



Estd. Under Jharkhand State Private University Act

Syllabus of
BA (Hons) - English
Semester-I-II-III-IV-V-VI
W.e.f Batch (2020-21)

Table of Content

Sl. No.	Content	Pg. No.
1	Syllabus – Semester I	3-22
2	Syllabus – Semester II	23-42
3	Syllabus – Semester III	43-63
4	Syllabus – Semester IV	64-83
5	Syllabus – Semester V	84-100
6	Syllabus – Semester VI	101-125



Syllabus of
BA (Hons) English
Semester-I

ARKAJAIN University, Jharkhand

School of Humanities

Department of English

Faculty – BA (Hons.) English

Scheme of Study (w.e.f Batch 2020-21)**SEMESTER –I**

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Indian Classical Literature	Core	6	6	100	70	20	5	5
2	European Classical Literature	Core	6	6	100	70	20	5	5
3	British Poetry and Drama: 14th to 17th Centuries	Core	6	6	100	70	20	5	5
4	Hindi	AECC	4	4	100	70	20	5	5
	Total		22	22	400	280	80	20	20

SEMESTER –II

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Indian Writing in English	Core	6	6	100	70	20	5	5
2	American Literature	Core	6	6	100	70	20	5	5
3	British Poetry and Drama: 17 th and 18 th Centuries	Core	6	6	100	70	20	5	5
4	Environmental Studies	AECC	4	4	100	70	20	5	5
	Total		22	22	400	280	80	20	20

SEMESTER –III

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Popular Literature	Core	6	6	100	70	20	5	5
2	British Literature: 18 th Century	Core	6	6	100	70	20	5	5
3	British Romantic Literature	Core	6	6	100	70	20	5	5
4	Business Communication	SECC	4	4	100	70	20	5	5
5	Social Entrepreneurship	GS	4	4	100	70	20	5	5
	Total		26	26	500	350	100	25	25

SEMESTER –IV

Sr. No.	Name of the Subject	Type of paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	British Literature: 19th Century	Core	6	6	100	70	20	5	5
2	British Literature: The Early 20th Century	Core	6	6	100	70	20	5	5
3	Women's Writing	Core	6	6	100	70	20	5	5
4	IT Skills	SECC	4	4	100	70	20	5	5
5	Gender and Human Rights	GS	4	4	100	70	20	5	5
	Total		26	26	500	350	100	25	25

SEMESTER –V

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Modern European Drama	Core	6	6	100	70	20	5	5
2	Media and Communication Skills	GS	6	6	100	70	20	5	5
3	Modern Indian Writing in English Translations	Core	6	6	100	70	20	5	5
4	Literary Theory	Core	6	6	100	70	20	5	5
	Total		24	24	400	280	80	20	20

SEMESTER –VI

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Postcolonial Literatures	Core	6	6	100	70	20	5	5
2	Academic Writing and Composition	SECC	6	6	100	70	20	5	5
3	Partition Literature	Core	6	6	100	70	20	5	5
4	Dissertation	Core	6	6	100	70	20	5	5
	Total		24	24	400	280	80	20	20

Distribution of Credit across 6 semesters:

Sl. No	Type of Paper	No. Of Paper	Total Credit
1	Core Paper	18	108
2	Generic Paper	3	14
3	Ability Enhancement Compulsory Paper	2	8
4	Discipline Specific Elective	0	0
5	Skill Enhancement	3	14
	Total	26	144

***CIA – Continuous Internal Assessment – Based on Projects / Assignment during the semester**

GS-Generic Subject | AECC -Ability Enhancement Compulsory Course

SECC -Skill Enhancement Compulsory Course | DSE - Discipline Specific Elective

ARKAJAIN University, Jharkhand
School of Humanities
DEPARTMENT OF ENGLISH
PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES
BA (H) ENGLISH - Semester-I

PROGRAM OUTCOMES

[PO.1]. Critical Thinking: Literature has an amazing way of shaping our thoughts about the world and it helps people expand their minds and express through writing and reading.

[PO.2]. Effective Communication: The course comprises of studies in language and literature that helps the students to learn and make accurate use of English in their respective field and communicate effectively.

[PO.3]. Social Interaction: Study of English increases confidence in speaking publicly, articulate clear questions and ideas in discussion sessions; listen thoughtfully and respectfully to other ideas and prepare, organize and deliver engaging oral presentations.

[PO.4]. Effective Citizenship: Literature has a major impact on the development of society. It has shaped civilizations, changed political systems and exposed injustice. It creates a true human being.

[PO.5]. Ethics: Literature develops and instills the true attitude of customs, habits, character or disposition.

[PO.6]. Environment and Sustainability: It takes years to acquire much wisdom that a single book of literature instills in a reader.

[PO.7]. Self-directed and Life-long Learning: The study of Literature, is self-directed learning process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning as long as one desires.

PROGRAM SPECIFIC OUTCOMES

[PSO.1]. Understanding Literary Concepts: Students get to understand the literary outcomes of the period.

[PSO.2]. Analyzing: The literature program here helps the students to acquaint their knowledge to make analytical and comparative study of writers and their literary works.

[PSO.3]. Application of the study: This undergraduate course deals with the various nuances of **English** as a language, both written and spoken. The **B.A. English** course provides a strong background in the **study of English** to implement conceptual knowledge in real life and help in becoming true human.

[PSO.4]. Enhancing student's Career: Graduates with a BA in English Studies are often individuals with a creative imagination, exceptional writing abilities, and great communication skills that help them excel in life. They may also be analytical problem-solvers and quick learners, traits that can impact their future endeavors

[PSO.5]. Inculcate Entrepreneurial Ability. Enhance the importance of Entrepreneurial skills for self employment.

Subject: INDIAN CLASSICAL LITERATURE

Code: ENG21033

6 Credits | Semester I

A. Introduction: This course is designed to persuasively interpret subtext and significance by connecting literary texts with relevant historical contexts. It is also to read classical Indian literature will contribute to the students' ability to live responsibly, think critically, value diverse perspectives, and troubleshoot from multiple vantage points and to widen their knowledge of literature.

B. Course Outcomes: At the end of the course, students will be able to

- **Orientation:** Identifying the salient features of literary texts from a broad range of ancient periods.
- **Familiarization:** Employing knowledge of literary traditions to produce imaginative writing and familiarizing to the tradition of Indian literature.
- **Bridging through Translation:** Demonstrating their skill in translation and understand the significance of how translation bridges cultures across the world - ancient and modern.

C. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Internal Examination	20
	Assignment + Attendance	5+5
End Term Exam (Summative)	End Term Examination	70
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS : INTRODUCTION: to Indian Classical Literature, Indian Epic Tradition, Classical Indian Drama, Alankar/Rasa/Dharma and the Heroic, Introduction to Kalidasa, Summary/ Critical Analysis of Kalidasa's *Abhijnana Shakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time*, Characteristic Features of *Abhijnana Shakuntalam*, Introduction to Epic and *Mahabharata*, Summary/Explanation/Critical Analysis of Vyasa's 'The Dicing' and 'The Sequel to Dicing', 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', in *The Mahabharata*: tr. and ed.

J.A.B. van Buitenen, Major Characters of *Mahabharata*, Introduction to Sudraka and Indian Classical Drama, Summary/Explanation/Critical Analysis of Sudraka's *Mrcchakatika*, tr. M.M. Ramachandra Kale, Plot and Sub-plots of *Mrcchakatika*, Introduction to Classical Tamil Literature and Ilango Adigal, Summary/Explanation/Critical Analysis of Ilango Adigal's 'The Book of Banci', in *Cilappatikaram: The Tale of an Anklet*, tr. R.Parthasarathy, Folklore and narrative technique of *Cilappatikaram*

E. Text Books:

1. Kalidasa's *Abhijnana Shakuntalam*, Tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New Delhi: Penguin, 1989).
2. Vyasa's 'The Dicing' and 'The Sequel to Dicing', 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', in *The Mahabharata*: tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106–69.
3. Sudraka's *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962).
4. Ilango Adigal's 'The Book of Banci', in *Cilappatikaram: The Tale of an Anklet*, tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.

F. Reference Books:

1. Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
2. Iravati Karve, 'Draupadi', in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.
3. J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy, vol. V, Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.
4. Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95.

G. Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES							CORRELATION WITH SPECIFIC PROGRAM OUTCOMES				
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
1	CO 1:Orientation: Identifying the salient features of literary texts from a broad range of ancient periods.	2		2			1		3			3	2
2	CO2:Familiarization: Employing knowledge of literary traditions to produce imaginative writing and familiarizing to the tradition of Indian literature.		1		3						3		
3	CO 3: Bridging through Translation: Demonstrating their skill in translation and understand the significance of how translation bridges cultures across the world - ancient and modern.					2					2		1

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Subject: EUROPEAN CLASSICAL LITERATURE

Code: ENG21034

6 Credits | Semester I

A.Introduction:

- To demonstrate an ability to read and understand a variety of classical literary texts in the target language (i.e., ancient Greek or classical Latin).
- To demonstrate knowledge of inflections, grammatical constructions, and vocabulary items found on the average page of a classical literary text.
- To demonstrate a familiarity with the styles of authors in the major genres of prose and poetry (e.g., history, philosophy, novel, epic, lyric, drama).
- To demonstrate an understanding of the classics in a historical context and an understanding of cultural information about the Greeks and Romans.
- To demonstrate an ability to conduct research on classical subjects by using different reference works and sources in book form and on the Internet.

B. Course Outcomes: At the end of the course, students will be able to

- Demonstrating critical thinking skills in understanding the breadth and depth of European literature.
- Recognizing the development of the literary genres of the Europe.
- Historically situating classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts
- Developing academic and practical skills in terms of communication and presentation and also learn about human and literary values of classical period

C. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Internal Examination	20
	Assignment + Attendance	5+5
End Term Exam (Summative)	End Term Examination	70
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS : INTRODUCTION: The Epic , Comedy and Tragedy in Classical Drama, The Athenian City State, Catharsis and Mimesis, Satire, Literary Cultures in Augustan Rome, Introduction to Homer, Summary/Explanation/Critical Analysis of Homer's *The Iliad*, Importance of *Iliad* in Classical European Literature, Introduction to Sophocles, Summary/Explanation/Critical Analysis of Sophocles's *Oedipus the King*, Introduction to the life and works of Plautus, Summary/Explanation/Critical Analysis of Plautus's *Pot of Gold*, Introduction to Ovid and Horace, Summary/Explanation/Critical Analysis of Ovid *Selections from Metamorphoses* 'Bacchus', (Book III), 'Pyramus and Thisbe' (Book IV), 'Philomela' (Book VI), Summary/Explanation/Critical Analysis of Horace's *Satires and Epistles and Persius: Satires*

E.Text Books:

1. Homer *The Iliad*, tr. E.V. Rieu (Harmondsworth: Penguin, 1985).
2. Sophocles *Oedipus the King*, tr. Robert Fagles in *Sophocles: The Three Theban Plays* (Harmondsworth: Penguin, 1984).
3. Plautus *Pot of Gold*, tr. E.F. Watling (Harmondsworth: Penguin, 1965).
4. Ovid *Selections from Metamorphoses* 'Bacchus', (Book III), 'Pyramus and Thisbe' (Book IV), 'Philomela' (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975). Horace Satires I: 4, in *Horace: Satires and Epistles and Persius: Satires*, tr. Niall Rudd (Harmondsworth: Penguin, 2005).

F. Reference Books:

1. Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.
2. Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007).
3. Horace, *Ars Poetica*, tr. H. Rushton Fairclough, *Horace: Satires, Epistles and Ars Poetica* (Cambridge Mass.: Harvard University Press, 2005) pp. 451–73.

G.Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES							CORRELATION WITH SPECIFIC PROGRAM OUTCOMES				
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
1	CO 1: Demonstrating critical thinking skills in understanding the breadth and depth of European literature.	2	2	1			1	3	2			1	2
2	CO 2: Recognizing the development of the literary genres of the Europe.		3	2	2		2	2	2		2	3	
3	CO 3: Historically situating classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts		3	2		2			2		3	2	1
4	CO4: Developing academic and practical skills in terms of communication and presentation and also learn about human and literary values of classical period	1	3	2	2		1	3	3	1	3	2	1

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Subject: BRITISH POETRY AND DRAMA

Code: ENG21035

6 Credits | Semester I

A. Introduction: The period is remarkable in many ways: 14th century poetry evokes an unmistakable sense of “modern” and the spirit of Renaissance is marked in the Elizabethan Drama. The Reformation brings about sweeping changes in religion and politics. As an introduction to British Literature, this course comprises of the most notable works of 14th to 17th century literature, of stalwarts such as Chaucer, Spenser, Donne, Marlowe and Shakespeare.

B. Course Outcomes: At the end of the course, students will be able to

CO 1: Concept clarification about the British Literature under study and its significance in regular life.

CO 2: Understanding of different poets and writers at national level of knowledge to realize a comparative study and learn the literary significance of the 14th to 17th century British Poetry and Drama.

CO 3: To evaluate the different poets and writers of the century at the international level and understand

C. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Internal Examination	20
	Assignment	10
End Term Exam (Summative)	End Term Examination	70
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS : INTRODUCTION, Renaissance Humanism, The Stage, Court and City, Religious and Political Thought, Ideas of Love and Marriage, Poetry and Drama of 14th-17th Centuries, Geoffrey Chaucer's *The Wife of Bath's Prologue*, Edmund Spenser Selections from *Amoretti*: Sonnet LXVII 'Like as a huntsman.', Sonnet LVII 'Sweet warrior', Sonnet LXXV 'One day I wrote her name', John Donne's 'The Sunne Rising', 'Batter My Heart', 'Valediction: forbidding mourning', Introduction to Christopher Marlowe and his Age, Summary/Explanation/Critical Analysis of Christopher Marlowe's *Doctor Faustus*, Introduction to Shakespeare and his major works, Summary/Explanation/Critical Analysis of William Shakespeare's *Macbeth*, Introduction of Renaissance, Summary/Explanation/Critical Analysis of William Shakespeare's *Twelfth Night*.

E. Text Books:

1. Geoffrey Chaucer's The Wife of Bath's Prologue
2. Edmund Spenser's Selections from Amoretti:
3. Sonnet LXVII 'Like as a huntsman...'
4. Sonnet LVII 'Sweet warrior...'
5. Sonnet LXXV 'One day I wrote her name...'
6. John Donne's 'The Sunne Rising'
7. 'Batter My Heart'
8. 'Valediction: forbidding mourning'
9. Christopher Marlowe's Doctor Faustus
10. William Shakespeare's Macbeth
11. William Shakespeare's Twelfth Night

F. Reference Books:

1. Pico Della Mirandola, excerpts from the *Oration on the Dignity of Man*, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.
2. John Calvin, 'Predestination and Free Will', in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11.
3. Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of *The Courtier*, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5.
4. Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.

G. Course Articulation Matrix: (Mapping of COs withPOs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES							CORRELATION WITH SPECIFIC PROGRAM OUTCOMES				
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
1	CO 1: To acquaint the student with the knowledge of British poetry and drama at the local level of understanding with its relevance to poetry and drama.	2	1	1	1	2	1	1	3	1	2	3	2
2	CO 2: To aware the students about the poets and writers of the period at the National level of understanding and realizing the nature of such literature.	2	1	1	3	2	1	1	3	1	3	1	1
3	CO 3: : To make students understand about different aspects of poetry and drama at international level and understand the importance of Renaissance in British Poetry and Drama 14th To 17th Century	1	1	1	1	2	1	1	3	1	2	1	1

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Subject: Hindi
Code: HIN 21001
4 Credits | Semester I

A. INTRODUCTION:

- Students would be able to strengthen oral communications in Hindi
- Students would be able to develop the knowledge of writing in Hindi.
- Student would be able to improve vocabulary in Hindi.
- Students would be to enrich the knowledge of Hindi grammar to speak/write correctly.

B. COURSE OUTCOME:

- It will enhance student's communication skills.
- It will help students to write in Hindi correctly.
- It will help students to learn different words in Hindi for effective writing.
- Knowledge of Hindi grammar will help students to write/speak correctly.
- Students will be able to participate in Hindi debates/extempore related to current topics

C. ASSESSMENT PLAN:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Internal Examination	20
	Assignment + Attendance	5 + 5
End Term Exam (Summative)	End Term Examination	70
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS

भाषा की संकल्पना, भाषाई भेद-मौखिक भाषाई भेद-लिखित, भाषा का मानकीकरण-स्थिति एवं चुनौतियाँ, भाषा तथा समाज का पारस्परिक अन्तर्संबन्ध।

प्रयोजन मूलक हिन्दी का अभिप्राय, आवश्यकता, जनसंचार माध्यम और हिन्दी भाषा, क्षेत्रीय प्रभाव क्षेत्रीय भाषाई प्रयोग हिन्दी व्याकरण शब्दरूप और वाक्य रचना, अक्षर वर्ण स्वर व्यंजन, उच्चारण अवयव, पर्याय, विलोम, समानार्थी, अनेकार्थी शब्द, हिन्दी की प्रयोगात्मक त्रुटियाँ

हिन्दी साहित्य का संक्षिप्त इतिहास, हिन्दी साहित्य की आधुनिक प्रवृत्तियाँ, हिन्दी की साहित्यिक विधाओं का परिचय, हिन्दीगद्य, हिन्दी पद्य

मुद्रित माध्यम और हिन्दी, रेडियो की भाषा, टेलीविजन की भाषा, विज्ञापन की भाषा, सोशल मीडिया की भाषा

E. TEXT BOOKS

- १ भाटिया, डॉ. कैलाशचन्द, अनुवादकला : सिद्धांत और प्रयोग, तक्षशिला प्रकाशन, नयी दिल्ली।
- २ शर्मा, रघुनन्दन प्रसाद, प्रयोजनमूलक हिन्दी : सिद्धांत और व्यवहार, विश्वविद्यालय प्रकाशन, वाराणसी।
- ३ अय्यर, विश्वनाथ, अनुवादकला, प्रभात प्रकाशन, दिल्ली
- ४ तिवारी, भोलानाथ, हिन्दी भाषा की सामाजिक भूमिका, दक्षिण भारत हिन्दी प्रचार समिति, मद्रास
- ५ झाल्टे, डॉ. दंगल, प्रयोजनमूलक हिन्दी : सिद्धांत और प्रयोग, वाणी प्रकाशन, नयी दिल्ली
- ६ गोदरे, डॉ. विनोद, प्रयोजनमूलक हिन्दी, वाणी प्रकाशन, नयी दिल्ली

F. REFERENCE BOOKS

- १ पक्कूमार चंद, जनसंचार माध्यमों में हिन्दी, क्लासिकल पब्लिशिंग कम्पनी, दिल्ली
- २ राणा, महेन्द्र सिंह, प्रयोजन मूलक हिन्दी के आधुनिक आयाम, हर्षा प्रकाशन, आगरा।
- ३ गोदरे, डॉ. विनोद, प्रयोजन मूलक हिन्दी, वाणी प्रकाशन, नयी दिल्ली

G. Course Articulation Matrix: (Mapping of Cos with Pos)

S.No.	Course Outcome Statement	Program Outcome							Program Specific Outcome					
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	It will enhance student's communication skills.		3	1										
CO2	It will help students to write in Hindi correctly		3											
CO3	It will help students to learn different words in Hindi for effective writing		3	1										
CO4	Knowledge of Hindi grammar will help students to write/speak correctly		3	1										
CO5	Students will be able to participate in Hindi debates/extempore related to current topics		3	2										

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



Syllabus of
BA (Hons) English
Semester-II

ARKAJAINUniversity, Jharkhand

School of Humanities

Department of English

Faculty – BA (Hons.) English

Scheme of Study (w.e.f Batch 2020-21)**SEMESTER –I**

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Indian Classical Literature	Core	6	6	100	70	20	5	5
2	European Classical Literature	Core	6	6	100	70	20	5	5
3	British Poetry and Drama: 14th to 17th Centuries	Core	6	6	100	70	20	5	5
4	Hindi	AES	4	4	100	70	20	5	5
Total			22	22	400	280	80	20	20

SEMESTER –II

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Indian Writing in English	Core	6	6	100	70	20	5	5
2	American Literature	Core	6	6	100	70	20	5	5
3	British Poetry and Drama: 17 th and 18 th Centuries	Core	6	6	100	70	20	5	5
4	Environmental Studies	AES	4	4	100	70	20	5	5
Total			22	22	400	280	80	20	20

SEMESTER –III

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Popular Literature	Core	6	6	100	70	20	5	5
2	British Literature: 18 th Century	Core	6	6	100	70	20	5	5
3	British Romantic Literature	Core	6	6	100	70	20	5	5
4	Business Communication	SES	4	4	100	70	20	5	5
5	Social Entrepreneurship	GS	4	4	100	70	20	5	5
Total			26	26	500	350	100	25	25

SEMESTER –IV

Sr. No.	Name of the Subject	Type of paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	British Literature: 19th Century	Core	6	6	100	70	20	5	5
2	British Literature: The Early 20th Century	Core	6	6	100	70	20	5	5
3	Women's Writing	Core	6	6	100	70	20	5	5
4	IT Skills	SES	4	4	100	70	20	5	5
5	Gender and Human Rights	GS	4	4	100	70	20	5	5
	Total		26	26	500	350	100	25	25

SEMESTER –V

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Modern European Drama	Core	6	6	100	70	20	5	5
2	Media and Communication Skills	GS	6	6	100	70	20	5	5
3	Modern Indian Writing in English Translations	Core	6	6	100	70	20	5	5
4	Literary Theory	Core	6	6	100	70	20	5	5
	Total		24	24	400	280	80	20	20

SEMESTER –VI

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Postcolonial Literatures	Core	6	6	100	70	20	5	5
2	Academic Writing and Composition	Core	6	6	100	70	20	5	5
3	Partition Literature	Core	6	6	100	70	20	5	5
4	Dissertation		6	6	100	70	20	5	5
	Total		24	24	400	280	80	20	20

Distribution of Credit across 6 semesters:

Sl. No	Type of Paper	No. Of Paper	Total Credit
1	Core Paper	18	108
2	Generic Paper	3	14
3	Ability Enhancement Compulsory Paper	2	8
4	Discipline Specific Elective	0	0
5	Skill Enhancement	3	14
	Total	26	144

***CIA – Continuous Internal Assessment – Based on Projects / Assignment during the semester**

GS-Generic Subject | AECC -Ability Enhancement Compulsory Course

SECC -Skill Enhancement Compulsory Course | DSE - Discipline Specific Elective

ARKA JAIN UNIVERSITY JAMSHEDPUR
School of Humanities
DEPARTMENT OF ENGLISH
PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES
BA (H) ENGLISH - Semester-II

PROGRAM OUTCOMES

[PO.1]. Critical Thinking: Literature has an amazing way of shaping our thoughts about the world and it helps people expand their minds and express through writing and reading.

[PO.2]. Effective Communication: The course comprises of studies in language and literature that helps the students to learn and make accurate use of English in their respective field and communicate effectively.

[PO.3]. Social Interaction: Study of English increases confidence in speaking publicly, articulate clear questions and ideas in discussion sessions; listen thoughtfully and respectfully to other ideas and prepare, organize and deliver engaging oral presentations.

[PO.4]. Effective Citizenship: Literature has a major impact on the development of society. It has shaped civilizations, changed political systems and exposed injustice. It creates a true human being.

[PO.5]. Ethics: Literature develops and instills the true attitude of customs, habits, character or disposition.

[PO.6]. Environment and Sustainability: It takes years to acquire much wisdom that a single book of literature instills in a reader.

[PO.7]. Self-directed and Life-long Learning: The study of Literature, is self-directed learning process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning as long as one desires.

PROGRAM SPECIFIC OUTCOMES

[PSO.1]. Understanding Literary Concepts: Students get to understand the literary outcomes of the period.

[PSO.2]. Analyzing: The literature program here helps the students to acquaint their knowledge to make analytical and comparative study of writers and their literary works.

[PSO.3]. Application of the study: This undergraduate course deals with the various nuances of **English** as a language, both written and spoken. The **B.A. English** course provides a strong background in the **study of English** to implement conceptual knowledge in real life and help in becoming true human.

[PSO.4]. Enhancing student's Career: Graduates with a BA in English Studies are often individuals with a creative imagination, exceptional writing abilities, and great communication skills that help them excel in life. They may also be analytical problem-solvers and quick learners, traits that can impact their future endeavors

[PSO.5]. Inculcate Entrepreneurial Ability. Enhance the importance of Entrepreneurial skills for self employment.

Subject: INDIAN WRITING IN ENGLISH

Code: ENG22036

6 Credits | Semester II

A. Introduction: Indian English literature (IEL), also referred to as Indian Writing in English (IWE), is the body of work by writers in India who write in the English language and whose native or co-native language could be one of the numerous languages of India. It is further to demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the writers with their works and to examine critically the key- themes in representative texts of the period.

B. Course Outcomes: At the end of the course, students will be able to

CO 1. Gain knowledge of major literary movements and writers of Indian English Literature.

CO 2. Inherit values and developed human concern through the versatile works of Indian Writing in English.

CO 3. To trace the changes in style, themes and its ideologies in the contemporary Indian English Writings.

C. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Internal Examination	20
	Assignment	10
End Term Exam (Summative)	End Term Examination	70
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS : INTRODUCTION: Indian English, Indian English Literature and its Readership, Themes and Contexts of the Indian English Novel, The Aesthetics of Indian English Poetry, Modernism in Indian English Literature, Introduction to Indian Novel, R. K. Narayan and his major works, Textual explanation and Analysis of *Swami and Friends*, Introduction to the novelist Anita Desai, Textual explanation and Analysis of Anita Desai's *In Custody*, H.L.V. Derozio's 'Freedom to the Slave', The Orphan Girl—Textual explanation and Analysis, Kamala Das's 'Introduction', 'My Grandmother's House', Nissim Ezekiel's 'Enterprise', 'The Night of the Scorpion', Robin S. Ngangom's 'The Strange Affair of Robin S. Ngangom', 'A Poem for Mother', Mulk Raj Anand's 'Two Lady Rams'—Textual explanation and Analysis, Salman Rushdie's 'The Free Radio', Rohinton Mistry's 'Swimming Lesson', Shashi Deshpande's 'The Intrusion'

E. Text Books:

1. R.K. Narayan: *Swami and Friends*
2. Anita Desai: *In Custody*
3. H.L.V. Derozio: 'Freedom to the Slave', 'The Orphan Girl'
4. Kamala Das: 'Introduction', 'My Grandmother's House'
5. Nissim Ezekiel: 'Enterprise', 'The Night of the Scorpion'
6. Robin S. Ngangom: 'The Strange Affair of Robin S. Ngangom', 'A Poem for Mother'
7. Mulk Raj Anand: 'Two Lady Rams'
8. Salman Rushdie: 'The Free Radio'
9. Rohinton Mistry: 'Swimming Lesson'
10. Shashi Deshpande: 'The Intrusion'

F. Reference Books:

1. Indian Writing in English: Past and Present
2. Five Indian English Poets

G. Course Articulation Matrix: (Mapping of COs withPOs)

C O	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES							CORRELATION WITH SPECIFIC PROGRAM OUTCOMES				
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
1	Gain knowledge of major literary movements and writers of Indian English Literature.	2	1	1	1	1	1	1	3	1	1	2	2
2	Inherit values and developed human concern through the versatile works of Indian Writing in English.	1	1	1	2	1	1	2	3	2	2	2	2
3	To trace the changes in style, themes and its ideologies in the contemporary IndianEnglish Writings.	2	1	2	2	2	1	2	3	3	2	2	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Subject: AMERICAN LITERATURE

Code: ENG25019

6 Credits | Semester II

A. Introduction: This course is designed to comprehend the implications and reverberations of the American freedom struggle through the prescribed texts. To be well-informed about the evolution of American literature and the different cultural backgrounds of the American authors and the themes, and their different writing styles **and to examine critically** the unyielding American dream.

B. Course Outcomes: At the end of the course, students will be able to

- Recognizing the universality of human experiences reflected in the works produced by Americans.
- Understanding the historical, religious and philosophical contexts of the American spirit in literature
- Appreciating the complexity of the origin and reception of American literature, given its European and non-European historical trajectories
- Analyzing the American mind from global and Indian perspectives and situate the American in the contemporary world

C. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Internal Examination	20
	Assignment	10
End Term Exam (Summative)	End Term Examination	70
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS : INTRODUCTION: The American Dream, Social Realism and the American Novel, Folklore and the American Novel, Black Women's Writings, Questions of Form in American Poetry, Introduction to American Drama and Tennessee Williams, Tennessee Williams: *The Glass Menagerie* - Textual explanation and Analysis of chapters 21-31, Introduction to American Novel and Toni Morrison, *Beloved* --Textual explanation and Analysis, Introduction to American Short Story, Edgar Allan Poe's 'The Purloined Letter', F. Scott Fitzgerald's 'The Crack-up', William Faulkner's 'Dry September', Introduction to American Poetry, Anne Bradstreet's 'The Prologue', Walt Whitman's Selections from *Leaves of Grass*: 'O Captain, My Captain', 'Passage to India' (lines 1-68), Sherman Alexie's 'Crow Testament', 'Evolution'

E. Text Books:

1. Tennessee Williams: *The Glass Menagerie*
2. Toni Morrison *Beloved*
3. Edgar Allan Poe 'The Purloined Letter'
- F. Scott Fitzgerald 'The Crack-up'
- William Faulkner 'Dry September'
4. Anne Bradstreet 'The Prologue'
- Walt Whitman Selections from *Leaves of Grass*:
'O Captain, My Captain'
'Passage to India' (lines 1–68)
- Alexie Sherman Alexie 'Crow Testament'
'Evolution'

F. Reference Books:

1. Hector St John Crevecoeur, 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.
2. Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.
3. Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.
4. Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).
5. Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39

G.Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES							CORRELATION WITH SPECIFIC PROGRAM OUTCOMES				
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
1	CO 1: Linking the status of black woman to fight social discrimination and social change	2		1			1		3			3	2
2	CO 2: Understanding the historical, religious and philosophical contexts of the American spirit in literature		1		3						3		
3	CO 3: Appreciating the complexity of the origin and reception of American literature, given its European and non-European historical trajectories					2					2		1
4	CO4: Analyzing the American mind from global and Indian perspectives and situate the American in the contemporary world			2			2			2			2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Subject: BRITISH POETRY & DRAMA 17TH AND 18TH CENTURIES

Code: ENG22037

6 Credits | Semester II

A. Introduction: This course is designed to identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry. It is further to demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries and to examine critically the key- themes in representative texts of the period.

B. Course Outcomes: At the end of the course, students will be able to

- Analyze literary devices forms and techniques in order to appreciate and interpret the texts
- Identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry
- Demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries
- Examine critically keys themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others

C. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Internal Examination	20
	Assignment	10
End Term Exam (Summative)	End Term Examination	70
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS : INTRODUCTION: Religious and Secular Thought in the 17th Century, The Stage, the State and the Market, The Mock-epic and Satire, Women in the 17th Century, The Comedy of Manners, Introduction to John Milton and his works, John Milton's *Paradise Lost: Book I*- Textual explanation and Analysis, Introduction to Webster and his works, John Webster's *The Duchess of Malfi*—Textual explanation and Analysis, Introduction to Aphra Ben and Restoration Comedy, Aphra Behn's *The Rover*- Textual explanation and Analysis, Introduction to Pope and his contributions, Alexander Pope's *The Rape of the Lock*- Textual explanation and Analysis.

E. Text Books:

1. John Milton: *Paradise Lost: Book 1*
2. John Webster: *The Duchess of Malfi*
3. Aphra Behn: *The Rover*
4. Alexander Pope: *The Rape of the Lock*

F. Reference Books:

1. The Holy Bible, *Genesis*, chaps. 1–4, *The Gospel according to St. Luke*, chaps. 1–7 and 22–4.
2. Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.
3. Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.
4. John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.

G.Course Articulation Matrix: (Mapping of COs withPOs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES							CORRELATION WITH SPECIFIC PROGRAM OUTCOMES				
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
1	CO 1: Linking the status of woman to social discrimination and social change	2		1			1		3			3	2
2	CO 2: Drawing a location specific trajectory of female bonding or empowerment		1		3						3		
3	CO 3: Understanding the complexity of social and biological constructions of manhood and womanhood					2					2		1
4	CO 4: Examining the relationship of women to work and production			2			2			2			2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Subject: ENVIRONMENTAL STUDIES

Code: MGT21010

4 Credits | Semester II

A. INTRODUCTION: The present paper will acquaint the student with basic concepts of environment and its components. It includes the anthropogenic activities and its harmful effects on environment. It also throws light on the harmful effects of solid waste and to learn new ways of disposing it off. Students are able to understand current hot topics in news related to environment such as red data book, hotspots. Students will have knowledge about the biodiversity and the threats to the species. They will understand the causes and impact of Global warming and acid rain.

B. COURSE OUTCOMES: By the end of this course, students will be able to:

- Concept clarification about the components of environment and their inter relatedness
- Understanding of all the resources available and their origin and the ways to conserve them for sustainable future.
- To evaluate the environment and various species present and their importance and ways to conserve biodiversity.
- To construct and evaluate ways of managing solid waste and safe disposal techniques.
- To understand various measures undertaken by Government and laws related to protection of environment.

C. ASSESSMENT PLAN:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Internal Examination	20
	Assignment + Attendance	5 + 5
End Term Exam (Summative)	End Term Examination	70
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS: ECOSYSTEM AND HOW THEY WORK: Structure and function of an ecosystem, Types of ecosystem, Producers, Consumers and decomposers, Food chains, Food webs, ecological pyramids, energy flow in the ecosystem. Introduction, types, characteristic feature, structure and function of forest ecosystem, desert ecosystem, aquatic ecosystem, Lithosphere, Biosphere, and Hydrosphere, Major issues of Biodiversity, Biosphere reserves, National parks and sanctuaries. **CONCEPT OF SUSTAINABILITY AND INTERNATIONAL EFFORTS FOR ENVIRONMENTAL PROTECTION:** Concept of sustainable development, Emergence of environmental Issues, International Agreement on Environmental management, Problem of population growth, Population explosion, Family welfare Program. **RENEWABLE AND NON-RENEWABLE RESOURCES:** Defining resources, classification of resources, Soil and land degradation, Economic development and resources use, Natural resources accounting, **POLLUTION AND PUBLIC POLICY (AIR,**

WATER,SOLID & WASTE):Water Pollution; Water resources of India, Hydrological Cycle, Methods of Water conservation and management. Ground and surface water pollution, Recycling and management of water and waste water {domestic and industrial}. Water borne diseases and health related issues, Air pollution and air pollutants, sources of air pollution, its effect on human health and vegetation. Greenhouse effect, global warming and climate change., Ambient air quality standards, steps taken by government to control air pollution, Its impact on human health, Municipal solid waste management, segregation, disposal methods, composting, land fill sites etc, Hazardous waste management, biomedical waste management, **MANAGING, GROWING AND ENDING THE VENTURE:** Legal framework; Constitutional provisions, The Indian Penal Code, Role of Judiciary in Environmental protection, Wild life {protection} Act, 1972,Water [prevention and control of pollution] Act,1974, Environment [protection] Act,1986,Air [prevention and control of pollution]Act,1981, Forest Conservation Act.

E. Text Book:

- Singh, Y.K, *Environmental Science*, New Age International Publishers

F. Recommended Readings:

- Uberoi,N.K, *Environmental Management*, Excel books
- Bharucha, Erach, *Environmental Studies for Undergraduate Courses*, UGC
- Kumar, Arvind, *Environmental Science*, APH Publishing

, **GROWING AND ENDING THE VENTURE:** Legal framework; Constitutional provisions, The Indian Penal Code, Role of Judiciary in Environmental protection, Wild life {protection} Act, 1972,Water [prevention and control of pollution] Act,1974, Environment [protection] Act,1986,Air [prevention and control of pollution]Act,1981, Forest Conservation Act.

F. Text Book:

- Singh, Y.K, *Environmental Science*, New Age International Publishers

G. Recommended Readings:

- Uberoi,N.K, *Environmental Management*, Excel books
- Bharucha, Erach, *Environmental Studies for Undergraduate Courses*, UGC
- Kumar, Arvind, *Environmental Science*, APH Publishing

H. Course Articulation Matrix: (Mapping of COs withPOs)

S.No.	Course Outcome Statement	Program Outcome							Program Specific Outcome					
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	Concept clarification about the components of environment and their inter relatedness	1		2		1	3							
CO2	Understanding of all the resources available and their origin and the ways to conserve them for sustainable future	2		2		2	3							
CO3	To evaluate the environment and various species present and their importance and ways to conserve biodiversity	1		2		2	3							
CO4	To construct and evaluate ways of managing solid waste and safe disposal techniques	3		2	2		3							
CO5	To understand various measures undertaken by Government and laws related to protection of environment	3		2	2		3							

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



Syllabus of
BA (Hons) English
Semester-III

ARKAJAINUniversity, Jharkhand

School of Humanities

Department of English

Faculty – BA (Hons.) English

Scheme of Study (w.e.f Batch 2020-21)**SEMESTER –I**

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Indian Classical Literature	Core	6	6	100	70	20	5	5
2	European Classical Literature	Core	6	6	100	70	20	5	5
3	British Poetry and Drama: 14th to 17th Centuries	Core	6	6	100	70	20	5	5
4	Hindi	AES	4	4	100	70	20	5	5
Total			22	22	400	280	80	20	20

SEMESTER –II

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Indian Writing in English	Core	6	6	100	70	20	5	5
2	American Literature	Core	6	6	100	70	20	5	5
3	British Poetry and Drama: 17 th and 18 th Centuries	Core	6	6	100	70	20	5	5
4	Environmental Studies	AES	4	4	100	70	20	5	5
Total			22	22	400	280	80	20	20

SEMESTER –III

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Popular Literature	Core	6	6	100	70	20	5	5
2	British Literature: 18 th Century	Core	6	6	100	70	20	5	5
3	British Romantic Literature	Core	6	6	100	70	20	5	5
4	Business Communication	SES	4	4	100	70	20	5	5
5	Social Entrepreneurship	GS	4	4	100	70	20	5	5
Total			26	26	500	350	100	25	25

SEMESTER –IV

Sr. No.	Name of the Subject	Type of paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	British Literature: 19th Century	Core	6	6	100	70	20	5	5
2	British Literature: The Early 20th Century	Core	6	6	100	70	20	5	5
3	Women's Writing	Core	6	6	100	70	20	5	5
4	IT Skills	SES	4	4	100	70	20	5	5
5	Gender and Human Rights	GS	4	4	100	70	20	5	5
	Total		26	26	500	350	100	25	25

SEMESTER –V

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Modern European Drama	Core	6	6	100	70	20	5	5
2	Media and Communication Skills	GS	6	6	100	70	20	5	5
3	Modern Indian Writing in English Translations	Core	6	6	100	70	20	5	5
4	Literary Theory	Core	6	6	100	70	20	5	5
	Total		24	24	400	280	80	20	20

SEMESTER –VI

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Postcolonial Literatures	Core	6	6	100	70	20	5	5
2	Academic Writing and Composition	Core	6	6	100	70	20	5	5
3	Partition Literature	Core	6	6	100	70	20	5	5
4	Dissertation		6	6	100	70	20	5	5
	Total		24	24	400	280	80	20	20

Distribution of Credit across 6 semesters:

Sl. No	Type of Paper	No. Of Paper	Total Credit
1	Core Paper	18	108
2	Generic Paper	3	14
3	Ability Enhancement Compulsory Paper	2	8
4	Discipline Specific Elective	0	0
5	Skill Enhancement	3	14
	Total	26	144

***CIA – Continuous Internal Assessment – Based on Projects / Assignment during the semester**

GS-Generic Subject | AECC -Ability Enhancement Compulsory Course

SECC -Skill Enhancement Compulsory Course | DSE - Discipline Specific Elective

ARKA JAIN UNIVERSITY JAMSHEDPUR

School of Humanities

DEPARTMENT OF ENGLISH**PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES****BA (H) ENGLISH - Semester-III****PROGRAM OUTCOMES**

[PO.1]. Critical Thinking: Literature has an amazing way of shaping our thoughts about the world and it helps people expand their minds and express through writing and reading.

[PO.2]. Effective Communication: The course comprises of studies in language and literature that helps the students to learn and make accurate use of English in their respective field and communicate effectively.

[PO.3]. Social Interaction: Study of English increases confidence in speaking publicly, articulate clear questions and ideas in discussion sessions; listen thoughtfully and respectfully to other ideas and prepare, organize and deliver engaging oral presentations.

[PO.4]. Effective Citizenship: Literature has a major impact on the development of society. It has shaped civilizations, changed political systems and exposed injustice. It creates a true human being.

[PO.5]. Ethics: Literature develops and instills the true attitude of customs, habits, character or disposition.

[PO.6]. Environment and Sustainability: It takes years to acquire much wisdom that a single book of literature instills in a reader.

[PO.7]. Self-directed and Life-long Learning: The study of Literature, is self-directed learning process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning as long as one desires.

PROGRAM SPECIFIC OUTCOMES

[PSO.1]. Understanding Literary Concepts: Students get to understand the literary outcomes of the period.

[PSO.2]. Analyzing: The literature program here helps the students to acquaint their knowledge to make analytical and comparative study of writers and their literary works.

[PSO.3]. Application of the study: This undergraduate course deals with the various nuances of **English** as a language, both written and spoken. The **B.A. English** course provides a strong background in the **study of English** to implement conceptual knowledge in real life and help in becoming true human.

[PSO.4]. Enhancing student's Career: Graduates with a BA in English Studies are often individuals with a creative imagination, exceptional writing abilities, and great communication skills that help them excel in life. They may also be analytical problem-solvers and quick learners, traits that can impact their future endeavors

[PSO.5]. Inculcate Entrepreneurial Ability. Enhance the importance of Entrepreneurial skills for self employment.

Subject: POPULAR LITERATURE

Code: ENG22038

6 Credits | Semester III

A. Introduction: Popular fiction mediates social conflicts. It acts as a medium between the reader and the world through which the social contradiction of modernity can be played out in understanding of the world of popular fiction which means, an understanding of its role in social conflicts.

B. Course Outcomes: At the end of the course, students will be able to

CO 1: trace the early history of print culture in England and the emergence of genre fiction and best sellers

CO 2: engage with debates on high and low culture, canonical and non-canonical literature

CO 3: articulate the characteristics of various genres of non-literary fiction

CO 4: To demonstrate how popular literature belongs to its time and its use in various methods of literary analysis to interpret popular literature

C. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Internal Examination	20
	Assignment	10
End Term Exam (Summative)	End Term Examination	70
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS : INTRODUCTION: Coming of Age, The Canonical and the Popular, Caste, Gender and Identity, Ethics and Education in Children's Literature, Sense and Nonsense, The Graphic Novel, Introduction to Children's Literature/Juvenile Fiction and Carroll, Lewis Carroll's *Through the Looking Glass*—Explanation and Critical Analysis, Introduction to Detective Fiction/Mystery Novel and Agatha Christie, Agatha Christie's *The Murder of Roger Ackroyd*-- Explanation of Text, Introduction to Shyam Selvadurai and Coming-of-age Novel, Shyam Selvadurai's *Funny Boy*, Introduction to Graphic Biography, Durgabai Vyam and Subhash Vyam's *Bhimayana: Experiences of Untouchability*— Summary and Critical Explanation of the Text.

E. Text Books

1. Lewis Carroll's *Through the Looking Glass*
2. Agatha Christie's *The Murder of Roger Ackroyd*
3. Shyam Selvadurai's *Funny Boy*
4. Durgabai Vyam and Subhash Vyam's *Bhimayana: Experiences of Untouchability/ Autobiographical Notes on Ambedkar* (For the Visually Challenged students).

F. Reference Books:

1. Chelva Kanaganayakam, 'Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature' (*ARIEL*, Jan. 1998) rpt, Malashri Lal, Alamgir Hashmi, and Victor J. Ramraj, eds., *Post Independence Voices in South Asian Writings* (Delhi: Doaba Publications, 2001) pp. 51–65.
2. Sumathi Ramaswamy, 'Introduction', in *Beyond Appearances?: Visual Practices and Ideologies in Modern India* (Sage: Delhi, 2003) pp. xiii–xxix.
3. Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby (Ohio: Bowling Green University Press, 1975) pp. 29–38.
4. Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*, vol. 45, 1978, pp. 542–61.

G. Course Articulation Matrix: (Mapping of COs withPOs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES							CORRELATION WITH SPECIFIC PROGRAM OUTCOMES				
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
1	CO 1: Trace the early history of print culture in England and the emergence of genre fiction and best sellers	2	1	1	1	1	1	1	3	1	1	3	2
2	CO 2: Engage with debates on high and low culture, canonical and non-canonical literature	1	2	2	2	1	1	1	2	1	3	1	1
3	CO 3: Articulate the characteristics of various genres of non-literary fiction	1	2	2	2	2		1	2	1	2	1	1
4	CO 4: To demonstrate how popular literature belongs to its time and its use in various methods of literary analysis to interpret popular literature	1	2	2	1	1	3	1		2		1	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Subject: BRITISH LITERATURE :18th Century

Code: ENG23039

6 Credits | Semester III

A. Introduction:

- To explain and analyze the rise of the critical mind
- To trace the development of Restoration Comedy and anti-sentimental drama
- To examine and analyze the form and function of satire in the eighteenth century

B. Course Outcomes: At the end of the course, students will be able to

- Explaining and analyze the rise of the critical mind
- Tracing the development of Restoration Comedy and anti-sentimental drama
- Examining and analyze the form and function of satire in the eighteenth century
- Appreciating and analyze the formal variations of Classicism
Mapping the relationship between the formal and the political in the literature of the neoclassical period

C. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Internal Examination	20
	Assignment	10
End Term Exam (Summative)	End Term Examination	70
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS: INTRODUCTION: The Enlightenment and Neoclassicism, Restoration Comedy, The Country and the City, The Novel and the Periodical Press, Introduction to Congreve and Restoration Comedy, William Congreve's *The Way of the World*—Textual Analysis, Introduction to Swift and Satiric Fiction, Jonathan Swift's *Gulliver's Travels* (Books III and IV)—Textual Explanation and Analysis, Introduction to Samuel Johnson and Poetry of the Age, Samuel Johnson's 'London'—Explanation & Critical Appreciation, Introduction to Elegy and Thomas Gray, Thomas Gray's 'Elegy Written in a Country Churchyard'—Explanation and Critical Appreciation, Introduction to Samuel Johnson and Poetry of the Age, Laurence Sterne's *The Life and Opinions of Tristram Shandy, Gentleman*—Explanation & Critical Analysis.

E. Text Books:

- 1. William Congreve: *The Way of the World*
- 2. Jonathan Swift: *Gulliver's Travels* (Books III and IV)
- 3. Samuel Johnson: 'London'
- 4. Thomas Gray: 'Elegy Written in a Country Churchyard'
- 5. Laurence Sterne: *The Life and Opinions of Tristram Shandy, Gentleman*

F. Reference Books:

- 1. Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).
- 2. Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm, 1984).
- 3. Samuel Johnson, 'Essay 156', in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–7; *Rasselas* Chapter 10; 'Pope's Intellectual Character: Pope and Dryden Compared', from *The Life of Pope*, in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8th edn (New York: Norton, 2006) pp. 2693–4, 2774–7.

G.Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES							CORRELATION WITH SPECIFIC PROGRAM OUTCOMES				
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
1	CO 1: Explaining and analyze the rise of the critical mind	2	2	1			1	3	2			1	2
2	CO 2: Tracing the development of Restoration Comedy and anti-sentimental drama		3	2	2		3	2	2		2	3	
3	CO 3: Examining and analyze the form and function of satire in the eighteenth century		3	2		3			2		3	2	1
4	CO4: Appreciating and analyze the formal variations of Classicism	1	3	3	2		1	3	3	1	3	2	1

Subject: BRITISH ROMANTIC LITERATURE

Code: ENG23040

6 Credits | Semester III

A. Introduction: This course is designed to understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences, to analyze and understand the main characteristics of Romanticism and to appreciate the canonical and representative poems and prose of the writers of the Romantic period.

B. Course Outcomes: At the end of the course, students will be able to

- Develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody.
- Appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity
- Relate Romantic literary texts to other forms of expression such as painting, for instance.

C. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Internal Examination	20
	Assignment	10
End Term Exam (Summative)	End Term Examination	70
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS: INTRODUCTION: Reason and Imagination, Conceptions of Nature, Literature and Revolution, The Gothic, The Romantic Lyric, Blake's 'The Lamb', Blake's 'The Chimney Sweeper' (from *The Songs of Innocence* and *The Songs of Experience*), Blake's 'The Tyger' (*The Songs of Experience*), Blake's 'Introduction' to *The Songs of Innocence*, Robert Burns's 'A Bard's Epitaph', Robert Burns's 'Scots Wha Hae', William Wordsworth's 'Tintern Abbey', 'Ode: Intimations of Immortality', Coleridge's 'Kubla Khan', 'Dejection: An Ode', Lord George Gordon's (Noel Byron) 'Childe Harold': canto III, verses 36–45 (lines 316–405); canto IV, verses 178–86 (lines 1594–674, Percy Bysshe Shelley's 'Ode to the West Wind', 'Ozymandias', 'Hymn to Intellectual Beauty', John Keats 'Ode to a Nightingale', 'To Autumn' 'On First Looking into Chapman's Homer', Characteristic Features of Detective Fiction, Mary Shelley's *Frankenstein*.

E. Text Books:

1. William Blake: 'The Lamb', 'The Chimney Sweeper' (from *The Songs of Innocence* and *The Songs of Experience*), 'The Tyger' (*The Songs of Experience*), 'Introduction' to *The Songs of Innocence*
2. Robert Burns: 'A Bard's Epitaph', 'Scots Wha Hae'
3. William Wordsworth: 'Tintern Abbey', 'Ode: Intimations of Immortality',
4. Samuel Taylor Coleridge: 'Kubla Khan', 'Dejection: An Ode'
5. Lord George Gordon Noel Byron: 'Childe Harold': canto III, verses 36–45 (lines 316–405); canto IV, verses 178–86 (lines 1594–674)
6. Percy Bysshe Shelley: 'Ode to the West Wind', 'Ozymandias', 'Hymn to Intellectual Beauty'
7. John Keats: 'Ode to a Nightingale', 'To Autumn', 'On First Looking into Chapman's Homer'
8. Mary Shelley *Frankenstein*

F. Reference Books:

1. William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611.
2. John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8.
3. Jean-Jacques Rousseau, 'Preface' to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991)..
4. Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 61–66.

G. Course Articulation Matrix: (Mapping of COs withPOs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES							CORRELATION WITH SPECIFIC PROGRAM OUTCOMES				
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
1	CO 1: Developing skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody.	2		1			1		3			3	2
2	CO2: Appreciating and analyzing the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity		1		3						3		
3	CO 3: Relating Romantic literary texts to other forms of expression such as painting, for instance.		2			2					2		1

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Subject: BUSINESS COMMUNICATION

Code: MGT 22066

4 Credits | Semester III

A. INTRODUCTION: This course aims to acquaint the students with fundamentals of communication and help them to transform their communication abilities. It will help them to understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation. Students will be introduced to effective Organizational Communication. They will gain an insight towards the correct practices of the strategies of Effective Business writing. They will further understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication. This paper also aims to develop the ability to research and write a documented paper and/or to give an oral presentation.

B. COURSE OUTCOMES: By the end of this course, students will be able to:

- To build the students' confidence and to enhance competitiveness by projecting a strong personality.
- Student shall be able to improve their listening & speaking abilities.
- They will be able to work on their ability to write error free while improvising vocabulary & grammar.
- Students will be able to deliver an effective oral business presentation.
- They will be able to demonstrate his verbal and non-verbal communication ability through presentations.

C. ASSESSMENT PLAN:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Internal Examination	20
	Assignment + Attendance	5 + 5
End Term Exam (Summative)	End Term Examination	70
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS: Basics of communication- Meaning, elements, Barriers in comm. & overcoming barriers, Comm. process/cycle, Types of comm.- Formal & Informal., Advantages & disadvantages of formal comm, Advantages & disadvantages of informal comm, Developing Listening skills., How to become a good speaker., Report writing – examples, Letter writing – basics, Letter writing – layout, Letter writing – examples, Basic communication skills, Developing listening skills, Developing speaking skills, Developing right body language, Developing basics of reading, Developing vocabulary, Resume – do's & don'ts, Resume – layout, Resume – practice, Basics of Precise writing, Précis writing – format & practice, Interview – dos & don'ts, Formal Telephonic conversation, Basics of giving a PPT, Principles of oral communication, Creative writing – meaning & format, Creative writing – story, Creative writing – skit or poem, Group Discussion – meaning & cracking tips, GD- dos & don'ts, Helpful expression in communication, Common signs & symbols, Doubt solving session

E. TEXT BOOK

- N. Gupta, K.Jain, Business Communication, Sahitya Bhawan Publication
- Kumkum Bharadwaj, *Fundamentals of Business Communication*, Dreamtech Press
- P.K.Pani, Business Communication
- SC Gupta, *The best approach to Creative Writing.*, Arihant Publications
- Collins.S, *Collins Letter Writing: Communicate Effectively by Letter or Email*, Harper Collins

F. REFERENCES

- Konar N, *Communication Skills for Professionals*, Prentice Hall India Learning Pvt Ltd
- SC Gupta, *The best approach to Creative Writing.*, Arihant Publications
- Collins.S, *Collins Letter Writing: Communicate Effectively by Letter or Email*, Harper Collins

G. REFERENCES

- Konar N, *Communication Skills for Professionals*, Prentice Hall India Learning Pvt Ltd

H. Course Articulation Matrix: (Mapping of COs withPOs)

S.No.	Course Outcome Statement	Program Outcome							Program Specific Outcome					
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	To build the students' confidence and to enhance competitiveness by projecting a strong personality.		2	3										
CO2	Student shall be able to improve their listening & speaking abilities.		3	3										
CO3	They will be able to work on their ability to write error free while improvising vocabulary & grammar.		1	3										
CO4	Students will be able to deliver an effective oral business presentation.		3	3										2
CO5	They will be able to demonstrate his verbal and non-verbal communication ability through presentations.		3	3										

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Subject: SOCIAL ENTREPRENEURSHIP

Code: MGT 22067

4 Credits | Semester III

A. INTRODUCTION: This course aims to make the students learn and understand the essence of social entrepreneurship. This course will help them appreciate the role of social entrepreneurship in building a sustainable society. This course also aims in making the students equipped with knowledge, skills, attitude and approach to make them the social entrepreneurs for tomorrow. They will understand the sustainability of businesses in social sector thereby making a differential, positive and continuing impact on the society.

B. COURSE OUTCOMES: By the end of this course, students will be:

- Able to acquire the right attitudes towards social entrepreneurship.
- Able to improve their entrepreneurial skills.
- Sensitized towards the need and importance of social entrepreneurship and its sustainability
- Able to develop the holistic vision towards contribution to the society by building a sustainable business in the social sector.
- They will understand and mitigate the essence of social entrepreneurship as a moral obligation.

C. ASSESSMENT PLAN:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Internal Examination	20
	Assignment + Attendance	5 + 5
End Term Exam (Summative)	End Term Examination	70
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS: Socio-economic context of Social Entrepreneurship, Defining Social Entrepreneurship, Social Development and Introduction to Social Entrepreneurship, History of Social Entrepreneurship, Understanding the Social Entrepreneurship Terrain: Sector Studies, learning from Real Life Social Enterprises (Case Studies), Measuring Social Impact, Governance of Social Enterprises, Profile of a Social Entrepreneur, Concept of Social Capital, Barriers to Creation of Social Capital, Application of Social Capital, Negative Effects of Social Capital, Impact of Social Networking Sites on Social Capital, Understanding Social Business, Principles of Social Business, Social Innovation, Role of Technology in Social Entrepreneurship.

E. TEXT BOOK

- Dr. S. S. Khanka, Entrepreneurship Development, S. Chand Publication.
- Madhukar Shukla, Social Entrepreneurship in India, Sage Publications.

F. REFERENCES

- Teresa Chahine, Introduction to Social Entrepreneurship, CRC Press.

G. Course Articulation Matrix: (Mapping of COs with POs)

S.N o.	Course Outcome Statement	Program Outcome						Program Specific Outcome						
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO 1	Able to acquire the right attitudes towards social entrepreneurship.					1		2						2
CO 2	Able to Improve their entrepreneurial skills.							2						3
CO 3	Sensitized towards the need and importance of social entrepreneurship and its sustainability					1		2						2
CO 4	Able to develop the holistic vision towards contribution to the society by building a sustainable business in the social sector.						1	2						2
CO 5	They will understand and mitigate the essence of social entrepreneurship as a moral obligation.				1	1		2						2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



Syllabus of
BA (Hons) English
Semester-IV

ARKAJAINUniversity, Jharkhand

School of Humanities

Department of English

Faculty – BA (Hons.) English

Scheme of Study (w.e.f Batch 2020-21)**SEMESTER –I**

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Indian Classical Literature	Core	6	6	100	70	20	5	5
2	European Classical Literature	Core	6	6	100	70	20	5	5
3	British Poetry and Drama: 14th to 17th Centuries	Core	6	6	100	70	20	5	5
4	Hindi	AES	4	4	100	70	20	5	5
Total			22	22	400	280	80	20	20

SEMESTER –II

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Indian Writing in English	Core	6	6	100	70	20	5	5
2	American Literature	Core	6	6	100	70	20	5	5
3	British Poetry and Drama: 17 th and 18 th Centuries	Core	6	6	100	70	20	5	5
4	Environmental Studies	AES	4	4	100	70	20	5	5
Total			22	22	400	280	80	20	20

SEMESTER –III

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Popular Literature	Core	6	6	100	70	20	5	5
2	British Literature: 18 th Century	Core	6	6	100	70	20	5	5
3	British Romantic Literature	Core	6	6	100	70	20	5	5
4	Business Communication	SES	4	4	100	70	20	5	5
5	Social Entrepreneurship	GS	4	4	100	70	20	5	5
Total			26	26	500	350	100	25	25

SEMESTER –IV

Sr. No.	Name of the Subject	Type of paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	British Literature: 19th Century	Core	6	6	100	70	20	5	5
2	British Literature: The Early 20th Century	Core	6	6	100	70	20	5	5
3	Women's Writing	Core	6	6	100	70	20	5	5
4	IT Skills	SES	4	4	100	70	20	5	5
5	Gender and Human Rights	GS	4	4	100	70	20	5	5
Total			26	26	500	350	100	25	25

SEMESTER –V

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Modern European Drama	Core	6	6	100	70	20	5	5
2	Media and Communication Skills	GS	6	6	100	70	20	5	5
3	Modern Indian Writing in English Translations	Core	6	6	100	70	20	5	5
4	Literary Theory	Core	6	6	100	70	20	5	5
Total			24	24	400	280	80	20	20

SEMESTER –VI

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Postcolonial Literatures	Core	6	6	100	70	20	5	5
2	Academic Writing and Composition	Core	6	6	100	70	20	5	5
3	Partition Literature	Core	6	6	100	70	20	5	5
4	Dissertation		6	6	100	70	20	5	5
Total			24	24	400	280	80	20	20

Distribution of Credit across 6 semesters:

Sl. No	Type of Paper	No. Of Paper	Total Credit
1	Core Paper	18	108
2	Generic Paper	3	14
3	Ability Enhancement Compulsory Paper	2	8
4	Discipline Specific Elective	0	0
5	Skill Enhancement	3	14
	Total	26	144

***CIA – Continuous Internal Assessment – Based on Projects / Assignment during the semester**

GS-Generic Subject | AECC -Ability Enhancement Compulsory Course

SECC -Skill Enhancement Compulsory Course | DSE - Discipline Specific Elective

ARKA JAIN UNIVERSITY JAMSHEDPUR
 School of Humanities
DEPARTMENT OF ENGLISH
PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES
BA (H) ENGLISH - Semester-IV

PROGRAM OUTCOMES

[PO.1]. Critical Thinking: Literature has an amazing way of shaping our thoughts about the world and it helps people expand their minds and express through writing and reading.

[PO.2]. Effective Communication: The course comprises of studies in language and literature that helps the students to learn and make accurate use of English in their respective field and communicate effectively.

[PO.3]. Social Interaction: Study of English increases confidence in speaking publicly, articulate clear questions and ideas in discussion sessions; listen thoughtfully and respectfully to other ideas and prepare, organize and deliver engaging oral presentations.

[PO.4]. Effective Citizenship: Literature has a major impact on the development of society. It has shaped civilizations, changed political systems and exposed injustice. It creates a true human being.

[PO.5]. Ethics: Literature develops and instills the true attitude of customs, habits, character or disposition.

[PO.6]. Environment and Sustainability: It takes years to acquire much wisdom that a single book of literature instills in a reader.

[PO.7]. Self-directed and Life-long Learning: The study of Literature, is self-directed learning process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning as long as one desires.

PROGRAM SPECIFIC OUTCOMES

[PSO.1]. Understanding Literary Concepts: Students get to understand the literary outcomes of the period.

[PSO.2]. Analyzing: The literature program here helps the students to acquaint their knowledge to make analytical and comparative study of writers and their literary works.

[PSO.3]. Application of the study: This undergraduate course deals with the various nuances of **English** as a language, both written and spoken. The **B.A. English** course provides a strong background in the **study of English** to implement conceptual knowledge in real life and help in becoming true human.

[PSO.4]. Enhancing student's Career: Graduates with a BA in English Studies are often individuals with a creative imagination, exceptional writing abilities, and great communication skills that help them excel in life. They may also be analytical problem-solvers and quick learners, traits that can impact their future endeavors

[PSO.5]. Inculcate Entrepreneurial Ability. Enhance the importance of Entrepreneurial skills for self-employment.

Subject: BRITISH LITERATURE: 19TH CENTURY

Code: ENG24041

6 Credits | Semester IV

A. Introduction: English Literature can also encourage philosophical debate and diplomatic responses to a wide variety of issues. Students' language skills and range of vocabulary definitely improve with the assistance of English Literature. Classic novels provide fundamental concepts that modern day texts can't grasp.

B. Course Outcomes: At the end of the course, students will be able to

CO 1. Developing of competence in analyzing and interpreting texts from different periods in literary history.

CO 2. Gaining an ability to view texts in terms of developments, values and conflicts in literary history, and as related to their social and cultural contexts.

CO 3. Possessing the capacity to identify, expound on and compare literary genres and periods.

C. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Internal Examination	20
	Assignment	10
End Term Exam (Summative)	End Term Examination	70
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS :- INTRODUCTION, Utilitarianism, The 19th Century Novel, Marriage and Sexuality, The Writer and Society, Faith and Doubt, The Dramatic Monologue, **JANE AUSTEN**, Introduction to Jane Austen: Life and Works, Textual Explanation of *Pride and Prejudice*, Introduction to Charlotte Bronte: Life and Works, Textual Explanation of *Jane Eyre*, Critical Analysis and GD, Introduction to Charles Dickens and his Major Works, Textual Explanation of *Hard Times*, **TENNYSON/BROWNING/ROSSETTI**, Introduction to 19th Century Poetry, Critical Analysis of Alfred Tennyson's 'The Lady of Shalott', 'Ulysses', 'The Defence of Lucknow', Critical Analysis of Christina Rossetti's 'The Goblin Market'

E. Text Books:

1. Jane Austen *Pride and Prejudice*
2. Charlotte Bronte *Jane Eyre*
3. Charles Dickens *Hard Times*
4. Alfred Tennyson 'The Lady of Shalott', 'Ulysses', 'The Defence of Lucknow'
5. Robert Browning 'My Last Duchess', 'The Last Ride Together', 'Fra Lippo Lippi'
6. Christina Rossetti 'The Goblin Market'

F. Reference Books:

1. Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201.
2. Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man* in *The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545–9.
3. John Stuart Mill, *The Subjection of Women* in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

G.Course Articulation Matrix: (Mapping of COs withPOs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES							CORRELATION WITH SPECIFIC PROGRAM OUTCOMES				
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
1	Developing of competence in analysing and interpreting texts from different periods in literary history.	2	1	1	1	1	1	1	3	1	1	2	2
2	Gaining an ability to view texts in terms of developments, values and conflicts in literary history, and as related to their social and cultural contexts.	1	1	1	2	1	1	2	3	2	2	2	2
3	Possessing the capacity to identify, expound on and compare literary genres and periods.	2	1	2	2	2	1	2	3	3	2	2	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Subject: BRITISH LITERATURE EARLY 20TH CENTURY

Code: ENG24042

6 Credits | Semester IV

A. Introduction: This course is designed to acquire knowledge and understanding of the paradigm shifts in the creative and critical arena at the turn of the century. It also aims to trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe. To help to distinguish between modernity and modernism. It links between developments in science and experiments in literature.

B. Course Outcomes: At the end of the course, students will be able to

- Understanding of the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism
- Identification of and analyze the use and modernist technique in different genres in early twentieth century British literature
- Tracing the history of the self and subjectivity in literature in the light of colonial consciousness
- Explaining and analyze the idea of form in modernist literary texts from across major genres.

C. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Internal Examination	20
	Assignment	10
End Term Exam (Summative)	End Term Examination	70
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS : INTRODUCTION: Modernism, Post-modernism and non-European Cultures, The Women's Movement in the Early 20th Century, Psychoanalysis and the Stream of Consciousness, The Uses of Myth, The Avant Garde, Introduction to Joseph Conrad: Life and Works, Textual Explanation of *Heart of Darkness*, Introduction to D.H. Lawrence: Life and Works, Textual Explanation of *Heart of Darkness*, Introduction to D.H. Lawrence: Life and Works, Textual Explanation of *Sons and Lovers*, Critical Analysis and GD, Introduction to Virginia Woolf and her Major Works, Textual Explanation of *Mrs Dalloway*, Introduction to Early 20th Century Poetry, Critical Analysis of W.B. Yeats's 'Leda and the Swan', 'The Second Coming', 'No Second Troy', 'Sailing to Byzantium', Critical Analysis of T.S. Eliot's 'The Love Song of J. Alfred Prufrock', 'Sweeney among the Nightingales', 'The Hollow Men'.

E.Text Books:

1. Joseph Conrad *Heart of Darkness*
2. D.H. Lawrence *Sons and Lovers*
3. Virginia Woolf *Mrs Dalloway*
4. W.B. Yeats 'Leda and the Swan', 'The Second Coming', 'No Second Troy', 'Sailing to Byzantium'
5. T.S. Eliot 'The Love Song of J. Alfred Prufrock', 'Sweeney among the Nightingales', 'The Hollow Men'.

F.Reference Books:

1. Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.
2. T.S. Eliot, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.
3. Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27

G. Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES							CORRELATION WITH SPECIFIC PROGRAM OUTCOMES				
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
1	CO 1: Understanding of the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism	2		1			1	3	2			1	2
2	CO 2: Identification of and analyze the use and modernist technique in different genres in early twentieth century British literature		3	2	2			2	2		2	3	
3	CO 3: Tracing the history of the self and subjectivity in literature in the light of colonial consciousness		3	2		2			2		2	2	1
4	CO4: Explaining and analyze the idea of from in modernist literary texts from across major genres	1		2	2		1	2	3	1	2	2	1

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Subject: WOMEN'S WRITING

Code: ENG24043

6 Credits | Semester IV

A. Introduction: This course is designed to recognize the importance of gender specificity in literature and to understand and appreciate the representation of female experience in literature. It is also designed to explain the difference between the feminine and the feminist as opposed to the female and further to examine and appreciate the role played by socio-cultural-economic contexts in defining woman.

B. Course Outcomes: At the end of the course, students will be able to

- **Link the status of woman to social discrimination and social change**
- **Draw a location specific trajectory of female bonding or empowerment**
- **Understand the complexity of social and biological constructions of manhood and womanhood**
- **Examine the relationship of women to work and production**

C. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Internal Examination	20
	Assignment	10
End Term Exam (Summative)	End Term Examination	70
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS: INTRODUCTION: The Confessional Mode in Women's Writing, Sexual Politics, Race, Caste and Gender, Race, Caste and Gender, Social Reform and Women's Rights, Describe Women's Writing and how can gender affect the interpretation of a text?, Critical Appreciation of Emily Dickinson's 'I cannot live with you', 'I'm wife; I've finished that', Critical Appreciation of Sylvia Plath's 'Daddy', 'Lady Lazarus', Critical Appreciation of Eunice De Souza's 'Advice to Women', 'Bequest', Introduction to Alice Walker and his Fiction, *The Color Purple*—Textual Explanation and Analysis, Introduction to elements of story, Charlotte Perkins Gilman's 'The Yellow Wallpaper'—Explanation & Critical Appreciation, Katherine Mansfield's 'Bliss'-- Explanation & Critical Appreciation, Mahashweta Devi's 'Draupadi', Tr. Gayatri Chakravorty, Introduction to Non-fiction by Women Writers, Mary Wollstonecraft's *A Vindication of the Rights of Woman*—Explanation and Critical Appreciation, Ramabai Ranade's 'A Testimony of our Inexhaustible Treasures', Rassundari Debi's Excerpts from *Amar Jiban*, Rassundari Debi's Excerpts from *Amar Jiban*.

E. Text Books:

1. Emily Dickinson: 'I cannot live with you', 'I'm wife; I've finished that'
2. Sylvia Plath: 'Daddy', 'Lady Lazarus', Eunice De Souza 'Advice to Women', 'Bequest'
3. Alice Walker: *The Color Purple*
4. Charlotte Perkins Gilman: 'The Yellow Wallpaper', Katherine Mansfield 'Bliss'
5. Mahashweta Devi: 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)
6. Mary Wollstonecraft *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38.
7. Ramabai Ranade 'A Testimony of our Inexhaustible Treasures', in *Pandita Ramabai through Her Own Words: Selected Works*, tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295–324.
8. Rassundari Debi Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds., *Women's Writing in India*, vol. 1 (New Delhi: OUP, 1989) pp. 191–2.

F. Reference Books:

1. Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
2. Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
3. Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.
4. Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

G. Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES							CORRELATION WITH SPECIFIC PROGRAM OUTCOMES				
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
1	CO 1: Linking the status of woman to social discrimination and social change	2		1			1		3			3	2
2	CO 2: Drawing a location specific trajectory of female bonding or empowerment		1		3						3		
3	CO 3: Understanding the complexity of social and biological constructions of manhood and womanhood					2					2		1
4	CO 4: Examining the relationship of women to work and production			2			2			2			2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Subject: IT SKILLS

Code: CSC22102

4 Credits | Semester IV

A. Introduction: This course is designed to instill the knowledge on the fundamentals of computer. Microsoft office is essential equipment in today's digital world. The knowledge of digital documentation and presentation will enable the students to enhance their computer skills.

B. Course Outcomes: At the end of the course, students will be able to

- Students will learn about computer.
- Students will be able to understand Software and Operating System
- Students will have the knowledge of IT Communication
- Students will learn about Office Automation Package
- Students will learn about Document, creation, manipulation and storage of Chart and Slide Show Package

C. ASSESSMENT PLAN:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Internal Examination	20
	Assignment + Attendance	5 + 5
End Term Exam (Summative)	End Term Examination	70
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS: Introduction to Computer, Software and Devices Computer System Concepts, Types of Computers, Basic Components of a Computer System, Memory, Input Devices, Output Devices, Various Storage Devices, Software - Types - System software, Application software. System Software - Operating System, Utility Program, Assemblers, Compilers and Interpreter, Application Software - Word processing, Spreadsheet, Presentation Graphics, Database Management System. Introduction of Windows Linux and Mac. Windows - Features, Various versions, Working, My Computer & Recycle bin, Desktop Icons and Windows Explorer, Working with Files & Folders, Accessories and Windows Settings using Control Panel, Creating users, Internet settings, Start button & Program lists, Types of Network - LAN, WAN, MAN, Topologies of LAN - Ring, Bus Star, Mesh and Tree topologies, Components of LAN - Media, NIC, NOS, Bridges, HUB, Routers, Repeater and Gateways. Introduction to MS Office, MS Word: Features & area of use, Menus, Toolbars & Buttons, Creating a New Document, Different Page Views and layouts, Formatting, Paragraph and Page Formatting; Bullets, Numbering, Printing & various print options, Spell Check, Thesaurus, Find & Replace, Auto texts, Working with Columns, Creation & Working with Tables, Mail Merge, MS Excel Concepts of Workbook & Worksheets, Using different features with Data, Cell and Texts, Inserting, Removing & Resizing of Columns & Rows, Working with Data & Ranges, Column Freezing, Labels, Hiding, Splitting etc, Use of Formulas, Calculations & Functions, Cell Formatting including Borders & Shading, Working with Different Chart Types, Introduction of MS PowerPoint, Creating a New Presentation, Working with Presentation, Using Wizards, Slides & its different views, Inserting, Deleting and Copying of Slides, Working with Notes,

Handouts, Columns & Lists, Adding Graphics, Sounds and Movies to a Slide, Working with PowerPoint Objects, Designing & Presentation of a Slide Show, Printing Presentations, Notes, Handouts with print options.

E. TEXT BOOKS

T1. Computers Today, S.K. Basandra, Galgotia Publications.

T2. Fundamentals of Information technology, Alexis Leon & Mathews Leon, Vikas Publishing House, New Delhi, ISBN-10: 8182092450, 2009

F. REFERENCE BOOKS

R1. Computer Ek Parichay, V. K. Jain, and S Publishers,

R2 Fundamentals of computer Peter Norton, McGraw-Hill Inc,

R3. Fundamentals of computers, 4th Edition (Paperback) By V. Rajaraman, PHI,

R4. Office XP: The Complete Reference, Julia Kelly, McGraw Hill Education

R5. Exploring Microsoft Office XP, I. Breeden, BpbPublicatons

G. Course Articulation Matrix: (Mapping of COs with POs)

S.No.	Course Outcome Statement	Program Outcome							Program Specific Outcome					
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	Students will learn about computer		2					1		1	2			2
CO2	Students will be able to understand Software and Operating System		1					1		2	3			2
CO3	Students will have the knowledge of IT Communication		2					1		1	2			2
CO4	Students will learn about Office Automation Package		2					1		3	3			3
CO5	Students will learn about Document, creation, manipulation and storage of Chart and Slide Show Package		1					1		2	2			2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Subject: GENDER AND HUMAN RIGHTS

Code: ECO24041

4 Credits | Semester IV

A. INTRODUCTION: This course enables the students to understand how the gender factor can impact on economic and demographic development. Human rights are increasingly recognized as a unifying moral force that transcends national boundaries and empowers ordinary people everywhere to demand that their governments be accountable for the protection and promotion of their human rights. The present paper aims to create awareness and understanding regarding law and the administration of justice. It also aims at creating basic awareness about equality of opportunity and access to public services including education and health. Students will have understanding and sensitivity towards issues related to violence.

B. COURSE OUTCOMES: At the end of the course, students will be able to

- become familiar with the basics of gender economics and its statistics
- Understand the relationship between economic growth and gender equality
- Become aware of various policies related to gender at the national and global level
- Have knowledge of the various human rights
- Become aware of the redressal mechanism involved in human rights

C. ASSESSMENT PLAN:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Internal Examination	20
	Assignment + Attendance	5 + 5
End Term Exam (Summative)	End Term Examination	70
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS: Introduction to Gender Studies: Subject and methods of gender economics, Gender statistics, Gender inequality indicators **Economic growth and gender equality:** Globalization of the world economy and gender status, Feminization of poverty, Women's contribution to GDP. **Gender policy:** national, regional and global level. **Introduction to Human Rights:** Basic Concept of Human Rights, Essential Rights for Human Development-Rights relating to education, food, health, equality, information and Dignity of the individual. **Redressal Mechanism:** Legal and Statutory Remediation and Support-Need, Remedies and Support

E. TEXT BOOKS

- Conor Grealy and Adam Tomkins (Eds). *Understanding Human Rights*, London: Manshell, 1996.

F. REFERENCE BOOKS

- Baxi, Upendra (2002), *The Future of Human Rights*, Oxford University Press, Delhi.
- Patel, Sujata et al (eds) (2003) *Gender and Caste: Issues in Contemporary Indian Feminism*, Kali for Women, Delhi.
- Shah, Nandita and Nandita Gandhi (1992) *Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India*, Kali for Women, Delhi

1- G. Course Articulation Matrix: (Mapping of COs with POs)

S.No.	Course Outcome Statement	Program Outcome							Program Specific Outcome					
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	Become familiar with the basics of gender economics and its statistics	1		3	2	2	2	1		2	1	1		
CO2	Understand the relationship between economic growth and gender equality	2		2	1					2	3	3	1	
CO3	Become aware of various policies related to gender at the national and global level	2		2	3	2	3	1			1		2	
CO4	Have knowledge of the various human rights	3		2	3	3	2			1				1
CO5	Become aware of the redressal mechanism involved in human rights	3		2	3	3				1				1

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



Syllabus of
BA (Hons) English
Semester-V

ARKAJAINUniversity, Jharkhand

School of Humanities

Department of English

Faculty – BA (Hons.) English

Scheme of Study (w.e.f Batch 2020-21)**SEMESTER –I**

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Indian Classical Literature	Core	6	6	100	70	20	5	5
2	European Classical Literature	Core	6	6	100	70	20	5	5
3	British Poetry and Drama: 14th to 17th Centuries	Core	6	6	100	70	20	5	5
4	Hindi	AES	4	4	100	70	20	5	5
Total			22	22	400	280	80	20	20

SEMESTER –II

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Indian Writing in English	Core	6	6	100	70	20	5	5
2	American Literature	Core	6	6	100	70	20	5	5
3	British Poetry and Drama: 17 th and 18 th Centuries	Core	6	6	100	70	20	5	5
4	Environmental Studies	AES	4	4	100	70	20	5	5
Total			22	22	400	280	80	20	20

SEMESTER –III

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Popular Literature	Core	6	6	100	70	20	5	5
2	British Literature: 18 th Century	Core	6	6	100	70	20	5	5
3	British Romantic Literature	Core	6	6	100	70	20	5	5
4	Business Communication	SES	4	4	100	70	20	5	5
5	Social Entrepreneurship	GS	4	4	100	70	20	5	5
Total			26	26	500	350	100	25	25

SEMESTER –IV

Sr. No.	Name of the Subject	Type of paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	British Literature: 19th Century	Core	6	6	100	70	20	5	5
2	British Literature: The Early 20th Century	Core	6	6	100	70	20	5	5
3	Women's Writing	Core	6	6	100	70	20	5	5
4	IT Skills	SES	4	4	100	70	20	5	5
5	Gender and Human Rights	GS	4	4	100	70	20	5	5
	Total		26	26	500	350	100	25	25

SEMESTER –V

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Modern European Drama	Core	6	6	100	70	20	5	5
2	Media and Communication Skills	GS	6	6	100	70	20	5	5
3	Modern Indian Writing in English Translations	Core	6	6	100	70	20	5	5
4	Literary Theory	Core	6	6	100	70	20	5	5
	Total		24	24	400	280	80	20	20

SEMESTER –VI

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Postcolonial Literatures	Core	6	6	100	70	20	5	5
2	Academic Writing and Composition	Core	6	6	100	70	20	5	5
3	Partition Literature	Core	6	6	100	70	20	5	5
4	Dissertation		6	6	100	70	20	5	5
	Total		24	24	400	280	80	20	20

Distribution of Credit across 6 semesters:

Sl. No	Type of Paper	No. Of Paper	Total Credit
1	Core Paper	18	108
2	Generic Paper	3	14
3	Ability Enhancement Compulsory Paper	2	8
4	Discipline Specific Elective	0	0
5	Skill Enhancement	3	14
	Total	26	144

***CIA – Continuous Internal Assessment – Based on Projects / Assignment during the semester**

GS-Generic Subject | AECC -Ability Enhancement Compulsory Course

SECC -Skill Enhancement Compulsory Course | DSE - Discipline Specific Elective

ARKA JAIN UNIVERSITY JAMSHEDPUR

School of Humanities

DEPARTMENT OF ENGLISH**PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES****BA (H) ENGLISH - Semester-V****PROGRAM OUTCOMES**

[PO.1]. Critical Thinking: Literature has an amazing way of shaping our thoughts about the world and it helps people expand their minds and express through writing and reading.

[PO.2]. Effective Communication: The course comprises of studies in language and literature that helps the students to learn and make accurate use of English in their respective field and communicate effectively.

[PO.3]. Social Interaction: Study of English increases confidence in speaking publicly, articulate clear questions and ideas in discussion sessions; listen thoughtfully and respectfully to other ideas and prepare, organize and deliver engaging oral presentations.

[PO.4]. Effective Citizenship: Literature has a major impact on the development of society. It has shaped civilizations, changed political systems and exposed injustice. It creates a true human being.

[PO.5]. Ethics: Literature develops and instills the true attitude of customs, habits, character or disposition.

[PO.6]. Environment and Sustainability: It takes years to acquire much wisdom that a single book of literature instills in a reader.

[PO.7]. Self-directed and Life-long Learning: The study of Literature, is self-directed learning process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning as long as one desires.

PROGRAM SPECIFIC OUTCOMES

[PSO.1]. Understanding Literary Concepts: Students get to understand the literary outcomes of the period.

[PSO.2]. Analyzing: The literature program here helps the students to acquaint their knowledge to make analytical and comparative study of writers and their literary works.

[PSO.3]. Application of the study: This undergraduate course deals with the various nuances of **English** as a language, both written and spoken. The **B.A. English** course provides a strong background in the **study of English** to implement conceptual knowledge in real life and help in becoming true human.

[PSO.4]. Enhancing student's Career: Graduates with a BA in English Studies are often individuals with a creative imagination, exceptional writing abilities, and great communication skills that help them excel in life. They may also be analytical problem-solvers and quick learners, traits that can impact their future endeavors

[PSO.5]. Inculcate Entrepreneurial Ability. Enhance the importance of Entrepreneurial skills for self employment.

Subject: MODERN EUROPEAN DRAMA

Code: ENG25044

6 Credits | Semester V

A. Introduction: The course is designed for the reading of a representative group of the most important plays of the outstanding dramatists of modern times. To a certain extent a history of a movement extending over all Europe and America which, so far as we are now able to determine, is destined to be regarded as one of the most fruitful and interesting in the entire history of the drama.

B. Course Outcomes: At the end of the course, students will be able to

CO1: The student gets familiar with modern European Drama in terms of topics, perspectives, and dramatic literature

CO2: The student gets acquainted with the social and cultural contexts that inform modern European Drama

CO3: The student will be acquainted with the diversified movements in post-modernist theater.

C. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Internal Examination	20
	Assignment	10
End Term Exam (Summative)	End Term Examination	70
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS: INTRODUCTION: Politics, Social Change and the Stage, Text and Performance, European Drama: Realism and Beyond, Tragedy and Heroism in Modern European Drama, The Theatre of the Absurd, Introduction to Henrik Ibsen: Life and Works, Textual Explanation and Critical analysis of *Ghosts*, Introduction to Bertolt Brecht: Life and Works, Textual Explanation of *The Good Woman of Szechuan*, Critical Analysis and GD, Introduction to Samuel Beckett and his Major Works, Textual Explanation of *Waiting for Godot*, Introduction to W Eugene Ionesco, Critical Analysis of *Rhinoceros*.

E. Text Books:

1. Henrik Ibsen *Ghosts*
2. Bertolt Brecht *The Good Woman of Szechuan*
3. Samuel Beckett *Waiting for Godot*
4. Eugene Ionesco *Rhinoceros*

F. Reference Books:

1. Constantin Stanislavski, *An Actor Prepares*, chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp. 121–5, 137–46.
2. Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.
3. George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.

G.Course Articulation Matrix: (Mapping of COs withPOs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES							CORRELATION WITH SPECIFIC PROGRAM OUTCOMES				
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
1	CO 1: The student gets familiar with modern European Drama in terms of topics, perspectives, and dramatic literature	2	1	1	1	1	1	1	3	1	1	3	2
2	CO 2: The student gets acquainted with the social and cultural contexts that inform modern European Drama	1	1	2	3	2	1	1	3	1	3	2	2
3	CO 3: The student will be acquainted with the diversified movements in post-modernist theater.	1	1	2	2	2	1	1	3	1	2	2	1

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Subject: MEDIA AND COMMUNICATION SKILLS

Code:

6 Credits | Semester V

A. Introduction: This course is designed to deliver clear and effective messages, to use and control your voice more effectively when speaking in public. It further aims to develop a critical perspective and make ethical judgments about contemporary and future media issues.

B. Course Outcomes: At the end of the course, students will be able to

- Expose to the social importance and responsibilities of the fields of Mass Communication and Mass Media.
- Get trained in journalese language and respective terms.
- Understand the functions of news agency write and edit reports, news items and news articles.

C. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Internal Examination	20
	Assignment	10
End Term Exam (Summative)	End Term Examination	70
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS : INTRODUCTION: Mass Communication and Globalization, Forms of Mass Communication, Case Studies on Current Issues of Indian Journalism, Performing Street Plays, Writing Pamphlets and Posters, Etc., Types of advertisements, Advertising Ethics, How to Create Advertisements/Storyboards, Creating an Advertisement/Visualization, Enacting an Advertisement in a Group, Creating Jingles and Taglines, Scriptwriting for TV and Radio, Writing News Reports and Editorials, Editing for Print and Online Media, Script writing for a TV news/panel discussion/radio programme/hosting radio programmes on community radio, Writing news reports/book reviews/film reviews/TV program reviews/interviews, Editing articles, Writing an editorial on a topical subject, Types of Social Media, The Impact of Social Media, Introduction to Cyber Media

E. Text Books:

1. Kumar, Sanjay, Pushp Lata, *Communication Skills*. Oxford University Press, 2015.
2. Roy, Barun. *Beginners' Guide to Journalism & Mass Communication*. V&S Publishers, 2013.
3. *Media and Communication Skills*. Amar Gupta & Sons, 2020.
4. Specht, Doug. *The Media and Communications Study Skills*. University of Westminster Press, 2019.
5. Hicks, Wynford , Sally Adams. *Writing for Journalists (Media Skills)*. Routledge, 1999.

F. Reference Books:

1. MV Kamath. *Professional Journalism*. New Delhi: Vikas Publishing House 1980.
2. Denis Macquail. *Mass CommunicationI*. New Delhi: Om Books 2000.
3. Ambrish Saxena. *Fundamentals of Reporting and Editing*. New Delhi: Kanishka Publishers 2007.
4. MK Joseph. *Outline of Editing*.New Delhi: Anmol Publications 2002.
5. Harold Evans. *Essential English for Journalists Editors and Writers*. UK: Random House 2000.
6. Rajiv Batra. John G Myers David A Aaker. *Advertising Management*. (New Delhi Pearson Education 2007.
7. Em Griffin.*Communication :A First Look at Communication Theory Edition VIII*. McGraw Hill 2011.
8. Provost, Pierre . *The Power of Words: Presentation Skills, Communications at Work, Interview Skills, Media Training* (Kindle Edition). Pierre Provost, 2012.

G. Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES							CORRELATION WITH SPECIFIC PROGRAM OUTCOMES				
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
1	CO 1: Exposure to the social importance and responsibilities of the fields of Mass Communication and Mass Media.	2		1			1		3			3	2
2	CO2: Getting trained in journalese language and respective terms.		1		3						3		
3	CO 3: Understanding the functions of news agency write and edit reports, news items and news articles.		2			2					2		1

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Subject: MODERN INDIAN WRITING IN ENGLISH TRANSLATION

Code: ENG25045

6 Credits | Semester V

A. Introduction:

- Appreciate the diversity of modern Indian literatures and the similarities between them
- Understand and creatively engage with the notion of nation and nationalism
- Appreciate the impact of literary movements on various Indian literatures

B. Course Outcomes: At the end of the course, students will be able to

- Comprehending the theories of translation and their cultural implication.
- Understanding the historical trajectories of Indian literatures
- Engagement with significant social issues like caste and gender

C. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Internal Examination	20
	Assignment	10
End Term Exam (Summative)	End Term Examination	70
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS: INTRODUCTION: The Aesthetics of Translation, Linguistic Regions and Languages, Modernity in Indian Literature, Caste, Gender and Resistance, Questions of Form in 20th Century Indian Literature, Premchand's 'The Shroud'—Textual Explanation and Critical analysis, Ismat Chughtai's 'The Quilt'—Textual Explanation and Critical analysis, Gurdial Singh's 'A Season of No Return'—Textual Explanation and Critical analysis, Fakir Mohan Senapati 'Rebati'—Textual Explanation and Critical analysis, The New Woman in Ismat Chughtai's 'The Quilt', Rabindra Nath Tagore's 'Light, Oh Where is the Light?' and 'When My Play was with thee', G.M. Muktibodh's 'The Void', 'So Very Far', Amrita Pritam 'I Say Unto Waris Shah', Thangjam Ibopishak Singh's 'Dali, Hussain, or Odour of Dream, Colour of Wind' and 'The Land of the Half-Humans', Dharamveer Bharati's *Andha Yug*—Textual Explanation, G. Kalyan Rao's *Untouchable Spring*— Critical Analysis.

E. Text Books:

1. Premchand 'The Shroud', in *Penguin Book of Classic Urdu Stories*, ed. M. Assaduddin (New Delhi: Penguin/Viking, 2006).
2. Ismat Chughtai 'The Quilt', in *Lifting the Veil: Selected Writings of Ismat Chughtai*, tr. M. Assaduddin (New Delhi: Penguin Books, 2009).
3. Gurdial Singh 'A Season of No Return', in *Earthy Tones*, tr. Rana Nayar (Delhi: Fiction House, 2002).
4. Fakir Mohan Senapati 'Rebati', in *Oriya Stories*, ed. Vidya Das, tr. Kishori Charan Das (Delhi: Srishti Publishers, 2000).
5. Rabindra Nath Tagore 'Light, Oh Where is the Light?' and 'When My Play was with thee', in *Gitanjali: A New Translation with an Introduction* by William Radice (New Delhi: Penguin India, 2011).
6. G.M. Muktibodh 'The Void', (tr. Vinay Dharwadker) and 'So Very Far', (tr. Tr. Vishnu Khare and Adil Jussawala), in *The Oxford Anthology of Modern Indian Poetry*, ed. Vinay Dharwadker and A.K. Ramanujam (New Delhi: OUP, 2000).
7. Amrita Pritam 'I Say Unto Waris Shah', (tr. N.S. Tasneem) in *Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems*, ed. K.M. George, vol. 3 (Delhi: Sahitya Akademi, 1992).
8. Thangjam Ibopishak Singh 'Dali, Hussain, or Odour of Dream, Colour of Wind' and 'The Land of the Half-Humans', tr. Robin S. Ngangom, in *The Anthology of Contemporary Poetry from the Northeast* (NEHU: Shillong, 2003).
9. Dharamveer Bharati *Andha Yug*, tr. Alok Bhalla (New Delhi: OUP, 2009).
10. G. Kalyan Rao *Untouchable Spring*, tr. Alladi Uma and M. Sridhar (Delhi: Orient BlackSwan, 2010)

F. Reference Books:

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

G.Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES							CORRELATION WITH SPECIFIC PROGRAM OUTCOMES				
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
1	CO 1: Comprehending the theories of translation and their cultural implication.	2	2	1			1	2	2			1	2
2	CO 2: Understanding the historical trajectories of Indian literatures		2	2	2		2	2	2		2	3	
3	CO 3: Engagement with significant social issues like caste and gender		2	2		2			3		3	2	1

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Subject: LITERARY THEORY

Code: ENG25047

6 Credits | Semester V

A. Introduction:

- Appreciate the diversity of modern Indian literatures and the similarities between them
- Understand and creatively engage with the notion of nation and nationalism
- Appreciate the impact of literary movements on various Indian literatures

B. Course Outcomes: At the end of the course, students will be able to

- Comprehending the theories of translation and their cultural implication.
- Understanding the historical trajectories of Indian literatures
- Engagement with significant social issues like caste and gender

C. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Internal Examination	20
	Assignment	10
End Term Exam (Summative)	End Term Examination	70
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS: INTRODUCTION: The East and the West, Questions of Alterity, Power, Language, and Representation, The State and Culture, Antonio Gramsci's 'The Formation of the Intellectuals' and 'Hegemony (Civil Society) and Separation of Powers', Louis Althusser's 'Ideology and Ideological State Apparatuses', Elaine Showalter's 'Twenty Years on: *A Literature of Their Own* Revisited', Luce Irigaray's 'When the Goods Get Together', Jacques Derrida's 'Structure, Sign and Play in the Discourse of the Human Science', Michel Foucault's 'Truth and Power', in *Power and Knowledge*, Mahatma Gandhi's 'Passive Resistance' and 'Education', Edward Said's 'The Scope of Orientalism', Aijaz Ahmad, "Indian Literature": Notes towards the Definition of a Category'

E. Text Books:

1. Marxism

- a. Antonio Gramsci, 'The Formation of the Intellectuals' and 'Hegemony (Civil Society) and Separation of Powers', in *Selections from the Prison Notebooks*, ed. and tr. Quentin Hoare and Geoffrey Novell Smith (London: Lawrence and Wishart, 1971) pp. 5, 245–6.
- b. Louis Althusser, 'Ideology and Ideological State Apparatuses', in *Lenin and Philosophy and Other Essays* (New Delhi: Aakar Books, 2006) pp. 85–126.

2. Feminism

- a. Elaine Showalter, 'Twenty Years on: A Literature of Their Own Revisited', in *A Literature of Their Own: British Women Novelists from Bronte to Lessing* (1977. Rpt. London: Virago, 2003) pp. xi–xxxiii.
- b. Luce Irigaray, 'When the Goods Get Together' (from *This Sex Which is Not One*), in *New French Feminisms*, ed. Elaine Marks and Isabelle de Courtivron (New York: Schocken Books, 1981) pp. 107–10.

3. Poststructuralism

- a. Jacques Derrida, 'Structure, Sign and Play in the Discourse of the Human Science', tr. Alan Bass, in *Modern Criticism and Theory: A Reader*, ed. David Lodge (London: Longman, 1988) pp. 108–23.
- b. Michel Foucault, 'Truth and Power', in *Power and Knowledge*, tr. Alessandro Fontana and Pasquale Pasquino (New York: Pantheon, 1977) pp. 109–33.

4. Postcolonial Studies

- a. Mahatma Gandhi, 'Passive Resistance' and 'Education', in *Hind Swaraj and Other Writings*, ed. Anthony J. Parel (Delhi: CUP, 1997) pp. 88–106.
- b. Edward Said, 'The Scope of Orientalism' in *Orientalism* (Harmondsworth: Penguin, 1978) pp. 29–110.
- c. Aijaz Ahmad, "'Indian Literature": Notes towards the Definition of a Category', in *In Theory: Classes, Nations, Literatures* (London: Verso, 1992) pp. 243–285.

F. Reference Books:

1. Terry Eagleton, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008).
2. Peter Barry, *Beginning Theory* (Manchester: Manchester University Press, 2002).

H.Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES							CORRELATION WITH SPECIFIC PROGRAM OUTCOMES				
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
1	CO 1: identifying theoretical concepts with theorists and movements with which they are associated and in the process understand their contexts	2	2	1			1	2	2			1	2
2	CO 2: apply various theoretical frameworks and concepts to literary and cultural texts		2	2	2		2	2	2		2	3	
3	CO 3: evaluate and analyzing strengths and limitations of theoretical frameworks and arguments		2	2		2			3		3	2	1
4	CO 4: sharpen interpretative skills in the light of various theoretical frameworks		2	2		2			3		3	2	1

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



Syllabus of
BA (Hons) English
Semester-VI

ARKAJAINUniversity, Jharkhand
 School of Humanities
 Department of English
 Faculty – BA (Hons.) English
Scheme of Study (w.e.f Batch 2020-21)

SEMESTER –I

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Indian Classical Literature	Core	6	6	100	70	20	5	5
2	European Classical Literature	Core	6	6	100	70	20	5	5
3	British Poetry and Drama: 14th to 17th Centuries	Core	6	6	100	70	20	5	5
4	Hindi	AES	4	4	100	70	20	5	5
Total			22	22	400	280	80	20	20

SEMESTER –II

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Indian Writing in English	Core	6	6	100	70	20	5	5
2	American Literature	Core	6	6	100	70	20	5	5
3	British Poetry and Drama: 17 th and 18 th Centuries	Core	6	6	100	70	20	5	5
4	Environmental Studies	AES	4	4	100	70	20	5	5
Total			22	22	400	280	80	20	20

SEMESTER –III

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Popular Literature	Core	6	6	100	70	20	5	5
2	British Literature: 18 th Century	Core	6	6	100	70	20	5	5
3	British Romantic Literature	Core	6	6	100	70	20	5	5
4	Business Communication	SES	4	4	100	70	20	5	5
5	Social Entrepreneurship	GS	4	4	100	70	20	5	5
Total			26	26	500	350	100	25	25

SEMESTER –IV

Sr. No.	Name of the Subject	Type of paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	British Literature: 19th Century	Core	6	6	100	70	20	5	5
2	British Literature: The Early 20th Century	Core	6	6	100	70	20	5	5
3	Women's Writing	Core	6	6	100	70	20	5	5
4	IT Skills	SES	4	4	100	70	20	5	5
5	Gender and Human Rights	GS	4	4	100	70	20	5	5
	Total		26	26	500	350	100	25	25

SEMESTER –V

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Modern European Drama	Core	6	6	100	70	20	5	5
2	Media and Communication Skills	GS	6	6	100	70	20	5	5
3	Modern Indian Writing in English Translations	Core	6	6	100	70	20	5	5
4	Literary Theory	Core	6	6	100	70	20	5	5
	Total		24	24	400	280	80	20	20

SEMESTER –VI

Sr. No.	Name of the Subject	Type of Paper	Credit	Contact Hours Per Week	Total Marks	End Term Theory/ Practical Exam	Mid Term Theory/ Practical Exam	CIA**	Attendance
1	Postcolonial Literatures	Core	6	6	100	70	20	5	5
2	Academic Writing and Composition	Core	6	6	100	70	20	5	5
3	Partition Literature	Core	6	6	100	70	20	5	5
4	Dissertation		6	6	100	70	20	5	5
	Total		24	24	400	280	80	20	20

Distribution of Credit across 6 semesters:

Sl. No	Type of Paper	No. Of Paper	Total Credit
1	Core Paper	18	108
2	Generic Paper	3	14
3	Ability Enhancement Compulsory Paper	2	8
4	Discipline Specific Elective	0	0
5	Skill Enhancement	3	14
	Total	26	144

***CIA – Continuous Internal Assessment – Based on Projects / Assignment during the semester**

GS-Generic Subject | AECC -Ability Enhancement Compulsory Course

SECC -Skill Enhancement Compulsory Course | DSE - Discipline Specific Elective

ARKA JAIN UNIVERSITY JAMSHEDPUR

School of Humanities

DEPARTMENT OF ENGLISH**PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES****BA (H) ENGLISH - Semester-VI****PROGRAM OUTCOMES**

[PO.1]. Critical Thinking: Literature has an amazing way of shaping our thoughts about the world and it helps people expand their minds and express through writing and reading.

[PO.2]. Effective Communication: The course comprises of studies in language and literature that helps the students to learn and make accurate use of English in their respective field and communicate effectively.

[PO.3]. Social Interaction: Study of English increases confidence in speaking publicly, articulate clear questions and ideas in discussion sessions; listen thoughtfully and respectfully to other ideas and prepare, organize and deliver engaging oral presentations.

[PO.4]. Effective Citizenship: Literature has a major impact on the development of society. It has shaped civilizations, changed political systems and exposed injustice. It creates a true human being.

[PO.5]. Ethics: Literature develops and instills the true attitude of customs, habits, character or disposition.

[PO.6]. Environment and Sustainability: It takes years to acquire much wisdom that a single book of literature instills in a reader.

[PO.7]. Self-directed and Life-long Learning: The study of Literature, is self-directed learning process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning as long as one desires.

PROGRAM SPECIFIC OUTCOMES

[PSO.1]. Understanding Literary Concepts: Students get to understand the literary outcomes of the period.

[PSO.2]. Analyzing: The literature program here helps the students to acquaint their knowledge to make analytical and comparative study of writers and their literary works.

[PSO.3]. Application of the study: This undergraduate course deals with the various nuances of **English** as a language, both written and spoken. The **B.A. English** course provides a strong background in the **study** of **English** to implement conceptual knowledge in real life and help in becoming true human.

[PSO.4]. Enhancing student's Career: Graduates with a BA in English Studies are often individuals with a creative imagination, exceptional writing abilities, and great communication skills that help them excel in life. They may also be analytical problem-solvers and quick learners, traits that can impact their future endeavors

[PSO.5]. Inculcate Entrepreneurial Ability. Enhance the importance of Entrepreneurial skills for self employment.

Subject: POSTCOLONIAL LITERATURES

Code: ENG26048

6 Credits | Semester VI

A. Introduction: This course is designed to understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule and to understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation. It is also to see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it.

B. Course Outcomes: At the end of the course, students will be able to

- Appreciate and analyzing the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations
- Critically engage issues of racism and imperialism during and after colonial occupation
- appreciate the changing role and status of English in postcolonial literatures
- Link colonialism to modernity.

C. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Internal Examination	20
	Assignment	10
End Term Exam (Summative)	End Term Examination	70
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS: INTRODUCTION: De-colonization, Globalization and Literature, Literature and Identity Politics, Writing for the New World Audience, Region, Race, and Gender, Postcolonial Literatures and Questions of Form, Chinua Achebe's *Things Fall Apart*, Gabriel Garcia Marquez's *Chronicle of a Death Foretold*, Bessie Head's 'The Collector of Treasures', Ama Ata Aidoo's 'The Girl who can', Grace Ogot's 'The Green Leaves', Pablo Neruda's 'Tonight I can Write', 'The Way Spain Was', Derek Walcott's 'A Far Cry from Africa', 'Names', David Malouf's 'Revolving Days', 'Wild Lemons', Mamang Dai's 'Small Towns and the River', The Voice of the Mountain'

E. Text Books

1. Chinua Achebe: *Things Fall Apart*
2. Gabriel Garcia Marquez: *Chronicle of a Death Foretold*
3. Bessie Head: 'The Collector of Treasures'
4. Ama Ata Aidoo: 'The Girl who can'
5. Grace Ogot: 'The Green Leaves'
6. Pablo Neruda: 'Tonight I can Write', 'The Way Spain Was'
7. Derek Walcott: 'A Far Cry from Africa', 'Names'
8. David Malouf: 'Revolving Days', 'Wild Lemons'
9. Mamang Dai: 'Small Towns and the River', 'The Voice of the Mountain'

F.Reference Books:

1. Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.
2. Ngugi waThiong'o, 'The Language of African Literature', in *Decolonising the Mind*(London: James Curry, 1986) chap. 1, sections 4–6.
3. Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell (Cambridge:Cambridge University Press, 1987).

G.Course Articulation Matrix: (Mapping of COs withPOs)

C O	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES							CORRELATION WITH SPECIFIC PROGRAM OUTCOMES				
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
1	CO 1: Linking the status of woman to social discrimination and social change	2		1			1		3			3	2
2	CO 2: Drawing a location specific trajectory of female bonding or empowerment		1		3						3		
3	CO 3: Understanding the complexity of social and biological constructions of manhood and womanhood					2					2		1
4	CO 4: Examining the relationship of women to work and production			2			2			2			2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Subject: ACADEMIC WRITING AND COMPOSITION

Code: ENG26049

6 Credits | Semester VI

A. Introduction: Academic writing serves as a tool of communication that conveys acquired knowledge in a specific field of study. Writing academically will help students analyses, convey understanding, think critically and focus on technique and style.

B. Course Outcomes: At the end of the course, students will be able to

CO 1. Writing a review of a book or a movie

CO 2. Writing a report on an academic or cultural event that takes place in a college or university for a journal or a newspaper

C. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Internal Examination	20
	Assignment	10
End Term Exam (Summative)	End Term Examination	70
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS: INTRODUCTION: Introduction to the Writing Process, Writing in one's own words: Summarizing and Paraphrasing, Structuring an Argument: Introduction, Interjection and Conclusion, Citing Resources; Editing, Book and Media Review.

E.Text Books:

1. Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
2. Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient BlackSwan, 2010).
3. Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP,
4. 2nd edn, 1998).
5. Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).

F. Reference Books:

1. Peter Chin, Samuel Reid, Yoko Yamazaki, Sean Wray 'Academic Writing Skills 3 Student's Book, Volume 3

G.Course Articulation Matrix: (Mapping of COs withPOs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES							CORRELATION WITH SPECIFIC PROGRAM OUTCOMES				
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
1	Writing a review of a book or a movie	2	2	1	1	1	1	1	3	1	1	2	2
2	Writing a report on an academic or cultural event that takes place in a college or university for a journal or a newspaper	1	3	1	2	1	1	2	3	2	2	2	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Subject: PARTITION LITERATURE

Code: ENG26050

6 Credits | Semester VI

A. Introduction: This course is designed to explain historical and socio-cultural factors responsible for the Partition of Indian Sub-continent. It also demonstrates critical understanding of manifestations of the experience of the partition in various art forms.

B. Course Outcomes: At the end of the course, students will be able to

- Linking and analyze the eco-socio-historical-cultural contexts and dimensions related to the Partition of India e.g. nation, nationalism, communication, violence, exile, homelessness, refugee, rehabilitation, resettlement, border and border lands (colonialism and post colonialism), literary responses to the partition in different parts of Indian continent and interpret them.
- Interpreting texts and experience and relate it to their contexts and experiences

C. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Internal Examination	20
	Assignment	10
End Term Exam (Summative)	End Term Examination	70
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS: INTRODUCTION: Colonialism, Nationalism, and the Partition, Communalism and Violence, Homelessness and Exile, Women in the Partition, *Basti*—Critical Explanation, *The Shadow Lines*, Dibyendu Palit's 'Alam's Own House'—Textual Explanation and Analysis, Manik Bandhopadhyaya's 'The Final Solution'—Textual Explanation and Analysis, Sa'adat Hasan Manto's 'Toba Tek Singh'—Textual Explanation and Analysis, Lalithambika Antharajanam's 'A Leaf in the', Faiz Ahmad Faiz's 'For Your Lanes, My Country', Jibananda Das's 'I Shall Return to This Bengal', Gulzar's 'Toba Tek Singh'.

E.Text Books:

1. Intizar Husain, *Basti*, tr. Frances W. Pritchett (New Delhi: Rupa, 1995).
2. Amitav Ghosh, *The Shadow Lines*.
3. a) Dibyendu Palit, 'Alam's Own House', tr. Sarika Chaudhuri, *Bengal Partition Stories: An Unclosed Chapter*, ed. Bashabi Fraser (London: Anthem Press, 2008) pp. 453–72.
b) Manik Bandhopadhyaya, 'The Final Solution', tr. Rani Ray, *Mapmaking: Partition Stories from Two Bengals*, ed. Debjani Sengupta (New Delhi: Srishti, 2003) pp. 23–39.
c) Sa'adat Hasan Manto, 'Toba Tek Singh', in *Black Margins: Manto*, tr. M. Asaduddin (New Delhi: Katha, 2003) pp. 212–20.
d) Lalithambika Antharajanam, 'A Leaf in the Storm', tr. K. Narayana Chandran, in *Stories about the Partition of India* ed. Alok Bhalla (New Delhi: Manohar, 2012) pp. 137–45.
4. a) Faiz Ahmad Faiz, 'For Your Lanes, My Country', in *In English: Faiz Ahmad Faiz, A Renowned Urdu Poet*, tr. and ed. Riz Rahim (California: Xlibris, 2008) p. 138.
b) Jibananda Das, 'I Shall Return to This Bengal', tr. Sukanta Chaudhuri, in *Modern Indian Literature* (New Delhi: OUP, 2004) pp. 8–13.
c) Gulzar, 'Toba Tek Singh', tr. Anisur Rahman, in *Translating Partition*, ed. Tarun Saint et. al. (New Delhi: Katha, 2001) p. x.

F.Reference Books:

1. Ritu Menon and Kamla Bhasin, 'Introduction', in *Borders and Boundaries* (New Delhi: Kali for Women, 1998).
 2. Sukrita P. Kumar, *Narrating Partition* (Delhi: Indialog, 2004).
 3. Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India* (Delhi: Kali for Women, 2000).
 4. Sigmund Freud, 'Mourning and Melancholia', in *The Complete Psychological Works of Sigmund Freud*, tr. James Strachey (London: Hogarth Press, 1953) pp. 3041–53.
- Films:** *Garam Hawa* (dir. M.S. Sathyu, 1974). *Khamosh Paani: Silent Waters* (dir. Sabiha Sumar, 2003). *Subarnarekha* (dir. Ritwik Ghatak, 1965)

G.Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES							CORRELATION WITH SPECIFIC PROGRAM OUTCOMES				
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
1	CO 1: Linking and analyze the eco-socio-historical-cultural contexts and dimensions related to the Partition of India	2		1			1		2			2	2
2	CO 2: Partition of India e.g. nation, nationalism, communication, violence, exile, homelessness, refugee, rehabilitation, resettlement, border and border lands (colonialism and post colonialism),		1		3				3		3		
3	CO 3: literary responses to the partition in different parts of Indian continent and interpret them.					2			2		2		1
4	CO4: Interpreting texts and experience and relate it to their contexts and experiences	2		2			2		3	2	3	2	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Subject: DISSERTATION

Code: ENG26024

6 Credits | Semester VI

A. Introduction: Dissertation Writing is to appreciate a work of art critically employing a theory of criticism and to substantiate their views with apt illustrations and critical support. It is also to organize the views and format them into a dissertation of a certain number of pages as defined by the department and to use a working knowledge of research methodology to format the dissertation.

B. Course Outcomes: At the end of the course, students will be able to

- Acquire and practicing methods of literary and cultural criticism necessary for undertaking research.
- Demonstrate analytic and oral skills related to interpretation of different artistic and literary genres.
- Apply a variety of reading strategies, including recognizing the meaning of words in context, learning to skim and scan materials, making inferences, recognizing the organizational structure of texts, etc
- Perform close textual analysis as a means of identifying and deciphering the aesthetic, political, and cultural importance of literature as a means of cultural production.

C. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Viva-voce	30
End Term Exam (Summative)	Dissertation Evaluation	70
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student in consulting with the research guide to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

Note: The students are required to submit a dissertation of at least 40-50 pages based on any literary topic under the supervision of the respective faculty members.