

**B.A. HONS. (ENGLISH)**  
**Department of English**  
**School of Liberal Education**

**Syllabi of [UG Programme for Bachelor in English (Honours) degree] under  
School of Liberal Education to be implemented from the Academic Year  
2024-25.**



**SANSKARAM  
UNIVERSITY**

*Patauda, Jhajjar, Haryana, 124108*

**Preamble:**

The B.A. (Hons.) in English course is planned to provide overall and thorough knowledge about English Literature and Language to the students. The program aims to introduce a wide variety of literature in the English language. Primarily, the program aims to offer eligible students the opportunity to read and respond to a massive spectrum of novels, plays, and poetry across different genres. Also, students are exposed to wider socio-cultural and political issues in relation to contemporary English literature. The course consists of components of study such as literary analyses, cultural diversity in literature, critical thinking, and written and oral communication skills through a rigorous curriculum of literature, composition, language and linguistics, and communication studies.

We are devoted to bring together concepts and ideas with work ‘on the ground’; there is significant input from the industry professionals. The course enables students to develop their own focused area of interest. This course helps to strengthen the students’ linguistic capabilities through both theoretical lessons and practical sessions. It also introduces the students to the political, social, cultural, economic, and intellectual backgrounds of the various periods in literary history. It offers the students a deep insight into the world of literature and enables them to critically appreciate major literary works of the world.

The syllabus and curriculum provide students with the means to investigate and learn a range of working involving activities from creative writing to content writing and advertisement content for market and media. The history, development and research in the English studies will be analysed in various contexts. The social values and ethics are in the core of the program.

**Justification:**

The purpose always depends upon a student’s professional aspirations, students may specialize in any of the field of BA (Hons) English and English Studies. The fundamental knowledge that students will attain in this course is how to enrich their creativity and how to be able to pen it down in the form creative productions as literary pieces, content writing, script writing, dramatic pieces, poetics compositions, review writing, academic writings, blog writing and web content etc. In addition to this, the course also intends at enabling students aware of the new technologies emerging in the field of English Literary Studies. The course focuses on the following major objectives:

To prepare the graduates to be leaders in the mainstream professions of English Studies and Literature.

To establish academic system to facilitate genuine learning of English Literature and Language to the students.

**B.A. (Hons.) English -4 Years Program**

**List of Discipline Specific Core courses [DSCs]:**

SEMESTER I	DSC 1	Introduction to Literary Studies
	DSC 2	History of English Literature
	DSC 3	Green Studies
SEMESTER II	DSC 4	14th to 17th Century English Poetry
	DSC 5	16th & 17th Century English Drama
	DSC 6	18th Century Literature
SEMESTER III	DSC 7	Romantic Literature
	DSC 8	Victorian Literature
	DSC 9	Literary Criticism
SEMESTER IV	DSC 10	American Literature
	DSC 11	Indian Writings in English
	DSC 12	Indian Writings in English Translation
SEMESTER V	DSC 13	Twentieth Century Poetry and Drama
	DSC 14	Twentieth Century Novel
	DSC 15	Dalit Writings
SEMESTER VI	DSC 16	Modern European Drama
	DSC 17	Postcolonial Writings
	DSC 18	Women Writings
SEMESTER VII	DSC 19	Literary Theory I
SEMESTER VIII	DSC 20	Literary Theory II

**List of Discipline Specific Electives [DSEs]:**

SEMESTER V	DSE 1	Dystopian Writings
		Children Literature
SEMESTER VI	DSE 2	World Literatures
		Research Methodology
SEMESTER VII	DSE 3	Speculative Fiction and Detective Fiction
		British Literature Post World War II
SEMESTER VIII	DSE 4	Literature of the Indian Diaspora
		Nineteenth Century European Realism
		Graphic Narratives

**Note:** Students will study **ONE DSE** course semester in Sem V, VI and VII and **TWO DSEs** in Semester VIII

**List of Generic Electives [GECs]: (For students other than B.A. Hons. (English))**

GEC 1	Digital Communication I
GEC 2	English Fluency-I
GEC 3	Digital Communication II
GEC 4	English Fluency-II
GEC 5	Academic Writing and Communication
GEC 6	Developing English Language Skills I
GEC 7	English Language Through Literature-I
GEC 8	Developing English Language Skills II
GEC 9	English Language Through Literature-II
GEC 10	Literature and Human Rights

**List of Ability Enhancement Compulsory Courses [AECCs]:**

SEMESTER I	AEC 1	Environmental Science I
SEMESTER II	AEC 2	Hindi- हिंदी औपचारिक लेखन (क)
SEMESTER III	AEC 3	Environmental Science II
SEMESTER IV	AEC 4	Hindi- सोशल मीडिया और ब्लॉग लेखन (ख)

**List of Skill Enhancement Courses [SECs]:**

SEMESTER I	SEC 1	Creative Writing
		Cyber Sphere and Security: Global Concerns
SEMESTER II	SEC 2	Communication in Everyday Life
		Digital Marketing
SEMESTER III	SEC 3	Communication in Professional Life
		Finance for Everyone
SEMESTER IV	SEC 4	Personality Development and Communication
		Social Media Marketing
SEMESTER V	SEC 5	Basic IT Tools
		Public Speaking in English Language and Leadership
SEMESTER VI	SEC 6	Business Communication
		Personal Financial Planning

**Note:** Students will study **ONE SEC course in each semester from Sem I to Sem VI.**

**Note:** Students will have an option to choose between SEC and IAPC in SEM III, IV, V and VI.

**List of Value Addition Courses [VACs]:**

SEMESTER I	VAC 1	Constitutional Values and Fundamental Duties/ Culture and Communication
SEMESTER II	VAC 2	Gandhi and Education / Ecology and Literature
SEMESTER III	VAC 3	Digital Empowerment/ Ayurveda and Nutrition

SEMESTER IV	VAC 4	Financial Literacy/ Ethics and Values in Ancient Indian Traditions
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**Note: Students will write dissertation in Semester VII and VIII**

**Scheme of Examination (Credit Distribution)**

**(Theory +Tutorial/Practical)**

**Semester I**

Sr. No	Course Code	Course Name	Credit Distribution				Internal	External	Total Marks	Course Type
			L	T	P	C	CAT1+ CAT2	TH		
1	070301001	Introduction to Literary Studies	3	1	0	4	40	60	100	DSC 1
2	070301002	History of English Literature	3	1	0	4	40	60	100	DSC 2
3	070301003	Green Studies	3	1	0	4	40	60	100	DSC 3
4		Business Organisation	3	1	0	4	40	60	100	GEC 1
5		Environmental Science I	2	0	0	2	20	30	50	AEC 1
6		Cyber Sphere and Security: Global Concerns	2	0	0	2	20	30	50	SEC 1
7		Constitutional Values and Fundamental Duties	2	0	0	2	20	30	50	VAC 1
		<b>Total Credits</b>	18	4	0	22				
		<b>Total Marks</b>							<b>550</b>	

\* Students of B.A. (Hons.) English will make a choice out of other GE courses offered outside the faculty.

**Scheme of Examination (Credit Distribution)**

**(Theory +Tutorial/Practical)**

**Semester II**

Sr. No	Course Code	Course Name	Credit Distribution				Internals	External	Total Marks	Course Type
			L	T	P	C				
1	070302 001	14th to 17th Century English Poetry	3	1	0	4	40	60	100	DSC 4
2	070302 002	16th & 17th Century English Drama	3	1	0	4	40	60	100	DSC 5
3	070302 003	18th Century Literature	3	1	0	4	40	60	100	DSC 6
4		Principles of Microeconomics - I	3	1	0	4	40	60	100	GEC 2
5		Hindi- हिंदी औपचारिक लेखन (क)	0	0	4	2	20	30	50	AEC 2
6		Digital Marketing	2	0	0	2	20	30	50	SEC 2
7		Gandhi and Education	2	0	0	2	20	30	50	VAC 2
		<b>Total Credits</b>	16	4	4	22				
		<b>Total Marks</b>							<b>550</b>	

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**Scheme of Examination (Credit Distribution)**

**(Theory +Tutorial/Practical)**

**Semester III**

Sr. No	Course Code	Course Name	Credit Distribution				Internal s	External	Total Marks	Course Type
			L	T	P	C	CAT1+ CAT2	TH		
1	0703030 01	Romantic Literature	3	1	0	4	40	60	100	DSC 7
2	0703030 02	Victorian Literature	3	1	0	4	40	60	100	DSC 8
3	0703030 03	Literary Criticism	3	1	0	4	40	60	100	DSC 9
4		*to be offered by other dept.	3	1	0	4	40	60	100	GEC 3
5		Environmental Science II	2	0	0	2	20	30	50	AEC 3
6		Communication in Professional Life or Organic Farming or IAPC	2	0	0	2	20	30	50	SEC 3
7		Digital Empowerment or Ayurveda and Nutrition	2	0	0	2	20	30	50	VAC 3
		<b>Total Credits</b>	18	4	0	22				
		<b>Total Marks</b>							<b>550</b>	

\* GE Course for students of other disciplines, students of B.A. (Hons.) English will make a choice out of other GE courses offered outside the faculty.

\* IAPC: Internship/Apprenticeship / Project/ Community Outreach



**Scheme of Examination (Credit Distribution)**  
**(Theory +Tutorial/Practical)**

**Semester IV**

Sr. No	Course Code	Course Name	Credit Distribution				Internal s	External	Total Marks	Course Type
			L	T	P	C				
1	070304 001	American Literature	3	1	0	4	40	60	100	DSC 10
2	070304 002	Indian Writing in English	3	1	0	4	40	60	100	DSC 11
3	070304 003	Indian Writing in English Translation	3	1	0	4	40	60	100	DSC 12
4		*to be offered by other dept.	3	1	0	4	40	60	100	GEC 4
5		Personality Development and Communication or Social Media Marketing or IAPC	2	0	0	2	20	30	50	SEC 4
6		Hindi- सोशल मीडिया और ब्लॉग लेखन (ख)	0	0	4	2	20	30	50	AEC 4
7		Financial Literacy or Ethics and Values in Ancient Indian Traditions	2	0	0	2	20	30	50	VAC 4
		<b>Total Credits</b>	16	4	4	22				
		<b>Total Marks</b>							<b>550</b>	

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**Scheme of Examination (Credit Distribution)**

**(Theory +Tutorial/Practical)**

**Semester V**

Sr. No	Course Code	Course Name	Credit Distribution				Internal s	External	Total Marks	Course Type
			L	T	P	C	CAT1+C AT2	TH		
1	0703050 01	Twentieth Century Poetry and Drama	3	1	0	4	40	60	100	DSC 13
2	0703050 02	Twentieth Century Novel	3	1	0	4	40	60	100	DSC 14
3	0703050 03	Dalit Writings	3	1	0	4	40	60	100	DSC 15
4	0703050 04	Dystopian Writings or Children Literature	3	1	0	4	40	60	100	DSE 1
5		*to be offered by other dept.	3	1	0	4	40	60	100	GEC 5
6		Basic IT Tools or Public Speaking in English Language and Leadership or IAPC	0	0	4	2	20	30	50	SEC 5
		<b>Total Credits</b>	15	5	4	22				
		<b>Total Marks</b>							<b>550</b>	

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### Scheme of Examination (Credit Distribution)

(Theory +Tutorial/Practical)

#### Semester VI

Sr. No	Course Code	Course Name	Credit Distribution				Internals	External	Total Marks	Course Type
			L	T	P	C	CAT1+ CAT2	TH		
1	070306001	Modern European Drama	3	1	0	4	40	60	100	DSC 16
2	070306002	Postcolonial Writings	3	1	0	4	40	60	100	DSC 17
3	070306003	Women Writings	3	1	0	4	40	60	100	DSC 18
4	070306004	Research Methodology	3	1	0	4	40	60	100	DSE 2
5		*to be offered by other dept.	3	1	0	4	40	60	100	GEC 6
6		Business Communication or Personal Financial Planning or IAPC	2	0	0	2	20	30	50	SEC 6
		<b>Total Credits</b>	17	5	0	22				
		<b>Total Marks</b>							<b>550</b>	

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\* IAPC: Internship/Apprenticeship / Project/ Community Outreach

**Scheme of Examination (Credit Distribution)**  
**(Theory +Tutorial/Practical)**

**Semester VII**

Sr. No	Course Code	Course Name	Credit Distribution				Internals CAT1+ CAT2	External TH	Total Marks	Course Type
			L	T	P	C				
1	070307 001	Literary Theory I	3	1	0	4	40	60	100	DSC 19
2	070307 002	Speculative Fiction and Detective Fiction or British Literature Post World War II	3	1	0	4	40	60	100	DSE 3
3		*to be offered by other dept.	3	1	0	4	40	60	100	GEC 7
4		*to be offered by other dept.	3	1	0	4	40	60	100	GEC 8
5	070307 003	Dissertation	0	0	6	6	50	100	150	Dissertation
		<b>Total Credits</b>	12	4	6	22				
		<b>Total Marks</b>							<b>550</b>	

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**Scheme of Examination (Credit Distribution)**  
**(Theory +Tutorial/Practical)**  
**Semester VIII**

Sr. No	Course Code	Course Name	Credit Distribution				Internals	External	Total Marks	Course Type
			L	T	P	C	CAT1+ CAT2	TH		
1	070308001	Literary Theory II	3	1	0	4	40	60	100	DSC 20
2	070308002	Literature of the Indian Diaspora	3	1	0	4	40	60	100	DSE 4
3	070308003	Nineteenth Century European Realism	3	1	0	4	40	60	100	DSE 5
4		*to be offered by other dept.	3	1	0	4	40	60	100	GEC 9
5	070308004	Dissertation	0	0	6	6	50 Viva	100	150	Dissertation
		<b>Total Credits</b>	12	4	6	22				
		<b>Total Marks</b>							<b>550</b>	

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**Semester I**  
**Scheme of Examination (Credit Distribution)**  
**(Theory +Tutorial/Practical)**

Sr. No	Course Code	Course Name	Credit Distribution				Internal s	External	Total Marks	Course Type
			L	T	P	C				
1	070301001	Introduction to Literary Studies	3	1	0	4	40	60	100	DSC 1
2	070301002	History of English Literature	3	1	0	4	40	60	100	DSC 2
3	070301003	Green Studies	3	1	0	4	40	60	100	DSC 3
4		Business Organisation	3	1	0	4	40	60	100	GEC 1
5		Environmental Science I	2	0	0	2	20	30	50	AEC 1
6		Cyber Sphere and Security: Global Concerns	2	0	0	2	20	30	50	SEC 1

7		Constitutional Values and Fundamental Duties	2	0	0	2	20	30	50	VAC 1
		<b>Total Credits</b>	18	4	0	22				
		<b>Total Marks</b>							550	

\* Students of B.A. (Hons.) English will make a choice out of other GE courses offered outside the faculty.

### DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) - : Introduction to Literary Studies

#### CREDIT DISTRIBUTION

Course title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical
070301001				
DSC 1: Introduction to Literary Studies	4	3	1	0

#### Learning Objectives

- To offer students a foundational understanding of the domain of literature, its genres, methods of critique and its distinctive ability to influence and project social and cultural change.

#### Learning outcomes

- By studying this course, students will be able to grasp a basic sense of literature as a discipline of thought and application.

#### SYLLABUS OF DSC-1

##### UNIT – I (20 Hours)

##### UNIT I: Reading the Novel

Jane Austen: *Pride and Prejudice*

Prince, Gerald J. *Narratology: Form and Function of Narrative*. NY: Mouton Publishers, 1982. pp 7 – 16 & pp 103 – 105

Kaul, A.N. 'A New Province of Writing,' *The Domain of the Novel: Reflections on Some Historical Definitions*. Routledge, 2021. pp 20-36

## **UNIT – II (20 Hours)**

### **UNIT II: Reading Poetry**

John Milton: 'On His Blindness'

William Wordsworth: 'Composed Upon Westminster Bridge'

Emily Dickinson: '341 After Great Pain'

Rabindranath Tagore: 'Where the Mind is Without Fear'

Ferguson, Margaret, Mary Jo Salter and Jon Stallworthy, 'Versification and Poetic Syntax', *The Norton Anthology of Poetry, 5th edition*. NY and London: W.W. Norton & Company, 2005. pp 2021 – 2065

## **UNIT – III (20 Hours)**

### **UNIT III: Reading Drama**

Mahesh Dattani: *Tara*

Watson, G.J. 'The Nature of Drama', *Drama: An Introduction* (London: Macmillan, 1983)

Tanvir, Habib. *It Must Flow: A Life in Theatre*

<http://www.seagullindia.com/stq/pdf/STQ%20Issue%2010.pdf>

Day, Gary. 'Introduction', *Class*. UK: Routledge, 2001. pp 1 – 18

### **Suggestive readings:**

Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Atlantic Publishers and distributors 1998, 2006.

Booth, Wayne C. *The Rhetoric of Fiction*. University of Chicago Press, 1983.

King, Bruce. 'Introduction', *Modern Indian Poetry in English*. New Delhi: OUP, 2nd edn. 2005.

Dharwadker, A.B. *Theatres of Independence: Drama, theory and urban performance in India since 1947*. University of Iowa Press, 2009

<b>Formative Assessment:</b>
Attendance



Assignments/Presentation/etc.	
Mid-term Exam (Need to conduct 2 Mid-term Exams and put the average marks)	
Total	<b>– 40 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

### CREDIT DISTRIBUTION

Course title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical
070301002				
DSC 2: History of English Literature	4	3	1	0

### Learning Objectives

- To study the socio-political, cultural and literary trends and influences during various phases/periods to enable the learner to have a chronological understanding of the development of English Literature

### Learning Outcomes

- By studying this course, students will be able to grasp a basic sense English history and the social, cultural and political environment that shaped English literature.

### UNIT – I (20 Hours)

#### Anglo-Saxon Period and Age of Chaucer

First known Generation of Poets and their Poetry Literature of the Norman Period

Chaucer and his Contemporaries

### **Renaissance and Elizabethan Period**

Renaissance—Meaning, Scope and Historical Context

Reformation and Bible's Translation

Evolution of Drama—Miracle, Cycle, Mystery Plays, Moral Plays, Interludes, Comedy and Tragedy

### **Puritan Age to Neo-Classical Period**

Puritan Movement

Metaphysical Poets

Restoration Age and its Literature

Neo-Classical Age and features of its Literature

## **UNIT II: (20 Hours)**

### **Romantic Period**

Historical and Political Undercurrents of the Age Romanticism—

French Revolution and its Impact

Features of Romantic Poetry

### **Victorian Age**

Socio-Political and Literary Characteristics of Victorian Age Impact of Industrialization

Conflict between Science and Faith

Pre-Raphaelites or Later Victorian Poets

Art for Art's Sake and other movements

## **UNIT III: (20 Hours)**

### **Modern Age and Literature**

The Spirit of Modern Age

Great Depression and Age of Anxiety

Modern Novelists

### **Post-Modern Age and Literature**

Understanding Postmodernism

Theatre of Absurd

Angry Young Men Generation

### **Suggested Readings:**

Abrams, M.H. and Geoffrey Galt Harpham. *A Glossary of Literary Terms* (9<sup>th</sup> Edition). Cengage Learning, 2008.

Daiches, David. *A Critical History of English Literature*. Vol. I-IV. New Delhi: Allied Publishers, 2005.

Hudson, William Henry. *An Outline History of English Literature*. New Delhi: Atlantic Publishers, 2008.

Long, William J. *English Literature: Its History and Significance*. New Delhi: Kalyani Publishers, 2009.

Richetti, John. Ed. *The Cambridge History of English Literature*. Cambridge University Press, 2005.

<b>Formative Assessment:</b>	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	<b>– 40 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

## DISCIPLINE SPECIFIC CORE COURSE- 3 (DSC-3): Green Studies

### Credit distribution

Course title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical
070301003 Green Studies	4	3	1	0

### Learning Objectives

- To sensitize students on the role of literature in addressing contemporary social and environmental concerns, using the relevant Tinai and the postmodern Eco criticism to analyze literary texts.
- To analyze significant works of literature that both represent and respond to humanity's relationship to nature.
- To understand the varied and diverse historical/cultural and environmental contexts in which specific texts were created
- To recognize the accomplishments and issues related to women and diverse cultures as reflected in the assigned texts.

### Learning outcomes

By studying this course:

- students will be able to acquire awareness about one of the oldest forms of ecocriticism- the Tinai
- understand and respect world views and the discrimination in society as failure to comply with egalitarian values of Nature.
- become familiar with the opposing viewpoints in Man's relationship with the physical environment from literary texts.

### **SYLLABUS OF DSC-3**

Course Introduction: Background concepts (to be integrated while teaching the prescribed texts): Ecology: Tinai regions- and concepts. Biocentric Equality, self- realization (Deep Ecology) Community, Region, Home (Bioregionalism) Ecological concepts of Symbiosis, Mutation, Parasitism and Biodiversity, Ecofeminism

#### **UNIT – I (20 Hours)**

Indian Ecocriticism (Tinai- Kurinchi, Neidal, Mullai Marutam and Palai)

- 1.1. Introducing concepts of Indian ecocriticism –Tinai - significance- ecoregions
- 1.2 What She Said - Tevakulattar, Kurunthokai (page 3)
- 1.3 What She Said to her Girlfriend - Kapilar, Akanaanooru (page 82)
- 1.4 What She Said - Kapilar, Akananooru 318 A, K.Ramanujan (page 14)
- 1.5 What Her Girl Friend Said, the Lover within Earshot, Behind a Fence- Uloccanar. Narrinai (page 63)

[Prescribed Essay: Nirmal Selvamony -Tinai in Primal and Stratified Societies, from OSLE-India's Indian Journal of Ecocriticism, vol.1, Aug.2008, pp.38-48]

#### **UNIT – II (20 Hours)**

Bioregionalism (Community, Region, Home) and Ecofeminism

- 2.1. Letter to President Pierce, 1855 -Chief Seattle - The tribal world view (Norton Reader -An Anthology of Non-fiction, 11th Edition, pp.611-612)
- 2.2. "A Fable for Tomorrow" from The Silent Spring by Rachel Carson - (Chapter One)
- 2.3. "Flowering Tree" by A.K Ramanujan [from Flowering Tree and other Tales]
- 2.4. Reith Lectures 2000: Respect for the Earth Lecture 5-Poverty & Globalisation – Vandana Shiva – Delhi

#### **UNIT – III (20 Hours)**

Ecology, Symbiosis, Mutation, Parasitism Biodiversity

- 3.1 Deep Ecology Basic Principles-Biocentric Equality- Naess and George Sessions
- 3.2 “The World is Too Much With Us” by William Wordsworth (Self-realization- Deep ecology)
- 3.3 “Nutting” by Wordsworth
- 3.4. “The sap that through the green fuse drives the flower” by Dylan Thomas
- 3.5. The Hungry Tide by Amitav Ghosh

**Prescribed Texts/Web Sources:**

- 1.1-5 Nirmal Selvamony -Tinai in Primal and Stratified Societies Ramanujan, A.K. Trans. Poems of Love and War. New Delhi: OUP, 1985. Rpt.2013 Translation of Sangam Age Poetry by A.K.Ramanujan 1.2,3,4  
<http://www.poetrynook.com/poem/what-she-said-7>
- 2.1 Naess and George Sessions Deep Ecology Basic Principles- Letter to President Pierce,1855 -Chief Seattle  
The Norton Reader An Anthology of Non- Fiction, Ed. Linda H Peterson & John Brereton,11th Ed,
- 2.2 Rachel L Carson, The Silent Spring, Other India Press, Chapter I
- 2.3 A.K Ramanujan, Flowering tree and other tales  
<https://publishing.cdlib.org/ucpressebooks/view?docId=ft067n99wt&chunk.id=ch19toc.depth=1&toc.id=ch19&brand=ucpress>
- 2.4 [http://downloads.bbc.co.uk/rmhttp/radio4/transcripts/20000510\\_reith.pdf](http://downloads.bbc.co.uk/rmhttp/radio4/transcripts/20000510_reith.pdf)
- 3.1  
<https://theanarchistlibrary.org/library/arne-naess-and-george-sessions-basic-principles-of-deep-ecology>
- 4.1 The Hungry Tide by Amitav Ghosh. Penguin Viking / Harper Collins 2011.

**BOOKS & WEB SOURCES FOR FURTHER REFERENCE**

- Barry, Peter. Beginning Theory: An Introduction to Literary and Critical Studies. 3rd ed., 2009 Garrard, Greg. Ecocriticism: New Critical Idiom. Routledge, 2004.
- Mark Deeble and Victoria Stone. “The Queen of Trees.” YouTube, 3 May 2014, [www.youtube.com/watch?v=xy86ak2fQJM](http://www.youtube.com/watch?v=xy86ak2fQJM)
- Mies, Maria and Vandana shiva. Ecofeminism. Rawat Books, 1993.
- Selvamony, Nirmal and Nirmaldasan, editors. Tinai Studies. Tinai 3rd ed., Persons For Alternative Social Order (PASO), 2004.
- Selvamony, Nirmal et.al., Essays in Ecocriticism, Swarup and Sons, 2007.

- Shiva, Vandana. “TEDx Masala- Dr.Vandana shiva-Solutions to the food and ecological crisis facing us today.” YouTube, 24, Sept. 2012, [www.youtube.com/watch?v=ER5ZZk5atIE](http://www.youtube.com/watch?v=ER5ZZk5atIE)

<b>Formative Assessment:</b>	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	<b>– 40 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

**GENERIC ELECTIVE LANGUAGE COURSE (GEC 1) Digital  
Communication-I**

**For students other than B.A. (Hons.) English**

**Credit distribution**

Course title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical
<b>Digital Communication-I</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>

**Learning Objectives**

- To hone skills for online communication and provide interpersonal skills required in the digital world.
- To effectively present themselves in personal and professional capacities using online mediums.

**Learning outcomes**

- By studying this course, students will be able to understand and learn globally emerging forms of digital communication in English and effectively communicate in their everyday contexts be it in social or professional situations.

## **SYLLABUS OF GE LANGUAGE-1**

### **UNIT – I (20 Hours)**

#### **UNIT I: Constructing a Self**

Creating a personal/professional profile for social media. (Facebook, LinkedIn etc.)

Striking up formal, informal conversations (register, tone, vocabulary)

Social Media etiquette

### **UNIT – II (20 Hours)**

#### **UNIT II: Expressing the Self**

Blogs, Facebook posts (expressing likes and dislikes)

Formal and informal correspondence (emails, making announcements on social groups: expressing/ declining interests, making requests, sharing information)

Acknowledging and negotiating opinions

### **UNIT – III (20 Hours)**

#### **UNIT III: Expressing Visually**

Introducing oneself in a vlog (how to create a narrative: biography, autobiography)

Striking a rapport/connecting with viewers/audience (colloquial language, discourse markers)

Moderating content (integrating narrative with visuals/images)

<b>Formative Assessment:</b>	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	<b>– 40 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>



**GENERIC ELECTIVE (GEC)**  
**(For students of B.A. (Hons.) English)**

**Generic Elective (GEC 1) SEM 1**

Business Organisation

**Credit distribution**

Course title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical
<b>Business Organisation</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>

**Objective:** The course aims to familiarize the students with the forms of business organisation and contemporary issues.

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

1. examine the dynamics of the most suitable form of business organisation in different situations.
2. evaluate the various elements affecting the business environment.

3. analyse business models for different organisations.
4. record and report emerging issues and challenges of business organisations.
5. evaluate changes in the working pattern of modern organisations

**Course Contents:**

<b>Unit 1: Introduction</b>
<b>Unit 2: Business Enterprises</b>
<b>Unit 3: Business Environment</b>
<b>Unit 4: Entrepreneurship: Founding the Business</b>
<b>Unit 5: Contemporary Issues of Business Organisations</b>

**Unit 1: Introduction**

Business – Concept, nature and scope, business as a system, business objectives, business and environment interface, distinction between business, commerce and trade, Business ethics, social responsibilities of Business

**Unit 2: Business Enterprises**

Forms of Business Organisation: Sole Proprietorship, Partnership firm, Joint Stock Company, One Person Company, Cooperative society; Limited Liability Partnership; Multinational Corporations; Choice of Form of Organisation; Business Combination: Need and Objectives,

Forms: Mergers, Takeovers and Acquisitions.

**Unit 3: Business Environment**

Meaning and significance of Business environment, Internal and external environment, Dimensions of Business Environment; Uncertainty and business; Environmental Analysis and Diagnosis, Environment scanning techniques: SWOT and ETOP.

**Unit 4: Entrepreneurship: Founding the Business**

Entrepreneur-Entrepreneurship-Enterprise; entrepreneurial ideas and opportunities in the contemporary business environment;

Process of entrepreneurship; Forms of entrepreneurship; Skill India, Start-up India, Make in India, Globalisation.

**Unit 5: Contemporary Issues of Business Organisations**

Emerging Issues and Challenges; Innovation in Organisational Design; Learning Organisations, Workforce Diversity, Franchising, Outsourcing, and E-commerce; Government and business interface; Sustainability; Digitalisation and Technological innovations.

### **Practical Exercises: The learners are required to**

1. complete the exercise wherein they are given different situations and scenarios to start their own business (in terms of capital, liability, the scale of operations, etc.) and are asked to select the most suitable form of business and justify the same highlighting the advantages and disadvantages of their choice.
2. identify various elements affecting the business environment and conduct a SWOT analysis for the company identified.
3. visit different enterprises and present a report on business models followed by them through a comparative analysis.
4. record and report their observations regarding the emerging issues and challenges of business organisations.
5. identify changes in the working pattern of modern organisations.

### **Suggested Readings:**

- Basu, C. (2017). Business Organisation and Management. McGraw Hill Education.
- Chhabra, T. N. (2019). Business Organisation and Management. Sun India Publications. New Delhi.
- Drucker, P. F. (1954). The Practice of Management. Newyork: Harper & Row.
- Kaul, V. K. (2012). Business Organisation Management. Pearson Education.
- Koontz, H., & Weihrich, H. (2012). Essentials of Management: An International and Leadership Perspective. Paperback.
- Singh, B. P., & Singh, A. K. (2002). Essentials of Management. New Delhi. Excel Books Pvt. Ltd.
- Vasishth, N., & Rajput, N. (2019). Business Organisation & Management. Kitab Mahal. Delhi.

<b>Formative Assessment:</b>	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	<b>– 40 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

## AEC 1: Environmental Science: Theory into Practice – I

### Credit distribution

Course title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical
AEC 1: Environmental Science I	2	2	0	0

### Learning Objectives

- The Ability Enhancement Course on Environmental Science: Theory into Practice I aims to train students to cater to the need for ecological citizenship through development of a strong foundation on the critical linkages between ecology-society-economy.

### Disciplinary knowledge

- Enable students to develop a comprehensive understanding of various facets of life forms, ecological processes, and the impacts on them by humans during the Anthropocene era.

### **Critical thinking**

- Build capabilities to identify relevant environmental issues, analyse the various underlying causes, evaluate the practices and policies, and develop framework to make informed decisions.

### **Moral and ethical awareness/reasoning**

- Develop empathy for all life forms, appreciation for the various ecological linkages within the web of life, awareness and responsibility towards environmental protection and nature preservation.

### **Learning outcomes**

- After the course the students will be empowered and able to:
- Analyse natural processes and resources that sustain life and govern economy.
- Predict the consequences of human actions on the web of life, global economy, and quality of human life.
- Think critically and develop appropriate strategies (scientific, social, economic, administrative, and legal) for environmental protection, conservation of biodiversity, environmental equity, and sustainable development.
- Demonstrate values and show compassionate attitudes towards complex environmental- economic-social challenges, and participate at national and international levels in solving current environmental problems and preventing the future ones.
- Adopt sustainability as a practice in life, society, and industry.

### **Teaching Learning process**

- The teaching–learning methodologies are designed to provide the undergraduate students a comprehensive understanding of the subject in a simplistic manner as well as evoke critical reasoning and analytical thinking among them. Some of the theoretical concepts related to practicals/outreach activities, etc. should be covered during practical sessions. The various approaches to teaching–learning process include classroom lectures, video presentations, and ICT enabled teaching tools. For enhancing practical understanding, field visits are encouraged to relevant places in Delhi like Biodiversity parks, Protected areas, Wetlands, Sewage treatment plants, etc.

## **SYLLABUS OF AEC-1: Environmental Science: Theory into Practice – I**

### **UNIT – I (1 -2 Weeks)**

#### **Introduction to Environmental Studies** (1 lecture and 1 practical/ outreach activities)

Multidisciplinary nature of environmental studies; components of environment: atmosphere, hydrosphere, lithosphere, and biosphere

Scope and importance; Concept of sustainability and sustainable development; Brief history of environmentalism

### **UNIT – II (3-7 Weeks)**

#### **Ecosystems** (5 lectures and 7 practical/ outreach activities)

Definition and concept of Ecosystem

Structure of ecosystem (biotic and abiotic components); Functions of Ecosystem: Physical (energy flow), Biological (food chains, food web, ecological succession), and Biogeochemical (nutrient cycling) processes. Concepts of productivity, ecological pyramids and homeostasis

Types of Ecosystems: Tundra, Forest, Grassland, Desert, Aquatic (ponds, streams, lakes, rivers, oceans, estuaries); importance and threats with relevant examples from India

Ecosystem services (Provisioning, Regulating, Cultural, and Supporting); Ecosystem preservation and conservation strategies; Basics of Ecosystem restoration

### **UNIT – III (8-11 Weeks)**

#### **Natural Resources** (5 lectures and 6 practical/ outreach activities)

Land resources: Minerals, soil, agricultural crops, natural forest products, medicinal plants, and forest-based industries and livelihoods; Land cover, land use change, land degradation, soil erosion, and desertification; Causes of deforestation; Impacts of mining and dam building on environment, forests, biodiversity, and tribal communities

Water resources: Natural and man-made sources; Uses of water; Over exploitation of surface and ground water resources; Floods, droughts, and international & inter- state conflicts over water

Energy resources: Renewable and non-renewable energy sources; Use of alternate energy sources; Growing energy needs; Energy contents of coal, petroleum, natural gas and bio gas; Agro-residues as a biomass energy source

Case studies: Contemporary Indian issues related to mining, dams, forests, energy, etc (e.g., National Solar Mission, Cauvery River water conflict, Sardar Sarovar dam, Chipko movement, Appiko movement, Tarun Bharat Sangh, etc)

#### **UNIT – IV (12-15 Weeks)**

##### **Environmental Pollution and Control (4 lectures and 6 practical/ outreach activities)**

Environmental pollution (Air, water, soil, thermal, and noise): causes, effects, and controls;  
Primary and secondary air pollutants; Air and water quality standards

Nuclear hazards and human health risks

Solid waste management: Control measures for various types of urban, industrial waste, Hazardous waste, E-waste, etc; Waste segregation and disposal

Pollution control measures: Introduction to legal, biological, and physico-chemical methods;  
Role in sustainability

Pollution case studies: Ganga Action plan (GAP), Delhi air pollution and public health issues, Plastic waste management rules, Bhopal gas tragedy, etc

**(The total number of weeks should add up to 15 only)**

#### **Practical component (if any) – (15 Weeks)**

##### **Unit 1**

##### **Introduction to Environmental Studies (1 practical/ outreach activity)**

##### **Practical/Exercises/Experiential activities/Outreach activities**

Analysis of achievement of Sustainable Development Goals of any country.

Gain insights of sustainability framework for an industrial activity using activity worksheets

Use of environmental activity worksheets to understand interdependence and interactions between different environmental components.

##### **Unit 2**

##### **Ecosystems (7 practical/ outreach activities) Practical/Exercises/Experiential activities/Outreach activities**

Schematic collection of data for depicting ecological pyramids in the College campus

Differentiation of natural and managed ecosystems using Google Earth/Google Map

Field visit to terrestrial and aquatic ecosystems (a) forests, (b) grasslands, (c) wetlands,

(d) biodiversity parks, etc.

Develop a working model of any ecosystem

Use of worksheets to identify structure and function of different ecosystems.

### **Unit 3**

**Natural Resources** (6 practical/ outreach activities)

#### **Practical/Exercises/Experiential activities/Outreach activities**

Visit to a paper recycling unit/rainwater harvesting plant/solar plant/biogas plant in the College campus

Develop and understand working model of renewable/non-renewable sources of energy

Mapping of natural resources of a given study area using Google Earth

Time-series analysis of natural resource consumption of a given country using publicly available data

Comparison of energy demand and consumption of a particular state over the years using graphical tools

Assessing the consumption pattern of a natural resource in the dominant industry at local scale and status of natural resource in areas supplying it

### **Unit 4**

**Environmental Pollution** (6 practical/ outreach activities) **Practical/Exercises/Experiential activities/Outreach activities**

Determine water quality of a given location using rapid pollution monitoring kits

Assess air quality index (AQI) of any location using real-time air quality parameters

Determine magnitude of solid waste generated in a home/college on a monthly basis

Develop and maintain compost/vermicompost using biodegradable waste in the College

Identify suitability of given water samples for various purposes using given kits

Prepare water audit report of the college/house/locality/colony.

Map solid and liquid discharge of the college/colony and develop a management plan (show it using schematic diagram, and photographs).

Repurpose waste for economic and environmental benefits in your college/nearby area/colony (submit a small video).

Analyze river-society-economy nexus based on primary or secondary data (use quantitative data, and show it using photographs on a poster).

**Essential/recommended readings:**



## **Unit 1**

### **Introduction to Environmental Studies**

Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y., and Berg, L.R. (2015). *Environment*, 8th Edition. Wiley Publishing, USA. **Chapter 1** (Pages: 1-17); **Chapter 2** (Pages: 22-23); **Chapter 3** (Pages: 40, 41); **Chapter 4** (Pages: 64, 66).

Singh, J.S., Singh, S.P., and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 1** (Page: 3-28).

## **Unit 2**

### **Ecosystems**

Odum, E.P., Odum, H.T., and Andrews, J. (1971). *Fundamentals of Ecology*. Saunders, Philadelphia, USA. **Chapter 1** (Pages: 1-16); **Chapter 2** (Pages: 18-76); **Chapter 10** (Pages: 414-458).

Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y., and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapter 3** (Pages: 38-52); **Chapter 4** (Pages: 53-62); **Chapter 5** (Pages: 100-103); **Chapter 6** (Pages: 106-128).

Singh, J.S., Singh, S.P., and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 13** (Pages: 307-323); **Chapter 18** (Pages: 420-442); **Chapter 28** (Pages: 747-769).

## **Unit 3**

### **Natural Resources**

Gadgil, M. and Guha, R. (1993). *This Fissured Land: An Ecological History of India*. University of California Press, Berkeley, USA. (pp. 1-245).

McCully, P. (1996). *Rivers no more: the environmental effects of dams*, In: *Silenced Rivers: The Ecology and Politics of Large Dams*, Zed Books, New York, USA. **Page. 29-64**.

Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapters 10, 11, 12, 13** (Pages: 180-263); **Chapter 14** (Pages: 272-275); **Chapter 15** (Pages: 286-289).

Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 25** (Pages: 623-663).

## **Unit 4**

### **Environmental Pollution**

Brusseau, M.L., Pepper, I.L. and Gerba, C.P. (2019). *Environmental and Pollution Science*, 3rd Edition. Academic Press, USA. **Chapter 16** (Pages: 243-255); **Chapter 18** (Pages: 280-305); **Chapter 21** (Pages: 352-358); **Chapter 22** (Pages: 365-374); **Chapter 23** (Pages: 378-388); **Chapter 25** (Pages: 416-426).

Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapter 19** (Pages: 359-381); **Chapter 21** (Pages: 401-421); **Chapter 23** (Pages: 440-453).

Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapters 19, 20, 12** (Pages: 445-535).

**Suggested readings:**

Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA.

Carson, R. (2002). *Silent Spring*. Houghton Mifflin Harcourt, USA.

Brusseau, M.L., Pepper, I.L. and Gerba, C.P. (2019). *Environmental and Pollution Science*, 3rd Edition. Academic Press, USA.

<b>Formative Assessment:</b>	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	<b>– 20 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 30 Marks</b>
<b>Grand Total</b>	<b>– 50 Marks</b>

## SEC 1: Cyber Sphere and Security: Global Concerns

### CREDIT DISTRIBUTION

Course title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Cyber Sphere and Security: Global Concerns	2	2	0	0

### Learning Objectives

- To spread awareness and enlightening visions of the indiscriminate and diversified students to ensure their immediate and basic cyber safety and prevent loss due to sheer ignorance.

### Learning Outcomes

After studying this course, students will be able to:

- After studying this course, students will be able to apprehend key terms of cyber domain and identify cyber threats.
- After studying this course, students will be able to understand cyber law concepts, intellectual property and Digital Rights Management.
- After studying this course, students will be able to diagnose and examine basic security loopholes, anomalous behavior in internet.
- After studying this course, students will be able to understand principles of web security.
- After studying this course, students will be able to secure and protect personal data with safe Internet usage.
- After studying this course, students will be able to assimilate approaches for incident analysis and response, risk management and best cyber security practices.

- go for publishing their own work.

## **SYLLABUS**

### **Course Contents:**

#### **Unit I: Introducing Cyber ‘Sphere’ and ‘Security’ (3 hours)**

- Cyber Terminologies: Cyber Sphere, Cyber Security, Cyber Crime, Cyber Attack, Cyber Espionage, Cyber Warfare, Cybernetics
- Cyber Security and Paradigms
- Cyber Security: Objectives and Roles

#### **Unit II: Cyber Crime: Insight, Mitigation and Control (3 + 6 hours)**

- Cyber Crime and Cyber Activism: An Overview
- Typologies of Cyber Crimes: Generic Cyber Crimes, Advanced Persistent Threats (APTs), Cyber Threat in Mobile Technology, Cloud Computing and BYOD
- Cyber Crime Identification, Risk Assessment, Management and Control

#### **Unit III: Cyber Policies and Cyber Law (3 + 6 hours)**

- Cyber Policies and Cyber Law: Dimensions, Determinants, Dilemmas
- Existing Cyber Policies and Must Follow Up Actions
- Grey Areas in Cyber Laws

#### **Unit IV: Security Tools and Usage (3 + 6 hours)**

- Knowledge and Identification of Security Tools
- Cyber Security Aspects
- Cyber Security Toolkits

#### **Unit V: Cyber Security: Case Studies (3 + 6 hours)**

- Government Institutions
- Banks and Financial Institutions, Commercial Websites, Point of Sale issues and Online Payment
- Real Time Cases

### **Suggested Readings**

- Bertrand Venard (2019). ‘Cyber Security: The New Art of War’, Lecture delivered at Developing Countries Research Centre [drcr], University of Delhi, 1 April 2019.
- Bertrand Venard (2019). ‘The Determinants of Cybersecurity Behaviours: Qualitative Research Among French Students’ in C. Onwubiko, X. Bellekens, A.Erola, M. Jaatun and C. Nogueira (eds.), Proceedings of the Cyber Science 2019: Cyber Situational Awareness for Predictive Insight and Deep Learning. UK: University of Oxford.
- Bertrand Venard (2019). Cybersecurity Among students. UK: Wolfson College, University of Oxford.
- Bertrand Venard (2019). Cyber Aggressions in the XXIst Century: Equation

- of a Crisis. UK: University of Oxford.
- Cristopher Hadnagy (2018). Social Engineering: The Science of Human Hacking, 2nd Edition. New York: Wiley
  - John Erickson (2008). The Art of Exploitation (2nd Edition). San Francisco: No Starch Press.
  - Kevin Mitnick and Robert Vamosi (2017). The Art of Invincibility. Boston: Little, Brown and Company.
  - Kevin Mitnick (2012). The Ghost in the Wires: My Adventures as the World's Most Wanted Hacker. New York: Back Bay Books.
  - Yogesh Atal and Sunil K Choudhary (2013). Combating Corruption: The Indian Case. Hyderabad and New Delhi: Orient Blackswan.

<b>Formative Assessment:</b>	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	<b>– 20 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 30 Marks</b>
<b>Grand Total</b>	<b>– 50 Marks</b>

## Value Addition Course 1 (VAC 1) Constitutional Values and Fundamental Duties

### Credit Distribution

Course Title and Code	Credits	Credit Distribution of the Course		
		Lecture	Tutorial	Practical
Constitutional Values and Fundamental Duties	2	2	0	0

### COURSE OBJECTIVES:

- Enrich students with knowledge and relevance of the Constitution.
- Develop awareness about Duties and Values.
- Inculcate a sense of Constitutionalism in thought and action.

### LEARNING OUTCOMES:

- Understand the Constitution and its relevance
- Appreciate the values and goals embedded in the Constitution.
- Recognise the importance of Fundamental Duties enshrined in the Constitution.
- Apply the spirit of fundamental values and duties in everyday national life.

### Syllabus

#### Unit I: The Constitution of India – an Introduction (5 lectures)

Federal Republic, Rule of Law, Separation of Powers

Sovereignty, Socialism, Democracy

Secularism and *Sarva Dharma Sama Bhava*

## **Unit II: Constitutional Values (5 lectures)**

**Justice:** Social, Political, Economic

**Liberty:** Thought, Expression, Belief, Faith, Worship

**Equality:** Equality before law & equal application of laws

**Fraternity:** Dignity, Unity and Integrity

## **Unit III: Fundamental Duties (5 lectures)**

Reflecting on the ancient Indian notions of righteousness and duty consciousness

Fundamental Duties- Article 51A [(a) – (k)]

Legal status of Fundamental Duties - Judicial approach

## **Practical/ Practice Component (15 sessions of 2 hours each= 30 hours)**

Reflections on some of the constitutional values/ fundamental duties and its contemporary relevance in day-to-day national life through group discussions and projects.

Conduct workshops to spread awareness on the Fundamental Duties and Values.

Students are required to conduct a survey (minimum 25 respondents) on assessing the awareness of the constitutional duties amongst the citizens.

Students may share their experiences on Fundamental Duties and Values in the form of a Project Report.

Any other Practical/Practice as decided from time to time

## **Essential Readings**

*Preamble* to the Constitution of India, 1950.

The Constitution of India, Articles - 14, 19, 21.

The Constitution of India, Fundamental Duties [Ar. 51 A (a) – (k)].

## **Suggested Readings**

Durga Das Basu, *et al.*, *Introduction to the Constitution of India* (LexisNexis, 26<sup>th</sup> edn, 2022).

Leila Seth, *We, the Children of India: The Preamble to Our Constitution* (New Delhi, Puffin Books, Penguin Books India, 2010).

Mahendra Pal Singh, V.N. Shukla's *Constitution of India*, (Eastern Book Company, Lucknow, 13<sup>th</sup> revised edn. 2017)

B.R. Ambedkar Selected Speeches, (Prasar Bharati, New Delhi, 2019) *available at:*

[https://prasarbharati.gov.in/whatsnew/whatsnew\\_653363.pdf](https://prasarbharati.gov.in/whatsnew/whatsnew_653363.pdf).

<b>Formative Assessment:</b>	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	<b>- 20</b>
<b>Marks</b>	
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>- 30</b>
<b>Marks</b>	
<b>Grand Total</b>	<b>- 50</b>
<b>Marks</b>	



**SEMESTER II****Scheme of Examination (Credit Distribution)****(Theory +Tutorial/Practical)**

Sr. No	Course Code	Course Name	Credit Distribution				Internal	External	Total Marks	Course Type
			L	T	P	C	CAT1+ CAT2	TH		
1	0703020 01	14th to 17th Century English Poetry	3	1	0	4	40	60	100	DSC 4
2	0703020 02	16th & 17th Century English Drama	3	1	0	4	40	60	100	DSC 5
3	0703020 03	18th Century Literature	3	1	0	4	40	60	100	DSC 6
4		Principles of Microeconomic s-I	3	1	0	4	40	60	100	GEC 2
5		Hindi- हिंदी औपचारिक लेखन (क)	0	0	4	2	20	30	50	AEC 2
6		Communication in Everyday Life or Digital Marketing	2	0	0	2	20	30	50	SEC 2
7		Gandhi and Education or Ecology and Literature	2	0	0	2	20	30	50	VAC 2

		<b>Total Credits</b>	16	4	4	22				
		<b>Total Marks</b>							550	

\* Students of B.A. (Hons.) English will make a choice out of other GE courses offered outside the faculty.

### CREDIT DISTRIBUTION

Course title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/
<b>070302001</b>				
DSC 4: 14 <sup>th</sup> to 17 <sup>th</sup> Century English Poetry	4	3	1	0

### Learning Objectives

- To introduce the discipline of literary studies in English in a chronological manner, with specific reference to the social and cultural determinants of the period under review.
- To illustrate the ability of poetry to articulate the need for social and cultural reform.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to develop a basic sense of the tools and methods employed by the poetry of the period to analyse and change social and political hierarchies.
- Students will inculcate a foundational understanding of the distinctive ways in which poetry works.

### SYLLABUS OF DSC-4

**UNIT – I (15 Hours)**

Geoffrey Chaucer: ‘General Prologue’ and ‘Pardoner’s Tale’ from *Canterbury Tales*

**UNIT – II (15 Hours)**

Philip Sidney: ‘Sonnet I’

Walter Raleigh: ‘The Passionate Man’s Pilgrimage’

John Donne, ‘Sunne Rising,’ ‘The Canonization,’ ‘The Good Morrow’

**UNIT – III (15 Hours)**

John Milton: ‘Book I’, *Paradise Lost*

**Suggestive readings:**

Philip Sidney, *An Apology for Poetry*. ed. Forrest G. Robinson, Indianapolis: Bobbs Merrill, 1970. pp 13–18

*The Holy Bible, Genesis*, Chap. 1–4, *The Gospel* according to St. Luke, Chap. 1–7 & 22–4.

Wimsatt, W. K. *The Verbal Icon*, 1954.

Hill, Christopher. *Milton and the English Revolution*. London: Faber and Faber, 1977.

<b>Formative Assessment:</b>	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	<b>– 40 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

## DISCIPLINE SPECIFIC CORE COURSE - 5 (DSC-5): 16<sup>th</sup> & 17<sup>th</sup> Century English Drama

### Credit distribution

Course title & Code 070302002	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical
DSC 5- 16 <sup>th</sup> & 17 <sup>th</sup> Century English Drama	4	3	1	0

### Learning Objectives:

- To take forward the development of literary studies in English with specific reference to the theatre in England during the period under survey.
- To open up a sense of theatre as a space of continual experimentation and change.

### Learning outcomes:

- By studying this course, students will be able to develop a basic sense of the way in which drama works as genre on its own terms.
- Students' imagination will be stimulated by showing how theatre can analyse and critique political and cultural hierarchies successfully.

### SYLLABUS OF DSC 5

#### UNIT – I (15 Hours)

Christopher Marlowe: *Doctor Faustus*

**UNIT – II (15 Hours)**

William Shakespeare: *Macbeth*

**UNIT – III (15 Hours)**

Aphra Behn: *The Rover*

**Suggestive readings** (if any):

Greenblatt, Stephen. *Shakespearean Negotiations: The Circulation of Social Energy in Renaissance England*. Oxford: Clarendon P, 1988.

Adelman, Janet. *Suffocating Mothers: Fantasies of Maternal Origin in Shakespeare's Plays, Hamlet to The Tempest*. New York and London: Routledge, 1992.

Dollimore, Jonathan and Alan Sinfield eds. *Political Shakespeare*. Ithaca and London: Cornell UP, 1985.

Black, Jeremy Black. *England in the Age of Shakespeare*. Bloomington: Indiana UP, 2019.

<b>Formative Assessment:</b>	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	<b>– 40 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

## DISCIPLINE SPECIFIC CORE COURSE- 6 (DSC-6): 18<sup>th</sup> Century Literature

### Credit distribution

Course title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical
070302003				
18 <sup>th</sup> Century Literature	4	3	1	0

### Learning Objectives

- To offer a continuing sense of the evolution of literary studies in English, so that the quiet revolutions of the eighteenth century in England resonate with significance in contemporary times.
- To study the period under survey through a combination of genres to focus on movements of empire, capital and emancipation.

### Learning outcomes

- By studying this course, students will be able to understand the way in which the ‘Age of Reason’ shapes contemporary life.
- Students will be alerted to understanding the ways in which major lines of thought and action may have understated beginnings.

### SYLLABUS OF DSC 6

#### UNIT – I (15 Hours)

Alexander Pope: *Rape of the Lock*

#### UNIT – II (15 Hours)

Jonathan Swift: *Gulliver's Travels*

**UNIT – III (15 Hours)**

Oliver Goldsmith: *The Vicar of Wakefield*

**Suggestive readings:**

Butler, Marilyn. *Romantics, Rebels and Reactionaries: English Literature and Its Background, 1760-1830*. Oxford: Oxford University Press, 1981.

Habermas, Jürgen. *The Structural Transformation of the Public Sphere: An Inquiry into the Category of Bourgeois Society*. 1962. Cambridge, Mass: MIT, 1989.

Nussbaum, Martha. *The Cosmopolitan Tradition: A Noble but Flawed Ideal*. Cambridge, Mass: Harvard University Press, 2019.

Hobsbawm, Eric. *The Age of Revolution: Europe 1789-1848*. London: Wiedenfeld and Nicholson, 1962.

‘Pope’s Intellectual Character: Pope and Dryden Compared’, from ‘The Life of Pope’, *The Norton Anthology of English Literature, vol. 1*, ed. Stephen Greenblatt, 8th edn. New York: Norton, 2006. pp 2693–2694, 2774–2777

Defoe, Daniel. ‘The Complete English Tradesman’ (Letter XXII), ‘The Great Law of Subordination Considered’ (Letter IV), & ‘The Complete English Gentleman’, *Literature and Social Order in Eighteenth-Century England*. ed. Stephen Copley, London: Croom Helm, 1984.

<b>Formative Assessment:</b>	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	<b>– 40 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	

End Exam	– 60 Marks
<b>Grand Total</b>	<b>– 100 Marks</b>

### GENERIC ELECTIVE COURSE (GEC 2) English Fluency-I

(For students other than B.A. (Hons.) English)

#### Credit distribution

Course title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical
English Fluency-I	4	3	1	0

#### Learning Objectives

- To describe or express their opinions on topics of personal interest such as their experiences of events, their hopes and ambitions.
- To read and understand information on topical matters and explain the advantages and disadvantages of a situation.
- To write formal letters, personal notes, blogs, reports and texts on familiar matters.
- To comprehend and analyse texts in English.
- To organise and write paragraphs and short essays in a variety of rhetorical styles

#### Learning outcomes

- By studying this course, students will be able to effectively communicate in their everyday contexts.



- Students will be equipped with skills that will help them interact with people around their personal, institutional and social spaces.

### **SYLLABUS OF GE LANGUAGE-3- UNIT – I (20 Hours)**

**UNIT I:** In the domestic sphere

Diary

Modifiers, Prepositions, Conjunctions

Write a diary entry and convert it into a blog post

Convert a transcript/ script/ piece of dialogue into a diary entry/ blog post

#### **Suggested Readings:**

Morgan, Esther. 'The Lost Word', *New Writing*. ed. Penelope Lively and George Szirtes, Picador India, 2001.

Sharma, Natasha. *Squiggle Gets Stuck: All About Muddled Sentences*. India: Penguin Books Limited, 2016.

### **UNIT – II (20 Hours)**

**UNIT II:** In the University

Introducing oneself -- Note-making

Pronunciation Intonation – Nouns, Verbs, Articles

Blog writing

Introduce yourselves as individuals and as groups -- group discussion exercise Take notes on your fellow students' introductions.

Introduce characters from the text you are reading via posters

#### **Suggested Readings:**

Ghose, Premola. *Tales of Historic Delhi*. Zubaan, 2011.

### **UNIT – III (20 Hours)**

**UNIT III:** In public places

CV Job applications

Tenses and concord

Write the CV of a fictional character

Write the perfect job application for your dream job

**Suggested Readings:**

Chakrabarti, Nirendranath. ‘Amalkanti’, *The Oxford Anthology of Modern Indian Poetry*. ed. Vinay Dharwadkar and A.K. Ramanujan, India: Oxford University Press, 1994.

Anand, S., et al. *Bhimayana: Incidents in the Life of Bhimrao Ramji Ambedkar*. India: Navayana Pub, 2011. pp 60-71

<b>Formative Assessment:</b>	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	<b>– 40 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

**GENERIC ELECTIVE (GEC)**  
**(For students of B.A. (Hons.) English)**

**Generic Elective (GEC 2) SEM 2**

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**Principles of Microeconomics-I**

**Credit distribution**

Course title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical
Principles of Microeconomics-I	4	3	1	0

• **Course Objectives:**

This course discusses the basic principles in Microeconomics and their applications. It includes consumer's problem, demand estimation, production function, cost functions and market analysis. It illustrates how the concepts of microeconomics can be applied to analyze real-life economic situations.

• **Course Learning Outcomes:**

The students learn some basic principles of microeconomics of consumer and producers, and interactions of supply and demand, characteristics of perfect competition, efficiency and welfare outcomes.

• **Content (Unit-wise):**

**Unit 1: Introduction**

Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems. Demand and supply: law of demand, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, market equilibrium. Applications of demand and supply: price rationing, price floors, consumer surplus, producer surplus. Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, other elasticities

**Unit 2: Consumer Theory**

Budget constraint, concept of utility, diminishing marginal utility, Diamond-water paradox, income and substitution effects; consumer choice: indifference curves, derivation of demand curve from indifference curve and budget constraint.

**Unit 3: Production and Costs**

Production: behaviour of profit maximising firms, production process, production functions, law of variable proportions, choice of technology, isoquant and isocost lines, cost minimizing equilibrium condition

Costs: costs in the short run, costs in the long run, revenue and profit maximization, minimizing losses, short run industry supply curve, economies and dis- economies of scale, long run adjustments

**Unit 4: Perfect Competition**

Assumptions: theory of a firm under perfect competition, demand and revenue; equilibrium of the firm in the short run and long run; Long run industry supply curve: increasing, decreasing and constant cost industries.

Welfare: allocative efficiency under perfect competition.

• **Suggested Readings**

- Mankiw, N. G. (2018). *Principles of Microeconomics* 8th ed.
- Frank, R. H., & Cartwright, E. (2010). *Microeconomics and behavior*. New York: McGraw-Hill.
- Bernheim, B., Whinston, M. (2009). *Microeconomics*. Tata McGraw-Hill.

<b>Formative Assessment:</b>	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	<b>– 40 Marks</b>

<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	– 60 Marks
<b>Grand Total</b>	<b>– 100 Marks</b>

**ABILITY ENHANCEMENT COURSE 2 (AEC 2): हिंदी औपचारिक लेखन**

**Credit distribution and eligibility criteria**

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical	
हिंदी औपचारिक लेखन	2	0	0	4	(उन विद्यार्थियों के लिए जिन्होंने 10 वीं कक्षा तक हिंदी पढ़ी है।)

**पाठ्यक्रम का उद्देश्य (Course Objectives)**

- विद्यार्थी की भाषाई दक्षता और लेखन कौशल को बढ़ावा देना कार्यालयी और व्यावसायिक हिंदी की समझ विकसित करना
- हिंदी भाषा दक्षता और तकनीक के अंतः संबंध को रेखांकित करना
- कार्यालयों में व्यावहारिक कार्य के विभिन्न पक्षों से अवगत कराना
- हिन्दी प्रयोग से जुड़े फील्ड वर्क आधारित विश्लेषण और लेखन पर बल

#### पाठ्यक्रम अधिगम प्रतिफल (Course Learning Outcomes)

- विद्यार्थी कार्यालयी और व्यावसायिक हिंदी की विशेषताओं से परिचित होंगे
- कार्यालयों में होने वाले व्यावहारिक कार्य का ज्ञान
- सूचना के अधिकार के लिए लेखन करना सकेंगे
  - मार्केट सर्वेक्षण हेतु प्रश्नावली का निर्माण तथा उसका विश्लेषण करना जानेंगे विद्यार्थी टिप्पण, प्रारूपण, प्रतिवेदन, विज्ञप्ति तैयार करना सीख सकेंगे

#### SYLLABUS OF AEC-2

इकाई - 1: लेखन दक्षता का विकास (17 सप्ताह)

कार्यालयी हिंदी

व्यावसायिक हिंदी

टिप्पण और प्रारूपण

सामान्य परिचय

प्रतिवेदन और विज्ञप्ति का महत्व

इकाई - 2: औपचारिक लेखन के प्रकार (8-15 सप्ताह)

- स्ववृत्त लेखन
- सूचना के अधिकार के लिए लेखन
- कार्यालयी और व्यावसायिक पत्र लेखन
- किसी व्यावसायिक कार्यक्रम के संदर्भ में प्रेस विज्ञप्ति तैयार करना

सहायक पुस्तकें:

1. प्रयोजनमूलक और कार्यालयी हिन्दी: कृष्णकुमार गोस्वामी
2. प्रयोजनमूलक हिन्दी की नई भूमिका : कैलाशचन्द्र पाण्डेय
3. प्रयोजनमूलक हिन्दी सिद्धांत और प्रयोग: दंगल झाल्टे
4. प्रशासनिक हिन्दी : हरिमोहन, तक्षशिला प्रकाशन
5. राजभाषा हिंदी और उसका विकास: हीरालाल बाछोटिया, किताबघर प्रकाशन

#### मूल्यांकन पद्धति: (Evaluation Method)

<b>Formative Assessment:</b>	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	- 20
<b>Marks</b>	

<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	– 30
<b>Marks</b>	
<b>Grand Total</b>	– 50
<b>Marks</b>	

### Skill Enhancement Course (SEC 2): Communication in Everyday Life

#### CREDIT DISTRIBUTION

Course title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical
Communication in Everyday Life	2	2	0	0

#### Learning Objectives

- To lay down a basic foundation for basic communication that is a part of a student's everyday life.
- To inculcate the fundamentals of communication with the aim to enhance listening, speaking and writing skills.
- To hone practical skills that can be used in day-to-day affairs.

#### Learning Outcomes

After studying this course, students will be able to:

- improve mediation skills
- build human relationships
- foster societal understanding & develop an independent perspective.
- enhance social communication skills of students.

## **SYLLABUS**

### **UNIT 1 (8 hours)**

Theory of Communication

Meaning, Features, Uses, Cycle, Feedback, Advantages

Barriers

7 C's of Communication

### **UNIT 2 (14 hours)**

Listening Skills

Netiquettes

Audio-book Listening & Discussions

Note-taking

### **UNIT 3 (14 hours)**

#### **Speaking Skills**

Oral Presentation- Audio-Visual aids, Audience & Feedback, Delivery of Presentation, Handling Questions

Group Discussion- Culture & History, Current Affairs, Society-related

Interview- Personal, Conversational, Public

### **UNIT 4 (8 hours)**

#### **Reading Skills**

Close Reading

Skimming

Scanning

### **UNIT 5 (16 hours)**



## **Writing Skills**

Summarising

Paraphrasing

Note-making

Essays- Expository Essay, Descriptive Essay, Narrative Essay

Letter Writing- Formal Letter, Informal Letter

Reports- Incidence, Newspaper, Organisational Report

Analysis & Interpretation- Textual

Intra & Inter-personal Skills - Monologue, Dialogue

## **Suggested Readings**

Chaudhary, Shoma. "Understanding Interviews, Billy Elliot is my Story, Only Less Happy".  
Tehelka: The People's Paper, 18 February 2006.

Kumar, Dinesh. "Understanding Values, Our Muddled Generation". The Hindu, 26 March  
2006.

Learning to Write I, "Free Writing". In Fluency in English II, ed. Varma, Pramodini and  
Mukti Sanyal, pp. 1-5, Oxford, New Delhi, 2015.

Learning to Write II, "Editing". In Fluency in English II, ed. Varma, Pramodini and Mukti  
Sanyal, pp. 25-27, Oxford, New Delhi, 2015.

Learning to Write III, "What makes Good Writing Good". In Fluency in English II, ed.  
Varma, Pramodini and Mukti Sanyal, pp. 48-51, Oxford, New Delhi, 2015.

## Value Addition Course 2 (VAC 2): Gandhi and Education

### CREDIT DISTRIBUTION

Course Title and Code	Credits	Credit Distribution of the Course		
		Lecture	Tutorial	Practical
Gandhi and Education	2	2	0	0

### Course Objectives

- Seek inspiration from Gandhi's thoughts on education.
- Analyse Gandhian education philosophy for moral and character development.
- Understand Gandhi's Idea on Self-reliant education (Swavalambi Shiksha)
- Relate Gandhi's educational thoughts to NEP 2020

### Learning Outcomes

- Value Gandhian perspective on education

- Appreciate the significance of education in Indian languages
- Evaluate the application of Gandhian thoughts in NEP 2020
- Realise the principles of NEP 2020 in vocational and skill-oriented education

### **Unit I: Gandhi's Philosophy and education (5 lectures)**

Gandhi's Philosophy on education

Education for character building and moral development

Education relating to health, hygiene, heritage, and handicraft

### **Unit II: Gandhi's Experiment in Education (5 lectures)**

Gandhi's educational ideas on use of Indian Language as a medium of Instruction, Textbook and Teacher

Gandhi's educational thought on Elementary and Adult Education

Gandhi's vision on Higher Education

### **Unit III: Gandhi's Educational Thought on Skill and Vocational Education (5 lectures)**

Rural development through Skill and Local Need Based education

Skill education in NEP 2020 and Gandhi

Gandhi's Idea on Self-reliance (Swavalambi Shiksha) and its reflection in contemporary educational policy

### **Practical/ Practice Component (15 sessions of 2 hours each= 30 hours)**

Regular visits to Gandhi Museum and library to gain insight on Gandhi

Excursion to Gandhi Ashrams located in different places like Sewagram, Wardha, Sabarmati, Ahmedabad etc.

Workshops/projects in collaboration with Gandhi Bhawan, Gandhi Smriti and Darshan, Gandhi Peace Center. Ashrams based on innovation in village & cottage industry, Khadi, handicrafts, organic farming etc.

### **ESSENTIAL READINGS:**

Anand T. Hingorani, ed.] Gandhi, M.K. Our Language Problem (Bombay: Bharatiya Vidya Bhavan), pp. 53-55

TOWARDS NEW EDUCATION written by M. K. Gandhi Edited by Bharatan Kumarappa

*SUGGESTED READINGS:*

Coomaraswamy, Anand K. (1910). Art and Swadeshi. Munshi Ram Manoharlal. Delhi

**EVALUATION CRITERIA**

<b>Formative Assessment:</b>	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	<b>- 20</b>
<b>Marks</b>	
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>- 30</b>
<b>Marks</b>	
<b>Grand Total</b>	<b>- 50</b>
<b>Marks</b>	