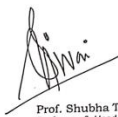


DEPARTMENT OF ENGLISH
AWADHESH PRATAP SINGH UNIVERSITY, REWA

B. A. English 4 Year Programme

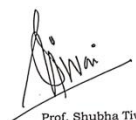
PROGRAMME OUTCOME

PO #	PROGRAMME OUTCOME
PO 1	Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, check out the degree to which these assumptions are accurate and valid, and look at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
PO 2	Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.
PO 3	Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.
PO 4	Effective Citizenship: Demonstrate empathetic social concern and equity-centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
PO 5	Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
PO 6	Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.
PO 7	Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context of socio technological changes.


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PROGRAMME SPECIFIC OUTCOME (PSOs)

PSO1	Demonstrate a set of basic skills in literary communication and explication of literary practices and process with clarity.
PSO2	Demonstrate a coherent and systematic knowledge of the field of English Literature and Bhasha Literatures in English showing an understanding of current theoretical and literary developments in relation to the specific field of English studies.
PSO3	Display an ability to read and understand various literary genres and stylistic variations and write critically.
PSO4	Cultivate ability to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture.
PSO5	Demonstrate a critical aptitude and reflexive thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of English studies using digital resources.
PSO6	Display knowledge to cultivate a better understanding of values – both literary values that aid us in literary judgment and also values of life at all stages; apply appropriate methodologies for the development of the creative and analytical faculties of students, their overall development of writing, including imaginative writing.
PSO7	Recognize employability options in English studies programme as part of skill development and as career avenues open to graduates in today's global world such as professional writing, translation, teaching. English at different levels, mass media, journalism, aviation communication and personality development.
PSO8	Channelize the interests of the students and analytical reasoning in a better way and make more meaningful choices regarding career after completion of graduate programme.
PSO9	To enable students to develop an awareness of the linguistic-cultural richness of India as an important outcome of English literary studies in India.



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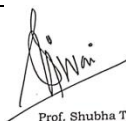
B. A. Hons. English-Sem.-I

S.No.	Paper Name	Credits	Scheme of Marks		Total
			External	Internal	
Paper-1	Major –British Poetry and Drama 14 th and 17 th Centuries	6	60	40	100
Paper-2	Minor- General Psychology/History of India (From Earliest times to 550 A. D.)	6	60	40	100
Paper-3	Generic Elective – Academic Writing and Composition	4	60	40	100
Paper-4	Ability Enhancement Compulsory course: English Communication	4	60	40	100
		20			400

B.A. Hons English Sem.-II

S.No.	Paper Name	Credits	Scheme of Marks		Total
			External	Internal	
Paper-1	Major- European Classical Literature	6	60	40	100
Paper-2	Minor- Community Psychology/History of India (550 A. D. to 1200 A.D.)	6	60	40	100
Paper-3	Generic Elective- Media and Communication Skills	4	60	40	100
Paper-4	Ability Enhancement	4	60	40	100

	Compulsory course Environment studies				
		20			400


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PAPER- 1

Major: BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES

Course Credits: 6

Course Content

1. Poetry from Chaucer to Donne

Geoffrey Chaucer *The Wife of Bath's Prologue*

Edmund Spenser Selections from *Amoretti*:

Sonnet LXVII 'Like as a huntsman...'

Sonnet LVII 'Sweet warrior...'

Sonnet LXXV 'One day I wrote her name...'

John Donne: 'The Sunne Rising',

'Batter My Heart'

'Valediction: Forbidding Mourning'

2. **Christopher Marlowe** : *Doctor Faustus*

3. **William Shakespeare** *Macbeth*

4. **William Shakespeare** *Twelfth Night*

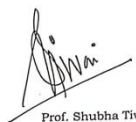
5. **John Milton** *On His Blindness* and *Lycidas*

Suggested Topics

- Renaissance Humanism
- The Stage, Court and City
- Religious and Political Thought
- Ideas of Love and Marriage
- The Writer in Society

Suggested Readings

- Pico Della Mirandola, excerpts from the *Oration on the Dignity of Man*, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.



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- John Calvin, ‘Predestination and Free Will’, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11.
- Baldassare Castiglione, ‘Longing for Beauty’ and ‘Invocation of Love’, in Book 4 of *The Courtier*, ‘Love and Beauty’, tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5.
- Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.

Course Outcomes

CO1	Students will understand the traditions of English literature from 14th to 17th centuries.
CO2	Students will develop a clear understanding of Renaissance Humanism
CO3	Students will engage with the major genres and forms of English literature
CO4	Students will develop fundamental skills required for close reading and critical thinking of the texts and concepts
CO5	Students will learn to appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time

Paper-2

Minor - **General Psychology Or History of India (From the Earliest times to 550 A. D.)**

Course Credits: 6

General Psychology

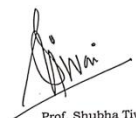
Course Outcomes

Course Content

Unit 1:

Nature of Psychology: Definition, Schools of modern psychology

Psychology in India: History and current status



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Unit 2: Orientation to Psychology: Nature, fields and applications of psychology; Cognitive

Processes: Learning, memory and problem solving;

Cognitive Processes: Motivation, types of motives (Sociogenic/Psychogenic motives);

Affective Processes: Emotion, Positive and negative emotion

Unit 3: Psychology of Individual Differences: Theories of personality: Freudian psychoanalysis, type and trait; humanistic;

Theories of intelligence: Spearman 'g' theory, Sternberg and Gardner; Emotional intelligence;

Assessment of intelligence and personality

Unit 4: Understanding Developmental Processes: Cognitive Development: Piaget; Moral Development: Kohlberg;

Psycho-social Development: Erikson

Unit 5: Applications of Psychology: Work; Health

References:


Ciccarelli , S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson

Feldman.S.R. (2009).Essentials of understanding psychology (7th Ed.) New Delhi : Tata McGraw Hill.

Michael ,W., Passer, Smith,R.E. (2007). Psychology The science of mind and Behaviour. New Delhi: Tata Mc Graw-Hill

Course Outcomes

CO1	Developing knowledge of the basic concepts in psychology
CO2	Developing skills for applying psychological knowledge to real life situations
CO3	to improve interpersonal interactions and adjustment in life.
CO4	Understanding and enhancing positive mental health and wellbeing
CO5	Developing an understanding of human strengths and virtues, and gain insights into positive aspects of work.



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OR

History of India (From Earliest times to 550 A. D.)

Course Contents

Unit -1

Sources of Ancient Indian History., Harappan Civilization, Outline of the Vedic age.

Unit -2

Invasion of Alexander, Nandas, Mouryas and their administration, Sungas, Indo Greek.

Unit -3

Satavahanas, Kharavela of Kalinga, Shakas, Kushanas.

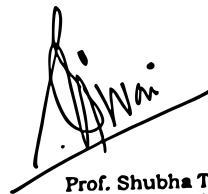
Unit –4

Rise of Guptas, Chandragupta I, Samundagupta, Kacha and Ramgupta. Chandragupta II, Kumargupta and Skandgupta, Downfall of the Gupta Empire under later imperial Guptas, Gupta administration.

Unit-5 Vakatakas, Hunas, Aulikarans of Dashpura.

Course Outcome

CO1	As a history student will learn about the historiographical trends
CO2	Students will learn about Interpretation of the historical sources of ancient India as well.
CO3	They can acquire knowledge about the Vedic Period
CO4	They can acquire knowledge about the rise of Jainism and Buddhism culture in ancient times of India
CO5	They will also acquire the knowledge of changing socio-cultural scenarios of India.



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Paper-3

Generic Elective: ACADEMIC WRITING AND COMPOSITION

Course Credits: 4

Course Contents

Introduction to the Writing Process

Introduction to the Conventions of Academic Writing

Writing in one's own words: Summarizing and Paraphrasing

Study Skills including note making, note taking, information transfer, reviewing etc.

3. Structuring an Argument: Introduction, Interjection, and Conclusion

4. Critical Thinking: Syntheses, Analyses, and Evaluation

5. Citing Resources; Editing, Book and Media Review

Suggested Readings

Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).

Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient Black Swan, 2010).

Iлона Lekı, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).

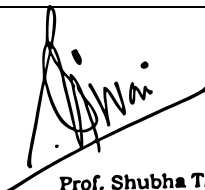
Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).

Eastwood, John. (2005) *Oxford Practice Grammar*. Oxford, OUP

Wallace, Michael. (2004). *Study Skills*. Cambridge, CUP

Course Outcomes

CO1	convey their ideas in English using simple and acceptable English in writing
CO2	understand to recognize and draft different types of writing – e.g. classroom notes, summaries, reports, exploratory and descriptive paragraphs, substantiating etc
CO3	describe a diagram or elaborate information contained in a graph, chart, table etc


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CO4	Learn to write a review of a book or a movie
CO5	Learn to write report for newspaper, magazines, journals etc.

Paper-4

AECC: English Communication

Course Outcomes

Credits: 4

1. Basic Language Skills:

Vocabulary Building: Suffix, Prefix, Synonyms, Antonyms, Homophones, Homonyms and one-word substitution.

1.2. Basic Grammar: Noun, Pronoun, Adjective, Verb, Adverb, Prepositions, Articles, Time and Tense

Introduction: Theory of Communication, Types and modes of Communication

Language of Communication: Verbal and Non-verbal (Spoken and Written) Personal, Social and Business Barriers and Strategies Intra-personal, Inter-personal and Group communication

3. Speaking Skills:

Monologue

Dialogue

Group Discussion

Effective Communication/ Mis- Communication

Interview

Public Speech

4. Reading and Understanding

Close Reading

Comprehension

Summary

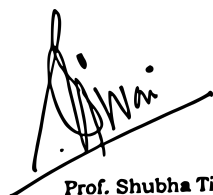
Paraphrasing

Analysis and Interpretation

5. Writing Skills:

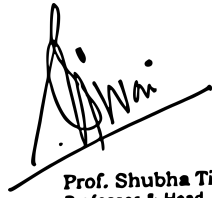
Documenting,

Report Writing,



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Making notes,

A handwritten signature in black ink, appearing to read 'S. Tiwari', is written over a diagonal line that slopes downwards from left to right.

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Letter writing

Recommended Readings:

1. Fluency in English - Part II, Oxford University Press, 2006.
2. Business English, Pearson, 2008.
3. Language, Literature and Creativity, Orient Blackswan, 2013.
4. Language through Literature (forthcoming) ed. Dr. Gauri Mishra, Dr Ranjana Kaul, Dr Brati Biswas

Learning Outcomes :

1. Prepare for various competitive exams by developing their English language competence.
2. Promote their comprehension skills being exposed to a variety of texts and their interpretations
3. Build and enhance their vocabulary.
4. Develop their communication skills by strengthening grammar and usages.

It is hoped that after studying this course, students will find a difference in their personal and professional interactions.

CO1	The purpose of this course is to introduce students to the theory, fundamentals and tools of communication
CO2	to develop in them vital communication skills which should be integral to personal, social and professional interactions.
CO3	to develop basic language skills as well as prepare them for competitive exams
CO4	To analyze the various types of communication
CO5	identify the prominent methods and models of Communication

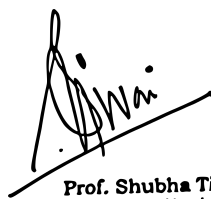
Sem. II PAPER 1:

Type - Major

Title -EUROPEAN CLASSICAL LITERATURE

Course Credits: 6

Course Outcomes :



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1. Classical Drama:

Comedy and Tragedy in Classical Drama

1.3 Literary Culture in Augustan Rome

2. Classical Epic Poetry

Homer: selections from *The Iliad*

Virgil, selections from the *Aeneid*

3. Classical Tragedy

Sophocles: *Antigone* or *Oedipus Rex*

a. Oedipus Rex: Summary and analysis

b. Oedipus Rex : a classical and modern tragedy

4. Classical Poetry

Horace : Life and works

Horace: *Satires* (textual analysis)

5. Classical Comedy

Plautus: Selections from *The Ghost* or *Menaechmi*

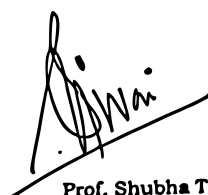
Suggested Readings

Homer, *The Iliad*. Tr. E.V. Rieu. Harmondsworth: Penguin, 1985.

Sophocles, *Oedipus the King*. Tr. Robert Fagles in *Sophocles: The Three Theban Plays*. Harmondsworth: Penguin, 1984.

Richard Rutherford, *Classical Literature: A Concise History*. Oxford: Blackwell Publishing, 2005.

CO1	historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts
CO2	engage with classical literary traditions of Europe from the beginning till the 5th century AD
CO3	grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time
CO4	appreciate classical literature of Europe and pursue their interests in it
CO5	examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives



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Paper -2

Type-Minor

Community Psychology/ History of India (550 A. D. to 1200 A. D.)

Course Credits: 6

Community Psychology

Course Outcomes

Course Content

1. Introduction to community Psychology

Definition of community psychology;

Types of communities – locality based and relational;

Models: ecological level analysis of community, conceptual level model.

2. Core values in community psychology:

- Individual and family wellness;
- sense of community;
- respect for human diversity;
- social justice;
- empowerment and citizen participation;
- collaboration and community strengths.

3. **Community functions** – learning, socialization, and supportive functions.

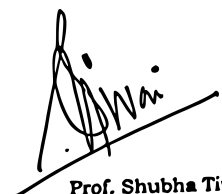
4. Communities as setting for health promotion

Need and process of community organization and building for health promotion programming 4.2 Community programme for child and maternal health, for physical challenged and old age in the Indian context.

5. Interventions for Community Development and Empowerment

Concept and practices for community development and empowerment

Case studies of community intervention programs by the governmental and nongovernmental organizations in Indian context such as, rural panchayat programs, children's education, citizen right, self- help group, social accounting.



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Suggestive readings:

- Banerjee, A., Banerji, R., Duflo, E., Gleneske, R., & Khenani, S. (2006) Can Information Campaign start local participation and improve outcomes? A study of primary education in Uttar Pradesh, India, World Bank Policy Research, Working Paper No.3967
- Fetterman, D.M., Kaftarian, S.J. & Wandersman, A (Eds)(1996) Empowerment Evaluation, New Delhi : Sage Publication.
- Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning.
- McKenzie, J. F. Pinger, R. R. & Kotecki, J. E. (2005). An introduction to community health. United States: Jones and Bartlett Publishers.
- Misra, G. (Ed). (2010) Psychology in India. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education
- Poland, B. D., Green, L.W. & Rootman, I.(2000) Setting for Health Promotion: Linking Theory and Practice, Sage Publication, New Delhi

Course Outcomes

CO1	Understanding the role of Psychology in community development.
CO2	Developing an appreciation of the core values that guide community psychology and facilitate community functions
CO3	Developing insights with respect to health promotion programs in communities
CO4	Community programme for child and maternal health
CO5	Community programme for physically challenged and elderly people in the Indian context, through case studies

OR

History of India (550 A. D. to 1200 A. D.)

Course Outcomes

Course Content

Unit -1

Harshvardhan of Pushyabhuti dynasty---Early history, military and cultural achievements and administrations.

Unit-2

PulkeshinII of Chalukyas and Vatap

Shashnka of Gaur, Maukharis and later Guptas Yashovarman of Kannuj

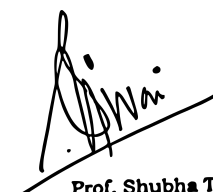
Unit-3

Pallavs and their administration, Rasheakutas Chaluykas of Kalyani

Cholas and their administration.

Unit-4

Origin of the Rajputas and Gurjar Praiharas, Chandellas, Kalchuris Parmaras.



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Unit-5

Palas, Sanas, Gahamanas.

CO1	Students will learn and analyze about the transition from historic centuries to the early medieval.
CO2	They'll be able to delineate changes in the realm of polity and culture; puranic religion; the growth of vernacular languages and newer forms of art and architecture.
CO3	Students will learn the growth of vernacular languages
CO4	Students will learn the growth of newer forms of art and architecture.
CO5	Students will be able to identify the major political developments in the History of India during the period

PAPER- 3:

Generic Elective Course

MEDIA AND COMMUNICATION SKILLS

Course Credits: 4

Course Content

1. Introduction to Mass Communication

1. Mass Communication and Globalization

2. Forms of Mass Communication

Topics for Student Presentations:

- a. Case studies on current issues Indian journalism
- b. Performing street plays
- c. Writing pamphlets and posters, etc.

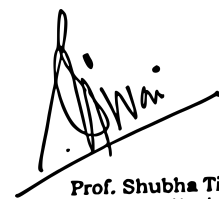
3. Advertisement

1. Types of advertisements
2. Advertising ethics
3. How to create advertisements/storyboards

Topics for Student Presentations: a. Creating an advertisement/visualization b. Enacting an advertisement in a group c. Creating jingles and taglines

4. Media Writing

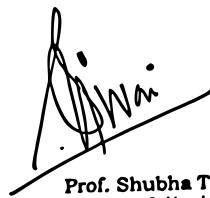
1. Scriptwriting for TV and Radio
2. Writing News Reports and Editorials
3. Editing for Print and Online Media



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Topics for Student Presentations:

- a. Script writing for a TV news/panel discussion/radio programme/hosting radio programmes on community radio
- b. Writing news reports/book reviews/film reviews/TV program reviews/interviews
- c. Editing articles
- d. Writing an editorial on a topical subject



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5. Introduction to Cyber Media and Social Media

1. Types of Social Media
2. The Impact of Social Media
3. Introduction to Cyber Media

Suggested Readings

Bel, B. et al. Media and Mediation. New Delhi: Sage, 2005.

Bernet, John R, Mass Communication, an Introduction. New Jersey: Prantice Hall, 1989.

Stanley J. Baran and Davis, Mass Communication Theory: Foundations, Ferment and Future. Boston: Wadsworth Cengage Learning, 2012.

John Fiske, Introduction to Communication Studies. London: Routledge, 1982.

Katherine Miller, Communication theories: Perspectives, Processes and Contexts. New York: McGraw Hill, 2004.

Michael Ruffner and Michael Burgoon, Interpersonal Communication. New York & London: Holt, Rinehart and Winston 1981.

Kevin Williams, Understanding Media Theory. London & New York: Bloomsbury, 2015.

V.S. Gupta, Communication and Development. New Delhi: Concept Publication, 2000.

Course Outcomes

CO1	Articulate the interconnected and interdisciplinary nature of environmental studies
CO2	Students will develop an understanding of environmental issues
CO3	Students will reflect on their roles, responsibilities and identities as citizens, consumers environmental actors in a complex, interconnected world
CO4	Promote sustainable development
CO5	Bring awareness on climate change and Global warming

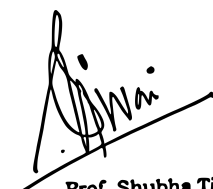
Paper -4

Ability Enhancement Compulsory Course

Environment Studies

Course Credits: 4

Course Contents



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Unit 1 : Study of Environment and Ecology

Introduction to environmental studies

- Multidisciplinary nature of environmental studies;
- Scope and importance; Concept of sustainability and sustainable development.

Ecology and Ecosystems

- Introduction to Ecology
- What is an ecosystem?

Structure and function of ecosystem;

Energy flow in an ecosystem: food chains, food webs and ecological succession.

Case studies of the following ecosystems :

a) Forest ecosystem b) Grassland ecosystem c) Desert ecosystem d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

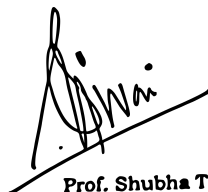
Unit 2 : Natural Resources : Renewable and Non-renewable Resources

- Land resources and land use change; Land degradation, soil erosion and desertification.
- Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- Water : Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).
- Energy resources : Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies. (8 lectures)

Unit- 3. Biodiversity and Conservation

- Levels of biological diversity : genetic, species and ecosystem diversity;

Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots



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- India as a mega-biodiversity nation; Endangered and endemic species of India
- Threats to biodiversity : Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity : In-situ and Ex-situ conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

Unit 4 : Environmental Pollution, Policies and Practices

Environmental Pollution

- Environmental pollution : types, causes, effects and controls; Air, water, soil and noise pollution • Nuclear hazards and human health risks
- Solid waste management : Control measures of urban and industrial waste.
- Pollution case studies

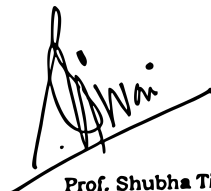
Environmental Policies & Practices

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture 2/2
- Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
- Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

Unit 5 : Human Communities and the Environment

- Human population growth: Impacts on environment, human health and welfare.
- Resettlement and rehabilitation of project affected persons; case studies.
- Disaster management : floods, earthquake, cyclones and landslides.
- Environmental movements : Chipko, Silent valley, Bishnois of Rajasthan.
- Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

Unit 6 : Field work

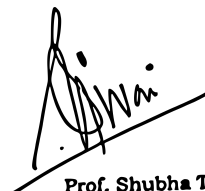


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- Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc.
- Visit to a local polluted site-Urban/Rural/Industrial/Agricultural.
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystems-pond, river, Delhi Ridge, etc.

Suggested Readings:

1. Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt.
2. Gadgil, M., & Guha, R. 1993. This Fissured Land: An Ecological History of India. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.
4. Gleick, P. H. 1993. Water in Crisis. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
5. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. Science, 339: 36-37.
7. McCully, P. 1996. Rivers no more: the environmental effects of dams (pp. 29-64). Zed Books.
8. McNeill, John R. 2000. Something New Under the Sun: An Environmental History of the Twentieth Century.
9. Odum, E.P., Odum, H.T. & Andrews, J. 1971. Fundamentals of Ecology. Philadelphia: Saunders.
10. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. Environmental and Pollution Science. Academic Press.
11. Rao, M.N. & Datta, A.K. 1987. Waste Water Treatment. Oxford and IBH Publishing Co. Pvt. Ltd.
12. Raven, P.H., Hassenzahl, D.M. & Berg, L.R. 2012. Environment. 8th edition. John Wiley & Sons.
13. Rosencranz, A., Divan, S., & Noble, M. L. 2001. Environmental law and policy in India. Tripathi 1992.
14. Sengupta, R. 2003. Ecology and economics: An approach to sustainable development. OUP.



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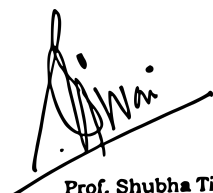
15. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.
16. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. Conservation Biology: Voices from the Tropics. John Wiley & Sons.
17. Thapar, V. 1998. Land of the Tiger: A Natural History of the Indian Subcontinent.
18. Warren, C. E. 1971. Biology and Water Pollution Control. WB Saunders.
19. Wilson, E. O. 2006. The Creation: An appeal to save life on earth. New York: Norton.
20. World Commission on Environment and Development. 1987. Our Common Future. Oxford University Press

Course Outcomes

CO1	Articulate the interconnected and interdisciplinary nature of environmental studies
CO2	Students will develop an understanding of environmental issues
CO3	Students will reflect on their roles ,responsibilities and identities as citizens, consumers environmental actors in a complex, interconnected world
CO4	Promote sustainable development
CO5	Bring awareness on climate change and Global warming

B. A. Hons English-Sem.-III

S.No.	Paper Name	Credits	Scheme of Marks		Total
			External	Internal	
Paper-1	Major –British Literature Neoclassical era to Victorian era	6	60	40	100
Paper-2	Minor- Psychology- Youth, Gender and Identity / Elements of Indian Archaeology	6	60	40	100
Paper-3	Generic Elective – Language and Linguistics	4	60	40	100



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Paper-4	Vocational course: Creative writing	4	60	40	100
		20			400

B. A. Hons English-Sem.-IV

S.No.	Paper Name	Credits	Scheme of Marks		Total
			External	Internal	
Paper-1	Major –Modern Age	6	60	40	100
Paper-2	Minor- Foundations of Organizational Psychology- /Socio-economy Ideas and Institutions in Ancient India	6	60	40	100
Paper-3	Generic Elective – Indian Literature and Culture	4	60	40	100
Paper-4	Vocational course - English Language Teaching	4	60	40	100
		20			400

Sem. -III

Paper -1

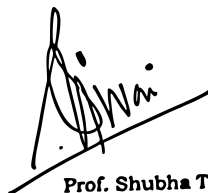
Type –Major

Course Credits: 6

To teach the students how there was a complete shift in the trend of poetry writing during the different eras.

1]Poetry–

John Dryden : Mac



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Flecknoe Alexander

Pope: Solitude

Thomas Gray : Elegy Written in a Country Churchyard

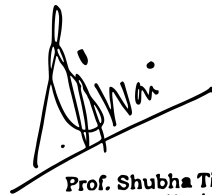
William Blake : From the Songs of Innocence: The Lamb

2] Poetry

- 1] Wordsworth : Daffodils
- 2] Shelley : To a Skylark
- 3] Keats : Ode to a Nightingale
- 4] Byron : She Walks in Beauty
- 5] Tennyson : The Lotos Eaters
- 6] Browning : My Last Duchess
- 7] Arnold : Dover Beach

III] Prose –

- 1] Addison : Sir Roger at Home
- 2] Charles Lamb : Dream Children
- 3] William Hazlitt : On the Ignorance of the Learned.
- 4] Carlyle : Hero as Poet
- 5] Stevenson : Child's Play



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IV] Fiction –

- 1] Jane Austen : Pride and Prejudice
- 2] Walter Scott : Ivanhoe 3] Dickens : David Copperfield
- 4] Thomas Hardy : The Mayor of Caster bridge

V] Drama –

- 1] Oliver Goldsmith: She Stoops to Conquer

Course Outcome

CO1	develop academic and practical skills in terms of communication and presentation and also learn about human and literary values of different literary periods
CO2	demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the time
CO3	examine critically keys themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
CO4	show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama
CO5	analyze literary devices forms and techniques in order to appreciate and interpret the texts

Paper-2

Minor- Psychology/History

Credits-6

Youth, Gender and Identity

Learning Outcomes

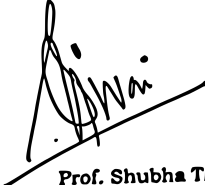
- Understanding the transitory phase of youth, the issues surrounding it and thereby developing sensitivity to the youth of today.
- Developing an appreciation of the multiple influences that mould the identity of today's youth.

Course content

1. Introduction

- a) Concept of Youth: Transition to Adulthood, Extended Youth in the Indian context
- b) Concept of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Roles Attitudes, Gender Stereotypes
- c) Concept of Identity: Multiple identities

2. Youth and Identity



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- a) Family: Parent- youth conflict, sibling relationships, intergenerational gap
- b) Peer group identity: Friendships and Romantic relationships.
- c) Workplace identity and relationships

3. Gender and Identity

- a) Issues of Sexuality in Youth
- b) Gender discrimination

4. Issues related to Youth, Gender and Identity

- a) Youth, Gender and violence
- b) Enhancing work-life balance
- c) Changing roles and women empowerment
- d) Encouraging non gender stereotyped attitudes in youth

5. a) **Youth culture:** Influence of globalization on Youth identity and identity crisis.

b) **Culture and Gender:** Influence of globalization on Gender identity.

Suggested reading:

Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.

Baron, R.A., Byrne, D. & Bhardwaj, G (2010). Social Psychology (12th Ed). New Delhi: Pearson.

BPCG-172: Youth, Gender and Identity (IGNOU Study Guide Book) Gyaniversity Publications

Course Outcomes

CO1	Understanding the transitory phase of youth, the issues surrounding it and thereby developing sensitivity to the youth of today
CO2	Understanding the issues related to youth and thereby developing sensitivity to the youth of today
CO3	developing sensitivity for the youth of today, Changing roles and women empowerment
CO4	Developing an appreciation of the multiple influences that mould the identity of today's youth.
CO5	promoting work-life balance, encouraging non-gender stereotyped attitudes in youth

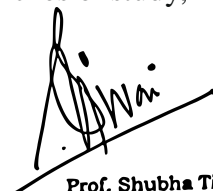
OR

History

Elements of Indian Archaeology

Course Credits: 6

1. Definitions of Archaeology, scope, relations with other branches of study, history of Archaeology in India



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2. Methods of exploration and excavation and dating.
3. Palaeolithic cultures, Mesolithic cultures, Neolithic cultures.
4. Harappan and Chalcolithic cultures, Ochre Coloured pottery and copper hoard painted grey ware, Megalithic and Northern Black polished ware.
5. Kasambi Hastinapur, Tarila, Mathura, Besanagar, Ujjain, Rock art of M. P. – Bhimbetka.

Suggested Readings

Agrawal D. P., South Asian Prehistory, Aryan Books, Delhi, 2002.

Allchin Briget and Raymond, The Rise of Civilization in India and Pakistan, Cambridge University Press, First South Asian Edition, 1996.

Allchin F. R., Archaeology of Early Historic South Asia, The Emergence of Cities and States, Cambridge University Press, 1995.

Chakrabarty D. K., A History of Indian Archaeology: From Beginning to 1947, Munshiram Manoharlal, Delhi, 1988.

Daniel G., A Short History of Archaeology, Thames and Hudson, London, 1981.

Dhawalikar M. K., Indian Protohistory, Books and Books, New Delhi, 1997.

Dhawalikar M. K., Historical Archaeology of India, Books and Books, New Delhi, 199

Course Outcome

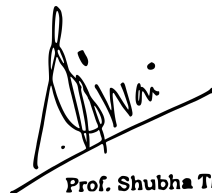
CO1	the student will be able to identify and classify archaeological materials
CO2	the student will be able to create scale maps of regions, archaeological sites, features, and/or excavation units using appropriate methodology
CO3	the student will be able to use archaeological field methods to discover and reveal information about archaeological sites
CO4	the student will be able to use archaeological recording methods to document site locations, features, and artifacts
CO5	Students will be familiarized to the elements of Indian archeology

Paper-3

Generic Elective

LANGUAGE AND LINGUISTICS

Course Credits: 4



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Course Level Learning Outcomes

The students are able to:

- recognize/understand the structure and various parts of the language
- understand the existence of language in the form of different dialects based on a set of established factors
- identify the various functions a language performs and the roles assigned to it
- understand that all languages behave alike and develop a tolerance for other languages
- understand that making errors is a process of learning and not hesitate to use language for the fear of making error

Unit 1: Language and Human Language

1. Nature and features of Human language; language and human communication; differences from other forms of communications
2. Artificial intelligence and human language

Unit 2: Linguistics as a Science

1. What is linguistics; development in the history of linguistic studies; contribution of linguistics to other areas of human inquiry

2. Linguistics for jobs

Unit 3: Phonetics and Speech

1. Phonetics and accuracy in pronunciation
2. Fluency and contextual speaking

Unit 4: Morphology

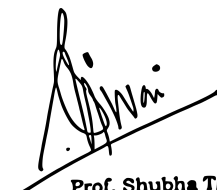
1. Morphology and Nature of words
2. Word formation processes

Unit 5: Syntax and Semantics

1. Nature of sentences and connected texts; syntax and discourse
2. Language and meaning: semantics

Suggested Reading

1. Linguistics: A very short introduction. P H Mathews. OUP
2. Language and Linguistics: An Introduction



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John Lyons, Cambridge to other areas of human inquiry

Course Outcomes

CO1	recognize/understand the structure and various parts of the language
CO2	understand that all languages behave alike and develop a tolerance for other languages
CO3	identify the various functions a language performs and the roles assigned to it
CO4	understand that making errors is a process of learning and not hesitate to use language for the fear of making errors
CO5	understand the existence of language in the form of different dialects based on a set of established factors

PAPER 4: Vocational course

CREATIVE WRITING

Course Credits: 4

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

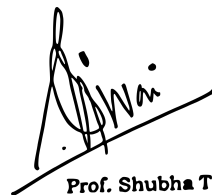
- recognize creativity in writing and discern the difference between academic/non creative and creative writing
- develop a thorough knowledge of different aspects of language such as figures of speech, language codes and language registers so that they can both, identify as well as use these; in other words, they must learn that creative writing is as much a craft as an art
- develop a comprehensive understanding of some specific genres such as fiction, poetry, drama and newspaper writing
- distinguish between these as well as look at the sub divisions within each genre(such as in poetry, different forms like sonnets, ballads, haiku, ghazal, etc)
- process their writing for publication and so must have the ability to edit and proofread writing such that it is ready to get into print.

Course Content

Unit 1. What is Creative Writing?

Unit 2. The Art and Craft of Writing

Unit 3. Modes of creative Writing



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Unit 4. Writing for the Media

Unit 5. Preparing for Publication

Suggested Readings

Dev, AnjanaNeira (2009). Creative Writing: A Beginner's Manual. Pearson, Delhi, 2009.

Morley, David (2007). The Cambridge Introduction to Creative Writing. Cambridge, New York.

Course Outcomes

CO1	recognize creativity in writing and discern the difference between academic/non creative and creative writing
CO2	develop a thorough knowledge of different aspects of language such as figures of speech, language codes and language registers so that they can both, identify as well as use these; in other words, they must learn that creative writing is as much a craft as an art
CO3	develop a comprehensive understanding of some specific genres such as fiction, poetry, drama and newspaper writing
CO4	distinguish between these as well as look at the sub divisions within each genre(such as in poetry, different forms like sonnets, ballads, haiku, stories, novels etc)
CO5	process their writing for publication and so must have the ability to edit and proofread writing such that it is ready to get into print.

Sem. IV

Paper-1 Major

Modern Age

Course Credits: 6

To make the students observe the shift in the literature of the Modern Age

To make them understand the modern literary trends

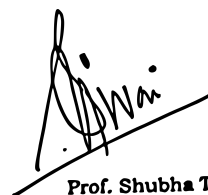
I] Modern Literary Trends in British English Literature

II] Poetry –

- 1] Yeats - Byzantium
- 2] T.S. Eliot : The Love Song of J. Alfred Prufrock
- 3] Philip Larkin : Church Going

III] Fiction –(Novel)

- 1] George Orwell : Animal Farm



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- 2] Aldous Huxley : Brave New World
- 3] Doris Lessing : The Golden Notebook

IV]Fiction –(Short Story)

- 1] James Joyce: Stories from Dubliners (The Sisters, Evelyn, An Encounter, Clay, Two Gallants)

- 2] **Virginia Woolf:** The Mark on the Wall

V] Drama -

- 1] G.B. Shaw : Saint Joan
- 2] Henric Ibsen : The Pillars of Society

Course Outcomes

CO1	trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe
CO2	link and distinguish between modernity and modernism
CO3	link and distinguish between modernity and modernism
CO4	explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism
CO5	identify and analyze the use and modernist technique in different genres in early twentieth century British literature

Paper-2

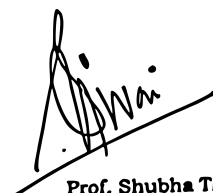
Minor- Psychology/History

Credits-6

Foundations of Organizational Psychology

Learning Outcomes:

1. Developing a deeper understanding of conceptual and theoretical bases of motivation and employees’ work attitudes and their relationship with performance and organizational outcomes.
2. Understanding leadership processes from different theoretical perspectives.
3. Understanding group dynamics, working through conflicts and working in teams.



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Course Content:

1 Introduction

Nature and facets of organizational psychology, Contribution of other social science subjects to organizational psychology.

Historical Developments: The Early Years, Classical School: Taylor, Fayol & Weber. Human Relations Approach.

European contribution and contemporary scenario: Socio-technical Approach, The Aston Studies. System approach and the contemporary challenges to organizations, concept of organizational change.

Organizational Psychology in the Indian context: Replication, disenchantment and integration.

2 Employee motivation and Job Attitudes

Nature of Work motivation, Five key concepts (Behaviour, performance, ability, situation and motivation), Role of self esteem, intrinsic motivation and need for achievement in the development of motivation.

Theories of Work motivation: Content theory (Maslow, Herzberg), Process theories: Vroom's Expectancy Theory, Equity Theory, Goal Setting theory and Self Regulation theory. Integration of theories.

Job Attitude: Positive Organizational Behaviour, Brief Introduction to Organizational Commitment, Organizational Citizenship Behaviour, Employee' engagement.

Motivational perspective in cultural context: Giving Theory of motivation, Work Values, brief introduction to the concept of organizational culture.

3 Leadership and the Influence process

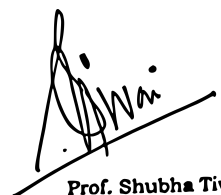
Conceptual Foundations: Leaders versus managers, Themes in Leadership: positional power, the leader, the led, the influence process, the situation, Leader emergence versus leader effectiveness.

Theoretical Approaches: Trait approach, Behavioural approach, Power and influence approach, Leader-Member Exchange theory.

The Situational Approach: Fiedler Hersen, Blenhard Situational Leadership and Path Goal theory. Transformational and Charismatic leadership. The Implicit leadership theory.

Indigenous Theories: Performance-Maintenance theory, Nurturant Task participative (NT-P) Model of Leadership, Consultative Style of Management,

Pioneering-Innovative Theory of Leadership.



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4 Group Behaviour, Teams and conflicts

Nature, functions and types of groups. Group Structure: Role differentiation, Status differentiation, Norms formation and group cohesiveness.

Factors affecting group performance: Homogeneity of group, stability of membership, Group size, Group status, communication structure, Social facilitation and inhibition.

Co-operation and competition, Conflicts and its management, Negotiation process.

Team Work: Genesis, teams and groups, cultural influences on team work: Teams in the Indian context and Building teams in Indian organizations.

5. Stress and management of stress in an organization

1. What is Stress?

2. Sources of Stress

Individual Factors

Organizational Factors

Environmental Factors

Individual Differences

3. Consequences and Costs of Stress

4. Workplace Stress Management

Individual Approaches to Stress Management

Managerial Approaches to Stress Management

Organizational Approaches to Stress Management

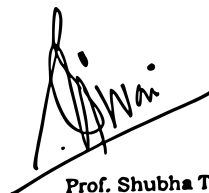
Suggested Readings:

Aamodt, M. G. (2016). Industrial/Organizational psychology: An applied approach. Boston: Cengage Learning.

Kalra, S. K. (2004). Consultative managerial leadership style in India: A viable alternative. In

P. N. Mukherjee, & C. Sengupta (Eds.), Indiginity and universality in social sciences: A south asian response. New Delhi: Sage Publications.

Muchinsky, P. M., & Culbertson, S. S. (2016). Psychology applied to work. Summerfield, NC: Hypergraphic Press.



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Pareek, U. (2007). Understanding organizational behaviour. New Delhi: Oxford University Press.

Pareek, U., & Gupta, R. K. (2010). Organizational behaviour. New Delhi: Tata McGraw Hill.

Sinha, J. B. P. (2008). Culture and organizational behavior. New Delhi, India: Sage Publications.

Suggested Practical Work (Illustrations only):

- 1) A study of women leaders in organizations through the use of secondary data (website, .
2) online interviews, newspaper articles etc.) Women leaders of organizations such as Biba, Cremica etc. may be done. Themes like traits of women leaders, work-life balance etc are quite interesting to be discussed in class.
- 2) Experiential activities/ workshops for skill building.

Team building: Walking as a team with balloons in between without touching the balloon, ensuring that the balloon doesn't fall off. The group is lead to do some physical tasks without letting the balloon fall.

Leadership emergence: With a group of participants standing on the bed-sheet, asking them to flip the bedsheet upside down, without anyone's foot touching the floor.

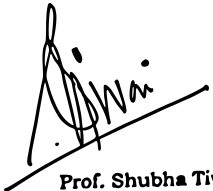
- 3) Case study of an organization

A group wise visit to an organization multiple times, interviewing employees (related to one or the other aspects of organizational functioning), collating the data, analysing it. Data from observation as well as records of the organization may be studied.

- 3) Self-reflection exercises on the relevance of motivation and emotion referring to one's personal goals

CO1	Developing a deeper understanding of conceptual and theoretical bases of motivation for employees.
CO2	Developing a deeper understanding of employees' work attitudes and their relationship with performance and organizational outcomes
CO3	Understanding leadership processes from different theoretical perspectives
CO4	Understanding group dynamics, working through conflicts and working in teams.
CO5	Developing a deeper understanding of organizational stress an overcoming the same

OR



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History

Socio-economic Ideas and Institutions in Ancient India

Course Credits: 6

1. Varna and Jatis

Slavery, Ashrama System, Purushrthas

2. Samskaras especially –Marriage, family, Position of Women

3. Aims and ideals of Ancient Indian—Education, Brahmanical Educations and institutions, Buddhist Educations and institutions.

4. Agriculture and land system, types of villages, types of land produce, land revenue, Science of agriculture land, ownership of land and land grants.

5. Currency, banking and guilds, trade.

Suggested Books

1. R. C. Majumdar[Ed]- History and Culture of the Indian people (Vol.V)
2. U. N. Ghoshal – Agrarian System in Ancient India
3. R. K. Mookerji – Ancient Indian Education
4. A. S. Allekar – Positions of Women in Hindu Civilization
5. Kane P. V – History of the Dharmashastra
6. Omprakash- Economy and Food in Ancient India (Vol. 2)

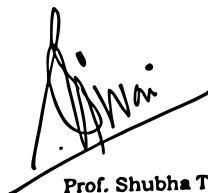
Course Outcomes

CO1	Developing a deeper understanding of the various land revenue settlements in India.
CO2	Developing a deeper understanding of the rise of industrial capitalism and its impact on Indian economy.
CO3	Developing a deeper understanding of the various socio-religious reform movements in India.
CO4	Developing a deeper understanding of the various socio-economic movements in India.
CO5	Elucidate the social change and transformation process in India

Paper-3

Generic Elective

Indian Literature and Culture



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Course Credits: 4

Course Level Learning Outcomes

The students are able to:

- see literature as a fine form of expression and as a major source of transmitting culture
- use literature for analysis to understand the use of language
- show the understanding of literature in the form of extrapolation (see the relevance of a story, poem, play etc. in their own lives)
- show how cultures and languages are interrelated especially through their presentation of differences.

1.Poetry

Chapter -7 verses 8-11 Shrimad Bhagwat Gita

Lal Ded(1420-1392) :By Pandering to Your Appetites

Nanak Devji (1469-1539) :The Sky is Your Platter

2.Poetry

Om Prakash Valmiki: I Refuse to Enter Your Swarga

Jyoti Lanjewar: Mother

Ranveer: Why Were You Born.

A. P. J. Abdul Kalam: Journey to Mars.

3.Prose

Vivekanand: The Chicago Address

Jawahar Lal Nehru: An Excerpt from The Discovery of India { What is Hinduism... applied to any of the ancient Indian Faiths(including Buddhism and Jainism) }

Radhakrishnan: One World:Nations as Friendly Partners

(Mr Officiating Dean... happening in the world.)

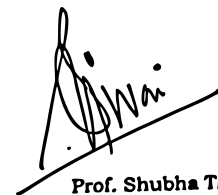
4.Drama

Kalidas: Malvikagnmitram

Girish Karnad: Nag Mandala

5.Fiction

Krishna Sobti: The Music of Solitude (Trans. by VasudhaDalmia)



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Premchand: Panch Parmeshwar (Holy Panchayat).

Course outcome

CO1	Learner will be able to see literature as a fine form of expression and as a major source of transmitting culture
CO2	Learner will be able to use literature for analysis to understand the use of language
CO3	Learner will be able to show the understanding of literature in the form of extrapolation (see the relevance of a story, poem, play etc. in their own lives)
CO4	Learner will be able to show how cultures and languages are interrelated especially through their presentation of differences.
CO5	Learner will be able to appreciate Indian literature and Culture

Sem. IV

PAPER 4: Vocational course

ENGLISH LANGUAGE TEACHING

Course Credits: 4

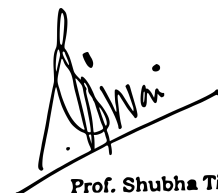
Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- identify and classify strategies used by a teacher to teach language
- demonstrate clear understanding of the syllabus, its structure and development
- understand the structure of a textbook and its use
- articulate the reasons for different types of tests the teacher administers
- demonstrate the ways in which technology can be used for learning language.

Course Content

- a. Knowing the learner (Syllabus structure; identifying the learner)
- b. Structures of English language (Grammatical syllabuses and their contents)
- c. Methods of teaching English language and literature



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- d. Materials for language teaching (Structure of a textbook and its relation to the syllabus)
- e. Assessing language skills (tests and their purposes)
- f. Using Technology in language learning (ICT and language learning including Web 2.0 Tools)

Suggested Reading

Penny Ur, A Course in Language Teaching: Practice and Theory (Cambridge: CUP, 1996).

Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, Teaching English as a Second or Foreign Language (Delhi: Cengage Learning, 4th ed., 2014).

Adrian Doff, Teach English: A Training Course For Teachers (Teacher’s Workbook) (Cambridge: CUP, 1988).

Business English (New Delhi: Pearson, 2008).

R.K. Bansal and J.B. Harrison, Spoken English: A Manual of Speech and Phonetics (New Delhi: Orient Black Swan, 4th edn, 2013).

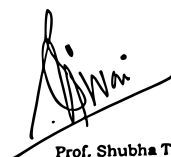
Mohammad Aslam, Teaching of English (New Delhi: CUP, 2nd edn, 2009).

Course outcome

CO1	identify and classify strategies used by a teacher to teach language
CO2	demonstrate clear understanding of the syllabus, its structure and development
CO3	understand the structure of a textbook and its use
CO4	articulate the reasons for different types of tests the teacher administers
CO5	demonstrate the ways in which technology can be used for learning language

B. A. Hons English-Sem.-V

S.No.	Paper Name	Credits	Scheme of Marks		Total
			External	Internal	
Paper-1	Major – Commonwealth Literature	6	60	40	100
Paper-2	Discipline Specific-American Literature	4	60	40	100



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Paper-3	Vocational course- Basics of Computers	6	60	40	100
Paper-4	Community service and engagement/University Publishing cell/publishing houses	4	60	40	100
		20			400

B. A. English Hons -Sem.-VI

S.No.	Paper Name	Credits	Scheme of Marks		Total
			External	Internal	
Paper-1	Major –Indian Literature in English Translation	6	60	40	100
Paper-2	Discipline Specific Elective - Indian Writing in English	4	60	40	100
Paper-3	Discipline Specific Elective -Modern Global Literature	6	60	40	100
Paper-4	University workshops	4	60	40	100
		20			400

B. A. Hons English-Sem.-VII


Major

Paper -1

Commonwealth Literature

Course Credits: 6

- To equip the students with the knowledge of World Literature
- To create in them the ability to compare and discern the differences between literatures created across the world



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I] What is Commonwealth Literature?

II] Poetry –

- 1] Wole Soyinka: Civilian & Soldier, I Think It Rains.
- 2] Seamus Heaney: Mid–Term Break, Blackberry, Picking,
The Poet Crowned
- 3] Michael Ondaatje: (1) The Cinnamon Peeler.

III] Fiction-I

- 1] V.S. Naipaul: A House of Mr. Biswas.
- 2] Elizabeth Jolley: My Father's Moon.

IV] Fiction -II

- 1] Ben Okri (Nigerian) : The Famished Road
- 2] Jean Rhys (Dominica): Wide Sargasso Sea
- 3] Nadine Gordimer – July's People

V] Drama -

- 1] Wole Soyinka : The Road
- 2] Derek Walcott : Walker and the Ghost Dance (New York: Farrar Straus Giroux 2002)
- 3] Sharon Pollock: Walsh

CO1	Learner will be able to appreciate and define Commonwealth Literature
CO2	Learner will be able to identify the geography of commonwealth literature
CO3	Learner will be able to state the Functions of Commonwealth Literature
CO4	Learner will be able to list the major themes and literary trends in Commonwealth Literature
CO5	Learner will be able to major Characteristics of Commonwealth Literature/Issues common to the writer

**Discipline Specific Elective
Paper-II**

American Literature

Course Credits: 4



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- To make the students aware of the history of American Literature
- To explain to them the importance of the Self through the texts of the leading writers of America
- To sensitize them towards the problem of apartheid that riddled the American society

I] Short History of American Literature

II] Poetry –

- 1] Walt Whitman: One's Self I Sing, A Clear Midnight
- 2] Robert Frost : Stopping by Woods On A Snowy Evening; Mending Wall
- 3] Emily Dickinson: My Life Closed Twice Before its Close; Hope is the thing with feathers

III] Prose and Fiction -

- 1] Emerson: Self Reliance
- 2] Thoreau: Walden
- 3] Hemingway: The Old Man and The Sea
- 4] Toni Morrison: Sula

IV] Short stories:

Edgar Allan Poe: The Fall of the House of Usher

O’Henry: The Last Leaf

John Steinbeck: The Chrysanthemums

Kate Chopin: The Story of an Hour

V] Drama -

- 1] Tennessee Williams: A Streetcar Named Desire.
- 2] Arthur Miller: All My Sons.

Course Outcomes

CO1	understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present
CO2	Students will be aware of the history of American Literature
CO3	Students will understand the importance of the Self through the texts of the leading writers of America
CO4	Students will be sensitized towards the problem of apartheid that riddled the American society

CO5	Students will be able to analyze the American mind from global and Indian perspectives and situate the American in the contemporary world
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3
Optional Course-
of Computers

Course Credits: 6

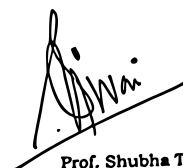
Introduction to Computers: Computer system characteristics and capabilities, types of computers, Introduction to IBM PC, Input Devices, Keyboard, Scanner and Mouse, Output Devices Impact and nonimpact printers, DMP, inkjet, Laser Printers, Storage Devices, Floppy Disks, Hard disk, CD-ROM, Introduction to Windows XP. Control Panel & Accessories.

Windows-Operating System: Operating system and operating environment, Graphic user interface, Documents, Drives, My Computer, Setting: Control Panel & control switches, taskbar & printers, Display properties: Background and screensaver; Recycle bin, Icon & icon creation. Shortcut to programs, basic of folder and files, concept of CUT, COPY, PASTE; Clipboard, Window Explorer, Paint and word pad facility.

MS-WORD: Introduction to MS-OFFICE & MS-WORD, Concept of File Toolbar & active window, formatted output: Font & Font size, page setup, alignment, bold, italic & underline, Paint and word pad facility.

MS-Excel: Introduction to MS-Excel, concept of file, charts, macros, forms, spreadsheet, cell toolbar and active window, row, column, Expressions and formulas, Data manipulation, filtering of data, use of financials and statistical functions.

MS-Power Point: Elementary idea of Power Point, Presentation in Point, Presentation type, output, presentation style, presentation option, On Screen presentation, view Slides, Rehearse Timing, Different types of Slides & Slides making, Setup shows.



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Internet: Introduction of Internet, History, Advantages & Disadvantages, Uses, Browsers, Search Engine Using Internet.

Course Outcomes

CO1	Students will have a functional integration of vocational computer knowledge
CO2	Students will develop skills for productivity software and OS.
CO3	Students will develop interests in using computers for professional work
CO4	Students will be able to discover their interests in programming
CO5	Students will be able to Keep pace with the rapid technological changes occurring in the workplace.

B. A.Hons English-Sem.-VI

Major

Paper-I

Indian Literature in English Translation

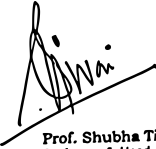
Course Credits: 6

- To acquaint the students with the contemporary scenario in India as reflected through the regional literature created here.
- To teach them to reach beyond the boundaries of language and culture and understand the diversity in Indian unity.

- 1] Brief Review of Indian Literature in English Translation
- 2] Bama Faustina Soosairaj : Karukku (Tr. Lakshmi Holmstrom OUP)
- 3] Qurrutulain Haider : Aag Ka Dariya (River of Fire)
- 4] Sri Lal Shukla : Raag Darbari
- 5] Adya Rangacharya : Listen Janmejay
- 6] Mahasweta Devi : Hajar Churashir Maa (Mother of 1084)

Course Outcomes

CO1	the students get acquainted with the contemporary scenario in India as reflected through the regional literature created here.
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CO2	the students learn to reach beyond the boundaries of language and culture and understand the diversity in Indian unity
CO3	the students learn the similarities between them understand and creatively engage with the notion of nation and nationalism
CO4	the students learn to appreciate the impact of literary movements on various Indian literatures
CO5	appreciate the impact of literary movements on various Indian literatures and the importance of translation studies through the English versions of regional texts.

**Discipline Specific Elective
Paper-II**

Indian English Writing

Course Credits: 4

- To understand the flowering of English Literature in our own country
- To make them understand the use of English as a second language by our native writers
- To explain to them the importance of translation studies through the English versions of regional texts.

I] Brief Review of Indian English Literature-

II] Poetry –

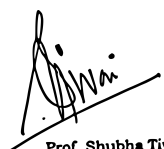
- 1] Tagore: Gitanjali Song No 10
- 2] Ezekiel: Night of the Scorpion
- 3] Arun Kolatkar: The Butterfly
- 4] Meena Alexander: Muse

III] Drama -

- 1] Vijay Tendulkar : Silence! The Court is in Session
- 2] Girish Karnad : Tuglaq
- 3] Mahesh Dattani : Tara

IV] Prose and Fiction -

- 1] J. Krishnamurti : What is Self?
- 2] Raja Rao: The Serpent and The Rope
- 3] Amitav Ghosh: The Shadow Lines
- 4] Arundhati Roy: The God of Small Things


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V] Short stories:

Raja Rao: India – A Fable

Ruskin Bond: When Darkness Falls

Nayantara Sahgal; Martand

Course Outcomes

CO1	Learners will appreciate the historical trajectory of various genres of IWE from colonial times till the present
CO2	Learners will critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism
CO3	Learners will understand the flowering of English Literature in our own country
CO4	understand the use of English as a second language by our native writers
CO5	Learners will approach IWE from multiple positions based on historical and social locations

Paper-III

Modern Global Literature

Course Credits: 6

Objectives : To acquaint the students with the literary texts created around the globe

To make them aware of how various events and happenings have resulted in the creation of modern global literature

I] Global Literary Trends

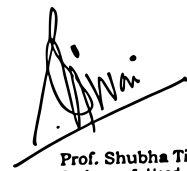
II] Poetry –

- 1] Selected Songs of Bob Dylan: Young At Heart, These Foolish Things
- 2] Wislawa Szymborska : Utopia, The Three Oddest Words

III] Poetry-

- 1] Khalil Gibran : On Children
- 2] Tomas Transtromer : After a Death; Track

IV] Prose and Fiction -



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- 1] Svetlana Alexievich : The Unwomanly Face of War
(Chapter I & II)
- 2] Gabriel Garcia Marquez : A Very Old Man with Enormous Wings
- 3] V.S. Naipual : Half a Life
- 4] Derek Walcott : What the Twilight Says

V] Drama -

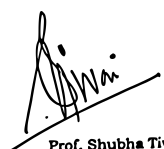
- 1] Harold Pinter: The Birthday Party
- 2] Dario Fo: Can't Pay? Won't Pay

Course Outcomes

CO1	the students get acquainted with the literary texts created around the globe
CO2	the students will be aware of how various events and happenings have resulted in the creation of modern global literature.
CO3	the students will be able to appreciate the connectedness and diversity of human experiences and literary responses to them in different parts of the world.
CO4	the students will be able to analyze and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions
CO5	the students will be able to analyze and interpret literary texts in their contexts and locate them.

B. A. Hons English-Sem.-VII

S.No.	Paper Name	Credits	Scheme of Marks		Total
			External	Internal	
Paper-1	Major –Indian Classical Literature	6	60	40	100
Paper-2	Discipline Specific-Critical Theories	4	60	40	100
Paper-3	Research Methodology-1	4	60	40	100
Paper-4	Research Project	6	60	40	100


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		20			400
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B. A.Hons English-Sem.-VIII

S.No.	Paper Name	Credits	Scheme of Marks		Total
			External	Internal	
Paper-1	Major –Popular Literature	6	60	40	100
Paper-2	Research Methodology	4	60	40	100
Paper-3	Research Project	10	60	40	100
		20			400

B. A. Hons English-Sem.-VII

Major

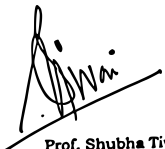
PAPER 1: INDIAN CLASSICAL LITERATURE

Course Credits: 6

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100 AD
- To appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes



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- historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres
- To trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures
- To understand, analyze and appreciate various texts with comparative perspectives

Course Content

I] Excerpts from The Ramayana

II] Excerpts from The Mahabharata

III] Bharatamuni's Natyashastra (Chapter 1 on the origin of drama)

IV] Banabhatta, Kadambari

V] Kalidas, Shakuntala

Suggested Readings:

Bharata, Natyashastra, tr. Manmohan Ghosh, vol. I, 2nd edn. Calcutta: Granthalaya, 1967.

J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., Indian Philosophy, vol.

V, Theory of Value: A Collection of Readings (New York: Garland, 2000) pp. 33–40.

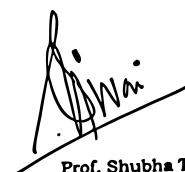
A.V. Kieth, History of Sanskrit Literature. Oxford: OUP, 1920

A.K. Warder, Indian Kavya Literature, 8 Volumes. Delhi: Motilal Banarsidas, 2011

CO1	explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100 AD
CO2	To appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes
CO3	historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres
CO4	To trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures
CO5	To understand, analyze and appreciate various texts with comparative perspectives

Discipline Specific Elective

Critical Theories



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Paper-2

Course Credits: 4

- To develop the critical acumen in students.
- To make them understand the process of creation of literature

I] Literary Criticism : A Brief Overview.

Contemporary Trends in Literary Criticism

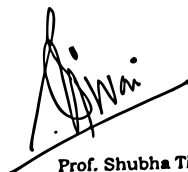
II] New Criticism and Formalism: Saussure, with an emphasis on the main critical concepts of New Criticism such as paradox, irony, tension, intentional and affective fallacy, heresy of paraphrase and of Formalism such as ostranenie, literariness, foregrounding, dominant and deviant

III] Structuralism, Marxism and New Historicism: with an emphasis on main critical concepts of Marxism such as base, superstructure, ideology, commoditisation, determination and of New Historicism such as power, resistance, high-low dialectic

IV] Post Structuralism, Post-colonialism and Post-modernism: with an emphasis on the main critical concepts of Structuralism such as binary opposition, synchrony and diachronic, syntagm and paradigm and of Post Structuralism such as collapse of the binary, difference, mise-en-abym, erasure

V] Feminism and Eco-criticism: Three waves of feminism; emphasis on main critical concepts of Ecology as environment, balance, food chain and of Eco-feminism as body and its colonisation, patriarchy, woman as a creative principle in harmony with nature.

CO1	understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods
CO2	learners will be able to understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g., difference between literary criticism and literary theory)
CO3	learners will be able to grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory
CO4	learners will have knowledge about major, critical movements and critics in various critical traditions
CO5	learners will be able to identify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts



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PAPER 3: RESEARCH METHODOLOGY

Course Credits: 4

Course Level Learning Outcomes

- To develop a simple questionnaire to elicit specific information.
- To collect data based on a survey and arrive at inferences using a small sample
- Discuss and draft a plan for carrying out a piece of work systematically
- Refer to authentic sources of information and document the same properly.
- Provide proper explanation for technical terms in simple language.

Course Content

I] Basic concept of research and the terminology involved

1. Research as systematic investigation

2. Research related terminology

II] Basic types of research

III] Basic tools of research

Literature Survey for

IV] Reference skills including skills to use dictionaries, encyclopaedias, library and net resources.

1. Use of authentic resources for research: primary, secondary, tertiary

2. Use of materials: print, media, online, verbal (e.g. personal interviews)

V] Literature review

1. Review of existing literature to locate and finalise the research question

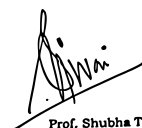
2. Refining the research problem/question; formulating its rationale and objectives

3. Providing justifications for the research question and the objectives

4. Review of applicable theories to explore specific research questions

Suggested Readings

Kumar, Ranjit. (2012) Research Methodology: A Step-by-Step Guide for Beginners. New Delhi, Vikas.



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Manuals of style (MLA Style Sheet)

Wallace, Michael. (2004). Study Skills. Cambridge: CUP.

Internal Assessment

- a. Literature review: 1000 words
- b. Presentation 1: Literature review

Final Assessment

Students will write a research project and submit the same to the Supervisor. The Supervisor and an external expert will assess each research project. 40 marks for the research project dissertation and 20 marks for the viva will be there.

For the Internal and the final assessments, the average of the addition of the examiners' marks will be posted as the marks secured by individual candidates.

CO1	learners will be able to understand fundamentals of research methodology
CO2	To collect data based on a survey and arrive at inferences using a small sample
CO3	Discuss and draft a plan for carrying out a piece of work systematically
CO4	Refer to authentic sources of information and document the same properly
CO5	Provide proper explanation for technical terms in simple language

B. A. Hons English-Sem.-VIII

Major

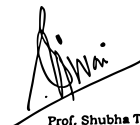
PAPER 1: POPULAR LITERATURE

Credit -6

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- trace the early history of print culture in England and the emergence of genre fiction and best sellers
- engage with debates on high and low culture, canonical and non-canonical literature
- articulate the characteristics of various genres of non-literary fiction



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- investigate the role of popular fiction in the literary polysystem of various linguistic cultures
- demonstrate how popular literature belongs to its time
- Use various methods of literary analysis to interpret popular literature

Course Content

1. Children's Literature

Lewis Carroll, *Through the Looking Glass*

Sukumar Ray, Two Poems: "The Sons of Ramgaroo", and "Khichudi"

2. Detective Fiction

Agatha Christie *The Murder of Roger Ackroyd*

3. Romance/Chick Lit

Daphne du Maurier, *Rebecca*

Or

Anuja Chauhan, *The Zoya Factor*

4. Graphic Fiction

Vishwajyoti Ghosh, *This Side That Side: Restorying Partition*

5. Science Fiction

Isaac Asimov, "Nightfall"

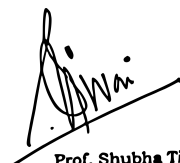
Suggested Topics for Background Reading and Class Presentation

- Coming of Age
- The Canonical and the Popular
- Ethics and Education in Children's Literature
- Sense and Nonsense
- The Graphic Novel
- The Popular and the Market

Suggested Readings

Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby

Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*, vol. 45, 1978,



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Christopher Pawling, 'Popular Fiction: Ideology or Utopia?' in Popular Fiction and Social

Change, ed. Christopher Pawling

Tzevetan Todorov, 'The Typology of Detective Fiction', in The Poetics of Prose

Darco Suvin, 'On Teaching SF Critically', in Positions and Presuppositions in Science Fiction

Janice Radway. 'The Institutional Matrix, Publishing Romantic Fiction', in Reading the Romance: Women, Patriarchy, and Popular Literature

Edmund Wilson, 'Who Cares Who Killed Roger Ackroyd?', The New Yorker, 20 June 1945.

CO1	trace the early history of print culture in England and the emergence of genre fiction and best sellers engage with debates on high and low culture, canonical and non-canonical literature
CO2	articulate the characteristics of various genres of non-literary fiction
CO3	investigate the role of popular fiction in the literary polysystem of various linguistic
CO4	cultures demonstrate how popular literature belongs to its time
CO5	Use various methods of literary analysis to interpret popular literature

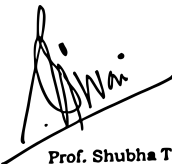
PAPER 2: RESEARCH METHODOLOGY

Course Credits: 4

- I] Stating and defending a research proposal
 - II] Conceptualizing and drafting a research proposal
 - III] Parts of research proposal
 - IV] Writing a research paper
- Style manuals
- Notes, references and bibliography
- V] Research and Ethics: Documentation and Plagiarism

Paper-3 Research Project

Course Credits: 10



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Internal assessment

a. Synopsis: 1000 words

b. Presentation 2: Synopsis of the research

Final Assessment

Students will write a research project and submit it to the Supervisor.

The Supervisor and an external expert will assess each research project.

40 marks for the research project dissertation and 20 marks for the viva will be there.

For the Internal and the final assessments, the average of the addition of the examiners' marks will be posted as the marks secured by individual candidates.

Texts prescribed

i.

K Samantray, Academic and Research Writing. Orient Black swan (2015)

ii.

Kothari & Garg, Research Methodology. New Age Publishers

iii.

Introducing Research Methodology: A Beginner's Guide to Doing a Research

Project 2nd ed. Edition, by Uwe Flick

Suggested Reading

i.

Qualitative Research: A Guide to Design and Implementation 4th Edition, by Sharan

B. Merriam (Author), Elizabeth J. Tisdell

ii.

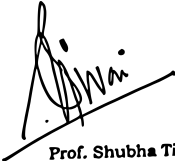
Doing Your Research Project (Open Up Study Skills) 5th Edition, by Judith Bell

iii.

Deepak Chawla & Neena Sondhi. Research methodology: Concepts & Cases. Vikas

Publishing

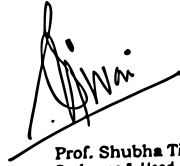
iv.



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The Essential Guide to Doing Your Research Project 2nd Edition, by Zina O'Leary

CO1	learners will be able to develop a simple questionnaire to elicit specific information.
CO2	learners will be able to understand fundamentals of research writing e.g. Research paper, research proposal
CO3	To develop a simple questionnaire to elicit specific information
CO4	learners will learn documentation
CO5	learners will learn research ethics



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