Curriculum Framework

Bachelor of Arts in English

As per NEP 2020 and Learning Outcomes-based National Curriculum Framework
(Aligned with NCrF and NHEQF)

Effective From Academic Year 2025-2026

Founded by Mahatma Gandhi in 1920

Gujarat Vidyapith
Ahmedabad

Curriculum Framework

Bachelor of Arts
(English)

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Effective From Academic Year 2025-2026

GUJARAT VIDYAPITH: AHMEDABAD

Curriculum Framework of Bachelor of Arts

From the Desk of Vice Chancellor…

Dear All,

Any curriculum, at any level, must be firmly grounded in the objectives and goals that an educator or an educational institution aspires to achieve for its students. A course that trains students to solve mathematical equations must be very different from one that teaches them how to play a musical instrument, practice yoga, or conduct social research. Each subject requires its own methods, activities, and learning goals, which is why curriculum design is so important.

Therefore, curriculum is of utmost importance, as it determines how teachers and students will spend their time—in laboratories, in clinical practice, in creative endeavors, or in interactive lectures. It also reflects what a class, a department, a school, or an institution values; what it defines as its mission; and what it expects its graduates to accomplish. In this sense, the curriculum is the map that guides the essentials of learning from the classroom level to the institutional level.

The true success of any curriculum must be judged by its ability to achieve its intended objectives. It is a test of how well an institution—or an individual teacher—understands and articulates those objectives, and how effectively a pathway is created for students to attain success as defined by them. Curriculum is, in fact, a continuous chain of activities designed to translate broad educational goals into concrete practices, learning materials, and observable changes in behavior. A lesson plan, for instance, is curriculum at the classroom level, answering the critical questions: *What do I want my students to know? How can I engage them meaningfully? How will I measure what they have learned?*

For a society to achieve its educational aspirations, the curriculum must be both functional and relevant to its needs. Through careful management of curriculum, effective use of resources, and policies that bring systemic improvements, education can move society toward a more promising future. Indeed, curriculum is the very foundation of any academic institution—without it, the institution would lose its purpose and direction.

At Gujarat Vidyapith, established by Mahatma Gandhi in 1920 with its rich cultural and educational heritage, we remain committed to these ideals and we work with well-defined objectives to prepare our students for a brighter academic and social future.

It gives me immense pride and joy to announce the unveiling of the latest curriculum of Gujarat Vidyapith. This curriculum has been carefully designed in alignment with the objectives and guiding principles of the National Education Policy (NEP) 2020. I take this opportunity to place on record my deep appreciation for the efforts of the teaching faculty of Gujarat Vidyapith, the Members of the Board of Studies, and the Members of the Academic Council. Their dedication and vision have given shape to this comprehensive neo-curriculum, which will guide our students and our institution toward continued excellence.

With best wishes,

Dr. Harshad Patel
Vice Chancellor
Gujarat Vidyapith

Curriculum Framework

Bachelor of Arts

Effective From Academic Year 2025-2026

Department of English

Faculty of Languages and literature

Gujarat Vidyapith

Board of Studies

Chairperson:

Dr. Atulkumar Parmar
Associate Professor & Head, Department of English, Gujarat Vidyapith, Ahmedabad.

External Experts:

1) Prof. Darshana Bhatt
    Professor, Department of English, Gujarat University, Ahmedabad

2) Prof. V. Sudhakar
    Professor (Retd.), EFL University, Hyderabad.

Members from the Department:

1) Dr. Divyeshkumar D. Bhatt
    Assistant Professor, Department of English, Gujarat Vidyapith, Ahmedabad.

2) Dr. Amarendra Pandey
    Assistant Professor, Department of English, Gujarat Vidyapith, Ahmedabad.

Course Code	Course Name	Hours			Credit	Evaluations	
		Theory	Practical	Total		CCE	TEE
PROGRAMME STRUCTURE							
SEMESTER-1							
254510403001	Introduction to Literary Studies	60	0	60	4	40	60
	Total	**60**	**0**	**60**	**4**	**40**	**60**
SEMESTER-2							
254510403002	English Language and Communication	60	0	60	4	40	60
	Total	**60**	**0**	**60**	**4**	**40**	**60**
SEMESTER-3							
255010403003	Elizabethan Age	60	0	60	4	40	60
255010403004	Understanding the Genre	60	0	60	4	40	60
	Total	**120**	**0**	**120**	**8**	**80**	**120**
SEMESTER-4							
255010403005	Neo-classical Age (1660 CE to 1785 CE)	60	0	60	4	40	60
255010403006	Study of Genre: Prose	60	0	60	4	40	60
255010403007 255010403008	Indian Writing in English **OR** Indian Literature in Translation	60	0	60	4	40	60
255010403019	Internship				2*		
	Total	**180**	**0**	**180**	**12**	**120**	**180**
SEMESTER-5							
255510403009	Romantic Age and Victorian Age	60	0	60	4	40	60
255510403010	Literary Criticism – I	60	0	60	4	40	60
255510403011	Study of Genre: Poetry	60	0	60	4	40	60
255510403012 255510403013	Women's Writing **OR** Indian Women's Writing	60	0	60	4	40	60
	Total	**240**	**0**	**240**	**16**	**160**	**240**
SEMESTER-6							
255510403014	Modern Age	60	0	60	4	40	60
255510403015	Literary Criticism – II	60	0	60	4	40	60
255510403016	Study of Genre: Drama	60	0	60	4	40	60
255510403017 255510403018	Partition Literature **OR** World Classics in Translation	60	0	60	4	40	60
	Total	**240**	**0**	**240**	**16**	**160**	**240**
GRAND TOTAL		**900**	**0**	**900**	**60**	**600**	**900**

*CCE- Continuous Comprehensive Evaluation; **TEE- Term End Evaluation
* Internship of 2 credits is mandatory for all the student of the university.

Programme Contents	Credits
Core Courses	60
Field and Research	00
Professional Competency	00
Development Elective Modules	00
Institutional Managerial Internship	02
Total Credits of Programme	62

Collaborating Organisations

Programme Outcomes (POs)

After successful completion of the management program, students will be able to:

PO-1	Discipline Specific Knowledge	Provides a strong foundation in technical concepts of language, literature, and arts in general so as to engage in literary and art pieces from across the world.
PO-2	Problem Analysis	Develops critical thinking and literary analytical skills by applying literary-aesthetic principles to identify and engage with diverse kinds of literary and social issues.
PO-3	Experimental Skills	Ensures that students gain proficiency and accuracy in communication and literary skills through classroom and out of the class communication experiments.
PO-4	Environment and Sustainability	Encourages ecological awareness and responsibility through in-depth study of various texts to identify environmental concerns.
PO-5	Ethics and Values	Encourages Gandhian principles, professional ethics, and integrity through intensive study of literary texts and its comparison with the real-world scenarios for promotion of an egalitarian society.
PO-6	Communication	Equips students with oral and written communication skills, allowing them to present their views and arguments proficiently.
PO-7	Modern Tool Usage	Promotes modern and advanced IT tools in the acquisition of language and literary skills.
PO-8	Teamwork and Leadership	Prepares students for collaborative work in interpretative tasks and presentation of literary tendencies and work in teams to look at texts in an inter-disciplinary manner.
PO-9	Lifelong Learning	Encourages continuous learning and adaptability, ensuring that graduates continue engaging with literary texts and larger societal issues.
PO-10	Project Management	Develop students to real-time organizational work experience through internship programme to make them work-ready after the completion of the programme.
PO-11	Innovation and Entrepreneurship	Fosters creative thinking to lookout for possibilities of self-employment through offering solutions to language-related problems of people and organizations.
PO-12	Societal Contribution	Applies critical thinking for social goods reinforcing self-reliance, rural development, and the application of Gandhian ideals in different walks of life.

Programme Specific Outcomes (PSOs)

After successful completion of the BA program with a specialization in English Literature, students will be able to:

PSO-1	Proficiency in the Use of English in Personal and Professional Spaces	Students can use English in their personal and professional spaces with proficiency in order to communicate in oral and written medium.
PSO-2	Identifying Trends in English Literary History	Students can describe trends in the history of English literature and can discuss characteristics of each trend and its subsequent development.
PSO-3	Forms of Literature in English	Students can distinguish between different forms of literature through in-depth study of features and styles of different forms of literature.

CO Attainment Levels (OBE & NEP 2020 Aligned)

COs Attainment Levels	Level	Description	Attainment Criteria			
	Level 3	High	$\geq 80\%$ of students score above a set performance benchmark			
	Level 2	Moderate	60%–79% of students meet the performance benchmark			
	Level 1	Low	40%–59% of students meet the performance benchmark			
	Level 0	Not Attained	< 40% of students achieve the desired learning outcome			
Target Attainment (Benchmark)	Cos			CO-1	CO-2	CO-3	CO-4
	Target Level (%)			55	55	55	55

Program - B.A. (English) Semester- 1		
Course Code 254510403001	**Name of Course** **Introduction to Literary Studies**	**Core**
Credit: 04	**Teaching Scheme: Theory (60) - Practical (0)**	**Teaching Hours: 60**
Course Outcomes (COs)		

After completing this course, students will be able to

CO-1: Explain the concept of literature as a form of art and analyse the significance and methodologies of studying literature in academic and cultural contexts.

CO-2: Identify and evaluate the fundamental elements and major forms of poetry and demonstrate skills in the appreciation of selected poetic texts.

CO-3: Distinguish between various forms of fiction such as the short story, novella, and novel, and interpret their socio-political dimensions with reference to representative texts.

CO-4: Understand and interpret the nature, types, and varieties of drama, and critically assess thematic and structural aspects of a representative play.

Detailed Syllabus

Unit 1: Introduction to Art and Literary Studies
    1.1 Concept of arts and literature as an art
    1.2 Reasons for studying literature
    1.3 Ways of studying literature

Unit 2 Nature and Elements of Poetry
    2.1 Elements of Poetry
    2.2 Forms of poetry: Sonnet, Elegy, Ode, Ballad
    2.3 Appreciation of Poetry
    2.4 Samples:
    1. "Dreams" by Langston Hughes
    2. "Night of the Scorpion" by Nissim Ezekiel
    3. "Ode to Autumn" by John Keats
    4. "Stopping by the Woods" by Robert Frost

Unit 3: Prose: Fiction
3.1   Understanding forms of Fiction: Short Story, Novella, Novel
3.2   The Novel and its socio-political significance as an art form
3.3   Sample of short story:
    1. "An Astrologer's Day" by R.K. Narayan
    2. "The Evening Gift" by R.K. Narayan

Unit 4 Drama
4.1 Understanding Drama; TheNature of Drama (From *Drama An Introduction* by G J Watson)
4.2 Drama: types and varieties
4.3 Sample of Play: *Hayavadana* by Girish Karnad

Mapping Matrix of POs, PSOs, and COs

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg	1	2	3	4	Avg
						Pos										PSOs		
CO-1	3	2	2	1	3	2	1	1	2	1	1	2	1.75	2	---	2	-	2.00
CO-2	3	3	2	1	2	3	2	2	2	1	1	1	2.00	3	2	3	-	2.67
CO-3	2	2	3	-	2	3	2	-	2	-	2	-	2.22	3	3	---	-	3.00
CO-4	2	2	3	-	-	3	2	-	2	-	-	-	2.29	1	2	3	-	2.00
Avg	2.5	2.25	2.5	0.5	1.75	2.2	1.75	0.75	2	0.5	1	0.75		2.25	2.33	2.67	-	2.42

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

Teaching Pedagogy

CO-1 (Unit: 1)	• Lecture • Group Discussion • Story Telling • Peer Learning
CO-2 (Unit: 2)	• Lecture • Group Discussion • Story Telling • Project Work • Assignment • Peer Learning
CO-3 (Unit: 3)	• Lecture • Group Discussion • Story Telling • Peer Learning
CO-4 (Unit: 4)	• Lecture • Group Discussion • Story Telling • Peer Learning

Assessment Method

	COs	Marks	Class Test	Assignment	Presentation
			Exam Component		
Continuous Comprehensive Evaluation 40 Marks	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5

	COs	Marks	Exam Component
Term-End Evaluation 60 Marks	CO-1	15	Term End Examination
	CO-2	15	
	CO-3	15	
	CO-4	15	

References

Abrams, M.H. and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. New Delhi: Cengage Learning, 2015.

Hudson, W. H. *An Introduction of English Literature*. New Delhi: Robin Books, 2009.

Iyengar, K. R. S. and Prema Nandakumar. *Introduction to the Study of English Literature*. New Delhi: Sterling Publishers Pvt. Ltd. 1998.

Karnad, Girish. *Hayavadana*. New Delhi: OUP, 1997.

Narayan R.K. An Astrologer's Day and other stories. New Delhi: Alpha Edition. 2020.

Prasad, B. *A Background to the Study of English Literature*. Bombay: Macmillan & Company,

2000.
Rees, R.J. *English Literature: An Introduction for Foreign Readers.* Gurgaon: Macmillan, 2012.
Scot James, R. A. *Making of Literature.* New Delhi: Shree Niwas Publication, 2007.

Web Resources

- SWAYAM / NPTEL ICT Courses
  https://swayam.gov.in
- https://youtu.be/kYJNWPgA_Mc
- https://youtu.be/RAoQgPI5nC0
- https://www.youtube.com/playlist?list=PLyqSpQzTE6M_Cq6SRbLOVYlQg1PRp6Oz7

Program - B.A. (English) Semester- 2		
Course Code 254510403002	**Name of Course** **English Language and Communication**	**Core**
Credit: 04	**Teaching Scheme: Theory (60) - Practical (0)**	**Teaching Hours: 60**
Course Outcomes (COs)		

After completing this course, students will be able to

CO-1: Demonstrate an understanding of English as a global language and effectively apply the four language skills (Listening, Speaking, Reading, Writing) in the Indian context.

CO-2: Explain the process and types of communication and differentiate between oral, written, and nonverbal forms in diverse contexts.

CO-3: Construct professional correspondence, including formal letters, job applications with CVs, and emails, following appropriate structure and tone.

CO-4: Deliver structured oral presentations, participate in debates, and respond effectively in interviews using appropriate verbal and nonverbal communication strategies.

Detailed Syllabus

Unit 1: Effective Use of Language
1. English as an International Language
2. Using English in an Indian Context
3. Four skills of Language: LSRW
4. Characteristics of Good Writing

Unit 2 Basic Structure of Communication
1. Understanding Communication Skills
2. Process of Communication
3. Types of Communication (Oral/Written/Nonverbal)

Unit 3 Letter Writing
1. Structure of Formal Letters
2. Official Letters and Reports
3. Job Application Letters with CV
4. Drafting Email

Unit 4 Spoken Communication
1. Delivering a Speech on a Specific Topic
2. Making Presentations
3. Debating
4. Interviews

Mapping Matrix of POs, PSOs, and COs

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg	PSOs 1	2	3	4	Avg
CO-1	3	2	2	1	2	2	1	-	2	-	-	2	1.89	2	-	2	2	2.00
CO-2	3	2	2	-	3	2	-	1	2	-	1	3	2.11	3	2	3	-	2.67
CO-3	3	3	2	1	2	3	1	1	2	-	1	2	2.00	3	3	-	3	3.00
CO-4	3	3	2	-	3	3	1	1	3	1	2	3	2.36	1	2	3	-	2.00
Avg	3.00	2.50	2.00	1.00	2.50	2.50	1.00	1.00	2.25	1.00	1.33	2.50		2.25	2.33	2.67	2.42	2.00

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

Teaching Pedagogy

CO-1 (Unit: 1)	• Lecture • Group Discussion • Story Telling
CO-2 (Unit: 2)	• Lecture • Group Discussion • Assignment • Presentation
CO-3 (Unit: 3)	• Lecture • Gamification • Story Telling
CO-4 (Unit: 4)	• Lecture • Presentation • Group Discussion • Gamification • Story Telling

Assessment Method

Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5

Term-End Evaluation 60 Marks	COs	Marks	Exam Component
	CO-1	15	Term End Examination
	CO-2	15	
	CO-3	15	
	CO-4	15	

References

Bellare, Nirmala. *Reading Strategies* Vols. 1 and 2. New Delhi: Oxford University Press, 1998.

Bhasker, W. W. S. and N. S. Prabhu. *English through Reading* Vols.1 and 2. Macmillan, 1975.

Blass, Laurie, Kathy Block and Hannah Friesan. *Creating Meaning*. Oxford: OUP, 2007.

Brown, Ralph. *Making Business Writing Happen: A Simple and Effective Guide to Writing*.

Doff, Adrian and Christopher Jones. *Language in Use* (Intermediate and Upper Intermediate). Cambridge: CUP, 2004.

Doughty, P. P. and J. G. Thornton. *Language in Use*. London: Edward Arnold, 1973.

Freeman, Sarah. *Written Communication*. New Delhi: Orient Longman, 1977.

Grellet, F. *Developing Reading Skills*. Cambridge: Cambridge University Press, 1981.

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

Maley, Alan and Alan Duff. *Drama Techniques in Language Learning*. Cambridge: CUP, 1983.

Mohan, Krishna and Meera Banerji. *Developing Communication Skills*. New Delhi: Macmillan, 1990.

Narayanaswami, V. R. *Organised Writing* Book 2. New Delhi: Orient Longman.

Sasikumar, V., Kiranmai Dutt, and Geetha Rajeevan. A Course in Listening and Speaking I & II. New Delhi: Foundation Books, Cambridge House, 2006.

Savage, Alice *et al*. *Effective Academic Writing*. Oxford: OUP, 2005.

Widdowson, H. G. *English in Focus. English for Social Sciences*. Oxford University Press

Web Resources

- SWAYAM / NPTEL ICT Courses
  https://swayam.gov.in
- https://youtu.be/6Px5SROK1lo
- https://youtu.be/vxifdZU4Ij0
- https://youtu.be/Gd8v-FIjI9Y
- https://youtu.be/V1RQG1nB4Kg

Program - B.A. (English) Semester- 3		
Course Code 254510403003	**Name of Course** Elizabethan Literature	**Core & Minor**
Credit: 04	**Teaching Scheme: Theory (60) - Practical (0)**	**Teaching Hours: 60**
Course Outcomes (COs)		

After completing this course, students will be able to

CO-1: Analyze the political, religious, and socio-cultural transformations of 16th-century England and assess their impact on the evolution of Elizabethan literature and major literary forms.

CO-2: Differentiate between fictional and non-fictional prose of the Elizabethan era through the study of representative texts.

CO-3: Critically examine the thematic concerns and poetic techniques of major Elizabethan poets through close reading and analysis of selected poems.

CO-4: Interpret the thematic depth and structural elements of Elizabethan drama with a focused study of Christopher Marlowe's Dr. Faustus and the contributions of major dramatists of the period.

Detailed Syllabus

Unit: 1. Understanding Elizabethan Age
1.1 Political condition of England during 16thcentury
1.2 Renaissance
1.3 Socio-economic and cultural conditions of England
1.4 Reformation of Church
1.5 Major literary genres, authors and their work

Unit: 2. Prose
2.1 Non-fictional prose: characteristics, authors, and their works
2.2 Fictional prose: characteristics, authors, and their works
2.3 Sample of non-fictional prose: from *Essays* of Francis Bacon: 1. "Of Truth"; 2. "Of Studies"; 3. "Of Friendship"; 4. "Of Travel"
2.4 Sample of fictional prose: George Gascoigne's *The Adventures of Master FJ* (Chapter 1)

Unit: 3. Poetry:
3.1 Features of Elizabethan poetry
3.2 Samples
1. Thomas Wyatt: I find No Peace
2. Edmund Spenser: Sonnet 75 (from *Amoretti*)
3. Sir Philip Sidney: The Nightingale
4. Walter Raleigh: The Nymph's Reply to the Shepherd
5. William Shakespeare: Let me not to the marriage
6. Samuel Daniel: Let Others Sing of Knights and Paladins
7. Thomas Campion: Never Love Unless You Can

Unit: 4. Drama:
4.1 Elizabethan drama: scope, theme, and features
4.2 Major dramatists
4.3 Sample: Christopher Marlowe's *Dr. Faustus*

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg	1	2	3	4	Avg
						Pos										PSOs		
CO-1	3	3	–	2	3	2	–	–	2	–	–	2	2.43	2	–	2	2.00	2
CO-2	3	2	–	2	2	2	–	1	2	–	–	2	2.00	3	2	3	2.67	3
CO-3	3	3	–	2	3	2	–	–	2	–	–	2	2.43	3	3	–	3.00	3
CO-4	2	3	–	3	3	3	–	2	3	–	–	3	2.75	1	2	3	2.00	1
Avg	2.75	2.75	–	2.25	2.75	2.25	–	1.50	2.25	–	–	2.25		2.25	2.33	2.67	2.42	2.25

Mapping Matrix of POs, PSOs, and COs

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

Teaching Pedagogy

CO-1 (Unit: 1)	• Lecture • Group Discussion • Story Telling
CO-2 (Unit: 2)	• Lecture • Group Discussion • Assignment • Presentation
CO-3 (Unit: 3)	• Lecture • Technique • Gamification • Story Telling
CO-4 (Unit: 4)	• Lecture • Presentation • Group Discussion • Gamification • Story Telling

Assessment Method

Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

References

Abrams, M. H. and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Delhi: Cengage Learning, 2015.

Bradley, A.C. *Shakespearean Tragedy*. New Delhi: Atlantic Publishers, 2000.

Carter, Ronald and John McRae. *The Routledge History of Literature in English: Britain and Ireland*. New York and London: Routledge, 2018.

Daiches, David. *A Critical History of English Literature* Vol. 1. New Delhi: Supernova Publishers, 2013.

Gascoigne, George and John William Cunliffe. *The Complete Works of George Gascoigne*. The University Press, 1907.

Green, David. *The Winged Word.* Hyderabad: Macmillan.

Long, William J. *English Literature: Its History and Significance for the Life of the English Speaking World.* Maple Press, 2012.

Marlowe, Christopher. *Dr. Faustus.* Oxford University Press, 1997.

Nayar, Pramod K. *English Poetry from the Elizabethans to the Restoration: An Anthology.* Hyderabad: Orient BlackSwan, 2012.

Web Resources

- SWAYAM / NPTEL ICT Courses
  https://swayam.gov.in
- https://youtu.be/Oo69TXGLRdE
- https://youtu.be/KG8MIv6i7e4
- https://youtu.be/F3kc0b7iLwk
- https://youtu.be/0fFLqI6fN04

Program - B.A. (English) Semester- 3		
Course Code 254510403004	**Name of Course.** **Understanding the Genre**	**Core**
Credit: 04	**Teaching Scheme: Theory (60) - Practical (0)**	**Teaching Hours: 60**
Course Outcomes (COs)		

After completing this course, students will be able to

CO-1: Define and differentiate between major literary genres, demonstrating an understanding of their distinct features and significance in literary studies.

CO-2: Identify and analyze various forms of prose, with particular emphasis on short fiction, and critically engage with selected texts.

CO-3: Recognize poetic forms and literary devices and interpret the thematic and stylistic elements of selected poems.

CO-4: Explain the structural components of drama, distinguish among its different kinds, and critically examine the given text.

Detailed Syllabus

Unit 1. Genre

    1.1 Defining the Genre

    1.2 Importance of Genre

    1.3 Broad Genres of Literature

    1.4 Distinguishing Features of Genre

Unit 2. Prose

    2.1 What is Prose?

    2.2 Difference between Prose and Poetry

    2.3 Different Types and Kinds of Prose

    2.4 Samples of Prose – Fiction

    1. O Henry: "The Gift of the Magi"

    2. Guy de Maupassant: "The Necklace"

Unit 3. Poetry

3.1 What is Poetry?

3.2 Different Forms of Poetry

    3.3 Tools Used in Poetry

3.4 Samples:

1. Kamala Das: "An Introduction"

2. Nissim Ezekiel: "Poet, Lover, Birdwatcher"

Unit 4. Drama

4.1 What is Drama?

4.2 Components of Drama

4.3 Different Kinds of Drama

4.4 Sample: Rabindranath Tagore's *The Post Office*

	Pos													PSOs				
COs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**Row Avg**	**1**	**2**	**3**	**4**	**Avg**
CO-1	3	-	2	-	3	2	-	2	-	-	-	3	2.43	2	-	2	-	2.00
CO-2	3	-	2	-	3	2	-	2	-	-	-	3	2.43	3	2	3	-	2.67
CO-3	3	-	2	-	3	2	-	2	-	-	-	3	2.43	3	3	-	-	3.00
CO-4	3	-	2	-	3	2	-	2	-	-	-	3	2.43	1	2	3	-	2.00
Avg	**3**	**-**	**2**	**-**	**3**	**2**	**-**	**2**	**-**	**-**	**-**	**3**		**2.25**	**2.33**	**2.67**	**-**	**2.42**

Mapping Matrix of POs, PSOs, and COs (table title)

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

Teaching Pedagogy

CO-1 (Unit: 1)	• Lecture • Group Discussion, • Presentations • Assignments
CO-2 (Unit: 2)	• Lecture • Group Discussion, • Presentations • Assignments
CO-3 (Unit: 3)	• Lecture • Group Discussion, • Presentations • Assignments
CO-4 (Unit: 4)	• Lecture • Group Discussion, • Presentations • Assignments

Assessment Method

			Exam Component		
Continuous Comprehensive Evaluation 40 Marks	**COs**	**Marks**	**Class Test**	**Assignment**	**Presentation**
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	**COs**	**Marks**	**Exam Component**		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

References

Abrams, M.H. and Geoffrey Galt Harpham. *A Glossary of Literary Terms.* Cengage Learning, 2015.

Henry, O. *The Very Best of O Henry: Short Stories.* Embassy Books, 2017.

Hudson, W.H. *An Introduction to the Study of Literature.* Rupa Publications, 2015.

Iyengar, K.R.S. and Prema Nandakumar. *Introduction to the Study of Literature.* Sterling Publishers Pvt. Ltd., 1998.

Mehrotra, A.K. Ed. *The Oxford India Anthology of Twelve Modern Indian Poets.* Oxford University Press, 1997.

Nayar, Pramod K. *Studying Literature: An Introduction to Fiction and Poetry.* Orient BlackSwan, 2012.

Rees, R.J. *English Literature: An Introduction to Foreign Readers.* Macmillan, 2012.

Tagore, Rabindranath. *The Post Office.* Prabhat Prakashan, 2018.

Web Resources

- SWAYAM / NPTEL ICT Courses
  https://swayam.gov.in
- https://courses.washington.edu/webrhet/bis384/documents/ExplanationsofGenre.pdf
- https://generales.uprrp.edu/competencias-linguisticas/wp-content/uploads/sites/15/2025/02/Understanding-Literary-Genres.pdf

Program - B.A. (English) Semester- 4		
Course Code: 254510403005	**Name of Course: Neo-classical Age (1660 CE to 1785 CE)**	**Core & Minor**
Credit: 04	**Teaching Scheme: Theory (60) - Practical (0)**	**Teaching Hours: 60**
Course Outcomes (COs)		

After completing this course, students will be able to

CO-1: Analyze the political, social, and cultural contexts of the period, and evaluate how these influenced the major literary genres and features of the age.

CO-2: Interpret the characteristics of neo-classical poetry and critically examine literary pieces to understand its satirical elements.

CO-3: Compare and contrast the characteristics of prose and drama through detailed study of given texts.

CO-4: Summarize the contributions of key novelists of the period and apply literary analysis to given text to understand the development of novel as a genre.

Detailed Syllabus

Unit 1 Studying the Age
1.1 Political History
1.2 Social Conditions–Economy, Culture, Society
1.3 Major Genres–Prose, Poetry, Drama, Novel
1.4 Major Literary Features

Unit 2 Poetry
2.1 Characteristics of neo-classical poetry
2.2 John Dryden: *Mac Flecknoe*

Unit 3 Prose and Drama
3.1 Characteristics of Prose and Drama
3.2 Oliver Goldsmith: *She Stoops to Conquer*
3.3 Joseph Addison: *Sir Roger at Home*

Unit 4 Rise of the Novel
4.1 Major Contributors
4.2 Sample: Daniel Defoe: *Robinson Crusoe*

Mapping Matrix of POs, PSOs, and COs

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg	1	2	3		Avg
						Pos									PSOs			
CO-1	3	2	-	2	2	-	-	1	2	-	-	2	2.0	2	-	2	-	2.00
CO-2	3	3	2	2	2	2	-	2	2	-	-	2	2.2	3	2	3	-	2.67
CO-3	3	3	-	2	3	2	-	1	2	-	-	3	2.4	3	3	-	-	3.00
CO-4	2	2	2	1	2	2	-	2	2	-	1	2	2.0	1	2	3	-	2.00
Avg	2.75	2.5	2.0	1.75	2.25	2.0	-	1.5	2.0	-	1.0	2.25		2.25	2.33	2.67	-	2.42

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

Teaching Pedagogy

CO-1 (Unit: 1)	• Lecture • Group Discussion • Story Telling
CO-2 (Unit: 2)	• Lecture • Group Discussion • Assignment • Presentation
CO-3 (Unit: 3)	• Lecture • Story Telling
CO-4 (Unit: 4)	• Lecture • Presentation • Group Discussion • Story Telling

Assessment Method

			Exam Component		
Continuous Comprehensive Evaluation 40 Marks	**COs**	**Marks**	**Class Test**	**Assignment**	**Presentation**
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	**COs**	**Marks**	**Exam Component**		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

References

Baugh, Albert C. *A Literary History of England, The Restoration And Eighteenth Century (1660-1789)*. London: Routledge & Kegan Paul, 1967.

Baugh, Albert C. *A Literary History of England, The Restoration And Eighteenth Century (1660-1789)*. London: Routledge & Kegan Paul, 1967.

Clifford, James L. Ed. *Eighteenth Century English Literature: Modern Essays in Criticism*. Oxford: OUP, 1959.

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1982.

Ford, Boris. Ed. *The Pelican Guide to English Literature: From Dryden to Johnson* Vol . 4. Penguin, 1982.

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Humphreys, A. R. *The Augustan World: Society, Thought, and Letters in Eighteenth-Century England.* New York: Harper & Row, 1963.

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Jack, Ian. *Augustan Satire: Intention and Idiom in English Poetry 1660-1750.* New Delhi: OUP, 1978.

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Sutherland, James. *A Preface to Eighteenth-Century Poetry*. OUP, 1975.

Walker, Hugh. *English Satire and Satirists*. New York: Octagon Books, 1965. Print.

Walker, Hugh. *English Satire and Satirists*. New York: Octagon Books, 1965. Print.

Willey, Basil. *The Seventeenth Century Background: Studies in the Thought of the Age in Relation to Poetry and Religion.* Garden City: Doubleday, 1953.

Willey, Basil. *The Seventeenth Century Background: Studies in the Thought of the Age in Relation to Poetry and Religion.* Garden City: Doubleday, 1953.

Program - B.A. (English)		
Semester- 4		
Course Code: 254510403006	**Name of Course:** Study of Genre: Prose	**Core**
Credit: 04	**Teaching Scheme: Theory (60) - Practical (0)**	**Teaching Hours: 60**
Course Outcomes (COs)		

After completing this course, students will be able to

CO-1:   Identify and explain the structural features of prose and distinguish it from verse.

CO-2:   Analyze the narrative structure, themes, and stylistic elements in various forms of fiction such as the short story, novella, and novel.

CO-3:   Apply their understanding of life writing genres to interpret autobiographical elements in given text.

CO-4:   Evaluate personal and historical significance in diary and travel writings.

Detailed Syllabus

Unit: 1. Understanding Prose
1.1 What is prose? How is it different from verse?
    1.2 The general form of prose
    1.3 Different kinds of prose

Unit: 2. Fiction
2.1 Short Story, Novella, Novel: Definitions, Types and Characteristics
2.2 Sample of Novella:
    1. Vivek Shanbhag: *Ghachar Ghochar*

Unit: 3. Life Writing
3.1 Biography, Autobiography, Memoirs: Definitions and Characteristics
3.2 Sample of Autobiography: from R.K.Narayan's *My Days: Autobiography*. Chapters 1 to 6.

Unit: 4. Other Writings
4.1 Diary Writings
4.2 Samples of Diary & Travel Writing
1. Anne Frank: from *The Diary of a Young Girl.* From 14 June 1942 to 30 June 1942
2. Travel Writings: Sir Syed Ahmed Khan: from *Voyage to Modernism.* 9 November 1869.

Mapping Matrix of POs, PSOs, and COs

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg	1	2	3		Avg
															PSOs			
CO-1	3	2	2	1	1	3	2	2	3	1	2	1	2.00	2	–	2	–	2.00
CO-2	3	2	2	1	1	3	2	2	3	1	2	1	2.00	3	2	3	–	2.67
CO-3	2	3	3	1	1	3	2	2	2	1	2	1	2.00	3	3	–	–	3.00
CO-4	2	3	3	1	1	3	2	2	2	1	2	1	2.00	1	2	3	–	2.00
Avg	2.5	2.5	2.5	1	1	3	2	2	2.5	1	2	1		2.25	2.33	2.67	—	2.42

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

Teaching Pedagogy

CO-1 (Unit: 1)	• Lecture • Group Discussion • Word Splash • Project
CO-2 (Unit: 2)	• Lecture • Group Discussion • Peer Learning • Project
CO-3 (Unit: 3)	• Lecture • Group Discussion • Peer Learning • Project
CO-4 (Unit: 4)	• Lecture • Group Discussion • Peer Learning • Self-Learning • Project

Assessment Method

	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
Continuous Comprehensive Evaluation 40 Marks	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

References
Abrams, M. H. and Geoffrey Galt Harpham. *A Glossary of Literary Terms.* Delhi: Cengage Learning, 2015.
Boulton, Marjorie. *Anatomy of Prose.* London: Routledge and Kegan Paul.
Desai, Mahadev. *The Diary of Mahadev Desai.* Ahmedabad: Navjivan.
Earle, John. *English Prose: Its Elements, History and Usage.* London: Smith, Elder, & Co, 1890.
Frank, Anne. *The Diary of a Young Girl.* New Delhi: Lexicon Books, 2011.
Gandhi, M. K. *An Autobiography or the Story of My Experiments with Truth.* Ahmedabad: Navjivan.
Hudson, W. H. *An Introduction to the Study of Literature.* London: George G. Harrap & Co., 1913.
Khair, Tabish *et al.* Eds. *Other Routes: 1500 Years of African and Asian Travel Writing.* Indiana: Indiana University Press, 2005.
Khan, Syed Ahmad. *Voyage to Modernism.* Trans. And Eds. Mashirul Hasan and Nishat Zaidi. Delhi: Primus Books, 2011.
Pepys, Samuel. *The Diary of Samuel Pepys.* London: Georege Bell and Sons, 1893.
Rees, R. J. *English Literature: An Introduction for Foreign Readers.* Gurgaon: Macmillan, 2012.
Rolland, Romain. *Mahatma Gandhi: The Man Who Become One with the Universal Being.* New Delhi: Shristi Publishers and Distributors, 2013.
Rushdie, Salman. *Joseph Anton: A Memoir.* London: Jonathan Cape, 2012.
Somdatta, Mandal. Ed. *Indian Travel Narratives.* Jaipur: Rawat, 2010.
Teel, Leonard Ray and Ron Taylor. *An Introduction to Journalism: Into the Newsroom.* New Delhi: Prentice-Hall, 1985.

Program - B.A. (English) Semester- 4		
Course Code: 254510403007	Name of Course: Indian Writing in English	Elective
Credit: 04	Teaching Scheme: Theory (60) - Practical (0)	Teaching Hours: 60
Course Outcomes (COs)		

After completing this course, students will be able to

CO-1: Demonstrate an understanding of the historical, cultural, and linguistic contexts that shaped Indian English Literature and critically analyze foundational debates on the use of English in India.

CO-2: Interpret and appreciate major thematic concerns, stylistic features, and cultural underpinnings in the works of selected Indian English poets.

CO-3: Critically evaluate given literary text in terms of its engagement with communalism, identity, and contemporary social issues in Indian society.

CO-4: Apply literary concepts to analyze given literary text with a focus on characterization, narrative style, and the socio-cultural milieu of postcolonial India.

Detailed Syllabus

1. The Idea of Indian English Literature

1.1 The Problem of English in India

1.2 Raja Rao: 'Preface' to *Kanthapura*

1.3 Vinay Dharwadker: English in India and Indian Literature in English: The Early History, 1579-1834

1.4 M.K. Naik: "The Nature and Scope of Indian English Literature

2. Poetry

1. Toru Dutt: "Laxman"
2. Arun Kolatkar: "An Old Woman"
3. Nissim Ezekiel: "Night of The Scorpion"
4. Jayant Mahapatra: "Hunger"
5. Dom Moraes: "Absences"
6. Vikram Seth: "Soon"

3. Drama

3.1 Mahesh Dattani: *Final Solutions*

4. Novel

4.1 R.K. Narayan: *The Guide*

Mapping Matrix of POs, PSOs, and COs

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg	1	2	3	4	Avg
CO-1	3	2	-	1	2	2	-	-	2	-	-	2	2.0	2	-	2	-	2.00
CO-2	3	2	-	2	3	2	-	1	2	-	-	3	2.2	3	2	3	-	2.67
CO-3	3	3	-	1	2	3	-	-	2	2	2	2	2.3	3	3	-	-	3.00
CO-4	3	2	-	2	3	3	-	2	2	2	-	3	2.4	1	2	3	2	2.00
Avg	3.0	2.25	-	1.5	2.5	2.5	-	1.5	2.0	2.0	2.0	2.5		2.25	2.33	2.67	2.00	**2.42**

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

Teaching Pedagogy

CO-1 (Unit: 1)	• Lecture • Demonstration • Group Discussion • Project
CO-2 (Unit: 2)	• Lecture • Group Discussion • Peer Learning • Project
CO-3 (Unit: 3)	• Lecture • Group Discussion • Demonstration • Dramatization • Project
CO-4 (Unit: 4)	• Lecture • Group Discussion • Peer Learning

Assessment Method

	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
Continuous Comprehensive Evaluation 40 Marks	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5

	COs	Marks	Exam Component
Term-End Evaluation 60 Marks	CO-1	15	Term End Examination
	CO-2	15	
	CO-3	15	
	CO-4	15	

References

Blackburn, Stuart and Vasudha Dalmia. Eds. *Indian Literary Histories: Essay on the Nineteenth Century.* Ranikhet: Permanent Black, 2016.

Das, Sisir Kumar. *A History of Indian Literature.* New Delhi: Sahitya Akademi, 1991.

Dattani, Mahesh. *Seven Steps Around the Fire.*

Dharwadker, Vinay. *English in India and Indian Literature in English: The Early History, 1579-1834* Comparative Literature Studies, Vol. 39, No. 2 (2002), pp. 93-119, Penn State University Press. http://www.jstor.org/stable/40247335

Iyengar, K.R. Srinivas. *Indian Writing in English.* New Delhi: Sterling Publications, 2019.

Mehrotra, Arvind Krishna. Ed. *A Concise History of Indian Literature in English.* Orient BlackSwan, 2018.

Mukherjee, Meenakshi*, Realism and Reality: The Novel and Society in India*. Delhi: OUP, 1985.

Mukherjee, Sujit. *A Dictionary of Indian Literature: Beginnings-1850.* Hyderabad: Orient Blackswan, 1999.

Naik, M.K. *A History of Indian English Literature.* New Delhi: Sahitya Akademi, 2009. Narayan, R.K. *The Guide.*

Winternitz, Moriz and V. Shrinivas Sharma. *A History of Indian Literature.* New Delhi: Motilal Banarasidas Publications, 1996.

<table>
<tr><td colspan="4" align="center">**Program - B.A. Semester- 4**</td></tr>
<tr><td align="center">**Course Code:**
254510403008</td><td colspan="2" align="center">**Name of Course:**
Indian Literature in Translation</td><td align="center">**Elective**</td></tr>
<tr><td align="center">**Credit: 04**</td><td colspan="2" align="center">**Teaching Scheme: Theory (60) - Practical (0)**</td><td align="center">**Teaching Hours: 60**</td></tr>
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Course Outcomes (COs)

After completing this course, students will be able to

CO-1:   Explain the concept, need, and scope of translation with special reference to the Indian context.

CO-2:   Analyze cultural and linguistic nuances in the translated version of the given text.

CO-3:   Evaluate the challenges of translating political satire and performative elements in the given text.

CO-4:   Compare themes, styles, and language in the selected texts to explore how different translators navigate tone and regional voice.

Detailed Syllabus

Unit: 1. What is Translation
    1.1 What is translation?
    1.2 Translation: Need and Scopes
    1.3 Translation in Indian Context

Unit: 2. Novel
2.1 Dhruv Bhatt: *Akoopaar*
    Trans. Piyush Joshi and Suresh Gadhavi

Unit: 3. Drama
3.1 Vijay Tendulkar: *GhashiramKotwal*

Unit: 4. Short Stories
1. Mona Patrawala: The Black Horse
2. M Mukundan: Photo
3. Gopinath Mohanty: The Solution
4. Bhishma Sahni: A Feast for the Boss
5. Ajay Navaria: Hello Premchand

Mapping Matrix of POs, PSOs, and COs

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg	PSOs 1	2	3	4	Avg
CO-1	3	2	-	1	2	2	-	-	2	-	-	2	2.0	2	-	2	-	2.00
CO-2	3	2	-	2	3	2	-	1	2	-	-	3	2.2	3	2	3	-	2.67
CO-3	3	3	-	1	2	3	-	-	2	2	2	2	2.3	3	3	-	-	3.00
CO-4	3	2	-	2	3	3	-	2	2	2	-	3	2.4	1	2	3	2	2.00
Avg	3.0	2.25	-	1.5	2.5	2.5	-	1.5	2.0	2.0	2.0	2.5		2.25	2.33	2.67	2.00	**2.42**

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

Teaching Pedagogy

CO-1 (Unit: 1)	• Lecture • Demonstration • Group Discussion • Project
CO-2 (Unit: 2)	• Lecture • Group Discussion • Peer Learning • Project
CO-3 (Unit: 3)	• Lecture • Group Discussion • Demonstration • Dramatization • Project
CO-4 (Unit: 4)	• Lecture • Group Discussion • Peer Learning

Assessment Method

Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5

Term-End Evaluation 60 Marks	COs	Marks	Exam Component
	CO-1	15	Term End Examination
	CO-2	15	
	CO-3	15	
	CO-4	15	

References

Bhatt, Druv. *Akoopaar.*

Chandran, Mini. "The Practice of Translation in India." *Sahapedia* 1 November 2016. Online. URL: https://www.sahapedia.org/the-practice-of-translation-india

Devy, Ganesh. *Translation and Literary History: An Indian View.* New York and London: Routledge, 1990

Kothari, Rita. *Translating India: The Cultural Politics of English.* Manchester: St. Jorome Publishing, 2003.

Tendulkar, Vijay. *Ghansiram Kotaval*

Program - B.A. (English) Semester- 4		
Course Code: 254510403019	**Name of Course: Internship**	**Core**
Credit: 02	**Teaching Scheme: Practical (60)**	**Teaching Hours: 90**

Course Outcomes (COs)

After completing this course, students will be able to

CO-1:   Apply theoretical concepts of English language, literature, and communication to practical tasks in professional, academic, or community-based settings.

CO-2:   Develop essential workplace skills such as research, writing, editing, translation, content creation, and presentation that enhance their employability and career readiness.

CO-3:   Demonstrate the ability to work responsibly in organizational environments by adhering to deadlines, collaborating with peers or mentors, and engaging in problem-solving.

CO-4:   Critically reflect on their internship experience, evaluating the connection between classroom learning and workplace practices, and articulate their personal and professional growth.

Detailed Syllabus

1. Students will be placed in the organized related to language, literature, and allied area for gaining practical work experience.

Mapping Matrix of POs, PSOs, and COs

COs	Pos													PSOs				
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg	1	2	3	4	Avg
CO-1	2	1	2	1	–	2	3	2	1	2	–	1	**1.73**	3	2	3	2	**2.5**
CO-2	2	2	1	2	2	2	2	–	2	1	1	3	**1.82**	3	3	2	2	**2.5**
CO-3	3	3	2	2	–	2	2	2	–	2	–	2	**2.22**	3	3	3	2	**2.75**
CO-4	2	2	2	2	1	3	3	2	2	3	–	2	**2.27**	3	2	3	3	**2.75**
Avg	**2.25**	**2.00**	**1.75**	**1.75**	**1.50**	**2.25**	**2.50**	**2.00**	**1.50**	**2.00**	**1.00**	**2.00**		**3.0**	**2.5**	**2.75**	**2.25**	

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

Teaching Pedagogy

1. Practical Work Experience

Assessment Method

1. Internal 40 Marks	1. Report Writing – 20 Marks 2. Viva Voce – 20 Marks	
2. External 60 Marks	To be done by the organization where the internship is done.	

Program - B.A. (English) Semester- 5		
Course Code: 254510403009	**Name of Course: Romantic Age and Victorian Age**	**Core**
Credit: 04	**Teaching Scheme: Theory (60) - Practical (0)**	**Teaching Hours: 60**
Course Outcomes (COs)		

After completing this course, students will be able to

CO-1: Describe the sociopolitical contexts of the Romantic and Victorian ages and evaluate their influence on the literary features and themes of 19th-century British literature, including reflections of colonialism.

CO-2: Demonstrate critical appreciation of key poetic works from the Romantic and Victorian periods, identifying thematic concerns, stylistic elements, and individual poetic voices within their historical and literary contexts.

CO-3: Evaluate 19th-century British prose writings, recognizing shifts in literary style and social criticism through close readings of essays and lectures by major authors of the period.

CO-4: Discuss narrative techniques, character development, and social commentary in prescribed literary text.

Detailed Syllabus

Unit 1 Studying the age

1.1 Sociopolitical background to Romantic Age

1.2 Sociopolitical background to Victorian age

1.3 Major literary features of Romantic Age

1.4 Major literary features of Victorian Age

1.5 Colonialism and its reflections in the 19th century British Literature

Unit 2 Poetry

1.1 William Wordsworth: *The Solitary Reaper*

1.2 S.T.Coleridge: *Dejection: An Ode*

1.3 John Keats: *When I have fears*

1.4 P.B. Shelley: *Ozymandias*

1.5 Lord Byron: *She Walks in Beauty*

1.6 Lord Tennyson: *In Memoriam*

1.7 Robert Browning: *My Last Duchess*

1.8 E.B. Browining: *How Do I Love Thee*

1.9 Mathew Arnold: *Dover Beach*

Unit 3 Prose

1. William Hazlitt: *The Fight*

2. Charles Lamb: *The Old and the New Schoolmaster*

3. John Ruskin: Inaugural from Lectures on Art

4. Mathew Arnold: *The Function of Criticism at the Present Time*

Unit 4 Novel

4.1 Thomas Hardy: *Far from the Maddening Crowd*

Mapping Matrix of POs, PSOs, and COs

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg	1	2	3	4	Avg
						Pos										PSOs		
CO-1	3	-	-	2	2	-	-	-	2	-	-	2	2.2	2	-	-	2	2.00
CO-2	3	2	-	2	3	2	-	-	2	-	-	2	2.3	3	2	-	3	2.67
CO-3	3	2	3	-	-	2	3	-	2	-	-	-	2.5	3	3	-	-	3.00
CO-4	3	3	2	2	3	3	-	2	3	2	2	3	2.5	1	2	3	-	2.00
Avg	3.00	2.3	2.5	2.0	2.7	2.3	3.0	2.0	2.3	2.0	2.0	2.3		2.25	2.33	2.67	2.42	

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

Teaching Pedagogy

CO-1 (Unit: 1)	- Lecture - Group Discussion - Word Splash - Project
CO-2 (Unit: 2)	- Lecture - Group Discussion - Peer Learning - Project
CO-3 (Unit: 3)	- Lecture - Group Discussion - Peer Learning - Project
CO-4 (Unit: 4)	- Lecture - Group Discussion - Peer Learning - Self-Learning - Project

Assessment Method

Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

References

Daiches,David. *A Critical History of English Literature, Vol.II. The Romantics to the Present Day*. New Delhi: Supernova Publishers & Distributors, 2010.

Ford, Boris. Ed. *A Pelican Guide to English Literature From Blake To Byron* Vol.5. London: Penguin, 1982.

Ford, Boris. *From Dickens To Hardy*Vol.6,London: Penguin, 1982.

Jane Austen: *Emma*

Lamb, Charles. *Essays of Elia*. Eds. N.L.Haillward, M.A.Cantaband S.CHill. NewDelhi: Macmillan, 2000.

Magnus,Laurie. *English Literature in the Nineteenth Century an Essay in Criticism*. South Carolina: BiblioBazaar,2009.

Thomas Hardy: *Far from the Madding Crowd.*

Program - B.A. (English)		
Semester- 5		
Course Code: 254510403010	**Name of Course: Literary Criticism - I**	**Core**
Credit: 04	**Teaching Scheme: Theory (60) - Practical (0)**	**Teaching Hours: 60**
Course Outcomes (COs)		

After completing this course, students will be able to

CO-1: Describe the concept of literary criticism and its function in the field of literary studies.

CO-2: Discuss the major critical ideas of classical European critics.

CO-3: Discuss the major critical ideas in English from neo-classical period to the Victorian period.

CO-4: Discuss the major critical ideas in English during early and middle of the 20th century.

Detailed Syllabus

1.General Introduction
1.1 What is Literary Criticism?
1.2 Functions of Literary Criticism

2. Classical Literary Criticism
2.1 Plato
2.2 Aristotle
2.3 Longinus

3. English Literary Criticism l
3.1 John Dryden
3.2 Samuel Johnson
3.3 William Wordsworth
3.4 Mathew Arnold

4. English Literary Criticism ll
4.1 T. S. Eliot
4.2 Cleanthes Brooks
4.3 Northrop Frye

Mapping Matrix of POs, PSOs, and COs

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg	1	2	3	4	Avg
						Pos										PSOs		
CO-1	3	3	–	2	2	–	–	2	2	–	–	2	2.29	2	–	–	2	2.00
CO-2	3	3	–	2	2	–	–	2	2	–	–	2	2.29	3	2	3	–	2.67
CO-3	3	3	–	3	3	–	–	2	3	–	–	3	2.75	3	3	–	–	3.00
CO-4	3	3	2	2	2	2	2	2	3	–	–	2	2.33	1	2	3	–	2.00
Avg	3.0	3.0	2.0	2.25	2.25	2.0	2.0	2.0	2.5	–	–	2.25		2.25	2.33	2.67	1.00	2.42

2   3   = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

Teaching Pedagogy

CO-1 (Unit: 1)	• Lecture • Group Discussion • Word Splash
CO-2 (Unit: 2)	• Lecture • Group Discussion • Peer Learning
CO-3 (Unit: 3)	• Lecture • Group Discussion • Peer Learning
CO-4 (Unit: 4)	• Lecture • Group Discussion • Peer Learning

Assessment Method

	COs	Marks	Class Test	Assignment	Presentation
			Exam Component		
Continuous Comprehensive Evaluation 40 Marks	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5

	COs	Marks	Exam Component
Term-End Evaluation 60 Marks	CO-1	15	Term End Examination
	CO-2	15	
	CO-3	15	
	CO-4	15	

References

Classical Literary Criticism. Trans. Penelope Murray and T. S. Dorsch. London: Penguin Books,2004.

Habib, M. A. R. *Modern Literary Criticism and Theory: A History.* London: Wiely-Blackwell, 2007.

Nagarajan, M. S. *English Literary Criticism and Theory* Hyderabad: Orient Black Swan, 2006.

Plato. *The Republic*. Trans. Demond Lee. London: Penguin Books, 2007.

Richards, I. A. *Principles of Literary Criticism*. London and New York: Routledge, 2012.

Program - B.A. (English) Semester- 5		
Course Code: 254510403011	Name of Course: Study of Genre: Poetry	Core
Credit: 04	Teaching Scheme: Theory (60) - Practical (0)	Teaching Hours: 60
Course Outcomes (COs)		

After completing this course, students will be able to

CO-1: Identify and analyze key characteristics and types of lyric, ode, and sonnet.

CO-2: Demonstrate understanding of elegy, ballad, and epic forms by interpreting thematic elements and structural features.

CO-3: Examine the defining traits of Metaphysical and Neo-classical schools of poetry and critically evaluate representative poems.

CO-4: Examine the defining traits of Metaphysical and Neo-classical schools of poetry and critically evaluate representative poems.

Detailed Syllabus

Unit: 1. Poetic Types – I
1.2 Lyric: Definition, Characteristics,Types
1.2 Samples of Lyrics:
  i. William Wordsworth: I Wandered Lonely as a Cloud
  ii. Robert Herrick: To the Virgins, ToMake Much of Time
1.3 Ode: Definition, Characteristics,Types
1.4 Samples of Odes:
  i. P.B. Shelley: Ode to the WestWind
  ii. John Keats: Ode to a Nightingale
1.5 Sonnet: Definition, Characteristics, Types
1.6 Samples of Sonnets:
  i. William Wordsworth: Composedupon Westminster Bridge
  ii. John Donne: Death Be Not Proud

Unit: 2. Poetic Types – II
2.1 Elegy: Definition, Characteristics,Types
2.2 Samples of Elegies:
  i.   Thomas Gray: Elegy Written in aCountry Churchyard
  ii.   Katherine Philips: Epitaph
2.3 Ballad: Definition,Characteristics, Types
2.4 Samples of Ballads:
  i. S.T. Coleridge: The Rhyme of the Ancient Mariner
  ii. D.G. Rossetti: The Blessed Demozel
2.5 Epic: Definition, Characteristics,Types
2.6 Samples of Epics:
  i.   John Milton: *Paradise Lost* Book1: Stanza 1 to 3

Unit: 3. Schools and Movements in Poetic Art – I
3.1 Metaphysical School of Poetry:Its Features
3.2 Samples of Metaphysical Poetry
  i.   John Donne: The Flea
  ii.   George Herbert: The Pulley
3.3 Neo-classical School of Poetry:Its Features
3.4 Samples of Neo-classical Poetry

   i.   Alexander Pope: *An Essay on Man* Epistle 1: Argument and Section I to III.
   ii.   John Dryden: *Absalom and Achitophel* Stanza I

Unit: 4. Schools and Movements in Poetic Art – II
4.1 Pre-Raphaelite Poetry: Its Features
4.2 Samples of Pre-Raphaelite Poetry
   i. Christina Rossetti: In an Artist's Studio
   ii.   Christina Rossetti: Maud Claire
4.3 Modernist Poetry: Its Features
4.4 Samples of Modernist Poetry
   i.   T.S. Eliot: Aunt Helen
   ii.   W.B. Yeats: Among School Children

Mapping Matrix of POs, PSOs, and COs

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg	1	2	3	4	Avg
						Pos									PSOs			
CO-1	3	2	2	1	3	2	-	1	2	-	-	2	2.0	2	–	–	2	2.00
CO-2	3	2	1	-	3	2	-	-	2	-	-	2	2.0	3	2	3	–	2.67
CO-3	3	2	2	2	3	3	1	2	2	1	1	3	2.2	3	3	–	–	3.00
CO-4	3	2	2	2	3	3	1	2	2	1	1	3	2.2	1	2	3	–	2.00
Avg	3.0	2.0	1.75	1.75	3.0	2.5	1.0	1.25	2.0	1.0	1.0	2.5		2.25	2.33	2.67	1.00	2.42

2   3   = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

Teaching Pedagogy

CO-1 (Unit: 1)	• Lecture • Group Discussion • Demonstration • Project
CO-2 (Unit: 2)	• Lecture • Group Discussion • Demonstration • Project
CO-3 (Unit: 3)	• Lecture • Group Discussion • Demonstration • Project
CO-4 (Unit: 4)	• Lecture • Group Discussion • Demonstration • Project

Assessment Method

Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

References

Abbs, Peter and John Richardson. Eds. The Forms of Poetry. New Delhi: Cambridge University Press, 2012.

Abrams, M.H. and Geoffrey Galt Harpham. A Glossary of Literary Terms. Delhi: Cengage Learning, 2015.

Browning, Robert. Grammarian's Funeral

Carey, John. Practical English Prosody and Versification. London: Baldwin, Cradock, and Joy, 1816. (Available on www.archive.org)

Hudson, W. H. An Introduction of English Literature. New Delhi: Robin Books, 2009.

Iyengar, K. R. S. & Prema Nandakumar. Introduction to the Study of English Literature. New Delhi: Sterling Publishers Pvt. Ltd. 1998.

Johnson, Charles F. Forms of English Poetry. New York, Cincinnati, Chicago: American Book Company, 1904. (Available on www.archive.org)

Padgett, Ron. Ed. Handbook of Poetic Forms. New York: Teachers and Writers Collaborative, 1987. (Available on www.archive.org)

Prasad, B. A Background to the Study of English Literature. Bombay: Macmillan & Company, 1965.

Rees, R. J. English Literature: An Introduction for Foreign Readers. Gurgaon: Macmillan, 2012.

Scot James, R. A. Making of Literature. New Delhi: Shree Niwas Publication, 2007.

Program - B.A. (English) Semester- 5		
Course Code: 254510403012	Name of Course: Women's Writing	Elective
Credit: 04	Teaching Scheme: Theory (60) - Practical (0)	Teaching Hours: 60
Course Outcomes (COs)		

After completing this course, students will be able to

CO-1: Explain and contextualize key theoretical frameworks of feminist literary criticism to understand the evolution and purpose of women's writing.

CO-2: Analyse short fiction by women writers from diverse cultural backgrounds to identify thematic concerns, narrative strategies, and representations of gendered experiences.

CO-3: Evaluate how women poets use form, imagery, and language to express identity, resistance, and empowerment.

CO-4: Interpret and critique the role of feminist theatre in reimagining historical and mythological narratives through performance and script.

Detailed Syllabus

Unit: 1. Understanding Women's Writing

1.1 Jasbir Jain: "Reading Women's Writing"

1.2 Sarla Palkar: "Feminist Literary Theory: Creating New Maps"

1.3 Annette Kolodny "Dancing Through the Minefield: Some Observations on the Theory, Practice and Politics of Feminist Literary Criticism"

1.4 Elaine Showalter: "Towards a Feminist Poetics"

Unit: 2. Short Story

2.1 Charlotte Perkins Gilman: "The Yellow Wallpaper"

2.2 Alice Munro:"Boys and Girls"

2.3 Lalithambika Antharjanam: "Admission of Guilt"

2.4 Leslie Marmon Silko: "Yellow Woman"

2.5 Chimamanda Ngozi Adichie: "A Private Experience"

Unit: 3. Poetry

3.1 Amy Lowell: "A Fairy Tale"

3.2 Judith Wright: "Eve to Her Daughters"

3.3 Adrienne Rich: "Snap Shots of a Daughter-in-Law"

3.4 Mamta Kalia: "Tribute to Papa"

3.5 Julia Alvarez: "Women's Work"

3.6 Maya Angelou: "Phenomenal Woman"

Unit: 4. Drama

4.1 Carey Purcell: "Introduction" of *From Aphra Behn to Fun Home: A Cultural History of Feminist Theatre*

4.2 Polie Sengupta: *Thus Spake Shoorpanakha, So Said Shakuni*

Mapping Matrix of POs, PSOs, and COs

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg	PSOs 1	2	3	4	Avg
CO-1	3	2	-	3	-	2	-	-	-	2	-	2	2.29	2	–	–	2	2.00
CO-2	2	3	-	2	-	-	-	-	-	2	-	1	2.00	3	2	3	–	2.67
CO-3	3	2	2	2	-	2	-	-	-	2	-	-	2.14	3	3	–	–	3.00
CO-4	2	2	-	3	2	2	-	-	-	2	-	2	2.11	1	2	3	–	2.00
Avg	2.5	2.25	2.0	2.5	2.0	2.0	-	-	-	2.0	-	1.67		2.25	2.33	2.67	1.00	2.42

4   5   = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

Teaching Pedagogy

CO-1 (Unit: 1)	• Lecture • Group Discussion • Demonstration • Presentation
CO-2 (Unit: 2)	• Lecture • Group Discussion • Peer Learning
CO-3 (Unit: 3)	• Lecture • Group Discussion • Peer Learning
CO-4 (Unit: 4)	• Lecture • Group Discussion • Demonstration • Peer Learning

Assessment Method

Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

References

Adichie, Chimamanda Ngozi. The Thing Around Your Neck.

Adichie, Chimamanda Ngozi. We Should all Be Feminists.

Belsey, Catherine and Jane Moore. Eds. The Feminist Reader. New York: Palgrave Macmillan, 1997.

Jain, Jasbir. Ed. Women's Writing: Text and Context. Jaipur, Rawat, 2014.

Jain, Jasbir. Writing Women Across Cultures. Jaipur: Rawat, 2002.

Mohanty, Chandra Talpade. "Under the Western Eye: Feminist Scholarship and Colonial Boundaries." Boundary 2.12:3-13:1. 333-358.

Namjoshi, Suniti. The Fabulous Feminist: A Suniti Namjoshi Reader. New Delhi: Zubaan, 2012.

Nicholson, Linda J. Feminism/Postmodernism. London and New York: Routledge, 1990.

Purcell, Carey. From Aphra Behn to Fun Home: A Cultural History of Feminist Theatre. Rowman and Littlefield, 2020.

Raghupati, K. V. Critical Perspectives on Contemporary Women Poets in Indian English Poetry. Jaipur:

Aadi Publications, 2015.

Sangari, Kumkum and Suresh Vaid. Eds. "Introduction" to Recasting Women: Essays in Colonial History. New Delhi: Kali for Women, 1989.

Showalter, Elaine. Ed. The New Feminist Criticism: Essays on Women, Literature and Theory. New York: Pantheon Books, 1985.

Program - B.A. (English) Semester- 5		
Course Code: 254510403013	Name of Course: Indian Women's Writing	Elective
Credit: 04	Teaching Scheme: Theory (60) - Practical (0)	Teaching Hours: 60
Course Outcomes (COs)		

After completing this course, students will be able to

CO-1: Critically analyse the evolution and diversity of Indian women's writing, recognising key feminist perspectives and socio-political contexts that shape literary voices from the twentieth century onward.

CO-2: Demonstrate an understanding of early Indian English fiction by women through a close reading of the prescribed literary text, analyzing themes of identity, education, and gender within colonial and cultural frameworks.

CO-3: Interpret and evaluate poetic expressions by Indian women poets, appreciating the range of themes such as tradition, resistance, identity, and personal introspection across different historical and cultural backgrounds.

CO-4: Engage with contemporary Indian drama through close reading a given text of the play, examining how the play confronts issues of gender-based violence, social apathy, and moral responsibility within urban Indian settings

Detailed Syllabus

Unit 1 Understanding Indian Women's Writing
1.1 Susie Tharu and K. Lalitha: "The Twentieth Century: Women Writing the Nation"
1.2 Jasbir Jain: "Images of Women in Myth and History"
1.3 Jasbir Jain: "Indian Feminisms: The Nature of Questioning and the Search for Space in Indian Women's Writing"
1.4 Dieter Riemenschneider: "Indian Women Writing in English: A Brief Look at Short Stories of the 1970s and Early 1980s"

Unit 2. Novel
2.1 Krupabai Satthianadhan: *Saguna*

Unit 3. Poetry
3.1 Sarojini Naidu
    a. Indian Weavers
    b. Life
3.2 Kamala Das
    a. The Stone Age
    b. In Transit at Chiangi
3.3 Mamang Dai
    a. The Missing Link
    b. Small Towns and the River
3.4 Meena Kandasamy
    a. Storming in Tea-cups
    b. Non-conversations with a Lover
3.5 Arundhati Subramaniam
    a. To the Welsh Critic Who Doesn't Find Me Indentifiably Indian
    b. For a Poem, Still Unborn

Unit 4. Drama
4.1 Manjula Padmanabhan: *Lights Out*

Mapping Matrix of POs, PSOs, and COs

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg	PSO 1	2	3	4	Avg
CO-1	3	2	-	-	2	2	-	-	2	-	-	2	2.14	2	–	–	2	2.00
CO-2	3	3	-	-	2	2	-	1	2	-	-	2	2.11	3	2	3	–	2.67
CO-3	3	2	-	2	3	2	-	2	2	-	-	3	2.44	3	3	–	–	3.00
CO-4	3	2	-	-	2	3	-	2	2	-	-	2	2.22	1	2	3	–	2.00
Avg	3.0	2.25	-	2.0	2.25	2.25	-	1.67	2.0	-	-	2.25		2.25	2.33	2.67	0.50	2.42

6   7   = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

Teaching Pedagogy

CO-1 (Unit: 1)	• Lecture • Group Discussion • Demonstration • Presentation
CO-2 (Unit: 2)	• Lecture • Group Discussion • Presentation
CO-3 (Unit: 3)	• Lecture • Group Discussion • Presentation
CO-4 (Unit: 4)	• Lecture • Group Discussion • Presentation

Assessment Method

Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

References

Jain, Jasbir. Ed. Women's Writing: Text and Context. Rawat Publication, 2014.

Jain, Jasbir. Writing Women Across Cultures. Rawat, 2002.

Mukherjee, Meenakshi. "Women in a New Genre" in Realism and Reality: The Novel and Society in India. Meenakshi Mukherjee. New Delhi: OUP, 2014.

Padmanabhan, Manjula. Lights Out. Worldview Publications, 2020.

Raghupati, K.V. Critical Perspectives on Contemporary Women Poets in Indian English Poetry. Jaipur: Aadi Publications, 2015.

Riemenschneider, Dieter. Essays on Indian Writing in English. Rawat, 2016.

Satthianadhan, Krupabai. Saguna. Ed. Chandani Lokuge. New Delhi: OUP, 1998.

Subramaniam, Arundhati. Ed. Another Country: An Anthology of Post-Independence Indian Poetry in English. New Delhi: Sahitya Akademi, 2013.

Tharu, Susie and K. Lalitha. Eds. Women Writing in India Vol. I. New York: The Feminist Press, 1991.
Tharu, Susie and K. Lalitha. Eds. Women Writing in India Vol. II. New Delhi: OUP, 1995.

Program - B.A. (English) Semester- 6		
Course Code: 254510403014	Name of Course: Modern Age	Core
Credit: 04	Teaching Scheme: Theory (60) - Practical (0)	Teaching Hours: 60
Course Outcomes (COs)		

After completing this course, students will be able to

CO-1: Analyze the emergence of modernism by examining how political, social, and cultural shifts shaped the major features of Modern literature.

CO-2: Evaluate the thematic concerns, stylistic innovations, and cultural significance of selected modern poems.

CO-3: Evaluate the given piece of literary by assessing its narrative structure, linguistic innovation, and socio-political critique within the modernist framework.

CO-4: Analyze given piece of literature in relation to the principles of the Theatre of the Absurd, interpreting its existential themes and unconventional dramatic techniques.

Detailed Syllabus

Unit 1. Understanding the Modern Age

1.1 What is modernism?

1.2 Modernism in literature

1.3 Political, social and cultural background to the Modern Age

1.4 Major features of Modern literature

Unit 2. Modern Poetry

2.1 Features of Modern Poetry

 2.2 Samples

1. T.S. Eliot: "Portrait of a Lady"

2. Philip Larkin: "Church Going", "Toad"

3. Dylan Thomas: "All All and All the DryWorlds Lever" and "And Death Shall Have No Dimension"

4. Ted Hughes: "Crow and Mama", "CrowBlacker Than Ever"

Unit 3. Modern Novel

3.1 Anthony Burgess: *A Clockwork Orange*

Unit 4. Modern Drama

4.1 Samuel Beckett: *Waiting for Godot*

Mapping Matrix of POs, PSOs, and COs

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg	PSOs 1	2	3	4	Avg
CO-1	3	2	–	2	3	–	–	–	–	–	–	2	2.4	2.40	2	–	2	2.00
CO-2	3	3	–	3	3	–	–	–	2	–	–	2	2.57	2.57	3	2	3	2.67
CO-3	3	2	–	2	3	–	–	–	3	–	–	3	2.57	2.57	3	3	–	3.00
CO-4	3	3	2	–	2	3	2	2	2	–	–	2	2.44	2.44	1	2	3	2.00
Avg	3.0	2.5	2.0	2.33	2.75	0.75	0.50	0.50	1.75	-	-	2.25			2.25	2.33	2.67	2.42

8   9   = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

Teaching Pedagogy

CO-1 (Unit: 1)	• Lecture • Group Discussion • Presentation
CO-2 (Unit: 2)	• Lecture • Group Discussion • Presentation
CO-3 (Unit: 3)	• Lecture • Group Discussion • Presentation
CO-4 (Unit: 4)	• Lecture • Group Discussion • Presentation

Assessment Method

Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

References

Abrams, M. H. and Geoffrey Galt Harpham. A Glossary of Literary Terms. Delhi: CengageLearning, 2015.

Carter, Ronald and John McRae. *The Routledge History of Literature in English: Britain and Ireland.* New York and London: Routledge, 2018.

Childs, Peter. *Modernism*. London and New York, Routledge, 2008.

Daiches, David. *A Critical History of English Literature Volume II: The Restoration to the Present Day.* New Delhi: Supernova Publishers, 2013.

Green, David. *The Winged Word.* Hyderabad: Macmillan.

Peck, John and Martin Coyle. *A Brief History of English Literature.* New York, Palgrave, 2004.

Sanders, Andrew. *The Short Oxford History of English Literature.* New Delhi: Oxford University Press, 2005.

Beckett, Samuel. *Waiting for Godot.* Pearson, 2012.

Burgess, Anthony. *A Clockwork Orange*. Penguin, 2000.

Program - B.A. (English) Semester- 6		
Course Code: 254510403015	Name of Course: Literary Criticism - II	Core
Credit: 04	Teaching Scheme: Theory (60) - Practical (0)	Teaching Hours: 60
Course Outcomes (COs)		

After completing this course, students will be able to

CO-1: Demonstrate an understanding of the foundational principles of Freudian and Lacanian psychoanalytic theory.

CO-2: Critically evaluate the development of feminist literary theory and demonstrate an understanding of looking at texts through the lens of gender constructs and feminist perspectives.

CO-3: Identify and distinguish key features of Marxist, structuralist, post-structuralist, and post-modernist criticism.

CO-4: Demonstrate an understanding of foundational principles of post-colonial theory and its importance in modern literary criticism.

Detailed Syllabus

Unit 1. Psychological Criticism

    1.1 Sigmund Freud

    1.2 Jacques Lacan

Unit 2. Feminist Literary Criticism

    2.1 Female, Feminine, Feminist

    2.2 What is Feminist Literary Criticism?

    2.3 Major Figures in Feminist LiteraryCriticism

Unit 3. Marxist Criticism, Structuralism, Poststructuralism, Postmodernism

    3.1 Features of Marxist Criticism

    3.2 Features of Structuralism

    3.3 Features of Post-structuralism

    3.4 Features of Post-modernism

Unit 4. Post-colonialism

    4.1 What is post-colonialism?

    4.2 Features of Post-colonial Criticism

    4.3 Major Post-colonial Theorists

Mapping Matrix of POs, PSOs, and COs

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg	1	2	3	4	Avg
							Pos									PSOs		
CO-1	3	2	1	-	2	2	1	-	2	-	-	2	1.88					
CO-2	3	3	2	-	2	2	1	1	2	-	-	2	2.11					
CO-3	3	3	2	1	2	3	1	1	2	-	1	2	2.00					
CO-4	3	3	2	-	3	3	1	1	3	-	1	3	2.36					
Avg	3.00	2.75	1.75	1.00	2.25	2.50	1.00	1.00	2.25	-	1.00	2.25						

10 11 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

Teaching Pedagogy

CO-1 (Unit: 1)	• Lecture • Group Discussion • Presentation
CO-2 (Unit: 2)	• Lecture • Group Discussion • Presentation
CO-3 (Unit: 3)	• Lecture • Group Discussion • Presentation
CO-4 (Unit: 4)	• Lecture • Group Discussion • Presentation

Assessment Method

	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
Continuous Comprehensive Evaluation 40 Marks	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

References

Belsay, Catherine and Jane More, eds. *The Feminist Reader: Essays in Gender and Politics of Literary Criticism*. Malden, MA, USA: Wiley Blackwell, 1997.

Lodge, David and Nigel Wood, eds. *Modern Criticism and Theory*. London and New York: Routledge, 2006.

Loomba, Ania. *Colonialism/Postcolonialism*. London and New York: Routledge, 1998.

Nagarajan, M.S. *English Literary Criticism and Theory*. Hyderabad: Orient BlackSwan, 2006.

Plains, Gill and Susan Sellers, eds. *A History of Feminist Literary Criticism*. Cambridge: Cambridge University Press, 2012.

Ruthven, K. K. *Feminist Literary Studies: An Introduction*. Cambridge: Cambridge University Press, 1991.

Program - B.A. (English) Semester- 6		
Course Code: 254510403016	Name of Course: Study of Genre: Drama	Core
Credit: 04	Teaching Scheme: Theory (60) - Practical (0)	Teaching Hours: 60
Course Outcomes (COs)		

After completing this course, students will be able to

CO-1: Demonstrate an understanding of the origin, evolution, and major forms of drama by identifying and distinguishing between various dramatic types.

CO-2: Analyze and interpret key dramatic devices and explain their functions and effects in dramatic structure.

CO-3: Critically examine the themes, characters, and structure of a given dramatic text and demonstrating an understanding of realism and its impact on modern drama.

CO-4: Evaluate the use of satire, wit, and social commentary in given dramatic text, identifying its contribution to comedic tradition and aesthetic style.

Detailed Syllabus

1. Dramatic Art

    1.1 What is Drama? Origin and Development

    1.2 Dramatic Types

    a. Tragedy and Comedy

    b. Tragicomedy

    c. Farce and Melodrama

    d. Masque

    e. One-Act Play

    f. Dramatic Monologue

    g. Poetic Drama

2. Dramatic Devices

    2.1 Dramatic Irony

    2.2 Soliloquy and Aside

    2.3 Expectation and Surprise

    2.4 Chorus

    2.5 Concept of Unities: Place, Time, andAction

3. Text – I

3.1 Henrik Ibsen: *A Doll's House*

4. Text – II

4.1 Oscar Wilde: *The Importance of Being Ernest*

Mapping Matrix of POs, PSOs, and COs

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg	1	2	3	4	Avg
							Pos									**PSOs**		
CO-1	2	2	2	1	2	3	1	2	2	1	1	3	2.00					
CO-2	2	3	2	1	2	2	2	2	2	1	2	3	2.00					
CO-3	2	2	2	1	2	3	1	2	2	1	2	3	1.90					
CO-4	2	3	2	2	3	2	2	3	2	2	3	3	2.30					
Avg	2.5	2.5	2	1.25	2.25	2.5	1.5	2.25	2	1.25	2	3						

12 13   = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

Teaching Pedagogy

CO-1 (Unit: 1)	• Lecture • Group Discussion • Assignment • Presentation • Project
CO-2 (Unit: 2)	• Lecture • Group Discussion • Assignment • Presentation • Project
CO-3 (Unit: 3)	• Lecture • Group Discussion • Demonstration • Dramatization • Presentation
CO-4 (Unit: 4)	• Lecture • Group Discussion • Demonstration • Dramatization • Presentation

Assessment Method

Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5

Term-End Evaluation 60 Marks	COs	Marks	Exam Component
	CO-1	15	Term End Examination
	CO-2	15	
	CO-3	15	
	CO-4	15	

References
Abrams, M.H. and Geoffrey Galt Harpham. *A Glossary of Literary Terms.* Delhi: Cengage Learning, 2015.
Ibsen, Henrik. *A Doll's House*.
Prasad, B. *A Background to the Study of English Literature.* Bombay: Macmillan &Company, 1965.
Hudson, W. H. *An Introduction of English Literature.* New Delhi: Robin Books, 2009.
Iyengar, K. R. S. & Prema Nandakumar. *Introduction to The Study of English Literature.* New Delhi: Sterling Publishers Pvt. Ltd. 1998.
Rees, R.J. *English Literature: An Introduction for Foreign Readers.* Gurgaon: Macmillan,2012.
Scot James, R. A. *Making of Literature.* New Delhi: Shree Niwas Publication, 2007.
Wilde, Oscar. *The Importance of Being Ernest.*

Program - B.A. (English) Semester- 6		
Course Code: 254510403017	**Name of Course: Partition Literature of India**	**Elective**
Credit: 04	**Teaching Scheme: Theory (60) - Practical (0)**	**Teaching Hours: 60**
Course Outcomes (COs)		

After completing this course, students will be able to

CO-1:   Explain the critical perspectives on the historical, political, and cultural dimensions of the Partition as articulated by major scholars and historians.

CO-2:   Analyze themes of trauma, displacement, and identity through short fiction by key Partition-era authors.

CO-3:   Critically evaluate poetic representations of the Partition experience and assess how poetic form conveys memory, grief, and resistance.

CO-4:   Apply dramatic techniques and performance analysis to interpret how Partition narratives are staged to evoke collective and individual memory.

Detailed Syllabus

1. Writing Partition
1.1 Sukrita P. Kumar: "On Narrativizing Partition"
1.2 Mushirul Hasan: "Introduction" to *India Partitioned: The OtherFace of Freedom*
1.3 Urvashi Butalia: "Beginnings" from *The Other Side of Silence: Voices from the Partition of India*
1.4 Urvashi Butalia: "Memory" from *The Other Side of Silence: Voices from the Partition of India*
1.5 Daniela Rogobete and Elisabete Marino: "Introduction" to *ThePartition of India: Beyond Improbable Lines*

2. Short stories
2.1 Fikr Taunsvi: "The Book of Divine Knowledge"
2.2 Bhisham Sahni: "We Have Arrived in Amritsar"
2.3 Gulzar: "Ravi Paar"
2.4 Saadat Hasan Manto: "Toba Tek Singh"
2.5 Ismat Chughtai: "Roots"

3. Poetry
3.1 Amrita Pritam: "I Say UntoWaris Shah"
3.2 Birendra Chattopadhyay: "After Death: Twenty Years"
3.3 Gulzar: "Zero Line"
3.4 Adeeba Talukder: "DividingLine"
3.5 Makhdoom Mohiuddin: "The Land of Moon and Stars"
3.6 Sukrita Paul Kumar: "Cold Storage"
3.7 Tarun K. Saint: "Cyril's Map"

4. Drama
4.1 Shahid Nadeem: *River of Sorrow*
4.2 Atamjit: *No Man's Land*

Mapping Matrix of POs, PSOs, and COs

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg	1	2	3	4	Avg
					Pos											PSOs		
CO-1	3	2	-	2	3	-	-	-	-	-	-	2	2.4					
CO-2	3	2	-	-	3	2	-	2	-	-	-	2	2.29					
CO-3	3	3	2	-	3	2	-	-	-	-	-	2	2.5					
CO-4	3	3	2	-	2	3	-	-	-	-	-	2	2.5					
Avg	3.0	2.5	2.0	2.0	2.75	2.33	-	2.0	-	-	-	2.0						

14   15   = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

Teaching Pedagogy

CO-1 (Unit: 1)	• Lecture • Group Discussion • Assignment • Project
CO-2 (Unit: 2)	• Lecture • Group Discussion • Assignment • Project
CO-3 (Unit: 3)	• Lecture • Group Discussion • Presentation
CO-4 (Unit: 4)	• Lecture • Group Discussion • Demonstration • Dramatization • Presentation

Assessment Method

Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

References

Atamjit, Ed. *Plays from a Fractured Land: Punjabi Partition Drama in Translation.* New Delhi: Sahitya Akademi, 2021.

Butalia, Urvashi. *The Other Side of Silence: Voices from the Partition of India.* DukeUniversity Press, 2018.

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Jalil, Rakhshanda, Tarun K. Saint, and Debjani Sengupta. Eds. *Look Back: The 1947 Partition of India – 70 Years On.* Hyderabad: Orient BlackSwan, 2019.

Kumar, Sukrita P. Narrating Partition. Indialog Publications Pvt Ltd. 2006.

Manto, Saadat Hasan. "Toba Tek Singh."

Menon, Ritu, and Kamla Bhasin. *Borders & Boundaries: Women in India's Partition.* Rutgers University Press, 2018.

Rogobete, Daniela and Elisabete Marino. *The Partition of India: Beyond Improbable Lines.* UK: Cambridge Scholars Publishing, 2018.

Sahni, Bhisham. "We Have Arrived in Amritsar." In *India Partitioned: The Other Face of Freedom.* Vol. 1. New Delhi: Roli Books, 1997.

Taunsvi, Fikr, "The Book of Divine Knowledge." In *India Partitioned: The Other Face of Freedom.* Vol. 1. New Delhi: Roli Books, 1997

Program - B.A. (English) Semester- 6		
Course Code: 254510403018	**Name of Course:** **World Classics in Translation**	**Elective**
Credit: 04	**Teaching Scheme: Theory (60) - Practical (0)**	**Teaching Hours: 60**
Course Outcomes (COs)		

After completing this course, students will be able to

CO-1: Critically analyze the themes of love, duty, and destiny in the literary texts, and assess its influence on Sanskrit drama and Indian aesthetic traditions.

CO-2: Examine the structure and function of Greek tragedy through extensive reading of the given text, evaluating the role of fate, free will, and tragic irony in classical Western literature.

CO-3: Interpret and compare social, moral, and philosophical concerns across diverse cultural settings as portrayed in world short fiction, demonstrating close reading skills and thematic analysis.

CO-4: Critically explore the intersection of personal and political identities in the given literary texts, situating it within the socio-political context of early 20th-century India.

Detailed Syllabus

1. Indian Classical Text

1.1 Kalidasa: *Abhijnana Shakuntalam*

2. Greek Classical Text

2.1 Sophocles: *Oedipus Rex*

3. Short Story

    3.1 "The Shroud" by Munshi Premchand

    3.2 "The Convert" by Guy deMaupassant

    3.3 "The Empty Drum" by LeoTolstoy

3.4 "A Christmas Tree and a Wedding" by Fyodor Dostoyevsky

4. Novel

4.1 Rabindranath Tagore: *The Home and World*

Mapping Matrix of POs, PSOs, and COs

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg	PSOs 1	2	3	4	Avg
CO-1	3	2	–	2	3	–	–	–	2	–	–	2	2.29					
CO-2	3	3	–	–	2	2	–	–	2	–	–	2	2.29					
CO-3	2	3	–	2	3	2	–	–	3	–	–	3	2.56					
CO-4	3	3	–	–	2	3	2	2	2	–	2	2	2.36					
Avg	2.75	2.75	–	2.00	2.50	2.33	2.00	2.00	2.25	–	2.00	2.25						

16   17   = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

Teaching Pedagogy

CO-1 (Unit: 1)	• Lecture
CO-2 (Unit: 2)	• Group Discussion
CO-3 (Unit: 3)	• Dramatization
CO-4 (Unit: 4)	• Assignment
	• Project

Assessment Method

Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5

Term-End Evaluation 60 Marks	COs	Marks	Exam Component
	CO-1	15	Term End Examination
	CO-2	15	
	CO-3	15	
	CO-4	15	

References

Dostoyevsky, Fyodor. "Christmas Tree and a Wedding."
Hesse, Herman. *Siddhartha.*
Kalidasa. *Abhijnana Shakuntalam* (Available on www.archive.org)
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Selected Stories by Guy De Maupaussant
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Sophocles. *Oedipus Rex.* New York, Dover, 1991.

Gujarat Vidyapith