



# **UTTARANCHAL UNIVERSITY**

Arcadia Grant, P.O. Chandanwari, Premnagar, Dehradun, Uttarakhand-  
248007, INDIA

## **Detailed Course Structure & Syllabus**

of

### **B.A. Hons. English**

Applicable for Batch: 2020-23

**Under Choice Based Credit System (CBCS)**



**Course Structure & Syllabus of B. A. Hons. English**  
**Applicable for Batch: 2020-23**

**EVALUATION SCHEME**  
**B.A. HONS. ENGLISH - 3 Years**  
**Under Choice Based Credit System (CBCS)**

**Course Structure & Syllabus of B. A. Hons. English**  
**Applicable for Batch: 2020-23**

**COURSE STRUCTURE**

<b>Semester</b>	<b>Core Course</b>	<b>Ability Enhancement Compulsory Course (AECC)</b>	<b>Skill Enhancement Course (SEC)</b>	<b>Elective: Discipline Specific (DSE)</b>	<b>Elective: Generic (GE)</b>	<b>Total</b>
<b>I</b>	2	1	0	0	1	<b>4</b>
<b>II</b>	2	1	0	0	1	<b>4</b>
<b>III</b>	3	0	1	0	1	<b>5</b>
<b>IV</b>	3	0	1	0	1	<b>5</b>
<b>V</b>	2	0	0	2	0	<b>4</b>
<b>VI</b>	2	0	0	2	0	<b>4</b>
<b>TOTAL</b>	<b>14</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>26</b>

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**1<sup>st</sup> YEAR - SEMESTER-I**

S. No.	Paper Code	Subject	Credit	Subject Type
1	TBHE 101	Indian Classical Literature	6	Core Course-1
2	TBHE 102	European Classical Literature	6	Core Course-2
3	TBHG 10x	Understanding Globalization – TBHG 101 <i>Or</i> Understanding Comparative Government and Politics – TBHG 102	6	GE-1
4	TBAE 101	Environmental Studies	4	AECC-1

**EXAMINATION – SCHEME**

S.No.	Course Code	Subject	Credit	Evaluation – Scheme					Total
				Period			Theory		
				L	T	P	Sessional	End Semester Examination	
1	TBHE 101	Indian Classical Literature	6	5	1	-	40	60	100
2	TBHE 102	European Classical Literature	6	5	1	-	40	60	100
3	TBHG 10x	Understanding Globalization – TBHG 101 <i>Or</i> Understanding Comparative Government and Politics – TBHG 102	6	5	1	-	40	60	100
4	TBAE 101	Environmental Studies	4	4	-	-	40	60	100
<b>Total</b>			<b>22</b>	<b>19</b>	<b>3</b>	<b>-</b>	<b>160</b>	<b>240</b>	<b>400</b>

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**1<sup>st</sup> YEAR- SEMESTER- II**

S. No.	Paper Code	Subject	Credit	Subject Type
1	TBHE 201	Indian Writing in English	6	Core Course-3
2	TBHE 202	British Poetry and Drama: 14th to 17th Centuries	6	Core Course-4
3	TBHG 20x	Research Methodology – TBHG 201 <i>Or</i> Basics of International Relations TBHG 202	6	GE-2
4	TBAE 201	English Communication	4	AECC-2

**EXAMINATION – SCHEME**

S.No.	Course Code	Subject	Credit	Evaluation – Scheme					
				Period			Theory		Total
				L	T	P	Sessional	End Semester Examination	
1	TBHE 201	Indian Writing in English	6	5	1	-	40	60	100
2	TBHE 202	British Poetry and Drama: 14th to 17th Centuries	6	5	1	-	40	60	100
3	TBHG 20x	Research Methodology – TBHG 201 <i>Or</i> Basics of International Relations TBHG 202	6	5	1	-	40	60	100
4	TBAE 201	English Communication	4	4	-	-	40	60	100
<b>Total</b>			<b>22</b>	<b>19</b>	<b>3</b>	<b>-</b>	<b>160</b>	<b>240</b>	<b>400</b>

**Course Structure & Syllabus of B. A. Hons. English**  
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**2<sup>nd</sup> YEAR - SEMESTER- III**

S. No.	Paper Code	Subject	Credit	Subject Type
1	TBHE 301	American Literature	6	Core Course-5
2	TBHE 302	Popular Literature	6	Core Course-6
3	TBHE 303	British Poetry and Drama: 17th and 18th Centuries	6	Core Course-7
4	TBHG 30x	Gender & Society TBHG 301 <i>Or</i> Indian Sociology TBHG 302	6	GE-3
5	TBHSE 301	Entrepreneurial Development	4	SEC-1

**EXAMINATION – SCHEME**

S.No.	Course Code	Subject	Credit	Evaluation – Scheme					
				Period			Theory		Total
				L	T	P	Sessional	End Semester Examination	
1	TBHE 301	American Literature	6	5	1	-	40	60	100
2	TBHE 302	Popular Literature	6	5	1	-	40	60	100
3	TBHE 303	British Poetry and Drama: 17th and 18th Centuries	6	5	1	-	40	60	100
4	TBHG 30x	Gender & Society TBHG 301 <i>Or</i> Indian Sociology TBHG 302	6	5	1	-	40	60	100
5	TBHSE 301	Entrepreneurial Development	4	4	-	-	40	60	100
<b>Total</b>			<b>28</b>	<b>24</b>	<b>4</b>	<b>-</b>	<b>200</b>	<b>300</b>	<b>500</b>

**Course Structure & Syllabus of B. A. Hons. English**  
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**2<sup>nd</sup> YEAR - SEMESTER- IV**

S. No.	Paper Code	Subject	Credit	Subject Type
1	TBHE 401	British Literature: 18th Century -	6	Core Course-8
2	TBHE 402	British Romantic Literature	6	Core Course-9
3	TBHE 403	British Literature: 19th Century	6	Core Course-10
4	TBHG 40x	Human Resource Management TBHG 401 <i>Or</i> Economics of Money and Banking TBHG 402	6	GE-4
5	TBHSE 401	Human Values and Professional Ethics	4	SEC-2

**EXAMINATION – SCHEME**

S.No.	Course Code	Subject	Credit	Evaluation – Scheme					Total
				Period			Theory		
				L	T	P	Sessional	End Semester Examination	
1	TBHE 401	British Literature: 18th Century -	6	5	1	-	40	60	100
2	TBHE 402	British Romantic Literature	6	5	1	-	40	60	100
3	TBHE 403	British Literature: 19th Century	6	5	1	-	40	60	100
4	TBHG 40x	Human Resource Management TBHG 401 <i>Or</i> Economics of Money and Banking TBHG 402	6	5	1	-	40	60	100
5	TBHSE 401	Human Values and Professional Ethics	4	4	-	-	40	60	100
<b>Total</b>			<b>28</b>	<b>24</b>	<b>4</b>	<b>-</b>	<b>200</b>	<b>300</b>	<b>500</b>

**Course Structure & Syllabus of B. A. Hons. English**  
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**3<sup>rd</sup> YEAR - SEMESTER- V**

S. No.	Paper Code	Subject	Credit	Subject Type
1	TBHE 501	Women's Writing TBHE 501	6	Core Course-11
2	TBHE 502	British Literature: The Early 20th Century	6	Core Course-12
3	TDHE 50x	Modern Indian Writing in English Translation – TDHE 501 Or Literature of the Indian Diaspora – TDHE 502	6	DSE 1
4	TDHE 50x	Literary Theory - TDHE 503 Or Nineteenth Century European Realism - TDHE 504	6	DSE 2

**EXAMINATION – SCHEME**

S.No.	Course Code	Subject	Credit	Evaluation – Scheme					Total
				Period			Theory		
				L	T	P	Sessional	End Semester Examination	
1	TBHE 501	Women's Writing TBHE 501	6	5	1	-	40	60	100
2	TBHE 502	British Literature: The Early 20th Century	6	5	1	-	40	60	100
3	TDHE 50x	Modern Indian Writing in English Translation – TDHE 501 Or Literature of the Indian Diaspora – TDHE 502	6	5	1	-	40	60	100
4	TDHE 50x	Literary Theory - TDHE 503 Or Nineteenth Century European Realism - TDHE 504	6	5	1	-	40	60	100
<b>Total</b>			<b>24</b>	<b>20</b>	<b>4</b>	<b>-</b>	<b>160</b>	<b>240</b>	<b>400</b>

**Course Structure & Syllabus of B. A. Hons. English**  
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**3<sup>rd</sup> YEAR - SEMESTER- VI**

S. No.	Paper Code	Subject	Credit	Subject Type
1	TBHE 601	Modern European Drama	6	Core Course-13
2	TBHE 602	Postcolonial Literatures	6	Core Course-14
3	TDHE 60x	Science fiction and Detective Literature - TDHE 601 Or World Literatures – TDHE 602	6	DSE 3
4	DHE 601/ TDHE 603	Dissertation - DHE 601 Or Autobiography - TDHE 603	6	DSE 4

**EXAMINATION – SCHEME**

S.No.	Course Code	Subject	Credit	Evaluation – Scheme					
				Period			Theory		Total
				L	T	P	Sessional	End Semester Examination	
1	TBHE 601	Modern European Drama	6	5	1	-	40	60	100
2	TBHE 602	Postcolonial Literatures	6	5	1	-	40	60	100
3	TDHE 60x	Science fiction and Detective Literature - TDHE 601 Or World Literatures – TDHE 602	6	5	1	-	40	60	100
4	DHE 601/ TDHE 603	Dissertation - DHE 601	6	-	6	-	100	-	100
		Or Autobiography - TDHE 603	6	5	1	-	40	60	100
<b>Total</b>			<b>24</b>	<b>15/ 25</b>	<b>9/4</b>	<b>-</b>	<b>220/160</b>	<b>180/240</b>	<b>400</b>



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**PROGRAM EDUCATIONAL OBJECTIVES (PEOs),  
PROGRAM OUTCOMES (POs)  
of  
BACHELOR OF ARTS- B.A. – HONS. ENGLISH- 3 Years**



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## BACHELOR OF ARTS- B.A.- HONS. ENGLISH

### Program Educational Objectives (PEOs)

**PEO 1:** Demonstrate the comprehensive knowledge of diverse literary works by acquiring knowledge covering all major aspects of English Literature.

**PEO2** Develop language skills in English and demonstrate professional behavior while working in diverse fields.

**PEO3:** Be a responsible global citizen demonstrating concern for society and environment through holistic professional development of every student.

**PEO4:** Enable the students to critically analyze the Literary works by creative abilities that can be used in research or that can meet with the current trends in Society.

**PEO 5:** Pursue higher education and/or engage in continuous growth and development of their professional career in Liberal Arts and allied disciplines.



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## **Programme Outcomes (PO's)**

- PO1.** Understand and apply the knowledge of English Literature from various historical periods.
- PO2.** Identify, formulate, review research literature and analyze complex issues reaching substantiated critical analysis and conclusions using approaches of English literature
- PO3.** Apply reasoning or critical analysis informed by the contextual knowledge to assess social and cultural issues and the consequent responsibilities relevant to the professional practice of Liberal Arts inclusive of English Literature.
- PO4.** Enhance communication skills by enabling students to read and write Reports, prepare documentation and effective presentation.
- PO5.** Use research-based knowledge and research methods including critical analysis and its application, analysis and interpretation of data and synthesis of the information to provide valid conclusions.
- PO6.** Develop holistic understanding of harmony by natural acceptance of human values and ethics.
- PO7.** Demonstrate the significance of Sustainable development; develop concerns about environmental issues.
- PO8.** Demonstrate disciplinary knowledge required to develop capabilities to adapt with emerging trends in industry.
- PO9.** Develop understanding regarding the issues like Social, cultural, economic and Develop concern about global issues –Poverty, Terrorism and Sustainable development. Develop understanding of Human Rights and Gender Equality. Raise aspirations to promote gender equality.
- PO10.** Recognize the need for and enhance the competence to engage in independent and lifelong learning in the broadest context of social change.



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## Program Specific Outcomes (PSO's)

**PSO1:** Exhibit a systematic understanding of the field of English Literature and Bhasha Literatures in English.

**PSO 2:** Demonstrate the ability to read and understand various literary genres and stylistic variations and develop the ability to look at and evaluate literary texts both as a field of study and as part of varied cultural sensibilities around the world.

**PSO 3:** Exhibit an understanding of literary theories through critical thinking to systematically analyze the existing scholarship and expand the knowledge base in the field of English studies.

**PSO 4:** Develop knowledge to cultivate a better understanding of values – both literary values and values of life while developing skills to pursue advanced studies and attain career aims, recognizing employability and entrepreneurship options in the wide range of English and Communication field.



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## **COMPREHENSIVE TABLE of B. A. Hons. English**



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S. No.	Course code	Name	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO 1	PSO 2	PSO 3	PSO 4
1.	TBHE 101	Indian Classical Literature	3	1	2	-	1.5	-	-	-	-	3	3	3	3	2-
2.	TBHE 102	European Classical Literature	2.8	2.8	1.8	-	1.8	2.8	-	2	2	2	2	3	3	2.5
3.	TBHG 10x	Understanding Globalization – TBHG 101	-	-	-	-	2.5	3	3	3	3	2	-	-	-	-
		Or Understanding Comparative Government and Politics – TBHG 102	-	-	-	3	-	-	-	-	-	-	-	-	-	-
4.	TBAE 101	Environmental Studies	-	-	-	-	-	2	3	-	2	-	-	-	-	-
5.	TBHE 201	Indian Writing in English	2	3	3	-	2	-	-	-	-	1	1.7	3	2	2
6.	TBHE 202	British Poetry and Drama: 14th to 17th Centuries	2	2.7	2	-	2	2	-	-	2	2	2	3	2	2.3
7.	TBHG 20x	Research Methodology – TBHG 201	-	-	-	2	3	2	-	-	-	-	-	2.25	-	-



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		<i>Or</i> Basics of International Relations TBHG 202	-	-	-	-	2	2	2	-	2	-	-	-	-	-
8.	TBAE 201	English Communication	-	-	-	3	-	-	-	-	-	-	-	-	-	-
9.	TBHE 301	American Literature	2	2	1	2	2.3	-	-	1	-	-	2.8	2.8	-	1
10.	TBHE 302	Popular Literature	2.5	2	1.5	3	2.5	-	-	1.5	-	2	3	2	2	2.5
11.	TBHE 303	British Poetry and Drama: 17th and 18th Centuries	3	3	2	-	1.8	1.5	-	-	1	3	2	3	2	2
12.	TBHG 30x	Gender & Society TBHG 301	-	-	-	-	2	2	2	-	2	-	-	-	-	-
		<i>Or</i> Indian Sociology TBHG 302	-	-	-	-	2.50	2.75	-	-	-	-	-	-	-	-
12.	TBHSE 301	Entrepreneurial Development	-	-	-	-	-	-	-	3	-	3	-	-	-	-
13.	TBHE 401	British Literature: 18th Century -	2.8	2.3	1.3	-	-	-	-	-	1	-	2.5	1.3	2.5	-
14.	TBHE 402	British Romantic Literature	2.8	2.5	2.3	-	-	-	1	-	2	-	3	1	2.5	-
15.	TBHE 403	British Literature: 19th Century	2.5	1.8	1.8	-	-	2	-	-	1.5	1	2	2	-	-
16.	TBHG 40x	Human Resource Management	-	-	-	-	-	-	-	3	-	3	-	-	-	-



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		TBHG 401 <i>Or</i> Economics of Money and Banking TBHG 402	2	-	-	-	3	-	-	2	-	3	-	-	-	-
17.	TBHSE 401	Human Values and Professional Ethics	-	-	-	-	-	3	3	-	-	3	-	-	-	-
18.	TBHE 501	Women's Writing TBHE 501	2.7	2	1.3	-	-	1.8	3	-	-	1	2.5	-	-	3
19.	TBHE 502	British Literature: The Early 20th Century	2	2.3	1.3	-	-	2	-	-	2	-	1	1.5	2	-
20.	TDHE 50x	Modern Indian Writing in English Translation – TDHE 501 <i>Or</i> Literature of the Indian Diaspora – TDHE 502	C	2.3	2	-	-	-	-	-	-	2	1.5	1	1	1.3
			2	1.5	3	-	-	1	-	-	2	2	3	-	3	3
21	TDHE 50x	Literary Theory - TDHE 503 <i>Or</i> Nineteenth Century European Realism - TDHE 504	1.8	2	1	-	-	1.8	-	-	-	-	3	2	1	1
			2	1	2	-	-	1.3	-	-	3	-	1.3	-	1	-
22.	TBHE 601	Modern European Drama	2.3	3	2	-	-	2.3	-	-	3	1	2.5	2.5	-	-



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23.	TBHE 602	Postcolonial Literatures	-	1.7	1.5	-	-	-	-	-	3	3	1.7	2	-	-
24.	TDHE 60x	Science fiction and Detective Literature - TDHE 601	-	2.5	3	-	3	1	2	-	1	-	-	-	-	1
		Or World Literatures – TDHE 602	3	1.5	2	1	2	3	2	-	-	-	3	2	-	-
25.	DHE 601/ TDHE 603	Dissertation - DHE 601 Or Autobiography - TDHE 603	3	3	-	-	-	-	-	-	3	-	3	3	3	3



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## SYLLABUS of B.A. Hons. English



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## SEMESTER –I



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Name of Department	School of Liberal Arts		
Programme Name	B.A. (Hons.) English	Programme Code	40
Course Code	TBHE 101	Credit	6
Year/Sem	1/1	L-T-P	5-1-0
Course Name	Indian Classical Literature		
<p><b>Objectives of the Course:</b> The specific objectives of this course are to develop in the student the ability to demonstrate the following:</p> <ol style="list-style-type: none"> <li>1. Understanding of speaking and writing about different literary genres, forms, periods and movements</li> <li>2. Engagement with various literary and critical concepts and categories</li> <li>3. Reading texts closely, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations</li> <li>4. Appreciating, analyzing, and using different theoretical frameworks</li> <li>5. Engaging with relevant scholarly works in order to develop one's own critical position and present one's views coherently and persuasively</li> </ol>			
<b>UNIT I</b>			
1.1 Kalidasa <i>Abhijnana Shakuntalam</i> , tr. Chandra Rajan, in <i>Kalidasa: The Loom of Time</i> (New Delhi: Penguin, 1989).			
<b>UNIT II</b>			
2.1 Vyasa '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 (Chicago: Brill, 1975) pp. 106–69.			
<b>UNIT III</b>			
3.1 Sudraka <i>Mrcchakatika</i> , tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962).			
<b>UNIT IV</b>			
4.1 Ilango Adigal 'The Book of Banci', in <i>Cilappatikaram: The Tale of an Anklet</i> , tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.			
<b>Readings:</b>			
1. Bharata, <i>Natyashastra</i> , tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) Chap. 6: 'Sentiments', pp. 100–18.			
2. Iravati Karve, 'Draupadi', in <i>Yuganta: The End of an Epoch</i> (Hyderabad: Disha, 1991) pp. 79–105.			
3. J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., <i>Indian Philosophy, vol. V, Theory of Value: A Collection of Readings</i> (New York: Garland, 2000) pp. 33–40.			
4. Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in <i>Orientalism and the Postcolonial Predicament: Perspectives on South Asia</i> , ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95.			
<b>Suggested Topics and Background Prose Readings for Class Presentations:</b>			
<ul style="list-style-type: none"> <li>• The Indian Epic Tradition: Themes and Recensions</li> <li>• Classical Indian Drama: Theory and Practice</li> <li>• Alankara and Rasa</li> <li>• Dharma and the Heroic</li> </ul>			

## Course Outcomes (CO)

**TBHE 101- CO1:** Assess the eco-socio-political-cultural context of the age that produced Indian Classical Literature from its early beginning till 1100 AD.

**TBHE 101- CO2:** Historically situate and analyze the Classical Literature and diverse literary cultures of India, mainly in Sanskrit and also in Tamil, Prakrit and Pali by focusing on major texts in the principal genres.

**TBHE 101- CO3:** Understand, analyze and appreciate various texts with comparative perspectives.

**TBHE 101- CO4:** Trace and organize the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures.

## References:

1. Kalidasa *AbhijnanaShakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New Delhi: Penguin, 1989).
2. Vyasa '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)
3. Sudraka *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962).
4. Ilango Adigal 'The Book of Banci', in *Cilappatikaram: The Tale of an Anklet*, tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.

## Assessment Rubric:

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	Assignments	20
End Term Exam	End Term Exam	60
	<b>Total</b>	<b>100</b>

## Articulated Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	1	-	-	-	-	-	-	3	3	3	3	-
CO2	-	-	3	-	1	-	-	-	-	-	3	-	-	-
CO3	3	1	-	-	-	-	-	-	-	-	-	-	-	-
CO4	3	-	-	-	2	-	-	-	-	-	-	-	-	2
Avg.	3	1	2	-	1.5	-	-	-	-	3	3	3	3	2-



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(Uttarakhand Act No. 11 of 2013)

Arcadia Grant, P.O. Chandanwari, Premnagar, Dehradun, Uttarakhand

Name of Department	School of Liberal Arts		
Program Name	BA. (Hons.) English	Program Code	40
Course Code	TBHE 102	Credit	6
Year/Sem	1/1	L-T-P	5-1-0
Course Name	European Classical Literature		
<p><b>Objectives of the Course:</b> This course provides a humanist foundation to English studies, to be considered essential reading. It is intended to be a basic exposition of some of the best poetry, prose and drama of European Classical Literature. This course enables an exploration of Classical Greek and Roman Literature in English translation, tracing its impact and influence on English Literature from the period of the Renaissance to the Modern. The works are valuable in their own right and have been influential in shaping Western culture and literary tradition. A certain familiarity with classical texts helps us to get a better understanding of later and more modern literatures and other art forms. The paper offers a wide-ranging perspective on the aesthetic, philosophical, and social concerns of classical literature. It introduces students to multiple genres and forms, including the epic, tragedy and comedy.</p>			
<b>UNIT I</b>			
1.1 Homer <i>The Iliad</i>			
<b>UNIT II</b>			
2.1 Sophocles <i>Oedipus the King</i>			
<b>UNIT III</b>			
3.1 Plautus <i>Pot of Gold</i>			
<b>UNIT IV</b>			
4.1 Ovid <i>Selections from Metamorphoses</i> ‘Bacchus’, (Book III), ‘Pyramus and Thisbe’ (Book IV), ‘Philomela’ (Book VI)			
4.2 Horace Satires I: 4, in <i>Horace: Satires and Epistles and Persius: Satires</i> , tr. Niall Rudd (Harmondsworth: Penguin, 2005).			
<b>Readings:</b>			
1. Aristotle, <i>Poetics</i> , translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.			
2. Plato, <i>The Republic</i> , Book X, tr. Desmond Lee (London: Penguin, 2007).			
3. Horace, <i>Ars Poetica</i> , tr. H. Rushton Fairclough, <i>Horace: Satires, Epistles and Ars Poetica</i> (Cambridge Mass.: Harvard University Press, 2005) pp. 451–73.			
<b>Suggested Topics and Background Prose Readings for Class Presentations:</b>			
<ul style="list-style-type: none"> <li>• The Epic</li> <li>• Comedy and Tragedy in Classical Drama</li> <li>• The Athenian City State</li> <li>• Catharsis and Mimesis</li> <li>• Satire</li> <li>• Literary Cultures in Augustan Rome</li> </ul>			
<b>Course Outcomes (CO):</b>			
<b>TBHE 102-CO1:</b> Assess Classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts.			

**TBHE 102-CO2:** Analyze the classical literary traditions of Europe from the start till the 5th century AD.

**TBHE 102-CO3:** Understand the evolution of the concept of classic and classical within the European literary thinking and its reception over a period of time.

**TBHE 102-CO4:** Examine alternative ways of reading and using literary texts across a good range of classical authors, genres and periods with comparative perspectives

**References:**

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).
5. Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996).
6. Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007).
7. Horace, *ArsPoetica*, tr. H. Rushton Fairclough, *Horace: Satires, Epistles and ArsPoetica*(Cambridge Mass.: Harvard University Press, 2005).

**Assessment Rubric:**

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	Assignments	20
End Term Exam	End Term Exam	60
	<b>Total</b>	<b>100</b>

**Articulated Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
C01	3	3	3	-	2	3	-	3	2	2	2	3	3	3
CO2	3	3	1	-	2	2	-	1	-	3	2	3	3	3
CO3	3	2	1	-	1	3	-	2	-	1	2	3	3	2
CO4	2	3	2	-	2	3	-	2	-	2	2	3	3	2
<b>AVG</b>	<b>2.8</b>	<b>2.8</b>	<b>1.8</b>	<b>-</b>	<b>1.8</b>	<b>2.8</b>	<b>-</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2.5</b>



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Name of Department	School of Liberal Arts		
Programme Name	B.A. (Hons.) English	Programme Code	40
Course Code	TBHG 101	Credit	6
Year/Sem	1/1	L-T-P	5-1-0
Course Name	Understanding Globalization		

## Objectives of the Course:

- To provide a thorough grounding in the philosophical and theoretical debates on globalization
- A wider investigation into the significant role played by contemporary world actors like United Nations, WTO and G-77.
- To examine the impact of global warming and also to construct various programmes for environment protection, to appreciate the role of ethics, values and norms in producing culturally attuned and effective biodiversity conservation, to develop the abilities of the students to conserve the biodiversity.
- To examine the principle issues associated with international terrorism and Government efforts to counter international terrorism and also to enhance the ability to engage knowledgeably in discussion and debate on the subject.
- To discuss the concepts of Poverty and to construct the indices of Poverty and inequality to measure global inequality and to enable the students to critically analyze the success and failures of policy measures initiated by policy makers at global level.

## Unit 1: Globalization

1.1 What is it?

1.2 Economic, Political, Technological and Cultural Dimensions

## Unit 2: Contemporary World Actors

2.1 United Nations

2.2 World Trade Organisation (WTO)

2.3 Group of 77 Countries (G-77)

## Unit 3: Contemporary World Issues

a. Global Environmental Issues (Global Warming, Bio-diversity, Resource Scarcities)

b. Poverty and Inequality

c. International Terrorism

## Course Outcomes (CO)

**TBHG 101-CO1:** Discuss Philosophical and theoretical debates on globalization, examine the economic, political, social, cultural issues and their impact on contemporary cultures, particularly in the developing world.

**TBHG 101-CO2:** Investigate a significant role played by contemporary world actors. Examine the contemporary world affairs and to critically analyze the interaction between contemporary world actors on global issues and also describe the strategy constructed and adopted to maintain international relations and for global harmony.

**TBHG 101-CO3:** Examine the issue of global warming; appreciate the role of ethics, values and norms in producing culturally attuned and effective biodiversity conservation.

**TBHG 101-CO4:** Examine the principal issues associated with international terrorism,

construct the indices of Poverty and discuss about global inequality and critically analyze the success and failures of policy measures initiated by policy makes at global level.

### References:

- Lechner, F. J. and Boli, J. (eds.) (2004) *The Globalization Reader*. 2nd Edition. Oxford: Blackwell.
- Held, D., Mc Grew, A. et al. (eds.) (1999) *Global Transformations Reader. Politics, Economics and Culture*, Stanford: Stanford University Press, pp. 1-50.
- Viotti, P. R. and Kauppi, M. V. (2007) *International Relations and World Politics-Security, Economy, Identity*. Third Edition. Delhi: Pearson Education, pp. 430-450.
- Baylis, J. and Smith, S. (eds.) (2011) *The Globalization of World Politics: An Introduction to International Relations*. Fourth Edition. Oxford: Oxford University Press, pp. 312-329; 50-385; 468-489.
- Tickner, J.A. (2008) 'Gender in World Politics', in Baylis, J. and Smith, S. (eds.) *The Globalization of World Politics: An Introduction to International Relation. 4th Edition*. Oxford: Oxford University Press.

### Assessment Rubrics:

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	Assignments	20
End Term Exam	End Term Exam	60
	<b>Total</b>	<b>100</b>

### Articulate Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
C01	-	-	-	-	3	-	-	3	-	2	-	-	-	-
CO2	-	-	-	-	3	-	-	-	-	2	-	-	-	-
CO3	-	-	-	-	2	3	3	-	-	2	-	-	-	-
CO4	-	-	-	-	2	-	-	-	3	2	-	-	-	-
<b>AVG</b>	-	-	-	-	<b>2.5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	-	-	-	-



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Name of Department	School of Liberal Arts		
Programme Name	B.A (Hons.) English	Programme Code	40
Course Code	TBHG 102	Credit	6
Year/Sem	1/1	L-T-P	6-0-0
Course Name	Comparative Government and Politics		
<p><b>Objectives of the Course:</b> This course will make the students capable of understanding the functioning of different governments and their political systems in comparative perspectives. It will further expose the students to concepts and approaches which can be applied to understand different political regimes in terms of the origin of governmental structures and their functioning.</p>			
<p><b>Unit I: Introduction to Comparative Politics</b>            1.1 Understanding the nature and developments in national and international politics            1.2 Meaning, nature and scope of Comparative politics</p>			
<p><b>Unit II: Understanding Comparative Politics</b>            2.1 Approaches to studying Comparative Politics            2.1.1 Political Culture            2.1.2 New Institutionalism            2.1.3 Beyond Eurocentrism</p>			
<p><b>Unit III: Modern Government in historical perspective</b>            3.1 Understanding Capitalism &amp; globalization            3.2 Socialism            3.3 Colonization and decolonization:                3.3.1 Meaning and types of colonization                3.3.2 Anti-colonial struggles and process of decolonization</p>			
<p><b>Unit IV: Comparative Study</b>            4.1 A comparative analysis of constitutional developments, politics and economy in Britain, Brazil and China</p>			
<p><b>Course Outcomes (CO)</b>  <b>TBHG 102-CO1:</b> Develop an understanding of key concepts of comparative politics  <b>TBHG 102-CO2:</b> Examine the issues and methods that cover comparative politics  <b>TBHG 102-CO3:</b> Identify different types of economic and political systems.  <b>TBHG 102-CO4:</b> Compare and contrast different political systems.</p>			
<p><b>References :</b></p> <ul style="list-style-type: none"> <li>• Bara, J &amp; Pennington, M. (eds.). (2009) <i>Comparative Politics</i> New Delhi: Sage.</li> <li>• Kopstein and M. Lichbach, (eds) 2005, <i>Comparative Politics : Interests, Identities and Institutions in a Changing Global Order</i>, Cambridge University Press</li> <li>• Caramani, D. (ed.). (2008) <i>Comparative Politics</i>. Oxford: Oxford University Press.</li> <li>• Hague, R. and Harrop, M. (2010) <i>Comparative Government and Politics: An Introduction</i>(Eight Edition). London: Palgrave MacMillan.</li> <li>• Ishiyama, J.T. and Breuning, M. (eds.). (2011) <i>21st Century Political Science: A Reference Book</i>. Los Angeles: Sage.</li> <li>• Newton, K. and Deth, Jan W. V. (2010) <i>Foundations of Comparative Politics: Democracies of The Modern World</i>. Cambridge: Cambridge University Press.</li> <li>• O’Neil, P. (2009) <i>Essentials of Comparative Politics</i>.(Third Edition). New York: WW.</li> </ul>			



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Norton & Company, Inc.

- Palekar, S.A. (2009) *Comparative Government and Politics*. New Delhi: PHI Learning Pvt. Ltd.

## Assessment Rubric

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	Assignments	20
End Term Exam	End Term Exam	60
	<b>Total</b>	<b>100</b>

## Articulated Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
C01	-	-	-	3	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	3	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	3	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	-	-	-	-	-	-	-
<b>Avg</b>	-	-	-	<b>3</b>	-	-	-	-	-	-	-	-	-	-



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Arcadia Grant, P.O. Chandanwari, Premnagar, Dehradun, Uttarakhand

Name of Department	School Liberal Arts		
Program Name	B.A. (Hons.) English	Program Code	40
Course Code	TBAE 101	Credit	4
Year/Sem.	1/1	L-T-P	4-0-0
Course Name	Environmental Studies		

## Objectives of the Course:

The Course aims to develop the ability to understand the environment & its various components and the links between humans & the natural systems along with complex environmental-economic-social challenges to facilitate active participation in finding solutions.

## UNIT I

### Introduction to Environmental Studies & Natural Resources

1.1 Multidisciplinary nature of Environmental Studies

1.2 Scope and importance; Concept of sustainability and sustainable development

1.3 Natural Resources:

- Land Resources: Land Degradation, Soil Erosion and Desertification
- Forest Resources: Uses of Forest, Deforestation – Causes, Effects, control measures, Joint Forest Management
- Mineral Resources: Uses of minerals, harmful effects of mining
- Water Resources: Aquifers; Dams - Benefits and Problems, Conflicts over water: National - Kaveri Water Issue, International - Middle East Crisis & Indus Water Treaty
- Energy resources: Renewable and non renewable energy sources, use of alternate Energy sources, growing energy needs case studies.

## UNIT II

### Ecosystem & Biodiversity

2.1 Ecosystem- Definition; Structure

2.2 Energy flow in an Ecosystem; Food Chains, Food Webs, Ecological Pyramids

2.3 Biodiversity: Values of Biodiversity, Biogeographic Zones of India; Hot Spots of India

2.4 Threats to Biodiversity: Habitat loss, poaching of wildlife, man---wildlife conflicts

## UNIT- III

### Environmental Pollution

3.1 Air Pollution: causes, effects and control measures, case studies- Donora Air Pollution Episode, Bhopal Gas Tragedy

3.2 Water Pollution: Sources, effects and control measures

3.3 Noise Pollution: Causes, Effects, Control Measures and Limits of Noise as prescribed by CPCB

3.4 Nuclear hazards and human health risks

## UNIT-IV

### Environmental Issues

4.1 Climate change

4.2 Global Warming

4.3 Ozone Layer Depletion

4.4 Acid Rain

4.5 Solid Waste Management: Types of Waste; Management of Waste



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4.6 Environment and Public Health

4.7 Human population growth: Impacts on environment, human health and welfare

## Unit V

### Environmental Ethics, Policies & Practices

5.1 Environmental Ethics

5.2 Environmental Movements: Chipko Movement and Narmada Bachao Andolan

5.3 Environment Laws: Environment Protection Act; Wildlife Protection Act; Forest Conservation Act

5.4 International Agreements: Montreal and Kyoto Protocols

5.5 Environmental communication and public awareness (CNG, Solar Energy)

### Course Outcomes (CO)

**TBAE 101-CO1:** Develop the basic skills to understand the environment & its various components and the links between humans & the natural systems

**TBAE 101-CO2:** Acquire the knowledge of the complex environmental-economic-social challenges and actively participate in finding solutions of the current environmental problems like environmental pollution, climate change, solid waste management and the like.

**TBAE 101-CO3:** Assess the consequences of human actions on the environment and its subsequent impacts on human health & welfare.

**TBAE 101-CO4:** Critically involve in understanding the social context of environmental awareness in the form of environmental ethics, movements and policies at national & international level.

### References:

1. Perspectives in Environmental Studies by Anubha Kaushik and Gaurav Garg. New Age International Publishers. Sixth edition
2. Textbook of Environmental Studies for Undergraduate Courses by ErachBharucha. Orient BlackSwan. Second Edition (2013)
3. A Basic Course in Environmental Studies by S. Deswal and A. Deswal. Dhanpat Rai & Co. (P) Limited (2016)
4. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.
5. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.
6. Warren, C. E. 1971. Biology and Water Pollution Control. WB Saunders.
7. Wilson, E. O. 2006. The Creation: An appeal to save life on earth. New York: Norton.
8. World Commission on Environment and Development. 1987. Our Common Future. Oxford University Press.



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## Assessment Rubric:

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	Assignments	20
End Term Exam	End Term Exam	60
	<b>Total</b>	<b>100</b>

## Articulated Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
C01	-	-	-	-	-	-	3	-	2	-	-	-	-	-
CO2	-	-	-	-	-	-	3	-	2	-	-	-	-	-
CO3	-	-	-	-	-	2	3	-	2	-	-	-	-	-
CO4	-	-	-	-	-	-	3	-	2	-	-	-	-	-
<b>Avg.</b>	-	-	-	-	-	<b>2</b>	<b>3</b>	-	<b>2</b>	-	-	-	-	-



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## SEMESTER –II



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Name of Department	School of Liberal Arts		
Programme Name	B.A. (Hons.) English	Programme Code	40
Course Code	TBHE 201	Credit	6
Year/Sem	1/ 2	L-T-P	5-1-0
Course Name	Indian Writing in English		
<p><b>Objectives of the Course:</b> The specific objectives of this course are to develop in the student the ability to demonstrate the following:</p> <ol style="list-style-type: none"> <li>1. Understanding of speaking and writing about different literary genres, forms, periods and movements</li> <li>2. Engagement with various literary and critical concepts and categories</li> <li>3. Reading texts closely, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations</li> <li>4. Appreciating, analyzing, and using different theoretical frameworks</li> <li>5. Engaging with relevant scholarly works in order to develop one's own critical position and present one's views coherently and persuasively.</li> </ol>			
<b>UNIT I</b>			
1.1 R.K. Narayan: <i>Swami and Friends</i>			
<b>UNIT II</b>			
2.1 Vikram Seth: <i>A Suitable Boy</i>			
<b>UNIT III</b>			
3.1 H.L.V. Derozio: 'Freedom to the Slave'; 'The Orphan Girl'			
3.2 Kamala Das: 'Introduction'; 'My Grandmother's House'			
3.3 Nissim Ezekiel: 'Enterprise'; 'The Night of the Scorpion'			
3.4 Robin S. Ngangom: 'The Strange Affair of Robin S. Ngangom'; 'A Poem for Mother'			
<b>UNIT IV</b>			
a. Mulk Raj Anand: 'Two Lady Rams'			
b. Salman Rushdie: 'The Free Radio'			
c. Rohinton Mistry: 'Swimming Lesson'			
d. Shashi Deshpande: 'The Intrusion'			
<b>Readings:</b>			
1. Raja Rao, Foreword to <i>Kanthapura</i> (New Delhi: OUP, 1989) pp. v–vi.			
2. Salman Rushdie, 'Commonwealth Literature does not exist', in <i>Imaginary Homelands</i> (London: Granta Books, 1991) pp. 61–70.			
3. Meenakshi Mukherjee, 'Divided by a Common Language', in <i>The Perishable Empire</i> (New Delhi: OUP, 2000) pp. 187–203.			
4. Bruce King, 'Introduction', in <i>Modern Indian Poetry in English</i> (New Delhi: OUP, 2 <sup>nd</sup> edn, 2005) pp. 1–10.			
<b>Suggested Topics and Background Prose Readings for Class Presentations:</b>			
<ul style="list-style-type: none"> <li>• Indian English</li> <li>• Indian English Literature and its Readership</li> <li>• Themes and Contexts of the Indian English Novel</li> <li>• The Aesthetics of Indian English Poetry</li> <li>• Modernism in Indian English Literature</li> </ul>			
<b>Course Outcomes (CO)</b>			
<b>TBHE 201-CO1:</b> Assess the historical trajectory of various genres of Indian Writing in English from			



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colonial times till the present.

**TBHE 201-CO2:** Critically engage with Indian literary texts written in English in terms of colonialism/post colonialism, regionalism, and nationalism.

**TBHE 201-CO3:** Critically appreciate the creative use of the English language in Indian Writing in English.

**TBHE 201-CO4:** Examine Indian Writing in English from multiple positions based on historical and social locations.

## References:

1. Roy, Ruby. *A Critical Study of R.K. Narayan's: Swami and Friends and The Guide*. 2015. Kalpaz Publications. Print. ISBN- 978-9351280422
2. Narayan, R.K. *Swami and Friends*. 2008. Indian Thought Publications. Print. ISBN-978-8185986005
3. Mohanty, Seemita. *A Critical Analysis of Vikram Seth's Poetry and Fiction*. 2007. Atlantic Publishers and Distributors . ISBN-13-978-8126908318
4. Agrawal, K.A. *Indian Writing in English: A Critical Study*. 2018. Atlantic Publishers and Distributors Pvt Ltd. Print. ISBN- 978-8126927210
5. Kundu, Rama, Mohit K. Ray. *Salman Rushdie: Critical Essays*.2014. Atlantic. Print. ISBN-978-8126906307
6. Mistry, Rohinton. *Swimming Lessons*. 1997. Vintage Publications. Print. ISBN-978-0679776321
7. Deshpande, Shashi. *Intrusion and Other Stories*. 2000. Penguin India. Print. ISBN- 978-0140236880

## Assessment Rubric

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	Assignments	20
End Term Exam	End Term Exam	60
<b>Total</b>		<b>100</b>

## Articulated Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
C01	3	-	-	-	-	-	-	-	-	1	-	-	3	-
CO2		3	-	-	2	-	-	-	-	1	3	-	1	2
CO3	2	-	3	-	-	-	-	-	-	-	1	3	2	-
CO4	1	-	3	-	2	-	-	-	-	-	1	-	-	-
<b>Avg</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>1.7</b>	<b>3</b>	<b>2</b>	<b>2</b>



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Name of Department	School of Liberal Arts		
Program Name	BA. (Hons.) English	Program Code	40
Course Code	TBHE 202	Credit	6
Year/Sem	1/2	L-T-P	5-1-0
Course Name	British Poetry and Drama: 14th to 17th Centuries		
<b>Objectives of the Course:</b> The paper seeks to introduce the students to British poetry and drama from the 14th to the 17th centuries. It offers the students an exploration of certain seminal texts that set the course of British poetry and plays.			
<b>UNIT I</b>			
1.1 Geoffrey Chaucer <i>The General Prologue to The Canterbury Tales</i>			
1.2 Edmund Spenser Selections from <i>Amoretti</i> :			
1.2.1 Sonnet LXVII 'Like as a huntsman...'			
1.2.2 Sonnet LVII 'Sweet warrior...'			
1.2.3 Sonnet LXXV 'One day I wrote her name...'			
1.3 John Donne:			
1.3.1 'The Anniversarie'			
1.3.2 'Death be not proud...'			
1.3.3 'Valediction: Forbidding Mourning'			
<b>UNIT II</b>			
Christopher Marlowe <i>Doctor Faustus</i>			
<b>UNIT III</b>			
William Shakespeare <i>Macbeth</i>			
<b>UNIT IV</b>			
William Shakespeare <i>Twelfth Night</i>			
<b>Readings:</b>			
1. Pico Della Mirandola, excerpts from the <i>Oration on the Dignity of Man</i> , in <i>The Portable Renaissance Reader</i> , ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.			
2. John Calvin, 'Predestination and Free Will', in <i>The Portable Renaissance Reader</i> , 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 <i>The Courtier</i> , 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5.			
4. Philip Sidney, <i>An Apology for Poetry</i> , ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.			
<b>Suggested Topics and Background Prose Readings for Class Presentations:</b>			
<ul style="list-style-type: none"> <li>• Renaissance Humanism</li> <li>• The Stage, Court and City</li> <li>• Religious and Political Thought</li> <li>• Ideas of Love and Marriage</li> <li>• The Writer in Society</li> </ul>			



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## Course Outcomes (CO):

**TBHE 202- CO1:** Apprehend the tradition of English Literature from 14th to 17th centuries.

**TBHE 202- CO2:** Develop a transparent understanding of Renaissance Humanism that gives the idea for the texts suggested

**TBHE 202- CO3:** Engage with the main genres and sorts of English Literature and develop fundamental skills required for close reading and important analysis of the texts and literary concepts

**TBHE 202- CO4:** Appreciate and analyze the poems and plays within the larger socio-political and non secular contexts of the time

## References:

1. Christopher Marlowe *Doctor Faustus*- Text
2. William Shakespeare *Macbeth*- Text
3. William Shakespeare *Twelfth Night*- Text
4. 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).
5. John Calvin, 'Predestination and Free Will', in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953).
6. 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).
7. Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970).

## Assessment Rubric:

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	Assignments	20
End Term Exam	End Term Exam	60
	<b>Total</b>	<b>100</b>



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## Articulated Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PSO1	PSO2	PSO3	PSO4
C01	3	2	2	-	-	-	-	-	-	2	2	3	2	2
CO2	3	3	2	-	-	3	-	-	-	2	2	3	2	2
CO3	3	3	1	-	-	2	-	-	-	3	2	3	2	2
CO4	3	-	3	-	2	1	-	-	2	1	2	3	2	3
AVG	2	2.7	2	-	2	2	-	-	2	2	2	3	2	2.3



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Name of Department	School of Liberal Arts		
Programme Name	B.A. (Hons.) English	Programme Code	40
Course Code	TBHG 201	Credit	6
Year/Sem	1/2	L-T-P	5-1-0
Course Name	Research Methodology		
<p><b>Objectives of the Course:</b> The specific objectives of this course are to develop in the student the ability to demonstrate the following:</p> <ol style="list-style-type: none"> <li>1. Understanding and application of Research in various fields.</li> <li>2. Analysis of various research methods and their types.</li> <li>3. Identification of concepts of Data Collection and its significance.</li> <li>4. Understanding of interpretation and conceptual knowledge of Ethics and Philosophical Issues in Research.</li> </ol>			
<p><b>UNIT I: Introduction to Research</b></p> <ol style="list-style-type: none"> <li>1.1 Definition, Nature and significance</li> <li>1.2 Characteristics of Research</li> <li>1.3 Scope of Research</li> <li>1.4 Motives behind Research</li> <li>1.5 Significance of Research, Research Methods v/s Methodology, Research Process, Criteria of Good Research.</li> </ol>			
<p><b>UNIT II: Research – Types &amp; Design</b></p> <ol style="list-style-type: none"> <li>2.1 Types of Research – pure and applied research and their various classifications (exploratory, descriptive, experimental, diagnostic, applied, action etc.)</li> <li>2.2 Research Designs – components, nature, process, problem identification, formulation of research statement, hypothesis</li> </ol>			
<p><b>UNIT- III: Research Methods</b></p> <ol style="list-style-type: none"> <li>3.1 Psychology: What is Psychological Research? The Goals of Psychological Research; Experimental and Non-Experimental Methods</li> </ol>			
<p><b>UNIT-IV: Data collection Questionnaire</b></p> <ol style="list-style-type: none"> <li>4.1 Data collection: Sources; Primary and Secondary Data; Significance of data</li> <li>4.2 Questionnaire: Structured &amp; unstructured questionnaire, disguised &amp; non-disguised questionnaire, designing a questionnaire</li> </ol>			
<p><b>Unit-V: Sampling and Measurement &amp; Scaling</b></p> <ol style="list-style-type: none"> <li>5.2 Sampling: Methods, Plans, Error, Design, Terminology, Types</li> <li>5.3 Measurement &amp; scaling – comparative and non-comparative scale</li> </ol>			
<p><b>Unit-VI: Interpretation of data and Report Writing</b></p> <ol style="list-style-type: none"> <li>6.1 Meaning of interpretation; techniques of interpretation precautions in interpretations.</li> <li>6.2 Ethics in Research and Philosophical Issues</li> <li>6.3 Writing Research Report: Format and style. Review of related literature its implications at various stages of research. Major findings, Conclusions and suggestions. Citation of references and Bibliography.</li> </ol>			
<p><b>Course Outcomes (CO)</b></p> <p><b>TBHG 201-CO1:</b> Develop an understanding of the term ‘Research’, nature and significance of research, objectives of doing research, characteristics of research and its scope.</p> <p><b>TBHG 201-CO2:</b> Comprehend the Research Design including its components, nature, process,</p>			

problem identification, formulation of research statement and hypothesis

**TBHG 201-CO3:** Understand and analyze various research methods.

**TBHG 201-CO4:** Identify and discuss the concepts and procedures of sampling, measurement and scaling and understand the meaning of interpretation, analyze the concept of Ethics and Philosophical Issues in Research. Developing an understanding of the Report Writing.

**References:**

1. Coolican, H. Introduction to Research Methodology in Psychology. London: Hodder Arnold, 2006.
2. Dyer, C. Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.). Oxford: Blackwell Publishers, 2001.

**Assessment Rubric:**

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	Assignments	20
End Term Exam	End Term Exam	60
<b>Total</b>		<b>100</b>

**Articulated Mapping:**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO 3	PSO 4
C01	-	-	-	-	3	-	-	-	-	-	-	3	-	-
CO2	-	-	-	2	3	-	-	-	-	-	-	2	-	-
CO3	-	-	-	2	3	-	-	-	-	-	-	2	-	-
CO4	-	-	-	2	3	2	-	-	-	-	-	2	-	-
<b>Avg</b>	-	-	-	<b>2</b>	<b>3</b>	<b>2</b>	-	-	-	-	-	<b>2.25</b>	-	-



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Name of Department	School of Liberal Arts		
Programme Name	B.A.(Hons.) English	Programme Code	40
Course Code	TBHG 202	Credit	6
Year/Sem	1/ 2	L-T-P	5-1-0
Course Name	Basics of International Relations		
<b>Objectives of the Course:</b> Identify the names and geographic location of most contemporary states and analyze articles of varying complexity on international topics.			
<b>UNIT 1: Studying International Relations</b>			
1.1 How do you understand International Relations: Levels of Analysis			
1.2 History and IR: Emergence of the International State System			
<b>UNIT II: Theoretical Perspectives</b>			
2.1 Classical Realism & Neo-Realism			
2.2 Liberalism & Neo-liberalism			
2.3 Marxist Approaches			
2.4 Feminist Perspectives			
<b>Unit III. An Overview of Twentieth Century IR History</b>			
1.2 World War I: Causes and Consequences			
1.3 Significance of the Bolshevik Revolution			
1.4 Rise of Fascism / Nazism			
1.5 World War II : Causes and Consequences			
1.6 Cold War: Different Phases			
1.7 Emergence of the Third World			
1.8 Collapse of the USSR and the End of the Cold War			
1.9 Post Cold War Developments and Emergence of Other Power Centers of Power			
1.10 Indian as an Emerging Power			
1.11 Indian Foreign Policy			
<b>Course Outcomes (CO)</b>			
<b>TBHG 202- CO1.</b> Identify the names and geographic location of most contemporary states and analyze articles of varying complexity on international topics.			
<b>TBHG 202- CO2.</b> Discuss the main international relations theories and thus giving the tools necessary to understand the day-to-day events reported in the media.			
<b>TBHG 202-CO3.</b> Describe the role of individual and cultural values and perceptions, and the importance of analyzing international problems.			
<b>TBHG 202-CO4.</b> Demonstrate the arguments and evidence surrounding a controversial issue in world politics and issues related to it.			
<b>Reading List:</b>			
<b>Essential Readings:</b>			
<ul style="list-style-type: none"> <li>• William, P., Goldstein, D. M. and Shafritz, J. M. (eds.) (1999) <i>Classic Readings of International Relations</i>. Belmont: Wadsworth Publishing Co, pp. 30-58; 92-126.</li> <li>• Art, R. J. and Jervis, R. (eds.) (1999) <i>International Political Enduring: Concepts and Contemporary Issues</i>. 5th Edition. New York: Longman, pp. 7-14; 29-49; 119-126.</li> <li>• Jackson, R. and Sorenson, G. (2008) <i>Introduction to International Relations: Theories and Approaches</i>. New York: Oxford University Press, pp. 59-96.</li> <li>• Goldstein, J. and Pevehouse, J.C. (2009) <i>International Relations</i>. New Delhi: Pearson,</li> </ul>			

pp.81-111.

- Tickner, J. A. (2001) *Gendering World Politics: Issues and Approaches in the Post-Cold War Era*. Columbia University Press.
- Baylis, J. and Smith, S. (eds.) (2011) *The Globalization of World Politics: An Introduction to International Relations*. Fifth Edition. Oxford: Oxford University Press, pp. 90-123; 142-159; 262-277.
- Wenger, A. and Zimmermann, D. (eds.) (2003) *International Relations: From the Cold World War to the Globalized World*. London: Lynne Rienner, pp. 54-89.
- Appadorai and Rajan, M. S. (eds.) (1985) *India's Foreign Policy and Relations*. New Delhi: South Asian Publishers.
- Mewmillians, W.C. and Piotrowski, H. (2001) *The World Since 1945: A History of International Relations*. Fifth edition. London: Lynne Rienner Publishers.
- Smith, M., Little, R. and Shackleton, M. (eds.) (1981) *Perspectives on World Politics*. London: Croom Helm.
- Indian Foreign Service Institute. (1997, 1998) *India's Foreign Policy: An Agenda for the 21<sup>st</sup> Century* Vols. 1 & 2, New Delhi: Konark Publishers, pp. 3-41; 102-119.
- Ganguly, S. (ed.) (2009) *India's Foreign Policy: Retrospect and Prospect*. New Delhi: Oxford University Press.
- Vanaik, A. (1995) *India in a Changing World: Problems, Limits and Successes of Its Foreign Policy*. New Delhi: Orient Longman. pp. 19-41; 63-67; 102-114; 118-124; 132-134.
- Basu, Rumki (ed) (2012) *International Politics: Concepts theories and Issues*, New Delhi, Sage Publications India Pvt Ltd.

### Assessment Rubric:

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	Assignments	20
End Term Exam	End Term Exam	60
	<b>Total</b>	<b>100</b>

### Articulated Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
C01	-	-	-	-	2	2	2	-	2	-	-	-	-	-
CO2	-	-	-	-	2	2	2	-	2	-	-	-	-	-
CO3	-	-	-	-	2	2	2	-	2	-	-	-	-	-
CO4	-	-	-	-	2	2	2	-	2	-	-	-	-	-
<b>AVG</b>	-	-	-	-	<b>2</b>	<b>2</b>	<b>2</b>	-	<b>2</b>	-	-	-	-	-



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Arcadia Grant, P.O. Chandanwari, Premnagar, Dehradun, Uttarakhand

Name of Department	<b>School of Liberal Arts</b>		
Programme Name	B.A. (Hons.) English	Programme Code	40
Course Code	TBAE- 201	Credit	4
Year/Sem	1/2	L-T-P	4-0-0
Course Name	English Communication		
<b>Objectives of the Course:</b>			
<ol style="list-style-type: none"> <li>1. To promote study, research and application of humanistic and scientific principle of communication.</li> <li>2. To enable the students to acquire proficiency, both in spoken (oral) and written language.</li> <li>3. To develop comprehension skills, improve vocabulary, use proper grammar.</li> <li>4. To acquire writing skills, correspond with others and enhance skills in spoken English.</li> </ol>			
<b>UNIT I</b>			
<ol style="list-style-type: none"> <li>1.1 Theory of Communication</li> <li>1.2 Types of Communication</li> <li>1.3 Modes of Communication</li> </ol>			
<b>UNIT II</b>			
<ol style="list-style-type: none"> <li>2.1 Verbal and Non-verbal Communication (Spoken and Written)</li> <li>2.2 Personal, Social and Business Communication</li> <li>2.3 Barriers to Communication and Strategies to overcome Barriers to Communication</li> <li>2.4 Intra-personal, Inter-personal and Group Communication</li> </ol>			
<b>UNIT III</b>			
<ol style="list-style-type: none"> <li>3.1 Monologue</li> <li>3.2 Dialogue</li> <li>3.3 Group Discussion</li> <li>3.4 Effective Communication/ Mis- Communication</li> <li>3.5 Interview</li> <li>3.6 Public Speech</li> </ol>			
<b>UNIT IV</b>			
<ol style="list-style-type: none"> <li>4.1 Close Reading</li> <li>4.2 Comprehension</li> <li>4.3 Summary Paraphrasing</li> <li>4.4 Analysis and Interpretation</li> </ol>			
<b>UNIT V</b>			
<ol style="list-style-type: none"> <li>5.1 Documenting</li> <li>5.2 Report Writing</li> <li>5.3 Making notes</li> <li>5.4 Letter Writing</li> </ol>			
<b>Course Outcomes (CO)</b>			
<p><b>TBAE 201-CO1:</b> Understand the meaning and the process of effective communication along with its classification into various type</p> <p><b>TBAE 201-CO2:</b> Comprehend the different elements and barriers to effective communication process and developing ways to overcome the same</p> <p><b>TBAE 201-CO3:</b> Construct clear concepts of writing, listening and speaking skills in English communication.</p>			



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**TBAE 201-CO4:** Develop skills of language to communicate both verbally and non-verbally in professional situations.

**References:**

1. Fluency in English - Part II, Oxford University Press, 2006.
2. Business English, Pearson, 2008.
3. Language, Literature and Creativity, Orient Blackswan, 2013.

**Assessment Rubric:**

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	Assignments	20
End Term Exam	End Term Exam	60
	<b>Total</b>	<b>100</b>

**Articulated Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
C01	-	-	-	3	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	3	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	3	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	-	-	-	-	-	-	-
<b>Avg.</b>	-	-	-	<b>3</b>	-	-	-	-	-	-	-	-	-	-



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## SEMESTER –III



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Name of Department	School of Liberal Arts		
Programme Name	B.A. (Hons.) English	Programme Code	40
Course Code	TBHE 301	Credits	6
Year/Sem	2/3	L-T-P	5-1-0
Course Name	American Literature		
<b>Objectives of the Course:</b> Study not only the social evils prevailing in American history but to learn art of free expression.			
<b>UNIT I</b>			
1.1 Tennessee Williams : <i>The Glass Menagerie</i>			
<b>UNIT II</b>			
2.1 Toni Morrison : <i>Beloved</i>			
<b>UNIT III</b>			
3.1 Edgar Allen Poe : <i>The Purloined Letter</i>			
3.2 F.Scott Fitzgerald : <i>The Crack -up</i>			
3.3 William Faulkner : <i>Dry September</i>			
<b>UNIT IV</b>			
4.1 Anne Bradstreet : <i>The Prologue</i>			
a. Walt Whitman Selections from <i>Leaves of Grass</i> :			
i. <i>O Captain, My Captain</i>			
ii. <i>Passage to India</i>			
b. Alexie Sherman Alexie:			
4.3.1 <i>Crow Testament</i>			
4.3.2 <i>Evolution</i>			
<b>Readings:</b>			
1. Hector St John Crevecoeur, 'What is an American', (Letter III) in <i>Letters from an American Farmer</i> (Harmondsworth: Penguin, 1982) pp. 66–105.			
2. Frederick Douglass, <i>A Narrative of the life of Frederick Douglass</i> (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.			
3. Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in <i>Walden</i> (Oxford: OUP, 1997) chap. 12.			
4. Ralph Waldo Emerson, 'Self Reliance', in <i>The Selected Writings of Ralph Waldo Emerson</i> , ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).			
5. Toni Morrison, 'Romancing the Shadow', in <i>Playing in the Dark: Whiteness and Literary Imagination</i> (London: Picador, 1993) pp. 29–39.			
<b>Suggested Topics and Background Prose Readings for Class Presentations:</b>			
1. The American Dream			
2. Social Realism and the American Novel			
3. Folklore and the American Novel			
4. Black Women's Writings			
5. Questions of Form in American Poetry			

### Course Outcomes (COs)

**TBHE 302 - CO1.** Understand the basic themes and style of American writers.

**TBHE 302 - CO2.** Discover the connection of the literature with American Society.

**TBHE 302 -CO3.** Use the knowledge gained by critically analysing these writings to comprehend human behavior.

**TBHE 302 -CO4.** Apply the understanding gained by studying the literature for the betterment of self and society.

### References:

1. *Critical Voices on Toni Morrison*. Ed. Meenakshi F. Paul, Khem Raj Sharma. 2015. Authorpress, New Delhi. Print
2. Williams, Tennessee. *The Glass Menagerie*. ed. Stephen Bottoms. 2015. Bloomsbury, New Delhi. Print.
3. Morrison, Toni. *Beloved*. 2005. Vintage, London. Print
4. Whitman, Walt. *Leaves of Grass: Simplicity in Poetry*. 2018. Fingerprint! Classics, New Delhi. Print

### Assessment Rubric:

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	Assignments	20
End Term Exam	End Term Exam	60
<b>Total</b>		<b>100</b>

### Articulated Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
C01	3	3	1	-	2	-	-	1	-	-	3	2	-	-
CO2	2	2	1	2	2	-	-	-	-	-	3	3	-	-
CO3	2	1	1	-	3	-	-	-	-	-	2	3	-	-
CO4	1	2	-	-	-	-	-	-	-	-	3	3	-	1
<b>AVG</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2.3</b>	-	-	<b>1</b>	-	-	<b>2.8</b>	<b>2.8</b>	-	<b>1</b>



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Arcadia Grant, P.O. Chandanwari, Premnagar, Dehradun, Uttarakhand

Name of Department	School of Liberal Arts		
Programme Name	B.A. (Hons.) English	Programme Code	40
Course Code	TBHE 302	Credits	6
Year/Sem	2/3	L-T-P	5-1-0
Course Name	Popular Literature		
<b>Objectives of the Course:</b> To acquaint the students with knowledge of literature that depicts various traits prevailing in the society.			
<b>UNIT I</b>			
1.1 Lewis Carroll- <i>Through the Looking Glass</i>			
<b>UNIT II</b>			
2.1 Agatha Christie - <i>The Murder of Roger Ackroyd</i>			
<b>UNIT III</b>			
3.1 Shyam Selvadurai - <i>Funny Boy</i>			
<b>UNIT IV</b>			
4.1 Durgabai Vyam and Subhash Vyam Bhimayana - <i>Experiences of Untouchability</i>			
<b>Readings:</b>			
1. Chelva Kanaganayakam, <i>Post Independence Voices in South Asian Writings</i> (Delhi: Doaba Publications,2001)			
2. Sumathi Ramaswamy ‘Introduction’, in <i>Beyond Appearances: Visual Practices and Ideologies in Modern India</i> (Sage: Delhi,2003)			
3. Leslie Fiedler, <i>Super Cultural: American Popular Culture and Europe</i> ,ed.C.W.E.Bigsby(Ohio: Bowling Green University Press,1975)			
4. Felicity Hughes, ‘Children’s Literature: Theory and Practice’, <i>English Literary History</i> ,vol.45,1978			
<b>Suggested Topics and Background Prose Readings for Class Presentations:</b>			
<ul style="list-style-type: none"> <li>• Coming of Age</li> <li>• The Canonical and the Popular</li> <li>• Caste, Gender and Identity</li> <li>• Ethics and Education in Children’s Literature</li> <li>• Sense and Nonsense</li> <li>• The Graphic Novel</li> </ul>			
<b>Course Outcomes (COs)</b>			
TBHE 302 - CO1.Understand the style and theme that make a work popular.			
TBHE 302 - CO2. Discover the way literature depicts society through various forms of writing.			
TBHE 302 -CO3. Inculcate the art of expression using various literary devices and being creative.			
TBHE 302 -CO4. Apply the knowledge gained through learning for producing impressive art pieces to enrich literature.			
<b>References:</b>			
1. Carroll,Lewis. <i>Through The Looking Glass</i> . 2020. Fingerprint! Classics, New Delhi. Print			
2. Christie, Agatha. <i>The Murder of Roger Ackroyd</i> .2013. HarperCollins Publishers, London. Print.			

3. Selvadurai, Shyam. *Funny Boy*. 1994. Penguin Random House, Gurgaon. Print.
4. Vyam, Durgabai, Subhash Vyam, et.al. *Bhimayana: Experience of Untouchability*. 2011. Navayana Publishing Pvt. Ltd., New Delhi. Print.
5. Reynold, Kimberley. *Children's Literature: A Very Short Introduction*. 2011. Oxford University Press, London. Print
6. Baetens, Jan, Hugo Frey. *The Graphic Novel: An Introduction*. 2014. Cambridge University Press, UK. Print
7. Abrams, M.H., Geoffrey Galt Harpham. *A Glossary of Literary Terms*. 2016. Cengage Learning India Pvt. Ltd. Delhi. Print

### Assessment Rubric:

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	Assignments	20
End Term Exam	End Term Exam	60
	<b>Total</b>	<b>100</b>

### Articulated Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
C01	3	-	1	-	2	-	-	-	-	-	3	2	-	-
CO2	2	2	1	-	3	-	-	-	-	-	3	-	-	2
CO3	-	-	1	3	-	-	-	2	-	-	-	3	2	-
CO4	-	-	3	-	-	-	-	1	-	2	-	1	2	3
<b>AVG</b>	<b>2.5</b>	<b>2</b>	<b>1.5</b>	<b>3</b>	<b>2.5</b>	<b>-</b>	<b>-</b>	<b>1.5</b>	<b>-</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2.5</b>



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Arcadia Grant, P.O. Chandanwari, Premnagar, Dehradun, Uttarakhand

Name of Department	School of Liberal Arts		
Programme Name	B.A. (Hons.) English	Programme Code	40
Course Code	TBHE 303	Credits	6
Year/Sem	2/3	L-T-P	5-1-0
Course Name	British Poetry and Drama: 17th and 18th Centuries		
<b>Objectives of the Course:</b> To acquaint the students with knowledge of literature that depicts various traits prevailing in the society.			
<b>UNIT I</b>			
1.1 John Milton <i>Paradise Lost: Book 1</i>			
<b>UNIT II</b>			
2.1 John Webster <i>The Duchess of Malfi</i>			
<b>UNIT- III</b>			
3.1 AphraBehn <i>The Rover</i>			
<b>UNIT-IV</b>			
4.1 Alexander Pope <i>The Rape of the Lock</i>			
<b>Readings:</b>			
1. The Holy Bible, <i>Genesis</i> , chaps. 1–4, <i>The Gospel according to St. Luke</i> , chaps. 1–7 and 22–4.			
2. Niccolo Machiavelli, <i>The Prince</i> , ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.			
3. Thomas Hobbes, selections from <i>The Leviathan</i> , pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.			
4. John Dryden, ‘A Discourse Concerning the Origin and Progress of Satire’, in <i>The Norton Anthology of English Literature</i> , vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.			
<b>Suggested Topics and Background Prose Readings for Class Presentations:</b>			
<ul style="list-style-type: none"> <li>• Religious and Secular Thought in the 17th Century</li> <li>• The Stage, the State and the Market</li> <li>• The Mock-epic and Satire</li> <li>• Women in the 17th Century</li> <li>• The Comedy of Manners</li> </ul>			
<b>Course Outcomes (COs)</b>			
<b>TBHE 303- CO1:</b> Formulate and Develop a critical understanding of the religious and secular thought in the 17 <sup>th</sup> century and evaluate the various political, social, and economic impacts of the church & religion in the British society.			
<b>TBHE 303- CO2:</b> Assess and outline the literary growth of drama through the 17 <sup>th</sup> & 18 <sup>th</sup> century and also evaluate and explain its impact on the society and the economy of its times.			
<b>TBHE 303- CO3:</b> Estimate the position women in the 17 <sup>th</sup> century society alongside discuss her status in reference to the various social, political and religious institutions.			
<b>TBHE 303- CO4:</b> Appraise the growth of Mock Epic and Satire as a literary genre and determine the rise and progress of comedy of manners in the 18 <sup>th</sup> century.			
<b>References:</b>			
1. Milton, John. <i>Paradise Lost</i> . 2003. Penguin Classics. Print. ISBN-978-0140424393			
2. Ford, John, John Webster, Jane Kingsley- Smith. <i>The Duchess of Malfi, The White Devil, The</i>			

*Broken Heart and 'Tis Pity She's a Whore*.2014. Penguin Classics. Print. ISBN-978-0141392233

3. Behn, Aphra. *The Rover*. ed. Asha S. Kanwar and Anand Prakash.2000. Worldview Publications. Print. ISBN-978-8186423493
4. Pope, Alexander. *The Rape of The Lock and Major Writings*.2011. Penguin Classics. Print. ISBN-978-0140423501

### Assessment Rubric:

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	Assignments	20
End Term Exam	End Term Exam	60
	<b>Total</b>	<b>100</b>

### Articulated Matric

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
C01	3	3	2	-	2	1	-	-	-	3	2	3	2	2
CO2	3	3	2	-	2	1	-	-	1	3	2	3	2	2
CO3	3	3	2	-	2	2	-	-	-	3	2	3	2	2
CO4	3	3	2	-	1	2	-	-	-	3	2	3	2	2
<b>Avg</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>-</b>	<b>1.8</b>	<b>1.5</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>



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Arcadia Grant, P.O. Chandanwari, Premnagar, Dehradun, Uttarakhand

Name of Department	School of Liberal Arts		
Programme Name	B.A. (Hons.) English	Programme Code	40
Course Code	TBHG 301	Credit	6
Year/Sem	2/3	L-T-P	5-1-0
Course Name	Gender and Society		
<b>Objectives of the Course:</b> To understand how concepts of gender & sexuality are created, maintained or challenged in the society we live in.			
<b>UNIT I: Gendering Sociology</b>			
1.1 What is gendering sociology?			
1.2 How the term “gender” came into existence?			
1.3 Gender and socialization			
1.4 What is Femininity and Masculinity?			
1.5 Dichotomy of Femininity and Masculinity			
<b>UNIT II: Gender as a Social Construct.</b>			
2.1 Gender, Sex & Sexuality			
2.2 Production of gender and sexuality			
<b>UNIT III : Gender: Differences and Inequalities</b>			
3.1 Class			
3.2 Caste			
3.3 Family			
3.4 Work			
<b>UNIT IV: Politics of Gender</b>			
4.1 Resistance			
4.2 Movement			
<b>Course Outcomes (CO)</b>			
<p><b>TBHG301- CO1.</b> To analysis how concepts of gender and sexuality are created, maintained and challenged through embodiment, cultural representation and social organisation.</p> <p><b>TBHG 301- CO2.</b> To describe the historical, cross cultural and contemporary social trends surrounding sex and gender.</p> <p><b>TBHG 301-CO3.</b> To evaluate gender as a social construction which perpetuates global inequalities and stratification.</p> <p><b>TBHG 301-CO4.</b> To explore gender theories and apply them to political issues at a domestic, international and transnational level.</p>			
<b>References:</b>			
<ul style="list-style-type: none"> <li>• S. Jackson and S. Scott (eds.) 2002 Gender: A Sociological Reader, London: Routledge.</li> <li>• Gender and Politics in India. New Delhi: Oxford University Press</li> <li>• M.N.Srinivas (ed.) Caste: Its Twentieth Century Avatar, New Delhi: Penguin</li> <li>• Caste and Gender in Contemporary India: Power, Privilege and Politics. ed. Supurna Banerjee and Nandini Gosh.2019.Manohar Publishers &amp; Distributors. Print ISBN 978-0-367-14762-4 978-0-429-43409-9</li> <li>• Sarkar, Siddhartha. Women and Gender, Economies and Finance. 2019. G Print Process, Delhi. Print. ISBN 978-93-532-4041-7</li> <li>• Sinha, Niroj. Women in Indian Politics. 2006. Gyan Publishing House, New Delhi. Print. ISBN: 81-212-0686-3</li> </ul>			

- Meena, Dr. Meenakshi. Gender Equality and Women's Empowerment. 2017. Pointer Publishers, Jaipur. Print ISBN 978-81-7132-874-1

### Assessment Rubric:

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	Assignments	20
End Term Exam	End Term Exam	60
<b>Total</b>		<b>100</b>

### Articulated Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
C01	-	-	-	-	2	2	2	-	2	-	-	-	-	-
CO2	-	-	-	-	2	2	2	-	2	-	-	-	-	-
CO3	-	-	-	-	2	2	2	-	2	-	-	-	-	-
CO4	-	-	-	-	2	2	2	-	2	-	-	-	-	-
<b>AVG</b>	-	-	-	-	<b>2</b>	<b>2</b>	<b>2</b>	-	<b>2</b>	-	-	-	-	-



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Name of Department	School Of Liberal Arts		
Programme Name	B.A (Hons.) English	Programme Code	40
Course Code	TBHG 302	Credit	6
Year/Sem	2/3	L-T-P	5-1-0
Course Name	Indian Sociology		
<b>Objectives of the Course:</b> This paper aims to provide an understanding of key concepts and institutions of Indian society.			
<b>UNIT I : India- A Collectivist Society</b>			
1.1 Collectivist society			
1.2 Pluralism in India, Features of Plurality			
1.3 Diversity in India- Unity in Diversity			
<b>UNIT II: Social Institution and Stratification in India</b>			
2.1 Caste: meaning and characteristics, Caste System in India, Yajmani System			
2.2 Class: The Model of Agrarian Classes in India			
2.3 Village: Structure and Change			
2.4 Tribe: Concept and characteristics, Social Inclusion, Economy			
<b>UNIT III: Kinship map of India</b>			
3.1 Kinship: Principle and pattern, Significance in society			
3.2 Family: Structure, Functional Change			
3.3 Marriage: characteristics, Forms, Structural and Functional Change			
<b>UNIT IV: Identities and Change</b>			
4.1 Dalits' Movement, Women's Movement			
<b>Course Outcomes (CO)</b>			
<b>CO1:</b> Understanding of sociological concepts and institutions in the Indian context.			
<b>CO2:</b> Facilitate learning and reflecting about the multiple, contextual and socio-cultural registers of Indian society			
<b>CO3:</b> Apply the sociological perspective in understanding how society shapes our individual lives.			
<b>CO4:</b> Analyze Dalit and women's movement in India.			

## References:

1. Xaxa, V., 2011, Tribes and Social Exclusion (Occasional Paper, No. 2). Calcutta: CSSCUNICEF, Pp. 1-18.
2. Karve, I., 1994, "The Kinship Map of India", in P. Uberoi (ed.), Family, Kinship and Marriage in India. Delhi: Oxford University Press, Pp.50-73.
3. Dhanagare, D.N., 1991, "The Model of Agrarian Classes in India", in D. Gupta (ed.), Social Stratification. Delhi: Oxford University Press, Pp. 271-275.
4. Srinivas, M.N., 1969, "The Caste System in India", in A. Beteille (ed.) Social Inequality: Selected Readings. Harmondsworth: Penguin Books, Pp. 265-272.
5. Mason, Philip 1967. "Unity and Diversity: An Introductory Review" in Philip Mason (ed.) India and Ceylon: Unity and Diversity. London:OxfordUniversityPress
6. Stern, Robert W. 2003. *Changing India*. Cambridge: OUP,Introduction.Change, societies of India and Indian Society. pp. 1 –31.
7. Srinivas, M.N., 1969, "The Caste System in India", in A. Beteille(ed.) *Social Inequality: Selected Readings*. Harmondsworth: Penguin Books,pp.265-272.
8. Alavi, Hamaza and John Harriss (eds.) 1989. *Sociology of 'Developing Societies': South Asia*. London: Macmillan. In John Harriss"*The Formation of Indian society: Ideology and Power*". pp. 126 –133.
9. Shah, Ghanshyam. 2001, *Dalit identity and politics*. Delhi: Sage Publications, Chapter 1 and7.
10. Kumar, Radha. 1999, „From Chipko to sati: The Contemporary women"s movement“, in Nivedita Menon (ed.) *Gender and Politics in India*. Delhi: Oxford University Press, pp. 342- 369.
11. Thorner, Daniel, 1992."Agrarian Structure" in Dipankar Gupta (ed.), *Social Stratification in India*, New Delhi: Oxford University Press, pp.261-270.
12. Deshpande, Satish, 2003, *Contemporary India : A Sociological View*.New Delhi; Viking, pp. 125-150.
13. Srinivas, M.N., 1987, *The Dominant Caste and Other Essays*, Delhi:Oxford University Press, pp.20-59
14. Shah, A. M., 1998, *The Family in India: Critical Essays*. New Delhi: Orient Longman, pp.52- 63.

## Assessment Rubric:

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	Assignments	20
End Term Exam	End Term Exam	60
	<b>Total</b>	<b>100</b>

## Articulated Mapping:



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	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
C01	-	-	-	-	3	2	-	-	2	-	-	-	-	-
CO2	-	-	-	-	2	3	-	-	2	-	-	-	-	-
CO3	-	-	-	-	2	2	-	-	2	-	-	-	-	-
CO4	-	-	-	-	3	3	-	-	3	3	-	-	-	-
<b>AVG</b>	-	-	-	-	<b>2.50</b>	<b>2.75</b>	-	-	-	-	-	-	-	-



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Name of Department	School of Liberal Arts		
Programme Name	B.A.(Hons.) English	Program Code	40
Course Code	TBHSE 301	Credit	4
Year/Sem	2/3	L-T-P	4-0-0
Course Name	Entrepreneurial Development		
<p><b>Learning Objectives:</b> This course will motivate the students to be successful entrepreneurs and they will understand the role of entrepreneurs in the economic development. Students will study about the process of creativity and also study about the types of business plans that will enable them to start their own business after completion of this course.</p>			
<p><b>Unit 1 :Introduction to Entrepreneurship</b></p> <p>1.1 Entrepreneurship: Meaning and Importance 1.2 Evolution of the term ‘entrepreneurship’ 1.3 Factors influencing entrepreneurship 1.4 Characteristics of an entrepreneur 1.5 Entrepreneur and Intrapreneur 1.6 Types of entrepreneur 1.7 Barriers to entrepreneurship</p>			
<p><b>Unit 2 : Entrepreneurial Motivation</b></p> <p>2.1 Motivation 2.2 Maslow’s Theory 2.3 Herjburg’s Theory 2.4 McGragor’s Theory 2.5 McClelland’s Need – Achievement Theory 2.6 Culture &amp; Society 2.7 Values / Ethics 2.8 Risk-Taking Behavior</p>			
<p><b>Unit 3 : Creativity</b></p> <p>3.1 Creativity and entrepreneurship 3.2 Steps in Creativity 3.3 Innovation and inventions     3.3.1 Using left brain skills to harvest right brain ideas     3.3.2 Legal Protection of innovation 3.4 Skills of an entrepreneur 3.5 Decision-Making and Problem Solving</p>			
<p><b>Unit 4 : The Business Plan</b></p> <p>4.1 Nature and scope of Business Plan 4.2 Writing Business Plan, Evaluating Business Plans, Using and Implementing Business Plans. 4.3 Marketing Plan, Financial Plan and Organizational Plan 4.4 Government policies for entrepreneurship in India</p>			
<p><b>Course Outcomes:</b> <b>TBHSE 301-CO1:</b> understand the concept of entrepreneurship, characteristics, types. With the help of case studies of real-world, diagnose various factors causing hindrance in the process of entrepreneurship development and also provide constructive suggestions.</p>			



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**TBHSE 301-CO2:** Discuss meaning and objectives of motivation. Analyze various theories of motivation. Describe the relationship between culture and entrepreneurship. Analyze and discuss the significance of values and risk taking behavior of an entrepreneur,

**TBHSE 301-CO3:** Explore the term creativity and discuss about creative problem solving process. Identifying and developing problem solving skills by using left brain approach.

**TBHSE 301-CO4:** Understand the meaning and scope of business plan, enabling students to write, use and Implement the business plans with the help of case studies. Critically analyze the Government policies for entrepreneurship in India.

### References:

- The Dynamics of Entrepreneurial Development and Management by Vasant Desai- Himalaya Publishing House
- Entrepreneurial Development by Dr S.S Khanka- S.Chand

### Assessment Rubric:

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	Assignments	20
End Term Exam	End Term Exam	60
	<b>Total</b>	<b>100</b>

### Articulated Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
C01	-	-	-	-	-	-	-	3	-	3	-	-	-	-
CO2	-	-	-	-	-	-	-	3	-	3	-	-	-	-
CO3	-	-	-	-	-	-	-	3	-	3	-	-	-	-
CO4	-	-	-	-	-	-	-	3	-	3	-	-	-	-
<b>AVG</b>	-	-	-	-	-	-	-	<b>3</b>	-	<b>3</b>	-	-	-	-



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## SEMESTER –IV

Name of Department	School of Liberal Arts
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Arcadia Grant, P.O. Chandanwari, Premnagar, Dehradun, Uttarakhand

Programme Name	B.A. (Hons.) English	Programme Code	40
Course Code	TBHE401	Credit	6
Year/Sem	2/4	L-T-P	5-1-0
Course Name	British Literature: 18th Century		
<b>Objectives of the Course:</b> To understand the prominence of logic and reason in the 18 <sup>th</sup> Century British Literature			
<b>UNIT I</b>			
1.1 William Congreve <i>The Way of the World</i>			
<b>UNIT II</b>			
2.1 Jonathan Swift <i>Gulliver's Travels</i> (Books III and IV)			
<b>UNIT III</b>			
3.1 Samuel Johnson 'London'			
3.2 Thomas Gray 'Elegy Written in a Country Churchyard'			
<b>UNIT IV</b>			
4.1 Laurence Sterne <i>The Life and Opinions of Tristram Shandy, Gentleman</i>			
<b>Reading List:</b>			
1. Jeremy Collier, <i>A Short View of the Immorality and Profaneness of the English Stage</i> (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 <i>Literature and Social Order in Eighteenth-Century England</i> , ed. Stephen Copley (London: Croom Helm, 1984).			
3. Samuel Johnson, 'Essay 156', in <i>The Rambler</i> , in <i>Selected Writings: Samuel Johnson</i> , ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–7; <i>Rasselas</i> Chapter 10; 'Pope's Intellectual Character: Pope and Dryden Compared', from <i>The Life of Pope</i> , in <i>The Norton Anthology of English Literature</i> , vol. 1, ed. Stephen Greenblatt, 8th edn (New York: Norton, 2006) pp. 2693–4, 2774–7.			
<b>Suggested Topics and Background Prose Readings for Class Presentations:</b>			
<ul style="list-style-type: none"> <li>• The Enlightenment and Neoclassicism</li> <li>• Restoration Comedy</li> <li>• The Country and the City</li> <li>• The Novel and the Periodical Press</li> </ul>			
<b>Course Outcomes:</b>			
<b>TBHE 401-CO1:</b> Explain the prominence of logic and reason in the 18 <sup>th</sup> century British Literature and identify the different types of humour and Congreve's comedy of humour.			
<b>TBHE 401-CO2:</b> Understand neoclassical satire as mirrored in the poem London and the way satire is employed in Gulliver's Travel; define the elements that make it one of the most celebrated novels of all time.			
<b>TBHE 401-CO3:</b> Determine how Gay presents death as a universal human experience, regardless of social class and understand the new literary form of poetry i.e elegy and its features.			
<b>TBHE 401-CO4:</b> Appreciate and analyze the writing style in Tristram Shandy as it is a narrative filled with diversions, farce and opinion of its narrator, Tristram.			
<b>References:</b>			

1. William Congreve 'The Way of the World' ASIN : 8124802645 Publisher : Peacock Books; First edition (1 January 2020) Paperback : 112 pages ISBN-10 : 9788124802649 ISBN-13 : 978-8124802649
2. Jonathan Swift 'Gulliver's travel' ASIN : 0141439491 Publisher : Penguin Classics; Revised ed. edition (30 January 2003) Paperback : 336 pages ISBN-10 : 9780141439495 ISBN-13 : 978-0141439495
3. Samuel Johnson 'London' ASIN : B01DHEJ3V2 Publisher : Leopold Classic Library (27 March 2016) Language : English Paperback : 294 pages
4. Thomas Gray 'Elegy Written in a Country Churchyard' Publisher : Nabu Press (13 May 2012) Paperback : 94 pages ISBN-10 : 1286616050 ISBN-13 : 978-1286616055
5. Laurence Sterne 'The Life and Opinions of Tristram Shandy, Gentleman' Publisher : Oxford University Press; Revised edition (4 February 2010) Paperback : 640 pages ISBN-10 : 0199532893 ISBN-13 : 978-0199532896

### Assessment Rubric:

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	assignments	20
End Term Exam	End Term Exam	60
<b>Total</b>		<b>100</b>

### Articulated Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
C01	3	2	1	-	-	-	-	-	-	-	2		-	-
CO2	3	2	1	-	-	-	-	-	-	-	-	1	3	-
CO3	3	-	2	-	-	-	-	-	1	-	3	2	-	-
CO4	2	3	1	-	-	-	-	-		-	-	1	2	-
<b>AVG</b>	<b>2.8</b>	<b>2.3</b>	<b>1.3</b>	-	-	-	-	-	<b>1</b>	-	<b>2.5</b>	<b>1.3</b>	<b>2.5</b>	-

Name of Department	School of Liberal Arts		
Programme Name	B.A. (Hons.) English	Programme Code	40



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Course Code	TBHE 402	Credit	6
Year/Sem	2/4	L-T-P	5-1-0
Course Name	British Romantic Literature		
<b>Objectives of the Course:</b> To appreciate and cherish the literature written by eminent writers of romantic era.			
<b>UNIT I</b> 1.1 William Blake: 1.1.1 'The Lamb' 1.1.2 'The Chimney Sweeper' (from <i>The Songs of Innocence</i> and <i>The Songs of Experience</i> ) 1.1.3 'The Tyger' ( <i>The Songs of Experience</i> ) 1.1.4 'Introduction' to <i>The Songs of Innocence</i> 1.2 Robert Burns: 1.2.1 'A Bard's Epitaph' 1.2.2 'Scots WhaHae'			
<b>UNIT II</b> 2.1 William Wordsworth: 2.1.1 'Tintern Abbey' 2.1.2 'Ode: Intimations of Immortality' 2.2 Samuel Taylor Coleridge 2.2.1 'Kubla Khan' 2.2.2 'Dejection: An Ode'			
<b>UNIT III</b> a. Lord George Gordon Noel Byron i. 'Childe Harold': canto III, verses 36–45 (lines 316–405) ii. 'Childe Harold': canto IV, verses 178–86 (lines 1594–674) b. Percy Bysshe Shelley i. 'Ode to the West Wind' ii. 'Ozymandias' iii. 'Hymn to Intellectual Beauty' c. John Keats i. 'Ode to a Nightingale' ii. 'To Autumn' iii. 'On First Looking into Chapman's Homer'			
<b>UNIT IV</b> 4.1 Mary Shelley <i>Frankenstein</i>			
<b>Readings:</b> 1. William Wordsworth, 'Preface to Lyrical Ballads', in <i>Romantic Prose and Poetry</i> , 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 <i>Romantic Prose and Poetry</i> , ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8. 3. Jean-Jacques Rousseau, 'Preface' to <i>Emile or Education</i> , tr. Allan Bloom (Harmondsworth: Penguin, 1991). 4. Samuel Taylor Coleridge, <i>Biographia Literaria</i> , ed. George Watson (London:			



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Everyman, 1993) chap. XIII, pp. 161–66.

## Suggested Topics and Background Prose Readings for Class Presentations:

- Reason and Imagination
- Conceptions of Nature
- Literature and Revolution
- The Gothic
- The Romantic Lyric

## Course Outcomes (CO)

**TBHE 402- CO1:** Understand the concept of Romanticism and its main characteristics with reference to Classicism.

**TBHE 402- CO2:** Understand the social and literary influence of German and French literature on English literature.

**TBHE 402- CO3:** Critically analyze the poems and prose by the writers of the Romantic period with reference to language and style.

**TBHE 402- CO4:** Appreciate and analyze the romantic literary texts.

## Reference:

1. Blake, William. *The Complete Works of William Blake*. 2015. Createspace Independent Pub. Print
2. Blake, William. *Songs of Innocence and Songs of Experience*. 2000. Dover Publication Inc. USA. Print
3. Burns, Robert. *The Complete Poems and Songs of Robert Burns*. 2000. Waverley Books. Print.
4. Coleridge, Samuel Taylor. *Christabel, Rime of the Ancient Mariner, Kubla Khan*. 2009. Digireads.com. Print.
5. Beach, J.M. *Lord Byron: Childe Harold's Pilgrimage*. 2012. Createspace Independent Pub. Print
6. Keats, John. *John Keats: The Complete Poems*. Ed. John Barnard. 1977. Penguin Classics. Print.
7. Shelley, Mary. *Frankenstein*. 2019. Om Books International. Print.
8. Abrams, M.H., Geoffrey Galt Harpham. *A Glossary of Literary Terms*. 2016. Cengage Learning India Pvt. Ltd. Delhi. Print
9. *The Cambridge Companion to Gothic Fiction*. Ed. Jerrold E. Hogle. 2002. Cambridge University Press. UK. Print.

## Assessment Rubric:



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Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	Assignments	20
End Term Exam	End Term Exam	60
	<b>Total</b>	<b>100</b>

### Articulated Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
C01	3	2	2		-	-	-	-	-	-	3	-	-	-
CO2	3	3	-	-	-	-	-	-	-	-	3	-	2	-
CO3	3	-	2	-	-	-	-	-	2	-	-	-	3	-
CO4	2	-	3	-	-	-	1	-	2	-	-	1	-	-
<b>AVG</b>	2.8	2.5	2.3	-	-	-	1	-	2	-	3	1	2.5	-

Name of Department	School of Liberal Arts		
Programme Name	B.A. (Hons.) English	Programme Code	40
Course Code	TBHE 403	Credit	6
Year/Sem	2/4	L-T-P	5-1-0



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Course Name	British Literature: 19th Century
To introduce students to the Victorian Age in English literature through a selection of novels and poems that exemplifies some of the central formal and thematic concerns of the period.	
<b>UNIT I</b> 1.1 Jane Austen Pride and Prejudice	
<b>UNIT II</b> 2.1 Charlotte Bronte Jane Eyre	
<b>UNIT III</b> 3.1 Charles Dickens Hard Times	
<b>UNIT IV</b>  a. Alfred Tennyson i. 'The Lady of Shalott' ii. 'Ulysses' iii. 'The Defence of Lucknow'  b. Robert Browning i. 'My Last Duchess' ii. 'The Last Ride Together' iii. 'Fra Lippo Lippi'  4.3 Christina Rossetti 'The Goblin Market'	
<b>Reading List:</b> 1. Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in A Reader in Marxist Philosophy, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201. 2. Charles Darwin, 'Natural Selection and Sexual Selection', in The Descent of Man in The Norton Anthology of English Literature, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545–9. 3. John Stuart Mill, The Subjection of Women in Norton Anthology of English Literature, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.	
<b>Suggested Topics and Background Prose Readings for Class Presentations:</b> <ul style="list-style-type: none"><li>• Utilitarianism</li><li>• The 19th Century Novel</li><li>• Marriage and Sexuality</li><li>• The Writer and Society</li><li>• Faith and Doubt</li><li>• The Dramatic Monologue</li></ul>	
<b>Course Outcomes:</b> <b>TBHE 403-CO1:</b> Classify the class and society in the 19 <sup>th</sup> Century and understand the role	



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of women and their portrayal in the novel and discuss the marriage as a means of social affirmation.

**TBHE 403-CO2:** Illustrate with examples of how descriptions of nature mirror the changes in Jane's life and define romanticism and explain how this novel contains elements of romanticism.

**TBHE 403-CO3:** Analyze that Charles Dickens' novel *Hard Times*, focuses on the struggles of urban workers in 19th century.

**TBHE 403-CO4:** Interpret and analyze the works of major Victorian poets and identify the major themes and characteristics of Victorian literature.

### Reference:

1. Jane Austen *Pride and Prejudice* Publisher : Amazon Digital Services (29 November 2014) Paperback : 226 pages ISBN-10 : 1503290565 ISBN-13 : 978-1503290563
2. Charlotte Bronte *Jane Eyre* Publisher: Open Road Media Released : Jul 1, 2014 ISBN:9781453265178
3. Charles Dickens *Hard Times* Published on 12 August 1854 Publisher Bradbury & Evans
4. Alfred Tennyson *The Best of Lord Alfred Tennyson* Publisher : Create space Independent Pub (14 August 2012) Paperback : 182 pages ISBN-10 : 147912284X ISBN-13 : 978-1479122844
5. Christina Rossetti *The Goblin Market* Publisher: Dover Publications Released: Dec 19, 2012 ISBN : 9780486132006
6. *Works by Robert Browning (Study Guide): Plays by Robert Browning, Poetry by Robert Browning*, Andrea del Sarto, Porphyria's Lover Publisher : Books LLC (14 September 2010) Paperback : 102 pages ISBN-10 : 1158013671 ISBN-13 : 978-1158013678

### Assessment Rubric:

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	Assignments	20
End Term Exam	End Term Exam	60
<b>Total</b>		<b>100</b>

### Articulated Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
C01	3	2	1	-	-	2	-	-	2	1			-	-



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CO2	2	1	3	-	-	-	-	-			2		-	-
CO3	3	1	2	-	-	2	-	-	1	1	-		-	-
CO4	2	3	1	-	-	2	-	-		-		2	-	-
<b>AVG</b>	<b>2.5</b>	<b>1.8</b>	<b>1.8</b>	-	-	<b>2</b>	-	-	<b>1.5</b>	<b>1</b>	<b>2</b>	<b>2</b>	-	-

Name of Department	School of Liberal Arts
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Programme Name	B.A.(Hons.) English	Program Code	40
Course Code	TBHG 401	Credit	6
Year/Sem	2/4	L-T-P	5-1-0
Course Name	Human Resource Management		
<b>Learning Objectives:</b> This course will enable the students to understand the basic concepts of HRM and HRD. Students will study about the process of Human Resource Management to achieve organizational goals.			
<b>UNIT I: Introduction to Human Resource Management (HRM)</b>			
1.1 Personnel Management			
1.2 HRM and HRD			
1.3 Context and issues in HRM			
<b>UNIT II: Human Resource Practices</b>			
2.1 Job Analysis			
2.2 Recruitment and Selection			
2.3 Training			
2.4 Performance Evaluation			
<b>UNIT III: International Human Resource Management (IHRM)</b>			
3.1 The context of Globalization			
3.2 Dimensions of Cultural Difference (Hofstede)			
3.3 Policies and practices in the multinational enterprise			
3.4 Selection of international assignees			
3.5 Expatriate failure			
3.6 Cross-cultural training.			
<b>UNIT IV: Organizational Change and Development</b>			
4.1 Organizational change: Concepts, Models (one model), Techniques (one for individual and one for group)			
4.2 Organizational Development: Concepts, Models (one model), Techniques (one for individual and one for group).			
<b>Course Outcomes:</b>			
<b>TBHG 401-CO1:</b> Develop the understanding of basic concepts and issues in HRM. Differentiate between HRM and HRD.			
<b>TBHG 401-CO2:</b> Develop the ability to understand the Human Resource Practices.			
<b>TBHG 401-CO3:</b> Describe the concept of globalization along with cultural dimensions. Develop the skills required to select international assignees and. Policies and Practices I the international HRM. Analyze the significance of Cross-cultural training.			
<b>TBHG 401-CO4:</b> Understand Organizational Change. Develop strategies for organizational development.			
<b>References:</b>			
<ul style="list-style-type: none"> <li>• Aamodt, M.G. (2001) Industrial/ Organizational Psychology. Thompson Wadsworth, a division of Thompson learning Inc.</li> <li>• Bhatnagar, J. &amp; Budhwar, J. (2009). The changing face of people management in India. London: Routledge.</li> <li>• Briscoe, D. R., Schuler, R. S. &amp; Claus, L. (2009). International human resource</li> </ul>			

management: Policies and practices for multinational enterprises ( 3rd Ed). New York: Routledge.

- Chadha, N.K. (2005). Human Resource Management- Issues, case studies and experiential exercises. 3rd edition. New Delhi: Sai Printographers.
- DeCenzo, D.A. & Robbins, S.P. (2006). Fundamentals of human resource management. (8th Ed). NY: Wiley.
- Harzing, A-W.K. and Pennington, A. (2011). International human resource management. New Delhi: Sage publications.
- Jex, S.M. & Britt, T.W. (2008) Organizational Psychology: A Scientist- Practitioner Approach. 2nd ed. John Wiley and sons Inc. New York.
- Luthans, F. (2010) Organizational Behaviour. 12th Edition. McGraw Hill.
- Muchinsky, P.M. (2006) Psychology applied to work: An Introduction to Industrial and Organizational Psychology. NC : Hypergraphic press.
- Pareek, U. (2010) Understanding Organizational Behaviour. Oxford: Oxford University Press.
- Robbins, S.P., Judge T.A. and Sanghi, S. (2009) Organizational Behaviour. 13th ed. Pearson Education , Inc.
- Schlutz, D. and Schultz, S.E. (2006) Psychology and Work Today. 9th ed. New Jersey, Pearson Education Inc.

### Assessment Rubric:

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	Assignments	20
End Term Exam	End Term Exam	60
<b>Total</b>		<b>100</b>

### Articulated Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
C01	-	-	-	-	-	-	-	3	-	3	-	-	-	-
CO2	-	-	-	-	-	-	-	3	-	3	-	-	-	-
CO3	-	-	-	-	-	-	-	3	-	3	-	-	-	-
CO4	-	-	-	-	-	-	-	3	-	3	-	-	-	-
<b>AVG</b>	-	-	-	-	-	-	-	<b>3</b>	-	<b>3</b>	-	-	-	-

Name of Department	School of Liberal Arts		
Programme Name	B.A. (H) English	Program Code	40



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Course Code	TBHG 402	Credit	6
Year/Sem	2/4	L-T-P	5-1-0
Course Name	Economics of Money and Banking		
<b>Learning Objectives:</b> Students will study the role of money, banks, financial markets in an economy and also they will understand the significance of monetary policy in credit control.			
<b>Unit 1: Money in a Modern Economy</b>			
1.1 Concept of Money in a Modern Economy			
1.2 Monetary Aggregates, Demand for Money, Supply of Money			
1.3 Quantity Theory of Money			
1.4 Liquidity Preference and Rate of Interest			
1.5 Goals, Targets, Indicators and Instruments of Monetary Control			
1.6 Monetary Management in an Open Economy			
1.7 Current Monetary Policy of India			
<b>Unit 2: Financial Institutions, Markets, Instruments and Financial Innovations</b>			
2.1 Role of financial markets and institutions; problem of asymmetric information – adverse selection and moral hazard; financial crises.			
2.2 Money and capital markets: organization, structure and reforms in India; role of financial derivatives and other innovations.			
<b>Unit 3: Interest Rates</b>			
3.1 Determination			
3.2 Sources of Interest Rate Differentials			
3.3 Theories of Term Structure of Interest Rates			
3.4 Interest Rates in India.			
<b>Unit 4: Growth of Banking Sector in India</b>			
4.1 Nationalization of Banks in India			
4.2 Commercial Banks and Credit Creation			
4.3 Reserve Bank of India			
4.4 Indian Banking System: Changing Role and Structure; Banking Sector Reforms			
<b>Course Outcomes:</b>			
<b>TBHG 402 CO1:</b> Define and Explain the concept of Money and its functions. Describe the measures of Money Supply. Critically Explain and analyze the Theories of Money Supply Determination. Analyze the indicators and instruments of Monetary Control. Analyze the Monetary Management in open Economy. Critically analyze the Current Monetary Policy of India.			
<b>TBHG 402 CO2:</b> Describe the role and Problems of Financial markets and institutions. Define and describe the structure of Money Market and Capital Market along with their significance.			
<b>TBHG 402 CO3:</b> Determination of interest rate, Examine the sources of interest rates differentials. Critically analyze the theories of Term structure of interest Rates.			
<b>TBHG 402 CO4:</b> Develop an understanding of the growth of Banking Sector in India. Describe Balance sheet and Portfolio Management. Evaluate the structure and changing role of Indian Banking System.			
<b>References:</b>			
<ul style="list-style-type: none"> <li>Frederic Mishkin, Economics Of Money Banking And Financial Markets 11th ed. Pearson</li> </ul>			



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India,

- Case, Karl E. & Ray C. Fair, Principles of Economics, Pearson Education, Inc., 8th edition, 2007.
- Sikdar, Shoumyen, Principles of Macroeconomics, 2nd Edition, Oxford University Press, India
- Mankiw, N. Gregory,. Macroeconomics. New York :Worth Publishers, 2016.
- Jhingan,M.L.Macro Economic Theory, 12th ed.Vrinda Publications P.Ltd.

## Assessment Rubric:

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	Assignments	20
End Term Exam	End Term Exam	60
	<b>Total</b>	<b>100</b>

## Articulated Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
C01	2	-	-	-	3	-	-	-	-	3	-	-	-	-
CO2	2	-	-	-	3	-	-	2	-	3	-	-	-	-
CO3	2	-	-	-	3	-	-	2	-	3	-	-	-	-
CO4	2	-	-	-	3	-	-	2	-	3	-	-	-	-
<b>AVG</b>	<b>2</b>	-	-	-	<b>3</b>	-	-	<b>2</b>	-	<b>3</b>	-	-	-	-

Name of Department	School of Liberal Arts		
Programme Name	B.A.(Hons.) English	Program Code	40
Course Code	TBHSE 401	Credit	4



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Year/Sem	2/4	L-T-P	4-0-0
Course Name	Human Values and Professional Ethics		
<p><b>Learning Objectives:</b> This course will develop Values and Ethical among students and they will be able to understand the correct appraisal of human needs by learning about self and body. Students will understand and appreciate family values and also to learn how to establish and develop harmony not only in family and society but also in Nature. They will be able to appreciate the significance of universal order by understanding harmony in nature.</p>			
<p><b>UNIT I : Introduction to Value Education</b></p> <p>1.1 Value Education: Need, Basic Guidelines, Content and Process            1.2 Self Exploration: As a Process for Value Education; Contents; Process            1.3 Continuous Happiness and Prosperity – The Basic Human Aspirations            1.4 Happiness and Prosperity – Current Scenario            1.5 Right Understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority            1.6 Method to fulfill the above human aspirations: understanding and living in harmony at various levels</p>			
<p><b>UNIT II : Harmony in human being - Harmony in Myself</b></p> <p>2.1 Understanding human being as the co-existence of the sentient ‘Self’ and the material ‘Body’            2.2 Understanding the body as an instrument of ‘I’            2.3 Understanding the harmony of ‘I’ with the body: Sanyam and Swasthya            2.4 Program to ensure Sanyam and Swasthya            2.5 Understanding Human Being; Method to bring harmony within oneself            2.6 Understanding the Need of Self (I) and Body – Sukh and Suvidha</p>			
<p><b>UNIT III: Understanding Harmony in Family, Society and Nature</b></p> <p>3.1 Understanding Harmony in Family Relations; Family – Meaning; Functions            3.2 Values in Relations – Commitment, Respect (Samman), Trust (Visvas), Unconditional Acceptance and Empathy, Honesty and Transparency, Equity and Justice (Nyaya); Guidelines to ensure Harmony            3.3 Understanding the harmony in the society (society being an extension of family): <i>Samadhan, Samridhi, Abhay, Sah-astitva</i> as comprehensive human goals            3.4 Understanding Harmony in Nature: Interconnectedness, Self-regulation and Mutual Fulfillment among the Four Orders of Nature, Realizing Existence as Co-existence at all Levels</p>			
<p><b>UNIT IV: Professional Ethics</b></p> <p>4.1 An introduction to professional ethics            4.2. Profession as a channel of attaining comprehensive human goals            4.3 Professional Ethics; Competence in Professional Ethics            4.4 Issues in Professional Ethics – The Current Scenario</p>			
<p><b>UNIT V: Implications of the Holistic Understanding</b></p> <p>5.1 Natural Acceptance of Human Values            5.2 Definitiveness of (Ethical) Human Conduct            5.3 A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order            5.4 Competence in Professional Ethics</p>			



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5.5 Strategies for transition towards value-based life and profession strategy for transition from the present state to universal human order: at the level of society: as mutually enriching institutions and organizations

### Course Outcomes:

**TBHSE 401-CO1:** Describe the concept of Value education, self-exploration, content and the process. Identifying the essentials of human values and skills. Recognize the role of ethics in human life and apply creative thinking to fulfill the aspirations of every human being.

**TBHSE 401-CO2:** Understand the dimension of ethical human conduct and determine how values can be converted to rules of behavior that can be derived as ethics. Understand the correct appraisal of physical needs.

**TBHSE 401-CO3:** Develop the ability of establishing Harmony in Family, Society and Nature. Develop the ability to understand the need of ethics in Profession. Analyze the significance of eco-friendly production techniques to meet the sustainable development goals. Identifying the Ethics for Profession along with issues.

**TBHSE 401-CO4** understand the implication of holistic understanding of harmony on professional ethics.

### Textbook:

- Ritu Soryan. 2010. Human Values & Professional Ethics. Dhanpat Rai & Co. (Pvt.) Ltd.

### Reference Books:

- R R Gaur, R Sangal, G P Bagaria. 2010. A Foundation Course in Human Values and Professional Ethics. Excel Books Private Limited.
- A.N. Tripathy. 2003. Human Values. New Age International Publishers.
- R Subramanian. 2013. Professional Ethics. Oxford University Press.
- Mike W Martin, Roland Schinzinger. 2014. Ethics in Engineering. McGraw Hill Education (India) Private Limited.

### Assessment Rubric:

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	Assignments	20
End Term Exam	End Term Exam	60
<b>Total</b>		<b>100</b>

### Articulated Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
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C01	-	-	-	-	-	3	-	-	-	3	-	-	-	-
C02	-	-	-	-	-	3	-	-	-	3	-	-	-	-
C03	-	-	-	-	-	3	3	-	-	3	-	-	-	-
C04	-	-	-	-	-	3	-	-	-	3	-	-	-	-
<b>AVG</b>	-	-	-	-	-	<b>3</b>	<b>3</b>	-	-	<b>3</b>	-	-	-	-



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## SEMESTER –V

Name of Department	School of Liberal Arts		
Programme Name	B.A.(Hons.) English	Programme Code	40



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Course Code	TBHE 501	Credit	6
Year/Sem	3/5	L-T-P	5-1-0
Course Name	Women's Writing		
<b>Objectives of the Course:</b> To study the literature presented by the second sex and apprehend their contribution to the society.			
<b>UNIT I</b>			
1.1 Emily Dickinson			
1.1.1 'I cannot live with you'			
1.1.2 'I'm wife; I've finished that'			
1.2 Sylvia Plath			
1.2.1 'Daddy'			
1.2.2 'Lady Lazarus'			
1.3 Eunice De Souza			
1.3.1 'Advice to Women'			
1.3.2 'Bequest'			
<b>UNIT II</b>			
2.1 Alice Walker The Color Purple			
<b>UNIT III</b>			
a. Charlotte Perkins Gilman 'The Yellow Wallpaper'			
b. Katherine Mansfield 'Bliss'			
c. Mahashweta Devi 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)			
<b>UNIT IV</b>			
4.1 Mary Wollstonecraft A Vindication of the Rights of Woman (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38.			
4.2 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.			
4.3 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.			
<b>Readings:</b>			
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.			
<b>Suggested Topics and Background Prose Readings for Class Presentations:</b>			
• The Confessional Mode in Women's Writing			
• Sexual Politics			
• Race, Caste and Gender			
• Social Reform and Women's Rights			



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## Course Outcomes (COs)

- TBHE 501-CO1**-Explain literary contribution by women in a deeper way.  
**TBHE 501-CO2**-Understand the plight of women in 20th century developing societies.  
**TBHE 501-CO3**-Evaluate the criticism offered to various writers and their works.  
**TBHE 501-CO4**-Study various features and forms of writings by women.

## Reference:

1. *Emily Dickinson 100 selected Poems* Publisher : Fingerprint! Publishing (1 December 2019)  
Hardcover : 224 pages ISBN-10 : 9389717590 ISBN-13 : 978-9389717594
2. *Sylvia Plath Selected Poems* Paperback Publisher : Faber; Main edition (27 August 2002)  
Paperback : 96 pages ISBN-10 : 0571135862 , ISBN-13 : 978-0571135868
3. Alice Walker *The Color Purple* Publisher : W&N; 1st edition (31 August 2017) Paperback :  
288 pages; ISBN-10 : 147460725X ; ISBN-13 : 978-1474607254
4. Katherine Mansfield *Bliss* Publisher : Createspace Independent Pub; 1st edition (5 July 2014)  
Paperback : 212 pages ISBN-10 : 1500415847 ISBN-13 : 978-1500415846
5. Charlotte Perkins Gilman *The Yellow Wallpaper* Publisher : Ingram short title (1 January 2018) Paperback : 26 pages ISBN-10 : 1629101516 ISBN-13 : 978-1629101514

## Assessment Rubric:

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	Assignments	20
End Term Exam	End Term Exam	60
<b>Total</b>		<b>100</b>

## Articulated Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
C01	-	3	-	-	-	2	-	-	-	1	3	-	-	-
CO2	3	1	2	-	-	3	-	-	-	-	-	-	-	3
CO3	2	-	1	-	-	1	3	-	-	-	-	-	-	3
CO4	3	-	1	-	-	1	-	-	-	-	2	-	-	-
<b>AVG</b>	<b>2.7</b>	<b>2</b>	<b>1.3</b>	-	-	<b>1.8</b>	<b>3</b>	-	-	<b>1</b>	<b>2.5</b>	-	-	<b>3</b>

Name of Department	School of Liberal Arts		
Programme Name	B.A. (Hons.) English	Programme Code	40
Course Code	TBHE 502	Credit	6
Year/Sem	3/5	L-T-P	5-1-0



# UTTARANCHAL UNIVERSITY

(Established vide Uttaranchal University Act, 2012)  
(Uttarakhand Act No. 11 of 2013)

Arcadia Grant, P.O. Chandanwari, Premnagar, Dehradun, Uttarakhand

Course Name	British Literature: The Early 20th Century
<b>Objectives of the Course:</b> To familiarize the students with the literary trends/movements that evolved in the course of the 20th Century.	
<b>UNIT I</b> 1.1. Joseph Conrad <i>Heart of Darkness</i>	
<b>UNIT II</b> 2.1 D.H. Lawrence <i>Sons and Lovers</i>	
<b>UNIT III</b> 3.1 Virginia Woolf <i>Mrs Dalloway</i>	
<b>UNIT IV</b> 4.1 W.B. Yeats: 4.1.1 'Leda and the Swan' 4.1.2 'The Second Coming' 4.1.3 'No Second Troy' 4.1.4 'Sailing to Byzantium'  4.2 T.S. Eliot: 4.2.1 'The Love Song of J. Alfred Prufrock' 4.2.2 'Sweeney among the Nightingales' 4.2.3 'The Hollow Men'	
<b>Reading List:</b> 1. Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in <i>The Modern Tradition</i> , ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63. 2. T.S. Eliot, 'Tradition and the Individual Talent', in <i>Norton Anthology of English Literature</i> , 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25. 3. Raymond Williams, 'Introduction', in <i>The English Novel from Dickens to Lawrence</i> (London: Hogarth Press, 1984) pp. 9–27.	
<b>Suggested Topics and Background Prose Readings for Class Presentations:</b> <ul style="list-style-type: none"><li>• Modernism, Post-modernism and non-European Cultures</li><li>• The Women's Movement in the Early 20th Century</li><li>• Psychoanalysis and the Stream of Consciousness</li><li>• The Uses of Myth</li><li>• The Avant Garde</li></ul>	
<b>Course Outcomes:</b> <b>TBHE 502-CO1:</b> Understand the setting of the novel and the historical & cultural background of the colonization of Africa by European countries, and find examples in the text. <b>TBHE 502-CO2:</b> Identify the 20 <sup>th</sup> century British novels especially under the impact of modern and post modernism and discuss psychological study of the familial and love relationships of a working-class English family <b>TBHE 502-CO3:</b> Examine the various aspects of women's movement in the early 20 <sup>th</sup> century	

**TBHE 502-CO4:** Value the work of the major poets of the early 20<sup>th</sup> century and strengthen skills and vocabulary of literature through close textual study of themes and forms of Yeat's poetry.

**Reference:**

1. Conrad, Joseph. *Heart of Darkness*. 2007. Coyote Canyon Press. Print. ISBN:9780979660733, 0979660734
2. Lawrence, D.H. *SONS AND LOVERS*. 2015. Fingerprint! Publishing Print ISBN: 978-8175993099, 817599309X
3. Woolf, Virginia. *Mrs Dalloway*. 1925. Hogarth Press ISBN 0-15-662870-8
4. Yeats, W B. *100 SELECTED POEMS*. 2018. Fingerprint! Publishing. Print. ISBN 9388369750 978-9388369756
5. Eliot, T S. *Collected Poems 1909-1962*. 1991. Harcourt Brace Jovanovich. Print ISBN 9780151189786 978-0151189786

**Assessment Rubric:**

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	assignments	20
End Term Exam	End Term Exam	60
<b>Total</b>		<b>100</b>

**Articulated Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
C01	3	-	2	-	-	-	-	-	-	-	1	-	-	-
CO2	1	3	1	-	-	2	-	-	-	-	-	-	2	-
CO3	2	1	-	-	-	2	-	-	2	-	-	1	-	-
CO4	2	3	1	-	-	2	-	-	-	-	-	2	-	-
<b>AVG</b>	<b>2</b>	<b>2.3</b>	<b>1.3</b>	-	-	<b>2</b>	-	-	<b>2</b>	-	<b>1</b>	<b>1.5</b>	<b>2</b>	-

Name of Department	School of Liberal Arts		
Programme Name	B.A. (Hons.) English	Programme Code	40
Course Code	TDHE 501	Credit	6



# UTTARANCHAL UNIVERSITY

(Established vide Uttaranchal University Act, 2012)  
(Uttarakhand Act No. 11 of 2013)

Arcadia Grant, P.O. Chandanwari, Premnagar, Dehradun, Uttarakhand

Year/Sem	3/5	L-T-P	5-1-0
Course Name	Modern Indian Writing in English Translation		
<b>Objectives of the Course:</b> To have a deeper insight into the literature of various languages			
<b>UNIT I</b>			
1.1 Premchand 'The Shroud', in <i>Penguin Book of Classic Urdu Stories</i> , ed. M. Assaduddin (New Delhi: Penguin/Viking, 2006).			
1.2 IsmatChughtai 'The Quilt', in <i>Lifting the Veil: Selected Writings of IsmatChughtai</i> , tr. M. Assaduddin (New Delhi: Penguin Books, 2009).			
1.3 Gurdial Singh 'A Season of No Return', in <i>Earthy Tones</i> , tr. Rana Nayar (Delhi:Fiction House, 2002).			
1.4 Fakir Mohan Senapati 'Rebati', in <i>Oriya Stories</i> , ed. Vidya Das, tr. KishoriCharan Das (Delhi: Srishti Publishers, 2000).			
<b>UNIT II</b>			
2.1 RabindraNath Tagore 'Light, Oh Where is the Light?' and 'When My Play was with thee', in <i>Gitanjali: A New Translation with an Introduction</i> by William Radice (New Delhi: Penguin India, 2011).			
2.2 G.M. Muktibodh 'The Void', (tr. Vinay Dharwadker) and 'So Very Far', (tr. Tr. Vishnu Khare and AdilJussawala), in <i>The Oxford Anthology of Modern Indian Poetry</i> , ed. Vinay Dharwadker and A.K. Ramanujam (New Delhi: OUP, 2000).			
2.3 Amrita Pritam 'I Say Unto Waris Shah', (tr. N.S. Tasneem) in <i>Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems</i> , ed. K.M. George, vol. 3 (Delhi: SahityaAkademi, 1992).			
2.4 ThangjamIbopishak Singh 'Dali, Hussain, or Odour of Dream, Colour of Wind' and 'The Land of the Half-Humans', tr. Robin S. Ngangom, in <i>The Anthology of Contemporary Poetry from the Northeast</i> (NEHU: Shillong, 2003).			
<b>UNIT- III</b>			
3.1 DharamveerBharati <i>AndhaYug</i> , tr. AlokBhalla (New Delhi: OUP, 2009).			
<b>UNIT-IV</b>			
4.1 G. Kalyan Rao <i>Untouchable Spring</i> , tr. Alladi Uma and M. Sridhar (Delhi: Orient BlackSwan, 2010)			
<b>Readings:</b>			
1. Namwar Singh, 'Decolonising the Indian Mind', tr. Harish Trivedi, <i>Indian Literature</i> , no. 151 (Sept./Oct. 1992).			
2. B.R. Ambedkar, <i>Annihilation of Caste</i> in <i>Dr. Babasaheb Ambedkar: Writings and Speeches</i> , vol. 1 (Maharashtra: Education Department, Government of Maharashtra, 1979) chaps. 4, 6, and 14.			
3. Sujit Mukherjee, 'A Link Literature for India', in <i>Translation as Discovery</i> (Hyderabad: Orient Longman, 1994) pp. 34-45.			
4. G.N. Devy, 'Introduction', from <i>After Amnesia</i> in <i>The G.N. Devy Reader</i> (New Delhi: Orient BlackSwan, 2009) pp. 1-5.			
<b>Suggested Topics and Background Prose Readings for Class Presentations:</b>			
<ul style="list-style-type: none"><li>• The Aesthetics of Translation</li><li>• Linguistic Regions and Languages</li><li>• Modernity in Indian Literature</li></ul>			



# UTTARANCHAL UNIVERSITY

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Arcadia Grant, P.O. Chandanwari, Premnagar, Dehradun, Uttarakhand

- Caste, Gender and Resistance
- Questions of Form in 20th Century Indian Literature

### Course Outcomes (CO)

**TDHE 501- CO1:** Understand the diversity of modern Indian literatures and the similarities between them.

**TDHE 501- CO2:** Understand and creatively engage with the theme of nation and nationalism.

**TDHE 501- CO3:** Examine Indian writings in English with historical perspective.

**TDHE 501- CO4:** Analyze the important social issues like gender and caste in literary and non-literary text.

### Reference:

1. *Modern Indian Writing In English Translation A Multilingual Anthology* (Worldview Critical Editions) Publisher : Worldview Publications (1 January 2016) ISBN-10 : 9382267220 ISBN-13 : 978-9382267225
2. *A Handbook of Translation Studies* (English, Paperback, Das Bijay Kumar) Publisher: Atlantic Publishers & Distributors Pvt Ltd ISBN: 9788126918065, 9788126918065

### Assessment Rubric:

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	Assignments	20
End Term Exam	End Term Exam	60
	<b>Total</b>	<b>100</b>

### Articulated Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
C01	3	2	-	-	-	-	-	-	-	-	2	1	2	3



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Arcadia Grant, P.O. Chandanwari, Premnagar, Dehradun, Uttarakhand

CO2	2	3	-	-	-	-	-	-	-	-	1	-	-	2
CO3	-	2	-	-	-	-	-	-	-	2	2	1	1	1
CO4	1	-	2	-	-	-	-	-	-	2	-	-	-	1
<b>AVG</b>	2	2.3	2	-	-	-	-	-	-	2	1.5	1	1	1.3

Name of Department	<b>School of Liberal Arts</b>		
Programme Name	B.A. (Hons.)English	Programme Code	40
Course Code	TDHE 502	Credit	6



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Arcadia Grant, P.O. Chandanwari, Premnagar, Dehradun, Uttarakhand

Year/Sem	3/5	L-T-P	5-1-0
Course Name	Literature of the Indian Diaspora		
<b>Objectives of the Course:</b> To acquaint the students with literature of Indian writers abroad so as to create a global connection.			
<b>UNIT I</b>			
1.1 M. G. Vassanji <i>The Book of Secrets</i> (Penguin, India)			
<b>UNIT II</b>			
2.1 Rohinton Mistry <i>A Fine Balance</i> ( Alfred A Knopf)			
<b>UNIT III</b>			
3.1 MeeraSyal <i>Anita and Me</i> (Harper Collins)			
<b>UNIT IV</b>			
4.1 Jhumpa Lahiri <i>The Namesake</i> (Houghton Mifflin Harcourt)			
<b>Readings:</b>			
1. "Introduction: The diasporic imaginary" in Mishra, V. (2008). <i>Literature of the Indian diaspora</i> . London: Routledge			
2. "Cultural Configurations of Diaspora," in Kalra, V. Kaur, R. and Hutynuk, J. (2005). <i>Diaspora &amp; hybridity</i> . London: Sage Publications.			
3. "The New Empire within Britain," in Rushdie, S. (1991). <i>Imaginary Homelands</i> . London: Granta Books.			
<b>Suggested Topics and Background Prose Readings for Class Presentations:</b>			
<ul style="list-style-type: none"> <li>•The Diaspora</li> <li>•Nostalgia</li> <li>•New Medium</li> <li>•Alienation</li> </ul>			
<b>Course Outcomes (CO)</b>			
<b>TDHE 502-CO1</b> -To develop an insight into colonial East African countries and its select inhabitants and nurture a sensible corner for such people of the society.			
<b>TDHE 502-CO2</b> -To discuss the problems of cultural differences faced by immigrants and discuss solutions to live in harmony.			
<b>TDHE 502-CO3</b> -To develop an understanding of the inter-cultural differences—Indian culture and White people culture, racial discrimination and its effects.			
<b>TDHE 502-CO4</b> -Examine the nuances between the two-conflicting culture with social and biological differences.			
<b>Reference:</b>			
1. Pandey, Abha. <i>Indian Diasporic Literature</i> . 2008. Creative Books. Print.			
2. Mishra, Vijay. <i>The Literature of the Indian Diaspora</i> . 2014. Routledge Pub. Print.			
3. <i>Routledge Handbook of the Indian Diaspora</i> . ed. Radha Sharma Hegde, Ajaya Kumar Sahoo. 2017. Routledge. Print.			

### Assessment Rubric:

Criteria	Description	Maximum Marks
	Sessional Exam I	10



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Arcadia Grant, P.O. Chandanwari, Premnagar, Dehradun, Uttarakhand

Internal Assessment	Sessional Exam II	10
	assignments	20
End Term Exam	End Term Exam	60
<b>Total</b>		<b>100</b>

## Articulated Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
C01	-	-	3	-	-	1	-	-	2	-	-	-	-	3
CO2	3	2	-	-	-	-	-	-	1	-	-	-	3	-
CO3	2	1	3	-	-	-	-	-	-	-	-	-	-	3
CO4	1	-	-	-	-	-	-	-	3	2	3	-	-	-
<b>AVG</b>	<b>2</b>	<b>1.5</b>	<b>3</b>	-	-	<b>1</b>	-	-	<b>2</b>	<b>2</b>	<b>3</b>	-	<b>3</b>	<b>3</b>

Name of Department	School of Liberal Arts		
Programme Name	B.A. (Hons.) English	Programme Code	40
Course Code	TDHE 503	Credit	6



# UTTARANCHAL UNIVERSITY

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Arcadia Grant, P.O. Chandanwari, Premnagar, Dehradun, Uttarakhand

Year/Sem	3/5	L-T-P	5-1-0
Course Name	Literary Theory		
<b>Objectives of the Course:</b> To bring awareness about various critical theories and develop a critical mindset.			
<b>UNIT I</b>			
1. Marxism			
1.1 Antonio Gramsci, 'The Formation of the Intellectuals' and 'Hegemony (Civil Society) and Separation of Powers', in <i>Selections from the Prison Notebooks</i> , ed. and tr. Quentin Hoare and Geoffrey Novell Smith (London: Lawrence and Wishart, 1971) pp. 5, 245–6.			
1.2 Louis Althusser, 'Ideology and Ideological State Apparatuses', in <i>Lenin and Philosophy and Other Essays</i> (New Delhi: Aakar Books, 2006) pp. 85–126.			
<b>UNIT II</b>			
2. Feminism			
2.1 Elaine Showalter, 'Twenty Years on: A Literature of Their Own Revisited', in <i>A Literature of Their Own: British Women Novelists from Bronte to Lessing</i> (1977. Rpt. London: Virago, 2003) pp. xi–xxxiii.			
2.2 Luce Irigaray, 'When the Goods Get Together' (from <i>This Sex Which is Not One</i> ), in <i>New French Feminisms</i> , ed. Elaine Marks and Isabelle de Courtivron (New York: Schocken Books, 1981) pp. 107–10.			
<b>UNIT III</b>			
3. Poststructuralism			
3.1 Jacques Derrida, 'Structure, Sign and Play in the Discourse of the Human Science', tr. Alan Bass, in <i>Modern Criticism and Theory: A Reader</i> , ed. David Lodge (London: Longman, 1988) pp. 108–23.			
3.2 Michel Foucault, 'Truth and Power', in <i>Power and Knowledge</i> , tr. Alessandro Fontana and Pasquale Pasquino (New York: Pantheon, 1977) pp. 109–33.			
<b>UNIT IV</b>			
4. Postcolonial Studies			
4.1 Mahatma Gandhi, 'Passive Resistance' and 'Education', in <i>Hind Swaraj and Other Writings</i> , ed. Anthony J Parel (Delhi: CUP, 1997) pp. 88–106.			
4.2 Edward Said, 'The Scope of Orientalism' in <i>Orientalism</i> (Harmondsworth: Penguin, 1978) pp. 29–110.			
4.3 Aijaz Ahmad, "'Indian Literature": Notes towards the Definition of a Category', in <i>In Theory: Classes, Nations, Literatures</i> (London: Verso, 1992) pp. 243–285.			
<b>Readings:</b>			
1. Terry Eagleton, <i>Literary Theory: An Introduction</i> (Oxford: Blackwell, 2008).			
2. Peter Barry, <i>Beginning Theory</i> (Manchester: Manchester University Press, 2002).			
<b>Suggested Topics and Background Prose Readings for Class Presentations:</b>			
<ul style="list-style-type: none"> <li>•The East and the West</li> <li>•Questions of Alterity</li> <li>•Power, Language, and Representation</li> <li>•The State and Culture</li> </ul>			



# UTTARANCHAL UNIVERSITY

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Arcadia Grant, P.O. Chandanwari, Premnagar, Dehradun, Uttarakhand

## Course Outcomes (CO)

**TDHE 503-CO1**-Undertand sociological theories and apply these theories for the better understanding of societal structures.

**TDHE 503-CO2**- Apprehend feminism and synthesize a balance between two prominent genders.

**TDHE 503-CO3**- Formulate the connection in structuralism and post structuralism theories and their inter dependence.

**TDHE 503-CO4**- Appraise the works of eminent writers for critical analysis of East and West literatures.

## Reference:

1. Gramsci, Antonio. *Selections from the Prison Notebooks*.2020. Orient Blackswan Pvt. Ltd. Print.
2. Althusser, Lenin. *Lenin and Philosophy and other essays*.2016. Aakar Books.Delhi. Print
3. Butler, Judith. *Gender Trouble*.2016. Routledge Classics. Print.
4. Foucault, Michel. *The Will to Know*. 1998. Penguin, UK. Print
5. Ashcroft, Bill. *Edward Said: The Paradox of Identity*.Print

## Assessment Rubric:

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	assignments	20
End Term Exam	End Term Exam	60
<b>Total</b>		<b>100</b>

## Articulated Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
C01	3	-	1	-	-	1	-	-	-	-	3	-	-	1
CO2	2	-	-	-	-	3	-	-	-	-	-	2	-	-
CO3	1	2	-	-	-	2	-	-	-	-	-	-	1	-
CO4	1	-	-	-	-	1	-	-	-	-	-	-	-	1
<b>AVG</b>	<b>1.8</b>	<b>2</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>1.8</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>

Name of Department	School of Liberal Arts		
Programme Name	B.A. (Hons.) English	Programme Code	40
Course Code	TDHE 504	Credit	6
Year/Sem	3/5	L-T-P	5-1-0



# UTTARANCHAL UNIVERSITY

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Arcadia Grant, P.O. Chandanwari, Premnagar, Dehradun, Uttarakhand

Course Name	Nineteenth Century European Realism
<b>Objectives of the Course:</b> To understand the emergence of Realism movement in Europe in the Nineteenth Century with key texts of European Realism.	
<b>UNIT I</b> 1.1 Ivan Turgenev <i>Fathers and Sons</i> , tr. Peter Carson (London: Penguin, 2009).	
<b>UNIT II</b> 2.1 Fyodor Dostoyvesky <i>Crime and Punishment</i> , tr. Jessie Coulson London: Norton, 1989).	
<b>UNIT III</b> 3.1 Honore de Balzac <i>Old Goriot</i> , tr. M.A. Crawford (London: Penguin, 2003).	
<b>UNIT IV</b> 4.1 Gustave Flaubert <i>Madame Bovary</i> , tr. Geoffrey Wall (London: Penguin, 2002).	
<b>Readings:</b> 1. Leo Tolstoy, 'Man as a creature of history in <i>War and Peace</i> ', ed. Richard Ellmann et. al., <i>The Modern Tradition</i> , (Oxford: OUP, 1965) pp. 246–54. 2. Honore de Balzac, 'Society as Historical Organism', from Preface to <i>The Human Comedy</i> , in <i>The Modern Tradition</i> , ed. Ellmann et. al (Oxford: OUP, 1965) pp. 265– 67. 3. Gustav Flaubert, 'Heroic honesty', Letter on <i>Madame Bovary</i> , in <i>The Modern Tradition</i> , ed. Richard Ellmann et. al. (Oxford: OUP, 1965) pp. 242–3. 4. George Lukacs, 'Balzac and Stendhal', in <i>Studies in European Realism</i> (London, Merlin Press, 1972) pp. 65–85.	
<b>Suggested Topics and Background Prose Readings for Class Presentations:</b> <ul style="list-style-type: none"><li>• History, Realism and the Novel Form</li><li>• Ethics and the Novel</li><li>• The Novel and its Readership in the 19th Century</li><li>• Politics and the Russian Novel: Slavophiles and Westernizers</li></ul>	
<b>Course Outcomes:</b> <b>TDHE 504-CO1:</b> Understand the emergence of Realism movement in Europe in the Nineteenth Century with key texts of European Realism. <b>TDHE 504-CO2:</b> Discuss a deeper understanding of the social, economic and political conditions in Europe in context of literature which gave rise to the movement of realism <b>TDHE 504-CO3:</b> Recognize the diversity within the 19 <sup>th</sup> century European Realism literary movement while discerning the underlying affinities and patterns <b>TDHE 504-CO4:</b> Develop an understanding of how an awareness of rich and complex society of this literary movement identify the challenges it faced and explore the causes of its decline in the next century.	
<b>Reference:</b> 1. Ivan Turgenev, Ivan. <i>Fathers and Sons</i> , tr. Peter Carson. 2009. Penguin Classics ,London.Print. ISBN: 9780141441337 2. Fyodor Dostoyvesky, <i>Fyodor Crime and Punishment</i> , tr. Jessie Coulson. 1989. W. W. Norton & Company. London. Print. ISBN 9780393956238 978-0393956238 3. Balzac, Honore de. <i>Old Goriot</i> , trans. M.A. Crawford.2003. Penguin Classics Publications,London. Print. 4. Flaubert, Gustava. <i>Madame Bovary</i> , trans. Geoffrey Wall. 2003. Penguin Classics,	

London. Print. ISBN: 9780140449129

### Assessment Rubric:

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	Assignments	20
End Term Exam	End Term Exam	60
	<b>Total</b>	<b>100</b>

### Articulated Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
C01	1	-	2	-	-	1	-	-	-	-	-	-	1	-
CO2	3	1	1	-	-	-	-	-	3	-	2	-	-	-
CO3	2	1	-	-	-	1	-	-	-	-	1	-	-	-
CO4	2	-	3	-	-	2	-	-	-	-	1	-	-	-
<b>AVG</b>	<b>2</b>	<b>1</b>	<b>2</b>	-	-	<b>1.3</b>	-	-	<b>3</b>	-	<b>1.3</b>	-	<b>1</b>	-



# UTTARANCHAL UNIVERSITY

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Arcadia Grant, P.O. Chandanwari, Premnagar, Dehradun, Uttarakhand

## SEMESTER –VI

Name of Department	School of Liberal Arts		
Programme Name	B.A. (Hons.) English	Programme Code	40
Course Code	TBHE 601	Credit	6
Year/Sem	3/6	L-T-P	5-1-0

*Uttaranchal University-Syllabus for B.A. Hons. English. w.e.f.-2020-23*



# UTTARANCHAL UNIVERSITY

(Established vide Uttaranchal University Act, 2012)  
(Uttarakhand Act No. 11 of 2013)

Arcadia Grant, P.O. Chandanwari, Premnagar, Dehradun, Uttarakhand

Course Name	<b>Modern European Drama</b>
<b>Objectives of the Course:</b> To understand the social cultures and customs prevailing in Modern Europe through the study of drama.	
<b>UNIT I</b> Henrik Ibsen <i>Ghosts</i>	
<b>UNIT II</b> Bertolt Brecht <i>The Good Woman of Szechuan</i>	
<b>UNIT- III</b> Samuel Beckett <i>Waiting for Godot</i>	
<b>UNIT-IV</b> Eugene Ionesco <i>Rhinoceros</i>	
<b>Readings:</b> 1. Constantin Stanislavski, <i>An Actor Prepares</i> , 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 <i>Brecht on Theatre: The Development of an Aesthetic</i> , ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8. 3. George Steiner, 'On Modern Tragedy', in <i>The Death of Tragedy</i> (London: Faber, 1995) pp. 303–24.	
<b>Suggested Topics and Background Prose Readings for Class Presentations:</b> <ul style="list-style-type: none"><li>• Politics, Social Change and the Stage</li><li>• Text and Performance</li><li>• European Drama: Realism and Beyond</li><li>• Tragedy and Heroism in Modern European Drama</li><li>• The Theatre of the Absurd</li></ul>	
<b>Course outcomes:</b> <b>TBHE 601-CO1:</b> Understand the impact of drama in the shaping of modern individuals <b>TBHE 601-CO2:</b> Understand the concepts like feminism, realism, naturalism and symbolism. <b>TBHE 601-CO3:</b> Understand how meaning is created in theatre and be able to write about the changes that have taken place in theatrical practice <b>TBHE 601-CO4:</b> Analyze the post war advent-garde drama and theatre of the absurd	
<b>Reference:</b> 1. Ibsen, Henrik. GHOSTS. 2015. Worldview Publications ISBN 9382267182 978-9382267188	



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Arcadia Grant, P.O. Chandanwari, Premnagar, Dehradun, Uttarakhand

2. Brecht, Bertolt. The Good Woman of Szechuan. 2007. Penguin publications, UK. Print. ISBN 0141189177 978-0141189178
  3. Beckett, Samuel. Waiting for Godot: Tragicomedy in Two Acts (Faber Drama). 2010. Faber Publications. Print. ISBN 0571244599 978-0571244591
- Batra, Shakti. Eugene Ionesco Rhinoceros: A Critical Study. 2018. Surjeet Publications. Print ISBN: 978-81-229-0212-9

## Assessment Rubric:

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	Assignments	20
End Term Exam	End Term Exam	60
	<b>Total</b>	<b>100</b>

## Articulated Mapping:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PSO 1	PSO 2	PSO 3	PSO 4
CO1	2	-	-	-	-	3	-	-	-	-	3	2	-	-
CO2	2	-	3		-	2	-	-	-	-	2	3	-	-
CO3	2	3	1	-	-		-	-	-	-			-	-
CO4	3	-	-	-	-	2	-	-	3	1			-	-
<b>AV G</b>	2.3	3	2	-	-	2.3	-	-	3	1	2.5	2.5	-	-

Name of Department	School of Liberal Arts		
Programme Name	B.A. (Hons.) English	Programme Code	40
Course Code	TBHE 602	Credit	6
Year/Sem	3/6	L-T-P	5-1-0



# UTTARANCHAL UNIVERSITY

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Arcadia Grant, P.O. Chandanwari, Premnagar, Dehradun, Uttarakhand

Course Name	Postcolonial Literatures
<b>Objectives of the Course:</b> To have insight into the identity politics and postcolonial literatures for better understanding of people and situations.	
<b>UNIT I</b>	
1.1 Chinua Achebe <i>Things Fall Apart</i>	
<b>UNIT II</b>	
2.1 Gabriel Garcia Marquez <i>Chronicle of a Death Foretold</i>	
<b>UNIT- III</b>	
3.1 Bessie Head ‘The Collector of Treasures’	
3.2 Ama Ata Aidoo ‘The Girl who can’	
3.3 Grace Ogot ‘The Green Leaves’	
<b>UNIT-IV</b>	
a. Pablo Neruda:	
i. ‘Tonight I can Write’	
ii. ‘The Way Spain Was’	
b. Derek Walcott:	
i. ‘A Far Cry from Africa’	
ii. ‘Names’	
c. David Malouf :	
i. ‘Revolving Days’	
ii. ‘Wild Lemons’	
d. Mamang Dai	
i. ‘Small Towns and the River’	
ii. ‘The Voice of the Mountain’	
<b>Readings:</b>	
1. Franz Fanon, ‘The Negro and Language’, in <i>Black Skin, White Masks</i> , tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.	
2. NgugiwaThiong’o, ‘The Language of African Literature’, in <i>Decolonising the Mind</i> (London: James Curry, 1986) chap. 1, sections 4–6.	
3. Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in <i>Gabriel Garcia Marquez: New Readings</i> , ed. Bernard McGuirk and Richard Cardwell (Cambridge:Cambridge University Press, 1987).	
<b>Suggested Topics and Background Prose Readings for Class Presentations:</b>	
<ul style="list-style-type: none"> <li>• De-colonization, Globalization and Literature</li> <li>• Literature and Identity Politics</li> <li>• Writing for the New World Audience</li> <li>• Region, Race, and Gender</li> <li>• Postcolonial Literatures and Questions of Form</li> </ul>	
<b>Course Outcomes (CO)</b>	
<b>TBHE 602- CO1:</b> Understand the sociopolitical effects of colonialism in countries affected by colonial rule	

**TBHE 602- CO2:** Understand the effects of colonialism on literatures across the world

**TBHE 602- CO3:** Examine the effects of colonial rule on the language and culture of different sects affected by it

**TBHE 602- CO4:** Critically analyze the role played by postcolonial literatures in bringing forth the inequality due to colonial rule.

**Reference:**

1. Ashcroft, Bill, Gareth Griffiths. *Postcolonial Studies: The Key Concepts*. 2013. Routledge. Print
2. Ashcroft, Bill. *The Empire Writes Back*. 1989. Routledge. Print
3. Achebe, Chinua. *Things fall Apart*. 2001. Penguin, UK. Print
4. Clarke, Nana Ayeibia. *Chinua Achebe: Tributes and Reflections*. 2014. Ayeibia Clarke Publishing. Print
5. Shaw, Bradley A. *Critical Perspectives on Gabriel Garcia Marquez*. 1986. University of Colorado. Print.
6. Head, Bessie. *The Collector of Treasures and Other Botswana Village Tales*. 2013. Waveland Pr. Inc. Print

**Assessment Rubric:**

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	Assignments	20
End Term Exam	End Term Exam	60
	<b>Total</b>	<b>100</b>

**Articulated Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	1	-	-	-	-	-	-	-	-	3	2	-	-
CO2	-	3	2	-	-	-	-	-	-	-	1	2	-	-
CO3	-	1	-	-	-	-	-	-	3	-	1	2	-	-
CO4	-	-	1	-	-	-	-	-	-	3	-	2	-	-
<b>AVG</b>	-	1.7	1.5	-	-	-	-	-	3	3	1.7	2	-	-

Name of Department	School of Liberal Arts		
Programme Name	B.A.(Hons.) English	Programme Code	40
Course Code	TDHE 601	Credit	6



# UTTARANCHAL UNIVERSITY

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Arcadia Grant, P.O. Chandanwari, Premnagar, Dehradun, Uttarakhand

Year/Sem	3/6	L-T-P	5-1-0
Course Name	Science Fiction and Detective Literature		
<b>Objectives of the Course:</b> To develop inquisitive mind and initiate creativity among young generations.			
<b>UNIT I</b>			
1.1 Wilkie Collins <i>The Woman in White</i>			
<b>UNIT II</b>			
2.1 Arthur Conan Doyle <i>The Hound of the Baskervilles</i>			
<b>UNIT- III</b>			
3.1 Raymond Chandler <i>The Big Sleep</i>			
<b>UNIT-IV</b>			
4.1 H.R.F. Keating <i>Inspector Ghote Goes by Train</i>			
<b>Readings:</b>			
1. J. Edmund Wilson, 'Who Cares Who Killed Roger Ackroyd?', The New Yorker, 20 June 1945.			
2. George Orwell, Raffles and Miss Blandish, available at: <a href="http://www.georgeorwell.org/Raffles_and_Miss_Blandish/0.html">www.georgeorwell.org/Raffles_and_Miss_Blandish/0.html</a>			
3. W.H. Auden, The Guilty Vicarage, available at: <a href="http://harpers.org/archive/1948/05/theguilty-vicarage/">harpers.org/archive/1948/05/theguilty-vicarage/</a>			
4. Raymond Chandler, 'The Simple Art of Murder', Atlantic Monthly, Dec. 1944, available at: <a href="http://www.en.utexas.edu/amlit/amlitprivate/scans/chandlerart.html">http://www.en.utexas.edu/amlit/amlitprivate/scans/chandlerart.html</a>			
<b>Suggested Topics and Background Prose Readings for Class Presentation:</b>			
<ul style="list-style-type: none"> <li>•Crime across the Media</li> <li>•Constructions of Criminal Identity</li> <li>•Cultural Stereotypes in Crime Fiction</li> <li>•Crime Fiction and Cultural Nostalgia</li> <li>•Crime Fiction and Ethics</li> <li>•Crime and Censorship</li> </ul>			
<b>Course Outcomes (CO)</b>			
<b>TDHE 601-CO1-</b> Understand the plight of women in the Victorian era.			
<b>TDHE 601-CO2 -</b> Develop a sense of reasoning against superstition.			
<b>TDHE 601-CO3-</b> Evaluate hidden motives of corrupt and work towards the betterment of humanity.			
<b>TDHE 601-CO4-</b> Interpret diverse situations and have a critical mindset.			
1. Wilkie Collins – <i>The Women in White</i> , Penguin Random House, Jan 08, 2002   ISBN 9780375759062			
2. Arthur Conan Doyle – <i>The Hound of the Baskervilles</i> ; Publisher : Penguin Classics, July 2001 ISBN-13 978-0140437867			
3. Raymond Chandler ' <i>The Big Sleep</i> ' PUBLISHER: Aegitas Released: Apr 3, 2020 ISBN: 9780369401229			
4. H.R.F. Keating - <i>Inspector Ghote Goes by Train</i> , Publisher : Thorndike Pr; Large Print edition (1 September 2005) ISBN-10 : 0786276096. ISBN-13 : 978-0786276097			

## Assessment Rubric:



# UTTARANCHAL UNIVERSITY

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Arcadia Grant, P.O. Chandanwari, Premnagar, Dehradun, Uttarakhand

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	assignments	20
End Term Exam	End Term Exam	60
<b>Total</b>		<b>100</b>

## Articulated Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
C01	-	2	3	-	-	1	-	-	-	-	-	-	-	1
CO2	-	-	-	-	3	-	2	-	1	-	-	-	-	1
CO3	-	-	3	-	3	1	-	-	-	-	-	-	-	1
CO4	-	3	3	-	-	1	-	-	-	-	-	-	-	1
<b>AVG</b>	-	<b>2.5</b>	<b>3</b>	-	<b>3</b>	<b>1</b>	<b>2</b>	-	<b>1</b>	-	-	-	-	<b>1</b>

Name of Department	School of Liberal Arts		
Programme Name	B.A. English	Programme Code	39
Course Code	TDHE 602	Credit	6



# UTTARANCHAL UNIVERSITY

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Arcadia Grant, P.O. Chandanwari, Premnagar, Dehradun, Uttarakhand

Year/Sem	3/6	L-T-P	5-1-0
Course Name	World Literatures		
<b>Objectives of the Course:</b> To create a broader mindset in the students and develop their understanding of various cultures and cultural issues.			
<b>UNIT I</b>			
1.1 V.S. Naipaul, Bend in the River (London: Picador, 1979).			
<b>UNIT II</b>			
2.1 Marie Clements, The Unnatural and Accidental Women, in Staging Coyote's Dream: An Anthology of First Nations, ed. Monique Mojica and Ric Knowles (Toronto: Playwrights Canada, 2003)			
<b>UNIT III</b>			
3.1 Antoine De Saint-Exupery, The Little Prince (New Delhi: Pigeon Books, 2008)			
3.2 Julio Cortazar, 'Blow-Up', in Blow-Up and other Stories (New York: Pantheon, 1985).			
<b>UNIT IV</b>			
4.1 Judith Wright, 'Bora Ring', in Collected Poems (Sydney: Angus & Robertson, 2002) p. 8.			
4.2 Gabriel Okara, 'The Mystic Drum', in An Anthology of Commonwealth Poetry, ed. C.D. Narasimhaiah (Delhi: Macmillan, 1990) pp. 132-3.			
4.3 Kishwar Naheed, 'The Grass is Really like me', in We the Sinful Women (New Delhi: Rupa, 1994) p. 41.			
4.4 Shu Ting, 'Assembly Line', in A Splintered Mirror: Chinese Poetry From the Democracy Movement, tr. Donald Finkel, additional translations by Carolyn Kizer (New York: North Point Press, 1991).			
4.5 Jean Arasanayagam, 'Two Dead Soldiers', in Fussilade (New Delhi: Indialog, 2003) pp. 89-90.			
<b>Readings:</b>			
1. Sarah Lawall, 'Preface' and 'Introduction', in Reading World Literature: Theory, History, Practice, ed. Sarah Lawall (Austin, Texas: University of Texas Press, 1994) pp. ix-xviii, 1-64.			
2. David Damrosch, How to Read World Literature? (Chichester: Wiley-Blackwell, 2009) pp. 1-64, 65-85.			
3. Franco Moretti, 'Conjectures on World Literature', New Left Review, vol.1 (2000), pp. 54-68.			
4. Theo D'haen et. al., eds., 'Introduction', in World Literature: A Reader (London: Routledge, 2012).			
<b>Suggested Topics and Background Prose Readings for Class Presentations:</b>			
<ul style="list-style-type: none"> <li>•The Idea of World Literature</li> <li>•Memory, Displacement and Diaspora</li> <li>•Hybridity, Race and Culture</li> <li>•Adult Reception of Children's Literature</li> <li>•Literary Translation and the Circulation of Literary Texts</li> <li>•Aesthetics and Politics in Poetry</li> </ul>			
<b>Course Outcomes (CO)</b>			
<b>TDHE 602-CO1-</b> Study the historical events of Africa to gain an understanding of the people's struggles and aspirations.			
<b>TDHE 602-CO2-</b> To discuss the effects of war and turmoil on humanity.			
<b>TDHE 602-CO3-</b> To be able to comprehend the plight of women in different parts of the world			

and justify their role.

**TDHE 602-CO4-** To create an interest in various genres of writing through deep study and assessment of particular texts.

**Reference:**

1. Amelina, Anna, Karolina Barglowski, *Routledge Handbook of Diaspora Studies*. 2018. Routledge. ISBN- 978-1138631137
2. D'haen, Theo. *The Routledge Concise History of World Literature*. London: Routledge, 2011.
3. Robinson, Douglas. *Critical Translation Studies (Routledge Advances in Translation and Interpreting Studies)* 2017. Routledge. ISBN-978-1138229839

**Assessment Rubric:**

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	Assignments	20
End Term Exam	End Term Exam	60
<b>Total</b>		<b>100</b>

**Articulated Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
C01	3	1	2	-	-	-	-	-	-	-	3	-	-	-
CO2	-	-	1	-	3	-	2	-	-	-	-	2	-	-
CO3	-	2	-	-	1	3	-	-	-	-	-	2	-	-
CO4	-	-	3	1	2	-	-	-	-	-	-	-	-	-
<b>AVG</b>	<b>3</b>	<b>1.5</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>2</b>	<b>-</b>	<b>-</b>

Name of Department	School of Liberal Arts		
Programme Name	B.A. (Hons.) English	Programme Code	40
Course Code	TDHE 603	Credit	6
Year/Sem	3/6	L-T-P	5-1-0



# UTTARANCHAL UNIVERSITY

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Course Name	Autobiography
<b>Objectives of the Course:</b> Exposes and enlightens to all possibilities of the lives of the pioneer figures that challenged and pushed various boundaries of their societal norms and taboos in attempt to make the world a better place to live.	
<b>Unit I</b> 1.1 Jean-Jacques Rousseau's Confessions, Part One, Book One, pp. 5-43, Translated by Angela Scholar (New York: Oxford University Press, 2000). Benjamin Franklin's Autobiography, pp.5-63, Edited by W. Macdonald (London: J.M. Dent and Sons, 1960).	
<b>Unit II</b> 21. M. K. Gandhi's Autobiography or the Story of My Experiments with Truth, Part I Chapters II to IX, pp. 5-26 (Ahmedabad: Navajivan Trust, 1993). Annie Besant's Autobiography, Chapter VII, Atheism As I Knew and Taught It, pp. 141- 175 (London: T. Fisher Unwin, 1917).	
<b>Unit - III</b> <b>3.1</b> Binodini Dasi's My Story and Life as an Actress, pp. 61-83 (New Delhi: Kali for Women,1998). <b>3.2</b> A. Revathi's Truth About Me: A Hijra Life Story, Chapters One to Four, pp. 1-37 (New Delhi: Penguin Books, 2010.)	
<b>Unit -IV</b> 4.1 Richard Wright's Black Boy, Chapter 1, pp. 9-44 (United Kingdom: Picador, 1968). Sharankumar Limbale's The Outcaste, Translated by Santosh Bhoomkar, pp. 1-39 (New Delhi: Oxford University Press, 2003)	
<b>Readings:</b> 1. James Olney, 'A Theory of Autobiography' in Metaphors of Self: the meaning of Autobiography (Princeton: Princeton University Press, 1972) pp. 3-50. 2. Laura Marcus, 'The Law of Genre' in Auto/biographical Discourses (Manchester: Manchester University Press, 1994) pp. 229-72. 3. Linda Anderson, 'Introduction' in Autobiography (London: Routledge, 2001) pp.1-17. 4. Mary G. Mason, 'The Other Voice: Autobiographies of women Writers' in Life/Lines: Theorizing Women's Autobiography, Edited by Bella Brodzki and Celeste Schenck (Ithaca: Cornell University Press, 1988) pp. 19-44.	
<b>Suggested Topics and Background Prose Readings for Class Presentations:</b> <ul style="list-style-type: none"><li>• Self and society</li><li>• Role of memory in writing autobiography</li><li>• Autobiography as resistance</li><li>• Autobiography as rewriting history</li></ul>	

### Course outcomes:

**TBHE 603- CO1:** Locates the major events of history of the West along with the exposure to a new culture; also introduces the art and science of translation and transcription.

**TBHE 603- CO2:** Provides historical development and importance of autobiography as genre. Also traces the location and insight of the vivid experiences of subjects with the reflection of multiplicity of possibilities.

**TBHE 603- CO3:** Expose to the marginalized genders and sexuality with an effort to inculcate acceptance of the existing gender/ sexual fluidity.

**TBHE 603- CO4:** Introduce, understand, analyze and inculcate the politics of racism as naturally illicit, attempting to create empathetic and humane society for the future.

### Reference:

1. Teubner, Jonathan. *An Analysis of St. Augustine's Confessions*. 2017. Routledge CRC Press. ISBN 9781912127986. Print
2. Gandhi, M.K. *An Autobiography or The Story of My Experiments with Truth: Critical Edition*. 2018. Penguin India. ISBN 978-0143427438. Print.
3. Bakshi, Kaustav, Rohit K. Dasgupta. *Queer Studies: Texts, Contexts, Praxis*. 2019. Orient Blackswan. ISBN 978-9352875849. Print.

### Assessment Rubric:

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I	10
	Sessional Exam II	10
	Assignments	20
End Term Exam	End Term Exam	60
	<b>Total</b>	<b>100</b>

### Articulated Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
C01	3	-	-	-	-	-	-	-	-	-	3	-	-	-
CO2	-	3	-	-	-	-	-	-	-	-	-	3	3	-
CO3	-	-	-	-	-	-	-	-	3	-	-	-	3	-
CO4	-	-	-	-	-	-	-	-	3	-	-	-	-	3
<b>AVG</b>	<b>3</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>