



ARKA JAIN
University
Jharkhand

Estd. Under Jharkhand State Private University Act

Syllabus of the Program
Bachelor of Arts -
B.A. Eng
Semester I, II, III, IV, V & VI
w.e.f from batch 2020-21

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ARKA JAIN
University
Jharkhand

Syllabus of
BA (Hons) English
Semester-I

ARKA JAIN University, Jharkhand

School of Humanities

Department of English

Scheme of Study**Semester I- Scheme of Study**

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

Semester II - Scheme of Study

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

Semester III – Scheme of Study

Sr. No.	Name of the Subject	Credit	Contact Hours Per Week	Total Marks	End-Term Theory/ Practical Exam	Mid-Term Theory/ Practical Exam	CIA**	Attendance
1	Popular Literature*	6	6	100	70	20	5	5
2	British Literature: 18 th Century*	6	6	100	70	20	5	5
3	British Romantic Literature*	6	6	100	70	20	5	5

4	Business Communication»	4	4	100	70	20	5	5
5	Social Entrepreneurship▲	4	4	100	70	20	5	5
	Total	26	26	500	350	100	25	25

SEMESTER –IV: Scheme of Study

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

SEMESTER –V: Scheme of Study

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

SEMESTER –VI: Scheme of Study

Sr. No.	Name of the Subject	Credit	Contact Hours Per Week	Total Marks	End-Term Theory/ Practical Exam	Mid-Term Theory/ Practical Exam	CIA**	Attendance
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1	Postcolonial Literatures*	6	6	100	70	20	5	5
2	Academic Writing and Composition▲	6	6	100	70	20	5	5
3	Partition Literature∞	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	14	84
2	Generic Paper	4	20
3	Ability Enhancement Compulsory Paper	2	8
4	Discipline Specific Elective	4	24
5	Skill Enhancement	2	8
	Total	26	144

***CIA – Continuous Internal Assessment – Based on Projects / Assignments 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

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 themselves through writing and reading.

[PO.2]. Effective Communication: The course comprises 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: The study of English increases confidence in speaking publicly, articulating clear questions and ideas in discussion, listening thoughtfully and respectfully to others, preparing for organized delivery and 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 helps in creating 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 a 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 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 an 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 a truly human.

[PSO.4]. Enhancing student's Career: Graduates of BA in English, are often individuals with 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.

INDIAN CLASSICAL LITERATURE

Course Code: ENG21033

6 Credits | Semester I

Total Lectures Required– 90

Total Tutorials Required - 18

A. Introduction: This course is designed to persuasively interpret subtext and significance by connecting literary texts with relevant historical contexts. Reading Classical Indian Literature will contribute to student's ability to live responsibly, think critically, value diverse perspectives, troubleshoot from multiple points of view, and widen their knowledge of literature.

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

- **[CO1]:Orientation:** Identifying the salient features of literary texts from a broad range of ancient periods.
- **[CO2] : Familiarization:** Employing knowledge of literary traditions to produce imaginative writing and familiarizing with the tradition of Indian literature.
- **[CO3] : Bridging through Translation:** Demonstrating their translation skill and understanding the significance of how translation bridges cultures across the world - ancient and modern.
- **[CO.4].** Protect the ancient heritage of India

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 qualify for the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS

MODULE 1	INTRODUCTION	18 Hrs
	TOPIC	
1	Introduction to Indian Classical Literature	3
2	Indian Epic Tradition	5
3	Classical Indian Drama	5
4	Alankar/Rasa/Dharma and the Heroic	4
Assignment (Evaluative)	Write within 500 words, about the Indian Classical Literature: Themes and Recensions	1

MODULE 2	KALIDASA	18 Hrs
	TOPIC	
1	Introduction to Kalidasa	5
2	Summary/ Critical Analysis of Kalidasa's <i>AbhijnanaShakuntalam</i> , tr. Chandra Rajan, in <i>Kalidasa: The Loom of Time</i>	11
3	Characteristic Features of <i>AbhijnanaShakuntalam</i>	2
Assignment (Non-Evaluative)	Write in 500 words about the Dominant Rasas used in <i>AbhijnanaShakuntalam</i>	

MODULE 3	VYASA	18 Hrs
	TOPIC	
1	Introduction to Epic and <i>Mahabharata</i>	3
2	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 <i>The Mahabharata</i> : tr. and ed. J.A.B. van Buitenen	12
3	Major Characters of <i>Mahabharata</i>	2
Assignment (Evaluative)	Individual Expression of the idea of Dharma as the central theme of <i>Mahabharata</i>.	1

MODULE 4	SUDRAKA	18 Hrs
	TOPIC	
1	Introduction to Sudraka and Indian Classical Drama	7
2	Summary/Explanation/Critical Analysis of Sudraka's <i>Mrcchakatika</i> , tr. M.M. Ramachandra Kale	7
3	Plot and Sub-plots of <i>Mrcchakatika</i>	4
Assignment (Non-Evaluative)	Group discussion on the Prologue to <i>Mrcchakatika</i>	

MODULE 5	TAMIL EPIC	18 Hrs
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	TOPIC	
1	Introduction to Classical Tamil Literature and Ilango Adigal	5
2	Summary/Explanation/Critical Analysis of Ilango Adigal's 'The Book of Banci', in <i>Cilappatikaram: The Tale of an Anklet</i> , tr. R.Parthasarathy	5
3	Folklore and narrative technique of <i>Cilappatikaram</i>	8

E. Text Books:

1. Kalidasa's *AbhijnanaShakuntalam*, 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. Manmohan 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 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 with the tradition of Indian literature.		1		3						3		
3	CO 3: Bridging through Translation: Demonstrating their translation skill and understanding the significance of how translation bridges cultures across the world - ancient and modern.					2					2		1
4	CO4: Protect the ancient heritage of India												

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

EUROPEAN CLASSICAL LITERATURE

Code: ENG21034

Credit - 6 | Semester 1

Total Lectures Required– 90

Total Tutorials Required - 18

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

[CO.1]. Demonstrate critical thinking skills in understanding the breadth and depth of European literature

[CO.2]. Recognizing the development of the literary genres of Europe.

[CO.3]. Historically situating classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts

[CO.4]. Developing academic and practical skills in terms of communication and presentation and also learning about human and literary values of the classical 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 qualify for the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS

MODULE1	INTRODUCTION	18 Hrs
	TOPIC	
1	The Epic	2
2	Comedy and Tragedy in Classical Drama	2
3	The Athenian City State	3
4	Catharsis and Mimesis	2
5	Satire	7

6	Literary Cultures in Augustan Rome	2
Assignment (Evaluative)	Enumerate the Salient Features of European Classical Literature	
MODULE 2	HOMER	18 Hrs.
	TOPIC	
1	Introduction to Homer	8
2	Summary/Explanation/Critical Analysis of Homer's <i>The Iliad</i>	8
3	Importance of <i>Iliad</i> in Classical European Literature.	2
Assignment (Non-Evaluative)	Role of Gods and Goddesses in the <i>Iliad</i>	
MODULE 3	SOPHOCLES	18 Hrs.
1	Introduction to Sophocles	4
2	Summary/Explanation/Critical Analysis of Sophocles' <i>Oedipus the King</i>	10
Assignment (Non-Evaluative)	Life and Works of Sophocles/Dramatic irony of the play.	4
MODULE 4	PLAUTUS	18 Hrs.
1	Introduction to the life and works of Plautus	2
2	Summary/Explanation/Critical Analysis of Plautus's <i>Pot of Gold</i>	15
Assignment (Evaluative)	Plautus's portrayal of slaves and servants in <i>Pot of Gold</i>	1

MODULE 5	OVID AND HORACE	18 Hrs.
1	Introduction to Ovid and Horace	2
2	Summary/Explanation/Critical Analysis of Ovid <i>Selections from Metamorphoses</i> 'Bacchus', (Book III), 'Pyramus and Thisbe' (Book IV), 'Philomela' (Book VI)	10
3	Summary/Explanation/Critical Analysis of Horace's <i>Satires and Epistles</i> and Persius: <i>Satires</i>	4
Assignment (Non-Evaluative)	Ovid's tales of Pentheus and Bacchus center on punishing the King's arrogance and <i>hubris</i>. Discuss.	2

E-texts 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 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 the classical period	1	3	2	2		1	3	3	1	3	2	1

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

BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES

Code: ENG21035
6 Credits | Semester 1

Total Lectures Required– 90

Total Tutorials Required - 18

A. Introduction: The period is remarkable in many ways: 14th-century poetry evokes an unmistakable sense of “modern” and the spirit of the 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 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 the 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

[CO.4] : To develop a literary outlook among the students

C. Assessment Plan:

Criteria	Description	Maximum Marks
End-Term	Internal Examination	20
	Assignment	10
End-Term (Summative)	Exam End Term Examination	70

	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to qualify for the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS

MODULE 1	INTRODUCTION	18 Hrs.
	TOPICS	
1	Renaissance Humanism	5
2	The Stage, Court, and City	3
3	Religious and Political Thought	4
4	Ideas the of Love and Marriage	4
5	Poetry and Drama of the 14 th -17 th Centuries	2
Assignment (Evaluative)	Evaluate the characteristics of British Poetry and Drama: 14th To 17th Centuries	

MODULE 2	CHAUCE, SPENCER AND DONNE	18 Hrs.
	TOPICS	
1	Geoffrey Chaucer's <i>The Wife of Bath's Prologue</i>	4
2	Edmund Spenser Selections from <i>Amoretti</i> : Sonnet LXVII 'Like as a huntsman...'	2
3	Sonnet LVII 'Sweet warrior...'	2
4	Sonnet LXXV 'One day I writing name...'	2
5	John Donne's 'The Sunne Rising	3

6	'BmourningHeart'	3
7	'Valediction: forbidding mourning	2
Assignment (Non-Evaluative)	Critically Analyze the language of Chaucer.	
MODULE 3	CHRISTOPHER MARLOW	18 Hrs.
	TOPICS	
1	Introduction to Christopher Marlow and his Age	8
2	Summary/Explanation/Critical Analysis of Christopher Marlowe's <i>Doctor Faustus</i>	10
Assignment (Evaluative)	How does the play <i>Doctor Faustus</i> construct the ideas of Heaven and Hell?	

MODULE 4	SHAKESPEARE	18 Hrs.
	TOPICS	
1	Introduction to Shakespeare and his major works	8
2	Summary/Explanation/Critical Analysis of William Shakespeare's <i>Macbeth</i>	10

MODULE 5	SHAKESPEARE	18 Hrs.
	TOPICS	
1	Introduction of Renaissance	8
2	Summary/Explanation/Critical Analysis of William Shakespeare's <i>Twelfth Night</i>	10

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 Rising her name...'
6. John Donne's 'The Sunne Rising
7. mourning 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 with)

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 different aspects of poetry and drama at the 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
4	CO.4 To develop a literary outlook among the students					2							

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

Hindi

Code HIN 21001

4 Credits Semester -1

Total Lectures Required– 60Total Tutorials Required - 12

A. INTRODUCTION:

Students would be able to strengthen oral communication in Hindi

Students would be able to develop their knowledge of writing in

Hindi. Students would be able to improve their vocabulary in Hindi.

Students would be to enrich their knowledge of Hindi grammar to speak/write correctly.

B. COURSE OUTCOME:

[CO.1]It will enhance students' communication skills.

[CO.2]It will help students to write in Hindi correctly.

[CO.3]It will help students to learn different words in Hindi for effective writing.

[CO.4]Knowledge of Hindi grammar will help students to write/speak correctly.

[CO.5]Students will be able to participate in Hindi debates/extempore related to current topics

D. 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 qualify for the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

E. SYLLABUS:

Module		12Hours
UNIT 1		
1	Hkk"kk dh ladybug	
2	Hkk"kkbZHksn&ekSf[kd	
3	Hkk"kkbZHksn&fyf[kr	
4	Hkk"kk dk ekudhdj.k&fLFkfr ,oapqukSfr;kj	
5	Hkk"kkFkklekt dk ikjLifjdvUrlZcU/kA	

Module		12Hours
UNIT 2		
1	iz;kstuewydfgUnh dk vfHkizk;	
2	vko';drk	
3	darkapkj ek;/e vkSjfgUnhHkk"kk	
4	{ks=h; izHkko	
5	{ks=h; Hkk'kkbZiz;ksx	

Module		12Hours
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UNIT 3		
1	fgUnhO;kdj.k 'kCn :ivkSjokD; jpuk	
2	v{kjo.kZ Loj O;atu	
3	mPpkj.kvo;oi;kZ;]	
4	foykse] lekukFkhZ] vusdkFkhZ	
5	'kCnfgUnh dh iz;ksxkRed =qfV;k	
Module		12Hours
UNIT 4		
1	fgUnhIkfgR; dk laf{klrbfrgkl	
2	fgUnhIkfgR; dh vk/kfudqizo`fRr;ka	
3	fgUnh dh IkfgfR;dfo/kkvksa dk ifjp;	
4	fgUnhxn;	
5	fgUnh in;	
Module		12Hours
UNIT 5		
1	eqfnzr ek;/e vkSjfgUnh	
2	jsfM;ks dh Hkk'kk	
3	Vsyhfotu dh Hkk'kk	
4	foKkiu dh Hkk'kk	
5	lks'kyehfM;k dh Hkk'kk	

F. TEXT BOOK:

- डॉकै लाशचंदभाटिया', अनुवादकला : टिद्ांतप्रयोग , 'तक्षटशलाप्रकाशन , नईदल्ली
- रघुनंदनप्रसादशर्ा', प्रयोजनमूलकटिन्दी: टिद्ांतऔरव्यविर, 'टवश्वटवद्यालयप्रकाशनवाराणी
- विश्वनाथअय्यर', अनुवादकला, 'प्रभातप्रकाशन, दल्ली

G. REFERENCES:

- वािु
- देवनंदनप्रिाद', आधुटनकव्याकरणएवंरचना , 'भारतीभवन

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	It will enhance students' 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



ARKA JAIN
University
Jharkhand

Syllabus of
BA (Hons) English
Semester-II

ARKA JAIN UNIVERSITY JAMSHEDPUR

School of Humanities

DEPARTMENT OF ENGLISH

PROGRAM OUTCOMES AND PROGRAM-SPECIFIC OUTCOMES

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 themselves through writing and reading.

[PO.2]. Effective Communication: The course comprises 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: The study of English increases confidence in speaking publicly, articulating clear questions and ideas in discussion, listening thoughtfully and respectfully to others, and preparing for organized delivery and 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 helps in creating true human beings.

[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 a 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 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 an 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 a truly human.

[PSO.4]. Enhancing student's Careers: Graduates of BA in English, are often individuals with 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

INDIAN WRITING IN ENGLISH

Code: ENG22036
6 Credits | Semester II

Total Lectures Required– 90

Total Tutorials Required - 18

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 ideologies in the temporary Indian English Writings.

[CO 4]Students will be able to appreciate the rich heritage of Indian history and its development

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 qualify for the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS

MODULE 1	INTRODUCTION: Indian English Literature	18 Hrs.
	TOPIC	
1	Indian English	3
2	Indian English Literature and its Readership	3
3	Themes and Contexts of the Indian English Novel	3
4	The Aesthetics of Indian English Poetry	3
5	Modernism in Indian English Literature	3
Assignment (Evaluative)	Progressive outlook of Indian English Literature	3

MODULE 2	NOVEL (R. K. NARAYAN)	18 Hrs.
	TOPIC	
1	Introduction to Indian Novel, R. K. Narayan and his major works	4
2	Textual explanation and Analysis of <i>Swami and Friends</i>	12
Assignment (Non-Evaluative)	Discuss R.K Narayan's <i>Swami and friends</i> as a study of boyhood psychology	2

MODULE 3	NOVEL	18 Hrs.
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	(ANITA DESAI)	
	TOPIC	
1	Introduction to the novelist Anita Desai	4
2	Textual explanation and Analysis of Anita Desai's <i>In Custody</i>	14

MODULE 4	POETRY	18 Hrs.
	TOPIC	
1	H.L.V. Derozios 'Freedom to the Slave', 'The Orphan Girl'— Textual explanation and Analysis	4
2	Kamala Das's 'Introduction', 'My Grandmother's House	4
3	Nissim Ezekiel's 'Enterprise', 'The Night of the Scorpion'	4
4	Robin S. Ngangom's 'The Strange Affair of Robin S. Ngangom', 'A Poem for Mother'	6

MODULE 5	STORIES	18 Hrs
	TOPIC	
1	Mulk Raj Anand's 'Two Lady Rams'—Textual explanation and Analysis	6
2	Salman Rushdie's 'The Free Radio'	6
3	Rohinton Mistry's 'Swimming Lesson'	2
4	Shashi Deshpande's 'The Intrusion'	4

Assignment (Evaluative)	Growth and Development of Indian Short Stories in English	
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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 with)

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	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 ideologies in the temporary Indian-Indian English.	2	1	2	2	2	1	2	3	3	2	2	2
4	Students will be able to appreciate the rich heritage of Indian history and its development					2					2		

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

**American Literature:
Code: ENG25019
6Credits | Semester II**

Total Lectures Required– 90

Total Tutorials Required - 18

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

[CO 1] Recognizing the universality of human experiences reflected in the works produced by Americans.

[CO 2] Understanding the historical, religious, and philosophical contexts of the American spirit in literature

[CO 3] Appreciating the complexity of the origin and reception of American literature, given its European and non-European historical trajectories

[CO 4] Analyzing the American mind from global and Indian perspectives and situating 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 qualify for the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS

MODULE 1	INTRODUCTION	18 Hrs.
	TOPIC	
1	The American Dream	4
2	Social Realism and the American Novel	4
3	Folklore and the American Novel	2
4	Black Women's Writings	4
5	Questions of Form in American Poetry	2

Assignment (Evaluative)	What are the major themes of American literature? Discuss.	2
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MODULE 2	DRAMA	18 Hrs.
	TOPIC	
1	Introduction to American Drama and Tennessee Williams	6
2	Tennessee Williams: <i>The Glass Menagerie</i> - Textual explanation and Analysis of chapters 21-31	12

MODULE 3	FICTION	18 Hrs.
1	Introduction to American Novel and Toni Morrison	7
2	<i>Beloved</i> --Textual explanation and Analysis	10
Assignment (Evaluative)	Discuss the relationship between individual and community, remembering and forgetting concerning the conclusion of <i>Beloved</i>.	1

MODULE 4	SHORT STORY	18 Hrs.
1	Introduction to American Short Story	4
2	Edgar Allan Poe's 'The Purloined Letter'	4
3	F. Scott Fitzgerald's 'The Crack-up'	4
4	William Faulkner's 'Dry September'	4
Assignment (Non-Evaluative)	What is the influence of Western Existential thought on American culture and literature?	2

MODULE 5	POETRY	18 Hrs.
1	Introduction to American Poetry	4
2	Anne Bradstreet's 'The Prologue'	4
3	Walt Whitman's Selections from <i>Leaves of Grass</i> : 'O Captain, My Captain', 'Passage to India' (lines 1-68)	4
4	Sherman Alexie's 'Crow Testament', 'Evolution'	4
Assignment (Non-Evaluative)	Anne Bradstreet's 'The Prologue' has a strange mix of humility and ambition. Do you agree? Illustrate with examples.	2

E. Text Books:

1. Tennessee Williams: *The Glass Menagerie*
2. Toni Morrison *Beloved*
3. Edgar Allan Poe's 'The Purloined Letter'
- F. Scott Fitzgerald 'The Crack-up'
- William Faulkner 'Dry September'
4. Anne Bradstreet's '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 Crèvecoeur, '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

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 a 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 situating the American in the contemporary world			2			2			2			2

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

British Poetry & Drama: 17Th & 18Th Century

Code: ENG22037
6 Credits | Semester II

Total Lectures Required– 90

Total Tutorials Required - 18

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

[CO 1] Analyze literary devices forms and techniques in order to appreciate and interpret the texts

[CO 2] Identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry

[CO 3] Demonstrate in-depth knowledge and understanding of the religious, socio-intellectual, and cultural thoughts of the 17th and 18th centuries

[CO4] Examine critically key themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, and 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 qualify for the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS

MODULE 1	INTRODUCTION	18 Hrs.
	TOPICS	
1	Religious and Secular Thought in the 17th Century	3
2	The Stage, the State, and the Market	3
3	The Mock-epic and Satire	3
4	Women in the 17th Century	3
5	The Comedy of Manners	3
Assignment (Evaluative)	Changing Images of the Human Being in the Literature of the Period. Write in 500 words	3

MODULE 2	EPIC	18 Hrs.
	TOPICS	
1	Introduction to John Milton and his works	3
2	John Milton's <i>Paradise Lost: Book I</i> - Textual explanation and Analysis	15

MODULE 3	DRAMA	18 Hrs.
	TOPICS	
1	Introduction to Webster and his works	8
2	John Webster's <i>The Duchess of Malfi</i> —Textual explanation and Analysis	10
Assignment (Evaluative)	Critical elucidate the theme of 'merit and degree' in John Webster's <i>The Duchess of Malfi</i>	

MODULE 4	DRAMA	18 Hrs.
	TOPICS	
1	Introduction to Aphra Ben and Restoration Comedy	12
2	Aphra Behn's <i>The Rover</i> - Textual explanation and Analysis	6

MODULE 5	POETRY	18 Hrs.
	TOPICS	

1	Introduction to Pope and his contributions	9
2	Alexander Pope's <i>The Rape of the Lock</i> - Textual explanation and Analysis	9

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 ed, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.

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

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 Women 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

Environmental Studies

Code -MGT 21010

4 Credits Semester II

Total Lectures Required– 60

Total Tutorials Required - 12

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 be 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:

[CO.1]. Concept clarification about the components of the environment and their interrelatedness

[CO.2]. Understanding of all the resources available and their origin and the ways to conserve them for a sustainable future

[CO.3]. To evaluate the environment and various species present and their importance and ways to conserve biodiversity.

[CO.4]. To construct and evaluate ways of managing solid waste and safe disposal techniques.

[CO.5]. To understand various measures undertaken by the Government and laws related to the protection of the environment.

D. 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 qualify for the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

E. SYLLABUS:

Module		12Hours
UNIT 1		
1	ECOSYSTEM AND HOW THEY WORK: Structure and function of an ecosystem, Types of ecosystems, Producers, Consumers and decomposers, Food chains, Food webs, ecological pyramids, and 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.	

Module		12 Hours
UNIT 2		
1	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	

Module		12 Hours
UNIT 3		

1	RENEWABLE AND NON-RENEWABLE RESOURCES: Defining resources, classification of resources, Soil and land degradation, Economic development and resources use, Natural resources accounting,
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Module		12 Hours
UNIT 4		
1	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 wastewater {domestic and industrial}. Waterborne diseases and health related issues, Air pollution and air pollutants, sources of air pollution, and its effect on human health and vegetation. Greenhouse effect, global warming, ing, 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,andfulfill sites etc, Hazardous waste management, biomedical waste management	

Module		12 Hours
UNIT 5		
1	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 pollutionAct,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 interrelatedness	1		2		1	3							
CO2	Understanding of all the resources available and their origin and the ways to conserve them for a 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 the Government and laws related to protection of the environment	3		2	2		3							

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



ARKA JAIN
University
Jharkhand

Syllabus of
BA (Hons) English
Semester-III

ARKA JAIN UNIVERSITY JAMSHEDPUR

School of Humanities

DEPARTMENT OF ENGLISH

PROGRAM OUTCOMES AND PROGRAM-SPECIFIC OUTCOMES

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 themselves through writing and reading.

[PO.2]. Effective Communication: The course comprises 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: The study of English increases confidence in speaking publicly, articulating clear questions and ideas in discussion, listening thoughtfully and respectfully to others, and preparing for organized delivery and 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 helps in creating true human beings.

[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 a 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 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 an 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 a truly human.

[PSO.4]. Enhancing students' Careers: Graduates of BA in English, are often individuals with 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

POPULAR LITERATURE

Code: ENG22038
6 Credits | Semester III

Total Lectures Required– 90

Total Tutorials Required - 18

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 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 qualify for the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS

MODULE 1	INTRODUCTION	18 Hrs.
	TOPICS	
1	Coming of Age	3
2	The Canonical and the Popular	3
3	Caste, Gender, and Identity	3
4	Ethics and Education in Children's Literature	3
5	Sense and Nonsense	3
6	The Graphic Novel	3

MODULE 2	JUVENILE FICTION	18 Hrs.
	TOPICS	
1	Introduction to Children's Literature/Juvenile Fiction and Carroll	9
2	Lewis Carroll 's <i>Through the Looking Glass</i> — Explanation and Critical Analysis	8
Assignment (Evaluative)	Discuss Carroll's use of humor in <i>Through the Looking-glass</i> .	1

MODULE 3	DETECTIVE FICTION	18 Hrs.
	TOPICS	
1	Introduction to Detective Fiction/Mystery Novel and Agatha Christie	6
2	Agatha Christie's <i>The Murder of Roger Ackroyd</i> -- Explanation of Text	8
Assignment (Non-Evaluative)	In what way does <i>The Murder of Roger Ackroyd</i> digress from the Classic mystery novel?	4

MODULE 4	COMING-OF-AGE NOVEL	18 Hrs.
	TOPICS	
1	Introduction to ShyamSelvadurai and Coming-of-age Novel	8
2	ShyamSelvadurai's <i>Funny Boy</i>	8

Assignment (Evaluative)	<i>Funny Boy</i> is a narrative of ever-collapsing boundaries between the personal and the public. Discuss.	4
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MODULE 5	GRAPHIC BIOGRAPHY	18 Hrs.
	TOPICS	
1	Introduction to Graphic Biography	6
2	DurgabaiVyam and Subhash Vyam's <i>Bhimayana: Experiences of Untouchability</i> — Summary and Critical Explanation of the Text	8
Assignment (Non-Evaluative)	Comment on the water as a motif in <i>Bhimayan</i>.	4

E. Text Books

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

F. Reference Books:

1. ChelvaKanaganayakam, '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.

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

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

BRITISH LITERATURE: 18th Century

Code: ENG23039
6 Credits | Semester III

Total Lectures Required– 90

Total Tutorials Required - 18

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

[CO 1] Explaining and analyzing the rise of the critical mind

[CO 2] Tracing the development of Restoration Comedy and anti-sentimental drama

[CO 3] Examining and analyzing the form and function of satire in the eighteenth century

[CO 4] Appreciating and analyzing the formal variations of Classicism

[CO 5] 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

MODULE 1	INTRODUCTION	18 Hrs.
	TOPICS	
1	The Enlightenment and Neoclassicism	4
2	Restoration Comedy	4
3	The Country and the City	4
4	The Novel and the Periodical Press	4

Assignment (Evaluative)	Point out the characteristic features of Restoration and Romantic Tragedy and Comedy	2
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MODULE 2	DRAMA	18 Hrs.
	TOPICS	
1	Introduction to Congreve and Restoration Comedy	10
2	William Congreve's <i>The Way of the World</i> —Textual Analysis	8

MODULE 3	FICTION	18 Hrs.
	TOPICS	
1	Introduction to Swift and Satiric Fiction	5
2	Jonathan Swift's <i>Gulliver's Travels</i> (Books III and IV)— Textual Explanation and Analysis	10
Assignment (Evaluative)	Discuss <i>Gulliver's Travels</i> as a Satiric Fiction of multi-dimensions.	3
MODULE 4	POETRY (Samuel Johnson)	18 Hrs.
	TOPICS	
1	Introduction to Samuel Johnson and Poetry of the Age	5
2	Samuel Johnson's 'London'—Explanation & Critical Appreciation	10
Assignment (Non- Evaluative)	Critically enunciate the theme of city and country in Johnson's poem 'London'.	3

MODULE 5	POETRY (Thomas Gray)	18 Hrs.
	TOPICS	
1	Introduction to Elegy and Thomas Gray	5
2	Thomas Gray's 'Elegy Written in a Country Churchyard'— Explanation and Critical Appreciation	10
Assignment (Non- Evaluative)	Critically analyze any consider 'Elegy Written in a Country Churchyard's an Elegy.	3
MODULE 6	FICTION	18 Hrs.

	(Experimental)	
	TOPICS	
1	Introduction to Samuel Johnson and Poetry of the Age	11
2	Laurence Sterne's <i>The Life and Opinions of Tristram Shandy, Gentleman</i> —Explanation & Critical Analysis	7

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 ed (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 analyzing the form and function of satire in the eighteenth century		3	2		3			2		3	2	1
4	CO4:Appreciating and analyzing the formal variations of Classicism		3	3	2		1	3	3	1	3	2	1

BRITISH ROMANTIC LITERATURE

Code: ENG23040

6 Credits | Semester III

Total Lectures Required– 90

Total Tutorials Required - 18

A. Introduction: This course is designed to understand the Romantic period in English literature in terms of its social, philosophical, intellectual, and 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

[CO 1] Develop skills in critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody.

[CO 2] Appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity

[CO 3] Relate Romantic literary texts to other forms of expression such as painting, for instance.

[CO 4] To get acquainted with the British societal setup and their culture

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 qualify for the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS

MODULE 1	INTRODUCTION	18 Hrs.
TOPICS		
1	Reason and Imagination	3
2	Conceptions of Nature	3
3	Literature and Revolution	3
4	The Gothic	3
5	The Romantic Lyric	3
Assignment (Evaluative)	What are the aspects of Romanticism as expressed in Preface to the <i>Lyrical Ballads</i> ? Write within 1000 words.	3

MODULE 2	WILLIAM BLAKE/ROBERT BURNS	18 Hrs.
TOPICS		
1	Blake's 'The Lamb'	3
2	Blake's 'The Chimney Sweeper' (from <i>The Songs of Innocence</i> and <i>The Songs of Experience</i>)	3
3	Blake's 'The Tyger' (<i>The Songs of Experience</i>)	3
4	Blake's 'Introduction' to <i>The Songs of Innocence</i>	3
5	Robert Burns's 'A Bard's Epitaph'	3
6	Robert Burns's 'Scots WhaHae'	3

MODULE 3	WORDSWORTH/COLERIDGE	18 Hrs.
TOPICS		
1	Immortality	12
2	Coleridge's 'Kubla Khan', 'Dejection: An Ode'	6

MODULE 4	GORDON/SHELLEY/KEATS	18 Hrs.
TOPICS		
1	Lord George Gordon's (Noel Byron) 'Childe Harold': canto III, verses 36 – 45 (lines 316 – 405); canto IV, verses 178 – 86 (lines 1594–674)	4
2	Percy Bysshe Shelley's 'Ode to the West Wind' 'Ozymandias', 'Hymn to Intellectual Beauty'	6

3	John Keats 'Ode to a Nightingale, 'To Autumn' 'On First Looking into Chapman's Homer'	6
Assignment (Non-Evaluative)	The Odes of Keats can be read as "an investigation of the imagination's ability to cope with time and change". Discuss.	2

MODULE 5	FICTION	18 Hrs.
TOPICS		
1	Characteristic Features of Detective Fiction	6
2	Mary Shelley's <i>Frankenstein</i>	5
Assignment (Evaluative)	Ppt presentation of Poets and their work.	7

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'. 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 with PO)

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 in critical analysis and interpretation of selected poems to understand the theme, language, style, and elements of prosody.			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
4	CO 4 : To get acquainted with the British societal setup and their culture												

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

Business Communication

Code MGT 22066

4 Credits Semester III

Total Lectures Required– 60

Total Tutorials Required – 12Hrs.

A. INTRODUCTION: This course aims to acquaint the students with the 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 get insight into 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:

- **[CO.1].** To build the student's confidence and enhance competitiveness by projecting a strong personality.
- **[CO.2].** The student shall be able to improve their listening & speaking abilities.
- **[CO.3].** They will be able to work on their ability to write error-free while improvising vocabulary & grammar.
- **[CO.4].** Students will be able to deliver an effective oral business presentation.
- **[CO.5].** They will be able to demonstrate their verbal and non-verbal communication ability through presentations.

D. 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 qualify for the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

E. SYLLABUS:

Module		12 Hours
UNIT 1		
1	Basics of communication- Meaning	
2	Elements, Barriers in comm. & overcoming barriers,	
3	Comm process/cycle,	

Module		12 Hours
UNIT 2		
1	Types of comm.- Formal & Informal.,	
2	Advantages & disadvantages of formal comm,	
3	Advantages & disadvantages of informal comm,	

Module		12 Hours
UNIT 3		
1	Advantages & disadvantages of informal comm,	
2	Developing Listening skills.,	
3	How to become a good speaker.,	

Module		12 Hours
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UNIT 4	
1	Report writing – examples, Letter writing – basics, Letter writing – layout, Letter writing – examples,
2	Basic communication skills, Developing listening skills, Developing speaking skills, Developing the right body language,
3	Developing basics of reading, Developing vocabulary, Resume – do's & don'ts, Resume – layout, Resume – practice,
4	Basics of Precis writing, Précis writing – format & practice, Interview – dos & don'ts,

Module		12 Hours
UNIT 5		
1	Formal Telephonic conversation, Basics of giving a PPT, Principles of oral communication,	
2	Creative writing – meaning & format, Creative writing – story, Creative writing – skit or poem,	
3	Group Discussion – meaning & cracking tips, GD- dos & don'ts,	
4	Helpful expression in communication, Common signs & symbols, Doubt solving session	

F. TEXTBOOK

- 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

G. REFERENCES

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

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

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 student's confidence and to enhance competitiveness by projecting a strong personality.		2	3										
CO2	The 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 their verbal and non-verbal communication ability through presentations.		3	3										

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

Social Entrepreneurship

Code MGT 22067

4 Credits |Semester III

Total Lectures Required– 60

Total Tutorials Required - 12

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 to make the students equipped with knowledge, skills, attitude, and approach to make them social entrepreneurs for tomorrow. They will understand the sustainability of businesses in society all sectors thereby making a differential, positive, and continuing impact on 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 a 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.PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES

D. 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.	

E. SYLLABUS:

Module		12 Hours
UNIT 1		
1	Socio-economic context of Social Entrepreneurship,	
2	Defining Social Entrepreneurship,	
3	Social Development and Introduction to Social Entrepreneurship,	
4	History of Social Entrepreneurship,	

Module		12 Hours
UNIT 2		
1	Understanding the Social Entrepreneurship Terrain:	
2	Sector Studies,	
3	learning from Real Life Social Enterprises (Case Studies),	

Module		12 Hours
UNIT 3		
1	Measuring Social Impact, Governance of Social Enterprises,	
2	Profile of a Social Entrepreneur,	
3	Concept of Social Capital,	
4	Barriers to the Creation of Social Capital,	

Module		12 Hours
UNIT 4		
1	Application of Social Capital, Negative Effects of Social Capital,	
2	Impact of Social Networking Sites on Social Capital,	
3	Understanding Social Business, Principles of Social Business,	

F. TEXTBOOK

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

G. REFERENCES

Teresa Chahine, Introduction to Social Entrepreneurship, CRC Press.



ARKA JAIN
University
Jharkhand

Syllabus of
BA (Hons) English
Semester-IV

ARKA JAIN UNIVERSITY JAMSHEDPUR
School of Humanities
DEPARTMENT OF ENGLISH
PROGRAM OUTCOMES AND PROGRAM-SPECIFIC OUTCOMES

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 themselves through writing and reading.

[PO.2]. Effective Communication: The course comprises 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: The study of English increases confidence in speaking publicly, articulating clear questions and ideas in discussion, listening thoughtfully and respectfully to others, and preparing for organized delivery and 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 helps in creating true human beings.

[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 a 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 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 an 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 a truly human.

[PSO.4]. Enhancing students' careers: Graduates of BA in English, are often individuals with 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

BRITISH LITERATURE: 19TH CENTURY

Code: ENG24041
6 Credits | Semester IV

Total Lectures Required– 90

Total Tutorials Required – 18 Hrs.

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 improve with the assistance of English Literature. Classic novels provide fundamental concepts that modern-day grasp.

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

CO 1. Develop 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.

CO4. Compare different writers of the genre and their contributions.

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 qualify for the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS

MODULE 1	INTRODUCTION	18 Hrs.
	TOPICS	
1	Utilitarianism	3
2	The 19th Century Novel	3
3	Marriage and Sexuality	3
4	The Writer and Society	3

5	Faith and Doubt	3
6	The Dramatic Monologue	2
Assignment (Evaluative)	Discuss the forms of Dramatic Monologue concerning the 19 th Century Novel.	1
MODULE 2	FICTION	18 Hrs.
JANE AUSTEN		
1	Introduction to Jane Austen: Life and Works	8
2	Textual Explanation of <i>Pride and Prejudice</i>	8
Assignment (Evaluative)	Critically comment on Austen's portrayal of love and marriage in <i>Pride and Prejudice</i> .	2
MODULE 3	FICTION	18 Hrs.
CHARLOTTE BRONTE		
1	Introduction to Charlotte Bronte: Life and Works	4
2	Textual Explanation of <i>Jane Eyre</i>	6
3	Critical Analysis and GD	4
Assignment (Non-Evaluative)	Representations of various women characters in <i>Jane Eyre</i> .	4
MODULE 4	FICTION	18 Hrs.
CHARLES DICKENS		
1	Introduction to Charles Dickens and his Major Works	4
2	Textual Explanation of <i>Hard Times</i>	14

MODULE 5	POETRY	18 Hrs.
TENNYSON/BROWNING/ROSSETTI		
1	Introduction to 19 th Century Poetry	5
2	Critical Analysis of Alfred Tennyson's 'The Lady of Shalott', 'Ulysses', 'The Defence of Lucknow'	5
3	Critical Analysis of Robert Browning's 'My Last Duchess', 'The Last Ride together' 'Fra Lippo Lippi'	5
4	Critical Analysis of Christina Rossetti's 'The Goblin Market'	2
Assignment (Non-Evaluative)	Discuss the imperialist themes in Alfred Tennyson's 'Ulysses' and 'The Defence of Lucknow'	1

E. Text Books:

1. Jane Austen's *Pride and Prejudice*
2. Charlotte Bronte *Jane Eyre*
3. Charles Dickens's *Hard Times*
4. Alfred Tennyson's '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's '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 ed, 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 ed, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

F. Course Articulation Matrix: (Mapping of COs with PO)

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	PS O 1	PSO 2	PSO 3	PSO 4	PSO 5
1	Developing competence in analyzing 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
4	Compare different writers of the genre and their contributions.										2	2	2

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

BRITISH LITERATURE: The Early 20TH CENTURY

Code: ENG24042

6 Credits | Semester IV

Total Lectures Required– 90

Total Tutorials Required – 18 Hrs.

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 the 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 analyzing the idea of 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 qualify for the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS

MODULE 1	INTRODUCTION	18 Hrs.
	TOPICS	
1	Modernism, Post-modernism and non-European Cultures	3
2	The Women's Movement in the Early 20th Century	3
3	Psychoanalysis and the Stream of Consciousness	3
4	The Uses of Myth	3
5	The Avant Garde	4
Assignment (Evaluative)	Discuss the characteristics of early 20 th Century British Literature.	2
MODULE 2	FICTION	18 Hrs.
	JOSEPH CONRAD	

1	Introduction to Joseph Conrad: Life and Works	5
2	Textual Explanation of <i>Heart of Darkness</i>	5
Assignment (Evaluative)	Discuss <i>Heart of Darkness</i> as a modernist novel.	8
MODULE 3	FICTION	18 Hrs.
D.H. LAWRENCE		
1	Introduction to D.H. Lawrence: Life and Works	6
2	Textual Explanation of <i>Sons and Lovers</i>	6
3	Critical Analysis and GD	2
Assignment (Non-Evaluative)	How is industrialization responsible for the degraded way of life that the colliers lead in <i>Sons and Lovers</i> ?	4
MODULE 4	FICTION	18 Hrs.
VIRGINIA WOOLF		
1	Introduction to Virginia Woolf and her Major Works	8
2	Textual Explanation of <i>Mrs. Dalloway</i>	10

MODULE 5	POETRY	18 Hrs.
TENNYSON/BROWNING/ROSSETTI		
1	Introduction to Early 20 th -Century Poetry	3
2	Critical Analysis of W.B. Yeats's 'Leda and the Swan', 'The Second Coming', 'No Second Troy', 'Sailing to Byzantium'	7
3	Critical Analysis of T.S. Eliot's 'The Love Song of J. Alfred Prufrock', 'Sweeney among the Nightingales', 'The Hollow Men'	8
Assignment (Non-Evaluative)	Write a brief note on the epigraphs to "The Hollow Men".	

E. Text Books:

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's '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 the 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 form 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

WOMEN'S WRITING

Code:ENG24043

6 Credits | Semester IV

Total Lectures Required– 90

Total Tutorials Required – 18 Hrs.

A. Introduction: This course is designed to recognize the importance of gender specificity in literature and to understand and appreciate the representation of the 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 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 women 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 qualify for the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS

MODULE 1	INTRODUCTION	18 Hrs.
	TOPICS	
1	The Confessional Mode in Women's Writing	3
2	Sexual Politics	3
3	Race, Caste, and Gender	5
4	Social Reform and Women's Rights	5
Assignment (Evaluative)	Describe Women 's Writing and how <u>can</u> gender affect the <u>interpretation of a text?</u>	2
MODULE 2	POETRY	18 Hrs.
	TOPICS	
1	Critical Appreciation of Emily Dickinson's 'I cannot live with you', and 'I'm wife; I've found that	6
2	Critical Appreciation of Sylvia Plath's 'Daddy', 'Lady Lazarus'	4

3	Critical Appreciation of Eunice De Souza's 'Advice to Women', 'Bequest'	8
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MODULE 3	FICTION	18 Hrs.
	TOPICS	
1	Introduction to Alice Walker and his Fiction	6
2	<i>The Color Purple</i> —Textual Explanation and Analysis	6
Assignment (Non - Evaluative)	Discuss the significance of the written versus the spoken word in this novel and explain the relationship between the colour of purple and the color of beauty.	6

MODULE 4	STORY	18 Hrs.
	TOPICS	
1	Introduction to elements of story	5
2	Charlotte Perkins Gilman's 'The Yellow Wallpaper'—Explanation & Critical Appreciation	5
3	Katherine Mansfield's 'Bliss'-- Explanation & Critical Appreciation	5
4	Mahashweta Devi's 'Draupadi', Tr. Gayatri Chakravorty	3

MODULE 5	NON-FICTION	18 Hrs.
	TOPICS	
1	Introduction to Non-fiction by Women Writers	3
2	Mary Wollstonecraft's <i>A Vindication of the Rights of Woman</i> —Explanation and Critical Appreciation	5
3	Ramabai Ranade's 'A Testimony of our Inexhaustible Treasures'	5
4	Rassundari Devi's Excerpts from <i>Amar Jiban</i>	3
Assignment (Evaluative)	Speech on Feministic Views	2

E. Text Books:

1. Emily Dickinson: 'I cannot live with you', 'I'm wife; I've found that
- A 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 ManWallpaperiss'
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 course 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 women to social discrimination (Women and social change)	2		1			1		3			3	2
2	CO 2: Drawing a location specific target location-specifying 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

| **I.T. Skills**

Code: 22103

4 Credits | Semester IV

Total Lectures Required– 60

Total Tutorials Required – 12 Hrs.

A. Introduction: Computer skill is the practical knowledge to use the computer in which individuals or teams can complete the task effectively and efficiently. The task can be anything such as resume writing, application writing, email, social media marketing, website development, communication, in the noon, etc. The course will help improves your skills so that you can create Word and Publisher documents, search the internet and use email, all with a view to improving opportunities for further learning.

B. Course Outcome:

Students will learn:

- CO1. To make the assignment and project report using MS Word
- CO2 Making different kinds of presentations using PowerPoint
- CO3 To do advanced calculations with the help of MS Excel
- CO4. To understand the Computer Skills like Operating System and their functionality.
- CO5 . To understand the Project and Report Writing

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.	

Syllabus

Module		12 Hours
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UNIT 1

1	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.
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Module		12 Hours
UNIT 2		
1	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.	

Module		12 Hours
UNIT 3		
1	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,	

Module		12 Hours
UNIT 4		
1	MS Excel Concepts of Workbook & Worksheets, Using different features with Data, Cells, and Texts, Inserting, Removing & Resizing Columns & Rows, Working with Data & Ranges, Column Freezing, Labels, Hiding, Splitting, etc.,	

	Use of Formulas, Calculations &
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Module		12 Hours
UNIT 5		
1	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 & 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 Book:

- Jain, Satish, and M. Geetha. *MS Office 2010 Training Guide*, BPB publisher

F.Reference Books:

- Davis, Guy Hart. *How To Do Everything with Microsoft Office Excel 200: A Beginner's Guide*. Dream-Tech press
- Lysander, ManoharHansa. *Data Analysis and Business Modelling Using Microsoft Excel*. PHI publisher.

Gender and Human Rights
Code: ECO24041
4 Credits | Semester IV

Total Lectures Required– 60

Total Tutorials Required – 12 Hrs.

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 an understanding and sensitivity towards issues related to violence.

B. COURSE OUTCOMES: At the end of the course, students will be able to
[CO.1]. It will help the students to become familiar with the basics of gender economics and its statistics

[CO.2]. Understand the relationship between economic growth and gender equality

[CO.3]. Become aware of various policies related to gender at the national and global level

[CO.4]. Have knowledge of the various human rights

[CO.5]. Become aware of the redressal mechanism involved in human rights

D. 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.	

Module		12 Hours
UNIT 1		

1	Introduction to Gender Studies: Subject and methods of gender economics, Gender Statistics, Gender inequality indicators
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Module		12 Hours
UNIT 2		
1	Economic growth and gender equality: Globalization of the world economy and gender status, Feminization of poverty, Women's contribution to GDP.	

Module		12 Hours
UNIT 3		
1	Gender policy: national, regional and global level.	

Module		12 Hours
UNIT 4		
1	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.	

Module		12Hours
UNIT 5		
1	Redressal Mechanism: Legal and Statutory Remediation and Support-Need,Remedie,s and Support	

F. TEXTBOOKS

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

G. 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

H. 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	Know 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

ARKA JAIN UNIVERSITY JAMSHEDPUR
School of Humanities
DEPARTMENT OF ENGLISH
PROGRAM OUTCOMES AND PROGRAM-SPECIFIC OUTCOMES
BA (H) ENGLISH | Academic Year: 2020-21

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 themselves through writing and reading.

[PO.2]. Effective Communication: The course comprises 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: The study of English increases confidence in speaking publicly, articulating clear questions and ideas in discussion, listening thoughtfully and respectfully to others, and preparing for organized delivery and 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 helps in creating true human beings.

[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 a 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 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 an 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 a truly human.

[PSO.4]. Enhancing student's Careers: Graduates of BA in English, are often individuals with 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

MODERN EUROPEAN DRAMA

Code: ENG25044
6 Credits | Semester V

Total Lectures Required– 90

Total Tutorials Required – 18 Hrs.

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 of 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 the post-modernist theater.

[CO 4] Students will also be able to learn Absurd 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 qualify for the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS

MODULE 1	INTRODUCTION	18 Hrs.
	TOPICS	

1	Politics, Social Change, and the Stage	2
2	Text and Performance	4
3	European Drama: Realism and Beyond	4
4	Tragedy and Heroism in Modern European Drama	4
5	The Theatre of the Absurd	4
Assignment (Evaluative)	Discuss the state of European Drama in modern times.	
MODULE 2	DRAMA	18 Hrs.
HENRIK IBSEN		
1	Introduction to Henrik Ibsen: Life and Works	8
2	Textual Explanation and Critical analysis of <i>Ghosts</i>	8
Assignment (Evaluative)	Write an essay on Ibsen and Modern Drama.	2
MODULE 3	DRAMA	18 Hrs.
BERTOLT BRECHT		
1	Introduction to Bertolt Brecht: Life and Works	8
2	Textual Explanation of <i>The Good Woman of Szechuan</i>	8
3	Critical Analysis and GD	2
MODULE 4	DRAMA	18 Hrs.
SAMUEL BECKETT		
1	Introduction to Samuel Beckett and his Major Works	8
2	Textual Explanation of <i>Waiting for Godot</i>	8
Assignment (Non- evaluative)	Comment on Absurdity in Beckett's <i>Waiting for Godot</i>.	2
MODULE 5	DRAMA	18 Hrs.

W EUGENE IONESCO		
1	Introduction to W Eugene Ionesco	10
2	Critical Analysis of <i>Rhinoceros</i>	8

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 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	PS O 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 the post-modernist theater.	1	1	2	2	2	1	1	3	1	2	2	1
4	CO 4 Students will also be able to learn Absurd Literature					2					2		

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

MEDIA AND COMMUNICATION SKILLS

Code: ENG25046
6 Credits | Semester V

Total Lectures Required– 90

Total Tutorials Required – 18 Hrs.

A. Introduction: This course is designed to deliver clear and effective messages, and 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

[CO 1] Expose to the social importance and responsibilities of the fields of Mass Communication and Mass Media.

[CO 2] Get trained in journalese language and respective terms.

[CO 3] Understand the functions of news agency write and edit reports, news items, and news articles.

[CO 4] The students will be able to develop their writing potential..

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 qualify for the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS

MODULE 1	INTRODUCTION TO MASS COMMUNICATION	18 Hrs.
TOPICS		
1	Mass Communication and Globalization	4
2	Forms of Mass Communication	4
Topics for Student Presentations:		
1	Case Studies on Current Issues of Indian Journalism	2
2	Performing Street Plays	4
3	Writing Pamphlets and Posters, etc.	4
Assignment (Evaluative)	Impact of Globalization on Mass Communication	
MODULE 2	ADVERTISEMENT	18 Hrs.
TOPICS		
1	Types of advertisements	4
2	Advertising Ethics	4

3	How to Create Advertisements/Storyboards	4
Topics for Student Presentations:		
1	Creating an Advertisement/Visualization	3
2	Enacting an Advertisement in a Group	1
3	Creating Jingles and Taglines	1
Assignment (Evaluative)	Essay on Promotional Advertisements on Television	1
MODULE 3	MEDIA WRITING	36 Hrs.
TOPICS		
1	Scriptwriting for TV and Radio	6
2	Writing News Reports and Editorials	6
3	Editing for Print and Online Media	6
Topics for Student Presentations:		
	Scriptwriting for a TV news/panel discussion/radio program hosting radio programs community radio	6
	Writing news reports/book reviews/film reviews/TV program reviews/interviews	6
	Editing articles	3
	Writing an editorial on a topical subject	3
MODULE 4	INTRODUCTION TO CYBER MEDIA AND SOCIAL MEDIA	18 Hrs.
TOPICS		
1	Types of social media	5
2	The Impact of social media	5
3	Introduction to Cyber Media	5
Assignment (Non-evaluative)	What is cyber media and how is it different from print media?	3

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 Communication I*. 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. EmGriffin. *Communication: A First Look at Communication Theory Edition VIII*. McGraw Hill 2011.

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
4	The students will be able to develop their writing potential		2	2	1								

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

MODERN INDIAN WRITING IN ENGLISH TRANSLATION

Code: ENG25045
6 Credits | Semester V

Total Lectures Required– 90

Total Tutorials Required – 18 Hrs.

A. Introduction:

- Appreciate the diversity of modern Indian literature and the similarities between them
- Understand and creatively engage the spirit of nationalism
- Appreciate the impact of literary movements on various Indian literature

B. Course Outcomes: At the end of the course, students will be able to
[CO 1] Comprehending the theories of translation and their cultural implication.

[CO 2] Understanding the historical trajectories of Indian literature

[CO 3] Engagement with significant social issues like caste and gender

[CO 4] Students will be able to understand the importance of translation

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 qualify for the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS

MODULE 1	INTRODUCTION	18 Hrs.
	TOPICS	
1	The Aesthetics of Translation	3
2	Linguistic Regions and Languages	3
3	Modernity in Indian Literature	3
4	Caste, Gender, and Resistance	3
5	Questions of Form in 20th Century Indian Literature.	3
Assignment (Evaluative)	Discuss the significance of Modern Indian Writing in English Translation	3
MODULE 2	SHORT STORIES	18 Hrs.
	TOPICS	
1	Premchand's 'The Shroud'—Textual Explanation and Critical analysis	4

2	IsmatChughtai's 'The Quilt'—Textual Explanation and Critical analysis	4
3	Gurdial Singh's 'A Season of No Return'—Textual Explanation and Critical analysis	4
4	Fakir Mohan Senapati 'Rebati'—Textual Explanation and Critical analysis	3
Assignment (Evaluative)	The New Woman in IsmatChughtai's 'The Quilt'	3
MODULE 3	POETRY	18 Hrs.
TOPICS		
1	Rabindra Nath Tagore's 'Light, Oh Where is the Light?' and 'When My Play was with thee'	6
2	G.M. Muktibodh's 'The Void', 'So Very Far	4
3	Amrita Pritam 'I Say Unto Waris Shah'	4
4	Thangjam Ibopishak Singh's 'Dali, Hussain, or Odour of Dream, Colour of Wind' and 'The Land of the Half-Humans',	4
MODULE 4	DRAMA	18 Hrs.
TOPIC		
1	Dharamveer Bharati's <i>Andha Yug</i> —Textual Explanation	18
MODULE 5	FICTION	18 Hrs.
TOPIC		
1	G. Kalyan Rao's <i>Untouchable Spring</i> — Critical Analysis	16
Assignment (Non-evaluative)	Significance of the novel <i>Untouchable Spring</i> as a prime dalit novel	2

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 IsmatChughtai*, 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's '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 literature		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
4	CO 4: Students will be able to understand the importance of translation.		2	2									

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

LITERARY THEORY

Code: ENG25047
6 Credits | Semester V

Total Lectures Required– 90

Total Tutorials Required – 18 Hrs.

A. Introduction:

- Appreciate the diversity of modern Indian literature 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 literature

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

C.

- [CO 1] Comprehending the literary theories' implications.
[CO 2] Understanding the historical trajectories of literary theories
[CO 3] Engagement with significant texts
[CO 4] Understand the importance of criticism

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 qualify for the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS

MODULE 1	INTRODUCTION	18 Hrs.
	TOPICS	
1	The East and the West	4
2	Questions of Alterity	4
3	Power, Language, and Representation	4
4	The State and Culture	4
Assignment (Evaluative)	Explain the significance of Literary Theory to interpret literary texts.	2
MODULE 2	MARXISM	18 Hrs.
	TOPICS	
1	Antonio Gramsci's 'The Formation of the Intellectuals' and '	7

	Hegemony (Civil Society) and Separation of Powers'	
2	Louis Althusser's 'Ideology and Ideological State Apparatuses'	7
Assignment (Evaluative)	Discuss Gramsci's distinction between 'Civil Society' and 'Political Society'.	4
MODULE 3	FEMINISM	18 Hrs.
TOPICS		
1	Elaine Showalter's 'Twenty Years on <i>A Literature of Their Own</i> Revisited'	9
2	Luce Irigaray's 'When the Goods Get Together	9
MODULE 4	POSTSTRUCTURALISM	18 Hrs.
TOPIC		
1	Jacques Derrida's 'Structure, Sign and Play in the Discourse of the HumanScience'	9
2	Michel Foucault's 'Truth and Power', in <i>Power and Knowledge</i>	9
MODULE 5	POSTCOLONIAL STUDIES	18 Hrs.
TOPICS		
1	Mahatma Gandhi's 'Passive Resistance' and 'Education'	5
2	Edward Said's 'The Scope of Orientalism'	5
3	Aijaz Ahmad, "Indian Literature": Notes towards the Definition of a Category	5
Assignment (Non-evaluative)	What are Gandhi's views on civilization? How does he use this trope to unsettle epistemic categories to be received from the West?	3

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 HumanScience', tr. Alan Bass, in *Modern Criticism and Theory: A Reader*, ed. DavidLodge (London: Longman, 1988) pp. 108–23.

b. Michel Foucault, 'Truth and Power', in *Power and Knowledge*, tr. AlessandroFontana 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 *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: Comprehending the literary theories' implications.	2	2	1			1	2	2			1	2
2	CO 2: Understanding the historical trajectories of literary theories		2	2	2		2	2	2		2	3	
3	CO 3: Engagement with significant test		2	2		2			3		3	2	1
4	CO 4: Understand the importance of criticism		2	2		2			3		3	2	1

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



ARKA JAIN
University
Jharkhand

Syllabus of
BA (Hons) English
Semester-VI

POSTCOLONIAL LITERATURE

Code: ENG26050

6 Credits | Semester VI

Total Lectures Required– 90

Total Tutorials Required – 18 Hrs.

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. It also aims to understand the scope of postcolonial literature in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation. It also aims 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

- **CO.** Appreciate and analyze the growing specter of inequality arising out of the colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations
- **CO.** Critically engage issues of racism and imperialism during and after colonial occupation
- **CO.** Link colonialism to modernity.
- **CO.** Understand the pain of being a colony

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 qualify for the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS

MODULES 1	INTRODUCTION	18 Hrs.
	Topics	
1	De-colonization, Globalization, and Literature	4
2	Literature and Identity Politics	4
3	Writing for the New World Audience	4
4	The region, Race, and Gender	4
5	Postcolonial Literature and Questions of Form	2

MODULE 2	FICTION	18 Hrs.
	Topics	

1	Chinua Achebe's <i>Things Fall Apart</i>	12
Assignment (Evaluative)	The community always prevails over the individual. Discuss Chinua Achebe's <i>Things Fall Apart</i>	6

MODULE 3	FICTION	18 Hrs.
	Topics	
1	Gabriel Garcia Marquez's <i>Chronicle of a Death Foretold</i>	15
Assignment (Non - Evaluative)	Discuss the significance of time in the narrative structure of Gabriel Garcia Marquez's <i>Chronicle of a Death Foretold</i>	3
MODULE 4	SHORT STORIES	18 Hrs.
	Topics	
1	Bessie Head's 'The Collector of Treasures	5
2	Ama Ata Aidoo's 'The Girl who can	5
3	Grace Ogot's 'The Green Leaves	5
Assignment (Evaluative)	Enunciate the significance of the title story, 'The Collector of Treasures	3

MODULE 5	POETRY	18 Hrs.
	Topics	
1	Pablo Neruda's 'Tonight I can Write', 'The Way Spain Was'	4
2	Derek Walcott's 'A Far Cry from Africa', 'Names'	4
3	David Malouf's 'Revolving Days', 'Wild Lemons'	4
4	Mamang Dai's 'Small Towns and the River, 'The Voice of the Mountain'	4
Assignment (Evaluative)	Representation of race in Derek Walcott's poetry.	2

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).

Course Articulation Matrix: (Mapping of COs with PO)

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: Appreciate and analyze the growing specters of inequality arising out of the colonial occupation and the role played by postcolonial literature to resist it in India and similar locations	2		1			1		3			3	2
2	CO 2: Critically engage issues of racism and imperialism during and after colonial occupation appreciate the changing role and status of English in postcolonial literature		1		3						3		
3	CO 3: Link colonialism to modernity.					2					2		1
4	CO 4: Understand the pain of being a colony			2			2			2			2

ACADEMIC WRITING AND COMPOSITION

Code: ENG26049
6 Credits | Semester VI

Total Lectures Required– 90

Total Tutorials Required – 18 Hrs.

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 analyze, 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

[CO 3] Students will be able to cite the resources used for writing

[CO 4] The students will be able to write a research proposal, academic papers, etc.

. 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 qualify for the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS

MODULE 1	INTRODUCTION	18 Hrs.
	Topic	
1	Introduction to the Writing Process	18
Assignment (Evaluative)	Write an essay on the Four Stages of Reading	

MODULE 2	WRITING IN ONE OWN WORD	18 Hrs.
	Topic	

1	Writing in one's own words: Summarizing and Paraphrasing	18
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MODULE 3	STRUCTURING	18 Hrs.
	Topic	
1	Structuring an Argument: Introduction, Interjection, and Conclusion	18
Assignment (Evaluative)	Explain the importance of style, tone, and language conventions in academic writing.	
MODULE 4	CITATION	36 Hrs.
	Topic	
1	Citing Resources; Editing, Book and Media Review	36

E-texts 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 Black Swan, 2010).
3. Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd ed, 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 with PO)

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	PS O 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
3	Students will able to cite the resources used for writing	2	2			2	2						
4	The students will be able to write a researchproposal,academic papers, etc.			2	2	2							

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

PARTITION LITERATURE

Code: ENG26050
6 Credits | Semester VI

Total Lectures Required– 90

Total Tutorials Required – 18 Hrs.

A. Introduction: This course is designed to explain historical and socio-cultural factors responsible for the Partition of the Indian Sub-continent. It also demonstrates the 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

[CO 1] Linking and analyzing 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 borderlands (colonialism and post-colonialism), literary responses to the partition in different parts of the Indian continent and interpret them.

[CO 2] Interpreting texts and experiences and relating them to their contexts and experiences

[CO 3] To understand the pain of partition experienced in the past.

[CO 4] They will develop an insight into refugees, homelessness, etc.

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 qualify for the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

D. SYLLABUS

MODULE 1	INTRODUCTION	18 Hrs.
	TOPICS	
1	Colonialism, Nationalism, and the Partition	4
2	Communalism and Violence	4
3	Homelessness and Exile	4
4	Women in the Partition	6

MODULE 2	FICTION	18 Hrs.
	INTIZAR HUSAIN	
1	<i>Basti</i> —Critical Explanation	18

MODULE 3	FICTION	18 Hrs.
	AMITAV GHOSH	
1	<i>The Shadow Lines</i>	15
Assignment (Evaluative)	Significance of 'Going Away and 'Coming Home' in Ghosh's <i>The Shadow Lines</i> .	3

MODULE 4	SHORT STORIES	18 Hrs.
	Topics	
1	DibyenduPalit's 'Alam's Own House'—Textual Explanation and Analysis	5
2	ManikBandhopadhy's 'The Final Solution'—Textual Explanation and Analysis	5
3	Sa'adat Hasan Manto's 'Toba Tek Singh'—Textual Explanation and Analysis	5
4	LalithambikaAntharajanam's 'A Leaf in the Storm'—Textual Explanation and Analysis	3
MODULE 5	POETRY	18 Hrs.
	TOPICS	
1	Faiz Ahmad Faiz's 'For Your Lanes, My Country	6
2	Jibananda Das's 'I Shall Return to This Bengal'	3
3	Gulzar's 'Toba Tek Singh'	6
Assignment (Evaluative)	Write a note on the characteristics of Partition Poetry.	3

E.Text Books:

- Intizar Husain, *Basti*, tr. Frances W. Pritchett (New Delhi: Rupa, 1995).
- Amitav Ghosh, *The Shadow Lines*.
- DibyenduPalit, 'Alam's Own House', tr. Sarika Chaudhuri, *Bengal Partition Stories: An Unclosed Chapter*, ed. Bashabi Fraser (London: Anthem Press, 2008) pp. 453–72.
 - ManikBandhopadhy, 'The Final Solution', tr. Rani Ray, *Mapmaking: Partition Stories from Two Bengals*, ed. Debjani Sengupta (New Delhi: Srishti, 2003) pp. 23–39.
 - Sa'adat Hasan Manto, 'Toba Tek Singh', in *Black Margins: Manto*, tr. M. Asaduddin (New Delhi: Katha, 2003) pp. 212–20.
 - LalithambikaAntharajanam, '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.
- 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.
 - 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: In the dialog, 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. Sathya, 1974).*Khamosh Paani: Silent Waters* (dir. Sabiha Sumar, 2003).*Subarnarekha* (dir. Ritwik Ghatak, 1965)

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: Linking and analyzing 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 borderlands (colonialism and post-colonialism)	2		1			1		2			2	2
2	CO 2: To understand the pain of partition experienced in the past.		1		3				3		3		
3	CO 3: They will develop an insight into refugees, homelessness, etc.					2			2		2		1
4	CO4: Interpreting texts and experiences and relating them to their contexts and experiences	2		2			2		3	2	3	2	2

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

DISSERTATION
Code: ENG 26024
6 Credits | Semester VI

Total Lectures Required– 90

Total Tutorials Required – 18 Hrs.

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

[CO 1] Acquire and practice methods of literary and cultural criticism necessary for undertaking research.

[CO 2] Demonstrate analytic and oral skills related to the interpretation of different artistic and literary genres.

[CO 3] 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

[CO 4] 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.