

**Semester – I**  
**Core Courses**

<b>1. Name of the Department: Languages</b>						
<b>2. Course Name</b>	<b>Classical European Literature</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>3. Course Code</b>	<b>LN115</b>			<b>5</b>	<b>1</b>	<b>0</b>
<b>4. Type of Course (use tick mark)</b>	<b>Core (☐)</b>	<b>DSE ( )</b>	<b>AEC ( )</b>	<b>SEC ( )</b>	<b>OE ( )</b>	
<b>5. Pre-requisite (if any)</b>	10+2	<b>6. Frequency (use tick marks)</b>	Even ( )	Odd (☐)	Either Sem ( )	Every Sem ( )
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 50</b>		<b>Tutorial = 10</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b> to provide an insight on the origin and development of literature and drama and to enable the students to understand various genres of writing and the reflection of human life through them.						
<b>9. COURSE OUTCOMES (CO):</b> <i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME (CO) ATTRIBUTES</b>						
<b>CO1</b>	Students will be given an insight on human condition, emotions and rationale.					
<b>CO2</b>	Students will be introduced the features of the genre of tragedy, comedy and epic.					
<b>CO3</b>	To impart the knowledge of history of ancient European culture and society.					
<b>CO4</b>	to give an understanding of human impulses and his response to aesthetics by discussing Mimesis, Catharsis etc.					
<b>CO5</b>	To introduce the students with ancient masters of writing and drawing their relevance to creative endeavours and to materialise the importance of articulation, communication, expression through the knowledge of literature.					
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 12</b>	<b>Title of the unit: Epic</b>				
Features of epic, Homeric simile, a detailed study of Homer's <i>Odyssey</i> , Ovid's <i>Metamorphosis</i> .						
<b>Unit-2</b>	<b>Number of lectures =12</b>	<b>Title of the unit: Tragedy</b>				
Features of Tragedy, a detailed study of Sophocles' <i>Oedipus the King</i>						
<b>Unit-3</b>	<b>Number of lectures = 12</b>	<b>Title of the unit: Comedy</b>				
Features of Comedy, a detailed study of Plautus' <i>Pot of Gold</i>						
<b>Unit-4</b>	<b>Number of lectures = 12</b>	<b>Title of the unit: Literature and Aesthetic pleasure.</b>				
Understanding of concepts like Catharsis, Mimesis, Literary cultures in Augustan Rome.						
<b>Unit-</b>	<b>Number of lectures =</b>	<b>Title of the unit:</b>				

<b>1. Name of the Department: Languages</b>						
<b>2. Course Name</b>	Indian Writing in English			<b>L</b>	<b>T</b>	<b>P</b>
<b>3. Course Code</b>	LN116			5	1	0
<b>4. Type of Course (use tick mark)</b>		<b>Core</b> (☑)	<b>DSE</b> ( )	<b>AEC</b> ( )	<b>SEC</b> ( )	<b>OE</b> ( )
<b>5. Pre-requisite (if any)</b>	10+2	<b>6. Frequency (use tick marks)</b>	Even ( )	Odd (☑)	Either Sem ( )	Every Sem ( )
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 50</b>		<b>Tutorial = 10</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b> to provide an insight on the origin and development of Indian English Novels and Poetry						
<b>9. COURSE OUTCOMES (CO):</b> <i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME (CO)</b>	<b>ATTRIBUTES</b>					
<b>CO1</b>	Students will be given an insight on history, origin of English Language in India. Origin and Development of Indian English Novels and Poems, Introduction to Modernism in IEL.					
<b>CO2</b>	Students will be introduced the features of Indian English Novels.					
<b>CO3</b>	Students will be introduced the features of Indian English Poetry.					
<b>CO4</b>	To give an understanding of reading and analysis of Indian English Novels					
<b>CO5</b>	To give an understanding of reading and analysis of Indian English Poetry					
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 12</b>	<b>Title of the unit: Indian English Novels: Origin and History</b>				
History, Origin, features of Indian Novels, Detailed analysis of R.K.Narayan's <i>Bachelor of Arts</i>						
<b>Unit-2</b>	<b>Number of lectures =12</b>	<b>Title of the unit: Indian English Novel</b>				
Detailed analysis of Anita Desai's <i>In Custody</i>						
<b>Unit-3</b>	<b>Number of lectures = 12</b>	<b>Title of the unit: Indian English Poetry</b>				
History, Origin, features of Indian Poetry. Detailed Analysis of Derozio's "The Orphan Girl", Toru Dutt's "Our Casurina Tree", Ezekiel's "The Night of the Scorpion."						
<b>Unit-4</b>	<b>Number of lectures = 12</b>	<b>Title of the unit: Indian English Poetry</b>				
Detailed Analysis of Kamala Das' An Introduction and My Grandmother's House, K.N.Daruwala's "The Ghagra in Spate"						
<b>Unit-</b>	<b>Number of lectures =</b>	<b>Title of the unit:</b>				
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11. CO-PO mapping								
COs	Attributes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	Students will be given an insight on history, origin of English Language in India. Origin and Development of Indian English Novels and Poems, Introduction to Modernism in IEL.	3	1	1		2	1	
CO2	Students will be introduced the features of Indian English Novels	3	1	2		3	1	
CO3	Students will be introduced the features of Indian English Poetry	3	1	2		3	1	
CO4	to give an understanding of reading and analysis of Indian English Novels	3	1	1		2	1	
CO5	To give an understanding of reading and analysis of Indian English Poetry	3	1	1		2	1	
3 Strong contribution, 2 Average contribution , 1 Low contribution								
12. Brief description of self learning / E-learning component								
<a href="https://www.ukessays.com/essays/english-literature/the-introduction-to-indian-writing-in-english-english-literature-essay.php">https://www.ukessays.com/essays/english-literature/the-introduction-to-indian-writing-in-english-english-literature-essay.php</a> <a href="https://englishsummary.com/lesson/bachelor-arts-rk-">https://englishsummary.com/lesson/bachelor-arts-rk-</a>								
13. Books recommended:								
1. A history of Indian English Literature by Madhukar Krishna Naik 2. Indian writing in English by K.Srinavasa Iyenger.								

## Semester – II

### Core Courses

<b>1. Name of the Department: Languages</b>						
<b>2. Course Name</b>	British Poetry and Drama (14 <sup>th</sup> -17 <sup>th</sup> Centuries)	<b>L</b>	<b>T</b>	<b>P</b>		
<b>3. Course Code</b>	LN118	5	1	0		
<b>4. Type of Course (use tick mark)</b>	<b>Core</b> (☑)	<b>DSE</b> ( )	<b>AEC</b> ( )	<b>SEC</b> ( )	<b>OE</b> ( )	
<b>5. Pre-requisite (if any)</b>	10+2 (all streams)	<b>6. Frequency (use tick marks)</b>	Even (☑)	Odd (☑)	Either Sem ( )	Every Sem ( )
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 50</b>		<b>Tutorials = 10</b>		<b>Practical = Nil</b>		

**8. COURSE OBJECTIVES:** The purpose of this undergraduate course is to impart an understanding of origin and history of American Literature.

**9. COURSE OUTCOMES (CO):**

*After the successful course completion, learners will develop following attributes:*

COURSE OUTCOME (CO)	ATTRIBUTES
CO1	Students would have got exposure to the British poetry and drama from the age of Chaucer to the Jacobean Age.
CO2	Students would have understood Aristotle's concept of Tragedy, 3 Unities of Drama, Shakespeare's Romantic comedy, Metaphysical poetry and its various features.
CO3	Students would have gained insights into the core British literature and various historical movements and concepts like Renaissance, Shakespearean and Petrarchan sonnet, Blank Verse,
CO4	Students would have grasped the socio-political context of the period from 14th century -17th century, its impact on literature & development of British drama & poetry.
CO5	Students would have understood the significance of sin & redemption, human & moral values as reflected in the Mystery and Morality plays.

**10. Unit wise detailed content**

<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit:</b> Introduction to Chaucerian age Geoffrey Chaucer The Opening passage of <i>The Prologue (Spring description)</i> , Edmund Spenser Selections from <i>Amoretti</i> : Sonnet LXVII "Like as a huntsman..."
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit:</b> Elizabethan Drama1: Tragedy Christopher Marlowe <i>The Tragical History of Doctor Faustus</i> ,
<b>Unit-3</b>	<b>Number of lectures = 08</b>	<b>Title of the unit:</b> Elizabethan Drama2 : Romantic William Shakespeare <i>Twelfth Night</i>
<b>Unit-4</b>	<b>Number of lectures = 08</b>	<b>Title of the unit:</b> British Poetry: The Metaphysicals John Donne "A Valediction Forbidding Mourning", Robert Herrick "To the Virgins, to Make Much of Time". Michael Drayton "Since there's no help, come let us kiss and part"
<b>Unit-5</b>	<b>Number of lectures = 08</b>	<b>Title of the unit:</b> Introduction to Sonnet William Shakespeare "Shall I compare thee to a summer day?"

**11. CO-PO mapping**

COs	Attributes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	Students would have got exposure to the British poetry and drama from the age of Chaucer to the Jacobean Age.	3	1	1		2	1	
CO2	Students would have understood Aristotle's concept of Tragedy, 3 Unities of Drama, Shakespeare's Romantic comedy, Metaphysical poetry and its various features.	3	1	2		3	1	
CO3	Students would have gained insights into the core British literature & various historical movements & concepts like Renaissance, Shakespearean & Petrarchan sonnet, Blank Verse	3	1	2		3	1	

<b>CO4</b>	Students would have grasped the socio-political context of the period from 14th century -17th century, its impact on literature & development of British drama & poetry.	<b>3</b>	<b>1</b>	<b>1</b>		<b>2</b>	<b>1</b>	
<b>CO5</b>	Students would have understood the significance of sin & redemption, human & moral values as reflected in the Mystery	<b>3</b>	<b>1</b>	<b>1</b>		<b>2</b>	<b>1</b>	

3 Strong contribution, 2 Average contribution , 1 Low contribution

### 12. Brief description of self learning / E-learning component

- <https://www.litcharts.com/search>
- <https://www.sparknotes.com/>
- Axson, Stockton. "The Study of the History of English Literature." *The School Review*, vol. 14, no. 3, 1906, pp. 164–177. JSTOR, [www.jstor.org/stable/1075615](http://www.jstor.org/stable/1075615). Accessed 9 July 2020.

### 13. Books recommended:

- Aristotle's *Poetics*
- A background to the study of English Literature by B. Prasad
- An outline History of English Literature by William Henry Hudson
- The Routledge History of Literature in English by Ronald Carter, John McRae

<b>1. Name of the Department: Languages</b>						
<b>2. Course Name</b>	<b>American Literature (1)</b>	<b>L</b>	<b>T</b>	<b>P</b>		
<b>3. Course Code</b>	<b>LN119</b>	<b>5</b>	<b>1</b>	<b>0</b>		
<b>4. Type of Course (use tick mark)</b>	<b>Core (☑)</b>	<b>DSE ( )</b>	<b>AEC ( )</b>	<b>SEC ( )</b>	<b>OE ( )</b>	
<b>5. Pre-requisite (if any)</b>	10+2 (all streams)	<b>6. Frequency (use tick marks)</b>	Even (☑)	Odd ( )	Either Sem ( )	Every Sem ( )
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 50</b>		<b>Tutorials = 10</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b>						
<b>9. COURSE OUTCOMES (CO):</b>						
<b>After the successful course completion, learners will develop following attributes:</b>						
<b>COURSE OUTCOME</b>	<b>ATTRIBUTES</b>					
<b>CO1</b>	Students would have gained insights into the background and important historical movements in American Literature, works of prominent American authors.					
<b>CO2</b>	students will be able to understand the issues and concepts like Slavery, importance of Self-Reliance and Civil Disobedience, the Great Depression, American Dream, and Suicide.					
<b>CO3</b>	students will be able to define the terms like Jazz Age, Lost Generation, Transcendentalism, Ice-Berg theory, American tragedy, and modernists movement.					
<b>CO4</b>	students will be developed understanding of different genres manifesting human emotions, philosophy and psychology.					

<b>CO5</b>	students would have gained an understanding of how society, culture & politics affect literature.							
<b>10. Unit wise detailed content</b>								
<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: Introduction to American Literature</b>						
The American Dream, Social Realism and the American Novel, Folklore and the American Novel, Various Forms in American Poetry								
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit: The Transcendentalist</b>						
Ralph Waldo Emerson ‘Self Reliance’ Henry David Thoreau ‘Civil Disobedience’								
<b>Unit-3</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: American novels</b>						
Mark Twain <i>The Adventures of Huckleberry Finn</i> Ernest Hemingway <i>The Old Man and the Sea</i>								
<b>Unit-4</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: The American Tragedy</b>						
Arthur Miller <i>Death of a Salesman</i>								
<b>Unit-5</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: American Poetry</b>						
Emily Dickinson ‘Because I could not stop for Death’, Robert Frost ‘The Road not Taken’								
<b>11. CO-PO mapping</b>								
<b>COs</b>	<b>Attributes</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	Students would have gained insights into the background and important historical movements in American Literature, works of prominent American authors.	<b>3</b>	<b>1</b>	<b>1</b>		<b>2</b>	<b>1</b>	
<b>CO2</b>	students will be able to understand the issues and concepts like Slavery, importance of Self-Reliance and Civil Disobedience, the Great Depression, American Dream, and Suicide.	<b>3</b>	<b>1</b>	<b>2</b>		<b>3</b>	<b>1</b>	
<b>CO3</b>	students will be able to define the terms like Jazz Age, Lost Generation, Transcendentalism, Ice-Berg theory, American tragedy, and modernists movement.	<b>3</b>	<b>1</b>	<b>2</b>		<b>3</b>	<b>1</b>	
<b>CO4</b>	students will be developed understanding of different genres manifesting human emotions, philosophy and psychology.	<b>3</b>	<b>1</b>	<b>1</b>		<b>2</b>	<b>1</b>	
<b>CO5</b>	students would have gained an understanding of how society, culture & politics affect literature.	<b>3</b>	<b>1</b>	<b>1</b>		<b>2</b>	<b>1</b>	
3 Strong contribution, 2 Average contribution , 1 Low contribution								
<b>12. Brief description of self learning / E-learning component</b>								

1. <https://www.litcharts.com/search>
2. <https://www.sparknotes.com/>
3. DeVoto, Bernard. "AMERICAN LITERATURE." *Bulletin of the Polish Institute of Arts and Sciences in America*, vol. 2, no. 1, 1943, pp. 157–162. *JSTOR*, www.jstor.org/stable/24724453. Accessed 9 July 2020.

**Books recommended:**

1. **Critical Perspectives in American Literature by by Meenakshi Raman.**
2. **The Cambridge history of American literature by Bercovitch, Sacvan & Patell, Cyrus R. K.**
3. **[The Oxford Companion to American Literature by James D. Hart and Phillip W. Leininger](#)**
4. **[The Concise Oxford Companion to American Literature by James D. Hart](#)**

## Semester – III

### Core Courses

<b>1. Name of the Department: Languages</b>						
<b>2. Course Name</b>	<b>British Poetry and Drama: 17<sup>th</sup> and 18<sup>th</sup> centuries</b>	<b>L</b>	<b>T</b>	<b>P</b>		
<b>3. Course Code</b>	<b>LN217</b>	<b>5</b>	<b>1</b>	<b>0</b>		
<b>4. Type of Course (use tick mark)</b>		<b>Core (☑)</b>	<b>DSE ( )</b>	<b>AEC ( )</b>	<b>SEC ( )</b>	<b>OE ( )</b>
<b>5. Pre-requisite (if any)</b>	10+2	<b>6. Frequency (use tick marks)</b>	Even ( )	Odd (☑)	Either Sem ( )	Every Sem ( )
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 50</b>		<b>Tutorials = 10</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b> The purpose of this undergraduate course is to impart an understanding of 17 <sup>th</sup> and 18 <sup>th</sup> British society and literature. The knowledge of literary writings produced in these centuries will help the students to understand the intellectual history of Europe and the changes that came under its influence to shape the human culture.						
<b>9. COURSE OUTCOMES (CO):</b>						
<i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME (CO)</b>	<b>ATTRIBUTES</b>					
<b>CO1</b>	To give an insight on Jacobean Tragedy and the society in early 17 <sup>th</sup> century					
<b>CO2</b>	To enable the students to understand the two key intellectual development that shaped 17 <sup>th</sup> century: Renaissance and Puritanism.					
<b>CO3</b>	To give an understanding of Comedy of Manners and the society reflected in them					

<b>CO4</b>	To trace the transformation of European temperament passing through the Commonwealth period, Restoration age and Age of Reason
<b>CO5</b>	To introduce the students with various genres like the Mock-epic, Satire, Burlesques, Epic, Comedy of manners etc. To give an insight on the condition of women in 17 <sup>th</sup> and 18 <sup>th</sup> centuries

### 10. Unit wise detailed content

<b>Unit-1</b>	<b>Number of lectures = 12</b>	<b>Title of the unit: Jacobean Tragedy</b>
Features of Jacobean Tragedy, social and political conditions in early 17 <sup>th</sup> century in Britain, a detailed study of John Webster's <i>The Duchess of Malfi</i> .		
<b>Unit-2</b>	<b>Number of lectures =12</b>	<b>Title of the unit: Milton</b>
A detailed study of John Milton's <i>Paradise Lost: Book I</i> , features of Miltonic style of writing, understanding the concept of Renaissance and Puritanism		
<b>Unit-3</b>	<b>Number of lectures = 12</b>	<b>Title of the unit: Comedy of Manner</b>
A detailed study of William Congreve's <i>The Way of the World</i> , social and political conditions of Restoration Period.		
<b>Unit-4</b>	<b>Number of lectures = 14</b>	<b>Title of the unit: Mock-epic</b>
A detailed study of Alexander Pope's <i>The Rape of the Lock</i> , features of Mock-epic, Satire. Depiction of women in literary texts of 18 <sup>th</sup> century		
<b>Unit-</b>	<b>Number of lectures =</b>	<b>Title of the unit:</b>

### 11. CO-PO mapping

COs	Attributes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	Students will get an insight on Jacobean Tragedy and the society in early 17 <sup>th</sup> century	3	1	1		2	1	
<b>CO2</b>	To enable the students to understand the two key intellectual development that shaped 17 <sup>th</sup> century: Renaissance and Puritanism	3	1	2		3	1	
<b>CO3</b>	To give an understanding of Comedy of Manners and the society reflected in them	3	1	2		3	1	
<b>CO4</b>	To trace the transformation of European temperament passing through the Commonwealth period, Restoration age and Age of Reason	3	1	1		2	1	
<b>CO5</b>	To introduce the students with various genres like the Mock-epic, Satire, Burlesques, Epic, Comedy of manners etc. To give an insight on the condition of women in 17 <sup>th</sup> and 18 <sup>th</sup> centuries	3	1	1		2	1	

3 Strong contribution, 2 Average contribution , 1 Low contribution

### 12. Brief description of self learning / E-learning component

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**13. Books recommended:**

1. *An outline History of English Literature* by William Henry Hudson
2. *A background to the study of English Literature* by B. Prasad
3. *A of English Criticism background to the study* by B. Prasad

**Semester – IV****Core Courses**

<b>1. Name of the Department: Languages</b>						
<b>2. Course Name</b>	British Romantic Literature		<b>L</b>	<b>T</b>	<b>P</b>	
<b>3. Course Code</b>	LN222		5	1	0	
<b>4. Type of Course (use tick mark)</b>		<b>Core (☑)</b>	<b>DSE ( )</b>	<b>AEC ( )</b>	<b>SEC ( )</b>	<b>OE ( )</b>
<b>5. Pre-requisite (if any)</b>	10+2	<b>6. Frequency (use tick marks)</b>	Even ( )	Odd (☑)	Either Sem ( )	Every Sem ( )
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 50</b>		<b>Tutorial = 10</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b> to provide an insight on the origin and development of Romantic movement and Literature						
<b>9. COURSE OUTCOMES (CO):</b>						
<i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME (CO)</b>	<b>ATTRIBUTES</b>					
<b>CO1</b>	Students will be given an insight on French Revolution, political and cultural changes in late 18 <sup>th</sup> Century in Europe.					
<b>CO2</b>	Students will be introduced the features of Romantic Literature					
<b>CO3</b>	To make them understand the Transitional Poets and the shift from Neo-classical literature to Romantic Literature					
<b>CO4</b>	to introduce them with the most prominent Romantic poets and their lives					
<b>CO5</b>	To have them trained in understanding and analysis of Romantic poetry.					
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 12</b>	<b>Title of the unit: Romantic Literature: Introduction</b>				
Political, cultural scenarios in late 18 <sup>th</sup> century, Transitional poets						
<b>Unit-2</b>	<b>Number of lectures =12</b>	<b>Title of the unit: Transitional Poets</b>				

William Blake's "The Chimney Sweeper"

<b>Unit-3</b>	<b>Number of lectures = 12</b>	<b>Title of the unit: 1<sup>st</sup> Generation Romantic Poets</b>
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William Wordsworth's "Tintern Abbey" and "Ode to the Intimations of Immortality", Coleridge's "Kubla Khan"

<b>Unit-4</b>	<b>Number of lectures = 12</b>	<b>Title of the unit: 2<sup>nd</sup> Generation Romantic Poets and Gothic Novels</b>
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Byron's "Child Harold's Pilgrimage", Shelley's "Ode to the West Wind" and "Ozymandias", Keats' "Ode to the Nightingale" and "To Autumn", Mary Shelley's *Frankenstein*

<b>Unit-</b>	<b>Number of lectures =</b>	<b>Title of the unit:</b>
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### 11. CO-PO mapping

COs	Attributes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	Students will be given an insight on French Revolution, political and cultural changes in late 18 <sup>th</sup> Century in Europe	3	1	1		2	1	
CO2	Students will be introduced the features of Romantic Literature	3	1	2		3	1	
CO3	To make them understand the Transitional Poets and the shift from Neo-classical literature to Romantic Literature	3	1	2		3	1	
CO4	To introduce them with the most prominent Romantic poets and their lives	3	1	1		2	1	
CO5	To have them trained in understanding and analysis of Romantic poetry.	3	1	1		2	1	

3 Strong contribution, 2 Average contribution, 1 Low contribution

### 12. Brief description of self learning / E-learning component

<https://www.britannica.com/art/English-literature/The-Romantic-period>

<https://www.enotes.com/topics/romantic-poets>

<https://owlcation.com/humanities/The-Gothic-Novel-What-is-Gothic-Literature>

<https://www.supersummary.com/preface-to-lyrical-ballads/summary/>

### 13. Books recommended:

1. Glossary Of Literary Terms by M.H.Abrams
2. An Outline History of English Literature by W.H.Hudson
- 3.

<b>1. Name of the Department: Languages</b>						
<b>Course Name</b>	English Language Teaching			<b>L</b>	<b>T</b>	<b>P</b>
<b>Course Code</b>	LN224			5	1	0
<b>4. Type of Course (use tick mark)</b>	<b>Core</b> ( <input type="checkbox"/> )	<b>DSE</b> ()	<b>AEC</b> ()	<b>SEC</b> ()	<b>OE</b> ()	
<b>Pre-requisite (if any)</b>	10+2	<b>Frequency</b> (use tick marks)	Even ()	Odd ( <input type="checkbox"/> )	Either Sem ()	Every Sem ()
<b>7. Total Number of Lectures, Tutorials, Practical</b>						
<b>Lectures = 50</b>		<b>Tutorials = 10</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b> Students will be able to: 1. Know about various theories of language acquisition 2. Gain knowledge about different method of teaching english 3. Will learn Grammar Translation Method and Direct Method 4. Will learn about Communicative Language Teaching 5. Develop an understanding about English Language Teaching in Indai 6. Analyze about various problems in teaching English in India						
<b>9. COURSE OUTCOMES (CO):</b> <i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME</b>	<b>ATTRIBUTES</b>					
<b>CO1</b>	Gain the basic knowledge about the learner					
<b>CO2</b>	Develop the basic understanding of Language Acquisition and Language Learning					
<b>CO3</b>	Basic knowledge of different theories of language acquisition					
<b>CO4</b>	Develop the cognition about the different methods of teaching English like Grammar-Translation Method and Direct Method					
<b>CO5</b>	Basic understanding of English Language Teaching in India, problems of Teaching English in India. Constrastive and Error analysis					
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 12</b>	<b>Title of the unit: Knowing the Learner</b>				
Knowing the Learner						
<b>Unit-2</b>	<b>Number of lectures =12</b>	<b>Title of the unit: Language Acquisition and Language Learning</b>				
Language Acquisition and Language Learning						
<b>Unit-3</b>	<b>Number of lectures = 13</b>	<b>Title of the unit: Theories of Language Acquisition</b>				

Theories of Language Acquisition								
<b>Unit-4</b>	<b>Number of lectures = 13</b>	<b>Title of the unit: Methods of Teaching English</b>						
Grammar Translation Method, Direct Method, Communicative Language Teaching								
<b>Unit-5</b>	<b>Number of lectures = 10</b>	<b>Title of the unit: English Language Teaching in India</b>						
Problems of teaching English in India, Contrastive and Error Analysis								
<b>11. CO-PO mapping</b>								
<b>COs</b>	<b>Attributes</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	. Gain the basic knowledge about the learner	3	1	1		2	1	
<b>CO2</b>	Develop the basic understanding of Language Acquisition and Language Learning	3	1	2		3	1	
<b>CO3</b>	Basic knowledge of different theories of language acquisition	3	1	2		3	1	
<b>CO4</b>	Develop the cognition about the different methods of teaching English like Grammar-Translation Method and Direct Method	3	1	1		2	1	
<b>CO5</b>	Basic understanding of English Language Teaching in India, problems of Teaching English in India,	3	1	1		2	1	
3 Strong contribution, 2 Average contribution , 1 Low contribution								
<b>12. Brief description of self-learning / E-learning component</b>								
<a href="https://www.teachingenglish.org.uk/article/analysing-language">https://www.teachingenglish.org.uk/article/analysing-language</a> <a href="https://files.eric.ed.gov/fulltext/ED497389.pdf">https://files.eric.ed.gov/fulltext/ED497389.pdf</a> <a href="https://link.springer.com/chapter/10.1007/978-94-6091-797-4_3">https://link.springer.com/chapter/10.1007/978-94-6091-797-4_3</a>								
<b>13. Books recommended:</b>								
1. The Practice of English Language Teaching by Jeremy Harmer 2. Easy TEFL Guide to Teaching English as a Foreign Language by T.S. Seifert								

<b>1. Name of the Department: Languages</b>						
<b>Course Name</b>	<b>Contemporary India: Women and Environment</b>	<b>L</b>	<b>T</b>	<b>P</b>		
<b>Course Code</b>	<b>LN226</b>	<b>5</b>	<b>1</b>	<b>0</b>		
<b>4. Type of Course (use tick mark)</b>	<b>Core (☐)</b>	<b>DSE ( )</b>	<b>AEC ( )</b>	<b>SEC ( )</b>	<b>OE ( )</b>	
<b>Pre-requisite (if any)</b>	<b>10+2</b>	<b>Frequency (use tick marks)</b>	<b>Even ( )</b>	<b>Odd (☐)</b>	<b>Either Sem ( )</b>	<b>Every Sem ( )</b>
<b>7. Total Number of Lectures, Tutorials, Practical</b>						
<b>Lectures = 50</b>		<b>Tutorials = 10</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b>						
Students will be able to:						
1. Know about gender as a social construct						
2. Differentiate between Masculinity and Feminity						
3. Understand about history of Women's Movement in India						
4. Differentiate between pre-independence and post-independence period						
5. Understand about women, partition of India and nationalism						
6. Analyze the environment in relation to domestic violence, female feticide, intervention of state and sexual harassment						
7. Know about Dalit Discourse and Female voices.						
<b>9. COURSE OUTCOMES (CO):</b>						
<i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME</b>	<b>ATTRIBUTES</b>					
<b>CO1</b>	Basic Understanding of gender and social construct and the role and effects of patriarchy on the society.					
<b>CO2</b>	Basic knowledge of structure of the society and its components i.e. the role of man and woman in the social and cultural development.					
<b>CO3</b>	Know about the history of women's movement in India and their role in Indian Independence Movement.					
<b>CO4</b>	Analyze the environment in relation to domestic violence, female feticide, intervention of state and sexual harassment.					
<b>CO5</b>	Know about Dalit Discourse and Female voices. Understand the position of women pre-independence and post-independence					
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 12</b>	<b>Title of the unit: Gender as a Social Construct</b>				
Gender as a Social Construct (Masculinity and Feminity) Patriarchy						
<b>Unit-2</b>	<b>Number of lectures =12</b>	<b>Title of the unit: History of Women's Movement in India</b>				
History of Women's movement in India: (Pre-independence, post-independence), Women, Nationalism and Partition						
<b>Unit-3</b>	<b>Number of lectures = 13</b>	<b>Title of the unit: Women and Environment</b>				

Women and Environment: Domestic Violence, Female Feticide, Intervention of State, sexual harassment.

**Unit-4**                      **Number of lectures = 13**                      **Title of the unit: Dalit Discourse**

Dalit Discourse: Essay by a women writer

**Unit-5**                      **Number of lectures = 10**                      **Title of the unit: Female voices**

Female voices: Rokaiya Sakhawat Husain's Sultana's Dream

**11. CO-PO mapping**

COs	Attributes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	Basic Understanding of gender and social construct and the role and effects of patriarchy on the society.	3	1	1		2	1	
CO2	Basic knowledge of structure of the society and its components i.e. the role of man and woman in the social and cultural development.	3	1	2		3	1	
CO3	Know about the history of women's movement in India and their role in Indian Independence Movement	3	1	2		3	1	
CO4	Analyze the environment in relation to domestic violence, female feticide, intervention of state and sexual harassment.	3	1	1		2	1	
CO5	Know about Dalit Discourse and Female voices. Understand the position of women pre-independence and post-independence	3	1	1		2	1	

3 Strong contribution, 2 Average contribution , 1 Low contribution

**12. Brief description of self-learning / E-learning component**

<https://www.worldcat.org/title/social-construction-of-gender/oclc/22628998>

<https://sk.sagepub.com/reference/diversityineducation/n627.xml>

<https://scholarblogs.emory.edu/postcolonialstudies/2014/06/10/hossain-rokeya-sakhawat/>

**13. Books recommended:**

ates, Melinda. *The Moments of Lift: How Empowering Women Changes the World*. 2020

arker, Meg- John and Julia Scheel. *Gender: A Graphic Guide*. 2019

usain, Rokaiya Sakhawat . *Sultana's Dream*. The Indian Ladies Magazine, 1908.

ardtman, Eva Maria. *The Dalit Movement in India: Local Practices and Global Connections*. 2019

<b>1. Name of the Department: Languages</b>										
<b>2. Course Name</b>	British Literature: 18 <sup>th</sup> Century			<b>L</b>	<b>T</b>	<b>P</b>				
<b>3. Course Code</b>	LN221			5	1	0				
<b>4. Type of Course (use tick mark)</b>		<b>Core</b> (☑)	<b>DSE</b> ( )	<b>AEC</b> ( )	<b>SEC</b> ( )	<b>OE</b> ( )				
<b>5. Pre-requisite (if any)</b>	10+2	<b>6. Frequency (use tick marks)</b>	Even ( )	Odd (☑)	Either Sem ( )		Every Sem ( )			
<b>7. Total Number of Lectures, Tutorials, Practicals</b>										
<b>Lectures = 50</b>			<b>Tutorial = 10</b>		<b>Practical = Nil</b>					
<b>8. COURSE OBJECTIVES:</b> To make students familiar with novels, drama and poetry of 18 <sup>th</sup> century British literature and to develop an understanding of the canonical literary texts of the age.										
<b>9. COURSE OUTCOMES (CO):</b> <i>After the successful course completion, learners will develop following attributes:</i>										
<b>COURSE OUTCOME (CO)</b>		<b>ATTRIBUTES</b>								
<b>CO1</b>		Students will have sound knowledge of the age (18 <sup>th</sup> century).								
<b>CO2</b>		Students will be able to introduce the characteristics of drama, novel and poetry.								
<b>CO3</b>		Students will become familiar with the major canonical texts of the age, i.e. Joseph Andrews, Gulliver's Travels.								
<b>CO4</b>		Students will develop an understanding of the different narrative techniques.								
<b>CO5</b>		Students will get to know what elegy is.								
<b>10. Unit wise detailed content</b>										
<b>Unit-1</b>	<b>Number of lectures = 12</b>	<b>Title of the unit: Joseph Andrews</b>								
Features of novel, a detailed study of Henry Fielding's novel.										
<b>Unit-2</b>	<b>Number of lectures =12</b>	<b>Title of the unit: Gulliver's Travels</b>								
Features of travelogue and narrative techniques, a detailed study of Gulliver's Travels										
<b>Unit-3</b>	<b>Number of lectures = 12</b>	<b>Title of the unit: 'London'</b>								
Features of poetry, a detailed study of the poem 'London' by Samuel Johnson										
<b>Unit-4</b>	<b>Number of lectures = 12</b>	<b>Title of the unit: Elegy</b>								
Features of Elegy, a detailed study of the poem 'Elegy Written in a Country Churchyard' by Thomas Gray.										
<b>Unit-</b>	<b>Number of lectures =</b>	<b>Title of the unit:</b>								
.										
<b>11. CO-PO mapping</b>										
<b>COs</b>	<b>Attributes</b>			<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>

<b>CO1</b>	Students will have sound knowledge of the age (18 <sup>th</sup> century).	<b>3</b>	<b>1</b>	<b>1</b>		<b>2</b>	<b>1</b>	
<b>CO2</b>	Students will be able to introduce the characteristics of drama, novel and poetry.	<b>3</b>	<b>1</b>	<b>2</b>		<b>3</b>	<b>1</b>	
<b>CO3</b>	Students will become familiar with the major canonical texts of the age, i.e. Joseph Andrews, Gulliver's Travels.	<b>3</b>	<b>1</b>	<b>2</b>		<b>3</b>	<b>1</b>	
<b>CO4</b>	Students will develop an understanding of the different narrative techniques	<b>3</b>	<b>1</b>	<b>1</b>		<b>2</b>	<b>1</b>	
<b>CO5</b>	Students will get to know what elegy is.	<b>3</b>	<b>1</b>	<b>1</b>		<b>2</b>	<b>1</b>	

3 Strong contribution, 2 Average contribution , 1 Low contribution

## 12. Brief description of self learning / E-learning component

## 13. Books recommended:

1. *A background to the study of English Literature* by B. Prasad
3. Swift, Jonathan. DeMaria, Robert J (ed.). *Gulliver's Travels*. Penguin, 2003.
4. Lund, Roger D. *Jonathan Swift's Gulliver's Travels: A Routledge Study Guide*. Routledge, 2006.
5. Joseph Andrews by Henry Fielding. Project Gutenberg.
6. *Eighteenth-Century British Literature and Postcolonial Studies* by Suvir Kaul. Edinburgh Univ. Press.



<b>1. Name of the Department: Languages</b>						
<b>Course Name</b>	<b>British Literature: Victorian Age</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>Course Code</b>	LN223			5	1	0
<b>4. Type of Course (use tick mark)</b>		<b>Core</b> ( <input type="checkbox"/> )	<b>DSE</b> ()	<b>AEC</b> ()	<b>SEC</b> ()	<b>OE</b> ()
<b>Pre-requisite (if any)</b>	10+2	<b>Frequency</b> (use tick marks)	Even ()	Odd ( <input type="checkbox"/> )	Either Sem ()	Every Sem ()
<b>7. Total Number of Lectures, Tutorials, Practical</b>						
<b>Lectures = 50</b>		<b>Tutorials = 10</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b> Students will be able to:						
1. Know about the historical background of Victorian Period.						
2. Aspect of marriage and sexuality as well as the condition of women in the context of Victorian Period.						
3. Have the glimpse of social and literary background of the period.						
4. Describe about the impact of religion and science just to make them aware about faith and doubt found in the contemporary society of Victorian Period.						
5. Describe about Poetic Forms- Dramatic Monologue, various poets of Dramatic Monologue, its techniques and style.						
6. Analyze various text in the context of Victorian Period						
<b>9. COURSE OUTCOMES (CO):</b> <i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME (CO)</b>		<b>ATTRIBUTES</b>				
<b>CO1</b>	Basic Understanding of the historical background and some aspects of Victorian literature and culture					
<b>CO2</b>	Basic understanding of the condition of women, role and responsibility, rights, theme of masculinity, marriage and sexuality in the context of Victorian Age.					
<b>CO3</b>	Basic understanding about the important social and historical changes that altered the nation in many ways and about the information of literary works flourished in Victorian period, its impact on contemporary society.					
<b>CO4</b>	Know about the ethical theory utilitarianism and analyze the utilitarianism in Charles Dickens's Hard Times					
<b>CO5</b>	Know about the faith and doubt in the contemporary society of Victorian Period.					
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 12</b>	<b>Title of the unit: Charlotte Bronte: Jane Eyre</b>				
Charlotte Bronte: Jane Eyre						
<b>Unit-2</b>	<b>Number of lectures = 12</b>	<b>Title of the unit: Charles Dickens: Hard Times</b>				
Charles Dickens Hard Times.						
<b>Unit-3</b>	<b>Number of lectures = 13</b>	<b>Title of the unit: Alfred Tennyson:</b>				

The Lady of Shalott, Ulysses, The Defence of Lucknow.

<b>Unit-4</b>	<b>Number of lectures = 13</b>	Title of the unit: Robert Browning:
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My Last Duchess, The Last Ride Together, Fra Lippo Lippi

<b>Unit-5</b>	<b>Number of lectures = 10</b>	Title of the unit: D. G. Rossetti: The Blessed Damozel
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**11. CO-PO mapping**

COs	Attributes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	Basic Understanding of the historical background and some aspects of Victorian literature and culture	3	1	1		2	1	
<b>CO2</b>	Basic understanding of the condition of women, role and responsibility, rights, theme of masculinity, marriage and sexuality in the context of Victorian Age.	3	1	2		3	1	
<b>CO3</b>	Basic understanding about the important social and historical changes that altered the nation in many ways and about the information of literary works flourished in Victorian period, its impact on contemporary society.	3	1	2		3	1	
<b>CO4</b>	Know about the ethical theory utilitarianism and analyze the utilitarianism in Charles Dickens’s Hard Times	3	1	1		2	1	
<b>CO5</b>	Know about the faith and doubt in the contemporary society of Victorian Period.	3	1	1		2	1	

3 Strong contribution, 2 Average contribution , 1 Low contribution

**12. Brief description of self-learning / E-learning component**

<https://plato.stanford.edu/entries/utilitarianism-history/>  
<https://www.bachelorandmaster.com/literaryterms/dramatic-monologue.html#.XwbQyaEza1s>  
<https://pdfs.semanticscholar.org/3489/f55b501b1ca6f58888e175b5a27743c33405.pdf>  
[https://www.literaryhistory.com/19thC/19th\\_century\\_novel.htm](https://www.literaryhistory.com/19thC/19th_century_novel.htm)

**13. Books recommended:**

Adams, James Eli. *A history of Victorian Literature*.2012  
 Roston, Muray. *Victorian Context: Literature and the Visual Arts-Page-206*. 1996  
 Curry, S.S. *Browning and the Dramatic Monologue*. 2019  
 Trivedi, R. D. *A Compendious history of English Literature*. 2009