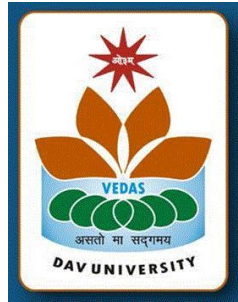


DAV UNIVERSITY, JALANDHAR

DAV UNIVERSITY JALANDHAR



Faculty of Languages and Literature

Course Scheme & Syllabus

For

B.A. (HONOURS) ENGLISH

1st to 6th SEMESTER EXAMINATIONS

2018–2019 Session Onwards

Syllabi Applicable for Admissions in 2018

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	ENG121A	Indian Classical Literature	C	5	1	0	6
2	ENG122A	European Classical Literature	C	5	1	0	6
3	ENG151B	Basic Communication Skills	AECC	3	0	0	3
4	ENG152A	Basic Communication Skills Lab	AECC	0	0	2	1
5.	DRA101	Drug Abuse: Problem, Management And Prevention	AECC	2	0	0	2
6.	GE-1						6
Total							24

C=Core Course

AECC=Ability Enhancement Compulsory Course

GE=Generic Elective

Semester 2

S.No	Paper Code	Course Title	Course Type	L	T	P	Credits
1	ENG131A	Indian Writing	C	5	1	0	6
2	ENG132A	British Poetry-I	C	5	1	0	6
3	EVS100	Environmental Studies	AECC	4	0	0	4
4	DRA102*	Drug Abuse: Problem, Management And Prevention		2	0	0	2
5	GE-2						6
Total							24/22

C=Core Course

AECC=Ability Enhancement Compulsory Course

GE=Generic Elective

***Subject to the approval from the
Vice Chancellor/ As per the University norms**

Semester 3

S.No	Paper Code	Course Title	Course Type	L	T	P	Credits
1	ENG221A	American Literature	C	5	1	0	6
2	ENG222A	Indian Literature in Translation	C	5	1	0	6
3	ENG223A	British Poetry-II	C	5	1	0	6
4	GE-3						6
Total							24

C=Core Course

GE=Generic Elective

SEC=Skill Enhancement Course

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Semester 4

S.No	Paper Code	Course Title	Course Type	L	T	P	Credits
1	ENG231A	British Drama	C	5	1	0	6
2	ENG232A	British Prose	C	5	1	0	6
3	ENG233A	British Fiction-I	C	5	1	0	6
4	SGS107	Human Values and General Studies	SEC	4	0	0	4
5	GE-4						6
Total							28

C=Core Course

GE=Generic Elective

SEC=Skill Enhancement Course

Semester 5

S.No	Paper Code	Course Title	Course Type	L	T	P	Credits
1	ENG321A	Women's Writing	C	5	1	0	6
2	ENG322A	British Fiction-II	C	5	1	0	6
3	DSE-1						6
4	DSE-2						6
Total							24

C=Core Course

DSE=Discipline Specific Elective

Semester 6

S.No	Paper Code	Course Title	Course Type	L	T	P	Credits
1	ENG331A	Modern European Drama	C	5	1	0	6
2	ENG366A	Shakespearean Literature	C	5	1	0	6
3	DSE-3						6
4	DSE-4						6
Total							24

C=Core Course
DSE=Discipline Specific Elective

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Discipline Specific Electives

S.No	Paper Code	Course Title	L	T	P	Credits
1	ENG361A	Introduction to Literary Criticism	5	1	0	6
2	ENG362A	Cinema & Literature	5	1	0	6
3	ENG363A	Introduction to Literary Theory	5	1	0	6
4.	ENG364A	Reading World Literature	5	1	0	6
5	ENG365A	Literature from Punjab in Translation	5	1	0	6
6	ENG332A	Postcolonial Literature	5	1	0	6
7	ENG367A	Indian Prose	5	1	0	6
8	ENG368A	Short Story	5	1	0	6
9	ENG369A	Literary Footprints: Select Poems and Essays	5	1	0	6
10	ENG370A	Creative Writing	5	1	0	6
11.	ENG371A	Basics of Phonetics	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	0	0	1	1
13.	PSY103	Basic Psychological Processes-II	5	0	0	5
14.	PSY104	Practical	0	0	1	1
15.	HIS107	History-I	5	1	0	6
16.	HIS108	History-II	5	1	0	6

Semester 1

Course Title: Indian Classical Literature

Course Code: ENG121A

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives:

India has a rich and diversified literary tradition. This course is designed with the aim of

1. introducing some of the seminal texts of Indian classical literature to students.
2. helping them to relate the classical life and literary trends to the contemporary ones, thereby exploring the timeless significance of literary essence.
3. providing them an access to India's classical critical thought through literature.
4. discussing the importance and some of fundamental techniques translation.

Learning Outcomes:

At the end of the semester, students will

1. be able to appreciate classical literature.
2. be able to distinguish between the essential features of literature – that remain central to literary creation across time and space – and the non-essential ones – such as linguistic devices.
3. get an introductory idea about importance and of the basics of 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 – 1

The Origin of Drama in *The Natyashastra*

Unit – 2

Panchtantra by Vishnu Sharma (Stories-1. The Crow and the Snake 2. The Crab and the Heron)

Unit – 3

Bhagavad-Gita As It Is: Chapter- 3 (The Eternal Duties of a Human Being/ Karma Yog)

Unit – 4

Kalidas: *Abhijnana Shakuntalam* (Trans. by Arthur W. Ryder)

References:

1. Devy, G. N. *Indian Literary Criticism: Theory and Interpretation*. Hyderabad: Orient Longman, 2002. Print.
2. Ghosh, Manomohan. "Introduction" *Natyashastra*. By Bharata. Tr. Manomohan Ghosh. Calcutta: Granthalaya, 1967. Print.
3. Gopal, Ram. *Kalidas: His Art and Culture*. New Delhi: Concept Publishing House, 1984. Print.
4. Hertel, Dr. Johannes. *The Panchtantra-Text of Purnabhadra: Critical Introduction and List of Variants*. Charleston, USA: Forgotten Books, 2012. Print.
5. Kapoor, Kapil and Nalini M. Ratnam. *Literary Theory: Indian Conceptual Framework*. New Delhi: Affiliated East-West Press, 1998. Print.
6. Lal, B. K. *Contemporary Indian Philosophy*. New Delhi: Motilal Banarasidas, 1978. Print
7. Mishra, Brijvallabh. *Bharat aur Unka Natyashashtra*. New Delhi: National Publishing House, 1988. Print.

8. Prabhupada, A.C. Bhaktivedanta. "Introduction" *Bhagavad-Gita*. By Krishna. Tr. A.C Bhaktivedanta Prabhupada *As It Is*. India: The Bhaktivedanta Book Trust, 2012 (38th Printing). Print.
9. Tales of Panchtantra: Wisdom of Ages. 2010. Web. 2016.
<<http://www.talesofpanchtantra.com/>>

Course Title: European Classical Literature

Course Code: ENG122A

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objective: The course is designed to

1. be a 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.
2. familiarize students with classical texts in order to help them get a better understanding of later and more modern literatures and other art forms.

Learning Outcomes: The student will gain

1. an enhanced acquaintance with classical texts from Europe - with particular focus on ancient Greek and Roman texts.
2. guidelines on observing how literature is a practice embedded in a socio-political, economic and cultural context.
3. as a side effect, literary terms and concepts will be introduced and reflected on.

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

Unit – 1

Selections from Plutarch's Lives

Unit – 2

Plautus: Pot of Gold

Unit – 3

Horace: Ars Poetica

Unit – 4

Homer: Odyssey

References:

1. Anderson, Theodore M. *Early Epic Scenery: Homer, Virgil and the Medieval Legacy*. Ithaca: Cornell University Press, 1976. Print.
2. Brink, C.O. *Horace on Poetry*. Cambridge: Cambridge UP. Vol. 2, 1971. Print.
3. Campbell, Joseph. *The Masks of God: Occidental Mythology*. NY: Penguin Books, 1964. Print.
4. Fowler, Robert. *Cambridge Companion to Homer*. Cambridge: C.U.P., 2004. Print.
5. Howatson, M.C. *The Oxford Companion to Classical Literature*. Oxford: Oxford University Press, 2013. Print.
7. *Odyssey of Troy. Ancient Mysteries*. Narr. Kathleen Turner. Multimedia Entertainment Inc., 1995. Print.
8. Sharrock, Alison. *Reading Roman Comedy: Poetics and Playfulness in Plautus and Terence*. UK: Cambridge UP, 2009. Print.

DAV UNIVERSITY, JALANDHAR

Course Title: Basic Communication Skills

Course Code: ENG151B

Total Lectures: 45

L	T	P	Credits
3	0	0	3

Course Objectives:

- To enhance students' vocabulary and comprehension skills through the prescribed texts.
- To hone students' reading and writing skills.
- To teach the rules of English grammar descriptively.
- To make students aware about the socio-cultural aspect of English.

Learning Outcomes: Students will

- Have developed a wide vocabulary and be able to summarize ideas.
- Be able to read and analyze texts and display competence in written communication.
- Show a considerable understanding of English Grammar.
- 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-topic: 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 Context)

- 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-topic: 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 context. 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 are characterised by trying 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 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.

- 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 norm of the university.

References:

a. Books

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

b. Websites

1. www.youtube.com (to watch standard videos)
2. <http://learnenglish.britishcouncil.org/en>
3. <https://owl.english.purdue.edu/>

DAV UNIVERSITY, JALANDHAR

Course Title: Basic Communication Skills Lab

Course Code: ENG152A

Total Lectures: 45

L	T	P	Credits
C	0	1	1

Course Title: Basic Communication Skills Lab.

Course Code: ENG 152A

L	T	P	Credits
0	0	2	1

Course Objectives:

- To improve the preparation and presentation competencies necessary for oral communication in a variety of contexts, as both a speaker and a listener.
- To improve pronunciation.
- To promote interactive skills through Group Discussions and role plays.

Learning Outcomes: Students will be able to:

- Develop proper listening skills
- Articulate and enunciate words and sentences clearly and efficiently
- Show confidence and clarity in public speaking projects

Unit – A Speaking and Listening
• IPA for Language Learning - Basic Phonetics
• Movie-Clippings
• Role Plays
• Group Discussions
• Mock Interviews

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

Testing: The end term lab. examination will be conducted as per the norm 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. Student will receive credit for his/her 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 examiner on the spot.	30%
Viva Voce Questions will be based on the project file. Examiner may ask other non-technical questions related to 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 Student’s Regularity & Class Performance)	20%
Total	100%

Reference Books

c. Books

- Crystal, David. *The Gift of the Gab – How Eloquence Works*. Connecticut: Yale University, 2016. Print.

11. Gangal, J. K. *A Practical Course in Spoken English*. India: Phi Private Limited, 2012. Print.
12. Hosler, Mary Margaret. *English Made Easy*. Delhi: McGraw, 2013. Print.
13. Koneru, Aruna. *Professional Communication*. Delhi: McGraw, 2008. Print.
14. Mahanand, Anand. *English for Academic and Professional Skills*. Delhi: McGraw, 2013. Print.
15. Rani, D Sudha, TVS Reddy, D Ravi, and AS Jyotsna. *A Workbook on English Grammar and Composition*. Delhi: McGraw, 2016. Print.
16. Rizvi, M. Ashraf. *Effective Technical Communication*. Delhi: McGraw, 2018. Print.
17. Sharma, R.C. and Krishna Mohan. *Business Correspondence and Report Writing*. Delhi: McGraw, 2013. Print.
18. Suzana, Roopa. *A Practical Course in English Pronunciation*. Delhi: McGraw Hill Education, 2017. Print.
19. Tyagi, Kavita and Padma Misra. *Basic Technical Communication*. Delhi: PHI Learning, 2013. Print.

Course Title: Problem of Drug Abuse**Course Code: DRA101**

L	T	P	Credits
2	0	0	2

Total Lectures: 30

1) Meaning of Drug Abuse: Concept and Overview, Historical Perspective of Drug Abuse, Drug Dependence, Drug Addiction, Physical and Psychological Dependence: Drug Tolerance and withdrawal symptoms.

2) Types of Abused Drugs and their Effects.

- 1) Stimulants: Amphetamines – Benzedrine, Dexedrine, Cocaine.
- 2) Depressants: Alcohol Barbiturates: Nembutal, Seconal, Phenobarbital and Rohypnol.
- 3) Narcotics: Heroin, Morphine, Oxycodone.
- 4) Hallucinogens: Cannabis, Marijuana, Hashish, Hash Oil, MDMA, LSD.
- 5) Steroids.

3) Nature and Extent of the Problem: 1. Magnitude or prevalence of the menace of Drug Abuse in India and Punjab, Vulnerable groups by age, gender and economic status, Signs and Symptoms of Drug Abuse: Physical, Academic, Behavioural and Psychological Indicators. 2. Extent, Pattern and Trend of Drug Use in India, Ministry of Social Justice and Empowerment, Government of India, 2004.

References:

1. Ahuja, Ram (2003), *Social Problems in India*, Rawat Publication, Jaipur.
2. Inciardi, J.A. 1981. *The Drug Crime Connection*. Beverly Hills: Sage Publications.
3. Kapoor. T. (1985) *Drug epidemic among Indian Youth*, New Delhi: Mittal Pub.
4. Modi, Ishwar and Modi, Shalini (1997) *Drugs: Addiction and Prevention*, Jaipur: Rawat Publication.
5. National Household Survey of Alcohol and Drug abuse. (2003) New Delhi, Clinical Epidemiological Unit, All India Institute of Medical Sciences, 2004.
6. Sain, Bhim 1991, *Drug Addiction Alcoholism*, Smoking obscenity New Delhi: Mittal Publications.
7. Sandhu, Ranvinder Singh, 2009, *Drug Addiction in Punjab: A Sociological Study*. Amritsar: Guru Nanak Dev University.
8. Singh, Chandra Paul 2000. *Alcohol and Dependence among Industrial Workers*: Delhi: Shipra.
9. Sussman, S and Ames, S.L. (2008). *Drug Abuse: Concepts, Prevention and Cessation*, Cambridge University Press.
10. World Drug Report 2010, United Nations office of Drug and Crime.
11. World Drug Report 2011, United Nations office of Drug and Crime.

Semester 2

Course Title: Indian Writing

Course Code: ENG131A

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objective:

Indian Writing as a genre has emerged as an important field of study and research at international level. The course is prepared with a purpose to familiarize our students with Indianness through the prescribed texts. The students should be introduced to the issues concerning Indian Writing such as the representation of culture, identity, history, national and gender politics, etc.

Learning Outcomes:

After studying this course, the students will be able to critically respond to Indian texts. They will understand how a writer's representation and literary expression is influenced by his/her socio-cultural forces.

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 – 1

Arun Kolatkar: “An Old Woman”

A.K. Ramanujan: “Small Scale Reflections on a Great House”

Keki N. Daruwalla: “The Mistress”

R. Parthasarthy: “Exile”

Temsula Ao: “Soul Bird”

Unit – 2

Vijay Tendulkar: *Silence! The Court is in Session*

Unit – 3

Aravind Adiga: *The White Tiger*

Unit – 4

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

References:

1. Adiga, Aravind. *The White Tiger*. India: HarperCollins, 2008. Print.
2. Amin, Shahid. “Gandhi as Mahatma.” *Selected Subaltern Studies*. Ed. Ranajit Guha and Gayatri Chakravorty Spivak. New York: OUP, 1988. 288-348. Print.
3. Gandhi, Mahatma. *The Story of My Experiments with Truth*. New Delhi: Rajpal Publications, 2013. Print.
4. Haq, Kaiser (ed.). *Contemporary Indian Poetry*. Columbus: Ohio State University Press, 1990. Print.

5. Iyengar, K.R. Srinivasa. *Indian Writing in English*. 4th Ed. New Delhi: N.A. 1984. Print.
6. Mehrotra, Arvind Krishna (ed.). *The Oxford India Anthology of Twelve Modern Indian Poets*. Calcutta: Oxford University Press, 1992. Print.
7. --- (ed.). *A History of Indian Literature in English*. New York: Columbia University Press, 2003. Print.
8. Mukherjee, M. *The Twice-Born Fiction: Themes and Techniques of the Indian Novel in English*. New Delhi: N.A., 2001. Print.
9. Mund, S.K. *The Indian Novel in English: Its Birth and Development*. New Delhi and Bhubaneswar, 1997. Print.
10. Nayar, Rana. "Tigers Seen and Unseen". *HT Sunday Magazine*. 26 Oct. 2008: 1. Print.
11. Parthasarathy, R. (ed.). *Ten Twentieth-Century Indian Poets (New Poetry in India)*. New Delhi: Oxford University Press, 1976. Print.
12. Stuart, Blackburn and Vasudha Dalmia (ed). *India's Literary History: Essays on the Nineteenth Century*. New Delhi: Permanent Black, 2008. Print.
13. Tendulkar, Vijay. *Five Plays*. Bombay: 1992.OUP, 2007. Print.

Semester 1

Course Title: British Poetry – I

Course Code: ENG132

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives: 1. The course would assist students to develop a mature understanding and critical appreciation of verse developing a preliminary grounding in Poetry
2. Crucial poets having considerable influence and impressions in various ages have been included.

Learning Outcomes: 1. After a careful and dedicated study of the mentioned texts a student should be able to comprehend and access a large body of writing pertaining to the genres in general and poetry in particular.
2. The prescribed syllabus would enable students to read and relish literature besides getting a glimpse into its intrinsic and artistic value. A study of the relative concepts would further sharpen their intellectual faculties and help develop a requisite critical insight.

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-1

Edmund Spenser

Amoretti (Sonnets 1, 2, 34, 75 and 79)

Unit –2

John Donne

i. “The Ecstasy”

ii. “The Relic”

Unit – 3

Thomas Gray

i “Elegy Written in a Country Churchyard”

Edward Young:

ii. “Night the First -from The Complaint, or Night thoughts on life, death and Immortality”.

Unit-4

Samuel Taylor Coleridge

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

John Keats

1. “Eve of St. Agnes”.

2. “Ode to Psyche”.

References:

1. Abrams, M. H. *A Glossary of literary terms*. India: Macmillan, 2007. Print.
2. Auden, W. *Romantic Poets: Blake to Poe*. London: Norman Pearson- Penguin, 1978. Print.
3. Blair, Robert. *The Graveyard School*. USA: Valancourt Books, 2015. Print.
4. Carey, John. *John Donne*. Oxford: Oxford Univ. Press, 1990. Print.
5. Corns, Thomas N (ed.). *The Cambridge Companion to English Poets*. Cambridge CUP, 1993. Print.
6. Eliot, T. S. *The Use of Poetry and the Use of Criticism*. Harvard: Harvard Univ. Press, 1933. Print.
7. Evans, Ifor. *A Short History of English Literature*. India: Penguin, 1999. Print.

8. Ford, Boris. *Pelican Guide to English Literature. Vol. 4.* London: Pelican, 1996. Print.
9. Gibbs, Donna. *Spenser's Amoretti: A Critical Study.* United Kingdom: Scholar Press, 1990. Print.
10. Prasad, B. *A background to the Study of English Literature.* India: Macmillan, 2010. Print.
11. Rawson, Claude. *The Oxford Companion to English Poets.* Cambridge: CUP, 2011. Print.

DAV UNIVERSITY, JALANDHAR

Course Title: Environmental Studies

Paper Code: EVS100

Total Lectures:

L	T	P	Credits
4	0	0	4

Unit 1

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 II

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 III

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 IV

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.
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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

Course Title: Management, Prevention and Cure of Drug Abuse

Course Code: DRA102

Total Lectures: 30

L	T	P	Credits
2	0	0	2

1) Consequences of Drug Abuse for:

- 1) Individual – Education, employment and income issues.
- 2) Family – Violence
- 3) Society – Crime.
- 4) Nation – Law and order problem.

2) Management of Drug abuse:

- 1) Medical Management: Medication for treatment and to reduce withdrawal effects, Drug De-addiction clinics, Relapse management.
- 2) Psycho-Social Management: Counselling, family and group therapy, behavioural and cognitive therapy, Environmental Intervention.

3) Prevention of Drug Abuse:

- 1) Role of family: Parent child relationship, Family support, Supervision, Shaping values, Active Scrutiny.
- 2) School
Counselling, Teacher as role-model. Parent-Teacher-Health Professional Coordination, Random testing on students.
- 3) Media:
Restraint on advertisements of drugs, advertisements on bad effects of drugs, Publicity and media, Campaigns against drug abuse, Educational and awareness program
- 4) Legislaion: NDPs act, Statutory warnings, Policing of Borders, Checking Supply/Smuggling of Drugs, Strict enforcement of laws, Time bound trials.
- 5) Extent, Pattern and Trend of Drug Use in India, Ministry of Social Justice and Empowerment, Government of India, 2004.

References:

1. Inciardi, J.A. 1981. *The Drug Crime Connection*. Beverly Hills: Sage Publications.
2. Modi, Ishwar and Modi, Shalini (1997) *Drugs: Addiction and Prevention*, Jaipur: Rawat Publication.
3. Sain, Bhim 1991, *Drug Addiction Alcoholism*, Smoking obscenity New Delhi: Mittal Publications.
4. Sandhu, Ranvinder Singh, 2009, *Drug Addiction in Punjab: A Sociological Study*. Amritsar: Guru Nanak Dev University.
5. Singh, Chandra Paul 2000. *Alcohol and Dependence among Industrial Workers*: Delhi: Shipra.
6. World Drug Report 2011, United Nations office of Drug and Crime.
7. World Drug Report 2010, United Nations office of Drug and Crime.

DAV UNIVERSITY, JALANDHAR
Semester 3

Course Title: American Literature

Course Code: ENG221A

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objective:

The course is designed to familiarize students with the literary and socio-politico-cultural values of America. To this end, the students will be exposed to some of the fundamental texts of American literature. Moreover, through some of the standard literary genres, its technical/stylistic aspects will be explored.

Learning Outcomes:

The students will be able to gain an introductory understanding of American literature. In addition, they will be able to distinguish American literary trends from those of other regions.

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

Unit – 1

- **Walt Whitman:** *When Lilacs Last in the Dooryard Bloom'd*
- **Robert Frost:** *Stopping by Woods on a Snowy Evening, The Road not Taken, Desert Places*

Unit – 2

- **Henry D. Thoreau:** *Walden*: Chapter 3: —Reading|| and Chapter 4: —Solitude||

Unit – 3

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

Unit – 4

- **Arthur Miller:** *All My Sons*

References:

1. Allegretti, Joseph. —*Critical Companion to John Steinbeck: A Literary Reference to His Life and Work.*|| *Steinbeck Review*. 3.1 (Spring 2006):143-146. Print.
2. Bigsby, Christopher. *Arthur Miller: A Critical Study*. Cambridge: Cambridge University P, 2005. Print.
3. David, Mary S. *Critical Guide to Walt Whitman and his Selected Poems*. Bareilly: Student Store, 1969. Print.
4. Distky, John. *Critical Essays on Steinbeck's Grapes of Wrath*. London: Twayne Publishers, 1989. Print.
5. Fisher, William J. *The American Literature of the Nineteenth Century: An Anthology*. New Delhi Eurasia Publishing House Pvt. Ltd, 1970.Print.
5. Gross, Barley. *All My Sons and the Larger Context*. Ed. James J Martine. Massachusetts: G.K. Hall and Co. Boston. 1979. Print.
6. Harding, Walter. *Days of Henry Thoreau : A biography*. Princeton: Princeton Univ. press, 1992. Print.
7. Jacob, J. *History of American Literature*. New Delhi: Sublime Publishers, 2005. Print.
8. Trikhe, Manorama. *Robert Frost: An Anthology of Recent Criticism*. Delhi: Ace Publication, 1990. Print.

DAV UNIVERSITY, JALANDHAR

Course Title: Indian Literature in Translation

Course Code: ENG222A

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives: The course is designed

1. to provide the students with an easy access to some of the most seminal and pioneer works available in the languages other than English.
2. The course will enable the students to analyze the technicalities of translation.

Learning Outcomes: Students will be able

1. to explore a great array of literary themes and styles.
2. students will learn to study the linguistic and socio-politico-cultural intricacies of rendering a text into another language.

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, historical and social context of a text

Unit – 1

Gopinath Mohanty: *Paraja*

Unit – 2

Girish Karnad: *Tughlaq*

Unit – 3

Munshi Premchand : “Kafan” (The Shroud)
“Mukti” (Deliverance) .

Unit – 4

Suryakant Tripathi Nirala: “Remembering Saroj”
“Anamika”
“Kukurmutta”
“Naye Patte”

References:

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

DAV UNIVERSITY, JALANDHAR

Course Title: British Poetry-II**Course Code: ENG223A****Total Lectures: 75**

L	T	P	Credits
5	1	0	6

Course Objective: This course aims to give students

1. an insight into and acquaintance with the pre-eminent verse of the Victorian era that enables a reader to develop a thorough understanding of rudimentary poetry.
2. an introduction to major British writers of modern times whose poetry has an inerasable mark throughout the latter decades and have such ruled contemporary thought.
3. an introduction to intellectual experimentation that helps a reader classify various forms, devices, use of concerned figurers of speech, etc.

Learning Outcomes: After the study of the prescribed texts students should be

1. able to appreciate and absorb the nuances in the genre occurring at various formative stages.
2. able to comprehend the *Evolutionary process of the Poetic temper* and to assimilate the cultural diversity of an alien fabric and society.
3. able to hone up one's creativity in order to reflect and express better in a language that is not a mother tongue.

Literary Terms and Concepts: Victorian poetry, modernism, postmodernism, symbolism, Celtic Revival, war poetry, objective correlative, dramatic monologue, terza rima, Imagery, Animal imagery, War Poets, foot, metre, rhythm**Unit-1****Robert Browning:**

- i. "Fra Lippo Lippi".
- ii. "My Last Duches".

Unit -2**William Butler Yeats:**

- i. "Easter 1916".
- ii. "The Second Coming".
- iii. "Lapis Lazuli".
- iv. "Politics".

Unit- 3**T S Eliot:**

- i. "Love song of J. Alfred Prufrock".
- ii " Gerontion".

Unit-4**Ted Hughes:**

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

References:

1. Chesterton, .G. *Robert Browning*. London: Macmillan, 1903. Print
2. Drew, P. ed. *Robert Browning: A Collection of Critical Essays*. New Delhi: Macmillan, 1985. Print.
3. Glifford, Terry. *Ted Hughes: A Critical Study*. London: Faber and Faber, 1981. Print.

4. Holdeman, David. *The Cambridge Introduction to W.B. Yeats*. Cambridge: Cambridge University Press, 2006. Print.
5. Keith, Sagar. *Ted Hughes*. India: Longman, 1972, Print
6. Prasad, B. *A Background to the Study of English Literature*. India: Macmillan, 2010. Print.
7. Spurr, David. *Conflicts in Consciousness: T. S. Eliot's Poetry and Criticism*. Illinois: University of Illinois Press, 1983. Print.

1.

DAV UNIVERSITY, JALANDHAR

Semester 4

Course Title: British Drama

Course Code: ENG231A

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objective: In this course, the students will:

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

Learning Outcomes: At the end of the course the student will

1. understand plays both as literature and performative texts.
2. be able to understand the relation between literary texts and social environment.
3. 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, Ibsenian Drama.

Unit- A

Christopher Marlowe : *Dr. Faustus*

Unit- B

John Webster: *The Duchess of Malfi*

Unit- C

Oliver Goldsmith: *She Stoops to Conquer*

Unit-D

George Bernard Shaw: *Saint Joan*

References:

1. Allman, Eileen. *Jacobean Revenge Tragedy and the Politics of Virtue*. London: Associated University Press, 1999. Print.
2. Bliss, Lee. *The World's Perspective: John Webster and the Jacobean Drama*. NJ: Rutgers UP, 1983. Print.
3. Bloom, Harold. Ed. *George Bernard Shaw's Saint Joan (Modern Critical Interpretations)*. NY: Chelsea House Publishers, 1987. Print.
4. Dietrich, Richard F. *British Drama, 1890-1950: A Critical History*. USA: Twayne Publishers, 1989. Print.
5. Grandley, Darryle and Robert Peter. *Christopher Marlowe and English Renaissance Culture*. England: Scholar P, 1996. Print.
6. Innes, Christopher. *The Cambridge Companion to George Bernard Shaw*. UK: Cambridge University Press, 1998. Print
7. Jump, John. *Marlowe: Doctor Faustus: A Selection of Critical Essays: A Casebook*. NY: Macmillan,

1969. Print.

8. Kermode, Frank, ed. *Duchess of Malfi: Eight Masterpieces of Jacobean Drama*. New York: The Modern Library, 2005. Print.
9. Kinney, Arthur F. *A Companion to Renaissance Drama*. USA: Blackwell Publishers, 2002. Print.
10. Nicolle, Allardyce. *Theatre and Dramatic Theory*. London: George G. Harrap & Co. Ltd, 1962. Print.
11. Smythe, Percy Ellesmere. *A Critical Survey of Goldsmith's She Stoops to Conquer*. US: College Press, 1964. Print.
12. Turberville, A.S. *English Men and Manners in the Eighteenth Century*. 2nd ed. Oxford: Clarendon Press, 1929. Print.

DAV UNIVERSITY, JALANDHAR

Course Title: British Prose

Course Code: ENG232A

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objective: This course is designed to

1. make the students understand 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 the society.
2. develop greater insight for studying elements of the nonfiction writers' craft including description, voice, veracity (authenticity), audience awareness, style, design, and the ethical dilemmas inherent in writing nonfiction.

Learning Outcomes: The course is expected to

1. improve students' creative and critical faculties through the intensive study of original nonfiction prose.
2. enable them to clearly communicate the knowledge, understanding and insight appropriate to the study of the prescribed texts.

Literary Terms and Concepts: Prose, Poetry, and Non-Fiction Prose, Critical Review, Essay and Paragraph, Connotation and Denotation, Deductive and Inductive Reasoning, Description, Narration, Exposition, Argumentation, Persuasion, Aphorism, Euphuism, Litotes and hyperbole, Colloquialism, and Diction.

Unit-A

Francis Bacon : "Of Nature in Men"

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 : "Christ's Hospital Five-And-Thirty Years Ago"

Unit-D

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

George Orwell: "Shooting an Elephant"

References:

1. Adorno, Theodor W. *The Essay as Form: Notes to Literature Vol. I*. Trans. Sherry Weber Nicholsen. New York: Columbia University Press, 1991. Print.
2. Atkins, Douglas. *Tracing the Essay: Through Experience to Truth*. Athens: University of Georgia Press, 2005. Print.
3. Gubar, Susan. "Introduction." *A Room of One's Own*. By Virginia Woolf. Ed. Mark Hussey. Harvest Books. 2005. Print.
4. ---. *The Cambridge Companion to Virginia Woolf*. Cambridge: Cambridge University Press, 2010. Print.
5. Lannering, J. *Studies in the Prose Style of Joseph Addison*. London. Penguin Classic. 2004. Print.
6. Macaulay, James. *Dr. Johnson: His Life, Work and Table Talk*. London: Fisher Unwin, 1884. Print.
7. McIntosh, Carey. *The Evolution of English Prose, 1700-1800-Style, Politeness and Print Culture*. Cambridge: Cambridge University Press, 2000. Print.
8. Rodden, John, ed. *The Cambridge Companion to George Orwell*. Cambridge: Cambridge UP, 2007. Print.
9. Walker, Hugh. *The English Essay and Essayists*. New Delhi: S. Chand & Company, 1977. Print.

DAV UNIVERSITY, JALANDHAR

Course Title: British Fiction-I

Course Code:ENG233A

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives:

1. to introduce novel as a literary genre.
2. to analyze the reasons for the rise and growth of the novel.
3. to familiarize students with the technical aspects of the novel.
4. to discuss various types of fiction in order to explore the literary and socio-politico-cultural factors that are called forth in the making of the novel.

Learning Outcomes: At the end of the semester the students

1. will become familiar with the salient features of the novel.
2. will be able to study the origin of the novel from a historical perspective.
3. will have an enhanced critical understanding of the characteristic traits of the types of the novel and its technical aspects.

Literary Terms and Concepts: Fiction as a genre, Romance, Novella, Picaresque novel, Epistolary novel, Historical novel, Sociological novel, Regional novel, aspects of Novel by Hudson: Plot, Character, Style, Dialogue, Time and Place of Action, State philosophy of life

Unit – A

Samuel Richardson: Pamela: Virtue Rewarded by

Unit – B

Jane Austen: Pride and Prejudice

Unit – C

Emily Bronte: Wuthering Heights

Unit – D

George Eliot: Mill on the Floss

References:

1. Bal, Meike. *Narratology: Introduction to the Theory of Narrative*. Canada: University of Toronto Press, 1985. Web.
2. Cowler, Rosemary. *Twentieth Century Interpretations of Pamela: A Collection of Critical Essays*. N.p.: Prentice-Hall Spectrum, 1969. Print.
3. Eliot, Charles William. *The Mill on the Floss: The Harvard Classics Shelf of Fiction*. Web. 23/12/15.
4. Gardner, John. *The Art of Fiction*. New York: Alfred A. Knopf, 1984. Print.
5. Quinn, Edward. *A Dictionary of Literary and Thematic Terms*. USA: Checkmark Books, 1999. Print.
6. Showalter, Elaine. *A Literature of their Own: British Women Novelists from Bronte to Lessing*. Boston: Little, Brown Book Group, 2009. Print.
7. Southam Brian C. *Jane Austen: Sense and Sensibility, Pride and Prejudice and Mansfield Park*. New York: Palgrave Macmillan, 1976. Print.
8. Volgar, Thomas A. *Twentieth Century Interpretations of Wuthering Heights: A Collection of Critical Essays*. N.p.: Prentice Hall Trade, 1968. Print.

DAV UNIVERSITY, JALANDHAR

Course Title: Human Values and General Studies

Course Code: SGS107

Total Lectures: 60

L	T	P	Credits
4	0	0	4

Course Objectives:

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

Part - A

Human Values

- Concept of Human Values:** Meaning, Types and Importance of Values. **2 Hrs**
- Value Education :** Basic guidelines for value education **2 Hrs**
- Value crisis and its redressal** **1 Hrs**

Being Good and Responsible

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

Part - B

Value – based living

- Vedic values of life **2 Hrs**
- Karma Yoga* and *Jnana Yoga* **2 Hrs**
- Ashta Marga* and *Tri-Ratna* **2 Hrs**

Ethical Living:

- Personal Ethics **2 Hrs**
- Professional Ethics **3 Hrs**
- 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.

DAV UNIVERSITY, JALANDHAR

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. Surbiramanian, 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.

DAV UNIVERSITY, JALANDHAR

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, World Atlas Book

Newspapers

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

DAV UNIVERSITY, JALANDHAR
Semester 5

Course Title: Women's Writing

Course Code: ENG321A

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:

1. The students become aware of the beginnings and evolution of women's political, social and literary movement.
2. The students will learn about the impact of culture, ethnicity, class, sexuality and religion on women's experience and their responses.
3. The students will be able to form critical opinions and express views on recurrent themes and issues in literature written by women, and understand the impact of gender on literature.
4. The students will be given a necessary understanding of different phases of feminism, and its critical engagement with literary theory and criticism.

Learning Outcomes: By the end of the semester, the students will:

1. learn to recognize the meaning and significance of feminine voices and concerns in a text.
2. be able to understand the genesis and evolution of feminist literary theory and its various phases.
3. will become aware of theoretical terminology of feminist criticism with an increased sensibility towards 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, écriture feminism, Patriarchy, Gaze, American Feminism, French Feminism, Third World Feminism, Resisting reader

Unit – 1

Mary Wollstonecraft : A Vindication of the Rights of Women

Unit – 2

Charlotte Perkins Gilman : The Yellow Wallpaper

Unit – 3

Caryl Churchill : Top Girls

Unit – 4

Poems

Adrienne Rich : "Aunt Jennifer's Tigers"

Maya Angelou : "Phenomenal Women"

Sujata Bhatt : "Straight Through the Heart"

Anne Sexton : "The Starry Night"

References:

- 1 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. Print.
- 2 Gilbert, Sandra M. and Susan Gubar. *Shakespeare's Sisters: Feminist Essays on Women Poets*. USA:

- Indiana UP, 1981. Print.
- 3 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. Print.
 - 4 Keyes, Clair. *The Aesthetics of Power: The Poetry of Adrienne Rich*. USA: U of Georgia Press, 1986. Print.
 - 5 Lupton, Mary Jane. *Maya Angelou: A Critical Companion*. London: Greenwood Press, 1998. Print.
 - 6 Ostriker, Alicia Suskin. *Stealing the language: The Emergence of Women's Poetry in America*. MA: Beacon Press, 1986. Print.
 - 7 Prasad, Amar Nath and S. K. Paul. *Feminism in Indian Writings in English*. New Delhi: Sarup and Sons, 2006. Print.
 - 8 Tycer, Alicia. *Caryl Churchill's Top Girls*. New York and London: Bloomsbury Academics, 2008. Print.
 - 9 Wagner-Martin, Linda. *Critical Essays on Anne Sexton*. Boston: G.K Hall and Co., 1989. Print.
 10. Wollstonecraft, Mary, ed. By Carol A. Poston. *A Vindication of the Rights of Women*. NY: W.W. Norton and Co., 1975. Print.

Course Title: British Fiction-II

Course Code: ENG322A

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives:

The course is designed

1. to study the various phases of the evolution of the novel.
2. to analyse the fine filaments of modern novel writing.
3. to analyse the reasons for the rapidly growing prominence of the novel.

Learning Outcomes:

At the end of the semester, students

1. will be able to analyse the causes, both inherent and external, that direct the evolution of a genre.
2. on the technical side, will be able to learn the process of refining the art of presentation.
3. will learn the reasons for the production of the novel galore.

Literary Terms and Concepts: Novel of ideas, novel of manners, anti-novel, types of author (heterodiegetic, etc.) narrative technique, diegesis, mimesis, kernel, catalyst, character types, focalization (external/internal)

Unit – 1

Thomas Hardy: *The Mayor of Casterbridge*

Unit – 2

Oscar Wilde: *The Picture of Dorian Gray*

Unit – 3

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

Unit – 4

George Orwell: *Animal Farm*

References:

1. Bloom, Harold. *George Orwell's Animal Farm (Bloom's Modern Critical Interpretations)*. Chelsea: Chelsea House Publishers, 2009. Print.
2. Bloom, Harold and Kim Welsch, eds. *A Passage to India (Bloom's Modern Critical Interpretations)*. Chelsea: Chelsea House Publishers, 1987. Print.
3. Buzwell, Greg. "The Picture of Dorian Gray: Art, Ethics and the Artist." British Library. Web. 29 Feb. 2016. <<http://www.bl.uk/>>
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. Print.
5. Draper, R. P. *Thomas Hardy: The Tragic Novels*. New York: Palgrave Macmillan, 1991 (revised edition). Print.
6. Ebbatson, Roger. *The Mayor of Casterbridge (Critical Studies, Penguin)*. UK: Penguin Books, 1995. Print.
7. Mallett, Phillip, edi.. *The Mayor of Casterbridge (Second Edition) (Norton Critical Editions)*. New York: W. W. Norton & Company, 2000. Print.
8. Tambling, Jeremy. *E. M. Forester: Contemporary Critical Essays*. Malaysia: Palgrave Macmillan, 1995. Print.

DAV UNIVERSITY, JALANDHAR

Semester 6

Course Title: Modern European Drama

Course Code: ENG331A

Total Lectures: 75

Course Objectives:

L	T	P	Credits
5	1	0	6

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,:

1. The students will become acquainted with the rich diversity of themes, techniques, and forms used in drama across various nations.
2. The students will understand the historical and cultural background of each drama in order to become sensitive towards the critical relation between society and theatre.
3. The students will 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, the students will:

1. be able to understand and appreciate the historical and cultural background in which a particular text took shape.
2. be able to develop knowledge of literary terms and key concepts involved in reading and analyzing drama.
3. be able to undertake a critical examination of 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, Well-made plays, Drama and play, Epic theatre, Modernism and Post-modernism.

Unit – 1

Henric Ibsen: *A Doll's House*

Unit – 2

Sean O'Casey: *Juno and the Paycock*

Unit – 3

Bertold Brecht: *Mother Courage and Her Children*

Unit -4

Harold Pinter: *The Birthday Party*

References:

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

Course Title: Shakespearean Literature

Course Code: ENG366A

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives: This course is designed to

1. give students a first-hand knowledge of Shakespearean plays and sonnets in the background of Elizabethan age.
2. introduce students to various critical aspects of Shakespearean literature.
3. to 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

1. understand and critically respond to the aesthetic sensibility of Shakespeare.
2. they will be able to appreciate the original and creative use of language in Shakespearean texts.
3. they will also be able to grasp the critical techniques for dramatic texts.

Literary Terms & Concepts: Elizabethan Age, Marlovian and Baconian theories of Shakespeare Authorship, 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, Shakespeare's Texts: Quartos & Folios, Criticism of Shakespeare, and Adaptation of Shakespeare's Dramas.

Unit 1: Sonnets

- Shall I compare thee to a Summer's day?
- That time of year thou may'st in me behold
- Since brass, nor stone, nor earth, nor boundless sea
- My Mistress' eyes are nothing like the Sun
- Let me not to the marriage of true minds

Unit 2: Julius Caesar

Unit 3: As You Like It

Unit 4: Macbeth

References:

1. Danson, Lawrence. *Shakespeare's Dramatic Genres*. Oxford: Oxford University Press, 2000. Print.
2. Dollimore J. & A. Sinfield. *Political Shakespeare: New Essays in Cultural Materialism*. Manchester University Press, 1985. Print.
3. Fluchere, Henri. *Shakespeare*. London: Longman, Green & Co, Indian Edition, 2001. Print.
4. Halliday, Fe. *A Shakespeare Companion*. Baltimore: Penguin, 1969. Print.
5. Kermode, F. *Shakespeare's Language*. London: Allen Lane, 2000. Print.
6. Lerner, Laurence ed. *Shakespearean Tragedy*. Harmondsworth: Penguin Paperback, 1999. Print.
7. ---.ed. *Shakespearean Comedy*. Harmondsworth: Penguin Paperback, 1999. Print.
8. McDonald, Russ Ed., *Shakespeare: An Anthology of Criticism and Theory 1945-2000*. Wiley-Blackwell, 2004. Print.
9. Schiffer, James, ed. *Shakespeare's Sonnets: Critical Essays*. New York: Garland, 2000. Print.

Discipline Specific Electives

Course Title: Introduction to Literary Criticism

Course Code: ENG361A

Total Lectures: 75

L	T	P	Credits			credits
5	1	0	5	1	0	6

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

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

1. a familiarity with origin of critical ideas in literature from Plato to the present.
2. a better understanding of functions of criticism.
3. a deep historical sense in the field of literature.

Literary Terms and Concepts: Imitation, catharsis, tragedy, epic poetry, three unities, sublime, plot, heroic couplet, mock-heroic epic, fancy, imagination

Unit – 1 Ancient Greek Criticism

Plato: *Republic (Book X)*

Unit – 2 Greek and Latin Criticism during the Roman Empire

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

Unit – 3 Neoclassical Literary Criticism

John Dryden: *An Essay of Dramatic Poesy*

Unit – 4 Romanticism:

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

References:

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

DAV UNIVERSITY, JALANDHAR

Course Title: Cinema and Literature

Paper Code: ENG362A

Total Lectures: 75

L	T	P	Credits
5	1	0	6

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

Learning Outcomes: It is expected that the course establishes the dependence of cinema on other art forms i.e. literature, painting, theatre, and music for its semiotic codes. By highlighting the presence of cinema in the modern life system, this course educates in an inter-disciplinary mode, thus helping in broadening the understanding of various fields.

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, cinematic grammar, CGI, VFX

UNIT-1

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

UNIT –2 Film Adaptation

1. *The Great Dictator* (directed by Vijay Anand) based on the novel by R. K. Narayan
2. *Sholay* (directed by Mira Nair) based on the novel by Jhumpa Lahiri

UNIT- 3

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

UNIT-4 Film Adaptations

1. *Life of Pi* (directed by Ang Lee) based on the novel by Yan Martel
2. *Mrs. Dalloway* (directed by Marleen Gorris) based on the novel by Virginia Woolf

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

References:

1. Andrew, Dudley. *The Major Film Theories: An Introduction*. Oxford: Oxford University Press, 1976. Print.
2. Bazin, Andre. *What is Cinema?* Hugh Gray, Trans. Berkeley: University of California Press, 2005. Print.
3. Braudy, Leo & Cohen, Marshall (eds). *Film Theory and Criticism*. 5th ed. NY & Oxford: Oxford University Press, 1999. Print.
4. Cook, David A. *A History of Narrative Film*. 4th ed. NY & London: WW Norton & Company, 2004. Print.
5. Dixon, W. W. and G. A. Foster. *A Short History of Film*. New Jersey: Rutgers University Press,

2008. Print.

6. Doughty, Ruth and Christine Etherington-Wright. *Understanding Film Theory*. London: Palgrave, 2011. Print.
8. Eisenstein, Sergei. Jay Leyda, edi. & trans. *The Film Sense*. New York: Meridian Books, 1969. Print.
7. Hutcheon, Linda. *A Theory of Adaptation*. New York: Routledge, 2006. Print.
8. Panda, Haladhar, edi. *Selections from Modern English Prose*. Hyderabad: University Press Pvt. Ltd., 2008. Print.
10. Parsad, M. Madhav. *Ideology of the Hindi Film: A Historical Construction*. Oxford: OUP. 2003. Print.
11. Vasudevan, R. *Making Meaning in Indian Cinema*. Michigan: OUP, 2000. Print.
12. Virdi, Jyotika. *The Cinematic Imagination: Indian Popular Films as Social History*. New Jersey: Rutgers University Press, 2003. Print.

DAV UNIVERSITY, JALANDHAR

Course Title: Introduction to Literary Theory

Course Code: ENG363A

Total Lectures: 75

L	T	P	Credits
5	1	0	6

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

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

1. an understanding of literature as a body of knowledge open to multiple interpretations.
2. a familiarity with major schools of thought and their relevance in everyday life as they impact the critical reception(s) of a texts and authors.
3. a better understanding of text as a product of cultural and material conditions.
4. experienced literature and theory as a potential tool for social and political change.

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, superstructure

Unit – 1

Historical and Biographical Approach

Unit – 2

New Criticism and Formalism

Unit – 3

Psychoanalysis and Marxist Literary Theory

Unit – 4

Structuralism

References:

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

DAV UNIVERSITY, JALANDHAR

Course Title: Reading World Literature

Course Code: ENG364A

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives:

As a diverse entity, the World Literature evokes an inexhaustible variety of themes and styles; each claiming a unique space to assert itself. The individual and comparative readings of these should lead the students towards comprehensive understanding of native cultural nuances applicable at universal level.

Learning Outcomes:

1. The students will be able to traverse across global literary landscape.
2. They will develop a panoramic view of cultures of the world through literary compositions, which will help them identify and facilitate their future research areas.
3. The study of these texts entails cross-cultural growth of strong humanistic traits which becomes essential for the development of equally strong literary world.

Literary terms & Concepts: allusion, conflict, figurative language, hyperbole, imagery, soliloquy, symbolism, assonance, consonance, diction, plot, foreshadowing, satire, epiphany, climax

Unit – 1

Sophocles: Antigone

Unit – 2

Leo Tolstoy: Youth (Childhood, Boyhood and Youth)

Unit – 3

Derek Walcott: A Far Cry From Africa, Elsewhere

Unit – 4

Ann Frank: The Diary of a Young Girl

References:

1. Ahrens Dorf, Peter J. *Greek Tragedy and Political Philosophy*. United Kingdom: Cambridge University Press, 2009. Print.
2. Alcott, D. *Selected Poems*. Ed. Edward Baugh. New York: Farrar, Straus and Giroux, 2007. Print.
3. Eikhenbaum, Boris Mikhailovich. *Tolstoi in the Sixties*. Trans. Duffield White. Ann Arbor: Ardis Publishers, 1981. Print.
4. Frank, Anne. *The Diary of a Young Girl*. India: Maple Press, 2013. Print
5. Pedrick, Victoria and Stephen M. Oberhelman. *The Soul of Tragedy: Essays on Athenian Drama*. Ed. Chicago: University of Chicago, 2005. 91-135. Print
6. Terras, Victor, ed. —Tolstoy's Life and Works. *Handbook of Russian Literature*. New Haven CT: Yale University Press, 1985.476-80. Print.
7. Walcott, Derek. *Conversations with Derek Walcott*. Mississippi: University Press Of Mississippi, 1996. Print.

DAV UNIVERSITY, JALANDHAR

Course Title: Literature from Punjab in Translation

Paper Code: ENG365A

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives: This course is designed

1. to introduce the students to a rich, challenging and spirited literature born out of the bosom of Punjab and to insulate in them a spirit of the lost times.
2. to introduce to the reader major genres in a solitary paper so that it enables him to relish and critically examine language as a mix of all forms simultaneously.
3. the student is facilitated by reading the major writers in different genres.

Learning Outcomes: At the end of semester, students

1. The student would be able to grasp the rich tapestry in terms of form, content, philosophy and the artistic use of language.
2. To develop a sensible understanding of 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), realism

Unit-1

Rajinder Singh Bedi: I Take this Woman (Ek Chaddhar Maili Si)

Unit –2

Nanak Singh: *Pavittar Paapi*. Sainly Sinner.

Unit- 3

Selected Punjabi Short Stories from *Voices in the Courtyard*, translated from Punjabi by Narinderjit Kaur.

1. **Dalip Kaur Tiwana:** “Rab te Ruttan” (God and Seasons)
2. **Prabhjot Kaur:** “Main Paagal Nahin” (Face in the Mirror)
3. **Sadat Hasan Manto:** “Toba Tek Singh”

Unit-4

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

1. A Dialogue with a Comrade
2. My Mother’s Eyes.
3. Time’s not a Dog.
4. Time’s Corpse.
5. To the Rotten Flowers.
6. To the Papers Tigers

References:

1. Bedi, Rajinder Singh. *I Take this Woman*. Trans. Khushwant Singh. Delhi:Orient,2007. Print.
2. Ghai. T. C. *Pash: A Poet of Impossible Dreams: Selected Poems*. Canada: Pash Memorial International Trust, N.D. Print.
3. Gilla, Tejwant Singh. *Pash*. Delhi: Sahitya Academy, 1999. Print.
4. Kaur, Narinderjit. *Voices in the Courtyard*. New Delhi: Rupa and Co., 2010. Print.
5. Maini, Darshan Singh. *Studies in Punjabi Poetry*. New Delhi: VikasPb., 1979. Print.

6. Manto, Saadat Hasan. *Toba Tek Singh Stories*. London: Penguin, 2011. Print.
7. Niranjana, M. *The Contours of Punjabi Poetry*. New Delhi: Jaswant Publishers, 2005. Print.
8. Suri, Navdeep. *Saintly Sinner*. New Delhi: A 'N' B Publishers, 2003. Print.
9. Syed, Najm Hussain. *Recurrent Patterns in Punjabi Poetry*. Lahore: Majlis Hussain Shah Publishers, 1968. Print.

DAV UNIVERSITY, JALANDHAR

Course Title: Postcolonial Literatures

Course Code: ENG332A

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives: The course attempts to:

1. develop the students' understanding of the cultural politics of imperialism and trace the trajectory from the colonial subaltern's subordination to assertions of agency.
2. the course pattern will problematize the idea of postcolonial literature.
3. ask whether the geographically and culturally dispersed authors can be subsumed under the umbrella term postcolonial.

Learning Outcomes:

At the end of the course, the students will gain the following skills:

1. will be familiarized with some of the seminal works on colonialism.
2. will be acquainted with the key concepts of postcolonial literary theory through the study of postcolonial texts.
3. will be introduced to aspects of subjectivity, race, class and feminism as they inhere in the postcolonial space.
4. will understand and evaluate the key debates in postcolonial theory.

Literary Terms and Concepts: Colony, colonialism, diaspora, orientalism, negritude, mimicry, hybridity, agency, solidarity, memory and trauma, subject, subjectivity, essentialism, nation, space, subaltern.

Unit – 1

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, Post-coloniality and theory

Chinua Achebe: —An Image of Africa: Racism in Conrad's *Heart of Darkness*||

Unit – 2

Leela Gandhi: from *Postcolonial Theory: A Critical Introduction*: Postcolonialism and Feminism and Imagining community: the Question of Nationalism||

Unit – 3

Salman Rushdie: *Haroun and the Sea of Stories*

Unit – 4

J.M. Coetzee: *Foe*

References:

1. Ashcroft, Bill, Griffiths, Gareth, and Tiffin, Helen. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. London: Routledge, 1989. Print.
2. --- (eds.) *The Post-colonial Studies Reader*. London: Routledge: 1995. Print.
3. --- (eds.) *Key Concepts in Post-Colonial Studies*. London: Routledge: 1998. Print.
4. Bhabha, Homi K. (ed.) *Nation and Narration*. New York: Routledge: 1990. Print.
5. Childs, Peter and Williams, Patrick *An Introduction to Post-Colonial Theory*. Harvester: Wheatsheaf, 1997. Print.
6. Fanon, Franz. *The Wretched of the Earth*. Trans. Constance Farrington: London: Penguin: 1961. Print.

7. Gandhi, Leela. *Postcolonial Theory*. New Delhi: Oxford: 1998. Print.
8. Kannemeyer, J.C. *J.M. Coetzee: A Life in Writing*. Melbourne: Scribe Publications, 2012. Print.
9. Killam, G. D. *The Novels of Chinua Achebe. Studies in African Literature Series*. London: Heinemann, 1978. Print.
10. Loomba, Ania. *Colonialism/Postcolonialism*. London: Routledge: 1998. Print.
11. McQuillian, Martin, and Robert Eaglestone. *Salman Rushdie: Contemporary Critical Perspectives*. Delhi: Bloomsbury Publishing India Pvt. Ltd, 2013. Print.
12. Noakes, Jonathan. *Salman Rushdie: The Essential Guide*. London: Vintage, 2003. Print.
13. Schorkhuber, Verena. *Metafiction in J.M. Coetzee's Foe*. Munich: Grin Verlag, 2013. Print.

DAV UNIVERSITY, JALANDHAR

Course Title: Indian Prose

Course Code: ENG367A

L	T	P	Credits
5	1	0	6

Total Lectures: 75

Course Objectives:

1. This course has been designed to recover certain important prose works which somehow, with time, failed to attract the attention they aspired and deserved.
2. The objective of this course is to break the monotony and thus rejuvenate the scope and desire of writing Non-fiction prose in India.

Learning Outcomes:

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

Literary terms and concepts: Indian Literary Renaissance, Marxism, Dalit Movement, Atheist, Panthers Movement, World religion, Equivalence, Non- Equivalence, Vedic Religion, Indian freedom struggle, Dalit Identity, Swadeshi, National Integration, Advaita, Sanyasa and Grihastha, Spiritual Revolution.

Unit 1.

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

Unit 2.

Swami Vivekananda: Address at the World Parliament of Religions in Chicago.

Unit 3.

Bhagat Singh: *Why I Am An Atheist.*

Unit 4.

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

References:

1. Dhananjay, Keer. *Dr. B. R. Ambedkar: Life and Mission.* Bombay: Popular Prakashan, 1950. Print.
2. Massey, Reginald. *Shaheed Bhagat Singh and the Forgotten Indian Martyrs.* New Delhi: Abhinav Publications, 2013. Print.
3. Nehru, Jawaharlal. *The Discovery of India.* India: Penguin, 2008. Print
4. Nim, Moti Lal. *Thoughts on Dr Ambedkar :Selected Articles by Eminent Scholars.* Agra: Phoenix, 1971. Print.
5. Omvedt, Gail. *Ambedkar: Towards an Enlightened India.* New Delhi: Penguin India, 2008. Print.
6. Rodrigues, V, ed. *The Essential Writings of B.R. Ambedkar.* New Delhi: Oxford University press, 2004. Print
7. Saigal, Sri Omesh. *Shaheed Bhagat Singh: Unique Martyr in Freedom Movement.* New Delhi: Gyan Publishing House, 2002. Print.
8. Srivastava, Ripusudan Prasad. *Contemporary Indian Idealism: With Special Reference to Swami Vivekanada, Sri Aurobindo and Sarvepalli Radhakrishan.* New Delhi: Motilal Banarsidass, 1973. Print.

DAV UNIVERSITY, JALANDHAR

Course Title: Short Story

Course Code: ENG368A

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives: This course is designed with the aim of

1. Introducing the genre of short story to the student.
2. Giving the student insight into short stories written by authors of several continents and adhering to several literary movements.
3. Giving the student opportunity to critically analyze short stories and understand their finer nuances.

Learning Outcomes:

At the end of the semester the student will have acquired the following skills:

1. critical evaluation of short texts.
2. understanding the short stories with reference to literary terms and movements.
3. insight into the creative process and how certain techniques of writing are used to create desired responses.
4. ability to delve into the finer nuances of the text and will learn to understand it from complex angles.

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, fable

Unit – A 1. **Honore de Balzac:** “Passion in the Desert”

2. **Nikolai Gogol:** “The Overcoat”

Unit – B 1. **Edgar Allan Poe:** “A Purloined Letter”

2. **Guy de Maupassant:** “The Necklace”

Unit – C 1. **Anton Chekhov:** “The Lottery Ticket”

2. **Katherine Mansfield** “The Garden Party”

Unit – D 1. **S.H. Manto:** “Toba Tek Singh”

2. **Mahashweta Devi** “Five Women”

References.

1. Bailey, Tom. *On Writing Short Stories*. USA: OUP, 2010. Print.
2. Bloom, Harold. (ed.) *Honore de Balzac (Modern Critical Views)*. USA: Chelsea House Publishers, 2002. Print.
3. ----*Anton Chekhov (Modern Critical Views)*. USA: Chelsea House Publishers, 2009. Print.
4. ----*Guy de Maupassant (Bloom’s Major Short Story Writers)*. USA: Chelsea House Publishers, 2003. Print.
5. ----*Nikolai Gogol (Modern Critical Views)*. USA: Chelsea House Publishers, 1994. Print.
6. Devi, Mahashweta. *After Kurukshetra*. Trans. Anjum Katyal. New Delhi: Seagull Books, 2010. Print.
7. Gaiman, Neil. *Fragile Things: Short Fictions and Wonders*. USA: William Morrow, 2006. Print.
8. Gardner, John. *The Art of Fiction*. New York: Alfred A. Knopf, 1984. Print.
9. Gioia, Dana. *The Art of the Short Story*. USA: Longman, 2005. Print.
10. Jalal, Ayesha. *The Pity of Partition: Manto’s Life, Times and Work*. New Delhi: Harper India, 2013. Print.
10. Sen, Nivedita and N. Yadav. (eds.) *Mahashweta Devi: An Anthology of Recent Criticism*. India; Penecraft International, 2008. Print.
11. Tomalin, Claire. *Katherine Mansfield*. U.K.: Penguin, 2012. Print.

DAV UNIVERSITY, JALANDHAR

Course Title: Creative writing

Course Code: ENG370A

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives:

1. To introduce the student to effective creative writing skills.
2. To make them understand the writing process.
3. To facilitate workshops with the tutors based on their own writings.
4. To hone students' imagination, its cultivation and expression.

Learning Outcomes: This course will students:

1. To find their literary voice/voices
2. Know the creative writing process.
3. To find inspiration more readily.
4. To learn about new authors and literary voices to follow.

Literary Terms and Concepts: cadence, economy, point of view, pre-writing, endings, novel, novella, short-story, fluency, egoism, effacement, narrative voice, inspiration, literary influence, metre, figures of speech, rhythm, persona, spontaneity

Unit-A

The following chapters from *The Cambridge Companion to Creative Writing* by David Morley (Unit-A & B):

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 Zinsar

1. Writing about People: The Interview
2. Writing about Places: The Travel Article
3. Writing about Yourself: The Memoir

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)

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References:

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

L	T	P	Credits
5	1	0	6

Course Title: Basics of Phonetics

Course Code: ENG371A

Total Lectures: 75

Course Objectives:

1. The subject aims at unfolding the vocal aspect as well as the technical aspect of the overall construct of English sounds.
2. It lays the foundation of building a correct approach to commonly acceptable articulation of sounds of English language.

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

1. In learning an appropriate articulation of sounds
2. Point out the areas of discomfort.
3. Adds 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, connected speech.

Unit A

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

Unit B

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

Unit C

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).

References:

1. Ashby, P. *Speech sounds*. London: Routledge, 1995. Print.
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. Print.
4. García Lecumberri, M. L. and J. A. Maidment. *English Transcription Course*. London: Arnold, 2000. Print.
5. Gimson, A.C. *Gimson's Pronunciation of English*. London: Arnold, 2001. Print.
6. Jones, Daniel. *The Pronunciation of English*. Cambridge: Cambridge University Press, 1998. Print.
7. Ladefoged, P. *Vowels and Consonants: An introduction to the sounds of languages*. Oxford: Blackwell, 2001. Print.
8. Roach, P. *English Phonetics and Phonology*. United Kingdom: Cambridge University Press, 2000. Print.
9. Sethi, J. and P.V. Dhamija. *A Course in Phonetics and Spoken English*. New Delhi: Prentice Hall, 2005. Print.
10. Tench, P. *The Intonation systems of English*. London: Cassell, 1996. Print.
11. Suzana, R. *A Practical Course in English Pronunciation*. New Delhi: Tata McGraw Hill, 2012. Print.

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 impart to the target group, knowledge about socialisation, culture, civilisation and social-interaction.

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

UNIT-1

Definition, Nature and Scope of Sociology

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

UNIT-2

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

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

UNIT-3

Social control

Customs, folkways, mores and laws

UNIT-4

Social interaction

Cooperation, competition, conflict, accommodation, and assimilation

Books Recommended:

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

DAV UNIVERSITY, JALANDHAR

Course Title : Fundamentals of 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 impart to the target group, knowledge about socialisation, culture, civilisation and social-interaction.

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

UNIT-1

Socialization: Meaning, Processes, Agencies.

UNIT-2

Theories of self: Cooley, Mead & Freud.

UNIT-3

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

UNIT-4

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

Books Recommended:

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

L	T	P	Credits
5	1	0	6

Course Title: Micro Economics

Course Code: ECO101A

Total Lectures: 75

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

Unit – A (Demand and Supply Analysis)

- Introduction to Economics , Micro economics and Macro economics
- Demand, Types of Demand
- Determinants of demand, Demand function
- Law of demand, Demand schedule, Demand curve
- Why demand curve slopes downward, Exceptions to the law of demand
- Movements along a demand curve, Shift in demand curve
- Supply: Meaning, Determinants of supply
- Supply schedule and supply curve
- Movements along a supply curve, Shift in supply curve, Exceptions of the law of supply
- 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
- Elasticity of demand, Types of elasticity of demand
- Degrees of price elasticity of demand
- Methods of measurement of elasticity of demand
- Determinants of elasticity of demand, Consumer preferences and choices

Unit – B (Cardinal and Ordinal Approach)

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

Unit – C (Production Theory)

- Introduction , Production function, Types of inputs, Factors of production
- Total Product, Average Product, Marginal Product and their relationship
- Isoquants, Iso cost lines, Expansion path
- Marginal rate of Technical Substitution, Principle of marginal rate of technical substitution
- Return to factor; short run production function, Law of variable proportion
- Returns to scale; Constant, increasing and decreasing return to scale
- Cost analysis, cost function and Types of costs
- Traditional theory; Different shapes of cost curves in short run

- Different shapes of cost curves in long run
- Economies of scale; Internal and external economies and diseconomies.

Unit – D (Market Forms)

- Meaning and features of perfect competition
- Short run equilibrium of firm under perfect competition
- Long run equilibrium of firm under perfect competition
- Shut down point , Supply curve of firm, Supply curve of industry
- Monopoly; meaning, features
- Short run equilibrium of firm under monopoly
- Long run equilibrium of firm under monopoly
- Price discrimination under monopoly
- Degrees of price discrimination
- Conditions of price discrimination
- Monopolistic competition; meaning, features
- Short run equilibrium of firm under monopolistic competition
- Long run equilibrium of firm under monopolistic competition
- Product differentiation, Selling cost
- Dumping

Reference Books:

1. Ahuja, H. L. *Principles of Microeconomics*. New Delhi: S Chand.
2. Bernheim, B. D., Whinston, M. and Sen, A. *Microeconomics*. New Delhi: Tata McGraw-Hill Education.
3. Dwivedi, D. N. *Microeconomics: Theory and Applications*. Pearson Education.
4. Geetika, et.al *Managerial Economics*, Tata McGraw-Hill, 2nd Edition.
5. Mithani, D. M. *Business Economics*. Himalaya Publishing House.
6. 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 the students about macroeconomic analysis which help them to understand the way in which the overall economy operates.

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

UNIT –A

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

UNIT-B

- Theories of Income Output and Employment Determination
- Classical Theory of Income Output and Employment Determination
- Effective demand; Principle of effective demand
- Say's Law of market
- Keynes Theory of Income Output and Employment.
- Classical theory versus Keynes theory of income and employment
- Consumption Function; Concepts of consumption function
- Propensity to consume
- Factors affecting propensity to consume
- Investment function
- Autonomous investment and Induced investment
- Factors affecting investment decisions
- Multiplier; Concept of multiplier
- Static multiplier
- Dynamic multiplier

UNIT C

- Money Definition of money, Function of money
- Concepts of money, fiat money
- General Equilibrium of economy
- IS Curve and its derivation

- LM Curve and its derivation
- IS-LM curve analysis
- Inflation; meaning and causes of inflation
- Impact of inflation
- Demand pull inflation
- Cost push inflation
- Control of inflation, Phillips curve
- Business cycles; meaning, its phases
- Macroeconomic policies;
- **UNIT – D**
- Monetary policy, instruments of monetary policy
- Fiscal policy; role of fiscal policy
- Instruments of fiscal policy
- Latest fiscal and monetary policy of RBI
- Balance of payment, meaning, its types
- Distinguish between balance of payment and balance of trade
- Factor responsible for disequilibrium in BOP
- Methods to correct BOP

Reference Books:

1. Abel, Andrew B, Bernake Ben. *Macro Economics*. Pearson Education, 2011.
2. Dwivedi, D. N. *Macroeconomics: Theory and Policy*. New Delhi: Tata McGraw Hill, 2010.
3. Robert J. Gordon, Stanley G. Harris. *Macroeconomics*. New Delhi: PHI, 2013.
4. 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 basic idea of philosophy through its definition, branches, etc. in order to familiarize students with its fundamental nature and function.

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

Unit – 1

- Philosophy: Definition and its Significance
- Branches of Philosophy
- Philosophy and Religion

Unit – 2

- Eastern and Western Ideas of Philosophy
- Philosophy Vs Darshanshashtra

Unit – 3

- Philosophy and Theology
- Philosophy and Religion
- Philosophy and Common Sense

Unit – 4

- Philosophy and Consciousness
- Philosophy and Mindfulness

References

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

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

Unit – 1

- Theoretical Philosophy
- Practical Philosophy

Unit – 2

- Philosophy of Mathematics
- Philosophy of Nature

Unit – 3

- Logic: Correct Reasoning, Ideas and Images
- Deduction/Induction: Definitions and Distinction Between the Two

• Aristotelian Syllogism

Unit – 4

- Laws of Thought: Identity, Contradiction, Excluded Middle
Law of Sufficient Reason and Their Characteristics

References

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

DAV UNIVERSITY, JALANDHAR

Course Title: Eastern Philosophical Thought-I

Course Code: PHI105A

Total Lectures: 75

L	T	P	Credits
5	1	0	6

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

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

Unit – 1

- Eastern Philosophy: An Introduction
- Darshanshashtra: Definition

Unit – 2

- The Concept of Atman and Brahman
- The Idea of Shunyata (Both Upanishadic and Buddhist)

Unit – 3

- Vedic Religion: Fundamental Concepts
- Advaita Vedanta: Maya and Avidya

Unit – 4

- Theory of Karma Propounded in the Bhagavad Gita
- Ashtavakra Gita: An Introductory Note

References

1. Ashtāvakra. *Gītā*. Trans., John Richards. [http://hinduebooks.blogspot.in/2009/07/ashtavakra-gita-sanskrit-text-with.html/15 Jul 2012](http://hinduebooks.blogspot.in/2009/07/ashtavakra-gita-sanskrit-text-with.html/15%20Jul%202012%20%20Web)>. Web.
2. Davidson John. *One Being One*. Radha Soami Satsang Beas, New Delhi, 2010. Print.
3. Maritain, Jacques. *An Introduction to Philosophy*. Chennai: Continuum, 2005
4. Ouspensky, P. D. *Tertium Organum: The Canon of Thought, A key to the Enigmas of the World*. N.p.: Createspace, 2008. Print.
5. *Srimad Bhagavadgita*. Trans. Jayadaya Goyandka. Gorakhpur: Gita Press, 2000. Print.
6. Upadhyaya, K. N. *Buddhism: Path to Nirvana*. Beas: Radha Soami Satsang, Beas, 2010. Print.

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 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 Outcomes: Students will develop primary understanding of key actors, structures, the respective subfields. Moreover it will develop a range of further scholarly inquiry within the discipline of Political Science.

UNIT-1

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

UNIT-2

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

UNIT-3

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

UNIT-4

7. **Forms of Government:** Parliamentary and Presidential
8. Unitary and Federal Democracy and Dictatorship form of Government.

References:

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

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 basic information about power, political theories and practices related to democracy. It also provides the interpretation of social practices through the relevant conceptual notion including rights, equality, freedom and justice.

Learning Outcomes: After going through this course the student would have understand the human nature with regard to politics and the purpose of politics. Furthermore, it will be helpful to understand the ideological interpretation, subfield of political theory and wide range of motivation to participate in the political process.

UNIT-1

- **Political System:** Meaning, Characteristics and Functions.
- **Political Culture:** Meaning, Characteristics and Types.
- **Political Socialization:** Meaning, Characteristics and Agencies.

UNIT-2

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

UNIT-3

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

UNIT-4

- **Liberalism:** Evaluation of Liberal view of state.
- **Marxism:** Evaluation of Marxian view of state

Recommended Books:

1. Asirvatham, E. *Political Theory*. New Delhi: S.Chand & Company, 2011. Print.
2. Bhattacharya, D. C. *Political Theory*. Calcutta: Vijay Publishing House, 2001. Print.
3. Easton, David. *The Political System*. Calcutta: Scientific Book Agency, 1971. Print.
4. Gauba, O. P. *An Introduction to Political Theory*. New Delhi: Macmillan Indian Ltd, 2001. Print.
5. Heywood, Andrew. *An Introduction to Political Theory*. New Delhi: Palgrave Publications, 2004. Print.
6. Hoffman, John and Graham, Paul. *Introduction to Political Theory*. New Delhi: Pearsons, 2006. Print.
7. Jain, M. P. *Political Theory*. Delhi: Authors Guild Publication, 1993. Print.
8. Johari, J. C. *Principles of Political Science*. New Delhi: Sterling Publishers, 2006. Print.
9. Kapur, A.C. *Principles of Political Science*. New Delhi: S.Chand & Company, 1997. Print
10. Skoble, Aeon J. and Machan Tibor R. *Political Philosophy*. New Delhi: Pearson, 2007. Print.
11. Verma, S.P. *Political Theory*. New Delhi: Geetanjali Publishing House, 1999. Print.

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. It is also helpful to develop students understanding about constitutional political institutions, their functioning and dynamic character of the discipline.

Learning Outcome: - It will enhance the knowledge of students with regard to well established framework of government and law which is a working reality. It further encourages a study of state institutions in their mutual interactions and in interaction with the larger extra constitutional environment aimed at meaningful command over Indian Constitutional setup.

UNIT-1

- Constitution Assembly and making of Indian Constitution.
- Basic features of the Indian Constitution.
- Preamble and its importance.

UNIT-2

- Fundamental Rights, features, kinds and evaluation.
- Fundamental Duties.
- Directive Principles of the State Policy.

UNIT-3

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

UNIT-4

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

References:

1. Austin, G. *The Indian Constitution: Corner Stone of a Nation*. Oxford: Oxford University Press, 1966. Print.
2. ---. *Working of a Democratic Constitution: The Indian Experience*. Delhi: Oxford University Press, 2000. Print.
4. Bambhri, C. P. *The Indian State Fifty Years*. New Delhi: Shipra, 1997. Print.
3. Basu, D. D. *An Introduction to the Constitution of India*. New Delhi: Prentice Hall, 2008. Print.
5. Brass, P. *Politics of India Since Independence*. Hyderabad: Orient Longman, 1990. Print.
6. ---. *Caste, Faction and Parties in Indian Politics*. Vol. II, Delhi: Chanakya Publications, 1984-1985. Print.
7. ---. *Ethnic Groups and the State*. London: Croom Helm, 1995. Print.
8. ---. *Language, Religion and Politics in North India*. London: Cambridge University Press, 1974. Print
9. Fadia, B. L. *State Politics in India*. Vol. II, New Delhi: Radiant Publishers, 1984. Print.
10. Frankel, F. R. *India's Political Economy, 1947-1977: The Gradual Revolution*. Oxford: Oxford University Press, 1978. Print.
11. Kothari, R. *State against Democracy: In Search of Human Governance*. Delhi: Ajanta, 1988. Print.
12. ---. *Politics in India*. New Delhi: Orient Longman, 1970. Print.
13. ---. *Party System and Election Studies*. Bombay: Asia Publishing House, 1967. Print.
14. Narain, I (ed.). *State Politics in India*. Meerut: Meenakshi Parkashan, 1967. Print.
15. Pylee, M.V. *Constitutional Government in India*. Bombay: Asia Publishing House, 1977. Print
16. ---. *An Introduction to the Constitution of India*. New Delhi: Vikas, 1998. Print.

DAV UNIVERSITY, JALANDHAR

Course Title: Basic Psychological Processes-I

Course Code: ENG101

Total Lectures: 60

L	T	P	Credits
5	0	0	5

Course Objectives: To enable the students to understand

1. Concept and Schools of Psychology.
2. Individual differences with the help of Psychological testing.
3. The concept of Intelligence, Learning and its theories.
4. Various measures of central tendency.

UNIT-I

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-II

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-III

Learning: Introduction to learning, Characteristics of learning process.

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

UNIT-IV

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

References:

1. Aaron (2007). *Statistics for Psychology*. Pearson Education, New Delhi.
2. Baron, R.A. (1996). *Psychology*. New Delhi: Prentice Hall of India.
3. Benjamin, Jr. L.T., Hopkings, J.R. & Nation, J.R. (1987). *Psychology*. Mcmillan Publishing Company, New York.
4. Carlson N.R. (2007). *Foundation of Physiological Psychology*. Pearson Education, New Delhi.
5. Chaplin, J.R. & Kraiwic, T.S. (1985). *Systems and Theories of Psychology*. Holt, Rinehart and Winston, Inc., New York.
6. Crooks, R.L. & Strin, J. (1988). *Psychology; Sciences: Behaviour and Life*. Holt Rinehart and Winston, Inc., New York.
7. Morgan, G.T., King, P.A., Weisz, T.R. & Schopler, J. (1999). *Introduction to Psychology*. Mcgraw Hill Book Co., New York.

Course Title: Practical

Course Code: ENG102

Total Lectures: 15

L	T	P	Credits
0	0	1	1

Five Practical have 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

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Course Title: Basic Psychological Processes-II

Course Code: PSY103

Total Lectures: 60

L	T	P	Credits
5	0	0	5

Course Objectives: To enable the students to understand

1. The biological bases of behaviour.
2. The nature, process and types of Memory.
3. The nature, types, theories and correlates of Motivation and Emotion.
4. The concept, theories and measures of Personality.
5. The measures of variability and its merits and demerits.

UNIT-I

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-II

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-III

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-IV

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

References:

1. Aaron (2007). *Statistics for Psychology*. Pearson Education, New Delhi.
2. Baron, R.A. (1996). *Psychology*. New Delhi: Prentice Hall of India.
3. Benjamin, Jr. L.T., Hopkings, J.R. & Nation, J.R. (1987). *Psychology*. Mcmillan Publishing Company, New York.
4. Chaplin, J.R. & Kraiwic, T.S. (1985). *Systems and Theories of Psychology*. Holt, Rinehart and Winston, Inc., New York.
5. Coon, D.L., & Mitterer, J.O. (2007). *Introduction to Psychology; Gateways to Mind and Behaviour*. Thomson Wadsworth.
6. Crooks, R.L. & Strin, J. (1988). *Psychology; Sciences: Behaviour and Life*. Holt Rinehart and Winston, Inc., New York.
7. Hall, S.S. & Lindzey (1969). *Theories of Personality*. Wiley Eastern Ltd. New Delhi.
8. Morgan, G.T., King, P.A., Weisz, T.R. & Schopler, J. (1999). *Introduction to Psychology*. Mcgraw Hill Book Co., New York.
9. Solso, R.L. (2007). *Cognitive Psychology*. Pearson Education, New Delhi.
10. Pinel, J.P.J. (2007). *Biopsychology*. Pearson Education, New Delhi.

Course Title: Practical

Course Code: ENG104

Total Lectures: 15

L	T	P	Credits
0	0	1	1

Five Practicals have 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.

Course Title: History-I
Course Code: HIS101A
Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objectives:

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

- Describe the history of Harappa Culture to the teaching of Buddhism and Jainism.
- Describe the history and Culture of Punjab related to the ancient period.

Course Content

Unit-I

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-II

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-III

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-IV

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 Muizzuddin 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.).

Reference Of Books

1. Chief Editor V.K.Agnihotri (IS Retired Allied Publisher) ISBM NO.9788184248173
2. R.N.Mukherjee (Asian India)
3. A.C.Arora and R.S. Arora(Historical Atlas of ancient India)
4. R.C. Majumdar and others (An advance history of India)

5. Romila Thapar (History of early India from the origin to A.D. 1300 A.D. Vol.1 Penguin Books, New Delhi)
6. V.C. Pandey (Political and cultural history of India)
7. M.N.Ghose (Early India)
8. Atlas:
 - a. The Times Atlas of World By Richard Overy
 - b. Historical Atlas Of India By Alisha Khan
 - c. Oxford Student Atlas For India ISBM NO. 9780199485123.
9. Chand,, D.P. and Rajshree, S.(2006). Landmarks in Indian History I (Ancient and Medieval). Ludhiana, Kalyani Publishers.
10. Chandel, L.S. (1999). Medieval State- study Of Delhi Sultanat, New Delhi, Commonwealth Publishers.

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Course Title: History-II
Course Code: HIS102A
Total Lectures: 75

L	T	P	Credits
5	1	0	6

Objectives

1. To Discuss the important phases of Indian History with the beginning of Afghans and Mughals invasions which has tremendous influence in Indian society and polity.
2. Discuss the politics and establishment of new forms of political institutions from the period 1200-1750 A.D.
3. Highlights main trends in Indian History prior and after the British power.
- 4.
5. Explain the detailed study of partition and Independence of India.

UNIT -1

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- 2

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 -3

4. 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; Withdrawl and Impact; the Swarajists; The Simon Commission; The Phase of Civil Disobedience movement.

UNIT-4

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.

References:

1. Bakshi, S.R. & Sharma, S.K..(2008), Maratha Diplomacy and Foreign Policy, New Delhi, Deep & Deep Publications.
2. Chief Editor V.K. Agnihotri (IS Retired Allied Publisher) ISBM NO. 9788184248173.
3. R.N.Mukherjee (Ancient India).
4. Maps:
 - a. Punjab Maps By Vidhya Chitr Prakashan (edition 2014) ASIM- B00PIN7f7k