

K.K. UNIVERSITY

NALANDA, BIHAR - 803115



SCHOOL OF ARTS & CULTURE

Bachelor of Arts (B.A.)

(Three Year Full Programme)

2023-2024

PROGRAMME STRUCTURE & SYLLABUS

B.A. ENGLISH

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B.A English – Program structure - Total Credit – 96**Semester: I**

Sr. No.	Subject Code	Paper No.	Subject Name	L	T	P	Total Credit
1	BAEN-1101	1	History of English Language and Literature	5	1	0	6
2	BAPS-S-1101	2	Political Science- Principles of Political Science	3	1	0	4
3	BAHT-S-1101	3	History-History of India (From Pre-History 1526 A.D)	3	1	0	4
4	HNL-1101	4	Hindi- 1	2	0	0	2
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Semester: II

Sr. No.	Subject Code	Paper No	Subject Name	L	T	P	Total Credit
1	BAEN-1201	1	Poetry From Chaucer to Arnold	5	1	0	6
2	BAPS-S-1201	2	Political Science-II: Indian Constitution	3	1	0	4
3	BAHT-S-1201	3	History – II: Indian History (1526-1950)	3	1	0	4
4	ENL-1201	4	English- I	2	0	0	2
							16

Semester: III

Sr. No.	Subject Code	Paper No.	Subject Name	L	T	P	Total Credit
1	BAEN-2101	1	Indian Classical Literature	5	1	0	6
2	BAPS-S-2101	2	Political Science- II: Major Constitution of The World	3	1	0	4



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3	BAHT-S-2101	3	History- III: World History (1789-1945)	3	1	0	4
4	HNL-2101	4	Hindi-II	2	0	0	2
							16

Semester: IV

Sr. No.	Subject Code	Paper No.	Subject Name	L	T	P	Total Credit
1	BAEN-2201	1	European Classical Literature	5	1	0	6
2	BAPS-S-2201	2	Political Science-IV International Politics	3	1	0	4
3	BAHT-S-2201	3	History-IV: History of South East Asia (Mid 19 TH to 20 th Century)	3	1	0	4
4	ENL-2201	4	English-II	2	0	10	2
							16

Semester: V

Sr. No.	Subject Code	Paper No.	Subject Name	L	T	P	Total Credit
1	BAEN-3101	1	Modern Indian Writing in English Translation	3	1	0	4
2	BAEN-3102	2	Literature of The Indian Diaspora	3	1	0	4
3	BAEN-3103	3	British Literature: Post World War II	3	1	0	4
4	BAEN-3104	4	19 th Century European Realism	3	1	10	4
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Semester: VI

Sr. No.	Subject Code	Paper No.	Subject Name	L	T	P	Total Credit
1	BAEN-3201	1	Literary Theory	3	1	0	4
2	BAEN-3202	2	Literary Criticism	3	1	0	4
3	BAEN-3203	3	Science Fiction and Detective Literature	3	1	0	4
4	BAEN-3204	4	Dissertation: Literature and Cinema	0	0	8	4
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Semester: I							
Sr. No.	Subject Code	Paper No.	Subject Name	L	T	P	Total Credit
1	BAEN-1101	1	History of English Language and Literature	5	1	0	6
2	BAPS-S-1101	2	Political Science- Principles of Political Science	3	1	0	4
3	BAHT-S-1101	3	History-History of India (From Pre-History 1526 A.D)	3	1	0	4
4	HNL-1101	4	Hindi- 1	2	0	0	2
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Course Title(BAEN- 1101): History of English Language and Literature

Course Objective: : Understand the historical context in which English language and literature developed, including socio-political, cultural, and technological factors. Explore major literary movements, genres, and works within the English literary tradition

Course Outcome:

CO 1: Demonstrate a comprehensive understanding of the historical development of English language and its literary traditions.

CO 2: Analyze and interpret literary texts within their historical, cultural, and linguistic contexts.

CO 3: Apply critical thinking skills to evaluate the significance of various literary movements, authors, and works.

CO 4: Conduct independent research on topics related to the history of English language and literature.

CO 5: Communicate effectively, both orally and in writing, about complex historical and literary concepts.

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Units	Contents	Contact Hrs.	Weeks
I	The Age of Chaucer Renaissance in England 17 th Century Poetry Before Restoration	10	1-3
II	Pre-Shakespearean Drama Elizabethan and Jacobean Age The Romantic Period	10	4-6
III	Victorian Society and Thought The Victorian Novel Literature of The Restoration Period Neo-Classical Literature	10	7-9
IV	Poetry of The World War Modernist Movement in Poetry The Rise of The English Novel	10	10-12
V	Experiments in Modern Novel Modern Drama: Shaw to Beckett The Literature of the 1930s The Movement Poets	10	13-15

Books and References:

1. Baugh, Albert C., and Thomas Cable. "A History of the English Language." Routledge, 2018.
2. Abrams, M. H., et al. "The Norton Anthology of English Literature." W. W. Norton & Company, various editions.
3. Crystal, David. "The Cambridge Encyclopedia of the English Language." Cambridge University Press, 2019.

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4. Greenblatt, Stephen, et al. "The Norton Anthology of English Literature: The Middle Ages." W. W. Norton & Company, 2018.
5. Leech, Geoffrey N., and Jan Svartvik. "A Communicative Grammar of English." Routledge, 2003.
6. Bloom, Harold. "The Western Canon: The Books and School of the Ages." Riverhead Books, 1995.
7. Beowulf, translated by Seamus Heaney. Farrar, Straus and Giroux, 2000.
8. Chaucer, Geoffrey. "The Canterbury Tales." Penguin Classics, 2003.
9. Shakespeare, William. Various plays and sonnets.
10. Woolf, Virginia. "Mrs. Dalloway." Harcourt Brace & Company, 1925.

E-Resources:

1. <https://www.britannica.com/>
2. <https://www.sparknotes.com/>
3. <https://epgp.inflibnet.ac.in>
4. <https://swayam.gov.in>
5. <http://ndl.iitkgp.ac.in>

Course Title (BAPS-S-1101): Political Science- Principles of Political Science

Course Objective:

Students understand the foundational concepts such as state, government, sovereignty, power, authority, and legitimacy. These concepts form the building blocks of political analysis and understanding.

Course Outcome:

CO 1: Familiarity with major political ideologies such as liberalism, conservatism, socialism, communism, fascism, and their historical development. Students should understand the core principles, values, and goals associated with each ideology.

CO 2: Knowledge of key political institutions such as the executive, legislative, and judicial branches of government, as well as their roles, functions, and interrelations within different political systems.

CO 3: Insight into political processes such as elections, voting behavior, party systems, policymaking, and the role of interest groups and social movements in shaping political outcomes.

CO 4: An introduction to the principles of international relations, including theories of international cooperation and conflict, diplomacy, globalization, and the role of international organizations and regimes.

CO 5: Understanding different political systems such as democracy, authoritarianism, totalitarianism, and their variations. This involves studying how power is distributed, exercised, and controlled within these systems.



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BAPS-S-1101: Principles of Political Science

1. Concepts: Politics and Political Science, Political Thought, Political Theory, Political Philosophy, Political Ideology.
2. Behaviouralism and Post-behaviouralism. .
3. State: Definitions, Elements, and Theories of the Origin of State
4. Liberalism, Idealism, Anarchism, Marxism.
5. Sovereignty: Austin's Theory, Pluralist Theory.
6. Power, Authority and Legitimacy.
7. Liberty, Equality, Justice.
8. Rights, Duties and Citizenship.
9. Democracy: Representation and Participation, Civil Society.
10. Feminism.

Suggested Readings:

1. Andrew Heywood, Politics, Palgrave Foundation, New York, 2005.
2. C.E.M Joad, Political Theory.
3. F. Thakurdas, Essays on Political Theory, New Delhi, Gitanjali, 1982.
4. G. Catlin, A Study of the Principles of Politics, London and New York, Oxford University Press, 1930.
5. H. J. Laski, A Grammar of Politics, London, Allen and Unwin, 1948.
6. J.C. Johari, Principle of Modern Political Science, Sterling, Delhi, 2009
7. Margaret Walters, Feminism: A Very Short Introduction, Oxford, 2008

Course Title (BAHT-S-1101): History-History of India (From Pre-History 1526 A.D)

Course Objective:

Students learn a comprehensive understanding of the historical developments, cultures, and societal changes in the Indian subcontinent.

Course Outcome:

CO 1: Knowledge of the political structures, administrative systems, and significant rulers and dynasties throughout Indian history up to 1526 A.D. Understanding India's interactions with neighboring regions and civilizations, including trade, cultural exchanges, and conflicts.

CO 2: Knowledge of the medieval period in India, including the Delhi Sultanate, the Vijayanagara Empire, the Chola Empire, and the Mughal Empire. Understanding the political, economic, and cultural dynamics of this era.



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CO 3: Familiarity with the major ancient Indian civilizations, such as the Vedic period, Mauryan Empire, Gupta Empire, and their contributions to art, culture, religion, and governance.

CO 4: Insight into the cultural and intellectual achievements of ancient and medieval India, including literature, philosophy, science, mathematics, and arts.

CO 5: Understanding the evolution of major religions in India, such as Hinduism, Buddhism, Jainism, and Islam, and their impact on society, culture, and governance.

BAHT-S 1101: History of India (From pre-History 1526 A.D.)

1. Sources of Ancient Indian History.
2. Indus Valley Civilization - town planning, social, economic, and religious conditions.
3. Rig Vedic and Later Vedic period social, political, economic, and religious conditions.
4. Mahavir Jain & Gautam Buddha - life and teachings.
5. Rise of Magadh Empire up to Nands.
6. Mauryan Period-Chandragupta, Ashoka and the decline of Mauryan Empire.
7. Kushan, Shungas and Satvahana dynasties.
8. Gupta period-Golden age and decline.
9. Harshvardhan - Achievements
10. Arab Invasion of Sindh.
11. Turkish invasion and consequences.
12. Establishment of Turkish rule (1206-1290), Qutub ud-Din Aibak, Iltutmish and Balban.
13. Expansion of Delhi Sultanate with special reference to Alauddin Khilji.
14. Expansion of Delhi Sultanate - Tughlaq rule (1320-1398).
15. Vijaynagar and Bahamani Kingdom.
16. First Battle of Panipat, and establishment of Mughal rule in 1526.

Suggested Readings:

1. Romila Thapar- A History of India, vol-1
2. H.C. Raichaudhari : A political History of Ancient India, Oxford University press 2005
3. R.S. Sharma : Indias Ancient past
4. Romila Thapar: Ashoka and decline of the Mauryas
5. Kameshwar Prasad: History of India (Earliest time to 1206 A.D.)



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6. A.L. Basham : The wonder that was India
7. The age of Wrath: A History of Delhi Sultanate

Course Title (HNL-1101): Hindi-1

Course Objective:

Focusing students on developing proficiency in the Hindi language, as well as understanding its cultural and literary aspects.

Course Outcome:

CO 1: Studying the components of speech delivery, including pronunciation, modulation, volume (Antaraal Dhwani), and accent (Lahaja). Enhancing knowledge of Hindi language, including grammar, vocabulary, and usage.


CO 2: Understanding Hindi as a language of India, its significance, and its role in national integration, administration, everyday communication and cultural contexts.

CO 3: Understanding the types and formats of written communication such as comments, editorials, summaries, and official abbreviations. Building vocabulary related to formal and technical terms used in official correspondence.

CO 4: Understanding the art of conversation, its meaning, and its role in effective communication. Exploring different forms of verbal communication such as dialogue, lecture, debate, discussion, monologue, and public speaking.

HNL 1101: HINDI-I

- 1.Hindi Bhasha ke Vibhinna Roop - Rashtra Bhasha, Rajbhasha, Janbhasha.
- 2.Tippan, Aalekhan, Sankshepan, Sarkari Patra ke Prakar, Paribhashik Shabdawali.
- 3.Anuvaad ki Paribhasha, Prakar, Upyogita aur Mahatva, Achhe Anuvaad ke Gun, Anuvaad Prayog (Hindi se English me Anuvaad).
- 4.Sambhashan Kala Ka Artha, Sambhashan Ke Vibhinn Roop Vaartalap, Vyakhyan, Vaad-
- 5.Vivaad, Ekaalap, Avaachik Abhivyakti, Jan Sambodhan, Sambhashan Kala ke Upadaan –
- 6.Bhasha Gyan, Antaraal Dhwani (Volume), Lahaja (Accent).
- 7.Sambhashan Kala ke Vibhinn Roop Udghoshana, Sanchalan, Aankho Dekha Haal, Vaachan kala, Vaad-Vivaad Pratiyogita, Samuh Samvaad.



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Suggested Readings:

- 1.Hindi sahitya ka saral Itihas (Vishvanath Tripathi)
- 2.Kavya shastra (Dakshini Bharat Hindi Prachar sabha)
- 3.Bhartiya kavya shastra, (Dr.Uthaibanusingh, Sanjev)
- 4.Kamkaji Hindi (Dr. Thomas P

Semester: II							
Sr. No.	Subject Code	Paper No	Subject Name	L	T	P	Total Credit
1	BAEN-1201	1	Poetry From Chaucer to Arnold	5	1	0	6
2	BAPS-S-1201	2	Political Science-II: Indian Constitution	3	1	0	4
3	BAHT-S-1201	3	History – II: Indian History (1526-1950)	3	1	0	4
4	ENL-1201	4	English- I	2	0	0	2
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Course Title(BAEN- 1201): Poetry from Chaucer to Milton**Course Objectives:**

Understand the historical, cultural, and intellectual contexts that shaped poetry from the late medieval to early modern periods. It examines major poets, poetic forms, themes, and stylistic developments during this significant period in literary history.



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Course Outcome:

CO 1: Demonstrate a comprehensive understanding of the major poets, works, and themes in English poetry from Chaucer to Milton.

CO 2: Analyze and interpret poems within their historical, cultural, and literary contexts, employing appropriate critical approaches.

CO 3: Identify and evaluate the formal and stylistic elements of various poetic forms employed by poets of the period.

CO 4: Engage in scholarly discussions and written analyses of poetry, demonstrating proficiency in academic writing and communication skills.

CO 5: Develop an appreciation for the richness and diversity of English poetry during this transformative period in literary history

Units	Contents	Contact Hrs.	Weeks
I	Geoffrey Chaucer : Prologue to the Canterbury Tales	10	1-4
II	Thomas Gray I – Elegy Written in a country Churchyard Edward Young: ii. --Night the First –from The Complaint, or Night Thought on life, death and immortality.	10	5-7
III	Robert Browning : 'My Last Duchess', 'The Last Ride Together' Matthew Arnold: 'Dover Beach', 'Shakespeare'	10	8-11
IV	Samuel Taylor Coleridge i.—Frost at Midnight. 2. Ode on Dejection. John Keats 1. –Eve of St. Agnes. 2. Ode to Psyche	10	12-15

Books and References:

1. Chaucer, Geoffrey. "The Canterbury Tales." Penguin Classics, 2003.
2. Wyatt, Thomas, and Henry Howard, Earl of Surrey. "Songs and Sonnets." Penguin Classics, 1969.
3. Sidney, Philip. "The Poems of Sir Philip Sidney." Oxford University Press, 1984.
4. Spenser, Edmund. "The Faerie Queene." Penguin Classics, 1978.
5. Shakespeare, William. "The Sonnets." Oxford University Press, 2008.
6. Donne, John. "Selected Poems." Penguin Classics, 1986.



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7. Herbert, George. "The Complete English Poems." Penguin Classics, 2004.
8. Marvell, Andrew. "The Complete Poems." Penguin Classics, 2003.
9. Milton, John. "Paradise Lost." Penguin Classics, 2003.
10. Abrams, M. H., et al. "The Norton Anthology of English Literature: The Middle Ages and The Sixteenth Century." W. W. Norton & Company, 2012.

E-Resources:

1. <https://www.britannica.com/>
2. <https://www.sparknotes.com/>
3. <https://epgp.inflibnet.ac.in>
4. <https://swayam.gov.in>
5. <http://ndl.iitkgp.ac.in>

Course Title (BAPS-S-1201): Political Science-II: Indian Constitution

Course Objective:

Students will demonstrate a comprehensive understanding of the structure and key components of the Indian Constitution, including its Preamble, fundamental rights, directive principles, and fundamental duties.

Course Outcome:

CO 1: Students will study the roles, powers, and functions of key constitutional institutions in India, such as the President, Prime Minister, Parliament, and Judiciary.

CO 2: Students will understand significant amendments to the Indian Constitution and understand their historical contexts, implications, and effects on Indian polity and society.

CO 3: Students will analyze fundamental rights guaranteed by the Indian Constitution, their evolution over time, and the mechanisms available for their protection and enforcement.

CO 4: Students will critically evaluate the process of amending the Indian Constitution, including the procedures, limitations, and debates surrounding constitutional amendments.

BAPS-S 1201: Political Science-III: Indian Constitution

1. Making of Indian Constitution, Constituent Assembly: Composition and Working.
2. Preamble and Salient Features of Indian Constitution.
3. Fundamental Rights and Fundamental Duties, Directive Principles of State Policy.



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4. President and Prime Minister.
5. Parliament
6. Supreme Court, Judicial Review and Judicial Activism.
7. Governor, Chief Minister and State Legislatures.
8. Panchayati Raj and Municipal Governments
9. Nature of Federal System and Centre-State Relations.
10. Election Commission and Electoral Reforms, National Commission for Scheduled
11. Castes, National Commission for Scheduled Tribes.

Suggested Readings:

- 1.A. G. Noorani, Constitutional Questions in India: The President, Parliament and the States, Delhi, Oxford University Press, 2000.
- 2.A.S. Narang, Indian Government and Politics, Geetanjali Publishing House, New Delhi, 1996
(Latest edition)
- 3.Bidyut Chakrabarty & Rajendra Kumar Pandey, Indian Government and Politics, SAGE, New Delhi, 2008
- 4.D.D. Basu, An Introduction to the Constitution of India, Prentice Hall, New Delhi. (Latest Edition)
- 5.G. Austin, The Indian Constitution: Corner Stone of a Nation, Oxford, Oxford University Press, 1966.
- 6.M.P. Singh & Rekha Saxena, Indian Politics: Contemporary issues and Concerns, Prentice Hall of India, Delhi, 2008.
- 7.M. V. Pylee, An Introduction to the Constitution

Course Title (BAHT-S-1201): History – II: Indian History (1526-1950)

Course Objective:

Students obtain a comprehensive understanding of the complexities and dynamics of Indian history during a crucial period marked by significant political, social, and cultural changes, culminating in independence from colonial rule.

Course Outcome:

CO 1: Students will study the cultural and religious developments in India during this period, including the impact of interactions between different communities, religious reform



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movements, and cultural exchanges.

CO 2: Students will understand the nature and impact of British colonial rule in India, including economic policies, administrative changes, and forms of resistance and protest against colonialism.

CO 3: Students will examine the evolution of the Indian independence movement, including key leaders, organizations, ideologies, and strategies employed in the struggle for freedom.

CO 4: Students will analyze the evolution of constitutional developments in India, including the formation of early administrative structures, legislative reforms, and the framing of the Indian Constitution.

BAHT-S 1201: Indian History (1526-1950)

1. Establishment of the Mughal rule with reference to Babur and Humayun.
2. Administration of Sher Shah.
3. Akbar. Expansion of empire, Rajput policy, Religious policy and administration.
4. Shahjahan (1628-1658) golden Age
5. Religious Policy of the Great Mughals.
6. Downfall of the Mughals.
7. European Companies in India: Portuguese, Dutch, British and French.
8. Battle of Plassey and Battle of Buxar.
9. Expansion of British Empire with reference to Mysore, Punjab and Sindh.
10. Revolt of 1857-Causes, Nature and effect
11. Religious Reform Movements with Special reference to Arya Samaj & Brahmo Samaj.
12. Freedom Movement in India; Gandhian era, Non Cooperation Movement, Civil Disobedience Movement and Quit India Movement.
13. Independence and partition.

Suggested readings:

1. A.B.M. Habibullah: Foundation of Muslim Rule in India.
2. R.P. Tripathi: Rise and Fall of the Mughal Empire, Vols I and II
3. R.C. Majumdar, H.C. Raichaudhari and K.K. Datta- The Advanced History of India, Vol.II.
4. V.A. Smith: Akbar the Great Mughal (Reprint)
5. W. H. More: India from Akbar to Aurangzeb.
6. P.N. Chopra, B.N. Puri and M.N. Das: Administrative, Economics, Social and Cultural History



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of India, Vol.II

7. A.B. Pandey: Later Medieval India.

8. Judith M. Brown: Gandhi and his rise to Power.

9. Tarachand: History of Freedom Movement in India (4Vols)

10. Kameshwar Prasad: History of India 175'7-1950 (Teach Yourself Series)

Course Title (ENL-1201): English- I

Course Objective:

Students learn essential skills in spoken and written communication, grammar, vocabulary, and professional discourse, preparing them to effectively communicate in diverse academic, professional, and social contexts.

Course Outcome:

CO 1: Students will expand their vocabulary and use appropriate terminology in various contexts, enriching their expressive abilities in both spoken and written communication.

CO 2: Students will demonstrate proficiency in English grammar, applying rules correctly in speaking and writing to enhance clarity and precision.

CO 3: Students will achieve fluency in spoken English, demonstrating the ability to initiate, sustain, and conclude conversations effectively in both formal and informal settings.

CO 4: Students will write clear, well-organized essays, reports, and other written assignments, demonstrating logical coherence and effective structure.

ENL 1201: ENGLISH

1. Spoken Communication:
2. Meeting People, Exchanging Greeting and Talking Leave
3. Introduction Yourself
4. Introducing People to Other
5. Answering the Telephone and Asking for Someone
6. Dealing With a Wrong Number
7. Talking and Leaving Messages
8. Making Inquiries on the Phone
9. Calling for Help in an Emergency



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10. Grammar and Vocabulary: Articles, preposition, modal auxiliaries, antonyms, synonyms, one-word substitutes.

11. Written Communication: Summarizing

Suggested Readings:

1. How to Talk to Anyone: Leil Lowndes, 1999

2. Just Listen: Discover the Secret to Getting Through to Absolutely Anyone: Mark Goulston, 2009

3. How to win friends and influence people. How to stop worrying and start living: Dale Carnegie, 1936

Semester: III							
Sr. No.	Subject Code	Paper No.	Subject Name	L	T	P	Total Credit
1	BAEN-2101	1	Indian Classical Literature	5	1	0	6
2	BAPS-S-2101	2	Political Science- II: Major Constitution of The World	3	1	0	4
3	BAHT-S-2101	3	History- III: World History (1789-1945)	3	1	0	4
4	HNL-2101	4	Hindi-II	2	0	0	2
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Course Title(BAEN- 2101): Indian Classical Literature

Course Objective:

Understand the historical, social, and cultural contexts in which Indian classical literature emerged and evolved. Identify and analyze recurring themes, motifs, symbols, and narrative structures across various texts and traditions



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Course Outcome:

CO 1: Gain a comprehensive understanding of the major literary traditions and genres of Indian classical literature.

CO 2: Analyze and interpret literary texts within their historical, cultural, and philosophical contexts, recognizing the nuances of language, style, and symbolism.

CO 3: Identify and evaluate the contributions of significant authors and works to the development of Indian literary traditions.

CO 4: Engage in scholarly discussions and written analyses of Indian classical texts, demonstrating proficiency in critical thinking and academic writing.

CO 5: Develop an appreciation for the cultural richness, diversity, and enduring relevance of Indian classical literature.

Units	Contents	Contact hrs.	Weeks
I	Panchtantra by Vishnu Sharma (Stories-1 The Crow and the Snake 2. The Crab and the Heron)	10	1-4
II	Bhagavad-Gita As It Is: Chapter- 3 (The Eternal Duties of a Human Being/ Karma yog)	10	5-7
III	Kalidas: Abhijnana Shakuntalam (Trans. By Arthur w. Ryder)	10	8-10
IV	The Origin of Drama in The Natyashashtra	101	11-15

Books and References:

1. Devy, G.N Indian Literature Criticism: Theory and Interpretation Hyderabad: Orient Longman, 2002
2. Ghosh, Manomohan Introduction Natyashashtra. By Bharata. Tr. Manomohan Ghosh. New Delhi: Concept Publishing House, 1984
3. Gopal, Ram Kalidas His Art and Culture. New Delhi: Concept Publishing House, 1984
4. Hertel, Dr. Johannes The Panchtantra-Text of Purnabhadra: Critical Introduction and list of Variants. Charleston, USA: Forgotten Bo Bharat aur unka Natyashashtra. New Delhi:



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National Publishing House, 1988

5. Mishra, Brijvallabh Bharat aurunka Natyashashtra . New Delhi: National Publishing House, 1988.

E-Resources:

1. <https://www.britannica.com/>
2. <https://www.sparknotes.com/>
3. <https://epgp.inflibnet.ac.in>
4. <https://swayam.gov.in>
5. <http://ndl.iitkgp.ac.in>

Course Title (BAPS-S-2101): Political Science- II: Major Constitution of The World

Course Objective:

Gain a comprehensive knowledge of different legal systems and constitutional frameworks across various countries, including democratic, authoritarian, federal, unitary, and hybrid systems.

Course Outcome:

CO 1: Study the constitutional provisions, structures of government, separation of powers, and mechanisms of checks and balances among different countries.

CO 2: Study the foundational legal and political theories such as constitutionalism, rule of law, sovereignty, and constitutional interpretation.

CO 3: Explore the cultural and historical contexts that have influenced the drafting and evolution of constitutions worldwide.

CO 4: Develop critical thinking and analytical skills by examining the historical context, political ideologies, and societal implications embedded within each constitution.



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BAPS-S 2101: Political Science-III: Major Constitution of the World

1. Governments: Parliamentary and Presidential, Unitary and Federal.
2. INDIA: Making of Indian Constitution, Constituent Assembly: Composition and Working, Preamble and Salient Features of Indian Constitution, Fundamental Rights and Fundamental Duties, Directive Principles of State Policy, President and Prime Minister. Indian Parliament.
3. UK: Socio-Economic Foundations, Conventions and Traditions, The Crown, Cabinet System, Parliament, Party System, Judiciary.
4. USA: Socio-Economic Foundations, President, Congress, Supreme Court and Judicial Review, Party System.
5. Peoples' Republic of China: Socio-Economic Foundations, National Peoples' Congress and its Standing Committee, President, State Council, Peoples' Courts and Peoples' Procurators, Minority Rights, Role of the Party.
6. Nigeria: Socio-Economic Foundations, President, National Assembly, Supreme Court, Minority Rights, Party System.

Suggested Readings:

1. A.S. Narang, Indian Government and Politics, Geetanjali Publishing House, New Delhi, 1996 (Latest edition)
2. Bidyut Chakrabarty & Rajendra Kumar Pandey, Indian Government and Politics, SAGE, New Delhi, 2008
3. D.D. Basu, An Introduction to the Constitution of India, Prentice Hall, New Delhi. (Latest Edition)
4. A.C. Kapoor & K.K. Mishra, Select Constitutions, S. Chand & Co., Delhi
5. G.A. Almond, G. B. Powell, K. Strom and R. Dalton, Comparative Politics Today: A World View, Pearson Education, Delhi, 2007,
6. H. Finer, Theory and Practice of Modern Government, London, Methuen, 1969.
7. S. E. Finer, Comparative Government, Harmondsworth, Penguin, 1974




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Course Title (BAHT-S-2101): History- III: World History (1789-1945)

Course Objective:

Gain a comprehensive understanding of the major political revolutions (e.g., French Revolution, American Revolution), industrialization, imperialism, and the emergence of nationalism that shaped the modern world.

Course Outcome:

CO 1: Study key events such as the Napoleonic Wars, the formation of nation-states, the spread of ideologies (liberalism, conservatism, socialism), and the impact of global conflicts (World War I and its aftermath).

CO 2: Study the Industrial Revolution and its socioeconomic impacts, including urbanization, class tensions, labor movements, and the rise of capitalism.

CO 3: Investigate the causes, consequences, and legacies of imperialism, colonial expansion, and decolonization movements across Africa, Asia, and the Americas.

CO 4: Conduct comparative analysis of different regions' experiences during this period, including political systems, social structures, and economic developments.

BAHT-S 2101: World History (1789-1945)

1. French Revolution of 1789, cause nature and significance.
2. Rise and Fall of Napoleon Bonaparte.
3. The Industrial Revolution.
4. The Triumph of nationality in Europe in the 19th Century.
5. Transition from Feudalism to Capitalism.
6. Modern Imperialism.
7. The American Civil War, 1861-65.
8. The Chinese Revolution, 1911.
9. Cause & Effects of the First World War.
10. Formation of League of Nation: Its success and failure.
11. Russian Revolution of 1917, Cause, Nature and Significance.
12. Rise, Development and Fall of Japanese Imperialism.
13. Modernization of Turkey under Mustafa Kamal Pasha.
14. Rise of Fascism in Italy.
15. Rise of Nazism in Germany.



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16. Gandhism: Ideology and politics.
17. Rise and Development of Communism in China.
18. Circumstances leading to the Second world War.

Suggested Readings:

1. H.A. Davis - An outline History of the World.
2. David Themson - World History, 1914-1968.
3. F.G. Pearce A Outline History of Civilization.
4. J.L Nehru - Glimpse of World History (also in Hindi)

Course Title (HNL-2101): Hindi-II

Course Objective:

Ability to communicate effectively and grammatically in Hindi orally and in writing. To acquire interest in various genres of Hindi literature and knowledge of its works. To gain knowledge of different types of murders.

Course Outcome:

CO 1: Gain advanced grammar knowledge including nuanced aspects of tense, mood, and aspect. Capability to engage in debates, delivers presentations, and writes essays in Hindi.

CO 2: Exposure to Hindi literature, films, and other cultural artifacts to deepen understanding of cultural context.

CO 3: Ability to continue learning Hindi independently, using resources such as books, media, and online platforms. Understanding of strategies for language maintenance and improvement over time.

CO 4: Ability to comprehend and produce texts of varying complexity, including literary texts, news articles, and formal correspondence.

गोदान - प्रेमचंद

कहाननयााँ -सं० डॉ० नितेन्द्र वत्स, रािा रानिका रमण प्रसाद ससह (मााँ), िममवीर भारती (गुलकी बत्रो), भीष्म साहनी (अमृतसर आ गया), निवप्रसाद ससह (कम्मनािा की हार), मन्नू भांडारी (रानी मााँ का चबूतरा), उषा नप्रयंवदा (वापसी), ननिांतकेतु (माटी-टीला)



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Suggested Readings:

- 1.ननममलामुंिी प्रेमचन्द की क अनुपम कृ नत :
- 2.गोदान [*Godaan*] Munshi Premchand. गोदान [*Godaan*]
- 3.मन्नू भांडारी (रानी माँ का चबूतरा)
- 4.उषा नप्रयंवदा (वापसी)
- 5.ननिांतकेतु (माटी-टीला)
- 6.िममवीर भारती (गुलकी बन्नो)

Semester: IV							
Sr. No.	Subject Code	Paper No.	Subject Name	L	T	P	Total Credit
1	BAEN-2201	1	European Classical Literature	5	1	0	6
2	BAPS-S-2201	2	Political Science-IV International Politics	3	1	0	4
3	BAHT-S-2201	3	History-IV: History of South East Asia (Mid 19 TH to 20 th Century)	3	1	0	4
4	ENL-2201	4	English-II	2	0	10	2
							16

Course Title(BAEN- 2201): European Classical Literature**Course Objective:**

Understand the historical, social, and cultural contexts in which classical European literature emerged and evolved. Study influential works and authors representative of different periods and cultural contexts within European classical literature



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Course Outcome:

CO 1: Gain a comprehensive understanding of the major literary movements and genres of classical European literature.

CO 2: Analyze and interpret literary texts within their historical, cultural, and philosophical contexts, recognizing the nuances of language, style, and symbolism.

CO 3: Identify and evaluate the contributions of significant authors and works to the development of European literary traditions.

CO 4: Engage in scholarly discussions and written analyses of classical European texts, demonstrating proficiency in critical thinking and academic writing.

CO 5: Develop an appreciation for the cultural richness, diversity, and enduring relevance of classical European literature.

Units	Contents	Contact Hrs.	Weeks
I	Selections from Plutarch's Lives	10	1-4
II	Plautus: Pot of Gold	10	5-8
III	Horace: Ars Poetics	10	9-12
IV	Homer: Odyssey	10	13-15

Books and References:

1. Anderson, Theodore M. Early Epic Scenery : Homer, Vigil and the Medieval Legacy. Ithaca: Cornell University Press, 1976.
2. Campbell, Joseph The Mask of God: Occidental Mythology. NY: Penguin Books, 1964.
3. Fowler, Robert Cambridge Companion to Homer. Cambridge: C.U.P, 2004.
4. Howatson, M.C. The Oxford Companion to Classical Literature. Oxford: Oxford University Press, 2013
5. Sharrock, Alison Reading Roman Comedy: Politics and Playfulness in Plautus and Terence. UK: Cambridge UP, 2009

E-Resources:

1. <https://www.britannica.com/>
2. <https://www.sparknotes.com/>
3. <https://epgp.inflibnet.ac.in>



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4. <https://swayam.gov.in>
5. <http://ndl.iitkgp.ac.in>

Course Title (BAPS-S-2201): Political Science-IV International Politics

Course Objective:

Students will obtain a comprehensive understanding of the structure and dynamics of global political systems, including the role of state and non-state actors.

Course Outcome:

CO 1: Students will acquire a solid grasp of key concepts and terminology used in international politics, including sovereignty, globalization, security dilemmas, and human rights.

CO 2: Through case studies and historical analysis, students will examine significant events and developments in international politics, elucidating their impact on global governance and diplomacy.

CO 3: Students will analyze the causes and dynamics of international conflicts, as well as mechanisms for conflict resolution and cooperation among states and international organizations.

CO 4: Students will critically analyze and evaluate major theories and perspectives in international relations, such as realism, liberalism, constructivism, and feminism, among others.

CO 5: Students will explore the intersection of politics and economics in the global arena, including trade relations, economic development, and global financial institutions.

BAPS-S 2201: Political Science-IV: International Politics

1. International Politics: Definition, Scope and Relevance.
2. Theories of International Politics: Realism and nço-Realism, Idealism, Behaviouralism, Constructivism, Feminism.
3. Game Theory, Decision Making Theory, Communications Theory.
4. Political System Theory and Balance of Power.
5. Power and International Politics, Elements of Power
6. The Determinants of Foreign Policy
7. Deterrence Theory, Cold War, End of Cold War and New World Order.
8. Nuclear Weapons and World Politics, Problem of Non-Proliferation.
- 9 South Asia, Terrorism: Concept and Meaning.
10. India's Foreign Policy.



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Suggested Readings:

1. Banerjee, A.K. (ed.), Security issues in South Asia: Domestic and external sources of threats to security Minerva, Calcutta, 1998.
2. Ghosh, Partha S., Cooperation and conflict in South Asia, Manohar, New Delhi, 1989.
3. Griffiths Martin and Terry O' Callaghan, International Relations-Key Concepts, Routledge, London, 2002
4. Gujral, L.K., A foreign policy for India, External publicity division, MEA, Government of India, Delhi, 1998.
5. Sinha, Rameshwar P. and Surya Dandekar (eds.), South Asian politics: Ideologies and institutions New Delhi: Kanishka, 1998.

Course Title (BAHT-S-2201): History-IV: History of South East Asia (Mid 19TH to 20th Century)

Course Objective:

Studying this period of Southeast Asian history provides insights into the complex interplay of colonialism, nationalism, socio-economic change, and global influences that have shaped the region into what it is today.

Course Outcome:

CO 1: Understanding the various forms of colonialism (British, French, Dutch, Spanish) in Southeast Asia, including how these powers established control, exploited resources, and imposed socio-economic structures on the region.

CO 2: Understanding the impact of World War II on Southeast Asia, including the Japanese occupation and subsequent liberation movements. Also, examining the Cold War dynamics and the role of Southeast Asian countries in the global geopolitical context.

CO 3: Analyzing how colonialism influenced cultural practices, social structures, and identities within Southeast Asian societies. This could involve examining the impact on religion, language, education, and urbanization.

CO 4: Exploring the resistance movements and anti-colonial struggles that emerged in response to colonial rule. This includes studying figures like Nguyen Ai Quoc (Ho Chi Minh) in Vietnam, and movements like the Indonesian independence struggle.



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BAHT-S 2201: History of South East Asia (Mid 19th to Mid 20th Century)

1. British Conquest of Burma.
2. History of Burmese national movement.
3. British conquest of Malaya.
4. History of Malaysian national movement.
5. Thailand's contact with the West; internal administration; revolt of 1932. Thailand and World War II.
6. French imperialism in Indo china.
7. Rise and Growth of national movement in Indo - China.
8. Dutch imperialism in Indonesia.
9. Indonesian national movement.

Suggested Readings:

1. Southeast Asia : an introductory History
2. Southeast Asia (Arthur Cotterell, 2014)
3. General History of Southeast Asia

Course Title (ENL-2201): English-II

Course Objective:

Studying short stories, prose pieces, and novels in an English fosters a deeper understanding of literature as an art form and encourages students to engage critically with texts, appreciate cultural diversity, and develop their own expressive and analytical skills.

Course Outcome:

CO 1: Students gain insight into the cultural and historical contexts that shape literary works. They learn how authors respond to and reflect their societies' values, beliefs, and concerns through their writing.

CO 2: Students learn various genres within prose literature, including short stories, novellas, and novels. They learn to distinguish between these forms and understand how each genre utilizes narrative techniques to engage readers.



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CO 3: Students analyze authors' use of language, style, and narrative techniques to convey themes and emotions effectively. They develop an appreciation for literary craftsmanship and explore how language choices impact the reader's experience.

CO 4: Students develop the ability to analyze literary elements such as plot, characterization, setting, theme, and symbolism.

ENL 2201: ENGLISH-II

I. Short Stories

1. Maupassant The Necklace
2. O. Henry The Last Leaf
3. Catherine Mansfield - A Cup of Tea
4. R.K. Narayan - Selvi
5. MR Anand - The Lost Child
6. Jhumpa Lahiri - The Interpreter of Maladies
7. Shashi Deshpande - Hear Me Sanjaya!

II. Pieces of Prose

- a. James Bryce - Some hints of Public Speaking
- b. C.E.M.. Toad - A Dialogue on Civilization
- c. Hill-Principles of good writing
- d. Bapsi Sidhwa - Why do I write?
- e. Jawahar Lal Nehru - The Reawakening of India
- f. Subhash Chandra Bose To Delhi, To Delhi
- g. Dr. Rukhmabai Purdah - The Need for its Abolition

III. Novel

Lord of the Flies - William Golding

Suggested Readings:

1. Maupassant - The Necklace
2. O. Henry - The Last Leaf
3. Catherine Mansfield - A Cup of Tea
4. R.K. Narayan - Selvi
5. MR Anand - The Lost Child
6. Jhumpa Lahiri - The Interpreter of Maladies
7. Shashi Deshpande - Hear Me Sanjaya!
8. James Bryce - Some hints of Public Speaking



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- 9.C.E.M. .Toad - A Dialogue on Civilization
 10.Hill - Principles of good writing
 11.Bapsi Sidhwa - Why do I write?
 12.Jawahar Lal Nehru - The Reawakening of India
 13.Subhash Chandra Bose - To Delhi, To Delhi
 14.Dr. Rukhmabai - Purdah - The Need for its Abolition Lord of the Flies - William Goldin

Semester: V							
Sr. No.	Subject Code	Paper No.	Subject Name	L	T	P	Total Credit
1	BAEN-3101	1	Modern Indian Writing in English Translation	3	1	0	4
2	BAEN-3102	2	Literature of The Indian Diaspora	3	1	0	4
3	BAEN-3103	3	British Literature: Post World War II	3	1	0	4
4	BAEN-3104	4	19 th Century European Realism	3	1	10	4
							16

Course Title(BAEN- 3101): Modern Indian Writing in English Translation

Course Objective:

To understand the challenges and strategies of translating Indian languages into English while retaining their original essence. Explore the diversity of Indian cultural and regional backgrounds as reflected in literature

Course Outcome:

CO 1: Possess a thorough understanding of the scope and variety of modern Indian writings translated into English.

CO 2: Be able to critically analyze literary texts and articulate how they reflect and respond to the complexities of Indian society.

CO 3: Demonstrate knowledge of the role of translation in shaping global perceptions of Indian literature.

CO 4: Engage with texts from interdisciplinary perspectives, incorporating historical, sociological, and political contexts.

CO 5: Develop the ability to articulate and support interpretations in both oral discussions and written assignments

Rukhmabai



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Units	Contents	Contact Hrs.	Weeks
I	Premchand 'The Shroud', in Penguin Book of Classic Stories, ed. M. Assaduddin (New Delhi: Penguin/Viking, 2006). Ismat Chughtai 'The Quit', in Lifting the Veil: Selected Writings of Ismat Chughtai, tr. M. Assaduddin (New Delhi: Penguin Books, 2009). Gurdial Singh 'A Season of No Return', in Earthly Tones, tr. Rana Nayar (Delhi: Fiction House, 2002). Fakir Mohan Senapati 'Rebati', in Oriya Stories, ed. Vidya Das, tr. Kishori Charan Das (Delhi: Srishti Publishers, 2002)	10	1-4
II	Rabindra Nath Tafore 'Light, Oh Where is the Light?' and When My Play was with thee', in Gitanjali: A New Translation with an Introduction by William Radice (New Delhi: Penguin India, 2011)	10	5-8
III	Dharamveer Bharati Andha Yug, tr. Alok Bhalla (New Delhi: OUP, 2009). Vinay Dharwader and A.K Ramanujam (New Delhi: OUP, 2000). Amrita Pritam 'I Say Unto Waris Shah', (tr. N.S Tasneem) in Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poem, ed. K.M. George, vol 3 (Delhi: Sahitya Akademi, 1992).	10	9-11
IV	G. Kalyan Rao Untouchable Spring, tr. Alladi Uma and M. Sridhar (Delhi: Orient BlackSwam, 2010) G.M Muktibodh 'The Void', (tr. Vinay Dharwadaker) and ' So Very Far', (tr. Tr. Vishnu Khare and Adil Jusswala), in The oxford Anthology of Modern Indian Poetry, ed. Thangjam Ibopishak Singh 'Delhi, Hussain , or Odour of Dream, Colour of Wind' and The Land of Half – Humans', tr. Robin S.Ngangom, in the Anthology of Contemporary Poetry from the Northeast (NEHU: Shillong,	10	12-15

Books and References:

1. Namwar Singh ,'Decolonising the Indian Mind',tr. Harish Trived, Indian Literature, no. 151 (Sept./Oct.1992)
2. B.R Ambedkar Annihilation of Caste in Dr. Babasaheb Ambedkar: Writing and Speeches, Vol. 1 (Maharashtra: Education Department, Government of Maharashtra, 1979) chaps.4, 6, and 14
3. Sujit Mukherjee 'A Link Literature for India', in Translation as Discovery (Hyderabad:

Sujit Mukherjee



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Orient Longman, 1994) pp. 34 - 45

4. G.N Devy. 'Introduction', from After Amnesia in The G.N. Devy Reader (New Delhi: Orient BlackSwam, 2009)pp. 1 – 5

5. Sharrock, Alison Reading Roman Comedy: Politics and Playfulness in Plautus and Terence. UK: Cambridge UP, 2009

E-Resources:

1. <https://www.britannica.com/>
2. <https://www.sparknotes.com/>
3. <https://epgp.inflibnet.ac.in>
4. <https://swayam.gov.in>
5. <http://ndl.iitkgp.ac.in>

Course Title(BAEN- 3102): Literature of the Indian Diaspora

Course Objective:

Understand the historical and cultural factors influencing Indian diaspora communities and their literature. Explore themes of identity, alienation, and integration within diasporic contexts.

Course Outcome:

CO 1: Gain a deep understanding of the Indian diaspora's impact on global literature.

CO 2: Be able to critically analyze literary texts that discuss diasporic identity, migration, and cultural conflicts.

CO 3: Understand and apply critical theories related to diaspora studies and postcolonial literature.

CO 4: Demonstrate the ability to engage in scholarly discussions and write detailed analyses of texts from the Indian diaspora.

CO 5: Appreciate the diversity within the Indian diaspora and its literary expression in different parts of the world

Uni	Contents	Contact Hrs.	Weeks
I	M. G. Vassanji The Book of Secrets (Penguin, India)	10	1-4
II	Rohinton Mistry A Fine Balance (Alfred A Knopf)	10	5-7
III	Meera Syal Anita and Me (Harper Collins) 4. Jhumpa Lahiri The Namesake (Houghton Mifflin Harcourt)	10	8-11
IV	Jhumpa Lahiri The Namesake (Houghton Mifflin Harcourt)	10	12-15



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Books and References:

1. Routledge "Introduction: The diasporic imaginary " in Mishra, V. (2008). Literature of the Indian diaspora. London:
2. V . Kaur, R. and Hutynuk, J.. "Cultural Configuration of Diaspora," in Kalra,(2005). Diaspora & hybridity. London: Sage Publications
3. Rushdie S. "The New Empire within British ,"(1991). Imaginary Homeland. London: Granta Books

E-Resources:

1. <https://www.britannica.com/>
2. <https://www.sparknotes.com/>
3. <https://epgp.inflibnet.ac.in>
4. <https://swayam.gov.in>
5. <http://ndl.iitkgp.ac.in>

Course Title(BAEN- 3103): British Literature: Post World War II

Course Objective:

To understand the impact of post-war economic, social, and political changes on British literature. Examine the evolution of literary styles and movements, such as modernism, postmodernism, and contemporary literature, in the post-war era.

Course Outcome:

CO 1: Have a comprehensive understanding of the developments in British literature from the immediate post-war period to contemporary times.

CO 2: Be capable of critically analyzing literary texts within their historical, cultural, and political contexts.

CO 3: Recognize and appreciate the contribution of diverse voices to the landscape of British literature.

CO 4: Display improved analytical, research, and communication skills through written assignments and discussions.

CO 5: Engage with and critique various literary theories and their application to the study of post-war British literature.



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Units	Contents	Contact Hrs.	Weeks
I	John Fowlers The French Lieutenant's Woman	10	1-4
II	Jeanette Winterson Sexing the Cherry	10	5-7
III	Hanif Kureshi My Beautiful Launderette	10	8-11
IV	Phillip Larkin 'Whitsun Wedding' 'Church Going' Ted Hughes 'Hawk Roosting' 'Crow's Fall' Seamus Heaney 'Digging' 'Casualty' 'Carol Anne Duffy 'Text' 'Stealing'	10	12-15

Books and References

1. Alan Sinfield. 'Literature and Culture Production ' , in Literature, Politics, and Culture in Postwar Britain (Berkley and Los Angeles: University of California Press, 1989) pp. 23 – 38
2. Seamus Heaney. 'The Redress of Poetry' , in The Redress of Poetry (London: Faber, 1995) pp. 1 – 16
3. Patricia Waugh 'Culture and Change: 1960-1990', in The Harvest of The sixties: English Literature and Its Background , 1960-1990 (Oxford OUP, 1997)

E-Resources:

1. <https://www.britannica.com/>
2. <https://www.sparknotes.com/>
3. <https://epgp.inflibnet.ac.in>
4. <https://swayam.gov.in>
5. <http://ndl.iitkgp.ac.in>

Course Title(BAEN- 3104): 19th Century European Realism

Course Objective: Historical and Cultural Contexts: Gain insight into the socio-political environments in 19th-century Europe that influenced realist writers. Study the works of prominent realist authors such as Gustave Flaubert, Leo Tolstoy, Charles Dickens, and Theodor Fontane

"

CO 1: Understand the defining characteristics and historical conditions of 19th-century European realism.

CO 2: Be adept at analyzing literary texts through the lenses of both historical context and



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narrative technique.

CO 3: Appreciate the diversity and depth of realist literature across various European traditions.

CO 4: Be able to articulate well-reasoned arguments orally and in writing, supported by textual evidence and scholarly research.

CO 5: Engage with critical and theoretical debates about realism in a scholarly manner.

Units	Contents	Contact Hrs..	Weeks
I	Ivan Turgenev Father and Sons, tr. Peter Carson (London: Penguin, 2009).	10	1-4
II	Fyodor Dostoyvesky Crime and Punishment, tr. Jessie Coulson Norton, 1989). London	10	5-7
III	Honore de Balzac Old Goriot, tr. M.A. Crawford (London: Penguin, 2003).	10	8-11
IV	Gustave Flaubert Madame Bovary, tr. Geoffrey Wall (London: Penguin, 2002).	10	12-15

Books and References:

1. Leo Tolstoy 'Man as a creature of history in War and Peace', ed. Richard Ellmann et. Al., The Modern Tradition,(Oxford: OUP, 1965)pp. 246 – 54.
2. Honore de Balzac 'Society as Historical Organism', from Preface to The Human Comedy, in The Modern Tradition, ed. Ellmann et. Al (Oxford: OUP, 1965) pp. 265- 67
3. Gustav Flaubert 'Heroic honesty', Letter on Madame Bovary, in The Modern Tradition, ed. Richard Ellmann et. Al. (Oxford: OUP, 1965) pp. 242 – 3
4. George Lukacs 'Balzac and Stendhal', in Studies in European Realism (London, Merlin Press, 1972) pp. 65 – 85

E-Resources:

1. <https://www.britannica.com/>
2. <https://www.sparknotes.com/>
3. <https://epgp.inflibnet.ac.in>
4. <https://swayam.gov.in>
5. <http://ndl.iitkgp.ac.in>



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Semester: VI							
Sr. No.	Subject Code	Paper No.	Subject Name	L	T	P	Total Credit
1	BAEN-3201	1	Literary Theory	3	1	0	4
2	BAEN-3202	2	Literary Criticism	3	1	0	4
3	BAEN-3203	3	Science Fiction and Detective Literature	3	1	0	4
4	BAEN-3204	4	Dissertation: Literature and Cinema	0	0	8	4
							16

Course Title(BAEN- 3201): Literary Theory

Course Objective: To understand the historical development of literary theory and its key concepts. To explore various theoretical approaches and apply them to the analysis of literary texts.

Course Outcome:

CO 1: Have a comprehensive understanding of major movements and figures in literary theory.

CO 2: Be able to apply different theoretical frameworks to the analysis of literary and cultural texts.

CO 3: Demonstrate improved critical thinking and writing skills, particularly in constructing well-supported analytical arguments.

CO 4: Engage confidently in intellectual discussions about theory, both in academic settings and in broader cultural contexts.

CO 5: Prepare advanced research papers using theoretical perspectives to analyze texts critically.

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Units	Contents	Contact Hrs.	Weeks
I	William Wordsworth: Preface to the Lyrical Ballads (1802) S.T. Coleridge: Biographia Literaria. Chapters IV, XIII and XIV	10	1-3
II	Virginia Woolf: Modern Fiction T.S. Eliot: "Tradition and the individual Talent" 1919 "The Function of Criticism" 1920	10	4-7
III	I.A Richards: Principles of Literary Criticism Chapters 1, 2 and 3	10	8-11
IV	London 1924 and Practical Criticism. London, 1929 4. Cleanth Brooks: "The Heresy of Paraphrase", and "The Language of Paradox" in The Well-Wrought Urn: Studies in the Structure of Poetry (1947) Maggie Humm: Practising Feminist Criticism: An Introduction. London 1995	10	12-15

Books and References:

1. Terry Eagleton, Literature Theory: An Introduction (Oxford: Blackwell, 2008).
2. Peter Barry Beginning Theory (Manchester: Manchester University Press, 2002).
3. M.H Abrams The Mirror and the Lamp, Oxford University Press. 1971

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4. <https://swayam.gov.in>
5. <http://ndl.iitkgp.ac.in>

Course Title(BAEN- 3202): Literary Criticism

Course Objective: Familiarize students with the history and development of literary criticism from Aristotle to the present. Students will explore key critical methodologies, from classical criticism to contemporary analytical frameworks, gaining insights into how these approaches influence the interpretation of texts. The course encourages deep engagement with critical texts, fostering an understanding of the theoretical underpinnings of literary analysis.




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Course Outcome:

CO 1: Have a thorough understanding of major movements in literary criticism and their historical contexts.

CO 2: Be proficient in applying various critical theories to the analysis of literary texts.

CO 3: Demonstrate enhanced analytical, writing, and research skills.

CO 4: Be able to engage in informed discussions about different critical perspectives and their applications.

CO 5: Produce well-argued, theoretically informed essays and research papers.

Units	Contents	Contact Hrs.	Weeks
I	Marxism a. Antonio Gramsci, 'The Formation of the Intellectual' and 'Hegemony (Civil Society) and Separation of Power', in Selection from the Prison Notebooks, ed. And tr. Quentin Hoare and Geoffrey Novell Smith (London: Lawrence and Wishart, 1971) pp. 5, 246 – 6. B. Louis Althusser, 'Ideology and State Apparatuses', in Lenin and Philosophy and other Essay (New Delhi: Aakar Books, 2006) pp. 85 – 126.	10	1-4
II	Postcolonial Studies a. Mahatma Gandhi. 'Passive Resistance' and 'Educaion' in Hind Swaraj and Other Writings, ed. Anthony J Parel (Delhi: CUP, 1997)pp. 88 – 106. B. Edward Said 'The Scope of Orientalism' in Orientalism (Harmondsworth: Penguin, 1978) pp. 29 – 110. c. Aijaz Ahmad, "'Indian Literature": Notes toward the Definition of a Category ', in Theory: Class, Nations, Literature (London: Verso, 1992) pp. 243 – 285.	10	5-7
III	Post structuralism a. Jacques Derrida, 'Structure, Sign and Play in the Discourse of the Human Science', tr. Alan Bass, in Modern Criticism and Theory: A Reader, ed. David Lodge (London: Longman, 1988) pp. 108 – 23. B. Michel Foucault, 'Truth and Power', in Power and Knowledge, tr. Alessandro Fontana and Pasquale Pasquino (New York: Pantheon, 1977) pp. 109 – 33	10	8-11
IV	Feminism a. Elaine Showalter, 'Twenty Year on: A Literature of Their Own Revisited', in A Literature of Their Own: British Women Novelists from Bronte to Lessing (1977. Rpt. London: Virgo, 2003) pp. xi-xxxiii. b. Luce Irigaray, 'When the Goods Get Together' (from This Sex Which is Note One), in New French Feminism, ed. Elaine Marks and Isabelle de Courtivron (New York: Schocken Books, 1981 pp. 107 – 10.	10	12-15



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Books and References:

1. Habib, M. A. R. A History of Literary Criticism: From Plato to the Present. Blackwell Publishing, 2005.
2. Leitch, Vincent B., editor. The Norton Anthology of Theory and Criticism. 3rd ed., W. W. Norton & Company, 2018.
3. Aristotle. Poetics. Translated by S. H. Butcher, CreateSpace Independent Publishing Platform, 2012.
4. Eagleton, Terry. Literary Theory: An Introduction. 3rd ed., Blackwell Publishers, 2008.
5. Freud, Sigmund. The Interpretation of Dreams. Translated by James Strachey, Basic Books, 2010.
6. Culler, Jonathan. Structuralist Poetics: Structuralism, Linguistics and the Study of Literature. Routledge, 1975.
7. Showalter, Elaine. A Literature of Their Own: British Women Novelists from Brontë to Lessing. Princeton University Press, 1977.
8. Said, Edward W. Orientalism. Pantheon Books, 1978.
9. Foucault, Michel. "What is an Author?" Language, Counter-Memory, Practice: Selected Essays and Interviews, edited by Donald F. Bouchard, Cornell University Press, 1977, pp. 113-138.
10. Greenblatt, Stephen. "Culture." Critical Terms for Literary Study, edited by Frank Lentricchia and Thomas McLaughlin, 2nd ed., University of Chicago Press, 1995, pp. 225-232.

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Course Title(BAEN- 3203): Science Fiction and Detective Literature

Course Objective: To provide a comprehensive overview of the science fiction and detective genres, including their historical evolution. The course will examine how these genres reflect and interrogate societal, technological, and philosophical issues. Students will engage with a range of texts from the origins of these genres to contemporary works, analyzing their impact on popular culture and literature



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Course Outcome:

CO 1: Have a solid understanding of the key elements that define science fiction and detective literature.

CO 2: Be adept at critically analyzing texts within these genres, using appropriate literary and theoretical frameworks.

CO 3: Appreciate the socio-cultural and ethical issues explored in science fiction and detective narratives.

CO 4: Be able to discuss and write knowledgeably about the influence of these genres on each other and on broader literary and cultural contexts.

CO 5: Develop research papers that reflect deep engagement with course texts and scholarly discourse.

Units	Contents	Contact Hrs.	Contact Hrs.
I	Wilkie Collins The Woman in White	10	1-4
II	Arthur Conan Doyle The Hound of the Baskervilles	10	5-8
III	Raymond Chandler The Big Sleep	10	9-11
IV	H.R.F. Keating Inspector Ghote Goes by Train	10	12-15

Books and References:

1 J. Edmund Wilson 'Who Cares Who Killed Roger Ackroyd?', The New Yorker, 20 June 1945.

2 George Orwell, Raffles and Miss Blandish,

3 W.H. Auden 'The Guilty Vicarage',

4 Raymond Chandler, 'The Simple Art of Murder', Atlantic Monthly, Dec. 1944,

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Course Title(BAEN- 3204): Dissertation: Literature and Cinema

Course Objective : To analyze literary works and their film adaptations through an interdisciplinary lens, integrating theories and methodologies from both literary and film studies. This research-focused course allows students to develop a substantive project that examines how narratives are transformed from literature into film, exploring themes, character development, narrative strategies, and the cultural and historical contexts influencing these adaptations.

Course Outcome:

CO 1: Have a thorough understanding of the theoretical and practical aspects of film adaptations of literary works.

CO 2: Be able to critically analyze the similarities and differences between literature and cinema.

CO 3: Demonstrate the ability to conduct independent, in-depth research.

CO 4: Produce a comprehensive dissertation that contributes to the field of literature and cinema studies.

CO 5: Present their research findings in academic and professional settings.

Units	Contents	Contact Hrs.	Contact Hrs.
I	James Monaco, 'The language of film: sign and syntax', in How To Read a Film: The World of Movies & Multimedia (New York: OUP, 2009) chap. 3, William Shakespeare, Romeo and Juliet, and its adaptation: Romeo & Juliet (1968; dir. Franco Zeffirelli, Paramount); and Romeo + Juliet (1996; dir. Baz Luhrmann, 20 th Century Fox).	10	1-4
II	Bapsi Sidhwa, Ice Candy Man and its adaption Earth (1998; dir. Deepa Mehta, Cracking the Earth Films Incorp.); and Amrita Pritam, Pinjar: The Skelton and Other Stories, tr. Khushwant Singh (New Delhi: Tara Press, 2009) and its adaptation: Pinjar (2003; dir. C.P. Dwivedi, Lucky Star Entertainment).	10	5-7
III	Ian Fleming, form Russia with Love, and its adaptation: From Russia with Love (1963; dir. Terence Young, Eon Productions	10	8-11
IV	Other films that may be used for class presentation: William Shakespeare, Comedy of Errors, Macbeth, and Othello and their adaptations: Anoor (dir. Gulzar, 1982), Maqbool (dir. Vishal Bhardwaj, 2003), Omkara (dir. Vishal Bhardwaj, 2006) respectively Jane Austen, Pride and Prejudice and its adaptations: BBC TV mini-series (1995), Joe Wright (2005) and Gurinder Chadha's Bride and Prejudice (2004). Rudaali (dir. Kalpana Lajmi, 1993) and Gangor or 'Behind the Bodice' (dir. Italo Spinelli, 2010). 4. Ruskin Bond, Junoon (dir. Shyam Benegal, 1979), The Blue Umbrella (dir. Vishal Bhardwaj, 2005), and Saat Khoon Maaf (dir. Vishal Bhardwaj, 2011). E.M. Foster, Passage to India and its adaptation dir. David Lean (1984).	10	12-15



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Books and References:

1. Hutcheon, Linda. A Theory of Adaptation. 2nd ed., Routledge, 2012.
2. Stam, Robert, and Alessandra Raengo, editors. A Companion to Literature and Film. Blackwell Publishing, 2004.
3. McFarlane, Brian. Novel to Film: An Introduction to the Theory of Adaptation. Oxford University Press, 1996.
4. Naremore, James. Film Adaptation. Rutgers University Press, 2000.
5. Elliott, Kamilla. "Rethinking the Novel/Film Debate." Cambridge University Press, vol. 35, no. 2, 2003, pp. 293–311.
6. Leitch, Thomas. "Twelve Fallacies in Contemporary Adaptation Theory." Criticism, vol. 45, no. 2, 2003, pp. 149-171.
7. Corrigan, Timothy. Film and Literature: An Introduction and Reader. 2nd ed., Routledge, 2011.
8. Cartmell, Deborah, and Imelda Whelehan, editors. The Cambridge Companion to Literature on Screen. Cambridge University Press, 2007.
9. Aragay, Mireia, editor. Books in Motion: Adaptation, Intertextuality, Authorship. Rodopi, 2005.
10. Sanders, Julie. Adaptation and Appropriation. Routledge, 2006.

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