



ST THOMAS COLLEGE PALAI
AUTONOMOUS | ESTD. 1950 | REACCREDITED BY NAAC WITH A++ GRADE

UNDERGRADUATE PROGRAMMES (HONOURS) **SYLLABUS**

STCP-UGP (HONOURS)
(2024 ADMISSION ONWARDS)



FACULTY : LANGUAGE AND LITERATURE
PROGRAMME : LITERARY HISTORY

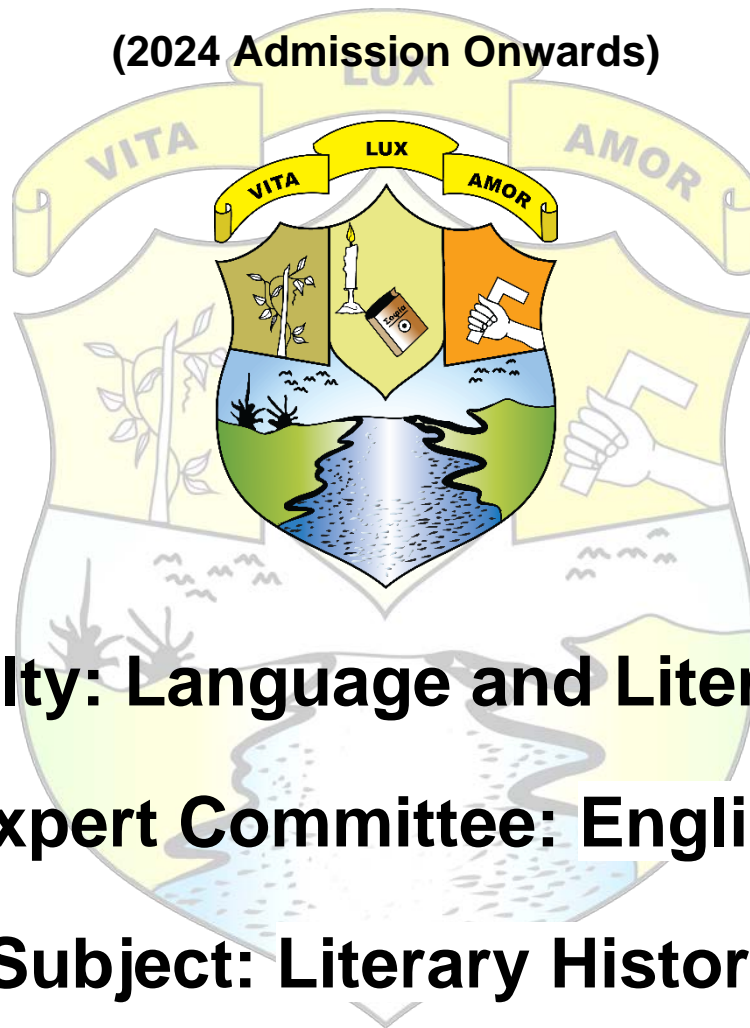
ST THOMAS COLLEGE PALAI AUTONOMOUS
ARUNAPURAM P.O., PALA, KOTTAYAM - 686 574
KERALA, INDIA

**ST THOMAS COLLEGE PALAI AUTONOMOUS
UNDERGRADUATE PROGRAMMES (HONOURS)**

SYLLABUS

STCP-UGP (Honours)

(2024 Admission Onwards)



Faculty: Language and Literature

Expert Committee: English

Subject: Literary History

**St Thomas College Palai Autonomous,
Arunapuram, Kottayam-686574, Kerala, India.**

Syllabus Index

Name of the Minor: **Literary History**

Semester 1

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
24U1LIHDSC100	Anglo-Saxon Aesthetics to Renaissance Rhetoric: Makers of English Literature	DSC B	4	5	3	0	2	

Semester: 2

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
24U2LIHDSC100	From Restoration Rationalism to Romantic Rhapsodies: Makers of English Literature	DSC B	4	5	3	0	2	

Semester: 3

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
24U3LIHDSC200	Victorian Vistas and Imperial Imaginings: Makers of English Literature	DSC B	4	5	3	0	2	

Semester: 4

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
24U4LIHDSC200	Moods of Modernism and Poetics of the Postmodern: Makers of English Literature	DSC C	4	5	3	0	2	



St Thomas College Palai Autonomous

Programme						
Course Name	Anglo-Saxon Aesthetics to Renaissance Rhetoric: Makers of English Literature					
Type of Course	DSC B					
Course Code	24U1LIHDSC100					
Course Level	100-199					
Course Summary	An overview of the evolution of British literature and history from the Old English period, covering Middle English period and Renaissance, laying emphasis on literary and social aspects					
Semester	1	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Analyse the historical context and influences that shaped major literary periods in English literature.	U	1,3
2	Illustrate the characteristic features of the writings of the given age	U	1
3	Distinguish the salient stylistic features of the writers of various literary schools	E	1
4	Understand the emerging trends in literature	An	1,3
5	Understand the interconnectedness of socio-political, cultural contexts and literary development	An	1,3,6
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 England During the Anglo-Saxon Period	1.1	Early inhabitants: The Iberians, The Celts, The Britons – The Roman Invasion	3	1,5
	1.2	The Anglo-Saxon Invasion - the Conversion of England to Christianity- The Anglo Saxon Heptarchy	3	1,5
	1.3	King Alfred and the rise of Wessex - The Danes in England	2	1,5
	1.4	The Norman Conquest	2	1,5
	1.5 Practicum	Old English Poetry –Charms and riddles- Beowulf – Caedmon – Cynewulf, The Venerable Bede – Anglo-Saxon prose-The Anglo- Saxon Chronicles- Aelfric’s Homilies	5	1,5

2 Anglo Saxon Literature	2.1	The Norman Kings- Domes day Book - The Rise of Feudalism.	3	1,5
	2.2	The Plantagenet kings- Henry II and Thomas Becket – Richard I and the Crusades- King John and the Magna Carta	4	1,5
	2.3	The birth of the universities of Oxford and Cambridge- the Guild system— the Black Death – the Peasants’ Revolt - John Wycliffe and the Lollards	4	1,5
	2.4	The Hundred Years’ War -The Wars of the Roses -the Evolution of the Parliament- William Caxton and the impact of the Printing Press	4	1,5
	2.5 Practicum	Characteristics of Medieval Literature- Romance and chivalry –Legends of King Arthur and the knights of the Round Table – Malory’s Morte D’Arthur-Ballads- Geoffrey Chaucer -Canterbury Tales –Chaucer’s contemporaries: William Langland, John Gower	15	2,3,5
Medieval and Renaissance England	3.1	The Tudor Dynasty	3	1,5
	3.2	The flowering of the Renaissance – Renaissance Humanism	3	1,5
	3.3	The Oxford Reformers- the Reformation in England	4	1,5
	3.4 Practicum	The Italian influence– the Petrarchan sonnet- Wyatt and Surrey - <i>Tottel’s Miscellany</i> - the Development of English drama: Miracle plays, Moralities and the Interludes -Bible Translations and the Book of Common Prayer	5	2,3,4
Elizabethan England	4.1	The Age of Queen Elizabeth	3	1,5
	4.2	Maritime activities – the Spanish Armada – geographical explorations- Drake, Hawkins and Raleigh	4	1,5
	4.3	The English Trading Companies – the scientific temper	3	1,5

	4.4 Practicum	Elizabethan poetry- the sonnet, the pastoral and the epic- Sir Philip Sidney – Edmund Spenser – Elizabethan prose romances-Lyly and Euphuism- Sidney and Arcadia - Holinshed’s Chronicle-Pre- Shakespearean drama - the University Wits - the Plays of Marlowe – William Shakespeare and his plays – histories, comedies and tragedies- the Globe theatre- Lord Chamberlain’s Men- Shakespeare’s narrative poems and Sonnets	5	2,3,4
5	5.1	Teacher Specific Component		

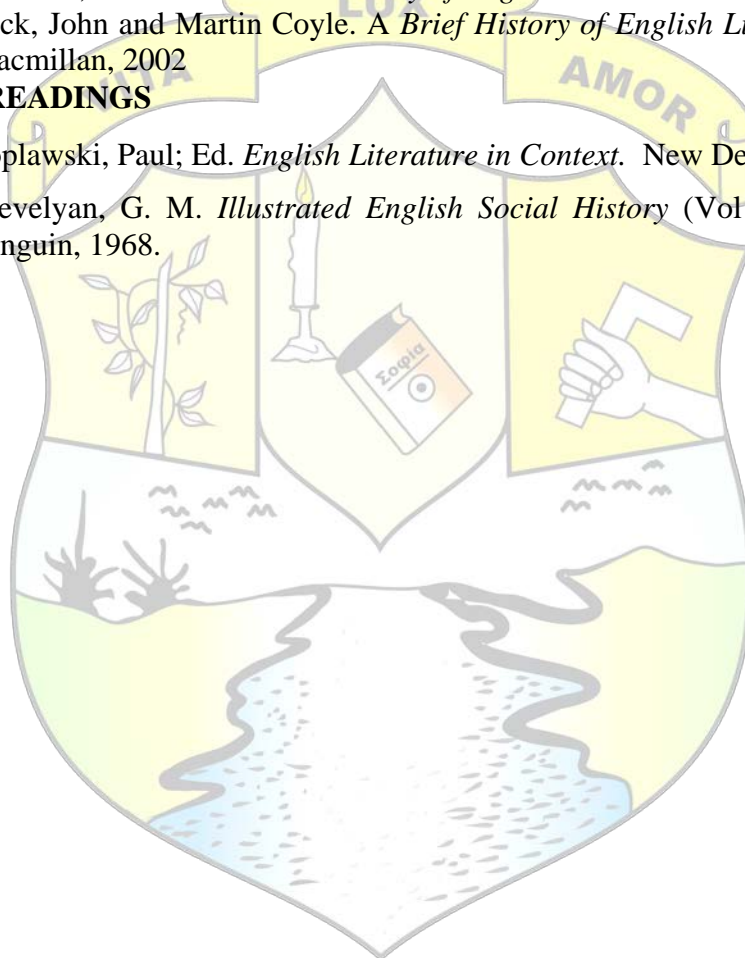
Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction) Lecture, Presentations, Discussions, Screening of movies, documentaries, Animated videos, Chart preparation, Tree Diagrams, You Tube videos</p>																															
Assessment Types	<p>MODE OF ASSESSMENT Continuous Comprehensive Assessment (CCA – 30 Marks) Internal Assessment Test: 15 Assignment: 5 Home Assignment:10 B. Semester End Examination (50 marks descriptive type and 20 marks objective type), duration - 2hrs</p> <table border="1" data-bbox="416 1429 1501 1771"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of Questions to be added</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Essays</td> <td>300 words</td> <td>1 out of 2</td> <td>1 x 15 = 15</td> </tr> <tr> <td>Short Essay</td> <td>150 words</td> <td>5 out of 8</td> <td>5 x 5 = 25</td> </tr> <tr> <td>Short Answer</td> <td>50 words</td> <td>5 out of 8</td> <td>5 x 2 = 10</td> </tr> <tr> <td>Objective type</td> <td>NA</td> <td>10 out of 12</td> <td>1 x 10 = 10</td> </tr> <tr> <td>MCQ</td> <td>NA</td> <td>10</td> <td>1 x 10 = 10</td> </tr> <tr> <td colspan="3" style="text-align: right;">Total Marks</td> <td>70</td> </tr> </tbody> </table>				Descriptive Type	Word Limit	Number of Questions to be added	Marks	Essays	300 words	1 out of 2	1 x 15 = 15	Short Essay	150 words	5 out of 8	5 x 5 = 25	Short Answer	50 words	5 out of 8	5 x 2 = 10	Objective type	NA	10 out of 12	1 x 10 = 10	MCQ	NA	10	1 x 10 = 10	Total Marks			70
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References

- Albert, Edward. *A History of English Literature*. OUP, 2017
- Morgan, Kenneth O. Ed. *The Oxford History of Britain*. OUP, 2010
- Carter, Ronald. *The Routledge History of Literature in English*. Routledge, 2021
- Chowdhury, Aditi, Rita Goswami. *A History of English Literature; Traversing the Centuries*, Orient Blackswan, 2014
- Churchill, Winston. *A History of the English Speaking Peoples* (Vol 1 -12)
- Daiches, David. *A Critical History of English Literature, Vol. I*
- Evans, Ifor. *A Short History of English Literature*, Penguin, 2015
- Hudson, W. H. *An Outline History of English Literature*. Maple press, 2015
- Peck, John and Martin Coyle. *A Brief History of English Literature*. Palgrave Macmillan, 2002

SUGGESTED READINGS

- Poplawski, Paul; Ed. *English Literature in Context*. New Delhi ; CUP., 2008
- Trevelyan, G. M. *Illustrated English Social History* (Vol 1 – 6). England: Penguin, 1968.





St Thomas College Palai Autonomous

Programme						
Course Name	From Restoration Rationalism to Romantic Rhapsodies: Makers of English Literature					
Type of Course	DSC B					
Course Code	24U2LIHDSC100					
Course Level	100-199					
Course Summary	This course aims to chart the development of scientific thinking and rationality in the human mind and the effect of Enlightenment, and its impact on British social life and literature of the eighteenth century, apart from the shaping of the party system and the administrative machinery in Britain					
Semester	2	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Analyse the historical context and influences that shaped major literary periods in English literature.	U	1,3
2	Illustrate the characteristic features of the writings of the given age	U	1
3	Distinguish the salient stylistic features of the writers of various literary schools	E	1
4	Understand the emerging trends in literature	An	1,3
5	Understand the interconnectedness of socio-political, cultural contexts and literary development	An	1,3 6
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 The Jacobean and Caroline England	1.1	The Stuart kings - accession of James I- Divine Right of Kingship-Religious strife- Authorized Version of the Bible -Gunpowder Plot-Colonial expansion and overseas trade – Pilgrim Fathers	5	1,5

	1.2	Charles I –the conflict with the parliament - the Civil War or the Great Rebellion – pamphleteering and Newsbooks-Oliver Cromwell and the Protectorate-Puritanism in England- closing down of the theatres	5	1,5
	1.3 Practicu m	Jacobean playwrights- Ben Jonson-Theory of humors- City Comedy, masques and Anti-masques-Webster, Chapman, Heywood and Dekker - John Milton and his works –the Epics, masque, drama, poetry and political pamphlets- the Cavalier poets: Lovelace, Carew, Suckling – other contemporaries: Andrew Marvell, Crashaw, Herbert – the Metaphysical poets: Cowley, Donne, Vaughan – Prose writers: Taylor, Baxter, Fuller, Walton, Hobbes-Robert Burton and <i>The Anatomy of Melancholy</i>	5	2,3,4,5
2 <i>The Restoration England</i>	2.1	The Restoration of Monarchy-Charles II – pleasure and libertinism in court- ‘decorum’ and the growth of theatres.	5	1,2,5
	2.2	Patronage of Science- the Royal Society –the study of natural history, natural philosophy and natural religion-negation of dogmatism in religion and the acceptance of empiricism	5	1,2,5
	2.3	Religious strife- the Test Act and the Exclusion Bill—James II and the Jacobite risings	5	1,2,5

	2.4 Practicu m	Restoration literature –French influence and the Baroque- Restoration Poetry- satire and mock-heroic-Samuel Butler’s <i>Hudibras</i> - Dryden’s poems- Heroic couplet-Restoration drama –Comedy of Manners- Sentimental Comedy, Anti-sentimental Comedy- plays of Wycherley, Congreve and Etherege - Jeremy Collier’s attack-plays of Dryden and Shadwell -Aphra Behn and Eliza Heywood- Restoration Prose- Prose works of Dryden-prose romances of Aphra Behn and Margaret Cavendish-Mary Astell’s feminist tracts- Diaries of Evelyn and Pepys-Locke’s contribution- John Bunyan	15	2,3,4,5
3 From the Glorious Revolutions till the death of Queen Anne	3.1	The Glorious Revolution-the Bill of Rights	3	1,5
	3.2	The joint monarchy of William and Mary-the origin and growth of political parties: the Whigs and the Tories	4	1,5
	3.3	Queen Anne’s England	3	1,5
	3.4 Practicu m	Poetry- characteristics of Neoclassical poetry -influence of Juvenal and Horace -Wit and Satire-Pope and Swift – Prose- the rise of the novel- Defoe and Swift - the rise of the London Coffee Houses and the growth of the periodicals and political literature- Addison and Steele- <i>The Tatler</i> and <i>The Spectator</i> - ‘Spectator Club’ as a cross section of 18th century society - the journalistic essays of Defoe	5	2,3,4,5
4 Hanoverian England	4.1	The Hanoverian succession – The reign of the first three Georges.	3	1,5
	4.2	Robert Walpole and the Cabinet System of Government	3	1,5
	4.3	The Rise of the Middle Class-emergence of traders and manufacturers -Expansion of overseas trade - the growth of the British Empire-spread of education and rise of new professions	4	1,5

	4.4 Practicu m	The transition from neoclassicism to romanticism- Graveyard School –Gray and Collins-Cowper- Dr. Johnson and his Club-Boswell’s <i>Life of Samuel Johnson</i> - Johnson’s Dictionary and <i>Lives of Poets</i> -his views on Shakespeare- the popularity of the periodical essay -the flowering of the English novel- influence of Cervantes and Rabelais - Henry Fielding, Samuel Richardson, Tobias Smollett and Lawrence Sterne-picaresque heroes- female novelists- Sarah Fielding and Fanny Burney- the Gothic Novel- Horace Walpole, Clara Reeve and Ann Radcliff –Non-fictional prose - Jonathan Swift, Oliver Goldsmith, Edmund burke, the political philosopher and Edward Gibbon, the historian.	5	2,3,4,5
5		Teacher Specific Content		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lecture, Presentations, Discussions, Screening of movies, documentaries, Animated videos, Chart preparation, Tree Diagrams, You Tube videos</p>
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Assessment Types	MODE OF ASSESSMENT			
	Continuous Comprehensive Assessment (CCA – 30 Marks)			
	Internal Assessment Test: 15			
	Assignment: 5			
	Home Assignment:10			
	B. Semester End Examination (50 marks descriptive type and 20 marks objective type), duration - 2hrs			
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Short Essay	150 words	5 out of 8	5 x 5 = 25	
Short Answer	50 words	5 out of 8	5 x 2 = 10	
Objective type	NA	10 out of 12	1 x 10 = 10	
MCQ	NA	10	1 x 10 = 10	
Total Marks			70	

References

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Langford, Paul. *Eighteenth Century Britain : A VeryShort Introduction*. OUP,2010

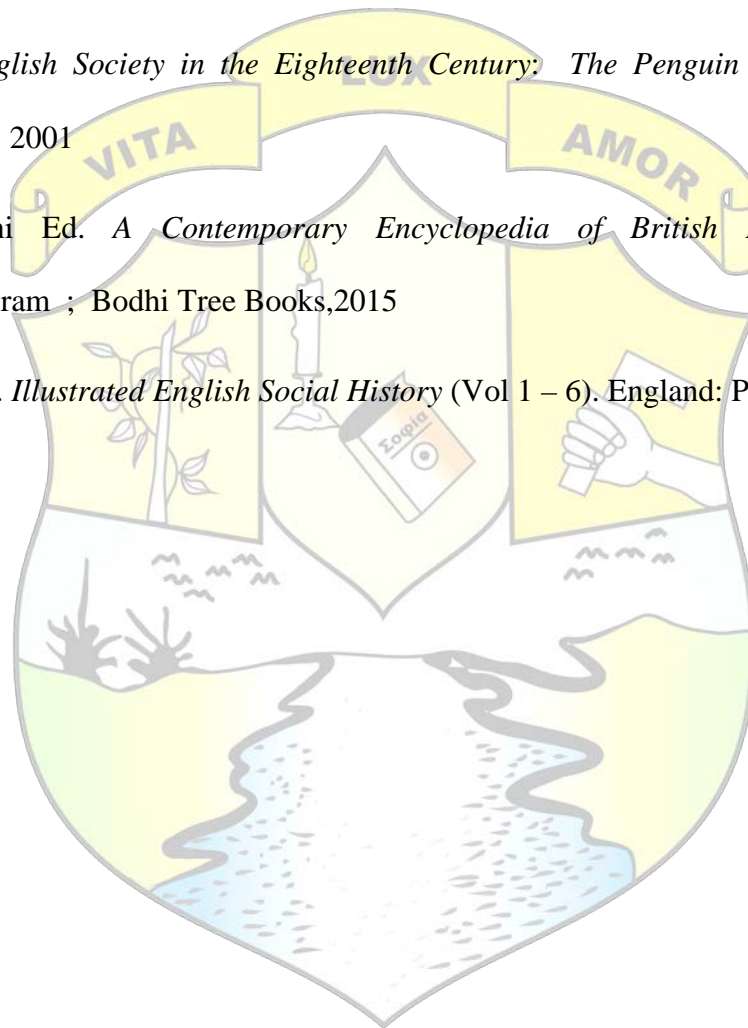
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Trevelyan, G. M. *Illustrated English Social History* (Vol 1 – 6). England: Penguin, 1968.





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Programme						
Course Name	Victorian Vistas and Imperial Imaginings: Makers of English Literature					
Type of Course	DSC B					
Course Code	24U3LIHDSC200					
Course Level	200-299					
Course Summary	The course is intended to introduce the student to the major intellectual ideas and socio political events, that shook the West during the Nineteenth century and changed the course of World history, besides providing a glimpse of the literary movements and figures of Britain, during the period.					
Semester	3	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Analyse the historical context and influences that shaped major literary periods in English literature.	U	1,3
2	Illustrate the characteristic features of the writings of the given age	U	1
3	Distinguish the salient stylistic features of the writers of various literary schools	E	1
4	Understand the emerging trends in literature	An	1,3
5	Understand the interconnectedness of socio-political, cultural contexts and literary development	An	1,3 6

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 The Age of Revolution: Characteristics & Influences	1.1	The American War of Independence-Declaration of Independence- causes- Stamp Act-Boston Tea Party-result- Political philosophers-- Edmund Burke, Tom Paine	3	1,4,5
	1.2	The French Revolution and its impact in England--- Intellectual influences of the French revolution- Voltaire, Rousseau and Montesquieu -Rise of Napoleon--the end of feudalism and the rise of the bourgeoisie	3	1,4,5
	1.3	Industrial Revolution and its impact on the Agricultural Revolution-enclosure act and mechanization-Growth of transportation and technology-Factory system and development of textile industry	4	1,4,5
	1.4 Practi cum	Romanticism in English literature- continental influence- Hellenism-Triumph of romance over reason-- subjectivity and freedom of the individual- solace in nature- personal search for the spiritual-mysticism- love of the supernatural-negation of Christianity- opposition to materialism-assertion of humanity-tenants of Romanticism as opposed to Neo-classicism	5	2,3,4
2 Romantic Literature	2.1	Blake and Burns- early precursors of Romanticism- Blake's <i>Songs of Innocence</i> and <i>Songs of Experience</i> -merging of opposites- rebellious streak in Blake- engraver- mythology and symbolism- Robert Burns- Scottish national poet	2	2,3,4,5
	2.2	<i>Lyrical Ballads</i> - the older Romanic poets- Wordsworth, Coleridge, Southey and Landor- Wordsworth's <i>Tintern Abbey</i> , <i>Lucy Poems</i> , <i>Immortality Ode</i> and Petrarchan Sonnets -dream visions as subject in <i>Kubla Khan</i> and <i>The Prelude</i> -subjective and self-revealing- individualism- Coleridge's <i>The Rime of the Ancient Mariner</i> , <i>Christabel</i> and <i>Dejection; an Ode</i> ,- Coleridge's Shakespeare criticism and <i>Biographia Literaria</i>	4	2,3,4,5

	2.3	the younger Romantics- Shelley, Keats and Byron- recreation of the past-Shelley and the Neo Platonists- Godwin's influence on Shelley-the Romantic Odes- Shelley's pastoral elegy <i>Adonis</i> -Byron's fight for the independence of Greece- <i>Don Juan, Child Harold's</i> <i>Pilgrimage</i> –Keats's great Odes of 1819, <i>The Eve of St.</i> <i>Agnes ,Hyperion, Lamia, La Belle Dame Sans Merci</i>	4	2,3,4,5
	2.4 Practicum	Growth of Periodicals- conflicting attitude to romantic poetry- Romantic criticism - <i>Biographia Literaria</i> and Shelley's <i>A Defence of Poetry</i> - Sir Walter Scott 's Historical Novels- Waverley novels and novels dealing with British history-Mary Shelley's <i>Frankenstein</i> -Jane Austen's ' little bit of ivory' –the essayists- Lamb, Hazlitt and De Quincey–decline of drama	5	2,3,4
3 Victorian Age	3.1	Long Reign (1837-1901) - Early Victorian period(1830-1870) and Late Victorian Periods (1871- 1901)- rise of technology and innovation-The Great reforms Acts-the Chartist movement	4	1,5
	3.2	The Great Exhibition of London-Irish Home Rule- Abolition of Slavery in Britain and colonies	3	1,5
	3.3	the Crimean War (1853-56) – the First Indian War of Independence (1857)- The Boer Wars (1880-81, 1899- 1902)	3	1,5
	3.4 Practicum	Publication of Darwin's <i>Origin of Species</i> – religious skepticism– conflict between science and religion, the industrial and the urban, oligarchy and monarchy- Victorian Dilemma- the new democratic, scientific, industrial forces- demand for acceptance of a new world order- Victorian Compromise –vast expansion of the Empire- growth of factories -beginning of materialism and capitalism-Engels's <i>The Condition of</i> <i>the Working Class in England</i> and <i>The Communist</i> <i>Manifesto</i> -Victorian complacency-Utilitarianism- Jeremy Bentham and J.S.Mill- Sarah Grand and the 'New woman' -	5	1,2,5
4 Victorian Literature	4.1	Dramatic Monologue- the chief genre- Tennyson, Browning and Arnold- Tennyson's <i>Morte d'Arthur</i> , ' <i>The Lady of Shalott</i> '-the <i>Elegy In Memorium</i> - dramatic monologues	4	2,3

	4.2	Browning and Elizabeth Barrett -elopement to Italy- Italian influence in Browning's poetry- <i>Andrea del Sarto, Fra Lippo Lippi</i> and <i>My Last Duchess</i> -obscure style-Elizabeth Barrett Browning's <i>Sonnets from Portugese</i> and <i>Aurora Leigh</i>	4	2,3
	4.3	Arnold, the poet and critic- <i>Thyrsis, The Scholar Gipsy, Dover Beach</i> -	3	2,3
	4.4	Pre-Raphaelite Brotherhood- Fleshly School- the Rossettis, Swinburne and William Morris- <i>The Blessed Damozel</i> -Fitzgerald's <i>Rubaiyat</i>	4	2,3
	4.5 Practicum	Novel-predominant genre- Industrial novel- Gaskell's <i>Mary Barton</i> , Dickens's <i>Hard times</i> -“New Woman Novelists”- Influence of Mary Wollstonecraft-Oliver Scheriner's <i>Story of an African Farm</i> , Charlotte Bronte's <i>Shirley</i> , Gaskell's <i>Margaret Hale</i> - Thomas Hardy's <i>Jude the Obscure</i> -major novelists-Benjamin Disraeli and Silver fork fiction- the works of Elizabeth Gaskell, Thackeray, Dickens, Trollope, Bronte Sisters- <i>Wuthering Heights</i> and the Frame narrative- moral issues and realism in George Eliot and the influence of Herbert Spencer-Charles Kingsley, Wilkie Collins and the sensation novel- Lewis Carroll, Samuel Butler- Thomas Hardy and the Wessex novels-Hardy's Fatalism- Henry James and ‘the Art of Fiction’-R. L. Stevenson and Arthur Conan Doyle-prose Writings of Carlyle, Macaulay and Ruskin – Lytton Strachey's biographies	15	2,3,4
5		Teacher Specific Content		
Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lecture, Presentations, Discussions, Screening of movies, documentaries, Animated videos, Chart preparation, Tree Diagrams, You Tube videos			

Assessment Types	MODE OF ASSESSMENT			
	A. Continuous Comprehensive Assessment – 30 marks			
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	Assignment			
	Home Assignment			
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	(50 marks descriptive type and 20 marks objective type), duration - 2hrs			
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Nayar, Pramod .K. *A Short History of English Literature*, Amity Press, 2018

Thorndike, Lynn. *Encyclopedia of World Civilization* (Vol 2) Delhi: Shubi Publications, 1990.

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St Thomas College Palai Autonomous

Programme						
Course Name	Moods of Modernism and Poetics of the Postmodern: Makers of English Literature					
Type of Course	DSC C					
Course Code	24U4LIHDSC200					
Course Level	200-299					
Course Summary	An overview of the evolution of the movements of modernism and the transition to postmodernism					
Semester	4	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the historical context and influences that shaped major literary periods in English literature.	U	1,3
2	Illustrate the characteristic features of the writings of the given age	U	1
3	Distinguish the salient stylistic features of the writers of various literary schools	E	1
4	Analyse the emerging trends in literature	An	1,3
5	Analyse the interconnectedness of socio-political, cultural contexts and literary development	An	1, 3,6

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 The Emergence of Modernism	1.1	Rapid urbanization – Progress of industry – Science and Knowledge at the beginning of twentieth century-Modern Enlightenment	3	1,5
	1.2	Edwardian and Georgian Literature – Impressionism, Imagism, Expressionism	2	1,5
	1.3	The World Wars -- alienation, cultural disruption - -- Erosion of faith in religion	3	1,5
	1.4	Modernity and Emerging Avant-garde	2	1,5
	1.5 Practicum	Poetry: Kipling, Thompson, Bridges, Masfield Prose & Novel: H. G. Wells, E.M. Forster, George Orwell, A. G. Gardiner Drama: J. M. Barrie, Galsworthy	5	1,2

2 Reflections of Modernism	2.1	Stream of Consciousness, Symbolism, Existentialism, The Absurd,	5	1,5
	2.2	War Poetry, Holocaust Literature, Myth, Surrealism, Dadaism	5	1,5
	2.3	Movement Poetry, Pylon Poetry, Angry Young Men, New Criticism	5	1,5
	2.4 Practicum	Poetry: Hopkins, T.S. Eliot ,W B Yeats , Seamus Heaney, War poetry: Brooke, Sassoon, Owen Prose: Strachey, Hilaire Belloc, G. K. Chesterton, Trevelyan Novel: Conrad. James Joyce , Virgini Woolf , D. H. Lawrence, Huxley Drama: Shaw, J M. Synge Pioneers of New Criticism: Empson, Leavis	15	2,3,5
3 Post war cultures	3.1	The Ravages of the two World Wars– Modernism and anti-modernism	3	1,5
	3.2	Resistance to traditional values and institutions – Focus on personal experience and self- expression-	4	1,5
	3.3	The Sixties- Feminism – Multiculturalism – Gender Identity	3	1,5
	3.4 Practicum	Poetry: W H Auden, Spender, Ted Hughes, Sylvia Plath, Larkin Novel: Greene, Waugh, Morgan Drama: Beckett, Pinter	5	1,5
4 Postmodern scenario	4.1	The turbulent seventies- self-reflexivity, intertextuality, distrust of coherence- counter culture- identity politics- celebration of popular culture	5	1,5
	4.2	The Beat Generation- Magic Realism	2	1,5
	4.3	The ending of the Century: Literature and Digital Technology	3	1,5
	4.4 Practicum	Poetry: Carol Ann Duffy, Margaret Atwood, Elizabeth Bishop Novels: Joseph Heller, Gabriel Garcia Marquez, Rushdie Drama: Tom Stoppard, Caryl Churchill	5	2,3,4
5		Teacher Specific Content		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lecture, Presentations, Discussions, Screening of movies, documentaries, Animated videos, Chart preparation, Tree Diagrams, You Tube videos etc.</p>																												
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA)</p> <p>A.Continuous Comprehensive Assessment – 30 marks</p> <p>Internal Assessment Test Assignment Home Assignment</p> <p>B. Semester End Examination (50 marks descriptive type and 20 marks objective type), duration - 2hrs</p> <table border="1" data-bbox="424 904 1474 1211"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of Questions to be added</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Essays</td> <td>300 words</td> <td>1 out of 2</td> <td>1 x 15 = 15</td> </tr> <tr> <td>Short Essay</td> <td>150 words</td> <td>5 out of 8</td> <td>5 x 5 = 25</td> </tr> <tr> <td>Short Answer</td> <td>50 words</td> <td>5 out of 8</td> <td>5 x 2 = 10</td> </tr> <tr> <td>Objective type</td> <td>NA</td> <td>10 out of 12</td> <td>1 x 10 = 10</td> </tr> <tr> <td>MCQ</td> <td>NA</td> <td>10</td> <td>1 x 10 = 10</td> </tr> <tr> <td></td> <td></td> <td>Total</td> <td>70</td> </tr> </tbody> </table>	Descriptive Type	Word Limit	Number of Questions to be added	Marks	Essays	300 words	1 out of 2	1 x 15 = 15	Short Essay	150 words	5 out of 8	5 x 5 = 25	Short Answer	50 words	5 out of 8	5 x 2 = 10	Objective type	NA	10 out of 12	1 x 10 = 10	MCQ	NA	10	1 x 10 = 10			Total	70
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References

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