

# **JAI PRAKASH UNIVERSITY, CHAPRA**

**SARAN, BIHAR**



***SYLLABUS***

***FOR***

***M.A. ENGLISH***

***(Faculty of Humanities)***

**UNDER CHOICE BASED CREDIT SYSTEM (CBCS)**

**(EFFECTIVE FROM SESSION 2018-2020)**

**DEPARTMENT OF ENGLISH**

**J. P. UNIVERSITY, CHAPRA**

## **CBCS Based P. G. English Curriculum**

A meeting of Heads of Departments across the universities of Bihar and the Departmental Council (P.U.) was convened in the Department of English, Patna University on 7th May 2018 in which the M A English CBCS syllabus was discussed and unanimously approved.

Certain structural changes have been made in conformity with the draft regulations received by the Department after that date. The course content, however, remains unaltered. We wish to make certain observation and suggest change in the draft regulation pertaining to the allotment of marks in Part A, B and C.

In Part A the marks allotted for the objective type multiple choice questions may be changed to  $10 \times 1 = 10$ . This change will reduce the possibility of the use of unfair means in the examination and is likely, therefore, to reflect the true merit of the students.

In Part B, the short answer questions will include reference to the context requiring critical analysis. The inclusion will encourage detailed reading of prescribed texts so that our students are able to engage more intensively and meaningfully with the syllabus. In doing so their ability to compete at par with their peers across the country and overseas will be significantly enhanced. The allocation of marks will therefore be  $4 \times 6 = 24$ .

Correspondingly, the marks allocation in Part C, that requires extensive and detailed interpretation of texts, need to be altered to  $3 \times 12 = 36$ . The total marks thus add up to 70 for the End Semester Examination.

These alteration are urged in the best interests of the academic community in its maintenance of minimum standards in Higher Education.

# **J. P. University, Chapra**

## **CBCS Scheme of Examination and Courses of Study for the M.A. Examination in English**

### **VISION**

The vision of the Department of English comprises a responsible reevaluation of a rich scholastic tradition and focuses on the dynamics of future challenges to build a scholarly community engaged in committed teaching, quality research, co-curricular and socially productive activities. Encouragement is provided to value scholarship, skills and wisdom with fearless intellectual integrity and artistic freedom to facilitate a microcosm of an enlightened civilization. The aim of the Department is to strike a balance between creativity and critical thinking. The focus is on the study of diverse literatures, criticism, communication of ideas and development of new perspectives through theoretically informed interpretations. The Department promotes interactive scholarship, debating intellectual pursuits to create knowledge without borders. Thus investing in 'thinking', 'questioning' and 'exploring' what is beyond. The students are encouraged to use the library and access online journals as resources of knowledge. Presentations, seminars and films are facilitated by the use of ICT.

### **MISSION**

Our responsibilities to civil society are to facilitate professional competence, socially conscientious human resource, encourage leadership qualities and cultivate positive interest attitudes and moral intellectual values. Emphasis will be laid on critical thinking and textual analysis through theoretical informed perspectives to enable a nuanced understanding of the world and the world. conscientising students towards gender, class, caste, race, disability and non-human ecology is a priority. Apart from critical engagement with texts, opportunities shall be provided to students to realise their potential in cultural and creative areas, encourage communicative competence, independent initiatives and use their imagination to envisage justice in the quest of building a society and a civilization that respects diversities and equality.

The M.A. English Syllabus comprises 14 Core courses (CC) , two Elective courses (EC), one Generic Elective (GE) or Discipline Specific Elective Course (DSE), one Ability Enhancement Course (AEC) and two years. The students will be evaluated through end-semester examination / project evaluation and the teaching will be structured accordingly.

**Structure of the 2 Yrs (Four Semester) Post Graduate Degree course under CBCS :**

Semester	No of Course /Paper	Credit per Course / Paper	Total Credit	Minimum No. of Learning Hours	No of Core Course / Paper	No of Elective Course / Paper	Code & Nature of Elective Course / Paper
I	05	05	25	250	4	1	AECC-1
Semester Break							
II	06	05	30	300	5	1	AEC-1
Semester Break							
III	06	05	30	300	5	1	AECC-2
Semester Break							
IV	03	05	15	150	0	3	EC-1* EC-2* DSE-1 or GE-1
<b>Total</b>	<b>20</b>		<b>100</b>	<b>1000</b>	<b>14</b>	<b>6</b>	

**Core Course (CC) :** A course which should compulsorily be studied by a candidates as a core requirement on the basis of MA studies and is termed as a Core course.

**Elective Course (EC) :** Generally a course which can be chosen from a pool of courses (Basket) and which may be very specific or specialized or advanced or supportive to the subject / discipline of study or which provides an extended scope or which enables an exposure to some other subject / discipline / domain or nurtures the candidate's proficiency / skill is called an Elective Course.

**Discipline Specific Elective Course (DSE) :** Elective Course may be offered by the main discipline / subject of study is referred to as **Discipline Specific Elective**. The University / Institute may also offer discipline related Elective course of interdisciplinary nature (to be offered by main discipline / subject of study).

**Generic Elective (GE) Course :** An elective course chosen generally from an unrelated discipline / subject, with an intention to seek exposure is called a **Generic Elective**. **P.S. :** A core course offered in a disciplinary / subject may be treated as an elective by other discipline / subject and *vice versa* and such elective may also be referred to as Generic Elective.

**Ability Enhancement Courses (AEC) :** The ability Enhancement Courses (AEC) / Skill Enhancement Courses (SEC). "AEC" courses are the courses based upon the content that leads to life skill enhancement.

**Ability Enhancement Compulsory Courses (AECC) :** University will run a number of Ability Enhancement Compulsory Courses (AECC) which is qualifying in nature and student from all faculties have to qualify in all courses.

**Dissertation / Project / Internship / Industrial Training** : An elective course designed to acquire special / advanced knowledge, such as supplement study / support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher / faculty member is called dissertation /project.

The distribution of the six elective papers shall be – two EC, one DSE or one GE, two AECC, One AEC. Students may opt for any elective course out of a list of elective papers (Basket) offered by the parent department or any other department/s as per his/her choice with the prior permission of the parent department.

The final CGPA/ class will be decide on the performance of the student in the 16 courses including the 14 Core Course (CC) and Two ECs.

The DSE or one GE, two AECC, one ECE courses will be qualifying in nature and a student has to score at least 45% marks in these courses. Grades will be awarded separately for these courses, however, performance in these elective courses will not be considered for awarding the final CGPA / class.

**M.A.**

**Semester 1 : CC -1 to CC-4 plus AECC-1**

**Semester 2 : CC- 5 to CC-9 plus AEC-1**

**Semester 3 : CC-10 to CC-14 plus AECC-2**

**Semester 4 : EC-1 and EC-2 plus DSE-1 or GE-1**

**Evaluation of Performance under Semester System**

The performance of a student in each paper will be assessed on the basis of a Continuous Internal Assessment (CIA) of 30 marks and the End of Semester Examination (ESE) consisting of 70 marks.

The components of C.I.A. are follows :

- |       |   |            |
|-------|---|------------|
| (i)   | Two mid-semester written tests of one hour duration | = 15 marks |
| (ii)  | Seminar/Quiz  | = 05 Marks |
| (iii) | Assignment  | = 05 Marks |
| (iv)  | Punctuality and conduct                             | = 05 Marks |
|       | Total   | = 30 Marks |

The performance of a student in the elective papers AEC and AECC in each semester addressing the issues of i. Skill Development, ii. Human values and professional Ethics and Gender Sensitization iii. Environment and sustainability and Swachchha Bharat Abhiyan Activities shall be assessed on the basis of a continuous Internal Assessment (CIA) of 50 marks and the End Semester Examination (ESE) consisting of 50 marks.

The components of C.I.A. in these papers shall be as follows:

- |       |   |            |
|-------|---|------------|
| (i)   | One mid-semester written tests of one hour duration each  | = 10 Marks |
| (ii)  | Seminar/Quiz  | = 10 Marks |
| (iii) | Assignment  | = 15 Marks |
| (iv)  | Discharge of Institutional Social Responsibility /<br>Community Services (report to be submitted) | = 15 Marks |
|       | Total   | = 50 Marks |

The End of Semester Examination (ESE) shall be named as follows:

- M.A. Part (I) - Semester I Examination  
and Semester II Examination respectively.
- M.A. Part (II) - Semester III Examination  
and Semester IV Examination respectively.

- (c) Syllabus for each paper shall be divided into at least 5 units. Based on this, the question paper pattern for the End Semester Examination shall have divided into three parts A, B, C comprising of objective type questions with multiple choice, short answer type questions and long answer type questions respectively as mentioned below :

Part	Nature of questions	Number of questions to be asked	Number of questions to be answered	Marks of each question	Total marks
Part-A	Objective type questions with multiple choice	10	10	01	10
Part-B	Short answer type questions	05	04	06	24
Part-C	Long answer type questions	04	03	12	36
<b>Total Marks</b>					<b>70</b>

**Part - A**

Ten objective type Questions - All questions to be answered  
 (Questions shall be picked up from the whole syllabus  
 Preferably two questions from each unit) 10 x 1 = 10 marks

**Part-B**

Five short Answer Questions - Four questions to be answered  
 (Questions shall be picked up from the whole syllabus  
 preferably one question from each unit) 4 x 6 = 24 marks

**Part - C**

Five long answer Questions -Three questions to be answered.  
 (Questions shall be picked up from the whole syllabus  
 Preferably one question from each unit) 3 x 12 = 36 marks

## **M.A. English**

### **Semester 1**

- CC - 1: English Poetry from Chaucer to Milton
- CC-2: Shakespearean Drama
- CC - 3: 15s to 176 Century Drama
- CC - 4: Late 17<sup>th</sup> and 18<sup>th</sup> Century Literature
- AECC-1: Environmental Sustainability (3 Credits)
- &Swachchh Bharat Abhiyan Activities (2 Credits)

### **Semester 2**

- CC-5 : Film and Literature
- CC- 6: 19<sup>th</sup> Century Poetry
- CC - 7: Classical & English Criticism
- CC- 8 : Indian and Western Literary Theory
- CC-9: : 19<sup>th</sup> Century Fiction and non-fiction
- AEC 1: (Options Enclosed)**

### **Semester 3**

- CC - 10: Modern and Contemporary Poetry
- CC - 11: Modern and Contemporary Drama
- CC - 12: Modern and Contemporary Fiction
- CC - 13: Indian Literature in English & in Translation
- CC - 14: Linguistics
- AECC 2: Human Values & Professional Ethics (3 Credits)**
- & Gender Sensitization (2 Credits)

### **Semester 4**

#### **Elective Course (EC) I**

- a) New Literatures
- b) American Literature
- c) Women's Literature
- d) 16<sup>th</sup> and 17<sup>th</sup> Century Prose
- e) Cultural Studies

#### **Elective Course (EC) 2**

- a) Translation Theory and Practice
- b) Partition narratives
- c) Writing in English from Bihar
- d) European Fiction in English Translation

#### **DSE-1 or GE-1 (Options Enclosed)**

**DETAILED COURSE OF STUDY**

**M.A. English Semester I (Odd Semester)  
(Under C.B.C.S., J. P. U., Chapra)**

***CC - I : English Poetry from Chaucer to Milton (70 marks) 5 Credit***

The students are required to attempt:

Q.1 (Compulsory) Ten Multiple Choice Questions from each unit	10 x 1=10 Marks
Q.2: (Compulsory) Any four short-answer questions with reference to the context requiring critical analysis	4 x 6=24 marks
Q.3: Any three Long-answer questions	3x12=36 marks

**Unit I : Chaucer:** (a) The Canterbury Tales: The General Prologue, (b) The Wife of Bath

**Unit II : Spenser :** The Faerie Queene Book I

**Unit III: Shakespearean Sonnets:** From fairest creatures we desire increase; Devouring time blunt thou the lion's paws; what is your substance, whereof are you made; Not marble, nor the gilded monuments; In the old age black was not counted fair; My mistress' eyes are nothing like the sun; Two loves I have, of comfort and despair;

**Unit IV: Metaphysical Poetry:**

**John Donne:** (a) The Good Morrow, (b) The Canonization, (c) The Flea (d) Hymn to God my Father, (e) Valediction Forbidding Mourning

**Herbert:** (a) Redemption, (b) Jordan, (c) The Collar, (d) Love

**Marvell:** (a) To His Coy Mistress, (b) Definition of Love

**Unit V: Milton :** Paradise Lost Book I

**Course Outcome:** This course provides a panoramic structure of English poetry from Chaucer to Milton. It will enable the understanding and interpretation of poetic production in relation to its historicity, culture and inheritance drawn from classical Greek antiquity and diverse continental influences in relation to thematic patterns and forms.

***CC-2: Shakespearean Drama (70 marks) 5 credit***

The students are required to attempt:

Q.1 : (Compulsory) Ten Multiple Choice Questions	10x1=10 marks
Q.2: (Compulsory) Any four short-answer questions with reference to the context requiring critical analysis	4x6=24 marks
Q.3: Any three Long-answer questions.	3x 12=36 marks



**Unit I: Hamlet**

**Unit II: King Lear**

**Unit III: The Tempest**

**Unit IV: Twelfth Night**

**Unit V: Antony and Cleopatra**

**Course Outcome:** This course will enable the learners to gain knowledge of different dramatic forms used by Shakespeare. It will also enable students to revisit Shakespearean drama as cultural production with relation to contemporary society and culture.

***CC - 3: 15<sup>th</sup> to 17<sup>th</sup> Century Drama (70 marks)***

***5 Credit***

The students are required to attempt:

Q.1 : (Compulsory) Ten Multiple Choice Questions

10x1=10 marks

Q.2: (Compulsory) Any four short-answer questions with reference to the context requiring critical analysis

4x6=24 marks

Q.3: Any three Long-answer questions.

3x 12=36 marks

**Unit I: Thomas Kyd : The Spanish Tragedy**

**Unit II : Marlowe: Dr. Faustus**

**Unit III: Ben Jonson: Volpone**

**Unit IV: Webster: The Duchess of Malfi**

**Unit V: Aphra Behn: The Rover**

Course Outcome: This course offers a spectrum of different kinds of drama beginning with a Morality play and concluding with a woman dramatist who wrote Comedy of Manners.

***CC - 4: Late 17<sup>th</sup> Century Literature (70 marks)***

***5 Credit***

The students are required to attempt:

Q.1 : (Compulsory) Ten Multiple Choice Questions

10x1=10 marks

Q.2: (Compulsory) Any four short-answer questions with reference to the context requiring critical analysis 4x6=24 marks

Q.3: Any three Long-answer questions. 3x 12=36 marks

**Unit 1 : An Epistle to Dr. Arbuthnot**

**Unit II : Swift: Gulliver's Travels**

**Unit III: Gray: An Elegy Written in a Country Churchyard**

**Unit IV: Fielding: Tom Jones**

**Unit V: Blake: Songs of Innocence and Experience**

**Course Outcome:** This variety of selection of poetry, prose and novel is located within the Enlightenment project with its rationalizing processes impacting prosodic forms in poetry and anticipating a movement towards Romanticism. It will familiarize the students with the rising culture of the bourgeoisie.

**Ability Enhancement Compulsory Course (AECC) I:**

A- Environmental Sustainability (3 Credits) &

B- Swachhha Bharat Abhiyan Activities (2 Credits)

(Each credit requires 10 hours of teaching – learning for theory and 20 hours for practical assignment field work)

**A-Unit -1** Environmental ethics & ecosystem: Concept of sustainable development with reference to human values in western and Indian perspective, sustainable development & conservation of natural resources (Nature, factors, structure, development and people participation) development, environment- rural and urban, concept of Ecosystem.

**A-Unit -2** Development and its effect on environment: Environment Pollution - water, air, noise etc. due to Urbanisation, Industrial civilization, Concept of Global Warming , Climatic Change, Green House Effect, Acid rain, Ozone layer depletion. Menace of encroachment of exotic plants particularly parthenium and trees with special reference to impact on habit & habitat on indigenous flora & fauna.

**A-Unit -3** Concept of Bio-diversity and its conservation: Environmental Degradation and conservation. Govt. Policies, Social effects and role of social reforms in this direction. Role of science in conservation of environment concept of Three 'R' (reduce, reuse, recycle). Need of environmental education and awareness programme and ecological economics.

**B-Unit -4** Swachhha Bharat Abhiyan: The concept of Swachhata as personal, Gandhian approach towards social and environmental moral values & concept of swachhata and its relation to moral upgradation of society and freedom struggle. Awareness Programme related to Swachhata. Role of 'Swachhagrahis' in Swachhha Bharat Abhiyan.

Sanitation and hygiene, why sanitation is needed, sanitation and human rights, plantation, value of nature, concept of community participation and role of state agencies. Case study of Sanitation, effects of cleanliness, diseases - infectious and vector – born Idea of spread of diseases through body and other biological fluids and excreta.

**B-Unit-5** Assignment/Practical/field work based on unit-4

or

Alternative to unit-4 and unit-5 a student can also enrol for Swachhha Bharat Internship programme of MHRD.

## Semester 2 (Even Semester)

**CC – 5 : Film and Literature (70 marks)**

**5 Credit**

The students are required to attempt:

- Q.1 : (Compulsory) Ten Multiple Choice Questions 10 x 1=10 marks  
Q.2: (Compulsory) Any four short-answer questions with reference to the context requiring critical analysis 4 x 6=24 marks  
Q.3: Any three Long-answer questions. 3 x 12=36 marks

**Unit I a :** Key terms.

**Unit I b: Novel :** Rabindra Nath Tagore : **Home and The World, 1916**

**Film :** Satyajit Ray : **Ghare Baire, 1984**

or

**Novel:** Bhikhari Thakur, **Bidesiya (1917)**

**Film :** S. N. Tripathi : **Bidesiya (1963)**

**Unit 2: Novel:** Khushwant Singh, **Train To Pakistan (1956)**

**Film:** Pamela Rooks: **Train To Pakistan (1998)**

or

**Novel :** Phanishwar Nath Renu : **Maare Gaye Gulfam (1955)**

**Film :** Basu Bhattacharya : **Teesari Kasam (1966)**

**Unit 3: Novel:** Shonali Bose, **Amu (2005)**

**Film:** Shonali Bose, **Amu (2005)**

**Unit 4: Novel:** Harper Lee: **To Kill A Mockingbird (1960)**

**Film:** Robert Patrick: **To Kill A Mockingbird (1962)**

**Unit 5: Novel:** Kim Kasey: **One Flew Over the Cuckoo's Nest (1962)**

**Film:** Milos Forman: **One Flew Over the Cuckoo's Nest (1975)**

or

**Novel :** E. M. Forster : **A Passage to India (1924)**

**Film :** David Lean : **A Passage to India (1984)**

**Course Outcome:** The course on Film and Literature is to enable the understanding of the two most important cultural productions of our times. The course will examine films and texts as reflection and production of culture, ideology and history. It will encourage analytical skills related to visual literacy and its correspondences with the world framed as a structured text, familiarizing students with the techniques and grammar of films.

**CC – 6 : Century Poetry (70 marks)**

**5 Credit**

The students are required to attempt:

- Q.1 : (Compulsory) Ten Multiple Choice Questions 10 x 1=10 marks  
Q.2: (Compulsory) Any four short-answer questions with reference to the context requiring critical analysis 4 x 6=24 marks  
Q.3: Any three Long-answer questions. 3 x 12=36 marks

**Unit I: Wordsworth: The Prelude Book I**

**Unit II: Coleridge: The Rime of the Ancient Mariner**

**Unit III: Keats: Hyperion**

**Unit IV: Arnold: The Scholar Gypsy**

**Unit V (a): Robert Browning: Prospice, Porphyria's Lover. , Love Among the Ruins, Two in the Campagna,**

**Unit V(b) : C.G. Rossetti: Goblin Market**

**Course Outcome:** The close of the eighteenth century saw a wide-moving and restless spirit of change and new creation in Europe. The French revolution was the most flamboyant manifestation of this spirit. The nineteenth century movement championed not only political liberty but also freedom from conventions, social and institutional restrictions. This course will make the students familiar with aesthetic responses to the quest of freedom, as aesthetic forms liberated themselves from the rigid orthodoxies of eighteenth century forms of poetry and their expression'

**CC-7: Indian and British Criticism (70 marks)**

**5 credits**

The students are required to attempt:

- Q.1 : (Compulsory) Ten Multiple Choice Questions 10 x 1=10 marks  
Q.2: (Compulsory) Any four short-answer questions with reference to the context requiring critical analysis 4 x 6=24 marks  
Q.3: Any three Long-answer questions. 3 x 12=36 marks

**Unit I : Indian Criticism**

- A) Introduction and Key concepts: Rasa, Dhvani, Alankar, Vakrokti, Arthaprakriti Pratimukha, Sphota.
- B) Bharatmuni: on Natya and Rasa: Aesthetics of Dramatic Experience
- C) Anandvardhan: The Structure of Poetic Meaning
- D) Dandin: Sarg-bandha : EPic Poetry
- E) Kuntaka: Language of Poetry and Metaphor

## F) Amir Khusrau : Multilingual Literary Culture

**Unit II : Aristotle** : Poetics, **Horace**: Ars Poetica, **Longinus**: Peri Hypsos (on the sublime)

**Unit III: Philip Sidney** : An Apology for Poetry, **John Dryden**: An Essay of Dramatic Poesy,

**Alexander Pope**: An Essay on Criticism, **Samuel Johnson**: Preface to Shakespeare,

**William Wordsworth** : Preface to Lyrical Ballads, **Coleridge**: Biographia Literaria-  
Ch- 14,17, 18, **Keats**: From the Letters (From Enright and Chikera)

**Unit IV : Lawrence**: Why the Novel Matters, **T. S. Eliot** : Metaphysical Poetry, Hamlet and his Problems **Terry Eagleton**: Rise of English

**Unit V: Practical criticism (one passage either from Poetry or from prose: Long answer question)**

**Course Outcome**: Indian Literary Theory will engage students in understanding the intricacies of the craft of aesthetic production affecting a decolonized recovery of the importance of the Indian aesthetic traditions. This course will provide insight into historical development of criticism from Aristotle to the advent of theory in the twentieth century.

**CC - 8: Modern and Contemporary Critical Theory (70 marks) 5 Credits**

The students are required to attempt:

- |   |                 |
|---|-----------------|
| Q.1 : (Compulsory) Ten Multiple Choice Questions  | 10 x 1=10 marks |
| Q.2: (Compulsory) Any four short-answer questions with reference to the context requiring critical analysis | 4 x 6=24 marks  |
| Q.3: Any three Long-answer questions.   | 3 x 12=36 marks |

### Unit I : From Liberal Humanism to Theory

#### a) Formalism

- i. Introduction to Formalism. Key terms:  
Three Phases: Machine, Organic, System, Fabula, Suzhet  
Defamiliarisation (ostranenie),
- ii. **Roman Jakobson**: Two Aspects of Language

#### b) Structuralism

- i. **Introduction to structuralism: Key Terms**: sign, signifier, signified, Langue, Parole, Mythemes, Binaries,
- ii. **Saussure**: Course in General Linguistics

#### c) Narratology :

- i. **Introduction, Key Terms:** Subject, Predicate, Functions, Desire, Communication, Auxilliary Support, Histoire, Recit, Narration, Mimesis, Diegesis (Hetrodiegetic, Homoliegetic, Autodiegetic,) Focalisation, Analepsis, Prolepsis
- ii. **Vladimir Propp:** Morphology of Folk Tales

## **Unit II: Psychoanalysis, Feminism, Ecocriticism**

- a) **Psychoanalysis**
  - i. **Freud:** Beyond the Pleasure Principle (Excerpt)
  - ii. **Lacan:** Insistence of the Letter in the Unconscious
- b) **Feminism**
  - i. **Virginia Woolf:** Introduction to A Room of One's Own
  - ii. Spivak Three Women's Text and a Critique of Imperialism
- c) **Ecocriticism and Green Studies**
  - i. **Cheryll Glofelty :** Introduction to Ecocriticism Reader
  - ii. **Patsy Hallen:** Making Peace with Nature: Why Ecology needs Feminism

## **Unit III: Marxism, New Historicism, Cultural Materialism, Postcolonialism**

- i. **Marxism**
  - a. **Marx:** From 'Capital' (From Rivkin and Ryan)
  - b. Max Horkheimer and Adorno: The Culture Industry as Mass Deception
- ii. **New Historicism**
  - a. **Nancy Armstrong:** On the Politics of Domesticity
- iii. **Postcolonialism**
  - a. **Homi Bhabha:** Signs Taken for Wonders

## **Unit IV: Poststructuralism**

- i. Poststructuralism
  - a. **Derrida:** structure, sign and Play in the Discourse of Human sciences
- ii. Discourse and Power
  - a. **Foucault :** We "Other Victorians."

## **Unit V: Postmodernism**

- a. **Lytard:** The Postmodern Condition
- b. **Baudrillard:** Simulacra and Simulations

**Course Outcome:** Modern and Contemporary Critical Theory is integral to how literary criticism is produced in the late 20<sup>th</sup> and 21<sup>th</sup> centuries and this form of critical literacy enhances a nuanced interpretation of literature's scope, content and form This form of interdisciplinary critical literacy forsters different ways of thinking about and reading literature and culture. Students will find these exciting approaches immensely empowering in shaping thoughts on different ways in which literature may be read.

**CC - 9: 19<sup>th</sup> Century Fiction and non-fiction**

**(70 marks)**

**5 credits**

Students are required to attempt:

Q.1 : (Compulsory) Ten Multiple Choice Questions

10 x 1=10 marks

Q.2: (Compulsory) Any four short-answer questions with reference to the context requiring critical analysis

4 x 6=24 marks

Q.3: Any three Long-answer questions.

3 x 12=36 marks

**Unit I: Jane Austen:** Emma

**Unit II: George Eliot:** Middlemarch

**Unit III: Charlotte Bronte:** Jane Eyre

**Unit IV: Charles Dickens:** Hard Times

**Unit V: Matthew Arnold:** Culture and Anarchy

**Course outcome:** The study of Victorian literature should foster the understanding of the gradual establishment of democracy, the utilitarian attitude on account of striking material prosperity, the expansion of the British Empire, the effects of the aftermath of the industrial revolution, and the impact of Darwin's theory of evolution that influenced the literature of the age.



**Semester – II**  
**Ability Enhancement Course (AEC)**

**Options 1 : Life and Communication Skill Development**

Ability Enhancement Course (AEC) or Skill Enhancement Course (SEC)	
<b>Course title: : Life and Communication Skill Development</b>	
<b>Course code: AEC-1/SEC-1</b>	<b>Credit 5</b> <b>(there shall be 5 units each consisting of one credit)</b>
<b>Course offered in: Semester- II</b>	
<b>Course description:</b> Acquisition of life skills will empower students to cope with the transitive interactions in personal and professional lives while in an age of communication the curriculum will equip students to develop expertise in the utilities of ICT in the transmission of knowledge.	
<b>Course objectives:</b> 1. To develop communication skill of students. 2. To develop writing skill of students. 3. To develop expertise in the utilities of ICT in the transmission of knowledge.	
<b>Course content:</b>	
Unit	Topics
I	<b>Life Skills:</b> Critical thinking, Aristotle’s Law of Logic, Problem solving, Creative thinking
II	<b>Inter personal Skills:</b> Childhood Ethics, Coping with emotions and stress, Trustworthiness and empathy, Negotiating difference of opinions
III	<b>Communication skills:</b> What is Communication?, Listening Skills, Speaking Skills, Reading Skills, Writing Skills, Group Discussion and Personal Interview, Barriers to Communication
IV	<b>Specialized Writing Skills:</b> Official letters, Business letters, Personal letters, Writing agendas, Minutes, Reports, Writing CVs, Resume, Statement of Purpose, Sending applications through mail with attachments, Rapporteur, Documentation
V	<b>Information and Communication Technology (ICT) Literacy:</b> Word processor, Excel, PageMaker, Pdf conversion, Preparing PowerPoint Presentation
<b>Learning outcomes:</b> After completion of the course students should be able to cope with the transitive interactions in personal and professional lives. The course will equip students to develop expertise in the utilities of ICT in the transmission of knowledge.	
<b>Assignments: Assignment will be based on Unit I, II, III, IV and V</b>	

**Options 2 : Computer & ICT**

<b>Ability Enhancement Course (AEC) / Skill Enhancement Course (SEC)</b>	
<b>Course title: Computers &amp; ICT</b>	
Course code: AEC-1 Or SEC-1	<b>Credit 5</b> (There shall be 5 units each consisting of one credit)
Course offered in: Semester- II	
Course content:	
Unit	Topics
I	<b>Basics of 'Computer System':</b> What is a computer? Computer System components – Hardware and Software. Introduction to the terms - Motherboard, SMPS, Processor, RAM, ROM, Ports and Cards. Broad overview of different makes of these components, their availability in the market and their prices.
II	<b>Basics of 'Operating Systems':</b> Introduction to Unix/Linux Operating System. Introduction to Windows Operating System. Basic operations on Unix/Linux and Windows Operating Systems.
III	<b>Information Management:</b> Document Processing and e-Documentation using Word processor like open office. Statistical and Graphical data analysis using spread sheet and statistical packages. Data / Information communication and presentation using PowerPoint.
IV	<b>SSD (Special Skill Development)</b> Detailed study on any one of the following three using Spoken Tutorial: a. Latex b. Accounting software c. Spread sheet using Spoken tutorial d. Matlab/Scilab
V	Networking Basic:- Network topologies, LAN, MAN, WAN, TCP/IP, Knowledge of Networking hardware, Service/Client, Interface. Internet Connectivity
VI	<b>Assignment / Field Work based and Unit I, II, III and IV.</b>

### Options 3 : Web Designing

Ability Enhancement Course (AEC) or Skill Enhancement Course (SEC)	
Course title: : Web Designing	
Course code: AEC-1/SEC-1	Credit 5 (there shall be 5 units each consisting of one credit)
Course offered in: Semester- II	
Course description: This paper is designed to enable student to learn basic components required to design and manage a website. The emphasis is given on hands-on training so as to enable students to design their own website.	
Course objectives: To expose students to the technology of web site design and to introduce various tools and languages required for dynamic and creative design of state-of-the-art web sites.	
Course content:	
Unit	Topics
I	<b>HTML5 and CSS3:</b> General Introduction to Internet and WWW, Text tags, Graphics, Video and Sound Tags, Link and Anchor Tags, Table Tags, Form Tags, Miscellaneous tags (layers, image maps etc), Events, Web sockets, CSS3, API, Example Applications, etc.
II	<b>PHP Programming and My SQL:</b> Programming constructs, Variable/Constants, GET & POST, Files, User defined Functions, Built-in Functions, Cookies, Sessions, Error Handling, MySQL tools and its integration, AJAX, XML, Object Orientation, Form, Facebook and Paypal Integration, Example Applications.
III	<b>Java script and jQuery:</b> Java script – Basic data types, control structures, functions, arrays and objects, events, html DOM, cookies, error handling, multimedia, animation, Example Applications, jQuery – Basics, Selectors, Attributes, DOM, Events, AJAX, CSS, UI, Plug-ins.
IV	<b>Content Management and SEO:</b> WordPress – Installation, Settings, Categories, Posts, Media, Pages, Tags, Links, Comments, Plug-in, theme. SEO – Introduction, thumb rules, methods, keyword & title optimization.
V	<b>Lab/Assignment/hand-on training based on Unit I, II, III and IV</b>
Learning outcomes: On completion of this course, the students would: 1. Have a strong foundation to undertake specialized courses in the field of web designing. 2. Develop their own website and manage it.	
The laboratory work will consist of 9-15 Experiments: <ol style="list-style-type: none"> <li>1. Practicing basic HTML tags, text tags test styles, paragraph styles, headings, lists, Forms, Tables, Link and Anchor Tags etc.</li> <li>2. Including graphics, video and sound in web pages, Layers &amp; Image Maps</li> <li>3. Creating animated Gifs, simple flash animations</li> <li>4. Cascading Style sheets</li> <li>5. Creating and browsing XML database</li> <li>6. Installing web server, setting PHP, Creating client and back end script with GET &amp; POST methods (connecting HTML).</li> <li>7. MySQL commands/tools and this integration with PHP</li> <li>8. Exercises covering basic introduction to JavaScript and jQuery</li> <li>9. Development of a web site using Word Press involving a variety of tools practiced above.</li> </ol>	



## Options 4 : Derivatives and Risk Management

### Ability Enhancement Course (AEC) or Skill Enhancement Course (SEC)

<b>Course title: : Derivatives and Risk Management</b>		
<b>Course code:</b>	AEC-1/SEC-1	<b>Learning Hours- 50</b>
<b>Course offered in: Semester 2</b>		
<p><b>Course description:</b> Every investment activity entails an element of risk, even bank fixed deposits once considered to be free from risk are subject to risk like interest rate, inflation and default risk. Therefore, managing risk is one of the Prime Concern for every investor. At the same time, Speculators feel the requirement of such a financial instrument that can help in having gain at a low cost. The answer to all these is understanding and practicing DERIVATIVES.</p> <p>The derivatives are most modern financial instruments in hedging risk. The individuals and firms who wish to avoid or reduce risk can deal with the others who are willing to accept the risk for a price. A common place where such transactions take place is called the 'derivative market'</p>		
<p><b>Course objectives:</b></p> <ol style="list-style-type: none"> <li>To develop skills among the students who are planning to pursue their career in Finance and Banking Sector.</li> <li>To develop knowledge among the students to enable them to take decision under the most difficult situation led by uncertainties in the competitive business world.</li> </ol>		
<b>Course content:</b>		
<b>Sl. No.</b>	<b>Topics</b>	<b>No. of Periods</b>
1	<b>Introduction:-</b> Risk as an Investment Strategy- managing risk in the corporate world- credit Risk V/s Market Risk- Default Risk-Foreign Exchange Risk- Interest rate Risk- Systematic Risk and Non-Systematic Risk-Hedging Scheme-Delta-Theta-Gama-vegas-Rho	10
2	<p><b>Risk and Derivatives based Hedging Strategies</b></p> <p>Risk Associated with Investment</p> <ul style="list-style-type: none"> <li>Systematic Risk</li> <li>Non Systematic Risk</li> </ul> <p>Hedging- Risk Management</p> <ul style="list-style-type: none"> <li>Strategy of Diversification of portfolio</li> <li>Strategy of Active Portfolio Management</li> </ul> <p>Hedging/Risk Management Through Derivatives:</p> <ul style="list-style-type: none"> <li>Short Hedge</li> <li>Long Hedge</li> </ul>	10
3	<p><b>Financial Markets and Derivatives:</b></p> <p>Financial Markets:</p> <ul style="list-style-type: none"> <li>Money Market</li> <li>Capital Market</li> </ul> <p>Order-Driven Market and Types of Orders</p> <p>Traders in Derivatives Market-</p> <ul style="list-style-type: none"> <li>Hedger</li> <li>Spectator</li> <li>Arbitrageur</li> </ul>	10
4	<p><b>Derivatives: A Birds eye view</b></p> <p><b>Introduction</b></p> <p>Different derivative transactions: option contract Pay offs from option contract</p> <p>Futures transaction-</p> <ul style="list-style-type: none"> <li>Features of Futures transaction</li> </ul>	10

	<ul style="list-style-type: none"> <li>• Margin Deposit-initial margin and mark-to-market margin</li> </ul> <p>Forward transaction-</p> <ul style="list-style-type: none"> <li>• Features of forward transaction</li> <li>• Difference of between options, futures and forward contracts</li> </ul>	
5	<p><b>SWAP</b></p> <ul style="list-style-type: none"> <li>• Foreign Exchange Swap</li> <li>• Interest Rate Swap (Plain Vanilla SWAP)</li> <li>• Cross Currency SWAP(Total Loan SWAP)</li> <li>• Derivatives Trading at NSE-Commodity Derivatives Trading in India</li> </ul> <p>CASE STUDIES</p>	10
<p><b>Learning outcomes:</b> By the end of the course students should be able to understand the mechanism of managing and handling risk which explicitly addresses the uncertainties of the competitive corporate world of 21<sup>st</sup> century.</p>		
<p>A Few Topics for Case Studies: Risk management as Decision-making Process in the Banking Sector-Risk and Uncertain business world-managing risk under the conditions of uncertainty- investment strategy and Risk- Impact of Systematic risk in project-management-importance of the knowledge of various types of risk associated with the investment-Hedging Strategy for Portfolio-delta Hedging-static delta Hedging and Dynamic delta Hedging-theta, gamma, Vegas and Rho Hedging..</p>		
<p><b>Assignments:</b> Each student has to prepare a dissertation on any topic related to any of the Unit. The dissertation should include the following heads:</p> <ol style="list-style-type: none"> <li>1. Preface</li> <li>2. Definition</li> <li>3. Review of Literature</li> <li>4. Methodology</li> <li>5. Observations/Case Study</li> <li>6. Relevance</li> <li>7. Decisions</li> <li>8. Conclusions</li> <li>9. Reference</li> </ol>		
<p><b>List Of Books:</b></p> <ol style="list-style-type: none"> <li>1. <b>Derivatives and Risk Management</b> by Dhanesh Kumar Khatri-Macmillian Publishers India Limited, Delhi.</li> <li>2. <b>The Essentials of Risk Management</b> by Michel Crouhy, Dan Galai ISBN: 0071818510/978-0071818513</li> <li>3. <b>Credit Risk management for Indian Banks</b> by K. Vaidyanthan-Sage Publishing.</li> <li>4. <b>Risk Management</b> by Indian institute of Banking</li> <li>5. <b>Risk Management and Financial Institutions</b> by John C. Hull-Published by John Wiley and Sons, New Jersey.</li> <li>6. <b>Risk Management</b> by Paul Hopkin-Published on Amazon.com</li> <li>7. <b>Fundamentals of Risk Management: Understanding Evaluating an implementing effective Risk Management</b> by Paul Hopkin-Published on Amazon.Com.Uk, Publisher Kogan Page.</li> <li>8. <b>Essentials of Risk Management</b> by Michel Crouhy-Publisher MCGraw Hill Education.</li> <li>9. <b>Essentials of Financial Risk Management</b> by Horcher-Publisher Wiley Bartlett-Publisher Rutledge.</li> </ol>		



## Options 5 : Solid Waste Management

<b>Ability Enhancement Course (AEC) or Skill Enhancement Course (SEC)</b>	
<b>Course title: Solid Waste Management</b>	
<b>Course code: AEC-1/SEC-1</b>	<b>Credit 5</b> (there shall be 5 units each consisting of one credit)
<b>Course offered in: Semester-II</b>	
<b>Course description:</b> The course would cover-general introduction including definition of solid wastes– <b>municipal waste, biomedical waste, hazardous waste, e-waste</b> ; legal issues and requirements for solid waste management; sampling and characterization of solid waste.	
<b>Course objectives:</b>	
<ol style="list-style-type: none"> <li>1. Understanding of problems of municipal waste, biomedical waste, hazardous waste, e-waste, Industrial waste etc.</li> <li>2. Become aware of Environment and health impacts of solid waste mismanagement</li> </ol>	
<b>Course content:</b>	
Unit	Topics
I	General introduction including definitions of solid waste including municipal, hospital and industrial solid waste; E-wastes; legal issues and requirements for solid waste management; Solid waste management rules, 2016.
II	Health and environmental issues related to solid waste management
III	Methods of waste collection, collection techniques, waste container compatibility, waste storage requirements, transportation of solid wastes
IV	Treatment and disposal techniques for solid wastes–composting: Composting, Vermicomposting, Autoclaving, Microwaving, Incineration, Non-incineration thermal techniques, Landfilling
V	Source Reduction, Product Recovery and Recycling Recovery of Biological Conversion Products: Composts and Biogas Incineration and Energy Recovery Integrated Waste Management (IWM)
<b>Learning outcomes:</b>	
After completion of the course students should be able to characterize solid waste; analysis of hazardous waste constituents; understand health and environmental issues related to solid waste management; apply steps in solid waste management-waste reduction at source, collection techniques, materials and resource recovery/recycling, transport, optimization of solid waste transport, treatment and disposal techniques	
<b>Practical:</b>	
<ol style="list-style-type: none"> <li>1. Awareness about disposal of different wastes in waste-bin (Concept of disposal of Biodegradable, Non-biodegradable and bio hazardous wastes in different coloured bins)</li> <li>2. Method of composting</li> <li>3. Method of vermicomposting</li> <li>4. Autoclaving</li> <li>5. Bio-gas production</li> </ol>	

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**Assignments:**

1. Global and Indian issues related to Solid wastes
  2. Health issues related to solid waste management
  3. Environmental issues related to solid waste management
  4. Disposal methods for biodegradable wastes
  5. Disposal methods for Non-biodegradable wastes
  6. Disposal methods for Recyclable wastes
  7. Biomedical wastes and their disposal methods
  8. E-wastes and their disposal
  9. Landfilling method of solid waste disposal
  10. Vermicomposting method of solid waste disposal etc.
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## Options 6 : Mushroom Technology

Ability Enhancement Course (AEC) or Skill Enhancement Course (SEC)	
Course title: : Mushroom Technology	
Course code: AEC-1/SEC-1	Credit 5 (there shall be 5 units each consisting of one credit)
Course offered in: Semester- II	
<p><b>Course description:</b> The course would cover-general introduction about fungi including a general life cycle of Mushroom, Edible and Poisonous mushroom, Different aspects of mushroom cultivation in relation to environment, Nutritional value of mushrooms, Economic importance and health benefits of mushroom. Identification of mushroom by spore print method. Production method of edible mushrooms – Button and oyster mushroom; Preservation method for mushroom fruiting body- drying. Diseases of mushroom caused by bacteria, fungi and viruses and its control.</p>	
<p><b>Course objectives:</b></p> <ol style="list-style-type: none"> <li>1. Cultivation methods for edible varieties of mushroom.</li> <li>2. Preservation method for mushroom fruiting body as well as its spore and mycelium.</li> <li>3. Awareness of health benefits of mushroom consumption.</li> </ol>	
<b>Course content:</b>	
Unit	Topics
I	General introduction about fungi including a general life cycle of Mushroom; Edible and Poisonous mushroom; Different aspects of mushroom cultivation in relation to environment; Economic importance and health benefits of mushroom.
II	Production method of some edible mushroom – Button mushroom ( <i>Agaricus bisporus</i> ), oyster mushroom ( <i>Pleurotus sajorcaju</i> ).
III	Preservation method for mushroom fruiting body-drying; Diseases on mushroom caused by bacteria, fungi and viruses and its control.
IV	Isolation and culture of spores, culture media preparation. Production of mother culture, mother spawn, commercial spawn.
V	Different methods of maintenance of mushroom culture and its strain preservation
<p><b>Learning outcomes:</b> After completion of the course students should be able to understand the cultivation methods for the production of mushrooms viz. Button, Oyster; diseases on mushroom and its remedial measure; preservation method for mushroom fruiting body and its spore as well as mycelium; social, economical, environmental and health benefits of mushroom consumption.</p>	
<p><b>Practical:</b></p> <ol style="list-style-type: none"> <li>1. Production of mother culture by spore culture.</li> <li>2. Cultivation of Oyster mushroom.</li> <li>3. Spore print and microscopic examination of mushroom spore and mycelium.</li> <li>4. Preservation of mushroom by drying.</li> </ol>	
<p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Edible mushroom cultivated in India</li> <li>2. Poisonous mushroom.</li> <li>3. Cultivation method for Button and Oyster mushrooms.</li> <li>4. Nutritional and other health benefits of mushrooms.</li> <li>5. Mushroom spawn production methods etc.</li> </ol>	

## Options 7 : Biofertilizer Techonology



Ability Enhancement Course (AEC) or Skill Enhancement Course (SEC)	
<b>Course title: Biofertilizer Technology</b>	
Course code: AEC-1/SEC-1	Credit 5 (There shall be 5 units each consisting of one credit)
Course offered in: Semester- II	
<b>Course description:</b> The course would cover-general introduction about different types of biofertilizers. Edible and Different aspects of biofertilizers production in relation to environment protection, soil enrichment and other benefits. Production methods of different types of biofertilizers.	
<b>Course objectives:</b> 1. Structure and characteristic features of different microorganisms used as biofertilizers. 2. Cultivation methods for different types of biofertilizers. 3. Awareness of environmental and agricultural benefits of biofertilizers.	
<b>Course content:</b>	
Unit	Topics
I	Introduction to biofertilizers-Structure and characteristic features of the following biofertilizer organisms: Bacteria: <i>Azotobacter</i> , <i>Rhizobium</i> . <i>Cyanobacteria</i> ., <i>Nostoc</i> .
II	Nitrogenous Biofertilizers: Bacteria - Isolation and purification of <i>Azotobacter</i> , mass multiplication <i>Azotobacter</i> , formulation of inoculum of <i>Azotobacter</i> . Methods of application of <i>Azotobacter</i> inoculants. Isolation and purification of <i>Rhizobium</i> , mass multiplication and inoculum production of <i>Rhizobium</i> , Methods of application of <i>Rhizobium</i> inoculants.
III	Isolation and purification of Cyanobacteria- Mass multiplication of cyanobacterial bioinoculants - Trough or Tank method, Pit method, Field method; Methods of application of cyanobacterial inoculum. <i>Azolla</i> - mass cultivation and application in rice fields.
IV	Biofertilization processes-Decomposition of organic matter and soil fertility and vermicomposting.
V	Biofertilizers - Storage, shelf life, quality control and marketing.
<b>Learning outcomes:</b> After completion of the course students should be able to understand the cultivation methods for the production of different types of biofertilizers and their benefits.	
<b>Practical:</b> 1. Isolation and identification different types of microorganisms used as bio-fertilizers. 2. Mass Cultivation of <i>Azotobacter</i> . 3. Mass cultivation of <i>Nostoc</i> .	
<b>Assignments:</b> 1. Biofertilizers cultivated in India 2. Environmental benefits of biofertilizers. 3. Agricultural benefits of biofertilizers. 4. <i>Azotobacter</i> as biofertilizer 5. <i>Rhizobium</i> as biofertilizer 6. <i>Cyanobacteria</i> as biofertilizer 7. <i>Azolla</i> as biofertilizer etc.	

## Options 8 : Environmental Law and Policy

Ability Enhancement Course (AEC) or Skill Enhancement Course (SEC)	
<b>Course title: : Environmental Law and Policy</b>	
<b>Course code: AEC-1/SEC-1</b>	<b>Credit 5</b> <b>(there shall be 5 units each consisting of one credit)</b>
<b>Course offered in: Semester- II</b>	
<b>Course description:</b> Law and policy plays a major role in the conservation and management of natural resources as well as pollution control. This course intends to introduce the students to the vast field of Environmental Law and Policy. The course would be divided into three broad areas. The first part would cover the basic concepts and principles of Environmental Law. This would include judicial precedents, which now forms an essential part of environmental jurisprudence. The second part would be divided into specific introductory modules on forests and wild life including bio-diversity related laws; Air and Water related laws including mega projects and marine laws; and laws relating to hazardous substances. The third part would discuss the role of judiciary including the National Green Tribunal in protecting the environment.	
<b>Course objectives:</b>	
<ol style="list-style-type: none"> <li>To provide an overview of the law and policies relating to environment both at the national and international level.</li> <li>To critically analyse the implementation of these laws and the role of adjudicatory bodies in the field Of environment.</li> </ol>	
<b>Course content:</b>	
Unit	Topics
I	<b>Introduction:</b> Environment: meaning and components Environment vs Development debates, trigger events, business and environmental law, a brief introduction to SDGs. Introduction to environmental laws in India; Constitutional provisions, an overview of the laws General principles in Environmental law: Precautionary principle; Polluter pays principle; Sustainable development; Public trust doctrine.
II	<b>Forest, Wildlife and Biodiversity related laws:</b> Evolution and Jurisprudence of Forest and Wildlife laws; Colonial forest policies; Forest policies after independence. Statutory framework on Forests, Wildlife and Biodiversity: IFA, 1927; WLPA, 1972; FCA, 1980; Biological Diversity Act, 2002; Forest Rights Act, 2006. Strategies for conservation–Dolphin, Tiger, Elephant, Rhino
III	<b>Air and Water Laws</b> National Water Policy Laws relating to prevention of pollution, access and management of water and institutional mechanism: Water Act, 1974; Water Cess Act, 1977, EPA, 1986. Pollution Control Boards Ground water and law Legal framework on Air pollution: Air Act,1981; EPA, 1986 as amended to date including rules and notifications issued under it.
IV	<b>Environment protection laws and large Projects</b> Legal framework on environment protection-Environment Protection Act as the framework legislation–strength and weaknesses; EIA. Marine laws of India; Coastal zone regulations, Wetland conservation.
V	<b>Judicial remedies and the role of National Green Tribunal</b> Role of judiciary in environmental protection; Infrastructure projects and the Indian judiciary.

**Learning outcomes:**

On completion of this course, the students would:

1. Have a strong foundation to undertake specialized courses in the field of environmental laws and policy
2. Develop an inter-disciplinary approach to the issues relating to environment.

**Assignments:**

1. Environmental laws in India
2. Evolution and Jurisprudence of Forest and Wildlife laws
3. Legal framework on Air pollution
4. Biological Diversity law
5. Role of judiciary in environmental protection
6. Air Laws
7. Water Laws
8. Wetland conservation etc.



## Options 9 : Tourism An Hospitality Management

Ability Enhancement Course (AEC) or Skill Enhancement Course (SEC)	
<b>Course title: : Tourism And Hospitality Management</b>	
<b>Course code: AEC-1/SEC-1</b>	<b>Credit 5</b> <b>(there shall be 5 units each consisting of one credit)</b>
<b>Course offered in: Semester- II</b>	
<b>Course description:</b> The course is designed to enable students to learn various components of tourism and hospitality industry like tour arrangements, transportation, hospitality and travel circuits. This course will enable students to earn required skills needed for self-employment and employment for others.	
<b>Course objectives:</b> The aim of the course is to provide elementary knowledge of tourism industry including transportation, hotel, destination and future scopes.	
<b>Course content:</b>	
<b>Unit</b>	<b>Topics</b>
I	<b>Introduction:</b> Overview of tourism industry. Concept of tourism. Why it is important to study tourism? Scope of tourism and its economic importance. Impact of Tourism.
II	<b>Elements of Tourism:</b> Attraction, accessibility, accommodation, tourism product, characteristics of tourism products, types of products and tourism. Hotel Industry, Hotel Chains, Departments of Hotel. Tourist Guide and Escort. Public Relation.
III	<b>Tour operation:</b> Travel Agency and Tour Operator, Travel related documents, Passport, Visa, currency regulations, custom, health regulations, baggage regulations etc.
IV	<b>Transportation:</b> Role of transportation industry in tourism, Indian railways and its special trains (Palace on Wheels, Royal orient), airlines operating in India and international. Kind of Taxi and bus/coach services available.
V	<b>Travel circuits:</b> Some popular and important tourism circuits in India (golden triangle, desert circuit, Buddhist circuit, sun and sand, back waters etc) and International circuits.
<b>Learning outcomes:</b> On completion of this course, the students would:	
<ol style="list-style-type: none"> <li>1. Have a strong foundation to undertake specialized courses in the field of tourism and hospitality Management</li> <li>2. Gain training for self employment and generate employment for others.</li> </ol>	
<b>Assignments: Assignment will be based on Unit I, II, III, IV and V</b>	

## Options 10 : Yogic Sciences

*Skill Enhancement Course (SEC)*  
Ability Enhancement Course (AEC)

### Yogic Sciences

#### Unit – 1\*

##### BASIC CONCEPT OF YOGA

- 1. Introduction to Yoga :** Definitions of Yoga, Thinkers on yoga and their views - Patanjali, Gherand and; Goraksh; Karma Yoga, Bhakti Yoga and Gyan Yoga : Concept and Characteristics.
- 2. Raja Yoga :** Eight steps of Yoga; Description and significance of Yamas and Niyamas.
- 3. Asanas and Pranayams :** Methods, advantages and limitations; Concept of Prana and Nadis; The subtle body, Chakras.
- 4. Pratyahara and Dharana :** Significance and techniques; Pratyahara and Dharana – Yoga Nidra, Antar Mouna, Ajapa Jap:
- 5. Hath Yoga :** Shatkarmas- their methods, benefits and limitations
- 6. Body and Mind :** Body-mind relation; the conscious, subconscious and unconscious; Psychosomatic disorders.

#### UNIT - 2

##### APPLICATIONS OF YOGA

- 1. Yogic Lifestyle and Health :** Medical concept and definition of health, Causes of disease according to medical science and yoga; Basic instincts and their management through yoga;
- 2. Diet and Nutrition :** Medical and Yogic concept of diet; the three Gunas in relation to diet.
- 3. Effect of Yoga on body systems :** The Bones and Joints, Cardiovascular, Respiratory, Digestive, Nervous, Endocrinal and Excretory systems. Preventive, Promotive and curative effects of yoga.
- 4. Stress management :** Concept and types of stress, Effects of stress on body and mind, Yogic management techniques.
- 5. Social Health management :** Causes and effects of crime and substance abuse on society, Role of yoga as supporting and transforming agent.



### **UNIT - 3 (Practical)**

- (i) *Pawanmuktasana* - Part I, II and III
- (ii) *Relaxation asanas* – Shawasana, Adwasana, Makarasana, Matsyakridasana.
- (iii) *Meditative Asanas* – Padmasana, Siddhasana, Siddhayoniasana, Sukhasana.
- (iv) *Standing Asanas* – Tadasana, Tiryaktadasana, Katichakrasana, Dwikonasana, Trikonasana.
- (v) *Vajrasana series* – Vajrasana, Suptavajrasana, Singhasana, Shashankasana, Ustrasana, Vyaghrasana.
- (vi) *Forward Bending Asanas* - Pashchimottanasana, Janushirasana.
- (vii) *Backward Bending Asanas* – Bhujangasana, Tiryakbhujangasana, Shalabhasana, Dhanurasana, Chakrasana, Gomukhasana, Kandhrasana

### **UNIT - 4 (Practical)**

- (i) *Gatyatmak Asanas* – Suryanamaskar, Shankhprakhshalana Asanas.
- (ii) *Inverted Asanas* – Bhumipadmastasana, Sarwanganasana, Halasana.
- (iii) *Pranayama* - Prepranayama Practices, Yogic Breathing, Nadishodhan upto stage III, Kapalbhathi, Bhastrika, Bhramari
- (iv) *Mudras and Kriyas* - Gyan, Chin, Shambhawi, Nasikagra, Ashwini, Khechhari, Agnisar
- (v) *Bandhas* - Jalandhar, Moola, Uddiyana, Mahabandha
- (vi) *Shatkarmas* - Kunjal, Jalneti, Laghooshankhprakhshalana, Trataka.
- (vii) *Pratyahara* -Yoganidra, Antarmauna, Ajapa.

### **UNIT - 5**

Assignment/Vocational Training

(\*1 unit = 1 credit)

Unit 1+2 = 2x10 = 20 hrs

Units 3+4 (Practicals) = 2x20 = 40 hrs

Unit 5 (Vocational Training) = 10x2 = 20 hours

Total Programme = 20+40+20= 80 hours

**M.A. English Semester III (Odd Semester)**  
**(Under C.B.C.S., J. P. U., Chapra)**

**CC - 10 : Modern and Contemporary Poetry** (70 marks) 5 Credit

The students are required to attempt:

Q.1 (Compulsory) Ten Multiple Choice Questions from each unit 10 x 1=10 Marks

Q.2: (Compulsory) Any four short-answer questions with reference to the context requiring critical analysis 4 x 6:24 marks

Q.3: Any three Long-answer questions 3x12=36 marks

**Unit I: W. B. Yeats:** Adam's Curse, A Coat, The Second Coming, A Prayer for my Daughter, **Leda** and the Swan, Among School Children, Easter 1916

**Unit II: T. S. Eliot:** The Wasteland

**Unit III: W. H. Auden:** Musee Des Beaux Arts, In Memory of W. B. Yeats, Who's Who, The Novelist, Though the Night is Gone, The Managers

**Unit IV: Ted Hughes:** The Thought Fox, Hawk Roosting, Pike, The Brother's Dream

**Sylvia Plath:** Mirror, Winter, Trees, Lady Lazarus, Daddy

**Philip Larkin:** Churchgoing

**Unit V: Seamus Heaney:** Digging; The Skunk; A Dream of Jealousy, Traditions, Punishment, The Railway Children, From the Frontier of Writing

**Course Outcome:** The striking features of Modernism in literature are a spirit of disillusionment, reflections on the complexities of modern urban life, importance of the unconscious mind, recognition of impossibility of an absolute interpretation of reality and a feeling of ideological uncertainty. This course will help the students understand the intricacies of the aesthetic production of the age.

**CC - 11: Modern and Contemporary Drama** (70 marks) 5 Credit

The students are required to attempt:

Q.1 (Compulsory) Ten Multiple Choice Questions from each unit 10 x 1=10 Marks

Q.2: (Compulsory) Any four short-answer questions with reference to the context requiring critical analysis 4 x 6:24 marks

Q.3: Any three Long-answer questions

3x12=36 marks

**Unit I: S. Beckett:** Waiting for Godot

**Unit II : J. Osborne :** Look Back in Anger

**Unit III : E. Lonesco : Rhinoceros**

**Unit IV : Tom Stoppard :** Rozencrantz and Guildenstern are Dead

**Unit V : Edward Albee :** Who is Afraid of Virginia Woolf

**Course outcome:** Modern drama is born out of responses to a changing world order, family structures, existential crisis and absurdity of life and totalitarian regimes and surveillance. Students will appreciate the social, historical, cultural and political matrix that was expressed in innovative forms using multiple dramatic techniques.

**CC – 12 : *Modern and Contemporary Fiction* (70 marks)**

**5 credits**

The students are required to attempt:

Q. 1 (Compulsory) Ten Multiple Choice Questions from each unit

10 x 1=10 Marks

Q.2: (Compulsory) Any four short-answer questions with reference to the context requiring critical analysis

4 x 6:24 marks

Q.3: Any three Long-answer questions

3x12=36 marks

**Unit I: Conrad:** Heart of Darkness

**Unit II: J. Joyce:** A Portrait of the Artist as a Young Man.

**Unit III: Chinua Achebe:** Things Fall Apart

**Unit IV: Salman Rushdie:** Midnight's Children

**Unit V: J.M. Coetzee:** Disgrace

**Course Outcome:** This course will make the students understand fiction from different parts of the world covering multiple themes, styles, ideological persuasions and experiences.

**CC- 13 : *Indian Literature in English & in Translation* (70 marks)**

**5 credits**

The students are required to attempt:



- Q.1 (Compulsory) Ten Multiple Choice Questions from each unit 10 x 1=10 Marks
- Q.2: (Compulsory) Any four short-answer questions with reference to the context requiring critical analysis 4 x 6:24 marks
- Q.3: Any three Long-answer questions 3x12=36 marks

**Unit I: Rabindra Nath Tagore:** Gora

**Unit II: Amitav Ghosh:** The Shadow Lines

**Unit III: Bama:** Sangati

**Unit IV: Girish Karnad:** Hayavadana

**Unit V: Aurobindo:** Savitri (Canto -1, Book -1),

**Nissim Ezekiel's** poems: My Cat; Post; Lover; Bird Catcher after reading A prediction.

**Jayant Mahapatra:** The Abandoned British Cemetery of Balasore; The Captive Air of Chandipur on Sea Wasting

**Kolatkarr:** Woman; The Bus;

**Shiv K. Kumar :** Indian Women

**A. K. Ramanujan :** A River

**De Souza:** Sweet Sixteen; De Souza Prabhu; Meeting Poets

**Agha Shahid Ali:** Post Card from Kashmir; The Season of the Plains; Cracked Portraits.

**Course Outcome:** Decentering English literature from metropolitan Britain and the creation of visibility of Postcolonial literatures from India that is inclusive of identities of multiple constituencies is a significant national project. Students will be able to appreciate different genres of writing with which cultural affiliations are likely to be immediate.

**CC- 14: Linguistic**

**(70 marks)**

**5 credits**

The students are required to attempt:

- Q.1 (Compulsory) Ten Multiple Choice Questions from each unit 10 x 1=10 Marks
- Q.2: (Compulsory) Any four short-answer questions with reference to the context requiring critical analysis 4 x 6:24 marks
- Q.3: Any three Long-answer questions 3x12=36 marks

**Unit I: Descriptive Linguistic**

- a. **Phonetics and Phonology with reference to English Language** - Description of English Vowels and Consonants; Phoneme and Allophone; Syllabic Structure of English words; Stress and Intonation
- b. **Morphology of English** - Morpheme and Allomorph; Word Formation; Morphophonemics
- c. **Syntax - I C Analysis**; Phrase Structure Grammar; Transformational Generative Grammar
- d. **Semantics** - Lexical and Grammatical meaning; Phrase and Sentence meaning; Utterance meaning

## **Unit II Historical Linguistics**

Proto-history and history of English Language

Major Language families: Comparative method and internal reconstruction

Language change: Contact borrowing; Grimm's Law, Verner's Law; The Great Vowel Shift

## **Unit III: Socio-Linguistics**

Varieties of Language; Dialect; Register; Standard language

Multilingualism; Bilingualism, Code-switching; Code-mixing; Diglossia

Linguistic relativity and linguistic determinism (Sapir-Whorf hypothesis))

## **Unit IV: Linguistics and Language Teaching**

Teaching English as Second Language; Methods and Techniques of Language Teaching; Teaching Aids; Teaching pronunciation, vocabulary and syntax of English; Testing

## **Unit V: Linguistics and Literature**

Style, Russian Formalism, Prague School, Stylistics, Literary Competence

**Course Outcome:** study of Linguistics will enable the understanding of the structural and generative aspects of language, and social, cultural, historical and political factors through which linguistic-and language based context is often determined.

**Human Values and Professional Ethics (3 Credits)****Gender Sensitization (2 Credits)**

**(One credit requires ten hours of theory and twenty hours of practical/assignment/field work)**

**Unit – 1: Variety of Moral Issues, Principals of Ethics and Morality:-**

Understanding the Harmony in the Society (society being an extension of family), Integrity, Work Ethic, Courage, Empathy, Self Confidence, Professional Ideas and Virtues. Ethics as a Subset of Morality, Ethics and Organizations, Duties and Rights of employees and employers.

**Unit – 2: Holistic approach to corporate ethics:-**

Vendantic Ethics – Tagore, Vivekanand, Gandhi and Aurobindo on Ethics, Ethics in Finance, Business and Environment. Professional Rights, Intellectual Property Rights, Corporate Responsibility. Social Audit and Ethical Investing, Computer and Ethics.

**Unit – 3: Professional Ethics:-**

Augmenting Universal Human Order, Characteristics of people-friendly and eco-friendly production, Strategy for Transition from the Present State to Universal Human Order, At the Level of Individual- as Socially and Ecologically Responsible Technologists and Managers, At the Level of Society- as Mutually Enriching Institutions and Organizations. Case studies of typical holistic technologies and management patterns.

**Unit – 4: Gender – An Overview:-**

Gender: Definition, nature and evolution, culture, tradition, historicity; Gender spectrum: biological, sociological, psychological conditioning; Gender based division of labour – domestic work and use value.

**Unit – 5: Gender – Contemporary perspectives**

Gender justice and human rights: international perspectives, Gender : constitutional and legal perspectives, media & gender, Gender: emerging issues and challenges.

# M.A. English Semester IV (Even Semester)

(Under C.B.C.S., J. P. U., Chapra)

## Elective Course (EC) 1

### *a) New Literature*

*(70 marks)*

*5 Credit*

The students are required to attempt:

Q.1 (Compulsory) Ten Multiple Choice Questions from each unit 10 x 1=10 Marks

Q.2: (Compulsory) Any four short-answer questions with reference to the context requiring critical analysis 4 x 6=24 marks

Q.3: Any three Long-answer questions 3x12=36 marks

**Unit I: Maria Campbell:** Halfbreed

**Unit II: David Malouf:** An Imaginary Life

**Unit III: Hansda Sowvendra Shekhar:** The Mysterious Illness of Rupri Bhaskey

**Unit IV: Micere Githae-Mugo & Ngugi wa Thiong'o:** The Trial of Dedan Kimathi

**Unit V:** A selection of poems: **Margaret Atwood:** The Moment, Is/Not; **Pablo Neruda:** A Dog Has Died, Nothing But Death; Keeping Quiet. **Derek Walcott:** A Far Cry from Africa, Love After Love; **Langston Hughes:** Let America be America Again, Democracy, The Negro Mother; **Maya Angelou:** Phenomenal Woman, Still I Rise.

**Course Outcome:** Drawn from different geographical locations, cultures and people's aspirations these writings encourage students to appreciate diversities across borders. These insights will foster understanding and empathy for people in an act of mediated experience of history, culture and politics.

### *b) American Literature*

*(70 marks)*

*5 Credit*

Students are required to attempt:

Q.1 (Compulsory) Ten Multiple Choice Questions from each unit 10 x 1=10 Marks

Q.2: (Compulsory) Any four short-answer questions with reference to the context requiring critical analysis 4 x 6:24 marks

Q.3: Any three Long-answer questions 3x12=36 marks

**Unit I: Mark Twain:** Huckleberry Finn

**Unit II: Walt Whitman:** Song of Myself 1 - 10

**Unit III: Robert Frost -** Selected Poems: Design; The Road not Taken; Stopping by Woods On a Snowy Evening; Meeting & Passing; The Gift Outright;

**Unit IV: Tennessee Williams:** A Streetcar Named Desire

**Unit V: Alice Walker:** The Color Purple

**Course Outcome:** In The American Scholar address, Emerson said 'For far too long have we listened to the courtly muses of Europe' ushering in a distinctive character of American writing across genres. This course offers a broad sample of American writings covering different forms of aesthetic expressions.

**c) Women's Literature**

**(70 marks)**

**5 Credit**

Students are required to attempt:

Q. 1 (Compulsory) Ten Multiple Choice Questions from each unit 10 x 1=10 Marks

Q.2: (Compulsory) Any four short-answer questions with reference to the context requiring critical analysis 4 x 6:24 marks

Q.3: Any three Long-answer questions 3x12=36 marks

**Unit I: Virginia Woolf :** A Room of One's Own

**Unit II: Margaret Atwood:** The Handmaid's Tale

**Unit III: Sylvia Plath:** Selected Poems: Spirster; Daddy; The Moon and the Yew Tree; The Arrival of the Bee Bax; Edge; Childless Woman; Mary's Song; Mirror.

**Maya Angelou:** Phenomenal Woman, Still I Rise, Caged Bird, Alone, Touched by an Angel

**Unit IV: Usha Ganguli:** Rudali tr. Anjum Katyal

**Unit V: Kiran Desai:** The Inheritance of Loss

**Course Outcome:** Avoiding any claims to 'universal women's experience' the content of the course includes a multicultural cross-section of women's experiences as women, authors and members of diverse social groups. The objective is to analyze race, class, social identity, ethnicity, age and the intersections of these categories.

***d) 16<sup>th</sup> and 17<sup>th</sup> Century Prose*** (70 marks) 5 Credit

Students are required to attempt:

- Q.1 (Compulsory) Ten Multiple Choice Questions from each unit 10 x 1=10 Marks
- Q.2: (Compulsory) Any four short-answer questions with reference to the context requiring critical analysis 4 x 6:24 marks
- Q.3: Any three Long-answer questions 3x12=36 marks

**Unit I: The Bible: The Book of Job** (Authorised Version)

**Unit II: Bacon:** Essays: Of Truth; The Unity in Religion; Of Revenge; Of love; Of Superstition; Of Marriage and single life; Of Friendship; Of Riches; Of Ambition; Of Gardens; Of Studies; Of Honour and Reputation'

**Unit III: Machiavelli:** from The Prince (Norton's ed) Machiavelli: from The Prince (Norton's ed) Ch. 6 – New principalities acquired by one's own arms and prowess; Ch. 7 – New principalities acquired with the help of fortune and foreign arms; Ch 15 - The things for which men, and especially princes, are praised or blamed; Ch 16 - Generosity and parsimony; Ch - 17 Cruelty and compassion; Ch -18 How Princes should honour their word; Ch-21 How a prince must act to win honour; Ch-23 How flatterers should be shunned; Ch-25 How far human affairs are governed by fortune and how fortune can be opposed.

**Unit IV: Thomas More:** from Utopia - Travel and Trade, Gold and Silver, Moral Philosophy, Delight in Learning, Slaves, Marriage Customs

**Unit V: John Bunyan: The Pilgrim's Progress**

**Course Outcome:** This course will encourage students to appreciate wisdom literature, and in terms of style, as fountainhead of English prose covering satire, political philosophy, utopian imaginary and a spiritual reawakening through prison literature.

***e) Cultural Studies*** (70 marks) 5 credits

Students are required to attempt:

- Q.1 (Compulsory) Ten Multiple Choice Questions from each unit 10 x 1=10 Marks

Q.2: (Compulsory) Any four short-answer questions with reference to the context requiring critical analysis 4 x 6:24 marks

Q.3: Any three Long-answer questions 3x12=36 marks

**Unit I:** Introduction to Cultural Studies

**Unit II: Stuan Hall-** The Formation of Cultural Studies, Encoding-decoding: Dominant. Hegemonic, Negotiated- Oppositional

**Unit III:** Culture, Power and Inequality Marxism, Ideology and Ideological State Apparatus

Hegemony, The Frankfurt School

**Unit IV :** Gender, Age, Race, Ethnicity, Class, Caste

**Unit V:** Power, Discourse and the Body

**Course Outcome:** Cultural Studies is an interdisciplinary engagement with culture. It will develop among students the understanding of relationships between cultures as they intersect and interact in zones of contact. It will also make them aware of the power relations between the dominant and the disadvantaged, the manufacture of consent that ensures conformity. Stuart Hall states that Cultural Studies in Britain was born as a political project that analyzed post war advanced capitalist culture.

### **Elective Course (EC) 2**

***a) Translation Theory and Practice (70 marks)***

***5 Credits***

Students are required to attempt:

Q. 1 (Compulsory) Ten Multiple Choice Questions from each unit 10 x 1=10 Marks

Q.2: (Compulsory) Any four short-answer questions with reference to the context requiring critical analysis 4 x 6:24 marks

Q.3: Any three Long-answer questions 3x12=36 marks

**Unit I:** Translation: Definitions; Areas; Types. Transcreation: Its relevance today. Translation as Science and Art; Tools for translation.

**Unit II:** Translation theory; models of Catford and Nida; the Craft of Translation: translation methods.

**Unit III:** Linguistics and Translation, Western and Indian Tradition. The role of Semantics and Grammar - morphology and syntax, technical terminology in English and Indian languages, culture and translation. Translation and socio-linguistics - varieties, dialects, and various registers - scientific texts, technological texts, legal texts, finance and Banking' Administration, Journalism.

**Unit IV:** Translation of literary texts. Problems, Implications & Significance - Poetry, Drama, Fiction, Criticism, Proverbs and Idioms. Stylistics and Translation; Machine Translation : Communication and Translation.

**Unit V :** The question paper will contain a brief text for translation into English from a choice of passages in Hindi, Urdu or Bangla.

As part of the CIA, a project work shall be undertaken that may include an article on translation theory, a write-up on the candidate's experience of undertaking the translation project and the translation of a novel or three short stories or a substantial body of poems.

**Course Outcome:** This course will explore different approaches to translation and help develop an understanding of the links between theory and practice. It will enable students to acquire an awareness of the wider cultural, ethical and professional contexts of translation and equip them to later specialize as professional translators.

### ***b) Partition Narratives***

***5 Credit***

Students are required to attempt:

Q.1 (Compulsory) Ten Multiple Choice Questions from each unit 10 x 1=10 Marks

Q.2: (Compulsory) Any four short-answer questions with reference to the context requiring critical analysis 4 x 6:24 marks

Q.3: Any three Long-answer questions 3x12=36 marks

**Unit I: Urvashi Butalia** - from *The Other Side of Silence, Women*

**Unit II: Khushwant Singh** - *Train to Pakistan*

**Unit III: Bhisham Sahni** - *The Train has Reached Amritsar*

**Saadat Hasan Manto** - 'Toba Tek Singh

**Rajinder Singh Bedi** - 'Lajwanti'

**Unit IV: Prafulla Roy**- 'Father'

**Samaresh Basu**- 'Farewell'



**Gulzar-** 'Raavi Paar'

**Intizaar Hussain** – excerpts from *Basti* (From **Crossing Over** eds. Frank Stuarts & Sukrita P. Kr.)

**Unit V : Amrita Pritam – Pinjar**

## **Revised course content of (EC) 2 (C)**

### **Elective Course (EC)2 (C)**

***Writing in English from Bihar* (70 Marks) 5 credits**

- Unit-I - Non Fiction  
Sake Dean Mahomet: The Travels of Dean Mahomet 1794
- Unit-II- Drama  
Syed Mehdi Imam : The Drama of Prince Arjun
- Unit. III- Fiction  
(a) Amitava Kumar : Husband of a Fanatic  
(b) Tabish Khair : How to fight Islamic Terror from a Missionary Position
- Unit IV - Poetry  
(a) Avadh Behari Lall : 1. An address to Ind  
2. The White Man's True Burden  
(b) Gurudas Mukherjee: 1. Holyhock  
2. Each Day  
(c) Amarendra Kumar : 1. Poetic Myth  
2. Day and Night
- Unit-V Criticism  
(a) Kalimuddin Ahmad : Meaning of Criticism (1953)  
(b) Damodar Thakur : Spectrum: Intention and Idiom in Modern Poetry  
(c) Meenakshi Mukherjee: The Perishable Empire

<b>Generic Elective (GE) course</b>	
<b>Course title: Graphic Designing</b>	
Course code: GE-1	<b>Credit 5</b> (There shall be 5 units each consisting of one credit)
Course offered in: Semester- IV	
Course content:	
Unit	Topics
I	<b>HTML5 and CSS3:</b> General Introduction to Internet and WWW, Text tags, Graphics, Video and Sound Tags, Link and Anchor Tags, Table Tags, Form Tags, Miscellaneous tags (layers, image maps etc), Events, Web sockets, CSS3, API, Example Applications, etc.
II	<b>PHP Programming and MySQL:</b> Programming constructs, Variable/Constants, GET & POST, Files, User defined Functions, BuiltIn Functions, Cookies, Sessions, Error Handling, MySQL tools and its integration, AJAX, XML, Object Orientation, Form, Facebook and Paypal Integration, Example Applications.
III	<b>Java script and jQuery:</b> Java script – Basic data types, control structures, functions, arrays and objects, events, html DOM, cookies, error handling, multimedia, animation, Example Applications, jQuery – Basics, Selectors, Attributes, DOM, Events, AJAX, CSS, UI, Plug-ins.
IV	<b>Content Management and SEO:</b> WordPress – Installation, Settings, Categories, Posts, Media, Pages, Tags, Links, Comments, Plugins, theme. SEO – Introduction, thumb rules, methods, keyword & title optimization.
V	<b>Assignment / Field Work based and Unit I, II, III and IV.</b>

*Note: Students who enrolled for WEB DESIGNING as AEC in Semester II will not be allowed to take Graphic Design as a GE course in Semester IV*

<b>Generic Elective (GE) course</b>	
<b>Course title: Inclusive Policies</b>	
Course code: GE-1	<b>Credit 5</b> (There shall be 5 units each consisting of one credit)
Course offered in: Semester- IV	
Course content:	
Unit	Topics
I	<b>Concept of Inclusive Policy:</b> a. Meaning and Nature of inclusive policy b. Exclusion and Inclusion Controversy, caste based Exclusion
II	<b>Right of Individual and their Redressal</b> a. State Policies and the Rights of Individual b. Obstacles in the fulfilment of Individual Rights, Poverty, Illiteracy, Under Development, Government Policies
III	<b>Sources of Inclusive Policies</b> a. Constitutional Provisions and Inclusive Policies b. Ideas of Amartya Sen.
IV	<b>Inclusive Policies and Human Rights</b> a. Social, Economic, Political and Legal Structure of the Country. b. Bureaucratic corruption, police Atrocities and criminal judicial process.
V	<b>Assignment / Field Work based and Unit I, II, III and IV.</b>

## Generic Elective (GE) course

**Course title: Human Rights**

Course code: GE-1

Credit 5

(There shall be 5 units each consisting of one credit)

Course offered in: Semester- IV

Course content:

Unit	Topics
I	<b>Conceptual Aspects of Human Rights</b> a. Meaning and Concept of Human Rights b. Human Rights, Natural Rights, Civil Rights, Political Rights and Legal Rights.
II	<b>Evolution of the Concept of Human Rights</b> a. Magna Carta, The united state declaration of Independence: The French Declaration of the Rights of Man and the Citizen: United state Bill of Rights: Geneva Convention of 1864: Universal declaration of Human Rights, 1948. b. International Bill of Rights, Significance of Universal Declaration of Human Rights International Covenant on Civil and political Rights, International Covenant on Economic, Social and cultural Rights.
III	<b>Diversity, Multiculturalism and Human Rights</b> a. Value of Diversity: Collective Cultural Rights and the Idea of Universal Human Rights: Multiculturalism and Minority Rights: protection and promotion of Human Rights in Multicultural Societies. b. Beyond Universal Human Rights: Universalism of human Rights: Nation-State and the Right to national Self-Determination: state Sovereignty and the Politics of Universal Human rights.
IV	<b>Theoretical aspects of Human rights.</b> a. Theories of Human rights-Liberal Perspective-Locke, Rousseau, J.S. Mill, Marxian Perspective-Marx, Gramsci b. Feminist Perspective of Human Rights.
V	<b>Assignment / Field Work based and Unit I, II, III and IV.</b>



**Family Management**

**(One credit requires ten hours of theory and twenty hours of practical/assignment/field work)**

**Unit 1 : Concept of typical Indian family:**

Indian society and Indian family, importance of relationship within family, similarities and dissimilarities in between Indian and western family, definite role of family members.

**Unit 2 : Food production and cleanliness:**

Cooking - art or science, personal grooming, hygiene & uniform, Do's and don'ts while working in the kitchen, Domestic Food Production, nutrition- Balanced Diet and its function, effect of heat on fat, carbohydrates, proteins, vitamins and minerals. Cholesterol and trans fats and related diseases. Disease producing microbes.

**Unit 3 : House keeping:**

Equipment handling, care & cleaning & identification of cleaning equipments; Care, cleaning & polishing of surfaces – metals, glass, floor, carpets; Paints, daily cleaning of rooms and bath rooms.

**Unit 4 : Safety & health care:**

Psychology – child care and care of the elderly. Basic human anatomy and physiology (skeleton, respiratory, circulatory, excretory, nervous & reproductive systems). First aid care in different accidents (hemorrhage, asphyxia, shock & unconsciousness, cardiac arrest, burns, insect bite, snake bite, poisoning, injury etc.). Nursing, first aid box, importance of group practice of yoga and exercise.

**Unit 5 : Importance of communication and care in family:**

Leadership in family, communication gap between generations, significance of soft-skill, Indian laws related to family problems, understanding and misunderstanding within the family members and among close relatives, in-laws etc. Necessity of small investments for family members.