

DEPARTMENT OF ENGLISH

SYLLABUS OF UG PROGRAMME(B.A.)



RAMA DEVI WOMEN'S UNIVERSITY
Vidya Vihar, Bhubaneswar-751022, Odisha
Website: <https://rdwu.ac.in>

RAMA DEVI WOMEN'S UNIVERSITY

U. G. COURSE STRUCTURE OF DEPARTMENT OF ENGLISH



RAMA DEVI WOMEN'S UNIVERSITY

BHOI NAGAR, BHUBANESWAR, ODISHA, PIN- 751022

N. Das
06.11.23
Controller of Examinations
R.D. Women's University
Bhubaneswar

**STATE MODEL SYLLABUS FOR
UNDERGRADUATE
COURSE IN ENGLISH
(Bachelor of Arts Examination)**

UNDER CHOICE BASED CREDIT SYSTEM

**Final Structure for Under Graduate Programme (B.A.)
Under Utkal University Bhubaneswar
(As per CBCS System)
ARTS (HONOURS)**

Group	Subjects	No. of Papers	Total Credits	Total Marks
Core	Core-1 to Core-14	14	14x6=84	1400
DSE	DSE-1 to DSE-4	4	4x6=24	400
AECC		2	2x4=8	200
SEC		2	2x4=8	200
GE		4	4x6=24	400
GRAND TOTAL		26+6=32	148+6=154	2750

N.B:- Arts (Hons.) course has Total Credits=154, Total Marks=2750

Abbr.-

DSE- Discipline Specific Elective

AECC- Ability Enhancement Compulsory Course

SEC- Skill Enhancement Course

GE- Generic Elective

Stipulations:

- 1) An Arts (Hons.) student has to opt two different subjects as GE-A and GE-B other than core subject.
- 2) GE-A to be opted for Semester-I & III (as Paper-1 & 2) and GE-B Semester II & IV (as Paper-1 & 2).
- 3) An Art (Hons.) student can opt maximum of two Practical Subjects.

Semester	Course	Course Name	Credits	CH (Credit Hours)	Total marks
I	AECC-I	AECC-I (Environmental Studies and Disaster Management)	04	40	100
	C-I	British Poetry and Drama: 14 th to 17 th Centuries	06	60	100
	C-II	British Poetry and Drama: 17 th and 18 th Century	06	60	100
	GE-I	Academic Writing and Composition	06	60	100
	AECC(EV)-I	Ethics and Values (Unit-I)	01	10	25
			23	230	425
II	AECC-II	AECC MIL(Communication) (Odia/Hindi/Urdu/A.E.)	04	40	100
	C-III	British Prose: 18 th Century	06	60	100
	C-IV	Indian Writing in English	06	60	100
	GE-II	Gender and Human Rights	06	60	100
	AECC(EV)	Unit- II	01	10	25
			23	230	425
III	C-V	British Romantic Literature	06	60	100
	C-VI	British Literature 19 th Century	06	60	100

	C-VII	British Literature: Early 20 th Century	06	60	100
	GE-III	Nation, Culture, India	06	60	100
	SEC-I	SEC-I <i>(Communicative English)</i>	04	40	100
	AECC(EV)	Unit- III	01	10	25
			29	290	525
IV	C-VIII	American Literature	06	60	100
	C-IX	European Classical Literature	06	60	100
	C-10	Women's Writing	06	60	100
	GE-IV	Language and Linguistics	06	60	100
	SEC-II	SEC-II <i>(Quantitative Aptitude and Logical Thinking)</i>	04	40	100
	AECC(EV)	Unit- IV	01	10	25
			29	290	525
V	C-XI	Modern European Drama	06	60	100
	C-XII	Indian Classical Literature	06	60	100
	DSE-I	Literary Theory	06	60	100
	DSE-II	World Literature	06	60	100
	AECC(EV)	Unit-V	01	10	25
			25	250	425
VI	C-XIII	Postcolonial Literature	06	60	100

C-XIV	Popular Literature	06	60	100
DSE-III	Partition Literature	06	60	100
DSE-IV	Writing for Mass Media	06	60	100
OR				
DSE-IV	Dissertation	06	60	100 *
AECC(EV)	Unit-VI	01	10	25
		25	250	425

Program Outcomes(POs)

The program in Bachelor of Arts – English Honours –would enable the students

PO1. to demonstrate a comprehensive understanding of English literature

PO2.be familiar with various literary movements that existed in different ages and locations

PO3. to exhibit an appropriate level of expertise in the history of English literature, different schools of literary theory, and rhetoric

PO4. employ critical debates and positionality while analyzing primary and secondary reading materials

PO5. improve aesthetic sensibility; creativity, and critical and analytical skills

PO6. improve skills in organizing and expressing ideas and viewpoints with clarity and coherence both in writing and speaking

PO7. question, organize, and express with precision and coherence – both in writing and oral modes

PO8. acquire knowledge of world literatures

PO9. develop an insight into English language and literature

PO10 understand the importance of the experiences of a diverse range of people as expressed in philosophical, literary or other texts.

PROGRAM SPECIFIC OUTCOME(PSOs)

PSO1. Respect diverse viewpoints about the meanings and values of human experience.

PSO2. Get sensitized with the critical tools used in reading of literature.

PSO3. To rise above the parochial world views to celebrate the stiff-life.

PSO4. To feel connected with the world via the universal appeal of literature.

Detail Syllabus

SEMESTER- I

Core Paper I

BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES

COURSE OUTCOMES (COs)

- CO 1. To introduce the students to British Poetry and Drama from the 14th to 17th century.
CO2. To help students to evaluate major texts from the early modern period of British Literature.
CO3. To cover the genesis of Modern English Poetry through Ben Jonson, Shakespeare and Donne.
CO4. To explore the glorious phases of British Drama.

UNIT1: Historical overview

- (i) The period is remarkable in many ways: 14th century poetry evokes an unmistakable sense of “modern” and the spirit of Renaissance is marked in the Elizabethan Drama. The Reformation brings about sweeping changes in religion and politics. A period of expansion of horizons: intellectual and geographical.

UNIT2: Geoffrey Chaucer

- (i) *The Pardoner's Tale*

UNIT3: Spenser: “Sonnet 34 (Amoretti)”

- (i) Shakespeare: “That time of the year...” (Sonnet 73)
(ii) Ben Jonson: “Song to Celia”
(iii) John Donne: “Sunne Rising”

UNIT4: Shakespeare

- (i) *Macbeth*

Text Books

- Texts as prescribed in Units 2,3,4

Reference Books

- *The Pelican Guide to English Literature*. Ed. Boris Ford. Vol 1

- *The Age of Chaucer English Literature in Context*. Paul Poplawski. Cambridge UP, 2008
- *Routledge History of Literature in English*. Ronald Carter & John McRae. London: Routledge, 1997
- *Shakespeare for Beginners* by Brandon Toropov
- *English Literature* by Jonathan Bate (Ch. 7 “Shakespeare and the Dramatic Literature”)

MAPPING OF COURSE OUTCOMES (COs) WITH THE PROGRAM OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	5	5	5	5	5	5	5	5	5	5
CO2	5	5	5	4	5	5	2	4	5	5
CO3	5	5	4	5	5	2	5	5	5	5
CO4	5	5	5	5	5	5	5	5	4	5

CORE PAPER II

BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURY

COURSE OUTCOMES (COs)

CO1. To interpolate the features and characteristics of the Jacobean Period and the 18th century British Literature.

CO2. To make students understand the nature of satiric poetry and the relevance of using comedy of manners.

CO3. To introduce them about the 17th century English Revolution (1640-60) and its impact on Literature.

CO4. To mark the first period of the 18th century as the period of ‘acid satire and comedy of humorous’ and the second period as the period of ‘supreme satiric poetry and the comedy of manners’.

Introduction:

The Introduction of this paper is to acquaint students with the Jacobean and the 18th century British poetry and drama, the first a period of the acid satire and the comedy of humours, and the second a period of supreme satiric poetry and the comedy of manners.

UNIT1: Historical overview

- (i) 17th C: Period of the English Revolution (1640–60); the Jacobean period; metaphysical poetry; cavalier poetry; comedy of humors; masques and beast fables
- (ii) 18th C: Puritanism; Restoration; Neoclassicism; Heroic poetry; Restoration comedy; Comedy of manners

UNIT2:Milton: “Lycidas”

- (i) Andrew Marvell: ‘To His Coy Mistress’
- (ii) Alexander Pope: “Ode On Solitude”
- (iii) Aphra Behn: “I Led my Silvia to a Grove”
- (iv) Robert Herrick: “His Return to London”

UNIT3:Ben Jonson

- (i) *Volpone*

UNIT4: Dryden

- (i) *All For Love*

TextBooks

- Texts prescribed in units 2, 3, 4 (All the texts are freely available on the sites such as www.poetryfoundation.org, www.bartleby.com, <http://www.poemhunter.com> etc. In addition, the following anthologies may be consulted.)

ReferenceBooks

- *Routledge History of Literature in English*. Ronald Carter & John McRae. London: Routledge, 1997
- Black, Joseph (Ed.).: *The Broadview Anthology of British Literature Concise Edition, Vol. A*. Broadview Press, London, 2007.
- Corns, TN (ed.) *The Cambridge Companion to English Poetry*. Cambridge: University Press, 1973
- Ford, Boris ed. *The Pelican Guide to English Literature. Vol 3. From Donne to Marvell* in. Harmondsworth: Penguin Books, 1976.
- Parry, G.: *The Seventeenth Century: The Intellectual and Cultural Context of English Literature*. Harlow: Longman, 1989.
- Sherwood, T. G.: *Fulfilling the Circle: A Study of John Donne’s Thought*, Toronto, Toronto Press, 1984.

MAPPING OF COURSE OUTCOMES (COs) WITH THE PROGRAM OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	5	5	5	5	5	5
CO2	5	4	5	4	5	5	5	5	5	2
CO3	5	5	5	5	5	5	5	5	5	5
CO4	5	5	5	5	5	2	4	5	5	5

Generic Elective PaperI

ACADEMIC WRITING AND COMPOSITION

Course Outcomes (COs)

CO1. To train the students in the basic writing required for writing competently in the academic context.

CO2. To introduce the writing process with a focus on Academic Writing.

CO3. To help students generate critical thinking in writing, editing, analyzing and evaluating Academic writing/texts.

CO4. To initiate the students in citing resources with the help of book and media review.

UNIT1:

(i) Introduction to the Writing Process: with a focus on Academic Writing

UNIT2:

(i) Writing in one's own words: Summarizing and Paraphrasing

UNIT3:

(i) Critical Thinking: Synthesis, Analysis, And Evaluation

UNIT4:

(i) Citing Resources: Editing, Book and Media Review

MAPPING OF COURSE OUTCOMES (COs) WITH THE PROGRAM OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	4	5	5	5	4	5	5
CO2	2	2	4	5	5	5	5	4	4	4
CO3	4	5	5	5	5	4	4	5	5	5
CO4	5	4	4	5	4	4	2	2	4	4

DEPARTMENT OF BOTANY

AECC I

Environmental Studies and Disaster Management

COURSE OUTCOMES (COs)

After completion of the course the students shall be able to:

After completion of the course the students shall be able to:

CO1. Students understand about problems of environmental pollution and impacts of pollution on human ecosystem and control measures.

CO2. Students will learn about the increase in population growth and understand the issues of use of resources in proper manner leading to sustainable development.

CO3. Learn about causes and impacts of Disaster and Case Studies of National and Global Disasters and risk reduction approaches of Disaster with safety issues in mitigating industrial disaster.

CO4. Basic idea about the mode of transmission and course or some communicable and non-communicable diseases and knowledge on the importance and methods of prevention of epidemic and pandemics.

MAPPING OF COURSE OUTCOMES (COs) WITH THE PROGRAM OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	3	5	5	2	4	5
CO2	5	4	4	4	5	2	4	3	2	5
CO3	5	5	5	2	5	5	5	5	3	5
CO4	5	2	4	2	4	3	4	5	5	5

SEMESTER II
CORE PAPER III
BRITISH PROSE: 18TH CENTURY

Course Outcomes(COs)

- CO1. To acquaint the students with the newly evolved form of Literature, the Essay.
- CO2. To acknowledge the shift from Reason to Emotion in the 18th century prose.
- CO3. To demonstrate the rights and the duties of mankind in relation to Mary Wollstonecraft's *A Vindication to Rights of Women*.
- CO4. To discuss Addison as an essayist.
- CO5. To explore the basic language, style and tone that Johnson mostly used in his works.

UNIT1: Historical overview: Restoration, Glorious Revolution, Neo-classicism, And Enlightenment.

UNIT2: Mary Wollstonecraft

- (i) "The Rights and Involved Duties of Mankind Considered" (Chapter1, *A Vindication of the Rights of Women*)

UNIT3: Joseph Addison: Essays

- (i) "Friendship," "Good Nature," "Six Papers on Wit"
(From *Joseph Addison: Essays and Tales*, <<http://www.biblioteca.org.ar/libros/167707.pdf>>)

UNIT4: Samuel Johnson

- (i) "Narratives of Travellers Considered," and "Obstructions of Learning" from *Samuel Johnson's Essays* <<http://www.johnsonessays.com/>>

Text Books

- Texts prescribed in Units 2,3,4. Web sources are indicated against the texts in brackets.

Reference Books

- *Routledge History of Literature in English*. Ronald Carter & John McRae. London: Routledge, 1997
- Norton Anthology of English Literature. Vol 2 (Headnotes on the periods and authors featured in the paper)
- *English Literature* by Jonathan Bate (Ch. 4 “The Study of English”)
- *Pelican Guide to English Literature*. Ed. Boris Ford. Vol 4. *From Dryden to Johnson* O.M. Myres, “Introduction” to the *Coverley Papers*

MAPPING OF COURSE OUTCOMES (COs) WITH THE PROGRAM OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	4	5	5	5	4	5
CO2	5	4	5	4	5	5	5	5	2	5
CO3	5	5	5	2	5	4	5	5	4	5
CO4	5	4	4	4	4	5	5	5	5	5

Core Paper - IV

INDIAN WRITING IN ENGLISH

Course Outcomes (COs)

CO1. To give an overview on Indian Writing in English and its fastest growing branch in English Literature.

CO2. To analyze the key points of the arrival of EIC in India.

CO3. To impart the knowledge through representative poems, novels and plays of IWE.

CO4. To promote Indian's first war of Independence and the establishment of colleges to assist western education and the evolution of IWE in the 20th century.

UNIT1:

Historical overview

(i) Indian writing in English, the key points of which are East India Company's arrival in India, Macaulay's 1835 Minutes of Education, India's first war of independence and the establishment of colleges to promote Western education and the evolution of Indian writing in English in 20th century through a selection of representative poems, novel and play

UNIT2:

- (i) Sarojini Naidu “The Bangle Sellers”,
- (ii) A.K. Ramanujan “Obituary”,
- iii) Jayanta Mahapatra “Grandfather”,
- (iv)Nissim Ezekiel“Night of the Scorpion”

UNIT 3:**R.K. Narayan**

- (i)*The Guide*

UNIT 4:**Mahesh Dattani**

- (i) *Final Solutions*

Text Books

- Texts prescribed inUnits2,3,4.

Reference Books

- Mehrotra,ArvindKrishna.*ConciseHistoryofIndianLiteratureinEnglish*,PermanentBlack , 2010.
- K.Srinivas Ayenger. *A History of Indian Writing in English*
- M.K.Naik.*History of Indian Writing in English*
- Vinay Dharwadker.“The Historical Formation of Indian English Literatrue”in Sheldon Pollock(ed) *Literary Cultures in History*
- *Modern Indian Drama:Issues and Interventions* (ed)Lakshmi Subramanyam

MAPPING OF COURSE OUTCOMES (COs) WITH THE PROGRAM OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	4	5	5	2	4	5
CO2	5	4	5	4	5	2	4	4	2	5
CO3	5	5	5	2	5	4	5	5	4	5
CO4	5	2	4	2	4	5	5	5	5	5

Generic Elective Paper II

GENDER AND HUMAN RIGHTS

(Faculty training needed)

Course Outcomes (COs)

CO1. To bring into notice the class struggles in India through the work of Dr. Babasaheb Ambedkar's "Caste in India".

CO2. To showcase the issues of inequality and focusing feminism as the core idea in Chimamanda Ngozi Adichie's "We should All Be Feminists."

CO3. To bring into account the differences between men and women in all aspects of Research.

CO4. To create awareness among students on the areas of women's education and freedom by the text, Sultan's dream as prescribed in the syllabus.

UNIT1:

- (i) Unit I and II of *Gender Sensitivity* (UNESCO Module 5)

UNIT2:

- (i) "Castes in India": Dr. Babasaheb Ambedkar

UNIT3:

- (i) *We Should All Be Feminists* by Chimamanda Ngozi Adichie,

UNIT4:

- (i) *Sultana's Dream* (a novella): Rokeya Sakhawat Hossain

TextBooks

- Texts prescribed in Unit I, II, III, IV

Reference Books:

- Babasaheb Ambedkar, *Writings and Speeches*, Vol 1, Compiled by Vasant Moon. Ambedkar Foundation, 2014.
- Chimamanda Ngozi Adichie- *We Should All Be Feminists*. London: Fourth Estate, 2014.
- Rokeya Sakhawat Hossain- *Sultana's Dream*. Penguin Modern Classics, 2005.

MAPPING OF COURSE OUTCOMES (COs) WITH THE PROGRAM OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	2	5	5	4	5	5	2	5
CO2	5	4	4	5	5	5	5	5	5	5
CO3	4	5	4	4	4	5	5	4	4	5
CO4	4	4	4	5	5	5	5	4	5	5

AECC-II Paper

MIL (ALTERNATIVE ENGLISH)

Course Outcomes (COs)

CO1. To focus on developing fundamental skills of language learning and reading.

CO2. To help and make students aware of evaluating a comprehension and answering questions of it.

CO3. To boost learner's competence expressive and comprehensive skills.

CO4. To enhance upon the knowledge of vocabulary, its usage and grammar by the help of short stories and prose as mentioned in the syllabus.

UNIT 1: Short Story

- (i) Jim Corbett-The Fight between Leopards
- (ii) Dash Benhur- The Bicycle
- (iii)Dinanath Pathy- George V High School
- (iv) Alexander Baron- The Man who knew too much
- (v) Will f Jenkins- Uneasy Homecoming

UNIT 2: Prose

- (i) Mahatma Gandhi- The way to Equal Distribution
- (ii) S Radhakrishnan- A Call to Youth

- (iii) C V Raman- Water- The Elixir of Life
- (iv) Harold Nicolson- An Educated Person
- (v) Claire Needell Hollander- No Learning without Feeling

UNIT 3:

- (i) Comprehension of a passage and answering the questions

UNIT 4:

- (i) Language exercises-test of vocabulary, usage and grammar

Text Books

All Stories and Prose pieces

Reference Books

- The Widening Arc: A Selection of Prose and Stories, Ed. A R Parhi, S Deepika, P Jani, Kitab Bhavan, Bhubaneswar.
- A Communicative Grammar of English, Geoffrey Leech.
- A University Grammar of English, Randolph Quirk and Sidney Greenbaum
- Developing Reading Skills. F. Grellet. Cambridge: Cambridge University Press, 1981

MAPPING OF COURSE OUTCOMES (COs) WITH THE PROGRAM OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	4	5	5	5	5	5
CO2	5	5	5	4	5	5	5	5	4	5
CO3	5	5	5	5	5	4	5	5	4	5
CO4	5	5	4	5	4	5	5	2	5	5

SEMESTER - III

Core Paper V

BRITISH ROMANTIC LITERATURE

Course Outcomes (COs)

CO1. To familiarize the students with the romantic period and some of its representative writers.

CO2. To provide an expression to the notable ideas of the period such as- 'Return to Nature', 'Subjectivity', 'Desire for Personal Freedom' and 'the Defiance of Classicism-Imposed Restrictions'.

CO3. To appraise the students with the Romantic Revival and its impact on Literature.

CO4. To make them understand about the variance of Romanticism and Classicism.

UNIT1:Historical overview

- (i) The period otherwise known as The Romantic Revival; The Age of Revolution as it owes its origin to the epoch making French Revolution of 1789. The emphasis on the organic relationship between man and Nature, individual liberty and unbridled desire free from the shackles of classicism adethis period unique—Romanticism vs Classicism

UNIT2:

- (i) Thomas Gray: "Elegy Written in a Country Churchyard,"
- (ii) William Blake: "A Poison Tree" and "Chimney Sweeper"

UNIT3:

- (i) William Wordsworth's "Tintern Abbey"
- (ii) S.T. Coleridge: "Kubla Khan,"
- (iii.)John Keats: "Ode to a Nightingale,"
- (iv)P. B. Shelley: "Ode to the West Wind,"

UNIT4:

- (i) William Wordsworth's *Preface* to the 2nd edition of *Lyrical Ballads*

Text Books

- Texts prescribed in Units 2,3,4

Reference Books

- Paul Poplawski, *English Literature in Context*, "The Romantic Period"
- *Routledge History of Literature in English*. Ronald Carter & John McRae. London: Routledge, 1997
- Norton Anthology of English Literature. Vol 2 (Headnotes on the periods and authors featured in the paper)
- *Pelican Guide to English Literature. Vol 5. From Blake to Byron*. Ed. Boris Ford
- Maurice Bowra, *The Romantic Imagination English Literature*. Jonathan Bate (Ch. 5 "Periods and Movements")

MAPPING OF COURSE OUTCOMES (COs) WITH THE PROGRAM OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	4	5	5	5	5	5
CO2	5	4	5	4	5	2	5	5	4	5
CO3	5	5	5	5	5	4	5	5	4	5
CO4	5	5	4	5	4	5	5	4	5	5

Core Paper VI

BRITISH LITERATURE 19TH CENTURY

Course Outcomes (COs)

CO1. To introduce students with 19th century British Literature and the Romantic Movement.

CO2. To enlighten students with major socio-political developments like industrialization and technological advancements.

CO3. To present the large scale mobilization of people from rural to urban centers.

CO4. To provide an overview on the status of Victorian Women in the 19th century with relation to the mentioned texts.

UNIT1: Historical overview

- (i) The 19th century British literature though mainly famous for the Romantic Movement, was also a witness to major socio-political developments like industrialization, technological advancements and large scale mobilization of people from the rural to the urban centers.

UNIT2: Poetry

- (i) Tennyson; “Break, Break, Break”, Robert Browning, “My Last Duchess”
(ii) Criticism: Matthew Arnold: “The Study of Poetry”

UNIT3: Jane Austen

- (i) *Pride and Prejudice*

UNIT4: Charles Dickens

- (i) *Hard Times*

Text Books:

- Texts prescribed in Units 2,3,4

Reference Books:

- *English Literature in Context*. Paul Poplawski. Cambridge UP, 2008
- *Routledge History of Literature in English*. Ronald Carter & John McRae. London: Routledge, 1997
- Norton Anthology of English Literature. Vol 2 (Headnotes on the periods and authors featured in the paper)
- *English Literature*. Jonathan Bate (Ch.4 “The Study of English”, Ch.5 “Periods and Movements”)
- Terry Eagleton, *The English Novel*

MAPPING OF COURSE OUTCOMES (COs) WITH THE PROGRAM OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	4	5	5	5	5	5
CO2	2	5	5	4	5	5	5	5	4	4
CO3	5	5	4	5	5	4	5	5	4	5
CO4	5	5	4	5	5	5	5	2	5	4

CorePaper VII

BRITISH LITERATURE: EARLY 20TH CENTURY

Course Outcome (COs)

CO1. To acquaint the students with the 20th century British Literature focusing on the modernist canon in poetry, novel and literary criticism.

CO2. To highlight the development in society and economy in the early 20th century.

CO3. To project Marx's concept of class struggle and Freud's theory of Unconsciousness

CO4. To discuss the technique of the Stream of Consciousness through the prescribed text, Mrs. Dalloway.

UNIT1: Historical overview

- (i) Developments in society and economy, leading to a crisis in western society known as the First World War and the resultant change in the ways of knowing and perceiving. Marx's concept of class struggle, Freud's theory of the unconscious are to be discussed.

UNIT2: Poetry

- (i) T.S.Eliot "Love Song of J. Alfred Prufrock",
- (ii) Yeats: "Second Coming",
- (iii) Wilfred Owen: "Strange Meeting",
- (iv) Siegfried Sassoon, "Suicide in the Trenches"
- (v) Criticism: T.S. Eliot: Tradition and Individual Talent

UNIT3:

- (i) Virginia Woolf: *Mrs. Dalloway*

UNIT4:

- (i) JM Synge *Ryders to the Sea*

Text Books

- Texts prescribed in Units 2,3,4

Reference Books:

- *Pelican Guide to English Literature: Vol. 7. The Modern Age* (ed.) Boris Ford
- *Routledge History of Literature in English*. Ronald Carter & John McRae. London: Routledge, 1997
- *English Literature*. Jonathan Bate (Ch. 5 “Periods and Movements”)
- *Modernism. Critical Idiom*. By Peter Faulkner
- *Modernism. New Critical Idiom*. By Peter Childs

MAPPING OF COURSE OUTCOMES (COs) WITH THE PROGRAM OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	4	5	5	5	4	5
CO2	5	4	5	4	5	5	5	5	4	2
CO3	5	5	5	5	5	4	5	5	4	5
CO4	5	5	4	5	4	5	5	2	5	5

SKILL ENHANCEMENT COURSES (SEC)

Optional for SECC I paper

Skill Enhancement Courses (SECC Option I)

ENGLISH COMMUNICATION

Course Outcomes (COs)

CO1. To make students understand the meaning of communication. Its types, uses and emergence.

CO2. To familiarize students with the grammatical and composition skills for better understanding in language.

CO3. To help students in writing précis, reports and note taking.

CO4. To incorporate students understand how to write job applications, letters to the editors, social appeal and in making representations for an overall knowledge in written communication.

UNIT1:Introduction

- (i) What is communication?
- (ii) Types of communication (Horizontal, Vertical, Interpersonal, Grapevine)
- (iii) Uses of Communication, Inter-cultural communication, Communication today:
- (iv) Distinct features of Indianisation, alternative texts of language learning, global English and English in the print and electronic media in India.

UNIT2:The Four Skills and Prospect of new material in language learning

- (i) Listening-Passive and active, Speaking effective, intelligibility and clarity
- (ii) Methods and techniques of reading such as skimming, scanning and searching for information; Reading to understand the literal, metaphorical and suggested meaning of a passage,
- (iii) Identifying the tone (admiring, accusatory, ironical, sympathetic, evasive, indecisive, ambiguous, neutral etc.) of the writer and view-points.
- (iv) Cohesive and Coherent writing

UNIT3: Grammatical and Composition Skills

- (i) Doing exercises like filling in the blanks, correcting errors, choosing correct forms out of alternative choices, joining clauses, rewriting sentences as directed, and replacing indicated sections with single words / opposites / synonyms, choosing to use correct punctuation marks, getting to understand and use formal and informal styles, learning to understand the usages of officials, sexism, racism, jargon.
- (ii) Learning to understand information structure of these sentences such as topic-focus relationship; strategies of thematization, postponement, emphasis, structural compression (deletion of redundant parts, nominalization, cleft and pseudo-cleft sentences, elliptical structures etc.), Logical Connectors between sentences, Methods of developing a paragraph, structure of an essay and methods of developing an essay.

UNIT4: Exercises in Written Communication

- (i) Précis writing
- (ii) Note-taking skills
- (iii) Writing reports
- (iv) Guidelines and essentials of official correspondence for making enquiries, complaints and replies
- (v) Making representations; writing letters of application for jobs; writing CV, writing letters to the editor and social appeals in the form of letters/pamphlets.

Reference Books:

- *Ways of Reading: Advanced reading Skills for Students of English Literature.* Martin Montgomery et al. London: Routledge, 2007.
- *Applying Communication Theory for Professional Life: A Practical Introduction.* Dainton and Zellely, <http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0ludHJvX3RvX2NvbW11bmljYXRpb25fVGh3J5LnBkZg%3D>

MAPPING OF COURSE OUTCOMES (Cos) WITH THE PROGRAM OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	4	5	5	5	5	5
CO2	5	5	5	4	5	5	5	5	4	5
CO3	5	5	5	5	5	4	5	5	4	5
CO4	5	5	4	5	4	5	5	2	5	5

SEMESTER IV

Core Paper VIII

AMERICAN LITERATURE

Course Outcomes (COs)

CO1. To give an account of the canonical writers from American Literature in established genres.

CO2. To furnish the defining myths of American Literature- City on the Hill, The Frontier Spirit, American Dream, Manifest Destiny and E- Pluribus Unum.

CO3. To demonstrate the concept of the American Dream through the text- The Death of a Salesman by Arthur Miller.

CO4. To embellish the ideas of feminist perspectives and the philosophical ideas of nature through selected American Poets.

UNIT1:Historicaloverview

- (i) Genesis and evolution, and the defining myths of American Literature—city on a hill, the frontier spirit, the American Dream, manifest destiny, *e-pluribusunum*

UNIT2:

- (i) Walt Whitman: “Out of the Cradle Endlessly Rocking”,
- (ii) Robert Frost: “Stopping by the Woods in a Snowy Evening”,
- (iii)Emily Dickinson:“Because I could not stop for death”
- (iv)Maya Angelou: “I Know Why the Caged Birds Sing”

UNIT3:

- (i) Arthur Miller: *The Death of a Salesman*

UNIT4:

- (i) Ernest Hemingway: *A Farewell to Arms*

TextBooks

- Texts prescribed in Units 2,3,4 (All texts are available on the Internet.)

ReferenceBooks:

- *Pelican GuidetoEnglishLiterature*.Vol.9.*AmericanLiterature*.Ed.BorisFord
- *HighlightsofAmericanLiterature*.Dr.CarlBode(USIS)
- *AShortHistoryofAmericanLiterature*,KrishnaSenandAshokSengupta.Orient BlackSwan,2017
- *TheStoryofAmericanLiterature*.ByLudwigLewisohn
- *NortonAnthologyofAmericanLiterature*.(Head notesonauthorsandperiodstoberead)

MAPPING OF COURSE OUTCOMES (COs) WITH THE PROGRAM OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	4	5	5	5	5	5
CO2	5	5	5	4	5	5	5	5	4	5
CO3	5	5	5	5	5	4	5	5	4	5
CO4	5	5	4	5	4	5	5	2	5	5

CorePaperIX

EUROPEANCLASSICALLITERATURE

Course Outcomes (COs)

CO1. To familiarize students the features and characteristics of European Literature.

CO2. To showcase the decline of Roman Empire in the 15th century A.D.

CO3. To make the students conversant with the canonical texts of European Literature.

CO4. To appraise the students with the history of ancient Greek Literature through the works of Homer, Sophocles and Aristotle.

UNIT1:HistoricalReview

- (i)ClassicalAntiquity:ancientGreece,theriseanddeclineoftheRomanEmpire;Geographicalspace
:culturalhistoryoftheGreco-RomanworldcenteredontheMediterraneanSea

UNIT2: Epic poetry

- (i)Homer *Odyssey* (BookI)

UNIT3: Tragedy:

- (i)Sophocles: *Oedipus the King*

UNIT4: Criticism:

- (i) Aristotle: *Poetics* (Chapters:6,7,8)

TextBooks

- TextsprescribedinUnits2,3,4(AlltextsareavailableforfreeaccessonProjectGutenberg
<https://www.gutenberg.org/>)

ReferenceBooks:

- H.D.F.Kitto, *FormandMeaninginGreekDrama*
- H.D.F.Kitto, *TheGreeks*
- EricAuerbach,*Mimesis:TheRepresentation ofReality inWesternLiterature*
- GilbertMurray,*AHistoryofAncientGreekLiterature*,AndesitePress,2017.
- *Classicism:AVeryShortIntroduction*OUP

MAPPING OF COURSE OUTCOMES (COs) WITH THE PROGRAM OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	4	5	5	5	5	5
CO2	5	5	5	4	5	5	5	5	4	5
CO3	5	5	5	5	5	4	5	5	4	5
CO4	5	5	4	5	4	5	5	2	5	5

Core Paper

XWOMEN'S WRITING

G

Course Outcomes (COs)

CO1. To enlighten the students with the works of women writers from different cultures and nations in various genres.

CO2. To make students critically aware of the issues relating to workings of patriarchy, issues of gender and relations of desire and power.

CO3. To display the Diaspora concepts such as quest for self identity and Indian philosophical outlooks through the readings of Shanta Acharya.

CO4. To focus on the literary representation of the confessional women writers.

UNIT1: Virginia Woolf

- (i) "Chapter 1" from *A Room of One's Own*

UNIT2: Charlotte Bronte

- (i) *Jane Eyre*

UNIT3:

- (i) Kamala Das, 'An Introduction', 'The Sunshine Cat'
- (ii) Sylvia Plath, 'Mirror', 'Barren Woman'
- (iii) Eunice de Souza, 'Women in Dutch Painting', 'Remember Medusa'
- (iv) Shanta Acharya, 'Homecoming', 'Shringara'

UNIT4:

- (i) Ashapura Devi, *The Distant Window*

Text Books

- Texts prescribed in Units 1, 2, 3, 4

Reference Books:

- Toril Moi, *Sexual/Textual Politics*
- Elaine Showalter, *A Literature of Their Own*
- Sandra Gilbert and Susan Gubar, *The Mad Woman in the Attic*
- *The Distant Window*, Prachi Prakashan, Tr. Anima Bose, 1997
- Helen Carr, 'A History of Women's Writing' in *A History of Feminist Literary Criticism* by Gill Plain and Susan Sellers
- Mary Eagleton, 'Literary Representations of Women' in *A History of Feminist Literary Criticism* by Gill Plain and Susan Sellers.

MAPPING OF COURSE OUTCOMES (COs) WITH THE PROGRAM OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	4	5	4	5	5	5	5	5
CO2	4	5	5	5	5	5	5	5	5	5
CO3	5	5	5	4	5	4	5	5	4	5
CO4	5	5	4	5	5	5	5	4	5	5

Generic Elective Paper IV

LANGUAGE AND LINGUISTICS

Course Outcomes (COs)

CO1. To acquaint students with the fundamental knowledge in Linguistics.

CO2. To provide students the basic knowledge of English Language Teaching (ELT).

CO3. To familiarize the students the variation in English that people come in contact within contemporary times.

CO4. To showcase in difference in language of English spoken in Asia specially in India and in Europe.

UNIT 1:

(i) Language : What is Language, Linguistics, Branches and Scope, Applied Linguistics
Global Englishes: Who Speaks English today? Standard Language and Language Standards,
Language Variation, Postcolonial English, Pidgin and Creole, English in Asia and Europe

UNIT 2:

(i) Phonology and Morphology

UNIT 3:

(i) Syntax

UNIT 4:

(i) Semantics

Reference Books

- Introductory book on Linguistics and Phonetics by R L Varshney
- Global Englishes: A Resource Book for Students, Jennifer Jenkins, 3rd Edn, Special Indian Edition, Routledge, 2016
- An Introduction to Language and Communication, A R Parhi, 'Localising the Alien: Newspaper English and the Indian Classroom', English Studies in India, Springer, 2018.
- Adrian Akmajian, R. A. Demers, Ann K Farmer and R, M. Harnish, Prentice Hall of India, 2012
- David Crystal, Linguistics
- Braj B Kachru, The Indianization of English (OUP)
- David Crystal, English as a World Language

MAPPING OF COURSE OUTCOMES (COs) WITH THE PROGRAM OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	2	4	2	2	5	5	2	4	2
CO2	5	4	5	5	4	5	5	4	5	4
CO3	5	5	4	5	5	5	5	4	5	5
CO4	5	5	4	5	5	5	5	5	5	5

SEMESTER - V

Core

Paper XIMODERNEUROPEAN

DRAMA

Course Outcomes (COs)

CO1. To accustom the students with the best of experimental and innovative dramatic literature of Modern Europe.

CO2. To introduce the fundamental ideas of the theatre of absurd, tragedy and heroism in Modern European Drama.

CO3. To make students aware of the concepts of the realism, naturalism and existentialism.

CO4. To display the emergence of theatre, texts and performance through the mentioned texts.

UNIT1:HistoricalReview

- (i) Politics, social change and the stage; text and performance; European Drama: Realism and Beyond; Tragedy and Heroism in Modern European Drama; The Theatre of the Absurd

UNIT2:Henrik Ibsen

- (i) *Ghosts*

UNIT3:Eugene Ionesco

- (i) *Chairs*

UNIT4:Bertolt Brecht

- (i) *Life of Galileo*

Text Books

- Texts prescribed in Units 1,2,3,4

Web Resources

- Ionesco: <http://www.kkoworld.com/kitablar/ejen-ionesko-kergedan-eng.pdf>
- Ibsen: <http://www.gutenberg.org/files/8121/8121-h/8121-h.html>

Reference Books:

- Constantin Stanislavski, *An Actor Prepares*, Chap. 8,
- 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp. 121-5, 137-46.
- Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68-76, 121-8.
- George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303-24.
- Raymond Williams, *Drama from Ibsen to Brecht*
- Jean Genet, *Reflections on Theatre* (London: Faber & Faber) Chapter 2: "The Strange World Urb..." pp. 63-74.
- *Theatre of Absurd*. Martin Esslin

MAPPING OF COURSE OUTCOMES (COs) WITH THE PROGRAM OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	5	5	5	5	5	5
CO2	5	5	5	4	4	5	5	2	4	2
CO3	5	5	5	5	5	4	5	5	4	5
CO4	4	5	4	4	4	5	5	4	5	5

Core Paper XII

INDIAN CLASSICAL LITERATURE (Training of teachers essential for teaching this course)

Course Outcomes (COs)

CO1. To create awareness among the students about the rich and diverse literary culture of ancient India.

CO2. To project the history and genesis of Indian Classical Literature through the prescribed texts.

CO3. To acquaint the students with the concepts of Rasa and its relevance in the Indian Classical Literature.

CO4. To make students aware of unique Indian philosophical and spiritual aspects.

UNIT1: Introduction to the history and genesis of Indian Classical Literature UNIT2:

Sanskrit Drama –1

- (i) Kalidasa *Abhijnanasakuntalam*, Act IV, tr. M.R.Kale, Motilal Banarasi Dass, New Delhi

UNIT3: Sanskrit Drama-2

- (i) *Mrcchakatika* by Sudraka, Act I,
tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasi Dass, 1962)

UNIT4: Aesthetics and Maxims

- (i) Bharata's *Natyasastra*, Chapter VI on Rasa theory

Text Books

- Texts prescribed in units II, III, IV Reference Books:
- Kalidasa. Critical Edition. Sahitya Akademi
- Bharata's *Natyashastra*. English Translation by M.M. Ghosh. Vol 1. 2nd edition. Asiatic Society, Kolkata, 1950. Ch.6 "Sentiments". Pp.158-95
- J.A.B. Van Buitenen, "Dharma and Moksa" in Roy W. Perrett. Ed. *Indian Philosophy*. Vol 5, *Theory of Value: A Collection of Readings*. New York: Garland, 2000. Pp.33-40
- Vinay Dharwadkar, "Orientalism and the Study of Indian Literature", *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*. Ed. Carol A. Breckenridge and Peter Van der Veer. New Delhi: OUP, 1994. Pp. 158-95
- Haldhar Panda, *Universals of Poetics*

MAPPING OF COURSE OUTCOMES (COs) WITH THE PROGRAM OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	5	5	5	5	4	5
CO2	5	4	5	4	5	5	5	5	4	5
CO3	5	5	5	5	2	4	5	5	4	5
CO4	5	5	5	5	4	2	5	5	5	5

Discipline Specific Elective Paper-I

LITERARY THEORY

Course Outcomes (COs)

CO1. Familiarize the students with the literary premises and intellectual background pertinent to important eras of the literary and critical theory.

CO2. Explore possible applications of critical theory to various literary texts.

CO3. Develop students' knowledge of the terms used in the criticism of literature.

CO4. Demonstrate in-depth knowledge of foundational critical texts.

UNIT1:

- (i) New Criticism (“Language of Paradox” by Cleanth Brooks)

UNIT2:

- (i) Marxist Criticism(TerryEagleton:“LiteratureandIdeology”from*Marxism and Literary Criticism*)

UNIT3:

- (i) Feminist Criticism (*SecondSex*, Vol1 Introduction “Facts and Myths”)

UNIT4:

- (i) Structuralism (“The Nature of Linguistic Sign”by Saussure)

Text Books

- Texts prescribed in Units 1, 2, 3, 4

Reference Books

- Peter Barry, *Beginning Theory*
- Terry Eagleton, *Literary Theory*
- David Lodge, ed. *Twentieth Century Criticism*
- David Lodge, ed. *Modern Criticism and Theory: A Reader*
- Jonathan Culler, "In Pursuit of Signs"
- Tony Bennett, *Formalism and Marxism (New Accents)*

MAPPING OF COURSE OUTCOMES (COs) WITH THE PROGRAM OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	4	5	5	5	5	2
CO2	4	5	5	4	5	4	5	4	4	5
CO3	5	5	5	5	5	4	5	5	4	5
CO4	5	5	4	2	4	5	5	2	5	5

Discipline Specific Elective Paper-II

WORLD LITERATURE

Course Outcomes (COs)

CO1. To introduce the students to world literature.

CO2. To analyze a text from within a cultural and literary context

CO3. To understand foundational concepts and methods and interpret relationship between individual and society.

CO4. To analyze and interpret the historical and cultural context for from different times and varied cultures in both western and non-western traditions.

UNIT1: European

- (i) Albert Camus: *The Outsider*

UNIT2: Caribbean

- (i) V.S. Naipaul: *A Bend in the River*

UNIT3: Canadian Short Fiction

- (i) Alice Munroe: "The Bear Came Over the Mountain", "Face"

UNIT4: Latin American Poetry

- (i) Pablo Neruda: "Tonight I can Write" and "Everyday you play"
(ii) Octavio Paz: "Between going and staying the day wavers" and "Motion"

Text Books

- Texts prescribed in Units 1, 2, 3, 4

Web Resources:

- Alice Munro's short stories <http://www.newyorker.com/magazine/2013/10/21/the-bear-came-over-the-mountain-2>, <http://www.newyorker.com/magazine/2008/09/08/face>
- Poems of Octavio Paz http://www.poetrysoup.com/famous/poems/best/octavio_paz

Reference Books:

- *Weltliteratur*: John Wolfgang von Goethe in *Essay on Art and Literature* Goethe: The Collected Works Vol. 3
- Rabindranath Tagore "World Literature": *Selected Writings on Literature and Language*: Rabindranath Tagore Ed. Sisir Kumar Das and Sukanta Chaudhuri
- Goethe's "World Literature Paradigm and Contemporary Cultural Globalization" by John Pizer "Something Will Happen to You Who Read": Adrienne Rich, Eavan Boland' by Victor Luftig .JSTORiv. *Comparative Literature* University of Oregon.
- "WLT and the Essay" *World Literature Today* Vol. 74, No. 3, 2000. JSTOR Irish University Review, Vol. 23 Spring 1, Spring-Summer.
- What is world Literature? (Introduction) David Damrosch <http://press.princeton.edu/chapters/i7545.html>
- Tagore's comparative world literature https://www.academia.edu/4630860/Rabindranath_Tagores_Comparative_World_Literature

MAPPING OF COURSE OUTCOMES (COs) WITH THE PROGRAM OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	5	5	5	5	5	5
CO2	5	5	5	4	5	5	5	5	5	5
CO3	4	4	4	5	4	4	4	5	4	5
CO4	2	4	5	5	5	4	5	5	4	5

SEMESTER VI

Core Paper XIII

POSTCOLONIAL LITERATURES

Course Outcome (COs)

CO1. To introduce the students to the postcolonial literature

CO2. It aims to provide the students with the opportunity to think through the layered response- compliance, resistance, mimicry and subversion.

CO3. To give an overview of leading postcolonial thinkers.

CO4. It will discuss about the movements and theories against Empire.

UNIT1:

- (i) Postcolonialism: Elleke Boehmer (From *Literary Theory and Criticism* Ed. Patricia Waugh)
 - (a) The post in Postcolonial,
 - (b) Movements and theories against Empire
 - (c) Leading Postcolonial Thinkers (Frantz Fanon, Edward Said, Gayatri Spivak, Homi Bhabha)

UNIT2: Raja Rao

- (i) *Kanthapura*

UNIT3: Jean Rhys

- (i) *Wide Sargasso Sea*

UNIT4: Athol Fugard

- (i) *Blood Knot*

Text Books

- Texts prescribed in Units 1, 2, 3, 4

Reference Books:

- Chinua Achebe: “English and the African Writer” (Available online)
- Ngugiwa Thiong’o: “The Quest for Relevance” from *Decolonizing the Mind: The Politics of Language in African Literature*
- Leela Gandhi, *Postcolonial Theory: An Introduction*. OUP, 1998.
- Bill Ashcroft, Gareth Griffin, Helen Tiffin, *The Empire Writes Back: Theory and Practice of Post-Colonial Literature*.
- Edward Said. *Orientalism*.

MAPPING OF COURSE OUTCOMES (COs) WITH THE PROGRAM OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	4	5	5	5	2	5	5
CO2	5	5	5	4	5	5	5	5	4	5
CO3	4	5	5	5	2	5	4	5	4	4
CO4	5	4	5	5	4	5	5	2	5	5

Core Paper XIV

POPULAR LITERATURE

Course Outcomes (COs)

CO1. To interpolate students about the popular literature.

CO2. To make students understand about other subgenres of popular literature such as ‘children’s literature, ‘detective fiction’ and ‘campus fiction’.

CO3. To provide them a better understanding of the popular and the folk root of literature.

CO4. To make them know about the debate between genre fiction and literary fiction.

UNIT1:Introduction to the concept

- (i) What is popular literature?
- (ii) Debate between popular and high cultures ('highbrow'v/s'lowbrow')
- (iii)What is Genre fiction?
- (iv)Debate between genre fiction and literary fiction

Essays for discussion:

- Lev Grossman: "Literary RevolutionintheSupermarketAisle:GenreFictionisDisruptive Technology"
<http://entertainment.time.com/2012/05/23/genre-fiction-is-disruptive-technology/>
- Arthur Krystal: "Easy Writers: Guilty pleasures without guilt"<http://www.newyorker.com/magazine/2012/05/28/easy-writers>
- Joshua Rothman: "A Better Way to Think About the Genre Debate"<http://www.newyorker.com/books/joshua-rothman/better-way-think-genre-debate>
- Stephen Marche: How Genre Fiction Became More Important than Literary Fiction"<http://www.esquire.com/entertainment/books/a33599/genre-fiction-vs-literary-fiction/>

UNIT2: Children's Literature

- (i) Lewis Carroll: *Alice in Wonderland*

UNIT3: Detective Fiction

- (i) Arthur Conan Doyle: *The Hound of the Baskervilles*

UNIT4: Campus Fiction

- (i) Chetan Bhagat : *Five Point Someone*

Text Books

- Essays given for discussion under unit I and Texts prescribed in Units 2, 3, 4

Reference Books

- LeslieFiedler,"*TowardsaDefinitionofPopularLiterature*"in*SuperCulture:AmericanPopul*

arCultureand Europe.Ed.C.W.E. Bigsby. pp.29-38

- LeoLowenthal,*Literature,PopularCultureandSociety*
- FelicityHughes,“Children’sLiterature:TheoryandPractice”in*EnglishLiteraryHisto*
ry.Vol. 45, 1978. pp. 542-61.
- RaymondChandler,“TheSimpleArtofMurder”,AtlanticMonthly.Dec.1944(availableat
<<http://www.en.utexas.edu/amlitprivate/scans/chandlerart.html>>
- *PopularFiction:EssaysinLiteratureandHistory*
byPeterHumm,PaulStigant,PeterWiddowson
- SumathiRamaswamy,“Introduction”,in*BeyondAppearances?:VisualPracticesandIdeo*
logiesin Modern India.Pp.xiii-xxix

MAPPING OF COURSE OUTCOMES (COs) WITH THE PROGRAM OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	4	5	4	5	5	5
CO2	5	5	4	5	5	5	5	5	4	4
CO3	5	5	5	5	5	4	5	5	4	5
CO4	5	5	4	2	4	5	5	5	5	4

Discipline Specific Elective Paper - III

PARTITION LITERATURE

Course Outcomes (COs)

CO1. To know about worst man-made calamities of the 20th century.

CO2. To understand how geo-politics affects human lives and thus shapes these narratives across the globe.

CO3. To understand how the issues of gender, class, religion, ethnicity etc are interlinked and contribute to human suffering.

CO4. To see a pattern in narratives of vulnerable groups and bring to limelight tales of hope and comparison.

UNIT1:Defining partition literature

- (i) Ritu Menon and Kamla Bhasin, 'Introduction' from *Borders and Boundaries* (New Delhi: Kalifor Women, 1998)

UNIT2:

- (i) W.H. Auden "Partition", Agha Shahid Ali, "Learning Urdu", "The Dawn of Freedom"
Faiz Ahmad Faiz

UNIT3:Bapsi Sidhwa

- (i) *Ice-candy-man*

UNIT4:

- (i) Sadat Hassan Manto, "Toba Tek Singh" (from *Mottled Dawn*, Penguin India)
- (ii) Rajinder Singh Bedi, "Lajwanti" (Trans. Khushwant Singh)
- (iii) Lalithambika Antharajanam, "A Leaf in the Storm"

Text Books

- Texts prescribed in Units 1, 2, 3, 4
- (*Mottled Dawn* for Manto and Bedi in Unit 4, Penguin India)
- *Borders and Boundaries*. New Delhi: Kalifor Women, 1998

Reference Books:

- Sukrita P. Kumar, "Narrating Partition" (Delhi: Indialog, 2004)
- Urvashi Butalia, "The Other Side of Silence: Voices from the Partition of India" (Delhi: Kalika Women, 2000)
- Sigmund Freud, "Mourning and Melancholia" in *The Complete Psychological Works of Sigmund Freud*, tr. James Strachey (London: Hogarth Press, 1953) pp. 3041-53

MAPPING OF COURSE OUTCOMES (COs) WITH THE PROGRAM OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	5	5	4	4	5	5
CO2	5	4	4	4	4	5	5	5	5	4
CO3	5	5	5	5	5	4	5	5	4	5
CO4	5	4	4	5	2	5	5	5	5	5

Discipline Specific Elective Paper - IV**WRITING FOR MASS MEDIA****Course Outcomes (COs)**

CO1. To introduce the students to the history of English in India, history of Journalism and status of English in India.

CO2. To expound the format of writing for the print media : News, stories, features and editorials.

CO3. To present the process of writing for the electronic media, advertisement caption writing and taglines (print and electronic)

CO4. To bring forth the importance of Email, Blog, Social Networking, Internet Journalism in writing for mass media.

UNIT1:

- (i) History of English in India, Brief history of Journalism in English in India , Status of English in India, Indian writers of English and their treatment of the English language non-native variety

UNIT2:

- (i) Writing for the Print Media: News Stories, Features, Editorials (The teacher is required to cite examples and use material from mass media)

UNIT3:

- (i) Writing for the Electronic Media
(ii) Advertisement caption writing and taglines (print and electronic)

UNIT4:

- (i) Email, Blogs, Social networking
(ii) Internet Journalism

Reference Books

- Rangaswamy Parthasarathy, *Journalism in India: From the earliest times to the present day*, Sterling.
- SV Parasher, *Indian English: Functions and Form*, Bahri Publications.
- Stephen McLaren, *Easy Writer*
- AR Parhi, *Indian English through Newspapers*, Concept Publications.
- G L Labru, *Indian Newspaper English*, BR Publishing House.
- Vinod Dubey, *Newspaper English in India*, Bahri Publications.
- Kachru, Braj: *from Indianization of English*
- Dutta and Parhi, 'Prospect of Electronic Media as Curriculum in Non-Native Contexts', I-Manager's *Journal on English Language Teaching*. (2014)
- Aijaz Ahmed: 'Disciplinary English: Third-Worldism and Literature'.
- Narasimhaih; C.D. (ed.): *Awakened Consciousness: Studies in Commonwealth Literature*, New Delhi: Sterling.
- Omkar N. Koul: *English in India: Theoretical and Applied Issues*. New Delhi: Creative Publishers.

MAPPING OF COURSE OUTCOMES (COs) WITH THE PROGRAM OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	4	4	4	2	4	2	5	4
CO2	4	2	4	5	4	5	5	4	4	5
CO3	5	2	5	5	5	5	5	4	5	5
CO4	4	4	5	5	5	4	4	2	5	5

DSE Paper–IV: Dissertation/Research Project (College can give this choice only for students with above 60% aggregate marks)

DISSERTATION/RESEARCH PROJECT

Course Outcomes (COs)

CO1. To make students understand what is Research by providing in depth knowledge of research process and methods.

CO2. To encourage students in creating an original research work by involving them in practical activity

CO3. To motivate students to work and think independently, take initiative to solve problems on their own rather than relying on experts.

CO4. To formulate ideas on research process before undertaking their projects.

The research process

Typically, all research answer three questions: *what*, *why* and *how*.

The *what* states the research question to be investigated in a project.

The *why* explains the purpose of the research and also every step undertaken to conduct the research.

The *how* describes the stages of the research procedure.

To understand the process of research and to practically conduct any requires a good background in research methodology. Students may study research methodology before undertaking their projects.

MAPPING OF COURSE OUTCOMES (COs) WITH THE PROGRAM OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	2	4	5	5	5	5	5	5	5
CO2	4	5	4	5	5	5	5	2	5	5
CO3	4	5	5	5	5	4	5	4	2	5
CO4	2	4	5	5	5	5	5	4	4	5

- 3 Note related: 1
- From What Related: 2
- Nutral: 3
- Moderately Related: 4
- Highly Related: 5