



**DIRECTORATE OF DISTANCE EDUCATION  
GURU JAMBHESHWAR UNIVERSITY OF SCIENCE & TECHNOLOGY  
HISAR, HARYANA**

No.DE-3/2022/ **155**  
Dated: **13/06/2022**

To

The Joint Secretary,  
Distance Education Bureau,  
University Grants Commission,  
35 Feroze Shah Road,  
New Delhi-110001

**Subject: Proposal for Recognition to Offer Master of Arts (English) under Open and Distance Learning (ODL) mode from academic year 2022-23, Academic Session Beginning September, 2022 (revised from July-August, 2022) and onwards.**

Respected Sir/Madam,

This is with reference to the subject cited above, it is submitted that the Directorate of Distance Education, Guru Jambheshwar University of Science & Technology, Hisar having online Registrations id: HEI- U-0162 has applied online on dated 31.05.2022 for the approval to offer MA (English) programme under Open and Distance Learning (ODL) mode from academic year 2022-23, academic session beginning September, 2022(revised from July-August, 2022) and onwards under eligible criteria (ODL) i.e. in the **Top-100** in the University Category in the NIRF for at least once in last two preceding cycles.

It is pertinent to mention here that the University has been re-accredited third time NAAC "A" Grade with (CGPA 3.28) by National Assessment and Accreditation Council (NAAC) which was valid up to 09.12.2021. Further, University has also submitted Self Study Report (SSR) for re-accreditation and re-assessment to the NAAC for the approval of next preceding cycle.

It is also submitted that 08 programmes are already approved in Open and Distance Learning (ODL) mode vide their letter no. F. No. 86-2/2017 (DEB-IV), dated 29.10.2020 till academic year 2022-23 by the University Grants Commission / Distance Education Bureau, New Delhi.

Please find the attached herewith duly certified 03 hard copies of online application form along with all Annexures as per University Grant Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 and its amendments.

You are therefore, requested to kindly accord approval to offer MA (English) programme through Open and Distance Learning (ODL) mode from the Academic Year 2022-23, academic session beginning from September, 2022 and onwards.

Submitted for your kind consideration and further approval, please.

With Warm Regards,

Director (Distance Education)

**Encls: 03 Hard copies of application and Annexures.  
Original Affidavit**

# Guru Jambheshwar University of Science and Technology

## HEI Profile & Administrative Information :

### HEI Basic Information :

Registration ID: HEI-U-0162		Name of the HEI: <b>Guru Jambheshwar University of Science and Technology</b>		Institution Type: State
Year of Establishment: Oct 1995	Mode of Education: Dual Mode	City: Hisar		District: Hisar
Address_1: Directorate of Distance Education		Address_2: Guru Jambheshwar University of Science & Technology, Hisar		Pin Code: 125001
Email: dde@gjust.org		Telephone: 01662263157	Fax: 01662276240	State: HARYANA
Official Website of HEI: www.gjust.ac.in	Official website for Open & Distance Learning: www.ddegjust.ac.in			

### HEI Authorities

#### Vice Chancellor

Name of the Vice Chancellor: B. R. Kamboj		Vice Chancellor Email: vc@gjust.org	Vice Chancellor Mobile: 9053093001
Phone (Office): 01662263101	Phone (Residence): 01662263102	Highest Education Qualification: PhD	Experience: 25

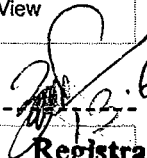
#### Registrar

Name of the Registrar: Avnesh Verma		Registrar Email: registrar@gjust.org	Registrar Mobile: 9817447008
Phone (Office): 01662276025	Phone (Residence): 01662263204	Highest Education Qualification: PhD	Experience: 24

#### Director of Centre for Distance and Online Education (CDOE)

Name of Director of Centre for Distance and Online Education (CDOE) : O. P. Sangwan		Email Id: dde@gjust.org	Mobile No: 9811770509
Highest Education Qualification: PhD		Date of Joining: 01-10-2020	Appointment Letter: View

#### CIQA

Whether Center for Internal Quality Assurance (CIQA) is established or not : Yes	 <b>Registrar</b>
--	---

Guru Jambheshwar University of Science & Technology  
HISAR-125001 (Haryana)

HEI Recognition

Recognition status of the HEI as per UGC Act, 1956: SECTION 2(f)	Is HEI also recognized under 12 B: Yes
Approval of Statutory Authority: Yes	Copy of relevant page of act allowing HEI to offer the programme in ODL : View

UGC DEB Recognition

Are you recognized by UGC, DEB unde UGC(ODL) Regulations, 2017? \*

Yes

If applicable	Upload the supporting documents i.e. Recognition letters			
Yes	2018-19	View (/Uploads/Proposal/recognitionletters2018/HEI-U-0162/HEI-U-0162_recognitionletters2018_20220530154201.pdf)	Letter No :- F.No.: 86-2/2017 (DEB-IV)	Date of UGC recognition letter :- 14-08-2018
Yes	2019-20	View (/Uploads/Proposal/recognitionletters2019/HEI-U-0162/HEI-U-0162_recognitionletters2019_20220530154201.pdf)	Leter No :- F.No.: 86-2/2017 (DEB-IV)	Date of UGC recognition letter :- 18-10-2018

Whether HEI is recognized by UGC, DEB under UGC (Online Courses or Programmes) Regulations, 2018? :-

Yes

Upload the supporting documents i.e. Recognition letters			
2019-20	View (/Uploads/Proposal/ugcrecognition2018/HEI-U-0162/HEI-U-0162_ugcrecognition2018_20220530154201.pdf)	Leter No :- F.No.: 86-2/2017 (DEB-IV)	Date of UGC recognition letter :- 18-10-2018

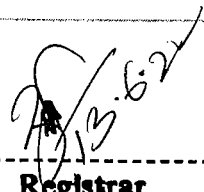
Have you filled CIQA Report for academic year 2018-19? :-

Yes

When was SLM delivered to student for academic year 2019-20\*

	Month	Year
Printing Material	9	2019
Audio-Video Material		
Online Material		
Compute based Material	8	2019

IGNOU Recognition

Whether HEI was recognised from IGNOU DEC/DEB Prior to UGC (ODL) Regulations, 2017 :-	 <b>Registrar</b>
Yes	<b>Dr. Jambheshwar University of Science &amp; Technology HISAR-125001 (Haryana)</b>

From	To	Document

NAAC Details

Whether accredited by NAAC? :- Yes  
Grade :- A  
Score :- 3.28  
Validity of NAAC :- 09-12-2021  
Upload NAAC Document :- View  
Year of assessment of NAAC :- 2014  
Whether valid for the academic period January 2021 and onwards :- Yes

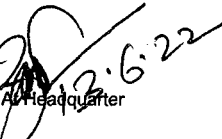
NIRF Ranking

Year :- 2019  
Ranking :- NotApplicable  
Upload NIRF Certificate :-  
Year :- 2020  
Ranking :- 94  
Upload NIRF Certificate :-  
View (/Uploads/ODLOL/UploadNIRFDocument2/HEI-U-0162/HEI-U-0162\_UploadNIRFDocument2\_20220530160914.pdf)  
Year :- 2021  
Ranking :- 88  
Upload NIRF Certificate :-  
View (/Uploads/ODLOL/UploadNIRFDocument3/HEI-U-0162/HEI-U-0162\_UploadNIRFDocument3\_20220530160914.pdf)

Territorial Jurisdiction

Information regarding Territorial Jurisdiction (For ODL only)

Territorial Jurisdiction of HEI as per its Act :- At Headquarter  
Copy of Relevant Page to act: Upload :-View  
Territorial Jurisdiction as per UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 :- At Headquarter

  
Registrar

Infrastructure



Total Build-up area for Open and Distance Learning activity - Minimum 15000 sq.ft. (carpet area):

Build-up Area Type	Minimum Built up area required as per Regulations	Built-Up Area available(Carpet Area Sq. ft)	Difference	Compliance or Not
Academic	7500	8324	824	Yes
Administrative	1500	1807	307	Yes
Academic support such as Library, Reading Room, Computer Centre, Information and Communication technology labs, Video and Audio Labs etc.	4500	5275	775	Yes
Amenities or other support facilities(Excluding toilets)	1500	2000	500	Yes
<b>Total built-up area for ODL activities</b>	<b>15000</b>	<b>17406</b>	<b>2406</b>	<b>Yes</b>

## Activity Calendar

### Academic Year Planner [Programmes under yearly system]:

Srno	Name of the Activity	Tentative months schedule (specify months) during Year	
		From (Month)	To (Month)
1	Admission	Jul	Sep
2	Assignment Submission (if any)	Mar	Apr
3	Evaluation of Assignment	May	Jun
4	Examination	Jun	Jul
5	Declaration of Result	Jul	Aug
6	Re-registration	NA	NA
7	Distribution of SLM	Sep	Oct
8	Contact Programmes(counselling, Practicals,etc.)	Mar	Apr

### Academic Year Planner [Programmes under Semester System]:

Srno	Name of the Activity	Tentative months schedule (specify months) during Year			
		From (Month)	To (Month)	From (Month)	To (Month)
1	Admission	Jul	Sep	Jan	Feb
2	Assignment Submission (if any)	Nov	Dec	Mar	Apr
3	Evaluation of Assignment	Jan	Feb	May	Jun
4	Examination	Dec	Jan	Jul	Aug
5	Declaration of Result	Feb	Mar	Jul	Aug
6	Re-registration	NA	NA	NA	NA
7	Distribution of SLM	Sep	Oct	Feb	Mar
8	Contact Programmes(counselling, Practicals,etc.)	Oct	Nov	Apr	May

Registrar

Payment History

Sr No	Year	Session	Category	No of programme	Fee Amount	Payment Status	Bank Transaction Reference No	PaymentDate
1	2022-23	July	Programme	2	59000.00	Cancel	NA	30-05-2022
2	2022-23	July	Programme	2	59000.00	Success	379481892	31-05-2022

Proposed Programmes

Sr No :-1

Name of Programme :-MASTERS OF ARTS (HINDI )

Programme to be offered in	ODL
Year	2022-23
Level	PG
Academic Session	July Onwards
Entry Qualification (as per the Specification of Degrees, 2014)	Bachelor's
Duration (as per the Specification of Degrees, 2014)	2
Name of the Department	DIRECTORATE OF DISTANCE EDUCATION
Whether this course offered earlier by the university.	Yes
Year of Programme Document	2019
Document of Programme	View

Sr No :-2

Name of Programme :-MASTERS OF ARTS ( ENGLISH )

Programme to be offered in	ODL
Year	2022-23
Level	PG
Academic Session	July Onwards
Entry Qualification (as per the Specification of Degrees, 2014)	Bachelor's
Duration (as per the Specification of Degrees, 2014)	2
Name of the Department	DIRECTORATE OF DISTANCE EDUCATION
Whether this course offered earlier by the university.	Yes
Year of Programme Document	2019

13-6-22  
Registrar

Additional Information

Sr No :- 1

Name of Programme :- MASTERS OF ARTS (HINDI )

Year	2022-23
Academic system followed for proposed programme	Semester
Number of Credits	120
Whether Programme requires Practical or laboratory courses as a curricular requirement	No
Date of Approval of Statutory Authority (s) (DD-MM-YYYY) of HEI	29-04-2021
Statutory bodies approval upload	View
Whether Regulatory Authority approval is required	/No
Whether Proposed programme already being offered in Conventional with same nomenclature	Yes
If Yes, number of years since being taught in conventional mode	3
No. of Batch passed	1

Sr No :- 2

Name of Programme :- MASTERS OF ARTS ( ENGLISH )

Year	2022-23
Academic system followed for proposed programme	Semester
Number of Credits	120
Whether Programme requires Practical or laboratory courses as a curricular requirement	No
Date of Approval of Statutory Authority (s) (DD-MM-YYYY) of HEI	29-04-2021
Statutory bodies approval upload	View
Whether Regulatory Authority approval is required	/No
Whether Proposed programme already being offered in Conventional with same nomenclature	Yes
If Yes, number of years since being taught in conventional mode	3
No. of Batch passed	1

## Programme Compliance

Sr No :- 1

Name of Programme :- MASTERS OF ARTS (HINDI )

  
Registrar

Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)

Year	2022-23
<b>Whether Compliance to following provision for the proposed programme under Both mode is ensured same as for conventional programme</b>	
Entry Level Qualifications	Yes
Curriculum	Yes
Teaching-Learning Scheme	Yes
Pattern of Question Papers For End Semester Examination or Term End Examination	Yes
Pass or Fail Criteria	Yes
Whether proposed programme are being offered by the constituent colleges or Departments or Centre for Distance and Online Education	Yes
Whether Choice Based Credit System (CBCS) is being followed for conventional mode	Yes
Whether Choice Based Credit System (CBCS) will be followed for Both(ODL & OL)	Yes
Whether total Programme fee includes all components as per UGC Norms	Yes
Proposed Annual Fee (in Rs)	20000
Whether 75% attendance in Personal Contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours	Yes    10
Whether any component of the Programme is offered as MOOCs	No

Sr No :- 2

Name of Programme :- MASTERS OF ARTS ( ENGLISH )

Year	2022-23
<b>Whether Compliance to following provision for the proposed programme under Both mode is ensured same as for conventional programme</b>	
Entry Level Qualifications	Yes
Curriculum	Yes
Teaching-Learning Scheme	Yes
Pattern of Question Papers For End Semester Examination or Term End Examination	Yes
Pass or Fail Criteria	Yes
Whether proposed programme are being offered by the constituent colleges or Departments or Centre for Distance and Online Education	Yes
Whether Choice Based Credit System (CBCS) is being followed for conventional mode	Yes
Whether Choice Based Credit System (CBCS) will be followed for Both(ODL & OL)	Yes
Whether total Programme fee includes all components as per UGC Norms	Yes
Proposed Annual Fee (in Rs)	20000
Whether 75% attendance in Personal Contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours	Yes    10
Whether any component of the Programme is offered as MOOCs	No

Mode of Evaluation

Registrar

Guru Jambheshwar University of  
Sikhs & Society  
Hisar-125001 (Haryana)

Sr No :- 1

Name of Programme :- MASTERS OF ARTS (HINDI )

Year	2022-23
Whether Weightages to continuous assessment and end semester examinations or term end examinations as per clause mentioned in Regulations	Yes
Examination Scheme	Continuous and End-Semester
Percentage of Continuous Assessment(%)	20
Percentage of End-Semester(%)	80
Pass or Fail Criteria	40
Pass/Fail Criteria (% Pass Marks)	40
Mode of Examination	
Whether examination through Online(For ODL Programs)	No

Sr No :- 2

Name of Programme :- MASTERS OF ARTS ( ENGLISH )

Year	2022-23
Whether Weightages to continuous assessment and end semester examinations or term end examinations as per clause mentioned in Regulations	Yes
Examination Scheme	Continuous and End-Semester
Percentage of Continuous Assessment(%)	20
Percentage of End-Semester(%)	80
Pass or Fail Criteria	40
Pass/Fail Criteria (% Pass Marks)	40
Mode of Examination	
Whether examination through Online(For ODL Programs)	No

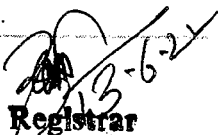
## PPR (Programme Project Report)

Srno	Name of Progrm	Other Details
------	----------------	---------------

Registrar

Guru Jambheshwar University of  
Science & Technology  
HISAK-125001 (Harvana)

Srno	Name of Progm	Other Details																																
1	MASTERS OF ARTS (HINDI )	<table><tr><td>Year</td><td>2022-23</td></tr><tr><td>Date of Approval of PPR</td><td>27-05-2022</td></tr><tr><td>Upload of PPR</td><td>View</td></tr><tr><td>Upload Approval of PPR</td><td>View</td></tr><tr><td>Expected outcome</td><td>Students in the Master of Arts in Hindi Programme will demonstrate knowledge of literary terms, genres and theories. Develop complex reading, writing and research skills in Hindi. Students will be able to participate in the profession of literary studies through conferences, publications and memberships in learned societies. Demonstrate an understanding of and appreciation for the academic literary profession. Demonstrate critical and analytical skills in the interpretation and evaluation of literary texts.</td></tr><tr><td>Whether Programme Project Report (PPR) prepared for the Programme and approved as per Regulation 13 and Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020</td><td>Yes</td></tr><tr><td colspan="2">Whether HEI compliance to following provision for the Programme Project Report (PPR) as per Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020:</td></tr><tr><td>Programme's mission &amp; objectives</td><td>Yes</td></tr><tr><td>Relevance of the program with HEI's Mission and Goals</td><td>Yes</td></tr><tr><td>Nature of prospective target group of learners</td><td>Yes</td></tr><tr><td>Instructional Design</td><td>Yes</td></tr><tr><td>Procedure for admissions, curriculum transaction and evaluation</td><td>Yes</td></tr><tr><td>Requirement of the laboratory support and Library Resources</td><td>Yes</td></tr><tr><td>Cost estimate of the programme and the provisions</td><td>Yes</td></tr><tr><td>Quality assurance mechanism and expected programme outcomes</td><td>Yes</td></tr><tr><td>Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence</td><td>Yes</td></tr></table>	Year	2022-23	Date of Approval of PPR	27-05-2022	Upload of PPR	View	Upload Approval of PPR	View	Expected outcome	Students in the Master of Arts in Hindi Programme will demonstrate knowledge of literary terms, genres and theories. Develop complex reading, writing and research skills in Hindi. Students will be able to participate in the profession of literary studies through conferences, publications and memberships in learned societies. Demonstrate an understanding of and appreciation for the academic literary profession. Demonstrate critical and analytical skills in the interpretation and evaluation of literary texts.	Whether Programme Project Report (PPR) prepared for the Programme and approved as per Regulation 13 and Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020	Yes	Whether HEI compliance to following provision for the Programme Project Report (PPR) as per Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020:		Programme's mission & objectives	Yes	Relevance of the program with HEI's Mission and Goals	Yes	Nature of prospective target group of learners	Yes	Instructional Design	Yes	Procedure for admissions, curriculum transaction and evaluation	Yes	Requirement of the laboratory support and Library Resources	Yes	Cost estimate of the programme and the provisions	Yes	Quality assurance mechanism and expected programme outcomes	Yes	Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence	Yes
Year	2022-23																																	
Date of Approval of PPR	27-05-2022																																	
Upload of PPR	View																																	
Upload Approval of PPR	View																																	
Expected outcome	Students in the Master of Arts in Hindi Programme will demonstrate knowledge of literary terms, genres and theories. Develop complex reading, writing and research skills in Hindi. Students will be able to participate in the profession of literary studies through conferences, publications and memberships in learned societies. Demonstrate an understanding of and appreciation for the academic literary profession. Demonstrate critical and analytical skills in the interpretation and evaluation of literary texts.																																	
Whether Programme Project Report (PPR) prepared for the Programme and approved as per Regulation 13 and Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020	Yes																																	
Whether HEI compliance to following provision for the Programme Project Report (PPR) as per Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020:																																		
Programme's mission & objectives	Yes																																	
Relevance of the program with HEI's Mission and Goals	Yes																																	
Nature of prospective target group of learners	Yes																																	
Instructional Design	Yes																																	
Procedure for admissions, curriculum transaction and evaluation	Yes																																	
Requirement of the laboratory support and Library Resources	Yes																																	
Cost estimate of the programme and the provisions	Yes																																	
Quality assurance mechanism and expected programme outcomes	Yes																																	
Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence	Yes																																	

  
**Registrar**  
**Guru Jambheshwar University of**  
**Siksha**  
**HISAR-123001 (India)**

Srno	Name of Progm	Other Details	
2	MASTERS OF ARTS ( ENGLISH )	Year	2022-23
		Date of Approval of PPR	27-05-2022
		Upload of PPR	View
		Upload Approval of PPR	View
		Expected outcome	Students in the Master of Arts in English Programme will demonstrate knowledge of literary terms, genres and theories. Develop complex reading, writing and research skills. Be able to participate in the profession of literary studies through conferences, publications and memberships in learned societies. Demonstrate an understanding of and appreciation for the academic literary profession. Demonstrate critical and analytical skills in the interpretation and evaluation of literary texts.
		Whether Programme Project Report (PPR) prepared for the Programme and approved as per Regulation 13 and Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020	Yes
		Whether HEI compliance to following provision for the Programme Project Report (PPR)-as per Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020:	
		Programme's mission & objectives	Yes
		Relevance of the program with HEI's Mission and Goals	Yes
		Nature of prospective target group of learners	Yes
		Instructional Design	Yes
		Procedure for admissions, curriculum transaction and evaluation	Yes
		Requirement of the laboratory support and Library Resources	Yes
		Cost estimate of the programme and the provisions	Yes
		Quality assurance mechanism and expected programme outcomes	Yes
		Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence	Yes


### SLM (Self Learning Material)

Srno	Name of Progm	Other Details		Annexure	Details of Developments of SLM	
1	MASTERS OF ARTS (HINDI)	Year	2022-23		Development of SLM	In House Faculty and Outsourced
		Outline of the Syllabus	M.A. (Hindi) syllabus consists of subjects like Hindi Literature including Poetry Gadhya, Padhya and Drama etc.			

**Registrar**

**Guru Jambheshwar University of  
Science & Technology  
413448-125001 (Haridwar)**

Srno	Name of Program	Other Details	Annexure	Details of Developments of SLM	
		<div>Whether SLM approved by Statutory Authority of HEI</div> <div>Statutory bodies approval upload</div> <div>When was it prepared</div> <div>Last Updated</div> <div>Name of the faculty who prepared SLM</div> <div>Designation</div> <div>Department</div> <div>Reference of Self Learning Material</div> <div>Upload Sample SLM (Only Content Pages)</div> <div>SLM Url</div>	<div>Whether HEI adheres to the compliance of provisions mentioned in Annexure VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020:</div> <div>Curriculum and Pedagogy:- Yes</div> <div>Print Material :-Yes</div> <div>Audio-Video Material :-No</div> <div>Online Material:-Yes</div> <div>Computer-based material:-Yes</div> <div>Computer Disks:-Yes</div> <div>Whether HEI adheres to the compliance of provisions mentioned in Annexure VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020:</div> <div>Preparation of Learning Material:-Yes</div> <div>Preparedness of Learning Material :-Yes</div> <div>Preparedness of SLM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020</div> <div>1 Year:-Yes</div> <div>2 Year:-Not Applicable</div>	<div>Percentage of SLM developed by In- House Faculty</div> <div>100</div>	
		<div>Yes</div> <div>View</div> <div>31-03-2022</div> <div>31-05-2022</div> <div>Dr. Geetu Dhawan</div> <div>Assistant Professor</div> <div>Deptt. of Hindi, GJUS&amp;T, Hisar</div> <div>Related books, websites concerning Hindi Literature and published literary matter.</div> <div>View</div> <div><a href="https://www.ddegjust.ac.in/studymaterial/dstudymaterial.htm">https://www.ddegjust.ac.in/studymaterial/dstudymaterial.htm</a></div>			

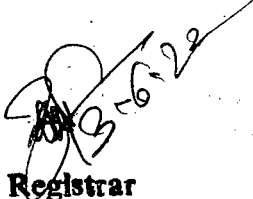


**Registrar**

Guru Jan Geshwar, University of  
Science & Technology  
HISAR-125004 (Haryana)



Srno	Name of Progrm	Other Details		Annexure	Details of Developments of SLM																																																										
				3 Year:-Not Applicable																																																											
2	MASTERS OF ARTS ( ENGLISH )	<table><tr><td>Year</td><td>2022-23</td></tr><tr><td>Outline of the Syllabus</td><td>M.A. (English) syllabus consists of subjects like English Poetry from Chaucer to Milton, Eighteenth Century English literature, language and linguistics, Feminist studies, Works of Shakespeare and Indian Literature.</td></tr><tr><td>Whether SLM approved by Statutory Authority of HEI</td><td>Yes</td></tr><tr><td>Statutory bodies approval upload</td><td>View</td></tr><tr><td>When was it prepared</td><td>31-03-2022</td></tr><tr><td>Last Updated</td><td>31-05-2022</td></tr><tr><td>Name of the faculty who prepared SLM</td><td>Dr. Pallavi</td></tr><tr><td>Designation</td><td>Assistant Professor</td></tr><tr><td>Department</td><td>Deptt. of English, GJUS&amp;T, Hisar</td></tr><tr><td>Reference of Self Learning Material</td><td>Related websites and books</td></tr><tr><td>Upload Sample SLM (Only Content Pages)</td><td>View</td></tr><tr><td>SLM Uri</td><td>https://www.ddegjust.ac.in/studymaterial/dstudymaterial.htm</td></tr></table>	Year	2022-23	Outline of the Syllabus	M.A. (English) syllabus consists of subjects like English Poetry from Chaucer to Milton, Eighteenth Century English literature, language and linguistics, Feminist studies, Works of Shakespeare and Indian Literature.	Whether SLM approved by Statutory Authority of HEI	Yes	Statutory bodies approval upload	View	When was it prepared	31-03-2022	Last Updated	31-05-2022	Name of the faculty who prepared SLM	Dr. Pallavi	Designation	Assistant Professor	Department	Deptt. of English, GJUS&T, Hisar	Reference of Self Learning Material	Related websites and books	Upload Sample SLM (Only Content Pages)	View	SLM Uri	https://www.ddegjust.ac.in/studymaterial/dstudymaterial.htm	<table><tr><td>Whether HEI adheres to the compliance of provisions mentioned in Annexure VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020:</td><td>Development of SLM</td><td>In House Faculty and Outsourced</td></tr><tr><td>Curriculum and Pedagogy:- Yes</td><td>Percentage of SLM developed by In- House Faculty</td><td>100</td></tr><tr><td>Print Material :-Yes</td><td></td><td></td></tr><tr><td>Audio-Video Material :-No</td><td></td><td></td></tr><tr><td>Online Material:-Yes</td><td></td><td></td></tr><tr><td>Computer-based material:-Yes</td><td></td><td></td></tr><tr><td>Computer Disks:-Yes</td><td></td><td></td></tr><tr><td>Whether HEI adheres to the compliance of provisions mentioned in Annexure VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020:</td><td></td><td></td></tr><tr><td>Preparation of Learning Material:-Yes</td><td></td><td></td></tr><tr><td>Preparedness of Learning Material :-Yes</td><td></td><td></td></tr><tr><td>Preparedness of SLM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020</td><td></td><td></td></tr><tr><td>1 Year:-Yes</td><td></td><td></td></tr></table>	Whether HEI adheres to the compliance of provisions mentioned in Annexure VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020:	Development of SLM	In House Faculty and Outsourced	Curriculum and Pedagogy:- Yes	Percentage of SLM developed by In- House Faculty	100	Print Material :-Yes			Audio-Video Material :-No			Online Material:-Yes			Computer-based material:-Yes			Computer Disks:-Yes			Whether HEI adheres to the compliance of provisions mentioned in Annexure VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020:			Preparation of Learning Material:-Yes			Preparedness of Learning Material :-Yes			Preparedness of SLM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020			1 Year:-Yes		
Year	2022-23																																																														
Outline of the Syllabus	M.A. (English) syllabus consists of subjects like English Poetry from Chaucer to Milton, Eighteenth Century English literature, language and linguistics, Feminist studies, Works of Shakespeare and Indian Literature.																																																														
Whether SLM approved by Statutory Authority of HEI	Yes																																																														
Statutory bodies approval upload	View																																																														
When was it prepared	31-03-2022																																																														
Last Updated	31-05-2022																																																														
Name of the faculty who prepared SLM	Dr. Pallavi																																																														
Designation	Assistant Professor																																																														
Department	Deptt. of English, GJUS&T, Hisar																																																														
Reference of Self Learning Material	Related websites and books																																																														
Upload Sample SLM (Only Content Pages)	View																																																														
SLM Uri	https://www.ddegjust.ac.in/studymaterial/dstudymaterial.htm																																																														
Whether HEI adheres to the compliance of provisions mentioned in Annexure VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020:	Development of SLM	In House Faculty and Outsourced																																																													
Curriculum and Pedagogy:- Yes	Percentage of SLM developed by In- House Faculty	100																																																													
Print Material :-Yes																																																															
Audio-Video Material :-No																																																															
Online Material:-Yes																																																															
Computer-based material:-Yes																																																															
Computer Disks:-Yes																																																															
Whether HEI adheres to the compliance of provisions mentioned in Annexure VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020:																																																															
Preparation of Learning Material:-Yes																																																															
Preparedness of Learning Material :-Yes																																																															
Preparedness of SLM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020																																																															
1 Year:-Yes																																																															

  
**Registrar**

**Guru Jambheshwar University of**  
**Science & Technology**  
**HISAR - 125001 (Haryana)**

**Registrar**

**Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)**

Srno	Name of Progrm	Other Details	Annexure	Details of Developments of SLM
			2 Year:-Not Applicable	
			3 Year:-Not Applicable	

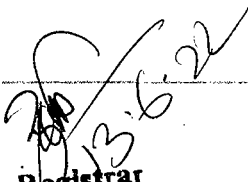
## Examination Centre

Srno	It is certified that all the activities	Name of Centre	Address of Centre / City/ Pin Code/ State	Briefly write on the methods and steps to be adopted for conduct of examination to ensure security, transparency & credibility of examination	Whether Examination centre fulfills all the requirement mentioned in Annexure II	A) Proposed Examination Centre for term end examinatio for ODL programme for Upcoming Academic Years															
1	Yes	ODM College for Women	Rajgarh Road, Muklan, Hisar-Hisar-125001-Haryana	Observer, Centre Superintendent and Dy. Superintendent appointed for examinations are among the experienced and senior faculty members. In addition Flying squad of Senior Teachers are also appointed. University having multi layer Encoding and Decoding system answer script evaluations. Questions papers will provided only few minutes before start of examination on all examination centres are By Controller of Examination in affiliated college of the University after checking all security, transparency, credibility and previous reports of flying squad.	Yes	<table><tr><td>1</td><td>Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations</td><td>Yes</td></tr><tr><td>2</td><td>Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations</td><td>Yes</td></tr><tr><td>3</td><td>Provision of CCTV Cameras</td><td>Yes</td></tr><tr><td>4</td><td>Provision of Bio-metric attendance</td><td>Yes</td></tr><tr><td>5</td><td>Provision of Video recording</td><td>Yes</td></tr></table>	1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes	2	Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations	Yes	3	Provision of CCTV Cameras	Yes	4	Provision of Bio-metric attendance	Yes	5	Provision of Video recording	Yes
1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes																			
2	Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations	Yes																			
3	Provision of CCTV Cameras	Yes																			
4	Provision of Bio-metric attendance	Yes																			
5	Provision of Video recording	Yes																			

Registrar

Guru Jambheshwar University of  
Science & Technology  
HISAR (Haryana)

Srno	It is certified that all the activities	Name of Centre	Address of Centre / City/ Pin Code/ State	Briefly write on the methods and steps to be adopted for conduct of examination to ensure security, transparency & credibility of examination	Whether Examination centre fulfills all the requirement mentioned in Annexure II	A) Proposed Examination Centre for term end examinatio for ODL programme for Upcoming Academic Years		
2	Yes	S.R.M. College of Education	VPO Talwandirana, Barwala Road, Hisar-125001-Haryana	Observer, Centre Superintendent and Dy. Superintendent appointed for examinations are among the experienced and senior faculty members. In addition Flying squad of Senior Teachers are also appointed. University having multi layer Encoding and Decoding system answer script evaluations. Questions papers will provided only few minutes before start of examination on all examination centres are By Controller of Examination in affiliated college of the University after checking all security, transparency, credibility and previous reports of flying squad.	Yes	1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes
						2	Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations	Yes
						3	Provision of CCTV Cameras	Yes
						4	Provision of Bio-metric attendance	Yes
						5	Provision of Video recording	Yes

  
**Registrar**  
**Guru Jambheshwar University of**  
**Science & Technology**  
**HISAR-125001 (Haryana)**

Srno	It is certified that all the activities	Name of Centre	Address of Centre / City/ Pin Code/ State	Briefly write on the methods and steps to be adopted for conduct of examination to ensure security, transparency & credibility of examination	Whether Examination centre fulfills all the requirement mentioned in Annexure II	A) Proposed Examination Centre for term end examination for ODL programme for Upcoming Academic Years		
3	Yes	Vision International College of Education	Dhansu Road, Hisar-125001-Haryana	Observer, Centre Superintendent and Dy. Superintendent appointed for examinations are among the experienced and senior faculty members. In addition Flying squad of Senior Teachers are also appointed. University having multi layer Encoding and Decoding system answer script evaluations. Questions papers will provided only few minutes before start of examination on all examination centres are By Controller of Examination in affiliated college of the University after checking all security, transparency, credibility and previous reports of flying squad.	Yes	1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes
						2	Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations	Yes
						3	Provision of CCTV Cameras	Yes
						4	Provision of Bio-metric attendance	Yes
						5	Provision of Video recording	Yes

### Regional Centre

Srno	Name of Regional Centre	Address of Regional Centre	City	Pin Code	State	Name of the Coordinator/ Counselor	Contact Details of the Coordinator/ Counselor	Email Details of the Coordinator/ Counselor	Qualification of Coordinator/ Counselor	No. of LSCs covered under Regional Centre
1	NA	NA	NA	125001	Haryana	NA	9811770509	NA	NA	0

### Learner Support Centre (LSC) details

Srno	Name of College & Address	City	Pin Code	State	Whether the College / Institute is Private or Govt	Name of Affiliating University	Name of Co-ordinator	Contact Details of Co-ordinator	Qualifications	No. of Counsellors

Registrar

Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)

Srno	Name of College & Address	City	Pin Code	State	Whether the College / Institute is Private or Govt	Name of Affiliating University / HEI	Name of Co-ordinator	Contact Details of Co-ordinator	Qualifications	No. of Counsellors
1	ODM College for Women, 12 km. Stone, Hisar- Rajgarh Road, NH-52	Hisar	125004	Haryana	Private	Guru Jambheshwar University of Science & Technology, Hisar	Dr. Ajit Singh	9315515131	PhD	10
2	Asha Girls College, Panihar Chack	Hisar	125001	Haryana	Private	Guru Jambheshwar University of Science & Technology, Hisar	Dr. Vijender Kumar	9215547280	PhD	6
3	Guru Dronacharya Girls College, Mandi Adampur	Hisar	125001	Haryana	Private	Guru Jambheshwar University of Science & Technology, Hisar	Mr. Yash	9034557257	Post-Graduate	11
4	Maharani Lakshmi Bai College, Balsmand Road,	Hisar	125001	Haryana	Private	Guru Jambheshwar University of Science & Technology, Hisar	Ms. Jyoti Verma	9253921013	Post-Graduate	4
5	Shanti Niketan College of Engineering, 12 K.M.,	Hisar	125001	Haryana	Private	Guru Jambheshwar University of Science & Technology, Hisar	Mr. Bhoop Singh	9899677890	Post-Graduate	4

## Programme Wise Information

Srno	Name of College/Institute
------	---------------------------

## Human Resources Information

Academic Staff for ODL Programmes	
Type of Staff *	No. of Staff Exclusively of ODL*
Head / Professor	1
Associate Professor	0
Assistant Professor	18
Administrative Staff for ODL Programmes	
Type of Staff *	Total No. of Staff Exclusively for ODL

**Registrar**

**Guru Jambheshwar University of Science & Technology**  
HISAR-125001 (Haryana)

### Administrative Staff for ODL Programmes

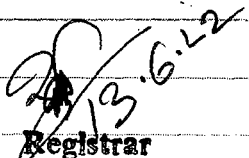
Type of Staff *	Total No. of Staff Exclusively for ODL
Deputy Registrar	1
Assistant Registrar	0
Section Officer	3
Assistants	5
Computer Operators	21
Class-IV / Mult Tasking Staff	4
Technical / Professional	2
Programmer	1

### Faculty Details for ODL

Srno	Year	Academic Session	Name of Programmes	Faculty												
1	2022-23	July	ARTS/HUMANITIES/SOCIAL SCIENCES - MASTERS OF ARTS ( <u>ENGLISH</u> )	<table><tr><th>Name of faculty</th><th>Designation</th><th>Email</th><th></th></tr><tr><td>Dr. Pallavi</td><td>Assistant Professor</td><td>9215336123</td><td>pallavichahar6@gmail.com</td></tr><tr><td>Dr. Astha Gupta</td><td>Assistant Professor</td><td>9729466559</td><td>asthaxpozer@gmail.com</td></tr></table>	Name of faculty	Designation	Email		Dr. Pallavi	Assistant Professor	9215336123	pallavichahar6@gmail.com	Dr. Astha Gupta	Assistant Professor	9729466559	asthaxpozer@gmail.com
				Name of faculty	Designation	Email										
				Dr. Pallavi	Assistant Professor	9215336123	pallavichahar6@gmail.com									
Dr. Astha Gupta	Assistant Professor	9729466559	asthaxpozer@gmail.com													
2	2022-23	July	ARTS/HUMANITIES/SOCIAL SCIENCES - MASTERS OF ARTS (HINDI )	<table><tr><th>Name of faculty</th><th>Designation</th><th>Email</th><th></th></tr><tr><td>Dr.Geetu Dhawan</td><td>Assistant Professor</td><td>9215537097</td><td>geetu_dhawan@redifmail.com</td></tr><tr><td>Dr.Geetu Dhawan</td><td>Assistant Professor</td><td>9215537097</td><td>geetu_dhawan@redifmail.com</td></tr></table>	Name of faculty	Designation	Email		Dr.Geetu Dhawan	Assistant Professor	9215537097	geetu_dhawan@redifmail.com	Dr.Geetu Dhawan	Assistant Professor	9215537097	geetu_dhawan@redifmail.com
				Name of faculty	Designation	Email										
				Dr.Geetu Dhawan	Assistant Professor	9215537097	geetu_dhawan@redifmail.com									
Dr.Geetu Dhawan	Assistant Professor	9215537097	geetu_dhawan@redifmail.com													

### Computerization / Digitization Status

Srno	Activities	Yes / No
1	Student registration / Admission	Yes
2	Administration	Yes
3	Finance	Yes
4	Academic activities	Yes
5	Student Support System	Yes
6	Continuous Evaluation	Yes

  
**Registrar**  
**Cham Jambheshwar University of**  
**Science & Technology**  
**HISAR-12**

Srno	Activities	Yes / No
7	Online Support	Yes

### Status of a Court case(s)

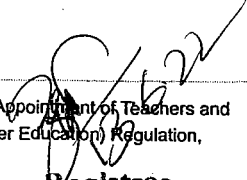
Srno	W.P.No	Court / Jurisdiction	Status as on date
1	NA	NA	NA

### Help Desk

<b>Help Desk Address:</b> Lab No. 101, Directorate of Distance Education	<b>Name of Contact Person:</b> Veenit Kumar	<b>Designation:</b> Junior Programmer University
<b>Phone No:</b> 9812399111	<b>Email:</b> dde@gjust.org	<b>Contact hours for Help Desk:</b> 8

### Compliance

Compliance to specific provisions of UGC (ODL Programmes and Online Programmes) Regulations, 2020
<p>The HEI undertakes to ensure all the provisions of the regulation and few specific provisions adherence to the following:</p>
<p>Learner Support Centre defined under these regulations will not be the Learner Support Centre for more than two Higher Educational Institutions at a time to offer programmes in Open and Distance Learning mode:-</p> <p>Yes</p>
<p>Learner Support Centre will not be set up under a franchisee agreement in any case. :- Yes</p>
<p>Academic and instructional facilities at its Learner Support Centres for Open and Distance Learning mode, and information resources for online delivery of programmes meet all the conditions of UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 and guidelines issued from time to time. :-</p> <p>Yes</p>
<p>Intake capacity under Open and Distance Learning mode for a programme under science discipline to be offered by HEI shall not be more than three times of the approved intake in conventional mode (in case of Dual Mode). :-</p> <p>Yes</p>
<p>Learning enrolment under science discipline will commensurate with the capacity of the Learner Support Centres (for Open and Distance Learning only) to provide lab facilities to the admitted learners (for Open University). :-</p> <p>Yes</p>
<p>Private University established under a State Act will be eligible to offer programmes under Open and Distance Learning mode through its Head Quarters. :-</p> <p>Yes</p>
<p>Academic and administrative staff has appointed as per University Grants Commission (Minimum Qualifications for Appointment of Teachers and other Academic Staff in the Universities and Colleges and other Measures for the Maintenance of Standards in Higher Education) Regulation, 2018. :-</p> <p>Yes</p>
<p>Academic Staff mentioned in application are exclusively appointed for the proposed programmes. :- Yes</p>

  
**Registrar**  
**Guru Jambheshwar University of**  
**Science & Technology**  
**HISAR-125001 (Haryana)**

Examination Centres meet all the guidelines laid under Annexure II of UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

Upload Affidavit as per the prescribed format :- View

Upload Undertaking as per the prescribed format :- View

## Submission

**It is hereby declared and affirmed that the Higher Educational Institution shall adheres to all the provisions mentioned under the UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 including following Annexures**

☒ Centre for Internal Quality Assurance (CIQA) in Annexure I

☒ Conduct of Examination and Minimum Standards for Examination Centres in Annexure II

☒ Territorial Jurisdiction and Regulating Provisions for Different Types of Higher Educational Institutions in Annexure III (For ODL Programmes)

☒ Human Resource and Infrastructural Requirements in Annexure-IV

☒ Guidelines on Programme Project Report (PPR) in Annexure-V

☒ Quality Assurance Guidelines of Learning Material in Multiple Media and Curriculum and Pedagogy in Annexure-VI

☒ Guidelines on Self-Learning Material and E-Learning Material in Annexure-VII

☒ Learner Support Centres in Annexure-VIII

☒ Assessment Criteria for Offering Online Programmes through Non-SWAYAM Learning Platform as per Annexure-IX

☒ Grievance Redress Mechanism in Annexure-X

Further undertakes to ensure that the HEI shall display on its website a joint declaration by authorized signatories, Registrar and Director of Centre for Internal Quality Assurance, authenticating the documents uploaded on its website, in compliance of regulation 9 of UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

The HEI hereby declare that the information given above and in the enclosed documents is true, correct and nothing material has been concealed therein. The Higher Educational Institution shall be solely responsible for any legal issues arising out of non-compliance of UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

The HEI understand that in case information provided is found to be contrary to the fact, it would entail not only withdrawal of permission/recognition for such ODL courses but also for other courses offered by the institutions, on regular and conventional mode

**Your application successfully submitted on 31-05-2022 under Eligible categor**

**Registrar**

Guru Jambheshwar University of  
Science & Technology  
Hisar-125001 (Haryana)



## List of Annexures

Sr. No.	DESCRIPTION OF DOCUMENTS	Annexures	Page No.
1.	Approval of Statutory Authority	I	1-4
2.	Recognition letters	II	5-15
3.	NAAC Certificate	III	16-17
4.	NIRF Certificate	IV	18-28
5.	Copy of University Act provision	V	29-30
6.	Statutory bodies approval	VI	31-36
7.	Approval of PPR	VII	37-44
8.	PPR	VIII	45-132
9.	Statutory bodies approval of SLM	IX	133
10.	Sample of SLM Content Pages	X	134-144
11.	Sample Chapters Semester-wise	XI	145-226
12.	Affidavit	XII	227-229
13.	Undertaking	XIII	230

23/4/01

Agenda E.C. meeting held on 15-4-2001

Consider and approve the creation of the following posts for

Directorate of Distance Education being run on self-

financing basis :-

No.	Name of Post	No. of Posts
	Director	1
	Deputy Director	2
	Assistant Registrar	1
	Superintendent	2
	Programmer	1
	Assistant	4
	Store Keeper	1
	Steno-Typist	2
	Clerk	6
	Jr. Data Entry Operator	2
	Deftri	1
	Generator-cum-Xerox Operator	1
	Peon	3

Note :

The Directorate of Distance Education was started w.e.f. the session 1997. To begin with BSC, BMO and BBA courses were launched from the session 1998-99. The actual income of the Directorate during this year was Rs.38,80,681/-. The estimated receipts for the year 1999-2000 were Rs.54,98,000/- and it was Rs.80,00,000/- for the year 2000-2001. The above estimates were placed before the Finance Committee in its meeting held on 23.3.2000 which made the following recommendations vide resolution No.3(iii) :-

"The University has shown impressive mobilization of internal income through imparting of distance education. The University may launch other courses which shall bring in more revenue to the University. For strengthening the Directorate of Distance Education a complete scheme may be prepared indicating revenue to be generated and minimum requirement of manpower and submit the same to the Govt. through appropriate channel."

Registrar

Tur Jambheshwar University of  
Science & Technology  
413AR-125004 (Haryana)

The above recommendations of the Finance Committee were approved by the Executive Council vide Resolution No.19 of its meeting held on 27.3.2000. In view of the above decision of the Executive Council the Directorate started two new courses namely P.G.D.C.A. and M.Sc. (Computer Science) w.e.f. the session 2000-2001. As a result of introduction of these courses the total income/receipt during the year 2000-2001 has reached Rs.2,17,64,235/- (audited).

There is no sanctioned post for the Directorate of Distance Education. Therefore, selection staff from other branches has been posted in the Directorate of Distance Education to carry out the work of these courses. Besides, four superannuated persons have been engaged on contractual basis @ Rs.6000/- per month in order to meet the increased workload.

From the session 2001-2002, three new courses namely; Master in Insurance Business (MIB), Post Graduate Diploma in Taxation (PGDT) and Post Graduate Diploma in Environmental Management (PGDEM) have been introduced. In addition, four new courses viz. Bachelor of Computer Applications (BCA), Post-Graduate Diploma in e-Commerce Technology (PG-e-Com), Advanced Diploma in Web Programming (ADWP) and Diploma in Computing (DIC) have been launched in collaboration with Aptech Limited, Mumbai. Consequently, the workload has been increased manifold. Also the Directorate proposes to start three new courses i.e. MBA, MCA and P.O. Diploma in Web Content Development and Cyber Journalism from the next session i.e. 2002-2003 which will further add the workload. In view of this, the posts referred to above are required to be created to carry on the work effectively and smoothly. The total annual approximate liability on account of creation of the aforesaid posts will be to the tune of Rs.27,27,200/-. A note containing the justification for creation of the aforesaid posts and showing the actual receipts of the Directorate for the year 2000-2001 is at Annexure-XIVIII Pages 48-52.

The matter was placed before the Vice-Chancellor who has desired that the same may be placed before the Executive Council in its ensuing meeting for consideration and approval. After approval of the Executive Council, the matter will be placed before the Finance Committee and thereafter it will be referred to the State Govt. for favour of approval.

-5-

*[Handwritten signature]*  
Registrar

Registrar

Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)

Page No-2

Minutes of the EC meeting held on  
15-10-2001

Further resolved that the Director  
Distance Education be invited as a  
special invitee in the meeting of the  
Board of Studies considering a course on  
Distance mode.

Resolved that the above recommendations of the Academic Council  
be approved.

2. Considered the creation of the following posts for the  
Directorate of Distance Education being run on self-financing  
mode:-

Sr. No.	Name of Post	No. of Posts
1.	Director	1
2.	Deputy Director	2
3.	Assistant Registrar	1
4.	Superintendent	2
5.	Programmer	1
6.	Assistant	4
7.	Store Keeper	1
8.	Store Officer	2
9.	Clerk	6
10.	Jr. Data Entry Operator	2
11.	Daffari	1
12.	Gestetner-mug-Xerox Operator	1
13.	Peon	3

Resolved that the above proposal regarding creation of the posts  
be referred to of the State Government and till such time  
the approval of the State Govt. is received, contractual  
appointments be made at a consolidated salary.

18

Registrar  
Guru Jambheshwar University  
of Science & Technology  
Hisar (Haryana)

Registrar

Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)

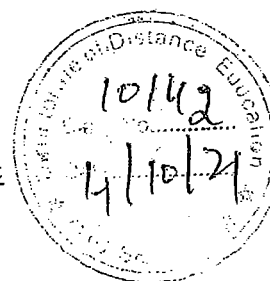
Page No-3



**GURU JAMBHESHWAR UNIVERSITY OF SCIENCE &  
TECHNOLOGY, HISAR**

(Established by State Legislature Act 17 of 1995)

'A' GRADE NAAC Accredited



**OFFICE ORDER**

In continuation to this office order Endst. No. EN-M/M-559/2020/6128-6188 dated 01.10.2020, the Vice-Chancellor has been pleased to extend terms of Prof. O.P. Sangwan, Department of Computer Science & Engg. as Director, Distance Education on deputation for further one year, with effect from 01.10.2021.

**REGISTRAR**

Endst. No. EN-M/M-559/2020/ 6845-6905 Dated: 1/10/2021

A copy of the above is forwarded to the following for information and necessary action:-

1. All Deans/Directors/Chairpersons/Incharges/Branch Officers/HOD, Guru Jambheshwar University of Science and Technology, Hisar
2. Prof. O.P. Sangwan, Director (Distance Education), Guru Jambheshwar University of Science & Technology, Hisar
3. Director, PDUCIC, Guru Jambheshwar University of Science and Technology, Hisar.
4. Secretary to Vice-Chancellor (for kind information of the Vice-Chancellor), Guru Jambheshwar University of Science and Technology, Hisar
5. Supdt. O/o the Registrar (for kind information of Registrar), Guru Jambheshwar University of Science and Technology, Hisar.

*[Signature]*  
1/10/2021  
Assistant Registrar (Estt.)  
for Registrar

*[Signature]*  
04/10/2021

*[Signature]*  
DR (OG)

*[Signature]* 4/10/21

*[Signature]*  
22.6.2021  
Registrar

**Guru Jambheshwar University of  
Science & Technology  
HISAR-125004 (Haryana)**



Speed Post

F.No.: 86-2/2017 (DEB-IV)

Date: August, 2018

The Registrar,  
Guru Jambheshwar University Of Science & Technology,  
Delhi Road,  
Hisar,  
Haryana

14 AUG 2018

**Subject: Commission Order on the application, submitted Online by the Higher Educational Institution, for recognition of the programmes to be offered in Open & Distance Learning (ODL) mode from academic year 2018-19 onwards - regarding.**

Sir/Madam,

In exercise of the powers conferred by sub-section (1) of Section 26 read with clause (j) of Section 12 of the University Grants Commission Act, 1956 (3 of 1956), the University Grants Commission (Open and Distance Learning) Regulations, 2017, had been notified in the Gazette of India on 23.06.2017. The first and the second amendment in the principal regulations were notified in the Gazette of India on 11.10.2017 and 06.02.2018 respectively.

2. Part-II; sub-regulations (3) to (5); of the University Grants Commission (Open and Distance Learning) Regulations, 2017 describes the Recognition process of Higher Educational Institutions for offering Open and Distance Learning programmes. The sub-regulations (3) describes the process of recognition of Higher Educational Institutions offering programmes in Open and Distance Learning Mode, whereas sub-regulations (4) describes the process for withdrawal of recognition and sub-regulations (5) provides right to appeal to Higher Educational Institutions aggrieved with the decision of the Commission.

3. The Commission had invited online applications from the eligible Higher Educational Institutions for offering Open and Distance Learning programmes from the academic session 2018-19 vide public notice F.No. 74-1/2018 (DEB-IV) dated 28.03.2018, mentioning therein that the online portal for submitting applications shall be open from 2<sup>nd</sup> April, 2018 to 1<sup>st</sup> May, 2018. It was also mentioned that the duly certified hard copies of the application submitted online mode along with annexures shall reach UGC (DEB) office at 35 Feroze Shah Road, New Delhi-110001 within 10 working days of submission of online application. In response to the public notice dated 28.03.2018, Guru Jambheshwar University Of Science &

28/3/2018  
Registrar  
Guru Jambheshwar University of  
Science & Technology  
Hisar (Haryana)

1  
OK

**Technology** had submitted application online for programme wise recognition by the Commission.

4. Application received from **Guru Jambheshwar University Of Science & Technology** had been scrutinized by the Expert Committee and deficiency(s) or defect(s) in application were communicated and time period as prescribed in University Grants Commission (Open & Distance Learning) Regulations, 2017 was given to remove or rectify such deficiency(s) or defect(s) with relevant documentary evidence.

5. The **Guru Jambheshwar University Of Science & Technology** was invited for an Interface Meeting with the Expert Committee; constituted by the Chairman of the Commission; on 05<sup>th</sup>, July, 2018 in the UGC head office, Bahadurshah Zafar Marg, New Delhi. The Expert Committee based on the application submitted, clarification given for deficiency(s) or defect(s) communicated earlier, the presentation made by the Higher Educational Institution in the Interface Meeting and in terms of provisions of the University Grants Commission (Open and Distance Learning) Regulations, 2017 and its amendments; made recommendations for consideration of the Commission.

6. The Commission in its 534<sup>th</sup> meeting held on 2<sup>nd</sup> August, 2018 considered the recommendations of the Interface Expert Committee. Based on the decision of the Commission, I am directed to issue this Order, thereby communicating the programme wise recognition status of the programmes to be offered in Open and Distance Learning mode from academic year 2018-19 onwards by the **Guru Jambheshwar University Of Science & Technology**; as detailed in point no. 7 below.

7. **Programme wise recognition status**

7(A) **Programmes Recognized**

Sr. No.	Name of the Programme	Period of Recognition *
1	BACHELOR OF ARTS	2018-19 to 2022 -23
2	BACHELOR OF ARTS (MASS COMMUNICATION)	
3	BACHELOR OF BUSINESS ADMINISTRATION	
4	BACHELOR OF COMMERCE	
5	MASTER OF ARTS (MASS COMMUNICATION)	
6	MASTER OF SCIENCE (COMPUTER SCIENCE)	
7	MASTER OF SCIENCE (MATHEMATICS)	

\*As HEI NAAC score is above 3.26, the recognition given is up to the academic year 2022-23.

*[Signature]*  
2  
Registrar

**Guru Jambheshwar University of  
Science & Technology**  
HISAK-125001 (Haryana)



## Annexure- 1

## Conditions

- 1) The total intake capacity (Number of learners) in Open and Distance Learning mode in Higher Educational Institution and/or Learner Support Centre/Study Centre shall be as mentioned in clause 6 of Annexure-X of the University Grants Commission (Open and Distance Learning) Regulations, 2017.
- 2) The Higher Educational Institution shall offer only those programmes through Open and Distance Learning mode, which are approved by the statutory bodies of the University and by UGC and by the Regulatory Authority, as applicable.
- 3) The Higher Educational Institution shall not offer any programme in engineering, Medicine, dental, pharmacy, nursing, architecture, physiotherapy and programmes not permitted to be offered in distance mode by any other regulatory body.
- 4) The Higher Educational Institution shall comply to all the terms and conditions mentioned in the Affidavit dated 25<sup>th</sup> April, 2018 duly notarized and signed by Dr. Anil Kumar Pundir, Registrar, submitted to the Commission vide letter dated 02<sup>nd</sup> May, 2018.
- 5) The Higher Educational Institution shall not offer any M.Phil./Ph.D Programme through distance learning mode in compliance to clause 11 of the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degrees) Regulations, 2016.
- 6) The HEI shall establish Examination Centre within the territorial jurisdiction of the HEI subject to condition laid down in clause 7(i) to (v) of section 13 in Part-IV.
- 7) In case, Higher Educational Institution fails to comply with the conditions of recognition, appropriate punitive action(s), as per provisions of the UGC(ODL) Regulations, 2017 and its amendments, shall be taken by the Commission.

Received at 05.30 PM.  
 12/11/2018

*Jitendra*  
 (Jitendra)  
 Education Officer

01/12/2018  
 13622  
 Registrar

Guru Jambheshwar University of  
 Science & Technology  
 HISAR-126004 (Haryana)





UNIVERSITY GRANTS COMMISSION  
DISTANCE EDUCATION BUREAU  
35-FEROZE SHAH ROAD  
NEW DELHI-110 001

F. No. 86-2/2017 (DEB-IV)

October, 2020

✓ The Registrar

Guru Jambheshwar University of Science & Technology  
Delhi Road, Hisar (Haryana) – 125 001



29 OCT 2020

**Subject: Commission Order for recognition of the programmes to be offered in Open & Distance Learning (ODL) mode from academic year 2020-21 (academic session starting from September-October, 2020) till academic year 2022-23- regarding.**

- Ref: 1. UGC letter F. No. 86-2/2017 (DEB-IV) dated 14<sup>th</sup> August, 2018  
2. UGC letter F. No. 86-2/2017 (DEB-IV) dated 18<sup>th</sup> October, 2018  
3. UGC letter F. No. 86-2/2017 (DEB-IV) dated 06<sup>th</sup> February, 2020

Sir/ Madam,

This is in continuation to the references cited above, I am directed to inform that the recognition of ODL programmes of Guru Jambheshwar University of Science & Technology was withheld vide above reference no.3, from academic session January, 2020 and onwards till compliance and its assessment to the UGC (ODL) Regulations, 2017 and its amendments.

2. After receiving the compliance, an Expert Committee visited Guru Jambheshwar University of Science & Technology on 28<sup>th</sup> August, 2020 for assessment and submitted its report. The report of the Visiting Expert Committee was placed before the Expert Review Committee (ERC) on 06<sup>th</sup> October, 2020. The Expert Review Committee (ERC), based on the provisions of the UGC (ODL) Regulations, 2017 and its amendments; made recommendations for consideration of the Competent Authority, in accordance to the Commission decision, in its 534<sup>th</sup> meeting, held on 02.08.2018.

3. Based on the decision of the competent authority, I am directed to issue this Order, thereby communicating the programme-wise recognition status of the programmes to be offered in Open and Distance Learning mode from academic year 2020-21 (academic session starting from September-October, 2020) till academic year 2022-23 by the **Guru Jambheshwar University of Science & Technology**; as detailed in point no. 3 below.

11/04/20  
02/06/20  
D-3

1  
Registrar  
Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)

**Programme wise recognition status**

**3 (A) Programmes Recognized:**

S. No.	Name of the Programme(s)	Period of Recognition
1.	BACHELOR OF ARTS	From academic year 2020-21(academic session starting from September-October, 2020)* till academic year 2022-23.
2.	BACHELOR OF ARTS (MASS COMMUNICATION)	
3.	MASTER OF ARTS (MASS COMMUNICATION)	
4.	BACHELOR OF COMMERCE	
5.	MASTER OF COMMERCE	
6.	MASTER OF BUSINESS ADMINISTRATION	
7.	MASTER OF SCIENCE (MATHEMATICS)	
8.	MASTER OF COMPUTER APPLICATION	

\*The Commission in its 546<sup>th</sup> meeting held on 14<sup>th</sup> May, 2020 has decided as under:

***"The academic session for ODL programmes this year shall be kept as a period of 12 months starting from September-October, 2020 and February-March, 2021 considering the impact of COVID-19 and the decision of UGC to start academic session for conventional students in September this year."***

**3 (B) Programmes Not Recognized:**

S. No.	Name of the Programme(s)	Deficiencies/Reason(s)
1.	MASTER OF COMPUTER APPLICATIONS (5 YEARS INTEGRATED)	SLM not fully ready
2.	BACHELOR OF BUSINESS ADMINISTRATION	Withdrawn by the Higher Education Institution
3.	MASTER OF SCIENCE (COMPUTER SCIENCE)	

4. For the programmes recognized in 3(A) above, the Higher Educational Institution shall scrupulously abide in letter and spirit by all the terms and conditions, while offering the programmes in Open and Distance Learning mode, as per the provisions detailed in Part-III, Part-IV, Part-V, Part-VI and Annexure-I to Annexure-XI of the UGC (ODL) Regulations, 2017 and its amendments. Some specific conditions given in UGC (ODL) Regulations, 2017 & its amendments are given in Annexure-1.

5. If the HEI fails to comply with the conditions of recognition or if it is found conducting affairs in a manner that leads to deterioration of academic standards, or if any information,

documentary evidence submitted/produced by the HEI is found to be false or fake at a later date, UGC shall take action as per Regulation (4), Part -II of UGC (ODL) Regulations, 2017.

6. Higher Educational Institution is required to comply with all the provisions of the UGC (ODL) Regulations, 2017 and its amendments. If any deviation is noticed, the same would entail not only withdrawal of permission/ recognition for such ODL course but also for other courses offered by the institution, on regular and conventional mode, as directed by MHRD vide letter F. No.2-18/2017-U3 (A) dated 07.10.2018 on the recommendations of Justice Reddy Committee constituted by MHRD on the directions of Hon'ble Supreme Court dated 03.11.2018 in Civil Appeal No.17869-17870 filed by Orissa Lift Irrigation Corp. Ltd Versus Rabi Sankar Patro & Ors.

7. The decision of the Commission shall be final and binding on the Higher Educational Institution.

Yours faithfully,

*[Signature]*  
29/10/2020  
(Dr. Amit Kumar Verma)  
Education Officer

**Copy to:**

- 1) The Secretary, Higher Education, Government of Haryana, Office of The Director General, Panchkula, Haryana with a request to ensure that HEI adheres to all the provisions of the UGC(ODL) Regulations, 2017 and its amendments.
- 2) The Joint Secretary (Distance Learning), MHRD, Govt of India, Shastri Bhawan, New Delhi – 110 001.
- 3) The Member Secretary, AICTE, Nelson Mandela Road, Vasant Kunj, New Delhi-110 070.
- 4) The Vice-Chancellor, Guru Jambheshwar University of Science & Technology, Delhi Road, Hisar, Haryana-125 001
- 5) The Joint Secretary, State University Bureau, UGC for information, please.
- 6) The Publication Officer (Web), UGC for uploading on the website.
- 7) Guard file.

(Anurag)  
Section Officer

*[Signature]*  
3.6.22  
Registrar  
Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)

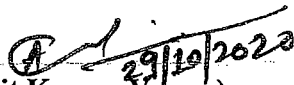
## Annexure- 1

## Conditions

- 1) The total intake capacity (Number of learners) in Open and Distance Learning mode in Higher Educational Institution and/or Learner Support Centre/Study Centre shall be as mentioned in clause 6 of Annexure-X of the University Grants Commission (Open and Distance Learning) Regulations, 2017.
- 2) The Higher Educational Institution shall offer only those programmes through Open and Distance Learning mode, which are approved by the statutory bodies of the University and by UGC and by the Regulatory Authority, as applicable.
- 3) The Higher Educational Institution shall not offer any programme in engineering, Medicine, dental, pharmacy, nursing, architecture, physiotherapy and programmes not permitted to be offered in distance mode by any other regulatory body.
- 4) The Higher Educational Institution shall comply with all the terms and conditions mentioned in the Affidavit dated 25<sup>th</sup> April, 2018 duly notarized and signed by Dr. Anil Kumar Pundir, Registrar, submitted to the Commission vide letter dated 2<sup>nd</sup> May, 2018.
- 5) The Higher Educational Institution shall not offer any M.Phil/Ph.D Programme through distance learning mode in compliance to clause 11 of the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degrees) Regulations, 2016.
- 6) The HEI shall establish Examination Centre within the territorial jurisdiction of the HEI subject to condition laid down in clause 7 (i) to (v) of section 13 in Part-IV.
- 7) In case, Higher Educational Institution fails to comply with the conditions of recognition, appropriate punitive action(s), as per provisions of the UGC (ODL) Regulations, 2017 and its amendments, shall be taken by the Commission.

  
Registrar

**Guru Jambheshwar University of  
Science & Technology**  
HISAR-125001 (Haryana)

  
(Dr. Amit Kumar Verma)  
Education Officer

# UNIVERSITY GRANTS COMMISSION

Distance Education Bureau

F.No. 1-2/2021 (DEB-I)

Dated: 02.08.2021

University Grants Commission recognition to the HEI's for academic year 2020-21 and onwards for programmes through the Open & Distance Learning Mode

S.NO	STATE	NAME/CATEGORY OF HEI	PERIOD OF RECOGNITION	LIST OF PROGRAMMES RECOGNISED FOR 2020-21, ACADEMIC SESSION BEGINNING JULY, 2020 AND ONWARDS	
				NUMBER OF RECOGNISED PROGRAMMES	NAME OF RECOGNISED PROGRAMMES
1.	ANDHRA PRADESH	ACHARYA NAGARJUNA UNIVERSITY, GUNTUR (STATE UNIVERSITY)	Academic session beginning January (February-March as revised)2021 To 2024-2025 (upto Jan, 2025 Only)	27	<ol style="list-style-type: none"> <li>1. BACHELOR OF ARTS (ECONOMICS, HISTORY, POLITICS)</li> <li>2. BACHELOR OF ARTS (COMBINATION OF 3 SUBJECTS) - ECONOMICS, PUBLIC ADMINISTRATION, POLITICS</li> <li>3. BACHELOR OF ARTS (COMBINATION OF 3 SUBJECTS) (ECONOMICS, PUBLIC ADMINISTRATION, SOCIOLOGY)</li> <li>4. BACHELOR OF ARTS (COMBINATION OF 3 SUBJECTS) (ECONOMICS, HISTORY, SOCIOLOGY)</li> <li>5. BACHELOR OF ARTS (COMBINATION OF 3 SUBJECTS) - ECONOMICS, POLITICS, SOCIOLOGY</li> <li>6. BACHELOR OF ARTS -</li> </ol>

HISAR-125004 (HISAR)

Scholar & Techn

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

# UNIVERSITY GRANTS COMMISSION

## Distance Education Bureau

F.No. 1-2/2021 (DEB-I)

Dated: 02.08.2021

S.NO	STATE	NAME/CATEGORY OF HEI	PERIOD OF RECOGNITION	LIST OF PROGRAMMES RECOGNISED FOR 2020-21, ACADEMIC SESSION BEGINNING JULY, 2020 AND ONWARDS	
				NUMBER OF RECOGNISED PROGRAMMES	NAME OF RECOGNISED PROGRAMMES
					EDUCATION 7. BACHELOR OF COMMERCE 8. BACHELOR OF LIBRARY SCIENCE 9. MASTER OF ARTS (ENGLISH) 10. MASTER OF ARTS (GUJARATI) 11. MASTER OF ARTS (HINDI) 12. MASTER OF ARTS (SOCIOLOGY) 13. BACHELOR OF BUSINESS ADMINISTRATION (AIR TRAVEL MANAGEMENT) 14. MASTER OF SOCIAL WORK 15. MASTER OF LIBRARY AND INFORMATION SCIENCE
19.	HARYANA	GURU JAMBHESHWAR UNIVERSITY OF SCIENCE & TECHNOLOGY, HISAR (STATE UNIVERSITY)	2020-21 To 2022-23	8	1. BACHELOR OF ARTS 2. BACHELOR OF ARTS (MASS COMMUNICATION) 3. BACHELOR OF COMMERCE 4. MASTER OF ARTS (MASS COMMUNICATION) 5. MASTER OF SCIENCE (MATHEMATICS) 6. MASTER OF BUSINESS ADMINISTRATION

Guru Jambheshwar University of  
Science & Technology  
Hisar-125001 (Haryana)  
Registrar

**UNIVERSITY GRANTS COMMISSION**  
**Distance Education Bureau**

**F.No. 1-2/2021 (DEB-I)**

**Dated: 02.08.2021**

S.NO	STATE	NAME/CATEGORY OF HEI	PERIOD OF RECOGNITION	LIST OF PROGRAMMES RECOGNISED FOR 2020-21, ACADEMIC SESSION BEGINNING JULY, 2020 AND ONWARDS	
				NUMBER OF RECOGNISED PROGRAMMES	NAME OF RECOGNISED PROGRAMMES
					7. MASTER OF COMPUTER APPLICATION 8. MASTER OF COMMERCE
20.	HARYANA	MAHARISHI DAYANAND UNIVERSITY, ROHTAK (STATE UNIVERSITY)	2020-2021 Academic session beginning July 2020 and Jan 2021 only	10	1. BACHELOR OF ARTS 2. BACHELOR OF COMMERCE 3. MASTER OF ARTS (ECONOMICS) 4. MASTER OF ARTS (ENGLISH) 5. MASTER OF ARTS (HINDI) 6. MASTER OF ARTS (POLITICAL SCIENCE) 7. MASTER OF ARTS (PUBLIC ADMINISTRATION) 8. MASTER OF ARTS (SANSKRIT) 9. MASTER OF COMMERCE 10. MASTER OF SCIENCE (MATHEMATICS)
21.	HIMACHAL PRADESH	HIMACHAL PRADESH UNIVERSITY, SHIMLA (STATE UNIVERSITY)	Academic session beginning January (February-March as revised) 2021	15	1. BACHELOR OF ART (COMBINATION OF 3 SUBJECTS) - GENERAL 2. BACHELOR OF COMMERCE 3. BACHELOR OF EDUCATION 4. MASTER OF ARTS

Sanjiv Jambhwal  
 Registrar  
 Solihah & Associates  
 HISAR-125001 (Haryana)

**UNIVERSITY GRANTS COMMISSION**

**Distance Education Bureau**

**F.No. 1-2/2021 (DEB-I)**

**Dated: 02.08.2021**

**Important Note for Stakeholders**

1. Considering the impact of COVID-19 pandemic, the academic calendar shall be as notified by Ministry of Education/UGC for academic session 2020-2021.
2. Decision regarding continuation of recognition of Bachelor of Education programme of Kashmir University, Srinagar shall be conveyed in consultation with NCTE.
3. In case recognition for any programme has been withdrawn by UGC, the program shall remain as "not recognized".
4. The HEIs shall ensure the compliance of entry level qualification, mode of admission, duration of programme (minimum & maximum) and number of credits as per UGC notification on specification of degrees, UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 and other instructions/notices issued by UGC and other statutory/regulatory bodies from time to time.
5. The stakeholders are requested to refer to various public notices on UGC website (<http://www.ugc.ac.in/deb/notices.html>), which are updated from time to time.

\*\*\*\*\*

Sanjiv Kumar  
Registrar  
Jawahar Education University  
Science & Technology  
HISAR-125001 (Haryana)





राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद  
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान  
**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**  
An Autonomous Institution of the University Grants Commission

## *Certificate of Accreditation*

*The Executive Committee of the  
National Assessment and Accreditation Council  
on the recommendation of the duly appointed  
Peer Team is pleased to declare the  
Suru Jambheshwar University of Science and Technology  
Hisar, Haryana as  
Accredited  
with CGPA of 3.28 on four point scale  
at A grade  
valid up to December 09, 2021*

*Date : December 10, 2014*

*Revised Certificate Issued on April 10, 2019*



*S. G. Mehta  
Director*

EC(SC)/04/RAR/89

*13.6.22*  
Registrar

**Suru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)**



dde dde &lt;dde@gjust.org&gt;

**Fwd: Status of IIQA - Approved**

IQAC, GJUST, HISAR <iqacellgjust@gmail.com>  
To: dde@gjust.org, DDE.GJUST@gmail.com

Thu, Mar 3, 2022 at 12:49 PM

With Thanks and Regards  
INTERNAL QUALITY ASSURANCE CELL  
GURU JAMBHESHWAR UNIVERSITY OF SCIENCE & TECHNOLOGY, HISAR-125001 (HARYANA)  
Tel. 01662-263512

----- Forwarded message -----

From: Admin-Naac <noreply.onlineassessment@gmail.com>  
Date: Tue, Jan 25, 2022 at 8:47 PM  
Subject: Status of IIQA - Approved  
To: GURUJAMBHESHWARUNIVERSITYOFSCIENCEANDTECHNOLOGY <iqacellgjust@gmail.com>  
Cc: <onlineassessment@naac.gov.in>

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

Dear User,

Institution Name: GURUJAMBHESHWARUNIVERSITYOFSCIENCEANDTECHNOLOGY


Your Institution TRACKID is: HRUNG10068

Your IIQA has been accepted for submission of Self Study Report (SSR). NAAC accepts only online submission of the SSR. Institutions shall submit the SSR by logging onto their portal.

The online SSR has to be submitted within 45 days from the date of acceptance of IIQA. Kindly note that data for Student Satisfaction Survey &amp; Data templates for respective metrics are mandatory for submission of SSR.

For further details/ instructions on procedures and timelines for processing A&A applications etc. kindly visit our website: [www.naac.gov.in](http://www.naac.gov.in)**THIS IS AN AUTO GENERATED MAIL, PLEASE DO NOT REPLY TO THIS MAIL.**

Copyright © 2016 NAAC

  
Registrar  
Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)



Government of India  
Ministry of Human Resource Development



# Certificate

## NATIONAL INSTITUTIONAL RANKING FRAMEWORK

INDIA RANKINGS 2020

**Guru Jambheshwar University of Science and Technology, Hisar**

**Ranked 94 in University Category**

*K. S. S. S.*

CHAIRMAN, NBA

*A. S. S. S.*

MEMBER SECRETARY, NBA

*2022-06-22*  
Registrar  
Guru Jambheshwar University of  
Science and Technology  
HISAR-125001 (Haryana)



Ministry of Education  
Government of India



# Certificate

## NATIONAL INSTITUTIONAL RANKING FRAMEWORK

INDIA RANKINGS 2021

**Guru Jambheshwar University of Science and Technology, Hisar**  
**Ranked 88 in University Category**

*Kuldeep*

CHAIRMAN, NBA

*Chinmay*

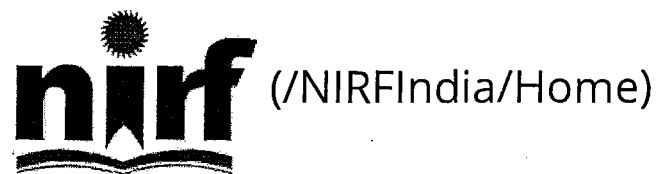
MEMBER SECRETARY, NBA

23.6.22  
Registrar

Guru Jambheshwar University of  
Science & Technology  
Hisar-125001 (Haryana)



National Institutional Ranking Framework  
Ministry of Education  
Government of India



Welcome to Data Capturing System: OVERALL

Institute ID: IR-O-U-0162

Institute Name: Guru Jambheshwar University of Science and Technology, Hissar

← Go Back (/DCS/Home)

Generate PDF (/Declaration/Agree/DownloadPDF)

Full Report

Sanctioned (Approved) Intake

Academic Year	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15
UG [3 Years Program(s)]	285	140	140	---	---	---
UG [4 Years Program(s)]: Sanctioned (approved) students intake	680	700	640	640	---	---
PG [1 Year Program(s)]	45	---	---	---	---	---
PG [2 Years Program(s)]	1181	1061	---	---	---	---
PG [3 Years Program(s)]	60	60	60	---	---	---

Total Actual Student Strength (Program(s) Offered by Your Institution)

13/10/22

(All programs of all years)	No. of Male Students	No. of Female Students	Total Students	Within State (Including male & female)	Outside State (Including male & female)	Outside Country (Including male & female)	Economically Backward (Including male & female)	Socially Challenged (SC+ST+OBC Including male & female)	No. of students receiving full tuition fee reimbursement from the State and Central Government	No. of students receiving full tuition fee reimbursement from Institution Funds	No. of students receiving full tuition fee reimbursement from the Private Bodies	No. of students who are not receiving full tuition fee reimbursement
UG [3 Years Program(s)]	248	349	597	597	0	0	38	250	55	0	0	233
UG [4 Years Program(s)]	2173	472	2645	2346	287	12	177	1005	196	3	3	980
PG [1 Years Program(s)]	24	24	48	47	1	0	3	18	7	0	0	14
PG [2 Years Program(s)]	711	1071	1782	1725	53	4	92	616	218	18	29	443
PG [3 Years Program(s)]	87	74	161	157	4	0	27	53	28	0	0	52

## Placement & Higher Studies

UG [3 Years Program(s)]: Placement & higher studies for previous 3 years

Academic Year	No. of first year students intake in the year	No. of first year students admitted in the year	Academic Year	No. of students admitted through Lateral entry	Academic Year	No. of students graduating in minimum stipulated time	No. of students placed	Median salary of placed graduates (Amount in Rs.)	No. of students selected for Higher Studies
(2015-16)	0	0	(2016-17)	0	(2017-18)	0	0	0 (Zero)	0
(2016-17)	140	136	(2017-18)	0	(2018-19)	0	0	0 (Zero)	0
(2017-18)	140	125	(2018-19)	0	(2019-20)	97	10	200000 (Two Lakh)	87

UG [4 Years Program(s)]: Placement & higher studies for previous 3 years:

Academic Year	No. of first year students intake in the year	No. of first year students admitted in the year	Academic Year	No. of students admitted through Lateral entry	Academic Year	No. of students graduating in minimum stipulated time	No. of students placed	Median salary of placed graduates (Amount in Rs.)	No. of students selected for Higher Studies
(2014-15)	560	554	(2015-16)	127	(2017-18)	599	379	320000 (Three lakh twenty thousand)	131
(2015-16)	560	526	(2016-17)	129	(2018-19)	545	359	320000 (Three lakh twenty thousand)	94
(2016-17)	640	551	(2017-18)	136	(2019-20)	503	302	300000 (Three lakh twenty thousand)	75

PG [1 year Program]: Placement & higher studies for previous 3 years

Academic Year	No. of first year students intake in the year	No. of first year students admitted in the year	Academic Year	No. of students graduating in minimum stipulated time	No. of students placed	Median salary of placed graduates (Amount in Rs.)	No. of students selected for Higher Studies
(2017-18)	15	15	(2017-18)	15	5	200000 (Two lakh )	5
(2018-19)	49	45	(2018-19)	45	15	250000 (Two Lakh Fifty Thousand )	15
(2019-20)	45	48	(2019-20)	48	16	250000 (two lakh fifty thousand)	16

**Guru Jambheshwar University of  
 Science & Technology**  
**Registrar**  
 HISA-K-125001 (Haryana)

PG [2 Years Program(s)]: Placement & higher studies for previous 3 years:

Academic Year	No. of first year students intake in the year	No. of first year students admitted in the year	Academic Year	No. of students graduating in minimum stipulated time	No. of students placed	Median salary of placed graduates (Amount in Rs.)	No. of students selected for Higher Studies
(2016-17)	998	731	(2017-18)	585	410	360000 (Three lakh sixty thousand)	105
(2017-18)	963	500	(2018-19)	470	371	250000 (Two lakh fifty thousand only)	98
(2018-19)	1061	831	(2019-20)	589	374	360000 (Three lakh sixty thousand)	103

PG [3 Years Program(s)]: Placement & higher studies for previous 3 years

Academic Year	No. of first year students intake in the year	No. of first year students admitted in the year	Academic Year	No. of students admitted through Lateral entry	Academic Year	No. of students graduating in minimum stipulated time	No. of students placed	Median salary of placed graduates (Amount in Rs.)	No. of students selected for Higher Studies
(2015-16)	60	26	(2016-17)	31	(2017-18)	37	25	350000 (Three lakh Fifty thousand)	0
(2016-17)	60	25	(2017-18)	25	(2018-19)	36	25	320000 (Three lakh twenty thousand )	0
(2017-18)	60	35	(2018-19)	18	(2019-20)	38	25	320000 (Three lakh twenty thousand)	0

Ph.D Student Details



Ph.D (Student pursuing doctoral program till 2019-20; Students admitted in the academic year 2020-21 should not be entered here.)

	Total Students
Full Time	504
Part Time	0

No. of Ph.D students graduated (including Integrated Ph.D)

	2019-20	2018-19	2017-18
Full Time	43	91	75
Part Time	0	0	0

## Online Education

1. Does all programs/courses were completed on time.

Yes

2. Measures taken to complete the syllabus of courses and programs.

The University has about 23 academic departments that are running more than 50 UG/PG programs. COVID has impacted the activities of the departments in many ways. The students were not there on campus. Teaching classes and practical's were not possible in physical mode. Departments took many initiatives right from the beginning. First of these initiatives were online theory classes for all the UG and PG programs through different available online modes. For practical classes, videos were uploaded and were shared with the students so that their teaching does not suffer at any cost. Minor and major Examinations were conducted online. Online examinations were conducted for all the UG and PG courses. The Students of the University campus as well as of the affiliated colleges were given equal opportunities. COVID has definitely impacted the research being carried out in various science and engineering departments of the University. In the first major lockdown, the University was closed for about two months, and later as per guidelines of the Ministry of Home Affairs and University Grants Commission, University started opening and Ph.D. students started coming back to the University but it was not completely normal for about six months. The Ph.D. students dedicated to experimental work could not carry out the experiments. The synthesis of various kinds of research samples and their characterization and investigation and study of the various applications was impacted. Ph.D. students started coming back in the month of June/July 2020 and then started again experimental work. University took several initiatives and measures to minimize this academic loss. During this period several online activities were carried out by the respective science and engineering department for sharpening the research skills of the students so that their project work improves once the University attains normalcy. Online conferences were organized. Several online seminars and workshops were organized for making a good loss of the period. Online Ph.D. viva was conducted so that there is no loss to the student. The Online Ph.D. submission process is already in place at the University. Online progress report of the research scholars has become a routine process so that good quality reach is underway as usual. University faculty members were digitally connected with the Foreign collaborators for discussing research problems. Students and Faculty members were encouraged to attend important national and international symposia/conferences/training programs and workshops. Remote access from home for online e-journals and e-books was provided to all the Faculty members and research scholars of the University.

3. The period of delay in completion of syllabus (in months).

0

4. The period of delay in conducting exams (in months).

3

Portal Name	No. of students offered online courses which have credit transferred to transcript	Total no. of online courses which have credit transferred to the transcript	Total no. of credits transferred to transcript
Swayam	192	4	36

Any other

Portal Name	No. of students offered online courses which have credit transferred to transcript	Total no. of online courses which have credit transferred to the transcript	Total no. of credits transferred to transcript

6. No. of courses developed and available online on Swayam platform by your institution faculty

3

### Financial Resources: Utilised Amount for the Capital & Operational expenditure for previous 3 years

Financial Year	2019-20	2018-19	2017-18
	Utilised Amount	Utilised Amount	Utilised Amount
<b>Annual Capital Expenditure on Academic Activities and Resources (excluding expenditure on buildings)</b>			
Library	10114667 (One Crore one lakh four teen thousand eight hundred and twenty eight)	16115828 (One Crore sixty one lakh fifteen thousand eight hundred and twenty eight)	5706505 (Fifty Seven lakh six thousand five hundred and five)
New Equipment for Laboratories	21946604 (Two Crore nineteen lakh forty six thousand six hundred and four)	36552711 (Three Crore sixty five lakh fifty two thousand seven hundred and eleven)	19851737 (One Core Ninety Eight Lakh Fifty One Thousand Seven Hundred Thirty Seven)
Engineering Workshops (Equipment, tools and accessories procured for workshop as per the need of curricula)	67710 (Sixty Seven Thousand Seven hundred and ten)	89224 (Eighty Nine Thousand Two Hundred Twenty Four)	44000 (Forty Four Thousand)

## Financial Year

2019-20

2018-19

2017-18

## Utilised Amount

## Utilised Amount

## Utilised Amount

## Studios

125828 (One lakh twenty Five Thou  
sand Eight Hundred Twenty Eight)

0 (ZERO)

0 (ZERO)

Other expenditure on creation of Capital Assets (excluding expenditure  
on Land and Building)10421040 (One Crore Four Lakh Tw  
enty One Thousand Forty)8780340 (Eighty Seven lakh Eighty t  
housand three hundred and forty)14478620 (One Crore forty four lak  
h seventy eight thousand six hund  
red and twenty )

## Annual Operational Expenditure

Salaries (Teaching and Non Teaching staff)

904446561 (Ninety crore forty four  
lakh forty six thousand five hundre  
d sixty one only )643283563 (sixty four crore thirty t  
wo lakh eighty three thousand five  
hundred sixty three only )619346483 (Sixty One Crore Ninety  
three lakh forty six thousand four  
hundred eighty three)Maintenance of Academic Infrastructure or consumables and other  
running expenditures (excluding maintenance of hostels and allied  
services,rent of the building, depreciation cost, etc)547453763 (fifty four crore Seventy  
Four lakh fifty Three thousand Sev  
en hundred Sixty Three)549929772 (fifty four crore ninety  
nine lakh twenty nine thousand se  
ven hundred seventy two )423926276 (forty two crore thirty n  
ine lacs twenty six thousand two h  
undred seventy six )

Seminars / Conferences / Workshops etc.

991427 (Nine lakh ninety one thou  
sand four hundred and twenty sev  
en only)4976957 (Forty nine lakh seventy si  
x thousand nine hundred fifty seve  
n only)7344398 (seventy three lakh forty f  
our thousand three hundred ninet  
y eight)

Accreditation

NBA Accreditation

1. Does your institute have a valid NBA Accreditation? YES

NAAC Accreditation

1. Does your institute have a valid NAAC Accreditation? YES

## IPR

## Calendar year

2019

2018

2017

No. of Patents Published

3

2

1

No. of Patents Granted

0

0

1

## Sponsored Research Details

Financial Year	2019-20	2018-19	2017-18
Total no. of Sponsored Projects	21	31	10
Total no. of Funding Agencies	12	15	9
Total Amount Received (Amount in Rupees)	63562000	148174000	16921536
Amount Received in Words	Six Crore Thirty Five Lakh Sixty Two Thousand	Fourteen Crore Eighty One Lakh Seventy Four Thousand	One Crore Sixty Nine Lakh Twenty One Thousand Five Hundred Thirty Six

## Consultancy Project Details

Financial Year	2019-20	2018-19	2017-18
Total no. of Consultancy Projects	3	8	1
Total no. of Client Organizations	2	5	1
Total Amount Received (Amount in Rupees)	135330	1087549	35400
Amount Received in Words	One lakh Thirty Five Thousand Three Hundred Thirty	Ten lakh Eighty Seven Thousand Five Hundred forty nine Onl	Thirty five Thousand Fou

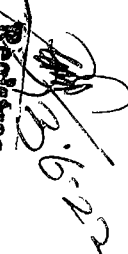
## Executive Development Programs/Management Development Programs

Financial Year	2019-20	2018-19	2017-18
Total no. of Executive Development Programs/ Management Development Programs	0	0	0
Total no. of Participants	0	0	0

Financial Year	2019-20	2018-19	2017-18
Total Annual Earnings (Excluding Lodging & Boarding Charges) (Amount in Rupees)	0	0	0
Total Annual Earnings in Words	Zero	Zero	Zero

### PCS Facilities: Facilities of physically challenged students

1. Do your institution buildings have Lifts/Ramps?	Yes, more than 80% of the buildings
2. Do your institution have provision for walking aids, including wheelchairs and transportation from one building to another for handicapped students?	Yes
3. Do your institution buildings have specially designed toilets for handicapped students?	Yes, more than 80% of the buildings

  
 Registrar  
 Guru Jambheshwar University of  
 Science & Technology  
 HISAK-125001 (Haryana)

# Annexure 'A'

## Copy of University Act

secretary or other officer of the institution, such partner, director, manager, secretary or other officer shall also be deemed to be guilty of that offence and shall be liable to be proceeded against and punished accordingly.

**Explanation :-** For the purpose of the section institution means any body corporate and includes a firm or other association of individuals.

6. The University shall exercise the following powers and the Following functions, namely:-

**Powers and Functions of University.**

- \*[(a) to provide facilities and promote studies and research in emerging areas of higher education, including new frontiers of technology, pharmacy, environmental studies, non-conventional energy sources and management studies and also to achieve excellence in these and connected fields;
- \* (b) to hold examinations and grant degrees, diplomas and other academic distinctions or titles to persons in the fields of emerging areas of higher education, technology, pharmacy, management etc. as laid down in the Statutes, Ordinances or Regulations;]
- (c) to confer honorary degrees or other distinctions on approved persons in the manner laid down in the Statutes;
- (d) to institute prizes, medals, research studentships, exhibitions and fellowships;
- (e) to receive gifts, donations or benefactions from the Government and to receive gifts, donations and transfers of movable or immovable property from transfers, donors, testators, as the case may be; and to create such corpus fund with the donations so received for the welfare of the University;
- (f) to institute principalships, professorships, readerships, lecturerships, and to create other posts of any description required by the University and to appoint persons to such posts;
- (g) to cooperate with educational and other institutions in India and abroad having objectives similar to those of the University in such manner as may be conducive to their common goals;

\* Amended by Haryana Act No. 11 of 1996 and further amended by Haryana Ordinance No. 2 of 1996 and approved by Haryana Act No. 3 of 1998.

5  
12.6.22  
Registrar

- (h) to provide instruction, including correspondence and such other courses, to such persons as are not members of the University, as it may determine;
- (i) to approve persons for imparting instruction in any college or institution admitted to the privileges of the University;
- \*[(j) to maintain institutes, colleges of technology, pharmacy, management, Post Graduate Regional Centre, Sirsa etc. established by the University and to admit to its privileges, colleges of technology, pharmacy, management and colleges or institutes in the areas specified under sub-section (1) of section 4 and to disaffiliate colleges or institutes if they are not being run as per provisions of the Act, Statutes or Ordinances contained therein; ]
- (k) to declare a college, an institution or a department as autonomous college or institution or department, as the case may be;
- (l) to borrow with the approval of the Government, on the security of the property of the University, money for the purposes of the University;
- (m) to supervise, control and regulate the residence, conduct and discipline of the students of the University and of colleges and institutions within the jurisdiction of the University;
- (n) to deal with any property belonging to, or vested in the University, in such manner as the University may deem fit for advancing the objects of the University;
- (o) to assess the needs of the State and the country in terms of subjects, fields of specialization, levels of education and training of technical manpower both on short and long term basis and to initiate necessary programmes to meet those needs;
- (p) to organize advanced studies and research programmes based on a deep understanding of the trends in engineering, technology, \*\* [pharmacy], management and in allied sciences so that the production will be ensured of men who are not only up-to-date but also will be able to provide the lead;

\* Inserted Ordinance No.2 of 1996 and approved by Haryana Act No.3 of 1998.

**Registrar**

**Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)**

Scanned by CamScanner



**GURU JAMBHESHWAR UNIVERSITY OF SCIENCE & TECHNOLOGY, HISAR**  
(Established by State Legislature Act 17 of 1995)  
**'A' Grade, NAAC Accredited State Govt. University**

**No. Acad./AC-II/AC-57/2021/2367-2410**  
**Dated: 29.04.2021**

To

1. The Director, Higher Education,  
Haryana, Plot No. I - 8, I - 9, Shiksha Sadan,  
Block-C, Sector-5,  
Panchkula
2. The Director General,  
Technical Education, Haryana,  
Bays No. 7-12, Sector-4,  
Panchkula
3. Prof. Devinder Singh,  
Deptt. of Law, Punjab University,  
Chandigarh
4. Prof. Anil Khurana,  
Chairperson,  
Deptt. of Business Management,  
Deenbandhu Chhotu Ram University of Science & Technology,  
Murthal, Sonapat-131039
5. Dr. Avdesh Kumar Pandey,  
Former Head of Commerce Faculty,  
(D.A.V. College, Ambala City),  
House No. 1518, Sector-9,  
Urban Estate,  
Ambala City-132001
6. Dr. Pradeep Kumar,  
House No. 2059-A, Sector-3,  
Faridabad-121004  
(Haryana)
7. Prof. Avinash Sharma,  
Department of Physics,  
Guru Gobind Singh Inderprastha University,  
New Delhi
8. Prof. Dharendra Singhal, Chairperson,  
Department of Civil Engineering,  
Deenbandhu Chhotu Ram University of Science & Technology,  
Murthal (Sonapat)
9. Prof. Suresh Kumar,  
Deptt. of Electronics Science,  
Kurukshetra University,  
Kurukshetra

*29.6.22*  
**Registrar**

**Guru Jambheshwar University of**  
**Science & Technology**  
**HISAR-125001 (Haryana)**



**Subject: Minutes of the 57<sup>th</sup> Meeting of the Academic Council held on 19.03.2021 at 11.00 A.M. through blended (Online/Offline) mode.**

Sir/Madam,

I am sending herewith a copy of the minutes for the 57<sup>th</sup> meeting of the Academic Council held on 19.03.2021 at 11.00 A.M. through blended (Online/offline) mode in the Seminar Hall-I, Chaudhary Ranbir Singh Auditorium, GJUS&T, Hisar. Discrepancies, if any, in recording of minutes may kindly be conveyed to the undersigned within a week of its receipt.

**DA/As above**

**Sd/-  
REGISTRAR**

**Endst. No. Acad./AC-II/AC-57/2021/2411**

**Dated: 29.04.2021**

A copy of above along with a copy of the minutes is forwarded to the Secretary to Governor, Haryana (for kind information of the Hon'ble Governor-Chancellor, Guru Jambheshwar University of Science & Technology, Hisar), Haryana Raj Bhawan, Chandigarh.

**Sd/-  
REGISTRAR**

**Endst. No. Acad./AC-II/AC-57/2021/2412-13**

**Dated: 29.04.2021**

A copy of above along with a copy of the minutes is forwarded to the following: -

1. Secretary to Vice-Chancellor (for kind information of the Vice-Chancellor), Guru Jambheshwar University of Science & Technology, Hisar.
2. Supdt. O/o Registrar (for kind information of the Registrar), Guru Jambheshwar University of Science & Technology, Hisar.

**Sd/-  
Asstt. Registrar (Academic)  
for Registrar**

**Registrar**

**Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)**

41. **Noted** the action taken by the Vice-Chancellor U/S 11 (5) of the Guru Jambheshwar University of Science & Technology, Hisar Act, 1995, in anticipation approval of the Academic Council/Executive Council for starting the M.A. (English) Programme through ODL mode w.e.f. July, 2021-22 with the approval of DEB, UGC.

**Resolved that the above proposal be noted and approved subject to approval of the DEB and further recommended to the Executive Council for its approval.**

42. **Considered** the request of Ms. Sangeeta D/o Sh. Rajesh Resident of VPO Umra Tehsil Hansi District Hisar International Player for grant of admission in B.Sc. Psychology 1<sup>st</sup> year for the academic session 2020-21 (Annexure-LIX Pages 383-400 of the agenda).

**Resolved that the above proposal be not approved at this stage. She may be given admission for the next academic session, if she applied timely.**

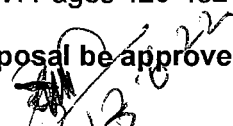
43. **Considered** the letter dated 03.03.2021 received from Prof. Anil D. Sahasrabudhe, Chairman, All India Council for Technical Education, New Delhi in light of the National Education Policy (NEP) 2020, the Executive Committee of the AICTE has decided to start Technical Education in regional languages. Only such institutions having NBA accreditation in engineering programme shall be allowed to start regional language division in the same discipline. The Institutes can add regional language division in the programme in which the NBA programme accreditation exists as per their choice (Annexure-LXI Pages 404-406 of the agenda).

**Resolved that the above proposal be accepted in principle and also wait for Govt. instructions in the matter.**

44. **Considered** and approve the recommendations of the BOS&R in Physiotherapy in its meeting held on 04.01.2021 and recommended by the Dean, Faculty of Medical Sciences on dated 15.03.2021 (Annexure-LXII Pages 408-410 of the agenda) regarding approval of scheme of examinations and syllabi of followings programmes being run in University Teaching Department w.e.f. academic session 2021-22:

1. Revised scheme of examinations & syllabi of Bachelor of Physiotherapy-1<sup>st</sup> to 8<sup>th</sup> semesters (Annexure-LXIII Pages 411-420 of the agenda).
2. Revised scheme of examinations & syllabi of Master of Physiotherapy-1<sup>st</sup> year (1<sup>st</sup> & 2<sup>nd</sup> semester) (Common to all Discipline) and Master of Physiotherapy-2<sup>nd</sup> year (3<sup>rd</sup> & 4<sup>th</sup> semester) with specialization: (Annexure-LXIV Pages 421-426 of the agenda).
  - (i) Musculoskeletal Disorders
  - (ii) Neurological Disorders
  - (iii) Sports Physiotherapy
  - (iv) Cardiothoracic and Pulmonary Disorders
3. Scheme of examinations & syllabi of Post Graduate Diploma in Yoga Sciences & Therapy-1<sup>st</sup> & 2<sup>nd</sup> semester (Annexure-LXV Pages 427-428 of the agenda).
4. Scheme of examinations & syllabi of M.Sc. in Yoga Science & Therapy-1<sup>st</sup> to 4<sup>th</sup> semester (Annexure-LXVI Pages 429-432 of the agenda).

**Resolved that the above proposal be approved.**

  
**Registrar**  
 Guru Jambheshwar University of  
 Science & Technology  
 HISAR-156001 (Haryana)

## 50. Any other item.

- i) Deptt. of Communication Management & Technology has submitted a proposal for opening B.A. (Mass Communication)-4 years programme under 70:30 scheme from the academic session 2021-2022. The House accepted the proposal in principle. The scheme and syllabi of examinations of B.A. (Mass Communication)-4 years programme under 70:30 scheme be framed again by the respective BOS&R as well as concerned Faculty and be placed before the Academic Council in its next meeting.
- ii) The Vice-Chancellor has informed to the House that students of B.Tech. Packaging Technology are demanding for degree in B. Tech. Printing Technology as the same is not accepted for the job purpose. The House has resolved that a Committee be constituted by the Vice-Chancellor to resolve the issue.
- iii) The Vice-Chancellor further informed to the House that a Deptt. of Emerging Technology has been created and an Ad hoc Board of Studies & Research in Department of Emerging Technology has been constituted.

The meeting end with a vote of thanks to the chair.

Sd/-

REGISTRAR

  
Registrar

Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)

**ABSTRACT TAKEN FROM THE MINUTES OF THE 54<sup>th</sup> MEETING OF THE ACADEMIC COUNCIL HELD ON 04.02.2020 AT 11.00 A.M. IN THE COMMITTEE ROOM OF GURU JAMBHESHWAR UNIVERSITY OF SCIENCE & TECHNOLOGY, HISAR.**

12. Considered and approved the recommendations of the Admission Committee vide resolution no. 5 in its meeting held on 15.05.2019 and recommendations of the Committee constituted by the Vice-Chancellor under his Chairmanship held on 29.04.2019 to start new programmes M.A. in Hindi and M.A. in English from the academic session 2019-20 on the University Campus as per detail given below:

A)

Name of the Course(s): M.A. English

Duration of the course: Two years (Semester system)

No. of seats: 40

Mode of Course: Budgeted

Fee structure: Rs. 20100 per annum  
or as mentioned in the University prospectus

Eligibility: Bachelor degree with atleast 45% marks in aggregate with 45% marks in the subject of English.

Weightage: 10% weightage of the marks obtained will be given (Hons.) in English subject at the graduation level.

B)

Name of the Course(s): M.A. Hindi

Duration of the course: Two years (Semester system)

No. of seats: 40

Mode of Course: Budgeted

Fee structure: Rs. 20100 per annum  
or as mentioned in the University prospectus

Eligibility: Bachelor degree with atleast 45% marks in aggregate with 45% marks in the subject of Hindi.

Weightage: 10% weightage of the marks obtained will be given (Hons.) in Hindi subject at the graduation level.

**Registrar**

Amended eligibility:

Bachelor degree with atleast 45% marks in aggregate OR 45% marks in the subject of Hindi/Sanskrit/Prabhakar/Functional Hindi

Weightage:

10% weightage of the marks obtained will be given for (Hons.) in Hindi subject at the graduation level

Resolved that the above proposal be approved and further recommended to the Executive Council for its approval. Further, it was resolved that the nomenclature of PG programme in English be M.A. (English) under Choice Based Credit System at University Campus.

3-6-22  
Registrar

Guru Jambheshwar University of  
Science & Technology  
HISAR-125004 (Haryana)

**Sub: Approval of Scheme & Syllabi.**

It is submitted that the Directorate of Distance Education is going to propose MA (Hindi) and MA (English) Programme through Open & Distance Learning mode and MBA (Finance) Programme through online mode for the session 2022-23. As per mandatory requirement of UGC (Open and Distance Learning Programme and Online Programme) Regulations, 2020, it is mandatory condition to adopt same scheme and syllabi of regular Programme for Open and Distance Learning Programme to be started or offered. Accordingly, the Programme Coordinator MA (Hindi), MA (English) and MBA (Finance) have submitted the scheme and syllabi. The same has already been approved by PGBOS&R and BOS&R respectively (Flag 'A', 'B' & 'C').

Therefore, keeping in view of above, the Hon'ble Vice-Chancellor may kindly be requested to approve the following under Section 11(5) in anticipation of approval of Academic Council: -

1. To approve the Scheme and Syllabi of proposed MA (Hindi) Programme through Open and Distance Learning mode at par with regular mode (Flag 'D') for the session 2022-23.
2. To approve the Scheme and Syllabi of proposed MA (English) Programme through Open and Distance Learning mode at par with regular mode (Flag 'E') for the session 2022-23.
3. To approve the Scheme and Syllabi of proposed MBA (Finance) Programme through online mode at par with regular mode (Flag 'F') for the session 2022-23.

Submitted please.

Assistant (DE)

Deputy Registrar (DE)

x above is submitted to the Hon'ble Vice-Chancellor for final approval pl.

DE-3 27/05/22

sushila 27/05/22

Registrar 27/05/22

27/05/22

Vf Nanku 27/05/22

Registrar 27/05/22

DE

27/05/22

sushila 27/05/22

Office Incharge

15-03

Registrar

Guru Jambhwar University of  
Societal Technology  
HISAR-125001 (Haryana)



**DEPARTMENT OF HINDI**  
**GURU JAMBHESHWAR UNIVERSITY OF SCIENCE & TECHNOLOGY, HISAR**

**Minutes of Meeting of the PGBORS Meeting held on 23-05-2022 Online/offline.**


A meeting of PGBORS was held on 23-05-2022 at 11:00a.m. in the office of the Chairperson, Department of Hindi, Guru Jambheshwar University of Science & Technology Hisar.


The following members were present in the meeting:

- |    |   |                          |
|----|---|--------------------------|
| 1. | Prof. Kishna Ram Bishnoi,<br>Department of Hindi, GJUS&T, Hisar-125001.<br>Mobile: 9416422416   | Chairperson (Ex-officio) |
| 2. | Prof. Baijnath Prasad,<br>Chairperson, Department of Hindi,<br>Punjab University, Chandigarh-160014<br>Email- hindidep@pu.ac.in<br>M.No. 9463704082 | Outside Expert           |
| 3. | Prof. Sanjeev Kumar,<br>Department of Hindi,<br>Maharishi Dayanand University, Rohtak-124001<br>M.no.- 9255150400                                   | Outside Expert           |
| 4. | Smt. Kusam Saini, Principal<br>Govt. College, Hisar- 125001<br>Mobile: 9466088441   | Member                   |
| 5. | Dr. Deepmala,<br>HOD & Associate Professor,<br>Department of Hindi, Govt. College, Hisar- 125001<br>Mobile: 9996489944                              | Member                   |
| 6. | Dr. Geetu,<br>Assistant Professor,<br>Department of Hindi, GJUS&T, Hisar-125001.<br>Mobile: 9215537097  | Member                   |

**The following was discussed and approved in the meeting:**

- दूरस्थ शिक्षा निदेशालय के अंतर्गत प्रारंभ किए जा रहे एमए हिंदी प्रोग्राम के लिए स्कीम एंड सिलेबस पीपीआर स्व-अध्ययन सामग्री को पीजीबीओएस एंड आर की बैठक में की स्कीम को सर्वसम्मति से पास किया गया। दूरस्थ शिक्षा निदेशालय के अंतर्गत एमए हिंदी प्रोग्राम में भी नियमानुसार वही स्कीम एंड सिलेबस (80:20) ही रखा गया, जो इस विश्वविद्यालय के हिंदी विभाग के रेगुलर मोड में चल रहा है। बैठक के सभी बाह्य और आंतरिक विशेषज्ञों ने इसे पास करते हुए इस प्रोग्राम को आरंभ करने की स्वीकृति प्रदान की।


  
Prof. Kishna Ram Bishnoi  
Chairperson, Department of Hindi  
GJUS&T, Hisar.

  
Prof. Baijnath Prasad,  
Chairperson, Department of Hindi,  
Punjab University, Chandigarh-160014

  
Prof. Sanjeev Kumar,  
Department of Hindi,  
Department of Hindi, Maharishi Dayanand University, Rohtak

  
Dr. Deepmala,  
HOD & Associate Professor,  
Govt. College, Hisar- 125001

  
Dr. Geetu Assistant Professor  
Department of Hindi, GJUS&T Hisar

  
Smt. Kusam Saini, Principal  
Govt. College, Hisar- 125001

  
Registrar

**Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)**



**GURU JAMBHESHWAR UNIVERSITY**  
of Science & Technology, Hisar-Haryana (India)  
"A" Grade University Accredited by NAAC  
DEPARTMENT OF ENGLISH

ENG/2022/No. 7

Dated: 27/05/22

**Sub: Minutes of the Board of Studies.**

A meeting of the Board of Studies in the Department of English was held on Wednesday the 25<sup>th</sup> of May, 2022 at 11:00 a.m. in the office of the Chairman of English Department in the presence of the following members:-

- |  |              |
|--|--------------|
| 1. Prof. N. Sushil K Singh                     | in the Chair |
| Chairman, Department of English, GJUS&T, Hisar |              |
| 2. Prof. Sunita Siroha                         | Member       |
| Department of English, KUK, Kurukshetra        |              |
| 3. Dr. Sunita Bhargava                         | Member       |
| Department of English, F.C. College, Hisar     |              |
| 4. Dr. Vandana Puniav                          | Member       |
| Department of English, Govt. PG College, Hisar |              |

The following resolutions were considered and passed:-

- The curriculum and syllabi of MA English was extensively discussed and minor changes, addendum were proposed to be incorporated in the ongoing syllabus of MA English.
  - Background reading to be introduced in every paper.
  - Open elective in 2<sup>nd</sup> and 4<sup>th</sup> semesters.
  - Course outcomes etc.
  - Text to be arranged in chronological order.
- The members unanimously agreed the course to be introduced and run in distance education mode.
- Panel and Paper setters and examiners for MA English 2<sup>nd</sup> and 4<sup>th</sup> Semesters.
- The BOS members authorized the chairman to take decision on miscellaneous matters, if any. The meeting ended with the vote of thanks by the chairman.

Endst. No. ENG/22/ 70-79 Dated: 27/05/2022

Copy of the above is forwarded to the followings for information and necessary action:-

- Prof. N S K Singh, Professor, Department of CM&T, (Chairman)
- Prof. Sunita Siroha, Department of English, Kurukshetra University, Kurukshetra.
- Dr. Vandana Bishnoi, Astt. Prof., Department of English, Govt. PG College, Hisar.
- Mrs. Sunita Bhargawa, Associate Professor(English), FC College, Hisar
- COE, GJUS&T, Hisar.
- A.R (Academic), GJUS&T, Hisar.
- A. R (Registration) GJUS&T, Hisar.
- Secy. To Vice-Chancellor (for kind information of the Hon'ble Vice-Chancellor), GJUS&T, Hisar
- PA to Registrar (for kind information of the Registrar), GJUS&T, Hisar

27.05.2022  
Chairman

13.6.22  
Registrar

**Guru Jambheshwar University of**  
Science & Technology  
HISAR-125004 (Haryana)



Sub: Regarding meeting of CIQA.

Placed below Public Notice no. F. No. 3-1/2022 (DEB-III) dated 13.05.2022 received from DEB, UGC may kindly be perused vide which they informed that UGC invites fresh applications from ELIGIBLE Higher Educational Institutions (HEIs) as per Regulations 3(A) and Regulation 3(B)(b) of UGC (Open and Distance Learning Programmes and Online Programmes) Regulation, 2020 and its amendment for recognition of the Programmes under Open and Distance Learning (ODL) mode and/or Online mode from academic year 2022-23, academic session beginning September, 2022 (revised from July - August, 2022) and onwards.

The Online portal for submitting applications shall remain open from 15<sup>th</sup> May, 2022 to 31<sup>st</sup> May, 2022. The HEI is required to submit application at <https://deb/ugc.ac.in/Proposal/Application/Selection>. The duly certified hard copy of the application along with original affidavit and annexure should reach by 15<sup>th</sup> June, 2022 at the address, Joint Secretary, Distance Education Bureau, UGC 35, Feroze Shah Road, New Delhi-110001.

In this connection, it is submitted that the Directorate of Distance Education has proposed to apply for three (03) new Programmes i.e. MA (English), MA (Hindi) through ODL mode and MBA (Finance) through Online mode from the Academic session 2022-23. Therefore, the meeting of CIQA is required to be organized to approve and discuss the following agenda items for submitting the proposal to DEB, UGC for approval of above mentioned ODL and Online programmes:-

1. To approve the PPR of proposed MA (Hindi) Programme through ODL mode.
2. To approve the PPR of proposed MA (English) Programme through ODL mode.
3. To approve the PPR of proposed MBA (Finance) Programme through Online mode.
4. To approve the SLM of proposed MA (Hindi) Programme through ODL mode.
5. To approve the SLM of proposed MA (English) Programme through ODL mode.
6. To approve the SLM of proposed MBA (Finance) Programme through Online mode.
7. Any other item with the permission of Chairperson.

Keeping in view of above, the Hon'ble Vice-Chancellor may kindly be requested to approve the following:-

- i) To approve the schedule of CIQA meeting on 27.05.2022 at 10:00 AM through online mode.
- ii) To approve the agenda items as mentioned above.
- iii) To approve the financial sanction of Rs. 4000/- as payment for Honorarium to two outside Experts @ Rs. 2000/- each.

Submitted, please.

Assistant

*Subdt C/O*

*Office Incharge* *Agha Dori* *24/05/22*

*DR (DE)* *x above is submitted to the Hon'ble Vice-Chancellor for kind approval pl.*

*DDE*

*Registrar*

*vc*

*Registrar*

*Office Incharge*

**Registrar**

**Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)**

*VC-8903*  
*24/5/22*  
*25*



*Regn 6710*  
*24/5/22*  
*25/5*



GURU JAMBHESHWAR UNIVERSITY OF SCIENCE & TECHNOLOGY, HISAR

*D-3*

*24/5/2022*

*sushil* *24/05/22*

*24/5/22*

*24/5/22*

*25/05/22*

*sushil* *25/05/22*

Reference approval of the Vice-Chancellor at NP. 24 regarding meeting of CIQA. Accordingly, the notice for CIQA meeting under the Chairmanship of Vice-Chancellor has been prepared and added below for approval please.

Abey  
25/05/22  
D-3

SURET (PE)

Asha Dami, 25/05/22

DR (PE)

sub (A) - D

Sushila

25/05/22

ASHA ~~25/05/22~~ 25/05/22  
D/3

25/05/22  
Registrar

Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)



- 26 -

Reference to NP-24, the meeting of Centre for Internal Quality Assurance (CIQA) Committee was held on 27.05.2022 at 11:00 A.M through Online mode under the Chairmanship of Hon'ble Vice-Chancellor.

The draft of the Minutes of above said meeting of CIQA has been prepared and added below for approval, please.

Atty  
27/05/2022  
D-3

VC-3024  
27/5/22

Rev 6978  
30/5/22

27/5/22  
Asstt.

DRC (PSE)

Sushila 27/05/22

DDE  
27/05/22

Registrar 27.5.22

VK 27/5/22

Registrar 27.5.22

DDE  
27/5/22

on/00

Sushila 30/05/22

supdt/E/D-4

30/05/22

crsgt/H-6

18.6.22

Registrar

Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)





### Notification

MINUTES OF MEETING OF CIQA (CENTRE FOR INTERNAL QUALITY ASSURANCE) COMMITTEE OF DIRECTORATE OF DISTANCE EDUCATION HELD UNDER THE CHAIRMANSHIP OF VICE-CHANCELLOR ON 27.05.2022 AT 11.00 A.M. THROUGH ONLINE MODE.

The followings were present:

1. Vice-Chancellor, GJUS&T	Chairman
2. Registrar, GJUS&T	Member
3. Controller of Examinations, GJUS&T, Hisar	Member
4. Director, HSB, GJUS&T, Hisar	Member
5. Chairperson, Deptt. of CMT, GJUS&T, Hisar	Member
6. Chairperson, Deptt. of Mathematics, GJUS&T, Hisar	Member
7. Prof. R. Bhaskar, IGNOU, Delhi	Member
8. Prof. Suresh Mittal, HSB, GJUS&T, Hisar	Member
9. Director, PDUCIC, GJUS&T, Hisar	Member
10. Dy. Registrar (DE), GJUS&T, Hisar	Member
11. DR/ AR (Accounts), GJUS&T, Hisar	Member
12. DR/ AR (Academic), GJUS&T, Hisar	Member
13. Director, Distance Education/ CIQA	Member Secretary
14. Sh. Vinod Goyal, Assistant Professor, DDE, GJUS&T, Hisar	Special Invitee
15. Dr. Sunaina, Assistant Professor, DDE, GJUS&T, Hisar	Special Invitee
16. Dr. Vizender Sihag, Assistant Professor, DDE, GJUS&T, Hisar	Special Invitee
17. Dr. Geetu, Assistant Professor, Deptt. of Hindi	Special Invitee

The meeting of the committee was held through online mode. The following agenda items were discussed and resolved accordingly:

- Agenda No. 1:** To approve the PPR of proposed MA (Hindi) Programme through ODL mode.  
The Director, Distance Education has presented the PPR of proposed MA (Hindi) before the committee and same has been approved by the members of Committee. Director Distance Education also informed that the proposal to start MA (Hindi) has already been approved by the 57<sup>th</sup> Academic Council, held on dated 29.04.2021 vide agenda item no. 40.
- Agenda No. 2:** To approve the PPR of proposed MA (English) Programme through ODL mode.  
The Director, Distance Education has presented the PPR of proposed MA (English) before the committee and same has been approved by the members of Committee. Director Distance Education also informed that the proposal to start MA (English) has already been approved by the 57<sup>th</sup> Academic Council, held on dated 29.04.2021 vide agenda item no. 41.
- Agenda No. 3:** To approve the PPR of proposed MBA (Finance) Programme through Online mode.  
Director, Distance Education informed the committee that as per public notice from UGC, vide Letter No. F.No. 3-1/2022(DEB-III) dated 13<sup>th</sup> May 2022, in case of online mode; University may apply/submit information on the UGC DEB web-portal throughout the year. Therefore, it is resolved

3.6.22  
Registrar

Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)

that the approval of proposed online programmes to UGC-DEB may be applied accordingly for the session 2022-2023 subject to the approval of statutory bodies.

**Agenda No. 4:** To approve the SLM of proposed MA (Hindi) Programme through ODL mode.

SLM of the proposed MA (Hindi) may be approved by the Hon'ble Vice Chancellor as and when ready and same will be reported in the Next CIQA meeting.

**Agenda No. 5:** To approve the SLM of proposed MA (English) Programme through ODL mode.

SLM of the proposed MA (English) may be approved by the Hon'ble Vice Chancellor as and when ready and same will be reported in the Next CIQA meeting.

**Agenda No. 6:** To approve the SLM of proposed MBA (Finance) Programme through Online mode.

Director, Distance Education informed the committee that as per public notice from UGC, vide Letter No. F.No. 3-1/2022(DEB-III) dated 13<sup>th</sup> May 2022, in case of online mode; University may apply/submit information on the UGC DEB web-portal throughout the year. Therefore, is it resolved that the approval of proposed online programmes to UGC-DEB may be applied accordingly for the session 2022-2023 subject to the approval of statutory bodies

The meeting ended with a vote of thanks to the Chair.

Endst.No. DDE/DE-3/2022/129-145

Director (DE)

Dated: 30.05.2022

A copy of the above is forwarded to the following for information and necessary action:

1. Controller of Examinations, GJUS&T, Hisar
2. Director, HSB, GJUS&T, Hisar
3. Chairperson, Deptt. of CMT, GJUS&T, Hisar
4. Chairperson, Deptt. of Mathematics, GJUS&T, Hisar
5. Prof. R. Bhaskar, IGNOU, Delhi
6. Prof. Suresh Mittal, HSB, GJUS&T, Hisar
7. Director, PDUCIC, GJUS&T, Hisar
8. Dy. Registrar (DE), GJUS&T, Hisar
9. DR/ AR (Accounts), GJUS&T, Hisar
10. DR/ AR (Academic), GJUS&T, Hisar
11. Sh. Vinod Goyal, Assistant Professor, DDE, GJUS&T, Hisar
12. Dr. Sunaina, Assistant Professor, DDE, GJUS&T, Hisar
13. Dr. Vizender Sihag, Assistant Professor, DDE, GJUS&T, Hisar
14. Dr. Geetu, Assistant Professor, Deptt. of Hindi
15. SVC (for kind information of the Vice-Chancellor), GJUS&T, Hisar.
16. Supdt. O/o Registrar (for kind information of the Registrar), GJUS&T, Hisar.
17. Office of Director, Distance Education (for kind information of the Director, DE/CIQA), GJUS&T, Hisar.

Registrar

Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)

See file 30/05/22  
Dy. Registrar (DE)

## PROGRAMME PROJECT REPORT (PPR)



For

**Master of Arts  
(M.A.- English)**

**Directorate of Distance Education  
GURU JAMBHESHWAR UNIVERSITY OF SCIENCE  
& TECHNOLOGY, HISAR**

*[Handwritten signature]*  
*[Handwritten signature]*  
*[Handwritten signature]*  
**Registrar**  
Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)

## PROGRAMME PROJECT REPORT (PPR)

### Master of Arts

#### A. PROGRAMME'S MISSION & OBJECTIVES

- **Mission**

The mission of the M.A. programme is to produce post -graduates with optimum knowledge in a number of areas and is highly proficient in written and oral communication, analysis and synthesis, enhancing quantitative reasoning, problem solving of changing regional, national and global economic environment. It offers a plethora of job opportunities. It will be the new start to get higher education and to uplift their standard of living.

- **Objectives**

- To provide an opportunity to aspiring learners, who have completed education up to Graduation level, to pursue a Master's degree in Arts through ODL system.
- To make them aware about advanced concepts of General English language.
- To acquaint the learners with the emerging language issues in the new millennium.
- To prepare graduates to demonstrate effective leadership skills in a group project/society.
- To enable students to acquire more extensive specialist skills and more advanced knowledge.
- To develop critical thinking and decision-making skills in students so that they can identify and analyse problems, develop feasible alternatives and make decisions effectively.
- To enhance effective communication skills among students for preparing and delivering effective oral presentations.
- To develop ethical behaviour for identifying ethical conflicts and social responsibilities.
- To educate students with competent skills to make them capable to seek jobs and progress in their profession.
- To shape the students as well informed citizens and to mark & update their position globally.

- k. To offer unlimited opportunities to the students in future to face the competitive examinations.
- l. To prepare the students to play their legitimate role globally.
- m. To make the students aware about the issues pertaining to advanced International Language.

## **B. RELEVANCE OF THE PROGRAMME WITH HIGHER EDUCATIONAL INSTITUTION'S (HEI'S) MISSION & GOALS**

- **HEI'S Mission**

The University aspires to be a globally recognized Centre of excellence in the field of technical education and research. It strives to achieve this by introducing innovative job oriented courses, employing competent and motivated faculty, developing state-of-the-art infrastructure, striking purposeful linkages with industry and professional bodies, and promoting quality of work life on campus. The University focuses on the student community to imbibe them with passion for knowledge and creativity and to promote sustainable growth in academic resources, student placements, and holistic human development with a strong conviction for professional ethical, social and environmental issues.

- **HEI'S Goals**

The objectives of the University as enshrined in the Act are to facilitate and promote studies and research in emerging areas of higher education with focus on new frontiers of and also to achieve excellence in these and connected fields. The University has taken a number of steps to promote quality technical education and has already made a mark in certain areas that contribute to promote quality education in the present global competitive environment.

- **Programmes Offered To Achieve HEI's Mission And Goals**

The HEI's mission and goals are holistically inherited in the MA programme ( Master of Arts) of Directorate of Distance Education. Scheme and syllabus of this program is designed by Board of Studies and the same is approved by Academic Council. In 2021-22, same scheme and syllabus for distance programme in line with the Regular mode is adopted as per ODL guidelines of UGC. This program delivers



required theoretical, practical and industry inputs to students that develop creative thinking to make them experts and professionals in the field.

### C. NATURE OF PROSPECTIVE TARGET GROUP OF LEARNERS

The target group of learners will be of mixed nature. Some may be employed and rest unemployed. Aspiring graduates who wish to study after passing of their graduation, a person who cannot pursue for their further education due to any reason, persons who are not able to pay higher fee in regular mode (Affordable Fee structure), who want to enhance their career etc. can get enrolled as students of Master Course in Arts (English).

#### • COMPOSITION OF THE TARGET GROUP

- The Graduate students desirous of enhancing their knowledge and qualifications for higher studies.
- The persons who want to pursue their higher studies in business, commerce, economics.
- The Persons who cannot pursue higher education due to any reason.
- The Persons who are not able to pay higher fees in regular mode (Affordable Fee structure).
- The Home makers who want to enhance their career in business and related areas.
- The University employees with fee concession.
- The students who are eligible for Post Matric Scholarship for SC student of Haryana as per the Government Guidelines.

### D. APPROPRIATENESS OF PROGRAMME TO BE CONDUCTED IN OPEN AND DISTANCE LEARNING (ODL) MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE

It aims to provide instructional facilities at par with national and international standards in the humanities, to enable students to compete nationally and globally. It seeks to promote research and knowledge up gradation in students, by providing opportunities for knowledge acquisition. It attempts to provide students with a holistic development through curricular frames and syllabi. The syllabus has been designed with a view to preparing students for the UGC NET & JRF exam.

- ❖ The programme enhances students to do their social duties and public welfare work.
- ❖ The programme helps in the evaluation process of students to receive experiences regarding, budgeting, independence, multitasking, note-taking, prioritizing, and working with others.
- ❖ The programme develops students' academic skills to interpret complex information, solve problems and work till deadline; these skills help graduates to make their career.

It has been already stated that many of the learners are employed. They cannot attend regular classes. Some of them also want to improve their academic qualifications for upgrading their career. Those who are graduates and employed in elementary or primary schools want to upgrade their qualification for their career. Many of them are unemployed youth. They want to improve their academic carrier to get opportunity in the job market. A large number of the learners are women and girls. They were not able to enrol themselves for different reasons. They will be also benefitted by this course.

➤ **Learning Outcomes:** The learning outcomes of this programme are as given below:

- a) **Knowledge:** The students will be able to realise him-self and human values.
- b) **Analysis:** The students will be able to understand societal needs and social service. The students will analyse the needs and requirements.
- c) **Representation:** The students will be able to stand as creative initiators.
- d) **Social well-being:** Students will be able to face interviews and interactive phases in social life.

➤ **Specific Skills Acquired**

Some of the key skills that aspirants should possess after the completion of post- graduation a two year degree in MA –English programme. The students in the process of learning will acquire the following skills:

- **Fluent in language:** Fluency is defined as –being able to speak and write quickly or easily in a given language. Therefore, the student in MA programme will be expected fluent in English language.



**Registrar**

- **Adaptive Skills:** Adaptive skills are often defined as a set of behaviours or constellation of skills that allow for an individual to function independently and meet environmental demands.
- **An organised life:** A student gets to know about a well organised and well informed life.
- **Intellectual curiosity:** Intellectually curiosity is one that leads to an acquisition of general knowledge
- **Logical thinking:** Logical thinking is a process of clearly moving from one related thought to another. Logical thinking skills are important because they can help you reason through important decisions, solve problems, generate creative ideas and set goals—all of which are necessary for developing onesl career.
- **Inquisitiveness:** Inquisitiveness is the quality of wanting to discover as much as you can about things.
- **Communication skills:** Communication skills are abilities you use while giving and receiving different kinds of information. Communication skills involve listening, speaking, observing and empathizing.
- **Ethical Skills:** Ethical behaviour tends to be good for business and involves demonstrating respect for key moral principles that include honesty, fairness, equality, dignity, diversity and individual rights. Acting in ways consistent with what society and individuals typically think are good values.
- **Negotiation skills:** Negotiation skills are qualities that allow two or more parties to reach a compromise. These are often soft skills and include abilities such as communication, persuasion, planning, strategizing and cooperating. Understanding these skills is the first step to becoming a stronger negotiator.
- **Entrepreneurial skills:** Entrepreneurial skills refer to the set of cognitive, technical, and interpersonal skills required in the practice of entrepreneurship.

➤ **Competencies Acquired**

The various competencies acquired by students include:

- **Personal Competencies** - How to manage Self Business.
- **Interpersonal competencies** - How to work with people in teams and make coordination in their activities.

- **Informational competencies-** How to use and process information for the benefits of one's professional life as well as personal life or organization.
- **Action competencies-** How to perform in the challenging business environment in a systematic way.

## E. INSTRUCTIONAL DESIGN

Need based courses have been identified and the courses are developed. They have been fine-tuned taking into consideration industry/social requirements and also to educate rural people professionally. The course, curriculum and syllabi are designed and evaluated by a Departmental Committee. The curriculum and syllabi is then placed in the Board of Studies. The finalized curriculum and syllabi are then placed in the Academic Council for the final approval. The governing body of the distance education ensures that the distance education curriculum has equivalent syllabus as the regular programmes. In addition, electives have been introduced specifically for distance education programmes to suit the requirements of the dynamic changes taking place in the economy and Industry. However electives can be introduced as and when the need arises after obtaining necessary approvals from the appropriate academic bodies of the University. Approval of Board of Studies and Academic Council are obtained whenever modifications/additions are made in the existing curriculum and syllabi.

A high quality educational experience is required. Four essential components i.e. subject matter, Instructional methods, Faculty/ Staff and Cost are required which will instruct towards the best design. Curriculum and syllabi are approved by the statutory bodies of the universities i.e. Board of Studies & Research (BOS&R), concerned Faculty and Academic Council, the programme has been designed in annual system mode.

### a. Curriculum Design

Curriculum design is purposeful. It is not just to have a course of study. Its broader purpose is to improve student learning, but it may have other purposes as well. The course appreciates the importance of the course in general and provides several opportunities to the learners to interact with ODL environments, experience and experiment with teaching-learning processes, integrating the value of theories and significance of real contexts. The assessment process too should be comprehensive and continuous involving both quantitative and qualitative parameters to ensure constructive experience. Instructional Design includes print, audio or video, audio visual and online Computer-aided systems. The Course also provides student

13.6.22  
Registrar  
Guru Jambhadr University of  
Sri Ganganagar  
HISAR-125001 (Haryana)

support services in different ways. Therefore, a reasonable curriculum\* (Annual system) as running at present designed which is given as below:-

## DETAILS OF PAPERS

- **ENG- 101: LITERATURE IN ENGLISH: (1550-1660) (Part-I)**  
British literature holds the most significant place in English literature. This paper attempts to cover major literary works starting from Chaucerian worksto the works of John Milton. It aims to get students acquainted with the important literary movements like Renaissance, Humanism, and Reformationetc.
- **ENG- 102: LITERATURE IN ENGLISH: (1660-1798)**  
The course brings the students close to the zeitgeist of Neo-classical era in the literary history of England. It would also acquaint them with the social, political, religious, economical and cultural milieu of the age.
- **LITERATURE IN ENGLISH: (1798-1914) (Part-I)**  
The paper aims to acquaint the students with the major poets and novelist of theRomantic and Victorian age. It will be explored how the romantic literature was thereaction against the rigid conventions of Neo-classical age. A detailed discussion of the features of the Romantic literature, crises of faith in Victorian age, and the optimism reflected in the literature of Victorian age will be an important component of this course.
- **ENG- 104: LITERATURE IN ENGLISH: (1914-2000) (Part-I)**  
The paper aims to acquaint the students with the major trends of the Modern Age, the twentieth century Indian literature and Movement-poetry. The students will be acquainted with the major developments in the field of modern novel andpoetry of the age. The aftermaths of two world-wars, the resultant disintegration and loss of faith, the Britishers' view of India, and the impact of Indian philosophy on the western literature will be explored.

## OPTIONAL PAPERS

- **ENG- 105 (i): STUDY OF A GENRE: FICTION**

The course will introduce the students to one of the most important genres that has emerged in the twentieth century fiction. The students will come to know about the development of novel from the nineteenth century to the twentieth century across the world. Readings will be focused on the theorists of fiction to the most renowned writers of the novel. Besides the various aspects of the novel, the various types of the novel i.e. novel of manners, social novel, psychological novel, philosophical novel and romance will be introduced to the students.

- **ENG- 105 (ii): STUDY OF A GENRE: DRAMA**

The paper aims to acquaint the students to the drama which is considered the beginning of literature. It will familiarise the students with different kinds of drama spread all over the world and ages, that is, from Greece to America, and 5th century B.C. to the 21st century. This paper will help the students to understand the socio-cultural and political conditions of the different ages.

- **ENG- 105 (iii): STUDY OF A GENRE: POETRY**

This course will enable students acquire an understanding of the character of poetry as a genre of literature. It will introduce them to the functions of poetry in society and enable them to understand the elements, techniques, devices, and forms of poetry. The course will impart to them the requisite knowledge that would enable them read and analyze poems of various periods and representing various points of view and different cultures

## 2ND SEMESTER

- **ENG- 201: LITERATURE IN ENGLISH: (1550-1660)**

British literature holds the most significant place in English literature. This paper attempts to cover major literary works starting from Chaucerian works to the works of John Milton. It aims to get students acquainted with the important literary movements like Renaissance, Humanism, and Reformation etc.

- **ENG- 202: LITERATURE IN ENGLISH: (1660-1798)**

The course brings the students close to the zeitgeist of Neo-classical era in

the literary history of England. It would also acquaint them with the social, political, religious, economical and cultural milieu of the age.

- **ENG- 203: LITERATURE IN ENGLISH: (1798-1914)**

The paper aims to acquaint the students with the major poets and novelist of the Romantic and Victorian age. It will be explored how the romantic literature was the reaction against the rigid conventions of Neo-classical age. A detailed discussion of the features of the Romantic literature, crises of faith in Victorian age, and the optimism reflected in the literature of Victorian age will be an important component of this course.

- **ENG- 204: LITERATURE IN ENGLISH: (1914-2000)**

The paper aims to acquaint the students with the major trends of the Modern Age, the twentieth century Indian literature and modern poetry. The students will be acquainted with the major developments in the field of modern novel and poetry of the age. The aftermaths of two world-wars, the resultant disintegration and loss of faith, the Britishers' view of India, and the impact of Indian philosophy on the western literature will be explored.

#### **OPTIONAL PAPERS**

- **ENG- 205 (i): STUDY OF A GENRE: FICTION**

The course will introduce the students to one of the most important genres that has emerged in the twentieth century fiction. The students will come to know about the development of novel from the nineteenth century to the twentieth century across the world. Readings will be focused on the theorists of fiction to the most renowned writers of the novel. Besides the various aspects of the novel, the various types of the novel i.e. novel of manners, social novel, psychological novel, philosophical novel and romance will be introduced to the students.

- **ENG- 205 (ii): STUDY OF A GENRE: DRAMA**

The paper aims to acquaint the students to the drama which is considered the beginning of literature. It will familiarise the students with different kinds of drama spread all over the world and ages, that is, from ancient to

the 21st century. This paper will help the students to understand the socio-cultural and political conditions of the different ages.

- **ENG- 205 (iii): STUDY OF A GENRE: POETRY**

This course will enable students acquire an understanding of the character of poetry as a genre of literature. It will introduce them to the functions of poetry in society and enable them to understand the elements, techniques, devices, and forms of poetry. The course will impart to them the requisite knowledge that would enable them read and analyze poems of various periods and representing various points of view and different cultures

### **Academic Session**

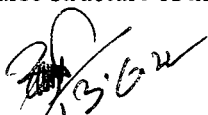
The Academic Session (2022-2023) \*\* of the course will be according to the University guidelines i.e. from July to June every year. It will be offered to new batch and semester-wise. Hence the proposed course has four semesters spreading over two years and two semesters for each year.

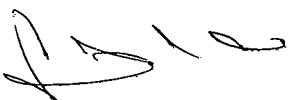

### **Structure of the Programme**

Unlike any other course, MA programme gives an opportunity to the concerned students to study various combinations of concerned papers. This programme offers a unique syllabus and a significant set of opportunities to students for a sound development of their knowledge in literary and cultural studies, Linguistics and English Language Teaching. The course materials have been written by experts in different areas of linguistics, language teaching, literature and cultural studies from universities all over the country. The programme consists of four semesters. Learners are required to study 4 paper in compulsory and 1 paper in optional in each semester for the completion of course in the duration of two years.

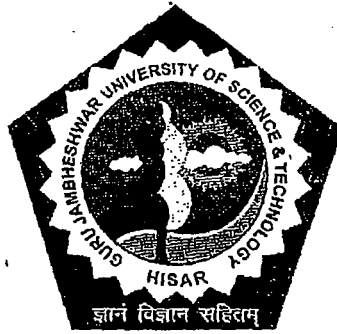
**Elective Papers** – Each student has to choose two discipline papers that cannot be changed during the course of three years, as per rules of the University. The students must pursue the same combination in all the three years. A B.A. programme student has the liberty to study Public Administration, Political Science, History, Mathematics, Economics and Sociology etc. For all the three years, the student attempts for elective papers, along with that, the student also has to appear in language papers as compulsory papers every year. Environmental Studies is offered as a qualifying paper during first year.

The course structure of the programme is given as below:

  
Registrar  
Guru Jambhadracharya University of  
Education & Technology  
Hisar-125001 (Haryana)



**Scheme of Examination and Syllabus****M.A. (English) Programme-2Years****Based on****Choice Based Credit System****(W.e.f.2022-23)****Department of English****Guru Jambheshwar University of Science & Technology,****Hisar-125001, Haryana.**

**Registrar**  
**Guru Jambheshwar University of**  
**Science & Technology**  
**HISAR-125001 (Haryana)**

## Course Curriculum of M.A. English (Under Choice Based Credit System)

SEMESTER-1<sup>st</sup>:

Serial No	Course Code	Nature	Nomenclature of Course	L-T-P	Credit /Hrs.	Max Marks	End-Semester Examination(Theory)	Internal Assessment	Duration of Exam
1	ENG 101	PC	Literature in English 1550-1660(Part-I)	4-1-0	5	100	70	30	3Hours
2	ENG 102	PC	Literature in English 1660-1798(Part-I)	4-1-0	5	100	70	30	3Hours
3	ENG 103	PC	Literature in English 1798-1914(Part-I)	4-1-0	5	100	70	30	3Hours
4	ENG 104	PC	Literature in English 1914-2000(Part-I)	4-1-0	5	100	70	30	3Hours
The students have to choose any one Elective out of ENG105 (i),(ii)and(iii)									
5	ENG 105 (i)	PE	Study of A Genre: Fiction(Part-I)	4-1-0	5	100	70	30	3Hours
	ENG105 (ii)	PE	Study of A Genre: Drama(Part-I)	4-1-0	5	100	70	30	3Hours
	ENG105 (iii)	PE	Study of A Genre: Poetry(Part-I)	4-1-0	5	100	70	30	3Hours

Note: L-Lecture, T-Tutorial, P-Practical

Programme Core PC)	Programme Elective (PE)	Open Elective (OE)	Total Credits
20	5	--	25

13.6.22  
Registrar  
Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)

## ENG-101: LITERATURE IN ENGLISH: (1550-1660) (Part-I)

External Marks: 70

Internal Marks: 30

(5Credits:4L+1T)

Time: 3 Hours

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:** The paper envisages acquainting the students with the literary and historical movements i.e., Renaissance, Jacobean, Puritanism, Rise and Fall of Drama and development of English Literature during this period. Students will also be acquainted with the development of English as a language along with poetry and drama of the period. The different genres of literatures such as tragedy, comedy, romantic-comedy, melodrama, problematic drama and poetic forms will also be familiarized with.

**Outcome:**

1. The students will be able to understand European as well as English Renaissance.
2. They will learn about the origin of English drama.
3. They will understand the different styles of poetry written during the Elizabethan age.
4. They will examine the history of English literature from Medieval age to Elizabethan Age.

**Unit-I Philip Sidney:** The following Sonnets from *Astrophel and Stella* are prescribed:

"Loving in truth and fain in verse my  
love to show", "Not at first sight, nor with a  
dribbed shot",  
"Virtue, alas, now let me take some rest",  
"It is most true, that eyes are formed to serve",  
"Reason, in faith thou art well serv'd, that still", "Alas  
have I not pain enough, my friend"  
"Your words my friend (right healthful  
Caustiks) blame", "This night while sleepe  
begins with heavy Wings",  
"Stella of tsees the Verie face of Wo",  
"No more, my dear, no more these  
Counsel strie", "Desire, though my old  
Companion art".

**Unit-II Christopher Marlow** : *Doctor Faustus*

**Unit-III William Shakespeare** : *The Tempest*

**Unit-IV John Milton** : *Paradise Lost* (Book-I)

13-6-22  
Registrar

Guru Janhreshwar University of

Hisar-125001 (Haryana)

**Background Reading: -**

Lollard movement, Geoffrey Chaucer, Renaissance Movement, University Wits, Francis Bacon, *Tottle's Miscellany*, Sonnets in English Literature, *The Faerie Queene* as an Allegory, *The Spanish Tragedy* by Thomas Kyd, Versions of *Bible* in Literature

**Suggested Reading:**

1. Reeves, James. *A Short History of English Poetry*.
2. Sanders, Andrew. *The Short Oxford History of English Literature*.
3. Ringler, William A., ed. *The Poems of Sir Philip Sidney*.
4. Charlton, H.B. *Shakespeare an Comedy*.
5. Bradley, A.C. *Shakespeare an Tragedy*.
6. Hazlitt, William. *Characters of Shakespeare's Plays*.
7. Barber, C.L. *Creating Elizabethan Tragedy: The Theater of Marlowe and Kyd*.
8. Levin, Harry. *Christopher Marlowe: The Overreacher*.
9. Steans, J.B. *Marlowe: Critical Study*.
10. Barker, Arthur E, ed. *Milton: Modern Essays in Criticism*.
11. Danielson, Daniss, ed. *The Cambridge Companion to Milton*.

20/12/22  
 Registrar  
 Guru Jambheshwar University of  
 Science & Technology  
 HISAR-125001 (Haryana)

## ENG-102: LITERATURE IN ENGLISH: (1660-1798) (Part-I)

External Marks: 70

Internal Marks: 30

(5Credits:4L+1T)

Time: 3 Hours

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:** The course brings the students close to the zeitgeist of Neo-classical era in the literary history of England. It would also acquaint them with the social, political, religious, economic and cultural milieu of the age.

**Outcome:**

1. The students will critically analyze texts and comprehend their relations with historical, social and political contexts.
2. They will be able to grasp the manners of aristocratic society of England.
3. They will be able to interpret the variety of satires.
4. They will be able to examine the nuances of Restoration drama.

Unit- I	John Dryden	: <i>Absalom and Achitophel</i>
Unit-II	William Congreve	: <i>The Way of the World</i>
Unit-III	Alexander Pope	: <i>The Rape of the Lock</i>
Unit-IV	Richard Sheridan	: <i>The School for Scandal</i>

**Background Reading:**

Hudibras, Gulliver's Travels,  
Gray, Smollett, Tristram Shan  
Historical Novel, Richardson,  
Gay, William Wycherley,  
Thomas Gray

**Suggested Reading:**

1. Bonamee, Dobree. *Restoration Comedy*.
2. John, Lofties, ed. *Restoration Drama: Modern Essays in Criticism*.
3. Ian, Jack. *Augustan Satire*.
4. Hugh, Walker. *Satire and Satirists*.
5. Ford, Boris, ed. *From Dryden to Johnson, The New Pelican Guide to English Literature, Vol. 4*.
6. Brower, Reuben Arthur. *Alexander Pope: The Poetry of Illusion*.
7. Hammond, Paul. *John Dryden: A Literary Life*.
8. Winn, James Anderson. *John Dryden and His World*.
9. Morris, Brian, ed. *William Congreve*.
10. Novak, Maximilian. *William Congreve*.
11. Ayling, Stanley. *A Portrait of Sheridan*.
12. Worth, Katharine. *Sheridan and Goldsmith*.



Registrar

Guru Jambhadr University of  
Sri Ganganagar  
HISAR-125001 (Haryana)

**ENG-103: LITERATURE IN ENGLISH: (1798-1914) (Part-I)****External Marks: 70****Internal Marks: 30****(5Credits:4L+1T)****Time: 3 Hours**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:** The paper aims to acquaint the students with the major poets and novelist of the Romantic and Victorian age. It will be explored how the romantic literature was the reaction against the rigid conventions of Neo-classical age. A detailed discussion of the features of the Romantic literature, crises of faith in Victorian age and the optimism reflected in the literature of Victorian age will be an important component of this course.

**Outcome:**

1. The students will be able to know the process of beginning and growth of English Romanticism.
2. They will be able to distinguish between neoclassical poetry and romantic poetry.
3. They will be able to understand Victorian novel.
4. They will be able to examine the social, political, religious, scientific temper of Victorian era.

**Unit-I William Wordsworth:** "To the Cuckoo",  
 "The Solitary Reaper",  
 "Daffodils",  
 "Tintern Abbey",  
 "Ode on Intimations of Immortality",  
 "Ode to Duty",  
 "Nutting",  
 "Strange Fits of Passion", "The Tables Turned".

**Unit-II John Keats:** "On First Looking into Chapman's Homer",  
 "When I have Fears that I may Cease to Be",  
 "Ode to a Nightingale",  
 "Ode to the Grecian Urn"  
 "Ode on Melancholy",  
 "To Autumn",  
 "To Psyche"

**Unit-III Charles Dickens:** *The Great Expectations*

**Unit-IV George Eliot:** *Middlemarch*

13.6.22  
 Registrar  
 Guru Jambheshwar University of  
 Science & Technology  
 HISAR-125001 (Haryana)

*[Handwritten signatures and marks]*

**ENG-104: LITERATURE IN ENGLISH: (1914-2000) (Part-I)****External Marks: 70****Internal Marks: 30****(5Credits:4L+1T)****Time: 3 Hours**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:** The paper aims to acquaint the students with the major trends of the Modern Age, the twentieth century Indian literature and Movement-poetry. The students will be acquainted with the major developments in the field of modern novel and poetry of the age. The after months of two world-wars, the resultant disintegration and loss of faith, the Britishers' view of India and the impact of Indian philosophy on the western literature will be explored.

**Outcome:**

1. The students will be able to know the meaning and scope of the concepts of the modern, modernity and modernism.
2. They will be able to acquaint themselves with the great tradition of modern European Drama.
3. They will be able to reflect upon the great upheaval that the world has undergone during twentieth century.
4. They will be able to interpret representative writings from twentieth and twenty first Century.

<b>Unit-I</b>	<b>T. S. Eliot</b>	<i>:The Waste Land</i> <i>:The Love Song of J. Alfred Prufrock.</i>
<b>Unit-II</b>	<b>E. M. Forster</b>	<i>: A Passage to India.</i>
<b>Unit-III</b>	<b>Philip Larkin</b>	<i>:"No Road",</i> <i>"Poetry of Departures",</i> <i>"Going, Going",</i> <i>"Deceptions",</i> <i>"Next Please"</i> <i>"If my Darling",</i> <i>"Reasons for Attendance",</i> <i>"Wedding Wind",</i> <i>"Church Going",</i> <i>"Ambulances"</i>
<b>Unit-IV</b>	<b>William Golding</b>	<i>: Lord of the Flies.</i>

13.6.22  
Registrar

**Background Reading:**

French Revolution, Romantic Revival, William Blake, Aesthetic Movement, Lord Byron, P.B. Shelley, S.T. Coleridge's *Kubla Khan*, Pre-Raphaelite Movement, Poetic Diction, Matthew Arnold, Georgian Poetry, lake poets

**Suggested Reading:**

1. Bowra, C.M. *The Romantic Imagination*.
2. Reeves, James. *A Short History of English Poetry*.
3. Abrams, M.H. *English Romantic Poets: Modern Essays in Criticism*.
4. Batho, E. and B. Dobree. *The Victorians and After 1830-1914*.
5. Leavis, F.R. *New Bearings in English Poetry*.
6. Hartman, G.H. *Wordsworth's Poetry. 1787-1834*.
7. Bateson, F.W. *Wordsworth: A Re-Interpretation*.
8. Bate, Walter Jackson, ed. *Keats*.
9. Fraser, G.S. *John Keats: Odes*.
10. Ford, Boris, ed. *The New Pelican Guide to English Literature\_Volumes 5 and 6*.
11. Leavis, F.R. and Q.D. Leavis. *Dickens: The Novelist*.
12. Hall, Stephan, ed. *Charles Dickens*.
13. Creeger, George R., ed. *George Eliot: A Collection of Critical Essays*.
14. Stephen, Leslie. *George Eliot*.

*Handwritten signature*

*Handwritten signature*  
 13.6.22  
 Registrar  
 Guru Jambheshwar University of  
 Science & Technology  
 HISAR-125001. (Haryana)

*Handwritten signature*



**ENG-105(i):STUDY OF AGENRE:FICTION(Part-I)****External Marks: 70****Internal Marks: 30****(5Credits:4L+1T)****Time: 3 Hours**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:** The course will introduce the students to one of the most important genres that have emerged in the twentieth century fiction. The students will come to know about the development of novel from the nineteenth century to the twentieth century across the world. Readings will be focused on the theorists of fiction.

**Outcome:**

1. The students will be able to critically evaluate different types of fiction.
2. They will be able to analyze fiction using appropriate theoretical approaches.
3. They will be able to compare English novel of one age with that of another.
4. They will be able to understand the rise of American novel.

**Unit-I Jane Austen: *Pride and Prejudice*****Unit-II Nathaniel Hawthorne: *The Scarlet Letter*****Unit-III Virginia Woolf: *Mrs. Dalloway*****Unit-IV George Orwell: *1984*****Background Reading**

Rise of the Novel, Herman Melville's *Moby Dick*, Leo Tolstoy's *War and Peace*, Franz Kafka, Stream of Consciousness Technique, R. K. Narayan, Aldous Huxley's *Brave New World*, Raja Rao's *The Serpent and the Rope*, Diasporic Literature, Arundhati Roy's *The God of Small Things*

**Suggested Reading:**

1. Kettle, Arnold. *An Introduction to the English Novel Vol. I*
2. Wright, Andrew H. *Jane Austen's Novels*.
3. Watt, Ian, ed. *Jane Austen*.
4. Waggoner, Hyatt H. *Hawthorne: A Critical Study*.
5. Moody, A. D. *Virginia Woolf*.
6. Daiches, David. *The Novel and the Modern World*.
7. Williams, Raymond. *Orwell*.

13.6.22  
Registrar

Guru Jambheshwar University of  
Science & Technology

HISAR-125001 (Haryana)

**Background Reading:**

Virginia Woolf, Ted Hughes, Graham Greene's *The Power and the Glory*, Kingsley Amis' *Lucky Jim*, Anita Desai's *Cry the Peacock*, Nadine Gordimer's *July's People*, D. H. Lawrence, Symbolist Movement, Modernism, Imagism

**Suggested Reading:**


1. Cox, C. B. and Arnold P. Hinchliffe, eds. *T. S. Eliot: The Waste Land*
2. Martin, Jay, ed. *A Collection of Critical Essays on The Waste Land*
3. Reagen, Stephen, ed. *Philip Larkin*.
4. Gransden, K. W. E. M. *Forster*.
5. Bradbury, Malcolm, ed. *Forster: A Collection of Critical Essays*.
6. Kinkead, Weekes, M., & Gregor, I. *William Golding; A Critical Study*.
7. Abrams, M. H. *A Glossary of Literary Terms*.





13.6.22  
Registrar

Guru Jambheshwar University of  
Science & Technology  
Hisar, Haryana



## ENG-105(ii): STUDY OF A GENRE: DRAMA (Part-I)

External Marks: 70

Internal Marks: 30

(5Credits:4L+1T)

Time: 3 Hours

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:**

The paper aims to acquaint the students to the drama which is considered the beginning of literature. It will familiarize the students with different kinds of drama spread all over the world and ages, that is, from Greece to America, and 5<sup>th</sup> century B.C. to the 21<sup>st</sup> century. This paper will help the students to understand the socio-cultural and political conditions of the different ages.

**Outcome:**

1. The students will be able to read and understand about the rich classical texts from Greek and Roman literatures as well as German and Indian literatures written in Sanskrit in translated versions.
2. They will be able to interpret these texts from contemporary points of view.
3. They will be able to appreciate these texts as a source of great wisdom.
4. They will be able to trace the nature of influence that all the classical texts have on modern English literatures.

Unit-I	Sophocles	: <i>Oedipus Rex</i>
Unit-II	Henrik Ibsen	: <i>The Hedda Gabler</i>
Unit-III	Samuel Beckett	: <i>Waiting for Godot</i>
Unit-IV	Girish Karnad	: <i>Tuglaq</i>

**Background Reading:**

Pot of Gold, Mudrarakshasam, Hamlet, Doctor Faustus, William Congreve, Moliere, Aristotle's Poetics, Natyashastra, Epic Theatre, John Osborne

**Suggested Reading:**

1. Gassner, John. *An Anthology: Introduction to the Drama*.
2. Clark, Barrett H., ed. *World Drama*.
3. Clark, Barrett H. And George Freedlay, eds. *A History of Modern Drama*.
4. Redmond, James, ed. *Themes in Drama*.

13.6.22  
Registrar

5. Driver, TomF. *The Sense of History in Greek and Shakespearean Drama*.
6. Muir, Kenneth. *Last Periods of Shakespeare, Racine, Ibsen*.
7. Lucas, F.L. *Tragedy*.
8. Abraham, Taisha, ed. *Feminist Theory and Modern Drama*.
9. Williams, Raymond. *Drama from Ibsen to Brecht*.

*[Handwritten signatures and marks]*

*28/13.6.22*  
Registrar  
Guru Jambheshwar University of  
Sciences & Technology  
HISAR-125001 (Haryana)

## ENG-105 (iii): STUDY OF A GENRE: POETRY(Part-I)

External Marks: 70

Internal Marks: 30

(5Credits:4L+1T)

Time: 3 Hours

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:** This course will enable students acquire an understanding of the character of poetry as a genre of literature. It will introduce them to the functions of poetry in society and enable them to understand the elements, techniques, devices, and forms of poetry. The course will impart to them the requisite knowledge that would enable them read and analyze poems of various periods and representing various points of view and different cultures.

**Outcomes:**

1. The students will be able to understand the rise of English poetry.
2. They will be able to compare the poetry written in Medieval age, Romantic age and Modern age.
3. They will be able to appreciate the poetry of American and English origin written in the modern age.
4. They will be able to understand various literary devices used in poetry.

Unit-I Geoffrey Chaucer:

*Prologue to the Canterbury Tales*

Unit-II S. T. Coleridge:

"The Rime of the Ancient Mariner",  
"Christabel"

Unit-III W. B. Yeats:

"Lake Isle of Innisfree",  
 "Easter 1916",  
 "The Second Coming",  
 "Sailing to Byzantium",  
 "A Dialogue of Self and Soul",  
 "A Prayer for my Daughter",  
 "The Wild Swans at Coole",  
 "A Dialogue of Self and Soul"

Unit-IV W.H. Auden:

"Autumn Song",  
 "Musee des Beaux Arts",  
 "In Memory of W. B. Yeats"

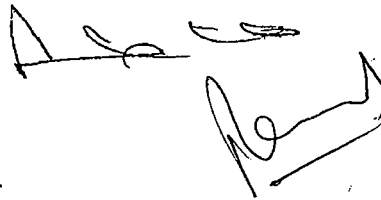
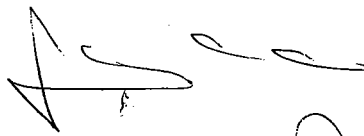
"September 1<sup>st</sup>, 1939"  
 "Funeral Blues"  
 "The Unknown Citizen"  
 "Lullaby"  
 "O what is That Sound"

### Background Reading:

Figures of Speech, Rumi, Supernaturalism in Romantic Poetry, Robert Southey, Ghalib,  
 Forms of Poetry, Langston Hughes, Georgian Poets, War Poetry, Sonnet and its forms

### Suggested Reading:

1. Ford, Boris. *Medieval Literature: Chaucer and the Alliterative Tradition.*
2. Untermeyer, Louise. *Modern American Poetry.*
3. Brewer, D.S., ed. *Geoffrey Chaucer.*
4. Beer, John. *Coleridge's Poetic Intelligence.*
5. Leask, Nigel. *The Politics of Imagination in Coleridge's Thought.*
6. Foster, Roy. *W.B. Yeats: A Life, 1865-1914.*
7. Jeffares, A Norman. *W.B. Yeats: Man and Poet.*
8. Ellmann, Richard. *Yeats: The Man and the Masks.*
9. Smith, Stan. *The Cambridge Companion to W.H. Auden.*
10. Mendelson, Edward. *The Collected Poems of W.H. Auden.*
11. Spears, K Monroe. *The Poetry of W.H. Auden: The Disenchanted Island*

13.6.22  
 Registrar

Guru Jambheshwar University of  
 Science & Technology  
 HISAR-125001 (Haryana)

**ENG-201: LITERATURE IN ENGLISH: (1550-1660)(Part-I)****External Marks: 70****Internal Marks: 30****(SCredits:4L+1T)****Time: 3 Hours**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:**

The paper envisages acquainting the students with the literary and historical movements i.e. Renaissance, Jacobean, Puritanism, Rise and Fall of Drama and development of English Literature during this period. Students will also be acquainted with the development of English as a language along with poetry and drama of the period. The different genres of literature such as tragedy, comedy, romantic-comedy, melodrama, problematic drama and poetic forms will also be familiarized with.

**Outcome:**

1. The students will be able to read a variety of genres of literature critically and proficiently.
2. They will be able to understand Shakespearean tragedy.
3. They will be able to understand the fall of drama in 17th century.
4. They will be familiarized with the prose writing of 17th century.

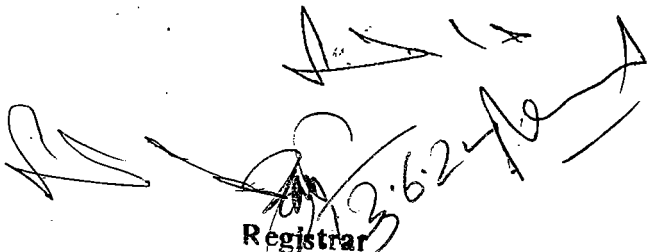
**Unit-I William Shakespeare:** *Hamlet*

**Unit-II Ben Jonson:** *Volpone*

**Unit-III John Webster:** *The Duchess of Malfi*

**Unit-IV John Donne:**

- "The Flea"
- "The Good Morrow"
- "The Anniversary"
- "The Canonization"
- "A Valediction: Forbidding Mourning"
- "On my Black Soul"
- "This is my Play's Last Scene"
- "At the Round Earth's Imagin'd Corners, Blow"
- "Batter my Heart, Three Person'd God"

**Background Reading**


**Registrar**

**Guru Jambhadr University of**  
**Science & Technology**  
**HISAR-125001 (Haryana)**

**SEMESTER-II:**

Sr. No	Course Code	Nature	Nomenclature of Course	L-T-P	Credit Hrs.	Maximum Marks	End-Semester Examination (Theory)	Internal Assessment	Duration of Exam
1	ENG 201	PC	Literature in English 1550-1660 (Part-II)	4-1-0	5	100	70	30	3Hours
2	ENG 202	PC	Literature in English 1660-1798 (Part-II)	4-1-0	5	100	70	30	3Hours
3	ENG 203	PC	Literature in English 1798-1914 (Part-II)	4-1-0	5	100	70	30	3Hours
4	ENG 204	PC	Literature in English 1914-2000 (Part-II)	4-1-0	5	100	70	30	3Hours
The students have choose any one Elective out of ENG205 (i),(ii) and (iii)									
5	ENG 205 (i)	PE	Study of A Genre Fiction (Part-II)	4-1-0	5	100	70	30	3Hours
	ENG 205 (ii)	PE	Study of A Genre Drama (Part-II)	4-1-0	5	100	70	30	3Hours
	ENG 205 (iii)	PE	Study of A Genre Poetry (Part-II)	4-1-0	5	100	70	30	3Hours

Note: L-Lecture, T-Tutorial, P-Practical

Programme Core (PC)	Programme Elective (PE)	Open Elective (OE)	Total Credits
20	5	—	25

*Handwritten signature*

*Handwritten signature*

*Handwritten signature*  
 Registrar

**Guru Jambheshwar University of  
 Science & Technology  
 HISAR-125001 (Haryana)**



**ENG-202: LITERATURE IN ENGLISH:(1660-1798)(Part-I)****External Marks: 70****Internal Marks: 30****(5Credits:4L+1T)****Time: 3 Hours**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:**

The course brings the students close to the zeitgeist of Neo-classical era in the literary history of England. It would also acquaint them with the social, political, religious, economic and cultural milieu of the age.

**Outcome:**

1. The students will be able to understand neoclassical poetry.
2. They will understand the rise of English novel.
3. They will be able to learn the beginning of journalism.
4. They will understand various narrative techniques of 18th century English literature.

**Unit-I** (i) Joseph Addison : "The Aims of the Spectator"

(ii) Richard Steele "Female Orators"

"Sir Roger at Church"

"The Spectator's Club"

"The Coverley Household"

**Unit-II** Daniel Defoe : *Robinson Crusoe*

**Unit-III** Oliver Goldsmith : *The Vicar of Wakefield*

**Unit-IV** W. M. Thackeray : *Vanity Fair*

**Background Reading:**

The Vanity of Human Wishes, Collins, The Vicar of Wakefield, Tartuffe, Boswell, Poetic Satire in the neo-classical period, The Essays of Elia by Charles Lamb, William Hazlitt, Thomas De Quincey, Thomas Carlyle.

13.6.20  
Registrar

Guru Jambhadr University of

Science & Technology

HISAR-125001 (Haryana)

Metaphysical Poetry, Mystery and Miracle Plays, *Aeneid* by Virgil,  
Comedy of Humors and Comedy of Manners, Theatre in Elizabethan  
Age, Model of a Shakespearean Tragedy, Christopher Marlowe, Sir  
Thomas More, *Gorboduc*, *Edmund Spenser*

**Suggested Reading:**

1. Fredson, Bowers. *Elizabeth an Revenge Tragedy*.
2. Una, Ellis *The Jacobean Drama*.
3. Irving, Ribner. *Jaco bean Tragedy: The Quest for Moral Order*.
4. Bradley, A.C. *Shakespearean Tragedy*.
5. Harbage, Alfred, ed. *Twentieth Century Viewson Shakespeare*.
6. Bennet, Joan. *Five Metaphysical Poets*.
7. Redpath, Theodore. *The Songs and Sonnets of John Donne*.
8. Miner, Earl. *The Metaphysical Mode from Donneto Cowley*

3.6.22  
Registrar

**Guru Jambheshwar University of**  
Science & Technology  
**HISAR-125001 (Haryana)**

**ENG-203: LITERATURE IN ENGLISH: (1798-1914) (Part-I)****External Marks: 70****Internal Marks: 30****(5Credits:4L+1T)****Time: 3 Hours**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:** The paper aims to acquaint the students with the major poets and novelist of the Romantic and Victorian age. It will be explored how the romantic literature was the reaction against the rigid conventions of Neo-classical age. A detailed discussion of the features of the Romantic literature, crises of faith in Victorian age and the optimism reflected in the literature of Victorian age will be an important component of this course.

**Outcome:**

1. The students will be able to learn about Victorian poetry.
2. They will be able to learn the explorations, the expeditions and development of science.
3. They will be able to analyze literary texts in the light of their historical and intellectual background.
4. They will be able to analyze literary problems in a way that reflects insight into the distinctive historical, traditional and social situations of English literature

**Unit-I Robert Browning****"Evelyn Hope"****"Love Among the Ruins"****"My Last Duchess"****"The Last Ride Together"****"A Grammarian's Funeral"****"Porphyria's Lover"****"Rabbi Ben Ezra"****"The Lost Mistress"**

*(Signature)*  
 13.6.22  
 Registrar  
 Guru Jyoti Sahai University of  
 Science & Technology  
 Hisar-125001 (Haryana)

**Suggested Reading:**

1. Lannering, J. *Studies in the Prose Style of Joseph Addison*
2. Watt, Ian. *The Rise of the Novel: Studies in Defoe, Richardson and Fielding.*
3. Ellis, F.H., ed. *Twentieth Century Interpretations of Robinson Crusoe.*
4. Ford, Boris, ed. *From Dryden to Johnson. The New Pelican Guide to English Literature, Vol. 4.*
5. Bloom, Edward. *Addison and Steele: The Critical Heritage.*

13.6.22  
 Registrar  
 Guru Jambheshwar University of  
 Science & Technology  
 HISAR-125001 (Haryana)

**ENG-204: LITERATURE IN ENGLISH:(1914-2000) (Part-I)****External Marks: 70****Internal Marks: 30****(5Credits:4L+1T)****Time: 3 Hours**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:**

The paper aims to acquaint the students with the major trends of the Modern Age, the twentieth century Indian literature and modern poetry. The students will be acquainted with the major developments in the field of modern novel and poetry of the age. The after math soft wo world-wars, the resultant disintegration and loss of faith, the Britishers' view of India, and the impact of Indian philosophy on the western literature will be explored.

**Outcome:**

1. The students will be able to analyze and deal critically with a wide variety of sources of information about literature.
2. They will be able to understand and evaluate novels and poetry.
3. They will be able to understand the movements and trends of Post Independent Indian literature.
4. They will be able to understand the concept of culture and the evolution of cultural studies.

<b>Unit-I</b>	Albert Camus	: <i>The Outsider</i>
<b>Unit-II</b>	Arthur Miller	: <i>Death of a Salesman</i>
<b>Unit-III</b>	R. K. Narayan	: <i>The Guide</i>
<b>Unit-IV</b>	Ted Hughes	: "The Jaguar"
		: "Beyond Charge"
		: "Six Young Men"
		: "Thrushes"
		: "Wind"

Unit-II · Alfred Tennyson

"Break, Break, Break"

"Tears, Idle Tears"

"Crossing the Bar"

"In Memoriam A. H. H."

"The Lotos-Eaters"

Unit-III Gustav Flaubert

*Madame Bovary*

Unit-IV Thomas Hardy's

*Tess of D'Urbervilles***Background Reading:**

Oxford Movement, 'Naughty Nineties', Thomas Carlyle, John Ruskin, Charlotte Bronte, Utilitarianism Movement, Elizabeth Barret Browning, Features of Victorian age, Charles Dickens, Emily Bronte.

**Suggested Reading:**

- 1 Bloom, Harold and Munich, eds. *Robert Browning: A Collection of Critical Essays*.
- 2 Batho, E. and B. Dobree. *The Victorians and After 1830-1914*.
- 3 Cecil, David. *Early Victorian Novelists*.
- 4 Kettle, Arnold. *An Introduction to English Novel*.
- 5 Cecil, David. *Hardy: The Novelist*.
- 6 Girard, Raymond, ed. *Flaubert*.

25/3.6.22  
 Registrar  
 Guru Jambheshwar University of  
 Science & Technology  
 HISAR-125001 (Haryana)

**ENG-205 (i): STUDY OF A GENRE: FICTION (Part-I)****External Marks: 70****Internal Marks: 30****(5 Credits: 4L+1T)****Time: 3 Hours**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:**

The course will introduce the students to some of the major novelists of twentieth century across the world. Readings will be focused on colonial novel, Postcolonial novel, psychological novel and Philosophical novel (Western and Indian).

**Outcome:**

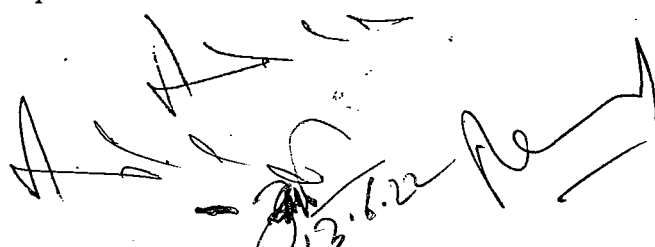
1. The students will be able to learn the emerging trends and movements in the 20th and 21st century.
2. They will be able to explore various cultures and construction of gender, nation and race throughout the history.
3. They will be able to learn changing human values and the behavioral patterns from great works of art.
4. They will be able to grasp the concepts of modernism and postmodernism.

**Background Reading:**

Sadat Hasan Manto, Origin of Novel, The Assistant, Oscar Wilde, Prem Chand, Picaresque novel, Gothic Novel, Pamela, Kiran Desai, Charles Dickens's A tale of two cities,

**Suggested Reading:**

1. Kettle, Arnold. *An Introduction to the English Novel*.
2. Daiches, David. *The Novel and the Modern World*.
3. Tredell, Nicolas. *Joseph Conrad: Heart of Darkness*.
4. Daiches, David. *The Novel and the Modern World*.
5. Beal, Anthony. *D.H. Lawrence*.
6. Feder, Lillian. *Naipaul's Truth*.
7. Hamner, Robert D. *Critical Perspectives on V. S. Naipaul*.
8. Mustafe, Fawzia. *V. S. Naipaul*.



Registrar

**Background Reading: -**

Celtic Revival, Characteristics of Modern Literature, Imagist Poetry, V.S. Naipaul, H.G. Wells, Obscurity in Modern Poetry, Aldous Huxley, Theme of Galsworthy's plays, W.B. Yeats, Influence of Ibsen on Modern Play Wrights.

**Suggested Reading:**

1. Bigsby, C.W.E. *An Introduction to Twentieth Century American Drama.*
2. Karl, Frederick R. *A Reader's Guide to the Contemporary English Novel.*
3. Walsh, William. *R.K. Narayan: A Critical Approach.*
4. Griffith, Alice. *Understanding Arthur Miller.*
5. Bigsby, C.W.E., ed. *The Cambridge Companion to Arthur Miller.*
6. Bree, Germaine. *Camus.*
7. Abrams, M. H. *A Glossary of Literary Terms.*

*Handwritten signature*

*Handwritten signature*

*Handwritten signature*  
 Registrar  
 Guru Jambheshwar University of  
 Science & Technology  
 HISAR-125001 (Haryana)



**ENG-205 (ii): STUDY OF A GENRE: DRAMA (Part-I)****External Marks: 70****Internal Marks: 30****(5Credits:4L+1T)****Time: 3 Hours**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:**

The paper aims to acquaint the students with the drama which is considered to be the beginning of literature. It will familiarize the students with different kinds of drama spread all over the world and ages i.e., from Greece to America, and from 5th century B.C. to the 21st century. This paper will help the students understand the lives of the people of the different ages and continents.

**Outcome:**

1. The students will be able to learn the origin and development of various themes and forms of drama in different ages and styles.
2. They will be able to analyze the conventions and experimentations associated with Drama.
3. They will be able to learn the entire range of human experience through drama as a literary form.
4. They will be able to understand the historical and socio-political trends in the plays.

<b>Unit-I</b>	George Bernard Shaw	: <i>Arms and the Man</i>
<b>Unit-II</b>	Anton Chekhov	: <i>The Cherry Orchard</i>
<b>Unit-III</b>	Bertolt Brecht	: <i>Mother Courage and Her Children</i>
<b>Unit-IV</b>	Mahesh Dattani	: <i>Final Solutions</i>

**Background Readings:**

O'Neill, Absurdist Drama, Murder in The Cathedral, Chandalika, Tughlak, Wole Soyinka, Edward Albee, Tennessee Williams, Bernard Shaw, Harold Pinter.

**Suggested Reading:**

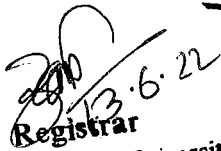
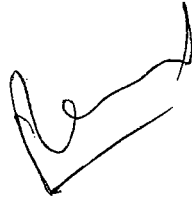
1. Abraham, Taisha, ed. *Feminist Theory and Modern Drama*.
2. Bigsby, C.W.E. *A Critical Introduction to Twentieth Century American Drama*
3. Chaudhary, Asha Kuthari. *Mahesh Dattani*
4. Clark, Barreth H. and George Freedlay, eds. *A History of Modern Drama*.



13.6.24  
Registrar

Guru Jambhadr University of  
Sri Ganganagar  
HISAR-125001 (Haryana)

5. Gassner, John. *An Anthology: Introduction to the Drama*.
6. McColom, William G. *Tragedy*.
7. Nicoll, Allardyce. *The Theory of Drama*.
8. Redmond, James, ed. *Themes in Drama*.
9. Stuart, Donald Cline. *The Development of Dramatic Art*.

  
13.6.22

Registrar  
Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)

**ENG-205 (iii): STUDY OF A GENRE: POETRY (Part-I)****External Marks: 70****Internal Marks: 30****(5Credits:4L+1T)****Time: 3 Hours**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:**

This course will further add to the understanding of students regarding poetry as a genre of literature. They will be introduced to classical and modern Indian poets, World War I poets and prominent Victorian poets. Besides learning the technical aspects of poems, the students will learn to appreciate poems against the social and cultural background of the poets.

**Outcomes:**

1. The students will be able to understand and appreciate poetry as a literary art form.
2. They will be able to analyze the various elements of poetry such as diction, tone, form, genre, imagery, figures of speech, symbolism, etc.
3. They will be able to develop a deeper appreciation of cultural diversity by introducing them to poetry.
4. They will be able to recognize the rhythms, metrics and other musical aspects of poetry.

**Unit-I John Milton****:Paradise Lost(Book-II)****Unit-II P. B. Shelley****"Ozymandias"****"Ode to the West Wind"****"To the Sky lark"****"The Indian Serenade"****"Hymn to Intellectual Beauty"****Unit-III Wilfred Owen****"Greater Love"****"The Send-off"****"The Show"****"Anthem for Doomed Youth"****"Arms and the Boy"**

"Strange Meeting"

"Apologia Pro PoeMeo"

"Insensibility"

**Unit-IV Kamala Das**

"An Introduction"

"The Freaks"

"A Hot Noon in Malabar"

"The Looking Glass"

"Words"

**Background Reading**

Heroic Couplet, Confessional Poetry, Homer, R. N. Tagore, Idylls of the King, George Herbert, Ezra Pound, Beat Poetry, Emily Dickinson, Omar Khayyam

**Suggested Reading:**

1. Abrams, M.H. *English Romantic Poets: Modern Essay in Criticism*.
2. Reeves, James. *The Short History of English Poetry*.
3. Levis, F.R. *New Bearings in English Poetry*.
4. Lewis, C.Day. *The Collected Poems of Wilfred Owen*.
5. Reiman, Donald and Sharon Powers. *Shelley's Poetry and Prose*.
6. Milton, Wilson. *Shelley's Later Poetry: A Study in His Prophetic Imagination*.
7. Orgel, Stephen. *John Milton*.

*[Handwritten signatures and a stamp]*

**Registrar**  
**Guru Jambheshwar University of**  
**Science & Technology**  
**HISAR-125001 (Haryana)**

## ENG-206: DYNAMICS OF ENGLISH LANGUAGE-I

External Marks: 70

Internal Marks: 30

(5Credits:4L+1T)

Time: 3 Hours

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

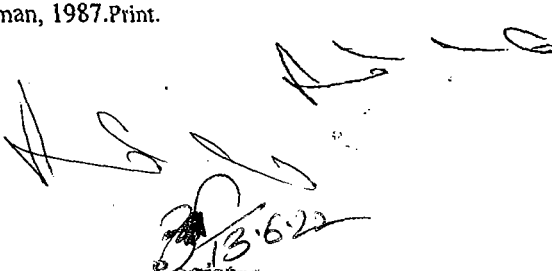
**Objectives:**

The course will develop the basic understanding of grammar and communication skills among the students. The course has been designed to enable the students to understand the nuances of language structure and to introduce the basics of grammar and writing skills. Phonetics has been added for the understanding of fundamental aspects of communication.

Unit-I	Functional Grammar	Parts of Speech, Subject-Verb Agreement, Noun-Pronoun Agreement
Unit-II	Essentials of Writing:	Application Writing, Creative Writing, Paragraph Writing, Precis Writing
Unit-III	Phonetics:	Speech Sounds- Vowels (Monophthongs, Diphthongs) and Consonants, Phonetic Transcription
Unit-IV	Literature: (i)	Short Stories: (a) "Kabuliwala" by Rabindranath Tagore (b) "Ghost Trouble" by Ruskin Bond
	(ii)	Poems: (a) "Ozymandias" by Percy Bysshe Shelly (b) "When I have Fears That I May Cease To Be" by John Keats

**Suggested Reading**

1. Adair, John. *Effective Communication*. London: Pan Macmillan Ltd., 2003. Print. Bhattacharya, Debiprasad. *A Text book of Creative Writing*, 2009. Print.
2. Fitikides, T. J. *Common Mistakes in English*. London: Orient Longman, 1984. Print. Greenbaum & Quirk. *A University Grammar of English*. Cambridge University Press. New Delhi: Pearson India, 2002. Print.
3. Rahman, Anisur. ed. *Translation: Poetics and Practice*. New Delhi, 2009. Print.
4. Roach, Peter. *Phonetics & Phonology of English*. Cambridge: Cambridge University Press, 2000. Print.
5. Sethi and Dhamija. *A Course in Phonetics and Spoken English*. India: Prentice Hall of India Pvt. Ltd. 2006. Print.
6. Turton, N. D. & J. B. Heaton. *Longman Dictionary of Common Errors*. Essex: Longman, 1987. Print.

  
 13/6/22  
 Registrar  
 Guru Jambhadr University of  
 Science & Technology  
 HISAR-125001 (Haryana)

## Course Curriculum of M. A. English (Under Choice Based Credit System)

## THIRD SEMESTER

Sr. No	Course Code	Nature	Nomenclature of Course	L-T-P	Credit/Hrs.	Maximum Marks	End-Semester Examination (Theory)	Internal Assessment	Duration of Exam
1	ENG301	PC	Literary Theory and Criticism (Part-I)	4-1-0	5	100	70	30	3 Hours
2	ENG302	PC	American Literature (Part-I)	4-1-0	5	100	70	30	3 Hours
3	ENG303	PC	Indian Writing in English (Part-I)	4-1-0	5	100	70	30	3 Hours
4	ENG304	PC	English Language Teaching (Part-I)	4-1-0	5	100	70	30	3 Hours
The students have to choose any one Programme Elective out of ENG 305 (i),(ii),(iii)&(iv)									
5	ENG305(i)	PE	Literature and Gender(Part-I)	4-1-0	5	100	70	30	3 Hours
	ENG305(ii)	PE	Colonial and Post-Colonial Studies (Part-I)	4-1-0	5	100	70	30	3 Hours
	ENG305(iii)	PE	New Literatures(Part-I)	4-1-0	5	100	70	30	3 Hours
	ENG305(iv)	PE	Literature and Philosophy (Part-I)	4-1-0	5	100	70	30	3 Hours
	ENG (1001)	OE	Dynamics of English Language	4-1-0	5	100	70	30	3 Hours

Note:L-Lecture,T-Tutorial,P-Practical

Programme Core(PC)	Programme Elective(PE)	Open Elective(OE)	Total Credits
20	05	--	25


  
13.6.22
   
Registrar

Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)

**ENG-301: LITERARY THEORY AND CRITICISM (Part-I):****External Marks: 70****Internal Marks: 30****(5Credits:4L+1T)****Time: 3 Hours**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:**

In this course, the students will be introduced to literary theory and criticism from its beginning to the 21<sup>st</sup> century. They will also learn how different literary critics over the ages have had different conceptions of literature and creative arts. This course will complement their study of literature.

**Outcome:**

1. The students will be familiar with the basic theories, knowledge areas and analytical tools of the field through a number of contemporary and historical schools of literary world.
2. They will be able to explore the world, the text and the critic in modern criticism and theory.
3. They will be able to learn and develop the works of literary and cultural criticism.
4. They will be able to appreciate the diversity of literary and social voices through literary criticism and theories.

**Unit-I** Aristotle: *Poetics* (Chapter 1 to 18)

**Unit-II** William Wordsworth: *Preface to Lyrical Ballads*

**Unit-III** (i) Elaine Showalter: "Feminist Criticism in Wilderness"

(ii) bell hooks: "Feminist Theory: From Margin to Centre"

**Unit-IV** (i) Jean Francois Lyotard: "Answering the Question: What is Postmodernism"

(ii) Jean Baudrillard: "The Spirit of Terrorism"

  
  
**Registrar**

**Guru Jai Bishwar University of**  
 Science and Technology  
 HISAR-125001 (Haryana)

**Background Reading:**

*An Apologie for Poetrie* by Philip Sidney, Plato on Poetry, Matthew Arnold, S. T. Coleridge *Biographia Literaria*, Samuel Johnson's *Preface to Shakespeare*, Dryden's *Essay on Dramatic Poesie*, Horace's *Arc Poetica*, Aestheticism, Concept of 'Dissociation of Sensibility' by T. S. Eliot, Difference between Modernism and Postmodernism.

**Suggested Reading:**

1. Abrams, *A Glossary of Literary Terms*. Singapore: Harcourt Asia Pvt. Ltd, 2000.
2. Aristotle, *Poetics*: Penguin Classic Publication, 2017.
3. Daiches, David. *Critical Approaches to Literature*.
4. James, R.A.J. Scoot. *The Making of Literature*.
5. Selden, Raman. *A Reader's Guide to Contemporary Literary Theory*. New Jersey: Prentice-Hall, 1985.
6. Wilfred L. Guerin, et al. *A Handbook of Critical Approaches to Literature*. OUP, 2010.

*[Handwritten signatures and scribbles]*

*[Handwritten signature]*  
23.6.22  
Registrar

**Guru Jambheshwar University of  
Science & Technology  
Hisar-125001 (Haryana)**



**ENG-302: AMERICAN LITERATURE (Part-I)****External Marks: 70****Internal Marks: 30****(5Credits:4L+1T)****Time: 3 Hours**

**Note:** The examiner is required to set nine questions in all. The first question compulsory consisting of seven short questions covering the entire syllabus. In those eight more questions will be set, two questions from each unit. The student required to attempt five questions in all selecting one question from each unit to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:**

The course introduces the students to some of the world-renowned American writers from the American Renaissance to the late 19th Century. They will come to know about Puritanism, Transcendentalism, New Nationalism, Romanticism, The Civil War, Regionalism, Realism and Nationalism.

**Outcome:**

1. The students will be able to explore American Literature, culture and the Renaissance.
2. They will be able to evaluate the changes in American literature.
3. They will be able to analyze literary works of eminent American poets and novelists.
4. They will be familiarized with the trends and the movements in American literature.

**Unit-I Walt Whitman****"Song of Myself"(Norton Anthology)****Unit-II Mark Twain*****The Adventure so fHuckleberryFinn*****Unit-III Ernest Hemingway*****: A Farewell to Arms*****Unit-IV Edward Albee*****: Who's Afraid of Virginia Woolf?*****Background Reading: -**

The Last of the Mohicans by James Fennimore Cooper, Henry Wadsworth Longfellow, R.W.Emerson, Nathaniel Hawthorne, Walden by H.D.Thoreau, Edgar Allan Poe, Moby Dick by Melville, The Awakening by Kate Chopin, William Dean Howells, Zora Neale Hurston.

*Pen. Ad 10*

*13.6.22*

Registrar

Guru Jambhadr University of

Science & Technology

HISAR-125001 (Haryana)

**Suggested Reading:**

1. Bloom, Harold. *Walt Whitman* (Bloom's Modern Critical Views).
2. Chase, Richard. *The American Novel and Its Tradition*.
3. Gray, Richard. *A History of American Literature*.
4. Lettis, Richard et. al. *Huck Finn and His Critics*.
5. Pearce, Roy Harvey, ed. *Whitman: A Collection of Critical Essays*.
6. Pearce, Roy Harvey. *The Continuity of American Poetry*.
7. Waggoner, Hyatt Howe. *American Poets*.



28/3/22

Registrar

Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)

**ENG-303: INDIAN WRITING IN ENGLISH (Part-I):****External Marks: 70****Internal Marks: 30****(5 Credits: 4L+1T)****Time: 3 Hours**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:**

The main objective of studying this course is to inculcate Indian values (social, cultural, religious, political, and literary) in the students.

**Outcome:**

1. The students will be able to understand socio-cultural history reflected in Indian writing in English.
2. They will be able to appreciate Indian women poets and their sensibility.
3. They will be able to make distinction between pre and post - Independence Indian writing in English.
4. They will be able to learn Reform Movements in India.

**Unit-I** SriAurobindo: Savitri, Book IV

**Unit-II** MulkRaj Anand: *Coolie*

**Unit-III** Anita Desai: *Voices in the City*

**Unit-IV** Nissim Ezekiel:

- "Enterprises"
- "Poet, Lover and Bird Watcher"
- "Night of the Scorpion"
- "The Patriot"
- "The Hill"
- "The Professor"

**Background Reading:**

Origin and development of Indian English Fiction, The Man Eater of Malgudi, Amitabh Gosh, Sarojini Naidu, Kamladas The Sunshine's Cat, Torudutt's Casaurina Tree, Mahatma Gandhi the story of My Experiment with truth, Vikram Seth, Gita Hariharan, Kiran Desai.



13.6.22  
**Registrar**

**Suggested Reading:**

1. Ezekiel, Nissim. *Contemporary Poets*.
2. Gokak, Vinayak Krishna. *Sri Aurobindo Seer and Poet*.
3. Naik, M.K. ed. *Aspects of Indian Writing in English*.  
*MulkRaj Anand*.
4. Peeradine, Saleem. *Contemporary Indian Poetry: An Assessment*.
5. Prasad, Madhusudan. *Jayant Mahapatra*.
6. Sharma, K.K., ed. *IndoEnglish Literature: Collection of Critical Essays*.
7. *Perspectives on MulkRaj Anand*.

13.6.22  
Registrar  
Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)

**ENG-304: ENGLISH LANGUAGE TEACHING (Part-I):**

External Marks: 70

Internal Marks: 30

(5Credits:4L+1T)

Time: 3 Hours

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:**

The course is designed to acquaint the students with the communicative skills through spoken and written modules. It aims at enriching vocabulary, strengthening cognitive acumen and analytical ability. It also underlines the enrichment of knowledge through historical evolution of English language, word-formation processes and language-teaching methods.

**Outcome:**

1. The students will be able to know the development of English Language.
2. They will be able to understand appropriate pronunciation of English Language.
3. They will be familiarized with the etymology of the words in English Language.
4. They will be able to learn the different parameters of translation.

**Unit-I** Phonetics: Speech Mechanism, Role of different organs of speech, Sounds of English, Description of Sounds, Syllable and Stress, Intonation and its functions.

**Unit-II** i) Transcribing words phonemically with primary stress (using the symbols of Oxford Advanced Learner's Dictionary, 7<sup>th</sup> edition)  
ii) Marking stress and tones (falling/rising/falling-rising) in sentences.

**Unit-III** History of English Language: Old English, Middle English, Latin, Celtic and Scandinavian Influence on Old English, Renaissance and the English Language, Change from Old to Modern English.

**Unit-IV** i) Word formation process: Coinage; Borrowing; Compounding; Blending Clipping; Back formation; Conversion; Acronyms; Derivation; Prefixes; Suffixes; Affixes

ii) Translation: Hindi to English

13.6.22  
**Registrar**

**Guru Jambheshwar University of**

Science & Technology

**HISAR-125001 (Haryana)**

**Background Reading: -**

Received Pronunciation, Consonant Cluster in English, Cohesion and Coherence in Writing, Acquisition of English as Second Language, Euphemism, Bilingualism, Syllable, Stress, British and American English, Speech Act Theory by Austin

**Suggested Reading:**

1. Baugh, A.C. and T. Cable. *A History of English Language*.
2. Connor, J.D.O. *Better English Pronunciation*.
3. Rigg, A.G., ed. *The English Language : A Historical Reader*.
4. Roach, Peter. *English Phonetics and Phonology*.
5. Sethi and Dhamija. *A Course in Phonetics and Spoken English*.
6. Strang, B. *A History of English*.



23/3.6.22  
Registrar

**Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)**

## ENG-305(i): LITERATURE AND GENDER (Part-I)

External Marks: 70

Internal Marks: 30

(5Credits:4L+1T)

Time: 3 Hours

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:**

The course will introduce the student's to important feminist theories and also how to apply these theories to the study of texts prescribed in the course.

**Outcome:**

1. The students will be able to learn the concepts like sex and gender; feminism; women and the canon of Gynocriticism etc.
2. They will be able to evaluate sexual, social, class and national perspectives reflected in their writings.
3. They will be able to know the developments, themes and narrative strategies of women writings
4. They will be able to analyze literary texts through the perspectives of gender.

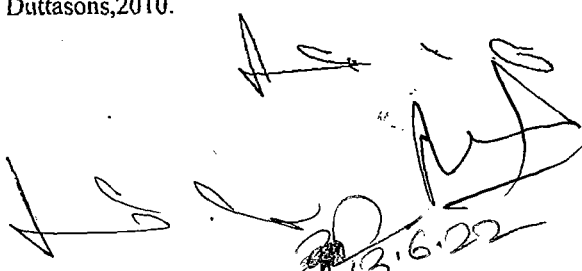
Unit-I	Charlotte Bronte	: <i>Jane Eyre</i>
Unit-II	Virginia Woolf	: <i>A Room of One's Own</i>
Unit-III	i) Simone de Beauvoir: "Myth and Reality" in <i>The Second Sex</i> ii) Bell Hooks: "Ain't I a Woman: Black Women and Feminism"	
Unit-IV	Shashi Deshpande:	<i>That Long Silence</i>

**Background Reading:-**

Black Feminism, Waves of Feminism, *Breast Stories* by Mahasweta Stories, Patricia Stubbs' *Women and Fiction*, Kate Millette's *Sexual Politics*, Mary Wollstonecraft's *A Vindication of the Rights of Women*, Dalit Feminism, A Feminist Reading of Osborne's *Look Back in Anger*, Bharti Mukherjee, Toni Morrison's *Beloved*

**Suggested Reading:**

1. Anupama, D.Deshraj. *Feminine Self and Feminism in Virginia Woolf*. Duttasons, 2010.

  
 Registrar

2. Bennett, Joan. *Virginia Woolf: Her Art as a Novelist*.
3. Gilbert, Sandra and Susan Gubar: *The Madwoman in the Attic*.
4. Ruthwen, K.K. *Feminist Literary Studies: An Introduction*.
5. Showalter, Elaine. *A Literature of Their Own*.
6. Simone de Beauvoir. *The Second Sex*. Mariner Publications, 2008.
7. Stubbs, Patricia. *Women and Fiction*.



13.6.22

Registrar

Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)



## ENG-305(ii): COLONIAL AND POST-COLONIAL STUDIES: (PART-I)

External Marks: 70

Internal Marks: 30

(5Credits:4L+1T)

Time: 3 Hours

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:**

The paper aims to explain the cultural legacy of colonialism and imperialism. It explores the human consequences of external control over native people. The interactions between European nations and societies they colonized remain an important area of study in this course. The students will be made aware about the important role played by the writers in the process of decolonization.

**Outcome:**

1. The students will be able to make use of the ideas and concepts to analyse cultural dimensions of the effects of colonialism in post-colonial world.
2. They will be able to analyze the cultural, social, and political conditions in today's global world.
3. They will be able to critique the specific meanings of the post-colonial condition.
4. They will be able to examine how the notions of the 'post-colonial' negotiate among different histories.

**Unit-I** B. Ashcroft, G. Griffiths and H. Tiffin: *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*

**Unit-II** Doris Lessing: *The Grass is Singing*

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

**Unit-IV** Amitav Ghosh: *The Shadow Lines*

**Background Reading:**

Post Colonialism and Colonialism, The Raj Quartet, Heart of Darkness, Burmese Days, John Masters, Homi Bhabha on Hybridity, Nadine Gordimer, Ben Okri's A way of being Free, A passage to India, Geeta Hariharan A thousand Faces of Night.

**Suggested Reading:**

1. Carrol, David. Chinua Achebe.

24/3/22  
Registrar

Guru Jai Bhawan University of  
Sri Aurobindo  
HISAR-125001 (Haryana)

2. Dhawan, R.K., ed. *Commonwealth Fiction*.
3. Fanon, Frantz. *Black Skin, White Masks*.
4. Inner, C.L. and Beruth Lindfros: *Critical Perspectives on Chinua Achebe*.
5. Loomba, Ania. *Colonialism/Post Colonialism*.
6. Pal, Adesh, et.al. *Decolonization: A Search for Alternatives*.
7. Rubin, David. *After the Raj: British Novels of India Since 1947*.
8. Said, Edward W. *Orientalism*.

*AS - [Signature]*

*[Signature]*

*[Signature]*  
13.6.22  
**Registrar**

**Guru Jambheshwar University of**  
**Science & Technology**  
**HISAK-125001 (Haryana)**

## ENG-305(iii):LITERATURE AND PHILOSOPHY(Part-I)

External Marks: 70

Internal Marks: 30

(5Credits:4L+1T)

Time: 3 Hours

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:**

The course will make the students learn enriched appreciation of literature through the distinctive tools of philosophic inquiry and argumentation. They will engage with major philosophical issues- definition/question of personal identity, author/reader interplay, and possibility of objective knowledge often found in works of literature. At the advanced stage of their learning, the course will also help the students understand some of the critical theories that draw heavily from western philosophy.

**Outcomes:**

1. The Students will be able to compose and contrast the philosophical ideas of Greece – Roman Philosophies.
2. They will be able to analyze the idea of man in 17th -18th centuries.
3. They will be able to comprehend the rich philosophical ideas of great philosophers.
4. They will be able to understand the development and growth of philosophy and literature.

Unit-I	Plato:	<i>Republic Book-X</i>
Unit-II	Dante:	<i>The Divine Comedy (The Inferno)</i>
Unit-III	Alexander Pope:	<i>An Essay on Man</i>
Unit-IV	Jean-Jacques Rousseau:	<i>Emile</i>

**Background Reading:-**

Lucretius's 'On the Nature of Things', Voltaire's *Candida*, Johnson's *Rasselas*, Debate between Leavis and Wellek in *Scrutiny*, Wordsworth's *The Prelude*, Camus's *The Myth of Sisyphus*, Tagore's *The Religion of Man*, Spenser's *Four Hymns*, Browne's *Religio Medici*, A.K

20/3/22  
Registrar

**Suggested Reading:**

1. Alston, William P. *Reading in Twentieth Century Philosophy*.
2. Blooming, Mark Musa. *Essay on Dante*.
3. Cruickshank, John. *French Literature and its Background*.
4. Fergusson, Francis. *Dante*.
5. Grube, G. M. A. *Plato's Thought*.
6. J., John D. Sinclair. *Dante: The Divine Comedy*.
7. Jacoff, Rachel. *The Cambridge Companion to Dante*.
8. Lucretius. *The Nature of Things*. Translated by William Germa Leonard.
9. Mazzotta, Guiseppa. *Dante: The Poet of the Desert*.
10. Meszaros, Istvan. *The works of Sartre*.
11. Paul, S. L. *Philosophical Background to Western Literature*.
12. Quinton, Antony. *Thoughts and Thinkers*.
13. Russell, B. *The History of Western Philosophy*.
14. Sartre. *Sartre: My Childhood and Early Days*.
15. Taylor, A. S. *Plato: The Man and His Works*.

*[Handwritten signatures and initials]*

*[Handwritten signature]*  
 20/3/6.22  
**Registrar**

**Guru Jambheshwar University of  
 Science & Technology  
 HISAR-125001 (Haryana)**

## ENG-305(iv): NEW LITERATURES (Part-I)

External Marks: 70

Internal Marks: 30

(5Credits:4L+1T)

Time: 3 Hours

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:**

The course will focus on the literatures other than main stream British and American literature i.e. literature of India, Africa, the Caribbean, Canada and Australia, Aborigines and Natives. It will help the students to understand alternate histories, non-Western epistemologies, and aesthetics of the marginal people. Articulations of self-determination and individual identity through literature by the people who had been at margins will also be the focus of the study.

**Outcomes:**

1. The students will be able to develop an understanding of master and slave relationship.
2. They will be able to know the aspirations of indigenous people reflected in their writings.
3. They will be able to familiarize themselves with the concept of multiple cultures in the world.
4. They will be able to learn the effects of colonialization on tribal population of the world.

Unit-I Wole Soyinka : *A Dance of the Forests*

Unit-II Patrick White : *The Vivisector*

Unit-III Michael Ondaatje : *The English Patient*

Unit-IV Mohsin Hamid : *Exit West*

**Background Reading:-**

David Malouf, Bruce Beaver, Thomas Keneally, We are Going by Kath Walker, The

Concubine by Elechi Amadi, Ngugi WaThiong'o, The Wretched of the Earth of Franz Fannon, J.M.Coetzee, Doris Lessing, V.S.Naipaul.

**Suggested Reading:**

1. Bjorksten, I. *Patrick White: A General Introduction*.
2. Bliss,Carolyn Jane. *Patrick White's Fiction*.
3. Bloch, A & Dona, G(eds).*Forced Migration: Current Issues and Debates*.
4. Bolland, John. *The English Patient:A Reader's Guide*.
5. Jones,Eldred.*The Writing of Wole Soyinka*.
6. Spinks, Lee. *Michael Ondaatje*.
7. Wolfe, Peter.*Critical Essay son Patrick White*.
8. Wright, Derek.*Wole Soyinka*.

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*  
20/3/6.22

**Registrar**  
**Guru Jambheshwar University of**  
**Science & Technology**  
**HISAR-125001 (Haryana)**

## Course Curriculum of M.A. English(Under Choice Based Credit System)

## FOURTH SEMESTER

Sr. No.	Course Code	Nature	Nomenclature of Course	L-T-P	Credit/Hrs.	Max Marks	End-Semester Examination(Theory)	Internal Assessment	Duration of Exam
1	ENG401	PC	Critical Theory and Criticism(Part-II)	4-1-0	5	100	70	30	3Hours
2	ENG402	PC	American Literature(Part-II)	4-1-0	5	100	70	30	3Hours
3	ENG403	PC	Indian Writing in English(Part-II)	4-1-0	5	100	70	30	3Hours
4	ENG404	PC	English Language Teaching (Part-II)	2-1-2	5	100	70	30	3Hours
The students have to choose any one Programme Elective out of ENG305(i),(ii),(iii)&(iv)									
5	ENG405 (i)	PE	Literature and Gender(Part-II)	4-1-0	5	100	70	30	3Hours
	ENG405 (ii)	PE	Colonial and Post-Colonial Studies(Part-II)	4-1-0	5	100	70	30	3Hours
	ENG405 (iii)	PE	New Literatures (Part-II)	4-1-0	5	100	70	30	3Hours
	ENG405 (iv)	PE	Literature and Philosophy(Part-II)	4-1-0	5	100	70	30	3Hours

Note: L-Lecture, T-Tutorial, P-Practical

Programme Core(PC)	Programme Elective (PE)	Open Elective(OE)	Total Credits
20	05	-	25

Registrar

Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)

**ENG-401: CRITICAL THEORY AND CRITICISM (Part-II)****External Marks: 70****Internal Marks: 30****(5Credits:4L+1T)****Time: 3 Hours**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:**

In this course students will be introduced to literary criticism from its beginning to the 20th century. They will also learn how different literary critics over the ages have different conceptions of literature and creative arts. This course will complement their study of literature.

**Outcome:**

1. The students will be able to develop an understanding of Victorian and modern literary criticism.
2. They will be able to learn how to apply the various theories on literature.
3. They will be able to know the role of language in understating literature.
4. They will be able to analyze theories and discipline-specific skills.

**Unit-I**      Literary Criticism:    T.S.Eliot      : "Tradition and Individual Talent"  
                  I. A. Richards      :      Principles of Literary Criticism (Ch.XXVII and XXVIII)

**Unit-II**      Psycho analysis Sigmund Freud      : The Interpretation of Dreams.  
                  Jacques Lacan                              : The Function and Field of Speech and  
    Language in Psychoanalysis.

**Unit- III**      Deconstruction and Post-Structuralism Jacques Derrida: "Structure, Sign and Play in the Discourse of Human Sciences"

                 Roland Barthes      : "The Death of the Author"  
**Unit-IV**      Post-colonialism and Cultural Theory  
                  Stuart Hall:              "Cultural Identity and Diaspora"  
                  Salman Rushdie:      "Imaginary Homelands" essay in book Imaginary  
    Homelands

**Background Reading:-**

Neo-Platonism, Structuralism, Poststructuralism, Deconstruction, Formalism, Mikhail Bakhtin, Comparative Literature, Existentialism, Wimsatt & Beardsley on "The Affective Fallacy", W.K. Wimsatt & M.C. Beardsley on "The Intentional Fallacy",

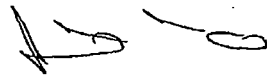
**Registrar**

**Guru Jambheshwar University of**  
**Science & Technology**  
**HISAR-125001 (Haryana)**



**Suggested Reading:**

- Abrams, M.H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. 10th ed. Wadsworth Cengage Learning, 2012.
- Duches, David. *Critical Approach to Literature*. N. J.: Prentice-Hall, 1956. Print.
- Derrida, Jacques. *Of Grammatology*. Baltimore: Johns Hopkins University Press, 1998.
- Eliot, T.S. *The Sacred Wood: Essays on Poetry and Criticism*. Alfred A. Knopf, 1921. Print.
- Hall, Stuart, and Gay P. Du. *Questions of Cultural Identity*. London: Sage Publication, 1996. Print.
- "James Merrill and the Making Of Literature." *Why Does Literature Matter?*, by Frank B. Farrell, Cornell University Press, Ithaca, London, 2004, pp. 67-85. *JSTOR*.
- Richards, I.A. *Principles of Literary Criticism*. New York: Brace Harcourt. 1961. Print.
- Rushdie, Salman. "Imaginary Homelands: Essays and Criticism 1981-1991". London: Grantain association with Penguin, 1992. Print.
- Selden, Raman. *A Reader's Guide to Contemporary Literary Theory*. New Jersey: Prentice-Hall, 1985.
- Wilfred L. Guerin, et.al. *A Handbook of Critical Approaches to Literature*. OUP. 2010.







  
Registrar

**Guru Jambheshwar University of  
Science & Technology  
Hisar-125001 (Haryana)**

**ENG-402:AMERICAN LITERATURE (Part-II):****External Marks: 70****Internal Marks: 30****(5Credits:4L+1T)****Time: 3 Hours**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:**

In this course the students will come to know about the 20th Century American writers, particularly novelists and dramatists. Students will be introduced to modernist novel, Expressionism, Impressionism, Plastic Theatre and Literary response to World War I.

**Outcome:**

1. The students will be able to learn about American dream, ethnicity, race realism and multiculturalism.
2. They will be able to understand the conceptions, generalizations, myths and beliefs about American culture and history.
3. They will be able to know about the effects of Post-world war on literature.
4. They will be able to compare and contrast American and English Romantics.

**Unit-I**      Ralph Waldo Emerson      : "The American

**Unit-II**      Scholar" Henry David Thoreau      : "Civil Disobedience"

**Unit-III**      Robert Frost      : "Mending Wall, "Birches", "Design", "The Road Not Taken", "After Apple Picking"

**Unit-IV**      Arthur Miller : *Death of a Salesman*

Toni Morrison : *The Bluest Eyes*

**Background Reading:-**

The Great Gatsby by F. Scott Fitzgerald, The Sound and the Fury by Faulkner, Herzog by Saul Bellow, Invisible Man by Ralph Ellison, Arthur Miller, Who's Afraid of Virginia Woolf by Albee, Sylvia Plath, Langston Hughes, Wallace Stevens, Catch-22 by Joseph Heller.

**Registrar**

**Guru Jambheshwar University of**  
**Science & Technology**  
**HISAR-125001 (Haryana)**

**Suggested Reading:**

Emerson, Ralph Waldo. "American Scholar." American Literature to 1865, Indian River

StateCollegeLibraries, 2018, <https://irsc.libguides.com/AML2010/AmericanScholar>.

Frost, Robert, Edward Connery Lathem, and Edward Connery Lathem. The Poetry of Robert Frost: The Collected Poems, Complete and Unabridged. 1st Owl Book ed.

New York: H. Holt, 1979. Print. Gray, Richard. A History of American Literature.

Miller, Arthur, 1915-2005. *Death Of a Salesman*. New York :Penguin

Books, 1996. Thoreau, Henry David. "Civil Disobedience". Boston: D. R.

Godine, 1969.

Toni Morrison. *The Bluest Eye*. Knopf Doubleday Publishing Group, 2007. Web.

**Registrar**

**Guru Jambheshwar University of**  
**Science & Technology**  
**HISAR-125001 (Haryana)**

**ENG-403: INDIAN WRITING IN ENGLISH (Part-II)****External Marks: 70****Internal Marks: 30****(5Credits:4L+1T)****Time: 3 Hours**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:**

The main objective of studying this course is to inculcate Indian values (social, cultural, religious, political, and literary) in the students.

**Outcome:**

1. The students will be able to learn the effects of partition on the lives of people.
2. They will be able to understand the emergence of drama in post independent India.
3. They will be able to analyze counter-discourse, subaltern and Identity movements.
4. They will be able to evaluate the representation of culture, national and gender politics.

**Unit-I**

A. K. Ramanujan: "Obituary", "The Striders", "Extended Family", "The Last of the Princes", "Anxiety"

**Unit-II**

Jayant Mahapatra: "The Whore house in a Calcutta Street", "Indian Summer", "A Missing Person", "Lost"

**Unit-III**

Jhumpa Lahiri : *The Namesake*

**Unit-IV**

Chaman Nahal: *Azadi*

**Background Reading:**

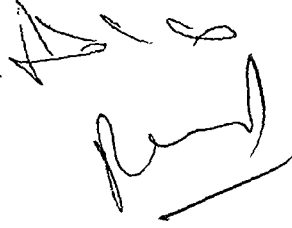
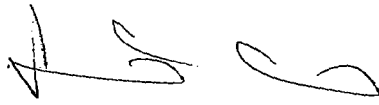
S Radha Krishna's *The Hindu View of Life*, Such a long Journey, Raja Rao's *Kanthapura*, Anita Desai *Fire on the Mountain*, Badal Sarkar, R K Narayan, Ghansi Ram Kotwal, Mahesh Duttani, Hayavadana, Kamla Markande, Gitanjali.

**Suggested Reading**

Registrar

Guru Jambheshwar University of  
Science & Technology  
HISAK-125001 (Haryana)

Desai, Kiran. *The Inheritance of Loss*. London: Hamilton, 2006. Print.  
 Ez Ezekiel, Nissim. *Collected Poems*. New Delhi: Oxford University Press, 2005. Print.  
 Lahiri, Jhumpa. *The Namesake*. New York: Mariner Books, 2004. Print.  
 Ramanujan, A. K. *The Collected Poems of A. K. Ramanujan*. Delhi: Oxford University Press, 1995. Print.


**Registrar**

**Guru Jambheshwar University of  
 Sci. & Technology  
 HISAR-125001 (Haryana)**

**ENG-404: ENGLISH LANGUAGE TEACHING (Part-II)****External Marks: 70****Internal Marks: 30****(5Credits:4L+1T)****Time: 3 Hours**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:**

The course is designed to acquaint the students with the communicative skills through spoken and written modules. It aims at enriching vocabulary, strengthening cognitive acumen and analytical ability. It also underlines the enrichment of knowledge through historical evolution of English language, word-formation processes and language-teaching methods.

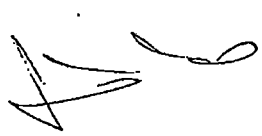


**Outcome:**

1. The students will be familiarized with the principles of ELT in India.
2. They will be able to learn various teaching techniques and digital learning to enjoy reading, writing and teaching.
3. They will be able to enrich their communicative skills.
4. They will be familiarized with different approaches to analyze different genres of literature.

**Unit-I** E LTin India A brief history, Role of English, Nature and approaches of Methods, Problems and Perspectives

**Unit-II** Research Methodology- Essentials of research paper writing

**Unit-III** Research Ethics- Plagiarism, Types of Plagiarism, Penalties& how to avoid Plagiarism

  
  
  
**Registrar**  
**Guru Jambheshwar University of**  
**Scholarship & Technology**  
**HISAK-125001 (Haryana)**

- Unit-IV i) Linguistics and Stylistics.  
ii) Critical appreciation of a short poem and a prose text.
- Unit-V Skill Development (Not to be included in theoretical exam)  
Acquisition of LSRW (listening, speaking, reading & writing) skills through various activities performed at language lab.

#### Background Research:-

Nature of Research, Origin of English language in India, Research Ethics, Status of English Language in India, Weak forms, Dialect, Register, Language Varieties, Idiolect, Situational Language Teaching

#### Suggested Reading:

- Searle, John R. *Speech Acts: An Essay in the Philosophy of Language*. London: Cambridge University Press, 1969. Print.
- Baugh, Albert C. 1891-1981., and Thomas Cable. *A History of the English Language*. 6th ed., Authorized British ed. Abingdon: Routledge, 2013. Print.
- Lindsey, Geoff. *English After RP: Standard British Pronunciation Today*. UK: Springer International Publishing, 2019. Print.
- Adams, Sherry. *High School English Grammar and Composition*. New Delhi: S. Chand & Company, Ltd., 2009. Print.
- Rigg, A. G. *The English Language: a Historical Reader*. New York: Appleton-Century-Crofts, 1968.
- Roach, Peter. *English Phonetics and Phonology: A Practical Course*. UK: Cambridge University Press, 2013. Print.
- Sethi and Dhamija. *A Course in Phonetics and Spoken English*. India: Prentice Hall of India Pvt. Ltd. 2006. Print.

13.6.24  
Registrar

Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)

**ENG-405(i): LITERATURE AND GENDER (Part-II)****External Marks: 70****Internal Marks: 30****(5Credits:4L+1T)****Time: 3 Hours**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:** The course will introduce the students to important feminist theories and also how to apply these theories to the study of texts prescribed in the course.

**Outcome:**

1. The students will be able to understand the concepts of Feminism, Femininity and Feminist.
2. They will be able to understand the means and ways of marginalization.
3. They will be able to evaluate culturally and historically specific constructions of gender.
4. They will be able to research in the field of gender and cultural studies.

Unit-I

Unit-II

Unit-III

Unit-IV

Unit-I Judith Butler : *Gender Trouble*Unit-II Alice Walker : *The Color Purple*Unit-III Doris Lessing : *The Golden Notebook*Manju Kapur : *Difficult Daughters***Background Reading:-**

Queer Theory, *Black on Both Sides: A Racial History of Trans Identity* by C. Riley Snorton, Kamla Markanday's *Nectar in a Sieve*, A Feminist Reading of D. H. Lawrence's *Sons and Lovers*, Rama Mehta's *Inside the Haveli*, *Man Enough to be a Woman* by Jane County, *Transgender History* by Susan Stryker, *A Married Woman* by Manju Kapur, Kiran Desai, Virginia Woolf's *Orlando*

**Suggested Reading:**

Anupama, D. Deshraj. *Feminine Self and Feminism in Virginia Woolf*.  
Duttasans, 2010. Simone de Beauvoir. *The Second Sex*. Mariner

Registrar



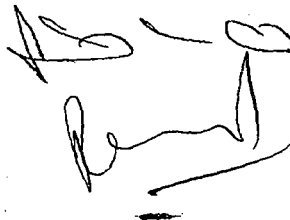
Publications, 2008. Print.

Devi, Mahasweta. "Breast- Giver", Trans. Gayatri Chakravorty Spivak, In *Other Worlds*. New York, Methuen, 1987: pp. 222-240.

Lessing, Doris. *The Golden Notebook*. New York :Simon and Schuster, 1962. Print. Revthy, A. *The Truth About Me: A Hijra*

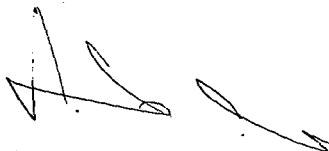
*Life*. Penguin India, 2010. Print.

Walker, Alice. *The Color Purple*. London: Women's Press, 1992. Print.



  
31.3.6.22  
Registrar

**Guru Jambhikeshwar University of  
Science & Technology  
HISAR-125001 (Haryana)**



## ENG-405(ii): COLONIAL AND POST-COLONIAL STUDIES (PART-II)

External Marks: 70

Internal Marks: 30

(5 Credits: 4L+1T)

Time: 3 Hours

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:**

The paper aims to explain the cultural legacy of colonialism and imperialism. It explores the human consequences of external control over native people. The interactions between European nations and societies they colonized remain an important area of study in this course. The students will be made aware about the important role played by the writers in the process of decolonization.

**Outcome:**

1. The students will be familiarized with African literature written in English.
2. They will be able to learn about liberation, independence, tradition, modernity, individualism, community, socialism and capitalism.
3. They will be able to explore nuances of English language used by writers belonging to different parts of the world.
4. They will be able to navigate the complex maze of theoretical terms and concepts that characterize post-colonial studies.

**Unit-I**W. Edward Said: *Culture and Imperialism***Unit-II**Salman Rushdie: *Midnight's child***Unit-III**Ruth Praver Jhabvala: *Heat and Dust***Unit-IV**Frantz Fanon: *Black Skin White Masks***Background Reading:**

Colonial Transaction, Wole Soyinka *Death and the Kings Horseman*, *Cracking India*  
Bapsi Sidhva, Evelyn Waugh *Black mischief*, E M Forster *Rudyard Kipling*, *Orientalism*, Francis Fukuyama, Chinua Achebe, *difference of Post-Colonial and Colonial*.

**Suggested Reading:**

Arnold, Matthew. *Culture and Anarchy*. 1869. Ed. Samuel Lipman. New Haven: Yale University Press, 1994. Print.

  
Registrar

Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)

Dollimore, Johnathon, and Keith Hall, editors. *Political Shakespeare: Essays in Cultural Materialism*. 2nd ed., Cornell UP, 1994. Print.

Fanon, Frantz, and Charles L. Markmann. *Black Skin, White Masks*. 1967. Print. Godimer, Nadine. *My Son's Story*. London: Bloomsbury, 1990. Print.

Hall, Stuart. "Race, Culture and Communications: Looking Backward and Forward at Cultural Studies." *Rethinking Marxism* 5.1 (1992a): 10-18.

—. "What's This 'Black' in Black Popular Culture?" *Black Popular Culture*. Ed. Gina Dent. Seattle: Bay, 1992b. 21-36. Print.

Kipling, Rudyard. *Kim*. London: Pan Books, 1978. Print.

Said, Edward W. *Culture and Imperialism*. New York: Random House, 1993. Print.

—. *Orientalism*. New York: Vintage, 1978. Print.

Williams, Raymond. *Problems in Materialism and Culture: Selected Essays*. London: Verso, 1980. Print.

Registrar

Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)

**ENG-405(iv): NEW LITERATURES (Part-II)****External Marks: 70****Internal Marks: 30****(5Credits:4L+1T)****Time: 3 Hours**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:**

This course will further enhance the understanding of students about literatures that have been out of the canon of mainstream literatures or have been included in it at a later stage. It will add to their understanding to the fact that human beings have a wide variety to look at life and respond to it imaginatively and epistemologically. They will be introduced to culturally specific tropes that make these works resist easy entry for the 'other'.

**Outcomes:**

1. The students will be familiarized with the thematic trends in literature written in different continents.
2. They will be able to understand treatment of ruling and ruled people in inter-continental writings.
3. They will be able to know the colonial effects on the liberty of marginalized people.
4. They will be able to learn the different ways and means of the segregation of culture and society.

**Unit-I**

A.D. Hope :Australia, Deathofthe Bird, Parabola, Standardization, Tiger

**Unit – II**Sally Morgan :*My Place***Unit – III**Jean Rhys: *Wide Sargasso Sea***Unit-IV**Cyprian Ekwensi: *The Drummer Boy***Background Reading:**

Claude Mckay, Rohinton Mistry, Maya Angelou, Kevin Gilbert, Judith Ortis Cofèr, Alberto Alvaro Rios, Virginia Wolf, Siphon Sepmla, Yusef Komunyakaa, Sherman Alexie's Reservation Blues

**Suggested Reading:**

Hope, A. D. and Brooks, David. *A. D. Hope: Selected Poetry and Prose*, edited by

  
**Registrar**

**Guru Jambheshwar University of**  
**Science & Technology**  
**HISAR-125001 (Haryana)**

**ENG-406: DYNAMICS OF ENGLISH LANGUAGE-II****External Marks: 70****Internal Marks: 30****(5Credits:4L+1T)****Time: 3 Hours**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:**

The course will develop the basic understanding of grammar and communication skills among the students. The course has been designed to enable the students to understand the nuances of language structure and to introduce the basics of grammar and writing skills. Phonetics has been added for the understanding of fundamental aspects of communication.

**Unit-I Functional Grammar:**

Common Errors, Clause Structure, Tag Questions,  
Consistency in Tenses Auxiliaries, Modals & Punctuation

**Unit-II Phonetics:**

The Organs of Speech Phonetic Symbols, Speech Sounds- Vowels and  
Consonants, Transcription

**Unit-III Translation:**

Hindi to English and  
English to Hindi

**Unit-IV****Writing Composition:**

Creative Writing, Email Writing, and Formal Letter Writing

**Suggested Reading:**

- Adair, John. *Effective Communication*. London: Pan Macmillan Ltd., 2003. Print.  
Bhattacharya, Debiprasad. *A Textbook of Creative Writing*, 2009. Print.  
Fitikides, T. J. *Common Mistakes in English*. London: Orient Longman, 1984. Print.  
Greenbaum & Quirk. *A University Grammar of English*. Cambridge University Press. New Delhi: Pearson India, 2002. Print.  
Rahman, Anisur. ed. *Translation: Poetics and Practice*. New Delhi, 2009. Print.  
Roach, Peter. *Phonetics & Phonology of English*. Cambridge: Cambridge University Press, 2000. Print.  
Sethi and Dhamija. *A Course in Phonetics and Spoken English*. India: Prentice Hall of India Pvt. Ltd. 2006. Print.  
Turton, N. D. & J. B. Heaton. *Longman Dictionary of Common Errors*. Essex: Longman, 1987. Print.

David Brooks Halstead Press Rushcutters Bay, N.S.W. 2000.

Rhys, Jean, Judith L. Raikin, and Charlotte Brontë. *Wide Sargasso Sea*. New York: W.W. Norton, 1999.

Ekweni, C O. D. *The Drummer Boy: Cyprian Ekwensi*. Cambridge: C.U.P, 1960. Print. Rhys, Jean. *Wide Sargasso Sea*. London: Penguin Books, 2000. Print.

Handwritten signatures and initials.

Handwritten signature and date: 13.6.22

Registrar

Guru Jambheshwar University of  
Science & Technology  
HISAR-126004 (Haryana)

## DURATION OF PROGRAMME

Minimum duration of the M.A. (English) Programme is two years and maximum duration is four years. This programme adopts semester system as per Choice based credit system (CBCS), that provides a learning platform wherein the student or knowledge seeker has the flexibility to choose their course from a list of elective, core and soft skill courses. This is a student-centric approach to learning or acquiring higher education.

## FACULTY AND SUPPORT STAFF

A full time faculty is appointed to run this programme, supporting staff looks-after with the problems of the students, online admission helpline examination related work, study material delivery grievance redressal etc. The recruitments of faculty positions are always strictly maintained following the UGC guidelines. The University also take support from the wider academic community of the respective courses from other institutions of higher learning and researches.

The Directorate of Distance Education (DDE) of the university is headed by the director who is a full time faculty member (Professor) of the university appointed by Vice-Chancellor to facilitate the development, implementation and monitoring the programmes offered at DDE and to attend all administrative matters concerned with the activities of directorate. In addition, there is one full time faculty member of Directorate of Distance Education who is holding the position of Deputy Director. The supporting Staff includes Deputy Registrar, one Assistant Director, one Superintendent and two Deputy Superintendent, one Hindi Officer, Six Assistants and other clerical staff are coordinating the activities of Directorate of Distance Education (DDE) and looks after the problems of the distance students. The Supporting staff looks after the problems of the students through on line admission help line, examination related work, study material delivery, grievance redressal and so on. The DDE is assisted by the IT CELL for the online uploading and evaluation of assignments and other student support activities. The DDE also assisted by Pt. Deendayal Upadhyaya Computer and Informatics Centre (PDUCIC) department for communicating important information to the distance student through Distance website of Guru Jambheshwar University of Science and Technology, Hisar. The PDUCIC department managed the Distance Website of the University. There are two faculties of commerce in Directorate of Distance Education who are looking after the programme as course coordinator.

22/3/22  
Registrar

Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)

## FACULTY

The Directorate of Distance Education (DDE) have qualified teaching faculty to look after the programme as a course coordinator. They look for the following activities related to the distance education:

- Conducting Personal Contact Programme (PCP) classes for the Distance students.
- Assisting in the change of Regulations and Curriculum, admission work, counselling new students and other issues such as break of study, exemptions etc.
- Coordinating with all Study Centres to maintain academic activities.
- Coordinating for the preparation of study materials for all semesters/year.
- Coordinating with the faculty members for the preparation and evaluation of assignments of students, and viva voce examinations.

## INSTRUCTIONAL DELIVERY MECHANISM

The Instructional system of the University comprises four components, viz, Self-Learning Material (SLM), Personal Contact Programme, Internal Assessments and End Term Examination.

- **Self-Learning Material (SLM)** – The success and effectiveness of distance education systems largely depends on the study materials so it is necessary that the study material (SLM) must be ideal for easy and better understanding in self-learning mode. Learning Material through Print media named self-learning Material (SLM) is developed with the approach of self-explanatory, self-contained, self-motivating and self-evaluating followed by the UGC guidelines.
- **Personal Contact Programme** – PCP sessions guide the learners as the programme proceeds. The date and venue for the PCP will be communicated to the learners through our website or SMS Service. During PCP, the learner gets guidance for better understanding of the programme and subject. The Personal Contact Programme (PCP) of 15 days duration for annual programme and 10 days duration for semester programme will be arranged for each of the course by the respective Course Coordinator at the University campus. The learners can get their doubts cleared with the help of subject experts so as to improve their self-learning capability. Learners are required to attend PCP sessions for all their respective subjects.

  
Registrar



- **Internal Assessments-** Distance education learners have to depend much on self-study. In order to ascertain the writing skill and level of comprehension of the learner, assignment work is compulsory for all learners. The Directorate of Distance Education (DDE) of this university has an online portal for the uploading of the assignments and same has been evaluated online by the subject expert. Two assignments of 30 marks i.e. 10 marks each shall be allotted for each subject consists of questions with practical based. The assignment question papers will be uploaded to the website within a scheduled time and the learners shall be required to respond them within a specified period of time. The response of the learner is examined by a faculty member.
- **End Term Examinations-** At the end of every session learners will give theory exam for 70 marks for each subject. For examination, there will be of nine questions. The first question will be compulsory consisting of seven short questions of two marks each covering the entire syllabus (all four Units). In addition, eight more questions of 14 marks each will be set comprising from the entire syllabus and the students ~~are~~ required to attempt any four questions from these.

### STUDENT SUPPORT SERVICES

The distance department of the university is provides the Student Support Services through online mode. Following are the main student support services provided by university through online mode:

- On line Admission Portal for students
- On line fee portal for students
- SMS alert facility for the students for information related to PCPs, Project, Deadlines and Viva-voce etc.
- Grievance handling mechanism is adopted with the help of supporting technical staff
- Practical Questions Based Assignments
- On-line availability of Old Question Papers and study material
- Comprehensive viva-voce is conducted after term end examination in the University
- Student Help Desk



Registrar

Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)



### Identification of Media Print, Audio or Video, Online, Computer Aided

A well-equipped Computer lab and classrooms is exclusively available in Distance Education for class teaching and downloading the e-books, language lab equipped with language software –WORDSWORTH in 40 PCs, with latest version of MS Office and internet facility is also available in the department of Directorate of Distance Education (DDE) of this university. This Computer Lab is established with an aim to meet the computing requirements of all the Distance learners of the University. This lab is equipped with 12 desktop computers of latest configuration i.e. Window 7, Window 10 and I3 processor. In addition to this, there is one printer, one scanner and one LED in the Computer Lab for teaching through presentation and video lectures to students. There is one lab attendant for handling the queries & feedback form regarding online admission, fee payment, uploading of assignments, any other queries through mail, etc.

### Study Centres of the University

#### List of Study Centres

Sr. No.	Centre Code	Name and Address of Study Centre	Programmes Approved
1.	4102	Maharani Lakshmi Bai College, Balsmand Road, Bhiwani Rohilla, Hisar Mob.94160-44471, 82953-44449	BA,M.A(English/ Hindi)
2.	4103	Guru Dronacharya Girls College, Mandi Adampur, Hisar, Haryana- 125052 Mob. No. 9996850047, 9215839001 Email: info.gdgc@gmail.com	BA,M.A(English/ Hindi)
3.	4104	Asha Girls College, Panihar Chack, Hisar Mob. No. 9215547280, 9416547280 Email: drvkmaiya@gmail.com	BA,M.A(English/ Hindi)
4.	4107	ODM College for Women, Muklan, Hisar Mob. No.989677890,01662-238789 Email-odmhisar@yahoo.com	BA,M.A(English/ Hindi)

## F. PROCEDURE FOR ADMISSIONS, CURRICULUM TRANSACTION AND EVALUATION

### a. Admission Procedure

Whole admission process is online as per the University rules. Admission policy for the programme - Admission is based on filling online Admission Form. The procedure of filling the online application form is a four-step procedure, i.e.

- Candidate Registration.
- Payment option through Net Banking, Debit card or Credit card.
- Filling of application form.
- Uploading required scanned documents.
- Eligibility

**Eligibility:** Bachelor's degree from any university.

### Fee structure (in two installments in a year)

1 <sup>st</sup>	Instalment	5000/-*
2 <sup>nd</sup>	Instalment	5000/-
3 <sup>rd</sup>	Instalment	5000/-*
4 <sup>th</sup>	Instalment	5000/-

This includes ₹ 500/- as University Registration fee in case of fresh admission and as continuation fee in case of promotion to next class/Year and ₹ 1000/- as university examination fee in the case of Annual Courses.

In addition to above ₹ 100/- as Student Fee ship (Alumni Fund) is also payable once in course duration at time of admission.




**Registrar**

Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)

### Curriculum Transaction

The Directorate will supply study material in the form of Self-Learning Mode (SLM) printed book/lessons as well as available on the website of Distance Education. The students will get the same directly from the Directorate either by-hand or will be sent by post/courier service.

- The Personal Contact Programme (PCP) of 15 days duration for annual programme and 10 days duration for semester programme will be arranged for each of the course by the respective Course Coordinator at the University campus. Theory/Practical teaching as per requirements will be provided to the students by the subject specialists. The PCPs will be held as per the schedule given in the prospectus. In addition to this students are informed through Distance Education website and SMS as well. However, the students are advised to report to the concerned Course Coordinator for PCP at the contact given therein.

### Evaluation

Internal assessment is based on practical assignments and the evaluation is done by experts in relevant field. External term end evaluation is done by experts in relevant field.

- **Last Date of online submission of Internal Assignments**  
30th April for even semester and 31 December for odd semester of every year.  
Last Date of submission of Internal Assignment with a late fee of ₹ 500/-  
31<sup>st</sup> May for even semester and 31 January every year
- **Last Date of submission of Internal Assignment with a late fee of ₹ 1000/-**  
15th June for even semester and 15 February every year

**NOTE:** The students have to upload two internal handwritten assignment of each theory paper of 30% weightage in the stipulated time period mentioned above. Assignments to be prepared by the students will be available on the website dde.gjust.ac.in. It is the sole responsibility of the student to download the question paper of the assignment and upload the solved assignments.

### Scheme and Instructions for MA (Master of Arts) Examination

- Academic Calendar (PCP schedule, Assignment submission deadlines etc.)
- Internal assessment is based on practical and the evaluation is done by expert in relevant fields.

**Registrar**  
Guru Jambheshwar University of  
Science & Technology  
HISAK-125001 (Harvana)

## c. Term end evaluation.

The MA (Master of Arts) programme is divided into two years annually. Every semester ordinarily shall be of 21 week of duration inclusive of teaching and examination. Each paper shall be of 100 marks in the ratio of 70% external and 30% internal. The division of marks is as under:

Final/Major Test (External)	:	70 Marks
Internal Assessment (Internal)	:	30 Marks

**Distribution of weightage of 30 marks of Internal Assessment will be as under:**

30 marks are allocated for internal assessment based on two hand written assignment of 15 marks each. The questions for assignments will be uploaded on Directorate of Distance Education website time to time.

Max. Marks	:	100 Marks
Passing Marks	:	35 Marks

The students who fail in internal assessment as well as in aggregate will have the option to improve their score in the internal assessment giving a special chance to such students. However, no student will be allowed to improve his/ her score of internal assessment, if he/she has already scored 40% marks in aggregate as well as in external examination. A student who could not secure 40% marks in external will have to reappear in the external examination of the respective paper.

**Instructions to the examiners and students for the Major Test of 70 marks:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition, eight more questions will be set comprising two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to the compulsory Question No. 1. All questions shall carry equal marks. The maximum time allotted for the major test is 03 (three) hours.

20/3/22  
Registrar  
Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)

## G. REQUIREMENT OF THE LABORATORY SUPPORT AND LIBRARY RESOURCES

### Laboratory Support

The infrastructure related to library resources is available in the present set-up of the university whereby, we have a well stacked library with latest books, journals, magazines and newspapers.

It is named after the great Indian Jurist, Economist, Politician and Social Reformer Dr. Bhim Rao Ambedkar. The seating capacity of the University Library is 400 seats. By the end of December 2018, the Library has a collection of 106566 books. The Library in its electronic repository has the access to 7000+ e-journals from 14 publishers and 5 Databases. Moreover, 2149 e-books of national and international reputed publishers have also been added in e-repository to enrich the students. University library provides different services to distance learners such as Air Conditioned Reading Halls, Reading Facility for 400 students, Laptop Lab for SC/ST students consisting of 20 Laptops with internet facility and Potable Water facility on every floor. The online e-library resources namely INFLIBNET is also available for the accessibility of books and journals.

### Library Resources

The infrastructure related to library resources is available in the present set-up of the university whereby, we have a well stacked library with latest books, journals, magazines and newspapers. It is named after the great Indian Jurist, Economist, Politician and Social Reformer Dr. Bhim Rao Ambedkar. The seating capacity of the University Library is 400 seats. By the end of December, 2018, the Library has a collection of 106566 books. The Library in its electronic repository has the access to 7000+ e-journals from 14 publishers and 5 Databases. Moreover, 2149 e-books of national and international reputed publishers have also been added in e-repository to enrich the students. University library provides different services to distance learners such as Air Conditioned Reading Halls, Reading Facility for 400 students, Laptop Lab for SC/ST students consisting of 20 Laptops with internet facility and Potable Water facility on every floor. The online e-library resources namely INFLIBNET is also available for the accessibility of books and journals.

21.3.6.22  
Registrar  
Guru Jambheshwar University of  
Science & Technology  
HISAK-125001 (Har yana)

## H. Cost estimate of the programme and provisions have following components

- Study material development and delivery such as cost of writing, vetting, editing, SLM conversion, printing and despatch and etc. remuneration rates are attached.
- PCP and related activities remuneration rates are attached.
- Examination and evaluation related activities remuneration rates attached.
- Internal assessment including assignment preparation and evaluation.
- Miscellaneous cost like advertising on FM radio broadcast, newspapers and SMS alert.
- Salary of teaching and non-teaching staff.

Keeping an eye on the number of applicants applying for the said programme includes major heads as given as below:--

- Course development:** It includes SLM writing, vetting, editing, review, printing cost etc.
- Course Delivery:** it includes expenses like postage, courier and door delivery of SLM
- Maintenance:** Syllabus revision, updating of SLM, expenses for SLM revision committee etc.

Other expenses are also required to spend on learner support for example face to face counselling, advertisement, library and other related administrative expenses.

## Special Provisions

- The Scheduled Caste students of Haryana whose family income from all sources is up to Rs. 2.5 Lacs per annum as prescribed by the State Govt. for Post Matric Scholarship and who produces, at the time of admission, the "Caste" and "Income" certificates issued by the competent authority, are not required to pay any kind of fees and they may pay a sum of Rs.1000/- (Refundable) as security/caution money at the time of admission. The eligible SC students will submit the Post Matric Scholarship forms at the time of admission/fee deposition. The hard copy of the filled post matric scholarship form is to be submitted within the stipulated time in the office of the

Registrar

Guru Jambheshwar University of

Technology

Hisar-125001 (Haryana)

Directorate of Distance Education failing which the candidate will not be allowed to appear in the examination. In case the student does not apply for scholarship or is found ineligible for award of scholarship or being eligible he/she is not awarded scholarship due to one or other reason, he/she will be liable to pay full fee along with late fine @ Rs. 10/- per day.

- The fee concession on the pattern of Guru Jambheshwar University of Science & Technology employees will also be extended to the employees of the office of the Directorate of Technical Education Haryana posted in the Head Office at Panchkula and the Audit staff posted in Guru Jambheshwar University of Science & Technology, Hisar for pursuing studies in all the courses being run by the University. However, the Audit Staff will be entitled to avail such facility up to the period till they remain posted in Guru Jambheshwar University of Science & Technology, Hisar.
- The students must remit the fee of subsequent semesters/instalments as per the schedule without waiting for the result so as to enable the Directorate to supply the study material in time.
- In case of sudden demise of any student during study the fees paid by him/her for the session of demise will be refunded, if claimed by parents
- 25% concession of the total fees to serving/ retired military personal upto the rank of N.C.O. or of military personal killed or incapacitated wholly or partially during the war and their wards, will be allowed.

## I. QUALITY ASSURANCE MECHANISM

### • Quality Policy of University:

The Guru Jambheshwar University of Science & Technology (GJUST) is committed to achieve excellence in teaching, research, and extension by follow and implement following points of quality policy:

- Imparting globally competitive education
- Selecting and retaining competent and motivating faculty
- Providing state of the art infrastructural resources
- Promoting quality research culture
- Ensuring transparent and accountable governance
- Focusing on holistic development of learners

**Registrar**  
Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)



- g) Symbiotic relationship with industry, other academic institutions, and society
- h) Striving for financial self-reliance

- **Advisory Committee:**

The Advisory Committee headed by the Vice-Chancellor has been constituted to monitor the activities of the Directorate along-with matters related to quality assurance (Functions and List of members attached). Student Counselling Centre for Internal Quality Assurance (CIQA) to be framed specially for Distance Education (DE) programmes as per the latest University Grants Commission (Open and Distance Learning Regulations), 2020. The DDE has an approved panel of experts for preparing SLM and this is being edited by the course coordinator.

- **Centre for Internal Quality Insurance (CIQA)**

The CIQA also oversees the development and preparation of SLMs, and then it is submitted to the Board of Studies concerned for the approval. The objective of establishment of Centre for Internal Quality Assurance (CIQA) is to develop and put in place a comprehensive and dynamic internal quality assurance system to provide high quality programmes of higher education in the Open and Distance Learning mode.

**Composition of CIQA for the year 2022-23:**

- Vice-Chancellor, Chairperson
- Registrar, Member
- Dean of Colleges, Member
- Controller of Examination, Member
- Director, HSB, Member
- Chairperson, Deptt. of CMT, Member
- Chairperson, Deptt. of Mathematics, Member
- Prof. Pardeep Kumar, Director (DE), KUK, Member
- Prof. Saroj, Deptt. of CSE, Member
- Prof. R. Baskar, IGNOU, Delhi, Member
- Prof. Suresh Mittal, HSB, Member
- Director, PDUCIC, Member


21/3.6.22  
Registrar


- Dy. Registrar (DE), Member
- DR/ AR (Accounts), Member
- DR/ AR (Academic), Member
- Director, Distance Education/ CIQA, Member Secretary
- Sh. Vinod Goyal, Assistant Professor, DDE, Member
- Dr. Sunaina, Assistant Professor, DDE, Member
- Dr. Vizender Sihag, Assistant Professor, DDE, Member

### **Functions of Internal Quality Assurance (CIQA)**

Following are the main functions of CIQA:

- To maintain quality in the services provided to the learners.
- To ensure continuous improvement in the entire operations of the Higher Education Institution.
- To identify the key areas in which the Higher Education Institution should maintain quality.
- To disseminate information on quality assurance.
- To device mechanisms for interaction and obtaining feedback from various Departments or Centres or Schools in the Higher Education Institution.
- To suggest to the authorities of the Higher Education Institution, measures for qualitative improvement.
- To ensure the implementation of its recommendations through regular monitoring.
- To ensure participation of all stake holders namely, learners, teachers, staff, parents, society, employers and Government in Quality Improvement Process.
- To prepare Programme Project Report and ensure another launch of programme(s).
- Collection, collation and dissemination of accurate, complete and reliable statistics about the quality of the programme(s).

  
 Registrar  
 Guru Jambheshwar University of  
 Science & Technology  
 HISAR-125001 (Haryana)



### Activities of Centre for Internal Quality Assurance (CIQA)

Following are the main activities of CIQA:

- Prepare a Programme Project Report (PPR) for each programme according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme;
- Get the Programme Project Report (PPR) approved by the appropriate authority of the Higher Educational Institution and the Commission before launch of the programme;
- Oversee the development of Study Learning Material (SLM), integration of Information and Communication Technology (ICT), setting up of Learning Centres and coordination with the parent institution and relevant Regulatory authorities;
- Put in place monitoring mechanism to ensure the proper implementation of Programme Project Reports (PPRs);
- Design annual plans for quality level enhancement at the level of the Higher Educational Institution and ensure their implementation;
- Arrange for feedback responses from students, employers and other stakeholders for quality related institutional processes;
- Develop quality benchmarks or parameters for the various academic and administrative activities of the Higher Educational Institution;
- Obtain information from other Higher Educational Institutions on various quality benchmarks or parameters and best practices;
- Organise workshops or seminars on quality related themes and Higher Educational Institution wise dissemination of the proceedings of such activities;
- Suggest restructuring of programmes in order to make them relevant to the job market;
- Develop and implement innovative practices in major areas leading to quality enhancement in services to the learners;
- Create learner centric environment rather than institution centric environment;

*[Handwritten signature]*  
 13.6.22  
 Registrar

- Adopt measures to ensure internalisation and institutionalisation of quality enhancement practices through periodic accreditation and audit;
- Conduct or encourage system based research to bring about qualitative change in the entire system;
- Coordinate between the Higher Educational Institution and the Commission for various quality related issues or guidelines;
- Record activities undertaken on quality assurance in the form of an annual report; and
- To coordinate recognition and accreditation of the Higher Educational Institution.

## J. EXPECTED PROGRAMME OUTCOMES


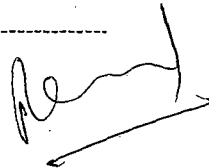
This MA General, a 2 year degree as an under graduate programme has been designed to prepare graduates for attaining the following program outcomes.

- ❖ Students can go for further studies to upgrade their knowledge in English, and domain knowledge.
- ❖ Students will learn and analyse a problem and draw correct inference regarding social issues.
- ❖ Students will be able to communicate ideas clearly and persuasively in writing.
- ❖ Students will be able to understand the impact of system solution in a contemporary global, legal, economic, environment, and societal context for sustainable development.
- ❖ Students will learn to make effective oral presentation based on relevant information and facts.
- ❖ Students may establish their self as public administrator on the basis of civil services, SSC, banking, HPSC and other exam of public services.
- ❖ Students can setup their independent ideas/Cottage/business/venture.
- ❖ To prepare the students with the latest developments and to put them on the right track to fulfil the requirements in contemporary society.
- ❖ To make them intellectually sharpen in an increasingly complex and independent world.
- ❖ To develop sensitivity among the students to become thought provoking leaders to face the challenges.
- ❖ To sensitize them to understand ethical issues and dilemmas that a common

**Registrar**

citizen often faces.

- ❖ To have a harmonious nature to strengthen the roots of the country.
- ❖ To make them mark as globally fine and well-mannered citizens of a democratic country.

-----  
 

  
13.6.22  
Registrar

**Guru Jambheshwar University of**  
Science & Technology  
HISAR-123001 (Haryana)

-27-

From pre page.

Reference Minutes of CIQA Meeting held on 27.05.2022 approved by the Hon'ble Vice-chancellor at NP-26.

It is submitted that the Directorate of Distance Education, Guru Jambheshwar University of Science & Technology, Hisar is going to propose two new Programmes through ODL mode i.e. M.A. (Hindi) and M.A. (English) for the academic year 2022-23. The last date to apply online for new Programme through ODL mode is 31.05.2022 and submit the hard copy to DEB/UGC upto 15.06.2022.

In this connection, it is submitted that the proposal to start MA (Hindi) and MA (English) programmes has already been approved in the 57<sup>th</sup> meeting of Academic Council held on dated 29.04.2021 vide agenda item No. 40 & 41 respectively. As per Minutes of meeting of CIQA (agenda No. 4 & 5) held on dated 27.05.2022, "SLM of the proposed MA (Hindi) & MA (English) may be approved by the Hon'ble Vice-Chancellor as and when ready and same will be reported in the next CIQA meeting". Now the SLM of MA (Hindi) and MA (English) has been prepared as per UGC (open and Distance Learning Programmes and online Programmes) Regulations 2020 (Flag 'X' & 'Y').

In view of above, the Hon'ble Vice-chancellor may kindly be requested to approve the proposed SLM of MA (Hindi) & MA (English), so that online application may be submitted to DEB/UGC for approval of two new programme i.e. MA (Hindi) & MA (English) through ODL mode for the academic session 2022-23.

Submitted please.

Assistant  
Superintendent (DE)  
Dy. Registrar (DE)



Registrar

Vf, 31/5/22

Registrar

DDE

DRD

Registrar

Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)

## MA English

sample of SLW (content  
page no.)  
(11 PR)



**Directorate of Distance Education  
Guru Jambheshwar University of Science  
& Technology Hisar 125001, Haryana**

*B.6.22*  
**Registrar**

**Guru Jambheshwar University of Science & Technology  
Hisar 125001 (Haryana)**

*[Signature]*

*[Signature]*

## Table of Contents

MA English 1<sup>st</sup> Semester

Paper Code: ENG.-101


Name of Paper: Literature in English 1550-1660 (Part-I)

Sr. No.	Name of Unit	Author	Vetter
1.)	Philip Sidney	Dr. NutanYadav	Prof. Ravi Bhushan
2.)	Christopher Marlowe	Dr. NutanYadav	Prof. Ravi Bhushan
3.)	William Shakespeare	Dr. NutanYadav	Prof. Ravi Bhushan
4.)	John Milton	Dr. NutanYadav	Prof. Ravi Bhushan

  
Course Coordinator Eng.

  
Dept. of English

  
Director (DE)

  
Registrar  
Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)



## Table of Contents

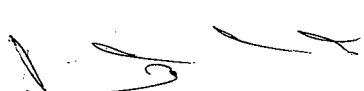
MA English 1<sup>st</sup> Semester

Paper Code: ENG.-102

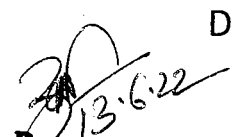
Name of Paper: Literature in English 1660-1798 (Part-I)

Sr. No.	Name of Unit	Author	Vetter
1.)	Absalom and Achitophel	Dr. Pallavi	Dr. NutanYadav
2.)	The Way of the World	Dr. Pallavi	Dr. NutanYadav
3.)	<u>The Rape of the Lock</u>	Dr. Pallavi	Dr. NutanYadav
4.)	The School for Scandal	Dr. Pallavi	Dr. NutanYadav
5.)	Prepration for Exam	Dr. Pallavi	Dr. NutanYadav

  
Course Coordinàtor Eng.

  
Dept. of English

  
Director (DE)

  
13.6.22  
**Registrar**  
Guru Jambhadr University of  
Sri Ganganagar  
Hisar-123001 (Haryana)

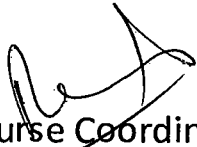
## Table of Contents

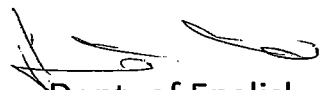
MA English 1<sup>st</sup> Semester

Paper Code: ENG.-103

Name of Paper: Literature in English 1798-1914 (Part-I)

Sr. No.	Name of Unit	Author	Vetter
1.)	Wordsworth	Dr. Nutun Yadav	Prof. Santosh Mangal
2.)	John Keats	Dr. Nutun Yadav	Prof. Santosh Mangal
3.)	Middlematch	Dr. Nutun Yadav	Prof. Santosh Mangal
4.)	The Great Expectations	Dr. Nutun Yadav	Prof. Santosh Mangal

  
Course Coordinator Eng.

  
Dept. of English

  
Director (DE)

  
Registrar

Guru Jambhwar University of  
Sci. & Technology,  
HISAR-125001 (Haryana)

## Table of Contents

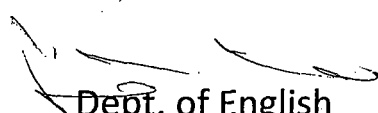
MA English 1<sup>st</sup> Semester

Paper Code: ENG.-104

Name of Paper: Literature in English 1914-2000 (Part-I)

Sr. No.	Name of Unit	Author	Vetter
1.	The Wasteland	Dr. Pallavi	Dr. Nutan Yadav
2.	Philip Larkin	Dr. Pallavi	Dr. Nutan Yadav
3.	A Passage To India	Dr. Pallavi	Dr. Nutan Yadav
4.	The Lord of <u>Elies</u>	Dr. Pallavi	Dr. Nutan Yadav
5.	Preparation For Exam	Dr. Pallavi	Dr. Nutan Yadav

  
Course Coordinator Eng.

  
Dept. of English

  
Director (DE)

  
Registrar

Guru J. B. Dwivedi University of  
Science and Technology  
HISAR-125001 (Haryana)

## Table of Contents

MA English 1<sup>st</sup> Semester

Paper Code: ENG.-105

Name of Paper: Study of Genre: Fiction

Sr. No.	Name of Unit	Author	Vetter
1.)	Pride and Prejudice	Prof. Punam Miglani	—
2.)	Mrs. Dalloway	Prof. Punam Miglani	—
3.)	The Scarlet Letter	Prof. Punam Miglani	—
4.)	1984	Prof. Punam Miglani	—
5.)	Study of Whole Content with More Ease	Prof. Punam Miglani	—

Course Coordinator Eng.

Dept. of English

Director (DE)

Registrar

Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)

## Table of Contents

MA English 2<sup>nd</sup> Semester

Paper Code: ENG.-201

Name of Paper: Literature in English 1550-1660 (Part-II)

Sr. No.	Name of Unit	Author	Vetter
1.)	Hamlet	Dr. Nutan Yadav	Prof. Sunil Vashishtha
2.)	Volpone	Dr. Nutan Yadav	Prof. Sunil Vashishtha
3.)	The Duchess of Malfi	Dr. Nutan Yadav	Prof. Sunil Vashishtha
4.)	Selected poems of John Donne	Dr. Nutan Yadav	Prof. Sunil Vashishtha
5.)	Preparation of Exam	Dr. Nutan Yadav	Prof. Sunil Vashishtha

Course Coordinator Eng.

Dept. of English

Director (DE)

Registrar

Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)

## Table of Contents

MA English 2<sup>nd</sup> Semester

Paper Code: ENG.-202

Name of Paper: Literature in English 1660-1798 (Part-II)

Sr. No.	Name of Unit	Author	Vetter
1.)	Joseph Addison and Richard Steele	Dr. Nar Singh Jangda	Prof. Punam Miglani
2.)	Robinson Crusoe: Daniel Defoe	Dr. Nar Singh Jangda	Prof. Punam Miglani
3.)	Oliver Goldsmith	Prof. Punam Miglani	
4.)	W.M. Thackeray	Prof. Punam Miglani	
5.)	Study of Whole Content with More Ease	Prof. Punam Miglani	

Course Coordinator Eng.

Dept. of English

Director (DE)

Registrar

Guru Jambheshwar University of  
Science & Technology  
Hisar-125001 (Haryana)

## Table of Contents

MA English 2<sup>nd</sup> Semester

Paper Code: ENG.-203

Name of Paper: Literature in English 1798-1914 (Part-II)

Sr. No.	Name of Unit	Author	Vetter
1.)	Robert Browning	Dr. Nutan Yadav	Prof. Sunil Vashishtha
2.)	Alfred Tennyson	Dr. Nutan Yadav	Prof. Sunil Vashishtha
3.)	Gustav Flaubert	Dr. Nutan Yadav	Prof. Sunil Vashishtha
4.)	Thomas Hardy's	Dr. Nutan Yadav	Prof. Sunil Vashishtha
5.)	Preparation of Examination	Dr. Nutan Yadav	Prof. Sunil Vashishtha

Course Coordinator Eng.

Dept. of English

Director (DE)

Registrar

Guru Jambheshwar University of  
Science & Technology  
Hisar-125001 (Haryana)

## Table of Contents

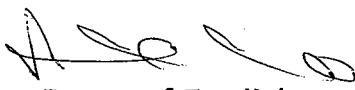
MA English 1<sup>st</sup> Semester

Paper Code: ENG.-204

Name of Paper: Literature in English 1914-2000 (Part-II)

Sr. No.	Name of The Lesson	Author	Vetter
1.)	The Death of a Salesman	Dr. Pallavi	Prof. Kshamata Chaudhary
2.)	The Guide	Dr. Pallavi	Prof. Kshamata Chaudhary
3.)	The Outsider	Dr. Pallavi	Prof. Kshamata Chaudhary
4.)	Ted Hughes	Dr. Pallavi	Prof. Kshamata Chaudhary

  
Course Coordinator Eng.

  
Dept. of English

  
Director (DE)

  
Registrar

Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)



## Table of Contents

MA English 2<sup>nd</sup> Semester

Paper Code: ENG.-205

Name of Paper: Study of Genre: Fiction

### Part-II

Sr. No.	Name of The Lesson	Author	Vetter
1.)	Heart of Darkness	Prof. Punam Miglani	
2.)	Sons and Lovers	Prof. Punam Miglani	
3.)	Aspects of the Novel	Prof. Punam Miglani	
4.)	A House for Mr. Biswas	Prof. Punam Miglani	
5.)	Study of Whole Content with More Ease	Prof. Punam Miglani	

Course Coordinator Eng.

Dept. of English

Director (DE)

Registrar

Guru Jangheshwar University of  
Science & Technology  
Hisar-125001 (Haryana)

**Master of Arts (1<sup>ST</sup> YEAR)**

**Semester – I**

**MA (ENGLISH)**

**MA ENG-105**



**Directorate of Distance Education  
Guru Jambheshwar University of Science &  
Technology, Hisar - 125001, Haryana**

1  
13.6.22  
Registrar

**Guru Jambheshwar University of  
Science & Technology  
Hisar-125001 (Haryana)**


## Table of Contents

MA English 1<sup>st</sup> Semester

Paper Code: ENG.-105

Name of Paper: Study of Genre: Fiction

Sr. No.	Name of Unit	Author	Vetter
1.)	Pride and Prejudice	Prof. Punam Miglani	NA
2.)	The Scarlet Letter	Prof. Punam Miglani	NA
3.)	<u>Mrs.</u> Dalloway	Prof. Punam Miglani	NA
4.)	1984	Prof. Punam Miglani	NA
5.)	Study of Whole Content with More Ease	Prof. Punam Miglani	NA

  
 23.6.22  
**Registrar**  
**Guru Jambheshwar University of**  
**Science & Technology**  
**HISAR-125001 (Haryana)**

<b>Subject: English-Elective Unit-I</b>	
<b>Course Code: 105 (i)</b>	<b>Author: Prof. Punam Miglani</b>
<b>Lesson No.: 01</b>	
<b>Pride and Prejudice- Jane Austen</b>	

## STRUCTURE

### 1.0 Learning Objectives

#### 1.1 Introduction

##### 1.1.1 A Brief about the Author

##### 1.1.2 Publication History and Critical Reception

##### 1.1.3 Historical Context of Pride and Prejudice

#### 1.2 Main Body of the Text: Pride and Prejudice

##### 1.2.1 Plot in the Novel

##### 1.2.2 Setting of the Novel

##### 1.2.3 Characters: Major and Minor

Elizabeth Bennet

Fitzwilliam Darcy

Jane Bennet

Mr. Bennet

Mrs. Bennet

Lydia Bennet

George Wickham

Charlotte Lucas

Charles Bingley

Catherine (Kitty) Bennet

Mary Bennet

Sir William Lucas and Lady Lucas

Mr. Gardiner and Mrs. Gardiner

Caroline Bingley

**Mrs. Hurst**

**Georgiana Darcy**

**Lady Catherine De Bourgh**

**Miss De Bourgh**

**Colonel Fitzwilliam**

**Mr. and Mrs. Phillips**

**Colonel Forster and Mrs. Forster**

**Mr. Collins**

### **1.3 Further Main Body of the Text: Pride and Prejudice**

#### **1.3.1 Introduction**

#### **1.3.2 Narrative Technique and Structure**

#### **1.3.3 Themes in the Novel**

**Love and Marriage**

**Pride**

**Prejudice**

**Reputation**

**Class**

**Family**

**Gender**

**Social Status**

**Virtue**

**Power**

**Interdependence**

#### **1.3.4 General Critique of Pride and Prejudice**

#### **1.3.5 Pride and Prejudice: A Novel of Comedy of Manners**

#### **1.4 Check Your Progress**

#### **1.5 Summary**

#### **1.6 Key Words**

#### **1.7 Self-Assessment Test**

#### **1.8 Answers to Check Your Progress**

#### **1.9 Suggested Reading**

*20/3.6.22*  
**Registrar**

**Guru Jang Geshwar University of  
Science & Technology  
HISAK-125001 (Haryana)**

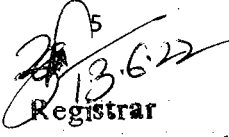
## 1.0 LEARNING OBJECTIVES

- To provide a general introduction to *Pride and Prejudice* by relating the text to the eighteenth-century tradition of realistic fiction.
- To throw light on the significance of title and picking out major themes, the characteristics or feelings to which it refers.
- To analyze the role of wealth, assets, gender, and family ancestry in the English class structure.
- To look at the ways in which the contemporary realities of women's lives and their position in society inform the treatment of these aspects in the text.
- To lay emphasis on the characters of the novel, describing several characters as individuals and as members of a particular social class.
- To examine the narrative of *Pride and Prejudice* in terms of the various devices used towards the successful portrayal of comedy and the development of irony.
- To categorize themes related to social class by interpreting characters' language, manners and behaviour in various chapters in the novel.
- To support their interpretation of theme and characterization with specific details from the text.

## 1.1 INTRODUCTION

### 1.1.1 A BRIEF ABOUT THE AUTHOR

The author, Jane Austen was born in 1775, the seventh child of the rector of Steventon Parish located near Basingstoke, England. She stayed at Steventon with her family until her father retired in 1801, after that they moved to Bath. From her childhood, she wrote stories. During her lifetime, four of her novels were published, including *Sense and Sensibility* (1811), *Pride and Prejudice* (1813), *Mansfield Park* (1814), and *Emma* (1816). Two other novels, *Northanger Abbey* and *Persuasion*, were published after her death in 1817.

  
 Registrar  
 Guru Jambheshwar University of  
 Science & Technology  
 HISAR-125001 (Haryana)

In between 1797, when a young Jane Austen began work on what would later be known as *Pride and Prejudice*, and 1813, when the novel was published, the French Revolution was fought, Marie Antoinette was executed and Napoleon rose to power and subjugated most of Western Europe. The Georgian era, when Jane Austen was born, characterized for Britain by almost usual conflict abroad, was in several ways a transitional era. It saw the sunrise of the Industrial Revolution, the change from Enlightenment to Romantic trends in arts and letters, and the first sound of feminist and abolitionist concerns in Western Europe.

In *Pride and Prejudice*, the Bennets are, like Jane Austen herself, members of an educated and cultured upper middle class known as the “gentry” or the “landed gentry.” Underneath the gentry were the labouring classes of domestic servants, occupant farmers, merchants and “tradesmen,” such as smiths and carpenters, village doctors, town lawyers and other professionals. For the landowners and the gentry, organization of all monetary concerns was a gentleman’s privilege. By law and by convention a woman was approved very little power over money. A woman of the higher classes could expect to be approved a “fortune” from her family upon marriage or the death of her father.

### 1.1.2 PUBLICATION HISTORY AND CRITICAL RECEPTION

*Pride and Prejudice*, is perhaps the most popular of Austen's completed novels, it can be said that it was the first novel to be composed. The earliest and original version, *First Impressions*, was concluded by 1797, but was brushed off by the publishers for publication. No copy of the original version has been retained. The work was redrafted in around 1812 and was published in 1813 as *Pride and Prejudice*. The finished version must have been a detailed rewriting of the original effort, as it is reflection of mature Austen. To add more the story distinctly takes place in the early nineteenth century rather than in the late eighteenth century.

During her life time critics rarely noticed Austen's works, including *Pride and Prejudice*. The first edition of the book was sold like hot cakes. The critics, who finally reviewed it in the early part of the nineteenth century, admired Austen's characterization and technical mastery in the depiction of everyday life. Even after her death in 1817, the book continued to be published and

sold. In 1870 Richard Simpson wrote the most significant article where he discussed the complexity of her work including the use of irony.

Modern Austen scholarship began in 1939 with the publication of *Jane Austen and Her Art*, by Mary Lascelle. The extent and vision of that book motivated other scholars to have a closer look at Austen's works. *Pride and Prejudice* started getting seriously noticed in 1940s and has been persistently being studied seriously since that time. Modern critics try to look at the novel from several approaches including historical, economical, feminist, and linguistic.

It has been observed by various critics that the plot development of *Pride and Prejudice* is shaped by character, no doubt coincidence leaves a major influence, but turns of action are provoked by character. No doubt human flaw is an important element, spreading from Miss Bingley's jealousy to Elizabeth's unsighted prejudices, but in the beginning, evil is minute in evidence. Austen preserves an attitude of good-humoured irony towards her characters.

### 1.1.3 HISTORICAL CONTEXT OF PRIDE AND PREJUDICE

During Austen's career, Romanticism extended to the verge of acceptance and influence, but she set aside the beliefs of that movement. The romantics favoured the power of feeling, whereas Austen sustained the predominance of the logical faculty. Romanticism favored the renunciation of suppression; Austen was a strong supporter of the neo-classical belief in order and discipline. The romantics observed a transcendental power in nature to instigate men to improve the existing order of things, which for them was essentially tragic in its present state. Austen advocated traditional values and accepted norms, and looked at the human condition in the comic spirit. The romantics buoyantly celebrated natural beauty, but in Austen's description of setting, the beauties of nature are rarely mentioned.

Just as Austen's works present little evidence of the Romantic Movement, similarly they also depict no awareness of the international disturbance and resultant upheaval in England that took place during her lifetime. The world, she is presenting is far away from such forces which did not have any significant effect on the daily lives of middle-class provincial families. The ranks of



the military were enlisted from the lower orders of the population, separating gentlemen to get a commission, the way Wickham does in the novel, and thereby become officers.

Besides, the development of technology had not yet disturbed the stately eighteenth-century patterns of rural life. The under privileged labouring class still felt the effects of the industrial revolution, with its economic and social repercussions. Restlessness was everywhere, but the great actions that would initiate a new era of English political life did not come until later. So, as a matter of fact, the newer technology that existed in England at the time of *Pride and Prejudice*'s publication is not to be seen anywhere in the work.

## 1.2 MAIN BODY OF THE TEXT: PRIDE AND PREJUDICE

*Pride and Prejudice*, published in 1813, is questionably Jane Austen's the most popular novel and one of the most lasting works of literature in the English rule. Jane Austen's *Pride and Prejudice* revolves around the clash between marrying for love and marrying for economic reasons. As none of the sisters is bound to inherit any estate so they are rushed to find financial security in 'good' marriages. *Pride and Prejudice* look at the lives of Elizabeth Bennet and her sisters as their mother strives to find a suitable husband for each of them. Despite the typical conventions of marrying for financial security and status, Elizabeth wishes to marry for love. The story unfolds as she meets Mr. Fitzwilliam Darcy, a rich member of the superior class, at a ball. After meeting, it seems clear that Darcy is not interested in Elizabeth due to her social status, and, in turn, Elizabeth finds him to be disdainful and full of pride. Eventually, however, she finds that she does love him, and for that motive she decides to marry him.

While creating the typical love story of the strong-willed, outspoken Elizabeth Bennet and the wealthy, arrogant Mr. Darcy, Austen also examines the pressure of social class in determining personal character and relationships. The novel explores how Elizabeth and Jane seek and find love without compromising their dignity, and with the full intent of marrying for love and not for financial gain. The presence of other characters adds comedy to the novel through mocking of typical characters of aristocratic and country upbringing represented by them.

### 1.2.1 PLOT IN THE NOVEL

The novel tells the story of a family, the Bennet family, comprising of Mr. and Mrs. Bennet and their five daughters. It is often said that the plot of *Pride and Prejudice* is very neat and organized and the course of the events has no loose dangling. This is so because Austen has told her story without sacrificing causality, the most important component of a good plot. A good plot, says Aristotle, must have a good beginning, a good middle, not muddle, and a good end and the plot of Austen's *Pride and Prejudice* conforms to the Aristotelian doctrine.

The main plot of the novel revolves around the relationship between an eligible bachelor of good fortune and an elegant girl that is disturbed by the bachelor's pride and the bride's prejudice but that eventually ends in a happy union. This eligible bachelor is Darcy who comes to a small country village, Netherfield, whereas the bride is Elizabeth, one of the five sisters. The plot is a little bit complicated due to the presence of two bachelors and two marriageable girls who are siblings.

It is further complicated due to certain obstacles like low economic status of brides and prejudice of both Bingley and Darcy to marry into lower middle class family. Indecent attitude of Mrs. Bennet, elopement of Lydia with Wickman, tarnishing the reputation of family by adding social stigma, Caroline's plan to foil Darcy's interest in Elizabeth with a view to getting her daughter married to him makes it more complicated.

Further Darcy is too arrogant and outwardly repellant, and deceives others by his outward show. This attitude of Darcy pinches Elizabeth's feminine pride and makes her sturdily prejudiced against Darcy. She develops an outlook of resentment towards Darcy. Darcy is also found overmotivated to disturb the union of Jane and Bingley. The relation between Bingley and Jane is so bendy that it gives chances to others to meddle with their affairs.

All these obstacles are finally defeated. Darcy shuns his rude pride, and prejudice against the so-called socially inferior persons, and Elizabeth shakes off her prejudice, issuing from her pride, against Darcy when she discovers Darcy to be a man of kind nature, mainly when she learns that

her family has been saved from a social disgrace by him. The novel ends in a happy motion to the satisfaction of all. This mainframe of the plot has been achieved by dint of a splendid structural skill.

### 1.2.2 SETTING OF THE NOVEL

Pride and Prejudice is set in England at some point in the very late 1700s – early 1800s, since the novel was written and revised between 1796 and 1813. We can assume Austen sets the novel at about the same time, she was writing. The act moves between a few different locations in England. For women like the Bennet sisters, exposure to the external world was restricted and most of the time their lives were curbed to the residences and private parties of a small circle of family and friends. By confining the action of her novel to these settings, Austen wants to express that strong psychological drama can still open out even within a small and apparently uneventful world.

There are three major settings that symbolize the development and finally culmination of the main characters' relationship; Netherfield Park, Rosings, and Pemberley. Netherfield Park, the home of Mr. Bingley, is the place where Elizabeth and Darcy got a first opportunity to interact. It was the first time Darcy had shown any interest in Elizabeth by asking her to dance, although Elizabeth expressed her disregard to him through her attitude and witty remarks. It may be argued that impression of Darcy on Elizabeth as a prideful and arrogant person may be because of the same contempt felt towards Darcy by other individuals, surrounding her.

The second setting, Rosings, was the estate of the wealthy Lady Catherine de Bourgh where Elizabeth had travelled to visit her childhood friend, Charlotte, who had recently married Mr. Collins. Rather unexpectedly, Mr. Darcy arrived to visit after hearing of Elizabeth's location. It is in the park, where Elizabeth often took walks in solitude that Darcy would meet her, and thus his feelings for her intensified.

The warmth and absolute beauty of Pemberley was a physical representation of the beauty in Darcy. As the house as well as everything in it started enchanting Elizabeth, the same feelings

started developing in her for Darcy. Her physical attraction towards him was expressed for the first time when she agreed with the housekeeper about Darcy being handsome. As the setting transforms into a warmer and more intimate one, the relationship between Darcy and Elizabeth also grows with it. *Pride and Prejudice* is one of the most beautiful novels where settings symbolically play an important role in the evolvement of love between two protagonists.

### 1.2.3 CHARACTERS: MAJOR AND MINOR

#### ELIZABETH BENNET

The second daughter in the Bennet family, Elizabeth is the protagonist of *Pride and Prejudice* and is the most intelligent and quick-witted. She is one of the most well-known female characters in English literature. She is lovely, clever, and good in conversation. Her honesty, virtue and lively wit raise her above the class, bound and spiteful society of her time. Besides she is described as a beauty and having expressive eyes. Because of her good sense, Elizabeth is her father's favourite child and her mother's least favourite.

Elizabeth's dazzling and teasing humor brings on Lady Catherine's condemnation and Darcy's admiration. Her sharp tongue and inclination to make hurried judgments often lead her off track; In spite of her mistake in misjudging Wickham and Darcy, and her more blamable error of sticking obstinately to that judgment until strained to see her error, Elizabeth is usually right about people. For example, she agonizingly recognizes the inappropriate behavior of most of her family, and she quickly identifies Mr. Collins as a fool and Lady Catherine as a tormenter. But sometimes her judgment takes her into worst errors as in the case of Darcy and Wickham, she moves from reasonable first impressions to definite and wrong conclusions about their characters.

She is always exciting and anxious to listen to and always ready to laugh at stupidity. Because of her outstanding powers of observation, Elizabeth's sense of the difference between the wise and foolish, for the most part, is excellent.

Pride and Prejudice is actually the story of how she and Darcy because of their true love are able to overcome all obstacles, including their own personal failings; to find romantic happiness. Elizabeth has to bear with a hopeless mother, a distant father, two badly behaved younger siblings, and cope up with several snobbish, antagonizing females.

She also has to overcome her own mistaken impressions of Darcy, which previously leads in the rejection of his proposal of marriage but she is fortunate enough to keep his interest alive in her with her charm, despite navigating family and social turmoil.

### **FITZWILLIAM DARCY**

An aristocrat and seemingly very arrogant, Mr. Darcy is the second-best character in Pride and Prejudice. Like people of his times, he is very class-conscious and at the same time somewhat demanding and meticulous in his manners. He bears a strong sense of respect and honour for his family heritage and holds high self-esteem. No doubt Darcy's sense of social superiority offends people, but at the same time, it also nurtures some of his better traits.

Darcy exhibits all the good and bad qualities of the ideal English aristocrat; snobbish and arrogant but he is also completely honest and sure of himself. Darcy is not actually an aristocratic nobleman, but he is one of the richest members of the landed gentry; the same legal class that Elizabeth's much poorer family belongs to.

Darcy is Elizabeth's male counterpart. At first, he does not show any interest in Elizabeth, which she considers his haughtiness. But the reader in the due course thinks that Darcy is her ideal match. Intelligent and outspoken like Elizabeth he too has a tendency to judge too hurriedly and callously. His possession of high birth tends to make him overly proud and overly conscious of his social status. Initially, his haughtiness messes up his courtship. When he proposes to her, for instance, he dwells more on how inappropriate a match she is than on her charms, beauty, or anything else admiring.

Elizabeth's rejection of his advances builds a kind of humility in Darcy and he still expresses his persistent devotion to Elizabeth. Later when he offers help to find Lydia and he rescues her and the entire Bennet family from disgrace it exhibits a different side of his personality. It is Darcy who pursues Wickham and forces him to marry Lydia. This wins Elizabeth's heart. She then accepts his proposal when she comes to know his role in the matter of Lydia. By pursuing his love for Elizabeth, he in a way goes against the wishes of his aunt. Darcy proves himself worthy of Elizabeth, and she ends up repenting her earlier, overly callous judgment of him.

## JANE BENNET

Jane Bennet is the eldest of the Bennet sisters. She is beautiful, good-tempered, affable, modest and unselfish. Her sweetness leaves her susceptible to injury from dishonest friends like Caroline Bingley. A rather steady character, Jane remains a model of virtue throughout the novel.

She is also a prominent character after Elizabeth. Jane has a good heart and a tender nature. She is quite close to Elizabeth and keeps her honour very dear to her. As Elizabeth's intimate, Jane helps to keep her sister's inclination to be judgmental in check by offering positive interpretations of depressing situations. Jane's gentle spirit serves as a foil for her sister's fiery, disputable nature.

Courtship between Jane and Bingley occupies a central place in the novel. They first convene at the ball in Meryton and enjoy an instant mutual attraction. Their relation as a perfect couple is predicted long before the imagination of culmination of Elizabeth and Darcy's relation as a couple.

Although Jane enters into one of the happiest and most flourishing marriages in the novel, her relationship with Bingley is a rather stagnant one. Being consistently good and kind by nature, her approach and regard for Bingley never change. She is not happy when he leaves, but that does not mean that her love for him has diminished. Her old-fashioned marrying does not have as much impact on readers, as Elizabeth's first rejection and then later attraction toward Mr. Darcy.

13.6.22  
Registrar

The relation between Jane and Bingley is a pleasant one but it does not have that array of emotions which mark the relationship of Elizabeth and Darcy. Her marriage is complimentary in the sense as both of them have married for love and are like-minded but still it is not quite ideal as it lacks the intensity which is part of Elizabeth and Darcy's marriage.

## MR. BENNET

Mr. Bennet is one of the least mobile characters in the book as like other characters who are active, visiting neighbours or other trips, he is rarely seen outside his library. Working as an attorney, Mr. Bennet is full of worldly wisdom. He is the father of five Bennet sisters and works untiringly for their good rearing. He is having excellent terms with his daughter Elizabeth whom he considers to be intelligent. He seems to be a good father but feels dejected and dishonored due to Lydia's absurdity of eloping. He is in fact a weak father who, at crucial moments, fails.

Despite being an intelligent man, he is lazy and unconcerned and sometimes irresponsible also as he is very much aware of this fact that his family will be in distressing position of being homeless and impoverished after his death, he fails to find out any remedy. He chooses to spend his time ridiculing the weaknesses of others rather than addressing his own problem.

His relationship with his wife, Mrs. Bennet is not very mutual. He is often fond of making fun of Mrs. Bennet, and Elizabeth joins him too. He is a man driven to frustration by his ludicrous wife and difficult daughters. He reacts by moving back from his family and assuming a disconnected attitude. Initially, his dry wit and self-confidence in the face of his wife's madness make Mr. Bennet a sympathetic figure, but, though he remains affable and sociable throughout, the reader gradually loses respect for him as it becomes clear that the price of his detachment is extensive.

## MRS. BENNET

Mrs. Bennet is a miraculously tiresome character who lacks education, intelligence, tact and manners. She does not have the capability to understand her husband as well as other characters like Darcy and Lady Catherine.

Noisy and foolish, she is a woman overpowered by the desire to get her daughters married with rich grooms. In this pursuit of hers she seems to care for nothing else in the world. She is a woman of shallow tastes, whose single-minded pursuit of marriage of her daughters back fires as her lack of social graces alienates the very people whom she desperately tries to attract. Her behaviour does more harm to her daughters' chances at finding husbands than it does to help.

While encouraging bad behaviour of Kitty and Lydia and also in her attempt to push Elizabeth into an unwanted marriage with Mr. Collins, reflects her insensibility towards her children's aversion to a loveless marriage. She seems more concerned with social and financial security of her daughters than happiness.

Mrs. Bennet also plays the role of a middle-class counterpoint to upper class snobbish ladies like Lady Catherine and Miss Bingley, thereby demonstrating that foolishness can be found at every level of society. In the end, Mrs. Bennet has been presented as an unattractive figure, lacking any kind of redeeming characteristics that in this light some readers have accused Austen of unfairness in portraying her character in the novel.

## LYDIA BENNET

The youngest of the Bennet sisters, Lydia Bennet is idiotic and playful. She tries to satisfy her every urge without thinking of the results. She is Mrs. Bennet's favourite daughter because like her mother she also loves tittle-tattle, socializing, and men. No doubt she is attractive and fascinating but at the same time she is also thoughtless and impetuous. Lydia's unpredictable behavior usually embarrasses her older sisters.

Lizzy also expresses her fear that Lydia is on the road to becoming "a flirt in the worst and meanest degree of flirtation." Lydia exhibits her tendency towards wild and selfish behavior which in a way expresses failure on the part of her parents, and father in particular. Because of her young age and lack of education, Lydia is presented as not entirely responsible for her



behavior because she lacks parental guidance and discipline. Her misbehaviour is the product of lack of parental supervision.

She is obsessed with the regiment officers and her lack of virtue and civility leads her into a near-disaster with Wickham. Her marriage to Wickham depicts a relationship that is based on physical attraction and accomplishment only. She is a thoughtless person who simply acts upon her impulses, and her impulsiveness pooled with negligent parents, leads to her near devastation.

## GEORGE WICKHAM

Wickham is an officer in the local military regiment and appears to be the model of a gentleman but in reality, he is completely opposite to his appearance. He is a pretender, fraud and an opportunist. He thinks nothing of tarnishing a young woman's standing and is instead much more concerned with paying off his enormous gambling debts. Wickham's good looks and charm attract Elizabeth initially, but Darcy's exposure about Wickham's notorious past reveals her his true nature and at the same time draws her closer to Darcy.

His behavior throughout the novel shows him to be a gambler who has no worries about running up his debts and then running away. His money-oriented nature regarding women is first noted by Mrs. Gardiner, who remarks on his impulsive interest in Miss King. Like Elizabeth, he possesses a capability to read people; however, he uses this knowledge to his advantage. When he finds that Elizabeth dislikes Darcy, for example, he takes advantage of it to get her sympathies.

## CHARLOTTE LUCAS

Charlotte is very dear friend of Elizabeth. She is different from Elizabeth in the sense that she is pragmatic whereas Elizabeth is romantic. She is six years older to Elizabeth. Like Elizabeth, she does not view love as the most important component of a marriage. She is more interested in having a relaxed and calm home. Thus, when Mr. Collins proposes, she accepts. No doubt her marriage is criticized by Elizabeth but this is also a fact that her marriage as well situation is much more realistic than is Elizabeth's for nineteenth-century Britain. The story of Elizabeth

16  
20/13/6-22  
Registrar  
Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)

represents a work of romantic fiction whereas Charlotte's is a mirror of reality. Despite Elizabeth's failure of understanding of Charlotte's reasons for marrying Mr. Collins, she respects Charlotte's sound organization of her household and her skill to see as little of Mr. Collins as possible. It is true that Elizabeth's relationship with Darcy might be the dream of Austen's female readers but it is, Charlotte's marriage to Mr. Collins which in real life they would most likely have to face.

### **CHARLES BINGLEY**

Bingley is considerably wealthy best friend of Darcy and the brother of Caroline Bingley and Mrs. Hurst. Unlike Darcy, however, Bingley is down to earth. In spite of his huge wealth, he is modest and self-effacing, inserting no great weight on social standing. He is genial, well intentioned gentleman, whose easy going nature is a total contrast to Darcy's discourteous demeanor. His purchase of Netherfield, an estate near the Bennets serves as the impetus for the novel. He is supremely uncaring about class differences.

### **CATHERINE (KITTY) BENNET**

Catherine is the second youngest of the Bennet sisters or we can say the fourth Bennet sister. A bit of a whiner, she tends to follow Lydia as like her she is girlishly absorbed with the soldiers.

### **MARY BENNET**

Mary Bennet is the pretentious third Bennet daughter, who prefers reading over socializing, she is the middle one of the five Bennet sisters. She is plain looking and ascetic, who enjoys lecturing others about ethics which she learns from books, so is called, bookish and pedantic.

### **SIR WILLIAM LUCAS AND LADY LUCAS**

17

13.6.22  
Registrar

Guru Jambhadr University of  
Science & Technology  
Hisar-125001 (Haryana)

They are Charlotte's parents and the Bennets' neighbours. Mr. Lucas is foolishly obsessed with rank.

### **MR. AND MRS. GARDINER**

They are Mrs. Bennet's brother and his wife. Mr. Gardiner is a successful, affectionate and cultivated merchant. Mrs. Gardiner is intelligent and caring. The couple is intelligent and cultivated. Their caring nurturing nature and common sense often prove to be better parents to the Bennet daughters than Elizabeth and Jane cannot get in their parents.

### **CAROLINE BINGLEY**

Caroline is Charles Bingley's shallow and haughty sister, who befriends Jane and later snubs her. She cares only about social position and tries to demoralize Elizabeth because she wants Darcy for herself. She attempts to attract Darcy's attentions and is jealous when Darcy is instead drawn to Elizabeth.

### **MR. AND MRS. HURST**

They are Bingley's snobbish sister and brother-in-law. Mrs. Hurst spends most of her time gossiping with Caroline, her views and temperament reflect her sister Caroline's, while Mr. Hurst does little more than play cards and sleep.

### **GEORGIANA DARCY**

Georgiana is Darcy's younger sister. Georgiana is immensely pretty and a shy, good-spirited person whom Elizabeth erroneously dislikes until they meet and turn out to be friends. Georgiana has her own appalling history with Wickham. She is warmhearted and has a great skill at playing the pianoforte.

### LADY CATHERINE DE BOURGH

She is Mr. Collins's patron and Darcy's arrogant aunt who is authoritarian, rich and bossy noblewoman. Lady Catherine interferes in everyone's affairs and cannot accept any breach of class rank. She also dominates Mr. Collins and entertains hopes that her daughter will marry Darcy. Lady Catherine epitomizes class snobbery, especially in her attempts to order the middle-class Elizabeth away from her well-bred nephew.

### MISS DE BOURGH

Lady Catherine's sickly bland daughter. Her mother wishes for Darcy to marry her.

### COLONEL FITZWILLIAM

He is Darcy's cousin and Georgiana's guardian. He's a model gentleman, though as a second son he lacks any legacy. Though, he is interested in Elizabeth, but he must look for money through marriage. Still he is well-mannered and pleasant by nature.

### Mr. AND MRS. PHILLIPS

Mr. Phillips is a country attorney and Mrs. Phillips, his vulgar wife. She is Mrs. Bennet's shallow silly sister. She is called the gossip queen of Meryton.

### COLONEL FORSTER AND MRS FORSTER

Colonel Forster is the leader of Wickham's regiment. Mrs. Forster immaturely aids Lydia in her elopement with Wickham.

### MR. COLLINS

Mr. William Collins is an illusory character. He is the far-away cousin of Mr. Bennet, said to be a ridiculous person, who will inherit Longbourn after Mr. Bennet's death. He is a clergyman and

possessor of a valuable living at the Hunsford vicarage near Rosings Park. Mr. Collins is man of the church, yet he appears to be more concerned with his patron, Lady Catherine de Bourgh, than God. Mr. Collins's stupidity is largely drawn from the conduct in which he expresses himself rather than from his actions. His speech exhibits an inclination toward extreme formality, and meticulousness, and it is this overformal and effete language that establishes Mr. Collins as foolish from the outset. On the recommendation of Lady Catherine De Bourgh's, he looks for a bride, first proposing to Elizabeth and then to Charlotte Lucas.

## 1.3 FURTHER MAIN BODY OF THE TEXT: PRIDE AND PREJUDICE

### 1.3.1 INTRODUCTION

Mrs. Bennet has five unmarried daughters and they don't have much fortune and moreover according to the quirk of English property law, they will have to move out of the house when Mr. Bennet dies. This is when, Mr. Bingley, a rich, bachelor moves into their neighborhood and takes a fondness to the eldest Miss Bennet, Jane.

Mr. Bingley might be easygoing and pleasant but his sisters are little snobbish and further his friend Mr. Darcy isn't in favour of Mr. Bingley marrying beneath his status. When they all meet at a local ball, Mr. Darcy expresses to everyone that he finds everything boring; including our protagonist, the second Bennet daughter, Elizabeth.

Mr. Bingley is falling in love with Jane, but Jane keeps her feelings at low side, against the opinion of Lizzy's good friend Charlotte Lucas. And, surprisingly no one, Mr. Darcy finds himself strangely fascinated to Lizzy. The two get more opportunities to shear at each other when Lizzy goes to Mr. Bingley's house to look after her sister, who has fallen ill on a dripping horseback ride over for dinner.

20  
13.6.22  
Registrar

And now comes, another bachelor Mr. Collins. Being Mr. Bennet's closest male relative, Mr. Collins is bound to inherit the estate after Mr. Bennet's death. Mr. Collins feels that the nice thing to do is to marry one of the Bennet girls in order to preserve their home. He is an absolute fool and Lizzy hates him even on sight. Also unfortunately, he sets his eyes on her.

As for the two youngest Bennet sisters, the militia has come in town and they're ready to hurl themselves at any military officers who come to their way—like Mr. Wickham, who swiftly befriends Elizabeth and tells her a story about how Mr. Darcy totally ruined his life, which Elizabeth is happy to accept and Mr. Collins' boss, Lady Catherine de Bourgh, happens to be Mr. Darcy's aunt.

Now scene shifts to a ball at Netherfield where all Bennet sisters are present. Darcy, of all public asks Elizabeth to dance, and Lizzy's whole family is unbearably embarrassing—like her mom noisily declaring that they all expect Bingley to marry Jane. But it gets worse when Mr. Collins proposes the next morning. Elizabeth refuses. And then, news comes: Jane gets a letter from Miss Bingley mainly breaking up with her on her brother's behalf. Jane is shocked, and she goes to stay with her aunt and uncle in London to get over it. Elizabeth travels to visit the newly married Charlotte, who seems to be holding up well. Mr. Darcy is also on his way to visit his aunt who is also Collins' boss.

Darcy behaves as if he is glad to see Lizzy, and even comes to visit her at Charlotte's house, but Lizzy is not having it. She comes to know from Mr. Darcy's friend that Bingley was going to propose to Jane until Darcy intervened. And that's exactly at that moment when Darcy chooses to propose which does not turn out well. The next day he gives her a letter with the full story about Wickham that he's a liar, a gambler, and he tried to flee with Darcy's underage sister and Jane. When Lizzy gets him, she learns that Lydia, the youngest of the Bennet girls, has been invited to trail the officers to their next station in Brighton. Elizabeth thinks this is a very bad idea, but Mr. Bennet overrules her.

Now it's time for Elizabeth to accompany her aunt and uncle on a trip to Derbyshire, which, incidentally, is where Mr. Darcy lives but he's out of town. They visit his estate (Pemberley) as

tourists. Darcy's housekeeper also has nothing but greetings for her master. It becomes weirder when they run into Darcy, who is home before time and he's actually polite and friendly.

In the meantime, Elizabeth learns that Lydia has run off with Wickham. This scandal could spoil the family, so Elizabeth's uncle and father try to trail the betrayed couple down. Elizabeth's uncle saves the day and brings the two young 'uns back as a rightly married (and unapologetic) couple. When Lydia lets slip that Darcy was at her wedding, Elizabeth understands that there's something more to the story and writes to her aunt for more information in a row.

It is revealed that Darcy saved the Bennet family's honor. He tracked down the couple and paid off Wickham's massive debts in exchange for Wickham marrying Lydia. First, Bingley comes back and proposes to Jane. And then, Lady Catherine visits Longbourn to strong-arm Elizabeth into rejecting any proposal from Darcy, which obviously doesn't work. When Lizzy and Darcy finally get some time on a walk, they clear up all their past misunderstandings, agree to get married, and then make out in the rain. And they all live happily ever after relatively.

### 1.3.2 NARRATIVE TECHNIQUE AND STRUCTURE

#### NARRATIVE TECHNIQUE

In *Pride and Prejudice*, Austen makes use of third-person narration and free indirect discourse through which the narrator has an access to the thoughts and feelings of the characters which are easily described to the reader. The use of these devices becomes significant as they enable us to see that all of the characters, including Elizabeth, frequently make assumptions and errors in judgment. The third-person narrator helps us to visualize an outside perspective of events, reminding readers that the perceptions of characters may not always be accurate. The narrator of the novel also frequently gets chance to add commentary about characters and their actions, which influence the reader's perception. For example, at the start of the novel, the narrator describes Mrs. Bennet as "a woman of mean understanding, little information, and uncertain temper." Despite the narrator having access to every character's interior life, the novel's events are usually told from Elizabeth's point of view.

22

  
 Registrar

Guru Jambheshwar University of  
 Science & Technology  
 HISAR-125001 (Haryana)

The use of free indirect discourse further serves the same purpose but in a subtler way. A chief source of disagreement for Elizabeth is that she tends to quickly outline judgments and then has a difficult time accepting that those judgments could be incorrect. For example, she rushes to the conclusion that Wickham is a good man and that Darcy is a bad man, and it takes her a long time to understand that she has been erroneous.

## STRUCTURE

Austen divides the novel into three volumes. In Volume 1 (chapter 1-23) all of the main characters are introduced and all of their relationships and conflicts are revealed. This section of the book ends with Collin's second proposal to Charlotte and the absence of Bingley.

In Volume 2 (chapters 24-42) more of the complications arise. We are informed that Bingley and his party have returned to London and also of Wickham's interest in Miss King. The dreamy lives of the girls appear bleak. One of the most important minor characters, Lady Catherine is introduced, and we also come to know about Darcy's rather ill-conceived proposal to Elizabeth. Darcy's side of the story also comes to the surface as revealed in his letter to Elizabeth. It is hoped that things will change, but it is not sure how that can happen.

Volume 3 (chapters 43 to the end) resolves all the complications of relations. It begins with the grand visit to Pemberly and Elizabeth's realization of her true feelings and love towards Darcy and ends with the culmination of marriage of three of the Bennet sisters. Actually, this was the standard manner in which novels were published in the late 1790s and early 1800s. None of Jane Austen's novels were published as single volume editions. *Pride and Prejudice*, *Sense and Sensibility*, *Emma*, and *Mansfield Park* were published in three volumes. *Persuasion* and *Northanger Abbey*, her last two novels to be published, the Bath novels, were published together as a four-volume set, two volumes each.

During those days publishing of books was considered expensive. People had subscriptions to libraries and the books were printed in smaller parts to help with the expense of purchasing them.



The novel divided into three parts could create a demand. The income from Part I could also be used to pay for the printing costs of the later parts. Moreover, it is felt that people in those days enjoy a kind of serial reading experience.

### 1.3.3 THEMES

Jane Austen's *Pride and Prejudice* is a classic comedy of manners that laughs and satirizes 18th-century society and, particularly, the expectations and hopes from the women of that era. The novel, which moves around the romantic entanglements of the Bennet sisters also deals with many other themes, like theme of love, class, and, pride and prejudice. These all have been given touch of Austen's signature wit, along with the literary device of free indirect discourse that allows a particular style of in-depth, sometimes satirical narration.

### LOVE AND MARRIAGE

As is expected from a romantic comedy, love as well as marriage is a central theme of *Pride and Prejudice*. The novel especially focuses on the different ways in which love may grow or disappear, and it further throws light on whether or not society has room for romantic love and marriage to go together. We see love at first sight between Jane and Bingley, love that grows in the case of Elizabeth and Darcy, and infatuation that fades between Lydia and Wickham or has faded as in the case of Mr. and Mrs. Bennet.

Marriages of convenience are displayed in a negative way: Charlotte marries the detestable Mr. Collins out of monetary pragmatism, while Lady Catherine's high-handed attempts at forcing her nephew Darcy to marry her daughter to consolidate estates are presented as old-fashioned unfair, and, ultimately, fruitless power grab.

Like several of Austen's novels, *Pride and Prejudice* also warns against infatuation with overly charming people. Wickham with his smooth mannerism, easily charms Elizabeth, but as the story

24  
13.6.22  
Registrar  
Guru Jambheshwar University of  
Science & Technology  
Hisar-125001 (Haryana)

moves further, he turns out to be deceitful and selfish and not a good romantic prospect for her. Real love is found in compatibility of character: Jane and Bingley are well-matched because of their outright kindness, and Elizabeth and Darcy come to understand that both are strong-willed but gentle and intelligent. Ultimately, the novel is a strong approval of love as a basis for marriage, something that was not always the instance in its era.

As in any good love story, the lovers must overcome various obstacles arising from the tensions caused by the lovers' own personal qualities. Elizabeth's pride in misjudging Darcy on the basis of his first impression and Darcy's prejudice against Elizabeth's poor social standing comes in their way for time being, thereby making them blind to look at other virtues. Along with this there are some other minor hindrances to the comprehension of the love between Elizabeth and Darcy, including Lady Catherine's attempt to control her nephew, Miss Bingley's snobbery, Mrs. Bennet's idiocy, and Wickham's deceit, meddling with the working of love.

But eventually Darcy and Elizabeth's final realization of their mutual and tender love seems to suggest Austen's idea of love as something independent of these social forces, as something that can be achieved if only an individual is able to conquer the effects of a hierarchical society.

## PRIDE

One of the themes of the book is pride. This is shown primarily through the character of Darcy which is very prominently displayed during his proposal to Elizabeth. It is his pride because of which he had to struggle against his feelings for Elizabeth. Darcy's pride in his social place leads him to disdain anyone outside of his own social circle. Meanwhile, Elizabeth's pride in her powers of discernment cloud her judgment and it is not until he learns to temper his pride with compassion that he becomes a worthy partner.

Pride is presented as perfectly reasonable to some extent, but when it gets out of hand, it creates mess even in the personal relationships. In *Pride and Prejudice*, there are many prideful characters, mostly among the wealthy. Caroline Bingley and Lady Catherine both consider themselves superior because of their richness and social privilege; they also are futile because

they are passionate with maintaining this image. Darcy, on the other hand, is extremely proud but not vain.

## PREJUDICE

Prejudice is another main theme in the novel. Here, the theme is more about predetermined concepts and quick judgments rather than race- or gender-based biases. Prejudice is an imperfection of several characters, but first and primary it is the main flaw of our protagonist Elizabeth who is hasty to judge others upon meeting them. Her judgments turn into prejudice, even though they are often improper. This is revealed especially through Wickham and Darcy. Her initial judgments of each are wrong. She judges Wickham as appealing and handsome whereas with the passage of time finds him wicked and totally opposite to he is not what he seems.

Another example is her immediate prejudice against Mr. Darcy because of his sacking of her at the ball. This prejudice leads her to judge him falsely and to reject him based on partially wrong information. Although he is prideful, he is more compassionate than he seems to be. The author uses Elizabeth's prejudice to caution against making judgments. Darcy's pride of place is established on societal prejudice, while Elizabeth's early prejudice against him is entrenched in pride of her own hasty perceptions. Ultimately, both characters' egos drive them towards personal prejudice.

## REPUTATION

Pride and Prejudice portrays a society in which a woman's repute is of the utmost importance. It is expected of a woman to behave in certain ways. This theme appears at various points in the novel, when Elizabeth walks to Netherfield and arrives with muddy skirts, to the shock of the reputation-conscious Miss Bingley and her friends. At other points, the ill-mannered, absurd behaviour of Mrs. Bennet gives her a depraved reputation with the more refined and arrogant Darcy's and Bingley's., but later in the novel, when Lydia absconds with Wickham and lives with him out of wedlock, the author treats reputation as a very serious matter as her disgrace is a kind of threat to the entire Bennet family. The happy ending of Pride and Prejudice is no doubt

emotionally satisfying, but in many ways, it leaves the theme of reputation and its importance unexplored.

## CLASS

Class issues are everywhere in *Pride and Prejudice*. While the novel never propounds an unbiased ideology nor supports the leveling of all social classes, it at times criticizes an over-emphasis on class, especially in terms of judging a person's character but the lines of class are strictly drawn. Though the Bennets, who are middle class, may mingle with the high class Bingleys and Darcys, yet they are treated as their social inferiors. Austen is satirical of this kind of class-consciousness, in dealing with the character of Mr. Collins, who spends most of his time prostrating to his upper-class patron, Lady Catherine de Bourgh.

Though Mr. Collins presents an extreme example, his outset of the importance of class is shared, among others, by Mr. Darcy, who believes in the pride of his heredity; Miss Bingley, who dislikes anyone, not as socially accepted as she is; and Wickham, who will do anything he can to get ample money to raise himself into upper station.

In the end, the novel's outcome on class differences is reasonable. Austen seems to accept the presence of class hierarchy, but she also condemns the way it can destroy society. Critic Samuel Klinger notes, "If the conclusion of the novel makes it clear that Elizabeth accepts class relationships as valid, it becomes equally clear that Darcy, through Elizabeth's genius for treating all people with respect for their natural dignity, is reminded that institutions are not an end in them but are intended to serve the end of human happiness."

## FAMILY

Family is an integral theme in the novel. Austen depicts the family unit as predominantly responsible for the intellectual and ethical education of children. All through the novel, the younger characters either advantage from or suffer from their family ethics. Mr. and Mrs. Bennet's failure to afford their daughters with a proper education leads to Lydia's absolutestupidity and immorality. Darcy bonds his father's highborn nature and inclination

27  
13-6-22  
Registrar  
Guru J... University of  
St. ...  
HISAR-123001 (Haryana)

towards generosity, while Lady Catherine's dauntingnurturing style has rendered her daughter too scared to speak.

For the female characters in particular, the impact and behavior of their family members is a majorcause in their lives. While male characters like Mr.Darcy and Mr. Bingley have much more social and monetary independence, they still rely on the judgment and opinions of female family members like Caroline Bingley and Lady Catherine de Bourgh. The theme of family exhibits that individuals never lead totally self-ruling lives, and that individual actions have wider communal implications.

## GENDER

Austen is surely critical of the gender inequalities present in 19th century English Society. The story takes place at a time when gender roles were somewhat rigid, and men and women had a very different set of preferences and influences. In Pride and Prejudice, many women (such as Charlotte) must marry merely for the sake of financial security.

Upper-class women were not allowed to work to earn a living, or live independently. Marriage was one of the only ways to get financial security and chastity and reputation on the part of women were key factors for good marriage. For women like Georgiana Darcy or Lydia Bennet, a wild decision to trust the wrong man could eternally spoil their future prospects. If Lydia is living with Wickham without being married to him, her reputation will be destroyed.

On the other hand, in her portrayal of Elizabeth, Austen also wants to throw light on intelligence and capability on the part of women just as their male counterparts. Jane Austen herself went against tradition by remaining single and earning her living through writing novels. Through Elizabeth's happy ending Austen tries to endorse her belief that woman has the right to remain independent until she meets the right man.

## SOCIAL STATUS

28  
13.6.22  
Registrar  
Guru Jambheshwar University of  
& Technology  
Hisar-125001 (Haryana)

In general, Austen's novels tend to focus on gentry, a division of society on the basis of their social status. The gradations between the rich gentry like Darcy and Bingley and those who aren't so well off, like the Bennets, become a way to distinguish sub-strata within the gentry. Austen's illustrations of hereditary dignity are often a little ironic. For instance, Lady Catherine, who in the beginning seems powerful and intimidating, seems completely powerless to do anything except yelling when she is trying to stop the match between Elizabeth and Darcy, which in a way sounds ridiculous.

Apart from love, Austen also inclines to match up her characters with socially "appropriate" matches: the successful matches are all within their same social group, even if not of equal finances. When Lady Catherine shows insult towards Elizabeth and claims that she would be an inappropriate wife for Darcy, Elizabeth calmly replies, "He is a gentleman; I am a gentleman's daughter. So far, we are equal."

## VIRTUE

Austen's novels have fusion of Aristotelian and Christian conceptions of virtue. She sees human life as purposeful and emphasizes the importance of self-awareness and human beings must guide their desires through the use of reason. For instance, Elizabeth nearly loses her chance at gladness because her pride overcomes her practicality. Lydia's lack of virtue is associated with her lack of ability to control her passion and aspiration. In the end, Austen associates happiness to virtue and virtue to self-awareness.

## POWER

The theme power is exposed through assets in this novel. The characters Bingley, Lady Catherine, and Darcy all show various sides of this. Bingley is one who does not apply his power of riches. Instead, he is true towards others and unpretentious in his manner. Lady Catherine abuses her power. She takes it as a chance to condemn others and to get her way. Darcy abuses his power at first, until he realizes that it is not everything. The author tries to persuade using

power as a last option and praises the virtues of letting others use your power, instead of magnifying it.

## INTERDEPENDENCE

The novel is full of examples of interdependence. Mrs. Bennet and her neighborhood are dependent on each other for gossip, fresh rumors. Jane and Elizabeth despite being opposite to each other are interdependent so their opinions often balance each other out. Jane thinks high of everyone, while Elizabeth is skeptical and judges too hastily. They need help of each other to see the reason in each situation. In this way both of them are able to differentiate between what is really going on and what their true feelings are. Another example of interdependence is of Lady Catherine and Mr. Collins. Mr. Collins depends on her for his financial security. Lady Catherine is dependent on Mr. Collins for company and to run her community. Throughout the novel, the characters depend on each other to support themselves in different ways.

### 1.3.4 GENERAL CRITIQUE OF PRIDE AND PREJUDICE

Pride and Prejudice endures to be appreciated in modern times also not only because of its unforgettable characters and the general appreciation of the story, but also because of the skill with which it is written. In *Pride and Prejudice*, Austen makes brilliant use of irony, dialogues, and realism that help in the growth and expansion of the character and also conveys richness to the experience of reading the novel.

The irony of Jane Austen is catastrophic in its explanation of foolishness and hypocrisy. Self-delusion or the attempt to fool other people seems always the object of her wit. There are evidences of various kinds of wonderful irony used in *Pride and Prejudice*. Sometimes the characters are ironic without any awareness, as when Mrs. Bennet sternly says that she would never accept any involved property, though Mr. Collins is willing to; other times, Mr. Bennet and Elizabeth openly express the author's ironic views. Mary Bennet is the only daughter at home and doesn't have to be associated to her prettier sisters; the author observes that "it was suspected by her father that she submitted to the change without much reluctance." Mr. Bennet cracks his wit on himself during the crisis with Wickham and Lydia; "let me once in my life feel

how much I have been to blame. I am not afraid of being overpowered by the impression. It will pass away soon enough."

Elizabeth's use of irony seems playful when Jane questions when she starts to love Mr. Darcy. "It has been coming on so gradually that I hardly know when it began. But I believe I must date it from my first seeing his beautiful grounds at Pemberley." She is unpleasant in her remark on Darcy's role in parting Bingley and Jane. "Mr. Darcy is uncommonly kind to Mr. Bingley, and takes a prodigious deal of care of him."

The author, liberated of any character, uses irony in the narrative parts for some of her sharpest but often overlooked judgments. The Meryton public is pleased that Lydia is marrying a useless man as Wickham: "and the good-natured wishes for her well-doing, which had proceeded before from all the spiteful old ladies in Meryton, lost but little of their spirit in this change of circumstances, because with such a husband, her misery was certain."

Austen's use of irony seems to both produce mischievous laughter and also to make covert, pungent observations. Dialogues have equally an important role in *Pride and Prejudice*. The novel opens with a conversation between Mrs. Bennet and her husband: "'My dear Mr. Bennet,' said his lady to him one day, 'have you heard that Netherfield is let at last?'" In the conversation that follows, we are instantly able to understand about Mrs. Bennet's preoccupation with marrying off her daughters and also Mr. Bennet's sardonic and ironic outlook toward his wife, and her defeatist nature. The stage is set very effortlessly for the family's introduction to the Bingley group, and the conversation has conveyed us information on both incidents of plot and the superiorities and pride which steer the characters.

The segments of dialogue are constantly the most realistic and significant parts of the novel. During those days, it was a practice to mostly read novels aloud, so good dialogues were highly important. Most of the turning points are revealed through the dialogue. The speech of each and every character is appropriate and also the way of revealing traits of his or her personality. Elizabeth's talk is straightforward and bubbling whereas her father's is sarcastic, Mr. Collins's speeches are monotonous and stupid, and Lydia's expression of words is all frivolousness and



without any substance. All the readers experience the same embarrassment at the stupidity of relatives, the unstable love, and the annoyance of suddenly realizing a big mistake. We are able to quickly recognize the feeling of characters which clearly speaks of psychological realism of the novel.

The feeling of anger between Elizabeth and Darcy is very natural after she first rejects him following the feeling of regret afterwards and consequently complete change of mind with the passage of time. Every step of them towards the progress of their relationship is described with great sensitivity depicting very clearly how people generally feel and act. In the specific and beautiful depiction of Elizabeth's self-realization the author attempts to show how an intelligent, emotional person transforms with the passage of time.

While talking about realism in Austen, the reader can conclude that it is very interesting to note that her major weakness as a writer is related to her greatest strength. She writes about only things which are known to her or she had experienced which means that great areas of human experience are left untouched. As compared to female characters, we have fewer male characters, and they appear to be rough sketches when compared with her heroines. Supreme emotions are generally avoided in her writing, which is evident when, for example, she moves to a very impersonal, abstract voice when Elizabeth accepts Darcy: Elizabeth "immediately, though not very fluently, gave him to understand that her sentiments had undergone so material a change . . . as to make her receive with gratitude and pleasure his present assurances." People who do not like Austen's works often refer to the expression of this lack of extreme emotions as their main reason. Despite this, there is no denying the fact that her ability to fabricate unforgettable characters, create well-structured plots, or deliver assessments of society with a razor-sharp wit is commendable. Austen's works bear a quality of timelessness, which makes her stories and themes as relevant today as they were two hundred years ago.

### 1.3.5 PRIDE AND PREJUDICE: A NOVEL OF COMEDY OF MANNERS

Jane Austen was the prototypical creator of the technique called comedy of manners, its content being the set of social practices of a specific class in a particular time and place. The novel of

32  
13.6.22  
**Registrar**  
**Guru Jambheshwar University of**  
**Science & Technology**  
**HISAR-125001 (Haryana)**

manners represents and displays in detail the customs, behaviors, habits, expectations and desires of a specific social group at a particular time and place. Generally, these conventions outline the behaviour of the main characters, and sometimes even suffocate or suppress them. Normally the novel of manners is satiric, and it is always genuine in depiction.

At the first glance, *Pride and Prejudice* seems to be an amusing presentation of England's social conventions of the late eighteenth- and the beginning of the nineteenth-century, particularly those of the elite class. But after going deeper we observe that by adopting a subtle ironic style, Austen is indirectly attacking certain political, economic and sociological circumstances of her time.

The life style depicted by Jane Austen in *Pride and Prejudice* was a life of a particular gentry in the countryside of England. This novel presents the upper-middle class society of rural England who had sufficient leisure and adequate finances to have balls, dinners and other leisure activities. Women were debarred by convention to venture into any society other than the one to which they belonged.

*Pride and Prejudice* displays a society in which reputation of a woman is of significant importance. She is likely to behave in certain ways. Venturing outside the social norms and behaviours make her vulnerable to exclusion from society. This theme originates on the surface in the novel, when Elizabeth strides to Netherfield and comes back with muddy skirts, to the shock of the reputation-conscious Miss Bingley and her friends. Many a times, the ill-mannered, absurd behaviour of Mrs. Bennet provides her a bad reputation with the more refined but also snobbish at the same time, Darcy's and Bingley's. Austen creates a kind of gentle fun at the snobs in these examples, but later on in the novel, the reputation is given a serious treatment when Lydia elopes with Wickham and lives with him beyond marriage. By establishing relationship with Wickham, lover without marriage, Lydia clearly sets herself outside the social circle, and her disgrace brings a threat to the entire Bennet family.

While depicting this, Jane Austen also presents the follies, whims, inconsistencies, meanness and thick-skinned vulgarity of the 18th century people, in her own ironic manner. Social rank in the society played an important role. Having low social status creates a kind of social inferiority

which carries its own stigma in the matrimonial world. Conventions and class distinctions are considered very important and treated with utmost care by social snobs and marriage between the members of a humble rustic family like the Bennets' and an aristocratic family like the Bingleys' or the Darcy's, are the exceptions rather than the rule.

Austen satirizes this kind of class-consciousness, specifically in the character of Mr. Collins, who spends most of his time prostrating to his upper-class patron, Lady Catherine de Bourgh. Though in Mr. Collins we find an extreme example but he is not the only one to have these kinds of views. His belief of the significance equally of class is shared by Mr. Darcy, who trusts the poise of his lineage; Miss Bingley, who does not like anyone having the same social position; and Wickham, who is ready to go to any extent to raise enough money to bring himself at the higher status. The satire pointing at Mr. Collins is actually subtly directed at the entire social hierarchy. Through the Darcy-Elizabeth and Bingley-Jane marriages, Austen tries to bring out the power of love and happiness to overcome class boundaries and prejudices, thereby suggesting that such prejudices are hollow, unfeeling, and unproductive.

## 1.4 CHECK YOUR PROGRESS

### SHORT QUESTIONS

1. How do the ideas of marriage held by Charlotte differ from those held by Elizabeth?
2. Describe Mrs. Bennet's and Elizabeth's actions when Jane is taken ill at Netherfield. What do the measures of each woman tell about her character and her thoughts for Jane?
3. Briefly describe Miss Bingley's and Mrs. Hurst's treatment of Jane and Elizabeth. What might motivate Miss Bingley's and Mrs. Hurst's behaviour?
4. What is Mrs. Bennet's reaction to the news that Mr. Collins and Charlotte Lucas are engaged? Why?
5. Describe the dissimilar reactions of Jane and Elizabeth to the letter Jane receives from Caroline Bingley after she has gone to London. What do their different reactions disclose about them?
6. In what way is Jane disappointed when she visits the Gardiners in London?

34  
 Registrar  
 Guru Jambheshwar University of  
 Science & Technology  
 HISAR-125001 (Haryana)

7. When Elizabeth visits the Parsonage, what is her impression of Charlotte's new life? How does she think Charlotte's viewpoint might transform?
8. How does Mr. Darcy's version of the events between him and Wickham differ from Mr. Wickham's version of the events?
9. Why is Elizabeth nervous about visiting Pemberley? What happens to make her feel better about going there?
10. What is missing in Elizabeth's relationship with her mother that she does have in her relationship with Mrs. Gardiner?

## LONG QUESTIONS

1. How does the relationship between Jane and Bingley be a sign of the harsh social rules (and the problems formed by these rules) leading behaviour in early nineteenth century England?
2. Elizabeth Bennet often makes quick judgments of other people's characters. Explain whether you think she is a good reviewer of character or a poor one by using examples of her judgments of other people.
3. Some of the characters with traits are exaggerated and presented humorous with the purpose of satirizing or ridiculing those qualities. Choose one of the following characters and tell which traits are exaggerated, why this is humorous, and what Jane Austen is satirizing with this depiction. Choose from: Mrs. Bennet, Lady Catherine de Bourgh, or Mr. Collins.

## 1.5 SUMMARY

This story is very interesting to read because the plot of the story has been developed in a way that makes it easy for the reader to follow it smoothly. All the events are presented without any confusion. The story consists of both external and internal conflicts. The plot of this novel has been adequately developed. It simply means that all the elements in the structure of plot

exposition, complication, climax, falling action, denouements are presented and arranged in chronological order.

The elements of surprise found abundantly in the novel are preceded by the elements of suspense. The plausibility of the plot is also presented by finding chance and coincidence in this story. Kind of plot in this story is a close plot, because the author gives direct solution of the conflict.

Very cleverly, the relationships among five main marriages are demonstrated clearly. Darcy and Elizabeth are the main roles in the novel and their emotional development goes through the whole novel. And other couples are assistants in their emotional development.

'Pride' and 'prejudice' have been picked up as two major themes of the text which open up several other themes throwing light on portrayal of different characters. When the novel is viewed as a comedy of manners, its characters are not seen as having any existence independent of the community of which they form a part.


## 1.6 KEY WORDS

- **Abatement**- a lessening or reduction.
- **Abhorrent** - causing disgust or hatred; detestable.
- **Acquiesce**- to agree or consent quietly without protest, but without enthusiasm.
- **Adieu**- goodbye; farewell.
- **Adorned**- decorated; ornamented.
- **Affable**- gentle and kindly.
- **Affectation**-a deliberate pretense or exaggerated display.
- **Amends**-something done or paid to make for a wrong.
- **Anecdote**- a short, entertaining account of some happening, usually personal or biographical.
- **Annexed** - joined; connected.
- **Apothecary [Old-fashioned]**-a pharmacist or druggist: apothecaries formerly also prescribed drugs.

36  
 2013.6.12  
 Registrar  
 Guru Jangheshwar University of  
 Science & Technology  
 HISAR-125001 (Haryana)

- **Austerity**-a severe or stern look or manner; forbidding quality.
- **Barouche box**-the driver's seat in a barouche, a four-wheeled carriage with a collapsible hood and two seats opposite each other.
- **Bou langer**-a type of dance.
- **Brought her into public at an early age**- introduced her formally into society at an early age. Lydia has had her "coming out" early.
- **Casino**-a card game for two to four players in which the object is to use cards in the hand to take cards or combinations of cards exposed on the table.
- **Censure**-rebuke formally.
- **Cessation**- a ceasing, or stopping, either forever or for some time.
- **Cheapside street and district of London**; in the Middle Ages it was a marketplace.
- **Circulating library**- a library which loans books for use elsewhere, sometimes for a daily fee.
- **Condescension**-the act of condescending or descending voluntarily to the level, regarded as lower, of the person one is dealing with; being graciously willing to do something regarded as beneath one's dignity.
- **Connubial of marriage**- or the state of being married; conjugal.
- **Coquetry**-the behavior or act of a coquette; flirting.
- **Cordial**-politely warm and friendly.
- **Countenance**-the appearance conveyed by a person's face.
- **Curric le**-a light, two-wheeled carriage drawn by two horses side by side.
- **Deign** - do something that one considers to be below one's dignity.
- **Disapprobation**- disapproval.
- **Discharging**- getting rid of; acquitting oneself of; paying (a debt) or performing (a duty).
- **Dispose**-make receptive or willing towards an action or attitude.
- **Efficacy**- power to produce effects or intended results; effectiveness.
- **Elude**-escape, either physically or mentally.
- **Encroaching**- trespassing or intruding, especially in a gradual or sneaking way.
- **Endear**-make attractive or lovable
- **Engage**- to occupy or involve oneself.

- **Entreaty**-earnest or urgent request.
- **Enumeration**- the process of naming one by one, or specifying, as in a list.
- **Exigency**-a situation calling for immediate action or attention.
- **Expostulation**- the act of reasoning with a person earnestly, objecting to that person's actions or intentions; remonstrance.
- **Fastidious**-giving careful attention to detail.
- **Felicity**-happiness; bliss.
- **Figure**-the impression produced by a person.
- **Folio**- a large size of book, about twelve by fifteen inches.
- **Fortnight [Chiefly British]** - a period of two weeks.
- **Frisks**-lively, playful movements; frolics; gambols.
- **Grace church**- Street an unfashionable street.
- **Gratify**-make happy or satisfied.
- **Grosvenor**-Street a street located in a fashionable part of London.
- **Has she been presented?** Has Miss De Bourgh been brought to be introduced formally to the Queen?
- **Hauteur**- disdainful, pride; haughtiness; snobbery.
- **He . . . blots the Rest**-Bingley writes so quickly that the ink makes blots on the paper, blurring his words.
- **He was destined for his cousin**-The marriage of cousins was an acceptable way to keep wealth and estates within aristocratic families.
- **Hermitage**-a secluded retreat.
- **Impertinent**-improperly forward/or bold.
- **Impute**-attribute or credit to.
- **Incumbent**-lying, resting, or pressing with its weight on something else.
- **Industriously**- with earnest, steady effort; in a diligent manner.
- **Ingenious**-showing inventiveness and skill.
- **Intercourse**-communication or dealings between or among people, or countries; interchange of products, services, ideas, or feelings.

38.12.22  
  
**Registrar**  
**Guru Jambheshwar University of**  
**Science & Technology**  
**HISAR-125001 (Haryana)**


- **It will be impossible for us to visit him in Austen's day-** the women of a family could not visit an unmarried gentleman without first gaining an introduction to him through a third party, preferably a male relation.
- **Licentiousness-** the disregarding of accepted rules and standards.
- **Livery-** an identifying uniform such as was formerly worn by feudal retainers or is now worn by servants or those in some particular group or trade.
- **Living of Hunsford-** the endowed office provided for the vicar or rector in the town of Hunsford.
- **Michaelmas-** the feast of the archangel Michael, September 29.
- **Obsequiousness-** the showing of too great a willingness to serve or obey; a fawning.
- **Ordination-** being ordained (officially installed), as to the religious ministry.
- **Panegyric-** a formal speech or piece of writing praising a person or event.
- **Pedantic-** marked by a narrow focus on or display of learning.
- **Perturbation -** something that perturbs; disturbance.
- **Pin-money [Archaic]-** an allowance of money given to a wife for small personal expenses.
- **Piquet-** a card game for two persons, played with 32 cards.
- **Postilions-** persons who ride the left-hand horse of the leaders of a four-horse carriage.
- **Profligate-** immoral and shameless; dissolute.
- **Pronounce-** cast judgment upon.
- **Propriety-** correct behavior.
- **Querulous-** inclined to find fault; complaining.
- **Rapture-** a state of being carried away by overwhelming emotion.
- **Reel-** a lively Scottish dance.
- **Repaired to her room-** went or betook herself to her room.
- **Reserved-** marked by self-restraint and reticence.
- **Saloon-** any large room or hall designed for receptions or exhibitions.
- **Scotch air-** a Scottish song or tune.
- **Scrupulous -** characterized by extreme care and good effort.
- **Shoe-roses-** shoe laces that are ribbons tied to look like a rose.



- **Solicitude**- the state of being solicitous; care or concern.
- **Spleen [Archaic]**-melancholy; low spirits.
- **Steward**-a person put in charge of the affairs of a large household or estate, whose duties include.
- **Stricture**-a principle that restricts the extent of something.
- **Surmise**-infer from incomplete evidence.
- **Supercilious**-having or showing arrogant disdain or haughtiness.
- **Surpass**- be or do something to a greater degree.
- **Tête-à-tête**- a private or intimate conversation between two people.
- **Trepidation**- fearful uncertainty, or anxiety; apprehension.
- **Twelvemonth [Chiefly British, archaic]**- one year.
- **Unaffected**- free of artificiality; sincere and genuine.
- **Venture**- proceed somewhere despite the risk of possible dangers.
- **Vex**- disturb especially by minor irritations.
- **Vingt-un**- a card game, similar to the American card game of twenty-one.
- **Warehouses [Chiefly British]**- wholesale stores, or, especially, formerly, large retail stores.
- **When am I to wish you joy?** - "I wish you joy" or "I wish you happy", was the way people in early nineteenth-century Britain congratulated someone on becoming engaged to be married.
- **When the ladies removed after dinner to go away**-It was the custom for women and men to separate for a time after dinner. The men smoked cigars, drank, and discussed business or other subjects "unsuitable" for female ears, while the women talked and waited for the men to join them.
- **Wit**-verbal skill that has the power to evoke laughter.
- **Youngest should tax Mr. Bingley**-Here, Lydia is placing on Mr. Bingley the obligation of giving a ball.

## 1.7 SELF ASSESMENT TEST

40

  
**Registrar**  
 Guru Jambheshwar University of  
 Science & Technology  
 HISAR-125001 (Haryana)

2. Briefly describe Mrs. Bennet's reaction to Elizabeth's announcement of her engagement, and tell why she reacts the way she does.
3. What causes the Bennets to be viewed as "marked out for misfortune," and then what following incident moves them to a place as "the luckiest family in the world"?
4. Why does Lady Catherine de Bourgh visit Longbourn, and how does she treat the Bennets?
5. Both Bingley and Darcy are ultimately regarded as good choices for husbands. According to this statement, which traits are viewed as significant for a good marriage in the novel?
6. Briefly describe Lydia's behaviour when she returns to Longbourn with her husband. What does this show about her character?
7. Discuss briefly and illustrate the two kinds of pride which, in your view, figure most prominently in *Pride and Prejudice*.
8. Identify the chief characteristics of Jane Austen's treatment of love and marriage in *Pride and Prejudice*.
9. Does the theme of gender injustice become a part of Jane Austen's treatment of love and marriage, and if so, in what way?
10. Do you think that in *Pride and Prejudice*, Jane Austen privileges 'education' or upbringing over 'nature' (or the other way round) as formative of a person's character? Discuss.
11. Do you see the study of Jane Austen as relevant in the Indian context, and if so, in what ways?

## 1.8 ANSWERS TO CHECK YOUR PROGRESS

### SHORT ANSWERS

1. Elizabeth will not marry unless she has "warm regard" for her husband; in other words, she wishes to marry for love. On the other hand, Charlotte only wants to be married: "without thinking highly either of men or of matrimony, marriage had always been her object; it was the only honorable provision for well-educated young women of small fortune."

2. Mrs. Bennet wishes Jane to stay at Netherfield as long as possible. She not only demotivates her from returning but chastises her when she does return home. She shows little concern for Jane's ill health and sees the incident merely as a trick to gain Mr. Bingley's attention. Elizabeth, on the other hand, walks alone in the mud to take care of her sister, and avoids the criticism she receives from Bingley's sisters and from Mrs. Bennet. Mrs. Bennet's actions maintain her characterization as petty and calculating, and show her feelings for Jane to be second to her aspiration to marry Jane off. Elizabeth is portrayed as determined and caring, and it is clear that she is worried for her sister.
3. Miss Bingley and Mrs. Hurst are kind to Jane when they are face to face but dismissive of her when she is not in their presence. They take vigorous dislike towards Elizabeth, and disagree with her openly. Their feelings toward both Bennet women may be credited to the consideration Mr. Darcy and Mr. Bingley give them.
4. Mrs. Bennet is distraught and certain of two things: "one, that Elizabeth was the real cause of all the mischief; and the other, that she herself had been barbarously used by them all." She is jealous as the Lucas will have a married daughter before she does, and for this she blames Elizabeth, whose activities and motivations she often does not understand. Finally, it is important to note that Mrs. Bennet sees Charlotte's engagement only in relation to herself.
5. Jane continues in believing the best of Caroline Bingley: "Caroline is incapable of willingly deceiving anyone; and all that I can hope in this case is, that she is deceived herself." Elizabeth, however, has a shrewder perception: "Miss Bingley sees that her brother is in love with you, and wants him to marry Miss Darcy. She follows him to town in the hope of keeping him there, and tries to persuade you that he does not care about you." This reveals Jane's trusting personality and wish to think well of people at all times, and Elizabeth's more skeptical nature and her ability to make shrewd judgments of people's motivations.

*[Signature]*  
 Registrar

6. Jane is disappointed in her treatment by Miss Bingley. When Jane calls on them, Miss Bingley and Mrs. Hurst cut the visit short, saying that they were on their way out. It takes Caroline a long time to return the visit, and she is cold and reserved and makes no effort to explain her delay in visiting or to make plans for future visits. Only at this time, Jane starts realizing that Caroline Bingley is not a very good friend and that she may be planning to keep Jane and Mr. Bingley separately. To Jane, who is hopeful and kind-hearted towards people, this is a disappointing apprehension.
7. Elizabeth continues to feel that Mr. Collins must be hard to live with, and she has not changed her judgment that marrying for money and status, without love, is wrong. Still, she believes that Charlotte has adapted well to the fortune that she chose "with her eyes open," and also that she is, overall, doing well. Elizabeth thinks Charlotte's viewpoint might change over the years as the novelty of having a new house and new occupations wears off for her.
8. Mr. Darcy recalls that it was Mr. Wickham who victimized Mr. Darcy's father, who used up the money left to him and then returned and demanded more. He claims that it was Mr. Wickham who lived a dissipated life, including trying to elope with Mr. Darcy's sister in order to secure for himself a section of the Darcy's money.
9. Elizabeth is restless about visiting Pemberley because she is anxious that Mr. Darcy might be at home. She is reassured when she casually asks the maid at the inn about the location of the family who lives at Pemberley and is told that they would not be coming back until the day after Elizabeth's and the Gardiners' planned visit.
10. Elizabeth and her mother cannot divulge in each other because they do not approve on many things. Elizabeth finds her mother thoughtless and unable to give reasonable advice. In contrast, Mrs. Gardiner is "amiable, intelligent, elegant" and a favourite with the Bennet sisters, particularly Jane and Elizabeth, who held her in "a very particular regard," quite likely because she fulfills a desire that Mrs. Bennet either cannot or will

not. Mrs. Gardiner agrees with Elizabeth that a marriage should be based on reciprocated esteem.

## LONGANSWERS

1. At a practical point Jane and Bingley cannot address each other frankly because of the stern social rules, so they must undergo the process of visiting, returning visits, and taking chaperoned walks. It is possible that the nature of the early nineteenth century courtship contributed to the ease with which Miss Bingley and Mr. Darcy came between them. On another level, these social rules prohibited them from speaking frankly of their emergent regard for one another; so much of their interaction was through others. Finally, these same social rules allowed Miss Bingley and Mr. Darcy to rationalize their attempts to detach the couple by telling themselves that Jane is lower than Mr. Bingley in position and assets and therefore an unsuitable match.
2. Responses will differ but may take account of the following: Although Elizabeth at first makes mistaken judgments of Mr. Wickham and of Mr. Darcy, she may still be taken as a good judge of character. Mr. Wickham and Mr. Darcy give her explanations to misinterpret them: Darcy insults her and is very disdainful to the people he come across in Hertfordshire, while Wickham is delightful and pleasing to everyone, especially Elizabeth. Her findings of Miss Bingley, Mr. Collins, Lady Catherine de Bourgh, Colonel Fitzwilliam, and her family appear to be well cooperative. Once Elizabeth realizes that her judgment of Mr. Wickham was incorrect, and she witnesses behavior in Mr. Darcy that depicts a change in him. She is mature enough to acknowledge her earlier misjudgment and to change her viewpoint.
3. Responses will differ but may take account of the following: Mrs. Bennet is self-centered, thoughtless, and overly obsessive with her daughters' marriages; this could show the society's obsession with status and wealth, the necessity of the daughters making marriages that could maintain them, and the lack of guidance or education that

44

Registrar


Guru Jambheshwar University of  
 Science & Technology  
 HISAK-125001 (Haryana)

might show the way to women like Mrs. Bennet becoming empty-headed and too dependent on "visiting and news" as entertainment. Lady Catherine de Bourgh is hopeless, aggressive, offensive and engrossed with her rank; this again shows the society's attention to status and wealth, as well as the truth that people of rank were permitted to behave in ways that would not be tolerated in others. Mr. Collins is pretentious, absurd, excessively impressed with his patroness, and, as the narrator notes, "not a sensible man, and the deficiency of nature had been but little assisted by education or society." This satirizes the appreciation with which people of elevated social status were treated, despite their behavior, by those who were excessively impressed by wealth and position. It also satirizes the somewhat ostentatious overly formal language of some people.

## 1.9 SUGGESTED READING

- Atkinson, Paul Fitness, *Feminism and Schooling in The Nineteenth Century Woman: Her Cultural and Moral World*. Ed. Delamont, Sara & Loma Duffin 1978.
- Bloom, Harold, ed. *Jane Austen's Pride and Prejudice: Modern Critical Interpretations*. New York: Chelsea House, 2007.
- Butler, Marilyn. *Jane Austen and the War of Ideas*. Oxford, UK: Oxford University Press, reprint edition 2002.
- Cohen, Paula Marantz in *The Daughter's Dilemma: Family Process and the Nineteenth-Century Domestic Novel*. Ann Arbor: University of Michigan Press, 1991.
- Emsley, Sarah. *Jane Austen's Philosophy of the Virtues*. New York: Palgrave Macmillan, 2005.
- Foucault, Michel *What Enlightenment: Was it Aufklärung?* Unpublished ms. transl. Catherine Porter in Paul Rabinow ed.
- Gilbert, Sandra, and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the 19th Century Literary Imagination*. New Haven, CT: Yale University Press, reprint edition 2000.
- Hardy Barbara *A reading of Jane Austen*. London: The Athlone Press, 1975, rptd. 1979.

- Laski, Margaret. *Jane Austen and Her World*. Norwich, England: Thames and Hudson, 1977.
- Mukherjee, Meenakshi *Women Writers: Jane Austen*. London: Macmillan, 1991.
- McMaster, Juliet (Ed.) *Jane Austen's Achievement*. London: Macmillan, 1976.
- Morrison, Robert. *Jane Austen's Pride and Prejudice: A Sourcebook*. New York: Routledge, 2005.
- Ross, Josephine. *Jane Austen: A Companion*. Piscataway, NJ: Rutgers University Press, 2003.
- Trivedi, Harish (Ed.). *Jane Austen: An Anthology of Recent Criticism*. Delhi: Pencraft International, 1996.
- Watt, Ian, *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*. London: Chatto and Windus, 1957.
- Willey, Basil, *The Eighteenth Century Background*. London: Chatto and Windus, 1953.

  
**Registrar**  
**Guru Jambheshwar University of**  
**Science & Technology**  
**HISAR-125001 (Haryana)**

**Master of Arts (1<sup>ST</sup> YEAR)**  
**Semester – II**

**MA ENG-204**  
**MA (ENGLISH)**



**Directorate of Distance Education**  
**Guru Jambheshwar University of Science &**  
**Technology**  
**HISAR-125001**

13.6.22  
 Registrar

Guru Jambheshwar University of  
 Science & Technology  
 HISAR-125001 (Haryana)



### Table of Content

Sr. No.	Name of The Lesson	Author	Page no
1.)	Death of A Salesman	Dr. Pallavi	3-36
2.)	The Guide	Dr. Pallavi	37-67
3.)	The Outsider	Dr. Pallavi	68-105
4.)	Ted Hughes	Dr. Pallavi	106-140
5.)	Preparation for Exam	Dr. Pallavi	141-171

  
**Registrar**

**Guru Jambheshwar University of**  
**Science & Technology**  
**HISAR-125001 (Haryana)**

<b>Subject</b>	<b>English</b>
<b>Paper Id</b>	<b>M.A</b>
<b>Author</b>	<b>Dr. Pallavi</b>
<b>Death of a Salesman</b>	<b>By Arthur Miller</b>

## 1.0 Learning Objectives

### 1.1 Introduction about the Novel

### 1.2 Main Body of the Text

### 1.3 Further Main Body of the Text

### 1.4 Check your Progress

### 1.5 Summary

### 1.6 Keywords

### 1.7 Self-Assessment

### 1.8 Answers to Check your Progress

### 1.9 References/ Suggested Readings

## 1.1 Learning Objectives

- The Students will be able to know the loss of identity and a man's inability to accept change with himself and society.
- The Students will be able to know the complexities of life.
- To know the real definition of ambition, it is one of those things that can be either your best friend or your worst enemy.
- The play is a scathing critique of the American Dream and of the competitive, materialistic American society of the late 1940's.

## 1.2 Introduction

### DEATH OF A SALESMAN

#### About the Author

#### A LIFE-SKETCH OF ARTHUR MILLER

Arthur Miller was born in a prosperous family on October 17, 1915, in the Harlem section of Manhattan, New York. The Millers were prosperous manufacturers. Miller's father was a prosperous manufacturer, and his mother, herself the daughter of a manufacturer, had been a teacher in the public school that Miller attended in Harlem. After the economic ruin of his family, Miller grew up in poverty. Miller was not a brilliant student. He failed in many subjects. He was more interested in sports later remarked. "Until the age of seventeen I can safely say that I had never read a book much heavier than Tom Swift and Rover Boys, and only verged on literature with some of Dickens."

Miller graduated from high school in 1932, but was unable to go on to college as "nobody in the house was in possession of the fare." The alternative was obvious, and he accordingly worked for two years in an automobile parts warehouse on Tenth Avenue in Manhattan. He went to the University of Michigan mostly because of the nationally known football team, whose fame he had followed all through high school. For two and a half years, Arthur Miller worked as an order and shipping clerk in an automobile warehouse at Tenth Avenue saving all he could towards his tuition. "In the process a profound change took place in the football star, one that sharply altered his aim, his own life. He read everything he could force into his walking hours, discovering for himself the delight in the words that expressed the truth of life—partly in poetry, more in novels, but more in novels, but mainly in plays like most New Yorkers, he had always enjoyed the theater, going to Broadway shows but now he felt an urgent desire to write play."

He rapidly gained a thorough knowledge of the theater, from the writing through the producing of plays. Out of work, Miller turned to writing for radio as well as to working in the Brooklyn Navy yard and in a box factory. He went abroad for a while, and met Miss Ingeborg Morath, a photographer of Austrian birth whom he married in 1922.

### Miller's Concept of Tragedy

If we judge modern tragic plays on the basis of what Aristotle has said about tragedy, none of the modern plays is a tragedy. The classicists believed that a tragedy was a highly serious play with a magnificent theme and a highly ranked hero and a lofty aim. "Serious drama is a serious representation by speech and action of some phase of human life. If there is an

unhappy ending we may call it tragedy; but if the play is a serious attempt to represent life it makes a great difference whether or not good fortune intervenes in the last scene". The demand of realism and of democracy compelled the modern playwrights to think about the modern man and his predicament in a modern world, a world entirely different from that of Aristotle. The modern playwright sees man as the product of his surroundings. The primary concern is with the external factors that operate on the protagonist rather than with the inner crisis experienced by him when challenged by his conditions. This concern with the social problem, what social injustice and its effect on the lives of the characters, is bound in Miller's plays too. The economic basis of social mischief is as obvious in *All My Sons* as in Shaw's *Widower's Houses* or Ibsen's *An Enemy of the People*: in *Death of a Salesman* the common man is crushed by forces out-side himself and by illusions, false ideas spawned by these forces ; and in the *Crucible* the political motive is clear. Man is seen as constantly in the process of becoming shaped and not merely stimulated by his environment, his fate. Man's failure to achieve or to maintain this needed sense of personal dignity is, according to Miller, the fault of society. He also attaches importance to the personal factor, for the hero must not be flawless, nor ought the social factors be ignored, but his emphasis, without doubt, is on the social forces, not on the hero's inner weakness. Tragedy need not preach revolution, but since it's theme is man's need to wholly realize himself, whatever confines and affects man and stuns his growth is ripe of attack and examination. The function of tragedy is to reveal the truth concerning one society, which frustrates and deprives man his right to personal dignity, and the enlightenment of tragedy is the discovery of the moral law that supports this right. Miller's own plays live up to this definition. In *Death of a Salesman*, there is the same emphasis on social forces as the source of tragedy, by this play Miller tries to justify the use of the common man as the tragic hero. In the conflict the hero gains "size that tragic stature that is spuriously attached to the high born in our minds. Miller's tragedies then tend to fluctuate. Miller, like most modern tragedians, has been seeking a new explanation of the human situation with its tragic aspects. He seeks it in naturalistic and humanistic terms, not transcendental ones. Our man-made ethical system, though incomplete and faulty, can be improved. Our environment, which restricts and defeats us, which prevents us from realizing ourselves can be changed if we will.

Miller had a definite social vision. He was of the opinion that the main object of drama is to reveal human motives regardless of form. Miller showed sufficient concern for his dramatic technique, his methods underwent many modifications. His "stylistic modes were realistic,

expressionistic and rhetorical. Miller's purpose as a dramatist was to arouse love or hatred for that social and economic system. In *Death of a Salesman* he employed the expressionistic technique with the purpose of faint characterization rather than for demonstration which the Germans used. Miller returned to a more objective frame of reference. Miller recognizes that most of his symbolic images are drawn from simple life. His dialogue swings between extremes of brilliance and insipidity.

### **About the novel-**

### **A critical introduction**

#### **Awareness of social realities**

His play is a consummation of virtually everything attempted by that part of the theater which has specialized in awareness and criticism of social realities. Miller's achievement lies in successfully bridging the Gulf between a social situation and human drama. The two elements in *Death of a Salesman* are indeed, so well fused that the one is the other.

#### **The Middle Class Tragedy**

It is the kind of play that is usually decidedly short of tragedy and settles on the lower level of pathos, a drama ordinarily conducive to tear shedding or sympathetic clucking rather than to exaltation of mind and spirit through impressive suffering.

#### **Story of a Breathing Man**

In this play Miller has made the object of his analysis a breathing man and given him some stature. Its hero Willy Loman may commit errors and may flounder in illusions like the rest of his clan, worshiping material success and thinking that it is bound to be won by sales talk and Rotarian chumminess. Willy is not quite commonplace in his commonplaceness. He maintains his faith, inane though it is with a tenacity that is little short of heroic, and when it crumbles, the man crumbles with it hugely.

#### **An American Tragedy**

*Death of a Salesman* is subtitled "Certain Private Conversations in two Acts and a Requiem". It has all the qualities of theater greatness, building a massive dramatic power in the strength

6/13/62  
Registrar

of its particular details while spreading a general relevance around it. The tragedy of Willy Loman is self-powered into the tragedy of the American Way of Life.

### **The Causes of Death**

It is about a man who based his life on false values and so was a foretold tragedy? Is it about a man whose life is beyond his control? Set on a fateful course. Is it about the American economic system and its fraudulent goals of material success and popularity? It is about a way of life so heartless that it can make a man obsolete, just as it does machinery? As it is about Willy Loman, a salesman.

### **A Classical Tragedy**

Miller had classical tragedy in mind when he wrote the play. He has always been plagued with an intellectualized need to be artistic. Despite the foolhardiness in such self-consciousness, he almost succeeded. But we never believe that Willy was doomed to a fatal course of action by a set of circumstances beyond his control.

### **Arthur Miller: A Dramatic Artist**

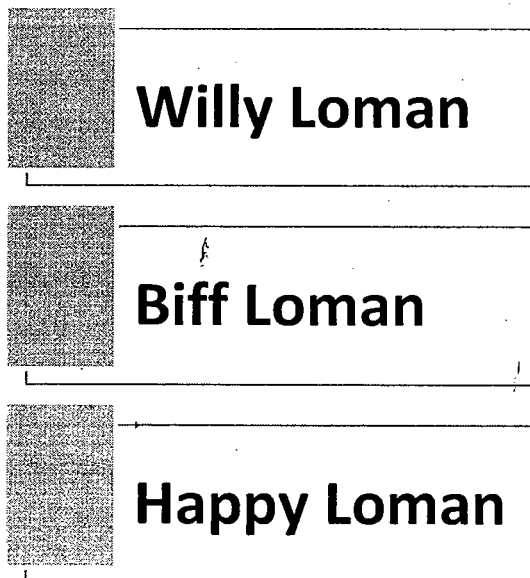
### **Death of a Salesman: A Critical Appreciation**

Arthur Miller's *Death of a Salesman* is not only an analysis of success worship and self-delusion in a materialistic society, it is replete with many formal features of a demonstration – much debate, much retrospective, exposition and analysis, and a final, pointed, summation in the cemetery scene. His play is a consummation, or rather an epitome of whatever has been attempted in that part of the theater, that is known for its awareness and criticism of social realities. Miller achieves the impossible- the successful bridging of the gap between a social situation and human drama. In *Death of a Salesman* it depicts the fate and the final ending of a commonplace man in a commonplace environment. It is a drama which evokes sympathy and tears instead of the exaltation of mind and spirit through effective impeccable suffering. In this play, Miller has tried to analyze Willy Loman, a flesh and blood human being. He rises to a stature higher than that of an average, his life on illusion as any of us – as any of his clan. Willy believes that if one cannot sell, one into his son's head. Willy also has an extramarital affair, a diversion that seems to be the 'in thing' with the traveling salesman. He maintains his faith with a tenacity that is only a little short of heroic. Willy pursues a very common mirage. This pursuit is the pursuit of success. Willy himself is responsible for most

*13.6.22*  
Registrar

of their vices and shortcomings. His love for Biff was too intense and his hopes from him were too high. The play and these characters gain weight from the magnitude of his flawed relations with his wife and sons, the magnitude being within him. The play constantly oscillates between the past and present dimensions of time- yet the overall impression it leaves on the readers or the audience, is that of effortless and inevitable cohesion, and unity. The play is the summation of a man's life. His story ends with his committing suicide in order to leave money for his family and to make up for his personal failure. The tragedy of Willy Loman is empowered, as it symbolizes the tragedy inherent in the American way of life. The essence and the majesty of Willy's grief lies in the presence of many questions, not his disparate collection but in a complex, and multiple identity. The language is disciplined, poetic without being unrealistic. Miller has fused the literary and the theatrical arts never does he seem to lose hold over his artifice. When Miller wrote the play, he had the classical tragedy in his mind. Despite his self-consciousness, Miller comes very near to achieving success in his aim. Willy's tragedy is legitimate even in the classical sense. Like the heroes, Willy is unable to cope up with his circumstances.

## 1.2 Main body of the text



## Major Characters

1. **Willy Loman:** Willy Loman is an American salesman who has followed in vain the fascinating mirage of success. His "small, fragile seeming home midst "suggests the

smallness and fragility of his life structure. Willy, the tragic protagonist of the play, "is past sixty years of age". He is tired and exhausted with the game of life. He is drained to the dregs. Willy is very fortunate in his wife, Linda, who is an extremely devoted consort. His employer deprives him of his salary and puts him on straight commission. He is fired and told by his employer to depend upon his sons. He has always desired to be a successful father. But find that his sons have no respect for him. His estrangement with his sons causes him pain. Willy feels suffocation in his apartment house. He feels himself in a prison where there is not a whiff of fresh air to breathe. The indiscriminate growth of massive buildings has blotted out all traces of natural beauty. Willy has always been a dreamer. At that time his son Happy had expressed his hope that he would have as big a business as Uncle Charley's having been fed on the American myth of success. Willy feels that his chances of success are whereas Charley is only "liked".

One reason for Willy's failure is his misplaced faith in the power of personal attractiveness. He believes that a man can get anything in life if he has got a handsome personality. Willy's moodiness has made him a bundle of contradictions. He holds contradictory views about his elder son Biff. On the one hand he speaks proudly of the great football hero that Biff has been in the college. On the other he regards him as a good for nothing fellow. Willy constantly repents for not following in the footsteps of his elder brother, Ben! He constantly holds up Ben as a model to his sons. Willy suffers so much from a sense of inadequacy that he constantly tries to show his superiority. He feels that the very structure of his life is built on a temporary edifice. Willy's predicament is revealed by Linda in her passionate appeal to her sons. He's not the finest character that ever lived.

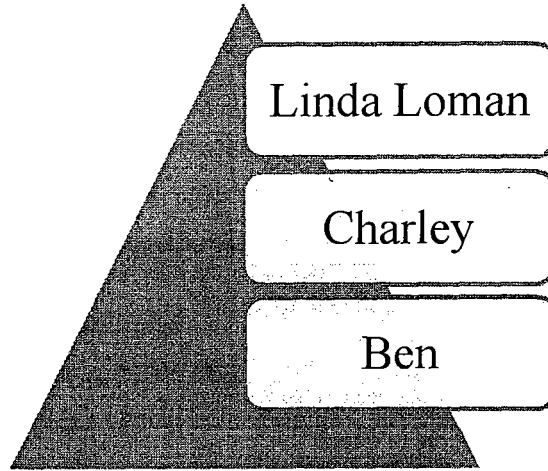
Willy is not equipped with sufficient resources to withstand the onslaught of the forces of sterility and oppression. He is an irrepressible dreamer. He is annoyed with the machines requiring perpetual repair. Willy's tragedy is that though he chose the career of a salesman for its promise of contacts and friendships, the changed circumstances have taken away the human element for salesmanship. Willy's death invokes different responses from Biff and Charley. Biff thinks that Willy's wrong dreams were responsible for his tragedy. Another reason was that Willy "never knew who he was". He had to pay a heavy price for his lack of self-knowledge. Willy was a salesman and for a salesman, there is no rack bottom to life. He's a man way out there in the blue, riding on a smile and a shoe shines. A salesman has got to dream, body. It comes with the territory.



2. **Biff Loman:** Biff Loman is another major character in this play. The people of younger generation see in him a reflection of their own strivings and struggles. He presents before us the cause of a promising youth who displays great progress in the sports field, but is unable to imbibe those values which alone could confer meaning on his strivings. Biff is a well-built young man of thirty four, two years older than his brother happy. He "bears a worn air and seems less self-assured" than his brother. He has succeeded less, and his dreams are stronger mad less acceptable ~~than~~ of Happy. The hard buffets of fortune have reduced him to a shadow of his former self. Biff during his heart to heart talk with Happy, provides the Genesis of his disintegration. He tells Happy that his father's mocking tone has shaken his confidence. Biff, however maintains that there are other things, too, that are depressing him. Biff is a victim of the maddening world of competition, of boredom of the daily routine, if the very ordinariness of life of ton labour and scant rewards. One reason of Biff's failure is that he wasn't "brought up to grub for money". He doesn't know how to do it. He strongly feels that there is no point in wasting one's life to build an estate and then not to have the peace of and to live in it. Biff's heroic performance at Ebbets Field game had set Willy dreaming. The most crucial experience of Biff's life ~~was~~ his discovery of his father's infidelity at Boston. Biff holds him responsible for his failure. Biff still thinks that his individual existence as a human being has no worth. For Biff there is nothing but nothingness. I'm nothing! I'm nothing, Pop... I'm just what I am, that's all". Biff is redeemed from his nothingness by the discovery of love for his father.
3. **Happy Loman:** Happy, the younger brother of Biff, is a tall, powerful man. He, like his brother, is lost, but in a different way, for he has never allowed himself to turn his face toward defeat and is this more confused and hard-skinned. Happy has never allowed himself to take a defeatist attitude in life. Money is only means and not an end in itself. Happy, though financially well off, feels emotionally drained and is extremely perplexed by a haunting sense of loneliness. Happy suffers from a kind of existential Boredom. Happy is enthralled with the idea of "The Loman Brothers' " and says that this has been his dream too. Happy confesses that money and sex have failed to provide him relief from Boredom. He indulges sex to overcome his sense of disgust. He likes to spoil those girls in particular who are engaged to be married to the executives. Happy doesn't settle down to a married life because he's cynical about women. Happy prefers to let his father dwell in the dream world, rather than open his eyes to the oppressive world of glaring reality. Happy advises him not to break Willy's heart by telling him the truth. When Willy is dead, Biff attributes his tragedy to his wrong dreams. But happiness takes a different view

106-22  
 Registrar

of it. He says with confidence and determination." Willy Loman did not die in vain. "It's the only dream you can have to come out number one man.



### Minor Characters

1. **Linda Loman:** Linda Loman is the eternal wife figure. Linda's strength is that she is constantly willing to believe. Linda's weakness is that she hasn't the imagination to understand Willy's dreams of success. Linda, functioning as this eternal wife figure, would bolster his ego by disclaiming his realistic observations. Linda is the one who demands that "attention, attention must finally be paid to this man." She becomes Miller's spokesman in the play to illuminate certain faults in the American social structure. She represents the simple person who is caught in a struggle between illusion and reality and who has not the strength to support, reject, or understand either one.
2. **Charley:** Charley represents a touch of realism in the play. His life stands as a contradiction to everything that Willy believes in, Charley has no dreams of success. Charley is a realist. He is the one who routes most strongly Willy's ideas of personal attractiveness. Charley says nothing until the act is accomplished. Charley never had any illusions about Willy. Charley is the capable voice of realism which gives us a rather accurate view of Willy and also functions to show the fallacy of Willy's ideas.
3. **Ben:** Ben is a shadowy figure who functions more as a symbol or illusions than he does as a character. He does not believe at all in the individual and he tells Biff never to fight fair with a stranger. His success seems to have been built on brute

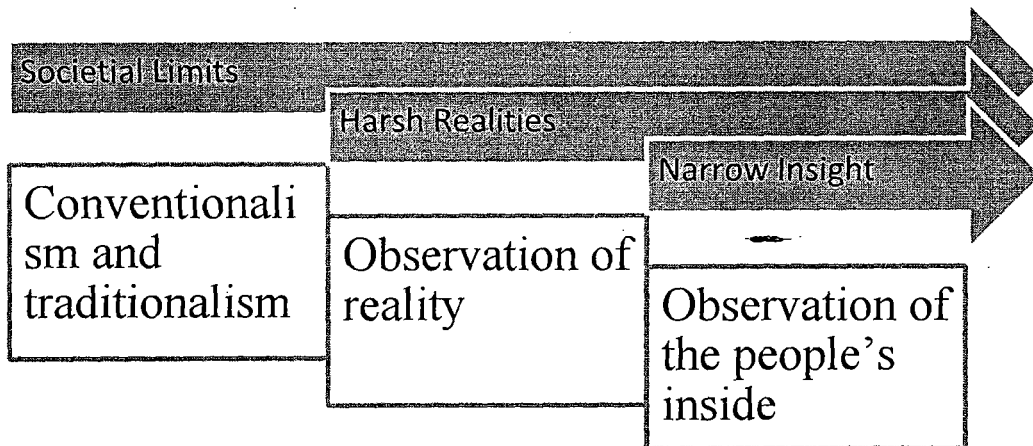
force and driving energy. He is the ideal for Willy. For Willy, Ben represents the ideal success story. He entered the jungle when he was seventeen, when he came out at twenty one he was rich. Ben is the far away illusory vision of complete success. He is diametrically opposed to Charley. Ben's success is the ideal and romanticized success story. Ben functions mainly, not as a character but as a symbol which illuminates an aspect of Death of Willy's frustrations.

### 1.3 Further body of the text      The Novel

#### Act 1

The play opens in the house of Willy Loman who is the main protagonist of the play. Arthur Miller gives a lengthy description of the Loman house. This is a simple house, in a surplus of apartment complexes in Brooklyn, New York. The home is simple and realistic, with only a few items representing the respective rooms: kitchen, living room, bedroom, and boy's bedroom. As the curtain rises, Willy Loman enters from the right. He is a top salesman for the firm Brown and Morrison in New England. Willy is more than sixty years of age. Willy's wife Linda, has awakened in the middle of the night. She goes to him, taking off his shoes, and asks him what has happened and why he has come back. Willy says that nothing happened. He tells her that he does not smash his car. He was driving at sixty miles per hour and suddenly ran off the road. Willy is perturbed and Linda tries to calm him down. Willy tells her that they do not need him in New York. His services as a salesman are required in New England.

13.6.22  
Registrar  
Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)



Then their conversation turns to the subject of their two sons, Biff and Harold. Willy wants to know if Biff said anything after he had left the house in the morning. Willy is furious that Biff is thirty four years old and working on a farm. Willy expresses his resentment at Biff's failure in life. Biff has done a lot of jobs. But he has not been able to get more than thirty five dollars a week. Willy says that the trouble is that Biff is lazy. But after a few minutes, he agrees that Biff is a hard worker with a lot of personal attractiveness. He remembers that Biff was very popular in high school. Willy feels agitated at the congested surroundings of the house and wants a breath of fresh air. He remembers two beautiful elm trees between which he and Biff had swung a swing. There was a time when all kinds of flowers used to grow in the neighborhood and to scatter their fragrance all around. The increase in the population is ruining the country. Then their talk again turns to the boys. Willy feels guilty. He expresses his sincere feelings. Willy says that he will not fight with Biff anymore. If Biff wants to go back to Texas, he will not stop him from going there. Willy agrees with Linda and says that some men just don't get started till late in life.

The light appears on the boy's bedroom. Happy tells Biff that Willy is also slightly embarrassed by his odd behaviour. Happy tells Biff that Willy is constantly expressing concerns about him, wanting him to settle down, get a real job, and make something of himself. Happy explains that, while he has everything he thought he always wanted, such as his owner's car, apartment in the City, many women, he is lonely, and moreover unhappy. They talk about the time they had spent in this house in their younger days, and their plans

and dreams they used to discuss. He admits that Biff had taught him everything he knows about women. Biff reminds him that he used to be very bashful with the girls. Happy reminds Biff, all the time, how everyone always loves and looks up to him. Biff tells Happy that his life has been a failure. He has spent the last six or seven years working as a shipping clerk, a salesman and in various other capacities.

Biff thinks of Bill Oliver, a powerful man who liked him in the past, and thinks of asking for money to start his own ranch. Happy thinks Bill will back him. Biff remembers that he had to give up his job with Bill Oliver because of Oliver's suspicion that Biff had stolen a carton of basketballs from Oliver's store.

Biff then asks Happy if he is content with the life he has been leading. Happy says, "No". Happy has his own apartment, a car but he still feels lonely. Biff suggests that Happy should accompany him to the West. Happy says that before he leaves this city, he will have to prove his worth to those arrogant and self-important executives of his firm. Happy changes the subject and starts speaking about the two girls. Happy comments that he can get girls of that kind anytime he wants. Biff says that he wants to find a steady girl, "Somebody with substance". Happy says that this is the third time that he has ruined a girl about to be married to an executive of the store. Perhaps it is his overwhelmed sense of competition that forces him to do such things, though he hates himself for doing so.

Just then Willy's voice is heard from the kitchen below. Willy is alone in the kitchen, talking to himself and behaving as if he were talking to Biff. He says that Biff is too young to be talking seriously to the girls. Biff should watch his schooling first. Willy then speaks as if both Happy and Biff were with him, and were about cleaning the car properly. Then Willy declares that he has a surprise for them. Biff eagerly asks what it is. Willy advises the boys not to "leave a job till you're finished". He then tells them that in Albany he has seen a beautiful hammock which he will buy on his next trip. They will hang it right between the two elms. Happy and Biff are acting on the front part of the stage. But in fact these are the memories of Willy who is wearing a sweater with block S, is carrying a football. It is a punching bag with Gene Tunnels signature. Biff then proudly shows his new football to Willy and obliquely reveals that he had stolen it from the locker room. Willy says that somebody will have his own business. His business, says Willy will be bigger than Uncle Charley. Then he went to Waterbury, a fine city famous for its Waterbury clock. After that he visited Boston and some other towns. Willy then promises to take them with him next

summer and show them all beautiful towns. He says that he is well known in New England and has many friends. He can park his car anywhere and the policemen will protect it as his own. Bernard, the younger son of Charley appears on the stage. Bernard reminds Biff that he is supposed to study with him. Willy speaks to Bernard disparagingly and asks him why he is looking so anemic. He informs Biff and Willy that he has heard the teacher saying that if Biff does not start studying Math, he will be flunked, and then he will be not able to graduate. Willy angrily asks why ~~his~~ son could not pass after he had won scholarships to three universities. Willy asks if Bernard is "well liked", Biff replies that he is liked but not well liked. He says that Bernard can get best marks in the school but in the practical world of business, Biff and Happy are going to be five times ahead of him. Willy continues to reminisce, this time about Linda. Linda is carrying a basket of wash. Willy greets her as his sweetheart. Willy chides the boys for not helping their mother to carry wash up the stairs. Linda is so thrilled to hear of his success. Willy worries he will not make enough money at the rate he is going, Willy tells Linda that he is well liked. Unfortunately, he is not doing well because he is not well liked. Willy thinks he talks too much and is still fat, Linda tells him he is the most handsome man in the world. Willy pulls her over and ~~kisses~~ her. Willy remembers a woman. Willy is flirting with her. The woman tells him to look her up. They joke as Willy leaves, the woman begins to laugh. Willy is in the kitchen again. Linda sits inside it, mending a pair of her silk stockings. Willy snatches them for her and says that he will not approve her mending of stockings. But she tells him that she is mending the socks only because they are very expensive to buy. Bernard reminds Willy that unless Biff studies, he will fail. Willy gets furious and threatens to whip Biff. Willy does not want Biff to be a worm as is Bernard. Linda worries that all of the mothers are scared of Biff because he is too rough with the girls. Willy's focus returns to the present day. He feels sorry that he has not gone to Alaska with his brother Ben. If he had gone with his brother, he too would have become very rich like Ben who started merely with clothes on his body and ended with his owing of diamond mines.

Charley now appears on the stage. He is another image of success. He then discusses house renovations, moving and fixing the roof of the house. Charley offers Willy a job, and Willy is quickly insulted. Willy accuses Charley of not being a real man because he does not know how to work with tools. In the midst of their argument, Uncle Ben enters the kitchen in Willy's illusion. Ben does years ago, but Willy still sees him standing in his kitchen. Charley, Ben and Willy inconsistently speak about their investments, their risks and their

opportunities. They speak of their mother, who also passed away. Then Willy and Ben have a long conversation. Linda is so pleased to meet her brother in law Ben for the first time, because she only knows of him through legend. Ben informs them that he left for Alaska to find their father when Willy was young, but went in the South and wound up in Africa. There, as his story goes, he walked into the jungle at seventeen, found diamond mines, and walked out at twenty one rich.

Charley again appears on the stage. Charley warns the boys that, if they try to steal anything from there, the watchman will get them arrested. Just then Bernard comes running and tells them that Biff is being chased by the watchman. Willy laughs it out and says that Biff has nerves of iron. Then Willy asks Ben if he was giving the proper education to his sons and how he should do it. Ben simply replies that, when he walks into the jungle. When he walked out of the jungle, he was only twenty one and he found himself rich. At this point Willy's dreams come back to the present in the middle of night. She asks Willy if he has eaten the cheese from the refrigerator. Willy gives no reply. But Willy, though in slippers, goes out for a walk, muttering to himself. Happy also says that he never heard Willy talking to himself so loudly. Biff asks if Willy behaves like this all the time. Linda tells him that, when he receives Biff's letter about his coming home, he becomes very happy. Linda then asks Biff why Willy and Biff are hateful to each other. Biff evades the question and says that he is not hateful. Linda reprimands Biff for fighting with Willy and calling him crazy. They are both shocked to see their father deteriorating, nothing mentally and financially and as a result physically. She cannot allow anyone to insult Willy or make him feel unwanted. She says that either Biff must respect Willy as his father or he should not come again to this house. He is not a great man. But he is a human being, and a terrible thing is happening to him. Biff and Happy are disgusted at the company for treating their father so poorly. But Linda says that Happy and Biff are worse than his employers. Linda defends her husband vehemently. Willy used to make six or seven visits a day in Boston. Now he takes the bags of samples out of his car and puts them out again because he feels tired very soon. What would happen to a man who drives seven hundred miles without earning a cent? Willy has always worked for the benefit of his sons. What medal has he received for his hardwork? Is this his reward- to turn around at the age of sixty three and find his sons whom he loved better than his life, one a "philandering bun" and the other utterly selfish. Happy and Biff are shocked to hear these words of their mother. Yet, they still persist. Biff adds that his father too does not love business now. That is why people make fun of him. Just then Willy walks in and hears his

13.6.22  
Registrar  
Guru Jambheshwar University of  
Science & Technology  
Hisar-125001 (Haryana)

son making fun of him. Biff plans to go to Bill Oliver the next day to ask for ten thousand dollars to start a new business with the two brothers. Willy is excited about this prospect and begins to advise Biff on what to wear, how to act, and the way to speak. Biff is again shocked. This news distresses him and he does not know how to solve such serious problems. The scene shifts to the bedroom of Willy and Linda. While Willy is preoccupied prepping Biff, Happy announces that he is getting married. Nobody listens or acknowledges his announcement. Biff reaches behind the heater to find a rubber tube covering the opening. He is terrified, because Linda just informed him that Willy has been trying to commit suicide.

### Act Two

**Willy Feels Refreshed:** It is a Tuesday morning. Willy and Linda Loman sit at the kitchen table drinking coffee. Linda remarks that Willy seems more refreshed. Linda also tells him that Biff and Happy have already left the house. Willy remarks that Biff is one of those men who take a long time to get solidified. Willy says that soon he will land in the country where he will grow vegetables and raise a couple of chickens. Linda reminds Willy that they have to pay the insurance bill, the installment of the refrigerator and the cost of repairs of Studebaker. Linda then tells Willy that Biff and Happy have planned to take him to a nice, big meal in the city at Frank's Chop House. Willy feels happy. While going out, he sees Linda's stockings in his hand and is once again angry with her for still mending them. After Willy leaves the house, the phone rings. Linda instructs him on how to act and how to welcome Willy at the restaurant. Willy goes to the office of Howard Wagner. Willy says that he will not like to travel anymore but he wants to have a job that keeps him in the town. Howard refuses to provide him any such job. Howard simply replies that there are enough salesmen in the city. So Willy will have to continue with his travelling job. Willy lowers his demand of sixty dollars to fifty dollars per week. Willy feels much agitated at Howard's callousness. He tells him the story of Dave Single man who at the age of eighty four years, made his living without leaving his room. Willy now says that he is ready to accept forty dollars a week for a job in New York. He says that Willy should take rest. Then Howard asks Willy to return the sample bags. Saying this, Howard leaves. As soon as Howard leaves Willy's brother Ben appears in his dream. Ben says that he has bought timber land in Alaska and he needs a man to look after things for him. As Ben leaves, Bernard appears in Willy's dreams. Just when they are about to leave for the match, Charley enters. Charley shows no interest in Biff's game and this ignorance on Charley's part infuriates. He says that after the match, Charley



will "laugh out of the other side of his goddamn face because people would call Biff another Red Grange.

Willy walks into Charley's office. Charlie's son, Bernard, is relaxing in the office. He tells Willy that he is going to Washington in a few minutes. Bernard enquires about Biff, and Willy replies that Biff is doing great things in the West. Bernard asks Willy why Biff decided not to go to summer school after he flunked math in high school. Bernard asks Willy what happened that summer when Biff had failed in his mathematics exams. Willy gets angry and says that he does not understand the importance of his question. Charley now enters, carrying a bottle of Bourbon in his hands. Bernard goes away. Charley knows that Willy is there to get the usual fifty dollars. Willy says that he has to pay his insurance and so he needs a hundred and ten dollars. Charley offers him a job but Willy declines to accept it. Willy repeats that he can't work for Charley. Willy is on the verge of tears and says Charley is his only friend. The scene now shifts to the restaurant where Willy and his sons are supposed to meet. Happy is assisted in his arrangement by a younger waiter named Stanley. Happy tells the lady that his brother is a great football player. He waited six hours for Bill Oliver. When Oliver and his secretary left the room, Biff found him-self all alone. He stole one of Oliver's fountain pens. Happy says that Biff should not tell all these things to their father. Happy tells Biff that they should pretend that business with Oliver is okay and let it slowly fade out. After all, Dad is never as happy as when he's looking forward to something. Willy arrives, Willy eagerly asks Biff about the meeting with Oliver. Biff wants to tell the truth, yet Happy continuously interrupts. Willy tells his sons that he was fired. Happy essentially ignores this information, still trying to let his father believe that everything is okay. Suddenly, Willy's mind goes to the past.

Bernard, Linda and Willy are all arguing about Biff's math course and visit to Boston. These thoughts are mixing in with the present day. Biff tells Willy the story of the fountain pen and the meeting with Oliver. Suddenly, Biff begins to lie to his father to help him feel better, and he explains how much he hates Oliver and could not go back to him, after stealing his balls years ago and now his fountain pen. Miss Forsythe and Letta, the two whores, reappear on the scene. They drink with Biff and Happy Biff asks her if she would like to have some drink. Willy quickly leaves and Biff tells them how he is a great and unappreciated prince. Biff yells at Happy for not caring and not helping Willy. Biff is so angry that he leaves the table. Happy continues on with the date with the girls, claiming that Willy is not his fat. Willy's mind again goes into the past. A woman enters a hotel room in Boston. Willy follows her into

18

Registrar

the room. Suddenly, someone is knocking at the door. Willy asks Biff what he is doing in Boston. Biff tells Willy that he has got plucked in mathematics. Biff explains why laughs at this and the woman joins him in the laughter. Willy tries to put him off but the woman comes out of the bathroom. Biff is shocked to see this strange woman in Willy's room. He sits motionless, with years flowing down his cheeks. Willy tries to console him but he is deeply grieved. He accuses Willy of playing false with his mother. When Willy tries to catch hold of him, he says "Don't touch me, you liar! You fake! You phoeny little fake! "

After sometime Willy wakes up and asks Stanley. He informs Willy that his sons have gone off with the two women. Willy has already arrived at the house. They found that Linda was furious. She curses her sons for deserting their father at the restaurant after having invited him to dinner. Linda shouts at Happy and Biff: "Get out of her, both of you, and don't come back! I don't want you tormenting him anymore ". She tells the boys that Willy felt so humiliated at their callous behaviour. Willy is sowing seeds in the garden and is talking to himself. He says that Linda has suffered a lot in her life. Ben remarks that Willy should not make a fool of himself by committing suicide as the insurance company can refuse payment. Besides, it would be a cowardly act on his part. Willy says that the insurance money would be helpful to Biff in his business.

While Willy is planting seeds, Biff comes to say goodbye to him. He tells Willy that he is leaving home for good. Willy also came in and he does not want Biff to leave the house. He says that he is leaving just to spite him. Biff says that no one speaks the truth in this house. Biff says that he could never raise himself because Willy blew him so full of hot air that he could not stand taking orders from anybody. During all that time Linda is crying. Biff breaks down sobbing. Biff asks Willy to forget the peony dreams he has been having for a long time. Willy is greatly moved and astonished by Biff's show of affection. Willy now feels choked with his love for Biff and says: "That boy – that boy is going to be magnificent! ". Willy hears Ben's voice in his head telling him that the jungle is dark but full of diamonds. Because of these voices of dead people in his head, Willy is feeling confused. He quietly Linda calls out to Willy to come up to the bedroom. But she gets no reply. Just then the sound of a car starting and moving away at full speed is heard. They realize that Willy has driven away to smash the car and commit suicide. Then Charley and Bernard appear, dressed in mourning clothes. Happy, Biff and Linda lay flowers on the grave of a salesman, Willy Loman. The scene shifts to a graveyard. A few days have passed Linda, Biff, Happy, Charley and Bernard all have gathered at Willy's grave. Linda wonders why nobody came to attend Willy's

funeral. Biff points out that Willy had wrong dreams. Happy says that he will complete his father's dream for him. He says that he will show everybody that Willy Loman did not die in vain and that Willy had a good dream. Linda asks them to leave her alone. She calls upon the dead Willy to forgive her because she can't cry. She asks Willy why he thinks that they are now free. Biff comes and lifts her to her feet. They all then leave the graveyard.

### **Death of Salesman: A Question for Values and Identity**

The play neither rises to the heights of a tragedy nor does it infuse the reader or the audience with any positive moral values. A work of art ceases to be artistic when everything is stated explicitly. Obscurity, open endings, and covert morals have a charm of their own. "A bad story has a moral while a good story is a moral". Miller is very clear and lucid in the expression of his views. Miller said : "Not only modern drama, but literature in general, and this goes back a long, long distance in history, posits the idea of value, of right and wrong, good and bad, high and low, not so much by setting forth these values as such, but by showing, so to speak, the wages of sin". Speaking of Death of a Salesman in particular, Miller says: "...In Death of a Salesman we are shown a man who dies for the want of some positive, viable human value, the play implies, and it could not have been written without the author's consciousness that the audience did believe something different. Miller is very conscious of having travelled a distance from the literary heritage, no matter how glorious or prestigious it might have been.

Willy is often denied the stature of a tragic character because he does not seem to cherish any moral values or ideals. John Beaufort feels that Willy is a sad character, a vicious character who cannot figure in dramatic tragedy because "he never starts with any ideas to begin with". The truly valueless man, the man without ideals, is always perfectly at home any-where because there cannot be conflict between nothing and something. Whatever negative qualities there are in the society or in the environment don't bother him because they are not in conflict with any positive sense that he may have. Miller concedes that Willy's plight, the forces working on him might be that of an average American as they can be of any but Willy's reactions are definitely not average and common. As a matter of fact, that standard of averageness is not valid. It is neither tells whether the character is a truthful character as a character, or a valid one. Willy Loman is a person who embodies in himself some of the most terrible conflicts running through the streets of America today. Some critics propagate the view that Miller wrote Death of a Salesman to give vent to his fury, ire and antagonism to the

20

**Registrar**

American system of life. They feel that Miller had thus said that despair and death was the natural outcome of the system. But Miller brushes aside the possibility of any such thesis. He says that he cannot write anything if he is unhappy. Thus looking beyond, looking on to new horizons, is at least one positive value that emerges, in a milieu where negativity, hopelessness and despair rules.

### A Quick Revision

Miller's achievement lies in succession bridging the Gulf between a social situation and human drama. The two elements in *Death of a Salesman* are indeed, so well fused that the one is the other. It is the kind of play that is usually decidedly short of tragedy and settles on the lower level of pathos, a drama ordinarily conducive to tear shedding or sympathetic clucking rather than to exaltation of mind and spirit through impressive suffering. Its hero Willy Loman, may commit errors and may flounder in illusions like the rest of his clan, worshipping material success and thinking that it is bound to be won by sales talk and Rotarian chumminess. He maintains his faith, inane though it will be with a tenacity that is little short of heroic, and when it crumbles, the man crumbles with it hugely.

It has all the qualities of theatre greatness, building a massive dramatic power on the strength of its particular details while spreading a general relevance around it. The tragedy of Willy Loman is self-powered into the tragedy of the American Way of Life.

It is about a man based his life on false values and so was a foretold tragedy? Is it about the American economic system and its fraudulent goals of material success and popularity? It is about a way of loge so heartless that it can make a man obsolete, just as it does machinery? Miller had classical tragedy I mind when he wrote the play. He has always been plagued with an intellectualized need to be artistic. Despite the foolhardiness in such self-consciousness, he almost succeeded. But we never believe that Willy was doomed to a fatal course of action by a set of circumstances beyond his control.

**Que-** To what extent can *Death of a Salesman* be said to have dealt with the question motif, a question of values and for identity?

### A Play of Losses and Gains

The play is about a man's attempt to maintain concord and harmony through a sense of propriety. The fact that emerges as a dominant and running theme throughout is, that the

ultimate ends of a normal man's endeavor are the assumption of his rightful place in the world that is bound by love, and a universal sense of responsibility. When a man stumbles and fails to recognize his place in society or when he gives it up in favour of false values, he is bound to end up in tragedy. Miller hints at his ideal, of a world, where the individual is a naturally political, naturally engaged emerged person. "To live a proper, healthy existence, it is necessary to maintain a healthy guilt free conscience and the retention of the integrity of one's conscience is possible. The traditional pity and fear associated with the catharsis in a tragedy are best generated by witnessing a spectacle of lives of people who, by some chance have lost their conscience and isolated fall out of the "Grand Design". Death of a Salesman is the story of a man who is sandwiched between the values of the society and his personal norms. Willy Loman is a man who gives up his conscience to win for himself a place that can never be his; he is not the proper person to be trying for it. We realize that Willy is a victim of

1. His own dreams that are beyond his reach
2. The society that has fed him with wrong values and as a result of these.
3. A conscience which he has tried to barter for his place in this society.

There are moments of realization when Willy knows that he is not being true to himself when he teaches false values to his sons. In his bewilderment, in his confusion and in his lonely estrangement from himself, he sees Ben's advice. To answer Willy's frustrated pleadings, Ben can only present his own example to Willy, to emulate- "William, when I walked into the jungle, I was seventeen. When I walked out I was twenty one and by God, I was rich". This is the spirit Willy wants to instill in his sons. Willy's cerebral development has taught him to regard material security as the foremost and topmost requirement. Willy forgets that no individual, not only Willy can live on food alone. It is emotional fulfillment that every sensitive individual craves for. Moreover, he thinks that the key to success lies in an attractive personality – one should not only be liked, but we'll be liked, he differentiates. The very nature of Willy's dreams takes for granted or as it's hypothesis, that there be no qualms of conscience in the pursuit of these dreams. But in the name of devotion and cheering him up, unwittingly she does Willy more harm than good. Linda does not take up the challenge. She did not consider it her duty. If she had wanted, she could have helped Willy preserve his innate human values. But Linda is a typical woman. Guiding Willy on negative lines, she encourages him to remain as he is. Thirdly, the seeds of this loss of conscience are there in the environment itself. The very forces working on Willy have taken a turn which makes loss of conscience inevitable. Willy never finds himself and instead of working wonders with his

hands, he opts to make salesmanship his goal. Willy Loman chooses to pursue success as his highest goods. This triggers off the tragedy and the catastrophe occurs when the realization explodes on the protagonist that he had magnified his ideal disproportionately. Miller asserts that though shot through and through with irony and other tragic elements, the play is not totally pessimistic. Besides being the story of loss of conscience, it also encompasses an effort to restore his identity, on the part of the protagonist. Determination and courage and the will and the wish to discover his real self without any pretensions make him shoot off in new directions. It is just a starting- and starting are never pessimistic but they are always full of hope.

**Que-** To what extent can the problem of retaining the integrity of one's conscience be considered as central to *Death of a Salesman*?

**Ans-** The play was a thumping success at Broadway. The play got a variety of interpretations. Some have interpreted it in exclusively Freudian terms and have attributed to its author, rigid psychological theories. Miller rejects the validity of any of these interpretations as his intention one after the other. The essential theme in *Death of a Salesman* appears to be the one that recurs in Miller's plays. It is the relationship between man's identity as an individual and the image that society demands of him. He depicts the torment of family tensions, the compensations that friendship provides, and the heartbreak that accompanied, hurt ego and lost confidence. The playwright displays his insight into and his dexterity at, the depiction of an anatomy of failure, the pathos of age and the tragedy of those years when life is on its descent from the hill, it has laboured to climb. According to Miller, "the play grew from simple images".

1. A little frame house in a street of little frame houses which had once been born loud with the noise of growing boys, and then was empty and silent, and finally occupied by strangers.
2. It grew from images of futility – the cavernous Sunday afternoons polishing the car. Where is that car now?
3. The images of aging
4. The image of the son's hard public eye upon you, no longer wept by the myth, no longer reusable from the separateness, no longer knowing you have lived for him and have wept for him.

5. The image of ferocity when love has turned to something else and yet is there, is somewhere in the room if one could only find it.
6. The images of a need greater than hunger or sex or thirst a need to leave a thumb print somewhere on the world. A need for immortality.
7. These images apply particularly to the American Dream, to capitalism or salesmanship. These are concerned instead with human life and what time does to our youthful hopes and expectations from it.
8. The image of suicide so mixed is motive as to be unfathomable yet demanding statement. Revenge was in it and a power of love, a victory in that it would bequeath a fortune to the living, and a flight from emptiness.
9. The image of a private man in a world full of strangers, a world that is not home, not even an open battleground but only galaxies of high promise over a fear of falling.
10. Miller's technical dexterity makes the very reader realise that the themes and the images enhance each other.

**Que** How are themes and images mutually appropriate in Death of a Salesman?

**Or**

**Que** - Do you think Miller's use of expressionistic method in "Death of a Salesman" adds to the significance of its structure?

**Ans-** Miller believes that to know an individual as a dramatic entity one must comprehend his past as well as his present Yet Death of a Salesman lacks the coherent connections between events and moral consequences, but when the manifest and the hidden. In the opening scene itself Willy admits with a frankness born of desperation that he is at the end of his rope and his first confrontation with Biff jarringly dramatizes the bitterness of their relationship. The structure of 'Death of a Salesman' is a union of naturalism and expressionism. The play is rooted in the realistic tradition yet it extends its borders beyond the border of realism. The present stretches its fingers unto the past. The form of the play fully captures the agonizing intensity of the Salesman's search for the meaning of his life.

Another feature of the structure of Death of a Salesman is the linking of Willy's final days with the years that have shaped them. Miller shows the showing his protagonist shortly before his destruction. Miller shows the audience Willy's life elaborately by joining past and present. Thus he is able to escape the snare of wordiness and the long, ponderous

development which was necessary to the meaning but detrimental to the effectiveness of *All My Sons*. The play's power lies in its ability to elicit sympathy for its protagonist, the very intensely characteristic portrait of Willy Loman is a constant reminder that the meaning of his drama depends upon our clear awareness of the limitations of Willy's life and vision. The fictions are not arranged in a chronological order. They are arranged in manner to illuminate Willy's character and his psychological state. Each flashback sequence moves us deeper into Willy's consciousness and leads finally to the scene involving Biff's discovery of his adultery. In this series of flashbacks, Ben appears to Willy's crumbling mind as a cold, righteous, self-assured deity, an Objectification by contrast of Willy's uncertainty and insecurity. Phillip is shown as the adoring, fearful, and supplicating child seeking guidance and assurance from the archetypal authoritarian father. Guidance is also the keynote of the second set of flashbacks. The second group of fiction centers on Willy and his sons. This series shows Willy the father trying to substantiate his ecstatic belief in the success ideal by superimposing it upon his children. Miller wanted to reveal the inside of Willy's mind. Hence use of expressionism as a dramatic device seemed inevitable to him. Willy's guilt is present not as a single act but as the consciousness of a whole life. Expressionism is rooted in experience. Miller himself says, "I had always been attracted and repelled by the brilliance of German expressionism after World War I and one aim in *Salesman* was to employ its quite marvelous shorthand for humane felt' characterization rather than for the purpose of demonstration for which the Germans had used it. "Willy Loman becomes a figure who from selling things has passed to selling himself, and has become in effect, as a commodity which like other commodities will at a certain point be economically discarded. The persuasiveness of the play is one of false consciousness.

**Que-Discuss** Death of a Salesman as a social play?

**Ans-** Introduction: Miller has dealt with social issues on his day. In his plays, we find a remarkable social consciousness.

**Man has both a subjective and objective existence:** According Miller he believes that the true social play must recognize that man has both a subjective and objective existence. In the words of Miller, "A playwright's goal should be to merge 'surface of experience' with the emotional life of an individual as well as with the philosophically or socially meaningful themes.

25  
2013-12-22  
Registrar

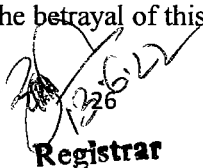


The play examines the failure of a commercial little man to realize his modest ambition of social stability and popularity relating this personal tragedy very subtly to an acutely analyzed milieu of remorseless commercialism. Death of a Salesman treats the little man as a victim and arouses pity but no terror. This play expresses a sympathetic and heroic view of realities that reveal a good deal of life and struggles of a certain class of American Society in our time. Willy Loman is a victim of society. His hubris is that he possesses these qualities made for success. He applies this view to himself as well as to his sons. This play does not attempt to startle the society with new ideas. This play is largely from the point of view of a man whose attitude is not radical and innovative but 'puzzled', 'confused' and does not want to break with his country's fellow men. Miller presents Death of a Salesman in a spirit of anguished analysis of a materialistic society.

He speaks of himself in proud epithets when he remarks that he is 'Vital' to the Wagner Company as its salesman in the New England territory. In other words Willy is a 'social problem' as a discarded employee and a "human problem" as a personality rather big in his feelings and necessary pretensions. Willy pleads for a transfer of job as now he cannot travel much due to his old age. But his employee, Howard, is not only unsympathetic to his plight but refuses such a transfer. Loman is sacked for having persistently pleaded for a change. This signifies the depravity of the American cult of success and craze for materialism in the place of faith in human values like love, dignity and loyalty.

Willy is a victim of the "American-Dream" which is personified in all its confusion by the three different figures. The first is Ben, the self-made man who went into the jungle and came out rich. The second is Dave Singleman who built his fame and fortune with hard work. The third figure who symbolizes the American dream is Willy's father, who ventures into worldly wilderness with no assurance of success, but was a creator.

Miller regards family as a unit of society. He believes and demonstrates that one starts from home – home is the starting point for every individual. Charley points out that a salesman is a man, who really has no trade like the carpenter, lawyer or doctor so that when the bright smile that has brought him his success begins to fade, he must fall, though there is no rock bottom. There is no doubt of Willy's love for his family, particularly, for his someone, Biff. Willy's expectations about his son's bright future assume the scale of obsessions, although Biff has hardly achieved anything astounding in life up to the age of thirty four. Willy is convinced of his son's capacity. It is the betrayal of his loyalty which ruins Willy's life rather

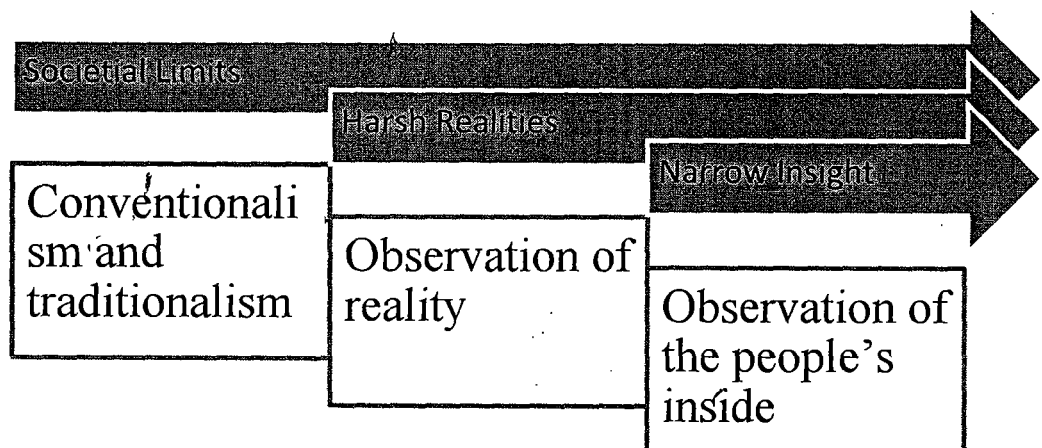
  
216  
Registrar

than commercial failure and it is in the name of family love that he finally kills himself dying "as a father, not as a salesman".

Miller presents the father son relationship as a cult of youthful athletic powers operated at the expense of maturity with Dad as the great pal and Mother the source of blinding love. She has aborted Willy's attempts at suicide but cannot bear to shame him into realizing that she is aware of everything. Miller believes in society and does not rule it though he sees some flaws in it. We should have in mind that despite all the criticism, Miller is one of the greatest and most influential playwrights of his time in America. Death of a Salesman has many beauties and merits and it is an achievement of great significance. According to Miller, in a social drama the main purpose of the playwright should be to depict what happens to a man when he loses the grip of forces of life, when he cherishes wrong values, fed and nourished by society, when he fails to comprehend himself and the hostility of his environment, and society is just a part of this environment.

**Que** Discuss the symbolism of "Death of a Salesman". And show how far the play is a union of realism and symbolism?

**Ans-** Miller is a realist. His characters use an idiom of the common man. Their joys are our own, their miseries like those of ours. Miller's realism is based on the observations of life. So Miller's realism originates from



1 Conventionalism and traditionalism

2 observation of reality

3 observation of the people's inside

Miller believes that romanticism is a part and parcel of a majority of people. He rightly says, "what is wanted is...not a poetry of escape from the process of determinism, like the play which stops where feeling ends or that invented romanticism which would mirror all the world in the sad scholastic relationship. Death of a Salesman presents a realistic evaluation of American values. Its realism is fairly obvious. In Death of a Salesman this is of course. Willy Loman's adultery which by alienating his son, Biff, has destroyed the strongest value in Willy's life. This structure is filled with a detailed evocation of modern, urban, lower middle class life: Miller documents a world of arch supporters, aspirin, spectacles, subways, time payments, advertising, Chevrolets and the adulation of high school football heroes. The deadly realism of the picture is confirmed for us by the way that the American audience has immediately recognized. Willy's handiness around the house is constantly impressed on us: "He was always good with his hands". Willy again teaches his boy how to simonize a car with the son Bernard, because they lack the manual skills. Willy's favorite son Biff, is even more dexterous than his father in high school he was a star athlete and as a man, he can find happiness only as a ranch hand, one remembers that Willy's father was a pioneer type who drove over the country in a wagon, earning money by ingenious inventions and the making of flutes. Willy Loman is trapped in a society which prevents him from establishing his own. Ben tries to persuade him to go to Alaska; the "jungle" Ben says, is the place for riches and at moments of crisis Willy tells "The woods are burning", a phrase which is nonsensical unless seen in context of the other tree references. The apartment silhouettes are bathed in angry orange: when Willy remembers the past the house is called by the green; of vanished trees: when Biff and Happy pick up two women and neglect their father, the directions request a lurid red: and at the end, when Willy insanely tries to plant seed by night, the blues of the stage direction simultaneously suggest moonlight and his mood of despair. Music is similarly manipulated. The tape recorder scene is in fact a brilliantly compact piece of symbolism, functioning like the "mirror scene" in some of Shakespeare's plays. The crucial hotel bedroom scene in which Biff discovers his father's adultery, is heralded by a shrill trumpet blast and Willy's final disaster is conveyed by musical shorthand: his decision to commit suicide is accompanied by a prolonged, maddening note, which collapses into a crash of discords, to represent the car crash off stage, and then modulates into a deed March to introduce the requiem scene. Type presentation of Ben is an important clue as to exactly how, and why, Miller is using expressionism in Death of a Salesman. Willy calls him "success incarnate". He represents a side of Willy's own mind. That is why Ben appears exactly when Willy thinks of him. Miller combines realism and expressionism because such a combination reflects the protagonist's actual character. Way of thinking. The simultaneous presentation of past and present, dream and reality, gives the play a metamorphic quality, a poetry of the theatre.

**Que** Do you think Miller's use of expressionistic method in "Death of a Salesman" adds to the significance of its structure?

**Ans-** Miller believes that to know an individual as a dramatic entity one must comprehend his past as well as his present. Yet *Death of a Salesman* lacks the coherent connections between events and moral consequences, but when the manifest and the hidden. In the opening scene itself Willy admits with a frankness born of desperation that he is at the end of his rope and his first confrontation with Biff jarringly dramatizes the bitterness of their relationship. The structure of '*Death of a Salesman*' is a union of naturalism and expressionism. The play is rooted in the realistic tradition yet it extends its borders beyond the border of realism. The present stretches its fingers unto the past. The form of the play fully captures the agonizing intensity of the Salesman's search for the meaning of his life.

Another feature of the structure of *Death of a Salesman* is the linking of Willy's final days with the years that have shaped them. Miller shows the showing his protagonist shortly before his destruction; Miller shows the audience Willy's life elaborately by joining past and present. Thus he is able to escape the snare of wordiness and the long, ponderous development which was necessary to the meaning but detrimental to the effectiveness of *All My Sons*. The play's power lies in its ability to elicit sympathy for its protagonist, the intensely Characteristic portrait of Willy Loman is a constant reminder that the meaning of his drama depends upon our clear awareness of the limitations of Willy's life and vision. The fictions are not arranged in a chronological order. They are arranged in manner to illuminate Willy's character and his psychological state. Each flashback sequence moves us deeper into Willy's consciousness and leads finally to the scene involving Biff's discovery of his adultery. In this series of flashbacks, Ben appears to Willy's crumbling mind as a cold, righteous, self-assured deity, an Objectification by contrast of Willy's uncertainty and insecurity. Phillip is shown as the adoring fearful and supplicating child seeking guidance and assurance from the archetypal authoritarian father. Guidance is also the keynote of the second set of flashbacks. The second group of fiction centers on Willy and his sons. This series shows Willy the father trying to substantiate his ecstatic belief in the success ideal by superimposing it upon his children. Miller wanted to reveal the inside of Willy's mind. Hence use of expressionism as a dramatic device seemed inevitable to him. Willy's guilt is present not as a single act but as the consciousness of a whole life. Expressionism is rooted in experience. Miller himself says, "I had always been attracted and repelled by the brilliance of German expressionism after World War I and one aim in *Salesman* was to employ its quite marvelous shorthand for 'humane felt' characterization rather than for the purpose of demonstration for which the Germans had used it. "Willy Loman becomes a figure who from selling things has passed to

29

Registrar

selling himself, and has become in effect, as a commodity which like other commodities will at a certain point be economically discarded. The persuasiveness of the play is one of false consciousness.

### 1.4 Check Your Progress

Que 1 In the play a dramatization of social political philosophy?

Que 2- The most dominant idea running through the play is that a person must be not just liked but will like. Discuss?

Que 3- Bring out the symbolic elements in Death of a Salesman.

### 1.5 Summary

Death of a Salesman represents a successful attempt to blend the themes of social and personal tragedy within the same dramatic framework. It is also the story of false values sustained by almost every agency of publicity and advertisement in America's national life. His downfall and final defeat illustrate not only the failure of man but also the failure of a way of life. The playwright's ability to project the story of his tragic, lower middle class hero into the common experience of so many Americans. When Willy Loman came home on the same day he had felt on a trip through his New England territory, his wife Linda knew that he was near the breaking point. That day he had run off the road two or three times without knowing what he was doing. He told himself they would just have to make a place for him in the New York home office. Biff had always been the favorite though Happy was the more settled and successful son. Biff was thirty four now and still had to find himself. In a game at Ebbets Field he had been a hero. Biff had not gone to college, but bum around the West, never making more than twenty eight dollars a week. During the next two days, Willy's whole life unrolled before him. His brother Ben, a salesman, wanted Willy to join him, but Willy was a salesman. He would make the grade, he told Ben and he stayed in New York. Ben went into the jungle a pauper, four years later he came back from the diamond mines a rich man.

Willy's boys were both well liked. Bernard, Charley's son, was liked, but not well liked. Bernard had begged to carry Biff's shoulder pads at Ebbets Field. Biff stole a football from school. He did not mean any harm. Willy knew. Willy even laughed when the boys stole a little lumber from a construction job nearby. Willy and the boys used it to make the front

stoop. Willy had left for Boston after the game, but surely. Willy was with a woman when Biff burst in on him. Biff had failed maths and could not take one of the scholarships. Willy was ready to leave for New York but when Biff saw the woman in Willy's room, he left. Things were never the same afterward. Happy was a magnificent specimen. Biff needed only to find himself.

On the day Willy Loman turned back home he dreamed his biggest dreams. Biff would go back to that sporting goods store and get a loan from the owner to set himself and Happy up in business. They would celebrate that night at dinner. But Biff failed to get the loan. Biff stole a fountain pen and ran down eleven flights with it.

Charley came for more money. He was on his way to plead a case before the Supreme Court. Willy could not understand it. Charley had never given his life for his boy as Willy had for his. Charley offered Willy a job but Willy said he was a salesman. Willy stumbled into the dinner they had planned, a failure himself but hoping for good news about Biff. Hearing of Biff's failure, he was completely broken. He and Biff left Willy alone. When Biff and Happy finally came home Linda ordered them out of the house by morning. Giving went to his anger and sense of defeat. Biff cursed Willy for being a fool and a dreamer. He forced himself and Willy to acknowledge that Biff had been only a clerk in that store, not a salesman. That Willy had never been a success and never would be. When Biff began to weep, Willy realized for the first time that his son loved him. Willy left alone after the others went upstairs. Willy had twenty thousand in insurance. Willy ran out to his car and drove crazily away.

After the funeral attended only by Linda, the boys and Charley. He said that a salesman had to dream, that without dreams he was nothing. When the dreams were gone, a salesman was finished.

## 1.6 Keywords

- Willy Loman : main character
- Linda Loman : wife of Willy
- Biff : son of Willy
- Happy Loman : son of Willy
- Charley : cousin

31  
13.6.22  
Registrar

- Ben: older brother

### 1.7 Self-Assessment Test

Que-1 To what extent can Death of a Salesman be said to have dealt with the question motif, a question for values and for identity?

Que 2 How are themes and images mutually appropriate in Death of a Salesman?

Que-3 To what extent can the problem of retaining the integrity of one's conscience be considered as central to Death of a Salesman?

Que 4-Do you think Miller's use of expressionistic method in "Death of a Salesman" adds to the significance of its structure?

### 1.8 Answers to Check your Progress

**Ans-1** "Death of a Salesman" Is a social drama. His heroes suffer at the hands of society like the heroes of Galsworthy. Justice is denied to them. The dominant theme of the play is man's relationship with society, and also to his family, for family is a part of society. Willy Loman values are very much those of contemporary society the American Dream that the rest of the world mimes and his downfall derives both from his personal failure in relation to his values and from the failure of values themselves. Willy Loman articulates through the way he lives and dies the latent self-destructiveness of a society in which the false promises of advertising corrode not only our business lines but our personal relationships. Nothing is more important than his family but his main idea in bringing up his son is to teach them, to cash is on their personal attractiveness to equip them in effect, for unsuccessful careers in selling. Yet his goal is universal adoration and not accumulation of wealth. Nevertheless Willy Loman's destruction is partly the fault of his family and the failure of certain values propounded by his society. The assumption that the play is a dramatization of a socio political philosophy, though a disturbing inconsistent one. The tragedy destroyed the social drama keeps the tragedy from having a genuinely tragic stature. The theme arouses pity but no terror. Man is here too little and too passive to play the tragic hero. The tragic catharsis reconciles up to, or persuades us to disregard, precisely those material conditions which the social drama calls our attention to... Our is Mr. Miller a tragic artist who without knowing it has been confused

by Marxism. The mixture of social drama and tragedy in the play is not intentional. Had Miller any of these two, the play would not have been what it is. The audiences do not bother about the Genre of the play, and the play was not written for drama critics but for the audiences. The 'little man' in "Salesman" is a victim, but not merely of society but also of other forces. Theatrically it is a moving, even painful scene, but it engenders a mixture of pity and exasperation literature. Willy's behaviour is not calculated to enhance his or our sense of his personal dignity: even as we pity him for his despairing deduction of the wage he will settle for, we are exasperated by his inability to see that he is throwing away any chance he may have by his obtuse mishandling of Howard. Willy being fired by a younger Willy. Howard's callousness is occasioned less by his business acumen than by his absorption in his personal life. Willy's pride in his sons has blinded him to any recognition of the worth of Bernard. This point is emphasized by Howard's automatic question, 'Why don't your sons give you a hand?'. The irony set in motion in Howard's office culminates in Charley's for it is Charley's not Howard, who is the nearest thing to the big business man in this play and yet Charley is the only person who offers Willy positive help. The money he advances him and employment he offers have no strings attached. Charley is the only person who understands Willy, but he understands him in a wholly unsentimental way. Nevertheless, Miller does not tend to criticize Howard by creating Charley, Willy is dismissed by a man no better than himself. The obvious weakness in these critiques, and a host of similar ones from both the ideological Left and Right, is that they begin with premises that are something less than foolproof, and then go to castigate the play for not fulfilling them. Willy has insisted that *Death of a Salesman* is approved of the system that opposing reviewers have branded it. He has carefully stressed that his play in particular and drama in general, can't be simply equated with political philosophies. We do find certain sociological overtures in *Salesman*. The hero dies not merely for his own faults but also for the wrong values of society. It is capitalism orientated structure that has partly brought havoc on him. Early Miller dramas like *Honors at Dawn* and *They Too Arise* are topical products of Marxist orientation and idealism but although *All My Sons* and *Death of a Salesman* owe a great deal to these germinal plays they bend more to their author's observation than to any political philosophy. Miller berates society for its stultified action of the individual. It is the two pronged attack, providing the dramatic balance in his work which confuses and irritates single minded observers who refuse to believe that this dualism could be intentional.

33  
13.6.22  
Registrar

Guru J. B. Chaudhary University of  
Technology  
Haryana - 125001 (Haryana)



**Ans-2** The dominant motif in "Death of a Salesman" is that a person must be well liked. To Willy, this is the only purpose of man life. For him a well liked person is a demiGod. Willy took this idea from an old salesman named David Singleman who was so loved and respected that all he had to do was to go into a town and pick up a phone and people placed plentiful orders with him. And when David Singleman died at the age of eighty four, buyers and salesman from all over the country came to his funeral. In the beginning Willy want his son Bill to be a very well-liked person to possess personal attractiveness. Later on Happy tells Biff that he could borrow any amount of money from Bill Oliver because Biff's is "so well liked". This, Happy also happens to believe in Willy's philosophy of being well liked. Willy has always believed in this idea and has instilled it in his boys. When Biff steal a football from the locked room so as to practice with it. Willy tells him not to mind the affair. Willy believes, could be an excuse of all mistakes a man commits.

This concept of being well liked becomes dominant in Biff too. Willy conforms to Biff's approach by explaining to him that good marks in school don't mean too much, but "the man who creates a personal appearance is the man who gets ahead: "We liked and you will never want". There are moments when Willy seems to think that people don't like him. But his wife Linda hinders him from such a self-discovery. Willy's illusion becomes his theory and philosophy of life. In the beginning of the second act we find Willy Loman explaining how well liked he is in New England and Howard, his boss contradicts him, and dismisses him from the service. In a scene when Ben comes by to take him to Alaska, Linda reminds him of how well liked he is and how old man. These utterances trapped Willy long ago and prevented him from accepting a promising position. At last, Willy's expectation of being well liked remains unrealized. He has no money to pay his debt Charley then gives a final blow to his philosophy by telling him that J. P. Morgan looks like a butcher in a Turkish bath, "But with his pockets on he was very well liked." So it is not personality or personal attractiveness that counts but the money which a man has. He wants some proof that his philosophy has been wrong. Biff's failure convinces Willy of the failure of his philosophy. So he commits suicide. He wants to change failure into success by committing suicide. The poor little man! No one comes to the funeral of this so-called well liked man.

**Ans-3** In Death of a Salesman, Miller uses symbols with great subtlety and effect. They are recurrent and this helps to structure the play. In other words, by their repetition they give it form to a play which has abandoned conventional formal arrangement. The play opens with references to cars. Cars are an American symbol of individual mobility, freedom and social

34  
12.6.22  
Registrar

status. But Miller uses the positive American symbol in a negative and ironic manner. At the beginning of the play he has come home, exhausted from driving the car. But the implications of driving are quickly conveyed to the audience. Willy says: "I'm tired to the death. I couldn't make it, I just made Linda ". And again: "Suddenly I realized I'm going sixty miles an hour and I don't remember the last five minutes. I can't seem to – keep my mind to it "Linda adds: 'But you didn't rest your mind. Your mind is overactive. And the mind is what counts death. He has been driving himself off the road; his life has been a long competitive progression of futility and now, in his desperate tiredness, the car is going out of control.

In a repeated reference to driving, when she speaks of Biff, she gives the opinion of a woman and observes Willy's driving:" she says that he wasn't driving fast at all, and that the district skid. She says he came to that little bridge, and then deliberately smashed into the railing, and it was only the shallowness of the water that saved him". The symbol achieves its final intensity in the climax to the play when Willy drives his car out of the house into darkness and death. In the past, the car had been a status symbol. Biff and Happy, under their father's boyish eagerness, had cleaned and polished the car in a manner which took on the proportions of a Sunday ritual. This past association of the car with family happiness and eager activity contrasts with the symbol of the car in the present, when its implications include mental and physical exhaustion. The second symbol, which is specifically American in its connotations, is that of the West. Biff has inherited this urge to wander but lacks the capacity to make money in the process. . Further the condition of Western society has changed since his grandfather's day. Traditionally the American western territories suggested a freedom to explore, settle and make money in a manner impossible in the eastern states or in Europe, but now, with the frontiers of the Western States having been decided, opportunities are fewer. One of the final remarks made by Biff to his father is that the West has offered him total constriction and not expansive freedom. The temporary optimism at the beginning of Act II is conveyed partly by references to seeds and tools. Willy imagines that he can make seeds grow in his garden. Linda, with her womanly practicality, says: "that'd be wonderful, but not enough sun gets back there. Nothing grows any more ". But Willy later in the day purchases seeds and at night rather absurdly tries to plant them. He has stated: I've got to get some seeds right away. Nothing's planted. I don't have a thing in the ground". The implication is that his life is a barren thing. Instead of growth, the slow adding up to something, there is only sterility and the subtraction of dream from reality. Instead of meaning, there is only the disconnectedness of a half comprehended despair. A similar function is served by reference

to tools. Willy asserts at one point: "A man almost childishly, anxious to make improvements in the home. But the peace of mind was never granted to him. After his father's death, Biff summarizes of 'nice days' he can remember with tools: "... On Sunday, making the stool; finishing the cellar: putting on the new porch, when he built the extra bathroom, and put up the garage. You know something Charley, there's more of him in that front stoop than in all the sales he never made". Tools as symbols – Like the symbol of seeds the symbol of tools contains implications of growth of living to make something with one's own hands and leaving it as a memorial after death.

Thus the symbol of stockings operates on the narrative plane by providing an area of mystery, the solution to which is withheld as a dramatic technique; the symbol operates also on the psychological level but also disillusionment in Biff's mind. Miller's use of the trees to symbolize the natural, rural life which is being constantly wiped off and choked under the strangling hold of increasing commercialism. The trees have been cut down and we see Willy yearning for them. Willy's own existence is so overshadowed by the large looming of apartment houses, cropping up every moment that there is no scope for fresh air. The music of the flute is representative of the rural way of life, pulling grass and the horizon. It is interesting to note that it is audible only to Willy whenever he is brooding over his past, or dreaming of his dreams. The tape-recorder scene can be aptly cited as an excellent example of compression of symbolism. It epitomizes the entire action of the play. It dramatizes the withering away of emotion and mechanization of filial relationships. He idolizes and dotes on his sons, exactly in the same manner as Willy dotes on his sons. The employer and the employee are here stripped of their economic status and are shown as sharing the same human frailties. Willy's stumbling against the tape recorder and his inability to control it is the cause as well as the manifestation of Willy's mental breakdown. Willy is much more emphatically a representative figure, than any of Miller's other characters.

### 1.9 References/ Suggested Readings

- Edited by Gerald Weales: Death of a Salesman (The Viking Press, New York, 1967)
- Nelson Benjamin: Arthur Miller: Portrait of a Playwright (Peter Owen, London 1970)
- Dusenburg Winifred L: The Theme of Loneliness in Modern American Drama (University of Florida Press 196).
- Evans Richard I: Psychology and Arthur Miller (New York, 1969).

Affidavit



# Indian-Non Judicial Stamp Haryana Government



Date : 30/05/2022

Certificate No. H0302022E307



Stamp Duty Paid : ₹ 101

GRN No. 90935092



(Rs. Only)

Penalty : ₹ 0

(Rs. Zero Only)

## Deponent

Name : Dr avnesh verma And Dr o p sangwan

H.No/Floor : X

Sector/Ward : X

Landmark : Gju s and t

City/Village : Hisar

District : Hisar

State : Haryana

Phone : 94\*\*\*\*\*17



Purpose : AFFIDAVIT to be submitted at Hisar

The authenticity of this document can be verified by scanning this QRCode Through smart phone or on the website <https://egrashry.nic.in>

## AFFIDAVIT

The Guru Jambheshwar University of Science & Technology, Hisar, Haryana undertakes to abide by the following terms and conditions duly approved by the statutory bodies of the University;

And accordingly

We, Prof. Avnesh Verma (Registrar) and Prof. O.P. Sangwan, Director, Centre for Distance & Online Education/Centre for Online Education of Guru Jambheshwar University of Science & Technology, Hisar, Haryana do hereby solemnly affirm and declare as under:

1. That this Higher Educational Institution namely Guru Jambheshwar University of Science & Technology, Hisar wishes to apply for the recognition of Open and Distance Learning Programmes and/or Online Programmes (as applicable) to be offered under University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 from the academic session 2022-23.
2. That the deponents have fully understood all clauses, all terms and conditions as stipulated in the University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.
3. That the Higher Educational Institution is eligible in all respect to apply for offering programmes through; a) Open and Distance Learning (ODL) mode, OR b) Online Learning mode, OR c) Open and Distance Learning (ODL) and Online Learning mode (as applicable), as per University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

13.6.22  
Registrar

Guru Jambheshwar University of  
Science & Technology  
HISAR-125001 (Haryana)

4. That the Higher Educational Institution after getting programme wise recognition shall scrupulously abide by all the terms and conditions as stipulated under University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 alongwith compliance to all the provisions regarding;
  - a) Centre for Internal Quality Assurance (CIQA): Annexure-I
  - b) Conduct of Examination and Minimum Standards for Examination Centres: Annexure-II
  - c) Territorial Jurisdiction and Regulating Provisions for different types of Higher Educational Institutions: Annexure-III
  - d) Human Resource and Infrastructural Requirements: Annexure-IV
  - e) Guidelines on Programme Project Report (PPR) : Annexure-V
  - f) Quality Assurance Guidelines of Learning Material in Multiple Media and Curriculum and Pedagogy: Annexure-VI
  - g) Guidelines on Self-Learning Material and E-Learning Material: Annexure-VII
  - h) Learner Support Centres : Annexure-VIII
  - i) Assessment Criteria for offering Online Programmes through Non-Swayam Learning Platform: Annexure-IX
  - j) Grievance Redress Mechanism: Annexure-X
5. That the Higher Educational Institution shall adhere to various directives issued by the Commission from time to time.
6. That the Higher Educational Institution shall not offer prohibited programmes i.e. programmes not permitted to be offered in Open and Distance Learning Mode and Online Mode in Higher Education as mentioned in clause (z) of regulation 2 of University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.
7. That the Higher Education Institution shall ensure compliance to other relevant UGC Regulations and norms issued by the relevant statutory/regulatory bodies from time to time.
8. That, for the programmes falling under the ambit of a statutory or regulatory authority or regulatory council, the Higher Educational Institution has the approval or recommendations of the respective statutory or regulatory authority or regulatory council for offering the programmes in Open and Distance Learning mode or Online mode, as applicable; and has also submitted the same to UGC along with the application.
9. That the Higher Educational Institution shall ensure to provide all such information asked by UGC and display the same information as per mandatory disclosure of information as stipulated under regulation 9 of the University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.
10. That the Higher Educational Institution shall not offer any Open and Distance Learning (ODL) Programmes and Online Programmes and admit students thereto unless it has been granted recognition by the Commission and admission shall not be made in anticipation of the recognition.
11. That the Higher Educational Institution undertakes to upload admission details on the portal within the stipulated time as decided by the Commission from time to time.

2022.6.22  
Registrar

12. That the Higher Educational Institution is an Open University already recognized for offering Open and Distance Learning Programme(s) or Online Programmes for the academic year 2019-20 and shall obtain NAAC accreditation prior to the completion of the current recognition period, failing which the Commission shall not accord further recognition to Open and Distance Learning (ODL) Programmes and Online Programmes (**Applicable only for Open Universities recognized for 2019-20**).

Or

That the Higher Educational Institution is an Open University not recognized for offering Open and Distance Learning Programme(s) or Online Programmes for the academic year 2019-20 and shall obtain NAAC accreditation within one year of becoming eligible, failing which the Commission shall not accord further recognition to Open and Distance Learning (ODL) Programmes and/or Online Programmes (**Applicable only for Open Universities**).

13. That the Higher Educational Institution shall ensure the readiness/availability of E-Learning Material for all years/semesters of proposed online programmes and its uploading on the learning platform before the start of academic session and information about the same shall be intimated to UGC in timely manner as per Annexure-VII of University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.
14. That all the information given by the Higher Education Institution in the proposal submitted to UGC is complete, true and correct and the deponents are fully aware of the consequences mentioned in relevant clauses, if the Higher Education Institution fails to abide by University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.
15. That the deponents are fully aware that in case any information, documentary evidence submitted/produced by the Higher Educational Institution is found to be false or fake at a later stage or in case of any violation, UGC shall take punitive measures as mentioned in Regulation 7 of University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 which includes withdrawal of the recognition of Open and Distance Learning (ODL) Programmes and Online Programmes and may also refer the matter to the Central or State Government as applicable for withdrawal of Higher Educational Institution status. It is the sole responsibility of the Higher Educational Institution for the career consequences of students, if any, arising out of the same.

**Verification:**

We, the above-named deponents, do hereby verify on 31/05/2022 at Hisar that the contents mentioned above are correct and true statements.

**Registrar DEPONENT(S)**

Guru Jambheshwar University  
Sciences & Technology  
Hisar-125001 (Haryana)

**ATTESTED**

**NOTARY**  
**DISTT. HISAR**

31-5-2022

**DEPONENT(S)**

(For & behalf of GJUS&T, Hisar)

Guru Jambheshwar University  
Sciences & Technology  
Hisar-125001 (Haryana)

**Registrar**

Guru Jambheshwar University of  
Sciences & Technology  
Hisar-125001 (Haryana)

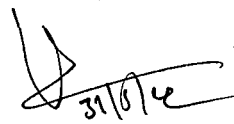
## UNDERTAKING CUM DECLARATION

We, Prof. Avnesh Verma, Registrar and Prof Om Prakash Sangwan, Director, Centre for Distance and Online Education/Center for Online Education of Guru Jambheshwar University of Science & Technology, Hisar/HEI (full name and address), do hereby take on auth that:

1. Our Higher Educational Institution namely Guru Jambheshwar University of Science & Technology, Hisar applied for the recognition of Open and Distance Learning Programmes and/or Online Programmes (as applicable) to be offered under University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 from the academic session 2022-2023.


2. We hereby undertake that the contents of duly notarized affidavit submitted by us with the application, are same as per the prescribed format of affidavit notified by the DEB, UGC and nothing has been changed thereof.

3. Further undertake that in case any violation is noticed in the format of affidavit at any stage and any information, documentary evidence submitted/produced by the Higher Educational Institution is found to be false or fake at a later stage or in case of any violation, UGC shall take punitive measures as mentioned in University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020. It is the sole responsibility of the Higher Educational Institution for the career consequences of students, if any, arising out of the same.

  
**Registrar**  
 Signature with seal  
 (For & Behalf of Guru Jambheshwar University of Science & Technology, Hisar)  
**HISAR-125001 (Haryana)**

Email ID:dde@gjust.org

Mobile No.:9812399111

  
**Registrar**  
Guru Jambheshwar University of Science & Technology  
**HISAR-125001 (Haryana)**