

**SEMESTER - I**

**BRITISH LITERATURE (16TH -17TH CENTURY)**

**1. Course Description**

**Programme: BA**

**Max. Hours: 75 Hrs**

**Course Code: U26/LIT/DSC/101**

**Hours per week: 5 Hrs**

**Course Type: DSC**

**Max. Marks: 100**

**No. of credits: 5**

**2. Course Objectives**

- To introduce learners to the tradition of English literature from the 16th -17th century.
- To familiarize the learners with the historical and cultural contexts of the 16th – 17th Century British literature.
- To make learners aware of the major genres and forms of English Literature in the Early Modern Period (1500-1800 AD).

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### 3. Course Outcomes

On completion of the course -

**CO1:** Learners gain a perspective to the relevant literary movements/ concepts prevalent in 16th -17th century. (Understand)

**CO2:** Learners are able to infer the major aspects of metaphysical movement, aspects of metaphysical poetry.(Application)

**CO3:** Learners are able to comprehend and assess the conventions, theme, motifs, and diction in Milton's epic poem Paradise Lost.(Analyze)

**CO4:** Learners gain ability to distinguish/analyze between two types of essay writing- Bacon's Aphoristic essay, Samuel Pepys's Diary entry.(Evaluate)

**CO5:** Learners will be able to recall the background, plot, theme, characters, theater devices etc of the Elizabethan Age as reflected in Shakespeare's play.(Remember)

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**4. Course Content****MODULE I: HISTORY OF LITERATURE/CONCEPTS/MOVEMENTS: (15 Hrs)**

Elizabethan Drama, Aphoristic Essay, Puritanism, Metaphysical Movement.

**MODULE II: POETRY (15 Hrs)**

George Herbert, "The Pulley"

John Donne, "The Canonization"

**MODULE III: EPIC POEM (15 Hrs)**

John Milton, *Paradise Lost (Book I)*

**MODULE IV: PROSE (15 Hrs)**

Francis Bacon, "Of Friendship"

Samuel Pepys - Diary Entry: "The Restoration" (1 May 1660)

**MODULE V: DRAMA (15 Hrs)**

William Shakespeare, *As You Like It*

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## 5. References

1. Abrams, M.H. (2009). A Glossary of Literary Terms. New Delhi: Harcourt Publishers.
2. Albert, Edward. (2014). History of English literature .New Delhi: Oxford University Press. 3. Bacon, Francis. (2008). Complete Essays. New York: Dover Publications Inc.
4. Dobson, Michael. (2009). The Oxford Companion to Shakespeare. Oxford: Oxford University.
5. Ford, Boris (ed.). (1990). Penguin Guide to Literature: The Age of Shakespeare. London: Penguin Books.
6. (1990). Penguin Guide to Literature: From Donne to Marvell. London: Penguin Books.
7. Grant, Teresa and Barbara Ravelhofer. (2007). English Historical Drama, 1500-1660: Forms outside the canon (Early Modern Literature in History).
8. Griffith, Tom. (ed.). (1999). The Concise Pepys. Herts: Wordsworth Editions Ltd.
9. Johnson, Samuel. (2009). Johnson's Life of Milton. Whitefish MT: Kessinger Publications. 10. Long, W.J. (2005). English Literature: Its History and Its Significance. New Delhi: Kalyani Publishers.
11. Milton, John. (2003). Paradise Lost. London: Penguin Books.
12. Negri , Paul. (2002). Metaphysical Poetry: An Anthology. New York: Dover Publications Peck. J., & Coyle.M. (2008). A Brief History of English Literature. Basingstoke: Palgrave Publishers.
13. Pepys, Samuel. (2007). The Diary of Samuel Pepys: Selection: A selection. London, Penguin Books.
14. Prasad, B. (2012). A Background to the Study of English Literature. New Delhi: Trinity Press.
15. Schwartz, Louis. (2014). The Cambridge Companion to Paradise Lost. Cambridge U Traversi, Derek. (1969). An Approach to Shakespeare. London: Hollis and Carter.
16. Vickers, Brian. (1968). Essential Articles for the Study of Francis Bacon. US: Archon Books.
17. Whatley, Richard (2013). Bacon's Essays-Primary Source Edition. US: Nabu Press.

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## 6. Syllabus Focus

## a) Relevance to Local, Regional, National and Global Development Needs

Local/Regional/National/ Global Development Needs	Relevance
Regional	Learners will acquaint themselves with the culture of 16th and 17th Century England.
Global	Learners will understand the brilliance of Shakespeare and appreciate the relevance of his timeless themes.

## b) Components on Skill Development/ Entrepreneurship Development/ Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Background	Paper presentation: students will present papers on various background themes explored in the texts prescribed.
EMP	<i>Paradise Lost (Book I)</i>	Poetry recitation: students will read out their favorite poems of the writers prescribed in the syllabus.

## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Seminar, Oral presentation, Group Discussion, Role play
2.	Experiential Learning	Interactive Classroom Activities, Quiz

## 8. Course Assessment Plan

### a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA-40%	End Semester Examination-60%
CO1	CIA2-Oral presentation	End Semester Exam
CO2	CIA1	
CO3	CIA1	
CO4	CIA2-MCQs/Objective test	
CO5	CIA2-MCQs/Objective test	

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## b) Model Question Paper- End Semester Exam

## SEMESTER-I BRITISH LITERATURE (16TH -17TH CENTURY)

Course Code: U26/LIT/DSC/101

Max. Marks: 60

Credits: 5

Max Time: 2 Hrs

## SECTION - A

I. Answer the following (250 words)

5 x 10 = 50 M

1. Define Puritanism.

OR

2. Discuss the development of Metaphysical Movement in English Poetry in the later 16th and early 17th century.

3. Discuss the idea of God's omnipotence in the poem "The Pulley."

OR

4. Comment on the title of John Donne's poem "Canonization."

5. Epic Similes employed by Milton have elevated the grandeur of "Paradise Lost"- Discuss.

OR

6. Discuss the gender divide and power relations between Adam and Eve and its subsequent implications on the designs of Satan in "Paradise Lost"- Book I.

7. What is your assessment of the inimitable style of Francis Bacon as an essayist with reference to his essay "Of Friendship".

8. Discuss the literary significance of Samuel Pepys diary entry on "The Restoration (1 May 1660).

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9. Consider the symbolic significance employed by Shakespeare in “As You Like It” to bring out the complex web of the human psyche.

OR

10. Bring out the significance of the title “As You Like It.”

### SECTION - B

II. Answer any FIVE

2 x 5 = 10M

11. Name any two contemporary writers of William Shakespeare and their significant works.

12. Explain the following line from Donne’s “The Canonization”: “We die and love the same, and prove mysterious by this love.”

13. Name two followers of Satan (Lucifer) who Satan addresses in Hell.

14. Describe briefly the historical event recorded as a diary entry by Samuel Pepys on 1 May 1660.

15. How was the banished Duke’s life in the Forest of Arden?

16. Annotate the following briefly:

“Better to reign in hell

Than to serve in heaven”


17. How did Rosalind win Orlando’s heart?


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## c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	CO-1	1 out of 2	10	1	2
2	15	CO-2	1 out of 2	10	1	2
3	15	CO-3	1 out of 2	10	1	2
4	15	CO-4	1 out of 2	10	1	2
5	15	CO-5	1 out of 2	10	1	2

  
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## 9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	1	Understand	15
2	2	Application	15
3	2	Analysis	15
4	1	Evaluate	15
5	1	Remember	15

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## SEMESTER - I

## BRITISH LITERATURE (16TH -17TH CENTURY)


## SEMESTER-END MODEL QUESTION PAPER TEMPLATE

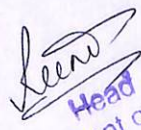
SECTION A - INTERNAL CHOICE			5 Q X 10 M = 50 M	
Question Number	Question	Question	CO	BTL
1	Module 1	Define Puritanism	CO 1	Level II
2	Module 1	Trace the development of Metaphysical Movement in English Poetry in the later 16th and early 17th century.	CO 1	Level II
3	Module 2	Discuss the idea of God's omnipotence in the poem "The Pulley."	CO 2	Level III
4	Module 2	Comment on the title of John Donne's poem "Canonization."	CO 2	Level III

5	Module 3	Epic Similes employed by Milton have elevated the grandeur of "Paradise Lost"-Discuss.	CO 3	Level IV
6	Module 3	Discuss the gender divide and power relations between Adam and Eve and its subsequent implications on the designs of Satan in "Paradise Lost"- Book I	CO 3	Level IV
7	Module 4	Focus on the inimitable style of Francis Bacon as an essayist with reference to his essay "Of Friendship."	CO 4	Level V
8	Module 4	Discuss the literary significance of	CO 4	Level V

		Samuel Pepys diary entry.		
9	Module 5	Consider the symbolic significance employed by Shakespeare in "As you like it" to bring out the complex web of the human psyche.	CO 5	Level II
10	Module 5	Bring out the significance of the title "As you like it".	CO 5	Level II
SECTION B - ANSWER ANY 5 OUT OF 7			5 Q X 2 M = 10 M	
11	Module 1	Name any two contemporary writers of William Shakespeare and their significant works.	CO 1	Level II

12	Module 2	Explain the following line from Donne's "The Canonization": "We die and love the same, and prove mysterious by this love" .	CO 2	Level III
13	Module 3	Name two followers of Satan (Lucifer) who Satan addresses in Hell.	CO 3	Level IV
14	Module 4	Describe briefly the historical event recorded as a diary entry by Samuel Pepys on 1 May 1660	CO 4	Level V


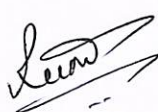

  
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15	Module 5	How was the banished Duke's life in the Forest of Arden?	CO 5	Level II
16	Module 3	Annotate the following briefly: "Better to reign in hell Than to serve in heaven"	CO4	Level IV
17	Module 5	How did Rosalind win Orlando's heart?	CO2	Level II

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## HISTORY OF ANCIENT INDIA

(Earliest times to Cholas)

### 1. Course Description

Programme: B.A

Max. Hours:75 Hrs

Course Code: U26/HIS/DSC/101

Hours per week:5

Course Type: DSC-1

Max. Marks:100

No. of credits:5

### 2. Course Objectives

- To Develop knowledge and understanding about the beginnings of Indian civilization.
- To analyze and evaluate the major ancient kingdoms and their contributions

### 3. Course Outcomes

On completion of the course the student will be able to:

CO1: Demonstrate an understanding of time, chronology and essentials of Indian Culture. (UNDERSTAND)

CO2: Illustrate confluence of cultures and growth of Empire States. (APPLY)

CO3: Explores the feature of particular society or time. (APPLY)

CO4: Recognizes the significance of people and events in the past. (REMEMBER)

CO5: Investigates how people lived in various societies from the past. (APPLY)

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4. Course Content

**MODULE I: Foundations of Indian History and Culture (15 Hours)**

Sources: Archaeological sources: Exploration, Excavation, Epigraphy and Numismatics. Literary Sources: Indigenous Literature: Primary and Secondary: Religious and Secular Literature. Foreign Accounts: Greek, Chinese and Arabic. Evolution of Historical Methodology, Pre and Proto -History: Neolithic, Chalcolithic and Megalithic Phase: Geographical Features, Land and People – Concept of Unity in Diversity- First Urbanization-Harappan Civilization, Vedic Culture - Post Vedic Renaissance – Emergence of Heterodox Sects-Jainism and Buddhism and - Growth of Hindu Philosophy.

**MODULE II: Transition from State to Empire and Interface with Foreign Elements**

**(15 Hours)**

Second Urbanization – Guilds- Trade- Growth of Social and Material Life -Rise of Magadha, Cultural Impact of Foreign invasions (Greek and Persian) - Mauryan expansion, Mauryan polity, society, economy, Asoka's Dhamma and its Nature, Decline and Disintegration of the Mauryan Empire, Mauryan art and architecture.

**MODULE III: – Emergence of Regional Powers (15 Hours)**

Indo-Greeks, Satavahanas, Role of Women in Ancient Indian Empires, Kushans Sangam literature, polity and society in South India as reflected in Sangam literature. Sunga's, Indian Ocean Trade, Trade and commerce from 2nd century BCE to 3rd century CE, Trade with the Roman World.

**MODULE IV: Age of Imperial Guptas and Harshavardhan of Kannauj-**

**(15 Hours)**

Guptas and their contribution to agriculture trade and commerce, religion art and society. Polity and Society, Land Grants, Land Revenue and Land Rights, Rise of Feudalism, Gupta Coins, Beginning of Temple Architecture, Development of Sanskrit Language and Literature. Developments in Science Technology, Astronomy, Mathematics and Medicine. Harsha and his Times: Great Kannauj and Prayag Assembly, Administration and Religion. Chinese Travellers- Cultural and Knowledge exchanges between India and the World (Silk route). Ancient Universities- Takshashila and Nalanda.

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**MODULE V: Kingdoms in Deccan and South India (15 hours)**

Chalukyas of Badami - Pallavas – Political History - Administration– Art and Architecture - Cholas - Political History - Administration with special reference to Local Self Government – Art and Architecture

**5. References**


1. Basham L, *The Wonder that Was India*, Picador Pan Mac Millan, London, 2004
2. Irfan Habib (general editor), *A People's History of India* (Relevant volumes), New Delhi
3. Jha, D.N. *Ancient India: An Introduction*, New Delhi, 1998
4. Kosambi, D.D, *An Introduction to the Study of Indian History*, Bombay, 1985.
5. R.C. Majumdar, Ray Chaudhuri and Dutta, *Advanced History of India*, Vol. I &II , New York, 1980
6. Romila Thapar, *Early India from the Beginnings to 1300*, London, 2002.
7. Romila Thapar, *History of India*, Vo. I &II, Penguin books India, New Delhi, 1990
8. Shastri, K, *History of South India*, OUP, 1966
9. Sen, S.N. *Ancient Indian History and Civilization*, Calcutta, 1999.
10. Upinder Singh, *A History of Ancient and Early Medieval India*, 2008.

**6. Syllabus Focus**

a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs (Mention any ONE at a time)	Relevance (Describe how the course addresses the need)  Maximum 15 words
National	Underscores unique attributes of Ancient Indian society, culture, economy and polity as an aid to direct India's progress as a nation.
Regional	Highlights distinctive progress path of kingdoms south of the land.

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## b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP (Mention any ONE of the above at a time)	Syllabus Content (Mention Module No. or part content applicable)	Description of Activity (Activity that will be conducted in class to support the focus of SD/ED/EMP in the syllabus content)
SD	Module I/III	Knowledge Quiz
SD	Module IV/V	Essay writing
SD	Module II	Presentation

## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative learning	Presentation
2.	Experiential learning	Quiz
3.	Problem solving	Assignment- case study

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8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA I-Written Exam	Written Exam
CO2	CIA II- Written Exam	
CO3	CA-2 Presentation	
CO4	CA-2 Skill Test	
CO5	CA-2 Assignment	

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b) Model Question Paper- End Semester Exam

**HISTORY OF ANCIENT INDIA**

(Earliest times to Cholas)

SECTION A - INTERNAL CHOICE		5 Q X 10 M = 50		
Question Number	Question	Question	CO	BTL(Bloom s Taxonomy Level)
1	Module 1	Demonstrate salient characteristics of Unity in Diversity	CO 1	BL 2
2	Module 1	Explain Indus valley civilization	CO 1	BL 2
3	Module 2	Identify the impact of Persian invasion in India	CO 2	BL 3
4	Module 2	Elaborate on role of Asoka -spread Buddhism	CO 2	BL 6
5	Module 3	Analyse the contribution of Kanishka	CO 3	BL 4
6	Module 3	Examine the significance of Sangam Literature	CO 3	BL 4
7	Module 4	Describe the Golden age of Guptas	CO 4	BL 2
8	Module 4	Explain features of Harsha- Administration	CO 4	BL 2
9	Module 5	Building Chalukyan empire-role of Pulakesin II	CO 5	BL 3
10	Module 5	Identify the elements of local self-government in Chola administration	CO 5	BL 3

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SECTION B - ANSWER ANY 5 OUT OF 7				5 Q X 2 M = 10 M	
(To compulsorily have ONE question from each module)					
11	Module 1	Eight-fold path	CO 1	BL 1	
12	Module 2	Alexander	CO 2	BL 1	
13	Module 3	Indo Greek	CO 3	BL 1	
14	Module 4	Samudra Gupta	CO 4	BL 1	
15	Module 5	Local self-Government	CO 5	BL 1	
16	Module1	Neolithic	CO 1	BL 1	
17	Module5	Mamallapuram	CO 5	BL 1	

## c) Question Paper Blueprint




Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	CO 1	2	10	2	5
2	15	CO 2	2	10	2	5
3	15	CO 3	2	10	2	5
4	15	CO 4	2	10	2	5
5	15	CO 5	2	10	2	5



  
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9. CO-PO Mapping

CO	PO	Cognitive Level	Class room sessions(hrs)
1	1	Understand	15
2	2	Apply	15
3	1	Apply	15
4	2	Remember	15
5	1	Apply	15

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**SEMESTER - I**  
**UNDERSTANDING POLITICAL THEORY**

**1. Course Description**

Programme: **B.A**

Course Code: **U26/POL/DSC/101**

Course Type: DSC 1

No. of credits: 5

Max. Hours: 75

Hours per week: 5

Max. Marks: 100

**2. Course Objectives**

- To identify the basic concepts of political theory and to critically reflect on the fundamental concepts in political theory and acquire substantial familiarity with the basic institutions of state and various forms of government.
- To critically analyze the contemporary relevance of the concepts of political theory and political institutions.

**3. Course Outcomes**

On completion of the course the student will be able to:

CO1: Identify the fundamental debates in political theory. **(Understand)**

CO2: Recognize the basic theories of State and Sovereignty. **(Understand)**

CO3: Critically debate concepts like Liberty, Equality and Justice. **(Evaluate)**

CO4: Critically evaluate various political ideologies. **(Evaluate)**

CO5: Distinguish the role of political institutions and non-state actors in politics. **(Analyze)**

#### 4. Course Content

##### **MODULE I: Political Theory (15 Hours)**

1. Meaning, Nature and Significance of Political Theory.
2. Approaches in Political Theory – Normative, Institutional, Behavioural and Feminist.

##### **MODULE II: What is Political? (15 Hours)**

1. Definition and Elements of State.
2. Theories of Origin of State – Divine Origin theory, Social Contract theory and Evolutionary theory.
3. Sovereignty: Definition and Features; Theories – Monism and Pluralism; Challenges.
4. Public Policy: Definition; Features; Significance

##### **MODULE III: Political Values and Theoretical Perspective (15 Hours)**

1. Liberty, Equality and Justice.
2. Power, Authority and Legitimacy.
3. Democracy and Rights

##### **MODULE IV: Political Ideologies (15 Hours)**

1. Nationalism
2. Liberalism
3. Secularism
4. Socialism

##### **MODULE V: Political Institutions and Functions (15 Hours)**

1. Legislature, Executive and Judiciary.
2. Political Parties and Pressure Groups
3. Role of Social Media and Cyber Security

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## 5. References

1. Rajeev Bhargava & Ashok Acharya , editions, Political Theory : An Introduction, Pearson, 2019
2. Sushila Ramaswamy, Political Theory : Ideas and Concept , PHI Learning Pvt , Ltd .2015
3. O.P. Gauba, An Introduction to Political Theory , Macmillan, 2019
4. Michael G. Roskin , Robert L. Cord, James A. Medeiros , Walter S. Jones , Political Science : An Introduction , Pearson ,2018
5. Hoveyda Abbas , Ranjay Kumar , Political Theory , Pearson ,2019
6. John Hottman , Paul Graham , Introduction to Political Ideologies , Pearson ,2014
7. Appadorai, (2000), Substance of Politics, Oxford University Press, New Delhi, India.
8. George H Sabine, Thomas L Thorson, (1973), A History of Political Theory, Oxford & IBH Publishing Co., New Delhi.
9. Heywood, Andrew, (2012) Political Ideologies: An Introduction, Palgrave Macmillan, UK.
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**6.Syllabus Focus****a) Relevance to Local, Regional, National and Global Development Needs**

Local /Regional/National /Global Development Needs	Relevance
National	The course familiarizes the students with the working of the basic political institutions of a country that make and enforce laws and deliver justice.
Global	The course would introduce students to various political concepts and ideas like power, equality and liberty that are of global significance.

**b) Components on Skill Development/Entrepreneurship Development/Employability**

SD/ED/EMP	Syllabus Content	Description of Activity
Skill Development	Module III	Group Discussion
Skill Development	Module IV	Class Assignments
Skill Development	Module V	Class Assignments

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## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Presentation	Participative Learning
2.	Quiz	Experiential Learning
3.	Group Discussion	Participative Learning

## 8. Course Assessment Plan

## a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA-1	End Semester examination
CO2	CIA-1	
CO3	CIA-2 Skill Test	
CO4	CIA-2 Assignment	
CO5		

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**b) Model Question Paper- End Semester Exam**

**MODEL QUESTION PAPER**

**Course Code: U26/POL/DSC/101**

**Credits: 5**

**Max. Marks: 60**

**Time: 2 Hrs**

**SECTION – A**

**I. Answer the Following: 5 x 10 = 50 M**

1. Critically explain the Behavioural approach in Political Theory.  
**OR**
2. Discuss the Feminist approach in Political Theory.
3. Discuss elaborately Hobbes' Social Contract Theory.  
**OR**
4. Explain the theory of Monistic Sovereignty with criticism.
5. Define Justice and discuss its various forms.  
**OR**
6. Elucidate the relationship between Liberty and Equality.
7. Analyze the principles of Liberalism  
**OR**
8. Reflect on Multiculturalism as a significant ideology of contemporary times.
9. Explain the role of political parties.  
**OR**
10. Describe the functions of judiciary and the conditions necessary for its independence.

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## SECTION – B

## II. Answer any Five Questions: 5 x 2 = 10 M

11. Pluralistic Sovereignty
12. Authority
13. Legitimacy
14. Pressure Groups
15. Normative Approach
16. Power
17. Rights

## c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1.	15	1	2	10	1	2
2.	15	2	2	10	1	2
3.	15	3	2	10	1	2
4.	15	4	2	10	1	2
5.	15	5	2	10	1	2




## 9. CO-PO Mapping

CO	PO	Cognitive Level	Class room sessions(hrs)
1	1	Understand	15
2	2	Understand	15
3	1	Evaluate	15
4	3	Analyze	15
5	4	Analyze	15

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