**SYLLABUS FOR B.A. HONOURS SCHOOL IN ENGLISH**

**(UNDER CHOICE BASED CREDIT SYSTEM)**

**SESSION: 2021-22, 2022-23 & 2023-24**

**(SEMESTER: V & VI)**

**SCHEME OF COURSE**

**SEMESTER-V**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Paper** | **Title** | **Credits** | **Internal Marks** | **Theory** | **Total** |
| **BHE 501** | **Core XI** | **Modern European Drama** | **5+1(tutorial)=6** | **30** | **70** | **100** |
| **BHE 502** | **Core XII** | **Post-Colonial Literature** | **5+1(tutorial)=6** | **30** | **70** | **100** |
| **BHE 503** | **DSE I** | **Literary Criticism** | **5+1(tutorial)=6** | **30** | **70** | **100** |
| **BHE 504** | **DSE II** | **Phonetics of English** | **5+1(tutorial)=6** | **30** | **70** | **100** |
| **BHE 505** | **GE V** | **Psychology** | **3** | **15** | **35** | **50** |

**SCHEME OF COURSE**

**SEMESTER-VI**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Paper** | **Title** | **Credits** | **Internal Marks** | **Theory** | **Total** |
| **BHE 601** | **Core XIII** | **European Classical Literature** | **5+1(tutorial)=6** | **30** | **70** | **100** |
| **BHE 602** | **Core XIV** | **Popular Literature** | **5+1(tutorial)=6** | **30** | **70** | **100** |
| **BHE 603** | **DSE III** | **Literary Theory** | **5+1(tutorial)=6** | **30** | **70** | **100** |
| **BHE 604** | **DSE IV** | **Partition and Holocaust Literature** | **5+1(tutorial)=6** | **30** | **70** | **100** |
| **BHE 605** | **GE VI** | **Psychology** | **3** | **15** | **35** | **50** |

Dr.Gurpreet Kaur Dr. Ajay VermaDr.Swaraj Raj

**COURSE OBJECTIVES:**

B.A Honours in English chiefly makes the students’ understanding of English Literature more profound. The course is designed to help learners to analyse, appreciate, understand and critically engage with literary texts written in English from various perspectives, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations. The prescribed texts in the course cover a vast area of human experience, ranging from social concerns to norms of behaviour. The texts also afford an understanding of the human mind with respect to its working and its ability to forge a viewpoint. This course provides the students with a good literary base to take up their Masters and further, research-oriented courses in English Literature.

**2021-22, 2022-23 and 2023-24**

**B.A. HONOURS SCHOOL IN ENGLISH-III(SEMESTER- V)**

**BHE 501 CORE–XI**

**MODERN EUROPEAN DRAMA**

**Time Allowed: 3 Hours Max. Marks: 100**

**Periods per week: 6 Written Examination: 70**

**Credits: 5+1(tutorial)=6 Internal Assessment: 30**

**Teaching Hours: 75 Pass Percentage: 40%**

**COURSE OBJECTIVES:**

Students will become familiar with modern European Drama in terms of topics, perspectives and dramatic literature. They will also get acquainted with the social and cultural contexts that inform about modern European drama. In addition, they will be acquainted with the diversified movements in post-modernist theatre.

**INSTRUCTIONS FOR THE PAPER SETTER:**

•The question paper will carry **70** marks and will be of **3** hours’ duration.

•The paper will consist of two Units -**Unit I & II.**

•Reference to the context passages out of the prescribed texts in **Unit I.**

•Short answer type questions covering all the texts mentioned in **Unit I and Unit II**; history and major movements of the concerned period.

**NOTE**:-We humbly request that the paper setter consults the testing pattern given in testing section.

**INSTRUCTIONS FOR THE CANDIDATES:**Candidates are required to attempt all the questions as per the instructions given in the testing session.

**PEDAGOGY:** Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

**Unit I**

Henrik Ibsen:*The Wild Duck*

Federico GarciaLorca:*Blood Wedding*

**Unit II**

BertoltBrecht:*Mother Courage and Her Children*

Eugene Ionesco :*Rhinoceros*

**TESTING**

**Question I** Two passages for Reference to the Context shall be set fromthe prescribed texts in UnitI(Henrik Ibsen*: The Wild Duck* and Federico Garcia Lorca: *Blood Wedding*). Out of these two passages the candidate will attempt one. (1x5=5)

**Question II** will have one long answer type question which shall be set from Unit I (Henrik Ibsen: *Wild Duck*) with an internal choice. (11 marks)

**Question III** will have one long answer type question which shall be set from Unit I (Federico Garcia Lorca*: Blood Wedding*) with an internal choice. (11 marks)

**Question IV** will have one long answer type question which shall be set from Unit II(Bertolt Brecht: *Mother Courage and Her Children*) with an internal choice. (11 marks)

**Question V** will have one long answer type question which shall be set from Unit II (EugeneIonesco :*Rhinoceros*) with internal choice. (11 marks)

**Question VI** Seven short answer type questions shall be set covering the entire paper, history and major movements of the concerned period. The candidate will attempt all the 7 questions in 40 to 50 words. (7x3=21)

**COURSE LEARNING OUTCOMES:**

The students will be able to:

* Understand the concept of Modernity.
* Analyse the different social issues in Europe.
* Determine the complex issues in European Literature and explain the regional level of understanding.
* Describe the awareness of the changes and developments in the European Drama.
* Gain an understanding of history and development of Modern European Drama.
* Analyse and characterise key concepts and theatrical practices along with technological innovation of European Drama after late 19th century.

**SUGGESTED READINGS:**

* *The Cambridge Companion to Ibsen.* Ed. James McFarlane. Cambridge: Cambridge University Press, 1994.
* *Ibsen: A Collection of Critical Essays.* Ed. Rolf Fjelde, Rolf. Englewood Cliffs, NJ: Prentice-Hall, 1965.
* Leach, Robert. "Mother Courage and Her Children." The Cambridge Companion to Brecht, edited by Peter Thomson and Glendyr Sacks, Cambridge UP, 2006.
* George Steiner, ‘On Modern Tragedy’, in *The Death of Tragedy* (London: Faber, 4.1995) pp. 303–24.





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**2021-22, 2022-23 and 2023-24**

**B.A. HONOURS SCHOOL IN ENGLISH-III(SEMESTER- V)**

**BHE 502: CORE–XII**

**POST-COLONIAL LITERATURE**

**Time Allowed: 3 Hours Max. Marks: 100**

**Periods per week: 6 Written Examination: 70**

**Credits: 5+1(tutorial)=6 Internal Assessment: 30**

**Teaching Hours: 75 Pass Percentage: 40%**

**COURSE OBJECTIVES:**

Students will familiarize themselves with historical discourses of race and ethnicity in a variety of colonial and postcolonial contexts (North and South America, Africa, Asia and Europe), including comparative perspectives. They will learn about the ways in which literature shapes our ideas about society and social identities in interaction with other discourses (history, politics, science). Students will be able to enhance their skills of critical reading and writing.

**INSTRUCTIONS FOR THE PAPER SETTER:**

•The question paper will carry **70** marks and will be of **3** hours’ duration.

•The paper will consist of two Units -**Unit I & II.**

•Reference to the context stanzas out of the prescribed poems in **Unit I.**

•Short answer type questions covering all the texts mentioned in **Unit I and Unit II**; history and major movements of the concerned period.

**NOTE**:-We humbly request that the paper setter consults the testing pattern given in testing section.

**INSTRUCTIONS FOR THE CANDIDATES:** The candidates are required to attempt all the questions as per the instructions given in the testing section.

**PEDAGOGY:** Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

**Unit I**

Pablo Neruda: “*Tonight I Can Writethe Saddest Lines”*

*“The Way Spain Was”*

Mamang Dai: “*Small Towns and The River”*

*“The Voice of the Mountain*”

Bessie Head:The Collector of Treasures

Grace Ogot:The Green Leaves

**Unit II**

Alice Walker: *The Color Purple*

J.M. Coetzee: *Disgrace*

**TESTING**

**Question I** Two stanzas for reference to the context shall be set from the prescribed poems in Unit I(“Tonight I Can Write the Saddest Lines”, “The Way Spain Was”,“Small Towns and the River” and“The Voice of the Mountain”). Out of these two stanzas the candidate will attempt one. (1x5=5)

**Question II** will have one long answer type question which shall be set from Unit I (Pablo Neruda’s andMamang Dai’s poems) with an internal choice. (11 marks)

**Question III** will have one long answer type question which shall be set from short stories in Unit I (*The Collector of Treasures*and*TheGreen Leaves)*with an internal choice. (11 marks)

**Question IV** will have one long answer type question which shall be set from Unit II(Alice Walker:*The Color Purple*) with an internal choice. (11 marks)

**Question V** will have one long answer type question which shall be set from Unit II (*Disgrace* by J.M. Coetzee) withan internal choice. (11 marks)

**Question VI** Seven short answer type questions shall be set covering the entire paper, history and major movements of the concerned period. The candidate will attempt all the 7 questions in 40 to 50 words. (7x3=21)

**COURSE LEARNING OUTCOMES:**

* The students will be familiar with literary productions that address issues related to cultural identity in colonized societies.
* The students will be able to know about the development of a national identity after colonialdomination, and the ways in which writers articulate and celebrate such identity.
* The students will be acquainted with the resistance of the colonizedagainst the colonizer through literature that articulates it.

**SUGGESTED READINGS**:

* Pablo Neruda*: The Poet's Calling* [The Biography of a Poet], by Mark Eisner. New York, Ecco/Harper Collins 2018.
* Ramaṇika Gupta (2006*). Indigenous Writers of India: North-East India.* 1. New Delhi: Concept Publishing Company. pp. 23–24. ISBN 978-81-8069-300-7. Retrieved 24 February 2018.
* Bloom, Harold, ed. *Alice Walker*. New York: Chelsea House, 1989.
* Dieke, Ikenna, ed. *Critical Essays on Alice Walke*r. Greenwood Press: Westport, Connecticut, 1999.



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**2021-22, 2022-23 and 2023-24**

**B.A. HONOURS SCHOOL IN ENGLISH-III(SEMESTER- V)**

**BHE 503:DSE-I**

**LITERARY CRITICISM**

**Time Allowed: 3 Hours Max. Marks: 100**

**Periods per week: 6 Written Examination: 70**

**Credits: 5+1(tutorial)=6 Internal Assessment: 30**

**Teaching Hours: 75 Pass Percentage: 40%**

**COURSE OBJECTIVES:**

Literary criticism serves an illuminating purpose by making the students appreciate the beauty of great literature. They learn to understand political and social conditions described in works of literature. This course aims to develop students’ ability to understand and criticize a literary piece. The course equips themwith knowledge of key forms and terminology of literary criticism.

**INSTRUCTIONS FOR THE PAPER SETTER:**

* The question paper will carry **70** marks and will be of **3** hours’ duration.
* The paper will consist of three Units -**Unit I, II & III**
* Short answer type questions covering all the texts mentioned in **Unit I and Unit II**.

**NOTE**: -We humbly request that the paper setter consults the testing pattern given in testing section.

**INSTRUCTIONS FOR THE CANDIDATES:** The candidates are required to attempt all the questions as per the instructions given in the testing section.

**PEDAGOGY:** Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

**Unit I**

Philip Sidney: “An Apology for Poetry”

Samuel Johnson: “Life of Cowley”

**Unit II**

S.T. Coleridge: Chapter XIV *of BiographiaLiteraria*

John Keats: “From the Letters”

**TESTING**

1.Question No. 1 and 2 will be based on the two texts prescribed in UNIT-I. QuestionNo. 1, with an internal alternative, will pertain to“An Apology for Poetry”and question No. 2, with an internal alternative, will be on “Life of Cowley”. (10+10=20 marks)

2.Question No. 3 and 4 will be based on the two texts prescribed in UNIT-II. Question No. 3, with an internal alternative, will pertain to Chapter XIV of *BiographiaLiteraria* and question No. 4, with an internal alternative, will be on “From the Letters”. (10+10 =20 marks)

3.UNIT-III will comprise ten short-answer questions based on the prescribed texts, with at least two on each of the prescribed texts. Each question shall carry 3 marks. (10x3=30 marks)

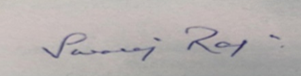
**COURSE LEARNING OUTCOMES:**

After completing this course, students will have:

* a better understanding of functions of criticism and a deep historical sense in the field of literature.
* an idea of tradition and they will develop critical ability.
* a familiarity with origin of critical ideas in literature.

**SUGGESTED READINGS**:

* *English Critical Texts* by D. J. Enright and Ernst De Chickera. (Oxford University Press).
* *LiteraryTheory and Criticism*: *An Oxford Guide* by Patricia Waugh. (Oxford University Press).



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**2021-22, 2022-23 and 2023-24**

**B.A. HONOURS SCHOOL IN ENGLISH-III(SEMESTER- V)**

**BHE 504DSE-II**

**PHONETICS OF ENGLISH**

**Time Allowed: 3 Hours Max. Marks: 100**

**Periods per week: 6 Written Examination: 70**

**Credits: 5+1(tutorial)=6 Internal Assessment: 30**

**Teaching Hours: 75 Pass Percentage: 40%**

**COURSE LEARNING OBJECTIVES:**

This course is intended to help the students to improve their English pronunciation.The course enables the students to learn the correct pronunciation of individual phonemes and words.The course focuses on helping students develop speech clarity and listening comprehension. Students will develop the knowledge and skills needed to be understood by native speakers and the ability to follow spoken language. They will practice English rhythm, stress, and emphasis pattern and will ultimatelyexperience a new way of learning pronunciation.

**INSTRUCTIONS FOR THE PAPER SETTER:**

* The question paper will carry **70** marks and will be of **3** hours’ duration.
* The paper will consist of three Units -**Unit I, II & III.**
* Fifteen short answer type questions covering the entire paper will be set in the third unit.

**NOTE**:-We humbly request that the paper setter consults the testing pattern given in testing section.

**INSTRUCTIONS FOR THE CANDIDATES:** The candidates are required to attempt all the questions as per the instructions given in the testing section.

**PEDAGOGY:** Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

**UNIT I**

*Cambridge English Pronouncing Dictionary* by Daniel Jones. Edited by Peter Roach, James Hartman and Jane Setter, Cambridge University Press, 2003; 16th Edition.

**UNIT II**

J. Sethi and P.V. Dhamija: *A Course in Phonetics and Spoken English*

(Chapters 1, 2, 3, 4, 5, 6, 7, 8 9, 10, 11, 12, 13 and 14 are to be studied)

**TESTING**

1. 1. Unit I will have two questions. Question No. 1 shall comprise phonemic transcriptionof common English words using IPA symbols. The examinees shall also mark primary stress wherever required. There shall be 20 words in this question out of which the examinees shall attempt any 12. Each word shall carry 1 mark. Question No. 2 shall comprise words in Minimal Pairs. There shall be 10 pairs of words in this question out of which the candidates shall point out the phonemic differences of any eight. Each minimal pair shall carry 1 mark. (12 + 8 = 20)
2. Unit II will have two questions, each carrying 11 marks. Both the questions will be oftheoretical nature and will have an internal choice. Question 1 shall be set from Chapters 1,2,3,4,5,9and 10 from the book A *Course in Phonetics and Spoken English* by Sethi and Dhamija. Question 2 shall be from Chapters 6, 7, 8, 11, 12, 13 and 14 from the same book. (10+10= 20)
3. Unit III, covering the entire paper will carry 30 marks with 15 short answer type questions. Out ofthese, 7 short answer type questions will pertain to the chapters from the prescribed book under Unit II (7x2=14). The remaining will pertain to phonemic transcription (of 8 words) and minimal pairs (8 pairs) of one mark each (8+8 = 16). The examinees will attempt all the questions.

**COURSE LEARNING OUTCOMES:**

After successful completion of the course students will:

* Comprehend the articulation of English speech sounds.
* Have the ability to read and write phonetic transcription.
* Identify the manner of articulation and classification of vowels and consonants.
* Adopt the functions of stress and intonation.
* Differentiate accents of British English and American English.

**TEXTS PRESCRIBED:**

* J. Sethi and P.V. Dhamija:*A Course in Phonetics and Spoken English.*
* *Cambridge English Pronouncing Dictionary* by Daniel Jones. Edited by Peter Roach, James Hartman and Jane Setter, Cambridge University Press, 2003; 16th Edition.

**SUPPLEMENTARY TEXT:**

* A .C. Gimson and Susan Ramsaran:*An Introduction to thePronunciation of English*.



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**2021-22, 2022-23 and 2023-24**

**B.A. HONOURS SCHOOL IN ENGLISH-III SEMESTER- V**

**BHE 505GE V**

**PSYCHOLOGY**

**Time Allowed: 3 Hours Max. Marks: 50**

**Periods per week: 3 Written Examination: 35**

**Credits: 3 Internal Assessment: 15**

**Teaching Hours: 30 Pass Percentage: 40%**

**COURSE OBJECTIVES:**

The aim of the paper is to introduce students to the elementary aspects of psychology. It enables the students to deal with characters in texts,their perception of the world, miseries, desires, conflicts, individual and social concerns. Psychology also provides insight into literature by exploring mental processes.

**INSTRUCTIONS FOR THE PAPER SETTER:**

• The question paper will carry 35 marks and will be of 3 hours’ duration.

• The paper will consist of three Units - I, II & III

**NOTE**: -We humbly request that the paper setter consults the testing pattern given in testing section. These are students of literature and have not studied in laboratory. So it is a request that questions related to experimentation may not be set.

**INSTRUCTIONS FOR THE CANDIDATES:** The candidates are required to attempt all the questions as per the instructions given in the testing section.

**PEDAGOGY:** Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

**UNIT-I**

**Section A**

1) Nature, scope and literary relevance of psychology.

2) A brief survey of the development of main theories and systems of psychology.

**Section B**

Consciousness and mind-brain relationship

1. The nature of consciousness and what is consciousness for?
2. The relationship between mind and brain

**UNIT-II**

**Section C**

1. Determinism versus freewill
2. Nature/nurture debate

**Section D**

Theories of learning

1. Pavlov’s classical conditioning
2. Skinner’s operant conditioning
3. Gestalt theories of learning

**TESTING**

1. Question no. 1 and 2, with an internal alternative, will be based on Sections A and B in UNIT-I respectively. Each question will be of 5 marks. Candidates will attempt both the questions. (5 +5 =10 marks)

2. Question No. 3 and 4, with an internal alternative, will be based on Sections C and D in UNIT-II respectively. Each question will be of 5 marks. Candidates will attempt both the questions.

(5 +5 =10 marks)

3. UNIT-III shall cover the entire paper and shall be of 15 marks. This unit shall comprise ten short- answer questions of about 100-120 words each. Each question shall carry one and half marks.

(10x1.5=15marks)

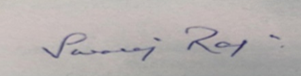
**COURSE LEARNING OUTCOMES:**

After successful completion of the course students will be:

* Able to explain the major perspectives of psychology (e.g., biological, cognitive, behavioral, sociocultural, etc.)
* Able to explain the historical trends in the discipline of psychology.

**SUGGESTED READING:**

* Ciccarelli. S.K., & Meyer. G.E., (2006). *Psychology*. Pearson Education.
* Baron, R.A. (1996). *Psychology*. 3ed. New Delhi: Prentice Hall.
* Hall, C.S., Lindzey, G., &Campbell, J.B. (1998). Theories of Personality. New York: John Wiley & Sons.
* Morgan, C.T., King, R.A., Weisz, J.R., &Schopler, J. (1986). *Introduction to Psychology*. New York: McGraw Hill Book Co.

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**2021-22, 2022-23 and 2023-24**

**B.A. HONOURS SCHOOL IN ENGLISH-III(SEMESTER- VI)**

**BHE 601 Core XIII**

**EUROPEAN CLASSICAL LITERATURE**

**Time Allowed: 3 Hours Max. Marks: 100**

**Periods per week: 6 Written Examination: 70**

**Credits: 5+1(tutorial)=6 Internal Assessment: 30**

**Teaching Hours: 75 Pass Percentage: 40%**

**COURSE OBJECTIVES:**

* To introduce studentsto thehistorical background of the European classical literature.
* To acquaint the students with various literary terms, its implementation and significance in European writings.
* To make the students acquainted with the world-famous European classical writers and their literary output.

**INSTRUCTIONS FOR THE PAPER SETTER:**

•The question paper will carry **70** marks and will be of **3** hours’ duration.

•The Paper will consist of two Units -**Unit I & II.**

•Reference to the Context passages out of the prescribed texts in **Unit II.**

•Short answer type questions covering all the texts mentioned in **Unit I and Unit II**; history and major movements of the concerned period.

**NOTE**: -We humbly request that the paper setter consults the testing pattern given in testing section.

**INSTRUCTIONS FOR THE CANDIDATES:** The candidates are required to attempt all the questions as per the instructions given in the testing section.

**PEDAGOGY:** Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

**Unit I**

1. An Introduction to European Classical Literature

What is Classicism, The Greeks, Longinus, The Romans, Classical literature: Genres; Epic Poetry, LyricPoetry, Visuals, The Theatre, Nature of Greek tragedy and Comedy.

2.T.S. Eliot’s essay ‘What is a classic?’

**Unit II**

3. Sophocles: *Oedipus the King*

4. Titus Maccius Plautus: *ThePot of Gold*

**TESTING**

**UNIT I**

Question I Two passages for reference to the context fromSophocles’*Oedipus the King*and TitusMaccius Plautus’ *The Pot of Gold* shall be set. Out of these passages the candidate will attempt one. (1x5=5)

Question II will have one long answer type question which shall be set from Unit I, part 1 with internal choice.(11 marks)

Question III will have one long answer type question which shall be set from Unit I, part 2with internal choice. (11 marks)

**UNIT II**

Question IV will have one long answer type question which shall be set from Unit II (*Oedipus the King)*withan internal choice. (11 marks)

Question V will have one long answer type question which shall be set from Unit II(*The Pot of Gold*)withinternal choice.  (11 marks)

Question VI seven short answer type questions shall be set from the entire paper. Thecandidate will attempt all the 7 questions in 40 to 50 words.(7x3=21)

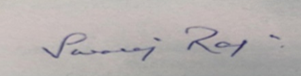
**COURSE LEARNING OUTCOMES:**

The student will have:

* an enhanced acquaintance with classical texts from Europe- with particular focus on ancient Greek and Roman texts.
* guidelines on observing how literature is practice embedded in socio-political, economic and cultural context.

**SUGGESTED READINGS:**

* Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.
* Plato, *The Republic,* Book X, tr. Desmond Lee (London: Penguin, 2007).
* Horace, *ArsPoetica*, tr. H. Rushton Fairclough, Horace: Satires, Epistles and ArsPoetica (Cambridge Mass.: Harvard University Press, 2005) pp. 451–73.
* Knox, Bernard. *Oedipus at Thebes: Sophocles’ Tragic Hero and His Time*. New Haven, CT: Yale University Press, 1998.
* Adams, S. M. *Sophocles the Playwright*. Toronto: University of Toronto Press, 1957.
* Plautus: *The Pot of Gold and other plays*, London 1965, Google Books.



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**2021-22, 2022-23 and 2023-24**

**B.A. HONOURS SCHOOL IN ENGLISH-III(SEMESTER- VI)**

**BHE 602 CORE XIV**

**POPULAR LITERATURE**

**Time Allowed: 3 Hours Max. Marks: 100**

**Periods per week: 6 Written Examination: 70**

**Credits: 5+1(tutorial)=6 Internal Assessment: 30**

**Teaching Hours: 75 Pass Percentage: 40%**

**COURSE OBJECTIVES:**

To provide the students witha taste of constituent works of popular literature in the English language and equip them to move beyond subjective or historical readings. The course will help to widen students’ perception of the world around them and develop their abilities to be empathetic.

**INSTRUCTIONS FOR THE PAPER SETTER:**

•The question paper will carry **70** marks and will be of **3** hours’ duration.

•The paper will consist of two Units -**Unit I & II.**

•Reference to the context passages out of the prescribed texts in **Unit I.**

•Short answer type questions covering all the texts mentioned in **Unit I and Unit II**; history and major movements of the concerned period.

**NOTE**: -We humbly request that the paper setter consults the testing pattern given in testing section.

**INSTRUCTIONS FOR THE CANDIDATES:** The candidates are required to attempt all the questions as per the instructions given in the testing section.

**PEDAGOGY:** Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

**Unit I**

ChetanBhagat: *Five Point Someone.*

RupaBajwa: *The Sari Shop*

**Unit II**

Paulo Coelho: *The Alchemist*

Khaled Hosseini: *The Kite Runner*

**TESTING**

**Question I** Two passages for reference to the context shall be set from the prescribed texts in UnitI*(Five Point Someone and The Sari Shop)*. Outof these two passages the candidate will attempt one. (1x5=5)

**Question II** will have one long answer type question which shall be set from Unit I (*Five Point Someone)* with an internal choice. (11 marks)

**Question III** will have one long answer type question which shall be set from Unit I(*The Sari Shop*) with an internal choice. (11 marks)

**Question IV** will have one long answer type question which shall be set from Unit II (PauloCoelho’s *The Alchemist*) with an internal choice. (11 marks)

**Question V** will have one long answer type question which shall be set from Unit II (Khaled Hosseini’s *The Kite Runner*) withan internal choice. (11 marks)

**Question VI** seven short answer type questions shall be set covering the entire paper, history and major movements of the concerned period. The candidate will attempt all the 7 questions in 40 to 50 words. (7x3=21)

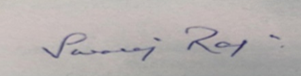
**COURSE LEARNING OUTCOMES:**

After successful completion of the course, students will be:

* able to focus on popular forms within broader genres such as fiction and poetry.
* understand how important social, political, and cultural issues enter into the popular imagination.
* learn about what makes a literary genre to become popular and stand the test of time.

**SUGGESTED READINGS:**

* Allen, Hervey (1927). "Introduction". *The Works of Edgar Allan Poe*. New York: P.F. Collier & Son. OCLC 1050810755.
* Bloom, Harold, ed. *Franz Kafka’s The Metamorphosis.* New York: Chelsea House, 1988.
* Coelho, Paulo. *Warrior of the Light*: A Manual, translated from the Portuguese by Margaret. Jull Costa. New York, NY: Harper Collins, 2003.
* Noor,R.;Hosseini, Khaled (September–December 2004). "The Kite Runner".World Literature Today. 78 (3/4): 148. doi:10.2307/40158636. JSTOR 40158636



Dr.Gurpreet Kaur Dr. Ajay Verma Dr.Swaraj Raj

**2021-22, 2022-23 and 2023-24**

**B.A. HONOURS SCHOOL IN ENGLISH-III(SEMESTER- VI)**

**BHE 603 DSE-III**

**LITERARY THEORY**

**Time Allowed: 3 Hours Max. Marks: 100**

**Periods per week: 6 Written Examination: 70**

**Credits: 5+1(tutorial)=6 Internal Assessment: 30**

**Teaching Hours: 75 Pass Percentage: 40%**

**COURSE OBJECTIVES:**

To provide students with a base in the fundamentals of literary theory and criticism. The course aims to give an insight into the tradition of literary theory through the ages; the changes in literary approaches and criticism. It provides an understanding that literary theory and criticism enhance the study of literature.

**INSTRUCTIONS FOR THE PAPER SETTER**

* The question paper will carry **70** marks and will be of **3** hours’ duration.
* The paper will consist of three Units -**Unit I, II& III.**
* Short answer type questions covering all the texts mentioned in **Unit I and II.**

**NOTE**:-We humbly request that the paper setter consults the testing pattern given in testing section.

**INSTRUCTIONS FOR THE CANDIDATES:** The candidates are required to attempt all the questions as per the instructions given in the testing section.

**PEDAGOGY:** Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

**UNIT I**

1**. Marxism**

a. Antonio Gramsci, ‘The Formation of the Intellectuals’ and ‘Hegemony (CivilSociety) and Separation of Powers’, in *Selections from the Prison Notebooks*, ed.and tr. Quentin Hoare and Geoffrey Novell Smith.

b. Louis Althusser, ‘Ideology and Ideological State Apparatuses’, in *Lenin andPhilosophy and Other Essays.*

2**. Feminism**

a. Elaine Showalter, ‘Twenty Years on: *A Literature of Their Own* Revisited’, in *ALiterature of Their Own: British Women Novelists from Bronte to Lessing.*

b. LuceIrigaray, ‘When the Goods Get Together’ (from *This Sex Which is Not One),* in*New French Feminisms,* ed. Elaine Marks and Isabelle de Courtivron (NewYork: Schocken Books, 1981) pp. 107-10.

**UNIT II**

**3. Poststructuralism**

a. Jacques Derrida, ‘Structure, Sign and Play in the Discourse of the HumanScience’, tr. Alan Bass, in *Modern Criticism and Theory:* A *Reader,* ed. DavidLodge.

b. Michel Foucault, ‘Truth and Power’, in *Power and Knowledge*, tr. AlessandroFontana and Pasquale Pasquino.

**4. Postcolonial Studies**

a. Mahatma Gandhi, ‘Passive Resistance’ and ‘Education’, in *Hind SwarajandOther Writings*, ed. Anthony J Parel.

b. Edward Said, ‘The Scope of Orientalism’ in *Orientalism.*

c. Aijaz Ahmad, ‘“Indian Literature”: Notes towards the Definition of a Category’, in*In Theory: Classes, Nations, Literatures.*

**TESTING**

UNIT-I shall have two questions with internal alternative from the prescribed texts. These questions shall carry 10+10=20 marks.

UNIT-II shall have two questions with internal alternative from the prescribed texts. These questions shall carry 10+10=20 marks.

UNIT-III shall cover the entire paper and shall be of 30 marks. This unit shall comprise ten short- answer questions of about 100-120 words each. Each question shall carry 3 marks.

**COURSE LEARNING OUTCOMES:**

After completing this course, students will have:

* An understanding of literature as a body of knowledge open to multiple interpretations.
* A familiarity with major schools of thought and their relevance in everyday life as they impact the critical reception(s) of a texts and authors.
* A better understanding of text as a product of cultural and material conditions.
* Experienced literature and theory as a potential tool for social and political change.

**SUGGESTED READINGS:**

Sharma, Pardeep K. *Dalit Politics and Literature*, Shipra Publications, 2006.

**Marxism**

Ferreter, Luke. Louis Althusser Routledge Critical Thinkers. Routledge, 2007

Morton Adam David. *Hegemony and Passive Revolution in the Global Political Economy Reading Gramci*Pluto Press, 2007.

**Feminism**

Stone,Alison. *LuceIrigaray and The Philosophy Of Sexual Difference*. Cambridge University Press, 2006.

Whitford, Margret, ed. *The Irigray Reader: Lucy Irigray.* Wiley Blackwell Reader. Willey, 1992.

**Poststructuralism**

Golder, Ben. *Re-Reading Foucault: On Law, Power and Rights*. Routledge,2013.

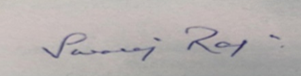
Milne, Drew. *Modern Critical Thought: An Anthology of Theorists Writing on Theorists*. John Wiley& Sons, 2008.

**Postcolonial Studies**

Kennedy, Valerie. *Edward Said: A Critical Introduction*. John Wiley & Sons, 2013.

Natarajan, Nalini. Emmanuel Sampath Nelson. *Handbook of Twentieth- Century Literatures of India*.

Greenwood Publishing Group, 1996.



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**2021-22, 2022-23 and 2023-24**

**B.A. HONOURS SCHOOL IN ENGLISH-III(SEMESTER- VI)**

**BHE 604 DSE-IV**

**PARTITION AND HOLOCAUST LITERATURE**

**Time Allowed: 3 Hours Max. Marks: 100**

**Periods per week: 6 Written Examination: 70**

**Credits: 5+1(tutorial)=6 Internal Assessment: 30**

**Teaching Hours: 75 Pass Percentage: 40%**

**COURSEOBJECTIVES:**

To provide students witha socio-historical reading of the momentous event of partition in India. The

course provides students with critical interpretations and literary readings of the trauma, guilt, silences and sufferings evoked by partition. It gives an introduction to the different perspectives on the concepts of borders, boundaries, nation and the atrocities and consequences of holocaust.

**INSTRUCTIONS FOR THE PAPER SETTER:**

•The question paper will carry **70** marks and will be of **3** hours’ duration.

•The paper will consist of two Units -**Unit I & II.**

•Reference to the context passages out of the prescribed texts in **Unit I.**

•Short answer type questions covering all the texts mentioned in **Unit I and Unit II**; history and major movements of the concerned period.

**NOTE**:-We humbly request that the paper setter consults the testing pattern given in testing section.

**INSTRUCTIONS FOR THE CANDIDATES:** The candidates are required to attempt all the questions as per the instructions given in the testing section.

**PEDAGOGY:** Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

**Unit I**

Amrita Pritam : *Pinjar*

ChamanNahal : *Azadi*

**Unit II**

Anne Frank :*The Diary of a Young Girl*

John Boyne :*The Boy in the Striped Pyjamas*

**TESTING**

**Question I** Two passages for reference to the context shall be set from the prescribed texts in Unit I (*Pinjar* and*Azadi*). Out of these two passages the candidate will attempt one. (1x5=5)

**Question II** will have one long answer type question which shall be set from Unit I (*Pinjar*) with an internal choice. (11 marks)

**Question III** will have one long answer type question which shall be set from Unit I (*Azadi*) with an internal choice. (11 marks)

**Question IV** will have one long answer type question which shall be set from Unit II (The *Diary of a Young Girl*) with an internal choice. (11 marks)

**Question V** will have one long answer type question which shall be set from Unit II (*The Boy in the Striped Pyjamas*)with an internal choice. (11 marks)

**Question VI** Seven short answer type questions shall be set covering the entire paper, history and major movements of the concerned period. The candidate will attempt all the 7 questions in 40 to 50 words. (7x3=21)

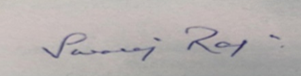
**COURSE LEARNING OUTCOMES:**

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

* understand the effects of partition on Indians and Pakistanis.
* They will be able to comprehend what the holocaust is to Jews and what psychological scars it has given to them.
* They will get an insight into the social, cultural and economic repercussions of the partition and the holocaust.

**SUGGESTED READINGS:**

* Dutt, Nirupama (February 20, 2005). "Pinjar: a novel ahead of its times".
* Paul, Shyno Baby (11 July 2020). "This Bhisham 'Pitama of Indian Literature' held a mirror to society's ignorance". cafeandblog.com. Retrieved 19 July 2020.
* Kumar, Kuldeep (7 August 2015). "The shine beyond darkness". The Hindu. Retrieved 19 July 2020.
* *Books of the Century: War, Holocaust, Totalitarianism*. New York Public Library. 1996. ISBN 978-0-19-511790-5.
* Frank, Anne (1997). *The Diary of a Young Girl*: The Definite Edition. Bantam Books. p. vii. ISBN 0553577123.
* Gray, Michael (3 June 2015). "The Boy in the Striped Pyjamas: A Blessing or Curse for Holocaust Education?". Holocaust Studies. 20 (3): 109–136. doi:10.1080/17504902.2014.11435377. S2CID 143231358.



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**B.A. HONOURS SCHOOL IN ENGLISH-III(SEMESTER- Vl)**

**BHE 605 GE-VI**

**PSYCHOLOGY**

**Time Allowed: 3 Hours Max. Marks: 50**

**Periods per week: 3 Written Examination: 35**

**Credits: 3 Internal Assessment: 15**

**Teaching Hours: 30 Pass Percentage: 40%**

**COURSE OBJECTIVES:**

The aim of the paper is to introduce students to the elementary aspects of psychology. It enables the students to deal with characters in texts, their perception of the world, miseries, desires, conflicts, individual and social concerns. Psychology also provides aninsight into literature by exploring mental processes.

**INSTRUCTIONS FOR THE PAPER SETTER:**

**•**The question paper will carry 35 marks and will be of 3 hours’ duration.

• The paper will consist of three Units - I, II & III.

**NOTE**: -We humbly request that the paper setter consults the testing pattern given in testing section.These are students of literature and have not studied in laboratory. So it is a request that questions related to experimentation may not be set.

**INSTRUCTIONS FOR THE CANDIDATES:** The candidates are required to attempt all the questions as per the instructions given in the testing section.

**PEDAGOGY:** Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

**UNIT-I**

**SectionA**

Physiological basis of human behaviour

1. Endocrine glands
2. Central nervous system

**Section B**

Emotions and motivation:

1. Nature of human emotions: physiological correlates of emotions.
2. Nature of motives: intrinsic and extrinsic motives.
3. Murray’s Need-Press Theory and Maslow’s Hierarchy of Needs.

**Section C**

Nature of human personality:

1. Freudian theory of personality
2. Jungian theory of personality
3. Humanistic-existential theories of personality

**UNIT-II**

**Section D**

1. Nature of mental illness
2. Brief introduction to neurosis: Psychoneurosis, hysterical neurosis, and obsessive-compulsive neurosis.
3. Brief introduction to dissociative personality disorders: Schizophrenia.

**TESTING**

1. Question Nos. 1 and 2, with an internal alternative, will be based on Sections A and B in UNIT-I respectively. Each question will be of 5 marks. Candidates will attempt both the questions.  **(**5 +5 =10 marks)

2. Question Nos. 3 and 4, with an internal alternative, will be based on Sections C and D in UNIT-II respectively. Each question will be of 5 marks. Candidates will attempt both the questions.

**(**5 +5 =10 marks)

3. UNIT-III shall cover the entire paper and shall be of 15 marks. This unit shall comprise ten short- answer- questions of about 100-120 words each. Each question shall carry one and half marks.

(10x1.5=15marks)

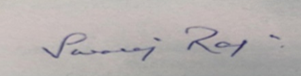
**COURSE LEARNING OUTCOMES:**

Students will be:

* able to explain the major perspectives of psychology (e.g., biological, cognitive, behavioral, socio cultural, etc).
* able to explain the historical trends in the discipline of psychology.

**SUGGESTED READING:**

* Sigmund Freud’s Essay ‘Creative Writers and Daydreaming’.
* Ciccarelli. S.K., & Meyer. G.E., (2006). *Psychology*. Pearson Education.
* Baron, R.A. (1996). *Psychology*. 3ed. New Delhi: Prentice Hall.
* Hall, C.S., Lindzey, G., &Campbell, J.B. (1998). *Theories of Personality*. New York: John Wiley & Sons.
* Morgan, C.T., King, R.A., Weisz, J.R., &Schopler, J. (1986). *Introduction to Psychology*. New York: McGraw Hill Book Co.



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