

# **Program Syllabus Booklet**

**Master of Arts in English**

**(M.A.-609)**



**Session: 2021-22**

**University College of Basic Sciences and Humanities  
Guru Kashi University, Talwandi Sabo**



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**Annexure-1**

**Programme Name: Master of Arts in English**

**Programme Code: 609**

**The Programme Outcomes (POs) for the programme Master of Arts in English are as follows and Post-Graduates will be able to:**

<b>PO</b>	<b>Statements</b>
PO1	<b>Literary Knowledge:</b> Apply literary knowledge to assess the relationships of works of different genres dealing with life and its values.
PO2	<b>Critical Thinking and Problem solving:</b> Exhibit the skill of critical thinking and understand scientific texts and place scientific Statements and themes in their contexts and also evaluate them in terms of generic conventions.
PO3	<b>Environment and Sustainability:</b> Figure out the impact of the literary sentiments for solutions of the sustainable development related issues in societal and environmental contexts.
PO4	<b>Ethics:</b> Recognize the role of ethical values in literary decisions and making commentary.
PO5	<b>Recent Trends in World Literature:</b> Examine the major writings of world literature and their style of writing in the light of latest trends in English Literature by studying Post-Modern literature.
PO6	<b>Literature and Society:</b> Inculcate the moral, cultural values, historical, myths and rituals of India by studying Indian writings in English literature.
PO7	<b>Communication:</b> Demonstrate refined communication skills through written and oral presentations to analyze existing literary theories and evaluate their theoretical and practical relevance.
PO8	<b>Life-long Learning:</b> Sifting moral and practical guidance through the famous lines/quotations of English literature.

**The Programme Specific Outcomes (PSOs) for the programme Master of Arts in English are as follows:**

PSO	Statements
PSO1	To Exhibit a grasp of written academic English, including the abilities to a) organize and present material in a cogent fashion, b) formulate and defend original arguments, c) employ the language of the concerned discipline effectively and d) write under time constraints.
PSO2	To Recall the different genres of English literature and critical knowledge of literary theory and criticism.
PSO3	To Strive to have the complete understanding of major authors, works, trends and movements from Chaucer to Post-modern Age of English literature.

**Annexure-2**

<b>Study Scheme</b>											
<b>Semester: 1st</b>											
Sr.	Subject Code	Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks	
				L	T	P					
1	B609101	From Chaucer to Renaissance: Prose and Poetry	T	5	0	0	5	50	50	100	
2	B609102	The Restoration Period	T	5	0	0	5	50	50	100	
3	B609103	The Victorian Age: Prose and Poetry	T	5	0	0	5	50	50	100	
4		Optional -1	T	5	0	0	5	50	50	100	
Total No. of Credits							20				

**Optional -1 (SELECT ANY ONE)**

1	B609104	Indian Writing In English I
2	A609105	Linguistics and Phonetics
3	B609106	William Shakespeare



<b>Semester: 2nd</b>											
Sr.	Subject Code	Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks	
				L	T	P					
1	B609201	From Chaucer To Renaissance: Drama	T	5	0	0	5	50	50	100	
2	B609202	The Romantic Period	T	5	0	0	5	50	50	100	
3	B609203	The Victorian Age: Novel	T	5	0	0	5	50	50	100	
4		Optional -2	T	5	0	0	5	50	50	100	
Total No. of Credits							20				

<b>Optional -2 (SELECT ANY ONE)</b>		
1	B609204	Indian Writing in English II
2	B609205	Study of a Genre : Drama
3	B609206	Study of a Genre : Poetry



<b>Semester: 3rd</b>										
Sr.	Subject Code	Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	B609301	Literary Criticism	T	5	0	0	5	50	50	100
2	B609302	20th Century Literature	T	5	0	0	5	50	50	100
3	B609303	European Literature	T	5	0	0	5	50	50	100
4		Optional -3	T	5	0	0	5	50	50	100
Total No. of Credits							20			

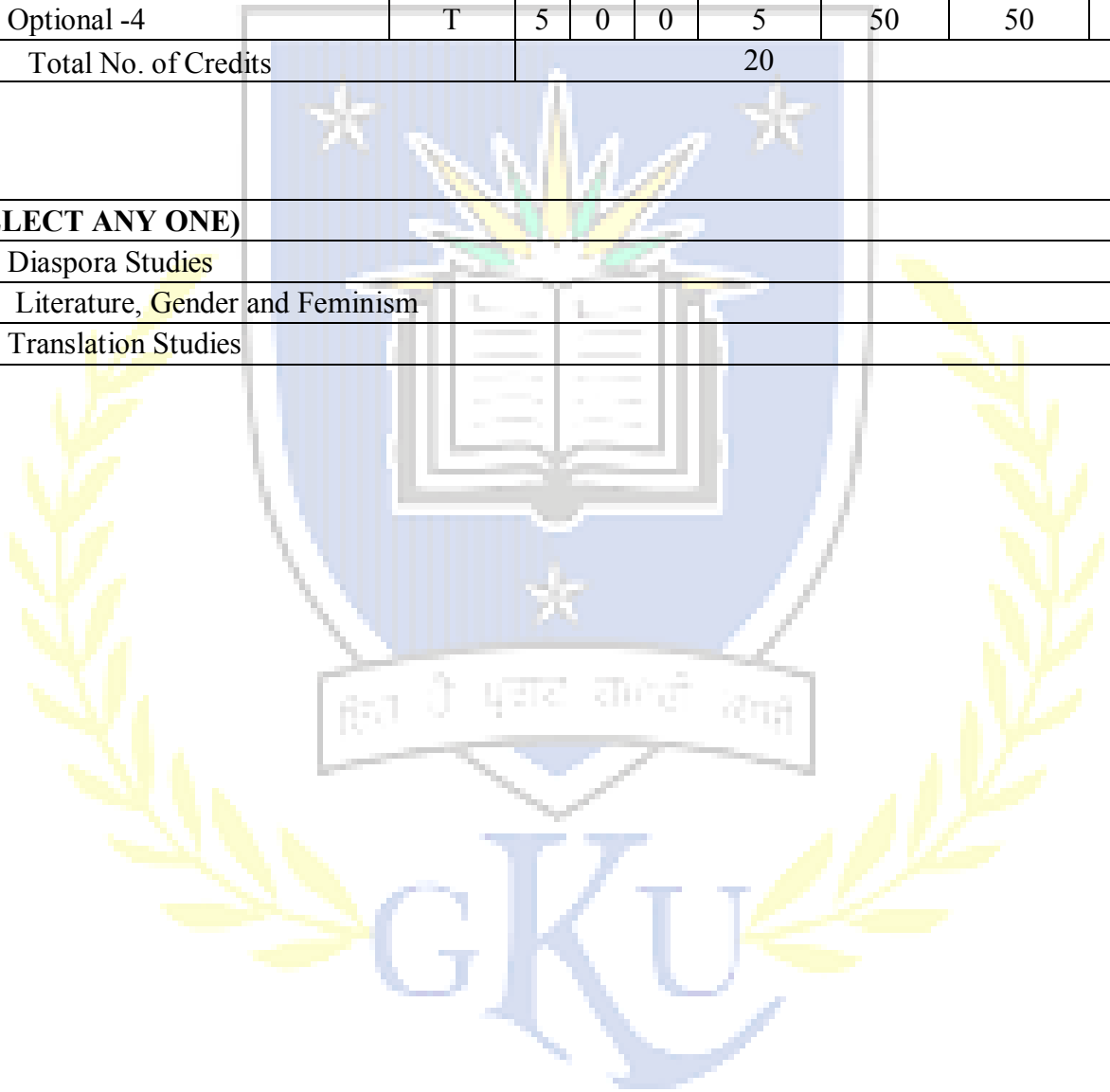
**Optional -3 (SELECT ANY ONE)**

1	B609304	American Literature
2	B609305	Modern British Literature
3	B609306	Modern Canadian Fiction



<b>Semester: 4th</b>										
Sr.	Subject Code	Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	B609401	Literary Theory	T	5	0	0	5	50	50	100
2	B609402	World Literature in English	T	5	0	0	5	50	50	100
3	B609403	Post Colonial Writing	T	5	0	0	5	50	50	100
4		Optional -4	T	5	0	0	5	50	50	100
Total No. of Credits				20						

<b>Optional -4 (SELECT ANY ONE)</b>		
1	A609404	Diaspora Studies
2	A609405	Literature, Gender and Feminism
3	A609407	Translation Studies





**Annexure-3**

**Course Name: FROM CHAUCER TO RENAISSANCE: PROSE AND POETRY**

**Course Code: B609101**

**Semester: 1st**

**Credits: 05**

**L T P**

**5 0 0**

**Course Outcomes: On successful completion of this course, the students will be able to:**

CO	Statements
CO1	Explain some of the major literary works of the period.
CO2	Discuss the main characters of the masterpieces of the Age, i.e. <i>Prologue to the Canterbury Tales</i> .
CO3	Analyze the style of metaphysical poetry of particularly John Donne, Andrew Marvell, and Herbert.
CO4	Find the Prose writings of major essayists of the Age in the line of Francis Bacon.
CO5	Grasp the grand style of selected spiritual and political poems of John Milton.

**Course Content**

**UNIT-1**

History of English Literature: The Age of Chaucer 1340 to 1400.  
Geoffrey Chaucer – *Prologue to the Canterbury Tales*

**UNIT-2**

Andrew Marvell: *To His Coy Mistress*  
George Herbert: *Virtue*  
Thomas Wyatt: *I find no Peace, and all my War is done*

**UNIT-3**

Francis Bacon: Essay  
1. Of Studies  
2. Of Friendship  
3. Of Truth

**UNIT-4**

John Milton: *Paradise Lost Book-I*

John Donne: *A Valediction: Forbidding Mourning*

**REFERENCE BOOKS**

1. Evans, Ifor. *A Short History of English Literature*. Penguin Books, 1990.
2. Coghill, N. *The Poet Chaucer*. Oxford University Press, 1967.
3. Smeaton, Oliphant, *Francis Bacon's Essays*. London., Dant, 1968.
4. Martz, Louis L., ed., *Milton: A Collection of Critical Essays*, Prentice Hall, N.J., 1966

**The mapping of PO/PSO/CO attainment is as follows:**

PO/PSO/ CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PS O1	PS O2	PS O3
CO1	3	2	1	2	1	3	2	2	1	2	3
CO2	2	1	1	1	1	3	1	2	1	2	2
CO3	2	2	1	1	1	2	2	2	1	2	2
CO4	2	3	2	2	1	3	2	3	2	1	2
CO5	1	1	1	2	2	2	1	2	1	1	2
Avg.	2	1.8	1.2	1.6	1.2	2.6	1.6	2.2	1.2	1.6	2.2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



**Course Name: ENGLISH LITERATURE**

**THE RESTORATION PERIOD**

**Course Code: B609102**

**Semester: 1st**

**Credits: 05**

**L T P**

**5 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statements
CO1	Demonstrate the knowledge of social, cultural and intellectual backgrounds of the Age.
CO2	Identify the elements of new literary forms, e.g. Satire, Poetry, Drama and Heroic Couplet.
CO3	Illustrate the reflections of recklessness in society and need for human values in the Restoration comedies like <i>The Way of the World</i> .
CO4	Evaluate critically the major texts of the Restoration Age.
CO5	Examine the different shades of manners and culture of the Restoration Age.

**Course Content**

**UNIT-1**

History of English Literature: The Restoration Age.  
John Dryden: *Mac Flecknoe*

**UNIT-2**

John Dryden - *Absalom and Achitophel*

**UNIT-3**

William Congreve – *The Way of the World*

**UNIT-4**

Alexander Pope: *The Rape of the Lock*.

## Reference Books

1. Sanders, Andrew. *The Short Oxford History of English Literature*. Clarendon Press, 1994.
2. Smith, D. Nicol. *John Dryden*. Folcroft Library Edition 1976.
3. Stuart M. Sperry: *Keats: The Poet*. Princeton University Press, 1973.

**The mapping of PO/PSO/CO attainment is as follows:**

PO/PSO/ CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PS O1	PS O2	PS O3
CO1	2	2	2	1	1	3	1	2	1	1	3
CO2	3	2	1	2	1	2	1	2	1	2	2
CO3	1	1	2	2	1	3	1	2	1	2	2
CO4	2	3	2	2	1	2	1	2	1	2	2
CO5	1	2	2	2	1	3	1	2	1	1	2
Avg.	1.8	2	1.8	1.8	1	2.6	1	2	1	1.6	2.2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



**Course Name: THE VICTORIAN AGE: PROSE AND POETRY**

**Course Code: B609103**

**Semester: 1st**

**L T P**

**Credits:05**

**5 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

<b>CO</b>	<b>Statements</b>
CO1	Discuss the cultural, historical, social trends and movements of the Victorian Period.
CO2	Examine the important ideas, themes and conflicts in the relevant texts, i.e. <i>Past and Present</i> : Book III.
CO3	Recognize the influence of industrialization and commercialization on the writings of major Victorian authors.
CO4	Examine the elements of obscurity and dramatic monologue the writings of Robert Browning.
CO5	Compare and contrast the conflicts between science and religion in the writings of Matthew Arnold.

**Course Content**

**UNIT-1**

History of English Literature: The Victorian Period.  
Alfred Tennyson: *Ulysses*

**UNIT-2**

Thomas Carlyle: *Past and Present*: Book III (The Modern Worker)  
D.G. Rossetti: *The Blessed Damozel*

**UNIT-3**

Robert Browning: “Andrea Del Sarto”, “My Last Duchess”, “The Last Ride Together.”, “Porphyria's Lover”, “A Grammarian Funeral”

**UNIT-4**

Matthew Arnold:  
“The Scholar Gypsy”  
“Thyrsis”  
“Dover Beach”

**Reference Books**

1. Young, G.N. *Portrait of an Age: Victorian England*. Oxford University Press, 1966.

2. Chesterton, G. K. *The Victorian Age in Literature*. O.U.P.1966.
3. Allott, Kenneth (ed.). *The Poem of Matthew Arnold*. Penguin Classics, 1985.
4. Allen, Walter. *George Eliot (Masters of World Literature)*. Macmillan Company, 1964.
5. Flower Betty S., *Browning and the Modern Tradition*. Cambridge University Press, 1948.

**The mapping of PO/PSO/CO attainment is as follows:**

PO/PSO/ CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PS O1	PS O2	PS O3
CO1	2	1	2	2	1	3	1	2	1	1	3
CO2	2	2	2	2	1	2	1	2	1	1	2
CO3	1	1	2	2	2	2	1	2	1	2	2
CO4	2	2	2	1	1	3	1	2	1	2	2
CO5	1	2	2	2	1	3	1	2	1	2	3
Avg.	1.6	1.6	2	1.8	1.2	2.6	1	2	1	1.6	2.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



**Course Name: OPTION- (I) INDIAN WRITING IN ENGLISH**  
**Course Code: B609104**

**Semester: 1st**

**Credits: 05**

**L T P**

**5 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statements
CO1	Justify the role of major movements, authors and figures of Indian Literature in English from 1900 to 1950.
CO2	Develop literary sensibility and emotional response to the Indian literary texts
CO3	Categorize the images and symbols in the poems of Nissim Ezekiel and his contemporaries.
CO4	Outline the cultural, traditional and moral Values in the works like Kanthapura.
CO5	Recognize the confessional elements in the writings of Kamala Das's My Story.

**Course Content**

**UNIT-1**

History of Indian Writing in English including authors/texts/trends/movements during the period 1900 to 1950.

**UNIT-2**

Raja Rao- : Kanthapura

**UNIT-3**

Nissim Ezekiel: Enterprise, Philosophy, Night of the Scorpion, Poet, Lover, Birdwatcher, The Visitor.

**UNIT-4**

Kamala Das: My Story

**Reference Books**

1. Iyengar, K. R. Srinivasa. *Indian Writing in English*. Asia Publishing House, 1962.
2. Naik, M.K. *A History of Indian Writing in English*. Sahitya Akademi, 2009.
3. Paolo, Pier. *The Fiction of Raja Rao*. Atlantic publishers, 2016.
4. Das, Kamla. *My Story*. HarperCollins Publishers, 2009.
5. Thieme, John. *Nissim Ezekiel: Collected Poems*. Oxford University Press, 1989.

**The mapping of PO/PSO/CO attainment is as follows:**

PO/PSO/ CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PS O1	PS O2	PS O3
CO1	1	1	2	1	2	3	1	2	1	2	2
CO2	3	2	1	2	1	2	1	2	1	2	2
CO3	3	2	2	2	1	2	2	1	2	2	2
CO4	1	2	2	2	1	3	1	2	1	2	2
CO5	1	2	2	2	1	3	1	2	1	1	1
Avg.	1.8	1.8	1.8	1.8	1.2	2.6	1.2	1.8	1.2	1.8	1.8

1.2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.





**Course Name:**  
**OPTION-(ii) LINGUISTICS AND PHONETICS**  
**Course Code: A609105**  
**Semester: 1st**

**Credits:05**

**L T P**

**5 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

<b>CO</b>	<b>Statements</b>
CO1	Describe the semiotic point of view of language and Fiction of Homogeneity.
CO2	Demonstrate the knowledge of English phonetics and phonology to improve their pronunciation.
CO3	Compare and contrast between Langue vs. Parole and Substance vs. Form.
CO4	Explain the production of speech sounds, long vowels, diphthongs and consonants.
CO5	Identify the strong and weak syllables and appropriate stress in simple and complex words.

**Course Content**

**UNIT-1**

This section comprises giving phonemic transcription of and marking primary stress on the RP variety of common English words using IPA symbols as given in Daniel Jones' *English Pronouncing Dictionary* edited by Peter Roach, James Hartman & Jane Setter. 17<sup>th</sup> Edition. (Low-Price Edition), Cambridge University Press, 2003. Apart from this, this section comprises pointing out of phonemic differences in minimal pairs.

**UNIT-2**

Language—Its definitions and Characteristics; Language and Speech; Semiotic point of view of Language; Fiction of Homogeneity; There are no Primitive Languages; Saussure's Dichotomies: Langue vs. Parole, Syntagmatic vs Paradigmatic Relationships, Substance vs. Form and Synchrony vs. Diachrony; Saussure's conception of linguistic sign, sign/symbol distinction, arbitrary and conventional nature of sign; Branches of Linguistics; Linguistics is a Science; Linguistics is Descriptive and not Prescriptive.

**UNIT-3**

- Chapter 2: The production of speech sounds
- Chapter 3: Long vowels, diphthongs and triphthongs
- Chapter 4: Voicing and consonants
- Chapter 5: Phonemes and symbols
- Chapter 6: Fricatives and affricates

**UNIT-4**

- Chapter 7: Nasals and other consonants
- Chapter 8: The syllable
- Chapter 9: Strong and weak syllables
- Chapter 10: Stress in simple words
- Chapter 11: Complex word stress
- Chapter 14: Aspects of connected speech

**Reference Books**

1. Lyons, John. *Language and Linguistics*. Cambridge University Press, 1981.
2. Lyons, John. *Introduction to Theoretical Linguistics*. Cambridge University Press, 1968
3. Akmajian, A. *An Introduction to Language and Communication*. Prentice Hall Publisher, 1996.
4. Bloomfield, L. *Language*. Rinehart and Winston Publications, 1993.
5. Chomsky, N. *Reflections on Language*. Pantheon, 1975
6. O'Connor, J. D. *Better English Pronunciation*. Cambridge University Press, 2000.
7. Robins, R. H. *General Linguistics*. Longman, 1980.

**The mapping of PO/PSO/CO attainment is as follows:**

PO/PSO/ CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PS O1	PS O2	PS O3
CO1	1	1	1	1	2	2	3	2	3	1	1
CO2	1	1	1	1	2	1	3	2	3	1	1
CO3	1	1	1	1	1	1	3	3	3	1	1
CO4	1	1	1	1	1	2	3	2	3	1	1
CO5	1	1	1	2	1	1	2	2	2	1	3
Avg.	1	1	1	1.2	1.4	1.4	2.8	2.2	2.8	1	1.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



**Course Name: OPTION-(ii) WILLIAM SHAKESPEARE**

**Course Code: A609106**

**Semester: 1st**

**L T P**

**Credits: 05**

**5 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statements
CO1	Analyze literary genres by focusing on Elizabethan poetry and prose, along with conventions.
CO2	Reflect the important ideas and themes in the representative plays of Shakespeare, i.e. <i>Othello</i> and <i>As you Like It</i> .
CO3	Examine the themes and diction of Shakespearean sonnets.
CO4	Compare and contrast the elements of Comedy and Tragedy in the writings of Shakespeare.
CO5	Identify the Aristotelian elements of Tragedy in Shakespearean tragedies, e.g. <i>Othello</i> and <i>Hamlet</i> .

**Course Content**

**UNIT-1**

*Othello*

**UNIT-2**

*As You Like It*

**UNIT-3**

*Hamlet*

**UNIT-4**

*Sonnets*

- 18 – “Shall I compare thee to a summer's day?”
- 19 – “Devouring Time, blunt thou the lion’s paws”
- 65 – “Since brass, nor stone, nor earth, nor boundless sea”
- 147 – “My love is as a fever, longing still”
- 152 – “In loving thee thou knowest I am forsworn”

**Reference Books:**

1. Bradley, A.C.: *Shakespearean Tragedy*, London, Macmillan, 1905.
2. Knight, G. Wilson: *The Wheel of Fire*, London, Methuen, 1949.
3. Laurence, L. *Shakespeare's Tragedies: An Anthology of Modern Criticism*. Harmondsworth, Middlesex, Penguin Books, 1970
4. Leech, Clifford. (ed.): *Shakespeare's Comedies*, Harmondsworth, Middlesex, Penguin Books, 1967.
5. Palmer, D.J.(ed.): *Shakespeare's Later Comedies*, Harmondsworth, Middlesex, Penguin Books, 1971.
6. Tillyard, E.M.W.: *Shakespeare's Problem Plays*, London, Chato & Windus, 1950.

**The mapping of PO/PSO/CO attainment is as follows:**

PO/P SO/C O	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	P O 7	PO 8	P S O 1	P S O 2	PS O3
CO1	3	2	2	2	1	3	1	2	1	2	2
CO2	2	2	2	3	2	1	1	3	2	3	2
CO3	2	1	2	2	1	3	1	2	1	3	2
CO4	3	2	2	2	1	3	1	3	1	3	2
CO5	3	3	2	2	1	2	1	3	1	3	2
Avg.	2.6	2	2	2.2	1.2	2.4	1	2.6	1.2	2.8	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



**Course Name: ENGLISH LITERATURE FROM CHAUCER TO RENAISSANCE- Drama**  
**Course Code: B609201**

**Semester: II**

**L T P**

**Credits: 05**

**5 0 0**

Course Outcomes: **On successful completion of this course, the students will able to:**

CO	Statements
CO1	Relate the authors/works/trends/movements etc. of the Age of Chaucer to those of Renaissance.
CO2	Identify the Aristotelian elements of Tragedy in the Shakespearean tragedies, e.g. <i>Macbeth</i> .
CO3	Classify the different shades of human nature through Ben Jonson's play <i>The Alchemist</i> .
CO4	Discuss the themes of Sin, Redemption, Power, Ambition and Free will, Fate in Ben Jonson's prescribed text.
CO5	Examine the cultural and artistic movements in England from 15 <sup>th</sup> to early 17 <sup>th</sup> centuries.

**Course Content**

**UNIT-1**

History of English Literature, The Renaissance. The authors/works/trends/movements etc.

**UNIT-2**

Christopher Marlowe: *Doctor Faustus*

**UNIT-3**

William Shakespeare: *Macbeth*

**UNIT-4**

Ben Jonson: *The Alchemist*

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**e Books**

1. Evans, Ifor. *A Short Study of English Literature*. Penguin Books, 1986.
2. Herford, C.H. and Simpson, Percy. *Ben Jonson: His Mind and His Work*. Clarendon, 1925.
3. Pattison, Mark. *Milton*. Lyall Book Depot, 1966.
4. Waldock, A.J. *Paradise Lost and Its Critics*. Cambridge University Press, 1966
5. Walker, Hugh. *English Essay & Essayists*. S. Chand & Co., 1960.
6. Smeaton, Oliphant (ed.). *Francis Bacon's Essays*. London, Dant, 1968.

**The mapping of PO/PSO/CO attainment is as follows:**

PO/PSO/ CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PS O1	PS O2	PS O3
CO1	2	1	2	2	1	3	1	2	1	1	3
CO2	2	2	2	2	1	2	1	2	1	1	2
CO3	1	1	2	2	2	2	1	2	1	2	2
CO4	2	2	2	1	1	3	1	2	1	2	2
CO5	1	2	2	2	1	3	1	2	1	2	3
Avg.	1.6	1.6	2	1.8	1.2	2.6	1	2	1	1.6	2.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



**Course Name: ENGLISH  
THE ROMANTIC PERIOD**

**Course Code: B609202**

**Semester: II**

**Credits: 05**

**5 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

<b>CO</b>	<b>Statements</b>
CO1	Trace out the history of Romantic period in English literature
CO2	Develop the element of imagination by the observation of the texts.
CO3	Analyze various elements of poetry such as diction, tone and form.
CO4	Compare and contrast the element of science with nature poem.
CO5	Evaluate critically the writings of major writers of Romantic Age, i.e. W. Wordsworth, John Keats, P.B. Shelley and Mary Shelley.

**Course Content**

**UNIT-1**

History of English Literature: The Romantic Period.

Mary Shelley: *Frankenstein*

**UNIT-2**

William Wordsworth- "To The Cuckoo", "The Solitary Reaper", "To Daffodills," "Ode On Intimations of Immortality", "Lucy Gray", "Tintern Abbey"

**UNIT-3**

John Keats- Odes: "Ode to a Nightingale", "Ode on Melancholy", "Ode to autumn," "Ode on a Grecian Urn", "Ode to Psyche".

**UNIT-4**

P.B.Shelley: Ode to the West Wind", "Ode to a Skylark", "Ozymandias"  
William Blake: *The Songs of Innocence and The Songs of Experience*.

### Reference Books

1. Legouis and Cazamian. *A History of English Literature*. Littlehampton Book Services Ltd, 1972.
2. Morris, Brian (ed.). *William Congreve*. Cambridge University Press, 1974.
3. Shelley, P. B. *The Poetical Works of Percy Bysshe Shelley Vol .II*. Read Books, 2008.
4. Spender, Stephen (ed.). *The Poems of P. B. Shelley*. The Heritage Press, 1974.
5. Reeves, James. *Selected Poems*. Heinman Education, 1966.
6. Lyons, Patrick (ed.). *Congreve's Comedies*. Palgrave MacMillan, 1982.

**The mapping of PO/PSO/CO attainment is as follows:**

PO/ SO/ CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PS O1	PS O 2	PS O3
CO1	2	2	2	1	1	2	1	2	1	2	2
CO2	2	1	1	1	1	2	1	2	1	2	2
CO3	3	1	2	1	1	2	1	2	2	2	3
CO4	1	2	2	2	1	3	1	3	2	2	3
CO5	3	2	2	1	1	3	1	3	1	2	2
Avg.	2.2	1.6	1.8	1.2	1	2.4	1	2.4	1.4	2	2.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.





**Course Name: THE VICTORIAN AGE-NOVEL**

**Course Code: B609203**

**Semester: II**

**Credits: 05**

**L T P**

**5 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

<b>CO</b>	<b>Statements</b>
CO1	Trace out the history of Victorian period in English literature.
CO2	Discuss the vices of society such as religious hypocrisy, the brutal class system and gender inequality in novels <i>Jude the Obscure</i> and <i>Hard Times</i> .
CO3	Identify the autobiographical elements in <i>The Mill on the Floss</i> .
CO4	Reflect the important ideas and themes in the selected works.
CO5	Investigate into the evolution and origin of Novel.

**UNIT-1**

History of English Literature, The Victorian Period: Novel

**UNIT-2**

Thomas Hardy – *Jude the obscure*

**UNIT-3**

Charles Dickens: *Hard Times*

**UNIT-4**

George Eliot: *The Mill on the Floss*.

## Reference Books

1. Shelley, P.B. *The Complete Poetical Works of Percy Bysshe Shelley*. Read Books, 2008.
2. Legouis and Cazamian. *A History of English Literature*. Littlehampton Book Services Ltd, 1972.
3. Chesterton, G.K. *The Victorian Age in Literature*. Oxford University Press, 1966.
4. Bloom, Harold(ed.). *Modern Critical Interpretation: Charles Dickens*. Chelsea House, 1987.
5. Bennet, Joan. *George Eliot: Her Mind and Her Art*. Macmillan, 1976.
6. Barnes, Christopher. "Hard Times, Fancy as Practice". *Dickens Studies Annual: Essays on Victorian Fiction*. 2004

**The mapping of PO/PSO/CO attainment is as follows:**

PO/PSO/ CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PS O1	PS O2	PS O3
CO1	1	2	2	1	2	3	1	2	1	2	3
CO2	2	3	2	2	1	3	1	2	1	2	3
CO3	2	1	2	2	1	3	1	2	1	2	2
CO4	2	2	1	2	2	2	1	3	1	3	2
CO5	2	1	1	2	3	2	1	2	2	1	3
Avg.	1.8	1.8	1.6	1.8	1.8	2.6	1	2.2	1.2	2	2.6

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



**Course Name: OPTION- (I) INDIAN WRITING IN ENGLISH II**

**Course Code: B609204**

**Semester: II**

**Credits: 05**

**L T P**

**5 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statements
CO1	Grasp the writing style of major Indian writers of English.
CO2	Examine the Post Colonial reflection in the novel <i>The Shadow Lines</i> .
CO3	Recognize mythic allusion and racial conflicts in the novel <i>Such A Long Journey</i> .
CO4	Figure out important ideas and themes in the selected works of Indian writing in English.
CO5	Illustrate the feminine insights like self-discovery and independence in texts like <i>The Ladies Coupe</i> .

**Course Content**

**UNIT-1**

History of Indian Writing in English. Major authors/texts/trends/movements of Post-Independence period.

**UNIT-2**

Amitav Ghosh: *The Shadow Lines* (1988)

**UNIT-3**

Rohinton Mistry : *Such a Long Journey*

**UNIT-4**

Anita Nair: *The Ladies Coupe*

## Reference Books

1. Iyengar, K. R.Srinivasa. *Indian Writing in English*. Asia Publishing House, 1962.
2. Naik, M.K. *A History of Indian Writing in English*. Sahitya Akademi, 2009.
3. Walsh, William. *Indian Literature in English*. Longman publishers, 1990.
4. Ghosh, Amitav. *The Shadow Lines*. John Murray Publication, 2011.
5. Dhawan, Rajinder Kumar. *The Fiction of Anita Desai*. Bahri Publication, 1989.

**The mapping of PO/PSO/CO attainment is as follows:**

PO/PSO/ CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PS O1	PS O2	PS O3
CO1	3	2	2	2	1	2	1	2	1	2	2
CO2	2	1	2	2	1	3	1	2	1	2	2
CO3	2	2	2	2	2	2	1	2	1	2	2
CO4	2	1	2	2	1	2	2	1	2	3	2
CO5	1	2	2	1	3	3	1	3	1	2	3
Avg.	2	1.6	2	1.8	1.6	2.4	1.2	2	1.2	2.2	2.2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



**COURSE NAME: - Option (II) STUDY OF A GENRE: DRAMA**

**Course Code: B609205, Semester: II**

**L T P**

**Credits: 05**

**5 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

<b>CO</b>	<b>Statements</b>
CO1	Identify the capitalism, social reforms in <i>Man and Superman</i> .
CO2	Assess social, moral, ethical and aesthetic values in <i>King Lear</i> .
CO3	Explore issues like humanity, companionship, suffering and dignity in <i>King Lear</i> .
CO4	Compare and contrast Modernist and Post-modernist approaches to comment on <i>Waiting for Godot</i> .
CO5	Illustrate the sentimental elements related to selfless love and delicacies of nature in light of the prescribed texts.

**UNIT-1**

Shakespeare: *King Lear*

**UNIT-2**

George Bernard Shaw: *Man and Superman*

**UNIT-3**

Samuel Beckett : *Waiting for Godot*

**UNIT-4**

Kalidas : *Abhijnanashakuntalam*

**Reference Books**

1. Bernard Shaw, George. *Man and Superman: A Chronicle Play in Six Scenes*. Penguin Classics, 2001.
2. Bernard Shaw, George. *Man and Superman: A Play*. G B S Books, 2010.
3. Anderson, Michael. *Anger and Detachment: A Study of Arden, Osborne and Pinter*. Pitman, 1976.
4. Bloom, Harold(ed.). *Samuel Beckett*. Chalsea House Publishers, 1985.
5. Connor, Steven. *Samuel Beckett: Repetition, Theory and Text*. Wiley- Blackwell, 1988.
6. Ronald, Hayman. *John Osborne*. Heinemann Educational, 1970.

**The mapping of PO/PSO/CO attainment is as follows:**

PO/PSO/ CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PS O1	PS O2	PS O3
CO1	1	2	2	2	1	3	1	2	1	2	2
CO2	2	2	2	1	1	3	1	2	1	2	2
CO3	1	1	2	2	2	2	1	2	1	2	3
CO4	3	2	2	2	2	2	2	1	2	2	2
CO5	2	2	2	1	1	2	1	2	1	2	2
Avg.	1.8	1.8	2	1.6	1.4	2.4	1.2	1.8	1.2	2	2.2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



**COURSE NAME: - OPTION- (III) STUDY OF A GENRE: POETRY**

**Course Code: B609206**

**Semester: II**

**L T P**

**Credits: 05**

**5 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statements
CO1	Analyze various elements of metaphysical poetry such as diction, tone, form of genre etc.
CO2	Identify poetry from a variety of cultures, languages and historic periods in the poetry of Rabindranath Tagore.
CO3	Recognize the themes alienation, mortality, regeneration and tranquility in the poetry of T. S. Eliot.
CO4	Examine the decline of old certainties of Western society in <i>The Waste Land</i> .
CO5	Illustrate the areas as love, politics, aristocracy, violence and prophecy in the works of W. B. Yeats.

**UNIT-1**

John Donne : “The Flea”, “The Good Morrow”, “The Sun Rising”, “The Canonization”, "Death be not Proud"

**UNIT-2**

Rabindranath Tagore: *Gitanjali* : ‘Where the Mind is Without Fear’ ‘Leave This’ ‘Let Me Not Forget’ ‘Last Curtain’ ‘Freedom’.

**UNIT-3**

T. S. Eliot : *The Waste Land*, *Gerontion*

**UNIT-4**

W. B. Yeats : “Easter 1916”, “The Second Coming”, “A Prayer for My Daughter”, “Sailing To Byzantium”.

## Reference Books

1. Redpath, Theodore. *The Songs and Sonnets of John Donne*. Palgrave Macmillan, 1983.
2. Miner, Earl. *The Metaphysical Mode from Donne to Cowley*. Princeton University Press, 1974.
3. Paul, S.K. *The Complete Poems of Rabindranath Tagore: Text and Critical Evaluation*. Sarup and Sons, 2006.
4. Martin, Jay (ed.). *A Collection of Critical Essays on the Waste Land*. Englewood Cliffs, 1968.
5. Foster, Roy. *W.B. Yeats: A Life*. Oxford University Press, 1998.
6. Jeffares, A. Norman. *W .B. Yeats: Man and Poet*. Palgrave MacMillan, 1996.

### The mapping of PO/PSO/CO attainment is as follows:

PO/PSO/ CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PS O1	PS O2	PS O3
CO1	3	2	2	2	1	2	1	2	1	2	2
CO2	2	2	2	1	1	3	2	2	2	2	3
CO3	3	2	1	2	2	3	2	2	1	2	2
CO4	2	2	2	1	1	3	1	2	1	2	3
CO5	2	1	1	1	1	2	1	2	1	2	3
Avg.	2.4	1.8	1.6	1.4	1.2	2.6	1.4	2	1.2	2	2.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.





**COURSE NAME: - LITERARY CRITICISM**

**Course Code: B609301**

**Semester: III**

**Credits:05**

**L T P**  
**5 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statements
CO1	Be acquainted with the historical evolution of literary criticism.
CO2	Use the tools of criticism in the light of <i>Poetics</i> by Aristotle.
CO3	Outline the aim of Poetry by Sidney as to delight and to teach the human values.
CO4	Illustrate the important ideas and themes of <i>Preface to Lyrical Ballads</i> .
CO5	Demonstrate the knowledge of major texts like <i>Poetics</i> , <i>Preface to Shakespeare</i> and <i>Death of Author</i> related to literary criticism.

**Course Content**

**UNIT-1**

Aristotle: *Poetics*  
Philip Sidney: *An Apology for Poetry*

**UNIT-2**

Samuel Jonhson : *Preface to Shakespeare*  
John Dryden: *An Essay on Dramatic Poesy*

**UNIT-3**

Wordsworth: *Preface to Lyrical Ballads*

**UNIT-4**

Roland Barthes : *Death of Author*

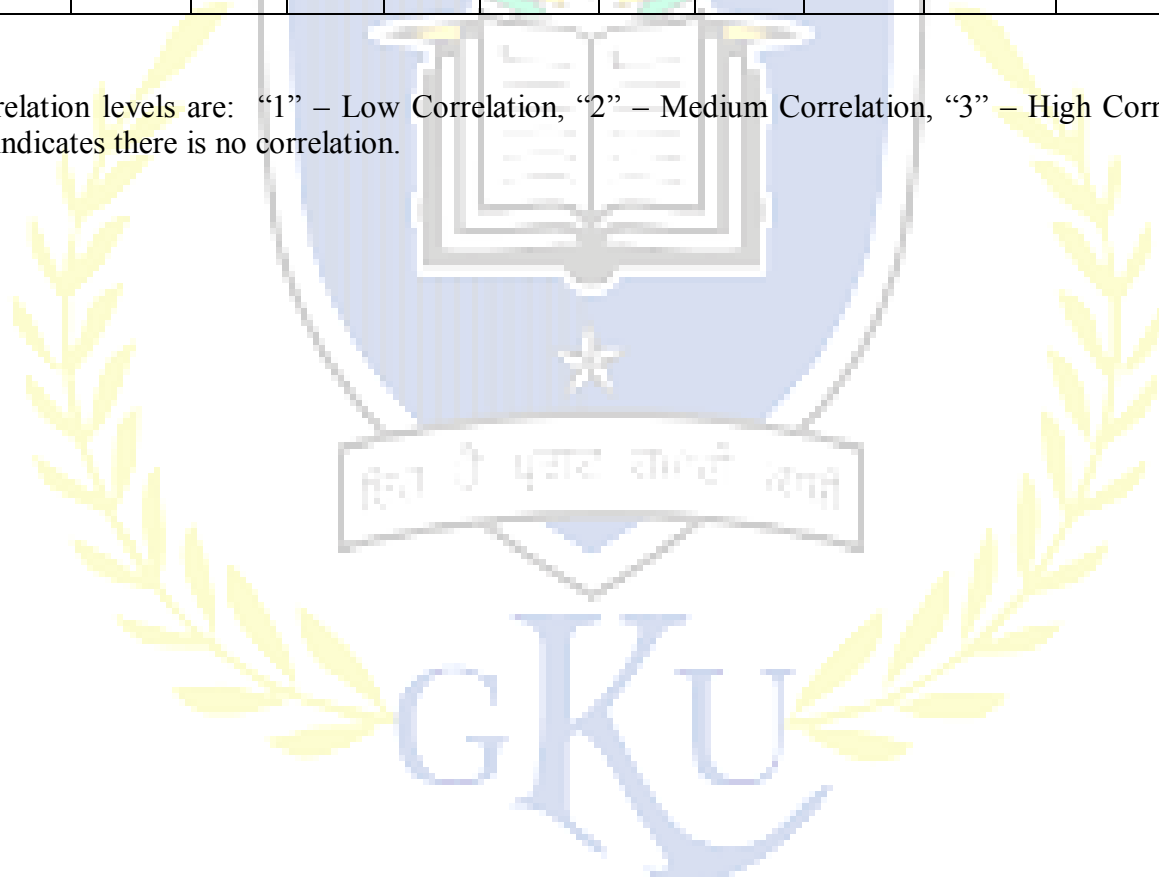
**Reference Books**

- Halliwell, Stephen. *Aristotle's Poetics*. Bristol Classical Press, 2009.
- Waugh, Patricia. *An Oxford Guide to Literary Theory and Criticism*. Oxford University Press, 2006.
- Olson, Eddler (ed.). *Aristotle's Poetics and English Literature*. University of Chicago Press, 1966.
- R. C. Series Bundle: *Lyrical Ballads* (Routledge Classics) 1 September, 2005.

**The mapping of PO/PSO/CO attainment is as follows:**

PO/PSO/ CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PS O1	PS O2	PS O3
CO1	3	3	2	2	1	2	1	3	1	2	3
CO2	3	3	2	2	2	3	1	2	1	3	2
CO3	2	2	2	1	1	3	1	2	1	2	2
CO4	3	3	1	1	2	2	2	1	2	2	1
CO5	2	3	2	2	1	2	1	2	2	2	2
Avg.	2.6	2.8	1.8	1.6	1.4	2.4	1.2	2	1.4	2.2	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.





**COURSE NAME: - 20<sup>th</sup> CENTURY LITERATURE**

**Course Code: B609302**

**Semester: III**

**L T P**

**Credits: 05**

**5 0 0**

**Course Outcomes: On successful completion of this course, the students will be able to:**

CO	Statements
CO1	Be familiar with the cultural, political, and stylistic protocols of 20 <sup>th</sup> century literature and its various literary movements.
CO2	Discuss the themes of important literary writings of the 20 <sup>th</sup> Century.
CO3	Demonstrate the knowledge contained in the seminal texts of the Modern period, i.e. <i>Age of Iron</i> .
CO4	Classify the importance of different issues like resisting the social system in the works like <i>Mother</i> and <i>Untouchable</i> .
CO5	Demonstrate the knowledge of Indian Values in 20 <sup>th</sup> century literature.

**Course Content**

**UNIT-1**

J. M. Coetzee: *Age of Iron*

**UNIT-2**

T.S. Eliot: “The Love Song of Alfred J. Prufrock” and “The Hollowman”

**UNIT-3**

Maxim Gorky: *Mother*

**UNIT-4**

Mulk Raj Anand : *Untouchable*

**Reference Books**

1. Chandra, Bankim. *Anandamath*. South Asia Books, 1992.
2. Gorky, Maksim. *Mother*(*Wilco Classic Library*). Wilco Publishing House, 2011.
3. Gorky, Maksim. *Mother (Gorky) - Scholar's Choice Edition*. Scholar's Choice, 2015.
4. Helen Gardner. *The Art of T.S. Eliot*. Faber & Faber, 2000.
5. Elizabeth, Drew. *T.S. Eliot: The Design of His Poetry*. Scribner, 1949.
6. Anand, Mulk Raj. *Untouchable*. Penguin Classics, 2014.

**The mapping of PO/PSO/CO attainment is as follows:**

PO/PSO/ CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PS O1	PS O2	PS O3
CO1	2	1	2	1	1	2	1	2	1	2	2
CO2	3	2	1	2	1	2	1	3	1	2	2
CO3	2	1	2	1	1	3	1	2	1	2	1
CO4	2	2	2	2	2	3	1	3	2	2	3
CO5	2	1	2	1	1	2	2	2	2	2	3
Avg.	2.2	1.4	1.8	1.4	1.2	2.4	1.2	2.4	1.4	2	2.2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



**COURSE NAME: - EUROPEAN LITERATURE**

**Course Code: A609303, Semester-III**

**Credits: 5**

**L T P**  
**5 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statements
CO1	Observe the West through the literature of European Countries, i.e. France, Germany, Norway etc..
CO2	Analyze representative works of Europe on Social, Cultural and Historical grounds.
CO3	Examine the Psychological, Political and Feministic Ideologies of Europe presented through texts.
CO4	Explain the concept of Mythological or Archetypal Criticism to criticize the European literature.
CO5	Identify Symbolism and Oedipus Complex in the novel <i>Sons and Lovers</i> by D. H. Lawrence.

**Course Content**

**UNIT-1**

Henrik Ibsen : *A Doll's House*

**UNIT-2**

Albert Camus : *The Myth of Sisyphus*

**UNIT-3**

Franz Kafka : *The Trial*

**UNIT-4**

D. H. Lawrence : *Sons and Lovers*

**Reference Books**

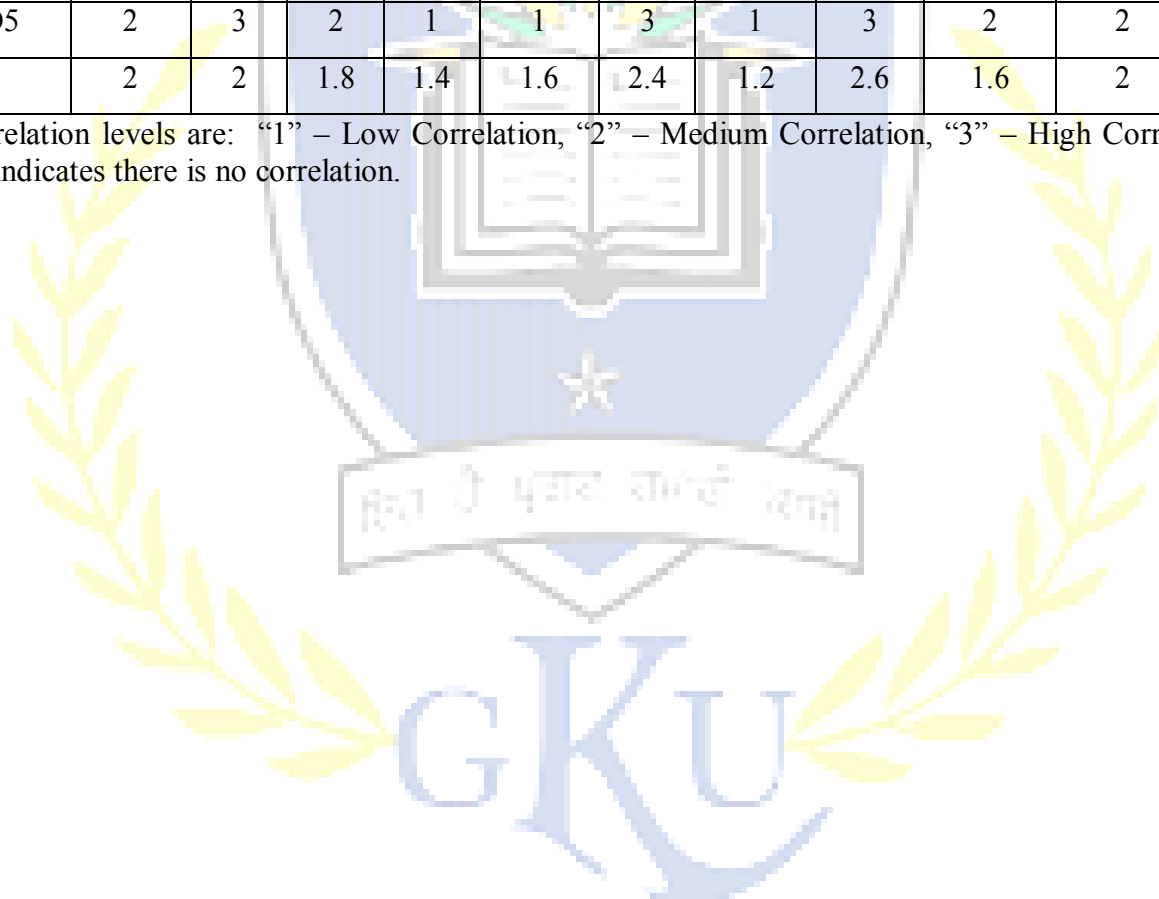
- 1.Charles, Neider. *The Frozen Sea: A Study of Franz Kafka*. Oxford University Press, 1948.
2. Macfarlaine, James. *Penguin Critical Anthology on Ibsen*. Penguin, 1970.

3. Thody, P. *Albert Camus: A Study of His Work*. Grove Press, 1959.
4. Hanna, T. *The Thought and Art of Albert Camus*. Literary Licensing Corporation, 2011.
5. Emrich, Withelm. *Franz Kafka: A Study of his Writings*. Ungar Publications Corporation, 1981.

**The mapping of PO/PSO/CO attainment is as follows:**

PO/PSO/ CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PS O1	PS O2	PS O3
CO1	2	1	2	1	2	3	1	3	1	2	3
CO2	2	1	2	2	1	3	1	3	1	2	2
CO3	2	2	2	2	3	1	2	2	2	2	2
CO4	2	3	1	1	1	2	1	2	2	2	2
CO5	2	3	2	1	1	3	1	3	2	2	3
Avg.	2	2	1.8	1.4	1.6	2.4	1.2	2.6	1.6	2	2.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.





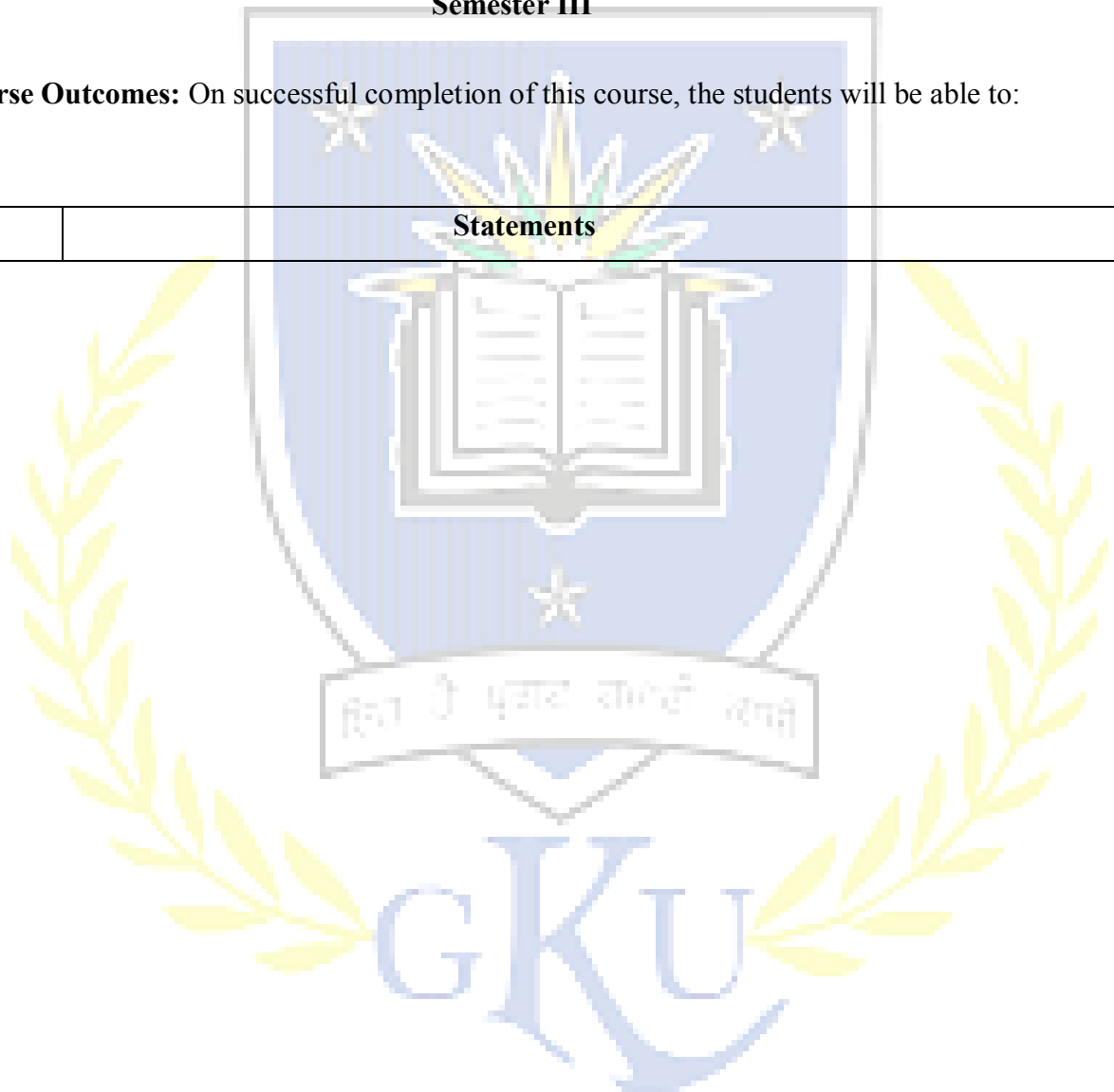
**COURSE NAME: - Option (i) AMERICAN LITERATURE**

**Course Code: B609304**

**Semester III**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statements
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CO1	Develop working knowledge of the principal works, authors, genres, and periods of American Literature.
CO2	Demonstrate coherent writing in multiple genres (literary analysis and creative writing).
CO3	Explore the themes like denial, order versus disorder and American Dream in the writings of Arthur Miller
CO4	Explain the important ideas and themes in the selected works of Wallace Stevens
CO5	Demonstrate the knowledge of major themes like morality, Christianity and Self-reliance in the writings of R. W. Emerson.

**Course Content**

**UNIT-1**

Henry James : *The Portrait of a Lady*

**UNIT-2**

Robert Frost : "Home Burial"  
"After Apple – Picking"  
"The Road Not Taken"  
Wallace Stevens: *Anecdote of the Jar*  
*The Emperor of Ice Cream*

**UNIT-3**

Ralph Waldo Emerson : "American Scholar" and "Nature"

**UNIT-4**

Arthur Miller : *Death of Salesman*

**Reference Books**

1. Cargill, O. *The Novels of Henry James*. Macmillan, 1961.
2. Grossman, Jay (ed.). *Breaking Bounds: Whitman and Cultural Studies*. Oxford University Press, 1996
3. Poirier, Richard. *Robert Frost: The Work of Knowing*. Stanford University Press, 1990.
4. O'Neill, Eugene. *The Emperor Jones*. Dover Thrift Editions, 2011.
5. Edel, Leon. *Henry James: A Life*. Harper and Row, 1985.



**The mapping of PO/PSO/CO attainment is as follows:**

PO/PSO/ CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PS O1	PS O2	PS O3
CO1	3	2	2	1	2	2	1	3	1	2	2
CO2	2	3	2	2	1	2	1	2	2	2	3
CO3	2	1	1	2	1	3	1	3	1	2	2
CO4	3	2	2	1	1	2	1	2	2	1	2
CO5	2	2	2	1	1	2	1	2	2	2	2
Avg.	2.4	2	1.8	1.4	1.2	2.2	1	2.4	1.6	1.8	2.2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.





**COURSE NAME: - Option (ii) MODERN BRITISH  
LITERATURE**

**Course Code: A609305  
Sem- III**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statements
CO1	Examine the Stream of Consciousness in <i>To the Lighthouse</i> .
CO2	Acquaint with the alienation, darkness, racism and loneliness in the works <i>Heart of Darkness</i> .
CO3	Identify the themes like religion, melancholy, realism and Social Chaos in the poems of Philip Larkin
CO4	Outline Nihilism, guilt, transgression and meaninglessness in <i>The Birthday Party</i> .
CO5	Present critique on the texts of Modern British literature.

**Course Content**

Virginia Woolf	: <b>UNIT-1</b> <i>To the Lighthouse</i>
Joseph Conrad:	<b>UNIT-2</b> <i>Heart of Darkness</i>
Philip Larkin	: <b>UNIT-3</b> Poems from <i>The North Ship</i> (Faber & Faber, 1973) 'I see a girl dragged by the wrists' 'The North Ship' 'The Whitsun Weddings' 'The Importance of Elsewhere' 'Afternoons'
Harold Pinter	: <b>UNIT-4</b> <i>The Birthday Party</i>

### Reference Books

1. Schmidt, Theresa. *The State of the Writer in Iris Murdoch's The Black Prince*. Grin Publishing House, 2009.
2. Larkin, Philip. *The North Ship*. Faber and Faber, 1974.
3. Martin, Amis. *Philip Larkin Poems: Selected*. Faber and Faber, 2013.
4. Leaska, Mitchell. *Virginia Woolf's Lighthouse: A Critical Method*. Hogarth Publishing, 1970.
5. Diamond, Elin. *Pinter's Comic Play*. Bucknell University Press, 1985.
6. Bennett, Joan. *Virginia Woolf: Her Art as a Novelist*. Cambridge University Press, 1964.

**The mapping of PO/PSO/CO attainment is as follows:**

PO/PSO/ CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PS O1	PS O2	PS O3
CO1	2	2	1	2	2	2	1	2	1	2	2
CO2	2	2	2	2	2	3	1	3	2	2	3
CO3	2	3	2	1	1	3	1	2	2	2	2
CO4	2	2	1	2	1	2	1	3	1	2	2
CO5	3	2	2	1	1	2	1	2	2	2	3
Avg.	2.2	2.2	1.6	1.6	1.4	2.4	1	2.4	1.6	2	2.4

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



**COURSE NAME: - Option (iii) MODERN CANADIAN FICTION**

**Course Code: A609306**

**Semester III**

**Credits: 05**

**L T P**

**5 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statements
CO1	Explore the major themes of Feminism- Power, sexuality, love, mortality and spirituality in the works of Alice Munro
CO2	Examine the development of literary nation building in English Canada from the late 1960s.
CO3	Be familiar with seminal texts of the Canadian Fiction
CO4	Compare and contrast the themes of love, war and nationality, colonialism and racism, God and religion in <i>The English Patient</i> .
CO5	Justify the primary themes of female power, racial and Ethnic Identity in <i>The Diviners</i> .

**Course Content**

**UNIT-1**

Leonard Cohen : *Beautiful Losers*

**UNIT-2**

Alice Munro : *Lives of Girls and Women*

**UNIT-3**

Margaret Laurence : *The Diviners*

**UNIT-4**

Michael Ondaatje : *The English Patient*

**Reference Books**

- Munro, Alice. *Lives of Girls & Women*. Bookrags, 2012.

2. Bolland, John. *Michael Ondaatje's "The English Patient (Continuum Contemporaries Series)*. Continuum International Publishing, 2002.
3. Ondaatje, Michael. *The English Patient*. Bloomsbury Publishing India Private Limited, 2001.
4. Cohen, Leonard and Gregor Hens. *Beautiful Losers : Roman (German Edition)*. BTB Verlag , 2013.

**The mapping of PO/PSO/CO attainment is as follows:**

PO/PSO/ CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PS O1	PS O2	PS O3
CO1	2	2	2	2	2	3	1	3	2	2	3
CO2	1	1	2	1	1	3	1	2	1	2	3
CO3	2	2	2	1	3	2	1	2	1	2	2
CO4	2	2	2	2	1	3	1	3	2	2	3
CO5	2	2	2	1	2	3	1	3	2	2	3
Avg.	1.8	1.8	2	1.4	1.8	2.8	1	2.6	1.6	2	2.8

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



**COURSE NAME: - LITERARY THEORY**

**Course Code: B609401**

**Semester 4<sup>th</sup>**

**L T P**

**Credits: 05**

**5 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statements
CO1	Describe the rise of literary theory and explain the place of theory in modern English and cultural studies
CO2	Illustrate the major concerns of traditional values in the writings of Modern English Literature
CO3	Identify the balance of heart and mind in the writings of Metaphysical Poets
CO4	Compare and contrast the Orientalism with respect to Occidentalism by Edward Said.
CO5	Justify the key points in the feminism criticism according to Elaine Showalter.

**Course Content**

**UNIT-1**

T. S. Eliot: "Tradition and The Individual Talent" and "Metaphysical Poets"

**UNIT-2**

Michel Foucault: 'What is an Author'

**UNIT-3**

Edward Said : 'Introduction' to Orientalism

**UNIT-4**

Elaine Showalter: "Feminist Criticism in the Wilderness"

**Reference Books**

1. Althusser, Louis. *On Ideology*. Verso Publications, 2008.

2. Althusser, Louis. *Lenin and Philosophy and Other Essays*. Aakar Books ,2006.
3. Showalter, Elaine. *A Literature of their Own*. Princeton University Press, 1999.
4. Lucy, Sean. *T. S. Eliot and the Idea of Tradition*. Cohen and West, 1960.
5. Tate, Allen. *T. S. Eliot: The Man and His Work*. Chatto & Windus, 1967.
6. Ashcroft, Bill and Pal Ahluwalia. *Edward Said: The Paradox of Identity*. Routledge Publisher, 1999.

**The mapping of PO/PSO/CO attainment is as follows:**

PO/PSO/ CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PS O1	PS O2	PS O3
CO1	3	3	2	3	2	2	1	3	2	3	2
CO2	3	2	2	2	1	3	1	3	1	2	2
CO3	2	2	1	2	1	2	1	2	2	2	2
CO4	2	3	2	2	2	3	1	3	2	2	3
CO5	2	3	2	2	2	3	1	3	2	2	3
Avg.	2.4	2.6	1.8	2.2	1.6	2.6	1	2.8	1.8	2.2	2.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



**COURSE NAME: WORLD LITERATURE IN ENGLISH**

**Course Code: B609402**

**Semester : 4th**

**Credits: 05**

**L T P**

**5 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

<b>CO</b>	<b>Statements</b>
CO1	Examine the themes like humanity, poverty and Nature in <i>The Survivors</i> .
CO2	Classify the major concerns like Colonialism, Apartheid , connection between culture and history in the works of Derek Walcott
CO3	Identify the theoretical progresses in the arena of world literature.
CO4	Justify the key issues like Racism, Feminism, Slavery and Motherhood in the works of Toni Morrison.
CO5	Outline the major themes of Russian Literature, e.g. Crime and Punishment.



**UNIT-1**

Gurdial Singh : *The Survivors / The Japuji Sahib (in translation)*

**UNIT-2**

Fyodor Dostoevsky : *Crime and Punishment*

**UNIT-3**

Derek Walcott : Poems: 'White Magic'  
'Eulogy for W.H. Auden'  
'Ruins of a Great House'  
'The Castaway'  
'Far Cry from Africa'

**UNIT-4**

Toni Morrison : *Beloved*

**Reference Books**

1. Morrison, Toni. *Beloved*, Faber and Faber, 2009.
2. Walcott, Derek. *Selected Poems of Derek Walcott*. Faber and Faber, 2009.
3. Walcott, Derek and Glyn Maxwell. *The Poetry of Derek Walcott*. Farrar, Straus and Giroux, 2014.

**The mapping of PO/PSO/CO attainment is as follows:**

PO/PSO/ CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PS O1	PS O2	PS O3
CO1	2	1	2	2	1	3	1	3	2	2	2
CO2	2	2	2	2	1	3	1	2	1	2	3
CO3	2	2	1	2	2	2	1	2	2	2	3
CO4	2	3	2	2	1	2	1	3	1	2	3
CO5	3	2	1	2	1	2	1	2	2	2	3
Avg.	2.2	2	1.6	2	1.2	2.4	1	2.4	1.6	2	2.8

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



**COURSE NAME: POST COLONIAL  
WRITING**

**Course Code: B609403**

**Semester -4<sup>th</sup>**

**Credits: 05**

**L T P**

**5 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statements
CO1	Classify the major concepts, i.e. Colonialism, Apartheid , connection between culture and history in the works of Chinua Achebe.
CO2	Achieve the skill to make use of post-colonial critical concepts to investigate the cultural, social and political condition in the texts in relation to postcolonial theory
CO3	Investigate how gender, race, class, caste, past account, and identity are problematised in literature.
CO4	Recognize the realities of Post-Colonialism , Nationality and Identity Crisis in <i>The Midnight's Children</i> .
CO5	Be familiar with the themes like Colonialism, Diaspora , Material vs. Oppression, Knowledge vs. Ignorance in the works of Frantz Fanon.

**Course Content**

**UNIT-1**

Padmini Monga : “Introduction” of *Contemporary Postcolonial Theory: A Reader*

**UNIT-2**

Salman Rushdie : *Midnight's Children*

**UNIT-3**

Frantz Fanon : *Black Skin White Masks*

**UNIT-4**

Chinua Achebe : *Things Fall Apart*

### Reference Books

1. Achebe, Chinua. *Things Fall Apart*, Bloom's Modern, 2009.
2. Fanon, Frantz. *The Wretched of the Earth*, Grove Press, 2005.
3. Martin, Robert A. (ed.). *Arthur Miller: New Perspectives*. Prentice-Hall Trade Publishers, 1982.

The mapping of PO/PSO/CO attainment is as follows:

PO/PSO/ CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PS O1	PS O2	PS O3
CO1	2	3	2	1	1	3	1	2	1	2	3
CO2	1	2	2	1	1	3	1	2	2	2	3
CO3	2	2	2	1	1	3	1	2	1	2	2
CO4	2	2	2	1	2	2	1	3	2	2	3
CO5	2	3	1	1	1	3	1	2	1	2	3
Avg.	1.8	2.4	1.8	1	1.2	2.8	1	2.2	1.4	2	2.8

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



**COURSE NAME: Option (i) Diaspora Studies (A609404)**  
**Course Code: A609404**

**Semester 4<sup>th</sup>**

**Credits: 05**

**L T P**

**5 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statements
CO1	Compare and Contrast the Nationality, Identity Crisis and recognition in the works of Stuart Hall.
CO2	Cultivate an understanding of the cultural and social influences shaping the works of diasporic writers
CO3	Recognize the key issues like alienation, displacement, existentialism, nostalgia and quest of Identity in the writings of Avtah Brah.
CO4	Classify the major concerns of Immigrants and their Experiences in the Imaginary Homelands.
CO5	Present a commentary on cross cultures about the literature of Indian diaspora in the English-speaking world.

**Course Content**

- Unit-1**  
Stuart Hall: "Cultural Identity and Diaspora"
- Unit-2**  
Avtah Brah: "Thinking through the Concept of Diaspora"  
Salman Rushdie: "Imaginary Homelands"
- Unit-3**  
Jhumpa Lahiri: *Interpreter of Maladies*: "A Temporary Matter", "Interpreter of Maladies", "Mrs. Sen's", "When Mr. Pirzada Came to Dine"
- Unit-4**  
Bharati Mukherjee: *Jasmine*

### Reference Books

1. Hall, Stuart. *Cultural Identity and Diaspora*. Lawrence & Wishart, 1990.
2. Kalra, V. Kaur, R. and Hutynuk, J. *Cultural Configurations of Diaspora*, Sage Publications, 2005.
3. Amrith, Sunil. *Migration and Diaspora in Modern Asia*, Cambridge University Press, 2011.
4. Braziel, Jana Evans and Anita Mannur, *Theorizing Diaspora: A Reader* (Oxford: Wiley-Blackwell, 2003).
5. Mishra, V. *Literature of the Indian Diaspora*. Routledge, 2008

**The mapping of PO/PSO/CO attainment is as follows:**

PO/PSO/ CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PS O1	PS O2	PS O3
CO1	1	2	2	1	1	2	1	2	1	2	2
CO2	2	2	2	1	2	1	1	2	2	2	3
CO3	2	2	2	1	1	3	1	2	1	2	2
CO4	1	2	2	1	1	3	1	2	1	2	3
CO5	2	2	1	1	2	2	1	2	2	2	2
Avg.	1.6	2	1.8	1	1.4	2.2	1	2	1.4	2	2.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



**COURSE NAME Option (ii) LITERATURE, GENDER & FEMINISM**

**Course Code: A609405**

**Semester 4<sup>th</sup>**

**Credits: 05**

**L T P**

**5 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statements
CO1	Explain the gender discrimination, search for Identity and Sexual Politics in <i>That Long Silence</i> .
CO2	Demonstrate the ability to design and conduct independent feminist analysis in <i>A Room of One's Own</i> .
CO3	Understand the major movements of feminist thought and related areas of the body of knowledge making up the field of Gender, Sexuality and Feminist Studies.
CO4	Analyze critically and evaluate major feminist and gender theories.
CO5	Examine the ideological assumptions underlying social institutions.

**Course Content**

**UNIT-1**

Virginia Woolf : *A Room of One's Own*

**UNIT-2**

Jean Rhys : *Wide Sargasso Sea*

**UNIT-3**

Shashi Deshpande : *That Long Silence*

**UNIT-4**

Simone de Beauvoir : *The Second Sex: Introduction and Book*

I - Part III

'Feminisms' - an essay by Fiona Tolan from *An Oxford Guide to Literary Theory and Criticism* edited by Patricia Waugh

## Reference Books

1. Atrey, Mukta. *Shashi Deshpande: A Feminist Study*. B R Publishing Corporation, 2011.
2. Woolf, Virginia. *A Room of One's own*. Harcourt, 1929.
3. Staley, Thomas F. *Jean Rhys: A Critical Study*. Palgrave Macmillan, 1979.
4. Frickey, Pierrette. *Critical Perspectives on Jean Rhys*. Three Continents Press, 1990.

**The mapping of PO/PSO/CO attainment is as follows:**

PO/PSO/ CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PS O1	PS O2	PS O3
CO1	1	2	2	1	2	3	1	2	1	2	2
CO2	2	2	2	1	2	2	1	2	2	2	3
CO3	2	2	2	1	3	3	2	2	2	2	3
CO4	3	3	2	2	2	3	1	3	1	2	2
CO5	1	2	2	1	2	2	1	2	2	1	2
Avg.	1.8	2.2	2	1.2	11	2.6	1.2	2.2	1.6	1.8	2.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



**COURSE NAME - OPTION (iii) TRANSLATION STUDIES**

**Course Code: A609406**

**Semester 4<sup>th</sup>**

**L T P**

**Credits: 05**

**5 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

<b>CO</b>	<b>Statements</b>
CO1	Understand the process of translation across the various disciplines.
CO2	Acquainted with the important translation theories and apply the various methods and strategies to produce the quality translation beyond social and cultural differences.
CO3	Describe the role of machine translation in contemporary era and Equivalence at Word Level, Equivalence above Word Level, Grammatical Equivalence.
CO4	Learn about the translation theory and its applications like Language variety: Dialect, Idiolect, Register, Style, Mode, Code mixing / Switching, Machine Translation
CO5	Be familiar with the Major writings of Translation studies. (Novel, Prose, any Knowledge Text)

**Course Content**

**UNIT-1**

Definition & Types of Translation

**UNIT-2**

Role of Translation & Need of Translation

Basic concepts and terms used in Translation Studies: Language variety: Dialect, Idiolect, Register, Style, Mode, Code mixing / Switching, Machine Translation

**UNIT-3**

Equivalence at Word Level, Equivalence above Word Level, Grammatical Equivalence



**UNIT-4**

Translation of 50 pages of any selected text from (Novel, Prose, any Knowledge Text) into English

**The mapping of PO/PSO/CO attainment is as follows:**

PO/PSO/ CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PS O1	PS O2	PS O3
CO1	1	2	2	1	1	2	2	2	3	2	2
CO2	1	2	2	1	1	1	3	3	2	2	1
CO3	1	2	1	1	1	1	3	2	2	1	1
CO4	1	1	1	1	2	2	2	3	2	1	1
CO5	2	2	2	1	1	2	3	2	2	2	2
Avg.	1.2	1.8	1.6	1	1.2	1.6	2.6	2.4	2.2	1.6	1.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.

**Reference Books**

1. Baker, Mona and Gabriela Saldanha. *Routledge Encyclopedia of Translation Studies*. Routledge, 2011.
2. Venuti, Lawrence (ed.). *The Translation Studies*. Routledge, 2012.
3. Kuhlweck, Piotr and Karin Littau (ed.). *A Companion to Translation Studies by Multilingual Matters*. Cromwell Publishers, 2007.
4. Nirenburj, Sergei, Harold L Somers and Yorick A Wilks (ed.). *Readings in Machine Translation*. Bradford Book, 2003.
5. Baker, Mona. *Critical Readings in Translation Studies*. Routledge, 2009.

Total Number of Course	24
Number of Theory Course	24
Number of Practical Course	00
<b>Total Number of Credits</b>	<b>80</b>

**ACADEMIC INSTRUCTIONS**

**Attendance Requirements**

A student shall have to attend 75% of the scheduled periods in each course in a semester; otherwise he / she shall not be allowed to appear in that course in the University examination and shall be detained in the course(s). The University may condone attendance shortage in special circumstances (as specified by the Guru Kashi University authorities). A student detained in the course(s) would be allowed to appear in the subsequent university examination(s) only on having completed the attendance in the program, when the program is offered in a regular semester(s) or otherwise as per the rules.

**Assessment of a course**

Each course shall be assessed out of 100 marks. The distribution of these 100 marks is given in subsequent sub sections (as applicable).

Components	Attendance	Internal (50)			MST 1	MST2	External (50)	Total
		Assignment/ Surprise Test		ETE				
		A1	A2					
Weightage	10	10	10	30	30	50		
Average Weightage	10	10		30		50	100	

**Passing Criteria**

The students have to pass both in internal and external examinations. The minimum passing marks to clear in examination is 40% of the total marks.