

**DAV UNIVERSITY, JALANDHAR**

**DAV UNIVERSITY JALANDHAR**



**Faculty of Languages and Literature**

**Course Scheme & Syllabus**

**For**

**M.A. (HONOURS) ENGLISH**

**1<sup>st</sup> to 4<sup>th</sup> SEMESTER EXAMINATIONS**

**2015–2016 Session Onwards**

**Syllabi Applicable for Admissions in 2015**

**DAV UNIVERSITY, JALANDHAR**

**Scheme of Courses MA (Hons.) in English**

**Master of Arts**

**Semester 1**

S. no.	Course Code	Course Name	Course Type	L	T	P	Credit
1	ENG501	Literary Criticism-I	Core	4	1	0	4
2	ENG502	British Drama	Core	4	1	0	4
3	ENG503	British Fiction	Core	4	1	0	4
4	ENG504	British Poetry	Core	4	1	0	4
5	ENG505	History of English Literature-I	Compulsory Foundation	4	1	0	4
6	ENG513	Linguistics-I	Core	4	1	0	4

**Total Credits: 24**

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

**Semester 2**

S. no.	Course Code	Course Title	Course Type	L	T	P	Credit
1	ENG507	Literary Criticism-II	Core	4	1	0	4
2	ENG508	Modern World Drama	Core	4	1	0	4
3	ENG509	Modern World Fiction	Core	4	1	0	4
4	ENG510	Modern World Poetry	Core	4	1	0	4
5	ENG511	History of English Literature-II	Compulsory Foundation	4	1	0	4
6	ENG514	Contemporary American Literature	Core	4	1	0	4

**Total Credits: 24**

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

**DAV UNIVERSITY, JALANDHAR****Semester 3**

S. no.	Course Code	Course Title	Course Type	L	T	P	Credit
1	ENG601	Literary Theory	Core	4	1	0	4
2	ENG603	Indian Literature in Translation	Core	4	1	0	4
3	ENG614	Research Methodology	Core	4	1	0	4
4	ENG620	Dissertation Part - I					2
5	ENG602	Seminar					2
6	Departmental Elective-I						
7	Open Elective-I						

**Total Credits: 24****L: Lectures T: Tutorial P: Practical Cr: Credits****Semester 4**

S. no.	Course Code	Course Title	Course Type	L	T	P	Credit
1	ENG607	Literary Criticism in India	Core	4	1	0	4
2	ENG608	Indian Writing in English	Core	4	1	0	4
3	ENG609	Cultural Studies	Core	4	1	0	4
4	ENG621	Dissertation Part-II Core					4
5	Departmental Elective-II						
6	Open Elective-II						

**Total Credits: 24****L: Lectures T: Tutorial P: Practical Cr: Credits**

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### Departmental Elective

S. no.	Course Code	Course Title	Course Type	L	T	P	Credit
1	ENG604	Postcolonial Literature and Theory	Departmental Elective	4	1	0	4
2	ENG610	New Literatures in English	Departmental Elective	4	1	0	4
3	ENG613	Linguistics-II	Departmental Elective	4	1	0	4
4	ENG615	Non-fiction Prose	Departmental Elective	4	1	0	4

### Open Elective

S. no.	Course Code	Course Title	Course Type	L	T	P	Credit
1	HIS601	Historical Trends, Concepts, and Movements	Open Elective	4	1	0	4
2	HIS602	History of Ideas	Open Elective	4	1	0	4
3	EVS561	Dynamics of Biogeography	Open Elective	4	1	0	4
4	EVS661	Environmental toxicology	Open Elective	4	1	0	4
5	ECO212	Indian Economy	Open Elective	4	1	0	4
6	ECO302	Agriculture Economics	Open Elective	4	1	0	4

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## Syllabi M.A. English (Hons.) Semester 1

L	T	P	Credits	Marks
4	1	0	4	100

**Course Title: Literary Criticism-I**

**Course Code: ENG 501**

**Total Lectures: 60**

**Course Objectives:** The course intends to provide a critical understanding of the developments in literary criticism from the beginning to the end of 19th century. Moreover some selected texts/critics are prescribed for detailed study whose contribution to this area constitutes a significant benchmark in each era. It also provides a conceptual framework for developing an understanding of the function and practice of traditional modes of literary criticism.

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

1. a familiarity with origin of critical ideas in literature from Plato to present.
2. a better understanding of function of criticism.
3. a deep historical sense in the field of Literature.
4. an idea of tradition. Students will develop critical ability.

### **Prescribed Texts:**

#### **Unit - A**

Aristotle: *Poetics* (Chapters i-xvi, xxv)

#### **Unit - B**

William Wordsworth: *Preface to Lyrical Ballads*

#### **Unit - C**

Matthew Arnold: *The Function of Criticism in the Present Time*

#### **Unit - D**

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

### **Suggested Readings:**

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

## DAV UNIVERSITY, JALANDHAR

**Course Title: British Drama**

**Course Code: ENG 502**

**Total Lectures: 60**

**Course Objectives:** In this course, the students will:

L	T	P	Credits	Marks
4	1	0	4	100

1. study the development of British drama up till the modern times through a detailed analysis of texts with an emphasis on significant playwrights.

2. get acquainted with general trends in British literature over the ages.

3. explore the texts by understanding the social and political environment surrounding them.

4. 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. Come to understand the relation between literary texts and social environment.

3. sharpen students' ability for critical reasoning and analytical thinking.

### **Unit - A**

William Shakespeare: *King Lear*

### **Unit - B**

Richard Sheridan : *The School for Scandal*

### **Unit – C**

T.S Eliot: *Murder in the Cathedral*

### **Unit – D**

John Osborne: *Look Back in Anger*

### **Suggested Reading:**

1. Abrams, M.H. *A Glossary of Literary Terms*. India: Macmillan, 1970. Print.
2. Adelman, Janet (ed.). *Twentieth Century Interpretations of King Lear*. New Delhi: Prentice Hall India, 1980. Print.
3. Anderson, Michael. *Anger and Detachment: A Study of Arden, Osborne and Pinter*. London: Pitman, 1976. Print.
4. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. USA: OUP, 2009 (3ed.). Print.
5. Bradley, A.C. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth*. New Delhi: Dodo Press, 2009. Print.
6. Chandler, Frank Wadleigh. *Aspects of Modern Drama*. New York: Macmillan, 1914. Print.
7. Harbage, Alfred. *Shakespeare: The Tragedies (A Collection of Critical Essays)*. New Delhi: Pearson, 2005. Print.
8. Hayman, Ronald. *John Osborne (Contemporary Playwrights Series)*. London: Heinemann Educational, 1970. Print.
9. Loftis, J. *Comedy and Society from Congreve to Fielding*. Stanford: Calif, 1959. Print.
10. Loomba, Ania. *Post-colonial Shakespeare*. London: Routledge, 1998. Print.

## DAV UNIVERSITY, JALANDHAR

**Course Title: British Fiction**

**Course Code: ENG503**

**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objectives:** The course is designed

1. to introduce novel as a literary genre
2. to analyse 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-political-cultural factors that are called forth in the making of the novel

**Learning Outcomes:** At the end of the semester, 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

### **Unit – A**

*Joseph Andrews* by Henry Fielding

### **Unit - B**

*A Tale of Two Cities* by Charles Dickens

### **Unit - C**

*The Mayor of Casterbridge* by Thomas Hardy

### **Unit – D**

*Women in Love* by D. H. Lawrence

### **References:**

1. Chesterton, G.K. *Charles Dickens*. U.K.: House of Stratus, 2001. Print.
2. Gardner, John. *The Art of Fiction*. New York: Alfred A. Knopf, 1984. Print.
3. Kettle, Arnold. *An Introduction to the English Novel Vol. I*. London: Hutchinson, 1974. Print.
4. Lubbock, Percy. *The Craft of Fiction*. U.S.A.: Create Space, 2010. Print.
5. Lucas, George. *The Theory of Novel*. London: Merlin Press, 1971. Print.
6. Rimmon-Kenan, Shlomith. *Narrative Fiction*. London: Routledge: 2002. Print.
7. Williams, Ioan. *The Criticism of Henry Fielding*. Routledge and Kegan Paul Books, 1970. Print.
8. Williams, Raymond. *Culture and Society: 1780-1950*. New York: Columbia University, Press, 1958. Print.

**DAV UNIVERSITY, JALANDHAR**

**Course Title: British Poetry**

**Course code: ENG504**

**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objectives:** The course is designed to:

1. Give the student a historical overview of the developments in poetry.
2. Introduce the student to major poets.
3. Give the student an overview of the ways to analyze poetry and understand its finer nuances.
4. Acquaint the student with select critical terminology of critics.

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

1. Able to engage in critical reception of poetry.
2. Able to trace the development of poetry, the change of its form and content.
3. Able to understand the writing process and through what devices poetry creates impression.

**Unit -A**

**Elizabethan Poetry:**

**John Milton**

1. *Paradise Lost (Book I)*

**John Donne**

1. *A Valediction: Forbidding Mourning*
2. *Holy sonnet XIV: Batter My Heart , Three – Person'd God*

**Unit -B**

**Neo-Classical Poetry:**

**John Dryden**

1. *Alexander's Feast ; or The Power of Music*

**Alexander Pope**

1. *An Essay on Man : Epistle 1*

**Unit -C**

**Romantic Poetry:**

**John Keats**

1. *Ode on a Grecian Urn*
2. *Ode to Nightingale*



**Samuel Taylor Coleridge**

1. *Kubla Khan*

**Unit -D**

**Victorian Poetry:**

**Matthew Arnold**

1. *Dover Beach*

**Robert Browning**

1. *Andrea del Sarto*
2. *A Grammarian's Funeral: Shortly After the Revival of Learning*

**Suggested Readings:**

1. Abrams, M.H. *English Romantic Poets: Modern Essays in Criticism, 2nd ed.* Oxford: Oxford University Press, 1975. Print.
2. Bate, Walter Jackson, ed. *Keats: A Collection of Critical Essays.* New Delhi: Prentice Hall India Pvt. Ltd., 1978. Print.
3. Bennett, Joan. *Five Metaphysical Poets.* Cambridge: Cambridge University Press, 1964. Print.
4. Drew, P. ed. *Robert Browning: A Collection of Critical Essays.* New Delhi: Macmillan, 1985. Print.
5. Fraser, G.S. ed. *Keats: The Odes (Case Book Series).* London: Macmillan, 1971. Print.
6. Gardner, Helen, ed. *John Donne: A Collection of Critical Essays (Twentieth Century Views Series).* New Delhi: Prentice Hall India Ltd., 1979. Print.
7. Sperry, Stuart M. *Keats: The Poet.* New Jersey: Princeton University Press, 1973. Print.
8. Wasserman, Earl R. *The Finer Tone: Keats' Major Poems.* Baltimore: The John Hopkins Press, 1967. Print.
9. Watson, J.R. ed. *Browning: Men and Women and Other Poems (Case Book Series).* New Delhi: Macmillan, 1986. Print.
10. Williamson, George. *A Reader's Guide to the Metaphysical Poets.* Yugoslavia: Thomas & Hudson, 1988. Print.

## DAV UNIVERSITY, JALANDHAR

**Course Title: History of English Literature –I**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Code: ENG505**

**Total Lectures: 60**

**Course Objectives:** The Course Objectives is to augment a critical understanding among our students of the obvious interconnection between literature and its socio-political and cultural context. Apart from making them familiar with a chronological development of English literature right from the beginning to the end of Romantic period, this paper intends to help the students to have an understanding of a literary history and its role in the creation of a significant, continuous, national, international or generic tradition.

**Learning Outcomes:** The students will not only become familiar with literary periods and their defining characteristics, but also will get an insight into various influences that power and govern literary evaluation. Further, they will learn about lesser known works obscured often by dazzling canons. By studying the bygone ages they will learn as to how literary trends emerge, function and dissolve, only to be reborn again.

### **Literary Periods-**

**Unit 1:** 1340-1400: Age of Chaucer

1400-1500: Barren Age

1500-1660: The Renaissance

**Unit 2:** 1558-1603: Elizabethan Age

1603-1625: Jacobean Age

1625-1649: Caroline Age

1649-1660: Commonwealth Period (or Puritan Interregnum)

**Unit 3:** 1660-1785: The Neoclassical Period

1660-1700: The Restoration

1700-1745: The Augustan Age (or Age of Pope)

1745-1785: The Age of Sensibility (or Age of Johnson)

**Unit 4:** 1785-1830: The Romantic Period

### **Background Reading:**

**Literary Movements/Terms** – Renaissance, Restoration, Reformation, Cavalier Poets, Metaphysical Poets, University Wits, Lake Poets, The Augustans, Romanticism, Gothic Novel,

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Elizabethan Drama, Sonnet, Comedy of Manners, Restoration Comedy, Mock Epic, Historical Novel, Enlightenment, Neo-Classicism.

### Suggested Readings:

1. Daiches, D. *A Critical History of English Literature*. 2nd ed. in 4 vols.- Secker and Warburg, 1971-1972. Print.
2. Elton, O. *A Survey of English Literature, 1730-1780, 1780-1830, 1830-1880*, 6 vols – Edward Arnold Publishers, 1948. Print.
3. Ford, B. ed. *The New Pelican Guide to English Literature*, rev. and enlarged ed. in 9 vols.- Penguin Books, 1982-1988. Print.
4. Legouis, E. , Cazamian. L. *A History of English Literature*- Dent and Sons, 1964. Print.
5. Rogers, Pat. *An outline of English Literature*- Oxford and New York: Oxford Univeristy Press, 1992. Print.
6. Sampson, G. *The Concise Cambridge History of English Literature*. 3rd ed. rev.- Cambridge University Press, 1970. Print.
7. Taine, H.A. *History of English Literature*, 4 vols- Chatto and Windus, 1883. Print.
8. *The Cambridge History of English Literature*. Ed. Ward, A.W., Waller, A.R., 15 vols. Cambridge University Press, 1907-1927. Print.
9. *The Oxford History of English Literature*. Ed. Wilson, F.P., Dobree, B., 14 vols.- Oxford University Press, since 1945 (series not complete). Print.
10. Ward, A.C. *Illustrated History of English Literaure*. 3 vols. Longmans, 1953-1955. Print.

## DAV UNIVERSITY, JALANDHAR

**Course Title: LINGUISTICS-I**  
**Paper Code: ENG513**  
**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

### **Course Objectives:**

The course aims at providing a comprehensive introduction to the studies of language. Through the course, students will be apprised of developments in the field of Linguistics in the 20<sup>th</sup> Century. The subject will assist in developing an understanding of the language study through a scientific and analytical approach towards language. A strong component of the training to be imparted to the students will comprise the focus on cultivating the essential capability for the usage of the subtle aspect of language

**Learning Outcomes:** This course will enable the students to comprehend:

- The meaning and role of language
- The mechanism and history of linguistics as a science
- The contribution of various linguists towards the growth of language
- The operational aspect of various branches of linguistics
- The practical usage of the sounds of English in our speech
- The significance of developing language skills

### **UNIT-A**

Language – Origin, nature and functions (arbitrariness of sign, speech and writing, animal and human language, conventionality, system of systems), a brief history of linguistics

### **UNIT –B**

Modern Linguistics:

Linguistics as a Science, the descriptive approach, the early structuralists, Ferdinand de Saussure and Dichotomies, the contribution of Bloomfield, Langue and Parole, Syntagmatic and Paradigmatic relationships, synchronic and diachronic approaches.

Branches of Linguistics; Psycholinguistics, Sociolinguistics and the study of the variation in language, particularly, dialect, accent and register.

### **UNIT- C**

Levels of linguistic analysis:

Introduction to Phonetics, speech organs, description and classification of sounds, RP system, phonemes, allophones, minimal pairs

Morphology, free and bound morphemes, allomorphs, zero morphemes

### **UNIT-D**

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Phonology:

Phonetic symbols and transcription of English words, syllable structure, Weak forms, contractions, word stress, sentence stress, assimilation and elision in connected speech, basic patterns of intonation

Morphology- Word formation, derivation, affixation, compounding.

### Suggested Reading:

1. Conrad and Leech, *A Student Grammar of Spoken and Written English*, London, Longman.1999. Print.
2. Crystal, D., *Linguistics*, Harmondsworth, Penguin, 1980. Print.
3. Culler Jonathan, *Saussure* , London Fontana Modern Classics, 1978. Print.
4. Gimson, A.C., *Introduction to the Pronunciation of English*, London, Arnold, 1988. Print.
5. Lyons, J., *Language and Linguistics*, Cambridge, CUP 1982. Print.  
Prentice Hall of India, 2007. Print.
6. Radford, A., *Linguistics: An Introduction*, Cambridge, Cambridge University Press, 1999. Print.
7. Roach, P., *English Phonetic and Phonology*, Prentice Hall of India, 1995. Print.
8. Sethi, J. and Dhamija, *A Course in Phonetics and Spoken English* , New Delhi, Prentice hall, 1999 . Print.
9. Syal and Jindal, *Introduction to Linguistics, Grammar and Semantics*, revised Ed., N.Delhi, Prentice hall, 2007.Print.
10. Yule, G.,*The Study of Language*, Cambridge, Cambridge University Press, 2009. Print.

DAV UNIVERSITY, JALANDHAR

Semester -2

Course Title: Literary Criticism-II

Course Code: ENG 507

Total Lectures: 60

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objectives:** The course intends to provide a textual, historical and critical study of the developments in literary criticism from the beginning of 20th century to the present times. The course also undertakes to offer a survey of all the major developments in literary methodology during this period. It also provides a conceptual framework for developing an incisive understanding of the function and practice of different literary methodologies available to the learner.

**Learning Outcomes:** After completion of the course, a learner is expected to have:

- (i) an overview of major critical tools available to understand a text contextually.
- (ii) the skill of attempting a close reading of the text.
- (iii) the skill to analyze and interpret facts.

**NOTE:** The second essay in each unit has been prescribed for in-depth comprehension of the related concept, hence these essays should be referred to for general study only.

**Prescribed Texts:**

**Unit 1 New Criticism and Russian Formalism:**

- (i) Cleanth Brooks: “Irony as a Principle of Structure”
- (ii) Viktor Shklovsky: “Art as Technique”

**Unit 2 Psychological Approach:**

- (i) Sigmund Freud: “Creative Writers and Day-dreaming”
- (ii) Jacques Lacan: “The Symbolic Order”

**Unit-3 Feminism:**

- (i) Simone de Beauvoir: “Myth and Reality” in *The Second Sex* (1949).
- (ii) Elaine Showalter: “Feminist Literary Criticism in the Wilderness” in David Lodge (ed.), *Modern Criticism and Theory: A Reader*, London and New York: Longman, 1988. 331-53.

**Unit 4 Sociological/Marxist Approach:**

- (i) Raymond Williams: “Base and Superstructure”; and “Dominant, Residual and Emergent.”

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(ii) Louis Althusser: "Ideology and Ideological State Apparatuses," from *Lenin and Philosophy and Other Essays*.

### Suggested readings:

1. Barry, Peter. *Beginning Theory: An Introduction to Literary & Cultural Theories*, 2nd ed., Manchester: Manchester University Press, 2004. Print.
2. Bertens, Hans. *Literary Theory: The Basics*, New York: Routledge, 2003. Print.
3. Eagleton, Terry. *Marxism and Literary Criticism*, University of California Press: London, 1976. Print.
4. Habib, M. A. R. *A History of Literary Criticism: From Plato to the Present*. Oxford: Blackwell, 2005. Print.
5. Nagarajan, M.S. *English Literary Criticism & Theory: An Introductory History*, Hyderabad: Orient Longman, 2006. Print.
6. Ransom, John Crowe. *The New Criticism*, New York: New Directions, 1941. Print.
7. Richards, I. A. *Practical Criticism*, London: Routledge & Paul, 1964. Print.
8. Robey, David and Ann Jefferson, *Modern Literary Theory*, London: Batsford, 1986. Print.
9. Waugh, Patricia. *Literary Theory & Criticism: An Oxford Guide*, New Delhi: Oxford University Press, 2006. Print.
10. Wimsatt and Brooks. *Literary Criticism: A Short History*, New Delhi: Oxford & IBH Pub Co., 1974. Print.

## DAV UNIVERSITY, JALANDHAR

**Course Title: Modern World Drama**

**Course Code: ENG508**

**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objectives:** In this course, the students will:

1. study the modern evolution of drama, its changing trends and movements, with significant emphasis on seminal plays and playwrights of modern and post-modern era.
2. learn important literary terminology in the study of drama both as text and performative art.

**Learning Outcomes:** After studying this course, the students will:

1. be able to identify the relationship between drama and its socio-cultural context representing myriad colours of the genre.
2. be able to comprehend the continual critical engagement of drama with society.
3. get acquainted with the technicalities and themes of the playwrights.
4. gain insight into variety of issues relating to English drama in the modern context.

### Unit A

August Strindberg: *Miss Julie*

### Unit B

Anton Chekhov: *The Cherry Orchard*

### Unit C

Samuel Beckett: *Waiting for Godot*

### Unit D

Dario Fo: *Accidental Death of an Anarchist*

### Reference List:

1. Abrams, M.H. *A Glossary of Literary Terms*. India: Macmillan, 1970. Print.
2. Bachner, Saskia. *The Omnipresent Emptiness in Samuel Beckett's "Waiting for Godot"*. Germany: GRIN Verlag, 2008. Print.
3. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. USA: OUP, 2009 (3ed.). Print.
4. Behan, Tom. *Dario Fo: Revolutionary Theatre*. London: Pluto, 2000. Print.
5. Chandler, Frank Wadleigh. *Aspects of Modern Drama*. New York: Macmillan, 1914. Print.
6. Esslin, Martin. *The Theatre of the Absurd*. London: Penguin, 1980. Print.
7. Hirst, David. *Dario Fo and Franca Rame*. Hampshire: Macmillan, 1989. Print.
8. Williams, Raymond. *Drama: From Ibsen to Eliot*. London: Chatto & Windus, 1952. Print.
9. Rayfield, Ronald. *The Cherry Orchard: Catastrophe and Comedy*. USA: University of California, 1994. Print.
10. Gottlieb, Vera and Paul Allain, eds. *The Cambridge Companion to Chekhov*. University of Kent, 2000. Print.



## DAV UNIVERSITY, JALANDHAR

**Course Title: Modern World Fiction**

**Course Code: ENG509**

**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objectives:** This course is designed to introduce regional variety of fictional techniques. It intends to study how local elements assert themselves and compel the accepted norms/forms to redefine themselves. Further, it aims to study the shared and personal spaces occupied by individual writers.

**Learning Outcomes:** Students will have learnt about the spatial significance, in addition to temporal one, of fictional evolution. They will be able to evaluate the impact of indigenous issues/concerns on fictional representation. Finally, they will be able to appreciate that world fiction, with all its individual fragments, represents collective humanity.

### **Unit – A**

*The Stranger* by Albert Camus

### **Unit – B**

*Uncle Tom's Cabin* by Harriet Beecher Stowe

### **Unit – C**

*A Portrait of the Artist as a Young Man* by James Joyce

### **Unit – D**

*The Brothers Karamazov* by Fyodor Dostoevsky

### **Suggested Readings:**

1. Fatemeh, Azizmohammadi. "A Study of Franz Kafka's The Trial". *Journal of Basic and Applied Scientific Research*, Vol. II, 2012. Print.
2. Fisher, J. Williams. *The American Literature of the Nineteenth Century: An Anthology*. New Delhi: Eurasia Publishing House, 1970. Print.
3. Harmon, William and C. Hugh Holman. *A Handbook to Literature*. Uper Saddle River, NJ: Prentice Hall, 1986. Print.
4. Kafka, Franz. *The Office Writing*. Princeton: Princeton University, 2008. Print.
5. Moore, Ray. *The Stranger: A Critical Introduction*. N. A.: Createspace, 2012. Print.
6. Terras, Victor. *A Karamazov Companion: Commentary on the Genesis, Language, and Style of Dostoevsky's Novel*. Wisconsin: University of Wisconsin Press, 1981. Print.
7. Wilhelm, Emrich. *Franz Kafka: A Critical Study of His Writings*. Mishawaka: Better World Books, 1981. Print.
8. Harmon, William and C. Hugh Holman. *A Handbook to Literature*. Uper Saddle River, NJ: Prentice Hall, 1986. Print.
9. Williams, Raymond. *Culture and Society: 1780-1950*. New York: Columbia University Press, 1958. Print.

## DAV UNIVERSITY, JALANDHAR

**Course Title: Modern World Poetry**

**Course Code: ENG510**

**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objectives:** Modern World Poetry is quintessential to a maturer understanding of poetry as in modern times verse has become highly experimental and innovative with technique as its epicentre. The prescribed poems would enable the reader to get a suitable glimpse into the fresh use of language. This is done with an aim to help the students develop a keen and inquisitive eye for the genre.

**Learning Outcomes:** 1. After studying this course, the learner will be able to correlate their own sensibilities with the literary expressions in the text.

2. The subject will apprise students of a vast panorama of literary devices used to create poetic world(s).

### **Unit – A**

Modern British Poetry

1. W.B. Yeats :  
Sailing To Byzantium. (It was to be dropped, wasn't it?)  
Lapis Lazuli.  
The Second Coming
2. T.S. Eliot :  
The Wasteland

### **Unit – B**

Modern American Poetry

1. Bob Dylan  
Blowing in The Wind  
The Times they are A-Changing
2. Sylvia Plath  
Hope is the Thing with Feathers
3. Ted Hughes  
Hawk Roosting  
Lady Lazarus  
Morning star

### **Unit – C**

Modern Latin American Poetry

1. Pablo Neruda  
Tonight I Can Write the Saddest Lines  
Night Sea (From Canto General) / A Song of Despair  
Ode to Tomato
2. Jorge Luis Borges

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The Art of Poetry  
To The Nightingale

### Unit – D

Modern European Poetry

1. Fernando Pessoa  
If I Could Carve my Poems in Wood  
The Broken Window
2. Rainer Maria Rilke  
The Swan  
Spanish Dancer  
The Panther

### Reference List:

1. Acheson, James and Romana Huk, eds. *Contemporary British Poetry: Essays in Theory and Criticism*. Albany NY: SUNY Press, 1996. Print.
2. Altieri, Charles. *Painterly Abstraction in Modernist American Poetry*. Cambridge: CUP, 1989. Print.
3. Bysshe, Edward. *The Art of English Poetry*. N.A.: 1739. Print.
4. *Contemporary Poets*. Ed. James Vinson. 5th ed. New York: St. Martin's Press, 1991. Print.
5. Courthope, William John. *A history of English poetry*. London: Macmillan and Co., 1903-35. Print.
6. Eliot, T.S. *The Wasteland. A Facsimile and Transcript of the Original Drafts Including the Annotations of Ezra Pound*. Edited by Valerie Eliot. New York: A Harvest Special, Harcourt Brace Jovanovich, Inc., 1971. Print.
7. Finneran, Richard J., ed. *The collected poems of W.B. Yeats*. A New Edition. New York : macmillan publishing company, 1983. Print.
8. Gregson, Ian. *Poetry and Postmodernism: Dialogue and Estrangement*. Basingstoke: Macmillan, 1996. Print.
9. MacNeice, Louis. *Modern Poetry: A Personal Essay*. London: OUP, 1938. Print.
10. Perkins, David. *A History of Modern Poetry*. Cambridge, MA: Belknap Press of Harvard University Press, 1976-1987. 2 v. Print.

## DAV UNIVERSITY, JALANDHAR

**Course Title: History of English literature-II**

**Paper Code: ENG511**

**Total Lecture: 60**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objectives:** This paper is designed as a progression of History of English literature-I. It aims to prepare the student in the vast and extensive history of English literature and the social, political and cultural conditions in which the inception and evolution of the diversity of literature propelled itself.

**Learning Outcomes:** The student will develop a comprehensive idea of the prescribed periods of history and will be able to relate themselves to the millennia-long tradition of knowledge.

### UNIT- A

**Early Victorian period** 1848-1860: The Pre-Raphaelites

### UNIT –B

**Late Victorian period** 1880-1901: Aestheticism and Decadence

### UNIT- C

**Early Modern Period** (i) 1901-1914: The Edwardian Period  
(ii) 1910-1936: The Georgian Period

### UNIT-D

**Modern Period** 1940-1980

### Suggested Readings:

1. Daiches, D. *A Critical History of English Literature*. 2nd ed. in 4 vols.- Secker and Warburg, 1971-1972. Print.
2. Elton, O. *A Survey of English Literature*, 1730-1780, 1780-1830, 1830-1880, 6 vols – Edward Arnold Publishers, 1948. Print.
3. Ford, B. ed. *The New Pelican Guide to English Literature*, rev. and enlarged ed. in 9 vols.- Penguin Books, 1982-1988. Print.
4. *Longman Literature in English*. Gen. Ed. Carroll, D., Walsh, C. An M. Wheeler. (14 volumes in the series)Longman, 1987-2004. Print.
5. Legouis, E. , Cazamian. L. *A History of English Literature*- Dent and Sons, 1964. Print.
6. Rogers, Pat. *An outline of English Literature*- Oxford and New York: Oxford Univeristy Press, 1992. Print.
7. Taine, H.A. *History of English Literature*, 4 vols- Chatto and Windus, 1883. Print.
8. *The Cambridge History of English Literature*. Ed. Ward, A.W., Waller, A.R., 15 vols. Cambridge University Press, 1907-1927. Print.
9. *The Oxford History of English Literature*. Ed. Wilson, F.P., Dobree, B., 14 vols.- Oxford University Press, since 1945 (series not complete). Print.
10. Ward, A.C. *Illustrated History of English Literaure*. 3 vols. Longmans, 1953-1955. Print.

## DAV UNIVERSITY, JALANDHAR

**Course Title: Contemporary American Literature**

**Course Code: ENG514**

**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

### Course Objectives

This course will

1. Cover a wide area of American literature across genres, ethnicities and historical times.
2. Help the student understand the changes brought about by modernism and urbanization in the American cultural landscape.
3. Engage the student in understanding the changing notions of class, gender, ethnicity in a postcolonial, diasporic and neocolonial world order.
4. Engage the student in understanding the cultural milieu of America through the various forms and movements in literature.

### Learning Outcomes:

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

1. Critically analyze American literary texts in the light of several movements in literature.
2. Understand the changing faces of texts with developments in culture.
3. Understand the progression of ideas across genres and times.
4. Get a clear idea of the literary space of America.

#### Unit – A

Toni Morrison: *The Bluest Eye*

#### Unit – B

Edward Albee: *Who is Afraid of Virginia Woolf*

#### Unit – C

- i. Sylvia Plath: “Daddy”  
“Ariel”  
“Hope is the thing with feathers”
- ii. Robert Frost : “The Death of the hired man”  
“Stopping by the woods on a snowy evening”
- iii. Langston Hughes: “Harlem”  
“I, too”
- iv. Li-Young Lee : “Immigrant Blues”  
“I ask my mother to sing”

#### Unit – D

- i. James Baldwin: *The Stranger in the Village*

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ii. Stephen Greenblatt: *Culture*

### Suggested Reading:

1. Bronsen, Elisabeth. *Sylvia Plath*. UK: Northcote House, 2010. Print.
2. Faggen, Robert. *The Cambridge Companion to Robert Frost*. UK: Cambridge University Press, 2001. Print.
3. Field, Douglas. *All Those Strangers: The Art and Lives of James Baldwin*. USA: OUP, 2015. Print.
4. Graham, Maryemma and Jerry W. Ward Jr., eds. *The Cambridge History of African-American Literature*. USA: Cambridge University Press, 2011. Print.
5. Gillespie, Carmen. *Critical Companion to Toni Morrison: Her Life and Work*. New York: Infobase Publishing, 2008. Print.
6. Fisher, William J. *The American Literature of the Nineteenth*
7. Jacob, J. *History of American Literature*. New Delhi: Sublime Publishers, 2005.
8. Milton, Jane, Caroline Polmear and Julia Fabricius. *A Short Introduction To Psychoanalysis*. New Delhi: Sage Publications, 2004. Print.
9. Schneider, Dorothy Schneidercarl J. *An Eyewitness History Of Slavery In America*. N. A.: Checkmark, 2000. Print.

# DAV UNIVERSITY, JALANDHAR

## Semester 3

**Course Title: Literary Theory**

**Course Code: ENG601**

**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objectives:** The paper proposes to study literary theory as a creative and critical tool to understand a text. Central to this course is the close reading of a text. The course takes up major strands of modern literary theory and provides a conceptual context for an understanding of the function and practice of modern criticism.

**Learning Outcomes:** As a progression the paper ENG507, the subject will facilitate the critical appreciation of literary texts in a practical manner and keep the learners abreast with the latest conceptual trends in literary field.

After completion of the course, a reader is expected to develop:

- (i) an overview of major critical tools available to understand a text contextually.
- (ii) a close reading of a text.
- (iii) a sense of fact and interpretation.

### Unit - A

Structuralism:

- (i) Ferdinand de Saussure: "The Nature of Linguistic Sign" in David Lodge (ed.) *Modern Criticism and Theory: A Reader*, London and New York: Longman, 1988: 10-14.
- (ii) Roland Barthes: "The Structuralist Activity" in *Critical Theory since Plato*. Ed. Hazard Adams. New York: Harcourt Brace Jovanovich, 1971. 1128-1130.

### Unit - B

Poststructuralism and Deconstruction:

- (i) Roland Barthes: "The Death of the Author" from Roland Barthes, *Image, Music, Text*. London: Flamingo, 1977: 142-48. Also in David Lodge (ed.) *Modern Criticism and Theory: A Reader*, London and New York: Longman, 1988.
- (ii) Jacques Derrida: "Structure, Sign & Play in the Discourse of Human Sciences" from J. Derrida, *Writing and Difference*, trans. Alan Bass, Chicago: University of Chicago Press, 1978: 278-93. Also in David Lodge (ed.) *Modern Criticism and Theory: A Reader*, London and New York: Longman, 1988:108-23.

### Unit - C

Postmodernism:

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- (i) Jean Francois Lyotard: “Answering the Question: What Is Postmodernism?” translated by Regis Durand in *The Postmodern Condition*, Manchester University press, 1984.
- (ii) Jean Baudrillard: “The Spirit of Terrorism,” trans. by Chris Turner in *The Spirit of Terrorism and Other Essays*. London: Verso, 2003.

### Unit - D

#### New Historicism and Cultural Materialism:

- (i) Stephen Greenblatt: “Introduction” in *Renaissance Self–Fashioning*. Chicago: University of Chicago Press, 1980. 1-9.
- (i) Alan Sinfield and Jonathan Dollimore: “Foreword” and “Introduction” in *Political Shakespeare: New Essays in Cultural Materialism*. Ithaca: Cornell, 1985. vii-viii & 2-17.

#### Suggested Reading:

1. Barry, Peter. *Beginning Theory*. Manchester and New York: Manchester University Press, 1995. Print.
2. Culler, Jonathan. *Barthes*. Great Britain: Fontana, 1983. Print.  
Eagleton, Terry. *Literary Theory: An Introduction*, Minneapolis: University of Minnesota Press, 1983. Print.
3. ---. *Marxism and Literary Criticism*, Berkeley and Los Angeles: University of California Press, 1976. Print.
5. Hawthorn, Jeremy. *A Concise Glossary of Contemporary Literary Theory*, London: Edward Arnold, 1992. Print.
6. Derrida, Jacques. *Positions*. Trans. Alan Bass. Chicago: U of Chicago P, 1981. Print.
7. Derrida, Jacques. *Speech and Phenomena and Other Essays on Husserl's Theory of Signs*. Trans. David B. Allison. Evanston: Northwestern UP, 1973. Print.
8. Jefferson, Ann and David Robey, eds. *Modern Literary Theory*, New York: Barnes and Noble, 1982. Print.
9. Krishnaswamy, et al. *Contemporary Literary Theory: A Student's Companion*, New Delhi: Macmillan, 2000. Print.
10. Waugh, Patricia. *Literary Theory and Criticism: An Oxford Guide*. Oxford UP, 2005. Print.



## DAV UNIVERSITY, JALANDHAR

**Course Title: Indian Literature in Translation**

**Course Code: ENG603**

**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

### **Course Objectives:**

Translation has served literature as a useful and enriching transporter of thought by bridging the gap among various linguistic regions. It has, as it were, released literature from local confines, exposing it to universal readership. Further, translation theory has provocatively analyzed the impact of social, political, economic, and political factors on the translation. The course contents take it into serious consideration.

**Learning Outcomes:** After the completion of the semester students will

1. attain accessibility to regional and international literary forms.
2. be able to contextualize the texts.
3. develop a comparative perspective to study the texts.

### **Unit – A**

#### **Sangam Poetry**

**Thiruvalluvar:** *Thirukkural* (first two parts: *the Praise of God, The Excellence of Rain*)

### **Unit - B**

#### **Devotional Poetry**

**Guru Granth Sahib:** Babar Vani

#### **Songs of Meerabai:**

- Harivar Mukyo Kem Jai*  
(How Can I Abandon My Beloved Hari?)
- Meto Tare Sharan Pari Re*  
(Lord! I Have Surrendered Myself To You)

### **Unit – C**

**U. R. Ananthamurthy:** *Samskara*

### **Unit – D**

**Mahasweta Devi:** *Chotti Munda and His Arrow*

### **Suggested Reading:**

1. Baral K. C. , D. Venkat Rao, Sura Prasad Rath. *U.R. Anantha Murthy's Samskara: A Critical Reader*. New Delhi: Pencraft International, 2005. Print. .
2. Devi, Mahasweta. *Chotti Munda and His Arrow*. Calcutta: Seagull, 2002. Print.
3. Roy, Vijay Kumar. “Devotional Literature of India: A Critical Study of the Poetry of Kabirdas, Tulsidas and Meerabai.” *Writers Editors Critics. 2.1 (2012)*. Print.
4. Sharma, Milan Swaroop. “Rituals In Conflict With Modernization: A Critical Perspective

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On U.R. Ananthamurthy's *Samskara*. " *Journal of Literature, Culture and Media Studies*. 4. 7 & 8 (2012). Print.

5. Subramaniam, V. K. *Mystic Songs of Meera*. N.A.: Abhinav Publications, 2005. Print.
6. Thiruvalluvar. *Thirukkural*. Madras: S.I.S.S.W.P.S, 1974. Print.

**Course Title: Research Methodology**

L	T	P	Credits	Marks
4	1	0	4	100

**Paper Code: ENG614**

**Total Lectures: 60**

**Objective:** The course intends to expose students to the mechanics of research writing and to provide students with knowledge on the fundamental aspects of research. The course offers an overview of different approaches, considerations and challenges involved in research. In addition to reviewing core research methods such as interviews, survey and sampling, it will also introduce the research students to research ethics.

**Learning Outcomes:** After completion of the course, students will be able to:

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- (i) identify a core research area
- (ii) identify a research problem
- (iii) design a research proposal
- (iv) develop research questions that are based upon the existing research.
- (v) differentiate between various types of research methods such as quantitative and qualitative research.

### Unit- I

Research: Meaning, Principles of Research, Kinds of Research and Formulation of Research Problems.

### Unit-II

Topic: Choosing a Broad Area, a Genre, a Topical Statement and a Supervisor. Designing a Research Project, Outlining a Research Project, Tracking of Sources.

### Unit-III

Data: Collection of Data, Preparing Samples, Identifying Primary and Secondary Sources. Visiting Library(ies) or field, Use of Material. Use of Quotations, Charts, Maps and Tables.

### Unit-IV

Citation and Documentation: Tabulation, Footnotes, Endnotes, References, Bibliography, Parenthetical Documentation, First Draft and Final Draft. Proof Reading, Editing, Compiling and Binding.

**Note:** *MLA Handbook for Writers of Research Papers* is used as a text and reference book (Latest Edition).

### Suggested Reading:

1. Bagchi, Kanak Kanti . *Research Methodology in Social Sciences: A Practical Guide*. Delhi: Abijeet Publications, 2007. Print.
2. Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7<sup>th</sup> ed. New York: MLA Publications, 2004. Print.
3. Kothari, C. R. *Research Methodology- Methods and Techniques*. New Delhi: New Age International, 2004. Print.
4. Satarkar, S.V. *Intellectual property rights and Copyright*. New Delhi: Ess Ess Publications, 2000. Print.

**Course Title: Dissertation Part-I**

**Course Code: ENG620**

Credits	Marks
2	50

### Instructions and Guidelines for Dissertation-

Supervisors will be allotted to students by coordinator of the department, and title of the dissertation will be approved by supervisor in the departmental meeting.

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The purpose of the dissertation is to show that the candidate is able to carry out supervised research, and has a grasp of the research tools in the chosen field and is familiar with the important publications on the subject.

A mini-dissertation should have a limited focus, e.g. on one research question rather than many. Candidates will need to work closely with their supervisor to focus on the question to make the project manageable with limited resources. The dissertation will have 50-60 pages. The analysis will be largely based on the following perspectives:

1. **Formalist**
2. **Psychological**
3. **Archetypal**
4. **Historical-Biographical**

**Course Title: Seminar**

**Course Code: ENG602**

Credits	Marks
2	50

### **Instructions and Guidelines for Seminar-**

The purpose of this course is train students in presentation skills. Students should learn some fundamentals of public speaking. In addition, students should develop the ability to interact with

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their peer group logically and consciously, thereby preparing themselves for greater formal/informal debates/discussion.

The topic of the seminar should be selected preferably from the area of research of their dissertation.

The evaluation criteria will be based on both contents and presentation skills of the students.

### Semester 4

**Course Title: Literary Criticism in India**

**Course Code: ENG607**

**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

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**Course Objectives:** The purpose of this paper is to introduce our students with indigenous criticism and critical theories. Here the selection of texts is carried out keeping in mind two vital objectives: first, antiquity and contemporary are brought together; second, various schools of criticism provide contestation grounds for each other. It will also provide the students an opportunity to study criticism available in translation from other Indian languages.

**Learning Outcomes:** Students will become reasonably familiar with the major native critical theories. By drawing a parallel between these and the other non-Indian critical literature, they will learn to analyse the diverse issues/thought processes that shape critical thinking. Immediate environs, hands on ready ground to apply their learning. Above all, they will utilize their knowledge empirically by applying to their immediate environs.

### Unit A Sanskrit Aesthetics:

- (i) Bharata: *Natyashastra*, tr. Manomohan Ghosh (chapter 6: ‘Sentiments’) revd. 2nd edn. (Calcutta: Granthalaya, 1967), vol. I, pp 100-18.

### Unit B Nativism:

- (i) G.N. Devy: “Tradition and Amnesia” in *After Amnesia*.
- (ii) Bhalchander Nemade: “*Sahityateel Desiyata*” (Nativism in Literature) in *Nativism: Essays in Criticism*. New Delhi: Sahitya Akademi, 1997. 233-254.

### Unit C Dalit Aesthetics:

Sarankumar Limbale:

- (i) “Dalit Literature: Form and Purpose”
- (ii) “Dalit Literature and Aesthetics” in *Towards an Aesthetics of Dalit Literature: History, Controversies and Considerations*. Trans. and ed. by Alok Mukherjee. New Delhi: Orient Longman, 2004.

### Unit D Postcolonial Theory in India:

- (i) Ania Loomba: “Challenging Colonialism” in *Colonialism / Postcolonialism*. London: Routledge, 1998. 154 – 212.
- (ii) Namwar Singh: “Decolonising the Indian Mind” translated by Harish Trivedi and published in *Indian Literature*. Vol. 35, No. 5, 1992. 145-157.

### Suggested readings:

1. Balmiki, Om Prakash. *Dalit Sahityaka SoundryaShastra*. New Delhi: RadhakrishanaParkashan Pvt. Ltd., 2001. Print.
2. Bharata. *Natyashastra*, tr. Manomohan Ghosh. Calcutta: Granthalaya, 1967, vol. I, pp 100-18. Chari, V.K. *Sanskrit Criticism*. New Delhi: Motilal Banarsidass Pvt. Ltd., 1993. Print.
3. Chaitananya, Krishna. *New History of Sanskrit Literature*. 2<sup>nd</sup>. ed. New Delhi: Manohar,

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1977. Print.
4. Devy, Ganesh N. *After Amnesia*. Mumbai: Orient Longman, 1992. Print.
  5. ---. "Swa& Para: Self and the Other." *Of Many Heroes*. Mumbai: Orient Longman, 1998. 143-147. Print.
  6. Kane, P. V. *History of Sanskrit Poetics*. 3<sup>rd</sup>. ed. New Delhi: Motilal Banararsidas, 2002. Print.
  7. Kapoor, Kapil and Nalini M. Ratnam. *Literary Theory: Indian Conceptual Framework*. New Delhi: Affiliated East-West Press, 1998. Print.
  8. Limbale, Sharan Kumar. *Towards an Aesthetics of Dalit Literature: History, Controversies and Considerations*. Trans. and ed. by Alok Mukherjee. New Delhi: Orient Longman, 2004. Print.
  9. Loomba, Ania. *Colonialism/ Postcolonialism*. 2<sup>nd</sup> ed. London and New York: Routledge, 2005. Print. Ahmad, Aijaz. *In Theory: Classes, Nations, Literatures*. New Delhi: OUP, 1992. Print.
  10. Nemade, Bhalchander. "Nativism in Literature." Trans. and ed. by Arvind Dixit and MakarandParanjape. *Nativism: Essays in Criticism*. New Delhi: SahityaAkademi. 233-254. Print.

**Course Title: Indian Writing in English**

**Paper Code: ENG608**

**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objectives:** This course introduces students to a wide range of Indian Writing in English. The students should be taught the prescribed texts with special emphasis on the issues such as the representation of culture, identity, history, national and gender politics, etc.

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**Learning Outcomes:** After the completion of this course, the participants would gain insight into “Indianness” through representative works. Students will be able to identify the relationship between Indian Writing in English and its social context. They will be able to critically respond to Indian texts.

### UNIT-A

A K Ramanujan:

- “Small-Scale Reflections on a Great House”
- Obituary

Nizzim Ezekeil

- Poet, Lover, Birdwatcher
- Night of the Scorpion

Kamla Das:

- The Freaks
- The Sunshine Cat

Arundhati Subramaniam :

- Prayer
- Sister

### UNIT -B

Arundhati Roy: *The God of Small Things*

### UNIT- C

Asif Currimbhoy: *Goa*

### UNIT-D

Pavan K. Varma: *Becoming Indian- The Unfinished Revolution of Culture and Identity*

### Reference List:

1. Iyengar, K. R. S. *Indian Writing in English*. New Delhi: Sterling, 1985. Print.
2. King, Bruce *Modern Indian Poetry in English*. New Delhi: Oxford University Press, 1987. Print.
3. Mehrotra, K. ed. *An Illustrated History of Indian Literature in English*. New Delhi: Permanent Black, 2003. Print.
4. Mukherjee, Meenakshi. *Twice Born Fiction*. New Delhi: Heinemann, 1971. Print.
5. - - -. *The Perishable Empire: Essays on Indian Writing in English*. New Delhi: Oxford University Press, 2000. Print.
6. Naik, M. K. ed., *Aspects of Indian Writing in English*. Delhi: Macmillan, 1979. Print.
7. Rangacharya, Adya. *The Indian Theatre*. New Delhi: National Book Trust, 1971. Print.
8. Roy, Amitabh. *The God of Small Things: A Novel of Social Commitment*. New Delhi, India: Atlantic Publishers and Distributors, 2005. Print.



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9. Surendran, K.V. *The God of Small Things: A Saga of Lost Dreams*. New Delhi, India: Atlantic Publishers and Distributors, 2000. Print.
10. Varma, Pavan K. *Becoming Indian- The Unfinished Revolution of Culture and Identity*. India: Penguin, 2010. Print.

**Course Title: Cultural Studies**

**Paper Code: ENG609**

**Total Lectures: 60**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Marks</b>
4	1	0	4	100

**Course Objectives:** The course is designed to:

1. Introduce the student to multifarious ways of understanding culture.

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2. Engage the critical reception of the student to study cultural forms, through acquaintance with cultural theory.
3. Make the student understand how culture changes with developments in technology.

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

1. Able to formulate individual ideas about cultural forms like photography, films, music, religion, law, painting, architecture etc.
2. Acquainted with major cultural theorists.
3. Develop fluency in the terminology of cultural studies.
4. Able to relate theoretical knowledge with actual day to day life situations.
5. Able to develop an interdisciplinary perspective to understand culture.

### UNIT-A

- **Stuart Hall:** *Cultural Studies and its theoretical legacies.*

### UNIT –B

- **Raymond Williams:** *Culture is ordinary.*

### UNIT- C

- **Walter Benjamin:** *The Work of Art in the Age of Mechanical Reproduction.*

### UNIT-D

- **Theodore Adorno and Max Horkheimer:** *The Culture Industry: Enlightenment and Mass Deception.*

### Suggested Readings:

1. Eagleton, Terry. *Ideology: An introduction* London and New York: Verso, 1991. Print.
2. Hall, Stuart. *Representation: Cultural representations and signifying practices.* London: Sage, 1997. Print.
3. Said, Edward. *Orientalism.* New York: Vintage Books, 1978. Print.
4. Spivak, Gayatri Chakravorty. *In Other Words Essays in Cultural Politics.* New York: Methuen, 1988. Print.
5. Storey, John. 'Introduction: The study of popular culture and cultural studies' in (ed) *Cultural Theory and Popular Culture: A Reader.* Harlow: Pearson Education Ltd., 2009. Print.
6. Williams, Raymond. *Keywords: A Vocabulary of Culture and Society.* New York: Oxford University Press, 1988. Print.
7. - - -. *Culture.* London: Fontana, 1986. Print.

**Course Title: Dissertation Part-II**

**Course Code: ENG621**

Credits	Marks
4	100

### Instructions and Guidelines for Dissertation-

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In normal circumstances, a student will have to submit his/her dissertation before appearing in the end term examination.

It should also demonstrate that the candidate is able to communicate results and to evaluate his or her own work and that of others critically. Dissertation may be of Inter-disciplinary nature.

A mini-dissertation should have a limited focus, e.g. on one research question rather than many. Candidates will need to work closely with their supervisor to focus the question to make the project manageable with limited resources. The research could be one part of a larger research project.

The literature review should indicate that the candidate is capable of identifying the most important and up to date works in the field, of reading them critically and of synthesizing the findings. The dissertation will be of 50-60 pages.

### Departmental Elective

**Course Title: Postcolonial Literature and Theory**

**Course Code: ENG604**

**Total Lectures: 60**

L	T	P	Credits	Marks
4	1	0	4	100

**Course Objectives:** The course attempts to:

1. Develop the students' understanding of the cultural politics of imperialism.

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2. Trace the trajectory from the colonial subaltern's subordination to assertions of agency.
3. Problematize the idea of postcolonial literature and ask whether the geographically and culturally dispersed authors can be subsumed under the umbrella term, 'postcolonial'.

**Learning Outcomes:** the student will be:

1. Familiarized with some of the seminal works on colonialism.
2. Acquainted with the key concepts of postcolonial literary theory through the study of postcolonial texts.
3. Introduced to aspects of subjectivity, race, class and feminism as they inhere in the postcolonial space.
4. Understand and evaluate the key debates in postcolonial theory.

### Unit - A

**Edward Said: "Introduction" to *Orientalism***

### Unit - B

1. **Homi Bhabha:** "Of Mimicry and Man: The ambivalence of colonial discourse" from *The Location of Culture*
2. **Chandra Talpade Mohanty:** "Under Western Eyes"

### Unit - C

**V.S. Naipaul:** *A Bend in the River*

### Unit - D

**Chinua Achebe:** *Things Fall Apart*

### Suggested Readings:

1. Ashcroft, Bill Ashcroft et al, eds. *The Post-Colonial Studies Reader*, London and New York: Routledge, 2006. Print.
2. Brydon, Diana and Helen Tiffin. *Decolonising Fictions*. Sydney: Dangaroo, 1993. Print.
3. Bhabha, Homi. *Nation and Narration*, London and New York: Routledge, 1990. Print.
4. Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. *Key Concepts in Post-Colonial Studies*, London and New York: Routledge, 1998. Print.
5. Brennan, Timonthy. *Salman Rushdie and the Third World*, New York: St. Martin's Press, 1989. Print.
6. King, Bruce, ed. *The New National and Postcolonial Literatures: An Introduction*, Oxford: Clarendon, 1996. Print.
7. Killam, G. D. *The Novels of Chinua Achebe*. Studies in African Literature Series, London: Heinemann, 1978. Print.

**Course Title: New Literatures in English**

**Course Code: ENG610**

**Total Lectures: 60**

**Course Objectives:** The course will:

1. acquaint the students with counter-canonical reading of texts from across the world.

L	T	P	Credits	Marks
4	1	0	4	100

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2. emphasize on students' understating of post-colonialism and its related literary issues and arguments.
3. introduce the students to some major issues and problems common to literatures from across the nations.
4. familiarize students to the historical, political, sociological and literary background of each of the selected works.

**Learning Outcomes:** The students will:

1. read a history of colonial rule, liberation movements in various nations and develop a critical thinking on the movement of post-colonialism.
2. undertake a revisionary reading to discover the hidden voices within a text and realize while focusing on an interrogation of the Western canon.
3. learn to appreciate literature and writers from various nations and cultures.
4. learn to see critically the rising trends of globalization, capitalism and multi-culturalism.

### **Unit - A**

Jean Rhys: *Wide Sargasso Sea*

### **Unit - B**

Amitav Ghosh: *Sea of Poppies*

### **Unit - C**

Patrick White: *The Tree of Man*

### **Unit - D**

Margaret Atwood: *Surfacing*

### **Suggested Readings:**

1. Ashcroft, Bill et al, eds. *The Post-Colonial Studies Reader*. London and New York: Routledge, 2006. Print.
2. - - -. *Key Concepts in Post-Colonial Studies*, London and New York: Routledge, 1998. Print.
3. Bhabha, Homi. *Nation and Narration*, London and New York: Routledge, 1990. Print.
4. Brydon, Diana and Helen Tiffin. *Decolonising Fictions*. Sydney: Dangaroo, 1993. Print.
5. Gandhi, Leela. *Postcolonial Theory*. New Delhi: Oxford, 1998. Print.
6. King, Bruce, ed. *The New National and Postcolonial Literatures: An Introduction*, Oxford: Clarendon, 1996. Print.
7. Loomba, Ania. *Colonialism/Postcolonialism*. New York: Routledge, 2015. Print.
8. McMahon, Elizabeth and Brigitta Olubas, eds. "Remembering Patrick White: Contemporary Critical Essays." Amsterdam: Rodopi, 2010. Print.

**Course Title: Linguistics-II**

**Course Code: ENG613**

**Total Lectures: 60**

**Course Objectives:**

L	T	P	Credits	Marks
4	1	0	4	100

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The main objective of this course is to acquaint the students with basic concepts and theories of Grammar, Sociolinguistics, Psycholinguistics, Error Analysis and Stylistics. This course will enable them to develop better understanding of Applied Linguistics.

**Learning Outcome:** This course will enable the students to comprehend:

- The theories of grammar
- Application of theories of grammar for linguistic analysis
- The mechanics of creating meaning
- The areas of error and avoidance of committing errors
- The significance and application of Stylistics

### UNIT- A

Linguistic analysis and Grammar

Traditional and structural (Immediate constituent analysis) theories of grammar and their development

Phrase structure rules

### UNIT-B

Transformational Generative Grammar and transformational rules.

Functional Grammar and its implications.

### UNIT-C

A brief Introduction to Semantics.

Sociolinguistics – nature and value.

Language variety: its rationale and nature. Dialect, accent and register.

Psycholinguistics- nature and application.

Behaviourist, cognitive and mentalist views of language learning.

Individual differences in language learning.

### UNIT-D

Error analysis- growth and significance.

Stylistics- development and value.

Application of main concepts to literary texts.

Corpus linguistics.

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### Suggested Reading:

1. Crystal, D. *Linguistics*. Harmondsworth: Penguin, 1980. Print.
2. Culler, Jonathan, Saussure. *London: Fontana Modern Classics*. 1978. Print.
3. Fromkin, Rodman and Hyams. *An Introduction to Language*, Thomson Wadworth, Thomson Asia, Singapore: reprinted in India, 2004. Print.
4. Krishnaswamy and Verma. *Modern Linguistics*. New Delhi: O.U.P. 1988. Print.
5. Lyons, J. *Language and Linguistics*. Cambridge: C.U.P., 1982. Print.
6. Mc Laughlin, Barry. *Theories of Second Language Learning*. U.K.: Edward Arnold, 1988. Print.
7. Palmer. F. *Grammar*. Cambridge: C.U.P., 1983. Print.
8. Radford, A. *Linguistics: An Introduction*. Cambridge: Cambridge Univ. Press, 1999. Print.
9. Skehan, Peter. *Individual Differences in Second Language Learning*. U.S: Arnold, 1989. Print.
10. Syal and Jindal. *Introduction to Linguistics, Grammar and Semantics, Revised Edition*. Delhi: Prentice-Hall of India, 2007. Print.

**Course Title: Non-Fiction Prose**

**Course Code: ENG615**

**Total Lectures: 60**

**Course Objectives:** This course is designed to improve student's creative and critical faculties through the intensive study of original nonfiction prose. It focuses on developing greater insight for studying elements of the nonfiction writer's craft

L	T	P	Credits	Marks
4	1	0	4	100

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including description, voice, veracity (authenticity), audience awareness, style, design, and the ethical dilemmas inherent in writing nonfiction.

**Learning Outcomes:** After studying this course, learners will be able to identify the relationship between nonfiction prose and its worth and value in the growth of human mental faculties i.e. reason and imagination.

### Prescribed texts:

**Unit A:** Activist Prose:

Arundhati Roy: "Walking with the Comrades"

**Unit B:** Memoir

Shashi Tharoor: *Bookless in Baghdad* (Essay no. 6, 9, 12, 22)

**Unit C:** Historical Writing:

Gail Omvedt: *Understanding Caste: From Buddha to Ambedkar and Beyond*

**Unit D:** Travel Prose:

Amitav Ghosh: *Dancing in Cambodia*

### Reference List:

1. Ambedkar, B. R. "Annihilation of Caste" (1936). In Moon (1979). Print.
2. Amooore, L. *The Global Resistance Reader*. London: Routledge, 2005. Print.
3. Chambers, Claire. "Anthropology as Cultural Translation: Amitav Ghosh's *In an Antique Land*". *Postcolonial Text*, 2.3, 2006. Print.
4. Clark, Steve. (ed.) *Travel writing and empire: postcolonial theory in transit*. London: Zed books, 1999. Print.
5. Devi, Mahashweta and Spivak, Gayatri Chakravorty. *Imaginary maps*. Routledge 1994. Print.
6. Guha, Ramachandra. "Where Fact Crosses Fiction: In an Antique Land by Amitav Ghosh: Review". *Economic and Political Weekly* 28.11: 451. Print.
7. Keer, Dhananjay. *Dr. Ambedkar: Life and Mission*. Bombay: Popular Prakashan, 1990. Print.
8. Kuehn and Smethurst (eds.) *Travel Writing, Form and Empire: the poetics and politics of mobility*. Routledge 2008. Print.
9. Omvedt, Gail. *Cultural Revolt in a Colonial Society: The Non-Brahman Movement in Western India, 1873-1930*. Bombay: Scientific Socialist Education Trust, 1976. Print.
10. ---, *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*. New Delhi: Sage, 1994. Print.

### Open Elective

Course code= HIS601

Course name= Historical Trends, concepts and movements

Total lectures=60

L	T	P	Credits	Marks
4	1	0	4	100



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## Course objectives

- The course is designed to encourage students to explore links between concepts and their embodiment in historical institutions,
- It offers the opportunity to study salient aspects of Western/Non Western thought in key phases of their historical development.
- The course through innovative, interdisciplinary approaches to the subject, will encourage students to **explore issues, controversies & themes rather than chronological periods.**

## Learning outcomes

The course aims at developing critical, analytical and communication skills; thus helping students think beyond the traditional boundaries of subjects - in ways which enhance cognitive thinking.

## UNIT I

### POLITICAL TRENDS THAT TRANSFORMED HISTORY

- 1 The Political institutions of Vedic Period
- 2 Governance and Administration under Mauryas ,Guptasand Harshavardhana
- 3 The Chola polity

## UNIT II

### RELIGIOUS& PHILOSOPHICAL MODELS

- 1 Vedas, Upanishads and Vedanta
- 2 Jainism and Buddhism
3. Bhakti Movement, Sufism & Sikhism

## UNIT III

### SOCIAL CONCEPTS

- 1 Concept of Varna and Jati
- 2 Women in the Ancient period
- 3 Ashoka's Dhamma and Akbar's Din-i- Ellahi

## UNIT IV

### HISTORY CHANGING MOVEMENTS

- 1 American Revolution
- 2 French Revolution
- 3 Russian Revolution

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**Suggested Readings:**

1. Basham, A.L. *The Wonder That Was India*. London: Fontana, 1977. Print.
2. Carr, E.H. *The Bolshevic Revolution 1917-1923, Vol 1-3*. London: Macmillan, 1977(Reprint)
3. Chander Satish. *Mughal India*. New Delhi :Har Anand Publications,1999. Print.
4. Dass, Motilal Banarsi. *Aspects of Political Ideas and Institutions in Ancient India*. Delhi, 1996.
5. Habib Irfan (Ed). *Akbar and his times*. New Delhi, 1997. Print.
6. Jha, D.N. *Ancient India- In Historical Outline*. New Delhi: Manohar, 1998.
7. Leo, Gershey K. *French Revolution and Napoleon*. Allahabad: The Central Books Depot, 1973. Print.
8. Ministry of Information & Broadcasting, Government of India. *Ancient India*. New Delhi, 1995. Print.
9. Sharma, Ram Sharan. *India's Ancient Past*. New Delhi :Oxford University Press, 2005.Print
10. Singh ,Upinder. *A History of Ancient and Early Medieval India from the Stone Age to the 12thCentury*. Delhi: Longman, 2009. Print
11. Thapar, Romila. *History of India*, Vol. I.London:Penguin Books, 1981. Print.
12. Thomson J.M. *French Revolution*. Great Britain: Basil Blackwell,1943. Print.
13. Trotsky, Leon. *The History of Russian Revolution*, (Translated by Max Eastmant). London : Victor Collanoz,1965. Print.

**Course code= HIS602**

**Course name= History of Ideas**

**Total lectures=60**

**Course objectives**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Marks</b>
4	1	0	4	100

## DAV UNIVERSITY, JALANDHAR

- The course through innovative, interdisciplinary approaches to the subject, will encourage students to *explore issues, controversies & themes rather than chronological periods*.
- The course will take into the account political trends during Medieval and Modern times, and will also study the various social movements which brought about major changes in our History
- In this age of globalisation the course will include topics on major World Organisations :How they came into existence, their relevance and what was their impact in History..

### **Learning Outcomes**

The course aims at developing critical, analytical and communication skills; thus helping students think beyond the traditional boundaries of subjects - in ways which enhance cognitive thinking.It will promote newer ways of understanding History.

### **UNIT I**

#### **POLITICAL TRENDS THAT TRANSFORMED HISTORY**

- 1.Early medieval polity
- 2.Theory of Kingship and nature of state under Mughals
3. Land revenue systems under British.

### **UNIT II**

#### **RELIGIOUS & PHILOSOPHICAL MOVEMENTS**

- 1.Reform and revivalism: BrahmoSamaj, PrathanaSamaj, AryaSamaj,
- 2.Revivalism and modernism in Islamic Society: Deoband and Aligarh movement ,
- 3.Singh Sabha movement.

### **UNIT III**

#### **SOCIAL MOVEMENTS**

- 1.Anti caste movements during Colonial peroid: SatyaShodakSamaj, Sree Narayan Movement, Self Respect movement
- 2.Women organisations and political Participation during colonial peroid
- 3.Socialism and communism

### **UNIT IV**

#### **HISTORY CHANGING EVENTS**

- 1.League of Nations and U.N.O
- 2.The Cold War and NAM
- 3.Contemporary History Changing ideas

### **Recommended Readings:**

- 1 Chandra, Bipan. *Communalism: A Primer*. New Delhi : Anamika,2004. Print.
2. Datta, V.K. *A Social History of Modern India*. Patna: N.p. 1975. Print.
3. Farquhar, J.N. *Modern Religious Movements in India*. Delhi: N.p. 1976. Print.
4. Keneth, Jones. *Socio- Religious Movements in India*. New Delhi : Cambridge, CUP, 1989. Print.
5. Krishnamurty, J. *Women in Colonial India*. Delhi: N.p. 1989.
6. Pawar, Kiran (Ed). *Women in Indian History, Vision & Venture*. Patiala, 1996. Print.

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7. Sen, S.P. *Social and Religious reform movements in the 19<sup>th</sup> and 20<sup>th</sup> century*. Calcutta, 1999.  
Print.

**Course Title: Dynamics of Biogeography**

**Paper Code: EVS561**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Marks</b>
4	0	0	4	100

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**Course Objectives:** To understand the students about earth's processes and effect of topography on distribution of species on earth.

### **Unit 1: Geological history of the earth**

Biogeography and its history: Basic principles, its relationship to physiography and other modern sciences, biology, geography, biodiversity, and landscape ecology, age of exploration, biogeography of 18th, 19th and 20th centuries, biogeographic distribution of globe., vegetation types and classification of floristic regions. The geological time scale, Wegner's theory of continental drift, tectonic history of the planet, patterns of continents. (9 Lectures)

### **Unit 2: Climate and environment**

Physical setting of the planet, climatic zones of the world, ombrothermic and climate diagrams, solar energy and temperature regimes, winds and rainfall, soils and successions, formation of major soil types, aquatic environments, stratification and oceanic circulation. Island biogeography: Types of islands, islands as model systems, MacArthur-Wilson theory of island biogeography, Effects of size and distance, equilibrium equation, modifications caused by selective nature of immigration and extinction and interspecific interactions; Endemic species. (8 Lectures)

### **Unit 3: Distributions of species**

The geographic range projections and geographic coordinate systems, mapping and measuring range, distribution of individuals, populations and ecosystems, Hutchinson's multidimensional niche concept, relationship between distribution and abundance. (8 Lectures)

### **Unit 4: Dispersal and immigration**

Mechanisms of active and passive dispersal, Physiological, ecological and psychological barriers, biotics, exchange and dispersal routes: corridors, filters, sweepstakes routes, dispersal curves within and among species, establishment of colony and habitat selection, ecosystem theories (Wedge effect, Bergmann's rule, Allen's rule, Gloger's rule, Jordan's rule and Merriam's classification). (10 Lectures)

### **References:**

1. Brown, J.H. and Lomolino, M.V (1998). Biogeography. Sinauer Associates Inc., Sunderland, Massachusetts.
2. Cox, C. B. and Moore, P.D. (2000). Biogeography – An Ecological and Evolutionary Approach. Blackwell Scientific Ltd. pp. 298. London.

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3. Fahrig, L., and K. Freemark. (1994). Landscape-scale effects of toxic events for ecological risk assessment. In J. Cairns and B.R. Niederlehner (eds.), *Ecological Toxicity Testing, Scale, Complexity, and Relevance*. Lewis Publishers, Boca Raton, FL.
4. Weinstein, D.A., and H.H. Shugart. (1983). Ecological modeling of landscape dynamics. In H.A. Mooney and M. Godron (eds.), *Disturbance and Ecosystems*. Springer-Verlag, New York.

**Course Title: Environmental Toxicology**  
**Paper Code: EVS 661**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Marks</b>
4	0	0	4	100

## DAV UNIVERSITY, JALANDHAR

**Course Objectives:** To aware the student about toxins in environment and their harmful effects.

### Unit 1: Introduction

Toxicology: Definition, Classification of toxic substance i.e. Toxic gases, organic Poison, Inorganic poison, Toxins; Emergence as a science; concepts and definitions; Factors affecting toxicity; Evaluation of Toxicity: Evaluation of LC50, LD50, LCIC and IT; Toxic Chemical in the Environment: Metals and other inorganic contaminants; Organic contaminants; Fate of organic contaminants; Pesticides; Biochemical aspects of Arsenic, cadmium, lead, mercury, carbon monoxide, ozone and PAN. (8 Lectures)

### Unit 2: Toxic substances and risk assessment

Introduction, Toxic substances, xenobiotics, Acceptable Daily Intake (ADI), Procedure for estimating ADI, Potential Daily Intake (PDI), Relationship between ADI and PDI, Models for estimating risk; Conventional toxicity studies: Acute toxicity studies, Short term and Long term toxicity studies, Importance of conventional toxicity studies, Examples for acute, short term and long term toxicity studies; Toxic effects: Spectrum of toxic effects: Quantal and graded effects, idiosyncratic and allergic effects, immediate and prolonged effects, Target organs: liver, kidney, intestine, central nervous system, Molecular targets: DNA, RNA, Proteins, Enzymes. (10 Lectures)

### Unit 3: Mutagenicity and genotoxicity testing

Microbial: Ames *Salmonella* mutagenicity assay, Disc diffusion assay, Plant: *Allium cepa* root chromosomal aberration assay, *Allium cepa* chromosomal aberration and micronuclei assay in pollen mother cells, *Tradescantia* stamen hair mutation assay, *Tradescantia/ Vicia faba* micronuclei assay; Animal: Comet assay, *Rattus* micro nuclei assay. (9 Lectures)

### UNIT-4: Indices of Toxicology

Detoxification; Ecological Monitoring and Tests; Ecological risk assessment of toxic chemicals. Symptoms, epidemiology and control of vector borne diseases: amoebiasis, trypanosomiasis, filariasis, leishmaniasis, schistosomiasis. Water borne diseases and their control-chlorea, diarrhea. Control of Malaria, Tuberculosis and AIDS. Carcinogenesis, Chemistry of Carcinogenic compound carcinogens, mutagens and teratogens, cancer causing agent Neoplasm. Drugs, Tobacco, Narcotic. (10 Lectures)

**References:**

## DAV UNIVERSITY, JALANDHAR

1. Frank, C.L. and Sam, K. (2002). Basic toxicology: Fundamentals, target organs and risk assessment. 4th edition. Taylor and Francis, London.
2. Tambrell, J. (2002). Introduction to Toxicology. Taylor and Francis, London.
3. Casseret, L. J. and Doull, J. (1982). Toxicology. The basic science of Poisons. Macmillan publishers, New York.
4. Stake, M. Y., Mido, M. S., Sethi, S., Iqbal, A., Yasuhisa, H. and Taguchi, S. (1997). Environmental Toxicology, Discovery publishing house, New Delhi.
5. De, A. K. (1986). Environmental Chemistry. Willey Eastern Limited, New Delhi.
6. Botkin, D.B. and Keller, E.A. (2004). Environment Science: Earth as a Living Planet, John Wiley & Sons Inc., New York.
7. Levin, S.A. (1989). Ecotoxicology: Problems and Approaches. Springer-Verlag, New York.
8. Manahan, S.E. (2000). Environmental Chemistry. Seventh Edition. Lewis Publishers, New York.

**Course Name: Indian Economy**

**Course Code: ECO212**

**Course Objectivess:**

L	T	P	Credits	Marks
4	0	0	4	100



## DAV UNIVERSITY, JALANDHAR

The course acquaints the students with the features and problems of Indian Economy. Students will understand the national planning system, foreign trade, problems of Indian agriculture and industry in addition to the emerging issues faced by the Indian economy.

### Unit 1:

Structure of Indian Economy : The population problem and economic development, occupational distribution of labour force ; Poverty and Income distribution in India, Problems of unemployment and Rising prices.

### Unit II

Planning in India: Objectives; Strategy ; Current Five Year Plan- Objectives, allocation and targets ; New economic reforms - Liberalization, privatization and globalization ; Rational behind economic reforms ; Progress of privatization and globalization.

Basic Issues in Agriculture : Role, nature and cropping pattern ; Trends in agricultural production and productivity ; Factors determining productivity ; New agricultural strategy and Green Revolution ; Agricultural price policy.

### Unit III

Issues in Industrial Development: Industrial development during planning period ; Industrial policy of 1948, 1956,1977 and 1991 ; Cottage and small scale industries ; Public sector in India - its role, growth, performance, problems ; Issue of privatization.

### Unit IV

External Sector : India's foreign trade- features, composition and direction ; India's balance of payments problem ; Indian trade policy ; foreign capital, foreign aid, multinational corporations (MNCs); FERA and FEMA.

### Suggested Readings:

1. Aggarwal, A.N. *Indian Economy: Nature, Problem and Progress*. New Delhi: Vikas Publishing House Pvt. Ltd. 2006.
2. Dutt, Ruddra and, K.P.M. Sundharam. *Indian Economy*. New Delhi: S. Chand and Company Ltd. 2015.
3. Misra, S.K. & V.K. Puri. *Indian Economy*. Himalayan Publishing House. 2015.
4. Wadhawa, C.D. *Some Problems of India's Economic Policy*, New Delhi: Tata McGraw Hill Publishing P. Ltd.

**Course Title: Agriculture Economics**

**Course Code: ECO302**

**Course Objectives:**

L	T	P	Credits	Marks
4	0	0	4	100

## **DAV UNIVERSITY, JALANDHAR**

The objective of this course is to provide students with an understanding of the motivations for agricultural policies and the instruments that governments use to pursue policy goals.

### **UNIT-I**

Nature, scope and its importance Agriculture Economics in the economy. Role of agriculture in economic development. Reasons for backwardness of Indian agriculture. Transforming traditional agriculture.

Farming Systems: Family farming, co-operative farming, collective farming and state farming.

### **UNIT-II**

Agricultural credit: Need, role of co-operative and commercial banks.

Institutional changes and agricultural development: Land reforms- consolidation of holdings, abolition of intermediaries, ceiling on land holdings and tenurial reforms - need, nature and evaluation with special reference to India.

### **UNIT-III**

New agricultural technology – Its impact on production, income distribution and labour absorption. Negative consequences of new agricultural technology in the context of Punjab. Crop diversification – Need, progress and problems.

### **UNIT-IV**

Agricultural Marketing in India: Structure, types, defects, marketing functions, marketing margins, marketed surplus and marketable surplus. Factors affecting marketed surplus.

Agricultural Price Policy: Need and objectives. Mobilisation of agricultural surpluses, Terms of trade between agriculture and industry, Agricultural taxation in India.

### **Suggested Readings:**

1. Sadhu, A.N. and Amarjit Singh (1997), “Fundamentals of Agricultural Economics”, Himalaya Publishier, New Delhi
2. H Drummond, John Goodwin (2012), “Agriculture Economics” Pearson Publication.
3. Economic Survey, Government of India, Various Issues.