

## **B.A. III [B.A. in English]**

### **Programme Specific Outcomes (PSOs)**

The learners will be able to:

- Comprehend and analyse how English literature has evolved through centuries establishing a perception of its literary history in chronological order
- Develop an appreciation for the western classical literature.
- Generate awareness towards the problems of interpreting Indian Culture via the English Language and acquaintance with the work of significant Indian writers of Poetry, Prose, Fiction and Drama
- Develop an acquaintance with the works, themes, styles and sensibilities of the writers from Europe, North and South America, Canada, and Africa
- Recognise the evolution of certain thematic trends reflected in the narrative and linguistic experimentation of the writers of 'New Literatures'
- Appraise the emergence of female narratives in art and literature
- Understand distinctive features of novels, shorter fiction and essays and relate the texts and contexts to real life
- Get a holistic idea of the distinctive features of Indian fiction Writing in English
- Develop a comprehensive knowledge of the British and Indian fiction through the works of different representative writers of different ages and do a comparative study into classics as well as Popular fiction in contemporary India
- Trace the development of Indian writing in English and understand various characteristics of Indian literature in English
- Examine and present a review or critical appraisal of adaptations of textual narratives into film so that they may choose an alternative career in dramatics, film -making, review and writing.
- Assist the student in the development of core skills in other media like TV, Radio and Internet.

Programme/Class: <b>DEGREE</b>	Year: <b>THIRD</b>	Semester: <b>FIFTH</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040501T/ LN324</b>	Course Title: <b>Classical Literature &amp; History of English Literature</b>	
<p><b>Course Outcomes:</b></p> <p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the historical background of Greek and Roman literature and history</li> <li>• Recognise the great works of unparalleled classical writers like Plato, Homer and Sophocles</li> <li>• Develop an understanding of the evolution of English Literature, the concept, causes and impact of Renaissance and Reformation</li> <li>• Trace the origin and development of English drama through Miracle and Morality plays and the plays of University Wits</li> <li>• Develop an acquaintance with major religious, political and social movements from 15th to 20th century and their influence on English literature</li> <li>• Comprehend the basic difference and special characteristics of the major literary tendencies of various ages and develop familiarity with major literary works by British writers in the field of Poetry, Drama and Fiction</li> <li>• Understand the characteristics of Elizabethan and Metaphysical poetry and special features of Neo-classical age and its literature</li> <li>• Identify the reasons of the emergence of prose and novels and the decline of drama in England in the 18th century</li> <li>• Comprehend the role of French Revolution in the evolution of romanticism in English literature</li> <li>• Interpret the characteristics of Victorian age and the growth of literature in the age</li> <li>• Appreciate the special characteristics of the poetry of Pre-Raphaelites and Naughty-Nineties</li> <li>• Comprehend the trends in the poetry, drama and fiction of 20th century English literature</li> </ul>		
Credits: <b>05</b>		Paper: <b>Core Compulsory</b>
Max. Marks: <b>25+75</b>		Min. Pass Marks: .....
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0.</b>		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>I</b>	<b>Historical Background</b> <ul style="list-style-type: none"> <li>• The Epic</li> </ul>	<b>9</b>

	<ul style="list-style-type: none"> <li>• Birth of Tragedy</li> <li>• Comedy and Tragedy in Classical Drama</li> <li>• The Athenian City State</li> <li>• Literary Cultures in Augustan Rome</li> </ul>	
<b>II</b>	<b>Prose</b> Plato- <i>The Republic</i> (Book VII)	<b>9</b>
<b>III</b>	<b>Poetry</b> Homer- <i>The Iliad</i> (Book I)	<b>9</b>
<b>IV</b>	<b>Drama</b> Sophocles- <i>Oedipus Rex</i>	<b>9</b>
<b>V</b>	<b>English Literature from Chaucer to Renaissance</b> <i>The age of Chaucer, The Dark Ages, Renaissance and Reformation; Miracle and Morality Play; University Wits; Elizabethan Poetry; Metaphysical Poetry</i>	<b>9</b>
<b>VI</b>	<b>Seventeenth Century &amp; Eighteenth Century</b> <i>Neo-Classicism, Growth of the Novel; Precursors of Romanticism; French Revolution; Growth of Romantic Literature (Prose, Poetry, Drama and Novel)</i>	<b>10</b>
<b>VII</b>	<b>The Romantic Age &amp; Nineteenth Century</b> <i>Growth of Victorian Literature (Prose, Poetry, Drama and Novel); Pre-Raphaelite Poetry; Naughty Nineties</i>	<b>10</b>
<b>VIII</b>	<b>The Twentieth Century</b> <i>Georgian Poetry, Imagism and Symbolism; Twentieth Century Novel- Psychological Novel, Stream of Consciousness Novel; Twentieth Century Drama; Drama of Ideas; Epic Theatre; Feminism.</i>	<b>10</b>

#### Suggested Readings:

- Albert, E., “History of English Literature”, Oxford University Press, London, 2015.
- Homer: The Iliad, (Book I) tr. E.V. Rieu Harmondsworth: Penguin, 1985.
- Sophocles: Oedipus, the King, tr. Robert Fagles in Sophocles: The Three Theban Plays Harmondsworth: Penguin, 1984.
- Gilbert Murray, A History of Ancient Greek Literature, Andesite Press, 2017.
- Plato, The Republic, Book X, tr. Desmond Lee London: Penguin, 2007.
- Gregory, J. (ed.) The Blackwell Companion to Greek Tragedy. Oxford, 2005.
- Cuddon, J.A., “Dictionary of Literary Terms and Literary Theory”, Penguin Books, London, 1999.
- Drabble, M., (ed.), “The Oxford Companion to English Literature”, Oxford University Press, Oxford, 1996.
- Prasad, B., “A Background to the Study of English Literature”, Trinity Press, New Delhi, 2014
- Harmon & Holman., (ed.), “A Handbook to English Literature”, Prentice Hall, New York, 1996.
- Wynne-Davies, M., “The Bloomsbury Guide to English Literature”, Prentice Hall, New

York, 1990.

- <https://www.youtube.com/embed/y1XAcDWrfWs>
- <https://www.youtube.com/embed/y4Cg3L4dN40>

This course can be opted as an elective by the students of following subjects: **Open to all**

**Suggested Continuous Evaluation Methods:**

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test.

The marks shall be as follows:

<b>Project/Assignment</b>	<b>10 Marks</b>
<b>Internal Class test</b>	<b>15 Marks</b>
Course prerequisites	To study this course, a student must have passed/opted <b>English in B.A. II</b>

Suggested equivalent online courses:

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Further Suggestions:

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Programme/Class: <b>DEGREE</b>	Year: <b>THIRD</b>	Semester: <b>FIFTH</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040502T/ LN325</b>	Course Title: <b>Fiction</b>	
<p><b>Course Outcomes:</b></p> <p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the growth of novel form and its various types</li> <li>• Enhance their reading skills and understand how to represent their experience and ideas critically, creatively, and persuasively through the medium of English language</li> <li>• Get acquainted with different cultures, myths and social conservation through the reading of selected novels of Britain, America and India</li> <li>• Learn human values and behavioural pattern from the prescribed novels and develop an understanding of the human race</li> <li>• Exposed to the unflattering portrayal of the contemporary Indian society through popular works of Indian fiction writers in English</li> </ul>		
Credits: <b>05</b>	Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>	Min. Pass Marks: .....	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0.</b>		
Unit	Topic	No. of Lectures
I	<b>Literary Terms:</b> Plot, Characterization, Narrative Technique & Structure, Elements of novel,	<b>9</b>
II	<b>Earlier Trends in fiction:</b> Picaresque Novel, Historical Novel, Gothic Novel, Epistolary Novel, Regional Novel, Domestic novel.	<b>10</b>
III	<b>Trends in 20th &amp; 21st Century Fiction:</b> Detective Novel, Science Fiction, Meta Fiction, Utopia, Dystopia, Mythological Fiction, Campus Fiction, Space Fiction, <i>Chic lit</i> , Junk Fiction	<b>10</b>
IV	<b>British Fiction</b> Charles Dickens- <i>A Tale of Two Cities</i> <b>OR</b> Thomas Hardy- <i>Far from the Madding Crowd</i>	<b>9</b>
V	<b>British Fiction</b> Jane Austen- <i>Pride and Prejudice</i> <b>OR</b> George Eliot- <i>Mill on the Floss</i>	<b>9</b>
VI	<b>American Fiction</b> Toni Morrison- <i>The Bluest Eye</i> <b>OR</b>	<b>9</b>

	Harper Lee- <i>To Kill a Mocking Bird</i>	
<b>VII</b>	<b>American Fiction</b> Ernest Hemingway- <i>The Old Man and the Sea</i> <b>OR</b> John Steinbeck- <i>The Grapes of Wrath</i>	<b>9</b>
<b>VIII</b>	<b>Indian Popular Fiction</b> 1. Arvind Adiga- <i>The White Tiger</i> 2. Sanjay Chitranshi- <i>Dalit, Dynasty and She</i> <b>OR</b> Sudha Murthy- <i>Dollar Bahu</i>	<b>10</b>

**Suggested Readings:**

- Forster, E.M., “Aspects of the Novel”, Penguin, London, 2005.
- Toliver & Calderwood, “Perspectives on Fiction”, Oxford University Press, New York, 1970.
- Wynne-Davies, M., “The Bloomsbury Guide to English Literature”, Prentice Hall, New York, 1990.
- [https://www.youtube.com/embed/O7DeTnf0\\_yM](https://www.youtube.com/embed/O7DeTnf0_yM)
- <https://www.youtube.com/embed/4IijTINyHK8>
- <https://www.youtube.com/embed/a4JH8ssrAFY>
- <https://www.youtube.com/embed/HJJIXOS3gJ8>
- [https://www.youtube.com/embed/6q9\\_EbDrUgQ](https://www.youtube.com/embed/6q9_EbDrUgQ)
- [https://www.youtube.com/embed/2yN\\_X-zkC-E](https://www.youtube.com/embed/2yN_X-zkC-E)
- Bloom, H., “Toni Morrison’s The Bluest Eye”, Chelsea House, 1999.
- Heavilin, Barbara A., “The Critical Response to John Steinbeck’s The Grapes of Wrath”, Greenwood Press, 2000.

This course can be opted as an elective by the students of following subjects:

**Open to all**

**Suggested Continuous Evaluation Methods:**

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

<b>Project/Assignment</b>	<b>10 Marks</b>
<b>Internal Class test</b>	<b>15 Marks</b>
Course prerequisites:	To study this course, a student must have passed/opted <b>English in B.A. II</b>


Suggested equivalent online courses:

- [https://onlinecourses.nptel.ac.in/noc21\\_hs28/preview](https://onlinecourses.nptel.ac.in/noc21_hs28/preview)

Further Suggestions:

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**B.A. (Hons.) English  
III Year/ IV Sem.  
Major III (Theory)**

Program: B.A. (Hons.)		Year: III		Semester: V	
Course code: / A040503T/LN326		Course Title: Literary Criticism			
L		T	P		Credits
5		0	0		5
Major (✓)	Minor ( )		Vocational ( )		Co-curricular ( )
Pre-requisite (If any)	BA English Diploma				
Course Outcomes: (COs)	After the successful course completion, learners will develop the following attributes:				
CO1	The course intends to provide a critical understanding of the developments in literary criticism from the beginning to the end of the 19th century. It also provides a conceptual framework for developing an understanding of the function and practice of traditional modes of literary criticism.				
CO2	The objective of the unit would be to introduce students to Greek literary criticism. A study of older critical traditions will be useful for students in their engagement with aesthetic concepts and tools by locating them within the philosophical ethos from which they emerged.				
CO3	The purpose of this course is to examine the various approaches to literary criticism across time and cultures. The course also looks closely at the development of some of the most significant literary criticism.				
CO4	The purpose of this unit is to examine the ideas of natural poetry, heightened emotions that evoke to proceed from the presentation of everyday life, in ordinary language, and the central concept of poetic philosophy and criticism marking a significant shift in the landscape of English Romantic poetry.				
CO5	The purpose of this unit is to examine key ideas and texts and analyze the intellectual shifts in the reading of the arts and other manifestations of human intellect, language, and literature through the theories of Literary criticism in the Victorian period.				
CO6	The purpose of this unit is to examine Literary circumstances that shape the processes of literary production, Literary trends, cultural movements, significant figures, and events of the period from the twentieth century to the present.				
CO7	The ancient Sanskrit Acharyas understood poetry as a verbal complex, profoundly emotive and they explained poetry based on Rasa Theory. The basic aim of this unit is to familiarize the student with the Rasa theory. It will also try to elucidate certain important terms used in the essay and contextualize the essay to Indian aesthetics.				

CO8	Indian philosophy abounds in theories that throw light on the nature of poetry. Several Indian critics have referred to Vakrokti with different approaches. The primary objective of this unit is to enable the students to comprehend the key notion of Vakrokti as conceptualized by Kuntaka. The unit also tries to explain the basic tenets of the theory of Vakrokti.	
Max. Marks: 25+75		Min. Passing Marks: 10+25
Total No. of Lectures- 90		
Unit	Topics	No. of Lectures Total =
I	Unit 1-Introduction Dramatic and Literary Theory, Roman- Greek Literary Theory and Criticism, Classical and Neo-Classical Theory of Literature, English Romantic Movement and Literary Essays.	11
II	Greek Literary Theory  Aristotle: The Poetics Longinus: On the Sublime	11
III	Elizabethan Theory Sir Philip Sidney: An Apology for Poetry	11
IV	Romanticism William Wordsworth: Preface to the Lyrical Ballads	11
V	Victorian Theory Matthew Arnold: "The Study of Poetry"	12
VI	Modern Literary Theory T. S. Eliot: "Tradition and the Individual Talent"	11
VII	Indian Aesthetics/Literary Theories S. N. Dasgupta – "The Theory of Rasa"	11
VIII	Indian Aesthetics/Literary Theories S. K. De – "Kuntaka's Theory of Poetry: Vakrokti"	11
Suggested Readings:		
1.	Abrams, M. H. A Glossary of Literary Terms. Singapore: Harcourt Asia Pvt. Ltd., 2000.	
2.	Blamires, Harry. A History of Literary Criticism. Delhi: Macmillan, 2001.	
3.	Daiches, David. Critical Approaches to Literature, 2nd ed. Hyderabad: Orient Longman, 2001.	
4.	Ford, Boris (ed). The Pelican Guide to English Literature, Vols. 4 & 5. London: Pelican, 1980.	
5.	Arnold, Matthew. Essays in Criticism. New York: MacMillan and company, 1865.	
6.	Habib, M. A. R. A History of Literary Criticism and Theory: From Plato to the Present. Oxford: Blackwell, 2005.	
7.	House, Humphrey. Aristotle's Poetics. Ludhiana: Kalyani Publishers, 1970.	
8.	Lucas, F. L. Tragedy in Relation to Aristotle's Poetics. New Delhi: Allied	



	Publishers, 1970.
9.	Nagarajan, M.S. English Literary Criticism & Theory: An Introductory History. Hyderabad: Orient Longman, 2006.
10.	Nagarajan, M.S. English Literary Criticism & Theory: An Introductory History. Hyderabad: Orient Longman, 2006.
11.	Wellek, Rene. A History of Modern Criticism: 1750-1950, Vols. I-IV. London: Jonathan Cape, 1958.
12.	. K.C.Pandey- Comparative Aesthetics (2vols)
13.	Masson and Patwardhan, Bhandarkart Oriental -Shantarasa and Abhinavagupta's Philosophy of Aesthetics
14.	G.K. Bhatt- Rasa Theory

This course can be opted as an elective by the students.

Suggested Continuous Evaluation Methods: Continuous Internal Evaluation shall be based on allotted Assignments and Class Tests. The marks shall be as follows:

Assessment and Presentation of Assignment	(04 marks)
Class Test-I (Objective Questions)	(04 marks)
Class Test-II (Descriptive Questions)	(04 marks)
Class Test-III (Objective Questions)	(04 marks)
Class Test-IV (Descriptive Questions)	(04 marks)
Overall performance throughout the Semester (includes Attendance, Behaviour, Discipline, Participation in Different Activities)	(05 marks)

Suggested equivalent online courses:

Swayam

Coursera

[www.ignou.com](http://www.ignou.com)

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3	3	3	3	2	3
CO2	2	3	1	2	3	2	3	3	1	3
CO3	1	2	1	2	3	3	3	2	2	3
CO4	3	3	2	2	3	2	2	3	1	2
CO5	2	3	2	3	3	3	3	2	3	2
CO6	2	3	1	2	3	3	2	3	2	2
CO7	3	2	3	2	3	3	2	2	2	3
CO8	2	2	1	2	3	3	3	3	3	3

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

### III Year Major Core (Theory)

<b>Programme: B.A. (Hons.)</b>	<b>Year: III</b>	<b>Semester: V</b>		
<b>Course code: A040504T/ LN327</b>	<b>Course Title: Disability Studies</b>			
<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	

5	0	0	5
Major (✓)	Minor ()	Vocational ()	Co-curricular ()
Pre-requisite (If any)	None		
Course Outcomes: (COs)	After the successful course completion, learners will develop following attributes:		
CO1	To familiarise students with the core concepts and themes in the field of Disability Studies with reference to socio-cultural construct.		
CO2	To examine and critique 'ableism' and 'disablism' as ideological concepts which shape social institutions, professions, government policies and other narratives.		
CO3	To become aware of disability organizations in the civil society and grassroots.		
CO4	To imply the understanding of feminism in real-life experiences.		
CO5	To understand disability studies scholarship by incorporating social, cultural, historical, legal, and political perspectives, including the connections between disability and other identities.		
CO6	To explore disability studies approach to media allows us to think critically about not only the stakes of representation, but also the ways that cinema draws out the contours of the viewing subject, incites complex processes of identification and disidentification, and frames the body as a site of contact and signification.		
CO7	To analyze union of critical race and disability studies, DisCrit, as an intersectional approach designed to analyzing the interaction between ableism, sexism, and racism		
CO8	To discover practical aspects of theoretical approached to Disability studies.		
Max. Marks: 25+75	Min. Passing Marks: 10+25		
Total No. of Lectures- 90			
Unit	Topics	No. of Lectures Total =	
I	Definition and Modes of Disability: Definition-An Evolving Phenomenon, History of Disability with special reference to India, Medical Model of Disability, Social Model of Disability	12	
II	Key Concepts: Ableism, Disablism, Disability, Activism, Dependency, Interdependency, Ostracization, Eugenics, Disability Pride.	12	
III	Social Role Valorisation: Definition, Devaluation, Role Perception, Stigmatization	11	
IV	Gender Studies and Disability (with reference to Rosemarie Garland Thomson): Definition, Issues, Concerns and Approaches	11	

V	Language and Rhetorical Application: Chapter 5 from Enforcing Normalcy by Lennard J Davis Robert McRuer “Crip Theory”	11
VI	Literature, Films and Disability: Helen Keller: The Story of My Life Films: Sparsh and Taare Zameen Par Alejandro Morales The Rag Doll Plagues	11
VII	Race, Gender and Disability: Toni Morrison’s Sula (1973) Rabindranath Tagore “Subha”	11
VII	Case Study	11

**Suggested Readings:**

1.	Mirzoeff, N. (2006). Blindness and Art. In L. J. Davis (Ed.), The disability studies reader (2nd ed., pp. 379-390). New York: Routledge.
2.	Screen the film: Klein, B. S. (Director). (2006). Shameless: The ART of Disability: National Film Board of Canada. Time TBD.
3.	Joan, & Susman. (1994). Disability, stigma and deviance. Social Science & Medicine, 38(1), 15-22.
4.	Wendell, S. (1996). The Rejected Body: Feminist Philosophical Reflections on Disability. New York: Routledge.
5.	Nussbaum, M. C. (2004). Hiding from humanity: disgust, shame, and the law. Princeton: Princeton University Press.

This course can be opted as an elective by the students of following subjects: Open for all

Suggested Continuous Evaluation Methods: Continuous Internal Evaluation shall be based on allotted Assignment and Class Tests. The marks shall be as follows:

Class Test-I (Objective Questions)	(04 marks)
Class Test-II (Descriptive Questions)	(04 marks)
Class Test-III (Objective Questions)	(04 marks)
Class Test-IV (Descriptive Questions)	(04 marks)
Overall performance throughout the Semester (includes Attendance, Behaviour, Discipline, Participation in Different Activities)	(05 marks)
Suggested equivalent online courses: Swayam Coursera www.ignou.com	

**Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

	PO1	PO2	PO3	PO4	PO5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	3	3	3	3	2	3
CO 2	2	3	1	2	3	2	3	3	1	3
CO 3	1	2	1	2	3	3	3	2	2	3
CO 4	3	3	2	2	3	2	2	3	1	2

CO 5	2	3	2	3	3	3	3	2	3	2
CO 6	2	3	1	2	3	3	2	3	2	2
CO 7	3	2	3	2	3	3	2	2	2	3
CO 8	2	2	1	2	3	3	3	3	3	3

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

<b>Programme/Class: As applicable</b>	<b>Year: Third</b>	<b>Semester: Fifth</b>
<b>Subject: Co-Curricular Course</b>		
<b>Course Code: Z050501</b>	<b>Course Title: Analytic Ability and Digital Awareness</b>	
Course outcomes (Analytic Ability):		
CO 1: Familiarize with analogy, number system, set theory and its applications, number system and puzzles.		
CO 2: To understand the basics of Syllogism, figure problems, critical and analytical reasoning.		
CO 3: Familiarize with word processing application and worksheet .		
CO 4: To understand the basics of web surfing and cyber security.		
Credits: 2		Co-Curricular
Max. Marks: 25+75		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): 2-0-0		
Unit	Topic	No. of Lectures
I	Alphabet test, Analogy, Arithmetic Reasoning, Blood relations, Coding and Decoding, Inequalities, Logical Venn diagram, Seating Arrangements, Puzzles and Missing numbers	6L+2T+0P

II	Syllogism, Pattern completion and figure series, Embedded Figure and counting of figures, Cube & Dice, Paper cutting and folding, Data sufficiency, Course of Action, Critical Reasoning, Analytical and decision making	5L+2T+0P
III	Computer Basics: Block diagram of Digital Computer, Classification of Computers, Memory System, Primary storage, Auxiliary memory, Cache memory, Computer Software (System/Application Software), MS Word Basics: The word screen, Getting to word documents, typing and Revising text, Finding and Replacing, Editing and Proofing tools, Formatting text characters, Formatting Paragraph, Document templates., Page set up, tables, Mail Merge, Macros, protecting documents, printing a document.	2T+3P+3P

	<p style="text-align: center;"><b>MS-Excel</b></p> <p>Introduction, Worksheet basics, Creating worksheet, Heading information, Data &amp; Text, Date &amp; Time, Alphanumeric values, Saving &amp; quitting worksheet, Opening and moving around in an existing worksheet, Toolbars and Menus, Excel shortcut and function keys, Working with single and multiple workbook, Working with formulae &amp; cell referencing, Auto sum, coping formulae, Absolute &amp; relative addressing, Worksheet with ranges, Formatting of worksheet, Previewing &amp; Printing worksheet, Graphs and charts, Database, Creating and using macros, Multiple worksheets- concepts</p> <p>Introduction of Open Source Applications: LibreOffice, OpenOffice and Google Docs etc.</p>	
IV	<p style="text-align: center;"><b>Web Surfing:</b></p> <p>An Overview: working of Internet, Browsing the Internet, E-Mail, Components of E-Mail, Address Book, Troubleshooting in E-Mail, Browsers: Netscape Navigator, Microsoft Internet Explorer, Google Chrome, Mozilla Firefox, Tor, Search Engines lik Google, DuckDuckGo etc, Visiting web sites: Downloading. Cyber Security: Introduction to Information System, Type of information system, CIA model of Information Characteristics, Introduction to Information Security, Need of Information Security, Cyber Security, phishing, spamming, fake news, general issues related to cyber security, Business need, Ethical and Professional issues of security.</p>	3P+ 4T

**Suggested Readings:**

- Sharma, A., "How to prepare for Data Interpretation and Logical Reasoning for the CAT" McGraw Hill Education Pvt. Ltd., New Delhi, India, 2011, Ed. 5, ISBN 978 2007 070 481
- Aggarwal, R.S., "A Modern Approach to Verbal and Non-verbal Reasoning" S. ChandPublishers New Delhi, India, 2010, ISBN 10: 8121905516
- Madan , Sushila, Introduction to Essential tools, Jain Book Agency, New Delhi/India, 2009, 5th ed..
- Goel, Anita, Computer Fundamentals, Pearson Education, India, 2012
- Michael E. Whitman and Herbert J. Mattord, "Principles of Information Security," Sixth Edition, Cengage Learning, 2017

Note: Course Books published in Hindi may be prescribed by the Universities.

This course can be opted as an elective by the students of following subjects:  
"Co-Curricular"

Suggested Continuous Evaluation Methods: Max. Marks: 25

Assessment Type: Class Tests (Max. Marks 14) Suggested Usage:

Include all types of questions-essay, short answer, objective; Design to test all levels of domain; Exam Blue Print be prepared to ensure inclusion of all types & levels of questions and proper sampling of content; Marking Criteria made known to students; Teacher should provide written feedback selectively and discuss answers in the class; Only Role/Code numbers , not names be written to avoid bias in marking; Display of model answer copies.

After Completion of Unit I and Unit II, a first class test of max. marks of 7 shall be conducted. After Completion of Unit III and IV, a second class test of max. marks of 7 shall be conducted.

If any student does not appear in any one or both class test, a makeup test shall be conducted of max. marks of 5 instead of total 14 marks.

Assessment Type: Quizzes/ Objective Tests / Recognition Type (such as MCQs; True or False; Matching; Classifying) /Recall Type -Filling Blanks; One word / PhraseAnswers (Max Marks: 5)

Suggested Usage: Teachers be trained in construction, advantages, disadvantages and precautions while preparing different types of objective items; Go beyond factual information to High Order Thinking (HOT) Skills. It shall be “End of the class quiz”.

Assessment Type: Assignments (Max Marks: 4)

Suggested Usage: Some class assignments shall be given to students at the end of each Unit. Note making techniques be taught to students; Not just direct questions from notes, but application analysis and synthesis of that knowledge.


Assessment Type: Group Discussion (Max. marks: 2)

Course prerequisites:None

Suggested equivalent online courses:

Further Suggestions: None

**B.A. (Hons.) English**  
**III Year/ V Sem.**  
**Major**  
**Term Paper (Research Project)**

<b>Program: B.A. (Hons.)</b>		<b>Year: III</b>		<b>Semester: V</b>	
<b>Course code: / A040506R/LN328</b>		<b>Course Title: Research Project/ Term Paper</b>			
<b>L</b>		<b>T</b>		<b>P</b>	
2		1		0	
Credits				<b>3</b>	
Major (✓)		Minor ( )		Vocational ( )	
Co-curricular ( )					
Pre-requisite (If any)		BA English Diploma			
<b>Course Outcomes: (COs)</b>		<p><b>After the successful course completion, learners will develop the following attributes:</b></p> <p>1- Engage in critical thinking within a structured framework.</p> <p>2. Acquire the skills of academic writing which would equip the students to tackle with ease the term papers and dissertations during their academic career.</p> <p>3. Develop a thorough understanding of the ethics of conducting academic research.</p> <p>4-Maintain the etiquette of academic writing by providing proper citations and refraining from unethical academic practices like plagiarism.</p>			
<b>Max. Marks: 25+75</b>		<b>Min. Passing Marks: 10+25</b>			
<b>Total No. of Lectures- 45</b>					
<b>U n i t</b>	<b>Topics</b>				<b>No. of Lectures Total =45</b>
<b>I</b>	<p><b>(MLA Handbook 9<sup>th</sup> Ed. is Compulsory for the mechanics of writing and other details for Documentation)</b></p> <p>Three of each paper offered by the student and one of his/her choice under the supervision of the teacher responsible for teaching that particular paper. Each term paper should be in approx. 5000-7000 words. Topics for the term paper will be decided by the Department of Languages (Board of Studies), Integral University, Lucknow.</p>				<b>15X3=45</b>
<b>Suggested Readings:</b>					
<b>1.</b>	Abrams, M. H. A Glossary of Literary Terms. Singapore: Harcourt Asia Pvt. Ltd., 2000.				
<b>2.</b>	Blamires, Harry. A History of Literary Criticism. Delhi: Macmillan, 2001.				
<b>3.</b>	Daiches, David. Critical Approaches to Literature, 2nd ed. Hyderabad: Orient Longman, 2001.				
<b>4.</b>	Ford, Boris (ed). The Pelican Guide to English Literature, Vols. 4 & 5. London: Pelican, 1980.				
<b>5.</b>	Arnold, Matthew. Essays in Criticism. New York: MacMillan and company, 1865.				



6.	Habib, M. A. R. A History of Literary Criticism and Theory: From Plato to the Present. Oxford: Blackwell, 2005.
7.	House, Humphrey. Aristotle's Poetics. Ludhiana: Kalyani Publishers, 1970.
8.	Lucas, F. L. Tragedy in Relation to Aristotle's Poetics. New Delhi: Allied Publishers, 1970.
9.	Nagarajan, M.S. English Literary Criticism & Theory: An Introductory History. Hyderabad: Orient Longman, 2006.
10.	Nagarajan, M.S. English Literary Criticism & Theory: An Introductory History. Hyderabad: Orient Longman, 2006.
11.	Wellek, Rene. A History of Modern Criticism: 1750-1950, Vols. I-IV. London: Jonathan Cape, 1958.
12.	. K.C.Pandey- Comparative Aesthetics (2vols)
13.	Masson and Patwardhan, Bhandarkart Oriental -Shantarasa and Abhinavagupta's Philosophy of Aesthetics
14.	G.K. Bhatt- Rasa Theory
Suggested equivalent online courses:	
<ul style="list-style-type: none"> <li>• Swayam</li> <li>• Coursera</li> <li>• <a href="http://www.ignou.com">www.ignou.com</a></li> </ul>	

**Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3	3	3	3	2	3
CO2	2	3	1	2	3	2	3	3	1	3
CO3	1	2	1	2	3	3	3	2	2	3
CO4	3	3	2	2	3	2	2	3	1	2
CO5	2	3	2	3	3	3	3	2	3	2
CO6	2	3	1	2	3	3	2	3	2	2
CO7	3	2	3	2	3	3	2	2	2	3
CO8	2	2	1	2	3	3	3	3	3	3

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