

3/2/21 (2)

To

**The Registrar**

VBS Purvanchal University  
Jaunpur. (U.P)

Subject : Syllabus of UG (English) passed by BOS under National Education Policy- 2020.

Sir,

Please refer to the Vice-Chancellor's virtual meeting dated 17-05-2021, the Board of Studies (English) organized its virtual meeting on 23-05-2021. The following resolutions have been passed:

- (1) The BOS resolved to adopt Common Minimum Syllabus for all U.P. State Universities and colleges.
- (2) It is resolved to rectify the errors in the syllabus, misplacement of authors and their texts and inclusion of some authors and their texts.
- (3) It is also resolved to make necessary minor changes.

It is therefore requested that BOS (English) have passed the syllabus with minor changes i.e., under 30% of the prescribed norms. All the members and external expert were virtually present. Please find the attached syllabus for necessary action.

*AK Mishra*  
24.5-2021  
**Dr. Arvind Kumar Mishra**  
Convener  
Board of Studies (English)  
Principal, D.C.S. Khandelwal  
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**VBS PURVANCHAL UNIVERSITY**  
**JAUNPUR**

**Department of Higher Education**  
**U.P. Government, Lucknow**

National Education Policy-2020  
Common Minimum Syllabus for all U.P.  
State Universities and Colleges

**ENGLISH**

As per Syllabus Development Guidelines  
[For first three years of Higher Education (UG)]

Passed by Board of Studies on 23-05-2021

**Department of Higher Education  
U.P. Government, Lucknow**

National Education Policy-2020  
Common Minimum Syllabus for all U.P. State  
Universities and Colleges

**ENGLISH**

As per Syllabus Development Guidelines  
[For first three years of Higher Education (UG)]



**Department of Higher Education  
U.P. Government, Lucknow**

National Education Policy-2020  
Common Minimum Syllabus for all U.P. State Universities

**Semester-wise Titles of the Papers in BA (English)**

Year	Sem.	Course Code	Paper Title	Theory/ Practical	Credits
B.A. 1	I	A040101T	English Prose and 'Computer & Writing Skills'	Theory	06
B.A. 1	II	A040201T	Readings in English Poetry	Theory	06
B.A. 2	III	A040301T	British and American Drama	Theory	06
B.A. 2	IV	A040401T	Indian Literature in Translation & Translation Practice	Theory	06
B.A. 3	V	A040501T	Classical Literature & History of English Literature	Theory	05
B.A. 3	V	A040502T	British, American & Indian Popular Fiction	Theory	05
B.A. 3	VI	A040601T	Indian & New Literature in English	Theory	05
B.A. 3	VI	A040602T	Any one of the followings: • Literature in Films & Media Studies • Media and Journalistic Writing	Theory	05
		A040603T		Theory	

**Syllabus Developed by:**

S. No.	Name	Designation	Department	College/ University
1	Dr. Anita Rani Rathore	Principal	English	Manyawar Kanshiram Govt. Degree College Gabhana, Aligarh
2	Dr. Sarita Singh	Assistant Professor	English	Maharaja Bijli Pasi Govt. PG College Aashiyana, Lucknow
3	Dr. Shweta Mishra	Assistant Professor	English	Maharaja Bijli Pasi Govt. PG College Aashiyana, Lucknow
4	Dr. Vijeta Gautam	Assistant Professor	English	Km. Mayawati Govt. Girls PG College Badalpur, Gautam Buddha Nagar

### Subject Pre-requisites

- Open to all

### Programme Outcomes (POs)

The programme aims to:

- Develop an appreciation of language, its connotations and interpret and appreciate the didactic purpose in literature
- Take cognizance of the historical, social and cultural context of each literary work and thereby make connections between literature and society & appreciate literature's ability to stimulate feeling
- To sensitize students to the aesthetic, cultural and social aspects of literature
- Present an extensive view of the cultural and social patterns of the society in specific time and situations in which it flourished by covering all walks of human life- rational, irrational, carnal, and emotional
- Make the students aware of literature written/translated in English speaking countries like UK/ USA / the third World.
- Develop a more complex understanding of the history, literature, narrative techniques, drama techniques, kind of fiction and drama existing in Britain, America and India
- Augment the understanding of fundamental tenets of classical literature
- Develop an understanding of the various connotations of the term 'New Literatures' and its difference from other terms like Commonwealth Literature etc.
- Develop an insight regarding the idea of world literature and the pertinent issues of feminism, racism and diasporic relocations
- Provide job opportunities through 'Proficiency in Language' courses
- Instil in students a new zeal and a new vision of life to make them better citizens
- Recreate a response through creative indulgences like script-writing, dialogue writing, and enable to exploit his/her creative potential through online media like blogging.
- Engage students with various strategies of drafting and revising, style of writing and analytical skills, diagnosing and developing scholarly methodologies, use of language as a means of creative expression, to make them effective thinkers and communicators
- Demonstrate comprehension of listening responding to aural and visual information
- Comprehend and contextualise contemporary films adapted from literature, to describe objectively its importance and usefulness for the society while analysing its plot and characters.

- Comprehend translation as a useful bridge between various linguistic regions
- Assist students in the development of intellectual flexibility, creativity, and cultural literacy to engage in life-long learning
- Acquire basic skills to pursue translation as research and career
- Introduce the learners to the nuances of the changing media scenario in terms of production of media content
- To inculcate in them the skills of reporting, editing and feature writing in print media to have a career perspective in media and journalism.
- Deepen knowledge in English literature for higher studies
- Help the students to prepare for competitive exams
- Create a possibility to emerge as prospective writers, editors, content developers, teachers etc.

**B.A. I [Certificate in English]**  
**Programme Specific Outcomes (PSOs)**

The learners will be able to:

- Understand the growth of Indian literature in English and appreciate the evolution Indian culture form traditional to modern times.
- Develop an understanding of the basic poetic and prose devices to read, identify and analyse various literary forms of poetry and prose.
- Understand the nuances of poetic language, structure and composition of idea in Indian English Prose.
- Develop student's critical thinking skills & comprehend life skills through the study of prose/short fiction & develop their own creativity by enhancing their writing skills.
- Enriched vocabulary to demonstrate a significant modification in comprehensive skills and writing techniques.
- Be acquainted with the representative poets and writers from 16<sup>th</sup> century to 21<sup>st</sup> century
- Develop an understanding of the philosophy of Romanticism and how it was impacted by the revolutions in Europe.
- Interpret the meaning of 'Victorian Compromise' and the 'Victorian paradox' and appraise the different aspects of the Victorian Age.
- Be familiar with the rules and procedures of Practical Criticism.
- Analyse in detail how a key individual event or idea is introduced, illustrated and elaborated in a text.
- Develop knowledge of literary, cultural, and historical contexts of 20<sup>th</sup> & 21<sup>st</sup> century literature in English.
- Be acquainted with the basic knowledge of Computer and general processing of various Microsoft applications.
- To investigate and understand the role of computers in developing students' performance in English Language through computer assisted learning.
- Frame official letters like preparing CVs, filing FIRs, RTI and complaints.
- Create e-mails and navigate web browsers.
- Get acquainted with the art of online writing.

Programme/Class: <b>CERTIFICATE</b>	Year: <b>FIRST</b>	Semester: <b>FIRST</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040101T</b>	Course Title: <b>English Prose and 'Computer &amp; Writing Skills'</b>	
<p><b>Course Outcomes:</b></p> <p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand Indian English Writing as a new form of Indian culture and voice in which India converses regularly. They will be able to understand contributions of various authors in the growth of Indian English Writing.</li> <li>• Understand the formal qualities of a text, intricacies of structure, stylistics and figurative elements found in the text.</li> <li>• Learn the core elements of structure such as exposition, complication and resolution or denouement.</li> <li>• Analyse the differences in the prose styles of different writers like Bacon, Lamb and Addison.</li> <li>• Make use of word choices, word order, figurative language and imagery to convey meaning/emotion.</li> <li>• Identify the writings of classic prose and short story writers like Chekhov, Maupassant and O' Henry.</li> <li>• Understand the prominence of logic and reason in the 18th century British literature.</li> <li>• Describe the literary terms related to prose.</li> <li>• Get a wide exposure of eminent writers like V. Woolf and M.R. Anand, Anita Desai, A.P.J. Kalam, Amartya Sen.</li> <li>• Understand the social, historical and political backgrounds of the short story writers like Anton Chekhov through elaborate and allegorical descriptions in the prescribed text.</li> <li>• Identify the content, language, style, tone and structure of the essays and short stories.</li> <li>• Comprehend the culture, author's biography and historical context of the prescribed prose works.</li> <li>• Learn basic functions of a word processor, Excel spreadsheet and PowerPoint presentation practically.</li> <li>• Do online communication like content writing and blogging.</li> <li>• Do official communication by writing official letters/complaint letters.</li> <li>• Practically explore their creative genius in creating blogs and personal websites for vocational purposes</li> </ul>		
Credits: <b>06</b>		Paper: <b>Core Compulsory</b>



Max. Marks: 25+75		Min. Pass Marks: .....
Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0.		
Unit	Topic	No. of Lectures
I	<b>An Introduction to Indian Writing in English:</b> Contributions of Sri Aurobindo, Rabindranath Tagore, K. S. Venkataramani, Bhabani Bhattacharya, R. K. Narayan, Mulk Raj Anand, Sarojini Naidu, Kamala Markandaya and Nayantara Sahgal, etc. towards the growth of Indian writing in English.	11
II	<b>Elements of Short Story:</b> Plot, Characterization, Narrative Technique and Structure <b>Types of Prose &amp; Prose Style:</b> Autobiography, Biography, Memoir; Travelogue; Periodical Essay; Formal Essay; Personal Essay.	11
III	<b>Prose Devices:</b> Theme; Point of View; Sentence Pattern; Imagery; Tone or Mood; Analogy, Anecdote; Antithesis; Aphorism; Diction; Inversion; Humour and Pathos.	12
IV	<b>Short Stories</b> 1. O' Henry- <i>The Last Leaf</i> 2. Anton Chekhov- <i>The Lament</i> 3. Guy de Maupassant- <i>The Necklace</i>	11
V	<b>Short Stories</b> 1. M.R. Anand- <i>The Barber's Trade Union</i> 2. R.K Narayan- <i>Under the Banyan Tree</i> 3. Anita Desai- <i>Games at Twilight</i>	11
VI	<b>Prose</b> 1. Francis Bacon- <i>*Of Studies</i> 2. Joseph Addison- <i>*Sir Roger at Church</i> 3. Charles Lamb- <i>*Dream Children</i>	11
VII	<b>Prose</b> 1. Virginia Woolf- <i>*Professions for Women</i> 2. A.P.J. Kalam- <i>*Patriotism Beyond Politics &amp; Religion</i> (from <i>Our Ignited Minds</i> ) 3. Amartya Sen- <i>*Tagore &amp; His India</i> (from <i>The Argumentative Indian</i> )	12
VIII	<b>Computer &amp; Writing skills in English</b> 1. Power Point Presentation 2. Letter writing – formal, informal/ Letters of Inquiry/ Complaints, Grievance Redressal Letters & Right to Information (RTI) 3. Preparing Resumes/CV using Microsoft Word/ Letter of Acceptance/ Resignation (Job) 4. Online Writing (Blogging, Content Writing, Effective E-mail Writing)	11

**Suggested Readings:**

- William J. Long : *English Literature*, Rupa Publications India Pvt. Ltd 2015. 7/16 Ansari Road Daryaganj, New Delhi 110002.
- E. Albert: *History of English Literature*, Oxford University press New Delhi 2017
- Ahluwalia, J.P., *Modern News Structure in Print Media and Electronic Media*, Adyayan Publishers, New Delhi, 2007.
- Daiches, D., *A Critical History of English Literature*, Supernova Publishers, 2010.
- Compton- Rickett, A., *A History of English Literature* Nabu Press, 2010.
- Boulton, M., *The Anatomy of Prose*, Kalyani, New Delhi, 1982.
- Chambers, E., *The Development of English Prose*, Oxford University Press, London, 1957.
- Berman, J., *A Companion to Virginia Woolf*, John Wiley and Sons, 2016.
- Kalam, A.P.J., *Ignited Minds: Unleashing the power within India* Penguin, 2014.
- Sen A., *Tagore and His India*, The New York Review of Books, 1997.
- Dorner, J., *Writing for the Internet*, Oxford University Press, New York, 2002.
- Majumdar, P.K., *Commentary on the Consumer Protection Act*, Prentice Hall, New Delhi, 1992.
- Norton, P., *Introduction to Computers*, Tata McGraw Hill, New Delhi, 2005.
- <http://www.gutenberg.org/files/3090/3090-h/3090-h.htm>
- Read, H., *English Prose Style*, Pantheon, New York, 1981.
- Walker, H., *English Essays and Essayists*, J.M. Dent and Sons Ltd., London, 1928.
- Williams, W.E., *A Book of English Essays*, Penguin Books, Harmondsworth, 1948.
- <https://www.youtube.com/embed/l-kbE7oyUWU>
- <https://www.youtube.com/embed/Cb7lbraaIm4>
- <https://rtionline.gov.in/index.php>
- <http://consumerhelpline.gov.in/consumer-rights.php>
- [www.jaagore.com/know-your-police/procedure-of-filing-fir](http://www.jaagore.com/know-your-police/procedure-of-filing-fir)
- [www.consumercomplaints.in/municipal-corporation-of-delhi-b100274](http://www.consumercomplaints.in/municipal-corporation-of-delhi-b100274)

This course can be opted as an elective by the students of following subjects:

**Open to all**

**Suggested Continuous Evaluation Methods:**

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

<b>Practical/Project/Assignment</b>	<b>10 Marks</b>
<b>Internal Class Test</b>	<b>15 Marks</b>
Course prerequisites:	<b>Open to all</b>
Suggested equivalent online courses:	
.....	

Further Suggestions:

(Texts marked with \* are for detailed study)

Programme/Class: <b>CERTIFICATE</b>	Year: <b>FIRST</b>	Semester: <b>SECOND</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040201T</b>	Course Title: <b>Readings in English Poetry</b>	
<p><b>Course Outcomes:</b> After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the basic terminology and practical elements of poetry</li> <li>• Comprehend the meaning of words, phrases and sentences in a given context</li> <li>• Analyse the underlying meaning of a poem by using the elements of poetry</li> <li>• Be acquainted with the representative poets and writers from 16th to 21<sup>st</sup> centuries.</li> <li>• Identify the devices used by the poet, the mood, the atmosphere, the voice, the stanzaic form, rhyme schemes and metrical pattern.</li> <li>• Understand the form and structure of Shakespearean sonnets</li> <li>• Comprehend the poetry of Metaphysical poets and the characteristics of Neo-classical poetry</li> <li>• Reflect on didactic human values as virtually mirrored in Thomas Gray's poem</li> <li>• Understand the concept of nature as stated by the romantic poets in literature</li> <li>• Appreciate the simplicity and lucidity of expression of poets in romantic literature</li> <li>• Understand the literary terms used by the Victorian poets</li> <li>• Analyse the existing conflict between faith and doubt in Victorian society</li> <li>• Discuss the significance of the literary period of the text by analysing the effects of the major events of that period</li> <li>• Understand the difference between reason and imagination, literature and revolution</li> <li>• Be exposed to the trends in 20th century poetry of Eliot, Yeats and Larkin</li> </ul>		
Credits: <b>06</b>		Paper: <b>Core Compulsory</b>
Max. Marks: <b>25+75</b>		Min. Pass Marks: <b>.....</b>
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>6-0-0</b> .		
Unit	Topic	No. of Lectures
<b>I</b>	<b>Forms of Poetry</b> 1. The Sonnet 2. The Elegy 3. The Ode 4. The Epic 5. The Ballad 6. The Lyric	<b>11</b>

	7. The Dramatic Monologue 8. Allegory	
II	<b>Stanza Forms</b> 1. The Heroic Couplet 2. Blank Verse 3. The Spenserian Stanza 4. Terza Rima	11
III	<b>Poetic Device</b> Structure; Tone; Theme; Rhythm; Rhyme Scheme, Kinds of Metre; Stressed & Unstressed Syllables; Figures of Speech; Irony; Inversion; Negative Capability; Juxtaposition	11
IV	<b>William Shakespeare –</b> *Let Me Not to the Marriage of True Minds (Sonnet No. 116) John Donne - *Valediction: Forbidding Mourning Alexander Pope - *Essay on Man line 1-18	12
V	1. Thomas Gray- * <i>Elegy written in a Country Churchyard</i> 2. William Wordsworth- * <i>The Daffodils</i> 3. John Keats- * <i>Ode to a Nightingale</i>	12
VI	1. Alfred Lord Tennyson- * <i>Break, Break, Break</i> 2. Matthew Arnold- * <i>Dover Beach</i> 3. Robert Browning- * <i>My Last Duchess</i>	11
VII	1. T.S. Eliot- * <i>The Love Song of J. Alfred Prufrock</i> 2. W.B. Yeats- * <i>The Lake Isle of Innisfree</i> 3. Philip Larkin- * <i>Church Going</i>	11
VIII	<b>Rhetoric &amp; Prosody</b> <b>Practical Criticism</b> Introduction to Practical Criticism One Stanza from Poetry for Practical Criticism	11
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>• Abrams, M.H. &amp; Harpham, G.G., <i>A Glossary of Literary Terms</i>, Cengage Learning, Delhi, 2015.</li> <li>• Ford, B., <i>The New Pelican Guide to English Literature 4: From Dryden to Johnson</i>, Penguin, 2000.</li> <li>• Compton- Rickett, A., <i>A History of English Literature</i>, Nabu Press, 2010.</li> <li>• Abrams, M.H., <i>English Romantic Poets</i>, Oxford University Press, New York, 1975.</li> <li>• Bhattacharyya, A., <i>Studies in English Rhetoric and Prosody</i>, Books Way, New Delhi, 2014.</li> <li>• Boulton, M., <i>The Anatomy of Poetry</i>, Kalyani, New Delhi, 1979.</li> <li>• Bowra, C.M., <i>The Romantic Imagination</i>, Oxford University Press, Delhi, 1961.</li> </ul>		

- Chandler, J. (ed.), *The Cambridge History of English Romantic Literature*, Cambridge University Press, Cambridge, 2009.
- Gardiner, H., *The Metaphysical Poets*, Penguin Classics, Delhi, 1960.
- Murry, J.M., *The Problems of Style*, Oxford University Press, London, 1922.
- Shakespeare, W., *Shakespeare's Sonnets-Arden Shakespeare*, Bloomsbury, UK, 2013.
- Thwaite, A.,
- *Twentieth-century English Poetry: An Introduction* Heinemann Educational, 1978.

This course can be opted as an elective by the students of following subjects:

**Open to all**

**Suggested Continuous Evaluation Methods:**

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

<b>Project/Assignment</b>	<b>10 Marks</b>
<b>Internal Class Test</b>	<b>15 Marks</b>
Course prerequisites:	<b>Open to all</b>
Suggested equivalent online courses: .....	
Further Suggestions: .....	

**B.A. II [Diploma in English]**  
**Programme Specific Outcomes (PSOs)**

The learners will be able to:

- Comprehend and learn to critically and aesthetically analyse works in British & American drama
- Recognize the elements of drama analyse and identify the plot and character types, thematic explanations and identify the settings and understand the structure of a play and learn the dramatic devices used in writing a play
- Analyse and evaluate different works of drama by discussing the significance of the literary age of the particular text and by analysing the effects of major events of that period
- Understand the social and artistic movements that shaped the British and American drama and theatre
- Comprehend the dramatic techniques to understand the development of drama in America
- Understand the process of communicating and interpreting human experiences through literary representation using historical contexts and disciplinary methodologies.
- Comprehend translation as a useful bridge between various linguistic regions
- Understand the history and significance of translation in Indian context
- Recognize the nature and scope of translation
- Help the students to recognize the distinct shift from Eurocentric literature to Indian literature in translation
- Provide students a taste of diverse literary practices emanating from different regions and sections of India.
- Introduce some of the tools of technology for translation.

Programme/Class: <b>DIPLOMA</b>	Year: <b>SECOND</b>	Semester: <b>THIRD</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040301T</b>	Course Title: <b>British and American Drama</b>	
<b>Course Outcomes:</b> After completing this course, the students will be able to: <ul style="list-style-type: none"> <li>• Develop an understanding of various types of drama &amp; related literary terms</li> <li>• Learn the core elements of structure such as exposition, complication and resolution or denouement</li> <li>• Be exposed to the origin and growth of drama in England and America</li> <li>• Comprehend the political, economic, social and intellectual background leading to the rise of drama</li> <li>• Analyse and appreciate the representative works of British and American Drama</li> <li>• Comprehend the general features of Shakespearean plays</li> <li>• Develop an interest in Shakespearean language, his use of images, supernatural elements, music and the word play</li> <li>• Demonstrate the ability to contextualize the works of American dramatists, interpret the thematic and stylistic elements of the plays and appreciate their literary worth, social relevance and timeless appeal</li> <li>• Comprehend the trends in modern drama through the study of poetic drama and problem plays</li> </ul>		
Credits: <b>06</b>	Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>	Min. Pass Marks: .....	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>6-0-0</b> .		
Unit	Topic	No. of Lectures
I	<b>Drama Types</b> Tragedy and its Types; Comedy and its Types; Tragi-Comedy; Expressionist Drama; Drama of Ideas; Poetic Drama; Closet Drama; The Problem Play; Theatre of the Absurd	12
II	<b>Elements of Drama</b> Authorial Intrusion; Cacophony; Circumlocution; Conflict; Diction; Epilogue; Epithet; Euphemism; Euphony; Malapropism	11
III	<b>Literary Terms (Drama)</b> Flashback; Foil; Foreshadowing; Hubris; Hyperbaton; Motif; Nemesis; Periphrasis; Portmanteau; Prologue; Epilogue	11



IV	<b>Literary Terms (Drama)</b> The Three unities; Setting; Spoonerism; StageDirection; Syntax; Theme; Understatement; Verisimilitude.	11
V	<b>British Drama</b> William Shakespeare- * <i>Macbeth</i> .	12
VI	<b>British Drama</b> G.B. Shaw- <i>Arms &amp; the Man</i> Goldsmith- <i>She Stoops to Conquer</i>	11
VII	<b>American Drama</b> * <i>August Wilson : Fences</i>	11
VIII	<b>American Drama</b> Tennessee Williams- <i>A Street Car Named Desire</i> Arthur Miller- <i>All my Sons</i> .	11
<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>• Bogard, T. &amp; Oliver, W., <i>Modern Drama: Essays in Criticism</i>, Oxford University Press, New York, 1965.</li> <li>• Boulton, M., <i>The Anatomy of Drama</i>, Kalyani, New Delhi, 1980.</li> <li>• Brooks, V.W., <i>The Writer in America</i>, E.P. Dutton and Co. Inc., New York, 1953.</li> <li>• Cohn, R., <i>Currents in Contemporary Drama</i>, Indiana University Press, Bloomington, 1969.</li> <li>• Golden, W.C., <i>A Brief History of English Drama from the Earliest to the Latest Times</i>, Forgotten Books, London, 2018.</li> <li>• Krasner, D., Ed., <i>A Companion to Twentieth Century American Drama</i>, Blackwell Companions, 2007.</li> <li>• Kernan, A.B., <i>The Modern American Theatre</i>, Prentice Hall, New Jersey, 1967.</li> <li>• Kitchin, L., <i>Drama in Sixties</i>, Faber and Faber, London, 1966.</li> <li>• Nicoll, A., <i>A History of English Drama</i>, Cambridge University Press, Cambridge, 2009.</li> <li>• <a href="https://www.youtube.com/embed/whvEeYQ3ZKg">https://www.youtube.com/embed/whvEeYQ3ZKg</a></li> <li>• <a href="https://www.youtube.com/embed/NtsBzRd7Mcs">https://www.youtube.com/embed/NtsBzRd7Mcs</a></li> <li>• <a href="https://www.youtube.com/embed/ReOOYnlj2mI">https://www.youtube.com/embed/ReOOYnlj2mI</a></li> <li>• <a href="https://www.youtube.com/embed/oA78Lh7RGy4">https://www.youtube.com/embed/oA78Lh7RGy4</a></li> <li>• <a href="https://www.youtube.com/embed/ajmt0BLnI14">https://www.youtube.com/embed/ajmt0BLnI14</a></li> </ul>		
<p>This course can be opted as an elective by the students of following subjects: <b>Open to all</b></p>		
<p><b>Suggested Continuous Evaluation Methods:</b> Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:</p>		
<b>Project/Assignment</b>		<b>10 Marks</b>

<b>Internal Class test</b>	<b>15 Marks</b>
Course prerequisites:	<b>Open to all</b>
Suggested equivalent online courses: .....	
Further Suggestions: .....	

(Texts marked with \* are for detailed study)

Programme/Class: <b>DIPLOMA</b>	Year: <b>SECOND</b>	Semester: <b>FOURTH</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040401T</b>	Course Title: <b>Indian Literature in Translation &amp; Translation Practice</b>	
<p><b>Course Outcomes:</b> After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop a comparative perspective to study the texts</li> <li>• Understand the history of translation and various forms of translations</li> <li>• Analyse the translation tools to make use of technology like computer and mobile in the process of translation</li> <li>• Attain accessibility to regional literary forms</li> <li>• Contextualize the texts of Jaishankar Prasad, and Tagore in their respective social and cultural milieu</li> <li>• Gain a historical vision of the partition trauma and the contemporary issues of the tribal people through the writings of Bhisam Sahni and Mahashweta Devi</li> <li>• Develop an insight about Indian familial conflicts and social evils</li> <li>• Enhance job opportunities by fostering translation skills</li> <li>• Understand Indian consciousness and review the past through translated texts</li> </ul>		
Credits: <b>06</b>	Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>	Min. Pass Marks: <b>.....</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>6-0-0.</b>		
Unit	Topic	No. of Lectures
I	1. Introducing Translation: A Brief History and Significance of Translation in a Multilinguistic and Multicultural Society like India 2. Literal translation Versus Free translation	12
II	Using Tools of Technology for Translation: Computer / Mobile Translation, Software or Translating Different Kinds of Texts with Differing Levels of Complexity and for Transliteration	11
III	<b>Fiction</b> Rabindranath Tagore, <i>The Home and the World</i> , tr. Surendranath Tagore	11

IV	<b>Poetry</b> Jayshankar Prasad, <i>Aanshu (The Garden of Loneliness)</i> , tr. Charles S.J. White (Delhi: Motilal Banarasidas, 2006)	11
V	<b>Short Fiction</b> 1. Bhisam Sahni- <i>Amritsar Aa Gaya</i> 2. Mahasweta Devi- <i>The Hunt</i>	11
VI	<b>Drama</b> 1. Mohan Rakesh- <i>Adhe Adhure</i> (Halfway House) 2. Vijay Tendulkar- <i>Kanyadan</i>	12
VII	<b>Translation Practice</b> 1. One Passage for Translation (Hindi to English) 2. One Stanza for Translation (Hindi to English)	11
VIII	<b>Translation Practice</b> 1. One Passage for Translation (English to Hindi) 2. One Stanza for Translation (Hindi to English)	11
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>• Baker, M., <i>In Other Words: A Course Book on Translation</i>, Routledge, New York, 2001.</li> <li>• Chaudhuri, Sukanta, <i>Translation and Understanding</i>, OUP, New Delhi.</li> <li>• Gargesh, R. &amp; Goswami, K.K., <i>Translation and Interpreting: Reader and Workbook</i>, Orient Longman, New Delhi, 2007.</li> <li>• Lakshmi, H., <i>Problems of Translation</i>, Booklings Corporation, Hyderabad, 1993.</li> <li>• Newmark, P., <i>A Textbook of Translation</i>, Prentice Hall, London, 1988.</li> <li>• Toury, G., <i>Translation Across Cultures</i>, Bahri Publications, New Delhi, 1984.</li> <li>• Sukrita P. Kumar, <i>Narrating Partition</i>, Indialog, Delhi, 2004.</li> <li>• Tendulkar, V., <i>Kanyadan</i>, OUP, 1996.</li> <li>• <a href="https://www.ijer.net/archive/v5i9/ART20161838.pdf">https://www.ijer.net/archive/v5i9/ART20161838.pdf</a></li> <li>• <a href="https://www.youtube.com/embed/DNohmWH21OY">https://www.youtube.com/embed/DNohmWH21OY</a></li> <li>• <a href="https://www.youtube.com/embed/UmdQn7zWPhs">https://www.youtube.com/embed/UmdQn7zWPhs</a></li> </ul>		
This course can be opted as an elective by the students of following subjects:		
<b>Open to all.</b>		
<b>Suggested Continuous Evaluation Methods:</b>		
Continuous Internal Evaluation shall be based on Project/ Assignment and Oral/ PowerPoint Presentation. The marks shall be as follows:		
<b>Project/Assignment</b>		<b>10 Marks</b>
<b>Internal Class test</b>		<b>15 Marks</b>

Course prerequisites:	Open to all
<p>Suggested equivalent online courses:</p> <ul style="list-style-type: none"><li>• NPTEL – Translation Studies and Theory –IIT Kanpur <u>NPTEL :: Humanities and Social Sciences - Translation Studies and Theory</u></li><li>• SWAYAM- Modern Indian Writing in Translation <u>Modern Indian Writing in Translation - Course (nptel.ac.in)</u></li></ul>	
<p>Further Suggestions: .....</p>	

**B.A. III [B.A. in English]**

**Programme Specific Outcomes (PSOs)**

The learners will be able to:

- Comprehend and analyse how English literature has evolved through centuries establishing a perception of its literary history in chronological order
- Develop among students an appreciation for the Western classical literature.
- Generate awareness towards the problems of interpreting Indian Culture via English Language and acquaintance with the work of significant Indian writers of Poetry, Prose Fiction and Drama
- Develop an acquaintance with the works, themes, styles and sensibilities of the writers from Europe, North and South America, Canada, Australia and Africa.
- Recognise the evolution of certain thematic trends reflected in the narrative and linguistic experimentation of the writers of 'New Literatures'
- Appraise the emergence of female narratives in art and literature
- Understand distinctive features of novels, short stories and essays and relate the texts and contexts to real life
- Get a holistic idea of the distinctive features of Indian English.
- Develop a comprehensive knowledge of the British and Indian fiction through the works of different representative writers of different ages and do a comparative study into classics as well as popular fiction in contemporary India
- Trace the development of Indian English Literature its and understand various characteristics.
- Examine and present a review or critical appraisal of adaptations of textual narratives into film so that students may choose an alternative career in dramatics, film -making, review and writing scripts.
- Assist the students in the development of core skills in other media like TV, Radio and Internet.

Programme/Class: <b>DEGREE</b>	Year: <b>THIRD</b>	Semester: <b>FIFTH</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040501T</b>	Course Title: <b>Classical Literature &amp; History of English Literature</b>	
<p><b>Course Outcomes:</b> After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the historical background of Greek and Roman literature and history</li> <li>• Recognise the great works of unparalleled classical writers like Plato, Homer and Sophocles</li> <li>• Develop an understanding of the evolution of English Literature, the concept, causes and impact of Renaissance and Reformation</li> <li>• Be exposed to the origin and development of English drama through Miracle and Morality plays and the plays of University Wits</li> <li>• Be acquainted with major religious, political and social movements from 15th to 21<sup>st</sup> century and their influence on English literature</li> <li>• Comprehend the basic differences and distinctive characteristics of the major literary tendencies of various ages and develop familiarity with major literary works by British writers in the field of Poetry, Drama and Fiction</li> <li>• Be able to understand the characteristics of Elizabethan and Metaphysical poetry and distinctive features of Neo-classical age and its literature</li> <li>• Identify the reasons of the emergence of prose and novels and the decline of drama in England in the 18th century</li> <li>• Be able to comprehend the role of French Revolution in the evolution of romanticism in English literature</li> <li>• Interpret the characteristics of Victorian age and the growth of literature in the age</li> <li>• Be able to appreciate the special characteristics of the poetry of Pre-Raphaelites and Naughty-Nineties</li> <li>• Be able to comprehend the trends in the poetry, drama and fiction of 20th century.</li> </ul>		
Credits: <b>05</b>	Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>	Min. Pass Marks: <b>.....</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0.</b>		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>I</b>	<b>Historical Background</b>	<b>9</b>

	<ul style="list-style-type: none"> <li>• The Epic</li> <li>• Birth of Tragedy</li> <li>• Comedy and Tragedy in Classical Drama</li> <li>• The Athenian City State</li> <li>• Literary Cultures in Augustan Rome</li> </ul>	
II	<b>Prose</b> Plato- <i>The Republic</i> (Book VII)	9
III	<b>Poetry</b> Homer- <i>The Iliad</i> (Book I)	9
IV	<b>Drama</b> Sophocles- <i>Oedipus the King</i> .	9
V	<b>English Literature from Chaucer to Renaissance</b> <i>Chaucer, The Dark Ages, Renaissance and Reformation; Miracle and Morality Play; University Wits; Elizabethan Poetry; Metaphysical Poetry</i>	9
VI	<b>Seventeenth Century &amp; Eighteenth Century</b> <i>Neo-Classicism, Growth of the Novel; Precursors of Romanticism; French Revolution; Growth of Romantic Literature (Prose, Poetry, Drama and Novel)</i>	10
VII	<b>The Romantic Age &amp; Nineteenth Century</b> <i>Growth of Victorian Literature (Prose, Poetry, Drama and Novel); Pre-Raphaelite Poetry; Naughty Nineties</i>	10
VIII	<b>The Twentieth Century</b> <i>Georgian Poetry, Imagism and Symbolism; Twentieth Century Novel- Psychological Novel, Stream of Consciousness Novel; Twentieth Century Drama; Drama of Ideas; Epic Theatre; Feminism.</i>	10
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>• Albert, E., <i>History of English Literature</i>, Oxford University Press, London, 2015.</li> <li>• Homer: <i>The Iliad</i>, (Book I) tr. E.V. Rieu Harmondsworth: Penguin, 1985.</li> <li>• Sophocles: <i>Oedipus, the King</i>, tr. Robert Fagles in <i>Sophocles: The Three Theban Plays</i> Harmondsworth: Penguin, 1984.</li> <li>• Gilbert Murray, <i>A History of Ancient Greek Literature</i>, Andesite Press, 2017.</li> <li>• Plato, <i>The Republic</i>, Book X, tr. Desmond Lee London: Penguin, 2007.</li> <li>• Gregory, J. (ed.) <i>The Blackwell Companion to Greek Tragedy</i>. Oxford, 2005.</li> <li>• Cuddon, J.A., <i>Dictionary of Literary Terms and Literary Theory</i>, Penguin Books, London, 1999.</li> <li>• Drabble, M., (ed.), <i>The Oxford Companion to English Literature</i>, Oxford University Press, Oxford, 1996.</li> <li>• Prasad, B., <i>A Background to the Study of English Literature</i>, Trinity Press, New Delhi, 2014</li> <li>• Harmon &amp; Holman., (ed.), <i>A Handbook to English Literature</i>, Prentice Hall, New York, 1996.</li> </ul>		



- Wynne-Davies, M., *The Bloomsbury Guide to English Literature*, Prentice Hall, New York, 1990.
- <https://www.youtube.com/embed/y1XAcDWrfWs>
- <https://www.youtube.com/embed/y4Cg3L4dN40>

This course can be opted as an elective by the students of following subjects: **Open to all**

**Suggested Continuous Evaluation Methods:**

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

<b>Project/Assignment</b>	<b>10 Marks</b>
<b>Internal Class test</b>	<b>15 Marks</b>
Course prerequisites	To study this course, a student must have passed/opted <b>English in B.A. II</b>

Suggested equivalent online courses:

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Further Suggestions:

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Programme/Class: <b>DEGREE</b>	Year: <b>THIRD</b>	Semester: <b>FIFTH</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040502T</b>	Course Title: <b>British, American &amp; Indian Popular Fiction</b>	
<b>Course Outcomes:</b> After completing this course, the students will be able to: <ul style="list-style-type: none"> <li>• Develop an understanding of the growth of novel and its various types</li> <li>• Enhance reading skills and understand how to represent their experience and ideas critically, creatively, and persuasively through the medium of language</li> <li>• Get acquainted with different cultures, myths and social conservation through the reading of selected novels of Britain, America and India</li> <li>• Learn human values and behavioural patterns from the prescribed novels and develop an understanding of the human race</li> <li>• Expose the students the unflattering portrayal of the contemporary Indian society through popular works of Indian English novelists.</li> </ul>		
Credits: <b>05</b>	Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>	Min. Pass Marks: <b>.....</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0.</b>		
Unit	Topic	No. of Lectures
I	<b>Literary Terms:</b> Plot, Characterization, Narrative Technique & Structure, Elements of novel,	9
II	<b>Earlier Trends in fiction:</b> Picaresque Novel, Historical Novel, Gothic Novel, Epistolary Novel, Regional Novel, Domestic novel.	10
III	<b>Trends in 20th &amp; 21st Century Fiction:</b> Detective Novel, Science Fiction, Meta Fiction, Utopia, Dystopia, Campus Fiction, Space Fiction, <i>Chic lit</i> , Junk Fiction	10
IV	<b>British Fiction</b> Charles Dickens- <i>A Tale of Two Cities</i>	9
V	<b>British Fiction</b> Jane Austen- <i>Pride and Prejudice</i>	9
VI	<b>American Fiction</b> Harper Lee- <i>To Kill a Mocking Bird</i>	9

<b>VII</b>	<b>American Fiction</b> Ernest Hemmingway- <i>The Old Man and the Sea</i>	<b>9</b>						
<b>VIII</b>	<b>Indian Popular Fiction</b> 1. Arvind Adiga- <i>The White Tiger</i> 2. Sudha Murthy- <i>Dollar Bahu</i>	<b>10</b>						
<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>• Forster, E.M., <i>Aspects of the Novel</i>, Penguin, London, 2005.</li> <li>• Toliver &amp; Calderwood, <i>Perspectives on Fiction</i>, Oxford University Press, New York, 1970.</li> <li>• Wynne-Davies, M., <i>The Bloomsbury Guide to English Literature</i>, Prentice Hall, New York, 1990.</li> <li>• <a href="https://www.youtube.com/embed/O7DeTnf0_yM">https://www.youtube.com/embed/O7DeTnf0_yM</a></li> <li>• <a href="https://www.youtube.com/embed/4IijTINyHK8">https://www.youtube.com/embed/4IijTINyHK8</a></li> <li>• <a href="https://www.youtube.com/embed/a4JH8ssrAFY">https://www.youtube.com/embed/a4JH8ssrAFY</a></li> <li>• <a href="https://www.youtube.com/embed/HJJIXOS3gJ8">https://www.youtube.com/embed/HJJIXOS3gJ8</a></li> <li>• <a href="https://www.youtube.com/embed/6q9_EbDrUgQ">https://www.youtube.com/embed/6q9_EbDrUgQ</a></li> <li>• <a href="https://www.youtube.com/embed/2yN_X-zkC-E">https://www.youtube.com/embed/2yN_X-zkC-E</a></li> </ul>								
<p>This course can be opted as an elective by the students of following subjects:</p> <p><b>Open to all</b></p>								
<p><b>Suggested Continuous Evaluation Methods:</b> Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><b>Project/Assignment</b></td> <td style="text-align: center;"><b>10 Marks</b></td> </tr> <tr> <td style="text-align: center;"><b>Internal Class test</b></td> <td style="text-align: center;"><b>15 Marks</b></td> </tr> <tr> <td style="text-align: center;">Course prerequisites:</td> <td>To study this course, a student must have passed/opted <b>English in B.A. II</b></td> </tr> </table>			<b>Project/Assignment</b>	<b>10 Marks</b>	<b>Internal Class test</b>	<b>15 Marks</b>	Course prerequisites:	To study this course, a student must have passed/opted <b>English in B.A. II</b>
<b>Project/Assignment</b>	<b>10 Marks</b>							
<b>Internal Class test</b>	<b>15 Marks</b>							
Course prerequisites:	To study this course, a student must have passed/opted <b>English in B.A. II</b>							
<p>Suggested equivalent online courses:</p> <ul style="list-style-type: none"> <li>• <a href="https://onlinecourses.nptel.ac.in/noc21_hs28/preview">https://onlinecourses.nptel.ac.in/noc21_hs28/preview</a></li> </ul>								
<p>Further Suggestions:</p> <p>.....</p>								

Programme/Class: <b>DEGREE</b>	Year: <b>THIRD</b>	Semester: <b>SIXTH</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040601T</b>	Course Title: <b>Indian &amp; New Literature in English</b>	
<p><b>Course Outcomes:</b></p> <p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the Indian freedom struggle, the contemporary political, social and economic scenario and contribution of Mahatma Gandhi</li> <li>• Appraise the values and issues arising from colonialism</li> <li>• Acknowledge the contribution of Elaine Showalter towards developing the concept of 'gynocritics' and her role as one of the founders of feminist literary criticism</li> <li>• Develop an understanding of the themes, styles and poetic sensibilities of poets like Toru Dutt, Nissim Ezekiel, A K Ramanujan and Keki N. Daruwala</li> <li>• Comprehend and analyse the poetic discourses of poets like Pablo Neruda, Margaret Atwood, Alice Walker and Maya Angelou and the variations in their themes, styles and responsiveness</li> <li>• Comprehend how 'New Literatures' incorporates very different literary products, each with its own cultural, social and geographical specificity</li> <li>• Critically analyse the drama as a medium of exploration of existing social issues and prejudices through the work of dramatists like Mahesh Dattani</li> <li>• Understand the socio-cultural-political conditions of the contemporary India as explored in the fiction of writers like Kamala Markandya</li> <li>• Analyse and evaluate the differences in the background and theme of the works of Indian English writers and British writers already studied in the previous years</li> <li>• Demonstrate, through discussion and writing, an understanding of significant cultural and societal issues presented in Indian English literature</li> <li>• Address the identity issues and marginalization through a study of the works of V.S. Naipaul</li> <li>• Acquaint the students with the adolescent issues of disorientation, anxiety and moral desolation</li> <li>• Distinguish the difference of technical approach in the 'Absurd Drama' as opposite to the typical English Drama, through a critical reading and analysis of Harold Pinter's play</li> <li>• Understand the concept of 'Pinter Pauses' and its connection to Surrealism</li> </ul>		
Credits: <b>05</b>	Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>	Min. Pass Marks: .....	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0.</b>		

Unit	Topic	No. of Lectures
I	<b>Prose</b> Mahatma Gandhi- <i>Hind Swaraj</i> : Chapter VIII- The Condition of India, Chapter, XVII- Passive Resistance, XVIII- Education Elaine Showalter- <i>A Literature of Their Own: Towards Feminist Poetics</i>	10
II	<b>Poetry</b> Toru Dutt: * <i>Our Casuarina Tree</i> Nissim Ezekiel: * <i>Poet, Lover and Birdwatcher</i> A K Ramanujan: * <i>The striders</i> Keki N. Daruwala: * <i>Mother</i>	9
III	<b>Poetry</b> Pablo Neruda: * <i>If You Forget Me</i> Margaret Atwood: * <i>Spellings</i> Alice Walker: * <i>Remember</i> Maya Angelou: * <i>Woman Work</i>	9
IV	<b>Drama</b> Mahesh Dattani- * <i>Seven Steps Around the Fire</i>	10
V	<b>Drama</b> Harold Pinter- * <i>Silence (One-Act Play)</i>	10
VI	<b>Fiction</b> Kamala Markandaya- <i>Nectar in a Sieve</i>	9
VII	<b>Fiction</b> V.S. Naipaul- <i>A House for Mr. Biswas</i>	9
VIII	<b>Drama</b> Asif Currimbhoy- <i>The Doldrummers</i>	9

**Suggested Readings:**

- Bochmer, E., *Empire Writing: An Anthology of Colonial Literature 1870-1918*, Oxford University Press, Oxford, 1998.
- Chinweizu, I., *Decolonising the African Mind*, Pero, Lagos, 1987.
- Ngugi wa, T., *Homecoming: Essays on African and Caribbean Literature, Culture and Politics*, Heinemann Educational Books, London, 1972.
- Rowland, S.W., *Postcolonizing the Commonwealth: Studies in Literature and Culture*, Laurier University Press, Ontario, 2000.
- Rao, A.V. Krishna and Menon, M., *Kamala Markandaya: A Critical Study of Her Novels 1954-1982 (Indian Writers Series)*, BR Publishing Corporation, 1997.
- Esslin, M., *The Theatre of the Absurd*, Penguin Books, Harmondsworth, 1979.

- Norman, M., *Night, Mother*, Dramatists Play Service Inc, 1983.

This course can be opted as an elective by the students of following subjects:

**Open to all**

**Suggested Continuous Evaluation Methods:**

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

<b>Project/Assignment</b>	<b>10 Marks</b>
<b>Internal Class test</b>	<b>15 Marks</b>
Course prerequisites:	To study this course, a student must have passed/opted <b>English in B.A.II.</b>
Suggested equivalent online courses: .....	
Further Suggestions: .....	

Programme/Class: <b>DEGREE</b>	Year: <b>THIRD</b>	Semester: <b>SIXTH</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040602T</b>	Course Title: <b>Literature in Films &amp; Media Studies</b>	
<b>Course Outcomes:</b> After completing this course, the students will be able to: <ul style="list-style-type: none"> <li>• Develop an understanding of the technical terminology associated with film and media studies</li> <li>• Interpret films as text and evaluate them critically</li> <li>• Appraise the process of adaption of texts into films</li> <li>• Recognize the nuances of film narration</li> <li>• Assess various film genres and their characteristics</li> <li>• Appreciate the works of prescribed writers and the directors as well who directed their adaptations</li> <li>• Students will exercise critical viewing and reading skills in determining the success of adaptations and present their assessments through a variety of mediums including presentations and essays</li> </ul>		
Credits: <b>05</b>	Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>	Min. Pass Marks: .....	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0.</b>		
Unit	Topic	No. of Lectures
I	James Monaco, 'The Language of Film: Signs and Syntax', in <i>How to Read a Film: The World of Movies, Media &amp; Multimedia</i> (New York: OUP, 2009) Chapter-3, pp.170-249	10
II	William Shakespeare- <i>The Comedy of Errors</i> , and its adaptation <b>Anoor</b> (1982 film; Directed by Gulzar)	9
III	Khushwant Singh- <i>Train to Pakistan</i> , and its adaptation <b>Train to Pakistan</b> (1998 film; Directed by Pamela Rooks)	9
IV	R.N.Tagore- <i>Kabuliwala</i> and its adaptation <b>Kabuliwala</b> (1961 film; Directed by Hemen Gupta)	9
V	William Shakespeare- <i>Macbeth</i> , and its adaptation <b>Maqbool</b> (2003 film, directed by Vishal Bhardwaj)	9
VI	Chetan Bhagat- <i>The 3 Mistakes of My Life</i> , and its adaptation <b>Kai Po Che</b> (2013 film, directed by Abhishek Kapoor)	9
VII	Script Writing Dialogue Writing	10

<b>VIII</b>	Movie Review Editing Narration	<b>10</b>
<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>• Boyum, J.G., <i>Double Exposure</i>, Seagull, Calcutta, 1989.</li> <li>• Cartmell, D. &amp; Whelehan, I., <i>The Cambridge Companion to Literature on Screen</i>, Cambridge University Press, Cambridge, 2007.</li> <li>• Corrigan, Timothy, J. <i>A Short Guide to Writing about Film</i>, Pearson India, 2009.</li> <li>• Dix, Andrew, <i>Beginning Film Studies</i>, Viva Books, New Delhi, 2010.</li> <li>• Hutcheon, L., <i>A Theory of Adaptation</i>, Routledge, New York, 2006.</li> <li>• John, M.D. &amp; Hawkes, P., <i>Adaptation: Studying Film and Literature</i>, McGraw-Hill, New York, 2005.</li> <li>• Mcfarlane, B., <i>Novel to Film: An Introduction to the Theory of Adaptation</i>, Clarendon Press, UK, 1996.</li> <li>• Thomas, L., <i>Adaptation Studies at Crossroads, Adaptation</i>, Cambridge University Press, Cambridge, 2007.</li> </ul>		
<p>This course can be opted as an elective by the students of following subjects: <b>Open to all</b></p>		
<p><b>Suggested Continuous Evaluation Methods:</b> Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:</p>		
<b>Project/Assignment</b>	<b>10 Marks</b>	
<b>Internal Class test</b>	<b>15 Marks</b>	
Course prerequisites:	<b>Open to all</b>	
Suggested equivalent online courses: .....		
Further Suggestions: .....		



Programme/Class: <b>DEGREE</b>	Year: <b>THIRD</b>	Semester: <b>SIXTH</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040603T</b>	Course Title: <b>Media and Journalistic Writing</b>	
<b>Course Outcomes:</b> After completing this course, the students will be able to: <ul style="list-style-type: none"> <li>• To understand different types of journalism and their importance.</li> <li>• To introduce the student to various principles of mass communication.</li> <li>• To understand different forms of media &amp; journalistic writing and reporting.</li> <li>• To understand the meaning and nature of public speaking.</li> <li>• To identify social media norms and online journalism.</li> <li>• To write in various journalistic formats effectively.</li> <li>• To understand the meaning and nature of public speaking.</li> <li>• To edit reports and create engaging advertisements.</li> </ul>		
Credits: <b>05</b>	Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>	Min. Pass Marks: .....	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0</b> .		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>I</b>	<b>AN INTRODUCTION TO MEDIA &amp; JOURNALISM</b> Media and Society Principles of Mass Communication & Journalism Tools of Gathering Information Misinformation and Disinformation	<b>9</b>
<b>II</b>	<b>INTRODUCTION TO CYBER MEDIA AND SOCIAL MEDIA</b> Social Media Types of Social Media Online Journalism Basics of Cyber Media	<b>9</b>
<b>III</b>	<b>CORE SKILLS IN PRINT MEDIA</b> Written English: Précis, Paragraph, Essay News Reporting: Parts of a news report, 5Ws, Headline writing, Types of Leads, and Report writing.	<b>10</b>
<b>IV</b>	<b>CORE SKILLS IN ELECTRONIC MEDIA</b> Public Speaking News Production, Reporting and Presentation for Radio News Production/ Reporting for Television News Presentation: Basic principles-objectivity, accuracy, speed, clarity and integrity.	<b>10</b>

V	<b>BASICS OF REPORTING</b> News Value, News Gathering, Readers' interest, qualities and aptitude necessary for a reporter Types of reports.	9
VI	<b>BASICS OF FEATURE WRITING</b> Types of features: Obits, Reviews, Columns, Trend stories.	9
VII	<b>BASICS OF EDITING</b> Principles of editing, editorial policy, role of the Editor, role of the News Editor, role of Chief Sub-editor, role of Sub-editors.	10
VIII	<b>ADVERTISEMENT</b> Types of Advertisements Advertising Ethics How to create advertisements/storyboards	9
<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>• Kamath. M V. <i>Professional Journalism</i>, New Delhi, Vikas Publishing House, 1980.</li> <li>• Mencher, Melvin. <i>Basic News Writing</i>, New Delhi, Universal Book Stall, 1992.</li> <li>• Menon, P. K. <i>Practical Journalism</i>, Jaipur, Avishkar Publishers, 2005.</li> <li>• Parthasarathy, Rangaswami. <i>Basic Journalism</i>, New Delhi, MacMillan India Ltd. 1989.</li> <li>• Parthasarathy, Rangaswami. <i>Here is the News! Reporting for the Media</i>, New Delhi, Sterling Publishers, 1994.</li> <li>• Prasad, Sharada. Rukun Advani (et al) <i>Editors on Editing</i>, New Delhi, National Book Trust, 2004.</li> <li>• Selvaraj, Madhur. <i>News Editing and Reporting</i>, New Delhi, Dominant Publishers, 2005.</li> <li>• Saxena, Ambrish. <i>Fundamentals of Reporting and Editing</i>, New Delhi, Kanishka Publishers, 2007.</li> <li>• Bayan, R., <i>Words that Sell: More than 6000 Entries to Help You Promote Your Products, Services, and Ideas</i>, McGraw-Hill Education; 2nd edition, 2006.</li> </ul>		
<p>This course can be opted as an elective by the students of following subjects: <b>Open to all</b></p>		
<p><b>Suggested Continuous Evaluation Methods:</b> Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:</p>		
<b>Project/Assignment</b>		<b>10 Marks</b>
<b>Internal Class test</b>		<b>15 Marks</b>
<b>Course prerequisites:</b>		<b>Open to all</b>
<p>Suggested equivalent online courses:</p> <ul style="list-style-type: none"> <li>• <a href="https://onlinecourses.nptel.ac.in/noc21_cs28/preview">https://onlinecourses.nptel.ac.in/noc21_cs28/preview</a></li> <li>• <a href="https://onlinecourses.swayam2.ac.in/cec21_ge13/preview">https://onlinecourses.swayam2.ac.in/cec21_ge13/preview</a></li> </ul>		
<p>Further Suggestions: .....</p>		