

Choice Based Credit System 2017

Himachal Pradesh University

(NAAC ACCREDITED "A" GRADE UNIVERSITY)

Department of English



B.A. with English (Regular)

Semester-III to Semester-VI

H.P. University,

Summer Hill, Shimla-5

ITEM NO. 1

SEMESTER	PAPER CODE	COURSE NAME AND SYLLABUS	C REDITS
III	ENGL 301	<p>ENGLISH-II</p> <p>Compulsory for B.A & B.com</p> <p>English-2 (Core English for B.A. & B.Com)</p> <p>Unit I :(Essays)</p> <p>i. "The Power of Prayer" by A.P.J. Abdul Kalam</p> <p>ii. "Vivekananda: The Great Journey to the West" by Romain Rolland</p> <p>iii. "More Than 100 Million Women are Missing" by Amartya Sen</p> <p>iv. "On the Ignorance of the Learned"(Excerpts by William Hazlitt)</p> <p>v. "Simply Living" (Excerpts by Ruskin Bond). (All the above Literary Pieces are taken from <i>Reflections from the East and the West</i>)</p> <p>VI. "Towards Creating a Poverty-Free World" by Muhammad Yunus (Available in <i>Gleanings from Home & Abroad</i> (Orient Blackswan))</p> <p>VII. "Climatic Change and Human Strategy" by E.K. Federov (Available in <i>Insights: A Course in English Literature and Language</i> by K Elango, Orient Blackswan)</p> <p>Unit II (Poetry)</p> <p>i. "A Psalm of Life" by Henry Wadsworth Longfellow</p> <p>ii "Animals" by Walt Whitman</p> <p>iii "When I am Dead My Dearest" by Christina Rossetti</p> <p>iv. " If" by Rudyard Kipling</p> <p>v. " The Lake Isle of Innisfree" by W.B. Yeats</p> <p>vi. " The Olive Tree" by Mark O' Conner</p> <p>vii. "Refugee Mother and Child" by Chinua Achebe</p> <p>(All poems are from <i>Ripples on the Sands of Time</i> by Oxford)</p> <p>Unit III</p> <p>Applied Grammar</p> <p>1. One Word Substitution (5 Expressions)</p> <p>2. Words Used as Nouns and Verbs (5 words)</p> <p>(Students will be required to use the given words in sentences both as nouns and verbs)</p>	6

		<p>3. Transformation (i) Interchange of Degree (5 Sentences in all)</p> <p>4. Homonyms (5 words) (Students will be required to use the given words in sentences so as to illustrate their meaning)</p>	
III	ENGL 302	<p>DSC 1-C British Literature (Novel and Play) Drama- William Shakespeare: <i>The Merchant of Venice</i> (Detailed Study) Novel- Charles Dickens: <i>Oliver Twist</i> (Non-Detailed Study)</p>	6
III	ENGL 303	<p>AEEC/SEC - I: Creative Writing, Book and Media Reviews Unit-1 What is Creative Writing? Unit-2 The Art and Craft of Writing Unit-3 Modes of Creative Writing Unit-4 Writing for Media Recommended Book: Anjana Neira Dev, et al. <i>Creative Writing: A Beginner's Manual</i>. Delhi: Pearson, 2009. Print.</p>	4

SEMESTER	PAPER CODE	COURSE NAME AND SYLLABUS	CREDITS
IV	ENGL 402	<p>DSC-1D Literary Cross Currents Modern Indian Literature, ed. Dept. of English, University of Delhi(OUP)</p> <p>UNIT-I POEMS:</p> <ol style="list-style-type: none"> 1. Jibanananda Das: "Before Dying", "Windy Night", "I Shall Return to this Bengal" 2. Sri Sri. "Forward March", "From 'Some People Laugh, Some People Cry'" 3. G.M. Muktibodh: "The Void", "So Very Far" 4. Nissim Ezekiel: "Enterprise", "Night of the Scorpion", "Goodbye Party for Miss Pushpa T.S." 5. Jayanta Mahapatra: "Hunger", "Dhuli", "Grandfather", "A Country" <p>SHORT- STORIES:</p> <ol style="list-style-type: none"> 1. Prem Chand, "The Holy Panchayat" 2. R.K.Narayan, "The M.C.C." 3. Vaikom Muhammad Basheer, "The Card-Sharper's Daughter" 4. Saadat Hasan Manto, "Toba Tek Singh" 5. Ambai, "Squirrel" 6. Ismat Chughtai, "The Sacred Duty" <p>UNIT II-Novella: Rohinton Mistry: <i>Such a Long Journey</i></p> <p>UNIT-III Play: Vijay Tendulkar: <i>Silence, The Court is in Session</i></p> <p>Note: All Units except UNIT-II (Rohinton Mistry, <i>Such a Long Journey</i>) are for Detailed Study.</p>	6

Note: 401 is MIL-2/Hindi-2

SEMESTER	PAPER CODE	COURSE NAME & SYLLABUS	CREDITS
IV	ENGL 403 (Course Code for Honours Students is ENGL 404H)	AEEC/SEC-2 Translation Studies and Principles of Translation Unit 1 Introduction to Translation: <ol style="list-style-type: none"> 1. Definition of Translation—Translating from source language to target language 2. Purpose of Translation—Translation as a literary, cultural, and knowledge bridge, self-other interaction Unit 2 Approaches to Translation: <ol style="list-style-type: none"> 1. Domestication: Readability in the target language 2. Foreignisation: Faithfulness to the source language text Unit 3 Methods of Translation: <ol style="list-style-type: none"> 1. Meta-phrase—sense translation based on difference 2. Paraphrase—word-to-word translation based on equivalence 3. Imitation—regulated transformation 4. Interpretation and Adaptation Unit 4 Problems of translation: <ol style="list-style-type: none"> 1. Cultural gap 2. Untranslatability 3. Translation as appropriation of indigenous languages by English Unit 5 Translation in India: <ol style="list-style-type: none"> 1. Definitions: <i>Anuvad, Bhashantar, Roopantar</i> 2. Key Terms: <i>Rasa, Dhvani, Auchitya</i> 3. Reading Translation: Cultural difference, contexts and language <ol style="list-style-type: none"> (a) Shubhangi Bhadbhade, “Garden of Spice” (b) Jaywanti Dimri, The Inner Eye” (Both these stories are from the book mentioned below) Sharma, Rekha, (Ed.) Translation, Theory and Practice. Delhi: Authorpress, 2015. 	4

		<p>Unit 6 Translation</p> <ol style="list-style-type: none"> 1. Translating a literary/non-literary passage of about 500 words from Hindi into English and English into Hindi. <p>Suggested Reading:</p> <ol style="list-style-type: none"> 1. Baker, M., editor. <i>Routledge Encyclopedia of Translation Studies</i>, Routledge, 1998. 2. Barlingay, S. S. <i>A Modern Introduction to Indian Aesthetic Theory</i>. DK Printworld, 2007. 3. Bassnett, Susan. <i>Translation Studies</i>, Routledge, 2002 ed. 4. Bassnett, Susan and Harish Trivedi, editors. <i>Post-colonial Translation: Theory and Practice</i>. Routledge, 1999. 5. Sharma, Rekha, (Ed.) <i>Translation, Theory and Practice</i>. Delhi: Authorpress, 2015. 6. St-Pierre, Paul and Prafulla C. Kar, editors. <i>Reflection, Refraction, Transformation</i>. Pencraft, 2005. 7. Venuti, L., editor. <i>The Translation Studies Reader</i>. Routledge, 2000. 	
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Semester V

SEMESTER	PAPER CODE	COURSE NAME & SYLLABUS	CREDITS
V	ENGL 501 (Course Code for Honours Students is ENGL 305H)	<p>Contemporary India: Women and Empowerment (Generic Elective-1)</p> <p><u>1. Social Constructions of Gender</u></p> <p>(a) "The Creation of Patriarchy." <i>The Creation of Patriarchy</i> by Gerda Lerner</p> <p>(b) "The Social Organization of Masculinity." <i>Masculinities</i> by R.W. Connell.</p> <p><u>History of Women's Movements in India</u></p> <p>(a) "Women in the Nationalist Movement"</p> <p>(b) "Women in Independent India"</p> <p>(a & b) From Geraldine Forbes. <i>The New Cambridge History of India</i>. IV. 2. <i>Women in Modern India</i>, 2008.</p> <p><u>3. Women and Law</u></p> <p>(a) Madhu Kishwar and Ruth Vanita. "Initiatives Against Dowry Deaths." <i>Women's Studies in India</i>. Ed. Mary E. John.</p> <p>(c) Nivedita Menon . "The Elusive 'Woman': Feminism and the Women's Reservation Bill." <i>Women's Studies in India</i>. Ed. Mary E. John.</p> <p><u>4. Women and Environment</u></p> <p>(a) Malavika Karlekar. "Domestic Violence." <i>Women's Studies in India</i>. Ed. Mary E. John.</p> <p>(d) "Terra Mater: Reclaiming the Feminine Principle." <i>Staying Alive</i> by Vandana Shiva.</p> <p><u>5. Female Voices</u></p> <p>(a) Rokeya Sakhawat Hossain: "Sultana's Dream"</p> <p>(b) Lalithambika Antarjanam: "Revenge Herself"</p> <p>(c) Shivani: "Dadi." ("Grandmother"). <i>Women Writing in India: 600BC to the Present---</i> Vol . 2. New Delhi: OUP, 1995. Print.</p> <p><u>6 Dalit Discourse</u></p> <p>(a) Ruth Manorama . "Dalit Women: The Downtrodden Among the Downtrodden." <i>Women's Studies in India</i>. Ed. Mary E. John.</p> <p>(b) Urmila Pawar: "A Childhood's Tale"</p> <p>(c) Gogu Shaymala. "Raw Wound." <i>Father Maybe an Elephant and Mother Only a Small Basket, But...</i></p>	6

		<p>Suggested Supplementary Reading;</p> <p>Gerda Lerner. <i>The Creation of Patriarchy</i>. Oxford University Press.</p> <p>Bina Aggarwal . <i>A Field of One's Own: Gender and Land Rights in South Asia</i>. Cambridge University Press.</p> <p>Jane Pilcher and Imelda Whelehan. <i>50 Key Concepts in Gender Studies</i>. Sage Publications.</p> <p>Nivedita Menon. <i>Seeing Like a Feminist</i>. Zubaan, Penguin.</p> <p>Raka Ray, ed. <i>Fields of Protest: Women's Movements in India</i>. University of Minnesota Press.</p> <p>Saugata Bhaduri and Indrani Mukherjee, Springer, ed. <i>Transcultural Negotiations of Gender</i>. Sita Anantha Raman. <i>Women in India- A Social and Cultural History</i>. Vols I &II, ABC CLIO, LLC.</p> <p>Vandana Shiva. <i>Staying Alive- Women, Ecology and Survival in India</i>. Kali for Women.</p> <p>Geraldine Forbes. <i>Women in Modern India</i>. Cambridge University Press.</p> <p>Films:</p> <p><i>Kunku (1937) (Marathi)</i></p> <p><i>Mahanagar (1963)</i></p> <p><i>Pratighat (1987)</i></p> <p><i>Mirch Masala (1987)</i></p> <p><i>Bandit Queen (1994)</i></p> <p><i>Hari Bhari (2000)</i></p> <p><i>Lajja (2001)</i></p> <p><i>Kovilpatti Veeralakshmi (2003)</i></p> <p><i>Matrubhoomi (2003)</i></p> <p><i>English Vinglish (2012)</i></p> <p><i>The World before Her (2012)</i></p> <p><i>Queen (2014)</i></p> <p><i>Pink (2016)</i></p>	
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V	ENGL 502	<p>DSE –1 A:</p> <p style="text-align: center;">Soft Skills</p> <p>A) Teamwork Teamwork involves building relationships and working with other people using a number of important skills and habits:</p> <ul style="list-style-type: none"> • Working Cooperatively • Contributing to groups with ideas, suggestions, and effort • Communication (both giving and receiving) • Sense of Responsibility • Healthy respect for different opinions, customs, and individual preferences • Ability to participate in group decision-making <p>B) Emotional Intelligence Characteristics of Emotional Intelligence:</p> <ul style="list-style-type: none"> • Self-Awareness • Self-Regulation • Motivation • Empathy • Social Skills <p>Ways to Improve Emotional Intelligence</p> <ul style="list-style-type: none"> • Observe how you react to people • Look at your work environment • Do a self-evaluation • Examine how you react to stressful situations • Take responsibility for your actions • Examine how your actions affect others <p>C) Adaptability</p> <ul style="list-style-type: none"> • See the big picture. • Don't be afraid to improvise. • Question the status quo • There's no "I" in Adaptability • Change your Routines <p>D) Leadership</p> <ul style="list-style-type: none"> • Strong Communication Skills • Ability to Influence • Humility <p>E) Problem solving Four basic steps in solving a problem:</p> <ul style="list-style-type: none"> • Defining the Problem. • Generating Alternatives. • Evaluating and Selecting Alternatives. • Implementing Solutions. 	6
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		<p>F) Reading Visual Texts</p> <ol style="list-style-type: none"> 1) Graphics/ Cartoons: Reading and Analysis (with Special Reference to India) 2) Understanding / Interpreting Indian Films <p>Suggested Readings</p> <p>Chakravarthi, T. Kalyana and T. Latha Chakravarthi. <i>Soft Skill for Managers</i>. First Edition. New Delhi: Wiley Publishing Ltd., 2015. Print.</p> <p>Dhanavel, S.P. <i>English and Soft Skills</i>. Hyderabad: Orient Black Swan, 2013. Print.</p> <p>James, Larry. <i>The First Book of Life Skills</i>. First Edition. Mumbai: Embassy Books, 2016. Print.</p> <p>Maxwell, John C. <i>The 5 Levels of Leadership</i>. New York: Centre Street, A division of Hachette Book Group Inc., 2014. Print.</p> <p>Mitra, Barun K. <i>Personality Development & Soft Skills</i>. First Edition. New Delhi: Oxford Publishers, 2011. Print.</p> <p>Verma, Shalini. <i>Development of Life Skills and Professional Practice</i>. First Edition; Noida. Vikas Publishing, 2014. Print.</p> <p>Dwyer, Rachel, <i>Beyond The Boundaries Of Bollywood: The Many Forms of Hindi Cinema</i>. New Delhi: Atlantic Publishers, 2011.</p> <p>Dwyer, Rachel, <i>Picture Abhi Baki Hai: Bollywood as a Guide to Modern India</i>. New Delhi: Hatchette, 2014.</p> <p>Laxman, R.K., <i>Brushing up the Years: A cartoonist's History of India, 1947</i>. New Delhi: Penguin India, 2008.</p> <p>Devadawson, C.R., <i>Out of Line</i>. New Delhi: Orient Black swan, 2014.</p>	
V	ENGL 503	<p>AEEC-3 :Technical Writing</p> <p>UNIT 1: Communication: Language and Communication, Difference between Speech and Writing, Distinct Features of Speech and Writing.</p> <p>UNIT II: Writing Skills; Selection of Topic, Thesis Statement, Developing the Thesis Introductory, Developmental Transitional and Concluding Paragraphs, Linguistic Unity, Coherence and Cohesion, Descriptive, Narrative, Expository and Argumentative Writing.</p> <p>UNIT III: Technical Writing; Scientific and Technical Subjects, Formal and Informal Writings, Writing Reports, Handbooks, Manuals, Letters, Memorandums, Notices, Agenda, Minutes, Common Errors to be Avoided.</p>	4

		<p>SUGGESTED READINGS:</p> <ol style="list-style-type: none">1. Raman & Sharma. <i>Fundamentals of Technical Communication</i>. New Delhi: OUP.2. Mitra. <i>Effective Technical Communication</i>. New Delhi: OUP.3. Raman & Sharma. <i>Technical Communication, 3rd edition</i>, New Delhi: OUP.4. M. Frank. <i>Writing as Thinking: A Guided Process Approach</i>, Englewood Cliffs, Prentice Hall Regents.	
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SEMESTER	PAPER CODE		CREDITS
VI	ENGL 601 (Course Code for Honours Students is ENGL405H)	<p>GE-2 Generic Elective Language, Literature and Culture</p> <p>1. <i>Understanding India</i> Modern Literature "Think India: A Rainbow of Contradictions" by Vinay Rai <i>A Suitable Boy (Excerpts)</i> by Vikram Seth Bhakti Literature "You Have Put Up A Show" "How Can I Live by" Namdev "Listen ,You Saints" by Kabir "I Know Only Krishna" by Meerabai</p> <p>2. <i>Representing Partition In Literature</i> Home And The Individual " Sleepwalkers "by Joginder Paul Migration And Identity "Proprietor" by Nabaneeta Dev Sen</p> <p>3. <i>The Dalit Movement</i> Dalit Literature : An Insight "WE are Kings!" by Daya Pawar "Writing in the Dark" by M.B. Manoj "Karakku" by Bama</p> <p>4. <i>From other Margins</i> North East Literature "The Sorrow of Women", "An Obscure Place" by Mamang Dai, "There are no Shangri Las Left" by Sanjay Hazarika Tribal Literature "The Tale of Lord Kobariya" (translated) by Nila Shah. All the literary pieces are from <i>Language Through Literature</i>(D.U.).Primus Books.</p> <p>5. Contemporary Scenario " The Diaspora in Indian Culture." by Amitav Ghosh "Turning Guns into Butter: Moving from Armament to Development" by Douglas Roche</p> <p>Note: The above Essays are available in <i>Gleanings from Home & Abroad</i> .Orient Blackswan.</p>	6

VI	ENGL 602	<p>DSE-1B</p> <p>Academic Writing: Already passed in the Board of Studies as Generic Elective -1 (ENGL-104H)</p> <p>Academic Writing and Composition Detailed:</p> <ol style="list-style-type: none"> i. Introduction to the Writing Process ii. Critical Thinking: Syntheses, Analyses, and Evaluation <p>Non Detailed:</p> <ol style="list-style-type: none"> i. Introduction to the Conventions of Academic Writing ii Writing in one's Own Words: Summarizing and Paraphrasing <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Lin Ham-Lyons and Ben Heasley. <i>Study Writing: A Course in Writing Skills for Academic Purpose</i>. Cambridge: CUP, 2006. Print. 2. Renu Gupta. <i>A Course in Academic Writing</i>. New Delhi: Orient Black Swan, 2010. Print. 3. Iona Leki. <i>Academic Writing: Exploring Processes and Strategies</i>. 2nd Edition. New York: CUP, 1998. Print. 4. Gerald Graff and Cathy Birkenstein. <i>They Say/I Say: The Moves That Matter in Academic Writing</i>. New York: Norton, 2009. Print. 	6
VI	ENGL 603	<p>AEEC-4</p> <p>Business Communication</p> <p>UNIT-I Introduction to the Essentials of Business Communication: Theory & Practice.</p> <p>UNIT II- Citing References & using Bibliographical Research Tools , Writing a Project Report</p> <p>UNIT III- Writing Report on Field Work/ Visits to Industries, Business Concerns etc. Summarizing Annual Report of Companies</p> <p>UNIT IV- Writing Minutes of Meetings E- Correspondence</p> <ol style="list-style-type: none"> 1. Mukerjee, Hory Sankar. <i>Business Communication</i>. New Delhi: OUP. 2. Raman, Meenakshi & Prakash Singh. 2nd ed. <i>Business Communication</i>. New Delhi: OUP. <p>INTERNAL ASSESSMENT: Viva-Voice based on Oral Presentations and Spoken English</p>	4

NOTE: OPTIONAL DISSERTATION OR PROJECT WORK MAY BE UNDERTAKEN IN PLACE OF ONE ELECTIVE PAPER (6 CREDITS) IN 6TH SEMESTER.

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B.A. (Honours) English
Semester-III to Semester-VI

H.P. University,
Summer Hill, Shimla-5

ITEM NO. 2

1. American Literature
2. Popular Literature
3. British Poetry and Drama: 17th and 18th Centuries
4. British Literature: 18th Century
5. British Romantic Literature
6. British Literature: 19th Century
7. Women's Writing
8. British Literature: The Early 20th Century
9. Modern European Drama
10. Postcolonial Literatures

Paper Titles (Discipline Centric/Specific Elective Courses):

1. Modern Indian Writing in English Translation: DSE-I
2. Literature of the Indian Diaspora: DSE-II
3. Partition Literature: DSE-III
4. Autobiography: DSE-IV

Ability enhancement Elective Courses

1. Soft Skills
2. Translation Studies

Generic Elective

1. Contemporary India: Women and Empowerment
2. Language, Literature and Culture

SEMESTER-III

SEMESTER	PAPER CODE	COURSE NAME AND SYLLABUS	CREDITS
III	ENGL 301 H	<p>C-5: American Literature</p> <ol style="list-style-type: none"> 1. Tennessee Williams: <i>The Glass Menagerie</i> 2. Toni Morrison: <i>Beloved</i> 3. Arthur Miller: <i>All My Sons</i> 4. Edgar Allan Poe: "The Purloined Letter" 5. F. Scott Fitzgerald: "The Crack-Up" 6. William Faulkner: "Dry September" 7. Anne Bradstreet: "The Prologue" 8. Walt Whitman: Selections from <i>Leaves of Grass</i>: "O Captain, My Captain", "Passage to India" (Lines 1–68) 9. Alexie Sherman Alexie: "Crow Testament", "Evolution" <p>Note: Except for Toni Morrison's <i>Beloved</i>, which is for Non-Detailed Study, all other texts are for Detailed Study.</p> <p>Suggested Topics and Background Prose Readings for Class Presentations</p> <p>Topics:</p> <ul style="list-style-type: none"> The American Dream Social Realism and the American Novel Folklore and the American Novel Black Women's Writings Questions of Form in American Poetry <p>Readings:</p> <ol style="list-style-type: none"> 1. Hector St John Crevecoeur. "What is an American" (Letter III). <i>Letters from an American Farmer</i>. Harmondsworth: Penguin, 1982. 66–105. Print. 2. Frederick Douglass. <i>A Narrative of the Life of Frederick Douglass</i>. Harmondsworth: Penguin, 1982. Chapters: 1–7. Page Nos: 47–87. Print. 3. Henry David Thoreau. "Battle of the Ants." Excerpt from <i>Brute Neighbours</i>, by Walden. Oxford: OUP, 1997. Chapter: 12. Print. 4. Ralph Waldo Emerson. "Self Reliance." <i>The Selected Writings of Ralph Waldo Emerson</i>. Ed. by Brooks Atkinson with a biographical introduction. New York: The Modern Library, 1964. Print. 5. Toni Morrison. "Romancing the Shadow." <i>Playing in the Dark: Whiteness and Literary Imagination</i>. London: Picador, 1993. 29–39. Print. 	6

III	ENGL 302 H	<p>C-6: Popular Literature</p> <ol style="list-style-type: none"> 1. Lewis Carroll. <i>Through the Looking Glass</i>. (Detailed Study) 2. Agatha Christie. <i>The Murder of Roger Ackroyd</i>. 3. Shyam Selvadurai. <i>Funny Boy</i>. (Detailed Study) 4. Durgabai Vyam and Subhash Vyam. <i>Bhimayana: Experiences of Untouchability/ Autobiographical Notes on Ambedkar</i> (For the Visually Challenged Students). 5. P.C. Joshi 1857 in Folk Songs, New Delhi: People Publishing House, 1994. pp. 1-50. <p>Suggested Topics and Background Prose Readings for Class Presentations</p> <p>Topics:</p> <ul style="list-style-type: none"> Coming of Age The Canonical and the Popular Caste, Gender and Identity Ethics and Education in Children’s Literature Sense and Nonsense The Graphic Novel <p>Readings:</p> <ol style="list-style-type: none"> 1. Chelva Kanaganayakam. “Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature.” <i>ARIEL</i> (Jan. 1998). Rpt. <i>Post Independence Voices in South Asian Writings</i>. Eds. Malashri Lal, Alamgir Hashmi and Victor J. Ramraj. Delhi: Doaba Publications, 2001. 51–65. Print. 2. Sumathi Ramaswamy. Introduction. <i>Beyond Appearances?: Visual Practices and Ideologies in Modern India</i>. Delhi: Sage, 2003. xiii–xxix. Print. 3. Leslie Fiedler. “Towards a Definition of Popular Literature.” <i>Super Culture: American Popular Culture and Europe</i>. Ed. C.W.E. Bigsby. Ohio: Bowling Green University Press, 1975. 29–38. Print. 4. Felicity Hughes. “Children’s Literature: Theory and Practice.” <i>English Literary History</i>. Vol. 45. 1978. 542–61. Print. 	6
III	ENGL 303 H	<p>C-7: British Poetry and Drama: 17th and 18th Centuries</p> <ol style="list-style-type: none"> 1. John Milton: <i>Paradise Lost: Book 1</i> (Detailed Study) 2. John Webster: <i>The Duchess of Malfi</i> (Detailed Study) 3. Aphra Behn: <i>The Rover</i> 4. Alexander Pope: <i>The Rape of the Lock</i> 	6

		<p>Suggested Topics and Background Prose Readings for Class Presentations</p> <p>Topics:</p> <ul style="list-style-type: none"> Religious and Secular Thought in the 17th Century The Stage, the State and the Market The Mock-epic and Satire Women in the 17th Century The Comedy of Manners <p>Readings:</p> <ol style="list-style-type: none"> 1. The Holy Bible: <i>Genesis</i>. Chapters: 1–4. <i>The Gospel according to St. Luke</i>. Chapters: 1–7 and 22–4. 2. Niccolo Machiavelli. <i>The Prince</i>. Ed. and trans. Robert M. Adams. New York: Norton, 1992. Chapters: 15, 16, 18 and 25. Print. 3. Thomas Hobbes. Selections from <i>The Leviathan</i>. Part. I. New York: Norton, 2006. Chapters: 8, 11 and 13. Print. 4. John Dryden. “A Discourse Concerning the Origin and Progress of Satire.” <i>The Norton Anthology of English Literature</i>. Vol. 1. 9th edition. Ed. Stephen Greenblatt. New York: Norton 2012. 1767–8. Print. 	
III	ENGL 304 H	<p>AEEC/SEC- 1 Soft Skills</p> <p>A) Teamwork</p> <p>Teamwork involves building relationships and working with other people using a number of important skills and habits:</p> <ul style="list-style-type: none"> • Working Cooperatively • Contributing to groups with ideas, suggestions, and effort • Communication (both giving and receiving) • Sense of Responsibility • Healthy respect for different opinions, customs, and individual preferences • Ability to participate in group decision-making <p>B) Emotional Intelligence</p> <p>Characteristics of Emotional Intelligence:</p> <ul style="list-style-type: none"> • <i>Self-Awareness</i> • <i>Self-Regulation</i> • <i>Motivation</i> • <i>Empathy</i> • <i>Social Skills</i> <p>Ways to Improve Emotional Intelligence</p> <ul style="list-style-type: none"> • <i>Observe how you react to people</i> • <i>Look at your work environment</i> • <i>Do a self-evaluation</i> 	4

		<ul style="list-style-type: none"> • <i>Examine how you react to stressful situations</i> • <i>Take responsibility for your actions</i> • <i>Examine how your actions affect others</i> <p>C) Adaptability</p> <ul style="list-style-type: none"> • See the big picture. • Don't be afraid to improvise. • Question the status quo • There's no "I" in Adaptability • Change your Routines <p>D) Leadership</p> <ul style="list-style-type: none"> • Strong Communication Skills • Ability to Influence • Humility <p>E) Problem solving</p> <p>Four basic steps in solving a problem:</p> <ul style="list-style-type: none"> • Defining the Problem. • Generating Alternatives. • Evaluating and Selecting Alternatives. • Implementing Solutions. <p>Suggested Readings</p> <p>Chakravarthi, T. Kalyana and T. Latha Chakravarthi. <i>Soft Skill for Managers</i>. First Edition. New Delhi: Wiley Publishing Ltd., 2015. Print.</p> <p>Dhanavel, S.P. <i>English and Soft Skills</i>. Hyderabad: Orient Black Swan, 2013. Print.</p> <p>James, Larry. <i>The First Book of Life Skills</i>. First Edition. Mumbai: Embassy Books, 2016. Print.</p> <p>Maxwell, John C. <i>The 5 Levels of Leadership</i>. New York: Centre Street, A division of Hachette Book Group Inc., 2014. Print.</p> <p>Mitra, Barun K. <i>Personality Development & Soft Skills</i>. First Edition. New Delhi: Oxford Publishers, 2011. Print.</p> <p>Verma, Shalini. <i>Development of Life Skills and Professional Practice</i>. First Edition; Noida. Vikas Publishing, 2014. Print.</p>	
III	ENGL 305 H	<p>G.E. - 3 Contemporary India: Women and Empowerment</p> <p><u>1. Social Constructions of Gender</u></p> <p>(a) "The Creation of Patriarchy." <i>The Creation of Patriarchy</i> by Gerda Lerner</p> <p>(b) "The Social Organization of Masculinity." <i>Masculinities</i> by R.W. Connell.</p> <p><u>History of Women's Movements in India</u></p>	6

		<p>(a) "Women in the Nationalist Movement"</p> <p>(b) "Women in Independent India"</p> <p>(a & b) From Geraldine Forbes. <i>The New Cambridge History of India</i>. IV. 2. <i>Women in Modern India</i>, 2008.</p> <p>3. <u>Women and Law</u></p> <p>(a) Madhu Kishwar and Ruth Vanita. "Initiatives Against Dowry Deaths." <i>Women's Studies in India</i>. Ed. Mary E. John.</p> <p>(e) Nivedita Menon . "The Elusive 'Woman': Feminism and the Women's Reservation Bill." <i>Women's Studies in India</i>. Ed. Mary E. John.</p> <p>4. <u>Women and Environment</u></p> <p>(a) Malavika Karlekar. "Domestic Violence." <i>Women' Studies in India</i>. Ed. Mary E. John.</p> <p>(f) "Terra Mater: Reclaiming the Feminine Principle." <i>Staying Alive</i> by Vandana Shiva.</p> <p>5. <u>Female Voices</u></p> <p>(a) Rokeya Sakhawat Hossain: "Sultana's Dream"</p> <p>(b) Lalithambika Antaranjanam: "Revenge Herself"</p> <p>(c) Shivani: "Dadi." ("Grandmother"). <i>Women Writing in India: 600BC to the Present---</i> Vol . 2. New Delhi: OUP, 1995. Print.</p> <p>6 <u>Dalit Discourse</u></p> <p>(d) Ruth Manorama . "Dalit Women: The Downtrodden Among the Downtrodden." <i>Women's Studies in India</i>. Ed. Mary E. John.</p> <p>(e) Urmila Pawar: "A Childhood's Tale"</p> <p>(f) Gogu Shaymala. "Raw Wound." <i>Father Maybe an Elephant and Mother Only a Small Basket, But...</i></p> <p>Suggested Supplementary Reading;</p> <p>Gerda Lerner. <i>The Creation of Patriarchy</i>. Oxford University Press.</p> <p>Bina Aggarwal . <i>A Field of One's Own: Gender and Land Rights in South Asia</i>. Cambridge University Press.</p> <p>Jane Pilcher and Imelda Whelehan. <i>50 Key Concepts in Gender Studies</i>. Sage Publications.</p> <p>Nivedita Menon. <i>Seeing Like a Feminist</i>. Zubaan, Penguin.</p> <p>Raka Ray, ed. <i>Fields of Protest: Women's Movements in India</i>. University of Minnesota Press.</p> <p>Saugata Bhaduri and Indrani Mukherjee, Springer, ed. <i>Transcultural Negotiations of Gender</i>. Sita Anantha Raman. <i>Women in India- A Social and Cultural History</i>. Vols I &II, ABC CLIO, LLC.</p>	
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		<p>Vandana Shiva. <i>Staying Alive- Women, Ecology and Survival in India</i>. Kali for Women.</p> <p>Geraldine Forbes. <i>Women in Modern India</i>. Cambridge University Press.</p> <p>Films:</p> <p><i>Kunku (1937) (Marathi)</i></p> <p><i>Mahanagar (1963)</i></p> <p><i>Pratighat (1987)</i></p> <p><i>Mirch Masala (1987)</i></p> <p><i>Bandit Queen (1994)</i></p> <p><i>Hari Bhari (2000)</i></p> <p><i>Lajja (2001)</i></p> <p><i>Kovilpatti Veeralakshmi (2003)</i></p> <p><i>Matrubhoomi (2003)</i></p> <p><i>English Vinglish (2012)</i></p> <p><i>The World before Her (2012)</i></p> <p><i>Queen (2014)</i></p> <p><i>Pink (2016)</i></p>	
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SEMESTER IV

IV	ENGL 401 H	<p>C-8: British Literature: 18th Century</p> <ol style="list-style-type: none"> 1. William Congreve: <i>The Way of the World</i> 2. Jonathan Swift: <i>Gulliver’s Travels</i> (Books III and IV) (Detailed Study) 3. Samuel Johnson: “London” 4. Thomas Gray: “Elegy Written in a Country Churchyard” (Detailed Study) 5. Laurence Sterne: <i>The Life and Opinions of Tristram Shandy, Gentleman</i> 6. Richard B. Sheridan: <i>The School for Scandal</i> (Detailed Study) <p>Suggested Topics and Background Prose Readings for Class Presentations</p> <p>Topics:</p> <ul style="list-style-type: none"> The Enlightenment and Neoclassicism Restoration Comedy The Country and the City The Novel and the Periodical Press <p>Readings:</p> <ol style="list-style-type: none"> 1. Jeremy Collier. <i>A Short View of the Immorality and Profaneness of the English Stage</i>. London: Routledge, 1996. Print. 2. Daniel Defoe. “The Complete English Tradesman” (Letter XXII), “The Great Law of Subordination Considered” (Letter IV), and “The Complete English Gentleman.” <i>Literature and Social Order in Eighteenth-Century England</i>. Ed. Stephen Copley. London: Croom Helm, 1984. Print. 3. Samuel Johnson, “Essay 156” in <i>The Rambler in Selected Writings: Samuel Johnson</i>. Ed. Peter Martin. Cambridge, Mass.: Harvard University Press, 2009. 194–7; <i>Rasselas</i> Chapter 10; “Pope’s Intellectual Character: Pope and Dryden Compared.” <i>The Life of Pope in The Norton Anthology of English Literature</i>. Vol. 1. Ed. Stephen Greenblatt. 8th edition. New York: Norton, 2006. 2693–4, 2774–7. Print. 	6
IV	ENGL 402 H	<p>C-9: British Romantic Literature</p> <ol style="list-style-type: none"> 1. William Blake: “The Lamb” “The Chimney Sweeper” (from <i>The Songs of Innocence and The Songs of Experience</i>) “The Tyger” (<i>The Songs of Experience</i>) ‘Introduction’ to <i>The Songs of Innocence</i> 	6

		<ol style="list-style-type: none"> 2. Robert Burns: "A Bard's Epitaph" "Scots Wha Hae" 3. William Wordsworth: "Tintern Abbey" "Ode: Intimations of Immortality" 4. Samuel Taylor Coleridge: "Kubla Khan" "Dejection: An Ode" 5. Lord George Gordon Noel Byron: "Childe Harold": Canto III, Verses 36–45 (Lines 316–405); Canto IV, Verses 178–86 (Lines 1594–674) 6. P. B. Shelley: "Ode to the West Wind" "Ozymandias" "Hymn to Intellectual Beauty" 7. John Keats: "Ode to a Nightingale" "To Autumn" "On First Looking into Chapman's Homer" 8. Mary Shelley: <i>Frankenstein</i> <p style="text-align: center;">Note: All texts are for Detailed Study</p> <p>Suggested Topics and Background Prose Readings for Class Presentations</p> <p>Topics:</p> <ul style="list-style-type: none"> Reason and Imagination Conceptions of Nature Literature and Revolution The Gothic The Romantic Lyric <p>Readings:</p> <ol style="list-style-type: none"> 1. William Wordsworth. "Preface to Lyrical Ballads." <i>Romantic Prose and Poetry</i>. Ed. Harold Bloom and Lionel Trilling. New York: OUP, 1973. 594–611. Print. 2. John Keats. "Letter to George and Thomas Keats, 21 December 1817," and "Letter to Richard Woodhouse, 27 October, 1818." <i>Romantic Prose and Poetry</i>. Ed. Harold Bloom and Lionel Trilling. New York: OUP, 1973. 766–68, 777–8. Print. 3. Jean-Jacques Rousseau. 'Preface' to <i>Emile or Education</i>. Trans. Allan Bloom. Harmondsworth: Penguin, 1991. Print. 4. Samuel Taylor Coleridge. <i>Biographia Literaria</i>. Ed. George Watson. London: Everyman, 1993. Chapter: XIII. 161–66. Print. 	
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IV	ENGL 403 H	<p>C-10: British Literature: 19th Century</p> <ol style="list-style-type: none"> 1. Jane Austen: <i>Pride and Prejudice</i> 2. Charlotte Bronte: <i>Jane Eyre</i> 3. Charles Dickens: <i>Hard Times</i> (Detailed Study) 4. Alfred Tennyson: “The Lady of Shalott”, “Ulysses”, “The Defence of Lucknow” 5. Robert Browning: “My Last Duchess”, “The Last Ride Together”, “Fra Lippo Lippi” 6. Christina Rossetti: “The Goblin Market” (Detailed Study) <p>Topics:</p> <ul style="list-style-type: none"> Utilitarianism The 19th Century Novel Marriage and Sexuality The Writer and Society Faith and Doubt The Dramatic Monologue <p>Readings:</p> <ol style="list-style-type: none"> 1. <i>The Communist Manifesto</i>. New Delhi: Grapevine India, 2011. Print. 2. Charles Darwin. “Natural Selection and Sexual Selection.” <i>The Descent of Man</i> in <i>The Norton Anthology of English Literature</i>. 8th edition. Vol. 2. Ed. Stephen Greenblatt. New York: Northon, 2006. 1545–9. Print. 3. John Stuart Mill. <i>The Subjection of Women</i>. <i>Norton Anthology of English Literature</i>. 8th edition. Vol. 2. Ed. Stephen Greenblatt. New York: Norton, 2006. Chapter: 1. 1061–9. Print. 	6
IV	ENGL 404 H	<p style="text-align: center;">AEEC/SEC-2</p> <p style="text-align: center;">Translation Studies and Principles of Translation</p> <p>Unit 1</p> <p>Introduction to Translation:</p> <ol style="list-style-type: none"> 1. Definition of Translation — Translating from source language to target language 2. Purpose of Translation — Translation as a literary, cultural and knowledge bridge, and self-other interaction <p>Unit 2</p> <p>Approaches to Translation:</p> <ol style="list-style-type: none"> 1. Domestication: Readability in the target language 2. Foreignisation: Faithfulness to the source language text 	4

		<p>Unit 3</p> <p>Methods of Translation:</p> <ol style="list-style-type: none"> 1. Metaphrase — Sense translation based on difference 2. Paraphrase — Word-to-word translation based on equivalence 3. Imitation — Regulated transformation 4. Interpretation and Adaptation <p>Unit 4</p> <p>Problems of Translation:</p> <ol style="list-style-type: none"> 1. Cultural gap 2. Untranslatability 3. Translation as appropriation of indigenous languages by English <p>Unit 5</p> <p>Translation in India:</p> <ol style="list-style-type: none"> 1. Definitions: <i>Anuvad, Bhashantar, Roopantar</i> 2. Key Terms: <i>Rasa, Dhvani, Auchitya</i> 3. Reading Translation: Cultural difference, contexts and language (c) Shubhangi Bhadbhade, “Garden of Spice” (d) Jaywanti Dimri, “The Inner Eye” <p>(Both these stories are from the book mentioned below) Sharma, Rekha, (Ed.) Translation, Theory and Practice. Delhi: Authorpress, 2015.</p> <p>Unit 6</p> <p>Translation</p> <ol style="list-style-type: none"> 1. Translating a literary/non-literary passage of about 500 words from Hindi into English and English into Hindi. <p>Suggested Reading:</p> <ol style="list-style-type: none"> 1. M. Baker, ed. <i>Routledge Encyclopedia of Translation Studies</i>. 1998. Print. 2. S. S. Barlingay. <i>A Modern Introduction to Indian Aesthetic Theory</i>. DK Printworld, 2007. Print. 3. Susan Bassnett, ed. <i>Translation Studies</i>. Routledge, 2002. Print. 4. Susan Bassnett and Harish Trivedi, eds. <i>Post-Colonial Translation: Theory and Practice</i>. Routledge, 1999. Print. 5. Peter Newmark. <i>A Textbook of Translation</i>. Prentice Hall, 1988. Print. 	
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		<p>6. Paul St-Pierre and Prafulla C. Kar, eds. <i>Reflection, Refraction, Transformation</i>. Pencraft, 2005. Print.</p> <p>7. L. Venuti. ed. <i>The Translation Studies Reader</i>. Routledge, 2000. Print.</p> <p>8. Rekha Sharma, ed. <i>Translation: Theory and Practice</i>. New Delhi: Authorspress, 2015. Print.</p>	
IV	ENGL 405 H	<p>G.E. – 4</p> <p>Language, Literature and Culture</p> <p>1. <i>Understanding India</i></p> <p>Modern Literature</p> <p>“ Think India” : A Rainbow of Contradictions by Vinay Rai</p> <p><i>A Suitable Boy</i> by Vikram Seth</p> <p>Bhakti Literature</p> <p>“You Have Put A Show: How Can I Live” by Namdev</p> <p>“Listen, You Saints” by Kabir</p> <p>“I Know Only Krishna” by Meerabai</p> <p>2. <i>Representing Partition In Literature</i></p> <p>Home And The Individual</p> <p>“ Sleepwalkers” by Joginder Paul</p> <p>Migration And Identity “Proprietor” by Nabaneeta Dev Sen</p> <p>3. <i>The Dalit Movement</i></p> <p>Dalit Literature: An Insight</p> <p>“WE are Kings!” by Daya Pawar</p> <p>“Writing in the Dark” by M.B. Manoj</p> <p><i>Karakku</i> by Bama</p> <p>4. <i>From other Margins</i></p> <p>North East Literature</p> <p>“The Sorrow of Women”, "An Obscure Place" by Mamang Dai</p> <p>“There are no Shangri Las Left" by Sanjay Hazarika</p> <p>Tribal Literature</p> <p>“The Tale of Lord Kobariya” (Translated by Nila Shah).</p> <p>Note: All literary pieces are from <i>Language Through Literature</i>. (D.U.) Primus Books.</p> <p>5. Contemporary Scenario</p> <p>“The Diaspora in Indian Culture.” Amitav Ghosh</p> <p>“Turning Guns into Butter: Moving from Armament to Development.” Douglas Roche</p> <p>Note: The above essays are available in <i>Gleanings from Home and Abroad</i>. Orient Blackswan.</p>	6

SEMESTER V

V	ENGL 501 H	<p>C-11: Women’s Writing</p> <ol style="list-style-type: none"> 1. Emily Dickinson: “I Cannot Live with You” “I’m Wife; I’ve finished That” 2. Sylvia Plath: “Daddy”, “Lady Lazarus” 3. Eunice De Souza: “Advice to Women”, “Bequest” 4. Alice Walker: <i>The Color Purple</i> 5. Charlotte Perkins Gilman: “The Yellow Wallpaper” 6. Katherine Mansfield: “Bliss” 7. Mahashweta Devi: "The Hunt" in <i>Imaginary Maps</i>. Trans. and Introduced by G.C. Spivak. New York: Routledge, 1995. 1-18. Print. 8. Mary Wollstonecraft: <i>A Vindication of the Rights of Woman</i>. New York: Norton, 1988. Chapter: 1. 11– 19; Chapter: 2. 19–38. Print. 9. Ramabai Ranade: “A Testimony of our Inexhaustible Treasures.” <i>Pandita Ramabai Through Her Own Words: Selected Works</i>. Trans. Meera Kosambi. New Delhi: OUP, 2000. 295–324. Print. 10. Rassundari Debi: Excerpts from <i>Amar Jiban</i>. <i>Women’s Writing in India</i>. Vol. 1. , Eds. Susie Tharu and K. Lalita. New Delhi: OUP, 1989. 191–2. Print. <p>Note: All texts are for Detailed Study.</p> <p>Suggested Topics and Background Prose Readings for Class Presentations</p> <p>Topics:</p> <ul style="list-style-type: none"> The Confessional Mode in Women's Writing Sexual Politics Race, Caste and Gender Social Reform and Women’s Rights <p>Readings:</p> <ol style="list-style-type: none"> 1. Virginia Woolf. <i>A Room of One's Own</i>. New York: Harcourt, 1957. Chapters: 1 and 6. Print. 2. Simone de Beauvoir. Introduction. <i>The Second Sex</i>. Trans. Constance Borde and Shiela Malovany- Chevallier. London: Vintage, 2010. 3–18. Print. 3. Kumkum Sangari and Sudesh Vaid, eds. Introduction. <i>Recasting Women: Essays in Colonial History</i>. New Delhi: Kali for Women, 1989. 1–25. Print. 4. Chandra Talapade Mohanty. “Under Western Eyes: Feminist Scholarship and Colonial Discourses.” <i>Contemporary Postcolonial Theory: A Reader</i>. Ed. Padmini Mongia. New York: Arnold, 1996. 172–97. Print. 	6
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V	ENGL 502 H	<p>C-12: British Literature: The Early 20th Century</p> <ol style="list-style-type: none"> 1. Joseph Conrad: <i>Heart of Darkness</i> 2. D.H. Lawrence: <i>Sons and Lovers</i> 3. Virginia Woolf: <i>Mrs. Dalloway</i> 4. W.B. Yeats: "Leda and the Swan", "The Second Coming", "No Second Troy", "Sailing to Byzantium" 5. T.S. Eliot: "Four Quartets" in <i>Collected Poems</i>. London: Faber and Faber, 1974. 189-223. Print. <p>Note: Joseph Conrad, W.B. Yeats and T.S. Eliot are for Detailed Study.</p> <p>Suggested Topics and Background Prose Readings for Class Presentations</p> <p>Topics:</p> <ul style="list-style-type: none"> Modernism, Post-modernism and Non-European Cultures The Women's Movement in the Early 20th Century Psychoanalysis and the Stream of Consciousness The Uses of Myth The Avant Garde <p>Readings:</p> <ol style="list-style-type: none"> 1. Sigmund Freud. "Theory of Dreams", "Oedipus Complex" and "The Structure of the Unconscious" in <i>The Modern Tradition</i>. Ed. Richard Ellman et. al. Oxford: OUP, 1965. 571, 578-80, 559-63. Print. 2. T.S. Eliot. "Tradition and the Individual Talent." <i>Norton Anthology of English Literature</i>. 8th edition. Vol. 2. Ed. Stephen Greenblatt. New York: Norton, 2006. 2319-25. Print. 3. Raymond Williams. Introduction. <i>The English Novel from Dickens to Lawrence</i>. London: Hogarth Press, 1984. 9-27. Print. 	6
V	ENGL 503 H	<p>DSE-1 Modern Indian Writing in English Translation</p> <ol style="list-style-type: none"> 1. Premchand: "The Shroud." <i>Penguin Book of Classic Urdu Stories</i>. Ed. M. Assaduddin. New Delhi: Penguin/Viking, 2006. Print. 2. Razia Sajjad Zaheer. "Neech (Lowborn)" (145-153). <i>Women Writing in India: 600 BC to the Present</i>. Eds. S. Tharu and K. Lalita. Vol. 2. New Delhi: OUP, 1995. Print. 3. Gurdial Singh. "A Season of No Return." <i>Earthy Tones</i>. Trans. Rana Nayar. Delhi: Fiction House, 2002. Print. 	6

		<p>4. Fakir Mohan Senapati. "Rebati." <i>Oriya Stories</i>. Ed. Vidya Das. Trans. Kishori Charan Das. Delhi: Srishti Publishers, 2000. Print.</p> <p>5. Jibanananda Das. "Nakad Solitary Hand" and "Grass" (3-5). <i>One Hundred Indian Poets: Signatures</i>. Ed. K. Satchidanandan. Delhi: National Book Trust, 2006. Print.</p> <p>6. G.M. Muktibodh. "The Void." (Trans. Vinay Dharwadker) and "So Very Far" (Trans. Vishnu Khare and Adil Jussawala). <i>The Oxford Anthology of Modern Indian Poetry</i>. Ed. Vinay Dharwadker and A.K. Ramanujam. New Delhi: OUP, 2000. Print.</p> <p>7. Amrita Pritam. "I Say Unto Waris Shah" (Tranr. N.S. Tasneem). <i>Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems</i>. Vol. 3. Ed. K.M. George. Delhi: Sahitya Akademi, 1992. Print.</p> <p>8. Thangjam Ibopishak Singh. "Dali, Hussain, or "Odour of Dream, Colour of Wind" and "The Land of the Half-Humans" (Trans. Robin S. Ngangom). <i>The Anthology of Contemporary Poetry from the Northeast</i>. NEHU: Shillong, 2003. Print.</p> <p>9. Dharamveer Bharati. <i>Andha Yug</i>. Trans. Alok Bhalla. New Delhi: OUP, 2009. Print.</p> <p>10. G. Kalyan Rao. <i>Untouchable Spring</i>. Trans. Alladi Uma and M. Sridhar. Delhi: Orient BlackSwan, 2010. Print.</p> <p>Note: All texts are for Detailed Study.</p> <p>Suggested Topics and Background Prose Readings for Class Presentations</p> <p>Topics:</p> <p>"The Aesthetics of Translation", "Linguistic Regions and Languages." <i>Translation: Theory and Practice</i>. Ed. Rekha Sharma. New Delhi: Authorspress, 2015. Print.</p> <p>Rabindranath Tagore. <i>Selected Writings on Literature and Language</i>. Ed. S.K. Dass and Sukarita Chaudhary. New Delhi: OUP, 2001. Print.</p> <p>Sri Aurobindo. <i>The Foundations of Indian Culture</i>. Pondicherry: Sri Aurobindo Ashram, 1992. Print.</p> <p>Modernity in Indian Literature Caste, Gender and Resistance Questions of Form in 20th Century Indian Literature.</p> <p>Readings:</p> <p>1. Raja Rao. <i>The Meaning of India</i>. New Delhi: Vision Books, 2007. 11-28. Print.</p> <p>2. Namwar Singh. "Decolonising the Indian Mind." Trans. Harish Trivedi. <i>Indian Literature</i> 151 (Sept./Oct. 1992). Print.</p>	
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V	ENGL 504 H	<p>DSE-II Literature of the Indian Diaspora</p> <p>1. M. G. Vassanji. <i>The Book of Secrets</i>. Penguin, India.</p> <p>2. Rohinton Mistry. <i>A Fine Balance</i>. Alfred A Knopf. (Detailed Study)</p> <p>3. Meera Syal. <i>Anita and Me</i>. Harper Collins.</p> <p>4. Jhumpa Lahiri. <i>The Namesake</i>. Houghton Mifflin Harcourt. (Detailed Study)</p> <p>Suggested Topics and Background Prose Readings for Class Presentations</p> <p>Topics: The Diaspora: Hybridity, Muticulturalism, Identity, Nostalgia, Alienation</p> <p>Reading:</p> <p>1. "Introduction: The Diasporic Imaginary." <i>Literature of the Indian diaspora</i>. By V. Mishra London: Routledge, 2008. Print.</p> <p>2. "Cultural Configurations of Diaspora." <i>Diaspora & hybridity</i>. V. Kalra, R. Kaur and J. Hutynuk. London: Sage Publications, 2005. Print.</p> <p>3. "The New Empire within Britain." <i>Imaginary Homelands</i>. By Salman Rushdie. London: Granta Books, 1991. Print.</p> <p>4. Makarand Pranjape. Introduction. <i>Indian Diaspora: Theories, Histories, Texts</i>. New Delhi: Samvad India, 2011. Print.</p>	6

SEMESTER-VI

VI	ENGL 601 H	<p>C-13: Modern European Drama</p> <ol style="list-style-type: none"> 1. Bertolt Brecht: <i>Mother Courage</i> (Detailed Study) 2. Samuel Beckett: <i>Waiting for Godot</i> 3. Eugene Ionesco: <i>Rhinoceros</i> (Detailed Study) 4. G.B. Shaw: <i>Arms and the Man</i> <p>Suggested Topics and Background Prose Readings for Class Presentations</p> <p>Topics:</p> <p style="padding-left: 20px;">Politics, Social Change and the Stage Text and Performance European Drama: Realism and Beyond Tragedy and Heroism in Modern European Drama The Theatre of the Absurd</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Constantin Stanislavski, <i>An Actor Prepares</i>. Chapter: 8. "Faith and the Sense of Truth." Trans. Elizabeth Reynolds Hapgood. Harmondsworth: Penguin, 1967. Sections: 1, 2, 7, 8, 9. Page Nos. 121–5, 137–46. Print. 2. Bertolt Brecht. "The Street Scene", "Theatre for Pleasure or Theatre for Instruction", and "Dramatic Theatre vs Epic Theatre." <i>Brecht on Theatre: The Development of an Aesthetic</i>. Ed. and trans. John Willet. London: Methuen, 1992. 68–76, 121–8. Print. 3. George Steiner. "On Modern Tragedy." <i>The Death of Tragedy</i>. London: Faber, 1995. 303–24. Print. 	6
VI	ENGL 602 H	<p>C-14: Postcolonial Literatures</p> <ol style="list-style-type: none"> 1. Chinua Achebe: <i>Things Fall Apart</i> 2. Gabriel Garcia Marquez: <i>Chronicle of a Death Foretold</i> 3. Srilal Shukla: <i>Raag Darbari</i>. Trans. Gillian Wright. New Delhi: Penguin India, 2000. Print. 4. Ama Ata Aidoo: "The Girl Who Can" 5. Grace Ogot: "The Green Leaves" 6. Pablo Neruda: "Tonight I Can Write", "The Way Spain Was" 	6

		<p>7. Derek Walcott: "A Far Cry from Africa", "Names"</p> <p>8. Sarveshwar Dayal Saxena: "Dust" and "Now I Will Not Let the Sun Set" (160-163). <i>One Hundred Indian Poets: Signatures</i>. Ed. K. Satchidanandan. Delhi: National Book Trust, 2006. Print.</p> <p>9. Mamang Dai: "Small Towns and the River", "The Voice of the Mountain"</p> <p>Note: All texts, except Chinua Achebe's <i>Things Fall Apart</i>, are for Detailed Study.</p> <p>Suggested Topics and Background Prose Readings for Class Presentations</p> <p>Topics:</p> <ul style="list-style-type: none"> De-colonization, Globalization and Literature Literature and Identity Politics Writing for the New World Audience Region, Race, and Gender Postcolonial Literatures and Questions of Form <p>Readings:</p> <ol style="list-style-type: none"> 1. M.K. Gandhi. <i>Hind Swaraj or Indian Home Rule</i>. Ahmedabad: Navjivan, 2006. Chapters: IV, VI, XIII, XIX. Print. 2. Franz Fanon. "The Negro and Language." <i>Black Skin, White Masks</i>. Trans. Charles Lam Markmann. London: Pluto Press, 2008. 8–27. Print. 3. Ngugi wa Thiong'o. "The Language of African Literature." <i>Decolonising the Mind</i> London: James Curry, 1986. Chapter. 1. Sections: 4–6. Print. 4. Gabriel Garcia Marquez. "The Nobel Prize Acceptance Speech." <i>Gabriel Garcia Marquez: New Readings</i>. Ed. Bernard McGuirk and Richard Cardwell. Cambridge: Cambridge University Press, 1987. Print. 5. Rabindranath Tagore. "The Philosophy of Literature" (293-309). <i>Selected Writings in Literature and Language</i>. Eds. S.K. Das and S. Chaudhary. New Delhi: OUP, 2012. Print. 6. Nirmal Verma. "India and Europe: Some Reflections on the Self and the Other" (27-52). <i>India and Europe: Selected Essays</i>. Ed. Nirmal Verma. Shimla: IAS, 2000. Print. 7. Ra Ga Jadhav. "Dalit Feelings and Aesthetic Detachment" (283-290). <i>The Writer as Critic</i>. By Jasbir Jain. Jaipur: Rawat, 2011. Print. 	
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VI	ENGL 603 H	<p>DSE-III Partition Literature</p> <ol style="list-style-type: none"> 1. Intizar Husain. <i>Basti</i>. Trans. Frances W. Pritchett. New Delhi: Rupa, 1995. Print. 2. Amitav Ghosh. <i>The Shadow Lines</i>. 3. a) Dibyendu Palit. "Alam's Own House." Trans. Sarika Chaudhuri. <i>Bengal Partition Stories: An Unclosed Chapter</i>. Ed. Bashabi Fraser. London: Anthem Press, 2008. 453–72. Print. b) Manik Bandhopadhyaya. "The Final Solution." Trans. Rani Ray. <i>Mapmaking: Partition Stories from Two Bengals</i>. Ed. Debjani Sengupta. New Delhi: Srishti, 2003. 23–39. Print. c) Sa'adat Hasan Manto. "Toba Tek Singh." <i>Black Margins: Manto</i>. Trans. M. Asaduddin. New Delhi: Katha, 2003). 212–20. Print. d) Lalithambika Antharajanam. "A Leaf in the Storm." Trans. K. Narayana Chandran. <i>Stories about the Partition of India</i>. Ed. Alok Bhalla. New Delhi: Manohar, 2012. 137–45. Print. 4. a) Faiz Ahmad Faiz. "For Your Lanes, My Country." <i>In English: Faiz Ahmad Faiz, A Renowned Urdu Poet</i>. Trans. and ed. Riz Rahim. California: Xlibris, 2008. 138. Print. b) Jibananda Das. "I Shall Return to This Bengal." Trans. Sukanta Chaudhuri. <i>Modern Indian Literature</i>. New Delhi: OUP, 2004. 8–13. Print. c) "Wall" by Harbhajan Singh (101-102), <i>Signatures</i> Ed .K. Satchidanandan. Delhi: National Book Trust.2006. <p>Note: All texts, except Amitav Ghosh's <i>The Shadow Lines</i> are for Detailed Study.</p> <p>Suggested Topics and Readings for Class Presentation Topics:</p> <p>Colonialism, Nationalism, and the Partition Communalism and Violence Homelessness and Exile Women in the Partition</p> <p>Background Readings and Screenings:</p> <ol style="list-style-type: none"> 1. Ritu Menon and Kamla Bhasin. Introduction. <i>Borders and Boundaries</i>. New Delhi: Kali for Women, 1998. Print. 2. Sukrita P. Kumar. <i>Narrating Partition</i>. Delhi: Indialog, 2004. Print. 	6
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		<p>3. Urvashi Butalia. <i>The Other Side of Silence: Voices from the Partition of India</i>. Delhi: Kali for Women, 2000. Print.</p> <p>4. Sigmund Freud. "Mourning and Melancholia." <i>The Complete Psychological Works of Sigmund Freud</i>. Trans. James Strachey. London: Hogarth Press, 1953. 3041-53. Print.</p> <p>Films:</p> <p><i>Garam Hawa</i> (Dir. M.S. Sathyu, 1974). <i>Khamosh Paani: Silent Waters</i> (Dir. Sabiha Sumar, 2003). <i>Subarnarekha</i> (Dir. Ritwik Ghatak, 1965).</p>	
VI	ENGL 604 H	<p>DSE-IV Autobiography</p> <p>1. Jean-Jacques Rousseau. <i>Confessions</i>. Part One. Book One. Page Nos: 5-43. Trans. Angela Scholar. New York: OUP, 2000. Print. (Detailed Study)</p> <p>2. Benjamin Franklin. <i>Autobiography</i>. Page Nos: 5-63. Ed. W. Macdonald. London: J. M. Dent and Sons, 1960. Print.</p> <p>1. M. K. Gandhi. <i>Autobiography or the Story of My Experiments with Truth</i>. Part I. Chapters: II to IX 5-26. Ahmedabad: Navajivan Trust, 1993. Print. (Detailed Study)</p> <p>4. Annie Besant. <i>Autobiography</i>. Chapter VII. "Atheism As I Knew and Taught It." 141-175. London: T. Fisher Unwin, 1917. Print. (Detailed Study)</p> <p>5. Binodini Dasi. <i>My Story and Life as an Actress</i>. Page Nos. 61-83. New Delhi: Kali for Women, 1998. Print.</p> <p>6. A. Revathi. <i>Truth About Me: A Hijra Life Story</i>. Chapters I-IV. 1-37. New Delhi: Penguin, 2010. Print.</p> <p>7. Richard Wright. <i>Black Boy</i>. Chapter: 1. 9-44. United Kingdom: Picador, 1968. Print.</p> <p>8. Sharankumar Limbale. <i>The Outcaste</i>. Trans. Santosh Bhoomkar. 1-39. New Delhi: OUP, 2003. Print.</p> <p>Suggested Topics and Background Prose Readings for class Presentations</p> <p>Topics:</p> <p>Self and Society Role of Memory in Writing Autobiography Autobiography as Resistance Autobiography as Rewriting History</p>	6

Item III

In the revised Pattern of Testing for **AECC-2 (ENGL 203)** for Second Semester, there will be only one question of 12 Marks (14 for ICDEOL) with internal choice between **Feature Article** and **Interview**. [Refer to Part No. 1 'Feature Article/Interview' of Revised Pattern of Testing for AECC-2 (ENGL 203) for End-Semester Examination given below]

Note: For the convenience of students, revised/modified Pattern of Testing is reproduced in full below.

Revised Pattern of Testing for AECC-2 (ENGL 203)

1. Ability Enhancement Compulsory Course: THREE HOURS

For Internal Assessment (30 marks)

Internal Assessment to be conducted on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of students. Students may be asked to read short passages, make extempore speeches and participate in group discussion (wherever possible).

Attendance: 5 Marks

Assignment/Presentation: 10 Marks (5+5 Marks)

Mid Term Test: 15 Marks

For End Semester Examination (Three Hours) (70Marks)

1. Feature Article/Interview	12 Marks [14]
2. Notice	10 Marks [15]
3. Translation	10 Marks [20]
4. Essay/Speech Writing (Up to250words)	15 Marks [20]
5. Report Writing	15 Marks [20]
6. Dialogue Writing	8 Marks [11]

(End Semester Examination for ICDEOL students will be for 100 Marks and marks shown in square brackets relate to them.)

Format for Transcripts for B.A. with English (Regular)

B.A. Regular 3rd Semester

Codes	Courses	Credits	Grade Letter	Grade Point	Credit
ENGL 301	ENGLISH II (CORE) (Essays Poetry & Grammar)	6			
ENGL 302	DSC-I C British Literature (Novel & Play)	6			
ENGL303	AEEC/SEC-I (Creative Writing, Book & Media Reviews)	4			
	DSC-2C	6			
	Total	22			

4th Semester

Codes	Courses	Credits	Grade Letter	Grade Point	Credit
	MIL-2/Hindi-2	6			
ENGL 402	DSC-ID Literary Cross Currents: <i>Modern Indian Literature</i> (Poems and Short Stories)	6			
ENGL 403	AEEC/SEC-2 Translation Studies and Principles of Translation	4			
	DSC-2D	6			
	Total	22			

5th Semester

Codes	Courses	Credits	Grade Letter	Grade Point	Credit
ENGL 501	GE-1 Contemporary India: Women and Empowerment	6			
ENGL 502	DSE -1A Soft Skills	6			
ENGL 503	AEEC/SEC-3 Technical Writing	4			
	DSE-2 A	6			
	Total	22			

6th Semester

Codes	Courses	Credits	Grade Letter	Grade Point	Credit
ENGL 601	GE-2 Language Literature and Culture	6			
ENGL602	DSE-1B Academic Writing	6			
ENGL 603	AEEC/SEC-4 Business Communication	4			
	DSE-2 B	6			
	Total	22			

Grand Total =132-----

Format for Transcripts for B.A. with English (Hons.)

B.A. (Hons.) ENGLISH III to VI Semester III Semester

Codes	Courses	Credits	Grade Letter	Grade Point	Credit
ENGL 301 H	C-5 American Literature	6			
ENGL 302 H	C-6 Popular Literature	6			
ENGL 303 H	C-7 British Poetry and Drama: 17 th & 18 th Centuries	6			
ENGL 304 H	AEEC / SEC-1 (Soft Skills)	4			
ENGL 305 H	Generic Elective -3 Contemporary India: Women and Empowerment	6			
	Total	28 Credits			

IV Semester

Codes	Courses	Credits	Grade Letter	Grade Point	Credit
ENGL 401 H	C-8 British Literature: 18 th Century	6			
ENG 402 H	C-9 British Romantic Literature	6			
ENGL 403 H	C-10 British Literature: 19 th Century	6			
ENGL 404 H	AEEC / SEC- 2(Translation Studies and Principles of translation)	4			
ENGL 405 H	Generic Elective – 4 Language, Literature and Culture	6			
	Total	28 Credits			

V Semester

Codes	Courses	Credits	Grade Letter	Grade Point	Credit
ENGL 501 H	C-11 Women's Writing	6			
ENGL 502 H	C-12 British Literature: The Early 20 th Century	6			
ENGL 503 H	DSE-I (Modern Indian Writing in English Translation)	6			
ENGL 504 H	DSE-II (Literature of the Indian Diaspora)	6			
	Total	24			

VI Semester

Codes	Courses	Credits	Grade Letter	Grade Point	Credit
ENGL 601 H	C-13 Modern European Drama	6			
ENGL 602 H	C-14 (Post Colonial Literature)	6			
ENGL 603 H	DSE-III (Partition Literature)	6			
ENGL 604 H	DSE- IV (Autobiography)	6			
	Total	24			
Grand Total=		148 (A candidate can earn up to 160 credits)			

Pattern of Testing
English-II Core (ENGL301)
(Compulsory for B.A. & B.Com. in 3rd Semester)

Internal Assessment	(30 marks)
Attendance:	5 Marks
Assignment/Presentation:	10 Marks
Mid-Term Test:	15 Marks

Note: 1. For ICDEOL students, there will be no Internal Assessment and End Semester Examination (ESE) will be of 100 Marks.
2. Marks given in Square Bracket are meant for ICDEOL students.

End-Term Examination **(70 Marks)**

(Three Hours)

1. **Two** Comprehension Questions will be set. **One** Question (**with internal choice**) will be from **Unit I (Essays) & the other (with internal choice)** will be from **Unit II (Poetry)**. Each Comprehension Passage will be followed by **5** questions.

5x2=10Marks [10x2=20]

2. **Six** Short Answer Questions will be set from **Units I & II (3 from each Unit)** out of which students will be required to answer **four** questions (**2 from each Unit**) in 100-150 words.

5x4=20 Marks [8x4=32]

3. **Four** Long Answer Questions will be set from **Units I & II (2 from each Unit)** out of which **two** questions (**1 from each Unit**) will have to be attempted in about 300 words.

10x2=20 Marks [14x2=28]

4. Do as directed (**Unit III-Applied Grammar**)

(i) One Word Substitution (**Any five** out of the given seven expressions)

(ii) Words used as Nouns and Verbs (**Any five** out of the given seven words)

(iii) Transformation (**Any five** out the five given seven sentences)

(iv) Homonyms (**Any five** out of the given seven word pairs)

5x4=20 [5x4=20]

Pattern of Testing
(i) DSC-1C British Literature (ENGL302)
(ii) DSC-1D Literary Cross Currents (ENGL402)

Internal Assessment	(30 marks)
Attendance:	5 Marks
Assignment/Presentation:	10 Marks
Mid-Term Test:	15 Marks

Note: 1. For ICDEOL students, there will be no Internal Assessment and End Semester Examination (ESE) will be of 100 Marks.

2. Marks given in Square Bracket are meant for ICDEOL students.

3. Pattern of Testing for these courses is similar to what has already been notified for DSC-1A & DSC-1B. However, for easy reference it is reproduced below.

End-Term Examination **(70 Marks)**
(Three Hours)

1. Comprehension Questions: Up to **five** passages may be set, followed by **five** questions to test students' comprehension and analytic abilities including the ability to draw inferences. A student may attempt any **three** parts thereof. 5X3=15 Marks [5x3=15]
2. Short Answer Type Questions: Up to **five** questions may be set out of which a student will attempt any **three** in about 200 words. 10X3=30 Marks [15X3=45]
3. Long Answer Type Questions: Up to **four** questions may be set out of which a student will attempt any **two** in about 350 words. 12.5X2=25 Marks [20X2=40]

Pattern of Testing for Generic Elective Courses
Contemporary India: Women and Empowerment
ENGL501 (GE-1) / ENGL305H (GE-3)

Internal Assessment	(30 marks)
Attendance:	5 Marks
Assignment/Presentation:	10 Marks
Mid-Term Test:	15 Marks

Note: 1. For ICDEOL students, there will be no Internal Assessment and End Semester Examination (ESE) will be of 100 Marks.

2. Marks given in Square Bracket are meant for ICDEOL students.

**End-Term Examination
(Three Hours)**

(70 Marks)

1. **Ten** very Short Answer Questions (10-20 words) out of the given **fifteen** to be attempted.
1x10=10 [1x10=10]
2. **Six** Short Answer Questions (100-150 words) out of the given **twelve (2 from each Unit)** to be attempted.
5x6=30 [8x6=48]
3. **Three** Long Answer Questions (300-350 words) out of the given **six (1 from each Unit)** to be attempted.
10x3=30 [14x3=42]

**Pattern of Testing
Language, Literature & Culture
(ENGL601) (GE-2) / ENGL405H (GE-4)**

Internal Assessment

(30 marks)

Attendance:	5 Marks
Assignment/Presentation:	10 Marks
Mid-Term Test:	15 Marks

Note: 1. For ICDEOL students, there will be no Internal Assessment and End Semester Examination (ESE) will be of 100 Marks.

2. Marks given in Square Bracket are meant for ICDEOL students.

**End-Term Examination
(Three Hours)**

(70 Marks)

1. **Four** Comprehension Questions will be set, out of which **two** questions will have to be attempted. Each Comprehension Passage will be followed by **5** questions.
5x2=10Marks [7.5x2=15]
2. **Ten** Short Answer Questions will be set from the five **Units (2 from each Unit)** out of which students will be required to answer **five** questions (**1 from each Unit**) in 100-150 words.
6x5=30 Marks [8x5=40]
3. **Five** Long Answer Questions will be set from the five **Units (1 from each Unit)** out of which **three** questions will have to be attempted in about 300 words each.
10x3=30 Marks [15x3=45]

Ability Enhancement Elective Courses
Pattern of Testing for AEEC-1
Creative Writing, Book & Media Reviews
ENGL 303

Internal Assessment	(30 marks)
Attendance:	5 Marks
Assignment/Presentation:	10 Marks
Mid-Term Test:	15 Marks

Note: 1. For ICDEOL students, there will be no Internal Assessment and End Semester Examination (ESE) will be of 100 Marks.
2. Marks given in Square Bracket are meant for ICDEOL students.

End-Term Examination **(70 Marks)**
(Three Hours)

- Ten** very Short Answer Questions (10-20 words) out of the given **fifteen** to be attempted.
1x10=10 [1x10=10]
- Four** Short Answer Questions (100-150 words) out of the given **eight (2 from each Unit)** to be attempted.
6x4=24 [7.5x4=30]
- Four** Long Answer Questions (300-350 words) out of the given **six (at least 1 from each Unit)** to be attempted.
9x4=36 [15x4=60]

Pattern of Testing for AEEC-2
Translation Studies and Principles of Translation (ENGL 403) / ENGL404H

Internal Assessment	(30 marks)
Attendance:	5 Marks
Assignment/Presentation/Project:	10 Marks
Mid-Term Test:	15 Marks

Note: 1. For ICDEOL students, there will be no Internal Assessment and End Semester Examination (ESE) will be of 100 Marks.
2. Marks given in Square Bracket are meant for ICDEOL students.

**End-Term Examination
(Three Hours)**

(70 Marks)

1. Objective Type Questions—Up to **seven** questions may be set out of which students are to attempt **five** questions. 2x5=10 Marks [3x5=15]
2. Comprehension Questions based on the prescribed translated literary texts (up to **four** questions may be set out of which students are to attempt **two** questions, selecting at least one from each genre (short story and poetry) 5x2=10 Marks [8x2=16]
3. Short Answer Type Questions (To be answered in about 150-200 words). Up to **Six** questions may be set, out of which students are to attempt **three** questions 5X3=15 Marks [8X3=24]
4. Long Answer Type Questions (To be answered in about 300-350 words). Up to **three** questions may be set out of which students will attempt any **two** questions. 10x2=20 Marks [12.5x2=25]
5. Translate a short passage from Hindi to English and from English to Hindi 7.5x2=15 Marks [10x2=20]

**Pattern of Testing for AEEC-3
Technical Writing (ENGL 503)**

Internal Assessment

(30 marks)

Attendance:	5 Marks
Assignment/Presentation:	10 Marks
Mid-Term Test:	15 Marks

Note: 1. For ICDEOL students, there will be no Internal Assessment and End Semester Examination (ESE) will be of 100 Marks.

2. Marks given in Square Bracket are meant for ICDEOL students.

**End-Term Examination
(Three Hours)**

(70 Marks)

1. **Ten** very Short Answer Questions (10-20 words) out of the given **fifteen** to be attempted. 1x10=10 [1x10=10]
2. **Six** Short Answer Questions (100-150 words) out of the given **nine (3 from each Unit)** to be attempted. 5x6=30 [8x6=48]
3. **Three** Long Answer Questions (300-350 words) out of the given **five (at least 1 from each Unit)** to be attempted. 10x3=30 [14x3=42]

**Pattern of Testing for AEEC-4
Business Communication (ENGL 603)**

Internal Assessment	(30 marks)
Attendance:	5 Marks
Assignment/Presentation:	10 Marks
Mid-Term Test:	15 Marks

Note: 1. For ICDEOL students, there will be no Internal Assessment and End Semester Examination (ESE) will be of 100 Marks.

2. Marks given in Square Bracket are meant for ICDEOL students.

End-Term Examination (Three Hours) (70 Marks)

- Ten** very Short Answer Questions (10-20 words) out of the given **fifteen** to be attempted.
1x10=10 [1x10=10]
- Four** Short Answer Questions (100-150 words) out of the given **eight (2 from each Unit)** to be attempted.
5x4=20 [7.5x4=30]
- Four** Long Answer Questions (300-350 words) out of the given **six (at least 1 from each Unit)** to be attempted.
10x4=40 [15x4=60]

**Pattern of Testing for Soft Skills (Regular)
DSE-1A (ENGL 502)**

Internal Assessment	(30 marks)
Attendance:	5 Marks
Assignment/Presentation:	10 Marks
Mid-Term Test:	15 Marks

Note: 1. For ICDEOL students, there will be no Internal Assessment and End Semester Examination (ESE) will be of 100 Marks.

2. Marks given in Square Bracket are meant for ICDEOL students.

End-Term Examination (Three Hours) (70 Marks)

- Ten** very Short Answer Questions (10-20 words) out of the given **fifteen** are to be attempted.
1x10=10 [1x10=10]
- Six** Short Answer Questions (100-150 words) to be attempted out of the given **twelve** questions (2 from each Unit).
5x6=30 [8x6=48]
- Three** Long Answer Questions (300-350 words) to be attempted out of the given **six** questions (1 from each Unit).
10x3=30 [14x3=42]

**Pattern of Testing for Soft Skills (Hons.)
AEEC-1 (ENGL 304H)**

Internal Assessment	(30 marks)
Attendance:	5 Marks
Assignment/Presentation:	10 Marks
Mid-Term Test:	15 Marks

Note: 1. For ICDEOL students, there will be no Internal Assessment and End Semester Examination (ESE) will be of 100 Marks.

2. Marks given in Square Bracket are meant for ICDEOL students.

End-Term Examination (Three Hours)	(70 Marks)
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1. **Ten** very Short Answer Questions (10-20 words) out of the given **fifteen** are to be attempted.
1x10=10 [1x10=10]
2. **Five** Short Answer Questions (100-150 words) to be attempted out of the given **ten** questions (2 from each Unit).
6x5=30 [9x5=45]
3. **Three** Long Answer Questions (300-350 words) to be attempted out of the given **five** questions (1 from each Unit).
10x3=30 [15x3=45]

**Pattern of Testing for Academic Writing and Composition
(ENGL602) DSE-1B / ENGL104H (GE-1)**

Internal Assessment	(30 marks)
Attendance:	5 Marks
Assignment/Presentation:	10 Marks
Mid-Term Test:	15 Marks

Note: 1. For ICDEOL students, there will be no Internal Assessment and End Semester Examination (ESE) will be of 100 Marks.

2. Marks given in Square Bracket are meant for ICDEOL students.

3. Pattern of Testing for Academic Writing ENGL602 (DSE-1B) is similar to what has already been approved for ENGL104H (GE-1). The same has been appended below:

End-Term Examination (Three Hours)	(70 Marks)
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1. Objective Type Questions: Up to 15 multiple choice questions
1x15=15 Marks [15]
2. Short Answer Type Questions: Up to **six** questions may be set out of which students will answer **three** questions in about 250 words. Each question answered should be from a different area prescribed for study.
10X3= 30 Marks [15X3=45]
3. Drafting Advertisements (Internal Choice may be provided)
10x1=10 Marks [15]
4. Essay Type Question: Up to **two** questions may be set out of which the student will answer any **one** in about 350-400 words.
15x1=15 Marks [25]

Pattern of Testing for Discipline Centric Electives (Hons.)
ENGL503H (Modern Indian Writing in English Translation)
ENGL504H (Literature of the Indian Diaspora)
ENGL603H (Partition Literature)
ENGL604H (Autobiography)

Internal Assessment	(30 marks)
Attendance:	5 Marks
Assignment/Presentation:	10 Marks
Mid-Term Test:	15 Marks

Note: 1. For ICDEOL students, there will be no Internal Assessment and End Semester Examination (ESE) will be of 100 Marks.
2. Marks given in Square Bracket are meant for ICDEOL students.

End-Term Examination **(70 Marks)**
(Three Hours)

1. **Four** Comprehension Questions will be set, out of which **two** questions will have to be attempted. Each Comprehension Passage will be followed by **5** questions.

5x2=10Marks [7.5x2=15]

2. **Eight** Short Answer Questions will be set from the four **Units (2 from each Unit)** out of which students will be required to answer **five** questions (**at least 1 from each Unit**) in 100-150 words.

6x5=30 Marks [8x5=40]

3. **Five** Long Answer Questions will be set from the five **Units (at least 1 from each Unit)** out of which **three** questions will have to be attempted in about 300 words each.

10x3=30 Marks [15x3=45]

Pattern of Testing for Core Courses (Hons.)

ENGL 301H/302H/303H/401H/402H/403H/501H/502H/601H/602H

Internal Assessment	(30 marks)
Attendance:	5 Marks
Assignment/Presentation:	10 Marks
Mid-Term Test:	15 Marks

Note: 1. For ICDEOL students, there will be no Internal Assessment and End Semester Examination (ESE) will be of 100 Marks.

2. Marks given in Square Bracket are meant for ICDEOL students.

End-Term Examination (70 Marks) **(Three Hours)**

1. **One** question will be set on explaining the given lines/excerpts from the text prescribed for Detailed Study. Out of the given **three** pieces, students will have to attempt **one** question carrying 10 marks.
10x1=10[15x1=15]

2. **One** question requiring Short Answer of about 300 words will be set. Out of the given **seven parts**, the student will have to attempt **three parts**, each carrying 10 marks.

10x3=30 [15x3=45]

3. **Four** questions will be set, one from each text with internal choice, out of which the students will have to attempt any **two**, carrying 15 marks each.

15x2=30[20x2=40]
