interview and Questionnaire.

Unit-B

Understanding Individual Differences: Individual differences and their types.

Nature and uses of Psychological Tests, Characteristics of Good Psychological Tests, Types of Psychological Tests (Verbal vs Non-verbal test, Individual vs Group, Speed vs Power tests, Paper and Pencil Tests vs Performance Tests, Essay vs Objective type Tests), Ethical issues in Psychological Testing.

Intelligence: Nature of Intelligence, Theories (Spearman and Thurstone), Cognitive Theories (Gardener and Sternberg). Concept of Emotional Intelligence, Nature and Nurture issue in Intelligence.

Unit-C

Learning: Introduction to learning, Characteristics of learning process.

Trial and Error learning, Insight learning, Classical and Instrumental conditioning, Social/Observational learning.

Unit-D

Measures of Central Tendency: Meaning and Characteristics of good measure of Central Tendency, Arithmetic Mean, Median, Mode with their merits and demerits.

Suggested Readings:

Aaron (2007). *Statistics for Psychology*. Pearson Education, New Delhi.

Baron, R.A. (1996). *Psychology*. New Delhi: Prentice Hall of India.

Benjamin, Jr. L.T., Hopkings, J.R. & Nation, J.R. (1987). *Psychology*. Mcmillan Publishing Company, New York.

Carlson N.R. (2007). *Foundation of Physiological Psychology*. Pearson Education, New Delhi.

Chaplin, J.R. & Kraiwic, T.S. (1985). *Systems and Theories of Psychology*. Holt, Rinehart and Winston, Inc., New York.

Crooks, R.L. & Strin, J. (1988). *Psychology; Sciences: Behaviour and Life*. Holt Rinehart and Winston, Inc., New York.

Morgan, G.T., King, P.A., Weisz, T.R. & Schopler, J. (1999). *Introduction to Psychology*. Mcgraw Hill Book Co., New York.

DAV UNIVERSITY, JALANDHAR

Course Title: Practical (Psychology)

Course Code: PSY102

Total Lectures: 15

L	T	P	Credits
0	0	1	1

Five Practicals to be performed out of the following:

1. Trial and error Learning.
2. Effect of Practice on Learning.
3. Verbal Test of Intelligence.
4. Nonverbal test of Intelligence.
5. Span of Attention
6. Simple Reaction Time/Observations

DAV UNIVERSITY, JALANDHAR

Course Title: Basic Psychological Processes-II

Course Code: PSY103

Total Lectures: 60

L	T	P	Credits
5	0	0	5

Course Objectives:

To enable students to understand the:

- i. biological bases of behaviour.
- ii. nature, process and types of Memory.
- iii. nature, types, theories and correlates of Motivation and Emotion.
- iv. concept, theories and measures of Personality.
- v. measures of variability and its merits and demerits.

Unit-A

Biological Bases of Behaviour:

Nervous System (Central and Peripheral), Glands (Endocrine and Exocrine), Neuron (Structure and function), Resting and Action Potentials. Synapse, Types of synapse.

Memory: Nature, Process of memory and types of memory.

Unit-B

Motivation and Emotion: Biogenic and Socio-genic motives, instincts, Drives and incentives. Intrinsic–Extrinsic framework. Content Theory, The need Hierarchy model, Conflicts and Frustration. Emotions: Development and Types of emotions. Theories of Emotions (James Lange & Cannon Bard Theory). Physiological Correlates of Emotions.

Unit-C

Personality: Concept of Personality. Theories of Personality (Freud, Allport, Murray, Cattell & Eysenck). Techniques of Assessment (Psychometric and Projective)

Personality Disorders: Characteristics and types of Personality Disorders.

Unit-D

Measures of Variability: Meaning and Characteristics of good measure of variability, Range, Quartile Deviation, Average Deviation, Standard Deviation with their merits and demerits.

Suggested Readings:

Aaron (2007). *Statistics for Psychology*. Pearson Education, New Delhi.

Baron, R.A. (1996). *Psychology*. New Delhi: Prentice Hall of India.

Benjamin, Jr. L.T., Hopkings, J.R. & Nation, J.R. (1987). *Psychology*. Mcmillan Publishing Company, New York.

Chaplin, J.R. & Kraiwic, T.S. (1985). *Systems and Theories of Psychology*. Holt, Rinehart and Winston, Inc., New York.

Coon, D.L., & Mitterer, J.O. (2007). *Introduction to Psychology; Gateways to Mind and Behaviour*. Thomson Wadsworth.

Crooks, R.L. & Strin, J. (1988). *Psychology; Sciences: Behaviour and Life*. Holt Rinehart and Winston, Inc., New York.

Hall, S.S. & Lindzey (1969). *Theories of Personality*. Wiley Eastern Ltd. New Delhi.

Morgan, G.T., King, P.A., Weisz, T.R. & Schopler, J. (1999). *Introduction to Psychology*. McGraw Hill Book Co., New York.

Solso, R.L. (2007). *Cognitive Psychology*. Pearson Education, New Delhi.

Pinel, J.P.J. (2007). *Biopsychology*. Pearson Education, New Delhi.

DAV UNIVERSITY, JALANDHAR

Course Title: Practical (Psychology)

Course Code: ENG104

Total Lectures: 15

L	T	P	Credits
0	0	1	1

Five Practicals to be performed out of the following:

1. Effect of Knowledge of Results on Performance.
2. Immediate Memory Span.
3. Administration of Personality Inventory as a diagnostic tool.
4. Projective techniques– Thematic Apperception Test/ Rorschach's Inkblot Test/Incomplete Sentence Blank Test.
5. Measurement of Motivation through drive induction or level of aspiration.
6. Measurement of Type-D Personality.

DAV UNIVERSITY, JALANDHAR

Course Title: History-I

Course Code: HIS107

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives:

Students will learn about the history:

- i. of Harappa Culture and the teaching of Buddhism and Jainism.
- ii. and culture of Punjab related to the ancient period.

Course Contents

Unit-A

1. Geography and History: The Physical features and their Influence on the course of Indian History.
2. Major Sources of Indian History: Literary Sources, archaeological findings, Inscriptions, coins, travel accounts
3. Prehistoric Culture in India: Paleolithic Culture, Mesolithic Culture, Neolithic Culture source of Indian history.

Unit-B

1. Harappan Civilization: Town Planning, Extent, Social conditions, Economy, Religion, and causes of Decline.
2. Vedic Period: Original home of the Aryans; Political, Social economic and religious life in the early Vedic period, development in the later Vedic period.
3. Jainism and Buddhism: Life and teachings of Gautama Buddha and Mahavir Swami, Causes of responsible for the rise and fall of new religions.

Unit-C

1. The Mauryan Empire: conquests of Chandragupta Maurya, Ashoka's Life and Dharma.
2. Post Mauryan period: Decline of Mauryan Empire; Kanishka and its achievements.
3. The Gupta Empire: Achievements of Samudragupta and Chandragupta-II, Social Economic, Cultural, and Scientific developments under Guptas.

Unit-D

1. The age of Vardhanas: Campaigns of Harsha Vardhan; Administration; literary and Religious activities of Harshavardhana.
2. The Rajputs: Origin of Rajputs; Polity, Society, and Culture under the Rajputs.
3. Establishment and Consolidation of the Delhi Sultanat: The conquest of Muizuddin of Ghor and their impact, Turkish rule under the Iltutmish and Balban.
4. The conquest of Alauddin Khilji and consolidation of the Sultanat of Delhi during Khilji, Tughlaq and Lodhi Dynasty

5. Maps:

- a. Important Historical Places: Taxila, Indraprastha, Kurukshetra, Kannauj, Patliputra, Ujjain, Bodhgaya, Varanasi, Sopara, Ajanta, Ellora, Sanchi, Tanjore, and Kanchi.
- b. Extent of the Mauryan Empire under Ashoka.
- c. Gupta Empire under Samudragupta.
- d. Empire of Harsha (647 A.D.).

Suggested Readings:

Chief Editor V.K.Agnihotri (IS Retired Allied Publisher) ISBM NO.9788184248173

R. N. Mukherjee (Asian India)

A. C. Arora and R.S. Arora(Historical Atlas of ancient India)

R.C. Majumdar and others (An advance history of India)

Romila Thapar (History of early India from the origin to A.D. 1300 A.D. Vol.1 Penguin Books, New Delhi)

V.C. Pandey (Political and cultural history of India)

M. N. Ghose (Early India)

Atlas:

The Times Atlas of World By Richard Overy

Historical Atlas Of India By Alisha Khan

Oxford Student Atlas For India ISBM NO. 9780199485123.

Chand, D.P. and Rajshree, S. (2006). Landmarks in Indian History I (Ancient and Medieval). Ludhiana, Kalyani Publishers.

Chandel, L.S. (1999). Medieval State- study of Delhi Sultanat, New Delhi, Commonwealth Publishers.

DAV UNIVERSITY, JALANDHAR

Course Title: History-II

Course Code: HIS108

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives:

Students will learn about:

- i. the important phases of Indian History with the beginning of Afghans and Mughals invasions, which have a tremendous influence in Indian society and polity.
- ii. the politics and establishment of new forms of political institutions ranging 1200-1750 A.D.
- iii. the main trends in Indian History prior and after the British colonialism.
- iv. the partition and independence of India.

Unit-A

1. Bhakti and Sufi movement, principles of bhakti saints Ramanuj, Ramanand, Kabir and Guru Nanak Dev Ji.
2. The Afghans: Establishment of second Afghan Empire under Sher Shah Suri and his Administrative Reforms
3. Consolidation and territorial expansion during the Mughals: Mughals administration from Babar to Aurangzeb.

Unit-B

1. The decline of Mughal Empire: Causes responsible for the decline, responsibility of Aurangzeb.
2. Emergence of Maratha power;- Causes of the rise of Maratha Power,
3. Shivaji's early life, rise of Shivaji administration and government, decline of Maratha consideration.

Unit-C

1. The Uprising of 1857: Causes spread of the uprisings, Nature and aftermath.
The phase of non- corporation: Emergence of Gandhi; The Jallianwala Bagh Massacre and its Impact; Khilafat- agitation; The Non-CO-operation movement; Withdrawal and Impact; the Swarajists; The Simon Commision; The Phase of Civil Disobedience movement.

Unit-D

Towards Partition and Independence: Growth of Communal Politics; Lahore resolution; Cripps Proposals; Quit India movement; the INA traits, Interim government and elections, Cabinet- mission towards Independence.

Maps:

- a. Important Historical Places- Lahore, Delhi, Agra, Mathura, Fatehpur Sikri, Chittor, Jaipur, Udaipur, Panipat, Lucknow, Ahmednagar, Puna, Surat, Golkonda, Bijapur, Daultabad
- b. The Empire Of Alauddin Khilji
- c. The Mughal Empire under Aurangzeb.

Suggested Readings:

Bakshi, S.R. & Sharma, S.K..(2008), Maratha Diplomacy and Foreign Policy, New Delhi, Deep & Deep Publications.

Chief Editor V.K. Agnihotri (IS Retired Allied Publisher) ISBM NO. 9788184248173.

R.N.Mukherjee (Ancient India).

Maps:

Punjab Maps By Vidhya Chitr Prakashan (edition 2014) ASIM- B00PIN7f7k

Model Question Papers

1. MSE
2. ESE



DAV University, Jalandhar.

MSE

Name:

.....

Regd. No.:

.....

Course Code: ENG121C

Roll No.:

.....

Time: 1 Hour 30
Minutes

Course Name: Indian Classical Literature

Maximum Marks: 25

Q.1 All Questions are compulsory.

Very Short Answer Type: Each question should be answered within 5-8 lines.

- i. Why was the *Natyashashtra* written?
- ii. Explain four types of musical instrument.
- iii. How was the Greek theatre different from the Hindu theatre?
- iv. Why are dance and singing given such high importance in theatre?
- v. Name the five books of the *Panchtantra*.

Section – B

(Maximum Marks: 4 x 3 = 12)

Short Answer Type: Attempt any **3 Questions out of 5 Questions** and each question should be answered in maximum 2 pages.

Q.2 What is linguistic hegemony? Discuss with reference to the status of the Sanskrit and Tamil languages in India.

Q.3 What is the importance of paying salutation to the deities before dramatic performances?

Q.4 What is stage-fright? How can one get over it?

Q.5 How can story-telling be an effective medium of conveying/receiving messages?

Q.6 Discuss different kinds of style of dramatic representation.

Section – C

(Maximum Marks: 8 x 1 = 8)

Long Answer Type: Attempt **1 Question out of 2 Questions** and each question should be answered in maximum 4 pages.

Q.7 What is the importance of Sanskrit literature in the modern times?

Q.8 What is the interrelationship between fear and exploitation? Answer in view of the story “The Heron that Loved Crab-Meat.”



DAV University, Jalandhar.

ETE

Name:.....

Regd.No.:.....

Course Code: ENG122C

Time: 3 Hours

Course Name: EUROPEAN CLASSICAL LITERATURE

Maximum Marks: 50

Section – A

(Maximum Marks: 1 x 10 = 10)

All Questions are compulsory.

Very Short Answer Type: Each question should be answered within 5-8 lines.

Q.1

- i. Write a note on Oracle of Delphi.
- ii. Define “in medias res”.
- iii. What is an epistolary verse?
- iv. Define Poetic Diction.
- v. Define Purple Patch.
- vi. Define Decorum.
- vii. Give one example of personification in Homer’s Odyssey.
- viii. What is an epic simile?
- ix. Write a short note on Olympic Games.
- x. Write any three synonyms used for wind in Odyssey.

Section – B

(Maximum Marks: 4 x 6 = 24)

Short Answer Type: Attempt any **6 Questions out of 8 Questions** and each question should be answered in maximum 2 pages.

Q.2 Write a short note on Dionysus as the God of theatre.

Q.3 Recount the first encounter between Alexander and Bucephalus. What does it say about Alexander’s character?

Q.4 What are Horace’s views on organic unity?

Q.5 Discuss Horace’s views on the objective of poetry.

Q.6 Discuss Plautus’ *Pot of Gold* as a comedy on miserliness.

Q.7 What are stock characters? Identify the stock characters in Plautus’ *Pot of Gold* and write elaborately on each.

Q.8 How is the theme of civilization central to Odysseus’ adventure on the Cyclops’ island?

Q.9 Draw a character sketch of Odysseus.

Section – C

(Maximum Marks: 8 x 2 = 16)

Long Answer Type: Attempt **2 Questions out of 4 Questions** and each question should be answered in maximum 4 pages.

Q.10 According to Plutarch's biography of Alexander, his moral virtues were greater than his vices, and his generosity and magnanimity far exceeded his weaknesses. Justify with reference to the text.

Q.11 How can we say that Odysseus' trials and tribulations are lessons in humility and self-actualization? Do you agree that Odysseus evolves during the course of his journey from an erroneous man to one who realizes the values of restraint and humility?

Q.12 Critically analyze Horace's *Ars Poetica* elaborating his views on nature, function and aesthetic value of poetry. What are the guidelines that he gives to the poets with regard to writing poetry?

Q.13 Discuss Odysseus as a typical epic hero.

Sample Assignment

Dear Student,

This is with regard to your assignment for this term. Your assignment carries the weightage of 10 marks. The marks you will get in this assignment will be added to your final marks in ENG131C (MST-25%+ End Term-50%+ Assignment- 10%+ Quiz-10%, Attendance- 5%= 100%). Your assignment is as follows:

1. Write or record a novella/short story/one-act play/drama (Do read a lot about the art of writing fiction/creative writing before you start writing!).
2. Critically evaluate your novella/short story/one-act play/drama (discuss Themes, Setting, Narration, Characterisation, Conflict, Telling and Showing, etc.) (Refer to **A Glossary of Literary Terms: M. H. Abrams**)
3. Anything related to your assignment (Your difficulties, personal experiences, something you have found interesting, etc. while doing this assignment)

Or

1. Discuss literary devices and elements in Girish Karnad's *Tughlaq* (Refer to **A Glossary of Literary Terms: M.H. Abrams**)
2. Critically evaluate Aravind Adiga's *The White Tiger* (discuss Themes, Setting, Narration, Characterisation, Conflict, Telling and Showing, etc.)
3. Anything related to your assignment (Your difficulties, personal experiences, something you have found interesting, etc. while doing this assignment)

Only handwritten/audio/video assignments will be accepted. The minimum word limit for handwritten assignments is 1500 words, whereas the duration of audio/video assignments must not be more than ten minutes. The deadline for submitting the assignment is **25th April 2020**.

Plagiarism is using others' ideas and words without clearly acknowledging the source of that information. Avoid plagiarism and acknowledge all sources. A student remains responsible for the academic honesty of the work submitted in this course, even after he/she has received a final course grade.

The evaluator may conduct a test to know whether the work submitted by the student is his/her original work or not. The student should be able to defend his/her work.

If you have any queries, please feel free to see me in my Room no. Ac-8.

Best wishes.

Regards,

Dr. Nakul Kundra