



### **CRITERIA 1.1.3**

Different UG And PG Programme, Sample of Courses With Highlight On Ethics / Gender / Human Values / Environment And Sustainability Aspects Is Presented.

### **Programme: BA ENGLISH**

1. ETHICS



2. GENDER



3. HUMAN VALUES



4. ENVIRONMENT AND SUSTAINABILITY





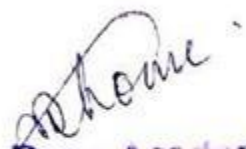
# NETAJI SUBHAS UNIVERSITY

Estd. Under Jharkhand State Private University Act, 2018

## B.A. ENGLISH (HONOURS.) UNDERGRADUATE PROGRAMME DEPARTMENT OF ENGLISH CO, PO, AND PSO ALONG WITH DETAILES SYLLABUS

  
**Head**  
Department of English  
Netaji Subhas University



  
**Dean Academics**  
Netaji Subhas University  
Jamshedpur, Jharkhand

## ***Course Structure***

### **Semester I:**

Core Course I	: 100 Marks
Core Course II	: 100 Marks
Generic Elective I	: 100 Marks
AECC I-English Communication	: 50 Marks

### **Semester II:**

Core Course III	: 100 Marks
Core Course IV	: 100 Marks
Generic Elective II	: 100 Marks
AECC II- Environmental Science	: 50 Marks

### **Semester III:**

Core Course V	: 100 Marks
Core Course VI	: 100 Marks
Core Course VII	: 100 Marks
Generic Elective III	: 100 Marks
SEC I (CA)	: 50 Marks

### **Semester IV:**

Core Course VIII	: 100 Marks
Core Course IX	: 100 Marks
Core Course X	: 100 Marks
Generic Elective IV	: 100 Marks
SEC II- Creative Writing	: 50 Marks

### **Semester V:**

Core Course XI	: 100 Marks
Core Course XII	: 100 Marks
Elective (DSE I)	: 100 Marks
Elective (DSE II)	: 100 Marks

### **Semester VI:**

Core Course XIII	: 100 Marks
Core Course XIV	: 100 Marks
Elective (DSE III)	: 100 Marks
Elective (DSE IV) -Project Work	: 100 Marks

**Total Marks: 2400**

**BACHELOR OF ARTS**  
**NETAJI SUBHAS UNIVERSITY**  
**BA (ENGLISH) 1<sup>st</sup> to 6<sup>th</sup> SEMESTER**

**DEPARTMENT OF ENGLISH**

**CURRICULUM**  
**BACHELOR OF ARTS**  
**BA (ENGLISH)**

**Session 2019 Onwards**

**(Sem I, Sem II, Sem III, Sem IV, Sem V, Sem VI)**

**COURSE SUMMARY**

<b>Course Structure</b>	<b>No. of Courses</b>
<b>Core Discipline</b>	<b>14</b>
<b>Generic Elective/ Interdisciplinary Specific Elective</b>	<b>04</b>
<b>Ability Enhancement Course</b>	<b>02</b>
<b>Skill Development Course</b>	<b>02</b>
<b>Discipline Specific Elective/ Project work</b>	<b>04</b>
<b>Total</b>	<b>26</b>

### **Semester Wise Course Summary**

	<b>Core Discipline</b>	<b>Generic Elective/ Interdisciplinary Specific Elective</b>	<b>Ability Enhancement Course</b>	<b>Skill Development Course</b>	<b>Discipline Specific Elective/ Project Work</b>	<b>Total</b>
<b>Sem I</b>	<b>02</b>	<b>01</b>	<b>01</b>	<b>-</b>	<b>-</b>	<b>04</b>
<b>Sem II</b>	<b>02</b>	<b>01</b>	<b>01</b>	<b>-</b>	<b>-</b>	<b>04</b>
<b>Sem III</b>	<b>03</b>	<b>01</b>	<b>-</b>	<b>01</b>	<b>-</b>	<b>05</b>
<b>Sem IV</b>	<b>03</b>	<b>01</b>	<b>-</b>	<b>01</b>	<b>-</b>	<b>05</b>
<b>Sem V</b>	<b>02</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>02</b>	<b>04</b>
<b>Sem VI</b>	<b>02</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>02</b>	<b>04</b>
<b>Total</b>	<b>14</b>	<b>04</b>	<b>02</b>	<b>02</b>	<b>04</b>	<b>26</b>

**Core Discipline :-**

<b>Course Code</b>	<b>Course Name</b>
<b>C1</b>	<b>INTRODUCTION TO ENGLISH LANGUAGE &amp; LITERATURE</b>
<b>C2</b>	<b>HISTORY OF ENGLISH LITERATURE FROM THE BEGINNING TO THE ROMANTIC PERIOD</b>
<b>C3</b>	<b>BRITISH POETRY &amp; DRAMA: 14<sup>TH</sup> TO 17<sup>TH</sup> CENTURY</b>
<b>C4</b>	<b>BRITISH NOVEL: UP TO THE ROMANTIC PERIOD</b>
<b>C5</b>	<b>BRITISH DRAMA &amp; POETRY: 18<sup>TH</sup> &amp; 19<sup>TH</sup> CENTURY</b>
<b>C6</b>	<b>BRITISH NON-FICTIONAL PROSE: FROM THE AGE OF ELIZABETH TO THE ROMANTIC PERIOD</b>
<b>C7</b>	<b>POPULAR LITERATURE</b>
<b>C8</b>	<b>BRITISH LITERATURE: LATE 19<sup>TH</sup> CENTURY</b>
<b>C9</b>	<b>LITERARY CRITICISM: FROM ARISTOTLE TO I.A. RICHARDS</b>
<b>C10</b>	<b>INDIAN WRITING IN ENGLISH</b>
<b>C11</b>	<b>AMERICAN LITERATURE</b>
<b>C12</b>	<b>BRITISH LITERATURE: 20<sup>TH</sup> CENTURY</b>
<b>C13</b>	<b>MODERN EUROPEAN LITERATURE</b>
<b>C14</b>	<b>POST- COLONIAL LITERATURE</b>

### **GENERIC ELECTIVE /INTERDISCIPLINARY SPECIFIC ELECTIVE**

Course Code	Course Name
GE I	HISTORY OF INDIA-I
GE II	HISTORY OF INDIA-II
GE III	HISTORY OF INDIA-III
GE IV	HISTORY OF INDIA-IV

### **ABILITY ENHANCEMENT COMPULSORY COURSES :-**

Course Code	Course Name
AECC I	ENGLISH COMMUNICATION
AECC II	ENVIRONMENTAL SCIENCE

### **SKILL ENHANCEMENT COURSES :-**

Course Code	Course Name
SEC I	COMPUTER APPLICATIONS
SEC II	CREATIVE WRITING

### **DISCIPLINE SPECIFIC ELECTIVES :-**

Course Code	Course Name
DSE 1	A. LITERATURE OF THE INDIAN DIASPORA B. DALIT LITERATURE
DSE 2	A. LITERATURE AND CINEMA B. RESEARCH METHODOLOGY

<b>DSE 3</b>	<b>A. WORLD LITERATURE</b> <b>B. INTRODUCTION TO CULTURAL STUDIES</b>
<b>DSE 4</b>	<b>PROJECT WORK</b>

### Semester-wise Course Structure

#### FIRST SEMESTER

<b>Course Code</b>	<b>Course Name</b>		<b>L-T-P</b>	<b>Total Credit</b>	<b>Internal</b>	<b>External</b>	<b>Total Marks</b>
<b>C1</b>	<b>INTRODUCTION TO ENGLISH LANGUAGE &amp; LITERATURE</b>	<b>Core Discipline</b>	<b>4-2-0</b>	<b>6</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>C2</b>	<b>HISTORY OF ENGLISH LITERATURE FROM THE BEGINNING TO THE ROMANTIC PERIOD</b>	<b>Core Discipline</b>	<b>4-2-0</b>	<b>6</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>GE I</b>	<b>HISTORY OF INDIA-I</b>	<b>Elective course- Generic /interdisciplinay</b>	<b>4-2-0</b>	<b>6</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>AECC I</b>	<b>ENGLISH COMMUNICATION</b>	<b>Ability enhancement compulsory Course</b>	<b>2-0-0</b>	<b>2</b>	<b>15</b>	<b>35</b>	<b>50</b>
	<b>TOTAL</b>			<b>20</b>	<b>105</b>	<b>245</b>	<b>350</b>



**SECOND SEMESTER**

<b>Course Code</b>	<b>Course Name</b>		<b>L-T-P</b>	<b>Credit</b>	<b>Internal</b>	<b>External</b>	<b>Total Marks</b>
<b>C3</b>	<b>BRITISH POETRY &amp; DRAMA: 14TH TO 17TH CENTURY</b>	<b>Core Discipline</b>	<b>4-2-0</b>	<b>6</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>C4</b>	<b>BRITISH NOVEL:UP TO THE ROMANTIC PERIOD</b>	<b>Core Discipline</b>	<b>4-2-0</b>	<b>6</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>GE II</b>	<b>HISTORY OF INDIA-II</b>	<b>Elective course- Generic /interdisciplinary</b>	<b>4-2-0</b>	<b>6</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>AECC II</b>	<b>ENVIRONMEN TAL SCIENCE</b>	<b>Ability enhancement compulsory Course</b>	<b>2-0-0</b>	<b>2</b>	<b>15</b>	<b>35</b>	<b>50</b>
	<b>TOTAL</b>			<b>20</b>	<b>105</b>	<b>245</b>	<b>350</b>

### THIRD SEMESTER

Course Code	Course Name		L-T-P	Credit	Internal	External	Total Marks
C5	BRITISH DRAMA & POETRY: 18 <sup>TH</sup> & 19 <sup>TH</sup> CENTURY	Core Discipline	4-2-0	6	30	70	100
C6	BRITISH NON-FICTIONAL PROSE: FROM THE AGE OF ELIZABETH TO THE ROMANTIC PERIOD	Core Discipline	4-2-0	6	30	70	100
C7	POPULAR LITERATURE	Core Discipline	4-2-0	6	30	70	100
GE III	HISTORY OF INDIA-III	Elective course- Generic /interdisciplinary	4-2-0	6	30	70	100
SEC I	COMPUTER APPLICATIONS	Skill Enhancement Course	2-0-0	2	15	35	50
	TOTAL			26	135	315	450

### **FOURTH SEMESTER**

<b>Course Code</b>	<b>Course Name</b>		<b>L-T-P</b>	<b>Credit</b>	<b>Internal</b>	<b>External</b>	<b>Total Marks</b>
<b>C8</b>	<b>BRITISH LITERATURE: LATE 19<sup>TH</sup> CENTURY</b>	<b>Core Discipline</b>	<b>4-2-0</b>	<b>6</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>C9</b>	<b>LITERARY CRITICISM: FROM ARISTOTLE TO I.A. RICHARDS</b>	<b>Core Discipline</b>	<b>4-2-0</b>	<b>6</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>C10</b>	<b>INDIAN WRITING IN ENGLISH</b>	<b>Core Discipline</b>	<b>4-2-0</b>	<b>6</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>GE IV</b>	<b>HISTORY OF INDIA- IV</b>	<b>Elective course- Generic /interdisciplinary</b>	<b>4-2-0</b>	<b>6</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>SEC II</b>	<b>CREATIVE WRITING</b>	<b>Skill Enhancement Course</b>	<b>2-0-0</b>	<b>2</b>	<b>15</b>	<b>35</b>	<b>50</b>
	<b>TOTAL</b>			<b>26</b>	<b>135</b>	<b>315</b>	<b>450</b>

**FIFTH SEMESTER**

Course Code	Course Name		L-T-P	Credit	Internal	External	Total Marks
C11	AMERICAN LITERATURE	Core Discipline	4-2-0	6	30	70	100
C12	BRITISH LITERATURE : 20 <sup>TH</sup> CENTURY	Core Discipline	4-2-0	6	30	70	100
DSE 1	A. LITERATURE OF THE INDIAN DIASPORA B. DALIT LITERATURE	Discipline specific elective	4-2-0	6	30	70	100
DSE 2	A. LITERATURE AND CINEMA B. RESEARCH METHODOLOGY	Discipline specific elective	4-2-0	6	30	70	100
	TOTAL			24	120	280	400

**SIXTH SEMESTER**

<b>Course Code</b>	<b>Course Name</b>		<b>L-T-P</b>	<b>Total Credit</b>	<b>Internal</b>	<b>External</b>	<b>Total Marks</b>
<b>C13</b>	<b>MODERN EUROPEAN LITERATURE</b>	<b>Core Discipline</b>	<b>4-2-0</b>	<b>6</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>C14</b>	<b>POST-COLONIAL LITERATURE</b>	<b>Core Discipline</b>	<b>4-2-0</b>	<b>6</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>DSE 3</b>	<b>A. WORLD LITERATURE B. INTRODUCTION TO CULTURAL STUDIES</b>	<b>Discipline Specific Elective</b>	<b>4-2-0</b>	<b>6</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>DSE 4</b>	<b>PROJECT WORK</b>	<b>Discipline Specific Elective</b>	<b>4-2-0</b>	<b>6</b>	<b>30</b>	<b>70</b>	<b>100</b>
	<b>TOTAL</b>			<b>24</b>	<b>120</b>	<b>280</b>	<b>400</b>

**Department of English**  
**Courses of Study – B.A. English (Honours)**  
**Core Courses in English**

**COURSE STRUCTURE**

**Semester I:**

**Core I-** Introduction to English Language and Literature

**Core II-** History of English Literature from the Beginning to the Romantic Period

**Semester II:**

**Core III-** British Poetry & Drama: 14<sup>th</sup> to 17<sup>th</sup> century

**Core IV-** British Novel: Up to the Romantic Period

**Semester III:**

**Core V-** British Drama and Poetry: 18<sup>th</sup> & 19<sup>th</sup> century

**Core VI-** British Non-Fictional Prose: From the Age of Elizabeth to the Romantic Period

**Core VII-** Popular Literature

**Semester IV:**

**Core VIII-** British Literature: Late 19<sup>th</sup> Century

**Core IX-** Literary Criticism: From Aristotle to I. A. Richards

**Core X-** Indian Writing in English

**Semester V:**

**Core XI-** American Literature

**Core XII-** British Literature: 20<sup>th</sup> Century

**DSE 1 A:** -Literature of the Indian Diaspora

**DSE 1 B:** Dalit Literature

**DSE 2 A:** Literature & Cinema

**DSE 2 B:** Research Methodology

**Students should study Two Discipline Specific Elective (DSE) courses in Fifth Semester. Students are required to make a choice between DSE 1A and DSE 1B and similarly between DSE 2 A and DSE 2 B.**

**Semester VI:**

**Core XIII-** Modern European Literature

**Core XIV-** Post- Colonial Literature

**DSE 3 A:** World Literature

**DSE 3 B:** Introduction to Cultural Studies

**DSE4: Project Work**

**Students should study Two Discipline Specific Elective (DSE) courses in Sixth Semester. Students are required to make a choice between DSE 3 A and DSE 3 B. DSE 4 is project work.**

**Question Pattern and Marking Scheme:**

Each course will be of the value of **100 Marks (6 Credits)**. There will be a **Continuous Internal Assessment** of **30 Marks** and an **End Semester Exam (ESE)** of **70 marks**. The Continuous Internal Assessment will be based on: Mid Term Tests = 15 Marks, Assignments/Projects/Posters/Quiz/Seminar = 10 Marks and Classroom attendance and active participation with leadership qualities, good manners and articulation in routine class, instructional deliveries (case studies/seminars/presentations) = 05Marks,



### **Programme Outcomes**

The programme outcomes include:

<b>PO1.</b>	<b>CRITICAL THINKING:</b> To objectively analyze, interpret and evaluate issues and to form judgements.
<b>PO2.</b>	<b>EFFECTIVE COMMUNICATION:</b> The ability to improve four basic skills of speaking, listening, reading and writing clearly in person and also through electronic media in English and in at least one other Indian language.
<b>PO3.</b>	<b>SOCIAL INTERPRETATION:</b> The capacity to elicit views of others, mediate disagreements and help reach amicable conclusions in group situations.
<b>PO4.</b>	<b>EFFECTIVE CITIZENSHIP:</b> Ability to build an empathetic social concern and equity centered national development and the ability to cut with an informal awareness of issues and participate in civic life through volunteering.
<b>PO5.</b>	<b>ETHICS:</b> Recognize different value systems including one' s own self, understand the moral dimensions of one' s decisions and accept responsibility for the same.
<b>PO6.</b>	<b>ENVIRONMENT AND SUSTAINABILITY:</b> Ability to understand the issues of environmental contexts and sustainable development and act accordingly.
<b>PO7.</b>	<b>SELF DIRECTED AND LIFE LONG LEARNING:</b> Increasing the ability to engage in independent and life-long learning in the broader context of socio- technological changes.



### **Programme Specific Outcomes**

The programme specific outcomes include:

<b>PSO1</b>	Cultivate language skills at a perceivable level for effective communication and employability.
<b>PSO2</b>	Acquire knowledge of British, American, Commonwealth and other new literatures across the ages.
<b>PSO3</b>	Discern appropriate strategies of textual interpretation of different literary genres.
<b>PSO4</b>	Acquire higher order thinking skills.
<b>PSO5</b>	Be aware of the causes and effects of social, political, and cultural ideologies through literature.
<b>PSO6</b>	Acquire a sense of social commitment.
<b>PSO7</b>	Shape their personality traits with moral and ethical behaviour.
<b>PSO8</b>	Transfer academic accomplishment into life skills.
<b>PSO9</b>	Gain knowledge on a par with regional, national, and global needs.
<b>PSO10</b>	Face the challenges of the competitive world and choose the right career for themselves.

## **Courses of Study- B.A. (Honours) in English**

### **Semester -I**

#### **Core Course 1 (C1) – Introduction to English Language and Literature**

**End Semester Exam: 70 Marks**

**Internal Assessment: 30 Marks**

#### **Course objective:**

1. Develop Language Awareness – Introduce students to the evolution, structure, and functions of the English language, including its phonetics, grammar, and vocabulary.
2. Explore Literary Genres – Familiarize students with major literary forms such as poetry, drama, fiction, and non-fiction, analyzing their characteristics and historical development.
3. Enhance Critical Thinking – Equip students with analytical skills to interpret literary texts critically and understand their cultural, historical, and social contexts.
4. Introduce Key Literary Movements – Provide an overview of significant literary periods, such as the Renaissance, Romanticism, and Modernism, and their impact on literature.
5. Improve Reading and Writing Skills – Develop students' ability to read, comprehend, and respond to literary texts effectively, enhancing both academic and creative writing abilities.
6. Encourage Appreciation of Literature – Cultivate an interest in English literature and its role in shaping ideas, values, and human experiences.
7. Strengthen Communication Skills – Foster effective verbal and written communication by engaging students in discussions, presentations, and literary analysis.

#### **UNIT I**

**Literature:** Meaning and Significance; Poetry- Definition, Types and Characteristic Features; Drama- Definition, Types and Characteristic Features; Fiction – Definition, Types and Characteristic Features; Non-fiction- Travel Writings, Memoirs, Biography, Autobiography; Literary Criticism- Nature, Types and Functions of Criticism.

Fiction- Narrative, Point of View, Plot, Setting, style. Types of Fiction- Anti-novel, Romance, Climax.

#### **UNIT II**

**Language:** The Origin and Development of Language, Characteristics of Language, Animal Communication and Human Communication.

Varieties of Language, Language in Contact, Bilingualism, Multilingualism, Language Change, Borrowings of words – Internal and External.

Linguistics as a Scientific Study of Language, Scope and Branches of Linguistics, Applied Linguistics.

## Various levels of Linguistic Analysis, Phonology, Morphology, Syntax, Semantics, Discourse Analysis.

### Source books:

1. B Prasad, *A Background to the Study of English Literature*, MacMillan
2. M H Abrams & Geoffrey Galt Harpham, *A Handbook of Literary Terms*, Cengage Learning

### Suggestive Readings:

1. David Crystal – The Cambridge Encyclopedia of the English Language
2. Albert C. Baugh & Thomas Cable – A History of the English Language
3. Otto Jespersen – Growth and Structure of the English Language
4. Richard Hogg & David Denison (Eds.) – A History of the English Language
5. John Algeo – The Origins and Development of the English Language
6. Richard Hogg & David Denison (Eds.) – A History of the English Language

### Course outcomes:

**CO1.** The students are able to identify the linguistic structures of poetic texts: symbols, metaphors, and other tropes.

**CO2.** Able to locate diverse points of view within a single text and to understand the rationale of polyphony.

**CO3.** Enable students in reading literary/cultural texts closely, beyond the literal and recognize the dominant voice/s within the text and its agendas.

**CO4.** To introduce to reading and analyzing the Primary genres of literature; fiction, poetry and drama.

**CO5.** It will enable students to read various literary texts of various genres and subsequently actively and critically assess those works for denotative and connotative meaning, structure and development, and connections between literal and figurative detail.

### CO AND PO MAPPING

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	1	1	1	0	2
CO2	3	2	3	2	2	0	2
CO3	3	3	3	2	3	1	3
CO4	3	3	2	1	2	0	2
CO5	3	3	2	1	2	1	3

**1: Weakly related, 2: Moderately related and 3: strongly related Examination,**

### Evaluation and Distribution of Marks:-

#### End Semester: 70 Marks (3 Hours)

1. Five long answer type critical questions out of Eight alternatives 5X14 = 70

#### Continuous Internal Assessment: 30 Marks

## **Core Course 2 (C2) – History of English Literature from the Beginning to the Romantic Period**

**End Semester Exam: 70 Marks**

**Internal Assessment: 30 Marks**

### **Course Objective:**

1. Trace the Evolution of English Literature – Explore the major literary periods, movements, and genres from Old English to contemporary literature.
2. Introduce Key Authors and Texts – Study the works of significant writers such as Chaucer, Shakespeare, Milton, Wordsworth, Dickens, Woolf, and others.
3. Understand Historical and Cultural Contexts – Examine how social, political, and philosophical developments influenced literary trends.
4. Analyze Literary Forms and Styles – Develop critical insights into poetry, drama, fiction, and non-fiction across different eras.
5. Explore Major Literary Themes – Investigate recurring themes like love, power, identity, and conflict in English literature.
6. Enhance Critical Thinking and Interpretation – Encourage students to engage with texts analytically and appreciate their artistic and ideological significance.

### **UNIT I**

Anglo- Saxon Age, Medieval English Literature;

### **UNIT II**

The Renaissance; Elizabethan Literature; Literature during the Jacobean Period;

### **UNIT III**

The Caroline Period; Restoration Literature;

### **UNIT IV**

The Augustan/Neo Classical Age; The Age of Transition,

### **UNIT V**

The Romantic Age.

**Source books:**

1. W J Long, History of English Literature, Kalyani Publishers
2. Ifor Evans, A Short History of English Literature, Penguin

**Suggestive readings:**

1. David Daiches, A Critical History of English Literature, Supernova Publishers
2. Pramod K Nayar, A Short History of English Literature, Foundation Books
3. Ronald Carter & John Mcrae, The Routledge History of Literature in English
4. George Sampson, Concise Cambridge History of English Literature
5. William J. Long – English Literature: Its History and Significance for the Life of the English-Speaking World
6. David Daiches – A Critical History of English Literature (4 Volumes)

**Course outcomes:**

**CO1.** Understand the growth and development of English literature

**CO2.** Understand how various genres evolved.

**CO3.** Learn about prominent writers and famous works in English literature.

**CO4.** To make students understand the emergence of literary studies, textually and the canon.

**CO5.** To understand the living style, thought process and other factors of people during different time period.

**CO AND PO MAPPING**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	2	1	3
CO2	3	2	2	2	2	1	3
CO3	3	3	2	2	2	1	3
CO4	3	3	2	2	3	1	3
CO5	3	2	3	3	3	2	3

**1: Weakly related, 2: Moderately related and 3: strongly related**

**Examination, Evaluation and Distribution of Marks:-**

**End Semester: 70 Marks (3 Hours)**

1. Five long answer type critical questions out of Eight alternatives  $5 \times 14 = 70$

**Continuous Internal Assessment: 30 Marks**



## Semester -II

### Core Course 3 (C3) – British Poetry & Drama: 14th to 17<sup>th</sup> Century

End Semester Exam: 70 Marks

Internal Assessment: 30 Marks

#### Course objective:

1. Historical and Cultural Context – To explore the socio-political, religious, and intellectual background that influenced British poetry and drama during the 14th to 17th centuries.
2. Literary Movements and Styles – To analyze key literary movements, including Medieval, Renaissance, and Elizabethan literature, and their impact on poetic and dramatic forms.
3. Major Authors and Texts – To study significant poets and dramatists such as Geoffrey Chaucer, Edmund Spenser, William Shakespeare, Christopher Marlowe, and John Donne.
4. Poetic and Dramatic Techniques – To examine the development of poetic forms like the sonnet and blank verse, and dramatic structures such as tragedy, comedy, and history plays.
5. Themes and Motifs – To understand recurring themes such as love, power, fate, identity, and morality in poetry and drama.
6. Performance and Reception – To investigate the role of performance in drama, including the influence of the theatre (e.g., The Globe), audience reception, and patronage.
7. Language and Rhetoric – To analyze the stylistic features, rhetorical devices, and linguistic innovations in poetic and dramatic texts.
8. Comparative and Critical Perspectives – To encourage critical thinking by comparing texts across periods and applying various literary theories.
9. Relevance to Contemporary Literature – To examine the legacy of 14th-17th century British poetry and drama in modern literature and performance.

#### UNIT I

##### Poems:

William Shakespeare : Sonnet 130

Andrew Marvell : To His Coy Mistress

John Milton : On His Blindness

Thomas Gray : Elegy Written in a Country Churchyard

Robert Herrick : To Daffodils

John Donne : A Valediction: Forbidding Mourning

#### UNIT II

**Drama:**

Christopher Marlowe : Doctor Faustus

William Shakespeare : Macbeth

**Source book:**

1. David Green (Ed) *Winged Word*, MacMillan

**Suggested readings:**

1. E. K. Chambers – The Elizabethan Stage
2. G. K. Hunter – English Drama 1586– 1642: The Age of Shakespeare
3. Anne Barton – Shakespeare and the Idea of the Play
4. Stephen Greenblatt – Will in the World: How Shakespeare Became Shakespeare
5. Andrew Gurr – The Shakespearean Stage, 1574-164
6. David Daiches – A Critical History of English Literature (Volume 1)
7. Michael Alexander – A History of English Literature
8. Alastair Fowler – A History of English Literature: Forms and Themes
9. Andrew Sanders – The Short Oxford History of English Literature

**Course outcomes:**

**CO1.** Understand the tradition of English literature from 14th to 17th centuries.

**CO2.** Develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested.

**CO3.** Engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts.

**CO4.** Appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time.

**CO5.** To create literary sensibility for appreciation in students and expose them to artistic and innovative use of language by writers and to various worldviews.

**CO AND PO MAPPING**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	1	1	2	1	2
CO2	3	2	2	1	2	1	3
CO3	3	3	2	2	2	1	3
CO4	3	2	3	2	3	2	3
CO5	3	3	2	2	3	1	3

**1: Weakly related, 2: Moderately related and 3: strongly related**

**Examination, Evaluation and Distribution of Marks:-****End Semester: 70 Marks (3 Hours)**

1. Five long answer type critical questions out of Eight alternatives  $5 \times 14 = 70$

**Continuous Internal Assessment: 30 Marks****Core Course 4(C4) – British Novel: Up to the Romantic Period****End Semester Exam: 70 Marks****Internal Assessment: 30 Marks****Course objective:-**

1. Trace the Development of the Novel – Examine the origins of the novel, its rise in the 18th century, and its transition into the Romantic period.
2. Study Major Novelists and Works – Analyze seminal works by writers such as Daniel Defoe, Samuel Richardson, Henry Fielding, Laurence Sterne, Tobias Smollett, and Jane Austen.
3. Understand Literary and Narrative Techniques – Explore themes, characterization, narrative structures, and stylistic innovations in early British novels.
4. Examine Socio-Political Contexts – Understand how the novel reflected and influenced contemporary issues such as class, gender, morality, and individualism.
5. Explore the Shift to Romanticism – Investigate the transformation of the novel with the emergence of Gothic fiction and the Romantic sensibility.
6. Enhance Critical Thinking and Analysis – Develop skills in literary analysis, close reading, and critical interpretation of texts.

**UNIT I**

**Daniel Defoe** : *Robinson Crusoe*

**UNIT II**

**Jonathan Swift** : *Gulliver' s Travels*

**UNIT III**

**Jane Austen** : *Emma*

**UNIT IV**



**Mary Shelley : *Frankenstein***

**Essential/recommended readings-** as listed in the units

**Suggested readings:**

1. E M Forster, *Aspects of Novel*, Penguin
2. D H Lawrence, *Why the Novel Matters*
3. The Cambridge History of the English Novel – Edited by Robert L. Caserio
4. The Oxford Companion to English Literature – Edited by Dinah Birch
5. The Rise of the English Novel: Studies in Defoe, Richardson, and Fielding by Ian Watt
6. The English Novel: A Short History by Peter Faulkner
7. The Novel in English: An Introduction by Robert K. Martin
8. The Routledge Handbook to the British Novel 1700-1900 – Edited by James A. Stoner and Jennifer Phegley
9. The Cambridge Companion to the English Novel – Edited by John Sutherland
10. The Romantic Novel: A Critical Introduction by Ian Duncan
11. The British Novel: An Introduction by John W. R. Taylor
12. The History of the English Novel by John G. O. A. Tuckey

**Course outcomes:**

**CO1.** Develop a critical thinking ability of a student to understand fiction

**CO2.** Examine various novels in relation to their socio-historic and cultural contexts.

**CO3.** Develop in the student the ability to interpret, analyze and evaluate works of fiction in the perspective of literary history and theory

**CO4.** Acquaint the students with the major novelists in English Literature through a study of the novels representative of the age and of the novelist.

**CO5.** An imaginative re-creation of reality, a history, a scary conveyor of truth that demanded scrutiny, a biography, a harmless amusement, a travel narrative, a romance, a tale of spiritual journey.

**CO AND PO MAPPING**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	1	2	1	3
CO2	3	2	3	2	3	2	3
CO3	3	2	3	2	3	2	3
CO4	2	2	2	2	2	1	3
CO5	3	2	3	2	3	2	3

**1: Weakly related, 2: Moderately related and 3: strongly related**

**Examination, Evaluation and Distribution of Marks:-**

**End Semester: 70 Marks (3 Hours)**

1. Five long answer type critical questions out of Eight alternatives  $5 \times 14 = 70$

**Continuous Internal Assessment: 30 Marks****Semester -III****Core Course 5 (C5) – British Drama & Poetry: 18<sup>th</sup> & 19<sup>th</sup> Century****End Semester Exam: 70 Marks****Internal Assessment: 30 Marks****Course objective:**

1. Understanding Historical and Cultural Context: Analyze how the political, social, and cultural developments of the 18th and 19th centuries influenced British drama and poetry, particularly with regard to the Industrial Revolution, Romanticism, Victorianism, and social reform movements.
2. Examining Literary Movements: Study the development of key literary movements such as Neoclassicism, Romanticism, and Victorianism, and understand how these movements shaped dramatic and poetic works of the period.
3. Analyzing Key Poets and Playwrights: Read and critically analyze works by major poets and playwrights, including Alexander Pope, Samuel Johnson, William Blake, Lord Byron, John

Keats, Percy Bysshe Shelley, William Wordsworth, Charles Dickens, George Bernard Shaw, and others.

4. Exploring Thematic Concerns: Explore recurring themes in 18th and 19th-century drama and poetry, such as individualism, nature, social class, morality, industrialization, gender, and the role of the artist in society.
5. Understanding Genre and Form: Study the evolution of dramatic forms (e.g., comedy, tragedy, melodrama) and poetic forms (e.g., sonnet, lyric, narrative poetry) during the period, and examine how writers experimented with and adapted these forms.
6. Investigating the Role of Drama and Poetry in Society: Consider how British drama and poetry reflected, critiqued, and responded to social issues, such as class inequality, political change, and personal identity, during a time of rapid social and cultural transformation.
7. Appreciating the Use of Language: Examine the stylistic and linguistic innovations in 18th and 19th-century British poetry and drama, including the development of poetic diction, rhetorical techniques, and dramatic dialogue.
8. Fostering Critical Thinking and Interpretation: Develop the ability to critically interpret dramatic and poetic texts, using various literary theories (e.g., formalism, feminism, historicism, post-colonialism) to gain deeper insights into the works.
9. Comparative Study: Encourage a comparative approach by examining how British drama and poetry from this period relate to or differ from other European and global literary traditions, fostering a broader understanding of the cultural landscape of the time.
10. Developing Writing and Analytical Skills: Enhance students' ability to articulate their insights on British drama and poetry through written and oral assignments, fostering stronger analytical, argumentation, and presentation skills.

## UNIT I

### Drama:

Oliver Goldsmith : *She Stoops to Conquer*

William Congreve : *The Way of the World*

## UNIT II

### Poem:

John Dryden : *Mac Flecknoe*

Alexander Pope : *The Rape of the Lock*

William Blake : *London, The Garden of Love, Chimney Sweeper*

John Keats : Ode to Autumn, Ode on a Grecian Urn

P. B. Shelley : Ode to The West Wind, To a Skylark

**Essential/recommended readings-** as listed in the units

**Suggested readings:**

1. The Cambridge History of English Literature, Vol. 8: The Restoration and the Eighteenth Century – Edited by John Richetti
2. The Oxford Handbook of British Romanticism – Edited by David Duff
3. The Cambridge Companion to English Poetry, Donne to Marvell – Edited by Thomas N. Corns
4. The Cambridge Companion to Victorian Poetry – Edited by Joseph Bristow
5. The Oxford Companion to English Literature – Edited by Dinah Birch
6. The English Poets: From Chaucer to the Present by Thomas Humphry Ward
7. A History of English Literature by Michael Alexander
8. The Oxford Anthology of English Literature, Volume 2: The Romantic Period – Edited by Stephen Greenblatt
9. British Poetry and Prose: 1660-1800 – Edited by David Womersley
10. The Oxford History of English Literature, Volume 7: The Age of Johnson – Edited by R. D. Hume
11. English Poetry: The 18th Century – Edited by David Fairer
12. The Rise of English Novel: Studies in Defoe, Richardson, and Fielding by Ian Watt
13. The Cambridge Companion to Shakespeare's History Plays – Edited by Michael Hattaway
14. A History of English Drama 1660-1900, Volume 1 by A. H. Bullen
15. British Drama: A Critical History by John Gassner

**Course outcomes:**

**CO1.** Display an awareness of dramatic techniques and kind of linguistic version adopted in literary works across the time.

**CO2.** Generate an insight into the growth and development of British drama within the socio-political context of the period from 16th century to 18th century.

**CO3.** Familiarize the students with the different types of Comedies and Tragedies that emerged in literature during the course of those literary ages.

**CO4.** Be able to extract the universal themes and human conditions tackled in works of important playwrights.

**CO5.** Highlight the major playwrights of the literary periods with respect to the literary works given in the syllabus, their writers, and their contemporaries.

**CO AND PO MAPPING**



COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	2	2	1	2
CO2	3	2	3	2	2	1	2
CO3	3	2	3	2	2	1	2
CO4	3	2	2	3	3	2	2
CO5	3	2	2	2	3	1	2

**1: Weakly related, 2: Moderately related and 3: strongly related**

### **Examination, Evaluation and Distribution of Marks:-**

**End Semester: 70 Marks (3 Hours)**

1. Five long answer type critical questions out of Eight alternatives  $5 \times 14 = 70$

**Continuous Internal Assessment: 30 Mark**

### **Core Course 6 (C6) – British Non Fictional Prose: From the Age of Elizabeth to the Romantic Period**

**End Semester Exam: 70 Marks**

**Internal Assessment: 30 Marks**

#### **Course objective:**

1. Understanding Historical Context: Examine how the political, social, and cultural developments from the Elizabethan era through the Romantic period shaped the evolution of non-fiction prose, including the effects of the Renaissance, the Enlightenment, and the Industrial Revolution.
2. Analyzing Key Non-Fictional Genres: Study the major forms of non-fictional prose from this period, such as essays (e.g., Montaigne, Bacon, Addison, and Steele), travel writing, letters, autobiographies, and political writings.
3. Exploring Influential Writers and Works: Engage with the works of major British non-fiction writers like Sir Francis Bacon, John Locke, Samuel Pepys, Alexander Pope, Samuel Johnson, Edmund Burke, and others, analyzing their contributions to philosophical thought, social commentary, and literary criticism.
4. Examining Themes and Ideas: Explore the major themes in British non-fiction prose during this period, including human nature, reason, politics, morality, society, the individual, and

personal identity, as well as reflections on scientific discoveries, religious reformations, and social changes.

5. Investigating the Role of Non-Fiction in Shaping Public Discourse: Study how non-fictional prose played a crucial role in shaping public opinion, political thought, social reforms, and national identity, particularly through the essay form and public speeches.
6. Understanding Literary and Rhetorical Techniques: Analyze the use of rhetorical strategies, argumentation, style, and tone in non-fiction prose, considering how authors used language to persuade, inform, or entertain their audiences.
7. Fostering Critical Thinking and Interpretation: Develop critical thinking skills by analyzing and interpreting non-fiction texts in terms of their historical and intellectual context, as well as applying various literary theories to better understand the authors' intentions and the impact of their works.
8. Comparing Prose with Other Literary Forms: Encourage students to draw connections between non-fictional prose and other literary genres of the period, such as drama, poetry, and fiction, to understand how these forms interrelate and influence one another.
9. Exploring the Role of the Writer in Society: Investigate the position of non-fiction writers in society, their relationship with readers, and how they navigated issues of authority, subjectivity, and objectivity in their works.
10. Improving Writing and Analytical Skills: Enhance students' ability to write analytical essays and engage in discussions about non-fictional prose, encouraging clear, critical, and persuasive writing and speaking skills.

## UNIT I

Francis Bacon : Of Revenge

## UNIT II

Richard Steele : Te Spectator Club

Jonathan Swift : Modern Education

Oliver Goldsmith : On National Prejudice

## UNIT III

Charles Lamb : Dream Children

William Hazlitt : The Feelings of Immortality in Youth

John Ruskin : Oxford Lecture on Art

**Source Book:**

1. Susanta K Sinha(Ed) *English Essayists*, OUP

**Essential/recommended readings-** as listed in the units

**Suggested Readings:**

1. A C Benson, *The Art of Essayist*
2. "The Essays of Francis Bacon" by Francis Bacon
3. "The Spectator: Volume 1" by Joseph Addison and Richard Steele
4. "Samuel Johnson: Selected Essays" by Samuel Johnson (Edited by Bate)
5. "The Cambridge Companion to British Literature 1660-1830" – Edited by David Womersley
6. "The English Essay and the Essayists" by Hugh Walker
7. "The Penguin Book of English Essays: From Dryden to Macaulay" (Edited by J. B. Priestley)
8. "The History of English Literature: From the Age of Elizabeth to the Romantic Period" by Richard Green Moulton
9. "The Cambridge History of English Literature, Vol. 8: The Restoration and the Eighteenth Century" – Edited by John Richetti

**Course outcomes:**

**CO1.** Understanding of Key Historical and Cultural Contexts: Students will develop a thorough understanding of the historical, political, and cultural contexts from the Elizabethan era to the Romantic period, exploring how these periods influenced the development of non-fictional prose.

**CO2.** Critical Engagement with Major Prose Works: Students will be able to critically analyze key non-fictional prose works from this period, including essays, travel writings, biographies, and philosophical treatises. They will explore the writing styles and rhetorical techniques used by major figures such as Francis Bacon, John Locke, Samuel Johnson, and others.

**CO3.** Exploration of Philosophical and Intellectual Movements: Students will gain insight into the philosophical, scientific, and intellectual movements of the time, such as the Enlightenment, Rationalism, and the rise of empiricism. They will understand how these movements shaped the non-fictional prose written during this period.

**CO4.** Development of Analytical and Writing Skills: Students will improve their ability to analyze non-fictional prose with a critical eye, identifying key arguments, styles, and literary techniques. They will also develop the ability to communicate their analyses effectively in written form, honing their academic writing skills.

**CO AND PO MAPPING**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	3	1	1	1	0	2
CO2	2	3	1	1	1	0	2
CO3	3	3	2	1	2	1	3
CO4	3	3	2	1	2	1	3

**1: Weakly related, 2: Moderately related and 3: strongly related**

**Examination, Evaluation and Distribution of Marks:-**

**End Semester: 70 Marks (3 Hours)**

1. Five long answer type critical questions out of Eight alternatives  $5 \times 14 = 70$

**Continuous Internal Assessment: 30 Marks**

**Core Course 7 (C7) Popular Literature**

**Course objective:**

1. Understanding Popular Literary Genres: Explore the defining features, themes, and conventions of popular literary genres such as mystery, romance, fantasy, science fiction, and horror, and understand how these genres cater to a broad audience.
2. Analyzing the Relationship Between Literature and Mass Culture: Study how popular literature reflects and shapes social, cultural, and political ideologies, and how it is influenced by mass media, entertainment, and consumerism.
3. Examining the Role of Popular Literature in Society: Investigate the impact of popular literature on public opinion, societal norms, and cultural values, considering how it can both mirror and influence trends and social behaviors.
4. Exploring the Accessibility of Popular Literature: Analyze the ways in which popular literature is made accessible to a wide audience, including through affordable publishing formats, adaptations to film or television, and digital platforms.
5. Identifying the Economic and Commercial Aspects of Popular Literature: Understand the business side of popular literature, including how bestsellers are marketed, the role of publishers, the influence of literary awards, and the economics of genre fiction.
6. Studying the Evolution of Popular Literature: Trace the development of popular literature across time, examining how it has evolved in response to changing tastes, technological advancements, and shifts in global and national cultures.
7. Investigating Narrative Structure and Style: Explore how authors in popular literature use narrative techniques, character development, plot structure, and language to engage readers and create compelling stories.
8. Comparing Popular Literature with High Literature: Encourage students to critically compare popular literature with more "serious" or "highbrow" literary works, discussing the distinctions and overlaps in terms of themes, style, cultural significance, and literary value.
9. Exploring Audience Reception and Reader Response: Investigate the different ways in which readers interact with popular literature, including fan cultures, adaptations, fan fiction, and the role of reader communities in shaping literary trends.
10. Fostering Critical and Analytical Skills: Develop students' abilities to critically engage with popular literature by applying literary theory, cultural studies, and media studies approaches to better understand texts within their historical, social, and cultural contexts.



**UNIT I**

Ruskin Bond: The Room on the Roof

**UNIT II**

Agatha Christie: The Murder of Roger Ackroyd

**UNIT III**

Khaled Hosseini: A Thousand Splendid Suns

**UNIT IV**

F. Scott Fitzgerald: The Great Gatsby

**Essential/recommended readings-** as listed in the units

**Suggested Readings:**

1. The Cambridge Companion to Popular Fiction – Edited by David Glover and Scott McCracken
2. The Sociology of Literature by John B. Thompson
3. The Oxford Handbook of Popular Music – Edited by David Hesmondhalgh and Keith Negus
4. Understanding Popular Culture by John Fiske
5. Popular Literature: A History and Guide by James F. McGrath
6. The Popular Novel in England 1770-1832 by William J. Scheick
7. The Rhetoric of Fiction by Wayne C. Booth
8. A History of the English Novel: Volume 5 – The English Novel in the Twentieth Century by F. M. Allen
9. Genres in Discourse by M. A. K. Halliday
10. Reading the Popular by John Fiske

**Course outcomes:**

**CO1.** Enable students to trace the rise of print culture in England, and the emergence of genre fiction and bestsellers.

**CO2.** Familiarize students with debates about culture, and the delineation of high and low culture

**CO3.** Help them engage with debates about the canonical and non-canonical, and hence investigate the category of literary and non-literary fiction.

**CO4.** Students would have learnt the historical background and the literary developments from rural to urban in 18th century.

**CO5.** Students would have understood the significance of human values and moral values as reflected in the works prescribed in the syllabus.

**CO6.** To acquaint the students with the new emerging themes in literature as a reaction to the changing times.

**CO AND PO MAPPING**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	1	1	2	1	2
CO2	3	3	2	2	2	1	2
CO3	3	2	3	2	2	1	3
CO4	3	2	2	2	2	2	2
CO5	2	2	2	3	3	2	2
CO6	3	3	3	3	3	2	3

**1: Weakly related, 2: Moderately related and 3: strongly related**

**Examination, Evaluation and Distribution of Marks:-**

**End Semester: 70 Marks (3 Hours)**

1. Five long answer type critical questions out of Eight alternatives  $5 \times 14 = 70$

**Continuous Internal Assessment: 30 Marks**

## **Semester – IV**

### **Core Course 8 (C8) – British Literature: Victorian Age**

**End Semester Exam: 70 Marks**

**Internal Assessment: 30 Marks**

**Course objective:**

1. Understanding Historical and Cultural Context: Analyze the social, political, and economic conditions of the Victorian era, including the impact of industrialization, colonialism, class struggles, gender roles, and scientific advancements (e.g., Darwinism), and how these influenced literature.
2. Exploring Key Authors and Works: Study major authors of the Victorian period such as Charles Dickens, the Brontë sisters, George Eliot, Thomas Hardy, Alfred Lord Tennyson, and Robert Browning, and analyze their contributions to literature.
3. Examining Victorian Themes and Concerns: Investigate central themes in Victorian literature, including the tension between tradition and progress, moral dilemmas, social reform, faith vs. doubt, the question of identity, and the complexities of the human condition.
4. Studying Literary Forms and Genres: Explore the development of the Victorian novel, poetry, and other forms of literature (e.g., dramatic monologue, narrative poetry), and understand the formal and stylistic innovations of Victorian writers.
5. Analyzing Victorian Social Criticism: Investigate how Victorian writers addressed societal issues like poverty, child labor, women's rights, imperialism, and the changing class structures, particularly through social realism in novels.
6. Understanding the Role of Science and Religion: Explore how the clash between scientific advancements (such as Darwin's theory of evolution) and religious beliefs influenced Victorian literature, particularly in terms of faith, morality, and human progress.

7. Fostering Literary Analysis and Interpretation: Develop students' skills in analyzing texts through critical reading and literary theory, considering how Victorian authors used language, symbolism, and character development to engage with the issues of their time.
8. Comparing Victorian Literature with Other Periods: Encourage students to compare and contrast Victorian literature with earlier periods (such as the Romantic period) and later periods (such as Modernism), identifying continuities and shifts in themes, styles, and cultural concerns.
9. Developing Writing and Research Skills: Improve students' ability to write scholarly essays and research papers, articulating their ideas on Victorian literature in a clear and analytical manner.
10. Exploring the Legacy of Victorian Literature: Discuss the enduring influence of Victorian writers and themes on contemporary literature, culture, and society, as well as the continued relevance of Victorian concerns in modern discourse.

## UNIT I

### Poem:

Lord Tennyson:	Ulysses
Christina Rossetti:	Goblin Market
Mathew Arnold:	Scholar Gypsy
Robert Browning:	The Last Ride Together,
	Porphyria' s Lover

## UNIT II

### Drama:

Oscar Wilde	The Ideal Husband
G.B. Shaw	Arms and the Man

## UNIT III

### Novel:

Charles Dickens:	Great Expectations
Emily Bronte:	Wuthering Heights

**Essential/recommended readings-** as listed in the units

**Recommended readings:**

1. The Cambridge History of Victorian Literature – Edited by Kate Flint
2. The Oxford Handbook of Victorian Poetry – Edited by Matthew Bevis
3. The Victorian Web – Edited by George P. Landow (online resource)
4. A Companion to Victorian Literature and Culture – Edited by Herbert F. Tucker
5. The Norton Anthology of English Literature: The Victorian Age – Edited by M. H. Abrams and Stephen Greenblatt
6. Victorian Literature: A Critical Reader – Edited by Patrick Brantlinger and William B. Thesing
7. The Cambridge Companion to the Victorian Novel – Edited by Deirdre David
8. The Victorians: A Norton Anthology – Edited by John C. Whittier-Ferguson
9. The Cambridge Companion to Victorian Literature – Edited by Joseph Bristow
10. Victorian Poetry: Poetry, Poetics and Politics by Richard Cronin
11. Victorian Literature and Culture by Matthew Beaumont
12. The Oxford Companion to English Literature – Edited by Dinah Birch (contains information on Victorian writers and works)
13. The Cambridge Companion to Victorian Fiction – Edited by John Kucich and Jenny Bourne Taylor
14. The Victorian Novel: A Critical Reader – Edited by Patrick Brantlinger and William B. Thesing
15. The Age of Tennyson by G. K. Chesterton

**Course outcomes:**

**CO1.** Learn about prominent writers and famous works in English literature during the Victorian to Post-Modern ages.

**CO2.** Understand how various genres evolved during the ages

**CO3.** Understand the growth and development of English literature across the literary periods.

**CO4.** Relate the socio-historical background to literature.

**CO5.** Correlate social history and the history of genres. Learn about prominent writers and famous works in English literature.

**CO AND PO MAPPING**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	1	1	2	1	3
CO2	3	2	2	1	2	1	3
CO3	3	2	2	1	2	1	3
CO4	3	2	3	2	3	2	3
CO5	3	2	3	2	3	2	3

**1: Weakly related, 2: Moderately related and 3: strongly related**



### **Examination, Evaluation and Distribution of Marks:-**

#### **End Semester: 70 Marks (3 Hours)**

1. Five long answer type critical questions out of Eight alternatives  $5 \times 14 = 70$

#### **Continuous Internal Assessment: 30 Marks**

### **Core Course 9 (C 9) – Literary Criticism: From Aristotle to I. A. Richards**

#### **End Semester Exam: 70 Marks**

#### **Internal Assessment: 30 Marks**

#### **Course objective:-**

1. Understanding the Development of Literary Criticism: Examine the historical progression of literary criticism from its origins in ancient Greece (e.g., Aristotle) to the modern period (e.g., I. A. Richards), understanding how different critical frameworks have evolved over time.
2. Exploring Classical Theories of Criticism: Study Aristotle's foundational ideas in Poetics and how they influenced subsequent critical thought, especially with regard to the nature of tragedy, mimesis (imitation), and the role of catharsis in literature.
3. Engaging with Major Criticisms of the Early Modern Period: Analyze the contributions of critics like Horace, Longinus, and John Dryden, focusing on their influence in shaping the theoretical landscape of literature during the Renaissance and Restoration periods.
4. Investigating Neoclassical and Enlightenment Criticism: Examine the rise of formalism, unity, and decorum in the works of critics such as Alexander Pope, Samuel Johnson, and others during the 17th and 18th centuries, considering how their views on taste, reason, and structure influenced literary criticism.
5. Studying Romantic Criticism: Investigate the shift toward subjectivity, imagination, and the role of the poet in the works of critics like William Wordsworth, Samuel Taylor Coleridge, and other Romantic thinkers.
6. Analyzing Early Modern Theories of Interpretation: Study how critics like Matthew Arnold and Walter Pater introduced ideas of aestheticism, the role of the critic as a moral guide, and the pursuit of "high culture" through literature.
7. Understanding Formalism and New Criticism: Delve into the formalist approach to literary analysis, focusing on critics like I. A. Richards and the New Criticism movement. Explore the focus on text-based analysis, close reading, and the relationship between form and meaning.
8. Fostering a Critical Understanding of Literary Value: Examine how critics from different periods have debated what constitutes "good" literature, the role of the critic, and the shifting criteria for evaluating and interpreting texts.

9. Developing Analytical and Interpretive Skills: Equip students with the skills to read and analyze literary criticism, applying various theoretical perspectives to texts and developing their ability to critique and engage with critical arguments.
10. Promoting Comparative and Interdisciplinary Approaches: Encourage students to compare different schools of literary criticism and explore how they intersect with broader cultural, philosophical, and intellectual movements from ancient times through the 20th century.

## UNIT I

Aristotle                      Theory of Imitation, Theory of Tragedy

Longinus                      On the Sublime

## UNIT II

Philip Sydney              Defense of Poesy

## UNIT III

John Dryden                Essay on Dramatic Poesy

## UNIT IV

William Wordsworth      Preface to Lyrical Ballads

S T Coleridge                Biographia Literaria

## UNIT V

Matthew Arnold            The Function of Poetry

## UNIT VI

T S Eliot                      Tradition and Individual Talent

I A Richards                Practical Criticism

### Source book:

1. B. Prasad, *An Introduction to English Criticism*, MacMillan

**Essential/recommended readings-** as listed in the units

### Recommended readings:

1. Charles E Bressler, *Literary Criticism, An Introduction to Theory and Practice*, Longman
2. M.H. Abrams & Geoffrey Galt Harpham, *A Handbook of Literary Terms*, Ceanage Learning
3. *Oxford Companion to English Literature*, OUP
4. Patricia Waugh, *An Oxford Guide to Literary Theory and Criticism*

5. The Norton Anthology of Theory and Criticism – Edited by Vincent B. Leitch
6. Theories of Literature by Terry Eagleton
7. Literary Criticism: A Short History by Robert D. Hume
8. An Introduction to Literary Theory by M. H. Abrams
9. The Poetics by Aristotle (translated by W. H. Fyfe)
10. The English Novel: A Critical History by David Daiches
11. The Rise of English Literary Criticism by J. W. Cunliffe
12. Literary Theory: A Very Short Introduction by Jonathan Culler
13. I.A. Richards: His Work and Influence by John Paul Riquelme
14. The Mirror and the Lamp: Romantic Theory and the Critical Tradition by M. H. Abrams

### Course Outcomes:

**CO1.** Learners are able to recognize and critique the main arguments underlying critical writings

**CO2.** To expose students to various theories of art and representation, and critical approaches that emerged in Europe throughout centuries

**CO3.** To examine the evolution of various theoretical and aesthetic concepts across space and time

**CO4.** To enable students to draw connections between the set of interrelated concepts and approaches discussed in the paper that are seminal to critical thinking and analyses of literary texts

**CO5.** Enable students to relate critical perspectives to the history of eastern and western ideas.

**CO6.** Encourage students to view literary texts as socially symbolic acts that may be fruitfully engaged through a variety of interdisciplinary approaches.

**CO7.** To equip students to examine methods of argument and rhetorical constructions through which important theoretical ideas and concepts have been established and made to impact the field of cultural production in the West.

**CO8.** To expose students to the history of ideas in the twentieth century and the material and discursive conditions of intellectual production.

### CO AND PO MAPPING

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	1	3	1	2
CO2	3	2	2	1	2	1	3
CO3	3	2	3	1	2	1	3
CO4	3	2	3	2	3	1	3
CO5	3	2	2	2	3	2	2
CO6	3	2	3	2	3	2	2
CO7	3	2	3	2	3	1	3
CO8	3	2	2	2	3	2	2

**1: Weakly related, 2: Moderately related and 3: strongly related**



### **Examination, Evaluation and Distribution of Marks:-**

#### **End Semester: 70 Marks (3 Hours)**

1. Five long answer type critical questions out of Eight alternatives  $5 \times 14 = 70$

#### **Continuous Internal Assessment: 30 Marks**

### **Core Course 10 (C 10) – Indian Writing in English**

#### **End Semester Exam: 70 Marks**

#### **Internal Assessment: 30 Marks**

#### **Course objective:**

1. Exploring the Historical Context: Understand the impact of British colonialism, independence, partition, and post-colonial realities on Indian literature in English, and how these events shaped the themes and narrative structures of the works.
2. Studying Key Authors and Works: Engage with important Indian writers in English such as Rabindranath Tagore, R. K. Narayan, Mulk Raj Anand, Ismat Chughtai, Kamala Das, Arundhati Roy, Vikram Seth, and Salman Rushdie, among others. Analyze their major works, styles, and contributions to Indian literature.
3. Identifying Major Themes: Examine recurring themes in Indian writing in English, including identity, colonialism and post-colonialism, caste, gender, religious pluralism, migration, nationalism, and the complexities of Indian society.
4. Understanding Literary Forms: Explore various literary genres within Indian writing in English, such as novels, short stories, poetry, drama, and essays, and how these forms have evolved over time.
5. Analyzing Language and Style: Analyze the use of language, narrative techniques, and style in Indian literature in English, with particular attention to how Indian writers have adapted English to express local realities, culture, and experiences.
6. Recognizing Cultural and Regional Diversity: Appreciate the diverse cultural, linguistic, and regional influences that shape Indian literature in English, and explore how writers from different parts of India engage with the country's complex social and political fabric.
7. Fostering Critical and Analytical Skills: Encourage students to critically read, analyze, and interpret Indian literary texts in English, applying different literary theories and critical approaches to understand deeper meanings.
8. Examining the Role of Indian Writing in English in Global Literature: Understand the significance of Indian writing in English within the global literary landscape and its role in representing India's identity and culture to the world.
9. Exploring Gender, Class, and Identity: Study the exploration of issues related to gender, caste, class, and ethnicity in Indian writing in English, considering how these issues intersect with national and global contexts.
10. Promoting Awareness of Contemporary Issues: Examine the ways in which Indian literature in English reflects ongoing social, political, and economic concerns in contemporary India, including topics like globalization, environmental issues, and human rights.

**UNIT I****Novels**

R. K. Narayan	The English Teacher
Anita Desai	Fire on the Mountain

**UNIT II****Poems**

H. L. V. Derozio	To India My Native Land
Toru Dutt	Sita, Lakshman
Sarojini Naidu:	The Queen's Rival
Kamala Das	An Introduction, The Dance of the Eunuch
Nissim Ezekiel	The Night of the Scorpion
K. N. Daruwalla	The Professor Condoles
Jayanta Mahapatra	Dawn at Puri

**UNIT III****Short Stories**

Shashi Deshpande	The Intrusion
Rabindra Nath Tagore	The Castaway

**Essential/recommended readings-** as listed in the units

**Suggested Readings:**

1. The Cambridge Companion to Indian Writing in English" – Edited by Cherian, M. and Chatterjee, S.
2. "A History of Indian Literature in English" by K. K. Aziz
3. "Indian Writing in English" by K. R. Srinivasa Iyengar
4. "The Oxford Companion to Indian Writing in English" – Edited by Meenakshi Mukherjee
5. "Indian Literature in English: A Critical Overview" by M. K. Naik
6. "The Indian English Novel: Nation, History, and Narration" by K. R. S. Iyengar
7. "An Illustrated History of Indian Writing in English" by Arvind Krishna Mehrotra
8. "Indian Writing in English: A Short History" by C.D. Narasimhaiah
9. "The Routledge History of Indian Literature in English" – Edited by Supriya Ray
10. "Indian Writing in English: A Critical Evaluation" by R.K. Dhawan
11. "Contemporary Indian Literature in English" by T.P. Rajamanickam
12. "The Essential Tagore" by Rabindranath Tagore (for the work of Tagore in English)
13. "The Penguin Anthology of Modern Indian Writing" by Amit Chaudhuri (editor)

14. "The Postcolonial Indian English Novel" by K.K. Sharma

15. "Indian Poetry in English" by B. N. Ganguli

**Course outcomes:**

**CO1.** Introduce students to Indian English Literature and its major movements and figures through the selected literary texts across genres.

**CO2.** Enable the students to place these texts within the discourse of post-coloniality and understand Indian literary productions in English in relation to the hegemonic processes of colonialism, neo-colonialism, nationalism and globalization.

**CO3.** Allow the students to situate this corpus within its various historical and ideological contexts and approach the study of Indian writing in English from the perspectives of multiple Indian subjectivities

**CO AND PO MAPPING**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	3	2	1	2	1	2
CO2	3	2	3	2	3	2	3
CO3	3	2	3	2	3	2	3

**1: Weakly related, 2: Moderately related and 3: strongly related**

**Examination, Evaluation and Distribution of Marks:-**

**End Semester: 70 Marks (3 Hours)**

1. Five long answer type critical questions out of Eight alternatives  $5 \times 14 = 70$

**Continuous Internal Assessment: 30 Marks**

## Semester – V

### Core Course 11 (C 11) – American Literature

**End Semester Exam: 70 Marks**

**Internal Assessment: 30 Marks**

#### Course objectives:

1. Introduce Major Literary Periods – Explore key literary movements such as Puritanism, Romanticism, Transcendentalism, Realism, Naturalism, Modernism, and Postmodernism.
2. Analyze Representative Works – Study influential authors like Nathaniel Hawthorne, Edgar Allan Poe, Walt Whitman, Emily Dickinson, Mark Twain, F. Scott Fitzgerald, Ernest Hemingway, and Toni Morrison.
3. Examine Social and Historical Contexts – Understand how literature reflects and shapes American culture, identity, politics, race, gender, and historical events.
4. Develop Critical Thinking – Encourage literary analysis, interpretation, and evaluation of texts through various critical lenses.
5. Enhance Writing and Research Skills – Improve academic writing, argumentation, and research methodologies in literary studies.
6. Foster Appreciation for Diversity – Explore the contributions of diverse voices, including Native American, African American, feminist, and immigrant literature.

#### UNIT I

##### Novel

Ernest Hemingway: The Old Man and the Sea

Harper Lee: To Kill a Mocking Bird

#### UNIT II

##### Short Stories

Edgar Allan Poe The Purloined Letter

F.Scott Fitzgerald The Crack-up

William Faulkner Dry September

#### UNIT III

##### Poems



Walt Whitman                      Song of Myself, When Lilacs Last in the Dooryard Bloom' d,

O Captain My Captain, I Hear America Singing

Sylvia Plath                      Ariel, Lady Lazarus

Emily Dickinson                      Success is counted sweetest, Because I could not stop for Death

**Essential/recommended readings-** as listed in the units

**Suggested readings:**

1. "The Norton Anthology of American Literature" – Edited by Robert S. Levine
2. "The Cambridge History of American Literature" – Edited by Sacvan Bercovitch
3. "The Oxford Companion to American Literature" – Edited by James D. Hart
4. "A History of American Literature" by Richard Gray
5. "The American Novel: A History" by Peter D. Mathieson
6. "The Routledge Companion to American Literature" – Edited by C. M. Hines
7. "American Literature: A History" by Nina Baym
8. "The Cambridge Companion to American Literature" – Edited by Timothy R. Carroll
9. "A Critical History of American Literature" by Donald Pizer
10. "The Literature of the United States: An Introduction to American Literature" by Robert E. Spiller
11. "The Norton Anthology of American Literature: Volume 2 (The 19th Century)" – Edited by Robert S. Levine
12. "The Literature of the American South: A Norton Anthology" – Edited by William L. Andrews, Carl Rollyson, and Nancy R. Huling
13. "The Oxford History of the Novel in English: Volume 7: The American Novel" – Edited by Janet Galligani Casey
14. "The Cambridge Companion to the Literature of the American South" – Edited by Susan Castillo
15. "The American Literary Tradition" – Edited by David Perkins

**Course outcomes:**

**CO1.** Acquaint students with the wide and varied literatures of America: literature written by writers of European, particularly English, descent reflecting the complex nature of the society that emerged after the whites settled in America in the 17th century.

**CO2.** To include Utopian narrative transcendentalism and the pre-and post- Civil War literature of the 19th century

**CO3.** Introduce students to the African American experience both ante-bellum and postbellum reflected in the diversity of literary texts, from narratives of slavery, political speeches delivered by Martin Luther King Jr. and Frederick Douglass, as well as the works of contemporary black woman writers

**CO4.** Familiarize students with native American literature which voices the angst of a people who were almost entirely wiped out by forced European settlements.



**CO5.** To include modern and contemporary American literature of the 20th century.

**CO AND PO MAPPING**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	1	2	1	2
CO2	3	2	2	1	2	1	2
CO3	3	2	3	2	3	2	2
CO4	3	2	3	2	3	3	2
CO5	3	3	2	2	2	2	3

**1: Weakly related, 2: Moderately related and 3: strongly related**

**Examination, Evaluation and Distribution of Marks:-**

**End Semester: 70 Marks (3 Hours)**

1. Five long answer type critical questions out of Eight alternatives  $5 \times 14 = 70$

**Continuous Internal Assessment: 30 Marks**

**Core Course 12 (C 12) – British Literature: The Early 20<sup>th</sup> Century**

**End Semester Exam: 70 Marks**

**Internal Assessment: 30 Marks**

**Course Objective:**

1. Understanding the Historical and Cultural Context: Explore the historical, political, and social changes of the early 20th century, including the impact of World War I, industrialization, the decline of the British Empire, and shifts in class structure, and understand how these events influenced literature.
2. Studying Major Literary Movements: Investigate key literary movements of the period, including Modernism, Imagism, and Stream of Consciousness, and understand how they represented a break from Victorian conventions.
3. Exploring Major Authors and Texts: Analyze the works of key writers of the early 20th century such as Virginia Woolf, James Joyce, T.S. Eliot, D.H. Lawrence, E.M. Forster, Katherine Mansfield, and W.B. Yeats, considering their contributions to British literature.

4. Examining the Influence of Modernism: Understand the core characteristics of modernist literature, including a focus on experimentation with form, subjectivity, alienation, fragmentation, and the exploration of consciousness.
5. Exploring Themes and Concerns: Investigate central themes such as alienation, identity, disillusionment, class struggle, gender roles, the impact of war, and psychological exploration, reflecting the complexities of modern life.
6. Analyzing Literary Techniques and Innovations: Study the innovative use of narrative techniques, such as stream of consciousness, fragmented narrative, unreliable narrators, and symbolism, to reflect the psychological depth and fractured nature of modern existence.
7. Engaging with Post-War Literature: Explore the aftermath of World War I and the disillusionment it caused, reflected in the literature of the period, with particular attention to writers such as Wilfred Owen and Siegfried Sassoon.
8. Examining the Role of Women in Literature: Investigate how early 20th-century women writers, such as Virginia Woolf and Katherine Mansfield, addressed issues of gender, feminism, and the representation of female experience in their works.
9. Developing Analytical and Critical Skills: Encourage students to engage critically with texts by applying different literary theories and frameworks, enhancing their understanding of the texts' complexities.
10. Recognizing the Legacy of Early 20th-Century Literature: Understand how the early 20th-century British literary works influenced later movements, including Postmodernism, and how they continue to shape contemporary literature.

## UNIT I

### Novels

Virginia Woolf                      Mrs. Dalloway

Bram Stoker                      Dracula

## UNIT II

### Poems

W.B. Yeats                      Sailing to Byzantium, Easter 1916, The Second Coming

T.S. Eliot                      The Hollow Men, The Love Song of J Alfred Prufrock

Philip Larkin                      The Whitsun Wedding, Church Going

Ted Hughes                      The Hawk in the Rain, Thought Fox

### UNIT III

#### Drama

J.M. Synge                      The Playboy of the Western World

Samuel Beckett                      Waiting for Godot

**Essential/recommended readings-** as listed in the units

#### **Suggested readings:**

1. The Cambridge History of English Literature, Volume 13: The Early Twentieth Century – Edited by A. R. M. Jones
2. The Norton Anthology of English Literature, Volume 2: The Twentieth Century and After – Edited by Stephen Greenblatt
3. The Oxford Companion to English Literature – Edited by Dinah Birch
4. The Cambridge Companion to Modernism – Edited by Michael Levenson
5. A History of English Literature by Michael Alexander
6. The Oxford History of English Literature: The Twentieth Century – Edited by Christopher Butler
7. The Routledge History of Literature in English: Britain and Ireland – Edited by Ronald Carter and John McRae
8. British Literature 1900-1950 by David Malcolm
9. Modernism: A Very Short Introduction by Christopher Butler
10. The Penguin History of English Literature: The Twentieth Century by David Daiches
11. The Cambridge Companion to Virginia Woolf – Edited by Sue Roe and Susan Sellers
12. The Cambridge Companion to D.H. Lawrence – Edited by Anne Fernald
13. The Oxford Handbook of Modernisms – Edited by Peter Brooker and Andrew Thacker
14. The Faber Book of Modern Verse – Edited by T. S. Eliot
15. The Modernist Movement in English Literature by Peter Childs

#### **Course outcomes:**

**CO1.** Develop an understanding among students of the various forms of critique of modernity that evolved in England (and Europe) in the course of the 20th century.

**CO2.** Help students comprehend the path-breaking and avant-garde forms of literary expression and their departures from earlier forms of representations

**CO3.** Facilitate an understanding of the impact of the two world wars on literary expression and the various political/ideological positions of the European intelligentsia vis-à-vis the phenomenon.

**CO4.** Create an awareness of new disciplines/areas of inquiry that decisively influenced European art and literature in the 20th century.

**CO5.** The student will have a thorough general awareness of Computer hardware and software from a practical perspective.

### CO AND PO MAPPING

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	1	3	2	2
CO2	3	3	2	1	3	2	3
CO3	3	2	3	2	3	3	2
CO4	3	2	2	1	3	3	3

**1: Weakly related, 2: Moderately related and 3: strongly related**

#### **Examination, Evaluation and Distribution of Marks:-**

**End Semester: 70 Marks (3 Hours)**

1. Five long answer type critical questions out of Eight alternatives  $5 \times 14 = 70$

**Continuous Internal Assessment: 30 Marks**

### **DSE 1A (Elective) – Literature of the Indian Diaspora**

**End Semester Exam: 70 Marks**

**Internal Assessment: 30 Marks**

#### **Course objectives:**

1. **Explore the Concept of Diaspora:** Understand the historical, cultural, and social contexts of the Indian diaspora and its impact on literature.
2. **Study Major Diasporic Writers:** Analyze the works of key Indian diasporic authors such as Salman Rushdie, Bharati Mukherjee, Vikram Seth, Arundhati Roy, and Kiran Desai.
3. **Examine Themes of Identity and Belonging:** Investigate themes such as cultural identity, displacement, migration, assimilation, and the tension between home and host countries in diasporic literature.
4. **Understand the Role of Memory and History:** Explore how the Indian diasporic literature reflects the experience of historical events like partition, colonialism, and post-independence migration.
5. **Analyze the Influence of Multiculturalism:** Study the impact of multicultural environments on language, tradition, and the expression of diasporic experiences in literature.
6. **Investigate Literary Forms and Techniques:** Examine the various narrative structures, literary techniques, and genres used in the representation of diasporic experiences.

7. **Enhance Critical Understanding of Diasporic Narratives:** Develop the ability to critically analyze and interpret the experiences, struggles, and contributions of the Indian diaspora through literature.

## UNIT I

Bharti Mukherjee      Desirable Daughters

## UNIT II

Kiran Desai      The Inheritance of Loss

## UNIT III

Salman Rushdie      Midnight's Children

## UNIT IV

Jhumpa Lahiri      The Namesake

**Essential/recommended readings-** as listed in the units

### Suggested Readings:

1. "Introduction: The diasporic imaginary" in Mishra, V. V. (2008). *Literature of the Indian diaspora*. London: Routledge
2. "Cultural Configurations of Diaspora," in Kalra, V. Kaur, R. and Hutynuk, J. (2005).
3. *Diaspora & hybridity*. London: Sage Publications.
4. "The New Empire within Britain," in Rushdie, S. (1991). *Imaginary Homelands*. London: Granta Book.

### Course outcomes:

**CO1. Critical Understanding of Diasporic Literature:** Students will develop a deeper understanding of the concept of the Indian diaspora and its literary expressions across the globe.

**CO2. Knowledge of Key Diasporic Authors:** Learners will gain familiarity with the works of significant Indian diasporic authors like Salman Rushdie, Bharati Mukherjee, Vikram Seth, Arundhati Roy, and Kiran Desai.

**CO3. Analyze Themes of Displacement and Identity:** Students will be able to critically analyze themes of displacement, identity, belonging, and migration in diasporic literature.

**CO4. Examine Cultural and Social Contexts:** Learners will understand how cultural, historical, and social contexts influence the themes, characters, and narrative styles in diasporic literature.



**CO5. Understand Multiculturalism and Globalization:** Students will develop an awareness of the impact of multiculturalism, globalization, and transnationalism on diasporic identities and literary expressions.

**CO6. Interdisciplinary Approach to Literature:** The course will help students integrate literary analysis with social, political, and cultural studies, enhancing their interdisciplinary skills.

**CO7.Enhance Critical Thinking and Interpretation:** Students will be equipped with the skills to critically read, analyze, and interpret the diverse narratives of the Indian diaspora, fostering a broader worldview on global migration and cultural exchange.

### **Examination, Evaluation and Distribution of Marks:-**

#### **End Semester: 70 Marks (3 Hours)**

1. Five long answer type critical questions out of Eight alternatives  $5 \times 14 = 70$

#### **Continuous Internal Assessment: 30 Marks**

### **DSE 1 B (Elective) – Dalit Literature**

#### **End Semester Exam: 70 Marks**

#### **Internal Assessment: 30 Marks**

#### **Course objective:**

1. **Understand the Concept of Dalit Literature:** Explore the origins, definition, and socio-political significance of Dalit literature within the broader context of caste and social justice in India.
2. **Study Key Dalit Writers and Works:** Analyze the works of influential Dalit writers such as B.R. Ambedkar, Namdeo Dhasal, Om Prakash Valmiki, and Sharankumar Limbale.
3. **Examine Themes of Caste, Oppression, and Identity:** Investigate central themes of Dalit literature, including caste discrimination, marginalization, social inequality, and the search for identity and dignity.
4. **Analyze the Role of Language in Dalit Writing:** Study how language, narrative style, and regional dialects are used to reflect the lived experiences of Dalits and challenge dominant cultural norms.
5. **Explore the Historical and Social Context:** Understand the impact of India's caste system and social structure on the development of Dalit literature, as well as its role in activism and social reform.
6. **Focus on the Politics of Representation:** Examine how Dalit literature subverts mainstream narratives and seeks to give voice to the marginalized and oppressed sections of society.
7. **Develop Critical Thinking on Social Justice:** Cultivate the ability to critically analyze and engage with Dalit literature to better understand the intersection of literature, politics, and social change.

**UNIT I**

Om Prakash Valmiki	Joothan
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**UNIT II**

Babytai Kamble	The Prison we Broke
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**UNIT III**

Mulk Raj Anand	Untouchable
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**UNIT IV**

Dagdu Maruti Pawar	Baluta
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**Essential/recommended readings-** as listed in the units

**Suggested readings:**

1. "Dalit Literature: A Critical Exploration" by M. K. Raghavendra
2. "The Oxford India Anthology of Telugu Dalit Writing" edited by K. S. Ravikumar and M. K. Raghavendra
3. "From a Cult of Purity to a Culture of Protest: The Dalit Literary Movement" by Vasant S. Gajendragadkar
4. "Dalit Writing: A Critical Perspective" by Sharmila Rege
5. "The Essential Writings of B. R. Ambedkar" edited by Vasant Moon
6. "Breaking the Silence: The Dalit Movement in India" by Sharankumar Limbale
7. "Dalit Literature in India" by S. M. Michael
8. "The Dalit Panth" by Gail Omvedt
9. "Untouchable: The Dalit Literary Tradition" edited by N. M. S. N. R. Krishnaswamy
10. "The Weave of My Life: A Dalit Woman's Memoirs" by Urmila Pawar (translated by Maya Pandit)

**Examination, Evaluation and Distribution of Marks:-****End Semester: 70 Marks (3 Hours)**

1. Five long answer type critical questions out of Eight alternatives  $5 \times 14 = 70$

**Continuous Internal Assessment: 30 Marks**

## DSE 2 A (Elective) – Literature & Cinema

**End Semester Exam: 70 Marks**

**Internal Assessment: 30 Marks**

### Course objective:

1. **Explore the Relationship Between Literature and Film:** Understand the connection between literary works and their cinematic adaptations, exploring how one medium influences the other.
2. **Study Literary Texts and Their Film Versions:** Analyze various literary genres, texts, and their corresponding film adaptations to examine the transformation of stories from page to screen.
3. **Examine Narrative Techniques in Literature and Film:** Compare and contrast narrative structures, storytelling techniques, and visual aesthetics in literature and cinema.
4. **Understand the Role of Interpretation:** Explore how directors, screenwriters, and filmmakers interpret and reimagine literary works, and how this affects the audience's perception.
5. **Analyze Themes and Cultural Representation:** Investigate how literature and cinema address and reflect social, political, and cultural themes, and their impact on societal views.
6. **Explore Cinematic Language and Film Criticism:** Develop an understanding of cinematic language, including aspects such as cinematography, editing, sound, and mise-en-scène, alongside film criticism.
7. **Foster Interdisciplinary Thinking:** Encourage interdisciplinary analysis by combining literary studies with film studies, allowing for a deeper appreciation of both mediums.

### UNIT I

Introduction to Film Studies, History of Cinema and Mise-en-scene.

### UNIT II

Villarejo: Language of Cinema.

Maya Deren: Cinematography: The Creative use of Reality.

### UNIT III

Dudley Andrew: Theories of Adaptation.

Rudolf Arnheim: Film as Art.

James Monaco, 'The language of film: signs and syntax', in *How To Read a Film: The World of Movies, Media & Multimedia* (New York : OUP, 2009) chap.3, pp.170– 249.

Andre Bazin: The Evolution of the Language of Cinema.

## UNIT IV

### Adapted Texts and Adaptations:

1. Khuswant Singh: Train to Pakistan. (Same Adaptation)
2. O. Henry: The Last Leaf ( Looteria in Adaptation)
3. Deepa Mehta: Water (Water in Adaptation)
4. Helen Keller: The Story of my Life ( Black in Adaptation)

### Suggested readings:

1. Linda Hutcheon, 'On the Art of Adaptation', *Daedalus*, vol.133,(2004).
2. Thomas Leitch, 'Adaptation Studies at Crossroads', *Adaptation*, 2008, vol.1, no. 1
3. Tony Bennett and Janet Woollacott, 'Figures of Bond', in *Popular Fiction: Technology, Ideology, Production, Reading*, ed. Tony Bennet (London and New York: Routledge, 1990).
4. B. Mcfarlens, *Novel to Film: An Introduction to the Theory of Adaptation* (Clarendon University Press, 1996).

### Course outcomes:

**CO1. Analyze the Relationship Between Literature and Film:** Students will understand and critically assess the relationship between literary texts and their film adaptations, exploring how narratives transform across mediums.

**CO2. Examine Narrative Techniques:** Learners will develop the ability to compare narrative structures and storytelling techniques in literature and cinema, understanding the unique features of both forms.

**CO3. Explore Themes and Cultural Representations:** Students will analyze how literature and cinema address similar themes (e.g., identity, social issues, politics) and represent cultural, social, and historical contexts.

**CO4. Critically Evaluate Adaptations:** Learners will critically evaluate the process of adapting literary works into films, considering fidelity, interpretation, and the creative liberties taken in the transition.

**CO5. Understand the Role of Visual Storytelling:** Students will explore the impact of cinematic techniques such as cinematography, editing, and mise-en-scène on the narrative and themes in comparison to literary forms.



**CO6. Develop Interdisciplinary Analysis:** The course will enhance students' ability to use interdisciplinary approaches, combining literary analysis with film theory, to deepen their understanding of both mediums.

**CO7. Cultivate Appreciation of Both Forms:** Students will develop a greater appreciation for both literature and cinema as distinct but complementary forms of artistic expression, enhancing their critical and analytical skills.

### **Examination, Evaluation and Distribution of Marks:-**

End Semester: 70 Marks (3 Hours)

1. Five long answer type critical questions out of Eight alternatives  $5 \times 14 = 70$

**Continuous Internal Assessment: 30 Marks**

## **DSE2 B (Elective) – Research Methodology**

**End Semester Exam: 70 Marks**

**Internal Assessment: 30 Marks**

### **Course objective:**

1. **Understand Research Principles:** Develop a foundational understanding of the principles and ethics of academic research across various disciplines.
2. **Learn Research Design:** Gain knowledge of different research designs, including qualitative, quantitative, and mixed methods, and learn how to choose the appropriate one for a study.
3. **Master Research Tools and Techniques:** Explore various research tools, techniques, and methodologies, such as surveys, case studies, interviews, and content analysis.
4. **Develop Data Collection and Analysis Skills:** Learn how to collect, organize, and analyze data effectively, using both statistical and non-statistical methods.
5. **Understand Literature Review:** Gain the ability to conduct a comprehensive literature review, critically engaging with existing research to identify gaps and form a solid research foundation.
6. **Enhance Report Writing Skills:** Develop skills in writing research reports, including how to present findings, structure research papers, and reference sources correctly.
7. **Foster Critical Thinking:** Cultivate the ability to critically assess research methodologies, recognize biases, and engage with research data and results analytically.

### **Unit 1.**

○ Definition and Scope of Research

○ Basic Principles of Research



- Features of a Research

## Unit 2

### Research Terminology:

Abstract, hypothesis, article, synopsis, bibliography, peer review, seminar, conference, Magazine, Journal, publications, refereed publication, ISSN/ISBN number, corporate author, full-text search, etc

## Unit 3

### Materials and Tools of Research:

- Use of Primary and Secondary data.
- Print: Books, Journals, Articles, Magazines, etc.
- Audio-visual resources: Pictures, Motion Pictures, Documentaries, Audio Tapes, etc.
- Interviewing
- Questionnaires/ Surveys
- Web resources
- e-Library/ Library as a resource

## Unit 4

### Documentation:

- Legal issues: Intellectual Honesty, Ethics in Research, and Plagiarism
- Format: Citation format for print and non-print sources (MLA and APA Style Sheets)

### Suggested Reading

1. Ahuja, Ram. *Research Methods*. Rawat Publications, 2001.
2. Allison, B. *The Students' Guide to Preparing Dissertations and Theses*. London: Kogan Page. 1997. Print.
3. Altick, Richard D. and John J. Fenstermaker. *The Art of Literary Research*. 4th ed. New York: Norton, 1993. Print.
4. Anderson Marilyn et al. *Critical Thinking, Academic Writing and Presentation Skills*. Dorling Kindersley (India), 2010.
5. Bhandarkar, P. L., et al. *Methodology & Techniques of Social Research*. Himalaya Pub. House, 2010.

6. Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 8th ed. New Delhi: East-West Press, 2009.
7. Harris R. Steven and Kathleen A. Johnson. Eds. *Teaching Literary Research: Challenges in a Changing Environment*. Association of College and Research Libraries, 2009.
8. Kothari, C.R. *Research Methodology: Methods and Techniques*. New Delhi: New Age International Ltd, 1985.

### Course outcomes:

**CO1. Develop Research Skills:** Students will acquire fundamental skills for designing and conducting research, including identifying research questions and formulating hypotheses.

**CO2. Understand Research Methods:** Learners will be able to differentiate between qualitative, quantitative, and mixed research methods and understand their appropriate application.

**CO3. Master Data Collection Techniques:** Students will learn various data collection methods such as surveys, interviews, case studies, and observational techniques.

**CO4. Analyze and Interpret Data:** Learners will develop the ability to analyze and interpret data accurately using both statistical and non-statistical methods.

**CO5. Conduct Literature Reviews:** Students will gain proficiency in conducting literature reviews, critically engaging with existing research to support their own research inquiries.

**CO6. Write Research Proposals and Reports:** Learners will enhance their skills in writing research proposals, including clear articulation of objectives, methodology, and analysis, and presenting research findings in well-structured reports.

**CO7. Understand Ethical Considerations:** Students will be equipped with the knowledge of ethical issues in research, including consent, confidentiality, and integrity in data collection and reporting.

### Examination, Evaluation and Distribution of Marks:-

#### End Semester: 70 Marks (3 Hours)

Five long answer type critical questions out of eight alternatives  $5 \times 14 = 70$

#### Continuous Internal Assessment: 30 Marks

**Note:** Students should study two papers of Discipline Specific Elective (DSE) in Fifth Semester. Students are required to make a choice between DSE 1A and DSE 1B and similarly between DSE 2 A and DSE 2 B

## **Semester -VI**

### **Core Course 13 (C 13) – European Literature**

**End Semester Exam: 70 Marks**

**Internal Assessment: 30 Marks**

#### **Course objective:**

1. Understanding the Historical and Cultural Context: Analyze how European literature reflects the political, social, and cultural histories of various European nations and regions, considering how literature has responded to historical events like wars, revolutions, and changes in political regimes.
2. Exploring Literary Movements and Traditions: Study key literary movements such as the Enlightenment, Romanticism, Modernism, and Postmodernism, among others, and understand their influence on European writers and the development of European literary traditions.
3. Examining the Evolution of Themes: Investigate recurring themes in European literature, such as identity, freedom, power, love, alienation, and existential questions, and how these themes evolve across different periods and genres.
4. Analyzing Different Literary Genres: Engage with various genres, including poetry, drama, fiction, and philosophical works, to understand the distinct stylistic approaches of European writers and their contributions to world literature.
5. Comparative Analysis of European Writers: Read and critically analyze works by key European authors (such as Shakespeare, Goethe, Dostoevsky, Kafka, and others), comparing their contributions to the development of literature and their exploration of universal human experiences.
6. Examining the Role of Literature in Shaping European Identity: Explore how literature has played a role in shaping national identities, cultural narratives, and the concept of "European" identity, considering both shared influences and regional distinctiveness.
7. Identifying Cross-Cultural Influences: Recognize the connections between European literatures and their interactions with non-European literatures, and how European writers have been influenced by or have influenced writers from other parts of the world.
8. Fostering Critical Thinking and Interpretation: Develop the ability to interpret and critique literary texts using various critical approaches (such as formalist, historical, feminist, postcolonial, etc.) to uncover deeper meanings and implications.
9. Understanding the Role of Language in European Literature: Study the relationship between language and meaning in European literary works, considering how language reflects cultural values, societal norms, and power structures.
10. Promoting an Appreciation of European Literary Heritage: Cultivate an appreciation for the diversity, depth, and complexity of European literary traditions, encouraging students to recognize how European literature continues to influence global literary culture.

**UNIT I****Drama**

1. Henrik Ibsen: Ghosts
2. Eugene Ionesco: Rhinoceros

**UNIT II****Novel**

1. Franz Kafka: The Metamorphosis

**UNIT III****Poem**

1. Homer: The Iliad., Book 1
2. Dante: Divine Comedy (First two Cantos)

**UNIT IV****Short Stories**

1. Guy de Maupassant: The Necklace
2. Leo Tolstoy: How much Land does a Man Require?

**Essential/recommended readings-** as listed in the units

**Suggested Readings:**

1. The Norton Anthology of Western Literature (Volumes 1-2) – Edited by Sarah N. Lawall
2. A History of European Literature: The West and the World from Antiquity to the Present by David K. S. Tse
3. The Cambridge History of European Novel – Edited by Patrick Parrinder
4. The Oxford Companion to English Literature – Edited by Dinah Birch
5. The Routledge Companion to European Literature – Edited by David J. B. Trim
6. The Oxford History of English Literature – Series of volumes edited by various scholars
7. The European Literature Handbook by Howard Jacobson
8. Romanticism: An Anthology – Edited by Michael Ferber
9. The Cambridge Companion to Modern European Culture – Edited by Martin Jay
10. Modernism: A Guide to European Literature 1890-1930 by David McWhirter
11. Dante: A Life by Roberto Benigni
12. Goethe's Faust: A Critical Guide by John R. Williams

13. The Cambridge Companion to Russian Literature – Edited by Evgeny Dobrenko and Irina Paperno
14. The Routledge Handbook of German Literature – Edited by Stuart Taberner
15. The Cambridge Companion to French Literature – Edited by John D. Lyons

### Course outcomes:

**CO1.** Provide students with an overview of how modernity was introduced in the twentieth century through drama.

**CO2.** Help students understand the dynamic relationship between actors and audience, and to observe the transition from passive spectatorship to a more active and vital participatory process visible in newer forms in the 1970s.

**CO3.** Examine Ibsen' s Ghosts as it focuses on issues related to women in patriarchal institutions such as marriage.

**CO4.** Look at ideas of alienation in epic theatre, through a study of Brecht' s The Good Woman of Szechuan, and to link those ideas to Brecht' s prose works.

**CO5.** Examine Ionesco' s play Rhinoceros in the light of his prose writings, Present Past, Past Present.

### CO AND PO MAPPING

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	1	1	2	1	3
CO2	3	3	3	2	2	1	2
CO3	3	2	3	3	3	2	2
CO4	3	2	3	2	3	3	2
CO5	3	2	2	2	3	3	3
CO6	3	2	3	3	3	3	3

**1: Weakly related, 2: Moderately related and 3: strongly related**

### Examination, Evaluation and Distribution of Marks:-

**End Semester: 70 Marks (3 Hours)**

Five long answer type critical questions out of eight alternatives 5x14 = 70

**Continuous Internal Assessment: 30 Marks**



## Core Course 14 (C 14) – Post- Colonial Literature

**End Semester Exam: 70 Marks**

**Internal Assessment: 30 Marks**

### Course Objective:

1. Understanding Colonialism's Impact: Examine the historical, social, and cultural effects of colonization on both the colonizers and the colonized, particularly in terms of identity, language, and power dynamics.
2. Analyzing Postcolonial Themes: Explore key themes such as race, identity, migration, hybridity, diaspora, resistance, decolonization, and the legacies of colonialism in contemporary societies.
3. Reading and Analyzing Postcolonial Texts: Engage with and critically analyze texts from diverse postcolonial authors, including works by authors from former colonies in Africa, Asia, the Caribbean, and other regions.
4. Examining Narrative Forms and Techniques: Investigate how postcolonial writers use narrative techniques, such as non-linear storytelling, fragmented narratives, and hybrid forms, to represent postcolonial realities.
5. Exploring Power and Language: Study how language functions as a tool of both oppression and resistance in postcolonial contexts, including the role of indigenous languages, translation, and the tension between native and colonial languages.
6. Promoting Critical Thought on Identity and Representation: Encourage students to think critically about the construction of identities (individual and collective) within postcolonial societies and how these identities are represented in literature.
7. Developing a Global Perspective: Foster a global understanding of postcolonial struggles, helping students recognize the interconnectedness of histories, cultures, and literary traditions in a postcolonial world.
8. Encouraging Comparative Analysis: Compare works from different regions and cultural backgrounds, considering the similarities and differences in postcolonial experiences and literary responses.
9. Building an Awareness of Social Justice and Resistance: Examine the role of literature as a tool for social change, activism, and resistance against colonial and neocolonial systems.

### UNIT I

#### Novels

**Chinua Achebe**                      **Things Fall Apart**

**Gabriel Garcia Marquez**                      **Chronicle of a Death Foretold**

Buchi Emecheta                      Second Class Citizen

## UNIT II

### Short Stories

Bessie Head                      The Collector of Treasures

Ama Ata Aidoo                      The Girl who can

Grace Ogot                      The Green Leaves

## UNIT III

### Poems

Pablo Neruda                      Tonight I can Write, Love Sonnets 11 & 17

Derek Walcott                      A Far Cry from Africa, The Saddhu of Couva

Mamang Dai                      Small Towns and the River

David Malouf                      Revolving Days

**Essential/recommended readings-** as listed in the units

### Suggested Readings:

1. The Post-Colonial Studies Reader – Edited by Bill Ashcroft, Gareth Griffiths, and Helen Tiffin
2. The Empire Writes Back: Theory and Practice in Post-Colonial Literatures by Bill Ashcroft, Gareth Griffiths, and Helen Tiffin
3. Postcolonial Literature: An Introduction by Dr. K. S. Ramamurthy
4. The Wretched of the Earth by Frantz Fanon
5. The Postcolonial Condition by Homi K. Bhabha
6. Culture and Imperialism by Edward Said
7. Orientalism by Edward Said
8. Colonialism/Postcolonialism by Ania Loomba
9. A Handbook of Postcolonialism by Pramod K. Nayar
10. The Oxford Handbook of Postcolonial Studies – Edited by John McLeod
11. Postcolonial Theory: A Critical Introduction by Leela Gandhi
12. The Postcolonial Novel by Rajeev Patke
13. Contemporary Postcolonial Theory: A Reader – Edited by P. L. S. J. Thomas
14. Race and the Novel: Postcolonial Literature in the 21st Century by John T. S. Brown
15. The Postcolonial Imagination by Steven Connor

**Course outcomes:**

**CO1.** Introduce the students to postcolonial theorisations and texts from hitherto colonized regions.

**CO2.** Demonstrate an awareness of the postcolonial situation through the reading of a wide variety of texts.

**CO3.** Familiarize students with of the variety of postcolonial literatures from Africa, Latin America and South Asia and to counter the stereotypes usually associated with assumptions regarding these literatures.

**CO4.** Inculcate adequate knowledge of the importance of gender, class, and caste issues in postcolonial literatures.

**CO5.** Expose students to various genres of writing: the novel, drama, short stories, prose writings, critical essays and poetry.

**CO AND PO MAPPING**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	3	2	2
CO2	3	2	3	2	3	2	2
CO3	3	2	2	2	3	2	3
CO4	3	2	2	2	3	2	2
CO5	3	3	2	2	3	2	2

**1: Weakly related, 2: Moderately related and 3: strongly related**

**Examination, Evaluation and Distribution of Marks:-****End Semester: 70 Marks (3 Hours)**

Five long answer type critical questions out of eight alternatives  $5 \times 14 = 70$

**Continuous Internal Assessment: 30 Marks**

## DSE 3 A (Elective) – Partition Literature

**End Semester Exam: 70 Marks**

**Internal Assessment: 30 Marks**

**Course objective:**

1. **Understand the Historical Context of Partition:** Explore the historical, political, and social events surrounding the Partition of India in 1947 and its impact on literature.
2. **Study Key Works and Authors:** Analyze significant literary works and authors such as Saadat Hasan Manto, Ismat Chughtai, Khushwant Singh, and Amrita Pritam, who portrayed the human cost of Partition.
3. **Examine Themes of Trauma and Displacement:** Investigate the central themes of loss, displacement, violence, identity, and the psychological trauma faced by those affected by Partition.
4. **Explore Gender and Partition:** Study the gendered experiences of Partition, focusing on the roles of women and the atrocities they faced during this period.
5. **Analyze the Role of Memory and History:** Examine how Partition literature captures personal and collective memories, presenting varied perspectives on the division of the subcontinent.
6. **Investigate Post-Partition Identity:** Explore how Partition literature grapples with the complex issues of identity, belonging, and cultural continuity in the aftermath of the event.
7. **Enhance Critical Engagement with Partition Narratives:** Develop the ability to critically analyze and interpret the emotional, social, and political dimensions of Partition literature.

### UNIT I

Manju Kapoor

Difficult Daughters

### UNIT II

Attia Hossain

Sunlight on a Broken Column

### UNIT III

Khushwant Singh

Train to Pakistan

### UNIT IV

Bapsi Sidhwa

Ice-Candy Woman

**Essential/recommended readings-** as listed in the units



### Suggested readings:

1. "Partition Museum: Amritsar." The Partition Museum, 20 Oct. 2019, <https://www.partitionmuseum.org/>
2. Hasan, Mushirul, "PARTITION NARRATIVES." *Oriente Moderno*, vol. 23 (84), no. 1, 2004, pp. 103– 30. JSTOR, <http://www.jstor.org/stable/25817920>
3. Virdee, Pippa. "Remembering Partition: Women, Oral Histories and the Partition of 1947." *Oral History*, vol. 41, no. 2, 2013, pp. 49– 62. JSTOR, <http://www.jstor.org/stable/23610424>.
4. Agarwal, Madhulika. "Deconstructing the 'Rape Is Worse than Death' Conception." *Feminism in India*, 4 Oct. 2016, <https://feminisminindia.com/2016/09/19/rape-worse-death/>.
5. Menon, Ritu. *Borders and Boundaries, Kali for Women*, Delhi, Delhi, 1998, pp. x-xiii.
6. Freud, Sigmund, and Sigmund Freud. "Mourning and Melancholia." *History of the Psychoanalytic Movement*, CHARLES RIVER EDITORS, S.L., 2018, pp. 243– 258.

### Course outcomes:

**CO1. Understanding the Historical Impact of Partition:** Students will gain a thorough understanding of the historical, political, and social consequences of the Partition of India in 1947 and its portrayal in literature.

**CO2. Critical Analysis of Partition Narratives:** Learners will be able to critically analyze literary works that depict the trauma, violence, and displacement caused by the Partition.

**CO3. Examine Themes of Trauma and Memory:** Students will explore themes such as loss, migration, identity, and the psychological and emotional scars of Partition, focusing on how memory and history are represented in literature.

**CO4. Understand Gender and Partition:** Learners will analyze the specific experiences of women during and after the Partition, including issues of violence, abduction, and displacement.

**CO5. Explore Multivocal Narratives:** Students will engage with diverse perspectives on Partition, including those of Hindus, Muslims, Sikhs, refugees, and marginalized groups, to understand the multifaceted impact of the event.

**CO6. Analyze the Role of Fiction in Shaping Historical Memory:** Students will critically assess how literature functions as both a historical record and a tool for cultural healing and reconciliation regarding Partition.

**CO7. Enhance Comparative Literary Skills:** The course will develop students' ability to compare and contrast Partition literature across languages, regions, and forms, while fostering an understanding of its broader cultural and political implications.

### Examination, Evaluation and Distribution of Marks:-

#### End Semester: 70 Marks (3 Hours)

Five long answer type critical questions out of eight alternatives 5x14 = 70

#### Continuous Internal Assessment: 30 Marks.



## DSE 3 B (Elective) – Introduction to Cultural Studies

End Semester Exam: 70 Marks

Internal Assessment: 30 Marks

### Course objective:

1. **Develop an Understanding of Cultural Theories:** Gain knowledge of key concepts, theories, and methodologies in cultural studies, including the works of major theorists like Raymond Williams, Stuart Hall, and Michel Foucault.
2. **Analyze Cultural Texts:** Develop the ability to critically analyze cultural texts such as literature, media, film, and art, understanding their production, consumption, and societal impact.
3. **Examine the Relationship Between Culture and Society:** Understand the interconnectedness of culture and society, exploring how culture shapes, and is shaped by, political, economic, and social structures.
4. **Explore Issues of Identity and Power:** Investigate issues related to race, class, gender, sexuality, and colonialism, and their representation in cultural products.
5. **Apply Critical Thinking to Cultural Analysis:** Enhance the ability to apply various cultural theories to interpret and critique everyday cultural practices, media, and global phenomena.
6. **Understand Cultural Diversity and Globalization:** Examine the effects of globalization on cultural identities, practices, and exchanges, and explore the dynamics of cultural diversity in a globalized world.
7. **Enhance Interdisciplinary Skills:** Foster interdisciplinary analytical skills, drawing from literature, sociology, history, and political science to understand the complex nature of culture and its global impact.

### Unit I:

#### Introducing Culture & Cultural Studies

Culture: Definition and Scope

Cultural Studies: Definition, Scope and Methodology

### Unit II:

#### Key Concepts in Cultural Studies

Capitalism, Neo-Liberalism, Marxism & Neo Marxism, Psychoanalysis, Orientalism, Post-Colonialism, Nationalism and Post-Nation, Truth and Post-Truth, Subaltern Studies, Marginalization, Body Culture and Power, Cultural Subjectivity, Culture and Democracy, Gender & Culture, Film & Culture, The Language of Cinema, Media & Culture, Media and Public Domain, Oral Narratives, Folk Culture, Techno-Culture, Contesting Culture

### Source Books:

1. Pramod K Nayar, *An Introduction to Cultural Studies*, Viva Books
2. Brian Longhurst et al, *Introducing Cultural Studies*, Second Edition, Pearson Education

### Suggested readings:

1. John Storey, *What is Cultural Studies; A Reader*, Hodder Education

2. The Routledge Critical and Cultural Theory Reader
3. Amy Villarejo, Film Studies; The Basics, Routledge

**Course outcomes:**

**CO1. Critical Understanding of Culture:** Students will develop a critical understanding of the concept of culture and its significance in shaping society, politics, and individual identities.

**CO2. Application of Cultural Theories:** Learners will be able to apply key cultural theories from prominent theorists (e.g., Stuart Hall, Raymond Williams, and Michel Foucault) to analyze various cultural texts and phenomena.

**CO3. Examine Cultural Dynamics:** Students will gain the ability to explore and understand the dynamics of power, ideology, and social structures through cultural analysis.

**CO4. Explore Identity and Representation:** The course will enable students to analyze issues of identity, gender, race, class, and ethnicity in cultural products and practices.

**CO5. Analyze Media and Popular Culture:** Learners will develop skills to critically analyze the role of media, literature, art, and popular culture in shaping societal norms and values.

**CO6. Understand Globalization and Cultural Exchange:** Students will understand the impact of globalization on culture, including the exchange, hybridity, and conflict between global and local cultures.

**CO7. Interdisciplinary Perspective:** The course will help students develop an interdisciplinary approach to culture, integrating insights from literature, history, sociology, and politics to enrich their understanding of cultural studies.

**Examination, Evaluation and Distribution of Marks:-**

**End Semester: 70 Marks (3 Hours)**

Five long answer type critical questions out of eight alternatives  $5 \times 14 = 70$

**Continuous Internal Assessment: 30 Marks**

**Note:** Students should study two papers of Discipline Specific Elective (DSE) in Sixth Semester. Students are required to make a choice between DSE 3 A and DSE 3 B. DSE 4 (Project Work) is required to be attempted by all students.

**DSE 4 (Elective) – Project Work**

**Total Marks: 100**

**Total Credits: 6**

The department in consultation with the teachers concerned will assign the topics/areas for Project Work. Students will be assessed on the basis of their project and responses to the questions at viva voce examination.

## **Courses of Study – B. A. (Honours) English History (Generic Elective)**

**Effective from: 2022**

### **COURSE STRUCTURE**

#### **Semester I:**

**GE I:** History GE I

#### **Semester II:**

**GE II:** History GE II

#### **Semester III:**

**GE III:** History GE III

#### **Semester IV:**

**GE IV:** History GE IV

#### **Question Pattern and Marking Scheme:**

Each course will be of the value of **100 Marks (6 Credits)**. There will be a **Continuous Internal Assessment of 30 Marks**, an **End Semester Exam (ESE) of 70 Marks**. The Continuous Internal Assessment will be based on: Mid Term Tests = 15 Marks, Assignments/Projects/Posters/Quiz/Seminar = 10 Marks and Classroom attendance and active participation with leadership qualities, good manners and articulation in routine class, instructional deliveries (case studies/seminars/presentations) = 05 Marks,

## Courses of Study – B. A. Honours

### History GE I (Generic Elective I)

#### HISTORY

##### Semester-1

**PAPER CODE: GE-I**

**PAPER NAME: HISTORY OF INDIA -I**

**Objectives:** The purpose of this course is to familiarize students with social, economic, political and cultural developments in India from prehistory up to the post-Mauryas. The focus is on socio-economic developments and not on dynastic history. The intent is to introduce students to the elements of change and continuity in Indian history.

Unit	Detailed syllabus	Credit				Examination Marks Detail		
		L	T	P	Total	External Exam	Internal Exam	Total
I	Survey of sources: Archaeological Sources, Literary Sources, Travellers Accounts; Epigraphical Sources.  Prehistory: Paleolithic, Mesolithic and Neolithic Cultures in India.	5	1	0	6	70	30	100
II	Harappan Civilization: Origin, Extent, Urban Planning, Nature of Political and Economic Organization, Religion and Decline.							
III	Vedic Cultures: Society, Polity, Economy and Religion.							
IV	Rise of Religious Movements in India: Material Background; Teachings of Buddhism and Jainism.							
V	Factors leading to the rise of Mahajanapadas; the Rise of Magadha.  Maurya Empire: Ashoka's Dharma, Administration, Economy, Art and Architecture, Decline.							

##### ESSENTIAL READING:

*B. Allchin, and F.R Allchin, Rise of civilization in India and Pakistan*

*B. Allchin, and F.R Allchin R, Origin of a Civilization*

*Romila Thapar, A history of India Vol. I*

*Romila Thapar, From lineage to state*

*Irfan Habib, Pre History*

*Satish Chandra, Medieval India, Vol.*

*Kulke, H, and D. Rothermund , History of India*  
*Burton Stein, Peasant State and Society in Medieval south India*  
*A.L.Basham, The Wonder That Was India*  
*B.K. Thapar, Recent Archaeological Discoveries in India*  
*R.S.Sharma, Aspects of political Ideas and Institutions in Ancient India*  
*P.N.Chopra &Co., A comprehensive History of Ancient India.*  
*A.B.Pandey , Early Medieval India.*  
*J.L. Mehta ,Advanced Study in the History of Medieval IndiaVol.1(1000-1526)*  
*S.C.Raychoudhury, Social Cultural and Economic History of India.*  
*Sir Mortimer Wheeler, The Indus Civilization*





## Semester-2

**PAPER CODE: GE-II**

**PAPER NAME: HISTORY OF INDIA -II**

**Objectives:** The purpose of this course is to familiarize students with Social, Economic, Political and Cultural Developments in India. The focus is on Socio-Economic Developments and not on Dynastic History. The intent is to introduce students to the elements of Change and Continuity in Indian History.

Unit	Detailed syllabus	Credit				Examination Marks Detail		
		L	T	P	Total	External Exam	Internal Exam	Total
I	Development in the post Mauryas times with special reference to the Kushans, Satavahanas and Harsha.	5	1	0	6	70	30	100
II	The Gupta Empire: Administrations, Economy, Society, Literature, Development in Science, Art and Architecture.							
III	Sangam Literature; Chola Empire: Local Self-Government and Cultural Life; the Pallavas; Tripartite Struggle.							
IV	Bhakti and Sufi movements:  Origin, Doctrines, Spread, Impact on Indian Society							
V	Delhi sultanate: Administrative and Economic Reforms of the Khaljis and Tughlaqs. Decline							

### ESSENTIAL READING:

*Romila Thapar, A History of India Vol. I*

*Romila Thapar, From Lineage to State*

*Satish Chandra, Medieval India, Vol.*

*Kulke, H, and D. Rothermund, History of India*

*Burton Stein, Peasant State and Society in Medieval South India*

*A.L. Basham, The Wonder That Was India*

*K.A. Nikanta Sastri, History of South India from Pre-historic times to the fall of Vijayanagar R.S.*

*Sharma, Aspects of political Ideas and Institutions in Ancient India*

*P.N. Chopra & Co., A comprehensive History of Ancient India.*

*A.B. Pandey, Early Medieval India.*

*J.L. Mehta, Advanced Study in the History of Medieval India Vol.II (1000-1526)*

*S.C. Raychoudhury, Social, Cultural and Economic History of India.*

*R.P. Tripathi, Some aspects of Muslim Administration*

### Semester-3

**PAPER CODE: GE-III**

**PAPER NAME: HISTORY OF INDIA -III**

**Objectives:** The objective of this course is to introduce students to the trends and developments in India during the Mughal and the British periods. The emphasis is on Socio- Economic and Cultural Patterns in understanding the Polity and Society.

Unit	Detailed syllabus	Credit				Examination Marks Detail		
		L	T	P	Total	External Exam	Internal Exam	Total
I	Advent of the Mughals: Growth of Mughal Empire AD 1526-1556  Expansion and Consolidation AD1556-1707  Decline of the Mughal Empire	5	1	0	6	70	30	100
II	Mughalpolity, economy and society: Mansabdari and Jagirdari system; Sher Shah' s Administration; Economy, Religion and Architecture.							
III	Advent of European powers: Portuguese, Dutch, French and English  British Expansion and Consolidations under Clive; Warren Hastings; Cornwallis; Wellesley; Dalhousie.							
IV	Colonial Economy: Commercial Policies; Land Revenue Systems and its Impact;De- industrialization; Drain of Wealth and Growth of Modern Industries; Foreign Trade.							
V	Social and cultural changes: Spread of Western Education Growth of Intelligentsia and Press Socio-Religious Movements: Rammohan Roy; Ramakrishna and Vivekananda; Swamy Dayanand and the Arya Samaj; Sayyid Ahmad Khanand the Aligarh School.							

**ESSENTIAL READING:**

*H. Kulke and D. Rothermund, History of India*

*Satish Chandra, Medieval India*

*R.P. Tripathi, Rise and fall of the Mughal Empire*

*Bipan Chandra, India's struggle for independence, 1857-*

*1947BipanChandra, History of Modern India*

*Bipan Chandra, Nationalism and Colonialism in Modern India*

## Semester-4

**PAPER CODE: GE-IV**

**PAPER NAME: HISTORY OF INDIA -IV**

**Objective:** The objective of this course is to introduce students to the trends and developments in India during the National Movement till 1950.

Unit	Detailed syllabus	Credit				Examination Marks Detail		
		L	T	P	Total	External Exam	Internal Exam	Total
I	Popular resistance to colonial rule:  Peasant and Tribal Movements-Indigo Workers; Santhal ; Moplahs. Revolt of 1857	5	1	0	6	70	30	100
II	Rise of Nationalism: Emergence of Nationalism; Origin of INC; Moderates; Extremist; Partition of Bengal; Swadeshi Movement; Home Rule League.							
III	Constitutional development: Government of India Acts-1909, 1919, 1935.							
IV	National movement: Rise of Gandhi; Non-cooperation Movement; Civil Disobedience Movement; Quit India; INA.							
V	Towards Independence: Communalism; Partition; Transfer of Power; Integration of the Indian States; Making of the Constitution.							

### ESSENTIAL READING:

*Bipan Chandra, India's struggle for independence, 1851-1947*

*Bipan Chandra, History of modern India*

*Bipan Chandra, Nationalism and colonialism in modern India. Sekhat Bandopandhya, Plassey to Partition.*

*Yogendra Singh, Modernisation of Indian Tradition.*

*C.A Bayly, Indian Society and the Making of the British Empire.*

*A.R. Desai, Social Background of Indian Nationalism*

*Dhama Kumar & Tapan Raychaudhuri ,ed., Cambridge Economic History of India, Vol. II*

## Course of Study-B.A./ B.Sc. / B.Com Honours

### AECC 1 English Communication

#### Semester –I

**End Semester Exam: 35Marks**

**Internal Assessment: 15 Marks**

#### **UNIT I: Writing Skills**

Essay/Paragraph Writing: Narrative, Descriptive & Expository, Journalistic Report  
Writing/Feature Writing/Writing Reviews/Columns, Expansion of an Idea, Dialogue  
Writing/Writing based on a Situation, Formal/Business Letters, Job Applications,  
Biodata/Resume/Curriculum Vitae

#### **UNIT II: Oral Skills (Public Speaking, Viva Voce, Interview, Group Discussion& Presentation)**

Oral Communication: Definition, Types, Advantages & Limitations, Effective Public Speaking,  
Viva Voce; Definition, Scope and Purpose, Interview Types of Interview, Effective  
Interviewing; Group Discussion: Definition, Rules, Scope and Objective; Presentation Skills,  
Types of Presentation Skill, Techniques of Presentation, Effective Presentation.

#### **Source Books:**

1. Terry O' Brien. *Modern Writing Skills*, Rupa Publications
2. Pushp Lata & Sanjay Kumar, *Communicate or Collapse: A Handbook of Effective Public Speaking, Group Discussion and Interviews*, Prentice Hall

#### **Recommended Reading:**

1. Ramchandran& Karthik, *From Campus to Corporate*, Pearson Education
2. Gangadhar Joshi, *Campus to Corporate: Your Roadmap to Employability*, Sage Publication

#### **Examination, Evaluation and Distribution of Marks:-**

##### **End Semester: 35 Marks (1.5 Hours)**

1. Two long answer questions out of Four alternatives on topics prescribed in Unit I.  
2x10 = 20
2. Three short notes out of Eight alternatives from the topics prescribed in Unit 2.  
3x05 = 15

##### **Continuous Internal Assessment: 15 Marks**

## **AECC II: ENVIRONMENTAL SCIENCE**

### **Semester –II**

**Max. Marks: 50**

**External Assessment: 35**

**Internal Assessment: 15**

#### **Objectives:**

To gain an understanding of the concepts fundamental to environmental science, the complexity of ecosystems and possibly how to sustain them. To gain a better understanding of the relationships between humans and the environment, the major environmental problems including their causes and consequences.

#### **Course Contents:**

##### **Unit1**

Ecosystems and how they work: Structure and function of an ecosystem, Types of Ecosystems, Producers, Consumers and Decomposers, Food chains, food webs and ecological pyramids, Energy flow in the ecosystem.

Introduction, Types, Characteristic features, Structure and Function of Forest ecosystem, Desert ecosystem, Aquatic ecosystems.

Lithosphere, Biosphere and Hydrosphere, Major issues of Biodiversity, Biosphere reserves, National Parks and sanctuaries.

##### **Unit 2**

Concept of sustainability and international efforts for environmental protection: Concept of Sustainable Development, Emergence of Environmental Issues, International Agreement on Environmental Management.

Human Population Growth and its effects on the environment: Problem of Population growth, poverty and environment, Population Explosion, Family Welfare Programme

##### **Unit 3**

Renewable and non-renewable resources: Defining resources, classification of resources, soil and land degradation, economic development and resources use, natural resources accounting.

Energy needs, renewable and non renewable energy resources, Solar energy and its availability, wind power and its potential, hydropower as a clean source of energy, coal, oil, natural gas etc., bio fuel.



## **Unit 4**

### **Pollution and Public Policy**

**Water Pollution:** Water resources of India, Hydrological Cycle, methods of water Conservation and management, ground and surface water pollution.

**Recycling,** Management of water and wastewater (domestic and industrial). Water borne diseases and health related issues.

**Air Pollution:** Air pollution and air pollutants, sources of air pollution, its effect on human health and vegetation. Greenhouse effect, global warming and climate change.

Ambient air quality standards, steps taken by Government to control air pollution.

Noise pollution and its impacts on human health.

**Solid Waste:** Municipal Solid Waste Management, segregation, disposal methods, composting, land fill sites etc. Hazardous waste management, biomedical waste management.

## **Unit 5**

**Environmental Impact Assessment (EIA) and Environmental Management System (EMS):** Introduction to EIA, its impact and case study, environmental information system (EIS), role of information technology in environment.

## Unit 6

Indian Environmental laws: Legal framework: Constitutional provisions, the Indian Penal Code, Role of Judiciary in Environmental Protection, Wild Life (Protection) Act, 1972, Water (Prevention and Control of Pollution) Act, 1974, Environment (Protection) Act, 1986, Air (Prevention & Control of Pollution) Act, 1981, Forest Conservation Act

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### Source books:

1. Gupta N.C.; Social Auditing of Environmental Law in India, edited book, New Century Publications, Delhi-2003.
2. Divan, Shyam and RosenCeranz; Armin. Environmental Law and Policy in India, Cases, materials and statutes, second edition, Oxford University Press, 2001.
3. Uberoi, N.K.; Environmental Management, Excel Books, New Delhi, 2000.
4. Agarwal, A, Narain; S. State of India' s Environment, Published by Centre for Science and Environment, New Delhi, 1999.

## SEC I

**Full Marks 50**

**External Assessment: 35**

**Internal Assessment: 15**

### **ELEMENTARY COMPUTER APPLICATION SOFTWARES:**

#### **Objective of the Course**

The objective of the course is to generate qualified manpower in the area of Information Technology (IT) and Graphic designing which will enable such person to work seamlessly at any Offices, whether Govt. or Private or for future entrepreneurs in the field of IT.

- A. **INTRODUCTION TO COMPUTER SYSTEM** Basic Computer Concept  
Computer Appreciation - Characteristics of Computers, Input, Output, Storage units, CPU, Computer System.
- B. **Input and Output Devices** Input Devices - Keyboard, Mouse, joystick, Scanner, web cam, Output Devices- Soft copy devices, monitors, projectors, speakers, Hard copy devices, Printers – Dot matrix, inkjet, laser, Plotters.
- C. **Computer Memory and Processors** Memory hierarchy, Processor registers, Cache memory, Primary memory- RAM, ROM, Secondary storage devices, Magnetic tapes, Floppy disks, hard disks, Optical Drives- CD-ROM, DVD-ROM, CDR, CD-RW, USB Flash drive, Mass storage devices: USB thumb drive. Managing disk Partitions, File System. Basic Processor Architecture, Processor speed, Types of processor.
- D. **Numbers Systems and Logic Gates** Decimal number system, Binary number system, Octal number system, Hexadecimal number system, Inter-conversion between the number systems. Basic Logic gates-AND, OR, NOT, Universal logic gates- NAND, NOR
- E. **Computer Software** Computer Software- Relationship between Hardware and Software, System Software, Application Software, Compiler, Names of some high level languages, Free domain software.
- F. **Internet & its uses** History of Internet, WWW and Web Browsers: Web Browsing software, Surfing the Internet, Chatting on Internet, Basic of electronic mail, Using Emails, Document handling, Network definition, Common terminologies: LAN, WAN, MAN, Node, Host, Workstation, Bandwidth, Network Components: Servers, Clients, Communication Media. Wireless network
- G. **Operating system-Windows** Operating system and basics of Windows, The User Interface, Using Mouse and Moving Icons on the screen, The My Computer Icon, The Recycle Bin, Status Bar, Start and Menu & Menu-selection, Running an Application, Windows Explorer Viewing of File, Folders and Directories, Creating and Renaming of files and folders,

Opening and closing of different Windows, Windows Setting, Control Panels, Wall paper and Screen Savers, Setting the date and Sound, Concept of menu Using Help, Advanced Windows, Using right Button of the Mouse, Creating Short cuts, Basics of Window Setup, Notepad, Window Accessories

H. MICROSOFT OFFICE 2007 AND LATEST VERSIONS Word Processing Word processing concepts: saving, closing, Opening an existing document, Selecting text, Editing text, Finding and replacing text, printing documents, Creating and Printing Merged Documents, Character and Paragraph Formatting, Page Design and Layout. Editing and Checking. Correcting spellings. Handling Graphics, Creating Tables and Charts, Document Templates and Wizards, Mail merge and Macros.

I. Microsoft Excel (Spreadsheet) Spreadsheet Concepts, Creating, Saving and Editing a Workbook, Inserting, Deleting Work Sheets, entering data in a cell / formula Copying and Moving from selected cells, handling operators in Formulae, Functions: Mathematical, Logical, statistical, text, financial, Date and Time functions, Using Function Wizard. Formatting a Worksheet: Formatting Cells changing data alignment, changing date, number, character or currency format, changing font, adding borders and colors, Printing worksheets, Charts and Graphs – Creating, Previewing, Modifying Charts. Integrating word processor, spread sheets, web pages. Pivot table, goal seek, Data filter and scenario manager

J. Microsoft Power Point (Presentation Package) Creating, Opening and Saving Presentations, Creating the Look of Your Presentation, Working in Different Views, Working with Slides, Adding and Formatting Text, Formatting Paragraphs, Drawing and Working with Objects, Adding Clip Art and other pictures, Designing Slide Shows, Running and Controlling a Slide Show, Printing Presentations. Creating photo album, Rehearse timing and record narration. Master slides.

### Reference Books

1. Nishit Mathur, Fundamentals of Computer , Aph publishing corporation(2010) Misty E. Vermaat,.Microsoft word 2013 1st Edition (2013).
2. Satish Jain, M.Geeta, MS- Office 2010 Training Guide, BPB publication (2010) Joan Preppernau, Microsoft PowerPoint 2016 step by step, Microsoft press(2015) Douglas E Corner, The Internet Book 4th Edition, prentice – Hall(2009)

**SEC II**  
**CREATIVE WRITING**

*Full Marks 50*

**External Assessment: 30**

**Internal Assessment: 15**

**Unit 1:**

What is Creative Writing?

**Unit 2:**

The Art and Craft of Writing.

**Unit 3:**

Modes of Creative Writing

**Unit 4:**

Writing for the Media

**Unit 5:**

Preparing for Publication

**Source Book:** Creative Writing: A Beginner' s Manual by Anjana Neira Dev and Others, Published by Pearson, Delhi, 2009.

**Suggested Readings:**

1. On Writing: A Memoir of the Craft by Stephen King
2. Bird by Bird: Some Instructions on Writing and Life by Anne Lamott
3. The Elements of Style by William Strunk Jr. and E.B. White
4. The Creative Writing Coursebook edited by Julia Bell and Paul Magrs
5. Writing Down the Bones: Freeing the Writer Within by Natalie Goldberg
6. Story: Substance, Structure, Style and the Principles of Screenwriting by Robert McKee
7. The War of Art: Break Through the Blocks and Win Your Inner Creative Battles by Steven Pressfield
8. The Artist's Way: A Spiritual Path to Higher Creativity by Julia Cameron
9. Writing Fiction: A Guide to Narrative Craft by Janet Burroway



10. The Writer's Journey: Mythic Structure for Writers by Christopher Vogler
11. The Pocket Muse: Ideas and Inspiration for Writing by Monica Wood
12. Steering the Craft: A Twenty-First-Century Guide to Sailing the Sea of Story by Ursula K. Le Guin
13. The Art of Dramatic Writing by Lajos Egri
14. Save the Cat! Writes a Novel by Jessica Brody
15. Writing with Power: Techniques for Mastering the Writing Process by Peter Elbow