

Lingaya's Vidyapeeth

Deemed-to-be-University u/s 3 of UGC Act 1956, Government of India
NAAC ACCREDITED
Approved by MHRD / AICTE / PCI / BCI / COA / NCTE
Nachauli, Jasana Road, Faridabad- 121002 | Ph: 0129-2598200-05
Website: www.lingayasvidyapeeth.edu.in

1.1.3 Courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

Color Index	
Employability	Yellow
Entrepreneurship	Green
Skill Development	Pink



(u/s 3 of UGC Act 1956)

(A Deemed-to-be University u/s 3 of UGC Act, 1956)

Approved by MHRD/UGC/AICTE/PCI/BCI/COA/NCTE Government of India

(NAAC Accredited)

B.A. ENGLISH (Honours)

(3-Year Full-time Program)

SCHEME OF STUDY AND SYLLABUS

CHOICE-BASED CREDIT SYSTEM

School of Humanities & Social Sciences

ACADEMIC YEAR 2021-24



Vision, Mission and Core Values of the Vidyapeeth

Vision

Traditionally believing that God is the Source of all Truth, Goodness and Beauty, Lingaya's Vidyapeeth, wishes to develop in students a wisdom that translates academic achievements into responsible citizenship, sincere professional service and a deep respect for life and beauty in God's Creation and Recreation.

Mission

1. To impart knowledge and skills in the field of Engineering/ Technology, Management, Education, Science & Arts and related areas.
2. To dedicate itself for improvement of social and economic status and enhancement of the quality of life for all.
3. To strive for maximizing human welfare through education.
4. To produce effective knowledge workers, practitioners and educators who will be guided by vision, compassion, knowledge, discipline, discovery with deep respect for human values.
5. To provide an individual engineering and other professional learning experience for each student.
6. To develop critical thinking, analytical ability and creative skills.
7. To supplement the curricula, teamwork, leadership, communication skills, project management, social concerns and ethics, and
8. To establish interaction with industries for Technology, Research & Development.

In line with above vision and mission statements, Lingaya's Vidyapeeth has the following special characteristics:

1. Lingaya's Vidyapeeth is an Institution for providing a student with opportunity for all round development and education with the aim of effective living as a good citizen.
2. It has special strength in the field of Engineering and Technology with emphasis on

practice and problem-solving skills.

3. Its activities and course curriculum concentrate on design, self-learning and research, which are the unique features of the Vidyapeeth.
4. The primarily value of knowledge and skill imparted by Lingaya's Vidyapeeth resides in its utility in creating an infrastructure for the physical welfare of the general public, in sustaining good health of individual and the community.
5. Lingaya's Vidyapeeth facilitates and promotes creativity and critical thinking capabilities in its students.
6. The education in Lingaya's Vidyapeeth enhances the inherent capacity of a student with honesty, courage and fairness.

Vision & Mission - Department of English

Vision

The Department of English aspires to be recognized as a department of global standing for holistic development of students in language & literary courses and research so that they become humane, professionally competent & future ready.

Mission

- To train students to achieve Linguistic & Communicative Competency in English, literary and life skills for personal & professional growth
- To offer opportunities to explore literature and language across cultures.
- To develop and deliver courses and research programs that cater to contemporary needs and job situations.
- To prepare students for life and to make every student humane and ethical.
- To cultivate intellectual curiosity, creativity and the desire for lifelong learning.
- To create a conducive culture so that faculty and students develop consideration for the environment and social issues while solving a problem.

Specific Objectives of the BA Programme in English Literature (Honours)

(Adopted from UGC document of LOCF English, 2019)

The specific objectives of the BA programme in English Literature (Honours) are to develop in the student the ability to demonstrate the following outcomes:

1. Disciplinary Knowledge of English Literature and Literary Studies
2. Communication Skills
3. Critical Thinking
4. Analytical Reasoning
5. Problem Solving
6. Research-Related Skills
7. Self-Directing Learning
8. Multicultural Competence
9. Values: Moral and Ethical, Literary and Human
10. Digital Literacy

Graduate Attributes

➤ **Disciplinary Knowledge:**

- a) ability to identify, speak and write about different literary genres, forms, periods, and movements
- b) ability to understand and engage with various literary and critical concepts and categories
- c) ability to read texts closely, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations
- d) ability to understand appreciate, analyze, and use different theoretical frameworks
- e) ability to locate in and engage with relevant scholarly works in order to develop one's own critical position and present one's views coherently and persuasively
- f) ability to situate one's own reading, to be aware of one's position in terms of society, religion, caste, region, gender, politics, and sexuality to be self-reflexive and self-questioning
- g) ability to understand the world, to think critically and clearly about the local and the global through a reading of literatures in translation and in the original, to be a located Indian citizen of the world
- h) ability to see and respect difference and to transcend binaries

➤ **Communication Skills:**

- a) ability to speak and write clearly in standard, academic English
- b) ability to listen to and read carefully various viewpoints and engage with them.
- c) ability to use critical concepts and categories with clarity

➤ **Critical Thinking:**

- a) ability to read and analyze extant scholarship
- b) ability to substantiate critical readings of literary texts in order to persuade others
- c) ability to place texts in historical contexts and read them in terms of generic conventions and literary history

➤ **Problem Solving:**

- a) ability to transfer literary critical skills to read other cultural texts
- b) ability to read any unfamiliar literary texts

➤ **Analytical Reasoning:**

- a) ability to evaluate the strengths and weaknesses in scholarly texts spotting flaws in their arguments
- b) ability to use critics and theorists to create a framework and to substantiate one's argument in one's reading of literary texts

➤ **Research-Related Skills:**

- a) ability to problematize; to formulate hypothesis and research questions, and to identify and consult relevant sources to find answers
- b) ability to plan and write a research paper

➤ **Teamwork and Time Management:**

- a) ability to participate constructively in class discussions
- b) ability to contribute to group work
- c) ability to meet a deadline

➤ **Scientific Reasoning:**

- a) ability to analyze texts, evaluating ideas and literary strategies
- b) ability to formulate logical and persuasive arguments

➤ **Reflective Thinking:**

ability to locate oneself and see the influence of location—regional, national, global—on critical thinking and reading

➤ **Self-Directing Learning:**

- a) ability to work independently in terms of reading literary and critical texts
- b) ability to carry out personal research, postulate questions and search for answers

➤ **Digital Literacy:**

- a) ability to use digital sources, and read them critically
- b) ability to use digital resources for presentations

➤ **Multicultural Competence:**

- a) ability to engage with and understand literature from various nations and reasons and languages
- b) ability to respect and transcend differences

➤ **Moral and Ethical Values:**

- a) ability to interrogate one's own ethical values, and to be aware of ethical issues
- b) ability to read values inherited in literary texts and criticism *vis a vis*, the environment, religion and spirituality, as also structures of power

➤ **Leadership Readiness:**

- a) ability to lead group discussions, to formulate questions for the class in literary and social texts

➤ **Life-long Learning:**

- a) ability to retain and build on critical reading skills
- b) ability to transfer such skills to other domains of one's life and work

❖ **Qualification Descriptors for a Bachelor's Degree with English Honours** ❖

The qualification descriptors for the BA (English Hons) programme in English shall be five learning attributes such as understanding, use, communication, expansion, and application of subject knowledge with a clear understanding of one's location. This also involves an awareness on the students' part of differences pertaining to class, caste, gender, community, region, etc. in order that they can transcend these differences with transparency of purpose and thought. The key qualification descriptor for English Honours shall be clarity of communication as well as critical thinking and ethical awareness. Each Honours Graduate in English should be able to:

- ❖ *demonstrate* a coherent and systematic knowledge and understanding of the field of literary and theoretical developments in the field of English Studies and English Studies in India. This would also include the student's ability to identify, speak and write about genres,

forms, periods, movements and conventions of writing as well as the ability to understand and engage with literary-critical concepts, theories and categories.

- ✪ *demonstrate* the ability to understand the role of literature in a changing world from the disciplinary perspective as well as in relation to its professional and everyday use. While the aspect of disciplinary attribute is covered by the ability of the students to read texts with close attention to themes, conventions, contexts and value systems, a key aspect of this attribute is their ability to situate their reading, their position(s) in terms of community, class, caste, religion, language, region, gender, politics, and an understanding of the global and the local.
- ✪ *demonstrate* the ability to think and write critically and clearly about one's role as a located Indian citizen of the world through a reading of English literatures and literatures in translation.
- ✪ *Communicate* ideas, opinions, and values—both literary values and values of life in all shades and shapes—in order to expand the knowledge of the subject as it moves from the classroom to life and life-worlds.
- ✪ *Demonstrate* the ability to share the results of academic and disciplinary learning through different forms of communication such as essays, dissertations, reports, findings, notes, etc., on different platforms of communication such as the classroom, the media and the internet.
- ✪ *Recognize* the scope of English studies in terms of career opportunities, employment and lifelong engagement in teaching, publishing, translation, communication, media, soft skills and other allied fields.
- ✪ *Apply* subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow humans in order to see and respect differences in and among various species and life-forms and learn to transcend them.

Course Catalogue:

The programme will strengthen the student's ability to draw on narratives that alert us to layers and levels of meaning and differences in situations and complexities of relations. Linguistic and literary competence should help the students identify, analyse and evaluate keys issues in the text and around in the world—thematic, contextual, professional, processual—and think of ways to find acceptable and sustainable solutions. Students will have the ability to understand and articulate with clarity and critical thinking one's position in the world as an Indian and as an Indian citizen of the world.

Program Learning Outcomes- B.A. English (Hons.)

The programme learning outcomes relating to B.A. (Hons.) degree programme in English:

- ✦ demonstrate a set of basic skills in literary communication and explication of literary practices and process with clarity
 - ✦ demonstrate a coherent and systematic knowledge of the field of English literature and Bhasha literatures in English showing an understanding of current theoretical and literary developments in relation to the specific field of English studies.
 - ✦ display an ability to read and understand various literary genres and stylistic variations and write critically
 - ✦ cultivate ability to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture
 - ✦ demonstrate a critical aptitude and reflexive thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of English studies using digital resources.
 - ✦ display knowledge to cultivate a better understanding of values – both literary values that aide us in literary judgment and also values of life at all stages; apply appropriate methodologies for the development of the creative and analytical faculties of students, their overall development of writing, including imaginative writing.
 - ✦ recognize employability options in English studies programme as part of skill development and as career avenues open to graduates in today’s global world such as professional writing, translation, teaching English at different levels, mass media, journalism, aviation communication and personality development
 - ✦ channelize the interests of the students and analytical reasoning in a better way and make more meaningful choices regarding career after completion of graduate programme
 - ✦ to enable students to develop an awareness of the linguistic-cultural richness of India as an important outcome of English literary studies in India.
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SCHEME

SEMESTER I

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-101	English Communication Skills	AECC	3-0-0	3
BEN-151	English Communication Skills Lab.	AECC	0-0-2	1
BEN-103	British Poetry and Drama: 14 th to 17 th Century	CORE	4-1-0	5
BEN-105	British Literature: 18 th Century	CORE	4-1-0	5
BEN-107	Indian Writing in English	CORE	4-1-0	5
BEN-153	Seminar - Indian Writing in English	CORE	0-0-2	1
TOTAL				20

SEMESTER II

COURSE CODE	COURSE TITLE	COURSE- WISE CLASS	L-T-P	CREDITS
BEN-102A BEN-102B	A. Modern Indian Writings in English Translations B. Literature & Cinema	DCE	4-1-0	5
BEN-104	Popular Literature	CORE	4-1-0	5
BEN-106	British Poetry & Drama: 17 th to 18 th Century	CORE	4-1-0	5
BPSY-GE-132A BPSY-GE-132B BPSY-GE-132C	A. Stress Management B. Psychology of Language C. Youth Psychology	GE	3-1-0	4
BEN-108	European Classical Literature	CORE	4-1-0	5
CE-108	Environmental Science and Ecology	AECC	2-0-0	2
TOTAL				26

SCHEME

SEMESTER III

COURSE CODE	COURSE NAME	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-201	Soft Skills	SEC	3-0-0	3
BEN-203	Gender Sensitization	AECC	3-0-0	3
BEN-205	American Literature	CORE	4-1-0	5
BEN-207	British Literature 19th Century	CORE	4-1-0	5
BEN-209A BEN-209B	A. Understanding Drama B. World Literature	DCE	4-1-0	5
BEN-211A BEN-211B	A. Science Fiction and Detective Literature B. Literature of the Indian Diaspora	DCE	4-1-0	5
		TOTAL		26

SEMESTER IV

COURSE CODE	COURSE NAME	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-202	Indian Classical Literature	CORE	4-1-0	5
BEN-204A BEN-204B	A. Literary Theory B. Travel Writing	DCE	4-1-0	5
BPSY-GE-232A BEN-GE-232B BPSY-GE-232C	A. Psychology for Health & Wellbeing B. Contemporary India -Women & Empowerment C. Inter Group Relations	GE	3-1-0	4
BEN-206	British Romantic Literature	CORE	4-1-0	5
BEN-208	Business Communication	SEC	3-0-0	3
		TOTAL		22

SCHEME

SEMESTER V

COURSE CODE	COURSE NAME	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-301	Postcolonial Literature	CORE	4-1-0	5
BEN-303	Academic Writing & Composition	SEC	3-0-0	3
BEN-305A BEN-305B	A. Literary Criticism B. Partition Literature	DCE	4-1-0	5
BEN-307	British Literature: The Early 20th Century	CORE	4-1-0	5
BEN-309A BEN-309B	A. Language & Linguistics B. Dalit Literature	DCE	4-1-0	5
TOTAL				23

SEMESTER VI

COURSE CODE	COURSE NAME	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-302A BEN-302B	A. English Syntax & Semantics B. Introduction to Research Methodology	DCE	4-1-0	5
BEN-304	Modern European Drama	CORE	4-1-0	5
BEN-306	Women's Writing	CORE	4-1-0	5
BEN-308	Creative Writing and Media	SEC	3-0-0	3
BEN-310	Functional English	AECC	3-0-0	3
BPSY-GE-332A BEN-GE-332B BPSY-GE-332C	A. Training & Development B. Web Content Writing C. Psychology & Media	GE	3-1-0	4
TOTAL				25

Credit Distribution

Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total Credits
20	26	26	22	23	25	142

Programme Outcomes	TABLE I: CORE COURSES													
	British Poetry & Drama: 14th to 17th Century	British Literature: 18th Century	Indian Writing in English	Popular Literature	British Poetry & Drama: 17th & 18th Century	European Classical Literature	American Literature	British Literature: 19th Century	Indian Classical Literature	British Romantic Literature	Postcolonial Literature	British Literature: The Early 20th Century	Modern European Drama	Women's Writing
The primary programme outcomes include demonstration of subject knowledge, understanding of the field, understanding of literary movements, styles and genres, location, human values, literary sensibility and location.														
Values of life and literature	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Systematic knowledge of the field	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Knowledge of literary genres and stylistic variations	√	-	√	-	√	√	-	√	√	√	-	√	√	-
Evaluation of literary texts	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Critical aptitude and reflexive thinking	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Understanding of location	-	-	√	-	-	-	√	-	√	-	√	-	-	-
Creative and analytical application of subject knowledge to life	√	√	-	√	√	-	√	√	√	√	√	√	√	√
Career Options on completion of graduate programme	-	-	√	-	-	√	√	-	√	-	√	-	-	√
Awareness of the linguistic and cultural richness of India	-	-	√	-	-	-	-	-	√	-	√	-	-	-
Relating literary movements to social situations	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Use & application of Digital Knowledge Systems	√	√	√	√	√	√	√	√	√	√	√	√	√	√

Programme Outcomes	TABLE II: DISCIPLINE CENTRIC ELECTIVES											
	Modern Indian Writing in English Translations	Literature and Cinema	Understanding Drama	World Literature	Science Fiction and Detective Literature	Literature of the Indian Diaspora	Literary Theory	Travel Writing	Literary Criticism	Partition Literature	English Syntax and Semantics	Introduction to Research Methodology
The primary programme outcomes include application of subject knowledge to knowledge of life, knowledge of one's location in the world, human values, awareness of difference in terms of nationality, language, location, geography, literary sensibility, environment, etc. The idea is that the learner will be able to connect the subject to the world.												
Relating literary movements to social situations	√	-	√	-	-	√	√	-	-	-	-	-
Systematic knowledge of the field	√	√	-	√	√	√	√	√	√	√	√	√
Literary genres and stylistic variations	√	√	√	√	√	√	√	√	√	√	√	√
Evaluation of literary texts	√	-	√	√	√	√	-	√	√	√	-	-
Critical aptitude and reflexive thinking	√	√	√	√	√	√	√	√	√	√	√	√
Respect for human and other species	√	√	√	√	√	√	√	√	√	√	-	√
Awareness of location	√	√	√	√	-	√	√	√	√	√	-	-
Career options on completion of graduate programme	-	√	-	-	-	-	-	√	-	-	√	√
Awareness of the linguistic cultural richness of India	√	√	√	√	-	√	-	√	-	√	√	√
Application of skills in literary communication to life and society	√	√	√	√	√	√	√	√	√	√	-	√
Digital skills and social outreach	√	√	-	√	√	√	√	√	√	√	-	√

Programme Outcomes	TABLE III: GENERIC ELECTIVES								
	Stress Management	Psychology of Language	Youth Psychology	Psychology for Health & Wellbeing	Contemporary India-Women & Empowerment	Inter Group Relations	Training & Development	Web Content Writing	Psychology & Media
The primary programme outcomes include application of subject knowledge as a bridge to life in the world, where the focus is on demonstrating one's competence in professional skills. These programme outcomes are directly linked to enhancement of career options/ awareness.									
Basic concepts of Human behaviour, thoughts, emotions and its effective regulation	√	√	√	√	-	√	-	-	√
Skills in communication	-	-	-	-	-	-	√	√	-
Collaboration with community, innovation to become effective leaders	√	-	√	-	-	√	√	-	-
Basic knowledge of the field	√	√	√	√	√	√	√	√	√
Critical aptitude and reflexive thinking	√	-	√	-	√	-	-	√	√
Understanding of values and cultural difference	-	-	√	-	√	√	-	-	√
Meaningful choices regarding career after completion of graduate programme	-	-	-	-	-	-	√	√	-
An awareness of the linguistic-cultural richness of India	-	-	-	-	√	-	-	-	-
Social outreach and sharing	√	-	-	-	√	-	√	√	√
Digital skills and presentation of ideas	-	-	-	-	√	-	√	√	√

Programme Outcomes	TABLE IV: ABILITY ENHANCEMENT COURSES			
	English Communication Skills	English Communication Skills Lab.	Environmental Science & Ecology	Gender Sensitization
The primary programme outcomes or these courses include application of subject knowledge to ability enhancement and link directly to career options/awareness.				
Communication skills	√	√	-	-
Knowledge of location	-	-	√	-
Literary genres and stylistic variations	-	-	-	√
Creative use of subject knowledge in a professional field	√	√	√	-
Critical aptitude and reflexive thinking	√	√	√	√
Understanding of values	-	-	√	√
Professional Skill and employability options	√	√	√	-
Career options on completion of graduate programme	√	√	√	-
Personal growth and social awareness	√	-	√	√
Digital skills and social outreach	√	-	√	-

SEMESTER I

SYLLABUS

SEMESTER I

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-101	English Communication Skills	AECC	3-0-0	3

Course Outcomes: At the end of the course, students should be able to:

- ✧ CO 1: Use applicative grammar for effective communication.
- ✧ CO 2: Demonstrate oral communication skills for meaningful conversation, both personal & professional.
- ✧ CO 3: Apply techniques for effective writing skills.
- ✧ CO 4: Acquire better vocabulary for enhanced communication
- ✧ CO 5: Evaluate professional skills through the importance of ethics of non-verbal communication.

Unit Wise Syllabus

- **Unit-1:** Remedial English- Parts of Speech; Tenses and their application; Verbs and their various forms, Error Correction, Contemporary Usage
- **Unit-2:** Oral Communication- Developing the Content, Structuring the Discourse, Presenting the Content: Expressing condolences, asking questions and responding politely, Apologizing and forgiving, asking for and giving information, expressing opinions (likes and dislikes), agreeing and disagreeing.
- **Unit-3:** Writing Skills- Elements of Effective Writing (What is Writing?), the Sentence, Phrases and Clauses, types of Sentences, Paragraph Development (Principles & techniques), Letter Writing (formal and informal), Essay writing
- **Unit-4:** Vocabulary Enrichment - Synonyms and Antonyms, One Word Substitution, Words Often Confused and Misused, Idioms and Phrases
- **Unit-5:** Professional Skills- Basic ethics in communication, body language in communication, Non-Verbal Communication

Suggested Readings:

1. *Fluency in English*- Part II, Oxford University Press, 2006.
2. *Intermediate English Grammar*- Raymond Murphy, Cambridge University Press, Ed.

II, 1999.

3. *Soft Skills: An Integrated Approach to Maximize Personality*- Gajendra Singh Chauhan & Sangeeta Sharma, Wiley Publications, 2015.

SEMESTER I

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-151	English Communication Skills Lab. – 1	AECC	0-0-2	1

Course Outcomes: At the end of the course, students should be able to:

- ✪ CO 1: Determine skills & approaches for enhanced listening comprehension.
- ✪ CO 2: Demonstrate articulatory & presentation skills needed to participate in oral presentations in various professional settings.
- ✪ CO 3: Apply reading skills using reading comprehension techniques.
- ✪ CO 4: Analyze critical thinking ability through writing.

Unit Wise Syllabus

- **Unit-1: Listening Skills:** Basic Ear Training, Types of Listening and types of Listeners – Sample Listening exercise using TED Talks/TED-Ed Videos/Standard Listening Activities
- **Unit-2: Speaking & Presentation Skills:** Introduction to GD, Dos & Don'ts, Various Roles in a GD, Practice Group Discussion (Activity), Impromptu speaking, Extempore - speaking based on a random topic.
- **Unit-3: Reading Skills:** Importance of reading skills, Discussion on Reading Techniques & practice tests.
- **Unit-4: Writing Skills:** Creative Writing Techniques, Picture Comprehension

Suggested Readings:

1. *Soft Skills: An Integrated Approach to Maximize Personality*- Gajendra Singh Chauhan & Sangeeta Sharma, Wiley Publications, 2015.
2. *Writing With Ease-Writing Skills, Creative Writing in English*- Usha Pandit Midsprings Publishing, 2014.

SEMESTER I

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-103	British Poetry and Drama: 14 th to 17 th Century	CORE	4-1-0	5

Course Outcomes: At the end of the course, students should be able to:

- ★ CO 1: Describe the social, political, religious, and economic conditions of the respective ages in England, significant movements, influences and literary schools.
- ★ CO 2: Determine the tenets of Poetry, native languages, and the effect of surroundings in literature.
- ★ CO 3: Justify aspects of the Elizabethan Drama: Tragedy & Comedy with respect to stage, Court, and City.
- ★ CO 4: Evaluate how the religious and political Thought of the period affected its literary output.
- ★ CO 5: Analyze the prescribed text and the issues they raise.

Unit Wise Syllabus

- **Unit-I:** Introduction- Students are required to study the social, political, religious, and economic conditions of the respective ages in England, significant movements, influences, and literary schools.
- **Unit-II:** Chaucer-Prologue to *Canterbury Tales*
- **Unit-III:** Shakespeare - *The Tempest/As You Like It*
- **Unit-IV:** Christopher Marlowe - *Dr. Faustus/The Jew of Malta*
- **Unit-V:** John Donne: *Valediction Forbidding Mourning*, Shakespeare: Sonnet No. 116

Suggested Readings:

1. *A Glossary of Literary Terms*- M.H. Abrams & Geoffrey Galt Harpham, 11th Edition, Cengage India Pvt. Ltd., 2015.
2. *English Literature: Its History and Its Significance for the Life of the English-speaking World*- William J. Long, Maple Press, 2012.
3. *History Of English Literature (Revised Edition)*- Edward Albert, Oxford University Press, 2017.

SEMESTER I

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-105	British Literature: 18 th Century	CORE	4-1-0	5

Course Outcomes: At the end of the course, students should be able to:

- ✪ CO 1: Identify major movements related to drama and dramatists through the study of selected texts and describe the literary influences both social and political of the period.
- ✪ CO 2: Examine the functions of satire and their use to critique the society
- ✪ CO 3: Explain various schools and forms of poetry and critically examine them
- ✪ CO 4: Analyze the literary, cultural, historical, and political backdrop of the texts prescribed
- ✪ CO 5: Evaluate the characters and the themes of the prescribed text.

Unit Wise Syllabus

- **Unit-1:** William Congreve: *The Way of the World*/Aphra Behn: *The Rover*
- **Unit-2:** Jonathan Swift: *Gulliver's Travels (Books I & II)* / *A Modest Proposal*
- **Unit-3:** Samuel Johnson. *London/ The Vanity of Human Wishes*
- **Unit-4:** Thomas Gray. *Elegy Written in a Country Churchyard*
- **Unit-5:** Henry Fielding: *Joseph Andrews*/Samuel Richardson: *Pamela or Virtue Rewarded*

Suggested Readings:

1. *A Short View of the Immorality and Profaneness of the English Stage*-Jeremy Collier, Routledge Publishers, 1996.
2. *A Glossary of Literary Terms*- M.H. Abrams & Geoffrey Galt Harpham, 11th Edition, Cengage India Pvt. Ltd., 2015.
3. *History Of English Literature (Revised Edition)*- Edward Albert, Oxford University Press, 2017.
4. *English Literature: Its History and Its Significance for the Life of the English-speaking World*- William J. Long, Maple Press, 2012.

SEMESTER I

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-107	Indian Writing in English	CORE	4-1-0	5

Course Outcome: At the end of the course, students should be able to:

- ✪ CO1: Determine the notion of Indian English - its emergence and characteristics.
- ✪ CO2: Elaborate the scope of Indian writing in English with regard to poetry and prose.
- ✪ CO3: Justify critical insight into Indian literature in English with regard to form, gender, and context.
- ✪ CO4: Critically analyze the poems and evaluate their themes
- ✪ CO5: Evaluate the modern elements of drama and analyze the different characters

Unit Wise Syllabus:

- **Unit-1:** An Introduction to Indian Writing in English; Indian English Literature & its Readership; Themes & Contexts of Indian English Novels; The Aesthetics of Indian English Poetry; Modernism in Indian English Literature
- **Unit-2:** Anita Desai: *Voices in the City*/R.K. Narayan: *The Man-eater of Malgudi*/*Swami and Friends*
- **Unit-3:** Shashi Deshpande: *That Long Silence*
- **Unit-4:** H.L.V. Derozio: *Freedom to the Slave, The Orphan Girl*; Kamala Das: *Introduction, My Grandmother's House*; Nizzim Ezekiel: *Enterprise*; Jayant Mahapatra: *Hunger, Grandfather*
- **Unit-5:** Mahesh Dattani: *Tara*

Suggested Readings:

1. *History of Indian Literature (Vol. 3) Classical Sanskrit Literature*- S. Jha, Motilal Banarsidass Publishers, 2015.
2. *Indian Kavya Literature (Vol. 2) Origin and Formation of Classical Kavya*- A.K. Warder, Motilal Banarsidass Publishers, 1990.
3. *Indian Literature: An Introduction*- Anjana Neira Devi, Bajrag Bihari Tiwari & Sanam Khanna (editors), Pearson, 2005.

SEMESTER I

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-153	Seminar- Indian Writing in English	CORE	0-0-2	1

Course Outcomes: At the end of the course, students should be able to:

- ✪ CO1: Demonstrate the ability to perform close and critical readings.
- ✪ CO2: Develop a presentation with clarity and conciseness on authors/texts/genres/characters.

Students will be assigned topics regularly related to the syllabus

- They must be encouraged to do sincere library reading of related books with the help of the teacher.
- Every week, the students should be given chance to prepare & present a topic. The presentation should be evaluated, and the record of the content and evaluation should be kept with the faculty member's signature.
- Each student should have a Seminar file that keeps the records of all their presentations with the evaluation
- One student should complete 8 EFFECTIVE & SUCCESSFUL presentations in a semester to secure the 2 credits
- In case of PPT presentation, the faculty should collect the PPT. Presentation and the full paper prepared on that.
- Topics should be different for each student in each presentation. The faculty should prepare meaningful topics well in advance.
- Faculty members should have a clear idea about the reference books available on the Courses they are dealing with.
- Along with oral presentation, assess the handwriting of the students also.

(Refer to BEN 107)

SEMESTER II

SEMESTER II

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-102A	Modern Indian Writings in English Translations	DCE	4-1-0	5

Course Outcomes: At the end of the course, students should be able to:

- ✪ CO1: Identify the notion of Indian English - its emergence and characteristics.
- ✪ CO2: Elaborate an understanding of the scope of Indian writing in English with regard to poetry and prose.
- ✪ CO3: Develop critical insight into Indian poetry in English with regard to form and context.
- ✪ CO4: Evaluate the historical and cultural context of the text prescribed.
- ✪ CO5: Critically analyze the modern elements of drama.

Unit Wise Syllabus

- **Unit-1:** Introduction to Indian literature and its various phases; the importance of translated works in the contemporary literary world etc.
- **Unit-2:** Short Stories- Premchand: *The Shroud*, Ismat Chughtai: *The Quilt*, Gurdial Singh: *A Season of No Return*.
- **Unit-3:** Poetry - Rabindra Nath Tagore- *Light, Oh Where is the Light?* and *Where the Head is Held High*, from *Gitanjali*, G. M. Muktibodh: *Brahmrakshas*
- **Unit-4:** Dharamveer Bharati - *AndhaYug*, tr. Alok Bhalla.
- **Unit-5:** G. Kalyan Rao *Untouchable Spring*, tr. Alladi Uma and M.Sridhar/Vijay Tendulkar: *Sakharam Binder*

Suggested Readings:

1. *Gitanjali*- Rabindranath Tagore, Rupa Publishers, 2002.
2. *The Quilt: Stories*- Ismat Chughtai, Penguin, 2011.
3. *Indian Literature: An Introduction*- Anjana Neira Devi, Bajrag Bihari Tiwari & Sanam Khanna (editors), Pearson, 2005.
4. *The History of Indian Literature*- Albrecht Weber, 2009.

SEMESTER II

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-102B	Literature and Cinema	DCE	4-1-0	5

Course Outcomes: At the end of the course, students should be able to:

- ✪ CO1: Determine cinema as a social, historical, cultural, and ideological institution.
- ✪ CO2: Illustrate the key concepts and debates underlying theories of cinema
- ✪ CO3: Examine the themes and socio-political backdrop of partition as portrayed in cinema
- ✪ CO4: Evaluate how a film reflects and influences its cultural context
- ✪ CO5: Analyse a range of significant films in relation to key issues in film studies

Unit Wise Syllabus

- **Unit-1:** James Monaco- *The Language of Film: Signs and Syntax*, in *How to Read a Film: The World of Movies, Media & Multimedia* (New York: OUP, 2009) chap. 3, pp. 170– 249.
- **Unit-2:** William Shakespeare, *Romeo, and Juliet*, and its adaptations: *Romeo & Juliet* (1968; dir. Franco Zeffirelli, Paramount); and *Romeo + Juliet* (1996; dir. Baz Luhrmann, 20th Century Fox).
- **Unit -3:** Bapsi Sidhwa, *Ice Candy Man* and its adaptation *Earth* (1998; dir. Deepa Mehta, Cracking the Earth Films Incorp.)
- **Unit -4:** Amrita Pritam, *Pinjar: The Skeleton and Other Stories*, tr. Khushwant Singh (New Delhi: Tara Press, 2009) and its adaptation: *Pinjar* (2003; dir. C.P. Dwivedi, Lucky Star Entertainment).
- **Unit -5:** Ian Fleming, *From Russia with Love*, and its adaptation: *From Russia with Love* (1963; dir. Terence Young, Eon Productions).

Suggested Readings:

1. *Understanding Today's Theatre*- Edward Arlington Wright, Prentice Hall, 1972.

NOTE:

- a) For every unit, 4 hours are for the written text and 8 hours for its cinematic adaptation (Total:

12 hours)

b) To introduce students to the issues and practices of cinematic adaptations, teachers may use the following critical material:

1. Deborah Cartmell and Imelda Whelehan, eds., *The Cambridge Companion to Literature on Screen* (Cambridge: Cambridge University Press, 2007).
2. John M. Desmond and Peter Hawkes, *Adaptation: Studying Film and Literature* (New York: McGraw-Hill, 2005).
3. Linda Hutcheon, *A Theory of Adaptation* (New York: Routledge, 2006).
4. J.G. Boyum, *Double Exposure* (Calcutta: Seagull, 1989).
5. B. Mcfarlens, *Novel to Film: An Introduction to the Theory of Adaptation* (Clarendon University Press, 1996).

SEMESTER II

COURSE CODE	COURSE TITLE	COURSE WISE CLASS	L-T-P	CREDITS
BEN-104	Popular Literature	CORE	4-1-0	5

Course Outcome: At the end of the course, students should be able to:

- ❖ CO 1: Illustrate the early history of America and the emergence of language and fiction.
- ❖ CO 2: Justify cultural differences and the emergence of children's fiction.
- ❖ CO 3: Analyze the characteristics of various genres of literary fiction and their cultural and philosophical contexts.
- ❖ CO 4: Critically evaluate the prescribed text of fantasy fiction, characters, and themes.
- ❖ CO5: Evaluate the role of crime and power through popular literature.

Unit Wise Syllabus

- **Unit-1:** Mark Twain: *Huckleberry Finn/Tom Sawyer*
- **Unit-2:** Frances Hodgson Burnett: *The Secret Garden/Little Lord Fauntleroy*
- **Unit-3:** Paulo Coelho: *The Alchemist*/John Grisham: *The Brethern* /Jeffrey Archer: *A Matter of Honor*
- **Unit-4:** J R R Tolkien: *Lord of The Rings*/J.K. Rowling: *Harry Potter and The Chamber of Secrets*

- **Unit-5:** Mario Puzo: *The Godfather/The Sicilian*

Suggested Readings:

1. *American Literature*- Nandana Dutta & Pramod K. Nayar, Orient BlackSwan, 2016.
2. *A History of American Literature*- Percy H. Boynton, Kessinger Publications, 2007.
3. *Outline of American Literature* (revised Edition)- Kathryn Van Spanckeren, U.S. Department of State "Outline" series, 2006.

SEMESTER II

COURSE CODE	COURSE TITLE	COURSE WISE CLASS	L-T-P	CREDITS
BEN- 106	British Poetry & Drama: 17th to 18 th Century	CORE	4-1-0	5

Course Outcomes: At the end of the course, students should be able to:

- ❖ CO 1: Demonstrate in-depth knowledge and understanding of the religious, socio-intellectual, and cultural thoughts of the 17th and 18th centuries
- ❖ CO 2: Examine key themes in representative texts of the period,
- ❖ CO 3: Justify texts in terms of plot construction, socio-cultural contexts, and genre of poetry and drama
- ❖ CO4: Analyze the literary genres of the text prescribed
- ❖ CO5: Critically evaluate the moral and political issues raised by the text

Unit Wise Syllabus

- **Unit-1:** John Webster: *The Duchess of Malfi*
- **Unit-2:** John Milton: *Paradise Lost* Book 1
- **Unit-3:** John Dryden: *Mac Flecknoe/A Song for St. Cecilia's Day*
- **Unit-4:** Alexander Pope: *The Rape of the Lock/The Dunciad*
- **Unit-5:** Jonathan Swift: *A Modest Proposal/A Tale of a Tub*

Suggested Readings:

1. *A History of English Literature*- Satish Kumar, Lakshmi Narain Agarwal, 2014.
2. *Short Oxford History of English Literature*- Andrew Sanders, Oxford, 2005.

3. *A Glossary of Literary Terms*- M.H. Abrams & Geoffrey Galt Harpham, 11th Edition, Cengage India Pvt. Ltd., 2015.

SEMESTER II

COURSE CODE	COURSE TITLE	COURSE WISE CLASS	L-T-P	CREDITS
BPSY-GE-132B	Psychology of Language	GE	3-1-0	4

Course Outcomes: At the end of the course, students should be able to:

- ✪ CO1: Describe the nature and symptoms of stress.
- ✪ CO2: Determine different sources of stress.
- ✪ CO3: Justify the effects of stress on health and develop an understanding of eustress.
- ✪ CO4: Evaluate different techniques to manage stress like yoga, meditation, relaxation, and coping strategies.

Unit Wise Syllabus:

- **Unit 1:** Stress: Introduction, Nature of stress, symptoms of stress
- **Unit 2:** Various sources of stress: environmental, social, physiological, and psychological
- **Unit 3:** Stress and health: effects of stress on health, eustress
- **Unit 4:** Managing stress: Methods - yoga, meditation, relaxation techniques, Problem-focused and emotion-focused approaches.

Suggested Readings:

1. *Positive Psychology: The science of happiness and human strength*- A. Carr., Routledge Publishers, 2004.
2. *Health Psychology*- M.R. DiMatteo & Martin L.R., Pearson, 2002.
3. *Psychology Applied to Modern life*- W. Neiten & Lloyd, Thomson Detmar Learning, 2007.

SEMESTER II

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BPSY-GE-132A	Stress Management	GE	3-1-0	4

Course Outcomes: At the end of the course, students should be able to:

- ★ CO1: Describe psycholinguistics, historical origins behaviorism influence of Noam Chomsky, and neurological mechanisms of language production and comprehension.
- ★ CO2: Examine the evolution of language, characteristics of speech, and models of speech perception
- ★ CO3: Evaluate variations due to socioeconomic status, gender differences in language behavior, and linguistic system influence perception.
- ★ CO4: Analyze the factors influencing language acquisition

Unit Wise Syllabus:

- **Unit-1: Linguistics and Psychology** - What is psycholinguistics and what issues are of interest? - Historical Origins Behaviorism Influence of Noam Chomsky. Biological Foundations of Language - Neurological mechanisms of language production and comprehension - Aphasia and implications for normal language processing - Hemispheric differences - Evolution of language - Language in other animal species - dolphins, bees, and primates
- **Unit-2: Perception of Language** - Articulatory phonetics and the production of speech sounds - Acoustical phonetics and the physical characteristics of speech - Categorical perception - Models of speech perception - Reading behavior
- **Unit-3: Linguistic Diversity** - Variations due to socioeconomic status - Eubonics and Black English - Gender differences in language behavior - What do they reflect? - Relationship between thought and language - Does one's linguistic system influence perception, memory, and thinking?
- **Unit-4: Language Development** - Factors influencing language acquisition - Stages of language development: The preverbal child, acquisition of phonology, the lexicon and grammar, Development grammar - Emergence of linguistic awareness and meta-linguistic skills - Development of conversational skills - Language acquisition in the school - reading behavior.

Suggested Readings:

1. *Health Psychology*- Sarafino, John Wiley & Sons, 1998.
2. *Positive Psychology: The Science of Happiness and Human Strength*- Carr, Routledge, 2008.
3. *Stress Relief and Relaxation*- Lazarus, Keats Publishing, 2008.

SEMESTER II

COURSECODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BPSY-GE-132C	Youth Psychology	GE	3-1-0	4

Course Outcomes: At the end of the course, students should be able to:

- ✪ CO1: Describe the notion of youth & youth across cultures
- ✪ CO2: Examine Youth Development and Relationships
- ✪ CO3: Justify issues & challenges faced by today's youth.
- ✪ CO4: Analyze Positive youth development and Building resources.

Unit Wise Syllabus:

- **Unit-1:** Introduction: Defining youth; Youth across cultures; Formulation of youth identity; Concerns of youth in Indian context.
- **Unit-2:** Youth development and Relationships: Relationship with family members and friends; Romantic relationships; Youth culture: Influence of globalization.
- **Unit-3:** Today's Youth: Issues and challenges: Youth and risk behavior; Employment and education
- **Unit-4:** Developing Youth: Positive youth development; Building resources: Hope, Optimism and Resilience.

Suggested Readings:

1. *Life competencies for Adolescents: Training Manual for Facilitators, Teachers, and Parents*- D. Agochia, Sage Publication, 2010.
2. *Social Psychology*- R.A. Baron, D. Byrne & G. Bhardwaj, 12th Ed., Pearson, 2010.
3. *Child Development*- L.E. Berk, 9th Ed., Prentice Hall, 2010.
4. *The World's Youth: Adolescence in Eight Regions of the Globe*- B.B. Brown & T. S. Saraswathi, Chapters 1&2, Cambridge University Press, 2002.
5. *Positive Psychology: The Science of Happiness and Human Strength*- A. Carr, Brunner Routledge, 2004.
6. *Family Ties and Aging*- I.A. Connidis, Chapters 8 &10, Sage Publishers, 2010.

SEMESTER II

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN- 108	European Classical Literature	CORE	4-1-0	5

Course Outcomes: At the end of the course, students should be able to:

- ★ CO1: Interpret the major genres- epic, tragedy, and comedy, and the structure and themes of the classical literary traditions.
- ★ CO2: Elaborate socio-historical context, the role of war, politics, and gender in the prescribed texts
- ★ CO3: Evaluate the Oedipus complex and psychoanalytical understanding of Sigmund Freud's concept of interpretation of dreams.
- ★ CO4: Examine the concept of sin and its implications in the prescribed texts
- ★ CO5: Critically analyze the themes of revenge, gender, and politics as they unfold in the prescribed texts

Unit Wise Syllabus:

- **Unit-1:** The Epic; Comedy & Tragedy in Classical drama; Catharsis & Mimesis; Satire.
- **Unit-2:** Homer: *The Iliad / The Odyssey*
- **Unit-3:** Sophocles: *Oedipus the King*, tr. Robert Fagles in Sophocles: The Three Theban Plays
- **Unit-4:** Dante: *Divine Comedy-Inferno*/Plautus: *Pot of Gold*
- **Unit-5:** Euripides: *Medea*/Ovid: *Pyramus and Thisbe, Philomela*

Suggested Readings:

1. *The Birth of Tragedy*- Friedrich Nietzsche, Penguin Classics, 1993.
2. *History of Greek Literature: From Homer to the Hellenistic Period*- Albrecht Dihle, Routledge Publications, 2012.
3. *The Theory and Analysis of Drama*- Manfred Pfister, Cambridge University Press, 1991.

SEMESTER II

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
CE-108	Environmental Science and Ecology	AECC	2-0-0	2

Course Outcomes: Students should be able to:

- ✦ CO 1: Understand fundamental terms related to the environment and be aware of environmental problems
- ✦ CO 2: Analyze the complexities of environmental problems and should know the remedies available to them and implement them at their own level

Unit Wise Syllabus:

- **Unit-1: THE MULTIDISCIPLINARY NATURE OF ENVIRONMENTAL STUDIES:** Basic definitions related to environment; Scope, vis-à-vis environmental science and environmental engineering; uses of environmental degradation, atmospheric composition and associated spheres, habitat and climate; objective, goals and principals involved in environmental education, environmental awareness, Environmental ethics, environmental organization and their involvement.
- **Unit-2: NATURAL RESOURCES:** Renewable and non-renewable resources; forest resources, over-exploitation, and deforestation / afforestation; water resources, impact of over-utilization of surface and ground water, floods, drought, conflicts over water, dams; mineral resources: dereliction of mines, environmental effects of extracting and using mineral resources; Food resources, modern agriculture and its impact, problem associated with fertilizer and pesticide, water logging, salinity ; energy resources, renewable, non-renewable energy sources, solar energy, wind energy, hydro energy, biomass energy, geothermal energy, nuclear energy and its associated hazards; land as a resource, land degradation, man induced landslides, soil erosion and desertification.
- **Unit-3: ECOSYSTEMS:** Concept of an ecosystem, structure and function of an ecosystem, producers, consumers and decomposers, energy flow in the ecosystem, ecological succession, food chains, food webs and ecological pyramids; characteristic features, structure and function of the following ecosystem -forest ecosystem, grassland ecosystem desert ecosystem and aquatic ecosystems.
- **Unit-4: BIODIVERSITY AND ITS CONSERVATION:** Bio-geographical classification of

India; biodiversity at global, national and local levels, India as a mega-diversity nation, hot-spots of biodiversity; value of biodiversity- consumptive use, productive use, social, ethical aesthetic and option values; threats to biodiversity; conservation of biodiversity: in-situ and ex-situ conservation of biodiversity.

- **Unit-5: ENVIRONMENTAL POLLUTION:** Causes, effects and control measures of air pollution, water pollution, soil pollution, marine pollution, noise pollution, thermal pollution; solid waste management, e-waste management; disaster management – floods, earthquake, cyclone and landslides.

TEXTBOOKS/REFERENCE BOOKS:

1. Kaushik, Anubha, and Kaushik, C.P., “Perspectives in Environmental Studies”, 4th Edition New Age International Publishers, 2004
2. Agarwal, K.C., “Environmental Biology”, 2nd Edition, Nidhi Publ. Ltd., Bikaner, 2001.
3. Bharucha Erach, “The Biodiversity of India”, 2nd Edition, Mapin Publishing Pvt.Ltd., 2006.
4. Brunner R. C., “Hazardous Waste Incineration”, 1st Edition McGraw Hill Inc., 1989.
5. Clark R.S., “Marine Pollution”, 1st Edition Clarendon Press Oxford, 1989
6. Cunningham, W.P., Cooper, T.H. Gorhani, E. & Hepworth, M.T., “Environmental Encyclopedia”, 2nd Edition, Jaico Publ. House, 2001.
7. De, A. K., “Environmental Chemistry”, 2nd Edition, Wiley Eastern, 1989
8. Jadhav, H. and Bhosale, V.M., “Environmental Protection and Laws”, 1st Edition, Himalaya Pub. House, Delhi, 1995.
9. McKinney, M.L. and Schol. R.M., “Environmental Science Systems & Solutions”, 2nd Edition, Web enhanced edition, 1996.
10. Rao M.N. and Datta, A.K., “Waste Water Treatment”, 2nd Edition, Oxford & IBH Publ. Co., 1987.
11. Sharma B.K., “Environmental Chemistry”, 2nd Edition, Goel Publ. House, Meerut, 2001
12. Trivedi R.K. and Goel, P.K., “Introduction to Air Pollution”, 2nd Edition, Techno

Suggested Readings:

1. *Environmental Science*- Botkin & Keller, Wiley Publishers, 2012.
2. *Ecology and Environmental Science*- H.P. Singh & Neeraj Kumar, Vishal Publishing House, 2014.
3. *Essentials of Ecology and Environmental Science*- S.V.S. Rana, Prentice Hall, 2013.

SEMESTER III

SEMESTER III

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-201	Soft Skills	AEEC	3-0-0	3

Course Outcomes: At the end of the course, students should be able to:

- ✪ CO1: Determine interpersonal skills and be an effective goal-oriented team player
- ✪ CO2: Elaborate creativity and lateral thinking.
- ✪ CO3: Examine attitudes, and emotional intelligence and understand their influence on behavior.
- ✪ CO4: Justify approaches to conflict resolution.
- ✪ CO5: Evaluate goal-setting, management, and decision-making skills.

Unit-Wise Syllabus:

- **Unit 1:** Self Analysis - SWOT Analysis, who am I, Attributes, Importance of Self Confidence, Self Esteem. Interpersonal Skills - Gratitude Understanding the relationship between Leadership Networking & Teamwork. Assessing Interpersonal Skills Situation description of Interpersonal Skill. Team Work: Necessity of Team Work Personally, Socially, and Educationally
- **Unit 2:** Creativity - Out of box thinking, Lateral Thinking. Leadership - Skills for a Good Leader, Assessment of Leadership Skills
- **Unit 3:** Attitude- Factors influencing Attitude, Challenges, and lessons from Attitude, Etiquette. Emotional Intelligence What is Emotional Intelligence, emotional quotient why Emotional Intelligence matters, Emotion Scales. Managing Emotions.
- **Unit 4:** Motivation - Factors of motivation, Self-talk, Intrinsic & Extrinsic Motivators. Conflict Resolution - Conflicts in Human Relations – Reasons Case Studies, Approaches to conflict resolution.
- **Unit 5:** Goal Setting - Wish List, SMART Goals, Blueprint for success, Short Term, Long Term, Life Time Goals. Time Management Value of time, Diagnosing Time Management, Weekly Planner To-do list, Prioritizing work. Extempore. Decision Making - Importance and necessity of Decision Making, Process and practical ways of Decision Making, Weighing Positives & Negatives. Technical Topic Presentation

Suggested Readings:

1. *Seven Habits of Highly Effective Teens*- Sean Covey, Fireside Publishers, 1998.
2. *How to win Friends and Influence People*- Dale Carnegie, Simon & Schuster, 1998.
3. *Emotional Intelligence*- Daniel Coleman, Bantam Book, 2006.

SEMESTER III

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-203	Gender Sensitization	AECC	3-0-0	3

Course Outcomes: At the end of the course, students should be able to:

- ✦ CO1: Determine the issues surrounding sex, gender and sexuality
- ✦ CO2: Explain gendered perspective in work and life.
- ✦ CO3: Justify legal aspects related to gender
- ✦ CO4: Critically evaluate sexual harassment as a social evil
- ✦ CO5: Analyze Intersections of Gender, Caste, Class, Region, Religion and Disability

Unit-Wise Syllabus:

- **Unit 1:** Sex, Gender, and Sexuality
 - 1.1 Introduction to debates on the social construction of sex and gender
 - 1.2 Cultural construction of masculinity and femininity
 - 1.3 Understanding sexual preference as a right
- **Unit 2:** Gender, Family, Community, and the State
- **Unit 3:** Gender Rights and the Law
 - 3.1 Right to property
 - 3.2 Personal laws
 - 3.3 Violence against women
- **Unit 4:** Sexual harassment
 - 4.1 Rape
 - 4.2 Domestic violence
- **Unit 5:** Understanding Intersections of Gender, Caste, Class, Region, Religion, and Disability

Suggested Reading:

1. *Sex, Gender, and Society*- Ann Oakley. Temple Smith, 1972, pp 99-127, 158-172.
2. *Identity and Networks: Fashioning Gender and Ethnicity across Cultures*- Deborah Fahy Bryceson & Judith Okely (editors), 2007.

SEMESTER III

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN- 205	American Literature	CORE	4-1-0	5

Course Outcomes: At the end of the course, students should be able to:

- ✪ CO1: Identify the history and culture of America with the help of prescribed text and select readings.
- ✪ CO2: Determine the different genres and the contribution of the writers prescribed for study as well as the development of characters.
- ✪ CO3: Explain the American concept of freedom, liberty, and life.
- ✪ CO4: Analyze the concept, development, and degeneration of the American Dream
- ✪ CO5: Evaluate the major conventions, tropes, and themes of Puritan and early American literature;

Unit Wise Syllabus:

- **Unit-1:** Herman Melville: *Moby Dick*/Ralph Elison: *The Invisible Man*
- **Unit-2:** Walt Whitman:- *O Captain, My Captain*, Robert Frost: *The Road Not Taken*, *Stopping by the Woods on a Snowy Evening*.
- **Unit-3:** Ernest Hemingway: *The Old man and The Sea*
- **Unit-4:** Arthur Miller: *Death of a Salesman*/*The Crucible*
- **Unit-5:** Nathaniel Hawthorne: *The Scarlett Letter*/Louisa May Alcott: *Little Women*

Suggested Readings:

1. , 'What is an American'- Hector St John Crevecoeur, (Letter III) in *Letters from an American Farmer*, Penguin, 1982, pp. 66–105.
2. *American Literature*- Nandana Dutta & Pramod K. Nayar, Orient BlackSwan, 2016.
3. *A History of American Literature*- Percy H. Boynton, Kessinger Publications, 2007.

4. *Outline of American Literature* (revised Edition)- Kathryn Van Spanckeren, U.S. Department of State “Outline” series, 2006.

SEMESTER III

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-207	British Literature 19 th Century	CORE	4-1-0	5

Course Outcomes: At the end of the course, students should be able to:

- ✪ CO1: Identify the socio-economic-political contexts that inform the literature of the period and the unique characteristics of the Victorian society and its literary outputs
- ✪ CO2: Describe the reasons for the conflicts experienced during this period with the advent of science, examine the themes.
- ✪ CO3: Interpret the evolution of characters in the prescribed text.
- ✪ CO4: Critically evaluate the development of the novel as a genre and its implications.
- ✪ CO5: Analyze the themes of Victorian poetry keeping in mind the backdrop of the age

Unit-Wise Syllabus

- **Unit-1:** Jane Austen: *Mansfield Park/Emma/Pride and Prejudice*
- **Unit-2:** Charles Dickens: *Great Expectations/Oliver Twist*
- **Unit-3:** George Eliot: *The Mill on the Floss/Silas Marner*
- **Unit-4:** Alfred Tennyson. *Ulysses, Crossing the Bar*, Christina Rossetti: *The Goblin Market*
- **Unit-5:** Robert Browning. *My Last Duchess, Porphyria’s Lover, Andrea del Sarto*. Thomas Hardy: *The Darkling Thrush*

Suggested Readings:

1. *The Subjection of Women in Norton Anthology of English Literature*- John Stuart Mill, 8th Ed., Vol. 2, Stephen Greenblatt (ed.) Norton, 2006.
2. *History Of English Literature (Revised Edition)*- Edward Albert, Oxford University Press, 2017.
3. *Short Oxford History of English Literature*- Andrew Sanders, Oxford, 2005.
4. *A Glossary of Literary Terms*- M.H. Abrams & Geoffrey Galt Harpham, 11th Edition, Cengage India Pvt. Ltd., 2015.

SEMESTER III

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN- 209A	Understanding Drama	DCE	4-1-0	5

Course Outcomes: At the end of the course, students should be able to:

- ✪ CO1: Identify the origin of drama, and to highlight the role and significance of theatre as a distinct practice
- ✪ CO2: Discuss a variety of One-Act Plays.
- ✪ CO3: Analyze the various aspects of drama.
- ✪ CO4: Interpret the various kinds of drama
- ✪ CO5: Critically examine the growth and development of drama written in the 20th Century

Unit-Wise Syllabus:

- **Unit-1:** Drama and Theatre
- **Unit-2:** Understanding Drama
- **Unit-3:** Aspects of drama
- **Unit-4:** Different Types of Drama
- **Unit-5:** Developments in 20th-Century Drama

Suggested Readings:

1. *A Glossary of Literary Terms*- M.H. Abrams & Geoffrey Galt Harpham, 11th Edition, Cengage India Pvt. Ltd., 2015.
2. *Absurd Drama: Introduction*- Martin Esstin, Penguin, 1982.
3. <https://windmill.org.au/wp-content/uploads/2018/09/Elements-of-Drama.pdf>
4. <https://www.youtube.com/watch?v=8pQxqtVlik8>
5. <https://www.youtube.com/watch?v=q5hWRvEE0bo>

SEMESTER III

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-209B	World Literature	DCE	4-1-0	5

Course Outcomes: At the end of the course, students should be able to:

- ✪ CO1: Identify post-colonialism with reference to the writers from the Commonwealth countries.
- ✪ CO2: Examine a comparative understanding of national literature in the context of a globalizing world, examine themes related to gender and colonialism
- ✪ CO3: Justify the political backdrop, notions of gender, war, and poverty.
- ✪ CO4: Analyze the historical backdrop of the age, and themes related to that era
- ✪ CO5: Critically evaluate the texts prescribed and the concerns they raise

Unit Wise Syllabus:

- **Unit-1:** Ben Okri: *The Famished Road/I Speak of The City* Octavio Paz
- **Unit-2:** J. M. Coetzee: *Disgrace/V.S. Naipaul: A Bend in The River*
- **Unit-3:** Khalid Hosseini: *The Kite Runner/And the Mountains Echoed*
- **Unit-4:** Anne Frank: *The Diary of a Young Girl/Betty Mahmoody: Not Without My Daughter*
- **Unit-5:** Franz Kafka: *The Metamorphoses/The Trial*

Suggested Readings:

1. *The Routledge Companion to World Literature*- David Damrosch, Routledge Publishers, 2017.
2. *Conjectures on World Literature*- Franco Moretti, New Left Review, 2000, pp. 54–68.

SEMESTER III

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-211A	Science Fiction and Detective Literature	DCE	4-1-0	5

Course Outcomes: At the end of the course, students should be able to:

- ✪ CO1: Determine the categories of literature termed ‘Science fiction’ and ‘detective

literature’

- ✪ CO2: Explain the accompanying social, ethical, moral and philosophical issues associated with the prescribed texts
- ✪ CO3: Justify the intricacies of the plot as aligned with detective fiction and the evolution of the characters
- ✪ CO4: Analyze the meaning of hitherto naturalized terms such as ‘crime’ and ‘human/humanity’.
- ✪ CO5: Interpret the idea of ‘progress’ and the role of science and technology in human life

Unit-Wise Syllabus

- **Unit 1:** R. L. Stevenson *Strange Case of Dr. Jekyll and Mr. Hyde*
- **Unit 2:** Edgar Allen Poe: *The Murders in the Rue Morgue/The Fall of The House of Usher*
- **Unit 3:** Agatha Christie: *Murder on the Orient Express/Death on the Nile*
- **Unit 4:** Sir Arthur Conan Doyle: *The Adventures of Sherlock Holmes (Select Stories)/The Hound of Baskervilles*
- **Unit 5:** Robin Cook: *Outbreak/Contagion*

Suggested Readings:

1. *Talking about Detective Fiction*- P.D. James, Faber & Faber Publication, 2010.
2. *Crime and Punishment*- Fyodor Dostoyevsky, Fingerprint Publishing, 2017.

SEMESTER III

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-211B	Literature of the Indian Diaspora	DCE	4-1-0	5

Course Outcomes: At the end of the course, students should be able to:

- ✪ CO1: Identify the intrinsic connection between literature and diaspora
- ✪ CO2: Develop an appreciation of the global inter-sectional ties stemming out of increased migration and cross-cultural living culminating in diasporic practices
- ✪ CO3: Examine the writings of diverse authors representing the world’s major diasporic communities
- ✪ CO4: Evaluate how gender impacts diaspora literature

- ☛ CO5: Analyze the prescribed text emphasizing themes and characters.

Unit-Wise Syllabus

- **Unit-1:** V. S. Naipaul-*A House for Mr. Biswas*
- **Unit-2:** Jhumpa Lahiri: *Unaccustomed Earth/Namesake*
- **Unit-3:** Bharti Mukherjee: *Jasmine*/Sujata Bhatt: *Whenever I Return*
- **Unit-4:** Chitra Banerjee Divakaruni: *The Mistress of Spices*/Meena Alexander: *The Night-Seen*
- **Unit-5:** Amitav Ghosh: *The Shadow Lines*/*The Sea of Poppies*/*River of Smoke*

Suggested Readings:

1. *The Literature of Indian Diaspora: Theorizing the Diasporic Imaginary*- Vijay Mishra, Taylor & Francis, 2007.
2. *Literature of Indian Diaspora*-T.S. Anand, Creative Books, 2010.
3. *The Literature of the Indian Diaspora*- Ajay K. Chaubey, Lambery Academic Publishing, 2015.
4. *A Reading of Indian Literature: Society, Culture, Diaspora*- Alessandro Monti, Prestige Books, 2008.

SEMESTER IV

SEMESTER IV

COURSE CODE	COURSE TITLE	COURSE WISE CLASS	L-T-P	CREDITS
BEN-202	Indian Classical Literature	CORE	4-1-0	5

Course Outcomes: At the end of the course, students should be able to:

- ✪ CO1: Identify the theories of Indian classical literature
- ✪ CO2: Explain the socio-political backdrop and themes of the prescribed texts
- ✪ CO3: Evaluate classical Indian critical thought through literature
- ✪ CO4: Examine gender and politics as it plays out in the prescribed text
- ✪ CO5: Analyze the themes of heroism, devotion, and gender

Unit-Wise Syllabus

- **Unit-1:** Introduction to Indian Classical Literature
- **Unit-2:** Kalidas: *Abhigyan Shakuntalam/Meghadootam*
- **Unit-3:** Mahabharat: *Dicing, The Sequel to Dicing*
- **Unit-4:** Illango Adigal: *Silappatikaram - The Tale of an Anklet*
- **Unit-5:** Valmiki: *Sunderkand*

Suggested Readings:

1. *A History of Sanskrit Literature-* Arthur A MacDonnell, Cosimo Classics, 2005.
2. *A History of Sanskrit Literature-* Arthur A MacDonnell, Kaveri Books, 2015.
3. *History of Indian Literature (Vol. 3) Classical Sanskrit Literature-* S. Jha, Motilal Banarsidass Publishers, 2015.
4. *Indian Kavya Literature (Vol. 2) Origin and Formation of Classical Kavya-* A.K. Warder, Motilal Banarsidass Publishers, 1990.

SEMESTER IV

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-204A	Literary Theory	DCE	4-1-0	5

Course Outcomes: At the end of the course, students should be able to:

- ✪ CO1: Identify the political, economic, social and contextual development of Post Modernism.
- ✪ CO2: Explain the development of feminism as a political movement as well as the various theories that emerged from it
- ✪ CO3: Interpret the concept of Post Structuralism.
- ✪ CO4: Examine the mainstream literary theories in the light of the critics prescribed
- ✪ CO5: Analyze the issues raised by Queer theory and its relevance in the contemporary scenario

Unit-Wise Syllabus:

- **Unit-1:** Modernism, Post-Modernism: An Introduction
- **Unit-2:** Feminism, Marxism
- **Unit-3:** Structuralism, Poststructuralism: An Introduction
- **Unit-4:** Postcolonial Studies
- **Unit-5:** Queer Theory-An Introduction

Suggested Readings:

1. *Literary Theory: An Introduction*- Terry Eagleton, Blackwell, 2008.
2. *Beginning Theory*- Peter Barry, Manchester University Press, 2002.
3. *Introduction: A Contribution to the Critique of Political Economy*- Karl Marx, Progress Publishers, 1859.

SEMESTER IV

COURSE CODE	COURSE TITLE	COURSE WISE CLASS	L-T-P	CREDITS
BEN-204B	Travel Writing	DCE	4-1-0	5

Course Outcomes: At the end of the course, students should be able to:

- ✪ CO1: Discuss the meaning, concept and features of Travel writing in the prescribed text.
- ✪ CO2: Interpret the features of Travel Writing and their significance
- ✪ CO3: Analyze important texts in Travel literature and assess their contribution
- ✪ CO4: Examine the themes of adventure in the texts prescribed.

- ✪ CO5: Critically analyze themes of love, gender, religion and travel writing

Unit-Wise Syllabus:

- **Unit-1:** Ibn Batuta: *The Court of Muhammad Bin Tughlaq*
- **Unit-2:** Mark Twain: *The Innocent Abroad* (Chapter VII, VIII and IX) (Wordsworth Classic Edition)
- **Unit-3:** Ernesto Che Guevara: *The Motorcycle Diaries: A Journey around South America* (the Expert, Home land for victor, The city of viceroys), Harper Perennial
- **Unit-4:** William Dalrymple: *City of Dijn* (Prologue, Chapters I and II) Penguin Books Rahul Sankrityayan: *From Volga to Ganga* (Translation by Victor Kierman) (Section I to Section II) Pilgrims Publishing
- **Unit-5:** Nahid Gandhi: *Alternative Realities: Love in the Lives of Muslim Women*, Chapter 'Love, War and Widow', Westland, 2013

Suggested Readings:

1. *Travel Writing and Gender*- Susan Bassnett, Peter Hulme & Tim Young (editors), Cambridge University Press, 2002.
2. *Narrating Self and Other: A Historical View* Casey Balton, Routledge Publishers, 2012.
3. *Introduction: Beyond the Imperial Eyes*- Sachidananda Mohanty, Katha Publishers, 2004.

SEMESTER IV

COURSE CODE	COURSE TITLE	COURSE WISE CLASS	L-T-P	CREDITS
BEN-206	British Romantic Literature	CORE	4-1-0	5

Course Outcomes: At the end of the course, students should be able to:

- ✪ CO1: Grasp the political and social backgrounds of the growth of the romantic spirit.
- ✪ CO2: Examine the themes of the Romantic Literature with reference to the text prescribed.
- ✪ CO3: Evaluate the contributions of the Romantic writers to the body of British literature, Describe the significance of lyrical ballads
- ✪ CO4: Analyze and interpret the works of the Romantic writers applying the different canons of criticism, comment

on Coleridge's theory of imagination

- ✪ CO5: Critically evaluate the great Odes of the Romantic age.

Unit-Wise Syllabus

- **Unit-1:** William Blake. The Lamb, The Chimney Sweeper, The Tyger, *The Introduction to The Songs of Innocence*.
- **Unit-2:** Mary Shelly: *Frankenstein*
- **Unit-3:** William Wordsworth: *Tintern Abbey/Daffodils, The Solitary Reaper*
- **Unit-4:** Samuel Taylor Coleridge: *Kubla Khan, Dejection: An Ode*
- **Unit-5:** Percy Bysshe Shelley: *Ode to the West Wind, Ozymandias*, John Keats: *Ode to a Nightingale, Ode to a Grecian Urn, Ode to Autumn*

Suggested Readings:

1. *Preface to Lyrical Ballads*- William, Oxford University Press, 1973.
2. *Biographia Literaria*- Samuel Taylor Coleridge, George Watson (ed.) Everyman, 1993.
3. *A Glossary of Literary Terms*- M.H. Abrams & Geoffrey Galt Harpham, 11th Edition, Cengage India Pvt. Ltd., 2015.

SEMESTER -IV

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-208	Business Communication	SEC	3-0-0	3

Course Outcomes: At the end of the course, students should be able to:

- ✪ CO1: Discuss the importance of communication and its forms.
- ✪ CO2: Demonstrate the challenges of communication and the role of **effective presentations in communication.**
- ✪ CO3: Classify the different types of routine correspondence
- ✪ CO4: Examine the **types of letters writing and its techniques**
- ✪ CO5: Evaluate the **different kinds of reports and their formats**

Unit-Wise Syllabus:

- **Unit-1:** Introduction to Business Communication – Process of Communication, Shannon

Weaver Model of Communication, Communication: Channels, Types, Dimensions, Barriers, Grapevine

- **Unit-2:** Oral Communication: Fundamentals of Oral Communication, Making Oral and PowerPoint Presentations
- **Unit-3:** Business Correspondence: Format of Business Letters, Types of Business Letters, Notice, Agenda, Minutes of Meeting, E- Correspondence
- **Unit-4:** Citing References and Using Bibliographical and Research Tools
- **Unit-5:** Business Report: Reports, Types of Reports, Format of Formal Reports, Writing Project Reports/Writing Reports on Field Work/Writing Reports on Visits to Industries

Suggested Readings:

1. *Business Communication-* Meenakshi Raman & Prakash Singh, Oxford, Ed. II, 2012.
2. *Studyguide for Basic Business Communication for Empowering the Internet Generation-* Lesikar Flatley, Cram 101, 2006.
3. *Business Communication-* R.C. Bhatia, Ane Books Pvt. Ltd., 2006.

SEMESTER IV

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BPSY-GE-232A	Psychology for Health & Wellbeing	GE	3-1-0	4

Course Outcomes: At the end of the course, students should be able to:

- ★ CO1: Describe the spectrum of health and illness for better health management.
- ★ CO2: Determine the different models of health and illness on the basis of medical, bio psychosocial, holistic health and the concept of wellbeing.
- ★ CO3: Explain stress, coping, its consequences on health and different management techniques.
- ★ CO4: Evaluate behaviors which will be productive for health like proper exercise, nutrition and illness management.

Unit-Wise Syllabus

- Unit 1: Illness, Health and Well-being: Continuum and Models of health and illness: Medical, Bio psychosocial, holistic health; health and well-being.

- Unit 2: Stress and Coping: Nature and sources of stress; Effects of stress on physical and mental health; Coping and stress management
- Unit 3: Health Management: Health-enhancing behaviors: Exercise, Nutrition, Health compromising behaviors; Health Protective behaviors, Illness Management
- Unit 4: Classification of human strengths and virtues; C Hope and optimism; gainful Employment and Me/We Balance

Suggested Readings:

1. Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
2. DiMatteo, M.R. & Martin, L.R. (2002). Health psychology. New Delhi: Pearson.
3. Forshaw, M. (2003). Advanced Psychology: Health Psychology. London: Hodder and Stoughton. Hick,J.W.(2005). Fifty signs of Mental Health.A Guide to understanding mental health. Yale University Press. Snyder, C.R., &Lopez, S.J. (2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage. Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill.

SEMESTER IV

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-GE-232B	Contemporary India- Women & Empowerment	GE	3-1-0	4

Course Outcomes: At the end of the course, students should be able to:

- ★ CO1: Describe social constructions of gender and patriarchy
- ★ CO2: Interpret contemporary representations of women femininities, gender-parity and power.
- ★ CO3: Examine the historic role of Women’s movements in India
- ★ CO4: Develop a nuanced understanding of how to perceive, read, understand,interpret and intervene ethically in debates on the subject.
- ★ CO5: Analyze the role of feminism and female voices in the prescribed texts

Unit-Wise Syllabus:

- **Unit-1:** Social Construction of Gender (Masculinity and Femininity) and Patriarchy

- **Unit-2:** History of Women's Movements in India (Pre-independence, post-independence) Women, Nationalism, Partition, Women and Political Participation
- **Unit-3:** Women and Law, Women and the Indian Constitution, Personal Laws (Customary practices on inheritance and Marriage), (Supplemented by a workshop on legal awareness)
- **Unit-4:** Women and Environment: State interventions, domestic violence, female feticide, sexual harassment
- **Unit-5:** Female Voices: Rokeya Shekhawat Hossein. Sultana's Dream.

Suggested Readings:

1. Chopra, R. (ed.). (2006). Reframing Masculinities: Narrating the Supportive Practices of Men. Orient Black swan. Delhi.
2. Geetha, V. (2006). Gender. Bhatkal & Sen. Calcutta.
3. Gerda Lerner, (1985). Creation of Patriarchy, Oxford University Press. London.
4. Glover, D. & C. Kaplan. (2009). Genders. Routledge. New York.
5. Gnew, Sneja.(1991).A Reader in Feminist Knowledge. Routledge. New York.
6. John. M. E. (ed). (2008). Women's Studies in India: A Reader. Penguin India. New Delhi.
7. Adolescent Girls Empowerment Program (AGEP) & Health and Life Skills Curriculum. (2013). UK Aid and Population Council.
8. Agochiya Devendra (2009), Every Trainer's Hand Book, (2nd Edn.), Sage Publications, California.
9. Boydell Tom et al., (1996), Identifying Training Needs, University Press India Ltd.
10. Butler, Judith. &Joan Scott. (eds.). 1992. Feminists Theorize the Political. Routledge. New York.
11. Cherry Smith. (1997). 'Queer Notions', in Sandra Kemp and Judith Squires (eds.). Feminisms. Oxford University Press. New York.
12. Connell, R W. (1987). Gender and Power. Polity Press. Cambridge

SEMESTER IV

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BPSY-GE-232C	Inter Group Relations	GE	3-1-0	4

Course Outcomes: At the end of the course, students should be able to:

- ✧ CO1: Identify the role of inter group relations and classical study of Robbers cave experiment.
- ✧ CO2: Examine social categorization and conflict.
- ✧ CO3: Explain cultural aspects of inter group relations and case studies in Indian contexts.
- ✧ CO4: Analyze the strategies of resolving intergroup conflicts.

Unit-Wise Syllabus:

- **Unit-1:** Nature of intergroup relations: Cooperation vs. competition; Classical study of Robbers cave experiment; Realistic conflict theory.
- **Unit-2:** Social categorization and conflict: In-group vs. out-group; Consequences of social categorization: Cognitive biases & stereotypes, conflict and social categorization.
- **Unit-3:** Cultural aspects of intergroup relations: Social identity, Stereotypes, case studies in the Indian context.
- **Unit-4:** Resolving intergroup conflict: Intergroup contact; Conflict management strategies.

Suggested Reading:

1. Baron, R.A., Branscombe, N.R, Byrne, D. & Bhardwaj, G. (2009) Social psychology. New Delhi: Pearson.
2. Keyton, J. (2006). Communicating groups-building relationships in group effectiveness. New York: Oxford University Press.
3. Smith, P.B., Bond, M.H & Kagitcibasi, C. (2006) Understanding social psychology across culture. New Delhi: Sage Publications.
4. Zorsyth, D.R. (2009) Group dynamics. Broke/Cole: Wadsworth

SEMESTER V

SEMESTER V

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-301	Postcolonial Literature	CORE	4-1-0	5

Course Outcomes: At the end of the course, students should be able to:

- ✪ CO1: Evaluate the themes and features of Post-colonialism and Imperialism
- ✪ CO2: Describe the impact of colonization on different cultures, examine magic realism as a postcolonial tool
- ✪ CO3: Evaluate gender and how it complicates and informs post-colonialism
- ✪ CO4: Critically examine the political backdrop of Partition, discuss how the characters interact with each other, use of magic realism by Rushdie
- ✪ CO5: Analyze the implications of colonialism in Nigeria, role of motherhood and gender

Unit-Wise Syllabus:

- **Unit-1:** Post Colonialism – Introduction to Post Colonialism
- **Unit-2:** Chinua Achebe: *Things Fall Apart*- Gabriel Garcia Marquez:*Chronicle of a Death Foretold*
- **Unit-3:** Bessie Head: *The Collector of Treasures*- Ama Ata Aidoo: *The Girl Who Can*, Ngugi Wa Thiongo's: *The Trial of Deaden Kimathy*
- **Unit-4:** Salman Rushdie: *Midnight's Children/Shame/The Satanic Verses*
- **Unit-5:** Pablo Neruda: *Tonight, I Can Write*/Derek Walcott: *A Far Cry from Africa*

Suggested Readings:

1. Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.
2. Ngugi wa Thiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.
3. Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987).

SEMESTER V

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-303	Academic Writing & Composition	SEC	3-0-0	3

Course Outcomes: At the end of the course, students should be able to:

- ★ CO1: Develop a basic understanding of writing process
- ★ CO2.: Demonstrate an understanding of literary conventions of academic writing.
- ★ CO 3. Analyze arguments, summarize and paraphrase.
- ★ CO4: Evaluate critical thinking skills
- ★ CO5: Structure and edit arguments, book and media reviews

Unit-Wise Syllabus:

- **Unit-1:** Introduction to the Writing Process
- **Unit-2:** Introduction to the Conventions of Academic Writing
- **Unit-3:** Writing in one's own words: Summarizing and Paraphrasing, Citing Resources
- **Unit-4:** Critical Thinking: Syntheses, Analyses, and Evaluation
- **Unit-5:** Structuring an Argument: Introduction, Interjection, and Conclusion

Suggested Readings:

1. Liz Hamp-Lyons and Ben Heasley, Study writing: A Course in Writing Skills for Academic Purposes (Cambridge: CUP, 2006).
2. Renu Gupta, A Course in Academic Writing (New Delhi: Orient BlackSwan, 2010).
3. Ilona Leki, Academic Writing: Exploring Processes and Strategies (New York: CUP, 2nd edn, 1998).
4. Gerald Graff and Cathy Birkenstein, They Say/I Say: The Moves That Matter in Academic Writing (New York: Norton, 2009).

SEMESTER V

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-305A	Literary Criticism	DCE	4-1-0	5

Course Outcomes: At the end of the course, students should be able to:

- ✧ CO1: Recognize and define major critical schools.
- ✧ CO2: Examine the theories of Rasa, Vyanjana and Alankara
- ✧ CO3: Evaluate the different movements in Criticism
- ✧ CO4: Examine critical terms and concepts
- ✧ CO5: Critically analyze texts using the concepts studied.

Unit-Wise Syllabus:

- **Unit-1: CLASSICAL AGE** Aristotle: Concepts of tragedy, plot, Character; Plato: Concept of Art, criticism of poetry and drama (Contemporary relevance of the ideas in the above to be discussed)
- **Unit-2: INDIAN AESTHETICS** Theory of Rasa, Vyanjana, and Alankara. (The relationship between Module I & II is to be discussed. For eg. The concept of Rasa and purgation, Alankara and figures of speech etc.
- **Unit-3: MODERN CRITICISM** (This section is meant to make the students familiar with modern critical Movements and writing.) **MOVEMENTS IN CRITICISM:** Classicism, neoclassicism, romanticism, symbolism, Russian formalism, Marxist criticism, absurd literature, modernism, structuralism, post-structuralism, deconstruction, , psycho- analytic criticism.
- **Unit-4: CRITICAL TERMS AND CONCEPTS** This is a section meant to familiarize students with the various tools, movements and concepts in criticism. This may include the following: - Figures of Speech: Simile, metaphor, synecdoche, metonymy, symbol, irony, paradox. Movements: Concepts: Objective correlative, Ambiguity, intentional fallacy, affective fallacy, negative capability, myth, archetype. Literary Forms: Lyric, Ode, Elegy, epic, sonnet, ballad, dramatic monologue, melodrama, tragic- comedy, farce, and satire
- **Unit-5: CRITICAL APPRECIATION:** Critical analysis of short poems and short stories are to be done by students. The students may be asked to analyse pieces in terms of theme, diction, tone, figures of speech, imagery etc.

Suggested Readings:

1. C.S. Lewis: Introduction in An Experiment in Criticism, Cambridge University Press 1992
2. M.H. Abrams: The Mirror and the Lamp, Oxford University Press, 971
2. Rene Wellek, Stephen G. Nicholas: Concepts of Criticism, Connecticut, Yale University

1963

3. Taylor and Francis Eds. *An Introduction to Literature, Criticism and Theory*, Routledge, 1996

SEMESTER V

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-305B	Partition Literature	DCE	4-1-0	5

Course Outcomes: At the end of the course, students should be able to:

- ✦ CO1: Identify the affective dimensions of the Partition in varied geopolitical spaces including the role played by gender in establishing the identity of the nation
- ✦ CO2: Examine the country's postcolonial realities
- ✦ CO3: Analyze the politics behind the partition and the literature that emerged thereof.
- ✦ CO4: Evaluate the religious connotations post-partition and the politics of riots
- ✦ CO5: Analyze seminal texts that exhibit the essence of Partition Literature.

Unit-Wise Syllabus

- Unit-1: Taslima Nasreen: *Lajja*/Anita Desai: *Clear Light of Day*
- Unit-2: Khushwant Singh: *Train to Pakistan*
- Unit-3: Saadat Manto Hasan: 'Toba Tek Singh' (Urdu Pakistan) trans. Harish Trivedi in *Modern Indian Literature* (Department of English Delhi University) pp. 105-114.
- Unit-4: Shashi Deshpande: *That Long Silence*
- Unit-5: Bhisham Sahni: *Tamas*/Rajendra Prasad: *India Divided*

Suggested Readings:

1. Ritu Menon and Kamla Bhasin, 'Introduction', in *Borders and Boundaries* (New Delhi: Kali for Women, 1998).
2. Sukrita P. Kumar, *Narrating Partition* (Delhi: Indialog, 2004).
3. Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India* (Delhi: Kali for Women, 2000).
4. Sigmund Freud, 'Mourning and Melancholia', in *The Complete Psychological Works of Sigmund Freud*, tr. James Strachey (London: Hogarth Press, 1953) pp. 3041-53.
5. Films: *Garam Hawa* (dir. M.S. Sathyu, 1974). *Khamosh Paani: Silent Waters* (dir. Sabiha

Sumar, 2003).

Subarnarekha (dir. Ritwik Ghatak, 1965)

SEMESTER V

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-307	British Literature Early 20 th Century	CORE	4-1-0	5

Course Outcomes: At the end of the course, students should be able to:

- ✪ CO1. Demonstrate a greater understanding of the politics and culture of Modern Britain, especially as regards empire, race and sexuality
- ✪ CO2. Examine the themes in the novels and drama of 20th Century British literature.
- ✪ CO3. Evaluate the portrayal of the common man in 20th century British literature.
- ✪ CO4: Account for the psychological analysis of the characters in the texts prescribed
- ✪ CO5: Analyze the concept of the totalitarian state in the light of dystopic fiction

Unit-Wise Syllabus:

- **Unit-1:** *Mrs. Dalloway*: Virginia Woolf/Joseph Conrad: *The Heart of Darkness*
- **Unit-2:** *Mrs. Warren's Profession*: George Bernard Shaw/D.H. Lawrence: *Sons and Lovers*
- **Unit-3:** W.B. Yeats: *Leda and The Swan/The Second Coming/Sailing to Byzantium*
- **Unit-4:** Graham Greene: *The Heart of the Matter/The End of the Affair*
- **Unit-5:** George Orwell: *1984/Animal Farm*

Suggested Readings:

1. Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.
2. T.S. Eliot, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 231
3. Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.

SEMESTER V

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-309A	Language & Linguistics	DCE	4-1-0	5

Course Outcomes: At the end of the course, students should be able to:

- ✧ CO1: Identify the nature of language and its features
- ✧ CO2: Review various approaches to the study of language
- ✧ CO3: Analyze linguistics as an area of enquiry related to other fields
- ✧ CO4: Evaluate the different levels of language analysis and their hierarchy
- ✧ CO5: Apply linguistics to other fields of enquiry

Unit-Wise Syllabus:

Unit-1: Nature of Language: Language in spoken and written modes, language as written text—philological and literary notions i.e., norm, purity and their preservation; language as a cultural heritage—codification and transmission of cultural knowledge and behavior; language as a marker of social identity;

Unit-2: Language: language and communication; language varieties: standard and non- standard language; language change.

Mesthrie, Rajend and Rakesh M Bhatt. 2008. *World Englishes: The study of new linguistic varieties*. Cambridge: Cambridge University Press.

Unit-3: Structuralism: De Saussure, Ferdinand. 1966. *Course in general linguistics*. New York: McGraw Hill (Chapter 3 – Introduction)

Phonology and Morphology: Akmajian, A., R. A. Demers and R, M. Harnish

Unit-4: *Linguistics: An Introduction to Language and Communication*, 2nd ed.

Fromkin, V., and R. Rodman, *An Introduction to Language*, 2nd ed. (New York: Holt, Rinehart and Winston, 1974) Chapters 3, 6 and 7

Unit-5: Syntax and semantics: categories and constituents phrase structure; maxims of conversation.

Akmajian, A., R. A. Demers and R, M Harnish, *Linguistics: An Introduction to Language and Communication*, 2nd ed. (Cambridge, Mass: MIT Press, 1984; Indian edition, Prentice Hall, 1991) Chapter 5 and 6.

Suggested Readings:

1. Lyons, John (2003) *Language and Linguistics*. Cambridge University Press
2. Akmajian, A; Demers, R.A.; Farmer, A.K. and Harnish, R.M. (2001): *Linguistics: An Introduction to Language and Communication*. MIT, Cambridge, USA
3. Blake, Barry J. 2008. *All About Language*. Oxford University Press, Oxford.
4. Radford, A. (1988) *Transformational Grammar: A First Course*. CUP, 1988.

5. Bauer, L. 1988. *Introducing Linguistic Morphology*. Edinburgh: Edinburgh University Press.
6. Burton-Roberts, N. (1986) *Analysing Sentences: An Introduction to English Syntax*.
7. Munday J. 2001. *Introducing Translation Studies: Theories and Applications*. London: Routledge
8. Yule, G. 1996. *The study of language*. Cambridge: Cambridge, University Press.
9. Basnett-Mc Guire, S. 1980. *Translation studies*. London and New York: Methuen.

SEMESTER V

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-309B	Dalit Literature	DCE	4-1-0	5

Course Outcomes: At the end of the course, students should be able to:

- ★ CO1. Interpret Dalit writings as literature of the marginalized.
- ★ CO2. Discuss the aesthetic side of the literary creations of Dalit writers.
- ★ CO3: Examine Dalit literature through cross generic texts
- ★ CO4: Analyze the role of Dalit literature in the contemporary society
- ★ CO5: Examine the connection between Gender & Dalit Literature.

Unit-Wise Syllabus:

- **Unit-1:** The Historical Background of Dalit literature: Ideology of Dalit literature. Etymological references to different terms used for referring to, „Dalits“. References about Dalits in Vedas –Charvakam– Jainism – Buddhism –Ambedkarism – Marxism.
- **Unit-2:** Characteristics of Dalit Literature – Religious and Aesthetic Approach. Concepts of Karma and Rebirth. Dalit Language, Culture and Literary Genres. Emergence of Dalit Movements.
- **Unit-3:** Mulk Raj Anand: *Untouchable*
- **Unit-4:** Durga Bhai Vyam: *Bhimayana: Experiences of Untouchability*
- **Unit-5:** Gender and Dalit Literature

Suggested Readings:

1. An Anthology of Dalit Literature - Mulk Raj Anand and Eleanor Zelliot (Eds.) Paaleru – Boyi Bhimanna (Madhava Rao, K., Trans.)

SEMESTER VI

SEMESTER VI

COURSE CODE	COURSE TITLE	COURSE WISE CLASS	L-T-P	CREDITS
BEN-302A	English Syntax & Semantics	DCE	4-1-0	5

Course Outcomes: At the end of the course, students should be able to:

- ✧ CO1: Identify the concept of word and word part
- ✧ CO2: Justify the concept of root, stem, morphemes
- ✧ CO3: Discuss the process of word formation, structure of word, segmentation and its analysis
- ✧ CO4: Examine the relationship between word and meaning
- ✧ CO5: Evaluate the semantics of words

Unit-Wise Syllabus

- **Unit-1:** Concept of word and word part; content words and functional words; grammatical category and words; simple, complex and compound words.
- **Unit-2:** Concept of root, stem, free and bound morphemes; prefixes, suffixes and infixes, zero morphemes.
- **Unit-3:** Processes of word formation: compounding, blending, affixation, zero derivation, reduplication; structure of word, segmentation and its analysis.
- **Unit-4:** Relationship between word and meaning; word types: content, functional, simple, complex and compound; acronyms; abbreviations.
- **Unit-5:** The Semantics of words: synonymy, hyponymy, polysemy, antonymy, meronymy; ambiguity; reasons for meaning change.

Suggested Readings:

1. Aronoff, M. and K. Fudeman 2005. What is Morphology? Oxford: Blackwell. Bauer, L. 1988.
2. Introducing Linguistic Morphology. Edinburgh: Edinburgh University Press. Burton-Roberts, N. 1986.
3. Analyzing Sentences: An Introduction to English Syntax. Cambridge: CUP.
4. Haspel math, M. 2002. Understanding Morphology. London: Arnold. Hockett, C. 1958.
5. A Course in Modern Linguistics. New York: Macmillan. Katamba, F. 1993. Morphology. London: Macmillan. Radford, A. 1988.

6. Transformational Grammar: A First Course. CUP. Singh, R. and Agnihotri, R.K. 1997.

SEMESTER VI

COURSE CODE	COURSE TITLE	COURSE WISE CLASS	L-T-P	CREDITS
BEN-302B	Introduction to Research Methodology	DCE	4-1-0	5

Course Outcome: Students will be able to:

- ✧ CO1: Identify basic concepts of research and its methodologies
- ✧ CO2: Determine appropriate research problem and parameters
- ✧ CO3: Develop literature review, formulation of hypothesis, research design and data collection
- ✧ CO4: Analyze the process of writing articles, research paper or thesis
- ✧ CO5: Evaluate the different methods and rules of citation

Unit-Wise Syllabus:

- **Unit 1:** Definition, Characteristics, Objectives. Types of Research. Research Ethics and Integrity. Criteria of Good Research.
- **Unit 2:** Research Process. Basic Overview: Formulating the Research Problem, Defining the Research Problem, Research Questions, Research Methods vs. Research Methodology.
- **Unit 3:** Literature Review, Formulation of Hypothesis, Characteristics of Hypothesis, Research Design, Data Collection, Questionnaires, Case Study Method.
- **Unit 4:** Writing an Article, Essay, Research Paper, Thesis, Dissertation, Reviews - Book Review, Case Review.
- **Unit 5:** Citation Methods, Foot Note, End Note, Bibliography, Citation Rules: MLA, APA, Chicago.

Suggested Readings:

1. Gibaldi, Joseph. MLA Handbook for writers of Research Papers, New Delhi: EWP, 2009 (10th edition).
2. Eliot, Simon and W. R. Owens. A Handbook to Literary Research, London: Routledge & Open University, 1998.
3. Sir John. Research Methodology: Methods & Techniques, Delhi: New Age International

Ltd, 2004.

4. Kothari, C.R. *Research Methodology: Methods and Techniques*, Delhi: New Age International Ltd. 1985

SEMESTER VI

COURSE CODE	COURSE TITLE	COURSE WISE CLASS	L-T-P	CREDITS
BEN-304	Modern European Drama	CORE	4-1-0	5

Course Outcomes: At the end of the course, students should be able to:

- ✦ CO1: Understand the socio-political changes and their impact on European Theatre.
- ✦ CO2: Interpret the characters and themes of the prescribed texts
- ✦ CO3: Recognize the theme emerging in Drama after WW II
- ✦ CO4: Examine the theories that emerged in post -World War literature
- ✦ CO5: Analyze the development of ideas that led to the emergence of existentialism, Theatre of the Absurd and Epic theatre

Unit-Wise Syllabus

- **Unit-1:** Sartre: *No Exit*
- **Unit-2:** Bertolt Brecht: *Caucasian Chalk Circle/The Good Woman of Setzuan*
- **Unit-3:** Samuel Beckett: *Waiting for Godot/End Game*
- **Unit-4:** Jean Genet: *The Maids*/ Henrik Ibsen: *Ghosts*
- **Unit-5:** Dario Fo: *Can't Pay, Won't Pay*/Eugene Ionesco: *The Theatre of Absurd, Rhinoceros*

Suggested Readings:

1. Constantin Stanislavski, *An Actor Prepares*, chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp. 121–5, 137–46.
2. Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.
3. George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.

SEMESTER VI

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-306	Women's Writing	CORE	4-1-0	5

Course Outcomes: At the end of the course, students should be able to:

- ★ CO1: Demonstrate an understanding of the major themes in women's literary texts.
- ★ CO2: Examine history through women's voices and perspectives.
- ★ CO3: Interpret the meaning and significance of feminine voices and concerns in the prescribed texts
- ★ CO4: Develop the relationship between gender and writing in the history of English literature
- ★ CO5: Classify theoretical terminology of feminist criticism with an increased sensibility towards issues of women's literary and political marginalization, and their continual resistance to both.

Unit-Wise Syllabus

- **Unit-1:** Emily Bronte: *Wuthering Heights/Jane Eyre*.
- **Unit-2:** Maya Angelou: *I Know Why a Caged Bird Sings/And Still I Rise*
- **Unit-3:** Alice Walker: *The Colour Purple/Bell Hooks: Wounds of Passion: A Writing Life*
- **Unit-4:** Chitra Banerjee Divakaruni: *The Palace of Illusions/Attia Hosain: Sunlight on a Broken Column*
- **Unit-5:** Kamala Das; *Sunshine Cat*, Emily Dickinson: *Because I Could not Stop for Death, Success is Counted Sweetest*, Sylvia Plath: *Lady Lazarus, Daddy*

Suggested Readings:

1. Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
2. Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
3. Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.

4. Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in Contemporary Postcolonial Theory: A Reader, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

SEMESTER VI

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-308	Creative Writing and Media	SEC	3-0-0	3

Course Outcomes: At the end of the course, students should be able to:

- ✧ CO1: Interpret creativity as a complex and varied phenomenon that has an important relationship with social change;
- ✧ CO2: Distinguish between the language varieties and the nuances of language usage;
- ✧ CO3: Assess the art and craft of creative writing.
- ✧ CO4: Analyze the language and types of media writing across forms and genres
- ✧ CO5: Develop the skills of proofreading.

Unit-Wise Syllabus:

- **Unit-1:** Introduction, History of Media
- **Unit-2:** What is Creative Writing? a) Defining and Measuring Creativity b) Inspiration and Agency Creativity and Resistance c) What is Creative Writing? Can it be taught? d) The importance of Reading
- **Unit-3:** The Art and Craft of Creative Writing a) Styles and Registers b) Formal and Informal Usage c) Language Varieties Language and Gender d) Disordered Language e) Word order Tense and Time Grammatical differences
- **Unit-4:** Writing for the Media a) Introduction to Writing for the Media b) Print Media c) Broadcast Media d) New Media e) Advertising and Types of Advertisements
- **Unit-5:** Revising Rewriting and Proof Reading (pages 205-208) a) Revising b) Rewriting c) Proof reading and proof-reading marks

Suggested Readings:

1. A Beginners', Manual by Anjana Neira Dev et al. For the Department of English, University of Delhi (New Delhi: Pearson, 2008)
2. Raman, Usha. Writing for the Media. OUP, 2009.

3. Ryan, Michael and James W Tankard. Writing for Print and Digital Media. McGraw-Hill, 2005.
4. Abrams, M. H., Geoffrey Galt Harpham. A Glossary of Literary Terms Eleventh Edition. Cengage Learning Cheney, Theodore A. Rees. Writing Creative Nonfiction: Fiction Techniques for Crafting Great Non-Fiction Writing and Journalism. Ten Speed Press
5. Roney, Lisa. Serious Daring: Creative Writing in Four Genres. Oxford University Press.
6. Mills, Paul. The Routledge Creating Writing Coursebook. Routledge.

SEMESTER VI

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BEN-310	Functional English	AECC	3-0-0	3

Course Outcomes: At the end of the course, students should be able to:

- ✦ CO1: Identify the correct usage of grammar.
- ✦ CO2: Identify and use advanced vocabulary.
- ✦ CO3: Should be able to demonstrate qualities of a good reading.
- ✦ CO4: Apply techniques for advanced writing.
- ✦ CO5: Should be able to exhibit advanced conversation skills.

Unit-Wise Syllabus:

- **Unit-1:** Advanced English Grammar: Syntax, Semantics, Tenses & Conditionals
- **Unit-2:** Advanced English Vocabulary: Advanced Academic Vocabulary, Word Formation, Neologisms, Etymology, Blending, Coinage, Acronyms, Prefixes, Suffixes
- **Unit-3:** Advanced Reading Skills: Skimming, Scanning, Extensive & Intensive Reading, Churning, Assimilation
- **Unit-4:** Advanced Writing Skills: Argumentative Writing, Explaining through Comparison & Contrast, Constructing Cause & Effect Statements, Writing Descriptive Texts, Giving Narrative Accounts
- **Unit-5:** Developing Conversation Ability: Dramatic re-enactment, Listening logs, Impromptu Personal Speech

Suggested Readings:

1. The Cambridge Encyclopedia of the English Language by David Crystal, Cambridge University Press
2. George Yule The Study of Language (Chapters: 1-9 except 7) CUP, 2014, 5th edn.
3. F.T. Wood History of English Language Laxmi, 2014, 1st ed.
4. C. L. Wren: The English Language Vikas, 2007, 1st edn.
5. David Crystal English As a Global Language CUP, 2003, 2nd ed

SEMESTER VI

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BPSY-GE-332A	Training & Development	GE	3-1-0	4

Course Outcomes: At the end of the course, students should be able to:

- ✧ CO1: Describe the concept and practice of training.
- ✧ CO2: Explain the **tasks of training function**
- ✧ CO3: Elaborate **various training methods**
- ✧ CO4: Analyze **development in the modern organizational setting**.

Unit-Wise Syllabus

- **Unit-1:** Organization vision & plans, assessment of training needs, setting training objectives, designing training programmes, Spiral model of training.
- **Unit-2:** **Tasks of the training function:** Building support, overall training capacity, developing materials, strategic planning, networking, designing training programmes.
- **Unit-3:** **Training methods:** On the job training, job instruction training, apprenticeship, coaching, job rotation, syndicate method, knowledge-based methods, lecture, conferences, programmed learning, simulation methods, case study, vestibule training, laboratory training, in-basket exercise, experiential methods, sensitivity training, e-training.
- **Unit-4:** **Management Development Programme Methods:** -Understudy, Coaching, Action Learning, Role Play, Management Games, Seminars, University related programmes, special projects, behavioural modelling, job rotation, case study, multiple management, sensitivity training. Post training: Training evaluation, Training impact on individuals and organizations, Evaluating Programmes, Participants, Objectives.
- **Unit-5:** **Organizational Development (OD):** Definition Foundations of OD, Managing the OD Process, Action Research and OD. OD Interventions: Overview of OD Interventions, Team

Interventions Inter-group and Third-Party Peacemaking Interventions. Comprehensive OD Interventions, Structural Interventions and the Applicability of OD, Training Experiences. Issues in Consultant –Client Relationships, System Ramifications, Power, Politics and OD

Suggested Readings:

1. Blanchard P. Nick & Thacker James: Effective Training, Systems, Strategies and Practices, Pearson.
2. French Wendell, Bell Cecil and Vohra Veena: Organization Development, Behavioral Science Interventions for Organization Improvement, Prentice Hall.
3. Lynton Rolf & Pareek Udai: Training & Development, Prentice Hall.
4. Bhatia S.K.: Training & Development, Deep & Deep Publishers.

SEMESTER VI

COURSE CODE	COURSE TITLE	COURSE WISE CLASS	L-T-P	CREDITS
BEN-GE-332B	Web Content Writing	GE	3-1-0	4

Course Outcomes: At the end of the course, students should be able to:

- ✦ CO1: Explain the importance of web content writing
- ✦ CO2: Examine the types of content writing skills, process and principles of writing.
- ✦ CO3: Develop an understanding of the audience
- ✦ CO4: Create blogs and e books
- ✦ CO5: Apply SEO guidelines for effective content development for E Commerce Sites

Unit-Wise Syllabus

- **Unit-1:** Basics of Content Writing: An Introduction – The concept of Content Writing, Importance of Content Writing, Scopes & Types of Content Writing, Skill, Roles & Functions of Content Writing
- **Unit-2:** Content Writing: Processes and Principles & Tools, Principles & Techniques of non-fiction writing, Story-Telling Techniques, Understanding the basics of Social Media
- **Unit-3:** Understanding Blogging: An Introduction to Blogging, What is blogging and e book? How to write an e book? How to start blogging? How to avoid plagiarism? How to write plagiarism free copies?

- **Unit-4: Visual & Interactive Content:** Infographics, Images, Screenshots, Videos, Memes, GIFs, Quizzes, Polls, Interactive White Papers
- **Unit-5: Content for E-Commerce:** Effective Writing for E-Commerce Sites, Product Description that sells, SEO, SEO guidelines

Suggested Readings:

1. Jones, Colleen. Clout: The Art and Science of Influential Web Content. New Riders, CA, USA. ISBN-13: 978-0321733016, ISBN-10: 0321733010.
2. Robinson Joseph. Content Writing Step-by-step. Amazon digital services LLC--KDP print US, 2020. ISBN: 9798603871929.
3. Feldar, Lynda. Writing for the Web: Creating Compelling Web Content Using Words, Pictures, and Sound. New Riders, CA, USA. ISBN-13: 978-0321794437, ISBN10: 9780321794437.
4. James, Anthony. Blog Writing: The Content Creation Blueprint. Amazon digital services LLDKDP print US, 2018.
5. Nielsen, Jakob and Budiu, Raluca. Mobile Usability. New Riders, CA, USA. ISBN13: 978-0321884480, ISBN-10: 0321884485.
6. Redish, Janice. Letting Go of The Words: Writing Web Content That Works. Morgan Kaufmann. ISBN: 0123859301.
7. Williams, Andy. How to Write Great Website Content in 2019? Independently published. ISBN: 1731384467

SEMESTER VI

COURSE CODE	COURSE TITLE	COURSE-WISE CLASS	L-T-P	CREDITS
BPSY-GE-332C	Psychology & Media	GE	3-1-0	4

Course Outcomes: At the end of the course, students should be able to:

- ✪ CO1: Relate the interface of media and Psychology
- ✪ CO2: Develop an understanding of consumer psychology
- ✪ CO3: Analyze consumer needs with the help of advertising
- ✪ CO4: Categorize the issues in media like discriminating minorities, media violence, use & abuse of media.

Unit Wise Syllabus:

- **Unit-1:** Interface of Media and Psychology: Understanding the interface between media & psychology; Fantasy v/s Reality
- **Unit-2:** Being a Consumer: Why to Consume, Consumption & Happiness: **The Psychology of Consumer**; Consumer Culture & Identity
- **Unit-3:** **Knowing and Creating Consumer Needs**: Consumer and Advertising: Role of psychology and effects of advertising; Propaganda: Nature, history, psychoanalysis and propaganda
- **Unit-4:** Critical issues in Media Influence: Portrayal of Social Groups in Media: Gender, Minority Groups; Effect of Media Violence; Use & Abuse of Media: Internet Addiction; Role of Media in Social Change

Suggested Readings:

1. Cill, J.C., Culbert, D.H., & Welsh, D. (2003) Propaganda and Mass Persuasion: A Historical Encyclopedia, Santa Barbara: ABC-CLIO, Inc. Dill, K.E. (2009).
2. How Fantasy becomes Reality Seeing through Media Influence. New York: Oxford University Press. Giles, D. (2003).
3. Media Psychology. New Jersey: Lawrence Erlbaum Associates Publishers. Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.) (2008).
4. Handbook of Consumer Psychology. NY: Psychology Press. Jansson-Boyd, C. V. (2010).
5. Consumer Psychology. England: Open University Press. Wanke, M. (Ed.). (2009).
6. Social Psychology of Consumer Behavior: Taylor & Francis Group.

Audio-Visual Sources:

1. Documentary: 'No Logo: Brands, Globalization and Resistance' by Naomi Klein
2. Documentary: 'Killing Us Softly 4' by Jean Kilbourne
3. Documentary: 'Century of Self-Part 1: Happiness Machines' by Adam Curtis

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