



પરિપત્ર:

ભક્તકવિ નરસિંહ મહેતા યુનિવર્સિટીની આર્ટસ વિદ્યાશાખાનાં અભ્યાસક્રમ ચલાવતી તમામ સંલગ્ન કોલેજોનાં આચાર્યશ્રીઓને સવિનય જણાવવાનું કે આર્ટસ વિદ્યાશાખા હેઠળનો NEP-૨૦૨૦ અંતર્ગત અંગ્રેજી વિષય સેમેસ્ટર-૫નો અભ્યાસક્રમ આ સાથે સામેલ છે.

માનનીય કુલપતિશ્રીની મંજૂરી અનુસાર સદર અભ્યાસક્રમ શૈક્ષણિક વર્ષ જુન, ૨૦૨૫ થી અમલવારી કરવાની રહે છે. આર્ટસ વિદ્યાશાખાનાં અભ્યાસક્રમ ચલાવતી તમામ સંલગ્ન કોલેજો ધ્વારા તેની અમલવારી કરવા જણાવવામાં આવે છે.




૨૭/૬/૨૦૨૫
ખાસ ફરજ પરના અધિકારી
(એકેડેમિક)

ક્રમાંક/બીકેએનએમયુ/ એકેડેમિક/૨૨૫/૨૦૨૫

ભક્તકવિ નરસિંહ મહેતા યુનિવર્સિટી,

સરકારી પોલીટેકનિક કેમ્પસ,

ભક્તકવિ નરસિંહ મહેતા યુનિવર્સિટી રોડ,

ખડીયા, જૂનાગઢ-૩૬૨૨૬૩

તા.૨૯.૦૫.૨૦૨૫

પ્રતિ,

- ભક્તકવિ નરસિંહ મહેતા યુનિવર્સિટી સંલગ્ન આર્ટસ વિદ્યાશાખાનાં અભ્યાસક્રમો ચલાવતી તમામ કોલેજોના આચાર્યશ્રીઓ તરફ....

નકલ સાદર રવાના:-

- માન.કુલપતિશ્રી/ કુલસચિવશ્રીનાં અંગત સચિવશ્રી.
- પરીક્ષા નિયામકશ્રી, ભક્તકવિ નરસિંહ મહેતા યુનિવર્સિટી, જૂનાગઢ

નકલ રવાના જાણ તથા યોગ્ય કાર્યવાહી અર્થે:

- સીસ્ટમ મેનેજરશ્રી, આઈ.ટી.સેલ વિભાગ (વેબસાઇટ ઉપર પ્રસિદ્ધ થવા અર્થે.)



BHAKTA KAVI NARSINH MEHTA UNIVERSITY
JUNAGADH



BOARD OF STUDIES

FACULTY OF ARTS

SYLLABUS FOR ENGLISH (HONORS)

PROGRAMME (SEMESTER- V)

EFFECTIVE FROM JUNE, 2025

BHAKTA KAVI NARSINH MEHTA UNIVERSITY**Major/Minor****Syllabus of B.A. (Honors) as per NEP-2020****Faculty of Arts****Effective from June 2025****Subject: English****SEMESTER- V****SUMMARY OF THE SYLLABUS**

Sem No.	Sr. No.	Category of Course	Course Title	Course Level	Credit	Teaching Hrs.	SEE Marks	CCE Marks	Total Marks	Exam Duration
Sem-5	1	Major-11	Literary Criticism – 1	5.5	4	60	50	50	100	2:00 Hrs.
	2	Major-12	History of English Literature (1660-1745)	5.5	4	60	50	50	100	2:00 Hrs.
	3	Major-13	Indian Writing in English (IKS – Major)	5.5	4	60	50	50	100	2:00 Hrs.
	4	Minor-4	Literature and Human Rights	5.5	4	60	50	50	100	2:00 Hrs.
	5	Minor-5	Biography and Autobiography	5.5	4	60	50	50	100	2:00 Hrs.
				Total	20					

Course Level	5.5	Internal Marks	50
Programme	BA	External Marks	50
Semester	5	Practical Internal	-
Category of Course	Major – 11	Practical External	-
Course Credit	4	Prac. External Exam Duration	-
Teaching Hours	60	Total	100
Course Code		Exam Duration	2 hrs.
Course Title	Literary Criticism – 1		

Course Objectives:

- To introduce foundational concepts and key critical approaches that shape the interpretation and evaluation of literary texts.
- To develop analytical and reasoning skills for understanding various schools of literary criticism from classical to contemporary.
- To encourage critical thinking and independent judgment through the application of theoretical perspectives to literary works.
- To enhance students' ability to articulate informed arguments using appropriate critical terminology in both oral and written forms.
- To trace the historical evolution of literary theories and understand their cultural, philosophical, and intellectual contexts.

Course Learning Outcomes (CLOs): After completion of the course:

Students will be able to:

- Demonstrate an understanding of key concepts, schools, and approaches in literary criticism.
- Apply critical theories to the analysis and interpretation of literary texts.
- Evaluate the evolution of literary thought from ancient Greek criticism through Renaissance and neoclassical traditions, noting shifts in critical focus and methodology.
- Develop coherent and well-argued critical essays using appropriate theoretical frameworks.
- Compare and contrast various literary movements, identifying their underlying principles and influences on critical thought.
- Synthesize diverse critical perspectives to formulate original interpretations of literary works.

Course Contents

Sem	Unit No.	Syllabi	Teaching Hours
5	1	• Plato - Theory of Imitation • Aristotle – Response to Plato • Longinus – Theory of Sublime	15
	2	• Dante – Theory of Illustrious Vernacular • Sir Phillip Sidney – Views on Poetry • Ben Jonson - The Rules and Discipline of Classical Art (Three Unities)	15
	3	• John Dryden – Ancients vs. Moderns [Crites vs. Eugenius] • Alexander Pope – Views on Nature and Learning • Dr. Samuel Johnson – Views on Shakespeare	15
	4	• William Wordsworth – Theory of Poetry • S.T. Coleridge – Theory of Imagination • Matthew Arnold – The Function of Criticism	15

Suggested Reading & Online Resources:

1. Aristotle. "The Poetics of Aristotle." *Project Gutenberg*, translated by S. H. (Samuel Henry) Butcher, 1999, www.gutenberg.org/ebooks/1974.
2. Arnold, Matthew. "The Function of Criticism at the Present Time." *Essays in Criticism*, 1865.
3. Barry, Peter. *Beginning Theory : An Introduction to Literary and Cultural Theory*. 1995. Manchester Univ. Press, 2002.
4. Bertens, Hans. *Literary Theory the Basics*. Taylor and Francis, 2013.
5. Coleridge, Samuel Taylor. *Biographia Literaria*. Project Gutenberg, 2004, www.gutenberg.org/ebooks/6081.
6. Daiches, David. *Critical Approaches to Literature*. Literary Licensing, 2013.
7. Dryden, John. *An Essay of Dramatic Poesy*. Project Gutenberg, 2005, www.gutenberg.org/ebooks/16275.
8. Eagleton, Terry. *Literary Theory: An Introduction*. John Wiley & Sons, 2011.
9. Johnson, Samuel. *Preface to Shakespeare*. Project Gutenberg, 2017, www.gutenberg.org/ebooks/54249.
10. Kraut, Richard. "Plato (Stanford Encyclopedia of Philosophy)." *Stanford.edu*, Stanford University, 20 Mar. 2004, plato.stanford.edu/entries/plato/, <https://plato.stanford.edu/entries/plato/>
11. Lewis, C. S., and Walter Hooper. *Selected Literary Essays*. Cambridge University Press, 2013.

12. "Longinus: On the Sublime." *Www.gutenberg.org*,
www.gutenberg.org/files/17957/17957-h/17957-h.htm.
13. M A R Habib. *Literary Criticism from Plato to the Present : An Introduction*. Wiley, 2011.
14. NPTEL. "Aristotle's Poetics ." *Www.youtube.com*, 2023,
youtu.be/ZgXYa7P9FKU?list=PLyqSpQzTE6M-B9N5rT2ava_4opC8Qfka2
https://youtu.be/ZgXYa7P9FKU?list=PLyqSpQzTE6M-B9N5rT2ava_4opC8Qfka2
15. ---. "Introduction to Literary Criticism from Plato to Leavis." *Www.youtube.com*, 2023, [youtu.be/cdmYrCTE-Vw?list=PLyqSpQzTE6M-B9N5rT2ava_4opC8Qfka2](https://www.youtube.com/watch?v=cdmYrCTE-Vw&list=PLyqSpQzTE6M-B9N5rT2ava_4opC8Qfka2).
https://www.youtube.com/watch?v=cdmYrCTE-Vw&list=PLyqSpQzTE6M-B9N5rT2ava_4opC8Qfka2&index=1&pp=iAQB
16. ---. "Longinus' on the Sublime." *Www.youtube.com*, 2023,
www.youtube.com/watch?v=uDNdPfXAnsc&list=PLyqSpQzTE6M-B9N5rT2ava_4opC8Qfka2&index=5.
17. Pelagia Goulimari. *Literary Criticism and Theory*. Routledge, 2014.
18. Pope, Alexander. "An Essay on Criticism." *Poetry Foundation*,
www.poetryfoundation.org/poems/44899/an-essay-on-criticism.
19. Prasad, Birjadish. *An Introduction to English Criticism*. 1965.
20. Quinones, Ricardo J. "Dante Alighieri Biography and Facts." *Encyclopædia Britannica*, 21 Sept. 2018, www.britannica.com/biography/Dante-Alighieri.
21. René Wellek, and Austin Warren. *Theory of Literature*. Dalkey Archive Press, 2018.
22. Waugh, Patricia. *Literary Theory and Criticism: An Oxford Guide*. Oxford University Press, 2006.
23. Wordsworth, William. "Preface to Lyrical Ballads." *Bartleby.com*,
www.bartleby.com/39/36.html.
24. *Mit.edu*, 2020, classics.mit.edu/Aristotle/poetics.mb.txt.
<http://classics.mit.edu/Aristotle/poetics.mb.txt>

Course Level	5.5	Internal Marks	50
Programme	BA	External Marks	50
Semester	5	Practical Internal	-
Category of Course	Major – 12	Practical External	-
Course Credit	4	Prac. External Exam Duration	-
Teaching Hours	60	Total	100
Course Code		Exam Duration	2 hrs.
Course Title	History of English Literature (1660-1745)		

Course Objectives:

- To introduce students to major literary movements from the Restoration Age to the Augustan Age/ the Neo-Classical Age, highlighting their historical, cultural, and intellectual backgrounds.
- To familiarize students with key authors, genres, and texts of these periods, including the evolution of poetry, drama, prose, and novel.
- To develop an understanding of the thematic and stylistic features of these periods, especially focusing on the rise of prose, drama and novel.
- To enable students to critically analyze literary forms and styles, tracing shifts from the Restoration Age to the Augustan Age/ the Neo-Classical Age.
- To encourage appreciation of the interconnection between literature and society, enhancing students' ability to interpret texts in historical, social, cultural, and literary contexts.

Course Learning Outcomes (CLOs): After completion of the course:

Students will be able to:

- Identify and describe the major literary movements, authors, and texts from the Restoration Age, and the Augustan Age/ the Neo-Classical Age.
- Explain the historical, political, social and cultural contexts that shaped English literature between 1660 to 1745.
- Analyze the evolution of literary forms and genres, recognizing thematic and stylistic shifts across different periods.
- Critically evaluate literary texts using appropriate historical and theoretical frameworks.
- Demonstrate enhanced reading, writing, and interpretative skills by connecting literary works to their socio-cultural environments.

Course Contents

Sem	Unit No.	Syllabi	Teaching Hours
5	1	The Restoration Age (1660–1700) - Historical Background of the Restoration Age - Literary Characteristics of the Restoration Age - Major Writers: William Congreve, Aphra Behn	15
	2	The Augustan Age / The Neo-Classical Age (1700– 1745) - Historical Background of the Augustan Age / The Neo-Classical Age - Literary Characteristics of the Augustan Age / The Neo-Classical Age - Major Writers: Jonathan Swift, Henry Fielding	15
	3	Text: <i>The Rape of the Lock</i> by Alexander Pope	15
	4	Text: <i>The Rape of the Lock</i> by Alexander Pope	15

Suggested Reading:

1. Abrams, M. H. *A Glossary of Literary Terms*. 2020.
2. Albert, Edward, and J. A. Stone. *History of English Literature*. Harrap, 1984.
3. Bartleby: The Augustan Age Overview . “Lectures on the Worlds Best Literature: English Literature: VI. The Augustan Age (1700–1790) - Collection at Bartleby.com.” *Collection at Bartleby.com*, 2025, www.bartleby.com/lit-hub/library/course/lectures-on-the-worlds-best-literature-english-literature-vi-the-augustan-age-17001790/.
4. Black, Joseph, et al. *The Broadview Anthology of British Literature: Volume 3: The Restoration and the Eighteenth Century - Second Edition*. Broadview Press, 2012.
5. CEC. “Critical Analysis of Alexander Pope’s - the Rape of Lock.” *YouTube*, 23 Oct. 2017, www.youtube.com/watch?v=LtnqhM02PHU.
6. ---. “Introduction to 17th Century England.” *YouTube*, 23 Nov. 2017, www.youtube.com/watch?v=VaUtcRvzPU&list=PLNspmbLKJ8KzWNRcn9G3T6LJEZEztPMa&index=50.
7. ---. “The Age of Johnson.” *YouTube*, 6 Apr. 2016, www.youtube.com/watch?v=1GX-IcQXVbk.
8. Compton-Rickett, Arthur. *A History of English Literature*. 1912.
9. Daiches, David. *A Critical History of English Literature, Volume 2*. Allied Publishers, 1969.

10. "English Literature the Restoration Britannica." *Www.britannica.com*,
www.britannica.com/art/English-literature/The-Restoration.
11. "Fiveable Restoration Era Context & Literature ." *Fiveable.me*, 2016,
library.fiveable.me/literature-in-english-late-17th-to-mid-19th-century/unit-1
<https://library.fiveable.me/literature-in-english-late-17th-to-mid-19th-century/unit-1>
12. History of English Language and Literature. "The Age of Pope the Augustan Age."
YouTube, 3 Sept. 2017, www.youtube.com/watch?v=EzbLSG8CTts.
13. ---. "The Age of Restoration." *YouTube*, 27 Aug. 2017,
www.youtube.com/watch?v=Lydg1egJkE4.
14. ---. "The Restoration Drama." *YouTube*, 27 Aug. 2017,
www.youtube.com/watch?v=npuK8GcpEPw.
15. Hudson, William Henry. *An Outline History of English Literature*. Legare Street Press, 2022.
16. Internet Archive. *The Age of Johnson*.
dn790002.ca.archive.org/0/items/ageofjohnson174800secc/ageofjohnson174800secc.pdf.
<https://dn790002.ca.archive.org/0/items/ageofjohnson174800secc/ageofjohnson174800secc.pdf>
17. Long, William J. *English Literature*. Good Press, 2019.
18. Lynch, Jack. "Pope, Rape of the Lock." *Jacklynch.net*,
jacklynch.net/Texts/rapelock.html.
<https://jacklynch.net/Texts/rapelock.html>
19. Poetry Foundation. "The Rape of the Lock." *Poetry Foundation*, 2019,
www.poetryfoundation.org/poems/44906/the-rape-of-the-lock-canto-1.
20. Pope, Alexander. *The Rape of the Lock*. Routledge, 2016.
21. Sampson, George. *The Concise Cambridge History of English Literature (Classic Reprint)*. Forgotten Books, 2017.
22. Saintsbury, George. *A Short History of English Literature*. Macmillan, 1898.
23. "The Rape of the Lock and Other Poems, by Pope." *Gutenberg.org*, 2011,
www.gutenberg.org/files/9800/9800-h/9800-h.htm.
24. Trivedi, R. D. *A Compendious History of English Literature*. 2009.
25. Vaia. "The Augustan Age: Summary and Characteristics Vaia." *Vaia*, 2019,
www.vaia.com/en-us/explanations/english-literature/literary-movements/the-augustan-age/.

Course Level	5.5	Internal Marks	50
Programme	BA	External Marks	50
Semester	5	Practical Internal	-
Category of Course	Major – 13	Practical External	-
Course Credit	4	Prac. External Exam Duration	-
Teaching Hours	60	Total	100
Course Code		Exam Duration	2 hrs.
Course Title	Indian Writing in English (IKS – Major)		

Course Objectives:

- To understand the role of Indian writers, thinkers and reformers in English literature as India's intellectual and cultural heritage.
- To explore Indian knowledge traditions such as spirituality, nationalism, social reform, and identity in the light on Indian writing in English.
- To appreciate indigenous values and ideas manifested in literature and fiction, highlighting India's social and cultural awareness.
- To develop critical and contextual thinking by reading Indian texts that reflect socio-cultural, and political contexts.
- To explore the integration of indigenous knowledge, traditions, and philosophical thought in Indian English literature, highlighting their relevance to contemporary societal issues.
- To encourage critical engagement with Indian epistemologies, classical texts, and literary heritage, fostering a sense of cultural identity and interdisciplinary awareness.

Course Learning Outcomes (CLOs): After completion of the course:

Students will be able to:

- Examine the evolution of Indian writing in English as a means of bridging the gap between western literary styles and Indian traditional knowledge systems.
- Examine Indian authors' works in relation to India's ancient traditions of storytelling, reform movements, socio-political awakening, and spiritual quest.
- Evaluate Indian writing in English critically to see how it reflects Indian values, worldviews.
- Acknowledge the importance of social justice, reform, and Indian knowledge in forming India's literary identity after independence.
- Apply literary theories and analysis to study Indian English texts while maintaining sensitivity to the Indian ethos, and philosophical thought embedded in them and thereby bringing about the solutions of the contemporary problems.

Course Contents

Sem	Unit No.	Syllabi	Teaching Hours
5	1	• The origin and growth of Indian writing in English • Characteristics of Pre-Independence Indian Literature in English (Colonial Influence, Nationalism, Social Reform, Identity and Cultural Conflict) • Characteristics of Post-Independence Indian Literature in English (Post-colonial Identity, Nation-building, Globalization and Diaspora Experiences, Feminist and Social Issues)	15
	2	Poems: • <i>The Harp of India</i> by Derozio • <i>Pardah Nashin</i> by Sarojini Naidu • <i>An Introduction</i> by Kamala Das (Selections from Indian Poetry in English Ed. by Makarand Paranjape [Macmillan India Ltd.])	15
	3	Text: <i>Swami and Friends</i> by R. K. Narayan	15
	4	Text: <i>Swami and Friends</i> by R. K. Narayan	15

Suggested Reading:

1. Arvind Krishna Mehrotra, and Permanent Black. *An Illustrated History of Indian Literature in English*. Permanent Black, 2006.
2. *Background to Indian English Poetry Structure*.
www.egyankosh.ac.in/bitstream/123456789/22858/1/Unit-1.pdf?utm_source=chatgpt.com.
3. Bruce Alvin King. *Modern Indian Poetry in English*. Oxford University Press, 2006.
4. Chaudhuri, Rosinka. *A History of Indian Poetry in English*. Cambridge University Press, 2016.
5. IIT Roorkee July 2018. "Lecture 01: Introduction to Indian English Poetry, Part I." *YouTube*, 27 Jan. 2022, www.youtube.com/watch?v=SdqkHHkjamA.

6. K R Srinivasa Iyengar. *Indian Writing in English*. Sterling Publ, 1996.
7. Malgudi Days. “Malgudi Days - Untold Stories of Swami and Friends. *YouTube*, 8 Aug. 2024, www.youtube.com/watch?v=waPI0EpSKos.
8. Mouli, Chandra, and G. A. Ghanshyam. *Glimpses of Post-Independence Indian English Novel*. Authorspress, 2008.
9. Mukherjee, Meenakshi. *The Twice Born Fiction; Themes and Techniques of the Indian Novel in English*. New Delhi : Heinemann Educational Books, 1971.
10. Naik, M. K., and Sahitya Akademi. *A History of Indian English Literature*. Sahitya Akademi, 2015.
11. Narayan, R. K. *Swami and Friends*. 1944.
12. NPTEL. “Indian Poetry in English.” *Youtube*, 2025, youtu.be/qGntrm-tbBg?list=PLLy_2iUCG87DEvT5vAQq1u-aVu7gCTcx3.
https://www.youtube.com/watch?v=qGntrm-tbBg&list=PLLy_2iUCG87DEvT5vAQq1u-aVu7gCTcx3
13. NPTEL IIT Kharagpur. “Lecture 31: Introduction to Fiction.” *YouTube*, 16 May 2022, www.youtube.com/watch?v=OoKrTF0MFxc.
14. NPTEL-NOC IITM. “Introduction to Indian Fiction in English.” *YouTube*, 20 July 2018, www.youtube.com/watch?v=YfDFSmrE3G4&list=PLyqSpQzTE6M_xDU8pJVfqM-Ep8Xq7Ov07.
15. Paranjape, Makarand R. *Indian Poetry in English*. Macmillan, 1993.
16. Parthasarathy, R. *Ten Twentieth-Century Indian Poets*. 1989.
17. Sisir Kumar Das. *A History of Indian Literature, 1911-1956: Struggle for Freedom: Triumph and Tragedy*. Sahitya Akademi, 2015.
18. Srinivasa, R. *The Indian Contribution to English Literature*. Hassell Street Press, 2021.
19. Walsh, William. *R.K. Narayan*. University of Chicago Press, 1982.

Course Level	5.5	Internal Marks	50
Programme	BA	External Marks	50
Semester	5	Practical Internal	-
Category of Course	Minor - 04	Practical External	-
Course Credit	4	Prac. External Exam Duration	-
Teaching Hours	60	Total	100
Course Code		Exam Duration	2 hrs.
Course Title	Literature and Human Rights		

Course Objectives: To understand the concept and history of human rights.

- To explore how literature reflects human rights issues across different periods, cultures, and genres.
- To analyse texts that depict injustice, discrimination, together with freedom, dignity, and resistance.
- To promote critical thinking and empathy through literary analysis.
- To encourage interdisciplinary learning by combining literary studies with human rights education.

Course Learning Outcomes (CLOs): After completion of the course, Students will able to:

1. Understand and Explain Human Rights Concepts:

- Demonstrate a foundational understanding of the history, principles, and evolution of human rights, and their connection to literature.

2. Analyse Literary Texts through the Lens of Human Rights:

- Identify and interpret themes such as justice, freedom, oppression, discrimination, and resistance in literary works across genres and cultures.

3. Critically Evaluate the Role of Literature in Social Change:

- Explain how literature has contributed to raising awareness about human rights issues and challenging social injustices.

4. Apply Interdisciplinary Approaches:

- Use relevant theoretical frameworks (e.g., postcolonialism, feminism, Marxism, etc.) to analyse the representation of human rights in literature.

5. Develop Empathy and Ethical Understanding:

- Reflect on human experiences of suffering and resilience portrayed in literature to build ethical reasoning and compassion.

6. Communicate Arguments Effectively:

- Express well-organized, evidence-based arguments in both oral and written forms through class discussions, assignments, and presentations.

7. Engage with Contemporary Issues:

- Connect historical and literary representations of human rights with current events, debates, and social justice movements.

8. Work Independently and Collaboratively:

- Demonstrate the ability to conduct independent research and participate in group discussions and collaborative projects on literature and human rights.

Course Contents

Sem	Unit No.	Syllabi	Teaching Hours
5	1	• Meaning and Significance of Human Rights • Literature and Promotion of Human Rights • Culture and Human Rights	15
	2	Poems: 1. 'Hunger' by Jayant Mahapatra 2. 'Caged Bird' by Maya Angelou 3. 'The Unknown Citizen' by W. H. Auden	15
	3	Short Stories: 1. 'The Shroud' by Premchand 2. 'A Wife's Letter' by Rabindranath Tagore 3. 'Salt' by Mahasweta Devi	15
	4	Short Stories: 1. 'Difficult People' by Anton Chekhov 2. 'Busy Lines' by Patricia Grace 3. 'Black Boy' by Richard Wright	15

Suggested Reading:

1. "A Wife's Letter: Translation of a Short Story by Rabindranath Tagore Parabaas Translation." *Parabaas.com*, 2025, www.parabaas.com/translation/database/translations/stories/gStreerPatra1.html.
2. Academy of American Poets. "The Unknown Citizen by W. H. Auden - Poems | Academy of American Poets." *Poets.org*, 2019, poets.org/poem/unknown-citizen.
3. Alexandra Schultheis Moore, and Elizabeth Swanson Goldberg. *Teaching Human Rights in Literary and Cultural Studies*. Modern Language Association, 2015.
4. Angelou, Maya. "Caged Bird." *Shaker, Why Don't You Sing?*, Random House, 1983.
5. Angelou, Maya. "Caged Bird." *Poetry Foundation*, 1983, www.poetryfoundation.org/poems/48989/caged-bird.
6. *Compiled by Amnesty International*. content.e-bookshelf.de/media/reading/L-470223-21eadf2a77.pdf.

7. Davis, Susan, and Russell Haley. *The Penguin Book of Contemporary New Zealand Short Stories*. Penguin (Non-Classics), 1989.
8. Devi, Mahasweta. *Salt*. egyankosh.ac.in/bitstream/123456789/39681/1/Unit-1.pdf
<https://egyankosh.ac.in/bitstream/123456789/39681/1/Unit-1.pdf>
9. "Difficult People." *Chekhovshorts.com*, 2025,
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26. Wright, Richard. *Black Boy: A Record of Childhood and Youth*. 1945. Harper Perennial, 2007.

Course Level	5.5	Internal Marks	50
Programme	BA	External Marks	50
Semester	5	Practical Internal	-
Category of Course	Minor – 05	Practical External	-
Course Credit	4	Prac. External Exam Duration	-
Teaching Hours	60	Total	100
Course Code		Exam Duration	2 hrs.
Course Title	Biography and Autobiography		

Course Objectives:

To introduce students to the distinctive features and narrative techniques of Biography and Autobiography.

To develop critical thinking and analytical skills through close reading and interpretation of selected text.

To examine the interplay between fact, memory, and perspective in personal and historical narratives.

To encourage appreciation of diverse voices and cultural contexts represented in Biographies and Autobiographies.

To enhance students' ability to write reflective, biographical, and analytical essays using appropriate academic conventions.

Course Learning Outcomes (CLOs): After completion of the course, Students will be able to:

- 1. Understand Key Concepts:**

Demonstrate an understanding of the defining features, historical development, and critical frameworks of biography and autobiography.

- 2. Analyse Texts Critically:**

Apply critical thinking to analyse the narrative style, authorial voice, and ethical dimensions in selected biographical and autobiographical works.

- 3. Appreciate Diverse Perspectives:**

Identify and appreciate the cultural, historical, and personal contexts that shape life writings.

- 4. Develop Interpretive Skills:**

Interpret themes of identity, memory, truth, and subjectivity as presented in autobiographical and biographical texts.

- 5. Enhance Communication and Writing:**

Compose coherent analytical essays and reflective responses that engage with the form, function, and impact of non-fictional literature.

Course Contents

Sem	Unit No.	Syllabi	Teaching Hours
5	1	Understanding Life Writing — Concepts and Forms Introduction to Life Writing: Definitions, Scope, and Distinctions between Biography, Autobiography, Memoir, and other Non-Fiction Forms.	15
	2	Biography and Autobiography — Representing Lives Understanding Biography and Autobiography as Genres: Purpose, Ethics and the Role of Biographer and Autobiographer, Techniques of Biography and Autobiography.	15
	3	Text: <i>The Story of My Experiments with Truth</i> by M. K. Gandhi	15
	4	Text: <i>The Story of My Experiments with Truth</i> by M. K. Gandhi	15

Suggested Reading:

1. Dibattista, Maria, and Emily Ondine Wittman. *The Cambridge Companion to Autobiography*. Cambridge University Press, 2014.
2. “EBooks on and by Gandhi: Download Free Gandhi E-Books.” *Www.mkgandhi.org*, www.mkgandhi.org/ebks/gandhiebooks.php.
3. “Gandhi Heritage Portal: Repository of Authentic Information on the Life and Thoughts of Mahatma Gandhi.” *Gandhiheritageportal.org*, 2019, www.gandhiheritageportal.org/.
4. Gandhi, Mahatma. *The Story of My Experiments with Truth*. 1927.
5. Gandhi, Mohandas K, et al. *Mohandas K. Gandhi, Autobiography*. 9 Jan. 2024.
6. Lee, Hermione. *Biography: A Very Short Introduction*. Oxford University Press, 2009.
7. Parekh, Bhikhu C. *Gandhi*. Sterling, 2010.
8. Smith, Sidonie, and Julia Watson. *Reading Autobiography: A Guide for Interpreting Life Narratives*. Univ. Of Minnesota Press, 2010.
9. The Editors of Encyclopaedia Britannica. “Autobiography Literature.” *Encyclopaedia Britannica*, 20 Oct. 2016, www.britannica.com/art/autobiography-literature.
10. “What Is Life-Writing?” *Oclw.web.ox.ac.uk*, oclw.web.ox.ac.uk/what-life-writing. <https://oclw.web.ox.ac.uk/what-life-writing>

INTERNAL EVALUATION SCHEME		
NO	Particulars	Marks
1	Mid Semester Exam (Mandatory)	25
2	Class Test	05
3	Open book exam/test	05
4	Open note exam/test	05
5	Self-test/ Online test	05
6	Essay/Article writing	05
7	Quizzes/Objective test	05
8	Class assignment	05
9	Home assignment	05
10	Reports Writing	05
11	Research/Dissertation	05
12	Case Studies	05
13	Viva/Oral exam	05
14	Group Discussion	05
15	Role Play	05
16	Paper presentation/Seminar	05
17	Language Lab work	05
18	Interview	05
19	Craft work	05
20	Co-curricular work	05
21	Field Assignment	05
22	Poster Presentation	05
23	Attendance	05
24	Project Work	05
	Total	50

Note: Sr.No.1 is mandatory. Select any five from Sr.No.2 to 24. Each Contains five marks. Student should secure 18 Marks for passing in internal Exam.

**The following paper style for Semester End examination is common for all
Major and Minor papers:**

EXTERNAL ASSESSMENT BY UNIVERSITY		
Que. No.	Particulars	Marks
Que-1	(A) Essay Type Question. (From Unit One)	(10)
	OR	
	(B) Essay Type Question. (From Unit One)	
Que-2	(A) Essay Type Question. (From Unit Two)	(10)
	OR	
	(B) Essay Type Question. (From Unit Two)	
Que-3	(A) Essay Type Question. (From Unit Three)	(10)
	OR	
	(B) Essay Type Question. (From Unit Three)	
Que-4	(A) Essay Type Question. (From Unit Four)	(10)
	OR	
	(B) Essay Type Question. (From Unit Four)	
Que-5	Short Notes. (2/4) (One from Each Unit)	(10)