

Second Semester

BA ENGH 102

Paper Code: BA ENGH 102

Subject: Shakespearean Drama

A. Introduction

Objective:

Early Shakespearean Dramas were primarily comedies and histories and are regarded as some of the best works produced in these genres. He then wrote mainly tragedies until 1608, among them Hamlet, Romeo and Juliet, Othello, King Lear, and Macbeth, all considered to be among the finest works in the English language.

COBAENGH 1	Develop sufficient ability for reading and understanding Elizabethan English to allow for
COBAENGH 2	Better comprehension of Shakespeare's plays, poems, and sonnets and Dramas
COBAENGH 3	Analyze verbally and in writing Shakespeare's literary development.
COBAENGH 4	The structures and organizations of his dramatic works
COBAENGH 5	The development of his Dramas
COBAENGH 6	Analyze verbally and in writing Shakespeare as a product of his society

C. Program Outcomes

PO1.	Compare experiences with themes and issues brought up in Shakespeare's plays and dramas
PO2.	Assess reaction to the themes and issues bought up in Shakespeare's plays, poems and dramas
PO3.	Identify major literary characters in Shakespeare's work.
PO4.	Identify major literary Themes in Shakespeare's work.
PO5.	Identify major literary theories in Shakespeare's work.
PO6.	.The development of his literary views

PO7.	The development of his Literary Ideas
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D. Program Specific Outcomes

PSO.1.	To make every student aware about the writing concept of William Shakespeare
PSO.2.	To make them justify about the major theme of Shakespearean
PSO.3.	To develop awareness about Shakespearean literature
PSO.4.	To develop a sense of English presentation
PSO.5	To make them eligible to develop comparative studies
PSO.6	To develop an awareness of British literature

E. Pedagogy:

The pedagogy would be the combination of the following techniques:-

- Lectures
- Presentations
- Classroom Activities
- Discussions, Questions & Answers

F. Evaluation

Criteria	Description	Maximum Marks
Internal Assessment	Mid-Term Exam	10
	PSDA	5
	Assignment	10
External Assessment	End-Term Exam	75
TOTAL		100

G. Syllabus

Unit-I: History Play (Lectures-12)

A. Julies Caesar

Unit-II: Romantic Comedy (Lecture08)

A. A midsummer night

Unit-III: Tragedy (Lectures-08)

A. Othello

Unit-IV: Problem Play

A. Measure for Measure (Lecture 08)

H. References

Text Books

1. Bradely – Shakespeare Tragedy
2. Sengupta_ Aspects of Shakespearean Tragedy
3. R.D Trivedi_ History of English Literatur

Digital Resources

S. No.	Topic/ Title	Source/ URL
1	Shakespearean Tragedy	shakespearean+tragedy+introduction&rlz=1C1CHBD_enIN859IN859&sxsrf
2	Dramas of William Shakespeare	Shakespearean+drama&rlz=1C1CHBD_enIN859IN859&oq=Shakespearean+drama&aqs

I. Lecture Plan

Lecture No.	Date	Topic(s)	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1		Biography of William Shakespeare	Lecture	CO1	MCQs & Subjective Assessment
2		Continue	Lecture	CO1	
3		Importance of History Play	Lecture	CO1	
4		Continue	Lecture/	CO1	

			Discussion		
5		Julius Caesar	Lecture/ Discussion	CO1	
6		Continue	Lecture/ Discussion	CO1	
7		Continue	Lecture/ Discussion	CO1	
8		Continue			
9		Continue	Lecture/ Discussion	CO1	
10		Continue		CO1	
11		Romantic comedy	Lecture/ Discussion	CO2	
12		A midsummer night	Lecture/ Discussion	CO3	
13		Continue			
14		Continue	Lecture/	CO3	
15		Continue	Lecture/ Discussion	CO3	
16		Continue	Lecture/ Discussion	CO3	
17		Continue	Lecture/ Discussion	CO3	
18		Continue	Lecture/ Discussion	CO3	
19		Continue	Lecture/ Discussion	CO3	
20		Continue	Lecture	CO3	
21		Continue	Lecture	CO3	
22		Tragedy	Lecture	CO 2	
23		Continue	Lecture	CO4	
24		Continue	Lecture/ Discussion	CO3	
25		Othello	Lecture/ Discussion	CO3	
26		Continue	Lecture/ Discussion	CO4	
27		Continue			

28		Continue	Lecture/ Discussion	CO4	
29		Continue	Lecture	CO4	
30		Continue		CO4	
31		Continue		CO4	
32		Continue	Lecture	CO5	
33		Continue		CO5	
34		Continue	Lecture	CO5	
35		Problem play		CO5	
36		Continue		CO5	
37		Continue		CO 5	
38		Continue	Lecture/ Discussion	CO5	
39		Continue		CO5	
40		Measure of Measure	Lecture/ Discussion	CO5	
41				CO6	
42		Continue		CO6	
48		Continue		CO6	
49		Revision			
50		Class Test			

J. . Course Articulation Matrix: (Mapping of COs with POs& PSOs)

CO Number	PO1	PO2	PO3	PO4	PO5	PO6	PO7	SO1	SO2	SO3	SO4	SO5	SO6
COBAENG.	3	3	2	3	3	3	3	3	3				
COBAENG.													
COBAENG.	3												
COBAENG.													
COBAENG.													
COBAENG.													

“-”- No Correlation; 1-Low Correlation; 2- Moderate Correlation; 3-Substantial Correlation

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K. Expectations from Students:

- Actively participate in the classroom discussions /seminar
- Follow the class rules
- Must be on time
- Must be regular in the class and maintain minimum 75% attendance as per GGSIP University norms)

L. Faculty Contact

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Fourth Semester

BA English (H)

Paper Code: BA English (H) 104

Subject:

English Novel - I

L4 T/P-1 C5

A. Introduction

Objective: The objective of this paper is to introduce students to rise and major Trajectories of early British Novels; to enable them to critically understand and interrogate the nineteenth century British Novel as a literary genre, and to discuss novel as a historical, cultural and ideological narrative.

B. Course Outcomes

COBAENGH104.1	To conceptualize the rise of Novel and its types viz. Allegorical, Gothic, Historical, Epistolary, Picaresque, and Psychological.
COBAENGH104.2	A holistic development of an understanding of English novels and get the insight of the social, historical and political backgrounds of the world of the novelist through the elaborate and allegorical descriptions in the prescribed novels.
COBAENGH104.3	Close reading of some specific texts, enable students to examine the themes and structures and scope of Romantic and Victorian novels.
COBAENGH104.4	Students will become well acquainted with the literary genre of Novel and literary devices of allegory and metaphor, satire, and stream of consciousness technique.
COBAENGH104.5	To enhance Reading skills and understand how to represent one's experience and ideas critically, creatively, and persuasively through the medium of language.

C. Program Outcomes

PO1.	Critical Thinking: To analyze different perspectives to critically involve themselves with literary texts by processing information and identifying patterns.
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PO2.	Effective Communication: To improve the communication skills and oratory skills by expressing critical ideas in speech and writing.
PO3.	Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.
PO4.	Effective Citizenship: Demonstrate empathetic nature towards nature and issues and will be able to discern the moral conundrums that are present in everyday life and be able to identify the right path based on the value system inculcated in them by the institution.
PO5.	Ethics: To inculcate professional ethics and to recognize different value systems including their own, understand the moral dimensions of their decisions, and accept responsibility for them.
PO.6	Environment and Sustainability: Understand the role of Human Ethics regarding issues of environmental and social balance.
PO.7	Self-directed and Lifelong Learning: The course will inspire students to constantly upgrade their knowledge and skills.

D. Program Specific Outcomes

PSO.1.	Demonstrate an understanding of the comprehensive idea of English Literature as a whole.
PSO.2.	Develop understanding of different novels prescribed in their syllabus. Students will be aware of the importance of the coexistence of different cultural perspectives and be tolerant to views different from their own.
PSO.3.	Apply skills of interpretation, analysis, appreciation of literature as well as writing and presentation skills in professional context.
PO.4.	Demonstrate communication skills, including debate and poem recitation.
PO.5.	Articulate their independent views over contemporary social and political issues.
PO.6.	Ability to conduct effective research and to find connections and continuities of the past and present as well as identify disjuncture in these traditions.

E. Pedagogy:

The pedagogy would be the combination of the following techniques:-

- Lectures
- Presentations
- Classroom Activities
- Discussions, Questions & Answers
- Case Study

F. Evaluation

Criteria	Description	Maximum Marks
Internal Assessment	Mid-Term Exam	15
	PSDA	5
	Assignment	5
External Assessment	End-Term Exam	75
TOTAL		100

G. Syllabus

Unit 1:

Jane Austen: Pride & Prejudice

Unit 2:

Emily Bronte: Wuthering Heights

Unit 3:

Charles Dickens: A Tale of Two Cities

Unit 4:

George Eliot: Silas Marner

H. Suggested Readings:

1. Eagleton, Terry. The English novel: An Introduction. Blackwell, 2005
2. Forster, E.M. Aspects of the novel. Edward Arnold, 1927
3. Watt, Ian. The Rise of the novel. Chatto & Winddes Ltd, 1957
4. The Oxford Companion to English Literature, OUP, 1996
5. Walter, Allen. The English novel. Penguin Books, 1968

I. Lecture Plan

Lecture No.	Topic(s)	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Jane Austen: Pride & Prejudice	Lecture	CO1	MCQs & Subjective Assessment
2	Jane Austen: Pride & Prejudice	Lecture	CO1	
3	Jane Austen: Pride & Prejudice	Lecture	CO1	
4	Jane Austen: Pride & Prejudice	Lecture/ Discussion	CO1	
5	Jane Austen: Pride & Prejudice	Lecture/ Discussion	CO1	
6	Jane Austen: Pride & Prejudice	Lecture/ Discussion	CO1	
7	Jane Austen: Pride & Prejudice			
8	Emily Bronte: Wuthering Heights	Lecture/ Discussion	CO1	
9	Emily Bronte: Wuthering Heights		CO1	
10	Emily Bronte: Wuthering Heights	Lecture/ Discussion	CO1	
11	Emily Bronte: Wuthering Heights	Lecture/ Discussion	CO1	

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12	Emily Bronte: Wuthering Heights		CO1	
13		Lecture/	CO2	
14	Emily Bronte: Wuthering Heights	Lecture/ Discussion	CO2	
15	Emily Bronte: Wuthering Heights	Lecture/ Discussion	CO2	
16	Emily Bronte: Wuthering Heights	Lecture/ Discussion	CO2	
17	Charles Dickens: A Tale of Two Cities	Lecture/ Discussion	CO2	
18	Charles Dickens: A Tale of Two Cities	Lecture/ Discussion	CO2	
19	Charles Dickens: A Tale of Two Cities	Lecture	CO	
20	Charles Dickens: A Tale of Two Cities	Lecture	CO2	
21	Charles Dickens: A Tale of Two Cities	Lecture	CO 2	
22	Charles Dickens: A Tale of Two Cities	Lecture	CO2	
23	Charles Dickens: A Tale of Two Cities	Lecture/ Discussion	CO2	
24	Charles Dickens: A Tale of Two Cities	Lecture/ Discussion	CO3	
25	Charles Dickens: A Tale of Two Cities	Lecture/ Discussion	CO3	
26	Charles Dickens: A Tale of Two Cities		CO3	
27	Charles Dickens: A Tale of Two Cities	Lecture/ Discussion	CO3	
28	Charles Dickens: A Tale of Two Cities	Lecture	CO3	

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29	Charles Dickens: A Tale of Two Cities		CO3	
30	Charles Dickens: A Tale of Two Cities		CO3	
31	Charles Dickens: A Tale of Two Cities	Lecture	CO3	
32	Charles Dickens: A Tale of Two Cities		CO3	
33	Charles Dickens: A Tale of Two Cities	Lecture	CO3	
34	Charles Dickens: A Tale of Two Cities	Lecture/ Discussion	CO3	
35	George Eliot: Silas Marner		CO3	
36	George Eliot: Silas Marner		CO 3	
37	George Eliot: Silas Marner	Lecture/ Discussion	CO3	
38	George Eliot: Silas Marner		CO3	
39	George Eliot: Silas Marner	Lecture/ Discussion	CO3	
40	George Eliot: Silas Marner		CO4	
41	George Eliot: Silas Marner	Lecture/ Discussion	CO4	
42	George Eliot: Silas Marner	Lecture/ Discussion	CO4	
43	George Eliot: Silas Marner	Lecture/ Discussion	CO4	
44	George Eliot: Silas Marner	Lecture/ Discussion	CO4	

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45	George Eliot: Silas Marner	Lecture/ Discussion	CO4	
46	George Eliot: Silas Marner	Lecture/ Discussion	CO4	
47	George Eliot: Silas Marner		CO4	
48	George Eliot: Silas Marner		CO4	
49	George Eliot: Silas Marner	Lecture/ Discussion	CO5	
50	George Eliot: Silas Marner	Lecture/ Discussion	CO5	
51	George Eliot: Silas Marner	Lecture/ Discussion	CO5	
52	Revision	Discussion		
53	Class test	Discussion		

J. Course Articulation Matrix: (Mapping of COs with POs& PSOs)

CO Number	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	SO4	SOO5	SOO6
COBAENG H 104.1	-	1	1	1	1	-	1	2	2	1	2	2	1
COBAENG H104.2	2	2	1	1	-	-	1	2	2	1	2	1	1
COBAENG H104.3	2	2	1	1	1	-	1	2	2	2	2	2	1
COBAENG H104.4	2	2	2	1	2	-	1	2	2	2	2	1	1
COBAENG H104.5	2	2	2	1			1	2	2	2	2	2	1

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K. Expectations from Students:

- Actively participate in the classroom discussions /seminar
- Follow the class rules
- Must be on time
- Must be regular in the class and maintain minimum 75% attendance as per GGSIP University norms)

L. Faculty Contact

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Semester II

Bachelor of Arts (Honors) (English)

Paper Code: BAENGH 106 Subject: Environmental Ethics, Human Values and Literature

A. Introduction

Objective: To enhance the sensibility and sensitivity of the students towards the interfaces between environmental ethics and human values through literary texts.

COBAENGH 106.1	To understand the importance of Environment
COBAEBGH.106.2	Examine relationship between Environment and Human Beings
COBAENGH.106 .3	To construct the sensibility towards Nature
COBAENGH.106 .4	Analyze interfaces between environmental ethics and Human Values
COBAENGH.106 .5	Evaluating the different aspects of Environment and Nature with different poems and novels

C. Program Outcomes

PO1.	Critical Thinking: To analyze different perspectives of Environment and its relationship with Nature
PO2.	Effective Communication: To improve the communication skills and oratory skills through presentations and role plays.
PO3.	Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.
PO4.	Effective Citizenship: Demonstrate empathetic nature towards nature and issues pertaining to Ecology & Eco- Criticism.
PO5.	Ethics: To inculcate professional ethics and to recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
PO6.	Environment and Sustainability: Understand the role of Human

	Ethics regarding issues of environmental and social balance.
PO7.	Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the contribution to maintain the changes for each and every Flora-Fauna.

D. Program Specific Outcomes

PSO.1.	Demonstrate an understanding of Ecology and Environment
PSO.2	Augment skills for investments in resource conservation
PSO.3.	Develop understanding of different novels and poems contextualize in India
PSO.4.	Understand the importance of Language and Literature to contribute for nature
PSO.5	Imbibe human values and sense of responsibility towards self, society and environment
PSO.6	Undergo holistic personality development with skills for effective functioning.

E. Pedagogy:

The pedagogy would be the combination of the following techniques:-

- Lectures
- Presentations
- Classroom Activities
- Role Play
- Debate and MCQ Test
- Discussions, Questions & Answers

F. Evaluation

Criteria	Description	Maximum Marks
Internal Assessment	Mid-Term Exam	15
	PSDA	5
	Assignment	5
External Assessment	End-Term Exam	75
TOTAL		100

G. Syllabus

Unit I: Amrit Lal Vegad – <i>River of Beauty</i>	14 Lectures
Unit II: Steven Soderbergh - <i>Erin Brockovich</i> (2000)	14 Lectures
Unit III: Poems William Wordsworth: “Nutting” DH Lawrence: “Snake” Nissim Ezekiel: “Night of the Scorpion” Ted Hughes: “Thrushes” Robert Frost: “Stopping by Woods”	14 Lectures
Unit IV: <i>Discovery of India</i> . Dir. Shyam Benegal. (Episode I) Munshi Premchand: “Panch Parmeshwar” (“Holy Panchayat”) Manjula Padmanabhan: “Sharing Air”	14 Lectures

H. References

Text Books

- Gardner W. H. *Language, Literature and Human Values*
- Guha, Ramachandra Guha (ed.). *The Illustrated Lives in the Wilderness: Three Classic Indian Autobiographies*. OUP, 2009.
- Singh, J.S., Singh, S.P. and Gupta, S.R. *Ecology, Environment and Resource Conservation*. Anamaya Publishers, 2006.
- Shiva, Vandana. *Water Wars*. North Atlantic Books, 2016.
- Prasad, Leela. *Ethics in Everyday Hindu Life*. Permanent Black, 2007.
- Films: *White Squall* (1996), *Satyakam* (1969), *Mona Lisa Smile* (2003)

I. Lecture Plan

Lecture No.	Topic(s)	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Understanding of Ecology	Lecture	CO1	MCQs & Subjective Assessment
2	Concept of Eco- Criticism	Lecture	CO1	
3	Concept of Eco- Criticism	Lecture	CO1	
4	Amrit Lal Vegad Background and other works	Lecture/ Discussion	CO1	
5	Amrit Lal Vegad Background and other works	Lecture/ Discussion	CO1	
6	Character analysis of "River of Beauty"	Lecture/ Discussion	CO1	
7	Summary	Lecture/ Discussion		
8	Different environmental ethics and values	Lecture/ Discussion	CO1	
9	Relationship of Human and Nature	Lecture/ Discussion	CO1	
10	MCQ- Test		CO1	
11	Steven Soderbergh Life and Background	Lecture/ Discussion	CO1	
12	Steven Soderbergh Background & Other works	Lecture/ Discussion	CO1	
13	Meaning of Human Values	Lecture/ Discussion	CO2	

14	Erin Brockovich: Summary	Lecture/ Discussion	CO2	
15	Character Analysis	Lecture/ Discussion	CO2	
16	Relationship with nature and Environment	Lecture/ Discussion	CO2	
17	Nature and Environment	Lecture/ Discussion	CO2	
18	Nature and Environment	Lecture/ Discussion	CO2	
19	concept of knowledge and wisdom	Lecture	CO	
20	Home Assignment	Discussion	CO2	
21	William Wordsworth life and background	Lecture	CO 2	
22	William Wordsworth Other Works	Lecture	CO2	
23	William Wordsworth as nature Poet	Lecture/ Discussion	CO2	
24	“Nutting”: Summary	Lecture/ Discussion	CO3	
25	“Nutting”: Character Analysis	Lecture/ Discussion	CO3	
26	D.H.Lawrence Life & Background	Lecture/ Discussion	CO3	
27	Other Works by D.H. Lawrence	Lecture/ Discussion	CO3	
28	“Snake”: Idea and summary	Lecture	CO3	

29	“Snake”: Characters and idea behind poem	Lecture/ Discussion	CO3	
30	Nissim Ezekiel Life & Background	Lecture/ Discussion	CO3	
31	“Night of the Scorpion”: Summary	Lecture	CO3	
32	Ted Hughes Life and Background	Lecture/ Discussion	CO3	
33	Continue	Lecture	CO3	
34	“Thrushes”: Summary and Characters	Lecture/ Discussion	CO3	
35	Continue	Lecture/ Discussion	CO3	
36	Robert Frost Life & Background	Lecture/ Discussion	CO 3	
37	Continue	Lecture/ Discussion	CO3	
38	“Stopping by Woods” Idea & Summary	Lecture/ Discussion	CO3	
39	Power point Presentations	Presentations	CO3	
40	Continue	Presentations	CO4	
41	Dir. Shyam Benegal other movies and works		CO4	
42	Background of Discovery of India	Lecture/ Discussion	CO4	
43	Episode – I	Movie Screening	CO4	
44	Summary and Character of “Discovery of India”	Lecture/ Discussion	CO4	

45	Munshi Premchand Life & Background	Lecture/ Discussion	CO4	
46	Other works of Premchand	Lecture/ Discussion	CO4	
47	“Panch Parmeshwar”		CO4	
48	Summary and Character Analysis		CO4	
49	Manjula Padmanabhan Life & Other works	Lecture/ Discussion	CO5	
50	“Sharing Air” Summary	Lecture/ Discussion	CO5	
51	Character and Idea of “Sharing Air”	Lecture/ Discussion	CO5	
52	Revision	Discussion		
53	MCQ of all Units	Discussion		

J. . Course Articulation Matrix: (Mapping of COs with POs& PSOs)

CO Number	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	SO4	SOO5	SOO6
COBAENGH 106.1	2	2	2	3	2	3	2						
COBAENGH 106.2	2	2	3	2	3	2	2						
COBAENGH 106.3	2	3	3	3	2	3	2						
COBAENGH 106.4	2	2	2	3	3	2	2						

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COBAENGH 106.5	2	3	3	3	3	3	2							
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K. Expectations from Students:

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- Follow the class rules
- Must be on time
- Must be regular in the class and maintain minimum 75% attendance as per GGSIP University norms)

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Second Semester

BAENGH108

Paper Code: BAENGH108

Subject: Introduction to Sociology

A. Introduction

Objective: The object of this paper is to focus on the basic concepts and theories related to the field of sociology. It contributes to a vivid understanding of important social institutions, process of social stratification that had been prevalent from the ancient to the contemporary society.

COBAENGH108.1	To understand the fundamental aim, nature and scope related to the field of Sociology and examine the major contributions laid down by the sociologists.
COBAENGH108.2	Explain the basic concepts and several perspectives related to the culture and the process of socialization.
COBAENGH108.3	Articulate important social institutions running in the society
COBAENGH108.4	Analyze the basic concepts, processes and practices relating to the basic social stratification in the Indian society.
COBAENGH108.5	Evaluate definition of Communalism, fundamentalism, Naxalism.
COBAENGH108.6	Develop the critical thinking among the students as to the reasons and natures of conflict combining inter ethnic and inter caste clashes.

C. Program Outcomes

PO1.	Critical Thinking: Take informed actions after understanding the fundamental aim, nature and scope of Sociology and identifying the several contributions of sociologists that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
PO2.	Effective Communication: To improve the communication skills and oratory skills through debating, negotiating and understanding the patterns of culture and socialization.
PO3.	Social Interaction: Elicit views of others, mediate disagreements and

	help reach conclusions in group settings regard to the important institutions prevalent in society.
PO4.	Effective Social Stratification: Demonstrate empathetic social concern and inequality, and the ability to act with an informed awareness of social issues and participate in civic life through volunteering.
PO5.	Ethics: To inculcate ethics related to Communalism, fundamentalism, Naxalism and to recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
PO6.	Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context regarding the natures of conflict combining inter ethnic and inter caste clashes.

D. Program Specific Outcomes

PSO.1.	Understand, interpret, and analyze the fundamental aim, nature and scope of Sociology and identifying the several contributions of sociologists that frame our thinking and actions with the help social theories and facts.
PSO.2.	Knowledge to complex problem situations and offer potential solutions within a simulated social and cultural context;
PSO.3.	Ability to conduct effective research and develop the critical skill about the social institutions running in society;
PSO.4.	Demonstrate several practices and attributes of social stratification of ancient to contemporary society;
PSO.5	Articulate their independent views over contemporary crucial issues of Communalism, fundamentalism, Naxalism.
PSO.6	Understanding of different political, economic, cultural structure related to natures of conflict combining inter ethnic and inter caste clashes of ancient and medieval periods.

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E. Pedagogy:

The pedagogy would be the combination of the following techniques:-

- Lectures
- Presentations
- Classroom Activities
- Discussions, Questions & Answers

F. Evaluation

Criteria	Description	Maximum Marks
Internal Assessment	Mid-Term Exam	10
	PSDA	5
	Assignment	10
External Assessment	End-Term Exam	75
TOTAL		100

G. Syllabus

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UNIT I:

Nature, Aims, and Scope of Sociology

Major contributions of sociologists; Emile Durkheim, Karl Marx, Max Weber

UNIT II: Basic Concepts

Society, community, association, Human groups

Culture- Basic concepts, Cultural relativism, ethnocentrism

Socialization- Relevance, stages of socialization, re-socialization, anticipatory socialization.

UNIT III: Important Social Institutions

Family and marriage- Concept, types and functions

Family and marriage in India- Latest Trend and changes

Kinship- Basic concepts and relevance, Patrilineal and matrilineal systems in Indian Society.

Religion- Concept and Function, religious pluralism in Indian context, fundamentalism and communalism in India.

UNIT IV: Social Stratification

Race, Caste, Class as basis of stratification in India.

Tribes in India, Schedule Caste and Schedule Tribes, Other backward categories

Harmonious Existence- Unity and Diversity

Reasons and Nature of Conflict- Inter Ethnic and Inter Caste clashes, Communalism and fundamentalism, Naxalism.

Suggested Readings:

1. Giddens, Sociology, Wiley India Pvt. Ltd. 2013
2. Gupta, Dipankar, Social Stratification Oxford University Press 1991
3. Battelle, Caste Class and Power, Oxford University Press 1971.
4. Jackson and S. Scott (eds), Gender; A sociological Reader, Rutledge, 2002
5. Haralambos and Holborn, Sociology themes and perspective, Oxford University press 1981.

I. Lecture Plan

Lecture No.	Topic(s)	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Nature, Aims, and Scope of Sociology Major contributions of sociologists; Emile	Lecture	CO1	MCQs&Subj ective Assessment

	Durkheim, Karl Marx, Max Weber			
2	Continue	Lecture	CO1	
3	Society, community, association, Human groups Culture- Basic concepts, Cultural relativism, ethnocentrism	Lecture	CO1	
4	Continue	Lecture/ Discussion	CO1	
5	Socialization- Relevance, stages of socialization, re-socialization, anticipatory socialization.	Lecture/ Discussion	CO1	
6	Continue	Lecture/ Discussion	CO1	
7	Family and marriage- Concept, types and functions	Lecture/ Discussion	CO1	
8	<i>Continue</i>			
9	Family and marriage in India- Latest Trend and changes	Lecture/ Discussion	CO1	
10	<i>Continue</i>		CO1	
11	Kinship- Basic concepts and relevance, Patrilineal and matrilineal systems in Indian Society. Religion- Concept and Function, religious pluralism in Indian context, fundamentalism and communalism in India.	Lecture/ Discussion	CO2	

12	<i>Continue</i>	Lecture/ Discussion	CO3	
13	<i>Continue</i>			
14	Race, Caste, Class as basis of stratification in India.	Lecture/	CO3	
15	<i>Continue</i>	Lecture/ Discussion	CO3	
16	Tribes in India, Schedule Caste and Schedule Tribes, Other backward categories	Lecture/ Discussion	CO3	
17	<i>Continue</i>	Lecture/ Discussion	CO3	
18	<i>Continue</i>	Lecture/ Discussion	CO3	
19	Harmonious Existence- Unity and Diversity	Lecture/ Discussion	CO3	
20	<i>Continue</i>	Lecture	CO3	
21	Reasons and Nature of Conflict- Inter Ethnic and Inter Caste clashes, Communalism and fundamentalism, Naxalism.	Lecture	CO3	
22	<i>Continue</i>	Lecture	CO 2	
23	<i>Continue</i>	Lecture	CO4	
24	<i>Revision</i>		CO5	
25	Class Test		CO5	

J. . Course Articulation Matrix: (Mapping of COs with POs& PSOs)

CO Number	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	SO4	SOO5	SOO6
COBALL.B 505.1	-	1	1	-	-	-	-						
COENGH 108.2	2	2	1	2	1	1	2						
COENGH 108.3	2	2	1	1	-	-	1						
COENGH 108.4	2	2	2	-	-	-	2						
COENGH 108.5	2	2	2	-	-	-	2						
COENGH 108.6	3	3	2	-	-	-	2						

“-”- No Correlation; 1-Low Correlation; 2- Moderate Correlation; 3-Substantial Correlation

K. Expectations from Students:

- Actively participate in the classroom discussions.
- Follow the class rules
- Must be on time
- Must be regular in the class and maintain minimum 75% attendance as per GGSIP University norms)

Name:	Ms. Shreya Chatterjee
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Fourth Semester

BA English (H)

Paper Code: BA English (H) 202

Subject: Literary Criticism

L4 T/P-1 C5

A. Introduction

Objective: To provide students with a chronological overview of various literary movements with the help of prescribed text and to develop their ability to interpret various texts in various ways.

B. Course Outcomes

COBAENGH202.1	To Introduce to the basics of Literary Criticism.
COBAENGH202.2	A holistic development of an understanding of English literature and widened knowledge of literature and focuses on their importance.
COBAENGH202.3	Close reading of some specific texts, enable students to examine the themes and structures and helps to write a critical appreciation.
COBAENGH202.4	Advancement of their acquaintance with criticism and ingrains their mind towards creative writing, appreciation, critical thinking and critical analysis.
COBAENGH202.5	Enhanced fluency of languages, presentation skills and creative writing and provides an insight of practical criticism.

C. Program Outcomes

PO1.	Critical Thinking: To analyze different perspectives to critically involve themselves with literary texts by processing information and identifying Patterns.
PO2.	Effective Communication: To improve the communication skills and oratory skills by expressing critical ideas in speech and writing.
PO3.	Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.
PO4.	Effective Citizenship: Demonstrate empathetic nature towards nature and issues and will be able to discern the moral conundrums that are present in everyday life and be able to identify the right path based on the value system inculcated in them by the institution.

PO5.	Ethics: To inculcate professional ethics and to recognize different value systems including their own, understand the moral dimensions of their decisions, and accept responsibility for them.
PO6.	Environment and Sustainability: Understand the role of Human Ethics regarding issues of environmental and social balance.
PO7.	Self-directed and Lifelong Learning: The course will inspire students to constantly upgrade their knowledge and skills.

D. Program Specific Outcomes

PSO.1.	Demonstrate an understanding of the comprehensive idea of Literary Critical theories.
PSO.2.	Develop understanding of different essays prescribed in their syllabus. Students will be aware of the importance of the coexistence of different cultural perspectives and be tolerant to views different from their own.
PSO.3.	Apply skills of interpretation, analysis, appreciation of literature as well as writing and presentation skills in professional context.
PSO.4.	Demonstrate communication skills, including debate and oral analysis of text.
PSO.5.	Articulate their independent views over contemporary social and political issues.
PSO.6.	Ability to conduct effective research and to find connections and continuities of the past and present as well as identify disjuncture in these traditions.

E. Pedagogy:

The pedagogy would be the combination of the following techniques:-

- Lectures
- Presentations
- Classroom Activities
- Discussions, Questions & Answers
- Case Study

F. Evaluation

Criteria	Description	Maximum Marks
Internal Assessment	Mid-Term Exam	15
	PSDA	5
	Assignment	5
External Assessment	End-Term Exam	75
TOTAL		100

G. Syllabus

Unit 1:

Aristotle :Poetics

Unit 2:

John Dryden: An essay of dramatic Poesy

Samuel Johnson: The preface to Shakespeare

Unit 3:

William Wordsworth: Preface of the lyrical ballads,1800

P.B. Shelley : The defense of poetry

Unit 4:

Mathew Arnold: “ The function of criticism at the present times”

T.S Eliot : “ The function of criticism”

H. Suggested Readings:

1. Baldick,Chris, The Oxford Dictionary of literary terms, Oxford UP,2011
2. Brooks, Cleanth and W.K Wimsatt. A short history of literary criticism, Random House,2000
3. Cuddon, J.A. The Penguin Dictinary of literary terms and Literary Theory, Penguin,2000
4. Nagarajan,MS, English Literary Criticism and Theory ,Orient Blackswan,2006

I. Lecture Plan

Lecture No.	Topic(s)	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Aristotle :Poetics	Lecture	CO1	MCQs & Subjective Assessment
2	Aristotle :Poetics	Lecture	CO1	
3	Aristotle :Poetics	Lecture	CO1	
4	Aristotle :Poetics	Lecture/ Discussion	CO1	
5	Aristotle :Poetics	Lecture/ Discussion	CO1	
6	Aristotle :Poetics	Lecture/ Discussion	CO1	
7	Aristotle :Poetics			
8	Aristotle :Poetics	Lecture/ Discussion	CO1	
9	Aristotle :Poetics		CO1	
10	Aristotle :Poetics	Lecture/ Discussion	CO1	
11	John Dryden: An essay of dramatic Poesy	Lecture/ Discussion	CO1	
12	John Dryden: An essay of dramatic Poesy		CO1	
13	John Dryden: An essay of dramatic Poesy	Lecture/	CO2	
14	John Dryden: An essay of dramatic Poesy	Lecture/ Discussion	CO2	
15	John Dryden: An essay of dramatic Poesy	Lecture/ Discussion	CO2	
16	John Dryden: An essay of dramatic Poesy	Lecture/ Discussion	CO2	
17	John Dryden: An essay of dramatic Poesy	Lecture/ Discussion	CO2	
18	John Dryden: An essay of dramatic Poesy	Lecture/ Discussion	CO2	
19	Samuel Johnson: The preface to Shakespeare	Lecture	CO	
20	Samuel Johnson: The preface to Shakespeare	Lecture	CO2	

21	Samuel Johnson: The preface to Shakespeare	Lecture	CO 2	
22	Samuel Johnson: The preface to Shakespeare	Lecture	CO2	
23	William Wordsworth: Preface of the lyrical ballads	Lecture/ Discussion	CO2	
24	William Wordsworth: Preface of the lyrical ballads	Lecture/ Discussion	CO3	
25	William Wordsworth: Preface of the lyrical ballads	Lecture/ Discussion	CO3	
26	William Wordsworth: Preface of the lyrical ballads		CO3	
27	William Wordsworth: Preface of the lyrical ballads	Lecture/ Discussion	CO3	
28	William Wordsworth: Preface of the lyrical ballads	Lecture	CO3	
29	William Wordsworth: Preface of the lyrical ballads		CO3	
30	P.B. Shelley : The defense of poetry		CO3	
31	P.B. Shelley : The defense of poetry	Lecture	CO3	
32	P.B. Shelley : The defense of poetry		CO3	
33	P.B. Shelley : The defense of poetry	Lecture	CO3	
34	P.B. Shelley : The defense of poetry	Lecture/ Discussion	CO3	
35	Mathew Arnold: “ The function of criticism at the present times”		CO3	
36	Mathew Arnold: “ The function of criticism at the present times”		CO 3	

37	Mathew Arnold: “ The function of criticism at the present times”	Lecture/ Discussion	CO3	
38	Mathew Arnold: “ The function of criticism at the present times”		CO3	
39	Mathew Arnold: “ The function of criticism at the present times”	Lecture/ Discussion	CO3	
40	Mathew Arnold: “ The function of criticism at the present times”		CO4	
41	Mathew Arnold: “ The function of criticism at the present times”	Lecture/ Discussion	CO4	
42	T.S Eliot : “ The function of criticism”	Lecture/ Discussion	CO4	
43	T.S Eliot : “ The function of criticism”	Lecture/ Discussion	CO4	
44	T.S Eliot : “ The function of criticism”	Lecture/ Discussion	CO4	
45	T.S Eliot : “ The function of criticism”	Lecture/ Discussion	CO4	
46	T.S Eliot : “ The function of criticism”	Lecture/ Discussion	CO4	
47	T.S Eliot : “ The function of criticism”		CO4	
48	T.S Eliot : “ The function of criticism”		CO4	
49	T.S Eliot : “ The function of criticism”	Lecture/ Discussion	CO5	
50	T.S Eliot : “ The function of criticism”	Lecture/ Discussion	CO5	
51	T.S Eliot : “ The function of criticism”	Lecture/ Discussion	CO5	
52	Revision	Discussion		
53	Class test	Discussion		

J. Course Articulation Matrix: (Mapping of COs with POs& PSOs)

CO Number	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	SO4	SOO5	SOO6
COBAENG H 202.1	2	1	2	1	-	1	1	1	1	1	2	-	-
COBAENG H 202.2	2	2	1	2	1	-	1	1	2	1	2	1	-
COBAENG H 202.3	2	2	1	-	2	-	2	2	2	1	2	1	1
COBAENG H 202.4	2	2	2	2	2	1	2	2	1	2	2	2	1
COBAENG H 202.5	2	2	2	2	2	1	2	2	2	2	2	2	2

“-”- No Correlation; 1-Low Correlation; 2- Moderate Correlation; 3-Substantial Correlation

K. Expectations from Students:

- Actively participate in the classroom discussions /seminar
- Follow the class rules
- Must be on time
- Must be regular in the class and maintain minimum 75% attendance as per GGSIP University norms)

L. Faculty Contact

Details:

Name:	Ms. Minoo Kantha
Designation:	Assistant Professor
Room & Block No.:	
Email	

Fourth Semester

Paper Code: 204

BAENGH204 Subject: Indian Writing in English

L4 T/P-1 C5

A. Introduction

Objective: To introduce students to the literary thoughts and sensibility of Indian writing in English across genres to acquaint them with the aesthetic and cultural aspects of IWE.

B. Course Outcomes

COBAENGH204.1	To introduce the students to historical background of the Indian writing in English. Students would have understood the richness of Indian literature
COBAENGH204.2	Students would have understood the need of wiping out social evils to dream of a healthy society.
COBAENGH204.3	Students have understood how well the Indian culture is reflected in Literature.
COBAENGH204.4	An understanding of the socio-cultural aspect would have been reached. Students would have learnt the values of spiritual refinement in human life.
COBAENGH204.5	By the end of course the students would have gained knowledge about the masterpieces in Indian Writing in English. Students would have learnt the Indian writing in English along with the great novelists and poets.

C. Program Outcomes

PO1.	To apply the life skills thus acquired in solving personal and workplace problems.
PO2.	Develop communication and professional presentation skills.
PO3.	To appreciate and understand literary concepts and the underlying aesthetics of Indian Writing in English.
PO4.	To appreciate new developments in literature and language.
PO5.	To emphasize the significance of reading skills and writing skills.
PO6.	To provide a learning experience that is entertaining and informative.

D. Program Specific Outcomes

PSO.1.	Students will enhance literary and linguistic competence.
PSO.2.	Students will learn to use the innovative use of languages.
PSO.3.	To instill values and develop human concern in students through exposure to literary texts.

E. Pedagogy:

The pedagogy would be the combination of the following techniques:

- Lectures
- Presentations
- Classroom Activities
- Discussions, Questions & Answers
- Case Study

F. Evaluation

Criteria	Description	Maximum Marks
Internal Assessment	Mid-Term Exam	15
	PSDA	5
	Assignment	5
External Assessment	End-Term Exam	75
TOTAL		100

G. Syllabus

Unit 1: Poetry

Nissim Ezekiel: "Poetry, Lover, Birdwatcher"; "Very Very Indian poem in Indian English", "Night of the Scorpion".

Jayanta Mahapatra: "The Exile", "The door", "Again one day"

A.k. Ramanujan: "A river", "Obituary", "History"

Eunice de Souza: "Catholic Mother", "Forgive me, Mother", "Advice to women".

Unit 2: Novel

R.k. Narayan: The Guide

Unit 3: Novel

Anita Desai: In Custody

Unit 4: Drama

Girish Karnad: Hayavadan

H. Suggested Readings:

1. Mehrotra, ArvindKrishna (Ed.) an illustrated History of Indian Literature in English, Orient Longman, 2003
2. Prasad, GJV. Continuities in Indian English Poetry, Pencraft, 1999.
3. Walsh, W. R.K. Narayan: A Critical Appreciation, University of Chicago press, 1982.
4. Das, A. Anita Desai: A Critical Study. Omega Publication, 2011.
5. Iyenger, K. R. Srinivasa. Indian Writing in English. Sterling 2012.
6. Naik, MK. A History of Indian English Literature. Sahitya Academy, 1989.
7. Krishna, MSR, and Shahane, VA. Indian Poetry in English: A Critical Assessment, MacMillan, 1980.

I. Lecture Plan

Lecture No.	Topic(s)	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Nissim Ezekiel: "Poetry, Lover, Birdwatcher"	Lecture	CO1	MCQs&Subjective Assessment
2	Nissim Ezekiel: "Very Very Indian poem in Indian English"	Lecture	CO1	
3	Nissim Ezekiel: "Night of the Scorpion".	Lecture	CO1	
4	Jayanta Mahapatra: "The Exile"	Lecture/ Discussion	CO1	
5	Jayanta Mahapatra: "The door"	Lecture/ Discussion	CO1	
6	Jayanta Mahapatra: "Again one day"	Lecture/ Discussion	CO1	

		Discussion		
7	A.k. Ramanujan: “A river”			
8	A.k. Ramanujan: “Obituary”	Lecture/ Discussion	CO1	
9	A.k. Ramanujan: “History”		CO1	
10	Eunice de Souza: “Catholic Mother”	Lecture/ Discussion	CO1	
11	Eunice de Souza: “Forgive me, Mother”,	Lecture/ Discussion	CO1	
12	Eunice de Souza: “Advice to women”.		CO1	
13	R.k. Narayan: The Guide	Lecture/	CO2	
14	R.k. Narayan: The Guide	Lecture/ Discussion	CO2	
15	R.k. Narayan: The Guide	Lecture/ Discussion	CO2	
16	R.k. Narayan: The Guide	Lecture/ Discussion	CO2	
17	R.k. Narayan: The Guide	Lecture/ Discussion	CO2	
18	R.k. Narayan: The Guide	Lecture/ Discussion	CO2	
19	R.k. Narayan: The Guide	Lecture	CO	
20	R.k. Narayan: The Guide	Lecture	CO2	
21	R.k. Narayan: The Guide	Lecture	CO 2	
22	R.k. Narayan: The Guide	Lecture	CO2	

23	R.k. Narayan: The Guide	Lecture/ Discussion	CO2	
24	Anita Desai: In Custody	Lecture/ Discussion	CO3	
25	Anita Desai: In Custody	Lecture/ Discussion	CO3	
26	Anita Desai: In Custody		CO3	
27	Anita Desai: In Custody	Lecture/ Discussion	CO3	
28	Anita Desai: In Custody	Lecture	CO3	
29	Anita Desai: In Custody		CO3	
30	Anita Desai: In Custody		CO3	
31	Anita Desai: In Custody	Lecture	CO3	
32	Anita Desai: In Custody		CO3	
33	Anita Desai: In Custody	Lecture	CO3	
34	Anita Desai: In Custody	Lecture/ Discussion	CO3	
35	Anita Desai: In Custody		CO3	
36	Anita Desai: In Custody		CO 3	
37	Anita Desai: In Custody	Lecture/ Discussion	CO3	
38	Anita Desai: In Custody		CO3	
39	Anita Desai: In Custody	Lecture/ Discussion	CO3	
40	GirishKarnad: Hayavadan		CO4	
41	Girish Karnad: Hayavadan	Lecture/ Discussion	CO4	
42	Girish Karnad: Hayavadan	Lecture/ Discussion	CO4	
43	Girish Karnad:	Lecture/	CO4	

	Hayavadan	Discussion		
44	Girish Karnad: Hayavadan	Lecture/ Discussion	CO4	
45	Girish Karnad: Hayavadan	Lecture/ Discussion	CO4	
46	Girish Karnad: Hayavadan	Lecture/ Discussion	CO4	
47	Girish Karnad: Hayavadan		CO4	
48	Girish Karnad: Hayavadan		CO4	
49	Girish Karnad: Hayavadan	Lecture/ Discussion	CO5	
50	Girish Karnad: Hayavadan	Lecture/ Discussion	CO5	
51	Girish Karnad: Hayavadan	Lecture/ Discussion	CO5	
52	Revision	Discussion		
53	Class Test	Discussion		

J. Course Articulation Matrix: (Mapping of COs with POs& PSOs)

CO Number	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
COBAENGH 204.1	-	1	1	-	-	-	-						
COBAENGH 204.2	2	2	1	2	1	1	1						
COBAENGH 204.3	2	2	1	2	-	-	1						
COBAENGH 204.4	2	2	2	-	1	-	1						

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COBAENGH
204.5

“-” - No Correlation; 1-Low Correlation; 2- Moderate Correlation; 3-Substantial Correlation

K. Expectations from Students:

- Actively participate in the classroom discussions /seminar
- Follow the class rules
- Must be on time
- Must be regular in the class and maintain minimum 75% attendance as per GGSIP University norms)

L. Faculty Contact Details:

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BA ENG (Honors)

Paper Code: BAENGH 210

Subject: Introduction to Film Studies

A. Introduction

Objective: To understand cinema as an art form; to introduce students to important genre of films in World Cinema and Indian Cinema; to develop aesthetic appreciation of cinema among students.

COBAENGH.210.1	To examine the Cinema as an Art form
COBAENGH.210.2	To explain the different genres of Films
COBAENGH.210.3	To examine World Cinema and Indian Cinema
COBAENGH.210.4	Analyze the basic concepts, policies, processes and practices relating to Cinema
COBAENGH.210.5	Evaluate the importance of Cinema in our lives
COBAENGH.210.6	Develop the aesthetic appreciation of Cinema in Students

C. Program Outcomes

PO1.	Critical Thinking: To develop student's analysis of society (intellectual, organizational, and personal) from different perspectives.
PO2.	Effective Communication: To improve the communication skills and oratory skills through Movie Screening, debating, and mediation exercises.
PO3.	Social Interaction: make students aware of other aspects of society
PO4.	Effective Citizenship: Demonstrate empathetic social concern and equity centered national development and the ability to act with an informed awareness of social and legal issues and participate in civic life through volunteering.
PO5.	Ethics: To inculcate professional ethics and to recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
PO6.	Environment and Sustainability: Understand the role of Cinema regarding issues of environmental and sustainable development.
PO7.	Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes

D. Program Specific Outcomes

PSO.1.	Understand, interpret, and analysis the facts with the help of Films
PSO.2.	Knowledge to complex problem situations and offer potential Solutions for others
PSO.3.	Ability to conduct effective research and develop the critical skill about the historical, social, economical and cultural values
PSO.4.	Demonstrate communication skills, including enactment through role play
PSO.5	Articulate their independent views over all the issues faced in day to day life
PSO.6	Understanding of different political, economic, cultural and legal parameters for better development

E. Pedagogy:

The pedagogy would be the combination of the following techniques:-

- Lectures
- Presentations
- Classroom Activities
- Discussions, Questions & Answers
- Case Study

F. Evaluation

Criteria	Description	Maximum Marks
Internal Assessment	Mid-Term Exam	10
	PSDA	5
	Assignment	10
External Assessment	End-Term Exam	75
TOTAL		100

G. Syllabus

Unit-I

Lectures:14

Beginning of Cinema, Film Semiotics, Mise-en-scene, Montage, Film Narration, Sound and film narration, Auteur Theory, Basic film genre, Brief historical overview.

Unit-II

Lectures:14

Charlie Chaplin - *The Great Dictator*

John Ford: *The Grapes of Wrath*

Alfred Hitchcock: *Psycho*

Unit-III

Lectures:14

Francis Ford Coppola: *Godfather I*

Sergio Leone - *The Good, the Bad and the Ugly*

Oliver Stone- *Platoon*

Unit-IV

Lectures:14

Akira Kurosawa- *Seven Samurai*

Satyajit Ray- *Pather Panchali*

Roberto Benigne—*Life is Beautiful*

H. References:

1. Beaver, Frank Eugene. *A Dictionary of Film Terms: The Aesthetic Companion to Film Art*. Peter Lang, 2006.
2. Bluestone, George. *Novels into Films*. University of California Press, 1957.
3. Coursen, H.R. *Shakespeare Translated: Derivatives on Films and T.V*. Peter Lang, 2007.
4. Hood, John W. *The Essential Mystery: Major Film Makers of Indian Art Cinema*. Orient BlackSwan, 2009.
5. Monaco, James. *How to Read a Film: Motives, Media, Multimedia*. OUP, 2007.
6. Pauwels, Heidi R.M., ed. *Indian Literature and Popular Cinema*. Routledge, 2007.
7. Ray, Satyajit. *Our Films, Their Films*. Orient Longman, 1976.
8. Viridi, Jyotika. *The Cinematic Imagination: Indian Popular Films as Social History*. Permanent Black, 2007.

I. Lecture Plan

Lecture No.	Topic(s)	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Beginning of Cinema	Lecture	CO1	MCQs & Subjective Assessment
2	Continue	Lecture	CO1	
3	Film Semiotics	Lecture	CO1	
4	Mise-en-scene	Lecture/ Discussion	CO1	
5	Montage	Lecture/ Discussion	CO1	
6	Film Narration	Lecture/ Discussion	CO1	
7	Film Narration	Lecture/ Discussion	CO1	
8	Sound & Film Narration	Lecture/ Discussion	CO1	
9	Continue	Lecture/ Discussion	CO1	
10	Auteur Theory	Lecture/ Discussion	CO1	
11	Basic –Film Genre	Lecture/ Discussion	CO2	
12	Continue	Lecture/ Discussion	CO3	
13	Brief Historical overview	Lecture/ Discussion		
14	Continue	Lecture/ Discussion	CO3	
15	MCQ- Test	Test		
16	MCQ- Test Discussion	Discussion	CO3	
17	Charlie Chaplin: Background & other works	Lecture/ Discussion	CO3	
18	Charlie Chaplin: Contribution to Cinema	Lecture/ Discussion	CO3	
19	<i>The Great Dictator</i> Character analysis	Lecture/ Discussion	CO3	
20	The Great Dictator: Themes	Lecture	CO3	
21	Summary	Lecture	CO3	
22	John Ford Life & Background	Lecture	CO 2	
23	John Ford other works	Lecture	CO4	

24	<i>The Grapes of Wrath:</i> Themes	Lecture/ Discussion	CO3	
25	<i>The Grapes of Wrath:</i> Summary & Character Analysis	Lecture/ Discussion	CO3	
26	Alfred Hitchcock: Life & background	Lecture/ Discussion	CO4	
27	Other Works	Lecture/ Discussion		
28	Character and Summary Analysis	Lecture/ Discussion	CO4	
29	Movie Screening	Class Activity	CO4	
30	Francis Ford Coppola: Life & Background	Lecture/ Discussion	CO4	
31	Francis Ford Coppola: Other Works	Lecture/ Discussion	CO4	
32	<i>Godfather I:</i> Summary	Lecture/ Discussion	CO5	
33	<i>Godfather I:</i> Character Analysis	Lecture/ Discussion	CO5	
34	Sergio Leone: Life & Background	Lecture/ Discussion	CO5	
35	<i>The Good, the Bad and the Ugly</i> Summary & Character Analysis	Lecture/ Discussion	CO5	
36	Oliver Stone's <i>Platoon</i> Summary & Character Analysis	Lecture/ Discussion	CO5	
37	Continue	Lecture/ Discussion	CO 5	
38	Presentations	P.P.T	CO5	
39	Presentations	P.P.T	CO5	
40	Akira Kurusawa's <i>Seven Samurai</i> Summary & Character Analysis	Lecture/ Discussion	CO5	
41	Satyajit Ray's <i>Pather Panchali</i> Summary and Themes	Lecture/ Discussion	CO6	
42	Roberto Benigne's <i>Life is Beautiful</i> Summary & Character	Lecture/ Discussion	CO6	
48	Continue	Lecture/ Discussion	CO6	
49	Revision	Lecture/ Discussion		

50	MCQ- Test of all Units	Class Activity		
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J. . Course Articulation Matrix: (Mapping of COs with POs& PSOs)

CO Number	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	SO4	SOO5	SOO6
COBAENG H.210.1	3	2	-	3	2	3	2						
COBAENG H.210.2	2	2	1	2	3	2	2						
COBAENG H.210.3	2	2	1	3	2	2	1						
COBAENG H.210.4	2	2	2	2	3	2	2						
COBAENG H.210.5	2	2	2	3	3	2	2						
COBAENG H.210.6	3	3	2	2	2	-	2						

“-”- No Correlation; 1-Low Correlation; 2- Moderate Correlation; 3-Substantial Correlation

K. Expectations from Students:

Actively participate in the classroom discussions /seminar

Follow the class rules

Must be on time

Must be regular in the class and maintain minimum 75% attendance as per GGSIP University norms)

L. Faculty Contact

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Fourth Semester

BA English (H)

Paper Code: BA English (H) 302 Subjects: Contemporary Literary Criticism & Theory

L4 T/P-1 C5

A. Introduction

Objective: The objective of this paper is to introduce students to emerging areas in contemporary literary theory and to enable them to read and analyse given texts from different angles.

B. Course Outcomes

COBAENGH302.1	To understand emerging areas in English Literature and the growth and evolution of the Language.
COBAENGH302.2	A holistic development and understanding of English Literary Theory of the 19th and 20th Centuries, and acquisition of rudiments of Critical Theories.
COBAENGH302.3	Close reading of some specific texts, enable students to examine the themes and structures of given texts.
COBAENGH302.4	Advancement of their acquaintance with the psychoanalytic theory to Feminism.
COBAENGH302.5	Enabling students to understand different literary theories and their application in examining a text.

C. Program Outcomes

PO1.	Critical Thinking: To analyze different perspectives to critically involve themselves with literary texts by processing information and identifying Patterns.
PO2.	Effective Communication: To improve the communication skills and oratory skills by expressing critical ideas in speech and writing.
PO3.	Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.
PO4.	Effective Citizenship: Demonstrate empathetic nature towards nature and issues and will be able to discern the moral conundrums that are present in everyday life and be able to identify the right path based on the value system inculcated in them by the institution.

PO5.	Ethics: To inculcate professional ethics and to recognize different value systems including their own, understand the moral dimensions of their decisions, and accept responsibility for them.
PO6.	Environment and Sustainability: Understand the role of Human Ethics regarding issues of environmental and social balance.
PO7.	Self-directed and Lifelong Learning: The course will inspire students to constantly upgrade their knowledge and skills.

D. Program Specific Outcomes

PSO.1.	Demonstrate an understanding of the comprehensive idea of Literary Critical theories.
PSO.2.	Develop understanding of different essays prescribed in their syllabus. Students will be aware of the importance of the coexistence of different cultural perspectives and be tolerant to views different from their own.
PSO.3.	Apply skills of interpretation, analysis, appreciation of literature as well as writing and presentation skills in professional context.
PSO.4.	Demonstrate communication skills, including debate and oral analysis of text.
PSO.5.	Articulate their independent views over contemporary social and political issues.
PSO.6.	Ability to conduct effective research and to find connections and continuities of the past and present as well as identify disjuncture in these traditions.

E. Pedagogy:

The pedagogy would be the combination of the following techniques:-

- Lectures
- Presentations
- Classroom Activities
- Discussions, Questions & Answers
- Case Study

F. Evaluation

Criteria	Description	Maximum Marks
Internal Assessment	Mid-Term Exam	15
	PSDA	5
	Assignment	5
External Assessment	End-Term Exam	75
TOTAL		100

G. Syllabus

Unit 1: Archetypal and Psychoanalytic Criticism

Northrop Frye: “The Mythos of Spring: Comedy”
 “The Mythos of Autumn: Tragedy”
 Sigmund Freud: “Creative Writers and Day Dreaming”

Unit 2: New Criticism and Russian Formalism

Cleanth Brooks: “Irony as a Principle of Structure”
 Victor Shlovsky: “Art as Technique”

Unit 3: Structuralism and Post Structuralism

Ferdinand De Saussure: “The Object of study”
 Roland Barthes: “Death of the Author”

Unit 4: Marxism and Feminism

Raymond Williams: “Base and Superstructure in Marxist Cultural Theory”
 Simone De Beauvoir: “Introduction” to The Second Sex

H. Suggested Readings:

1. Badmington, Neil and Julia Thomas, eds. The Routledge Cultural and Critical Theory Reader. Routledge, 2008.
2. Barry, Peter. Beginning Theory. Viva Books, 2010.
3. Frye, Northrop. Anatomy of Criticism: Four Essays. Princeton UP, 1957.
4. Lodge, David and Nigel Wood, eds Modern Criticism and Theory: A Reader. , Pearson Education., 2003
5. Rice, Philip and Patricia Waugh, eds. Modern Literary Theory: A Reader. OUP, 2001.

I. Lecture Plan

Lecture No.	Topic(s)	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Northrop Frye: “The Mythos of Spring: Comedy”	Lecture	CO1	MCQs & Subjective Assessment
2	Northrop Frye: “The Mythos of Spring: Comedy”	Lecture	CO1	
3	Northrop Frye: “The Mythos of Spring: Comedy”	Lecture	CO1	
4	Northrop Frye: “The Mythos of Spring: Comedy”	Lecture/ Discussion	CO1	

5	Northrop Frye: “The Mythos of Spring: Comedy”	Lecture/ Discussion	CO1	
6	“The Mythos of Autumn: Tragedy”	Lecture/ Discussion	CO1	
7	“The Mythos of Autumn: Tragedy”	“The Mythos of Autumn: Tragedy”		
8	“The Mythos of Autumn: Tragedy”	Lecture/ Discussion	CO1	
9	“The Mythos of Autumn: Tragedy”		CO1	
10	“The Mythos of Autumn: Tragedy”	Lecture/ Discussion	CO1	
11	“The Mythos of Autumn: Tragedy”	Lecture/ Discussion	CO1	
12	“The Mythos of Autumn: Tragedy”		CO1	
13	Cleant Brooks: “Irony as a Principle of Structure”	Lecture/	CO2	
14	Cleant Brooks: “Irony as a Principle of Structure”	Lecture/ Discussion	CO2	
15	Cleant Brooks: “Irony as a Principle of Structure”	Lecture/ Discussion	CO2	
16	Victor Shlovsky: “Art as Technique”	Lecture/ Discussion	CO2	
17	Victor Shlovsky: “Art as Technique”	Lecture/ Discussion	CO2	
18	Victor Shlovsky: “Art as Technique”	Lecture/ Discussion	CO2	
19	Victor Shlovsky: “Art as Technique”	Lecture	CO	
20	Victor Shlovsky: “Art as Technique”	Lecture	CO2	

21	Victor Shlovsky: “Art as Technique”	Lecture	CO 2	
22	Victor Shlovsky: “Art as Technique”	Lecture	CO2	
23	Victor Shlovsky: “Art as Technique”	Lecture/ Discussion	CO2	
24	Ferdinanad De Saussure: “The Object of study”	Lecture/ Discussion	CO3	
25	Ferdinanad De Saussure: “The Object of study”	Lecture/ Discussion	CO3	
26	Ferdinanad De Saussure: “The Object of study”		CO3	
27	Ferdinanad De Saussure: “The Object of study”	Lecture/ Discussion	CO3	
28	Ferdinanad De Saussure: “The Object of study”	Lecture	CO3	
29	Roland Barthes: “Death of the Author”		CO3	
30	Roland Barthes: “Death of the Author”		CO3	
31	Roland Barthes: “Death of the Author”	Lecture	CO3	
32	Roland Barthes: “Death of the Author”		CO3	
33	Roland Barthes: “Death of the Author”	Lecture	CO3	
34	Roland Barthes: “Death of the Author”	Lecture/ Discussion	CO3	
35	Roland Barthes: “Death of the Author”		CO3	
36	Roland Barthes: “Death of the Author”		CO 3	

37	Roland Barthes: “Death of the Author”	Lecture/ Discussion	CO3	
38	Roland Barthes: “Death of the Author”		CO3	
39	Roland Barthes: “Death of the Author”	Lecture/ Discussion	CO3	
40	Raymond Williams: “Base and Superstructure in Marxist Cultural Theory”		CO4	
41	Raymond Williams: “Base and Superstructure in Marxist Cultural Theory”	Lecture/ Discussion	CO4	
42	Raymond Williams: “Base and Superstructure in Marxist Cultural Theory”	Lecture/ Discussion	CO4	
43	Raymond Williams: “Base and Superstructure in Marxist Cultural Theory”	Lecture/ Discussion	CO4	
44	Raymond Williams: “Base and Superstructure in Marxist Cultural Theory”	Lecture/ Discussion	CO4	
45	Simone De Beavuir: “Introduction” to The Second Sex	Lecture/ Discussion	CO4	
46		Lecture/ Discussion	CO4	
47	Simone De Beavuir: “Introduction” to The Second Sex		CO4	
48			CO4	

49	Simone De Beavoir: "Introduction" to The Second Sex	Lecture/ Discussion	CO5	
50		Lecture/ Discussion	CO5	
51	Simone De Beavoir: "Introduction" to The Second Sex	Lecture/ Discussion	CO5	
52	Revision	Discussion		
53	Class test	Discussion		

J. Course Articulation Matrix: (Mapping of COs with POs& PSOs)

CO Number	PO1	PO2	PO3	PO4	PO5	PO6	PO7	SO1	SO2	SO3	PO4	SOO5	SOO6
COBAENGH 104.1	2	2	2	2	-	1	-	1	1	1	1	1	1
COBAENGH10 4.2	2	2	1	1	-	2	1	-	1	1	2	1	2
COBAENGH10 4.3	2	2	1	2	1	-	2	-	2	2	2	1	2
COBAENGH10 4.4	2	2	2	2	1	2	2	1	2	2	1	2	2
COBAENGH10 4.5	2	2	2	2	2	2	2	1	2	2	2	2	2

"-" - No Correlation; 1-Low Correlation; 2- Moderate Correlation; 3-Substantial Correlation

K. Expectations from Students:

Actively participate in the classroom discussions/seminar

Follow the class rules

Must be on time

Must be regular in the class and maintain minimum 75% attendance as per GGSIP University norms)

L. Faculty Contact Details:

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Sixth Semester

BA ENGH 304

Paper Code: BA ENGH 304

Subject: American Poetry and drama

A. Introduction

Objective:

The purpose of this course is to provide an understanding of the literary concepts and underlying aesthetics of Indian writing in English. In addition, the course is expected to offer pleasure as well as develop an artistic temperament and creative writing skills in students, to enable them to discover themselves and tackle complex crises in their workplace and personal lives.

COBAENGH 1	To appreciate and understand literary concepts and the underlying aesthetics of American writing in English
COBAENGH 2	To apply the life skills thus acquired in solving personal and workplace problems.
COBAENGH 3	To appreciate new developments in American literature and language
COBAENGH 4	To emphasize the significance of American English reading skills and writing skills.
COBAENGH 5	To provide a learning experience that is entertaining and informative.
COBAENGH 6	Develop comparative perspective to American study the texts

C. Program Outcomes

PO1.	Understand the American history of translation and various for translations
PO2.	Analyses the translation tools to make use of technology like computer and mobile in the process of American culture and heritage.
PO3.	Analysis the texts of Walt Whitman, Emilly dickenson, Robert Frost, Sylvia Plath and others in their respective social and cultural aspects.
PO4.	Develop an insight into the philosophy of Langston Hughes through his verses
PO5.	Attain inaccessibility to regional American literary forms
PO6.	Understand Indian consciousness and review the past through translated texts

PO7.	Enhance job opportunities by fostering American learning skills

D. Program Specific Outcomes

PSO.1.	Enhance job opportunities by fostering translation skills in corporate sectors.
PSO.2.	Understand American consciousness and review the past through translated texts
PSO.3.	Emphasize the significance of reading skills and writing skills.
PSO.4.	Provide a learning experience that is entertaining and informative.
PSO.5	Apply the life skills thus acquired in solving personal and Literary problems.
PSO.6	Apply the communicative skills thus acquired in solving personal.

E. Pedagogy:

The pedagogy would be the combination of the following techniques:-

- Lectures
- Presentations
- Classroom Activities
- Discussions, Questions & Answers

F. Evaluation

Criteria	Description	Maximum Marks
Internal Assessment	Mid-Term Exam	10
	PSDA	5
	Assignment	10
External Assessment	End-Term Exam	75
TOTAL		100

G. Syllabus

Unit-I: Poetry 1(Lectures-12)

Walt Whitman:- Pioneers, out of cradle, Endless rocking, I sing the body

Emily Dickenson:- I taste a lique never brewed, some keep the sabbath, going to church, I heard a fly buzz, When I died

Robert Frost:- The road not taken, stopping by woods

Unit-II: Poetry II: (Lecture-08)

Longston hughes: Harleen
Sylvia 'plath:- Daddy, Edges, Theme of English lady
Adrienne ricgh:- Steeping, Backward, Aunt janifer tigers
Unit-III: Drama (Lectures-08)
Tennessee william :- A strret car named desire
Unit-IV:
Eugene O nail:- The hairy app (Lecture-08)

H. References

Text Books

1. R.D Drevidi: History of American literature
2. Rogers smith: poetry of American ways
3. hogs AJ: Drama ,Fiction and poetry (American concept)
4. Gray Richards- A history of American literature
5. Allen Downer- 50 years of American Drama

Digital Resources

S. No.	Topic/ Title	Source/ URL
1	Walt whiteman	walt+whitman&form=ANNTH1&refig=e5dd1c e25ad44430aee6472daf1f8a8c
2	History of American literature	leverageedu.com/blog/history-of-american- literature

I. Lecture Plan

Lecture No.	Topic(s)	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Work of Walt whiteman	Lecture	CO1	MCQs &Subjective Assessment
2	Continue	Lecture	CO1	
3		Lecture	CO1	
4	Continue	Lecture/ Discussion	CO1	
5	Work and theme of Emilly	Lecture/	CO1	

	dickenson	Discussion		
6	Continue	Lecture/ Discussion	CO1	
7	Continue	Lecture/ Discussion	CO1	
8	Continue			
9	Continue	Lecture/ Discussion	CO1	
10	Continue		CO1	
11	Poetry of Robert frost	Lecture/ Discussion	CO2	
12	Continue	Lecture/ Discussion	CO3	
13	Continue			
14	Continue	Lecture/ Discussion	CO3	
15	Longston hughes	Lecture/ Discussion	CO3	
16	Continue	Lecture/ Discussion	CO3	
17	Continue	Lecture/ Discussion	CO3	
18	Sylvia Plath	Lecture/ Discussion	CO3	
19	Continue	Lecture/ Discussion	CO3	
20	Continue	Lecture	CO3	

J. . Course Articulation Matrix: (Mapping of COs with POs& PSOs)

CO Number	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
COBAENG.	2	2	2	3	3	3	3	3					
COBAENG.		2	3										
COBAENG.	3	2	2										

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COBAENG.	3	3	2	3	3	3	3	3	3				
COBAENG.													
COBAENG.	3	3	2	3	3	3	3	3	3				

“-”- No Correlation; 1-Low Correlation; 2- Moderate Correlation; 3-Substantial Correlation

K. Expectations from Students:

Actively participate in the classroom discussions /seminar
Follow the class rules
Must be on time

Must be regular in the class and maintain minimum 75% attendance as per GGSIP University norms)

L. Faculty Contact

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Sixth Semester

BA ENGLISH HONOURS

Subject: English Prose (Elective-I)

Paper Code: BAENGH308

L4 T/P-1 C5

A. Introduction

Objective: To make students familiar with various kinds of Prose Styles and to ground them in the history of English Prose.

B. Course Outcomes

COBAENGH308.1	To introduce the students to historical background of English Prose. Make the learners aware of the different forms of prose writing and different era.
COBAENGH308.2	Students will be able to understand the autobiography of the author.
COBAENGH308.3	Students will get acquainted with the Transitional and Romantic prose.
COBAENGH308.4	An understanding of the Victorian and Modern Prose would have been reached. Students would have learnt the difference between Victorian and Modern Prose.
COBAENGH308.5	By the end of course the students would have gained knowledge about the masterpieces of Elizabethan and Jacobean prose. Students would have learnt about New Classical Prose, Transitional and Romantic prose and Victorian and Modern Prose.

C. Program Outcomes

PO1.	To help the children understand the value of reading good literary works and encourage them to write their own work.
PO2.	The language ability helps children to use the English language in a proper way without any difficulty.
PO3.	To help the children develop their imagination and creativity power.
PO4.	To appreciate new developments in literature and language.
PO5.	Helps to enrich the writing, reading, speaking, and listening abilities of the children while being able to gain knowledge.

D. Program Specific Outcomes

PSO.1.	To develop the student's imagination and love for natural objects.
PSO.2.	To acquaint the students with the writer's style. Helps to develop the language speaking ability of children and read with correct rhythm and pronunciation.
PSO.3.	To develop their interest for reading. To give certain facts and lessons through the story.

E. Pedagogy:

The pedagogy would be the combination of the following techniques:

- Lectures
- Presentations
- Classroom Activities
- Discussions, Questions & Answers
- Pronunciation drill

F. Evaluation

Criteria	Description	Maximum Marks
Internal Assessment	Mid-Term Exam	15
	PSDA	5
	Assignment	5
External Assessment	End-Term Exam	75
TOTAL		100

G. Syllabus

Unit 1: Elizabethan and Jacobian Prose

Francis Bacon: “Of Love”.

Abraham Cowley: “Of Myself”

Thomas Fuller: “The Good Schoolmaster”

Unit 2: New Classical Prose

Jonathan Swift: A modest Proposal

Joseph Addison: Meditations in Westminster Abbey

Richard Steele: Jack Lizard

Unit 3: Transitional and Romantic Prose

Samuel Johnson: Spring

Charles Lamb: The Superannuated Man

William Hazlitt: On Going a journey

Unit 4: Victorian and Modern prose

W.H. Hudson: Dandy; A story of a Dog

D.H. Lawrence: Adolf

Virginia Woolf: Hours in a Library

H. Suggested Readings:

1. Bob Blaisdell. Great English Essays: From Bacon to Chesterton. Dover Publication, 2005.
2. W.E. Williams (Ed.), A Book of English Essays, Penguin. 1943.
3. John J. Gross. The new Oxford Book of English Prose, OUP, 1998
4. Krapp, George Philip. The rise of English Prose, OUP 1915.

I. Lecture Plan

Lecture No.	Topic(s)	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Francis Bacon: "Of Love".	Lecture	CO1	MCQs & Subjective Assessment
2	Francis Bacon: "Of Love".	Lecture	CO1	
3	Francis Bacon: "Of Love".	Lecture	CO1	
4	Francis Bacon: "Of Love".	Lecture/ Discussion	CO1	
5	Abraham Cowley: "Of Myself"	Lecture/ Discussion	CO1	
6	Abraham Cowley: "Of Myself"	Lecture/ Discussion	CO1	
7	Abraham Cowley: "Of Myself"			
8	Abraham Cowley: "Of Myself"	Lecture/ Discussion	CO1	
9	Thomas Fuller: "The Good Schoolmaster"		CO1	
10	Thomas Fuller: "The Good Schoolmaster"	Lecture/ Discussion	CO1	

11	Thomas Fuller: “The Good Schoolmaster”	Lecture/ Discussion	CO1	
12	Thomas Fuller: “The Good Schoolmaster”		CO1	
13	Jonathan Swift: A modest Proposal	Lecture/	CO2	
14	Jonathan Swift: A modest Proposal	Lecture/ Discussion	CO2	
15	Jonathan Swift: A modest Proposal	Lecture/ Discussion	CO2	
16	Joseph Addison: Meditations in Westminster Abbey	Lecture/ Discussion	CO2	
17	Joseph Addison: Meditations in Westminster Abbey	Lecture/ Discussion	CO2	
18	Joseph Addison: Meditations in Westminster Abbey	Lecture/ Discussion	CO2	
19	Joseph Addison: Meditations in Westminster Abbey	Lecture	CO	
20	Richard Steele: Jack Lizard	Lecture	CO2	
21	Richard Steele: Jack Lizard	Lecture	CO 2	
22	Richard Steele: Jack Lizard	Lecture	CO2	
23	Richard Steele: Jack Lizard	Lecture/ Discussion	CO2	
24	Samuel Johnson: Spring	Lecture/ Discussion	CO3	
25	Samuel Johnson: Spring	Lecture/ Discussion	CO3	
26	Samuel Johnson: Spring		CO3	
27	Samuel Johnson: Spring	Lecture/ Discussion	CO3	
28	Samuel Johnson: Spring	Lecture	CO3	
29	Charles Lamb: The Superannuated Man		CO3	
30	Charles Lamb: The Superannuated Man		CO3	
31	Charles Lamb: The Superannuated Man	Lecture	CO3	
32	Charles Lamb: The Superannuated Man		CO3	
33	Charles Lamb: The Superannuated Man	Lecture	CO3	
34	Charles Lamb: The Superannuated Man	Lecture/ Discussion	CO3	

35	William Hazlitt: On Going a journey		CO3	
36	William Hazlitt: On Going a journey		CO 3	
37	William Hazlitt: On Going a journey	Lecture/ Discussion	CO3	
38	William Hazlitt: On Going a journey		CO3	
39	William Hazlitt: On Going a journey	Lecture/ Discussion	CO3	
40	Girish Karnad: Hayavadan		CO4	
41	Girish Karnad: Hayavadan	Lecture/ Discussion	CO4	
42	Girish Karnad: Hayavadan	Lecture/ Discussion	CO4	
43	Girish Karnad: Hayavadan	Lecture/ Discussion	CO4	
44	Girish Karnad: Hayavadan	Lecture/ Discussion	CO4	
45	Girish Karnad: Hayavadan	Lecture/ Discussion	CO4	
46	Girish Karnad: Hayavadan	Lecture/ Discussion	CO4	
47	Girish Karnad: Hayavadan		CO4	
48	Girish Karnad: Hayavadan		CO4	
49	Girish Karnad: Hayavadan	Lecture/ Discussion	CO5	
50	Girish Karnad: Hayavadan	Lecture/ Discussion	CO5	
51	Girish Karnad: Hayavadan	Lecture/ Discussion	CO5	
52	Revision	Discussion		
53	Class Test	Discussion		

J. Course Articulation Matrix: (Mapping of COs with POs& PSOs)

CO Number	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
COBAENGH 308.1	1	2	1	-	-	-	-						

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COBAENGH 308.2	2	1	2	1	1	2	1						
COBAENGH 308.3	1	2	1	2	-	-	1						
COBAENGH 308.4	2	2	2	-	1	-	1						
COBAENGH 308.5	2	2	2	-	-	1	-						

“-”- No Correlation; 1-Low Correlation; 2- Moderate Correlation; 3-Substantial Correlation

K. Expectations from Students:

- Actively participate in the classroom discussions /seminar
- Follow the class rules
- Must be on time
- Must be regular in the class and maintain minimum 75% attendance as per GGSIP University norms)

L. Faculty Contact

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BA ENG (Honors)

Paper Code: BAENGH316

Subject: Women's Writing

A. Introduction

Objective: To help students develop an understanding and appreciation of the historical development of women's writing and the social, political and cultural conditions out of which women's writing emerges at the intersections of gender, sexuality, race and class.

COBAENGH.316.1	To examine the Feminism
COBAENGH.316.2	To explain the different genres of Feminist Writers
COBAENGH.316.3	To build intersections of Gender, Sex, Race & Class
COBAENGH.316.4	Analyze the basic concepts, policies, processes and practices related to Female Writers
COBAENGH.316.5	Evaluate the emergence of Women Writers
COBAENGH.316.6	To Synthesize Development of Women's Writing with social, political and cultural conditions

C. Program Outcomes

PO1.	Critical Thinking: To develop student's analysis of society (intellectual, organizational, and personal) from different perspectives.
PO2.	Effective Communication: To improve the communication skills and oratory skills through Role Play, Debate, and Presentations.
PO3.	Social Interaction: make students aware of other aspects of society
PO4.	Effective Citizenship: Demonstrate empathetic social concern and realities towards other Sex
PO5.	Ethics: To inculcate professional ethics and to recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
PO6.	Environment and Sustainability: Understand the role of Women Writers regarding issues of environmental and sustainable development.

PO7.	Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes
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D. Program Specific Outcomes

PSO.1.	Understand, interpret, and analysis the factors in the construction of Women Writers
PSO.2.	Knowledge to complex problem situations and offer potential Solutions for others
PSO.3.	Ability to conduct effective research and develop the critical skill about the historical, social, economical and cultural values with Feminism
PSO.4.	Demonstrate communication skills, including enactment through role play
PSO.5	Articulate their independent views over all the issues faced in day to day life by Women
PSO.6	Understanding of different political, economic, cultural and legal parameters for better development of Women

E. Pedagogy:

The pedagogy would be the combination of the following techniques:-

- Lectures
- Presentations
- Classroom Activities
- Discussions, Questions & Answers
- Case Study

F. Evaluation

Criteria	Description	Maximum Marks
Internal Assessment	Mid-Term Exam	10
	PSDA	5

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संयुक्त राष्ट्रराष्ट्रिय संघ
वसुधैव कुटुम्बकम्
ONE EARTH · ONE FAMILY · ONE FUTURE

	Assignment	10
External Assessment	End-Term Exam	75
	TOTAL	100

G. Syllabus

Unit I: Perspectives

Lectures:14

Mary Wollstonecraft: *A Vindication of the Rights of Woman*

Virginia Woolf: *A Room of One's Own*

Unit II: Poetry

Lectures:14

Elizabeth Barrett Browning: "How Do I Love Thee?" *Aurora Leigh*, Book V, lines 1-447, "The Cry of the Children"

Emily Dickinson: "Because I Could not Stop for Death," "I had no Time to Hate"

Sylvia Plath: "Daddy," "Lady Lazarus," "Soliloquy of a Solipsist"

Maya Angelou: "Still I Rise," "Phenomenal Woman," "Caged Bird"

Kamala Das: "An Introduction," "The Looking Glass," "The Old Playhouse"

Unit III: Stories

Lectures:14

Charlotte Perkins Gilman: "The Yellow Wall-Paper"

Kate Chopin: "The Storm"

Zora Neale Hurston: "Sweat"

Ambai: "Black Horse Square"

Unit IV: Novel

Lectures:14

Doris Lessing: *The Grass is Singing*

Amrita Pritam: *The Skeleton*



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H. References:

1. Shattock, Joanne. *The Oxford Guide to British Women Writers*. OUP, 1993.
2. Barrett, Michèle and Virginia Woolf. *Virginia Woolf on Women & Writing: Her Essays, Assessments and Arguments*. Women's Press, 1993.
3. Salzman, Paul. *Early Modern Women's Writing: An Anthology, 1560-1700*. OUP, Reissue edition, 2008.
4. Gilbert, Sandra and Susan Gubar. *The Norton Anthology of Literature by Women: The Tradition in English*. WW Norton, 2007
5. Gilbert, Sandra M. and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. Yale UP, 2000.

I. Lecture Plan

Lecture No.	Topic(s)	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Outline of All Units	Lecture	CO1	MCQs & Subjective Assessment
2	Feminism & Feminist Writers	Lecture	CO1	
3	Continue	Lecture/ Discussion	CO1	
4	Mary Wollstonecraft Life & other works	Lecture/ Discussion	CO1	
5	<i>A Vindication of the Rights of Woman</i> : Summary	Lecture/ Discussion	CO1	
6	Character Analysis	Lecture/ Discussion	CO1	
7	<i>A Vindication of the Rights of Woman</i> : Themes	Lecture/ Discussion	CO1	
8	Virginia Woolf Life & Background	Lecture/ Discussion	CO1	
9	Continue	Lecture/ Discussion	CO1	

10	<i>A Room of One's Own</i> ; Summary	Lecture/ Discussion	CO1	
11	<i>A Room of One's Own</i> : Character Analysis	Lecture/ Discussion	CO2	
12	Continue	Lecture/ Discussion	CO3	
13	MCQ- Test	Test		
14	Elizabeth Barrett Browning: Life & Background	Lecture/ Discussion	CO3	
15	"How Do I Love Thee?" <i>Aurora Leigh</i> , Book V, lines 1-447, "The Cry of the Children"	Lecture/ Discussion		
16	Summary & Character Analysis	Lecture/ Discussion	CO3	
17	Emily Dickinson: Life & Background	Lecture/ Discussion	CO3	
18	"Because I Could not Stop for Death," "I had no Time to Hate": Themes	Lecture/ Discussion	CO3	
19	Summary & Character Analysis	Lecture/ Discussion	CO3	
20	Sylvia Plath: Life & Background	Lecture	CO3	
21	: "Daddy," "Lady Lazarus," "Soliloquy of a Solipsist": Themes	Lecture	CO3	
22	Summary & Character Analysis	Lecture	CO 2	
23	Maya Angelou: Life & Background	Lecture	CO4	
24	"Still I Rise," "Phenomenal Woman," "Caged Bird": Themes	Lecture/ Discussion	CO3	

25	Summary & Character Analysis	Lecture/ Discussion	CO3	
26	Kamala Das: Life & Background	Lecture/ Discussion	CO4	
27	“An Introduction,” “The Looking Glass,” “The Old Playhouse”: Themes	Lecture/ Discussion		
28	Summary & Character Analysis	Lecture/ Discussion	CO4	
29	Poem Recitation	Class Activity	CO4	
30	Poem Recitation: Continue	Class Activity	CO4	
31	Charlotte Perkins Gilman: Life & Background	Lecture/ Discussion	CO4	
32	"The Yellow Wall-Paper" : Themes	Lecture/ Discussion	CO5	
33	Summary & Character Analysis	Lecture/ Discussion	CO5	
34	Kate Chopin: “The Storm” Summary & Character Analysis	Lecture/ Discussion	CO5	
35	Zora Neale Hurston: "Sweat" Summary & Character Analysis	Lecture	CO5	
36	Ambai: “Black Horse Square” Summary & Character Analysis	Lecture/ Discussion	CO5	
37	Story Recitation	Class Activity	CO 5	
38	Class Activity: Continue		CO5	
39	Doris Lessing: Life & Background		CO5	
40	<i>The Grass is Singing</i> : Summary & Character	Lecture/ Discussion	CO5	

	Analysis			
41	Amrita Pritam: : Life & Background	Lecture/ Discussion	CO6	
42	The Skeleton Summary & Character Analysis	Lecture/ Discussion	CO6	
48	Continue	Lecture/ Discussion	CO6	
49	Revision	Lecture/ Discussion		
50	MCQ- Test of all Units	Class Activity		

J. . Course Articulation Matrix: (Mapping of COs with POs& PSOs)

CO Number	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	SO4	SOO5	SOO6
COBAENG H.316.1	3	2	3	3	2	3	2						
COBAENG H.316.2	2	2	2	2	3	2	2						
COBAENG H.316.3	2	2	2	3	2	2	3						
COBAENG H.316.4	2	2	2	2	3	2	2						
COBAENG H.316.5	2	2	2	3	3	2	2						
COBAENG H.316.6	3	3	2	2	2	2	2						

“-”- No Correlation; 1-Low Correlation; 2- Moderate Correlation; 3-Substantial Correlation

K. Expectations from Students:



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