

**Central University of Himachal Pradesh
Dharamshala Parisar-1
Department of English**

**Program Specific Outcomes
Program Outcomes
Course Outcomes & Course Contents
of
Master of Arts in English (MA English)
School of Languages**



Programme Specific Outcomes of Master of Arts in English

PSO¹- To ensure participation of all students in classroom discussions

PSO²- To enhance students' dissertation and research paper writing skills

PSO³-To foster a culture of performance based evaluation

Programme Outcomes of Master of Arts in English

PO¹ - To develop the text reading strategies of the students

PO²- To enhance close and critical reading of the literary works

PO³- To augment the analytical and interpretative abilities of the students

PO⁴- To make them empathetic and responsible individuals with a literary sensibility



CENTRAL UNIVERSITY OF HIMACHAL PRADESH

[Established under the Central Universities Act 2009]

PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

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Course Code: EEL 483
Course Name: Romanticism & Victorianism
Course Instructor: Dr. Hem Raj Bansal
Credits: 4

Credits Equivalent: (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives:

- To understand the role and nature of Romantic imagination – new themes and techniques and the role of the individual in a liberal space
- To show how the Romantic poets, novelists and essayists enlarged the scope of literature by drawing on the philosophy of Rousseau
- Make students understand the characteristic features of Victorianism
- Show the extent of Victorianism
- Enable them to think and work on research topics based on Victorian Literature
- Make students familiar with the Art for Art's Sake Movement
- Highlight the significance of the Emergence of the New Woman
- Tell them the parallel emergence of Indian literature

Course Outcomes: After the successful completion of this course, the student will be able to

CO¹ Identify the literary tendencies of the Romantic and the Victorian Age in texts.

CO² Understand the importance of imagination, feelings and dignity of a common man.

CO³ Apply their literary knowledge to understand societal situation.

CO⁴ Learn the importance of empathy.

CO⁵ Develop a deep understanding of life-enhancing values.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 40
2. End Term Examination: 120
3. Continuous Internal Assessment: 40

Course Contents:

UNIT – I: Introduction to the Period (6 hours)

- Beginnings of Romanticism
- Salient Features of Romanticism
- Rousseau’s Notion of Natural Man and the Origin of Inequality
- The French Revolution
- The Characteristics of the Victorian Period

UNIT –II: Poetry: Romantic Age (9 hours)

Texts:

- Robert Burns: “To a Mouse”
- William Wordsworth – ‘The Solitary Reaper’
- Samuel Taylor Coleridge – ‘Kubla Khan’
- John Keats – ‘Ode to a Nightingale, ‘Ode on a Grecian Urn’
- P.B. Shelley – ‘England in 1819’,

UNIT – III: Poetry: Victorian Age (8 hours)

- Thomas Hood: “The Song of the Shirt” [Poem]
- Bankim Chandra Chatterjee: “Hail to the Mother”
- Rudyard Kipling- ‘The White Man’s Burden’ [Poem]”
- Henry Derozio – “To India – My Native Land” [Poems]

UNIT-IV: Fiction/Drama (12 hours)

- Charles Dickens: *Hard Times*
- Mary Shelley: *Frankenstein*
- Introduction to Women Novelists

UNIT-V Essays, Short Stories (5 hours)

- William Hazlitt – “Why the Distant Objects Please?”
- Henry Lawson – “A Neglected History” [Essay]
- Thomas Hardy- “An Imaginative Woman” [Short Story]

Prescribed Text Books:

Dickens, Charles. *Hard Times*. Gutenberg. Web. 28 June 2013.

Keynes, Geoffrey, ed. *Selected Essays of William Hazlitt 1778 to 1830*. Kessinger Publishing House, Montana. 2004.

Keynes, Geoffrey, ed. *Selected Essays of William Hazlitt 1778 to 1830*. Kessinger Publishing House, Montana, 2004.

Lamb, Charles. *Essays of Elia*. Hesperus Press, 2009.

Landow, George. "Victorian and Victorianism". *Victorianweb*. N.p. 2 August 2009. Web. 2 December 2013. Web.

[O'rourke](#), James *Keats's Odes and Contemporary Criticism*. University Press of Florida, Florida, 1998.

Shelley, Mary Wollstonecraft, and Maurice Hindle. *Frankenstein, or, The Modern Prometheus*. London, Penguin Books, 2003.

Stedman, Edmund Clarence, ed. *A Victorian Anthology, 1837–1895*. Cambridge: Riverside Press, 1895. Web.

Wordsworth, Jonathan, Jessica Wordsworth. *The Penguin Book of Romantic Poetry*. Penguin, 2005.

Suggested Reading:

Abrams, M. H. (1973). *Natural Supernaturalism: Tradition and Revolution in Romantic Literature*. W.W. Norton & Company, New York.

Abrams, M.H. *Glossary of Literary Terms*. Boston: Wadsworth, 2012.

Adams, James Eli. *A History of Victorian Literature*. West Sussex: Wiley-Blackwell, 2012. Print.

Ashley, Leonard R.N. ed. *Nineteenth-Century British Drama*. NY: Scott, Foresman, 1967.

Avery, Gillian. *Victorian People in Life and Literature*. London: Collins; New York: Holt, Rinehart, and Winston, 1970.

Curran, Stuart. *The Cambridge Companion to British Romanticism*. Cambridge University Press, Cambridge.

Himmelfarb, Gertrude. *The Idea of Poverty: England in the Early Industrial Age*. New York: Knopf, 1984.

Huntington, Williams. *Rousseau and Romantic Autobiography*. OUP, 1983.

Johanna M. Smith. Ed. *Frankenstein : Case Studies in Contemporary Criticism*. Bedford/St. Martin 2nd edition, 2000.

McLeod, Hugh. *Religion and the People of Western Europe: 1789-1970*. Oxford: OUP, 1981.

Course Articulation Matrix of EEL 483- Romanticism and Victorianism

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	1	1	3	3	2	3	1
CO2	1	3	1	1	1	1	3
CO3	1	2	1	3	3	3	2
CO4	2	1	2	3	2	1	3
CO5	3	3	3	1	2	3	2
CO6							

1. Partially Related
2. Moderately Related
3. Highly Related

PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

www.cuhimachal.ac.in

Course Code: EEL 509

Course Name: Australian Literature

Course Instructor/Designer: Dr. Hem Raj Bansal

Credits Equivalent: 04 Credits (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: The course is designed to

- Trace the history of Aboriginals and the Arrival of Settlers
- Make students aware about literature of the First Nations with a focus on Australian Indigenous literature.
- Explore the settler and native narratives to know about the initial contact of colonizers and the colonized.
- Acquaint them with major literary writers of Australia and their works.
- Delineate the history of Stolen Generations

Course Outcomes: After successful completion of this course, the students will be able to

CO₁ learn and understand how Australia was settled as a penal colony by the British.

CO₂ identify subtle and oppressive forms of colonialism.

CO₃ develop a humanitarian sensibility to see the oppression of the Aborigines.

CO₄ choose topics from Australian literature for their MA and later PhD dissertations.

CO₅ apply their text reading skills to understand specific Australian identity.

Attendance Requirements:

Students are expected to attend all lectures in order to fully benefit from the course.

A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

4. Mid Term Examination: 40
5. End Term Examination: 120

6. Continuous Internal Assessment: 40

Course Contents:

Unit – I: A Historical Overview

(10 Hours)

- Transportation of Convicts
- The Concept of ‘Terra Nullius’
- Resistance of the Aborigines
- The Gold Rush Era-the Eureka Stockade: Significance
- Devastating Effect of the So Called Civilizing Mission
- Australian Unjust and Discriminatory Policies
- The Policy of Assimilation, Aborigines Protection Acts, Stolen Generations
- Excerpts from “The Harbour and the Exiles”; “Who were the Convicts?” from *The Fatal Shore* by Robert Hughes
- James McAuley: “The Convict and the Lady” [Poem]
- A.B. Patterson: “Waltzing Matilda” [Poem]

Unit- II Aboriginal Issues: White and Black Perspectives

(8 Hours)

- Jack Davis: “Aboriginal Australia”, [Poem]
- Dorothea Mackellar: “My Country” [Poem]
- Judith Wright : “Bora Ring” [Poem]
- Oodgeroo Noonuccal (Kath Walker) : “We are Going” [Poem]
- David Malouf: *Remembering Babylon* [Novel]

Unit-III Question of Immigrants/Asylum-Seekers

(8 Hours)

- Hannie Rayson: *Two Brothers* [Play]
- Nam Li : “The Boat” (Title Story from *The Boat*)

Unit-IV War/Love/Inter-personal Relations/Gender Issues

(7 hours)

- John Lang: “The Mohammedan Mother” [Short Story]
- Tim Winton: “Distant Lands”, [Short Story]
- *Henry Lawson*: “A Child in the Dark and a Foreign Father”[Short Story]
- Judith Wright: “The Naked Woman and Mirror” [Poem]

Unit-V Memoirs/Autobiographies/Stolen Generations

(7 hours)

- Autobiography: Questioning through Self-Narrative
- Doris Kartinyeri: *Kick the Tin*
- “Anne’s Story” (First Person Accounts of/by Stolen Children)
- “A Black Grandmother” from Sally Morgan’s *My Place*

Prescribed Text Books:

1. Morgan, Sally. *My Place*. New Delhi: Indialog Publishers Private Limited, 2011.
2. Davis, Jack. *The First Born and Other Poems*. Sydney: Currency Press Pvt. Limited, 1986.
3. Wright, Judith. *Human Pattern: Selected Poems*. Sydney: Carcanet Pvt. Ltd., 2011.

4. Rayson, Hannie. *Two Brothers*. Sydney: Currency Press, 2005.
5. Winton, Tim. *Scission*. Australia: Penguin Australia, 1998.
6. Katrinyeri, Doris. *Kick the Tin*. Delhi: Penguin India, 2001.
7. Malouf, Favid. *Remembering Babylon*. Australia: Penguin Classics, 1992.
8. Bennett, Bruce and Jennifer Strauss. Eds. *The Oxford Literary History of Australia*. Melbourne: OUP, 1998. Print.
9. Clark, Manning. *A Short History of Australia*. New York: New American Library, 1980. Print.

Suggested Extra Reading:

1. Webby, Elizabeth. *The Cambridge Companion to Australian Literature*. Ed. Cambridge: UP, 2000. Print.
2. Sabbioni, Jennifer, Kay Schaffer and Sidonie Smith. Eds. *Indigenous Australian Voices: A Reader*. New Brunswick: Rutgers UP, 1998. Print.
3. Casey, Maryrose. *Creating Contemporary Frames: Indigenous Theatre (1967-1990)*. Queensland: UP, 2004. Print.
4. Shoemaker, Adam. *Black Words, White Page*. Brisbane: Queensland University Press, 1989. Print.

Lecture Plan:

Lecture	Topics	Prescribed Text Book
Lecture - 1	Pre-colonial Landscape later named as Australia	Book 8 & 9
Lecture- 2	The Tradition of the Dreamtime: the Aboriginals	Book 8 & 9
Lecture -3	The Arrival of Settlers/Colonists: Captain James Cook	Book 8 & 9
Lecture -4	Cultural Clashes: Concept of ‘terra nullius’	Book 8 & 9
Lecture - 5	Jack Davis: an Introduction to the author	Book 2
Lecture - 6-9	<i>Kick the Tin</i> : the text and Critical Interpretation	Book 2
Lecture - 10	Judith Wright: an Introduction to the author	Book 3
Lecture - 11-14	Poems of Judith Wright	Book 3
Lecture - 15	Patrick White: An Introduction to the author	Book 7
Lecture - 16-20	<i>Remembering Babylon</i> : the text, Critical interpretation	Book 7
Lecture - 21	Tim Winton: An Introduction to the author	Book 5
Lecture - 22-25	Select Short Stories: Critical Interpretation	Book 5
Lecture -	Sally Morgan: An Introduction to the author	Book 1

26		
Lecture - 26-32	<i>My Place: the text and its Critical interpretation</i>	Book 1
Lecture- 33	Peter Carey: An Introduction to the author	Book 6
Lecture - 34-36	<i>Two Brothers: Critical Interpretation</i>	Book 6
Lecture- 37	Hannie Rayson: An Introduction to the author	Book 4
Lecture - 38-40	<i>Anne's story: the text and critical interpretation</i>	Book 4

Course Articulation Matrix of EEL 483- Romanticism and Victorianism

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	2	1	3	3	3	1	2
CO2	1	3	1	1	1	2	3
CO3	1	2	3	3	3	3	2
CO4	2	1	2	3	2	1	3
CO5	3	3	3	1	2	3	2

1. Partially Related
2. Moderately Related
3. Highly Related



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PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

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Department of English

Course Code: EEL 515

Course Name: African Literature

Credit Equivalents: 04 Credits (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objective:

The course is designed to introduce students to African literature by paying close attention to the social, political and economic condition of different parts Africa from the 19th century to the present times. By closely reading and critically analyzing multiple genres such as drama, poetry, novel, short story and prose, this course intends to sensitize the students about issues of conflict between tradition and modernity, oral versus written texts, debate regarding use of English and other native languages, construction of identity, gender roles, neo-colonization, growth and development in the newly independent nations.

Course Outcomes: After the successful completion of this course, the students will be able to

CO¹ understand slavery as an inhuman practice in the African continent.

CO² develop a better comprehension of African literature and societies.

CO³ apply their literary knowledge to expose the Scramble for Africa.

CO⁴ design and choose their MA dissertation topics from the course.

CO⁵ see human subjugation as a pan-world phenomenon.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

7. Mid -Term Examination: 40
8. End -Term Examination: 120
9. Continuous Comprehensive Assessment: 40

Unit- I

Introduction to the Oral Literature of Africa

Africa as a Geographical Entity

Story-Telling

Introduction to Social, Political and Economic Condition of Different Parts of Africa

- Mary E. Modupe Kolawole: “Women’s Oral Genres” (Essay)
- Wole Soyinka: “Abiku” (Poem)
- Anonymous: “The Origin of Death” (Story)
- “The Woman Who Killed Her Co-Wife” (Story)

Unit-II

Slavery, Precolonial Slavery, Colonial Slavery to the New World, The Atlantic Passage, The Middle Passage, Negritude

- Olaudah Equiano: Excerpts from *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African*.
- L.S. Senghor: “Murders” (Poem)

Unit – III

Language, Colonization and Decolonization

- Ngũgĩ Wa Thiong'o: “Search for Relevance” from *Decolonizing the Mind*
- Chinua Achebe: *Things Fall Apart* (Novel)
- Koleka Putuma: “Water” (Poem)

Unit- IV

Apartheid Literature

- Fugard Athol: *My Children! My Africa* (Play)
- Wole Soyinka: “Telephone Conversation” (Poem)
- Bessie Head “The Collector of the Treasures” (Short Story)

Unit - V

Women’s Writing

- Ama Ata Aidoo: “To be an African Woman Writer” (Essay)
- Chinmanda Adichie: excerpts from *We Should All be Feminists*

Primary Readings:

Achebe, Chinua. *Things Fall Apart*. William Heinemann, 1958. Print.

Adichie, Chimamanda Ngochi. *Purple Hibiscus*. Fourth Estate, 2007.

Ama Ata Aidoo . *No Sweetness Here and Other Stories*. New York: The Feminist Press, 1970.

Fugard, Athol. *My Children! My Africa!* Theatre Communications Group, 1990.

Gordimer, Nadine. "City Lovers." *Jump and Other Stories*. Farrar, Straus and Groux, 2003.

Head, Bessie. "The Collector of the Treasures." 1973. *Hungry Flames and other Black South African Short Stories* edited by Mbulelo Vizikhungo Mzamane. London: Longman, 1986.

Soyinka, Wole. "Telephone Conversation." *Reading and Writing from Literature*. Ed. John E. Schwiebert. Houghton Mifflin, 2001.

Thiongo, Ngugi Wa. "Search for Relevance" *Decolonizing the Mind*. Portsmouth: Heinemann, 1986.

Suggested Readings:

Achebe, Chinua, "An Image of Africa: Racism in Conrad's *Heart of Darkness*". London: Massachuseth Review, 1977.

---. "The Role of the Writer in a New Nation." *Nigeria Magazine*, 81 (1964), 157.

Ashcroft, Bill, Gareth Griffiths, Helen Tiffin. *The Post Colonial Studies Reader: Post-Colonial Studies*. Routledge: Taylor and Francis Group, 2006.

Buntman, Fran Lisa, Robben Island and Prisoner. *Resistance to Apartheid*. Cambridge University Press, 2003.

Clark, Nancy L., and William H. Worger. *South Africa: The Rise and Fall of Apartheid*. Longman, 2004. Print.

Gikandi, Simone. *Encyclopedia of African Literature*. London: Routledge, 2003. Print.

Irele, Abiola and Simone Gikandi (eds). *The Cambridge History of African and Caribbean Literature, 2 Vols*. Cambridge: Cambridge University Press, 2004. Print.

Parker, John, Richard Rathbone. *African History: A Very Short Introduction*. United States: Oxford University Press, 2007. Print.

Course Matrix for EEL 515 African Literature

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	1	2	3	3	2	3	1
CO2	1	2	3	1	1	1	3
CO3	1	2	1	3	3	1	2
CO4	2	1	2	3	2	3	3
CO5	3	3	2	3	2	3	2

1. Partially Related

2. Moderately Related

3. Highly Related



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PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

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Department of English

Course Name: Literature, Empathy, and Human Making

Course Code: EEL 443

Credits: 2

Course Instructor: Dr. Hem Raj Bansal

Credits Equivalent: 02 Credits (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Outcomes: After the successful completion of the course, the students will be able to

CO¹ identify with various victimized groups and people on the basis of their suffering.

CO² inculcate the much need values of kindness, empathy and tolerance.

CO³ act wisely in fostering social and religious harmony.

CO⁴ apply their literary knowledge to sensitize people about the importance of human values.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course.

A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

10. Mid Term Examination: 20

11. End Term Examination: 60

12. Continuous Internal Assessment: 20

Course Contents

Unit I: Introduction (4hrs)

Defining Literature, Empathy, Human

Difference between Humans and Beasts and/or Machines

Characteristics of humans: Motivation, Choices, Beliefs, Concern for Environment

Literature as a tool to understand Empathy and Humanity

Texts:

Hadley Cantril: "The Qualities of Being Human" [Essay]

Anton Chekov: "The Bet" [Short Story]

Unit II: Human Making: Motivation (4hrs)

Characteristic of Human: Motivation

Defining Motivation

Kinds of Motivation:

- a. Pragmatic
- b. Spiritual

Motivation as depicted in Literature

Necessity of Motivation

Empirical vs. Transcendental

Love vs. Duty

Texts:

P.B. Shelley: "Ozymandis" [Poem]

O. Henry: "After Twenty Years" [Short Story]

Unit III: Nature of Choice (4hrs)

Characteristic of Human: Choice

Kinds of Choice:

- a. Traditional
- b. Individualistic

Choice as depicted in Literature

Necessity of Choice

Identity vs. Individuality

Individualism vs. Collectivism

Man vs. Machine

Texts:

Chinua Achebe: "Marriage is a Private Affair" [Short Story]

Ridley Scott: *Blade Runner* [Film]

Rudyard Kipling: "If" [Poem]

Unit IV: Nature of Faith (4hrs)

Characteristic of Human: Faith

Defining Faith

Kinds of Faith:

a. Reason

b. Instinct

Faith as depicted in Literature

Necessity of Faith

Freedom of Thought

Reason vs. Instinct

Rational vs. Spiritual

Texts:

H.G. Wells: "The Country of the Blind" [Short Story]

Rabindranath Tagore: "Where the Mind is without Fear" [Poem]

Unit V: Nature of Environment (4hrs)

Characteristic of Human: Environment

Defining Environment

Kinds of Environment:

a. Internal

b. External

Environment and Literature

Human concern for Environment

Nature vs. Mindscapes

Empathy and Harmony

Conclusion

Texts:

Gieve Patel: "On Cutting a Tree" [Poem]

Ray Bradbury: "There will Come Soft Rains" [Short Story]

Robert Frost: "Mending Wall" [Poem]

Primary Sources:

1. Cantril, Hadley. "The Qualities of Being Human." *American Quarterly*. 6:1 (Spring 1954) 3-18. Print.
2. Rees, R.J. "Why we Study Literature". *English Literature: An Introduction to Foreign Readers*. 1973. Delhi: Macmillan, 1982. 1-19. Print.
3. Chekhov, Anton. "The Bet". 1889. *East of the Web*. N.P. N.D. Web. 7 August 2015.
4. Shelley, P.B. "Ozymandias". 1818. *The Golden Treasury*. Ed. Francis Palgrave. London: Macmillan, 1875. 246. Print.
5. Henry, O'. "After Twenty Years." *Americanenglish.state.gov*. N.P. N.D. Web. 14 August 2015.
6. Achebe, Chinua. "Marriage is a Private Affair." *Readwritework.weebly*. N.P. 1 January 2004. Web. 23 August 2015.
7. *Blade Runner*. 1982. Dir: Ridley Scott. Perf: Harrison Ford, Rutger, Hauer. Warner Bros: 1982. DVD.
8. Kipling, Rudyard. "If". 1895. *Poem hunter*. N.P. 21 November 2009. Web. 16 August 2015.
9. Wells, H.G. "The Country of the Blind." 1904. *Onlineliterature*. N.P. N.D. Web. 20 August 2015.
10. Tagore, Rabindranath. "Where the Mind is Without Fear." *Allpoetry*. N.P. N.D. Web. 24 August 2015.
11. Patel, Gieve. "On Killing a Tree." *Englishforstudents*. N.P. N.D. Web. 1 September 2015.
12. Bradbury, Ray. "There will come soft rains." 1989. *Gs.cidsnet*. N.P. N.D. Web. 2 September 2015.
13. Frost, Robert. "Mending Wall". 1914. *Poetryfoundation*. N.P. N.D. Web. 28 August 2015.

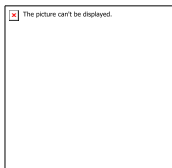
Course Articulation Matrix of EEL 443- Literature, Empathy and Human-Making

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	1	3	3	3	2	3	2
CO2	2	1	1	2	1	2	3
CO3	3	2	1	3	2	3	1
CO4	2	1	2	3	2	1	3

1. Partially Related

2. Moderately Related

3. Highly Related



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PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

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Course Code: EEL 402

Course Name: History of English Literature

Course Instructor: Nanduri Raj Gopal

Credits Equivalent: 04 credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objective: The course is designed to teach beginner students of English Literature basic concepts and key terms of literature, and provide them with an overview of the history of English Literature. While students would be acquainted with major authors and movements in English literature, it is a survey course, and hence, would neither attempt to dwell upon any text, author, or movement, nor provide an exhaustive analysis or background for any one literary period.

- the origins of Anglo-Saxon Literature, the Roman Conquest.
- the evolution of English literary writings from the times of Bedes onwards (in a chronological sequence).
- development of genres.
- representation of historical movements.
- language variation and style.

Course Outcomes:

- 1. To develop a comprehensive idea about the development of English Literature.**
- 2. To trace the course of growth of English literature from its origin to the present times.**
- 3. To examine and corelate the various literary movements, genres and writers of English Literature.**
- 4. To evaluate the social. political and historical factors shaping the Literature.**
- 5. To understand the influence of various other languages on English Literature.**

Attendance Requirement:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

- 13. Mid Term Examination: 25%
- 14. End Term Examination: 50%
- 15. Continuous Internal Assessment: 25%

UNIT-1 English Literature in the Making (10 Hours)

- The Roman Conquest
- Anglo-Saxon Literature
- The Norman Conquest
- The Age of Chaucer
- The English Renaissance
- Elizabethan Literature: Shakespeare, University Wits
- Shakespearean Tragedy, Comedy
- English & Italian Sonnet Writers

UNIT-2 Jacobean to Restoration (8 Hours)

- The Metaphysical Poets
- The Puritan Interregnum
- The Restoration
- Dryden and His Works

UNIT-3 The Augustan Age- 18th century literature (7 Hours)

- The Augustan Age, Pope
- Age of Prose and Reason
- Periodical Literature/Essays
- Rise of the Novel/Four Wheels of the Novel

UNIT-4 Romantic & Victorian Period (8 Hours)

- The French Revolution
- The Romantics
- Victorian Compromise
- Women Novelists of Victorian Era: George Eliot & The Bronte Sisters

UNIT-5 Modern & Postmodern Period (7 Hours)

- Poetry of First World War
- Modernism
- Theatre of the Absurd

Prescribed Text Books:

1. Compton–Rickett, Arthur (2009). *History of English Literature*. UBS Publishers, New Delhi.
2. Alexander, Michael (2000). *A History of English Literature*. Macmillan, London.

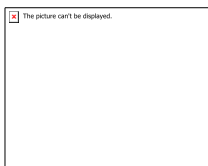
- William J. Long. *English Literature: Its History and Its Significance for the Life of the English-Speaking World. England: Kessinger Publishing, 2010.*

Suggested Extra Readings:

- Daiches, David (2003). *A Critical History of English Literature*, (vol. I & II). Supernova Publication, New Delhi.
- Sanders, Andrew (2004). *The Short Oxford History of English Literature*. Oxford University Press, London.

Course Articulation Matrix of EEL 402 History of English Literature

Course Outcomes	Program Outcomes 1	Program Outcomes 2	Program Outcomes 3	Program Outcomes 4	All	Program Specific Outcomes 1	Program Specific Outcomes 2	Program Specific Outcomes 3
CO1	1	2	3	1		2	2	1
CO2	1	2	3	1		2	2	1
CO3	3	2	3	1		2	2	1
CO4	2	2	3	1		2	2	2
CO5	1	2	3	1		2	2	2



Central University of Himachal Pradesh

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PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

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Department of English

Course Code: EEL 433

Course Name: American Literature

Credits Equivalent: 04 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objective: The course is designed to:

- Make students understand the characteristic features of American Literature.
- Show how American Literature developed.
- Show how Literature evolves in conjunction with socio-political conditions.

Course Outcomes:

1. To appreciate the distinctive peculiarities of American Literature from the colonial era to the modern times.
2. To study the evolution of American Literature during the selected timeframe.
3. To investigate how Literature evolves in unison with historical and political realities.
4. To evaluate the cultural and social circumstances in which American Literature is set today.
5. To develop insights for doing a comparative analysis of Literature across the world.

Attendance Requirements:

Students are expected to attend all lectures in order to fully benefit from the course. Therefore, a minimum of 75% attendance is a must, failing which a student may not be permitted to appear in the examination.

Evaluation Criteria:

0. Mid Term Examination: 25%
1. End Term Examination: 50%
2. Continuous Internal Assessment: 25%

Course Content:

UNIT – I: Introduction - The Idea of America

(8 Hours)

Texts:

John Winthrop: "City upon a Hill" [Essay]

Walt Whitman: "One-Self I Sing" [Poem]

Ralph Waldo Emerson: "American Scholar" [Essay]

UNIT – II: The Dream of Democracy

(6 Hours)

Texts:

Washington Irving: "Rip Van Winkle" [Short Story]

Henry Thoreau: "Civil Disobedience" [Essay]

Edgar Allan Poe: "Some Words with a Mummy" [Short Story]

UNIT – III: The Voice of Dissent

(8 Hours)

Texts:

Herman Melville: "Bartleby the Scrivener" [Short Story]

Mark Twain: *The Adventures of Huckleberry Finn* [Novel]

Emily Dickinson: "What Mystery Pervades a Well." [Poem]

UNIT – IV: American Tragedy

(8 Hours)

Texts:

Ernest Hemingway: "Soldier's Home" [Short Story]

Arthur Miller: *Death of a Salesman* [Play]

Langston Hughes: "Harlem" [Poem]

Kevin Barry: "Hares in the Old Plantation" [Short Story]

Unit – V: Conclusion: Melting Pot and the New Utopia

(10 Hours)

Texts:

Robert Frost: "Directive" [Poem]

Philip Roth: "Goodbye Columbus" [Short Story]

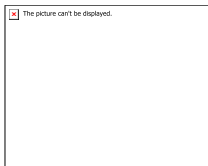
Toni Morrison: "Recitatif" [Short Story]

Bharati Mukherjee: "Jasmine" [Short Story]

Esther Belin: "Night Travel" [Poem]

Course Articulation Matrix of EEL 433 American Literature

Course Outcomes	Program Outcomes 1	Program Outcomes 2	Program Outcomes 3	Program Outcomes 4	All	Program Specific Outcomes 1	Program Specific Outcomes 2	Program Specific Outcomes 3
CO1	1	2	2	1		2	2	3
CO2	1	2	2	2		2	2	3
CO3	1	1	2	1		2	3	3
CO4	3	3	2	1		3	1	2
CO5	1	2	2	1		2	2	2



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PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

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Department of English

Course Code: EEL 453

Course Name: Indian Aesthetics

Course Instructor: Nanduri Raj Gopal

Credits Equivalent: 04 Credits (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

Course objective:

The course is designed

1. To initiate students in the study of Indian aesthetics and literary criticism
2. To enable them to appreciate theoretical dimensions of Indian Literature.
3. To learn to interpret Indian texts in Indian as well as broader context.

Course Outcomes:

1. To identify various schools of Indian Aesthetics.
2. To understand and relate to the philosophical underpinnings of Indian Aesthetics.
3. To interpret and trace the differences between Indian and Western literary criticism.

4. To examine the theoretical dimensions of Indian literary Criticism and learn to interpret texts.
5. To learn to value *Rasa, Dhvani, and Vakrokti* theories along with their contextual relevance.

Evaluation Criteria:

Midterm: 25%

End term: 50%

Continuous Internal Assessment: 25%

Unit one: introduction

10 hours

- a. Is there any difference between aesthetics, literary criticism and theory?
- b. Differences between western and Indian literary criticism
- c. Meaning of poetics
- d. Introduction to poetics in Indian literary theory and its relation to Indian philosophy.
- e. Purpose and sources of Kavya(Aurobindo).
- f. Key terms in Indian poetics: **Rasa, Alamkara, Rati, Dhvani, Vakrokti, Guna/Dosha, Auchitya.**

Unit two: Rasa

8 hours

Bharata Muni and Rasa theory

Text: Bharata Muni "On Natya and Rasa: Aesthetics of Dramatic Experience" translated by (G.K.Bhatt)

Unit III: Dhvani

6 hours

Anandvardhana and Dhvani theory

Text: Anandavardhan: "Dhvani : Structure of Poetic Meaning" (translated by K. Krishnamoorthy).

Unit IV: Vakrokti

6 hours

Kuntaka and Vakrokti

Text: Kuntaka: "Language of Poetry and Metaphor"(translated by George O Hass)

Unit V: Other Indian Poetic Traditions

10 hours

a) Persian Literary Aesthetics(Amir Khusrau)

Text: Amir Khusrau: "Multilingual Literary Culture" (translated by R.Nath and Faiyaz Gwaliari)

b) Tamil Poetics

Text: A.K.Ramanujan: "On Ancient Tamil Aesthetics"

c) Recent Indian Aesthetics

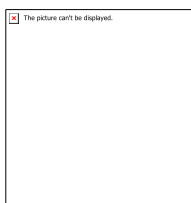
Text: Rabindranath Tagore: “What is Art?”

Prescribed Text:

Devy,G.N. Indian Literary Criticism: Theory and Interpretation, Hyderabad: Orient Blackswan,2010.

Course Articulation Matrix of EEL 453- Indian Aesthetics

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	All	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	1	2	2	1		2	2	3
CO2	1	2	2	2		2	2	3
CO3	1	1	2	1		2	3	3
CO4	3	3	2	1		3	1	2
CO5	1	2	2	1		2	2	2



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PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

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Course Code: EEL 482

Course Name: Renaissance and Neo-classicism

Credits Equivalent: 04 Credits (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objective: The course is designed to:

- understand the spirit of renaissance, Restoration and Neo-classicism with reference to the cross fertilization of ideas from 1500-1800;
- understand the birth of the new world reflected especially in the humanistic tradition of thought and literary expression during the period.
- Demonstrate a fundamental knowledge of select critical and philosophical works that define and analyze Renaissance and Neo-classical Works

Course Outcomes: After successful completion of this course, the students will be able to

CO₁ learn and understand the renaissance and neoclassical movements and the respective literatures.

CO₂ identify and relate to diverse renaissance movements which occurred in many countries in different time periods.

CO₃ Apply their literary knowledge to understand societal situation.

CO₄ choose topics from Renaissance and Neoclassical literatures for their MA and later PhD dissertations.

CO₅ apply their text reading skills to understand specific literatures of the period.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course.

A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

3. Mid Term Examination: 40
4. End Term Examination: 120
5. Continuous Internal Assessment: 40

Course Contents:

UNIT – I: An Introduction from Renaissance to Neo-classicism (4 Hours)

UNIT – II:Poetry (12 Hours)

- John Donne: “The Sun Rising” (Metaphysical Poetry)
- John Milton: *The Paradise Lost*, Book-1 (Epic Poem)
- William Shakespeare: “My Mistress' Eyes Are Nothing Like the Sun” (Sonnet)
- John Dryden: *Macflecknoe* (Political Satire)
- Critical Analysis/Interpretation

UNIT – III:Drama (10 Hours)

- Christopher Marlowe: *The Tragic History of Dr. Faustus*
- Critical Analysis/Interpretation

UNIT – IV: Fiction (10 Hours)

- The Genesis and Rise of the Novel
- Thomas More: *Utopia*
- Critical Analysis/Interpretation

UNIT – V: Prose (4 Hours)

- Rise of the Essays and Periodicals from 1500-1800
- Francis Bacon: “Of Studies”
- Joseph Addison: “On the Essay Form”
- Richard Steele: “The Spectator Club”
- Critical Analysis/Interpretation

Prescribed Text Books:

1. Addison, Joseph. “On the Essay Form.” 1711. Quotidiana. N.P.N.D. Web. http://essays.quotidiana.org/addison/essay_form/
2. Bacon, Francis (2009). *Essays*. J. M. Dent, University of Virginia.
3. Chambers, E.K. (1989). *Poems of John Donne*. Lawrence & Bullen, London.
4. Dryden, John. “Macflecknoe.” 1682. Poetryfoundation. N.P.N.D. Web. <https://www.poetryfoundation.org/poems/44181/mac-flecknoe>.
5. Marlowe, Christopher (2009). *The Tragic History of Dr. Faustus*. Dover Publications, New York.
6. Milton, John. *Paradise Lost*, Book-1. Poetryfoundation. <https://www.poetryfoundation.org/poems/45718/paradise-lost-book-1-1674-version>
7. More, Thomas (1996). *Utopia*. The Harvard Classics, New York.
8. Steele, Richard. “The Spectator Club.” 1711. Bartleby. N. P. 2001. Web. <https://www.bartleby.com/27/7.html>

9. Shakespeare, William. "My Mistress' Eyes Are Nothing Like the Sun." Poetryfoundation. <https://www.poetryfoundation.org/poems/45108/sonnet-130-my-mistress-eyes-are-nothing-like-the-sun#:~:text=My%20mistress'%20eyes%20are%20nothing%20like%20the%20sun%3B,wires%20grow%20on%20her%20head.>

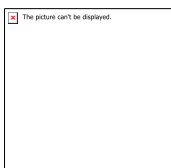
Suggested Reading:

1. Bryant, K.E. ed. *Surdas: Sur's Ocean*. Trans. J. S. Hawley. London: Murthy Classical Library of India, 2015.
2. Craig, Hardig. *The Literature of the English Renaissance: 1585-1660*. London: Collier-Macmillan, 1950.
3. Guibbory, Achsah ed. (2006). *The Cambridge Companion to John Donne*. CUP, UK.
4. Hopkins, Lisa (2008). *Christopher Marlowe, Renaissance Dramatist*. Edinburg University Press, Edinburg.
5. Keenan, Siobhan (2008). *Renaissance Literature*. Edinburg University Press, Edinburg.
6. *Songs of Kabir*. Trans. A. K. Mehrotas. New Delhi: Everyman/ Permanent Black, 2011.
7. Tharu, S. and Lalitha, eds. *Women Writing in India: 600 BC to the Present*. Vol. 1. Delhi: OUP, 1991.

Course Articulation Matrix of EEL 483- Romanticism and Victorianism

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	2	1	3	3	3	1	2
CO2	1	3	1	1	1	2	3
CO3	1	2	3	3	3	3	2
CO4	2	1	2	3	2	1	3
CO5	3	3	3	1	2	3	2

1. Partially Related
2. Moderately Related
3. Highly Related



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 PO Box: 21, Dharamshala, District Kangra - 176215 (HP)
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Course Name: Indian Writing in English

Course Instructor: Dr. Khem Raj Sharma

Credits Equivalent: 04 Credits (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objective: The course is designed to:

- Make students understand the characteristic features of Indian writing in English
- Show the gradual growth of Indian Writing in English
- enable them to think and work on research topics in Indian writing in English

Course Outcomes: After the successful completion of this course, the students will be able to

CO¹ understand the development of Indian Writing in English as an academic discipline.

CO² develop a better comprehension of Indian literatures written or translated in English.

CO³ acquaint them with major movements and figures of Indian writings in English via the study of select literary texts .

CO⁴ design and choose their MA and PhD dissertation topics from the course.

CO⁵ see the pluralistic dimensions of this literature and the value systems inherent in it.

Attendance Requirements:

Students are expected to attend all lectures to fully benefit from the course.

A minimum of 75% attendance is a must; failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

Evaluation Criteria:

6. Mid -Term Examination: 40
7. End -Term Examination: 120
8. Continuous Comprehensive Assessment: 40

Course Content:

Unit I: Introduction: Why Indian Writing in English?

- Significance of Indian thought
- Globalization and Indian Writing in English
- IWE distinguished from Indian writings in other languages
- IWE as distinct from writings of other countries

Texts:

1. A.K. Ramanujan – “Is there an Indian Way of thinking?” [Essay]
2. Srinivasa Iyengar - Introduction to *Indian Writing in English* [Essay]
3. R. K. Narayan – “A Horse and Two Goats” [Short story]

Unit II: English Language & Freedom Struggle

- English to bring unity in diversity
- English as the language of nationalism
- Gandhian Literature

Texts:

1. Sarojini Naidu – “An Anthem of Love” [Poem]
2. Raja Rao -- *Kanthapura* [Novel]

Unit III: English to Express Independent India’s Angst

- Using English to express ideals
- Using English to voice discontent
- Problems of partition

Texts:

1. B.R. Ambedkar – “India and Democracy” [Essay]
2. Ruskin Bond -- “The Playing Fields of Shimla” [Short story]
3. Kamala Das – “An Introduction” [Poem]
4. Arundhati Roy – “Capitalism – A Ghost Story” [Essay]

Unit IV: Quest/Questioning of Tradition in IWE

- Tradition and Modernity
- IWE and questioning of cultural beliefs
- Religion and IWE
- Masculinity and IWE
- Childhood and IWE

Texts:

1. Shiv. K. Kumar – “To Nun, with Love” [Short Story]
2. Mahesh Dattani – *Dance like a Man* [Play]
3. Rabindranath Tagore- *Chitra* (Play)

Unit V: Conclusion: New Directions in IWE

- IWE post millennium
- Eco-criticism in IWE
- Depiction of psychosis in IWE
- Looking back and forwards

Texts:

1. Ashok Mahajan – “Culture” [Poem]
2. Anand Mahanand -- “The Whispering Groves” [Poem]
3. Pankaj Mishra – “Edmund Wilson in Benares” [Essay]
4. Amitav Ghosh – “The Ghost of Mrs. Gandhi” [Essay]

Prescribed Text Books:

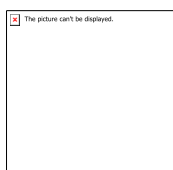
10. Bond, Ruskin. “The Playing Fields of Simla.” *Scenes*. 51-59. Print.
11. Das, Kamala. “An Introduction.” Web. <<http://www.poemhunter.com/best-poems/kamala-das/an-introduction-2/>>
12. Dattani, Mahesh. *Dance Like a Man*. Penguin, New Delhi, 2006. Print.
13. Ghosh, Amitav. “The Ghost of Mrs. Gandhi.” *The New Yorker* July 17, 1995. Web. <http://www.amitavghosh.com/essays/ghost.html>
14. Kumar, Shiv K. “To Nun with Love.” *Journal of South Asian Literature* 25.2 (Summer, Fall 1990): 196-202. JSTOR.
15. Mahajan, Ashok. “Culture.” *The Butterfly Diaries*. Web. <https://thebutterflydiaries.wordpress.com/2010/02/25/culture/>

16. Mahanand, Anand. *The Whispering Groves: A Collection of Poems*. Kindle Edition.
17. Mishra, Pankaj. "Edmund Wilson in Benares." *The New York Review of Books*, April 9, 1998. Web. <<http://www.nybooks.com/articles/1998/04/09/edmund-wilson-in-benares/>>
18. Naidu, Sarojini. "An Anthem of Love." *Poetry Nook*. Web. <<http://www.poetrynook.com/poem/anthem-love>>
19. Narayan, R. K. "A Horse and Two Goats." Web. <http://igcse-english-9--4-p1-yrh-.brentsvillehs.schools.pwcs.edu/modules/locker/files/get_group_file.phtml?gid=3523093&fid=17822230>
20. Raju, M. Bapi. *A Mosaic of Modern Prose: An Anthology of Prose Selection*. Anjaneya, Guntur 1997. Print.
21. Ramanujan, A.K. "Is there an Indian Way of Thinking." *Contributions to Indian Sociology* 23 (1989). 41-58. Web. <http://cis.sagepub.com>
22. Rao, Raja. *Kanthapura*. Orient, New Delhi 1994. Print.
23. Roy, Arundhati. "Capitalism: A Ghost Story." *Outlook*, Mar 26, 2012. Web. <http://www.outlookindia.com/article/capitalism-a-ghost-story/280234>
24. Tagore, Rabindranath. *Chitra*. Web. <http://terebess.hu/english/tagore10.html>

Course Matrix for EEL 515 African Literature

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	1	2	3	3	2	3	1
CO2	1	2	3	1	1	1	3
CO3	1	2	1	3	3	1	2
CO4	2	1	2	3	2	3	3
CO5	3	3	2	3	2	3	2

1. Partially Related
2. Moderately Related
3. Highly Related



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PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

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Course Code: EEL- 601

Course Name: Research Methodology

Course Instructor: Dr. Khem Raj Sharma

Credits Equivalent: 04 credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objective:

Training the RD Students in

- understanding Research Methodology, meaning of research and its process in Literary Studies
- developing a Research Problem, and use of MLA Style Sheet (9th edition)
- reviewing of Primary and Secondary Literature
- Critical Approaches to Literature alongside their praxis

Course Outcomes: After the successful completion of this course, the student will be able to

CO¹ Identify the research problems and research gap in the literature of interest.

CO² Understand various postulates of research problems, research design, and writing a thesis by using the latest MLA style sheet.

CO³ Apply their knowledge of many critical approaches to literature; and different research methods in English Studies to understand societal situations.

CO⁴ Learn the techniques of Report writing.

CO⁵ Develop a deep understanding of varied literatures of the world via applying different approaches, theories and research methods.

Attendance Requirement:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

9. Mid Term Examination: 40
10. End Term Examination: 120
11. Continuous Internal Assessment: 40

Course Contents:

UNIT- I Introduction

(a) Fundamentals of Research Methodology

(2Hours)

- Research: Meaning, Nature, Objectives, Relevance
- Research Methods/Types of Research: Basic Research, Applied Research, Quantitative Research, Qualitative Research, Descriptive Research, Fundamental Research, Analytical Research, Conceptual Research, Empirical Research, Historical Research, Literary Research

(b) The Research Process

(4 Hours)

- Selection of Genre: Poetry, Fiction, Short Fiction, Drama, Prose, Biographical and Autobiographical Writings, Travelogues
- Collection of Primary Source Material
- Reading: Method of Reading, Preparing Notes, Analysis to form a Broad Idea of Research Proposal
- Review of Secondary Source Material
- Preparing a Working Bibliography
- Formulating the Research Problem/ Topic and Delimiting It
- Critical Survey of the Work Concerning the Topic of Research/Viability of Research Topic
- Writing the Research Proposal (Synopsis)

UNIT-II Research Ethics, Mechanics of Writing, and Documentation

(8 Hours)

- Plagiarism, Unintentional Plagiarism, Forms of Plagiarism, Responsibility, Confidentiality, Codes of Ethics, Permissions to Research, Integrity and Scholarship, Importance of Documentation
- Spelling, Punctuation, Italics, Names of Persons, Number, Titles of Works in Research Papers, Quotations, Capitalization and Personal Names, Abbreviations
- Format of the Research Paper: Margins, Text Formatting, Heading and Title, page numbers, Paper and Printing, Corrections and Insertions, Binding, Electronic Submission
- Preparing the List of Works Cited as per MLA Style-sheet

UNIT-III Modes of Literary Interpretation/Critical Approaches to Study Literature-I

(9 Hours)

- Pre-critical Response
- Textual Scholarship and Source Study
- Historical and Biographical Approaches
- Moral and Philosophical Approaches
- Formalist Approach

UNIT-IV Modes of Literary Interpretation/Critical Approaches to Study Literature-II

(9 Hours)

- Psychological Approach
- Mythological and Archetypal Approaches
- Reader-Response Criticism
- Critical Approach in Praxis: Paper Presentation

UNIT-V Research Methods for English Studies

(8 Hours)

- Research Methods for English Studies: An Introduction
- Auto/ biography as a Research Method
- Discourse Analysis

- Textual Analysis as a Research Method
- Interviewing

Prescribed Text Books:

4. Griffin, Gabriele, ed. *Research Methods for English Studies*. Rawat Publications: Jaipur, 2007. Print.
5. Guerin, Wilfred L. *A Handbook of Critical Approaches to Literature*. New Delhi: Oxford UP, 2005. Print.
6. Guthrie, Gerard. *Basic Research Methods*. New Delhi, SAGE, 2010. Print.
7. *MLA Handbook for Writers of Research Papers (2009)*. East-West Press, New Delhi. Print.

Suggested Readings:

3. David Daiches. *Critical Approaches to Literature*. Hyderabad: Orient Longman Limited, 1967. Print.
4. Kothari, C.R. *Research Methodology: Methods and Techniques*. New Delhi: New Age International PVT Limited Publishers, 2004. Print.
5. Creswell, John W. *Research Design*. New Delhi, SAGE, 2011. Print.
6. Gupta K. Shashi and Praneeti Rangi. *Research Methodology*. Mumbai: Himalaya Publishing House, 2009. Print.

Course Articulation Matrix of EEL 483- Romanticism and Victorianism

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	1	1	3	3	2	3	1
CO2	1	3	1	1	1	1	3
CO3	1	2	1	3	3	3	2
CO4	2	1	2	3	2	1	3
CO5	3	3	3	1	2	3	2
CO6							

1. Partially Related
2. Moderately Related
3. Highly Related



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PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

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Course Code: EEL 423 **Course Name:** Literary Theory from Aristotle to T. S. Eliot
Course Instructor: Roshan Sharma

Credits Equivalent: 04 Credits (One credit is equivalent to 10 hours of lectures/ organized classroom activity/ contact hours; 5 hours of laboratory work/ practical/ field work/ Tutorial/ teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/ dissertation/ thesis; seminars, etc.)

Course Objectives: The course is designed to make students understand meaning, nature and history of literary criticism from Aristotle to T. S. Eliot to make students understand the importance of literary criticism in view of how it foregrounds modern and contemporary literary theory.

Course Outcome: At the end of the course, students will be able to

- CO¹ understand the meaning and significance of classical (Greek and Roman) literary criticism along with English criticism.
- CO² develop a clear comprehension of the basic principles of literary criticism.
- CO³ enhance cross-cultural understanding of major writers across the globe.
- CO⁴ know deeply the critical tools as advocated by Aristotle, Sydney, Spenser, Eliot etc.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is mandatory failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

Mid Term Examination: 40
End Term Examination: 120
Continuous Internal Assessment: 40

Course Content:

UNIT – I: Introduction (12 Hours)

Ancient Greek Criticism [Plato & Aristotle (*Poetics*)]
Greek and Latin Criticism during the Roman Empire [Horace, Longinus]

UNIT – II: The Early Modern Period (Background) (12 Hours)

Sir Philip Sidney (*The Defence of Poesy*)
John Dryden (*An Essay on Dramatic Poesy*)

UNIT – III: The Earlier Nineteenth Century and Romanticism
Introduction to Modern Period (12 Hours)

William Wordsworth (Preface to *Lyrical Ballads*)
Samuel Taylor Coleridge [*Biographia Literaria* (Excerpts)]

Unit – IV: The Later Nineteenth Century (12 Hours)

Matthew Arnold ('The Function of Criticism at the Present Time')
Walter Pater (Preface to 'Studies in the History of the Renaissance')

Unit – V: The Twentieth Century (12 Hours)

T.S. Eliot ('Tradition and the Individual Talent')

Summation

Prescribed Text Books:

25. Leitch, Vincent B, et al, eds. *The Norton Anthology of Theory and Criticism*. New York: W. Norton, 2010.

Suggested Reading:

- 8. Abrams, M. H. *Glossary of Literary Terms*. Boston: Wadsworth, 2012.
- 9. Bennett, Andrew and Nicholas Royale. *Introduction to Literature, Criticism and Theory*. Delhi: Pearson, 2008.
- 10. Barry, Peter. *Beginning Theory*. Manchester: Manchester UP, 2002.
- 11. Cuddon, J.A. Cuddon. *Dictionary of Literary Terms and Theory*. London: Penguin, 1999.
- 12. Habib, M. A. R. (2008). *A History of Literary Criticism and Theory: A History*. Blackwell Publishing, Delhi, 2008.
- 13. Prasad, B. *An Introduction to English Criticism*. Delhi: Trinity, 2014.

Course Articulation Matrix of EEL 443- Literature, Empathy and Human-Making

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	3	3	3	1	3	3	1
CO2	1	2	1	2	1	3	2
CO3	3	2	1	3	2	3	1
CO4	2	1	2	1	1	2	3

- 1. Partially Related
- 2. Moderately Related
- 3. Highly Related



CENTRAL UNIVERSITY OF HIMACHAL PRADESH

[Established under the Central Universities Act 2009]

Dharamshala, District Kangra - 176215 (HP)

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Course Content

Course Code: EEL 511

Course Name: Modern Literary Theory

Course Instructor: Roshan Sharma

Credits Equivalent: 04 Credits (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15

hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

Course Objectives: The course is designed to

- make students understand nature and definition of literary criticism and theory through select critical writings
- particularly understand the 'modern' shift in the understanding of language, text and author in meaning making process

Course Outcomes: After the completion of the course, students will be able to

- CO¹ understand the basic difference between liberal humanist / conventional way of looking at literature and the radical dimension that modern literary theory brought
- CO² interpret texts with theoretical tools
- CO³ apply theory to literary texts
- CO⁴ grasp the prominent role of language in theory
- CO⁵ clearly see how theory looks at author

Attendance Requirements: Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

12. Mid Term Examination: 40
13. End Term Examination: 120
14. Continuous Assessment: 40

UNIT-I: Introduction

(8 Hours)

- Background to the Study of Literary Criticism (Classical & English)
- Formalism (Habib)
- New Criticism (Habib)
- Introduction (*Norton Anthology of Theory and Criticism* pp. 1-28.)
- Reader Response Criticism
Stanley Fish: "Is There a Text in This Class?"

UNIT-II "Criticism and Theory after the World War II (Structuralism & Poststructuralism) (8 Hours)

- Background (Habib)
- Ferdinand de Saussure: "Nature of Linguistic Sign"
- Roland Barthes: "The Death of the Author"

UNIT-III: Poststructuralism, Postmodernism and Marxism

(8 Hours)

- Jacques Derrida: "Structure, Sign and Play in the Discourse of Human Sciences"
- Jean Francois-Lyotard: 'Defining the Postmodern'
- Louis Althusser: Excerpts from *Ideology and Ideological State Apparatuses*

Unit – IV: Modern Feminism and Postcolonial Criticism**(8 Hours)**

- Simone de Beauvoir: Introduction (“Woman as Other”) to *The Second Sex*
- Edward Said: Introduction to *Orientalism*
- Chinua Achebe: “Colonialist Criticism”

Unit – V: Cultural Studies**(8 Hours)**

- J Hillis Miller: “Cultural Studies and Reading”
- Stuart Hall: “Cultural Studies and Theoretical Legacies”

Prescribed Text Books:

- Barry, Peter (2002). *Beginning Theory*. Manchester: Manchester UP.
- Eagleton, Terry (1996). *Literary Theory: An Introduction*. 2nd ed. Minneapolis: U of Minnesota.
- Habib, M. A. R. (2008). *A History of Literary Criticism and Theory: A History*. Delhi: Blackwell Publishing.
- Leitch, Vincent B, et al., eds. (2010). *The Norton Anthology of Theory and Criticism*. New York: W. W. Norton.
- Lodge, David (1988). *Modern Criticism and Theory: A Reader*. New Delhi: Longman.
- Ashcroft, Bill, et al., eds. (2003). *The Post-Colonial Studies Reader*. London: Routledge.
- Walder, Dennis (2008). *Literature in the Modern World: Critical Essays and Documents*. New York: Oxford UP. 243-251; 280-285.

Suggested Reading:

- Bennett, Andrew and Nicholas Royale (2008). *Introduction to Literature, Criticism and Theory*. Delhi: Pearson.
- Norris, Christopher (2002). *Deconstruction: Theory and Practice* (Chapter 2). London: Routledge
- M. H. Abrams (2012). *Glossary of Literary Terms*. Boston: Wadsworth.
- J.A. Cuddon (1999). *Dictionary of Literary Terms and Theory*. London: Penguin.
- Nayar, Pramod K. (2010). *Contemporary Literary and Cultural Theory*. New Delhi: Pearson.
- Tyson, Lois (2013) *Critical Theory Today*. New York: Routledge.

Course Articulation Matrix of EEL 511- Modern Literary Theory

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	2	1	3	3	3	1	2
CO2	2	1	1	2	1	2	3
CO3	3	3	1	2	2	3	1
CO4	2	1	2	3	2	1	3

1. Partially Related

2. Moderately Related

3. Highly Related



CENTRAL UNIVERSITY OF HIMACHAL PRADESH

[Established under the Central Universities Act 2009]

PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

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Course Code: EEL- 484

Course Name: Modernism and Postmodernism

Course Instructor: Shaweta Nanda

Credits Equivalent: 04 Credits (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objective: This course is designed to:

1. Understand the advent of modernism in a larger context as an international phenomenon in life, literature and thought, new modes of expression and experimentation in form.
2. Identify and discuss the themes, concerns and aesthetic strategies of postmodernist literature

Course Outcomes: After the successful completion of this course, the student will be able to

CO¹ Identify and define Modernism and Postmodernism in literary studies

CO² Understand the difference between Modernism and Postmodernism in literary studies

CO³ Describe the major characteristics of the two movements

CO⁴ To enhance their understanding of socio-political and historical backgrounds of the two intellectual movements

CO⁵ To critically analyze the central literary writers and theorists of the two literary movements.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course.

A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 40 Marks
2. End Term Examination: 120 Marks
3. Internal Assessment: 40 Marks

Course Contents

Unit I

W.B. Yeats: "Leda and the Swan," "Second Coming"
Joseph Conrad : *Heart of Darkness*

Unit II

Virginia Woolf : "Mark on the Wall"
Katherine Mansfield: "The Garden Party"
D.H. Lawrence: "*Odour of Chrysanthemums*'

Unit III

John Osborne: *Look Back in Anger*

Margaret Atwood: "Happy Endings"

Unit IV

Gabriel García Márquez : *Chronicle of a Death Foretold*
Octavia Butler : *Kindred*

Unit V

Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious'(selected portions)

T.S. Eliot, 'Tradition and the Individual Talent'(selected portions) Virginia Woolf, " Modern Fiction" (selected portions)

Gabriel Garcia Marquez, "Nobel Prize Speech"(selected portions)

"Postmodern Blackness," bell hooks (selected portions)



Course Code: EEL
473

**CENTRAL UNIVERSITY OF HIMACHAL
PRADESH**

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2009] PO Box: 21, Dharamshala, District Kangra -
176215 (HP) www.cuhimachal.ac.in

Course Name: Postcolonial Literature

Credits Equivalent: 04 Credits (One credit is equivalent to 10 hours of lectures/ organized classroom activity/ contact hours; 5 hours of laboratory work/ practical/ field work/ Tutorial/ teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/ dissertation/ thesis; seminars, etc.)

Course Objectives: The course is designed to acquaint students with Postcolonial literatures through major genres. It covers the literatures of most of the colonized nations.

Course Outcomes: After the successful completion of this course, the student will be able to

CO¹ Identify and define terms such as Postcolonialism, Post-colonialism, Colonizer, Colonized, Creolized, English, Racism

CO² Understand historical, political concerns of the erstwhile colonized nations

CO³ Describe and differentiate between Subaltern, Self and “Other”

CO⁴ Enhance their understanding of socio-political and historical backgrounds of varied postcolonial nations

CO⁵ To critically analyze postcolonial literatures through major literary genres.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course.

A minimum of 75% attendance is mandatory failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 40
2. End Term Examination: 120

3. Continuous Internal Assessment: 40

Course Contents:

UNIT – I: Introduction (Essays)

“Introduction” from *The Empire Writes Back*, Bill Ashcroft et al.
“Can the Subaltern Speak?": Gayatri Spivak

UNIT – II: Poetry

- “Postcard from Kashmir” by Agha Shahid Ali & “The Patriot” by Nissim Ezekiel [South Asia]

- “Imperial by A. R. D. Fairburn & “Speak to Me, Brother” by Hone Tuwhare [New Zealand]
- “Progressive Insanities of a Pioneer” by Margaret Atwood & “Maps” by James Reaney [Canada]

UNIT – III: Drama

- *Pantomime* by Derek Walcott [West Indies]
- *Larins Sahib* by Gurcharan Das [India]

Unit – IV: Fiction

- *Foe* by J. M. Coetzee [South Africa]
- *Lonely Londoners* by Samuel Selvon [Trinidad]

Unit – V: Short-story

- “The Power of the Leaf” by A. E. Martin [Australia]
- “Toba Tek Singh” by Sadat Hasan Manto [South Asia]
- “Loot” by Nadine Gordimer [South Africa]
- “A Chronicle of the Peacocks” by Intizar Husain [South Asia]

Suggested Readings:

- Thieme, John, (ed.). *The Arnold Anthology of Postcolonial Literatures*. London: Arnold, 1996.
- Postcolonial Studies and Race and Ethnicity Studies from the Introduction to *Norton Anthology of Theory and Criticism* (2nded)- [p27-29]
- Young, Robert J. C. *Postcolonialism: A Very Short Introduction*. Oxford: Oxford UP, 2003.
- Innes, C. L. *The Cambridge Introduction to Postcolonial Literatures in English*. Cambridge: Cambridge UP, 2007. [Introduction, Glossary and Biographies of selected Postcolonial writers]
- **Quayson, Ato(ed). “Introduction: Postcolonial Literature in a Changing Historical Era.”**
The Cambridge History of Postcolonial Literature. Cambridge UP.
- “Postcolonial Criticism” from *A History of Literary Criticism* by M. A. R. Habib [p.737-41]
- Mishra, Pankaj. *From the Ruins of Empire: The Revolt Against the West and the Remaking of Asia*. London: Allen Lane, 2012.

Course Articulation Matrix of EEL 473 (Postcolonial Literature)

Course Outcomes	Program Outcome s1	Program Outcome s2	Program Outcome s3	Program Outcome s4	All	Program Specific Outcome s1	Program Specific Outcome s2	Program Specific Outcome s3
CO1	1	3	1	1		2	3	3
CO2	1	2	3	2		3	2	3
CO3	2	1	1	3		1	3	2
CO4	2	2	2	3		2	1	3
CO5	3	1	2	1		1	2	3