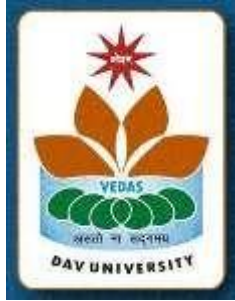


**DAV UNIVERSITY, JALANDHAR**



**Faculty of Languages and Literature**

**Course Scheme & Syllabus**

**For**

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

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

**2022–2023 Session Onwards**

## **1. Mission:**

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

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

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

## **2. Programme Learning Outcomes:**

Students will demonstrate the ability to

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

### **3. Teaching Methodology:**

#### **a) Grammar:**

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

#### **b) Literary Texts:**

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

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

#### **c) Writing:**

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

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

#### **d) Teaching- learning Strategies:**

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

### **4. Testing:**

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

**a) Assessment for All Theory Papers:**

<b>Exam Type/Component</b>	<b>Weightage (%)</b>
Mid Semester Examination	<b>25</b>
Written Quiz (Objective Type /MCQs)	<b>10</b>
Assignment and Project Work/Seminar (Evidence based)	<b>10</b>
End Semester Examination	<b>50</b>
Class Attendance	<b>05</b>
<b>Total</b>	<b>100%</b>

**b) Assessment for Practical Paper (ENG152A):**

**Project File:**

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

**Lab. Examination:**

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

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

**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):**

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

#### **5. MOOCs:**

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

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

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

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

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

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

**DAV UNIVERSITY, JALANDHAR**

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

**Semester 1**

<b>S. No.</b>	<b>Paper Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
1	ENG121E	Indian Classical Literature	C	5	1	0	6
2	ENG122E	Short Story	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		GE-1					6
		Total					22

**C=Core Course**

**AECC=Ability Enhancement Compulsory Course**

**Semester 2**

<b>S. No</b>	<b>Paper Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
1	ENG131E	Indian Writing	C	5	1	0	6
2	ENG132E	British Poetry-I	C	5	1	0	6
3	ENG352	Professional Communication	C	3	0	0	3
4	EVS100A	Environmental Studies	AECC	4	0	0	4
5		GE-2					6
		Total					25

**C=Core Course**

**AECC=Ability Enhancement Compulsory Course**



### Semester 3

S. No	Paper Code	Course Title	Course Type	L	T	P	Credits
1	ENG221E	American Literature	C	5	1	0	6
2	ENG222E	Indian Literature in Translation	C	5	1	0	6
3	ENG223E	British Poetry-II	C	5	1	0	6
4	SGS107	Human Values and General Studies	SEC	4	0	0	4
5		GE-3					6
		Total					28

**C=Core Course**

**SEC=Skill Enhancement Course**

### Semester 4

S. No.	Paper Code	Course Title	Course Type	L	T	P	Credits
1	ENG231E	British Drama	C	5	1	0	6
2	ENG232E	British Prose	C	5	1	0	6
3	ENG233E	British Fiction-I	C	5	1	0	6
4	ENG237E	Practical English Usage-I	C	5	1	0	6
		GE-4					6
		Total					30

**C=Core Course**

**GE=Generic Elective**

### Semester 5

S. No.	Paper Code	Course Title	Course Type	L	T	P	Credits
1	ENG321E	Women's Writing	C	5	1	0	6
2	ENG322E	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	ENG331E	Modern European Drama	C	5	1	0	6
2	ENG366E	Shakespearean Literature	C	5	1	0	6
3	DSE-3						6
4	DSE-4						6
	Total						24

**C=Core Course**

**DSE=Discipline Specific Elective**

**DAV UNIVERSITY, JALANDHAR**

**Discipline Specific Electives**

<b>S.No</b>	<b>Paper Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
1	ENG361E	Introduction to Literary Criticism	5	1	0	6
2	ENG362E	Cinema & Literature	5	1	0	6
3	ENG363E	Introduction to Literary Criticism and Theory	5	1	0	6
4.	ENG364E	Reading World Literature	5	1	0	6
5	ENG365E	Literature from Punjab in Translation	5	1	0	6
6	ENG332E	Postcolonial Literature	5	1	0	6
7	ENG367E	Indian Prose	5	1	0	6
8	ENG368E	European Classical Literature	5	1	0	6
9	ENG369E	Literary Footprints: Select Poems and Essays	5	1	0	6
10	ENG370E	Creative Writing	5	1	0	6
11.	ENG371E	Basics of Phonetics	5	1	0	6
12.	ENG372E	Practical English Usage-II	5	1	0	6
13.	ENG373E	Practical English Usage-III	5	1	0	6

**Generic Electives**

S. No	Paper Code	Course Title	L	T	P	Credits
1	SOC101A	Fundamentals of Sociology-I	5	1	0	6
2	SOC102A	Fundamentals of Sociology-II	5	1	0	6
3	ECO101A	Micro Economics-I	5	1	0	6
4.	ECO102A	Macro Economics-I	5	1	0	6
5	PHI101A	Fundamentals of Philosophy-I	5	1	0	6
6	PHI103A	Western Philosophical Thought – I	5	1	0	6
7	PHI105A	Eastern Philosophical Thought –I	5	1	0	6
8	POL101A	Principles of Political Science	5	1	0	6
9	POL102A	Modern Political Theory	5	1	0	6
10	POL 103A	Indian Constitution	5	1	0	6
11	PSY101	Basic Psychology Processes-I	5	1	0	6
12.	PSY102	Practical (Psychology)	0	0	1	1
13.	PSY103	Basic Psychological Processes-II	5	0	0	5
14.	PSY104	Practical (Psychology)	0	0	1	1
15.	HIS107	History-I	5	1	0	6
16.	HIS108	History-II	5	1	0	6

**Model Question Papers**  
**Sample Assignment**

# DAV UNIVERSITY, JALANDHAR

## Semester 1

**Course Title: Indian Classical Literature**

**Course Code: ENG121E**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

### Course Objectives:

The course has been designed to:

- i. introduce students to some of the seminal texts of Indian classical literature.
- ii. get an access to India's classical critical thought through literature.
- iii. study some fundamental techniques of translation.

### Learning Outcomes:

After completing this course, students will have:

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

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

### Unit-A

Selections from Natyashastra,

Chapter 6 "The Sentiments";

Chapter 20 "Ten kinds of plays";

Chapter 35 "Characteristics of the Jester, trans. Manomohan Ghosh

(Calcutta: Asiatic Society of Bengal, 1951) pp. 105-17; 355-374; 548-550

### Unit-B

Stories

1. "The Foolish Lion and the Clever Rabbit"

2. "The Loyal Mongoose" (*Panchtantra*)

## Unit-C

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

## Unit-D

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

### Suggested Readings:

1. Debroy, Bibek, Trans. *Bhagvad Gita*. New Delhi: Penguin Classics, 2013.
2. Devy, G. N. *Indian Literary Criticism: Theory and Interpretation*. Hyderabad: Orient Longman, 2002.
3. Dharwadker, Vinay, Trans. *Abhijnanashakuntalam: The Recognition of Shakuntala*. New Delhi: Penguin Classics, 2016.
4. Ghosh, Manomohan. “Introduction” *Natyashastra*. By Bharata. Trans. Manomohan Ghosh. Calcutta: Granthalaya, 1967.
5. Gopal, Ram. *Kalidas: His Art and Culture*. New Delhi: Concept Publishing House, 1984.
6. Hertel, Dr. Johannes. *The Panchtantra-Text of Purnabhadra: Critical Introduction and List of Variants*. Charleston, USA: Forgotten Books, 2012.
7. Kapoor, Kapil and Nalini M. Ratnam. *Literary Theory: Indian Conceptual Framework*. New Delhi: Affiliated East-West Press, 1998.
8. Lal, B. K. *Contemporary Indian Philosophy*. New Delhi: Motilal Banarasidas, 1978.
9. Mishra, Brijvallabh. *Bharat aur Unka Natyashashtra*. New Delhi: National Publishing House, 1988.
10. Radhakrishna, S, Trans. *The Bhagvadgita*. New Delhi: HarparCollins, 2011.

### Audio-Visual Materials:

1. CEC. “History of Sanskrit Literature.” Online video clip. YouTube. YouTube, 23 February 2016. Web. 27 April 2019.
2. CEC. “Kalidas’s Abhigyan Shakuntalam – A View.” Online video clip. YouTube. YouTube, 4 Oct. 2017. Web. 20 April 2019.
3. CEC. “India Theory of Drama/Theatre/Performance: Introduction.” Online video clip. YouTube. YouTube, 2 March 2017. Web. 16 March 2020.

4. CEC. "Language and Literature in Medieval Indian History." Online video clip. YouTube. YouTube, 13 April 2017. Web. 20 April 2019.
5. IAS Shimla. "The Dharma of Translation: Sanskrit Classics in Contemporary Times." Online video clip. YouTube. YouTube, 14 Jan 2019. Web. 16 March 2020.
6. Indian Institute of World Culture. "Indian society in Sanskrit Literature - Dr. R. Ganesh" (All parts). Online video clip. YouTube. YouTube, 21 Dec 2017. Web. 16 March 2020.
7. Osho. "Geeta Darshan" (All Volumes). 10 March 2019.
8. Videopostman. "Sanskrit Language: The Most Scientific, Ancient, Spiritual." Online video clip. YouTube. YouTube, 1 Feb 2011. Web. 20 April 2019.
9. Goodwill Education. "Natyashastra (Sentiments)" Online video clip. YouTube. YouTube, 24 Dec 2019. Web, 27 March, 2021
10. AP Education Hub. "Natyashastra by Bharatmuni". Online Video clip. Youtube. Youtube, 14 March 2021. Web, 27 March, 2021

## DAV UNIVERSITY, JALANDHAR

**Course Title: Short Story**

**Course Code: ENG122E**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

### Course Objectives:

This course has been designed to:

- i. **introduce** students to the genre of short story in order to inculcate in them a penchant for writing creatively.
- ii. **give** students an insight into short stories written by authors from different regions.
- iii. **give** students an opportunity to critically analyse short stories and understand their nuances.

### Learning Outcomes:

After completing this course, students will have:

- i. learnt about the critical evaluation of short texts in the light of literary movements.
- ii. acquired certain techniques of writing that are used to create desired responses.
- iii. learnt the nuances incorporated in the construct of the prescribed texts.

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

### Unit – A

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

### Unit – B

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

### Unit – C

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



## Unit – D

1. Saadat Hasan Manto: “Toba Tek Singh”

3. Khushwant Singh: "The Man with a Clean Conscience"

4. Nakul Kundra: “Speed”

### Suggested Readings:

1. Bailey, Tom. *On Writing Short Stories*. USA: OUP, 2010.
3. Bloom, Harold. (ed.) *Honore de Balzac (Modern Critical Views)*. USA: Chelsea House Publishers, 2002.
4. \_\_\_\_\_. *Anton Chekhov (Modern Critical Views)*. USA: Chelsea House Publishers, 2009.
5. \_\_\_\_\_. *Guy de Maupassant (Bloom’s Major Short Story Writers)*. USA: Chelsea House Publishers, 2003.
6. \_\_\_\_\_. *Nikolai Gogol (Modern Critical Views)*. USA: Chelsea House Publishers, 1994.
7. Bond, Ruskin. *The Very Best of Ruskin Bond: The Writer on the Hill: selected fiction and non-fiction*. Rupa Publications, 2014.
8. Chughtai, Ismat. *The Quilt & Other Stories*. Sheep Meadow Press, 1994.
9. Gioia, Dana. *The Art of the Short Story*. USA: Longman, 2005.
10. Kundra, Nakul. *The Whirlpool of Riddles (A Book of Short Stories)*. New Delhi: Sahitya Akademi, 2021.
12. Tomalin, Claire. *Katherine Mansfield*. U.K.: Penguin, 2012.

### Audio-Visual Materials:

1. “An Astrologer’s Day- Hindi Short Film.” *Pocket Films- Indian Short Films*. Online video clip. YouTube. YouTube, 17 June 2017. Web. 24 March 2021.
2. Edgar Allan Poe’s Uncanny Universe: Worlds of Speculative Fiction. Online video clip. YouTube. YouTube, 15 Jan 2019. Web. 2 May 2019.
3. Fries, Wanda. “Studying the Short Story.” Online video clip. YouTube. YouTube, 14 Aug 2015. Web 2 May 2019.
4. Hughes, Kathryn. “Gender in 19<sup>th</sup> Century Britain.” Online video clip. YouTube. YouTube, 19 Dec 2014. Web. 2 May 2019.

5. "Indian Writing in English – Modern Prose – Part-1." Online video clip. YouTube. YouTube, 3 Sept 2017. Web 3 May 2019.
6. "Indian Writing in English – Modern Prose – Part-2." Online video clip. YouTube. YouTube, 3 Sept 2017. Web 3 May 2019.
7. "Interview with Ismat Chughtai". *Prasar Bharati Archives*. Online video clip. YouTube. YouTube, 21 August 2019. Web. 23 March 2021.
8. "Interview with Ruskin Bond". *Prasar Bharati Archives*. Online video clip. YouTube. YouTube, 18 May 2019. Web. 25 Feb. 2020.

## DAV UNIVERSITY, JALANDHAR

**Course Title: Basic Communication Skills**

**Course Code: ENG151B**

**Total Lectures: 45**

L	T	P	Credits
5	1	0	6

### **Course Objectives:**

The course has been designed to:

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

### **Learning Outcomes:**

After completing this course, students will have:

- i. the ability to read and analyse texts and display competence in written communication.
- ii. a considerable understanding of English Grammar.
- iii. the sensitivity to cultural differences while communicating.

### **Unit-A**

#### **1. Applied Grammar (In Socio-Cultural Contexts)**

- Parts of Speech: Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction and Interjection

### **Unit-B**

#### **1. Reading (Communicative Approach to be Followed)**

- Nissim Ezekiel: "The Patriot" (Poem)

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

#### **2. Writing**

- Paragraph Writing: Topic Sentence, Inductive logic and Deductive logic

- Essays: Narrative, Descriptive, Expository and Persuasive
- Email: Structure, Characteristics of Effective Emails and Advantages

## Unit-C

### 1. Applied Grammar (In Socio-Cultural Context)

- Tenses
- Passives
- Reported/Reporting Speech
- Modals: Can, Could, May, Might, Will, Would, Shall, Should and Must

## Unit-D

### 1. Reading (Communicative Approach to be Followed)

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

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

### 2. Writing

- Letter Writing: Formal and Informal
- Notice: Format, Characteristics and 5 W’s,

## Teaching Methodology:

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

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

c. **Writing:** Some of the strategies that should be adopted are as follows:

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

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

### **Suggested Readings:**

1. Dulai, Surjit S. "*NISSIM EZEKIEL and the Evolution of Modern Indian English Poetry: A Chronology*". *Journal of South Asian Literature*, 2000.
2. Eschholz, Paul and Rosa, Alfred (ed.), *Subject and Strategy*. NY: St. Martin's Press, 1978.
3. Ezekiel, Nissim. *Collected Poems 1952-1988*. New Delhi: Oxford University Press, 1999.
4. Hosler, Mary Margaret. *English Made Easy*. Delhi: McGraw, 2013.
5. Koneru, Aruna. *Professional Communication*. Delhi: McGraw, 2008.
6. Mahanand, Anand. *English for Academic and Professional Skills*. Delhi: McGraw, 2013.
7. Melvin, Jacqueline. *English Grammar Reference Book: Grammar & Error Correction Guide AND Phrasal Verb Book*. Kindle Edition, 2015.
8. Rani, D Sudha, TVS Reddy, D Ravi, and AS Jyotsna. *A Workbook on English Grammar and Composition*. Delhi: McGraw, 2016.
9. Rizvi, M. Ashraf. *Effective Technical Communication*. Delhi: McGraw, 2018.
10. Sharma, R.C. and Krishna Mohan. *Business Correspondence and Report Writing*. Delhi: McGraw, 2013.
11. Tyagi, Kavita and Padma Misra. *Basic Technical Communication*. Delhi: PHI Learning, 2013.

### **Audio-Visual Materials:**

1. BBC Learning English. "Grammar" (A Series of 64 videos). Online video clip. YouTube. YouTube, 7 July 2015. Web. 22 April 2019.

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

## DAV UNIVERSITY, JALANDHAR

**Course Title: Basic Communication Skills Lab**

**Course Code: ENG152A**

**Total Lectures: 45**

L	T	P	Credits
0	0	1	1

**Course Objectives:**

The course has been designed to:

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

**Learning Outcomes:**

After completing this course, students will/will have:

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

### Unit-A

#### Speaking and Listening

1. IPA for Language Learning - Basic Phonetics

2. Movie-Clippings

3. Role Plays

4. Group Discussions

5. Mock Interviews

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

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

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

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

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



**Suggested Readings:**

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

**Audio-Visual Materials:**

1. BBC Learning English. "Grammar" (A Series of 64 videos). Online video clip. YouTube. YouTube, 7 July 2015. Web. 22 April 2019.
2. BBC Learning English. "RP phonemes: pronunciation tips." Online video clip. YouTube. YouTube, 16 Aug. 2014. Web. 22 April 2019.
3. IIT Kanpur. "Communication Skills" (A Series of 40 videos, NPTEL). Online video clip. YouTube. YouTube, 6 Jan. 2014. Web. 22 April 2019.
4. IIT Kanpur. "Developing Soft Skills and Personality" (A Series of 48 videos, NPTEL). Online video clip. YouTube. YouTube, 14 Sept. 2016. Web. 22 April 2019.
5. IIT Madras. "Better Spoken English" (A Series of 38 videos, NPTEL). Online video clip. YouTube. YouTube, 10 July 2013. Web. 22 April 2019.
6. IIT Madras. "Technical English for Engineers" (A Series of 38 videos, NPTEL). Online video clip. YouTube. YouTube, 14 Jan. 2016. Web. 22 April 2019.

7. IIT Roorkee. "Effective Writing" (A Series of 24 videos, NPTEL). Online video clip. YouTube. YouTube, July 2018. Web. 22 April 2019.
8. IIT Roorkee. "Soft Skills" (A Series of 60 videos, NPTEL). Online video clip. YouTube. YouTube, July 2018. Web. 22 April 2019.
9. UChicago Social Sciences. "Leadership Lab: The Craft of Writing Effectively." Online video clip. YouTube. YouTube, 26 June 2014. Web. 22 April 2019.

DAV UNIVERSITY, JALANDHAR

Semester 2

Course Title: Indian Writing

Course Code: ENG131E

Total Lectures: 75

L	T	P	Credits
5	1	0	6

Course Objective:

The course has been designed to:

- i. familiarise students with Indianness/use of Indian English inherent in the prescribed texts.
- ii. introduce the issues concerning Indian Writing such as the representation of culture, identity, history, national and gender politics, etc.
- iii. familiarise students with a suitable background of Indian Writing.

Learning Outcomes:

After completing this course, students will have:

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

Literary Terms:

The Beginning of Indian Writing- Historical Background, Indianism, Construction/Representation of India, Indian Renaissance, Indian Writing and Indian Freedom Struggle, Indian English Novel since Independence, Indian English Poetry since Independence, Indian English Drama since Independence, Indian Diaspora, Dalit Writing, Indian Women Writers in English.

Unit-A

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

Unit-B

**Girish Karnad:** *Hayavadana*

Unit-C

**Shashi Tharoor:** *The Great Indian Novel*

Unit-D

1. **Arun Kolatkar:** "An Old Woman"
2. **A.K. Ramanujan:** "Small Scale Reflections on a Great House"
3. **Imtiaz Dharkar:** "Purdah"

4. **R. Parthasarthy:** “Exile”
5. **Temsula Ao:** “Soul Bird”

### **Suggested Readings:**

1. Adiga, Aravind. *The White Tiger*. India: HarperCollins, 2008.
2. Amin, Shahid. “Gandhi as Mahatma.” *Selected Subaltern Studies*. Ed. Ranajit Guha and Gayatri Chakravorty Spivak. New York: OUP, 1988. 288-348.
3. Anand, Taruna. “Emancipation of Women in Girish Karnad’s *Hayavadana*.” *International Journal of English Language, Literature and Humanities*, vol. 5, no. 2, Feb. 2017, pp. 33-41.
4. Haq, Kaiser (ed.). *Contemporary Indian Poetry*. Columbus: Ohio State University Press, 1990.
5. Iyengar, K.R. Srinivasa. *Indian Writing in English*. 4th Ed. New Delhi: N.A. 1984.
6. Mehrotra, Arvind Krishna (ed.). *The Oxford India Anthology of Twelve Modern Indian Poets*. Calcutta: Oxford University Press, 1992.
7. \_\_\_\_, editor. *A History of Indian Literature in English*. New York: Columbia University Press, 2003.
8. Mukherjee, M. *The Twice-Born Fiction: Themes and Techniques of the Indian Novel in English*. New Delhi: N.A., 2001.
9. Mund, S.K. *The Indian Novel in English: Its Birth and Development*. New Delhi and Bhubaneswar, 1997.
10. Nayar, Rana. “Tigers Seen and Unseen”. *HT Sunday Magazine*. 26 Oct. 2008:1.
11. Parthasarathy, R. (ed.). *Ten Twentieth-Century Indian Poets (New Poetry in India)*. New Delhi: Oxford University Press, 1976.
12. Ruba, G. “Identity Crisis in Human Body in Girish Karnad’s *Hayavadana*.” *International Journal of Innovative Research in Technology*, vol. 5, no. 8, Jan. 2019, pp. 124-125.

### **Audio-Visual Materials:**

1. Devy, Ganesh. “Towards an Indian Aesthetics.” Online video clip. YouTube. YouTube, 20 May 2015. Web. 29 April 2019.
2. Guha, Ramachandra. “Waiting for the Mahatma - Gandhi & India in 1915.” Yogesh

- Kamdar. Online video clip. YouTube. YouTube, 28. Feb. 2015. Web. 29 April 2019.
3. Habib, Irfan. "Prof. Irfan Habib on 'Mahatma Gandhi and the Concept of Nation': Lecture Organised by SAHMAT." NewsClickin. Online video clip. YouTube. YouTube, 2 Oct. 2018. Web. 29 April 2019.
  4. "Interview with Aravind Adiga". Aravind Adiga at the Edinburgh International Book Festival. Online video clip. YouTube. YouTube, 17 Oct. 2017. Web. 25 Feb. 2020.
  5. Interview with Girish Karnad. Prasar Bharati Archives. Online video clip. YouTube. YouTube, 10 June 2019. Web. 24 Feb. 2020.
  6. Iqbal, Ayesha. "Mod-01 Lec-01 Introduction to Drama." NPTEL. Online video clip. YouTube. YouTube, 11 Jan. 2013. Web. 2 May 2019.
  7. "Naatak's first staged reading: Hayavadana." *Naatak Theatre*. Online video clip. YouTube. YouTube, 26 May 2020. Web. 24 March 2021.
  8. Neuendorf, Andrew. "The White Tiger." Andrew Neuendorf. Online video clip. YouTube. YouTube, 19 Feb. 2015. Web. 29 April 2019.
  9. Rae. "The Case of Mister Balram Halwai." YaleCourses. Online video clip. YouTube. YouTube, 31 March 2011. Web. 29 April 2019.

## DAV UNIVERSITY, JALANDHAR

**Course Title: British Poetry – I**

**Course Code: ENG132E**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

### Course Objectives:

The course has been designed to:

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

### Learning Outcomes:

After completing this course, students will have:

- i. the ability to comprehend and critically appreciate poetry.
- ii. gained an insight into the intrinsic and artistic aspects of poetry.
- iii. got their intellectual faculties sharpened by developing 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-A

**Geoffrey Chaucer**

“Prologue to the Canterbury Tales”

#### Unit-B

**William Wordsworth**

“I Wandered Lonely as a Cloud”

**Andrew Marvell**

“To his Coy Mistress”

#### Unit-C

**Thomas Gray**

“Elegy Written in a Country Churchyard”

**Christina Rossetti**

“Goblin Market”

Unit-D

**William Blake**

**“The Chimney Sweeper”**

**John Keats**

“Ode to Autumn”

**Suggested Readings:**

1. Abrams, M. H. *A Glossary of Literary Terms*. India: Macmillan, 2007.
2. Auden, W. *Romantic Poets: Blake to Poe*. London: Norman Pearson- Penguin, 1978.
3. Blair, Robert. *The Graveyard School*. USA: Valancourt Books, 2015.
4. Corns, Thomas N (ed.). *The Cambridge Companion to English Poets*. Cambridge CUP, 1993.
5. Eliot, T. S. *The Use of Poetry and the Use of Criticism*. Harvard: Harvard Univ. Press, 1933.
6. Evans, Ifor. *A Short History of English Literature*. India: Penguin, 1999.
7. Ford, Boris. *Pelican Guide to English Literature. Vol. 4*. London: Pelican, 1996.
8. Prasad, B. *A Background to the Study of English Literature*. India: Macmillan, 2010.
9. Rawson, Claude. *The Oxford Companion to English Poets*. Cambridge: CUP, 2011.

**Audio-Visual Materials:**

1. CEC. “Chaucer’s Prologue to the Canterbury Tales.” Online video clip, Youtube. YouTube, 4 June, 2015. Web. 15 March 2020.
2. Gresham College. “Wordsworth, Coleridge and the Poetic Revolution.” Online video clip, YouTube. YouTube. 22 Oct, 2018. Web. 16 March 2020.
3. Heft, Richard. “Goth Poe-pt-3-Graveyard Poet Thomas Gray.” Online video clip, Youtube. YouTube, 11 June, 2009. Web. 5 May 2019.
4. IUG. “English Poetry Lecture 1: An Introduction to Poetry.” Online video clip, YouTube. YouTube. 11 Sep, 2019. 16 March 2020.
5. Learning with Pace. “Marvell: His Life and Works” Online video clip, YouTube. YouTube. 13 Jan, 2015. Web. 14 March 2020.
6. Planet Knowledge. “Metaphysical Poetry Definition.” Online video clip, Youtube. YouTube, 12, April, 2018. Web. 5 May 2019.
7. Raichmann, Sarah. “Night thoughts: The Story of Edward Young.” Online video clip, YouTube. YouTube, 4 April, 2014. Web. 1 May 2019.
8. Wordline. “John Keats 1: Life and Legacy.” Online video clip, YouTube. YouTube. 15 Oct, 2016. Web. March 2020.

## DAV UNIVERSITY, JALANDHAR

**Course Title: Professional Communication**

**Course Code: ENG352**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
3	0	0	3

### **Course Objectives:**

The course has been designed to:

- i. develop awareness of appropriate communication strategies.
- ii. analyse a variety of communication acts and networks.
- iii. prepare and present messages with a specific intent and format.

### **Learning Outcomes:**

After completing this course, the students will have:

- i. knowledge, skills, and judgment around human communication that facilitate their ability to work collaboratively with others.
- ii. communication competencies such as managing conflict, understanding small group processes, active listening, appropriate self-disclosure, etc.
- iii. the ability to communicate effectively orally and in writing.

### **Unit-A**

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

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

### **Unit-B**

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



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

### Unit-3

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

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

### Unit-4

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

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

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

### Suggested Readings:

1. Crystal, David. *The Gift of the Gab – How Eloquence Works*. Connecticut: Yale University, 2016.
2. Gangal, J. K. *A Practical Course in Spoken English*. India: Phi Private Limited, 2012.
2. Koneru, Aruna. *Professional Communication*. Delhi: McGraw, 2008.
3. Mahanand, Anand. *English for Academic and Professional Skills*. Delhi: McGraw, 2013.
4. Rizvi, M. Ashraf. *Effective Technical Communication*. Delhi: McGraw, 2018.
5. Sharma, R.C. and Krishna Mohan. *Business Correspondence and Report Writing*. Delhi: McGraw, 2013.
6. Suzana, Roopa. *A Practical Course in English Pronunciation*. Delhi: McGraw Hill Education, 2017.
7. Tyagi, Kavita and Padma Misra. *Basic Technical Communication*. Delhi: PHI Learning, 2013. Print.

### **Audio-Visual Materials:**

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

## DAV UNIVERSITY, JALANDHAR

**Course Title: Environmental Studies.**

**Paper Code: EVS100A**

**Total Lectures: 60**

L	T	P	Credits
4	0	0	4

### Unit-A

#### Introduction to Environmental Studies

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

**6 hours**

#### Natural Resources: Renewable and Non--Renewable Resources

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

### Unit-B

**8 hours**

#### Ecosystems

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

**2 hours**

#### Biodiversity and Conservation

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

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

**8 hours**

## **Unit-C**

### **Environmental Pollution**

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

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

**8 hours**

### **Environmental Policies & Practices**

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

## **Unit-D**

**7 hours**

### **Human Communities and the Environment**

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

**6 hours**

### **Field Work**

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

**5 hours**

## References:

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

# DAV UNIVERSITY, JALANDHAR

## Semester 3

**Course Title: American Literature**

**Course Code: ENG221E**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

### Course Objective:

The course has been designed to:

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

### Learning Outcomes:

After completing this course, students will have:

- i. gained an introductory understanding of American literature.
- ii. the ability to distinguish American literary trends from those of other regions.
- iii. the ability to critically analyse some works of American literature and understand some of their nuances.

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

### Unit-A

1. **Walt Whitman:** “When Lilacs Last in the Dooryard Bloom’d”

### Unit-B

**Sylvia Plath:**

- “Tulips”
- “Cut”
- “Lady Lazarus”
- “Daddy”

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

### Unit-C

**Harper Lee:** *To Kill a Mockingbird*

**Unit-D** **Arthur Miller:** *The Crucible*

### **Suggested Readings:**

1. Lee, Harper and Bloom, Harold. *To Kill a Mockingbird*, Infobase Publishing, New York, 2010
2. Bigsby, Christopher. *Arthur Miller: A Critical Study*. Cambridge: Cambridge University P, 2005.
3. David, Mary S. *Critical Guide to Walt Whitman and his Selected Poems*. Bareilly: Student Store, 1969.
4. Fisher, William J. *The American Literature of the Nineteenth Century: An Anthology*. New Delhi Eurasia Publishing House Pvt. Ltd, 1970.
5. Harding, Walter. *Days of Henry Thoreau: A biography*. Princeton: Princeton Univ. press, 1992.
6. Jacob, J. *History of American Literature*. New Delhi: Sublime Publishers, 2005.
7. Plath, Sylvia. *Ariel*. New York: Harper, 1966. Print
8. Trikhe, Manorama. *Robert Frost: An Anthology of Recent Criticism*. Delhi: Ace Publication, 1990.

### **Audio-Visual Materials:**

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

**DAV UNIVERSITY, JALANDHAR**

**Course Title: Indian Literature in Translation**

**Course Code: ENG222E**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

**Course Objectives:**

The course has been designed to:

- i. enable students to analyse the technicalities of translation.
- ii. introduce various movements associated with Indian literature.
- iii. familiarise students with the development of literature in translation in India.

**Learning Outcomes:**

After completing this course, students will have:

- i. explored an array of literary themes and styles.
- ii. learnt the linguistic and socio-politico-cultural intricacies of rendering a text into another language.
- iii. been able to understand the process of reading a text in translation.

**Literary Terms and Concepts:** Transliteration, Narrative Technique, Point of View, History of Indian Literature, Progressive Writers' Association, Realism, Historical Play, Historical and Social Contexts of a Text.

**Unit-A**

Munshi Premchand: "Kafan" (The Shroud)  
"Mukti" (Deliverance)  
(Translation by David Rubin)

**Unit-B**

Krishna Sobti: *A Gujrat Here, A Gujrat There*  
(Translation by Daisy Rockwell)

**Unit-C**

Girish Karnad: *Tughlaq* (Translation by Girish Karnad)

**Unit-D**

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



Pankaj Chaturvedi: "But One Face"

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

### Suggested Readings:

1. Ahuja, Chaman. *Contemporary Theatre of India*. Delhi: National Book Trust, 2012.
2. Bassnett, Susan and Harish Trivedi (eds). *Postcolonial Translation: Theory and Practice*. London: Routledge, 2009.
3. Das, Sisir Kumar, ed. *History of Indian Literature*, Vol I-X. Delhi: Sahitya Akademi, 1995.
4. George, K. M. *Comparative Indian Literature*. Delhi: Macmillan, 1984.
5. Karnad, Girish. *Tuglaq*. Delhi: Oxford, 1975.
6. Kumar, Dharminder. "The Original Rebel". New Delhi: Open Magazine, 2016.
7. Lal, Mohan. *Encyclopedia of Indian Literature: Sasay to Zorgot*. New Delhi: Sahitya Akademi, 1992.
8. Pollock, Sheldon I., ed. *Literary Cultures in History: Reconstructions from South Asia*. California: Univ. of California Press, 2003.
9. Ramkrishnan, E. V. *Writing the Region, Imagining the Nation: A Reading of Bhalchandra Nemade's Kosla*. In *IIAS Review*, Vol. XVII, No.1 (Summer 2011).
10. Rekha. *Gender, Space and Creative Imagination: The Poetics and Politics of Women's Writing in India*. New Delhi: Primus Books, 2015.
11. Rubin, David Trans. & Ed. *A Season on the Earth: Selected Poems of Nirala*. Delhi: OUP, 2003.
12. Satchidanandan, K. *Indian Literature: Positions and Propositions*. Delhi: Pencraft, 1999.

### Audio-Visual Materials:

1. Anthony Pym. "Exploring translation theories." Online video clip. YouTube. YouTube, 28 May 2014. Web. 23 April 2020.
2. Charan, Swati "The Shroud" Short Fiction (Munshi Premchand)." Online video clip. YouTube. YouTube, 26 October 2015. Web. May 1, 2019.
3. Karwa, Arpita. "Most Important Indian Writers." Online video clip. YouTube. YouTube, 29 June 2018. Web. 1 May 2019.  
<https://www.youtube.com/watch?v=j0XKGLvhHxU&t=105s>
4. Kothri Chaudhari, Asha. "English Paper: Indian Writing in English." Online video clip. YouTube. YouTube, 11 April 2017. Web. 1 May 2019.

5. NPTEL-NOC IITM. "Psychological Climax in Premchand's The Shroud." Online video clip. YouTube. YouTube, 6 May 2019. Web. 23 April 2020.
6. Prakash, Anand. "Indian Literature in English Translation : Summing up." Online video clip. YouTube. YouTube, 17 April 2018. Web. 1 May, 2019.
7. Pramanik, Marinmay. "Translation and the Idea of Indian Literature (ENG)." Online video clip. YouTube. YouTube, Feb 16 2017. Web. 1 May, 2019.
8. Prasar Bharati Archives. "Krishna Sobti –Part 1,2 ,Srijan." Online video clip. YouTube. YouTube, 3 October 2020. Web. 23 March 2021.
9. Prasar Bharati Archives. "Sadgati(1981)." Online video clip. YouTube. YouTube, 4 January 2018. Web. 23 April 2020.

## DAV UNIVERSITY, JALANDHAR

**Course Title: British Poetry-II**

**Course Code: ENG223E**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

### **Course Objective:**

The course has been designed to:

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

### **Learning Outcomes:**

After completing this course, students will have:

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

**Literary Terms and Concepts:** Victorian Poetry, Modernism, Symbolism, Celtic Revival, War Poetry, Objective Correlative, Dramatic Monologue, Imagery, War Poets.

### **Unit-A**

**Elizabeth Barrett Browning**

“How do I love thee”

**Robert Browning**

“Porphyria’s Lover”

### **Unit-B**

**Rudyard Kipling**

“If”

**William Butler Yeats**

“Easter 1916”.

## **Unit-C**

**Siegfried Sassoon**

“They”

“Suicide in the Trenches”

**Wilfred Owen**

“Dulce et Decorum Est”

## **Unit-D**

**T S Eliot**

“Love Song of J. Alfred Prufrock”

**Ted Hughes**

“The Hawk in the Rain”

“The Jaguar”

“The Thought Fox”

### **Suggested Readings:**

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

### **Audio-Visual Materials:**

1. Boyle, T.C. “The Passion of Yeats.” Online video clip. YouTube. YouTube, 5 Dec. 2019. Web. 5 May 2019.
2. Cambridge, ICE. “Why is Modern Poetry Difficult”? Online video clip. YouTube. YouTube, 24 March 2015. Web. 16 March 2010.
3. Cheeke, Stephen. “The Wonderful and Frightening World of W. B. Yeats.” Online video clip. YouTube. YouTube, 18 May 2016. Web. 5 May 2019.

4. Green, Amy M. "Robert Browning's Poetry Lecture". Online video clip. YouTube. YouTube, 16 Jan 2015. Web, 15 March 2020.
5. IUG Video Lectures. "English Poetry Lecture 1." Online video clip. YouTube. YouTube, 11 Sep 2015. Web, 16 March 2020.
6. Mitra, Vidya. "Ted Hughes." Online video clip. YouTube. YouTube, 13 Dec 2015. Web. 2 May 2019.
7. Planet, Knowledge. India. "English Literary Forms//The Dramatic Monologue." Online video clip. YouTube. YouTube, 7 April 2018. Web. 5 May 2019.
8. Wanderbilt University. "W.B. Yeats and the Meaning of Poetry." Online video clip. YouTube. YouTube, 26 April 2016. Web, 16 March 2010.

**DAV UNIVERSITY, JALANDHAR**  
**Semester 4**

**Course Title: British Drama**

**Course Code: ENG231E**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

**Course Objectives:**

The course has been designed to:

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

**Learning Outcomes:**

After completing this course, students will have:

- i. understood plays both as literature and performative texts.
- ii. the ability to understand the relation between literary texts and their social environments.
- iii. the ability 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, Comedy of Humours, Heroic Tragedy, Medieval Romance, Realism, Verse Drama.

**Unit-A**

**Ben Jonson: *The Alchemist***

**Unit-B**

**Thomas Kyd: *The Spanish Tragedy***

## Unit-C

**Oliver Goldsmith:** *She Stoops to Conquer*

## Unit-D

**George Bernard Shaw:** *Saint Jones*

### Suggested Readings:

1. Allman, Eileen. *Jacobean Revenge Tragedy and the Politics of Virtue*. London: Associated University Presses, 1999.
2. Bliss, Lee. *The World's Perspective: John Webster and the Jacobean Drama*. NJ: Rutgers UP, 1983.
3. Dietrich, Richard F. *British Drama, 1890-1950: A Critical History*. USA: Twayne Publishers, 1989.
4. Goldsmith, Oliver. *She Stoops to Conquer*. Macmillian: New York, 1775.
5. Innes, Christopher. *The Cambridge Companion to George Bernard Shaw*. UK: Cambridge University Press, 1998.
6. Electronic Research Journal of Behavioural Sciences, Volume 4 (2021)  
ISSN: 2652-7782. <http://erjbehaviouralsciences.com/>  
49
7. Jonson as a Creator of Real and Convincing Characters; an  
Analysis of The Alchemist
8. Kinney, Arthur F. *A Companion to Renaissance Drama*. USA: Blackwell Publishers, 2002.
9. Kyd, Thomas. *The Spanish Tragedy*. Manchester: Manchester University Press, 1996.
10. Nicolle, Allardyce. *Theatre and Dramatic Theory*. London: George G. Harrap & Co. Ltd, 1962.

### Audio-Visual Materials:

1. Goodwill Education. "Origin & Development of English Drama- BA/MA English Literature." Online video clip. YouTube. *YouTube*, 10 March 2019. Web. 2 February 2020.
2. Panja, Shormishtha and Kohli, Manila. "The Renaissance and Shakespeare: An Introduction, Part - 1." Online NPTEL Course Video. 12 Jan 2017. Web. 2 May 2019.

3. \_\_\_\_\_. "The Renaissance and Shakespeare: An Introduction, Part - 2." NPTEL Course Video. Jan2017. Web. 2 May 2019.
4. Prakash, Anand. "18<sup>th</sup> and 19<sup>th</sup> Century English Literature, Part – 1." Online video clip. YouTube. YouTube, 2 Dec 213. Web. 2 May 2019.
5. \_\_\_\_\_. "18<sup>th</sup> and 19<sup>th</sup> Century English Literature, Part –2." Online video clip. YouTube. *YouTube*, 3 Dec 2013. Web. 2 May 2019.
6. Raj, Merin Simi. "The Jacobean Age (continued)." Online video clip. YouTube. *YouTube*, 20 Aug 2017. Web. 2 May 2019.
7. \_\_\_\_\_. "The Jacobean Age." Online video clip. YouTube. YouTube, 20<sup>th</sup> Aug 2017. Web. 2 May2019.
8. Vageesh. "Pygmalion by George Bernard Shaw". Online video clip. YouTube. 4 September 2017. Web. 28 march 2021.



**DAV UNIVERSITY, JALANDHAR**

**Course Title: British Prose**

**Course Code: ENG232E**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

**Course Objectives:**

The course has been designed to:

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

**Learning Outcomes:**

After completing the course, students will:

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

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

**Unit-A**

**Francis Bacon:** "Of Friendship" "Of Youth and Age"

**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:** “The Two Races of Men”

**Bertrand Russell:** “The Functions of a Teacher”

## Unit-D

**Robert Lynd:** “The Pleasures of Ignorance”

**George Orwell:** “Reflections on Gandhi”

### Suggested Readings:

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

### Audio-Visual Materials:

1. Albion Noise. "George Orwell: A Life in Pictures". Online video clip. YouTube. YouTube, 28 Dec 2015. Web. 16 March 2020.
2. BBC Podcast. "John Ruskin (In Our Time)." Online audio clip. YouTube. YouTube, 13 Aug 2018. Web. 20 April 2019.
3. BBC Podcast. "Literary Modernism (In Our Time)." Online audio clip. YouTube. YouTube, 12 Aug 2018. Web. 16 March 2020.
4. BBC Podcast. "Samuel Johnson (In Our Time)." Online audio clip. YouTube. YouTube, 13 Aug 2018. Web. 16 March 2020.

5. cec. "18<sup>th</sup> and 19<sup>th</sup> Century English Literature." Online video clip. YouTube. YouTube, 3 Dec. 2013. Web. 20 April 2019.
6. cec. "The Romantic Prose." Online video clip. YouTube. YouTube, 26 April 2016. Web. 20 April 2019.
7. cec. "The Victorian Temper." Online video clip. YouTube. YouTube, 28 April 2016. Web. 20 April 2019.
8. The School of Life. "Literature: Virginia Woolf." Online video clip. YouTube. YouTube, 18 Sep 2015. Web. 23 April 2019.

DAV UNIVERSITY, JALANDHAR

**Course Title: British Fiction-I**

**Course Code: ENG233E**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

**Course Objectives:**

The course has been designed to:

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

**Learning Outcomes:**

After completing the course, students will:

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

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

**Unit-A**

**Jane Austen:** *Pride and Prejudice*

**Unit-B**

**Emily Bronte:** *Wuthering Heights*

**Unit-C**

**George Eliot:** *Silas Marner*

**Unit-D**

**Charles Dickens:** *Great Expectations*

### **Suggested Readings:**

1. Creeger, George R. *George Eliot: A Collection of Critical Essays*. Englewood Cliffs, N.J: Prentice-Hall, 1970.
2. Gardner, John. *The Art of Fiction*. New York: Alfred A. Knopf, 1984.
3. Gregor, Ian. *The Brontës; a Collection of Critical Essays*. Englewood Cliffs, N.J: Prentice-Hall, 1970.
4. Hudson, William Henry. *An Outline History of English literature*. Bell London, 1961.
5. Quinn, Edward. *A Dictionary of Literary and Thematic Terms*. USA: Checkmark Books, 1999.
6. Showalter, Elaine. *A Literature of their Own: British Women Novelists from Bronte to Lessing*. Boston: Little, Brown Book Group, 2009.
7. Southam, Brian C. *Jane Austen: Sense and Sensibility, Pride and Prejudice and Mansfield Park*. New York: Palgrave Macmillan, 1976.
8. Watt, Ian. *Jane Austen: A Collection of Critical Essays*. Englewood Cliffs, N.J: Prentice-Hall, 1963.

### **Audio-Visual Materials:**

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

## DAV UNIVERSITY, JALANDHAR

**Course Title: Practical English Usage-I**

**Course Code: 237E**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

### **Course Objectives:**

The course has been designed to:

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

### **Learning Outcomes:**

After completing the course, students will have:

- i. the ability to differentiate between acceptable and unacceptable sentences and structures in English.
- ii. known usage of wide range of words in different socio-cultural contexts.
- iii. known how to use the English language confidently and functionally both orally and in writing in different situations with precision ,fluency and coherence.

### **Unit-A**

Effective Vocabulary Learning

Word Formation

Words and Pronunciation

Connecting and Linking Words

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

### **Unit-B**

Verbs

Be, Have and Do

Present Tenses

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

## **Unit-C**

Countables and Uncountables

Topics

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

## **Unit-D**

Talking about the Future

Past and Perfect Tenses

Passives

Modal Auxiliary Verbs

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

### **Suggested Readings:**

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

**Course Title: Human Values and General Studies**

**Course Code: SGS107**

**Total Lectures: 60**

L	T	P	Credits
4	0	0	4

**Course Objectives:**

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

**Part-A**

***Human Values***

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

**Part-B**

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



3. Ethics in Education

2 Hrs

### Part-C

#### General Geography

#### World Geography

3 Hrs

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

#### Indian Geography

3 Hrs

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

#### General History

3 Hrs

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

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

#### Glimpses of World History

3 Hrs

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

#### Indian Polity: Constitution of India

3 Hrs

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

#### General Economy

3 Hrs

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

## **Part-D**

### **General Science**

**3 Hrs**

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

### **Sports and Recreation**

**3 Hrs**

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

### **Current Affairs**

**3 Hrs**

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

### **Miscellaneous Information**

#### **Who is Who**

**2 Hrs**

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

#### **References:**

1. Human Values, A N Tripathi, New Age International Publishers, New Delhi, Third Edition, 2009.
2. Professional Ethics, R. Surbিরamanian, Oxford University Press, New Delhi, 2013.
3. Human Values and Professional Ethics, Rishabh Anand, Satya Prakashan, New Delhi, 2012
4. Human Values and Professional Ethics, Sanjeev Bhalla, Satya Prakashan, New Delhi, 2012.
5. Human Values and Professional Ethics, Ritu Soryan Dhanpat Rai & Co. Pvt. Ltd., First Edition, 2010.
6. Human Values and Professional Ethics by Suresh Jayshree, Raghavan B S, S Chand & Co. Ltd., 2007.
7. Human Values and Professional Ethics, Yogendra Singh, Ankur Garg, Aitbs publishers, 2011.
8. Human Values and Professional Ethics, Varinder Kumar, Kalyani Publishers, Ludhiana, 2013.
9. Human Values and Professional Ethics, RR 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. Essence 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. Encyclopaedia of General Knowledge and General Awareness by R P Verma, Penguin Books Ltd (2010)
19. General Knowledge Manual 2013-14, Edgar Thorpe and Showick Thorpe, The Pearson, Delhi.
20. General Knowledge Manual 2013-14, Muktikanta Mohanty, Macmillan Publishers India Ltd., Delhi.
21. India 2013, Government of India (Ministry of Information Broadcasting), Publication Division, 2013.
22. Manorama Year Book 2013-14, Mammen Methew, Malayalam Manorama Publishers, Kottayam, 2013.
23. Spectrum's Handbook of General Studies – 2013-14, Spectrum Books (P) Ltd., New Delhi.

### **Current Affairs Magazines**

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

### **Newspapers**

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

**DAV UNIVERSITY, JALANDHAR**

**Semester 5**

**Course Title: Women's Writing**

**Course Code: ENG 321E**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

**Course Objectives:**

The course has been designed to:

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

**Learning Outcomes:**

After completing this course, students will have:

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

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

**Unit-A**

**Virginia Woolf:** "The Man who Loved his Kind" (story)

**Chandrika B:** "The Story of a Poem" (available in *Katha: Short Stories by Indian Women* edited by Urvashi Butalia)

**Unit-B**

**Caryl Churchill:** *Top Girls*

## Unit-C

**Chitra Banerjee Divakaruni**

*The Palace of Illusions*

## Unit-D

**Adrienne Rich** : “Aunt Jennifer’s Tigers”

**Maya Angelou** : “Phenomenal Woman”

**Toru Dutt** : “Lakshman”

**Urvashi Butalia** : Chapter 4 "Women" *The Other Side of Silence: Voices from the Partition of India*

### Suggested Readings:

- 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.
- 2 Gilbert, Sandra M. and Susan Gubar. *Shakespeare’s Sisters: Feminist Essays on Women Poets*. USA: Indiana UP, 1981.
- 3 Keyes, Clair. *The Aesthetics of Power: The Poetry of Adrienne Rich*. USA: U of Georgia Press, 1986. Print.
- 4 Lupton, Mary Jane. *Maya Angelou: A Critical Companion*. London: Greenwood Press, 1998.  
Ostriker, Alicia Suskin. *Stealing the language: The Emergence of Women’s Poetry in America*. MA: Beacon Press, 1986. P
- 5 Prasad, Amar Nath and S. K. Paul. *Feminism in Indian Writings in English*. New Delhi: Sarup and Sons, 2006.
- 6 Wagner-Martin, Linda. *Critical Essays on Anne Sexton*. Boston: G.K Hall and Co., 1989.
- 7 Breaking the Stereotype Image of Women in Caryl Churchill’s Top Girls

**Audio-Visual Materials:**

1. Francis, Rawlslin. "Review of Anne Saxton Poetry." Online video clip. YouTube. *YouTube*, 16 May 2017. Web. 23 Mar 2020.
2. "Indian Writing In English -Toru Dutt. CH-01 Humanities-I." Online video clip. YouTube. *YouTube*, 4 Sept. 2017. Web. 23 March 2020.
3. "Maya Angelou interview on HARDtalk - BBC News." Online video clip. YouTube. *YouTube*, 29 May 2014. Web. 23 Mar 2020.
4. Moorjani, Angela. "Aunt Jennifer's Tigers. CH-01 Humanities-I." Online video clip. YouTube. *YouTube*, 4 July 2017. Web. 1 May 2019.
5. Sen, Anushree. "Phenomenal Woman Analysis and Explanation by Maya Angelou". Online video clip. YouTube. *YouTube*, 29 Jan 2018 Web. 23 Mar 2020

## DAV UNIVERSITY, JALANDHAR

**Course Title: British Fiction-II**

**Course Code: ENG322E**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

### **Course Objectives:**

The course has been designed to:

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

### **Learning Outcomes:**

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

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

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

### **Unit-A**

**Thomas Hardy:** *The Mayor of Casterbridge*

### **Unit-B**

**Oscar Wilde:** *The Picture of Dorian Gray*

### **Unit-C**

**Virginia Woolf:** *The Waves*

### **Unit-D**

**George Orwell:** *Animal Farm*

### **Suggested Readings:**

1. "The Mayor of Casterbridge" as Tragedy Author(s): John Paterson Source: *Victorian Studies* , Dec., 1959, Vol. 3, No. 2 (Dec., 1959), pp. 151-172 Published by: Indiana University Press Stable URL: <https://www.jstor.org/stable/3825002>
2. Bloom, Harold. *George Orwell's Animal Farm (Bloom's Modern Critical Interpretations)*. Chelsea: Chelsea House Publishers, 2009.
3. Buzwell, Greg. "The Picture of Dorian Gray: Art, Ethics and the Artist." British Library. Web. 29 Feb. 2016.
4. Campbell, James. *Oscar Wilde, Wilfred Owen, and Male Desire: Begotten, Not Made (Palgrave Studies in Nineteenth-Century Writing and Culture)*. U.K.: Palgrave Macmillan, 2015.
5. Draper, R. P. *Thomas Hardy: The Tragic Novels*. New York: Palgrave Macmillan, 1991.
6. Page, Norman. *Oxford Reader's Companion to Hardy*. Oxford: England: Oxford University Press, 2001.
7. Tambling, Jeremy. *E. M. Forster: Contemporary Critical Essays*. Malaysia: Palgrave Macmillan, 1995.

### **Audio-Visual Materials:**

1. CEC. "This Lecture talks about Modern Novel". Online video clip. YouTube. YouTube, 2 Jun, 2016. Web. 17 March 2020.
2. Knowledge Builder. "Return of the Native 1994." Online clip. YouTube. YouTube, 28 Feb 2020. Web 23 March 2021.
3. Lily Pale. "A Passage to India." Online video clip. YouTube. YouTube, 18 Jan, 2018. Web. 9 Feb 2020.
4. NCTV. 17 "Great Books - Animal Farm." Online video clip. YouTube. YouTube, 9 Dec, 2014. Web. 17 March 2020.
5. Non Mirage Truth Vision. "Animal Farm by George Orwell" Online audio clip. YouTube. YouTube, 24 Dec. 2019. Web. 21 Feb 2020.
6. Pantheon Studios. "A Passage to India." Online video clip. YouTube. YouTube, 29 May, 2016. Web. 16 March 2020.
7. Teacher Hub English. "The Portrait of Dorian Gray Lecture at the Carnegie Library." Online video clip. YouTube. YouTube, March 20 2017. Web. 19 March 2020.
8. The Book Tutor. "The Picture of Dorian Gray by Oscar Wilde." Online video clip. YouTube. YouTube, 20 Jan 2017. Web. 10 March 2020.



**DAV UNIVERSITY, JALANDHAR**  
**Semester 6**

**Course Title: Modern European Drama**

**Course Code: ENG331E**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

**Course Objectives:**

The course has been designed to:

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

**Learning Outcomes:**

After completing this course, students will have:

- i. understood and will be able to appreciate the historical and cultural backgrounds in which a particular text took shapes.
- ii. gained some knowledge about literary terms and key concepts involved in reading and analysing drama.
- iii. the ability to critically appreciate dramas across various cultures and time zones.

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

**Unit-A**

**Henric Ibsen:** *A Doll's House*

**Unit-B**

**Sean O'Casey:** *Juno and the Paycock*

**Unit-C**

**Federico Garcia:** *Blood Wedding*

**Unit-D**

**Anton Chekhov:** *The Cherry Orchard*

### **Suggested Readings:**

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

### **Audio Video Material:**

1. Bilkent University. "Blood Wedding." Online video clip. YouTube. YouTube, 24 Sep. 2019. Web. 16 March 2020.
2. Eugene Lang College, Fall Theatre Production. "Blood Wedding." Online video clip. YouTube. YouTube, 23 January 2019. Web. 17 March 2020.
3. European theatre Convention. "Theatre in the European Age." Online video clip, YouTube. YouTube, 1 March 2019. Web. 16 March 2020.
4. Gudernath, April. "Theatre of the Absurd." Online video clip. YouTube. YouTube, 7 Jan 2016. Web. 3 May 2019.
5. Hitchcock, Alfred. "Juno and the Paycock". Online video clip. YouTube. YouTube. 6 Nov. 2017. Web. 5 May 2019.
6. Hopkins, Anthony. "A Doll's House." 1973. Online video clip. YouTube. YouTube, 14 Dec. 2016. Web. 5 May 2019.
7. Irish Theatre. "Juno and the Paycock." Online audio clip. YouTube. YouTube, 8 July 2013. Web. 17 March 2020.
8. The Homecoming by Harold Pinter. Online video clip. You tube, 17 July, 2018. Web. 17 March, 2021.

**DAV UNIVERSITY, JALANDHAR**

**Course Title: Shakespearean Literature**

**Course Code: ENG366E**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

**Course Objectives:**

The course has been designed to:

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

**Learning Outcomes:**

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

- i. understood and have been able to critically respond to the aesthetic sensibility of Shakespeare.
- ii. the ability to appreciate the original and creative use of language in Shakespearean texts.
- iii. grasped the critical techniques for dramatic texts.

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

**Unit-A**

**Sonnets**

- a. "To me, fair friend, you never can be old..." (104)
- b. "the expense of Spirit in a waste of Shame is lust in action" (109)
- c. "Since Brass, Nor Stone, Nor Earth, Nor Boundless Sea"
- d. "so are you to my thoughts as food to life" (75)
- e. "Let Me Not to the Marriage of True Minds"

## **Unit-B**

### *Othello*

## **Unit-C**

### *Comedy of Errors*

## **Unit-D**

### *Measure for Measure*

### **Suggested Readings:**

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

### **Audio-Visual Materials:**

1. Alhersmeyer, Bob "Shakespeare: Julius Caesar (Lectures)." Online video clip. YouTube. YouTube, 6 Feb 2013. Web. 17 March 2020.
2. Bloom, Harold. *Harold Bloom Lecture on Shakespeare*. Online video clip. YouTube. YouTube, 13 Mar 2014. Web. 7 May 2019.
3. CEC. "Shakespeare's The Tempest." Online video clip. YouTube. YouTube, 3 Nov 2015. Web. 17 March 2020.
4. CEC. "Lecture-7 The Elizabethan Drama." Online video clip. YouTube. YouTube, 30 March 2016. Web. 17 March 2020.
5. CEC. "Shakespeare's Sonnets." Online video clip. YouTube. YouTube, 4 Nov 2015. Web. 17 March 2020.
6. CosmoLearning. "Harvard ENGL E-129 - Lecture 6: Macbeth." YouTube. YouTube, 24 Oct

2007. Web. 17 March 2020.

7. Ted Talks. "Why Shakespeare? Because it's 2016 Stephen Brown TED x St Mary CS School." Online video clip. YouTube. YouTube, 14 May 2016. Web. 17 March 2020.

8. Total Education Media. "The Tempest- Discovering Caliban." Online video clip. YouTube. YouTube, 17 Dec 2014. Web. 17 March 2020.

**DAV UNIVERSITY, JALANDHAR**

**Discipline Specific Electives**

**Course Title: Introduction to Literary Criticism**

**Course Code: ENG361E**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

**Course Objective:**

The course has been designed to:

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

**Learning Outcomes:**

After completing this course, students will have:

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

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

**Unit-A**

Ancient Greek Criticism

**Plato:** *Republic* (Book X and XIII)

**Unit-B**

Greek and Latin Criticism during the Roman Empire

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

## Unit-C

Romantic Criticism

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

## Unit-D

**Virginia Woolf:** "Modern Fiction"

**TS Eliot:** "Tradition and Individual Talent"

### Suggested Readings:

1. Aristotle. *Poetics and Rhetoric: Demetrius on Style, Longinus on Sublime: Essays in Classical Criticism*. London: Dent, 1953.
2. Bernard, Bosanquet. *Companion to Plato's Republic*. London: Rivingtons, 1925.
3. Bowra, C. M. *Romantic Imagination*. London: Oxford University Press, 1961.
4. Doran, Robert. *Theory of the Sublime from Longinus to Kant*. Cambridge: Cambridge University Press, 2015.
5. Habib, M. A. R. *A History of Literary Criticism: From Plato to the Present*, Oxford: Blackwell, 2005.
6. Kennedy, George A. *Cambridge History of Literary Criticism*. Cambridge: Cambridge University Press, 1993.
7. Russell, D. A. *Longinus: On the Sublime*. New York: E. Mellen Press, 1985.
8. Wimsatt, William K. *Literary Criticism: A Short History*. Calcutta: Oxford & IBH, 1967.
9. Waugh, Patricia. *Literary Theory & Criticism: An Oxford Guide*. Delhi: OUP, 2006.

### Audio-Visual Materials:

1. CEC. "Coleridge as Critic." Online video clip. YouTube. *YouTube*, 16 Nov. 2017. Web. 1 May 2019.
2. Lit Horizon. "Modern Fiction". Online video clip. YouTube. *YouTube*, 2 July 2020. Web 1 April 2021
3. Streater, Andrew. "Philosophers and Kings: Plato's Republic, I-II." YaleCourses, 21 Sep. 2008. Web 7 May 2019.
4. ---. "Philosophers and Kings: Plato's Republic, III-IV." YaleCourses, 23 Sep. 2008. Web. 7 May 2019.
5. ---. "Philosophers and Kings: Plato's Republic, V." YaleCourses, 21 Sep. 2008. Web. 7 May 2019.
6. ---. "Classical Literary Criticism- Longinus." CH-01 Humanities-I, 4 Sep. 2017. Web. 1 May

2019.

7. Mason, Dr. Scott. "Tradition and Individual Talent". Dr. Scott Mason. Online Video clip. Youtube. *Youtube*, 26 Jan 2020. Web. 1 April 2021
8. Durant, Will. "The Philosophy of Plato." n.p. 5 Nov 2014. Web. 1 May 2019.
9. Ted-ED. "Why should you read Virginia Woolf". Online video clip. YouTube. YouTube, 5 Oct 2017. Web. 1 April 2021
10. Mathew, Thomas. "Tradition and the Individual Talent. T. S. Eliot." Prof. Thomas Mathew. Online video clip. YouTube. YouTube, 24 Nov. 2017. Web. 1 April 2021.



## DAV UNIVERSITY, JALANDHAR

**Course Title: Cinema and Literature**

**Paper Code: ENG362E**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

### Course Objectives:

The course has been designed to:

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

### Learning Outcomes:

After completing this course, students will have:

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

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

### Unit-A

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

### Unit-B

1. *The Great Dictator* (Directed by Charles Chaplin)
2. *Zorba the Greek* (Directed by Michael Cacoyannis)

## Unit-C

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

## Unit-D

### Films

1. *Dev Bhoomi* (Directed by Goran Paskaljevic)
2. *Bicycle Thieves* (Directed by Vittorio De Sica)

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

### Suggested Readings:

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

### **Audio-Visual Materials:**

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

**DAV UNIVERSITY, JALANDHAR**

**Course Title: Introduction to Literary Criticism and Theory**

**Course Code: ENG363E**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

**Course Objectives:**

The course has been designed to:

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

**Learning Outcomes:**

After completing this course, students will have:

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

**Literary Terms and Concepts:** Intertextuality, Tension and Irony, Ambiguity, Affective Fallacy, Intentional Fallacy, Langue, Parole, Sign, Signifier, Signified, Satire, Parody, Ronald Barthes Codes, Defense Mechanism, Sublimation, Displacement.

UNIT A

New Criticism

UNIT B

Structuralism and Post Structuralism/Deconstruction

UNIT C

Marxism

UNIT D

Feminism

### **Suggested Readings:**

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

### **Audio-Visual Materials:**

1. Bhela, Anita. Paper 10 *Literary Criticism and Theory*. Module 15 "Theories on Language and Linguistics: Saussure, Derrida; Signs, Structures, Lapses and Faults". UGC-MHRD E-Pathshala. NME-ICT. Web. <https://epgp.inflibnet.ac.in/ahl.php?csrno=13>. May 2, 2019.
2. Chattipadhyay, Sayan. "Introduction to Literary Theory". NPTEL. IIT Kanpur. April 25, 2018. Web. May 2, 2019.
3. ---. "Poststructuralism: Jacques Derrida". An Introduction to Literary Theory. Online video clip. YouTube. YouTube, 26 Aug 2018. Web. 23 April 2020.
4. ---. "Structuralism: Ferdinand de Saussure". An Introduction to Literary Theory.
5. Dahiya, Bhim Singh. "Literary Theory". Consortium for Educational Communication. Online video clip. YouTube. YouTube, 5 May 2014. Web. 2 May 2019.
6. Iqbal, Ayesha. "Literary Theory and Literary Criticism". Literary Theory and Literary Criticism. Online video clip. YouTube. YouTube, 3 Dec 2014. Web. 2 May 2019.

7. Mind Map Literature. "Archetypal Literary Theory. Full explanation." . Online video clip. YouTube. YouTube, 25 Sept 2019. Web. 23 March 2021.
8. "Postcolonialism and Deconstruction". *Consortium for Educational* Online video clip. YouTube. YouTube, 26 Aug 2018. Web. 23 April 2020. *Communication*. Online video clip. YouTube. YouTube, 1 Aug 2014. Web. 22 April 2020.

**DAV UNIVERSITY, JALANDHAR**

**Course Title: World Literature**

**Course Code: ENG364E**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

**Course Objectives:**

The course has been designed to:

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

**Learning Outcomes:**

After completing this course, students will have:

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

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

**Unit-A**

**Sophocles:** *Antigone*

**Unit-B**

Stories

**Chimamanda Ngozi Adichie:** A Private Experience

**W. W. Jacobs:** The Monkey's Paw

**Mohamed Makhzangi:** Rhythmic Exercise

**Rabindranath Tagore:** Kabuliwala

**Unit-C**

**Khalil Gibran:** *The Prophet*

**Unit-D**

**Anne Frank:** *The Diary of a Young Girl*

### **Suggested Readings:**

1. Ahrens Dorf, Peter J. *Greek Tragedy and Political Philosophy*. United Kingdom: Cambridge University Press, 2009.
2. Bloom, Harold. *The Diary of Anne Frank, New Edition (Bloom's Modern Critical Interpretations)*. Philadelphia: Chelsea House Publishers, 2010.
3. Eikhenbaum, Boris Mikhailovich. *Tolstoi in the Sixties*. Trans. Duffield White. Ann Arbor: Ardis Publishers, 1981.
4. Frank, Anne. *Anne Frank: The Diary of a Young Girl - Multiple Critical Perspectives*. USA: Prestwick House, Inc, 2010.
5. Hamawiya, Adham. "The Life and Works of Kahlil Gibran: A Critical Review". *Asiatic* 13 (2019): 103:118.
6. Pedrick, Victoria and Stephen M. Oberhelman. *The Soul of Tragedy: Essays on Athenian Drama*. Ed. Chicago: University of Chicago, 2005. 91-135.
7. Terras, Victor, ed. *Tolstoy's Life and Works. Handbook of Russian Literature*. New Haven CT: Yale University Press, 1985. 476-80.
8. Waterfield, R. *Prophet: The Life and Times of Kahlil Gibran*. New York: St. Martin's Press, 1998.

### **Audio-Visual Materials:**

1. Akaufman. "Understanding Tolstoy's Humanity". Online video clip. YouTube. YouTube, 22 Sep 2009. Web. 1 May 2019.
2. Artistkahlil Gibran. "Interview of Kahlil Gibran Artist by David Ossman in Boston" Online video clip. YouTube. YouTube, 16 Aug 2012. Web. 20 Feb 2020.
3. BBC Podcast. "The Greek Myths (In Our Time)." Online audio clip. YouTube. YouTube, 13 August 2018. Web. 16 March 2020.
4. BBC Podcast. "Tolstoy (In Our Time)." Online audio clip. YouTube. YouTube, 12 Aug 2018. Web. 16 March 2020.
5. BBC Podcast. "Tragedy (In Our Time)." Online audio clip. YouTube. YouTube, 11 August 2018. Web. 16 March 2020.
6. CEC. "What is World Literature?: Defining Parameters." Online audio clip. YouTube. YouTube, 4 June 2018. Web. 16 March 2020.
7. Documentary World. "National Geographic - Final Days of Anne Frank." Online video clip.



YouTube. YouTube, 1 Dec. 2017. Web. 23 Feb. 2020.

8. LeGrim Reaper. "The Diary of Anne Frank 2009 Edition." Online video clip. YouTube. YouTube, 13 June 2014. Web. 1 May 2019.
9. Nazia Mogra. "BBC Anne Frank: A Life in Hiding." Online video clip. YouTube. YouTube, 28 Jan. 2019. Web. 26 Feb. 2020.
10. SOAS, University of London. "Tariq Ali: World Literature and World Languages." Online video clip. YouTube. YouTube, 15 Feb 2013. Web. 16 March 2020.

## DAV UNIVERSITY, JALANDHAR

**Course Title: Literature from Punjab in Translation**

**Paper Code: ENG365E**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

**Course Objectives:** The course has been designed to:

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

### **Learning Outcomes:**

After completing this course, students will have:

- i. learnt about the regional literature and critically evaluate its forms and contents.
- ii. developed a sensible understanding of Punjabi literature.
- iii. understood 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), Writings from Punjab in languages other than Punjabi and Realism.

### **Unit-A**

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

### **Unit-B**

**Amrita Pritam:** *Pinjar* (Translated by Khushwant Singh as *The Skeleton*)

### **Unit-C**

**Krishna Sobti:** *Dar Se Bichudi* (Translated by Menakshi Bhardwaj as *Memory's Daughter*)

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

### **Unit-D**

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

- i. "A Dialogue with a Comrade"
- ii. "My Mother's Eyes"
- iii. "Time's not a Dog"
- iv. "Time's Corpse"
- v. "To the Rotten Flowers"
- vi. "To the Papers Tigers"

### **Suggested Readings:**

1. Bedi, Rajinder Singh. *I Take this Woman*. Trans. Khushwant Singh. Delhi: Orient, 2007.
2. Cavaliere, Stefania. The Voices of Krishna Sobti in the Polyphonic Canon of Indian Literature. In: Ciocca R., Srivastava N. (eds) *Indian Literature and the World*. Palgrave Macmillan, London., 2017 pp.153-173
3. Dutt, Nirupama. *Stories of the Soil*. Penguin India 2010.
4. Ghai. T. C. *Pash: A Poet of Impossible Dreams: Selected Poems*. Canada: Pash Memorial International Trust, N.D.
5. Gilla, Tejwant Singh. *Pash*. Delhi: Sahitya Academy, 1999.
6. Maini, Darshan Singh. *Studies in Punjabi Poetry*. New Delhi: Vikas Pb.1979.
7. Niranjana, M. *The Contours of Punjabi Poetry*. New Delhi: Jaswant Publishers, 2005.
8. Suri, Navdeep. *Saintly Sinner*. New Delhi: A 'N' B Publishers, 2003.
9. Syed, Najm Hussain. *Recurrent Patterns in Punjabi Poetry*. Lahore: Majlis Hussain Shah Publishers, 1968.

### **Audio-Visual Materials:**

1. Ajit WebTV. "Novelist S. Nanak Singh: A Tribute." Online video clip. YouTube. YouTube, 4 July 2019. Web. 18 March 2020.
2. CEC. "Indian Literature in English Translation." Online video clip. YouTube. YouTube, 1 July 2017. Web. 7 Jan 2020.
3. Distance Education PUP. "History of the Punjabi Literature (Tara Singh)." Online video clip. YouTube. YouTube, 13 Aug. 2013. Web. 17 Jan 2020.
4. Empire Tuition Classes. "I Take This Woman Summary in Hindi | Rajinder Singh Bedi." Online Audio clip. YouTube. YouTube, 6 Jan. 2019. Web. 7 Jan 2020.
5. Kalam Punjab di. "Novelist Nanak Singh and Reporter - Inspirational Video." Online video clip. YouTube. YouTube, 23 Jan. 2019. Web. 7 Jan. 2020.
6. NCERT Official. Krishna Sobti. Online video clip. YouTube. YouTube, 12 Dec 2015. Web. 7 Dec. 2019.
7. Young India. "BEST POETRY OF AVTAR SINGH PASH." Online video clip. YouTube. YouTube, 7 May 2018. Web. 7 Dec. 2019.

## DAV UNIVERSITY, JALANDHAR

**Course Title: Postcolonial Literatures**

**Course Code: ENG332E**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

### Course Objectives:

The course has been designed to:

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

### Learning Outcomes:

After completing this course, students will have:

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

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

### Unit-A

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

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

### Unit-B

#### Poetry

**Christopher Okigbo** “Heaven's Gate”, “Death lay in Ambush”

**Edward Brathwaite** “Didn't He Ramble”, “Calypso”

**Judith Wright** “Eve to Her Daughters”, “Bullocky”

## Unit-C

**Margaret Atwood: *The Edible Woman***

## Unit-D

**J.M. Coetzee: *Foe***

### Suggested Readings:

1. Ashcroft, Bill, Griffiths, Gareth, and Tiffin, Helen. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. London: Routledge, 1989.
2. Bill Ashcroft et al. *Key Concepts in Post-Colonial Studies*. Routledge
3. ---, eds. *The Post-colonial Studies Reader*. London: Routledge, 1995.
4. ---, eds. *Key Concepts in Post-Colonial Studies*. London: Routledge, 1998.
5. Bhabha, Homi K, ed. *Nation and Narration*. New York: Routledge, 1990.
6. Brathwaite, Edward. *The Arrivants: A New World Trilogy*. Oxford: OUP, 1973. Print
7. Childs, Peter, et al. *An Introduction to Post-Colonial Theory*. Harvester: Wheatsheaf, 1997.
8. Christopher, Okigbo. *Labyrinths: London: Heinemann, 1971*
9. Donatus, Mwoga. *Okigbo's Limits: An Approach to Meaning, "Journal of Commonwealth Literature, 7 (June 1972)"*
10. Kannemeyer, J.C. *J.M. Coetzee: A Life in Writing*. Melbourne: Scribe Publications, 2012.
11. Killam, G. D. *The Novels of Chinua Achebe. Studies in African Literature Series*. London: Heinemann, 1978.
10. Loomba, Ania. *Colonialism/Postcolonialism*. London: Routledge, 1998.
11. McQuillan, Martin and Robert Eaglestone. *Salman Rushdie: Contemporary Critical Perspectives*. Delhi: Bloomsbury Publishing India Pvt. Ltd, 2013. .
12. Schorkhuber, Verena. *Metafiction in J.M. Coetzee's Foe*. Munich: Grin Verlag, 2013.
13. Wright, Judith. *The Moving Image*. Melbourne: Meanjin P. Rpt. 1962, 1965
14. ..., *Collected Poems 1942-1970*. Sydney: Angus and Robertson.
15. Taylor, Andrew. *Reading Australian Poetry*. Queensland: U of Queensland P.

### Audio-Visual Materials:

1. Abd-Aun, Raad. The Poetics of Multiculturalism in Edward Kamau Brathwaite's Poetry: A Study of Selected Poems. <https://www.researchgate.net/publication/318455729>. Retrieved on 02-12-2019. Web
2. Bordo, Susan. 2003. *Unbearable Weight: Feminism, Western Culture and the Body*. London: University of California Press, Ltd.
3. Chattopadhyay, Sayan. "Introduction: What is Postcolonialism?" Postcolonial Literature. Online video clip. YouTube. YouTube, 5 Jan 2017. Web. 7 May 2019.
4. Cochran, Aidan. "Haroun and the Sea of Stories." PPT. SlideServe. SlideServe.com. Web. 16 March 2020.
5. Dahiya, Bhim Singh. "The Post Colonialism". *Consortium for Educational Communication*. Online video clip. YouTube. YouTube, 8 Sep. 2016. Web. 7 May 2019.
6. Drvodelic, Marina. "Foe by J. M. Coetzee." PPT. Prezi. Prezi.com. 8 April 2015. Web. 16 March 2020.
7. Flynn, Christopher. "Post Colonial Theory". Online video clip. YouTube. YouTube, 16 Sep. 2014. Web. 7 May 2019.
8. Fry, Paul. "Post-colonial Criticism". *Introduction to Theory of Literature*. Yale Courses. Online video clip. YouTube. YouTube, 1 Sep. 2017. Web. 7 May 2019.
9. Gikandi, Simon. "African Literature in the World: Imagining the Postcolonial Public Sphere." Yale University. Online video clip. YouTube. YouTube, 16 July 2017. Web. 7 May 2019.
10. Goldblat, Patricia F. *Reconstructing Margaret Atwood's Protagonists*. "World Literature Today", Volume: 73.Issue: 2
11. Lyons, Brooke. , 1992. *Using other people's Dreadful Childhoods*. In Ingersoll, EG (ed) *Margaret Atwood. Conversation*, London: Virago, 221-33
12. Simmy, Sandeep. "[Leela gandhi] postcolonial\_theory\_a\_critical." PPT. SlideShare. SlideShare.net. 6 May 2014 Web. 16 March 2020.

**DAV UNIVERSITY, JALANDHAR**

**Course Title: Indian Prose**  
**Course Code: ENG367E**  
**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

**Course Objectives:**

The course has been designed to:

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

**Learning Outcomes:**

After completing this course, the students will have:

- i. found themselves equipped with a better and broadened mind frame.
- ii. have better observation skills that will help them develop for precise arguments.
- iii. learnt to critically analyse the texts.

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

**Unit-A**

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

**Unit-B**

Vikram Seth: Two Lives

**Unit-C**

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

**Unit-D**

Amitava Kumar: A Matter of Rats

### **Suggested Readings:**

1. Ashrama, Advaita. *Chicago Addresses*. Adhyaksh: India, 2015.
2. Das, Sisir Kumar. "A History of Indian Literature Vol.8." Internet Archive. N.p., 1 Jan. 1960. Web. 17 Mar. 2020.
3. Menski, Werner. "Book Review: Amitava Kumar, *A Matter of Rats: A Short Biography of Patna*." *South Asia Research*, vol. 35, no. 1, Feb. 2015, pp. 138–140.
4. Nehru, Jawaharlal. *The Discovery of India*. India: Penguin, 2008.
5. Pakanati, Rajdeep. "Book Review: *A Matter of Rats: A Short Biography of Patna*." *Contemporary South Asia*, vol. 23.2 (2015): pp. 235- 236
6. Seth, Vikram & Marl, Lawson. "Two Lives". *Jewish Quarterly*.52.4 (2005): pp.17-20
7. Srivastava, Ripusudan Prasad. *Contemporary Indian Idealism: With Special Reference to Swami Vivekananda, Sri Aurobindo and Sarvepalli Radhakrishnan*. New Delhi: Motilal Banarsidass, 1973.
8. Singh, Siddartha, "About Vikram Seth's '*Two Lives*'". Grin Verlag: Germany, 2013

### **Audio-Visual Materials:**

1. Aaaicuny. "A Matter of Rats". Online video clip. YouTube. YouTube, 30 April 2014 Web. 2 April 2020
2. *Bharat Ek Khoj (Discovery of India) episode 1*. N.p. 11 Mar 2014. Web. 7 May 2019.
3. *Chicago Speech of Swami Vivekananda- By Chicago people | A Short Film*. Vivekananda Samiti, 17 Mar 2016. Web. 7 May 2019.
4. CH\_01: VAGEESH (Language & Literature). "Indian Writing in English - Modern Prose - Part 2 (CH\_01)." Online video clip. YouTube. YouTube, 4 Sep 2017. Web. 17 March 2020.
5. Indian Summer Festival Canada. "ISF 2018 - 5x15 - Amitava Kumar." Online video clip. YouTube. YouTube, 2 August 2018. Web. 17 March 2020.
6. Tharoor, Shashi. *Makers of Modern India Nehru The Discovery of India Shashi Tharoor*. Dr. Shashi Tharoor Official, 26 Jan 2019. Web. 7 May 2019.
7. The Caravan Magazine. "The Caravan Conversations on The Other Patnas: Non-fiction and writing about place." Online video clip. YouTube. YouTube, 7 August 2013. Web. 17 March 2020.



DAV UNIVERSITY, JALANDHAR

**Course Title: European Classical Literature**

**Course Code: ENG368E**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

**Course Objectives:**

The course has been designed to:

- i. enable students to get the basic exposition of some of the best poetry, prose and drama of European classical literature.
- ii. familiarise students with classical texts critically in order to ensure that students should get a better understanding of the prescribed texts.
- iii. able to understand the relevance of classical literature.

**Learning Outcomes:**

After completing this course students will have:

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

**Literary Terms and Concepts:** Introduction to Greek and Roman history, Epic, Epic Simile, Oedipus complex, Dramatic Irony, Aristotle's Idea of Tragedy, The Three Greek tragedians, Chorus, Greek and Roman religion, Decorum, Epistle, Satire.

**Unit-A**

**Plutarch:** Selections from Plutarch's Lives

**Unit-B**

**Sophocles:** *Oedipus Rex*

**Unit-C**

**Dante:** *Inferno*

**Unit-D**

**Homer:** *Odyssey*

### **Suggested Readings:**

1. Anderson, Theodore M. *Early Epic Scenery: Homer, Virgil and the Medieval Legacy*. Ithaca: Cornell University Press, 1976.
2. Campbell, Joseph. *The Masks of God: Occidental Mythology*. NY: Penguin Books, 1964.
3. Carlyle, John A. *Dante's Divine Comedy: The Inferno: A Literal Prose Translation*. London: Bell and Sons, York Sheet, 1889.
4. Fowler, Robert. *Cambridge Companion to Homer*. Cambridge: UP, 2004.
5. Howatson, M.C. *The Oxford Companion to Classical Literature*. Oxford: Oxford University Press, 2013.
6. Kitzinnger, Rachel. "Why Mourning Becomes Electra." *Classical Antiquity* 10:2 (1991): 298-327.
7. Lardinois, Andre and Laura McClure. ed. *Making Silence Speak: Women's Voices in Greek Literature ad Society*. NJ: Princeton UP, 2001.
8. *Odyssey of Troy. Ancient Mysteries*. Narr. Kathleen Turner. Multimedia Entertainment Inc., 1995.
9. **UKEssays. (November 2018). Sophocles Oedipus The King English Literature Essay.**
10. Zeitlin, Froma I. *Playing the Other: Gender and Society in Classical Greek Literature*. Chicago: University of Chicago, 1996.

### **Audio-Visual Materials:**

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

**DAV UNIVERSITY, JALANDHAR**

**Course Title: Creative Writing**

**Course Code: ENG370E**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

**Course Objectives:**

The course has been designed to:

- i. understand the process of writing as an art.
- ii. introduce types of fictional and non-fictional writings.
- iii. sharpen their power of observation and perception.

**Learning Outcomes:**

After completing this course, the students will have:

- i. full understanding of tools of creative writing.
- ii. the ability to distinguish between various genres.
- iii. the ability to express their literary selves.

**Literary Terms and Concepts:** Unity, Clarity, Coherence, Economy, Point of View, Pre-Writing, Explicit and Implicit Beginnings, Short-Story, Fluency, Egoism, Effacement, Narrative Voice, Metre, Figures of Speech, Rhythm, and Persona.

**Unit-A**

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

by David Morley

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

**Unit-B**

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

### **Unit-C**

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

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

### **Unit-D**

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

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

### **Suggested Readings:**

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

### **Audio Visual Material**

1. Harvard University. “Mastering Style: The Learning and Teaching of Writing.” Online video clip. YouTube. YouTube, 28 Jan. 2015. Web. 21 April 2019.
2. Joseph Carpenter. “The Clue to a Great Story.” Online video clip. YouTube. YouTube, 21 March 2012. Web. 21 April 2019.
3. Louisiana Channel. “11 Writers: Advice to the Young.” Online video clip. YouTube. YouTube, 1 Feb. 2016. Web. 21 April 2019.
4. National Centre for Writing. “Margaret Atwood’s Top 5 Writing Tips.” Online video clip. YouTube. YouTube, 5 Dec. 2018. Web. 21 April 2019.
5. The Agenda with Steve Paikin. “Interviewing the World’s Greatest Writers.” Online video clip. YouTube. YouTube, 25 Aug 2016. Web. 22 April 2019.

6. TVO Docs. "Nobel Laureate Derek Walcott on His Life and Work". Online video clip. YouTube. YouTube, 29 Jan 2011. Web. 16 March 2020.
7. [UChicago Social Sciences](#) "Leadership Lab: The Craft of Writing Effectively." Online video clip. YouTube. YouTube, 26 June 2014. Web. 22 April 2019.
8. [University of California Television \(UCTV\)](#). "50 Years of Research on Writing: What Have We Learned?" Online video clip. YouTube. YouTube, 1 Feb. 2008. Web. 20 Feb. 2020.

## DAV UNIVERSITY, JALANDHAR

**Course Title: Introductory Phonetics**

**Course Code: ENG371E**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

### **Course Objectives:**

The course has been designed to:

- i. aim at unfolding the vocal aspect as well as the technical aspect of the overall construct of English sounds.
- ii. lay the foundation of building a correct approach to commonly acceptable articulation of the sounds of the English language.
- iii. aim at developing an understanding of the role and nature of theories.

### **Learning Outcomes:**

After completing this course, the students will have:

- i. learnt appropriate articulation of sounds.
- ii. learnt important transcriptions.
- iii. in-depth knowledge of utterances.

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

### **Unit-A**

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

### **Unit-B**

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

### **Unit-C**

Syllable, Consonant Clusters in English, Phoneme, Word and Stress.

### **Unit-D**

Word Accent, Intonation and Rhythm in Connected Speech, RP

### **Suggested Readings:**

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

### **Audio-Visual Materials:**

1. E-Pathshala. "Introduction to Phonetics and Phonology." Online video clip. YouTube. YouTube, 21 Oct. 2016. Web. 25 April 2019.
2. Macmillan Education ELT. "Introduction to Teaching Pronunciation." Online video clip. YouTube. YouTube, 4 March 2011. 25 April 2020
3. N. P. "Classification and Description of Speech Sounds: English Vowels (ENG)." Online Video Clip. YouTube. YouTube, 5 Jun 2017. Web. 23 May 2020.
4. N.P. "Phonetic Transcription". Online Video Clip. YouTube. YouTube, 16 Nov 2017. Web. 23 Mar 2020
5. N.p. "The Speech Organs". Online Video Clip. YouTube. YouTube, 30Nov 216. Web. 23 May 2020
6. Pandey, Prof. Pramod. "Introduction to Phonetics and Phonology." 21 Oct. 2016. E-Pathshala. Web. 25 April 2019.  
[https://youtu.be/xKBhexvZk9w?list=PL\\_a1TI5CC9RG5vmakejm37\\_eZHLdzGkMn](https://youtu.be/xKBhexvZk9w?list=PL_a1TI5CC9RG5vmakejm37_eZHLdzGkMn)

7. Tandon, Dr. Neeru. "Basic Concepts in Linguistics." 5 June 2017. E-Pathshala. Web. 25 April 2019. [https://youtu.be/7\\_YupZi3bvQ](https://youtu.be/7_YupZi3bvQ)
8. Tandon, Dr. Neeru. "Classification and Description of Speech Sounds: English Vowels (ENG)". N.p. 5 Jun 2017. Web. 23 May 2020. <https://www.youtube.com/watch?v=B1STZQesZXM>
9. Underhill, Adrian. "Introduction to Teaching Pronunciation." 4 March 2011. Macmilan Education ELT. 25 April. <https://youtu.be/1kAPHyHd7Lo>



## DAV UNIVERSITY, JALANDHAR

**Course Title: Practical English Usage-II**

**Course Code: 372E**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

### **Course Objectives:**

The course has been designed to:

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

### **Learning Outcomes:**

After completing this course, the students will be able to:

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

### **Unit – A**

Feelings and Actions  
Basic Concepts  
Idiomatic Expressions

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

### **Unit – B**

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

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

### **Unit – C**

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

## **Unit – D**

Noun and Noun Phrases: Agreement

Determiners: a/an and the; my, your, etc.; this, that, etc.

Determiners: Quantifiers

Pronouns

Adjectives

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

### **Suggested Readings:**

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

**Course Title: Practical English Usage-III**

**Course Code: 373E**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

**Course Objectives:**

The course has been designed to:

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

**Learning Outcomes:**

After completing this course, the students will be able to:

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

**Unit – A**

Adverbs and Adverbials

Comparison

Prepositions

Basic Clause Types

Conjunctions, Sentences and Clauses

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

**Unit – B**

Relative Clauses

If

Other Adverbial Clauses

Noun Clauses, Direct and Indirect Speech

Information Structure

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

**Unit – C**

Written Texts

Speech and Spoken Exchanges

Varieties of English

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

## **Unit – D**

### **Vocabulary Areas**

#### **Word Formation and Spelling**

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

#### **For Extensive Study:** Word Problems from A to Z

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

#### **Suggested Reading:**

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

**DAV UNIVERSITY, JALANDHAR**  
**Generic Electives**

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

**Paper Code: SOC101A**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

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

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

**Unit-A**

Definition, Nature and Scope of Sociology.

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

**Unit-B**

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

**Unit-C**

Social control

Customs, folkways, mores and laws

**Unit-D**

Social interaction

Cooperation, competition, conflict, accommodation, and assimilation

**Suggested Readings:**

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

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

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

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

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

**DAV UNIVERSITY, JALANDHAR**

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

**Paper Code: SOC102A**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

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

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

**Unit-A**

Socialization: Meaning, Processes, Agencies.

**Unit-B**

Theories of self: Cooley, Mead & Freud.

**Unit-C**

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

Relationship between culture and civilisation.

**Unit-D**

Social Groups: Definitions & Characteristics.

Types of Social groups: Primary & Secondary.

**Suggested Readings:**

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

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

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

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

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

## DAV UNIVERSITY, JALANDHAR

**Course Title: Micro Economics**

**Course Code: ECO101A**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

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

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

### **Unit-A (Demand and Supply Analysis)**

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

### **Unit-B (Cardinal and Ordinal Approach)**

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

### **Unit-C (Production Theory)**

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

### **Unit-D (Market Forms)**

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

### **Suggested Readings:**

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



## DAV UNIVERSITY, JALANDHAR

**Course Title: Macro Economics**

**Course Code: ECO102A**

L	T	P	Credits
5	1	0	6

**Total Lectures: 75**

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

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

### Unit-A

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

### Unit-B

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

## **Unit-C**

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

## **Unit-D**

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

## **Suggested Readings:**

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

DAV UNIVERSITY, JALANDHAR

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

**Course Code: PHI101A**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

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

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

**Unit-A**

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

**Unit-B**

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

**Unit-C**

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

**Unit-D**

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

**Suggested Readings:**

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

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

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

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

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

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

**DAV UNIVERSITY, JALANDHAR**

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

**Course Code: PHI103A**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

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

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

**Unit-A**

- i. Theoretical Philosophy
- ii. Practical Philosophy

**Unit-B**

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

**Unit-C**

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

**Unit-D**

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

**Suggested Readings:**

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

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

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

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

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

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

**Unit-A**

- i. Eastern Philosophy: An Introduction
- ii. Darshanshashtra: Definition

**Unit-B**

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

**Unit-C**

- a. Vedic Religion: Fundamental Concepts
- b. Advaita Vedanta: Maya and Avidya

**Unit-D**

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

**Suggested Readings:**

Ashtāvakra. *Gītā*. Trans., John Richards. <http://hinduebooks.blogspot.in/2009/07/ashtavakra-gita-sanskrit-text-with.html>/15 Jul 2012>.

Davidson John. *One Being One*. Radha Soami Satsang Beas, New Delhi, 2010.

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

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

N.p.: Createspace, 2008.

*Srimad Bhagavadgita*. Trans. Jayadayal Goyandka. Gorakhpur: Gita Press, 2000.

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

## DAV UNIVERSITY, JALANDHAR

**Course Title: Principles of Political Science**

**Course Code: POL101A**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

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

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

### Unit-A

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

### Unit-B

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

### Unit-C

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

### Unit-D

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

### Suggested Readings:

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

## DAV UNIVERSITY, JALANDHAR

**Course Title: Modern Political Theory**

**Course Code: POL102A**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

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

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

### Unit-A

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

### Unit-B

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

### Unit-C

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

### Unit-D

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

### Suggested Readings:

Asirvatham, E. *Political Theory*. New Delhi: S.Chand & Company, 2011.

Bhattacharya, D. C. *Political Theory*. Calcutta: Vijay Publishing House, 2001.

Easton, David. *The Political System*. Calcutta: Scientific Book Agency, 1971.

Gauba, O. P. *An Introduction to Political Theory*. New Delhi: Macmillan Indian Ltd, 2001.

Heywood, Andrew. *An Introduction to Political Theory*. New Delhi: Palgrave Publications, 2004.

Hoffman, John and Graham, Paul. *Introduction to Political Theory*. New Delhi: Pearsons, 2006.

Jain, M. P. *Political Theory*. Delhi: Authors Guild Publication, 1993.

Johari, J. C. *Principles of Political Science*. New Delhi: Sterling Publishers, 2006.

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



## DAV UNIVERSITY, JALANDHAR

**Course Title: Indian Constitution**

**Course Code: POL103A**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

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

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

### Unit-A

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

### Unit-B

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

### Unit-C

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

### Unit-D

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

### Suggested Readings:

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

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

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

DAV UNIVERSITY, JALANDHAR

**Course Title: Basic Psychological Processes-I**

**Course Code: PSY101**

**Total Lectures: 60**

L	T	P	Credits
5	0	0	5

**Course Objectives:**

To enable students to understand:

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

**Unit-A**

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

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

**Unit-B**

**Understanding Individual Differences:** Individual differences and their types.

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

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

**Unit-C**

**Learning:** Introduction to learning, Characteristics of learning process.

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

**Unit-D**

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

**Suggested Readings:**

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

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

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

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

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

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

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

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**DAV UNIVERSITY, JALANDHAR**

**Course Title: Practical (Psychology)**

**Course Code: PSY102**

**Total Lectures: 15**

L	T	P	Credits
0	0	1	1

**Five Practicals to be performed out of the following:**

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

**DAV UNIVERSITY, JALANDHAR**

**Course Title: Basic Psychological Processes-II**

**Course Code: PSY103**

**Total Lectures: 60**

L	T	P	Credits
5	0	0	5

**Course Objectives:**

To enable students to understand the:

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

**Unit-A**

**Biological Bases of Behaviour:**

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

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

**Unit-B**

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

**Unit-C**

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

**Personality Disorders:** Characteristics and types of Personality Disorders.

**Unit-D**

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

**Suggested Readings:**

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

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

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

- Chaplin, J.R. & Kraiwic, T.S. (1985). *Systems and Theories of Psychology*. Holt, Rinehart and Winston, Inc., New York.
- Coon, D.L., & Mitterer, J.O. (2007). *Introduction to Psychology; Gateways to Mind and Behaviour*. Thomson Wadsworth.
- Crooks, R.L. & Strin, J. (1988). *Psychology; Sciences: Behaviour and Life*. Holt Rinehart and Winston, Inc., New York.
- Hall, S.S. & Lindzey (1969). *Theories of Personality*. Wiley Eastern Ltd. New Delhi.
- Morgan, G.T., King, P.A., Weisz, T.R. & Schopler, J. (1999). *Introduction to Psychology*. McGraw Hill Book Co., New York.
- Solso, R.L. (2007). *Cognitive Psychology*. Pearson Education, New Delhi.
- Pinel, J.P.J. (2007). *Biopsychology*. Pearson Education, New Delhi.

**DAV UNIVERSITY, JALANDHAR**

**Course Title: Practical (Psychology)**

**Course Code: ENG104**

**Total Lectures: 15**

L	T	P	Credits
0	0	1	1

**Five Practicals to be performed out of the following:**

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



## DAV UNIVERSITY, JALANDHAR

**Course Title: History-I**

**Course Code: HIS107**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

### **Course Objectives:**

Students will learn about the history:

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

### **Course Contents**

#### **Unit-A**

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

#### **Unit-B**

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

#### **Unit-C**

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

#### **Unit-D**

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

5. Maps:

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

**Suggested Readings:**

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

R. N. Mukherjee (Asian India)

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

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

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

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

M. N. Ghose (Early India)

Atlas:

The Times Atlas of World by Richard Overy

Historical Atlas of India by Alisha Khan

Oxford Student Atlas for India ISBM NO. 9780199485123.

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

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

## DAV UNIVERSITY, JALANDHAR

**Course Title: History-II**

**Course Code: HIS108**

**Total Lectures: 75**

L	T	P	Credits
5	1	0	6

### **Course Objectives:**

Students will learn about:

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

### **Unit-A**

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

### **Unit-B**

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

### **Unit-C**

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

## **Unit-D**

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

Maps:

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

### **Suggested Readings:**

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

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

R.N.Mukherjee ( Ancient India).

Maps:

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

## Model Question Papers

1. MSE
2. ESE



DAV University, Jalandhar.

MSE

Name:

.....

Regd. No.:

.....

Course Code: ENG121C

Roll No.:

.....

Time: 1 Hour 30  
Minutes

Course Name: Indian Classical Literature

Maximum Marks: 25

**All Questions are compulsory.**

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

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

### Section – B

(Maximum Marks: 4 x 3 = 12)

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

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

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

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

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

Discuss different kinds of style of dramatic representation.

### Section – C

(Maximum Marks: 8 x 1 = 8)

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

What is the importance of Sanskrit literature in the modern times?

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



DAV University, Jalandhar.

ETE

Name:.....

Regd.No.:.....

Course Code: ENG122C

Time: 3 Hours

Course Name: EUROPEAN CLASSICAL LITERATURE

Maximum Marks: 50

**Section – A**

**(Maximum Marks: 1 x 10 = 10)**

All Questions are compulsory.

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

**Q.1**

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

**Section – B**

**(Maximum Marks: 4 x 6 = 24)**

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

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

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

What are Horace’s views on organic unity?

Discuss Horace’s views on the objective of poetry.

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

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

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

Draw a character sketch of Odysseus.

**Section – C**

**(Maximum Marks: 8 x 2 = 16)**

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

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

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

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

Discuss Odysseus as a typical epic hero.

## Sample Assignment

Dear Student,

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

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

Or

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

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

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

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

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

Best wishes.

Regards,

Mr Digvijay Singh