

## B A Semester III

### Course Level Learning Outcome:

To encourage students to learn and appreciate language through Short Stories/Essays To encourage and develop reading habits in Under Graduate Students

To develop abilities to comprehend passages and compose short summaries

To introduce Under Graduate students to important themes and issues

To enable students to learn basic grammar through the practice of prescribed top  
To enable students to comprehend short passages and compose précis so as to dev  
writing skills

### Course Content

#### Unit 1

Lesson 1 to 5

Panorama Frank Bros. & Co.

#### Unit 2

*Grammar*

*Voice (Active to Passive)*

*Use Adverb /Adjective*

#### Unit 3

*Comprehension and Composition*

*Précis Writing*

C C 303  
INDIAN WRITING IN ENGLISH (Fiction)

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**Course Level Learning Outcomes**

Some of the course learning outcomes that students of this course are required to demonstrate include.

- appreciate the historical trajectory of various genres of IWE from colonial times till
- the present
- critically engage with Indian literary texts written in English in terms of
- Colonialism / postcolonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in IWE
- approach IWE from multiple positions based on historical and social locations

**Course Content**

**Unit -I**

Indian English Novel before Independence

Indian English Novel after Independence

**Unit- II**

R.K. Narayan *Swami and Friends*

**Unit-III**

Raja Rao *Kanthapura*

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**Unit –IV Acquaintances:**

Rajmohun's Wife	Gujarat and the Gujaratis (1882)	The Guide	The God Of Small Things	In Custody
Home	The River Sutra	Midnight's Children	Train to Pakistan	A Suitable Boy

**Suggested Topics for Presentation**

- Indian English
- Indian English Literature and its Readership
- Themes and Contexts of the Indian English Novel
- The Aesthetics of Indian English Poetry
- Modernism in Indian English Literature
- The Nation and Indian English Literature

C C 304  
BRITISH POETRY: 17TH AND 18TH CENTURIES

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**Course Level Learning Outcomes**

Some of the course learning outcomes that students of this course are required to demonstrate include.

- Identify the major characteristics Mock-Heroic poetry
- Demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries
- Examine critically key themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
- Show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama
- Analyze literary devices forms and techniques in order to appreciate and interpret the texts

**Unit 1**

Chief Characteristics of the age of Milton

Growth and development of poetry during the 17<sup>th</sup> & 18<sup>th</sup> Century

**Unit 2**

John Milton Lycidas

**Unit 3**

Alexander Pope The Rape of the Lock

**Unit 4 Acquaintances**

Paradise Lost	Paradise Regained	Elegy Written in a Country Church Yard	Essay on Dramatic Poesie	Epistle to Dr Arbuthnot
The Deserted Village	London	The Spectator	Idler	Man in Black

**Suggested Topics for Background Reading and Class Presentation**

- Religious and Secular Thought in the 17th Century
- Changing Images of the Human Being in the Literature of the Period
- The Stage, the State and the Market
- The Mock-epic and Satire
- Women in the 17th Century
- The Comedy of Manners

**Suggested Readings**

The Holy Bible, Genesis, chaps. 1–4, The Gospel according to St. Luke, chaps. 1–7 and 22–4.

Niccolo Machiavelli, The Prince, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.

Thomas Hobbes, selections from The Leviathan, pt. I (New York: Norton, 2006) chaps.

# CC 305

## LITERARY CRITICISM

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### Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include.

- Understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods
- Learners will be able to understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g., difference between literary criticism and literary theory)
- Learners will be able to grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory
- Learners will have knowledge about major, critical movements and critics in various critical traditions – Indian(schools of rasa, alamkar, riti, dhvani, vakroti, auchitya) and western (Greek, roman, English, German, Russian and French)
- Learners will be able to identify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts
- Learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts □ learners will be able to evaluate and analyze strengths and limitations of critical/theoretical frameworks and arguments
- Learners will be able to strengthen and deepen their interpretative skills

## Course Content

- The texts suggested here are in addition to those in the CBCS syllabus. Some texts/portions have been changed keeping in view the Course Level Learning Outcomes (CLLO) as well as global guidelines in the LOCF documents. Stakeholders, as already suggested, may make amendments in the finalization of the corpus as well as the points raised in the CLLO.

### Unit 1

What is literary Criticism?

Functions of Literary Criticism

Reader Response Theory

### Unit 2

Plato's concept of poetry

Plato's theory of imitation

### Unit 3

Aristotle -Nature and Function of Tragedy

Concept of Tragic Hero

### Unit 4

#### Acquaintances

Rasa	Alamkar	Riti	Dhwani	Vakrokti
Auchitya	Catharsis	Mimesis	Nemesis	Hamartia