

SELF LEARNING MATERIAL (SLM)

Programme: Bachelor of Arts (B.A.)

Semester: III

Mode: Open and Distance Learning (ODL)

Medium: English



Prepared by: Prof. (Dr. Renukaben Rajput, Dr. Lalitkumar Patel)

Subject Title: British Fiction

Program Details

Year: 2nd Year

Semester: 3rd

Course Title: British Fiction

Course Type: Core Compulsory

Course Code: —

Course Credit: 04

Pre-Requisite: BA Semester–2 Pass

Rationale

British Fiction forms an essential part of English literature. It reflects social, cultural, moral, psychological, and historical realities of different periods in British society. Fiction enables learners to understand human relationships, emotions, conflicts, and social concerns through imaginative narratives. This course introduces major phases of British fiction from the eighteenth century to the modern and contemporary period. It helps students critically analyze themes, characters, narrative techniques, and literary styles in selected British novels and short stories.

Teaching & Examination Scheme

Teaching Scheme (Hours/Week)	Examination Scheme	Marks
Lecture: 4	Internal – Mid	20
Tutorial: 0	Internal – CE	10
Practical: 0	External Exam	70
Total Credits: 4	Total Marks	100

Course Objectives

1. To familiarize students with the historical development of British fiction.
2. To introduce major literary movements influencing British fiction.
3. To develop the ability to analyze themes, characters, and narrative techniques.

Course Outcomes

On successful completion of this course, students will be able to:

1. Explain the growth and evolution of British fiction.
2. Analyze selected British novels and short stories critically.
3. Interpret fiction in its socio-cultural and historical context.
4. Appreciate fiction as a reflection of human life and experience.

Course Content

Unit – I : Origins and Context of British Fiction

Credit: 1 | Weightage: 25%

- Meaning and elements of fiction
- Types of fiction – novel, novella, short story
- Early British fiction writers
- Realism and literary background

Unit – II : Novel of the Victorian Age

Credit: 1 | Weightage: 25%

- Features of Victorian fiction
- Social realism
- Study of Charles Dickens’ “Great Expectations”
- Themes, characters and narrative technique

Unit – III : Modern British Fiction & Short Stories

Credit: 1 | Weightage: 25%

- Features of modern fiction
- Psychological depth and symbolism
- Study of selected short stories
- Stream of consciousness

Unit – IV : Contemporary British Fiction

Credit: 1 | Weightage: 25%

- Post-colonial & multicultural fiction
- Narrative experimentation
- Themes of identity and memory
- Global appeal of contemporary fiction

Reference Books

1. Dickens, Charles — Great Expectations
2. Woolf, Virginia — Selected Works
3. Ishiguro, Kazuo — Selected Works

Suggested Readings

Standard Textbooks on British Fiction

Online Resources

- <https://www.pdfdrive.com>
- <https://www.slideshare.net>

Practical / Activities

1. Character analysis presentation
2. Theme-based assignment



➤ **UNIT-WISE SLM**

➤ UNIT 1 — ORIGINS AND CONTEXT OF BRITISH FICTION

Learning Outcomes

After studying this unit, you should be able to:

- Define basic literary terms related to fiction.
- Understand the historical and social background of British fiction.
- Identify the main characteristics of early British novels.
- Explain the importance of realism in British fiction.

➤ CONTENT

1. What is Fiction?

Fiction is a form of imaginative writing that presents invented characters, events, and settings. Unlike factual writing, fiction allows authors to explore ideas, emotions, and social realities creatively.

• **Types of Fiction:**

- **Novel:** A long narrative work of fiction with complex plot and characters.
- **Novella:** A shorter form than a novel but longer than a short story.
- **Short Story:** A brief fictional narrative focusing on a single incident or theme.

• **Elements of Fiction:**

- **Plot:** The sequence of events.
- **Character:** The people or figures in the story.

- **Setting:** The time and place of the narrative.
- **Theme:** The central idea or message.
- **Point of View:** The narrative perspective (first person, third person, etc.).

2. Historical Background of British Fiction

The British novel emerged prominently in the **18th century**, influenced by increased literacy, the rise of the middle class, and the growth of print culture.

Early Novelists:

- **Daniel Defoe** (*Robinson Crusoe*) – realism and individual experience.
- **Samuel Richardson** (*Pamela*) – epistolary novel and moral themes.
- **Henry Fielding** (*Tom Jones*) – social satire and narrative structure.

During the **Victorian Age (1837–1901)**, fiction became a dominant literary form. Writers addressed social problems such as poverty, class inequality, child labor, and moral values, often using realism to depict everyday life.

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3. Key Literary Terminologies

- **Realism:** Faithful representation of real life and society.
- **Romanticism:** Emphasis on imagination, emotion, and nature.
- **Victorian Sensibilities:** Moral seriousness, social responsibility, and realism.
- **Modernism:** Experimentation with form and focus on inner consciousness.
- **Postmodernism:** Fragmentation, metafiction, and multiple perspectives.

- **LEARNING ACTIVITIES**

1. Why did the novel become popular among middle-class readers in 18th-century Britain?
2. Observe a real-life situation and explain how it can be narrated realistically.
3. Compare a short story and a novel in terms of length, plot, and character development.

➤ **SUMMARY**

British fiction developed alongside social and economic changes in Britain. The rise of realism allowed writers to portray society truthfully. Early novels laid the foundation for later developments in narrative technique and thematic depth.

➤ **SELF-ASSESSMENT QUESTIONS (SAQs)**

1. What is fiction? Discuss its major elements.
2. Explain the social conditions that led to the rise of the British novel.
3. Define realism and illustrate it with suitable examples.

➤ UNIT 2 — NOVEL OF THE VICTORIAN AGE

• **Learning Outcomes**

After completing this unit, you should be able to:

- Identify major features of Victorian fiction.
- Analyze a Victorian novel critically.
- Understand moral and social concerns in Victorian literature.

• **CONTENT**

1. Victorian Age: Key Features

The Victorian period witnessed rapid industrial growth, urbanization, and expansion of the middle class. Literature reflected concerns about:

- Social inequality
- Poverty and exploitation
- Moral values and reform
- Education and self-improvement

Victorian novels often aimed to **entertain, instruct, and reform society**.

2. Representative Text

Charles Dickens — *Great Expectations*

Great Expectations is a Bildungsroman (novel of growth) that traces the moral and psychological development of its protagonist, Pip.

- **Major Themes:**

- Social class and ambition
- Wealth and moral responsibility
- Personal growth and identity

- **Major Characters:**

- **Pip:** The narrator and protagonist.
- **Estella:** Symbol of unattainable love.
- **Miss Havisham:** Victim of emotional trauma.
- **Magwitch:** Represents hidden humanity and redemption.

- **Narrative Technique:**

First-person retrospective narration allows reflection and moral judgment.

- **LEARNING ACTIVITIES**

1. Write a brief character sketch of Pip or Miss Havisham.
2. Discuss how money affects relationships in the novel.
3. Analyze the importance of the opening scene in shaping the novel's mood.

➤ **SUMMARY**

Victorian novels combined realism with moral purpose. Dickens exposed social injustices while creating memorable characters and engaging narratives.

➤ **SAQs**

1. Why is *Great Expectations* a Bildungsroman?
2. Examine the theme of social class in the novel.
3. Discuss Dickens's use of irony and satire.



➤ **UNIT 3 — MODERN BRITISH FICTION & SHORT STORIES**

➤ **Learning Outcomes**

After studying this unit, you should be able to:

- Understand features of modern fiction.
- Analyze short stories critically.
- Identify modernist narrative techniques.

➤ **CONTENT**

1. Features of Modern Fiction

Modern fiction reacted against Victorian realism and focused on:

- Psychological depth
- Stream of consciousness
- Symbolism and fragmented narration
- Subjective experience

2. Representative Short Stories

Virginia Woolf — *Kew Gardens*

Explores fleeting thoughts and inner consciousness using imagery and symbolism.

D.H. Lawrence — *The Horse Dealer's Daughter*

Examines emotional conflict, despair, and human relationships.

➤ **LEARNING ACTIVITIES**

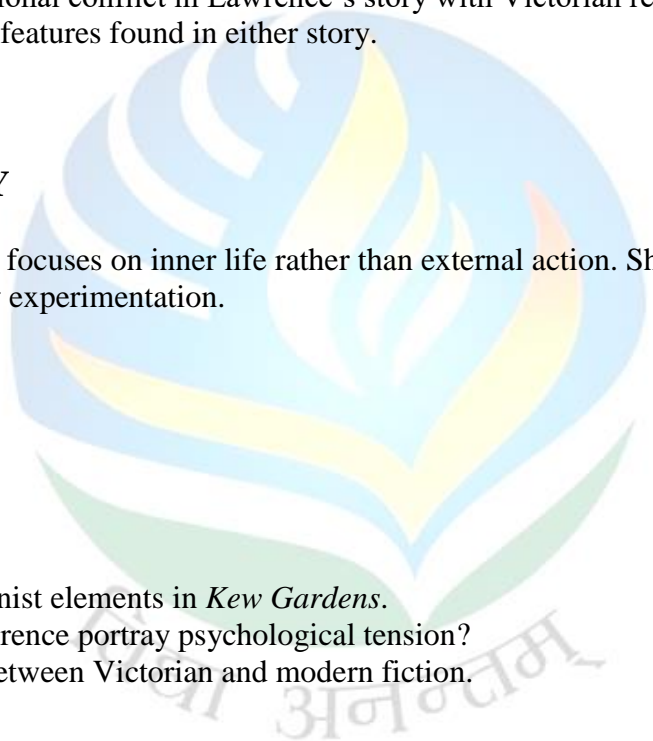
1. Identify symbols in *Kew Gardens*.
2. Compare emotional conflict in Lawrence's story with Victorian realism.
3. List modernist features found in either story.

➤ **SUMMARY**

Modern British fiction focuses on inner life rather than external action. Short stories became a major form for literary experimentation.

➤ **SAQs**

1. Discuss modernist elements in *Kew Gardens*.
2. How does Lawrence portray psychological tension?
3. Differentiate between Victorian and modern fiction.



➤ UNIT 4 — CONTEMPORARY BRITISH FICTION

Learning Outcomes

After completing this unit, you should be able to:

- Identify major trends in contemporary British fiction.
- Analyze postcolonial and multicultural themes.
- Understand postmodern narrative techniques.

➤ CONTENT

1. Context

Contemporary British fiction reflects:

- Cultural diversity
- Feminist and postcolonial concerns
- Memory, identity, and history
- Experimental narrative forms

2. Representative Texts

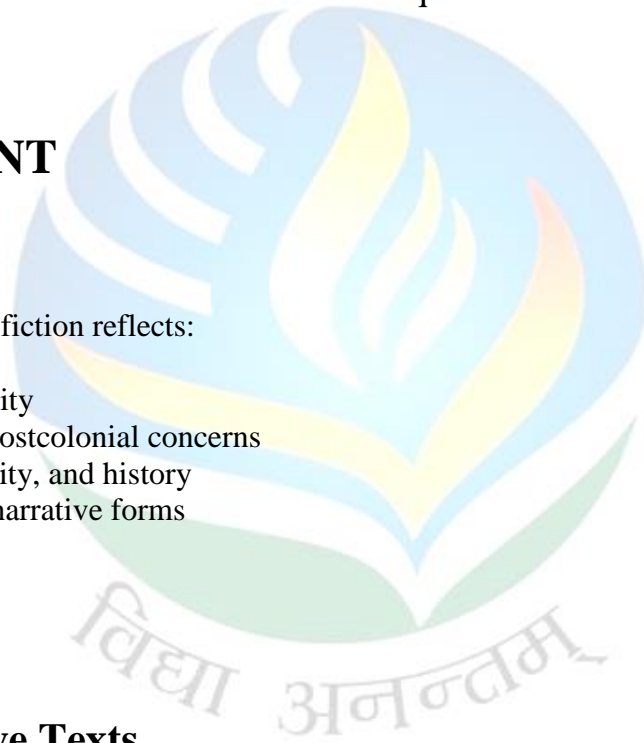
Salman Rushdie — *Midnight's Children*

Themes: history, identity, magic realism, nationalism.

OR

Kazuo Ishiguro — *The Remains of the Day*

Themes: memory, regret, dignity, post-war Britain.



➤ LEARNING ACTIVITIES

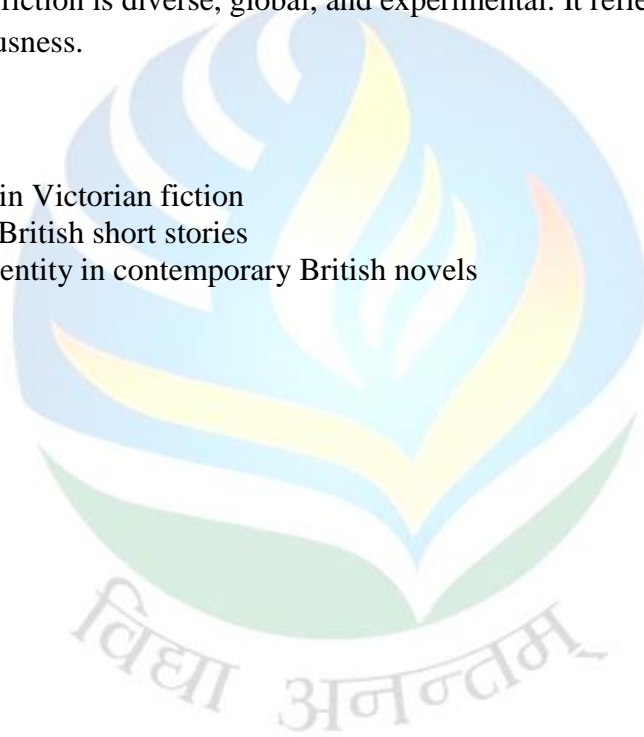
1. Identify examples of magic realism in *Midnight's Children*.
2. Discuss memory as a narrative device in Ishiguro's novel.
3. Explain why contemporary fiction appeals to global readers.

➤ SUMMARY

Contemporary British fiction is diverse, global, and experimental. It reflects changing identities and historical consciousness.

Assignment Topics:

1. Social realism in Victorian fiction
2. Modernism in British short stories
3. Postcolonial identity in contemporary British novels



Subject Title: Literature in English Drama-Comedy

Literature in English – Drama (Comedy)

Year: 2nd Year

Semester: 3rd

Course Title: Literature in English – Drama (Comedy)

Course Type: Core Compulsory

Course Credit: 04

Rationale

Drama is a major literary genre written for performance on stage. Comedy, as a form of drama, uses humor, wit, irony and satire to present human behavior and social realities. This course introduces learners to the development of English comedy from the Elizabethan period to modern times. It focuses on dramatic structure, themes, characterization, and comic techniques in selected plays.

Teaching & Examination Scheme

Teaching Scheme (Hours/Week)	Examination Scheme	Marks
Lecture: 4	Internal – Mid	20
Tutorial: 0	Internal – CE	10
Practical: 0	External Exam	70
Total Credits: 4	Total Marks	100

Course Objectives

1. To explain the development of English comic drama.
2. To study different types of comedy.
3. To analyze prescribed plays critically.

Course Outcomes

Students will be able to:

1. Understand comedy as a dramatic genre.
2. Analyze comic elements and techniques.
3. Interpret themes and characters in comic plays.

Course Content

Unit – I : Introduction to Comedy

Credit: 1 | Weightage: 25%

- Meaning and function of drama
- Nature and purpose of comedy
- Types of comedy
- Development of comedy

Unit – II : Elizabethan Comedy

Credit: 1 | Weightage: 25%

- Features of Elizabethan comedy
- Study of Shakespearean comedy
- Themes, characters & structure

Unit – III : Restoration Comedy

Credit: 1 | Weightage: 25%

- Comedy of manners
- Social satire & wit
- Major playwrights

Unit – IV : Modern Comedy

Credit: 1 | Weightage: 25%

- Realism and social criticism
- Psychological depth
- Comic irony and tragicomedy

Reference Books

(Standard English Drama Texts)

Online Resources

- <https://www.slideshare.net>

Practical / Activities

1. Dramatic scene reading
2. Review writing





UNIT-WISE SLM

➤ UNIT 1 — INTRODUCTION TO COMEDY AS A DRAMATIC GENRE

Learning Outcomes

After studying this unit, you should be able to:

- Explain the meaning and nature of drama.
- Define comedy and understand its purpose.
- Trace the historical development of comedy.
- Identify major types and characteristics of comedy.
- Differentiate clearly between comedy and tragedy.

❖ CONTENT

1. What is Drama? (Expanded)

Drama is a literary form that presents life through **performance**. Unlike poetry or prose, drama relies on **dialogue and physical action** rather than narration. Characters express their thoughts and emotions through speech, and the story unfolds through events enacted on stage.

Essential Elements of Drama:

- **Plot:** The structured sequence of events.
- **Characters:** Individuals who perform the action.
- **Dialogue:** Spoken words revealing character and conflict.
- **Setting:** Time and place of the action.
- **Spectacle:** Visual aspects of performance.

Drama creates an immediate impact because audiences **see and hear** the characters rather than reading about them.

2. Meaning of Comedy

Comedy is a form of drama that portrays **lighter aspects of life**. It focuses on common human weaknesses such as pride, vanity, greed, hypocrisy, and social pretensions. Comedy does not aim to humiliate but to **correct through laughter**.

Traditionally, comedy ends in a **happy resolution**, often involving marriage, reunion, or reconciliation, reinforcing social harmony.

Objectives of Comedy Explained:

- **Entertainment:** Providing enjoyment and amusement.
- **Social Criticism:** Highlighting faults in society.
- **Moral Correction:** Encouraging self-awareness.
- **Psychological Relief:** Offering laughter as emotional release.

3. Origin and Development of Comedy

- **Greek Comedy:** Began in ancient Athens. Aristophanes used comedy for political satire and public criticism.
- **Roman Comedy:** Plautus and Terence emphasized domestic situations, stock characters, and witty dialogue.
- **English Comedy:**
 - Renaissance comedy flourished with Shakespeare.
 - Restoration comedy focused on manners and social behavior.
 - Modern comedy addressed realism, psychology, and social issues.

Each period reshaped comedy according to its cultural and social needs.

4. Types of Comedy

- **Comedy of Manners:** Focuses on fashionable society, exposing artificial behavior and hypocrisy.

- **Romantic Comedy:** Deals with love, confusion, obstacles, and happy endings.
- **Satirical Comedy:** Uses humor to criticize political, social, or moral issues.
- **Farce:** Relies on exaggerated action, physical humor, and improbable situations.
- **Modern Comedy:** Combines realism, irony, and psychological depth.

❖ **LEARNING ACTIVITIES**

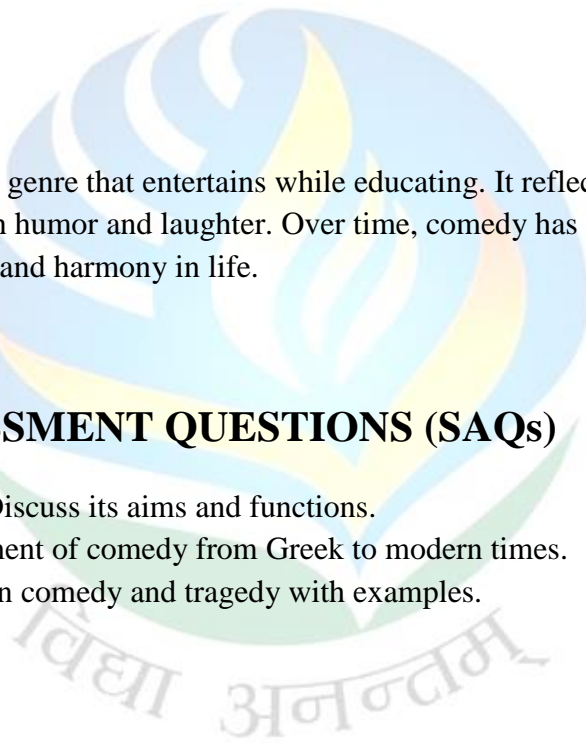
1. Write a paragraph explaining how comedy can improve society.
2. Compare comedy and tragedy with suitable examples.
3. Observe a humorous incident from daily life and explain why it is comic.

❖ **SUMMARY**

Comedy is a vital dramatic genre that entertains while educating. It reflects social realities and human weaknesses through humor and laughter. Over time, comedy has evolved but continues to focus on restoring balance and harmony in life.

❖ **SELF-ASSESSMENT QUESTIONS (SAQs)**

1. What is comedy? Discuss its aims and functions.
2. Trace the development of comedy from Greek to modern times.
3. Distinguish between comedy and tragedy with examples.



❖ UNIT 2 — ELIZABETHAN COMEDY

William Shakespeare: *A Midsummer Night's Dream*

Learning Outcomes

After completing this unit, you should be able to:

- Explain the characteristics of Elizabethan comedy.
- Analyze Shakespeare's comic techniques.
- Interpret themes, characters, and dramatic structure.

❖ CONTENT

1. Elizabethan Comedy: Features

Elizabethan comedy reflects the spirit of the Renaissance. It celebrates love, imagination, youth, and harmony. Shakespeare blends **romance, fantasy, and humor**, often using supernatural elements and multiple plotlines.

2. About the Play

A Midsummer Night's Dream is set in both the **real world of Athens** and the **magical forest**, creating a contrast between order and chaos. The play interweaves four plotlines, all resolved through magic and reconciliation.

3. Themes

- **Love:** Shown as irrational and unpredictable.

- **Illusion vs Reality:** Dreams blur the boundary between fantasy and truth.
- **Harmony:** Disorder is resolved through understanding and forgiveness.

4. Characters

- **Puck:** Symbol of mischief and imagination.
- **Oberon and Titania:** Represent supernatural authority.
- **The Lovers:** Illustrate confusion and emotional instability.
- **The Mechanicals:** Provide rustic humor and satire.

5. Comic Elements

Comedy arises from mistaken identities, magical errors, exaggerated emotions, and humorous language, especially in the play-within-the-play.

❖ LEARNING ACTIVITIES

1. Explain how the forest functions as a comic space.
2. Write a short note on the role of magic.
3. Identify comic relief provided by the Mechanicals.

❖ SUMMARY

Shakespeare's comedy celebrates imagination and harmony. Through fantasy and humor, the play resolves conflict and affirms the joy of life.

❖ SAQs

1. Discuss love as a comic theme in the play.
2. Examine the dramatic significance of Puck.
3. How does Shakespeare blend realism and fantasy?

❖ UNIT 3 — RESTORATION COMEDY

1. Introduction to Restoration Comedy

Restoration Comedy refers to the comedies written and performed in England during the **Restoration period (1660–1700)**, following the return of **King Charles II** to the English throne. This period marked the reopening of theatres, which had been closed during the Puritan rule.

Restoration Comedy is known for its **wit, satire, sexual frankness, and portrayal of fashionable upper-class society**. These plays reflect the social life, manners, and moral attitudes of the aristocracy in post-Puritan England.

2. Historical Background

- In **1642**, theatres were closed under Puritan influence.
- In **1660**, Charles II restored the monarchy and reopened theatres.
- The king himself was a patron of drama and encouraged French and Spanish theatrical styles.
- For the first time in English theatre history, **women were allowed to act on stage**.

The Restoration audience mainly consisted of **royalty, aristocrats, and wealthy urban citizens**, and playwrights wrote plays to suit their tastes.

3. Major Characteristics of Restoration Comedy

3.1 Comedy of Manners

Restoration Comedy is often described as a **Comedy of Manners**, focusing on:

- Social behavior
- Courtship and marriage
- Hypocrisy of the upper classes
- Artificial codes of conduct

The plays expose the gap between **appearance and reality** in polite society.

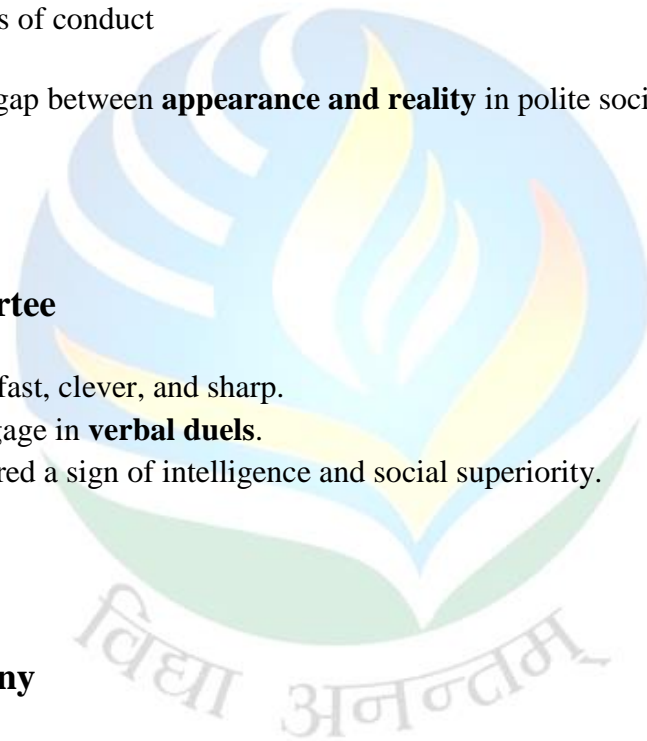
3.2 Wit and Repartee

- Dialogues are fast, clever, and sharp.
- Characters engage in **verbal duels**.
- Wit is considered a sign of intelligence and social superiority.

3.3 Satire and Irony

- Society, marriage, and morality are treated with irony.
- Hypocrisy, greed, and pretentiousness are mocked.
- Moral seriousness is replaced by **amusement and laughter**.

3.4 Treatment of Love and Marriage



- Marriage is often shown as a **social contract**, not a sacred bond.
- Love affairs, extra-marital relationships, and flirtation are common themes.
- Romantic idealism is rejected in favor of **realism and cynicism**.

3.5 Stock Characters

Common character types include:

- The **Rake** – charming, witty, immoral male
- The **Fop** – foolish, fashion-obsessed man
- The **Coquette** – flirtatious woman
- The **Country Bumpkin** – naïve outsider
- The **Jealous Husband** or **Clever Wife**

3.6 Urban Setting

- Most plays are set in **London**, especially fashionable areas.
- The city represents sophistication, freedom, and corruption.

4. Language and Style

- Language is **polished, elegant, and conversational**
- Frequent use of:
 - Puns
 - Double meanings
 - Sexual innuendo
- Prose is preferred over verse.

5. Moral Tone of Restoration Comedy

Restoration Comedy has often been criticized for:

- Immorality
- Obscenity
- Glorifying sexual freedom

However, modern critics view it as:

- A realistic portrayal of society
- A satire of social pretensions
- A reflection of post-Puritan reaction against strict morality

6. Major Playwrights of Restoration Comedy

6.1 William Wycherley

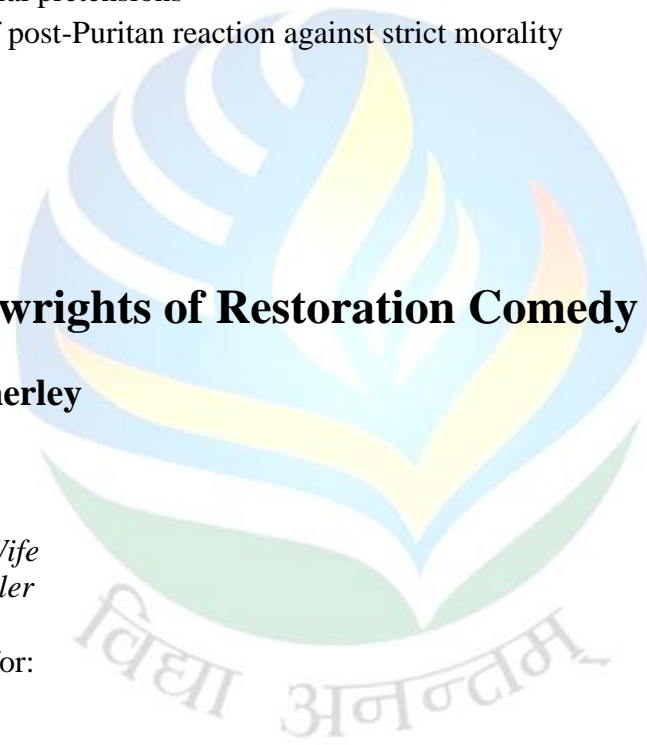
Important Plays:

- *The Country Wife*
- *The Plain Dealer*

Wycherley is known for:

- Bold satire
- Exposure of sexual hypocrisy
- Strong, realistic characters

6.2 William Congreve



Important Plays:

- The Way of the World
- Love for Love

Congreve's comedies are admired for:

- Perfect wit
- Elegant structure
- Balanced moral tone

6.3 George Etherege

Important Plays:

- *The Man of Mode*

He introduced:

- The polished rake hero
- Sophisticated urban comedy

6.4 John Vanbrugh

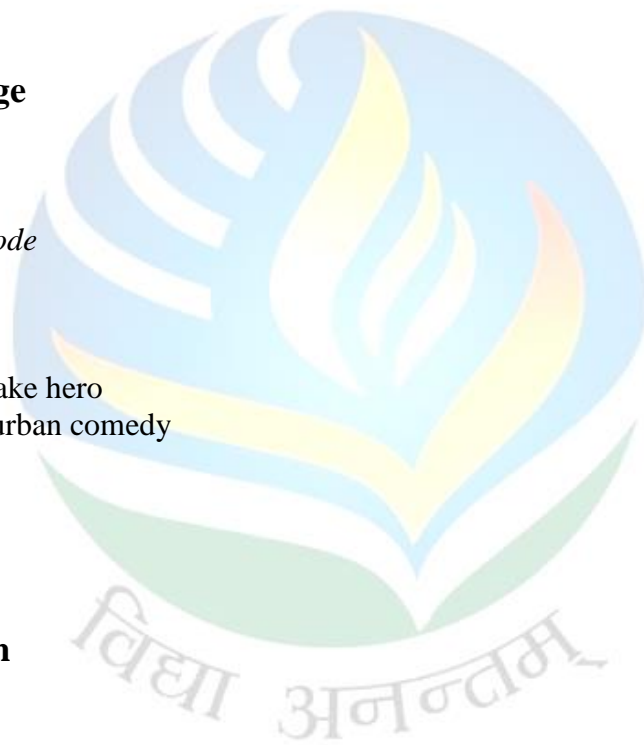
Important Plays:

- *The Relapse*
- *The Provoked Wife*

Vanbrugh focused on:

- Marriage conflicts
- Female independence

7. Women in Restoration Comedy



- First appearance of professional actresses
- Strong female characters
- Women are intelligent, witty, and assertive
- Marriage and female freedom are central concerns

8. Decline of Restoration Comedy

By the early 18th century:

- Public taste shifted toward morality and sentiment
- Restoration Comedy was replaced by **Sentimental Comedy**
- Jeremy Collier's criticism (1698) attacked the immorality of drama

9. Importance of Restoration Comedy

Restoration Comedy is important because it:

- Revived English drama
- Developed modern prose comedy
- Influenced later comedy of manners
- Offered a sharp social critique of its time

10. Summary

Restoration Comedy represents:

- With over emotion
- Social satire over moral preaching
- Realism over romantic idealism

It remains a significant literary movement that reflects the **culture, contradictions, and pleasures** of Restoration England.

Unit 4: MODERN COMEDY

❖ Introduction

Modern Comedy refers to the development of comic drama from the **late 19th century to the mid-20th century**, reflecting the changing social, political, and psychological conditions of modern life. Unlike earlier comedies that focused mainly on manners or romantic intrigue, modern comedy deals with **realistic human problems, social criticism, and moral concerns**, often blended with humor.

Modern comedy moves away from artificial elegance and instead presents **ordinary people, real situations, and contemporary issues**.



2. Historical Background

Modern Comedy emerged as a response to:

- Industrialization
- Urbanization
- Changing family structures
- Rise of the middle class

- Scientific and psychological thinking

Drama during this period was influenced by:

- **Realism and Naturalism**
- **Social reform movements**
- **Psychology (Freud, human behavior)**
- **Political ideologies**

Comedy became a tool to **question social norms** rather than merely entertain.



3. Characteristics of Modern Comedy

3.1 Realism

Modern comedy presents:

- Everyday situations
- Ordinary characters
- Real social problems

Plots are believable and close to real life, unlike the artificial worlds of Restoration Comedy.

3.2 Social Criticism

Modern comedy exposes:

- Class conflict
- Gender inequality
- Hypocrisy in society
- Political corruption
- Moral pretensions

Humor is used as a **weapon for reform**.

3.3 Comedy with a Serious Purpose

Laughter in modern comedy often carries a serious message. This type of comedy is sometimes described as “**laughter with tears**”, where humor coexists with pain, frustration, and irony.

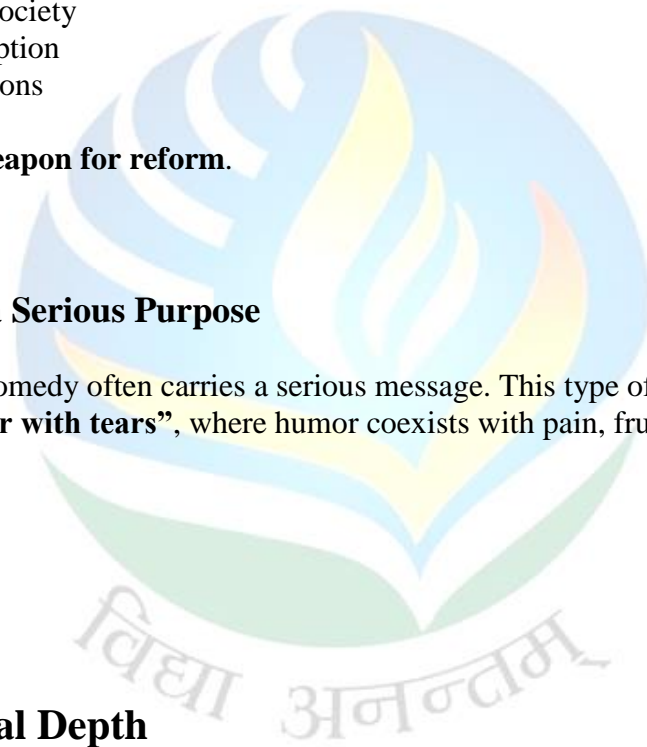
3.4 Psychological Depth

Characters are:

- Emotionally complex
- Psychologically motivated
- Internally conflicted

Comedy arises from **human weaknesses and contradictions** rather than exaggerated behavior.

3.5 Tragicomic Elements



Modern comedy often blends:

- Comedy and tragedy
- Hope and despair
- Humor and seriousness

The ending may not always be traditionally happy.

4. Types of Modern Comedy

4.1 Comedy of Ideas

- Focuses on intellectual debates and social issues
- Characters represent ideas and attitudes
- Dialogue-driven

Example: George Bernard Shaw's plays

4.2 Social Comedy

- Deals with social institutions such as marriage, family, education, and politics
- Highlights social injustice and reform

4.3 Dark Comedy (Black Comedy)

- Uses humor to deal with disturbing themes
- Highlights absurdity of modern existence
- Often ironic and pessimistic



4.4 Satirical Comedy

- Criticizes society, politics, and human behavior
- Uses irony, exaggeration, and ridicule

5. Major Playwrights of Modern Comedy

5.1 Henrik Ibsen

Although mainly a realist dramatist, Ibsen's plays contain comic irony.

Notable Works:

- *A Doll's House*
- *An Enemy of the People*

Contribution:

- Questioned social hypocrisy
- Focused on individual freedom

5.2 George Bernard Shaw

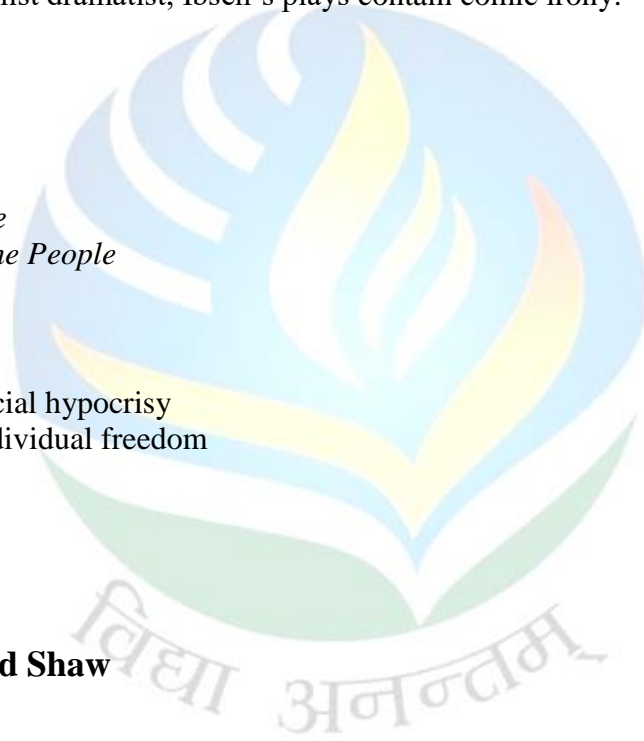
Shaw is the **central figure of modern comedy**.

Important Plays:

- *Arms and the Man*
- *Pygmalion*
- *Man and Superman*

Features:

- Comedy of ideas



- Intellectual humor
- Strong social criticism

5.3 Oscar Wilde

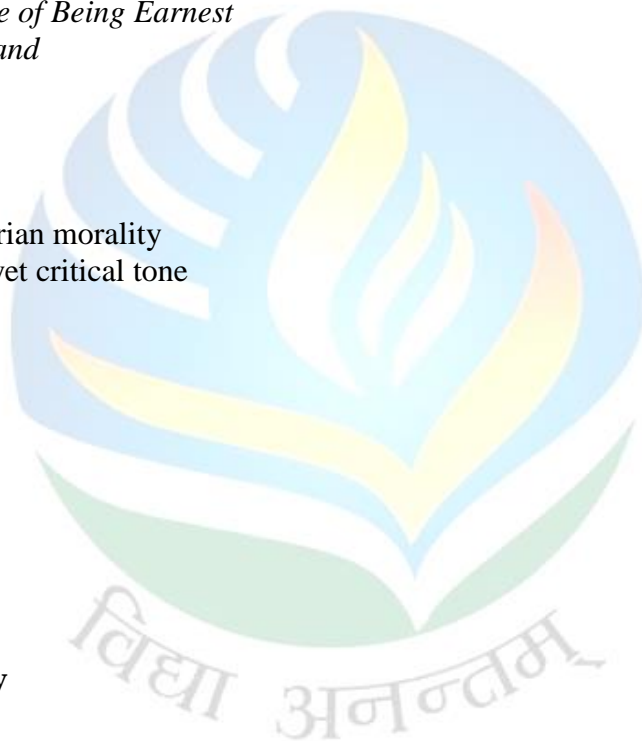
Wilde bridges traditional and modern comedy.

Important Plays:

- *The Importance of Being Earnest*
- *An Ideal Husband*

Features:

- Brilliant wit
- Satire of Victorian morality
- Light-hearted yet critical tone



5.4 Anton Chekhov

Chekhov introduced **subtle, realistic comedy**.

Important Plays:

- *The Cherry Orchard*
- *The Seagull*

Features:

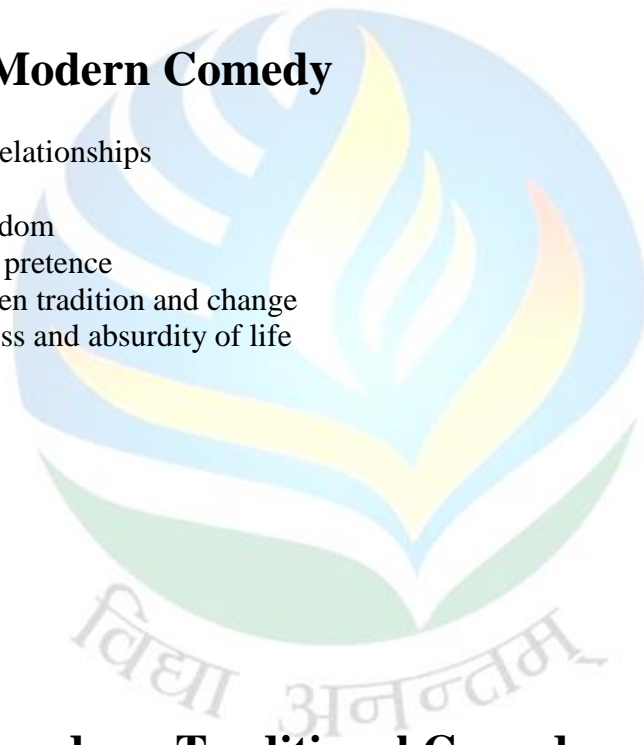
- Quiet humor
- Irony of everyday life
- Tragicomic vision

6. Language and Style

- Simple, conversational language
- Less exaggeration
- Irony and understatement
- Realistic dialogue reflecting everyday speech

7. Themes in Modern Comedy

- Marriage and relationships
- Social reform
- Individual freedom
- Hypocrisy and pretence
- Conflict between tradition and change
- Meaninglessness and absurdity of life



8. Modern Comedy vs Traditional Comedy

Aspect	Traditional Comedy	Modern Comedy
Focus	Entertainment	Social criticism
Characters	Stock types	Psychological individuals
Ending	Happy ending	Open or ironic
Style	Artificial	Realistic

9. Importance of Modern Comedy

Modern comedy:

- Reflects modern society realistically
- Encourages critical thinking
- Blends humor with social awareness
- Influenced contemporary theatre and cinema



10. Conclusion

Modern Comedy represents a shift from **artificial elegance to realistic expression**. It uses humor not just to entertain but to **expose social flaws, question values, and explore human psychology**. By combining laughter with serious reflection, modern comedy remains highly relevant in understanding modern life.

Subject Title: Core in Literary Criticism

Core in Literary Criticism

Year: 2nd Year

Semester: 3rd

Course Type: Core Compulsory

Course Credit: 04

Rationale

Literary criticism is the systematic study, interpretation, and evaluation of literature. This course introduces major traditions and theories of criticism from classical to modern periods, enabling students to analyze texts critically.

Teaching & Examination Scheme

Teaching Scheme (Hours/Week)	Examination Scheme	Marks
Lecture: 4	Internal – Mid	20
Tutorial: 0	Internal – CE	10
Practical: 0	External Exam	70
Total Credits: 4	Total Marks	100

Course Objectives

1. To introduce major schools of literary criticism.
2. To develop analytical and interpretative skills.
3. To apply critical approaches to literature.

Course Outcomes

Students will:

1. Understand key critical theories.
2. Analyze texts using critical tools.
3. Write structured critical responses.

Course Content

Unit – I : Nature & Functions of Literary Criticism

Credit: 1 | Weightage: 25%

Unit – II : Classical & Neo-Classical Criticism
Credit: 1 | Weightage: 25%

Unit – III : Romantic & Victorian Criticism
Credit: 1 | Weightage: 25%

Unit – IV : Modern Literary Criticism
Credit: 1 | Weightage: 25%

Reference Books

1. Abrams – A Glossary of Literary Terms

Suggested Readings
Standard criticism texts

Online Resources

- <https://www.pdfdrive.com>

Practical / Activities

1. Critical review writing



❖ **UNIT 1:**
NATURE AND FUNCTIONS OF LITERARY
CRITICISM



1.1 Introduction

Literary criticism is the thoughtful and systematic discussion of literary works. It seeks to answer essential questions such as **what a literary work means, how it achieves its effects, and why it is significant**. Through criticism, literature is not passively consumed but actively examined and understood.

Criticism creates a meaningful connection between the **author**, the **text**, and the **reader**, enabling deeper appreciation and interpretation. It transforms reading into an intellectual and reflective activity.

1.2 Meaning of Literary Criticism

The term *criticism* is derived from the Greek word “**Kritikos**”, meaning *the ability to judge*. Literary criticism refers to the disciplined study of literature with the purpose of understanding, explaining, and evaluating literary texts.

It involves:

- **Interpretation** – explaining meanings and themes
- **Evaluation** – judging artistic and aesthetic merit
- **Analysis** – examining language, structure, and technique

Literary criticism is **not fault-finding**; rather, it is an **intellectual engagement** that enhances understanding and appreciation of literature.

1.3 Nature of Literary Criticism

The nature of literary criticism can be explained through the following characteristics:

1. Analytical Nature

Criticism closely examines form, structure, language, imagery, and style.

2. **Interpretative Nature**

It seeks to uncover deeper meanings, symbols, and themes within a text.

3. **Evaluative Nature**

It assesses the artistic quality and literary value of a work.

4. **Creative Nature**

Criticism involves imagination, sensitivity, and insight, making it a creative act.

5. **Subjective and Objective Nature**

While personal response is important, criticism also relies on accepted standards and reasoned judgment.

1.4 Functions of Literary Criticism

Literary criticism serves several important functions:

- Helps readers understand complex literary texts
- Guides appreciation of literary beauty and technique
- Establishes and maintains literary standards
- Encourages intellectual debate and discussion
- Connects literature with society, culture, and human experience

Thus, criticism acts as a **bridge between literature and readers**.

1.5 Types of Criticism

Literary criticism may be classified into the following types:

- **Theoretical Criticism** – Discusses general principles and theories of literature
- **Practical Criticism** – Applies theory to specific literary texts
- **Impressionistic Criticism** – Based on personal response and emotional reaction
- **Judicial Criticism** – Judges literature according to established rules and standards

Each type contributes differently to the understanding of literature.

1.6 Role of the Critic

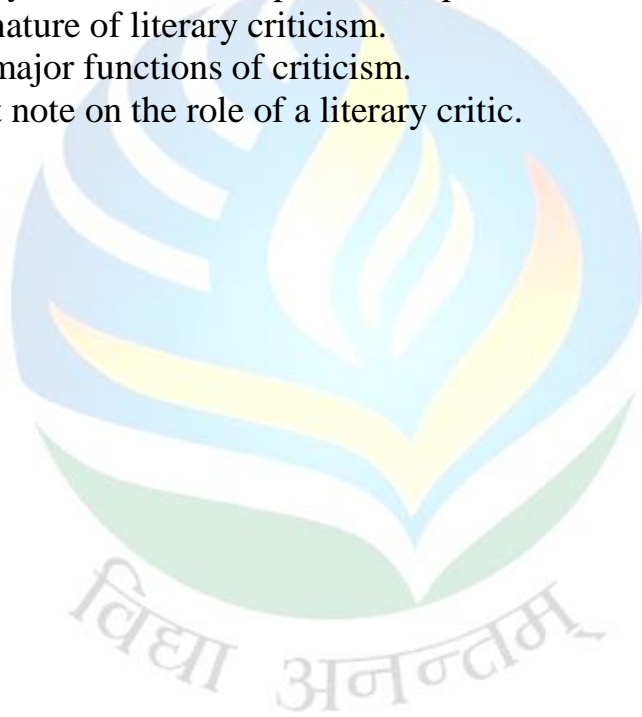
A literary critic plays an important role in literary culture. A critic:

- Interprets literature for readers
- Acts as a mediator between the text and the audience
- Encourages informed reading and appreciation
- Shapes literary taste and standards

A good critic balances **knowledge, sensitivity, and judgment.**

Self-Assessment Questions (Unit 1)

1. Define literary criticism and explain its importance.
2. Discuss the nature of literary criticism.
3. Explain the major functions of criticism.
4. Write a short note on the role of a literary critic.



❖ UNIT 2

CLASSICAL AND NEO-CLASSICAL CRITICISM

2.1 Classical Criticism: Introduction

Classical criticism originated in **ancient Greece** and forms the foundation of Western literary theory. Greek philosophers believed that literature should reflect **order, harmony, balance, and reason**.

Classical criticism emphasized **imitation (mimesis)**, moral purpose, and adherence to established principles.

2.2 Plato's Views on Poetry

Plato viewed poetry with suspicion and criticism. According to him:

- Poetry is an imitation of physical reality
- Physical reality itself is an imitation of ideal truth
- Hence, poetry is **twice removed from truth**

Plato believed poetry appealed to emotions rather than reason and could mislead people morally. As a result, he proposed banning poets from his ideal state.

2.3 Aristotle's Theory of Poetry

Aristotle defended poetry in his treatise **Poetics**.

Key concepts include:

- **Mimesis** – Art as representation of life
- **Tragedy** – A serious and complete action
- **Catharsis** – Emotional purification of pity and fear
- **Six elements of tragedy** – Plot, character, thought, diction, spectacle, and song

Aristotle emphasized **plot** as the most important element of tragedy.

2.4 Neo-Classical Criticism

Neo-classical criticism developed during the **17th and 18th centuries** in Europe. It revived classical principles and stressed:

- Reason and logic
- Discipline and order
- Imitation of classical models
- Moral instruction through literature

Literature was expected to both **delight and instruct**.

2.5 Major Neo-Classical Critics

- **John Dryden** – Advocated balance between classical rules and creative freedom
- **Alexander Pope** – Emphasized harmony, correctness, and poetic discipline

- **Self-Assessment Questions (Unit 2)**

1. Explain Plato's objections to poetry.
2. Discuss Aristotle's concept of catharsis.
3. Write a note on Neo-classical criticism.



UNIT 3

ROMANTIC AND VICTORIAN CRITICISM

3.1 Romantic Criticism

Romantic criticism emerged as a reaction against the rigid rules of neo-classicism. It emphasized:

- Imagination over reason
- Emotion and individuality
- Freedom of creative expression
- Poet as a visionary creator

3.2 Wordsworth's Critical Views

Wordsworth defined poetry as:

“The spontaneous overflow of powerful feelings recollected in tranquillity.”

He stressed:

- Simplicity of language
- Common human experience
- Nature as a moral and spiritual force

3.3 Coleridge's Contribution

Coleridge made significant contributions to literary criticism through concepts such as:

- **Imagination vs Fancy**
- **Organic unity** – A work of art as a living whole
- Psychological understanding of creativity

3.4 Victorian Criticism

Victorian criticism focused on the **moral and social role of literature**. Critics believed literature should guide society ethically and culturally.

3.5 Matthew Arnold

Arnold defined criticism as:

“A disinterested endeavour to learn and propagate the best that is known and thought.”

His major ideas include:

- Touchstone method
- High seriousness
- Culture as moral refinement

Self-Assessment Questions (Unit 3)

1. Explain the main features of Romantic criticism.
2. Discuss Coleridge’s theory of imagination.
3. Explain Matthew Arnold’s view of criticism.



UNIT 4

MODERN LITERARY CRITICISM

4.1 Introduction

Modern literary criticism emerged in the **20th century**, influenced by developments in psychology, sociology, linguistics, and philosophy. It moved away from moral judgment toward systematic analysis.

4.2 New Criticism

New Criticism emphasized:

- Close reading of the text
- Focus on form and structure
- Rejection of authorial intention and biography

4.3 Psychological Criticism

Based on Freudian theory, this approach focuses on:

- The unconscious mind
- Dreams and symbols
- Psychological motivation of characters



4.4 Marxist Criticism

Marxist criticism examines literature in relation to:

- Class struggle
- Economic power
- Social and political ideology

4.5 Feminist Criticism

Feminist criticism studies:

- Representation of women
- Gender roles in literature
- Patriarchal power structures

Self-Assessment Questions (Unit 4)

1. Explain the principles of New Criticism.
2. Write a note on Marxist criticism.
3. Discuss feminist criticism.

❖ SUGGESTED READINGS

- M. H. Abrams – *A Glossary of Literary Terms*
 - Rene Wellek & Austin Warren – *Theory of Literature*
 - Wimsatt & Brooks – *Literary Criticism*
 - Matthew Arnold – *Essays in Criticism*
-

❖ SUMMARY

This course provides a comprehensive introduction to **literary criticism from classical to modern times**. It equips learners with analytical tools necessary for critical reading and academic writing, laying a strong foundation for advanced literary studies.



Subject Title: History of India (1818 to 1885)

Year: 2nd Year

Semester: 3rd

Course Title: History of India (1818–1885)

Course Type: Core Compulsory

Course Credit: 04

Pre-Requisite: 10+2 from a recognized education board

Rationale

This course explains the major political, administrative, economic, and social developments that took place in India during the period 1818–1885 under British rule. It helps students understand the nature of colonialism, resistance movements, reforms, and the emergence of nationalism in India.

Teaching & Examination Scheme

Teaching Scheme (Hours/Week)	Examination Scheme	Marks
Lecture: 4	Internal – Mid	20
Tutorial: 0	Internal – CE	10
Practical: 0	External Exam	70
Total Credits: 4	Total Marks	100

Course Objectives

1. To study the growth of British political power in India.
2. To understand administrative, economic, and social policies of the British rule.
3. To examine major revolts and the rise of nationalism.

Course Outcomes

On successful completion of this course, students will be able to:

1. Explain the nature of British expansion in India.
2. Understand the causes and consequences of major events of this period.
3. Analyze the social and economic impact of British rule.
4. Explain the beginnings of Indian nationalism.

Course Content

Unit – I : Expansion and Consolidation of British Power

Credit: 1 | Weightage: 25%

- British political expansion

- Administration under the Company
- Subsidiary Alliance
- Doctrine of Lapse

Unit – II : Economic and Social Policies

Credit: 1 | Weightage: 25%

- Land revenue systems
- Impact on agriculture
- Social and educational reforms
- Role of missionaries

Unit – III : Revolt of 1857

Credit: 1 | Weightage: 25%

- Causes
- Nature and leadership
- Spread of revolt
- Results and significance

Unit – IV : Rise of Nationalism

Credit: 1 | Weightage: 25%

- Early political organizations
- Socio-religious reform movements
- Formation of Indian National Congress
- National awakening

Reference Books

(Standard Indian History Texts)

Suggested Readings

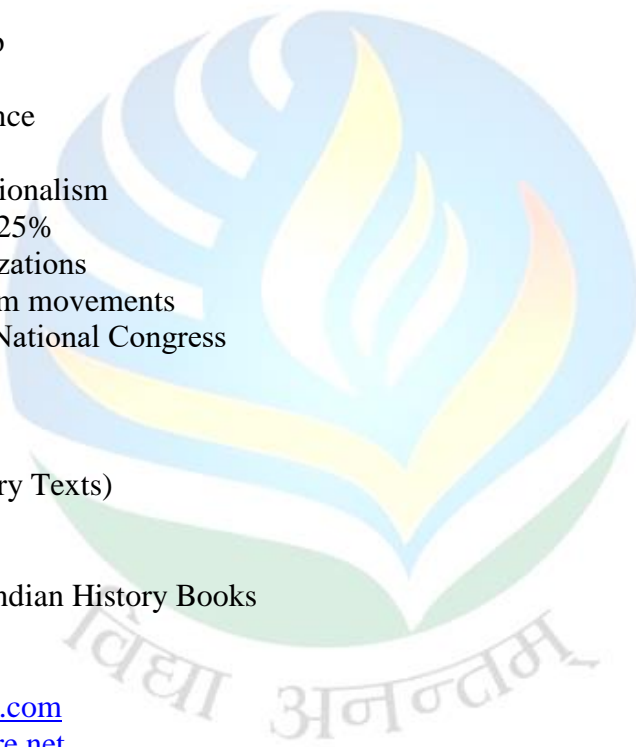
Introductory Modern Indian History Books

Online Resources

- <https://www.pdfdrive.com>
- <https://www.slideshare.net>

Practical / Activities

1. Preparation of historical timelines
2. Presentation on 1857 Revolt





❖ UNIT 1

BRITISH EXPANSION AND
ADMINISTRATIVE REFORMS (1818–1857)

1.1 Introduction

By the year **1818**, the British East India Company had eliminated its major Indian rivals, particularly the Marathas, and emerged as the dominant political power in India. This marked a significant shift from commercial control to **direct political domination**. The Company now focused on strengthening its authority by expanding territory, reorganizing administration, and establishing firm control over Indian society.

British rule during this period aimed at **political stability, efficient administration, and revenue extraction**, often at the cost of Indian interests.

1.2 Expansion of British Rule after 1818

The British expanded their empire through a combination of **diplomacy, military force, and administrative policies**, including:

- **Subsidiary Alliance** (Lord Wellesley): Indian rulers were forced to accept British troops and lose independent foreign policy
- **Doctrine of Lapse** (Lord Dalhousie): States without a natural heir were annexed
- Direct military annexations

Major annexations included:

- Maratha territories (1818)
- Sindh (1843)
- Punjab (1849)
- Awadh (1856)

These policies led to the **loss of sovereignty of Indian states** and widespread resentment among rulers and people.

1.3 Administrative Reforms

The British introduced a **centralized administrative system** to govern their vast empire:

- The **Governor-General** became the supreme authority
- A structured bureaucracy was developed
- Civil services were reorganized to ensure efficiency and control
- Indian participation in administration remained minimal

While these reforms improved efficiency, they were primarily designed to **strengthen colonial control**.

1.4 Judicial Reforms

Judicial reforms aimed at creating a uniform legal system:

- Establishment of **civil and criminal courts**
- Introduction of English legal principles
- Codification of laws under **Lord Macaulay**, including the Indian Penal Code

Although these reforms brought uniformity, they often ignored **local customs and traditions**, making justice inaccessible to common people.

Self-Assessment Questions (Unit 1)

1. Explain the methods used by the British for territorial expansion after 1818.
2. Discuss the Doctrine of Lapse and its consequences.
3. Evaluate British administrative and judicial reforms.



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UNIT 2

ECONOMIC POLICIES AND LAND REVENUE SYSTEMS

2.1 Introduction

British economic policies were guided by the interests of **British industrial capitalism**. India was converted into a **source of raw materials** and a **market for British manufactured goods**, leading to systematic economic exploitation and widespread poverty.

2.2 Land Revenue Systems

Permanent Settlement (1793)

- Introduced by **Lord Cornwallis**
- Zamindars recognized as landowners
- Revenue fixed permanently

Impact:

- Exploitation of peasants
- Growth of absentee landlordism
- Decline in agricultural productivity

Ryotwari System

- Introduced by **Thomas Munro**
- Direct settlement with peasants (ryots)

Impact:

- Excessive land revenue demands
- Peasant indebtedness and land loss

Mahalwari System

- Introduced by **Holt Mackenzie**
- Revenue assessed on village basis

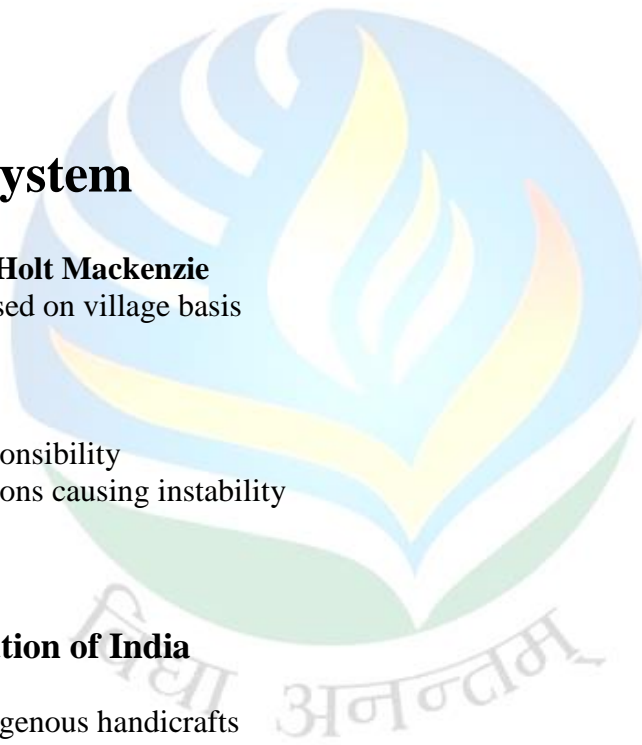
Impact:

- Collective responsibility
- Frequent revisions causing instability

2.3 Deindustrialization of India

- Decline of indigenous handicrafts
- Closure of traditional industries
- Large-scale unemployment

Cheap British goods destroyed Indian artisan industries.



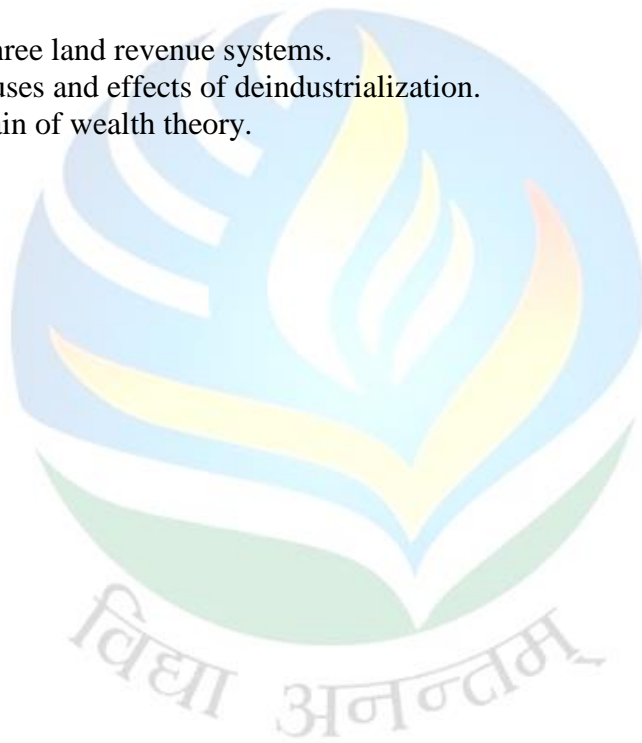
2.4 Drain of Wealth

- Transfer of Indian resources to Britain
- Home charges, pensions, and profits
- No reinvestment in India

This **drain of wealth** severely weakened the Indian economy.

Self-Assessment Questions (Unit 2)

1. Compare the three land revenue systems.
2. Explain the causes and effects of deindustrialization.
3. Discuss the drain of wealth theory.





UNIT 3

SOCIO-RELIGIOUS REFORM MOVEMENTS

3.1 Introduction

Colonial rule and Western education led to **intellectual awakening** in India. Reformers sought to remove social evils such as sati, caste discrimination, and illiteracy while promoting rational thinking and social justice.

3.2 Brahma Samaj

Founded by **Raja Ram Mohan Roy**, it worked for:

- Abolition of sati
- Monotheism
- Women's education and rights

3.3 Arya Samaj

Founded by **Swami Dayanand Saraswati**:

- Return to Vedic values
- Opposition to social evils
- Promotion of education and self-respect

3.4 Aligarh Movement

Led by **Sir Syed Ahmad Khan**:

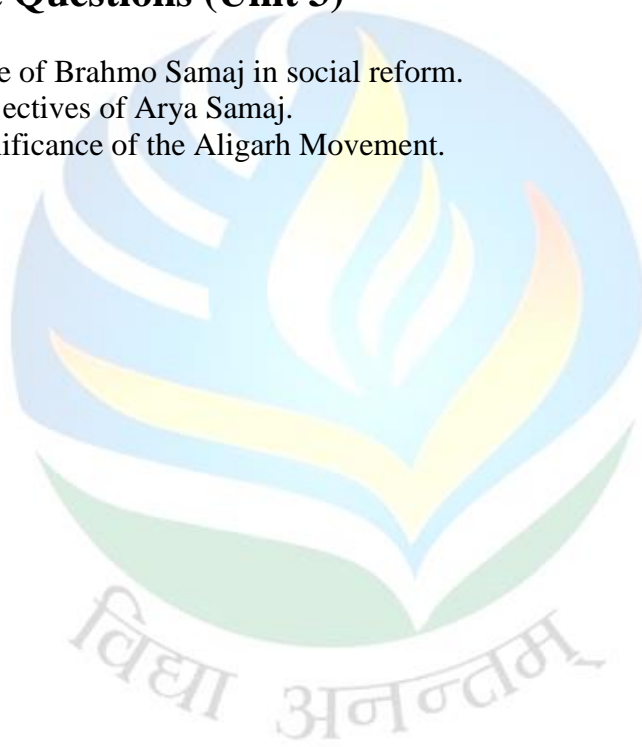
- Spread of modern education among Muslims
- Establishment of Mohammedan Anglo-Oriental College

3.5 Impact of Reform Movements

- Spread of social awareness
- Improvement in women's status
- Development of national consciousness

Self-Assessment Questions (Unit 3)

1. Discuss the role of Brahma Samaj in social reform.
2. Explain the objectives of Arya Samaj.
3. Assess the significance of the Aligarh Movement.





UNIT 4

GROWTH OF POLITICAL CONSCIOUSNESS AND NATIONALISM (1858–1885)

4.1 Introduction

After the **Revolt of 1857**, India came under direct Crown rule. British racial policies and economic exploitation created **political awareness** among educated Indians.

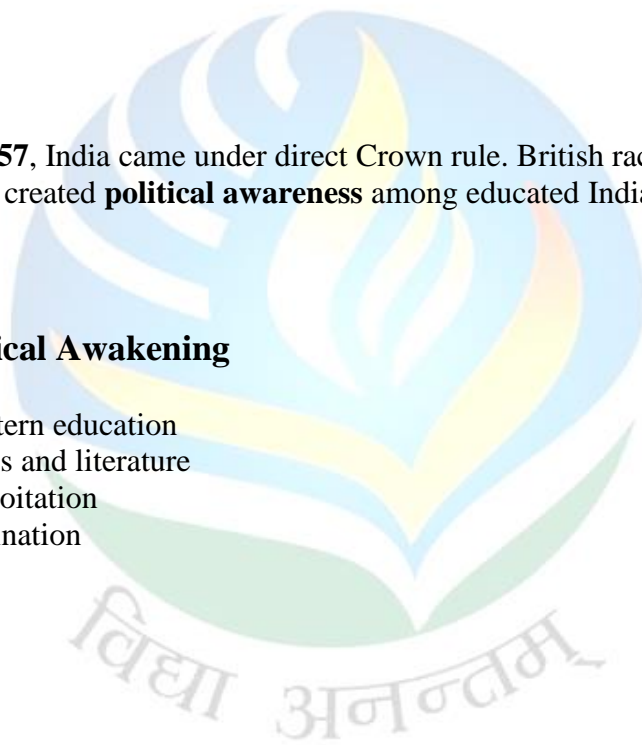
4.2 Causes of Political Awakening

- Spread of Western education
- Growth of press and literature
- Economic exploitation
- Racial discrimination

4.3 Early Political Associations

- British Indian Association
- Poona Sarvajanik Sabha
- Indian Association

These organizations demanded administrative reforms and representation.



4.4 Foundation of Indian National Congress (1885)

- Founded by **A.O. Hume**
- Provided a national political platform
- Beginning of organized nationalist movement

4.5 Significance of the Indian National Congress

- Promoted political unity
- Encouraged constitutional methods
- Laid foundation for mass nationalism

Self-Assessment Questions (Unit 4)

1. Explain the causes of Indian nationalism.
2. Discuss the role of early political organizations.
3. Evaluate the importance of the Indian National Congress.

❖ SUGGESTED READINGS

- Bipan Chandra – *History of Modern India*
- Sumit Sarkar – *Modern India*
- Sekhar Bandyopadhyay – *From Plassey to Partition*
- Grover & Grover – *A New Look at Modern Indian History*

❖ SUMMARY:

This course offers a comprehensive understanding of **colonial India between 1818 and 1885**, focusing on British expansion, economic exploitation, social reforms, and the rise of nationalism. It provides learners with analytical tools to understand the roots of modern India.

Course Title: History of Europe (1789 .A.D to1890 A.D

Year: 2nd Year

Semester: 3rd

Course Title: History of Europe (1789–1890 A.D.)

Course Type: Core Compulsory

Course Credit: 04

Pre-Requisite: 10+2 from a recognized education board

Rationale

This course introduces important political, economic, and social developments in Europe between 1789 and 1890. It focuses on revolutions, nationalism, unification movements, and political changes that shaped modern European states.

Teaching & Examination Scheme

Teaching Scheme (Hours/Week)	Examination Scheme	Marks
Lecture: 4	Internal – Mid	20
Tutorial: 0	Internal – CE	10
Practical: 0	External Exam	70
Total Credits: 4	Total Marks	100

Course Objectives

1. To study major political revolutions in Europe.
2. To understand the rise of nationalism.
3. To explain the unification of Italy and Germany.

Course Outcomes

On successful completion of this course, students will be able to:

1. Explain the historical background of modern Europe.
2. Understand the causes and impact of the French Revolution.
3. Analyze the growth of nationalism.
4. Explain the unification movements.

Course Content

Unit – I : French Revolution

Credit: 1 | Weightage: 25%

- Causes
- Course of the Revolution
- Results
- Impact

Unit – II : Rise of Napoleon

Credit: 1 | Weightage: 25%

- Military career
- Administrative reforms
- Napoleonic wars
- Fall of Napoleon

Unit – III : Nationalism in Europe

Credit: 1 | Weightage: 25%

- Congress of Vienna
- Revolutions of 1830 and 1848
- Liberalism and democracy

Unit – IV : Unification Movements

Credit: 1 | Weightage: 25%

- Unification of Italy
- Role of Cavour and Garibaldi
- Unification of Germany
- Role of Bismarck

Reference Books

(Standard European History Texts)

Suggested Readings

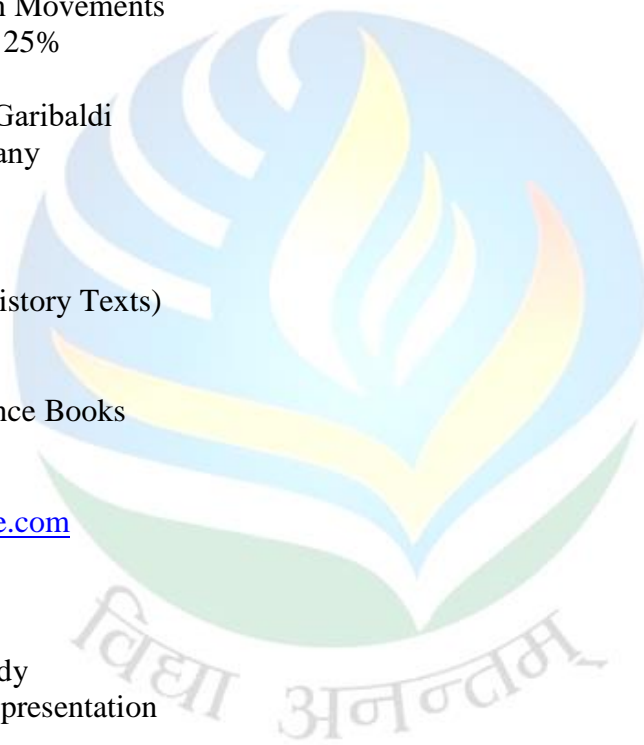
World History Reference Books

Online Resources

- <https://www.pdfdrive.com>

Practical / Activities

1. Map-based study
2. Short research presentation



❖ UNIT 1

THE FRENCH REVOLUTION AND NAPOLEONIC ERA (1789–1815)

1.1 Introduction

The **French Revolution of 1789** stands as one of the most significant events in world history. It brought an end to centuries of feudal privilege and absolute monarchy in France and replaced them with new ideas based on **popular sovereignty and citizenship**. The revolution marked the decline of the old order (*Ancien Régime*) and the beginning of democratic political culture in Europe.

The events of the French Revolution inspired revolutionary movements across Europe and challenged traditional political authority, making it a turning point in modern history.

1.2 Causes of the French Revolution

The causes of the French Revolution were complex and interrelated:

Political Causes

- Absolute monarchy of the Bourbon kings
- Absence of political representation for common people
- Administrative corruption

Social Causes

- Division of society into three estates
- Privileged position of clergy and nobility
- Burden of taxes on the Third Estate

➤ **Economic Causes**

- Financial crisis due to wars and royal extravagance
- Heavy taxation and rising prices
- Poor harvests and famine

➤ **Intellectual Causes**

- Enlightenment ideas of **Rousseau, Voltaire, and Montesquieu**
- Emphasis on reason, equality, and natural rights

1.3 Major Events of the French Revolution

Important events included:

- Meeting of the **Estates-General (1789)**
- Formation of the **National Assembly**
- **Storming of the Bastille (14 July 1789)**
- Abolition of feudal privileges
- Declaration of the Rights of Man
- Execution of Louis XVI
- Reign of Terror
- Establishment of the French Republic

These events fundamentally altered the political and social structure of France.

1.4 Napoleon Bonaparte

Napoleon Bonaparte emerged from the chaos of the revolution as a strong leader. His contributions include:

- Restoration of political stability
- Administrative reforms such as the **Napoleonic Code**
- Reorganization of education and administration
- Spread of revolutionary ideals across Europe

However, his imperial ambitions led to widespread wars. His final defeat at the **Battle of Waterloo (1815)** ended the Napoleonic era.

- **Self-Assessment Questions (Unit 1)**

1. Explain the political, social, and economic causes of the French Revolution.
2. Discuss the significance of the French Revolution in European history.
3. Evaluate Napoleon Bonaparte's role in shaping modern Europe.



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❖ UNIT 2

CONGRESS OF VIENNA AND REVOLUTIONARY MOVEMENTS (1815– 1848)

2.1 Introduction

After the defeat of Napoleon, European powers sought to restore peace and stability through the **Congress of Vienna (1815)**. The Congress aimed to reverse the effects of the French Revolution and re-establish conservative political order.

2.2 Congress of Vienna

The main objectives of the Congress were:

- Restoration of legitimate monarchies
- Maintenance of balance of power
- Suppression of revolutionary and nationalist ideas

Leading figures included:

- Prince Metternich of Austria
- Lord Castlereagh of Britain

The Congress redrew the political map of Europe.



2.3 Age of Metternich

The period after 1815 is known as the **Age of Metternich**, characterized by:

- Conservatism and reactionary politics
- Censorship of press and universities
- Suppression of liberal and nationalist movements

Despite repression, revolutionary ideas continued to spread underground.

2.4 Revolutions of 1830 and 1848

- The **Revolutions of 1830** weakened absolutism in France and Belgium
- The **Revolutions of 1848** spread across Europe, demanding constitutions, national unity, and civil rights

Although many revolutions failed, they exposed the weakness of conservative regimes and strengthened nationalist aspirations.

- **Self-Assessment Questions (Unit 2)**

1. Explain the objectives and significance of the Congress of Vienna.
2. Discuss Metternich's role in European politics.
3. Analyze the causes and impact of the Revolutions of 1848.

❖ UNIT 3

NATIONALISM AND UNIFICATION OF ITALY AND GERMANY

3.1 Rise of Nationalism

Nationalism emerged as a powerful ideology emphasizing:

- Common language and culture
- Shared historical experience
- Political unity and independence

It became a driving force behind revolutionary movements in 19th-century Europe.

3.2 Unification of Italy

Italian unification was achieved through the combined efforts of:

- **Giuseppe Mazzini** – Spread nationalist ideology
- **Count Cavour** – Diplomatic leadership of Piedmont-Sardinia
- **Giuseppe Garibaldi** – Military campaigns

Italy was unified by **1870**, ending centuries of political fragmentation.

3.3 Unification of Germany

German unification was led by **Otto von Bismarck**, who followed the policy of “**Blood and Iron.**”

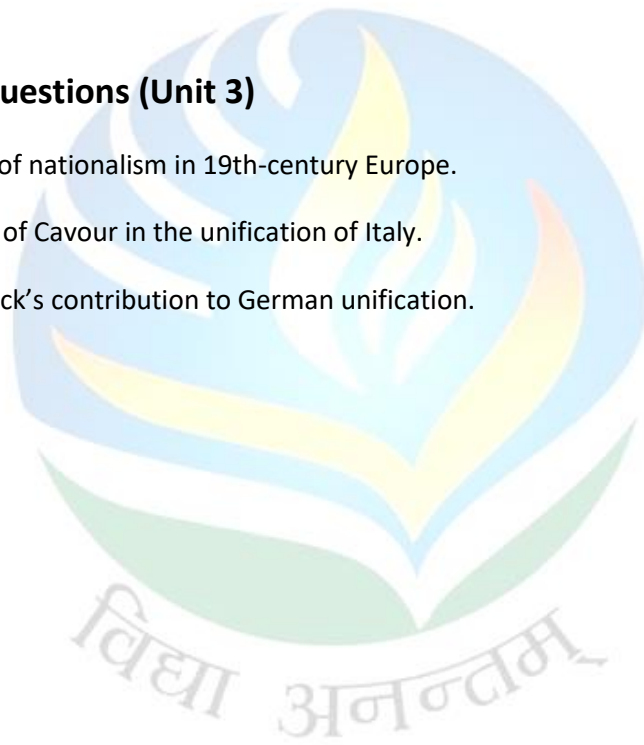
Key wars:

- Danish War (1864)
- Austro-Prussian War (1866)
- Franco-Prussian War (1870–71)

Germany was unified in **1871** under Prussian leadership.

Self-Assessment Questions (Unit 3)

1. Explain the rise of nationalism in 19th-century Europe.
2. Discuss the role of Cavour in the unification of Italy.
3. Evaluate Bismarck’s contribution to German unification.



❖ UNIT 4

INDUSTRIAL REVOLUTION AND SOCIAL CHANGES

4.1 Introduction

The **Industrial Revolution** marked a major shift from agrarian economies to industrial production. It began in Britain and gradually spread across Europe.

4.2 Causes of Industrial Revolution

- Availability of capital
- Technological inventions
- Natural resources such as coal and iron
- Stable political conditions

4.3 Impact of Industrialization

Economic Impact

- Expansion of industries
- Growth of trade and markets
- Rapid urbanization

➤ Social Impact

- Emergence of working class
- Poor living and working conditions
- Widening social inequalities

4.4 Socialism and Labour Movements

Industrial exploitation led to:

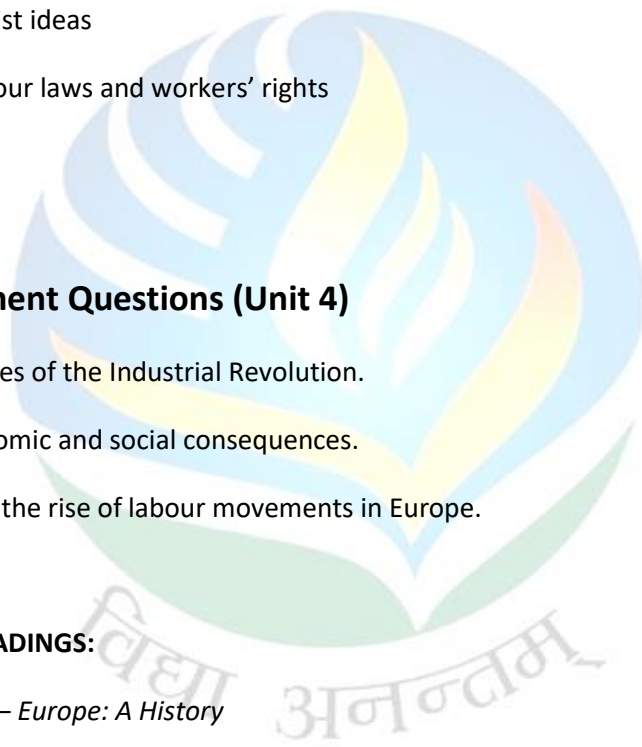
- Growth of trade unions
- Spread of socialist ideas
- Demand for labour laws and workers' rights

- **Self-Assessment Questions (Unit 4)**

1. Explain the causes of the Industrial Revolution.
2. Discuss its economic and social consequences.
3. Write a note on the rise of labour movements in Europe.

➤ **SUGGESTED READINGS:**

- Norman Davies – *Europe: A History*
- E. J. Hobsbawm – *The Age of Revolution*
- David Thomson – *Europe Since Napoleon*
- Jeremy Black – *Eighteenth-Century Europe*



❖ SUMMARY:

This course traces Europe's transformation from **revolutionary upheaval to modern nation-states**, highlighting the impact of political revolutions, nationalism, industrial growth, and social change. It equips learners with a comprehensive understanding of how modern Europe emerged between **1789 and 1890 A.D.**





Subject Title: Environment Science

Program Details:

Year: 2nd Year

Semester: 3rd

Course Title: Environmental Science

Course Type: Core Compulsory

Course Credit: 04

Pre-Requisite: 10+2 from a recognized education board

Rationale

This course creates awareness about environmental issues, natural resource conservation, ecosystem balance, sustainable development, and human responsibility towards nature. It helps students understand environmental problems and develop eco-friendly attitudes.

Teaching & Examination Scheme

Teaching Scheme (Hours/Week)	Examination Scheme	Marks
Lecture: 4	Internal – Mid	20
Tutorial: 0	Internal – CE	10
Practical: 0	External Exam	70
Total Credits: 4	Total Marks	100

Course Objectives

1. To create environmental awareness among students.
2. To explain the structure and functioning of ecosystems.
3. To study environmental problems and conservation methods.

Course Outcomes

On successful completion of this course, students will be able to:

1. Understand environmental concepts and ecosystem functioning.
2. Identify major environmental problems.
3. Recognize the need for environmental protection.
4. Develop responsible environmental behaviour.

Course Content

Unit – I : Introduction to Environment

Credit: 1 | Weightage: 25%

- Components of environment
- Ecosystems

- Biodiversity
- Natural resources

Unit – II : Environmental Pollution

Credit: 1 | Weightage: 25%

- Air pollution
- Water pollution
- Noise pollution
- Soil pollution

Unit – III : Global Environmental Issues

Credit: 1 | Weightage: 25%

- Climate change
- Global warming
- Ozone depletion
- Waste management

Unit – IV : Environmental Protection

Credit: 1 | Weightage: 25%

- Environmental ethics
- Sustainable development
- Conservation practices
- Role of citizens and government

Reference Books

(Environmental Science Texts)

Suggested Readings

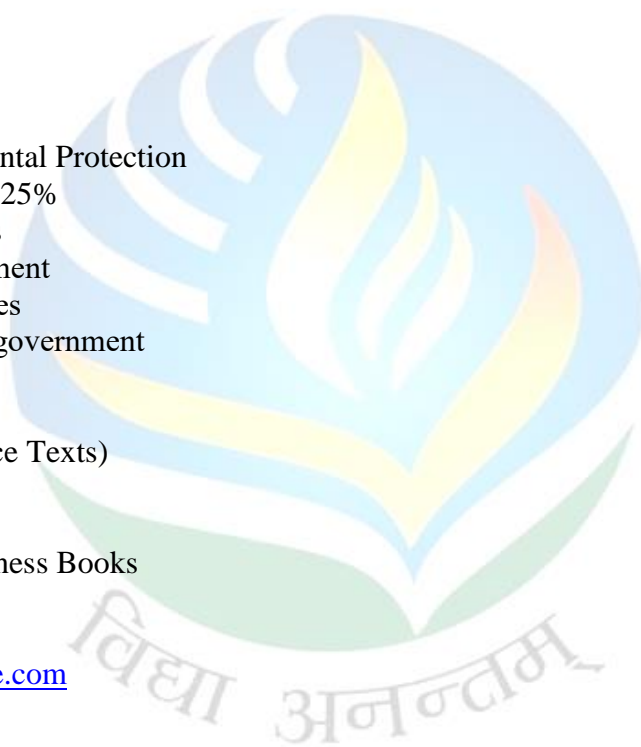
Environmental Awareness Books

Online Resources

- <https://www.pdfdrive.com>

Practical / Activities

1. Environmental awareness survey
2. Group eco-projects



➤ UNIT 1

INTRODUCTION TO ENVIRONMENTAL SCIENCE

1.1 Introduction

Environmental Science is the study of the **environment and the interactions among its physical, chemical, biological, and social components**. It helps us understand how natural systems work and how human activities affect these systems.

1.2 Meaning and Scope of Environmental Science

The term *environment* includes everything that surrounds us—air, water, land, plants, animals, and human society.

➤ **Scope of Environmental Science:**

- Natural sciences (biology, chemistry, physics)
- Social sciences
- Environmental studies
- Resource management
- Environmental protection and policy



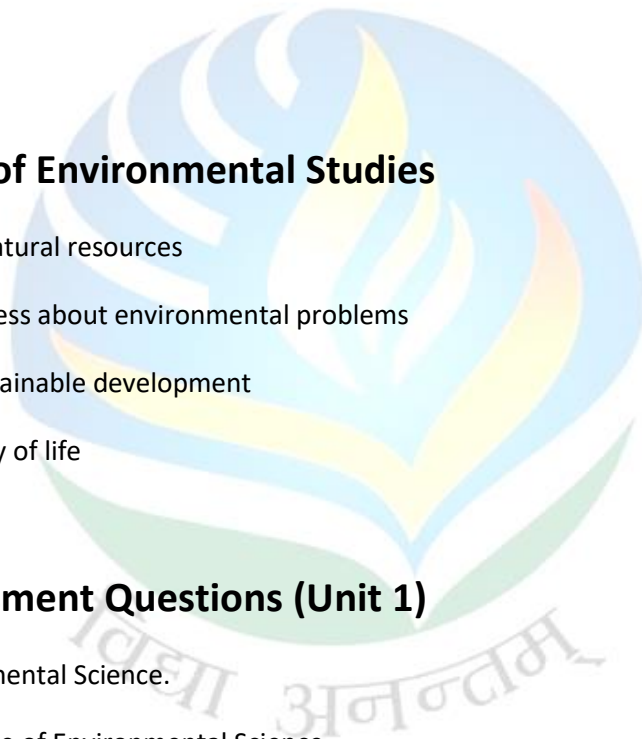
1.3 Components of Environment

The environment consists of four major components:

1. **Atmosphere** – Air surrounding the Earth
2. **Hydrosphere** – Water bodies (oceans, rivers, lakes)
3. **Lithosphere** – Land and soil
4. **Biosphere** – Living organisms

1.4 Importance of Environmental Studies

- Helps protect natural resources
 - Creates awareness about environmental problems
 - Encourages sustainable development
 - Improves quality of life
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- **Self-Assessment Questions (Unit 1)**
 1. Define Environmental Science.
 2. Explain the scope of Environmental Science.
 3. Describe the components of environment.



➤ UNIT 2

ECOSYSTEMS AND BIODIVERSITY

2.1 Ecosystem: Meaning and Types

An **ecosystem** is a functional unit where living organisms interact with their physical environment.

➤ Types of Ecosystems:

- Forest ecosystem
- Grassland ecosystem
- Desert ecosystem
- Aquatic ecosystem

2.2 Structure and Function of Ecosystem

➤ Structure:

- Biotic components (plants, animals, microorganisms)
- Abiotic components (air, water, soil, sunlight)

➤ Functions:

- Energy flow
- Nutrient cycling
- Ecological balance



2.3 Biodiversity

Biodiversity refers to the variety of life on Earth.

Types of biodiversity:

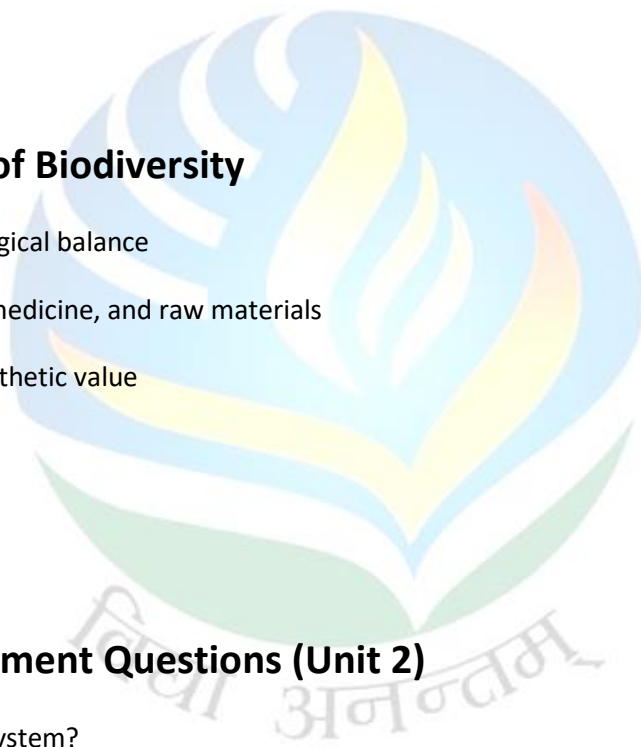
- Genetic diversity
- Species diversity
- Ecosystem diversity

2.4 Importance of Biodiversity

- Maintains ecological balance
- Provides food, medicine, and raw materials
- Cultural and aesthetic value

• Self-Assessment Questions (Unit 2)

1. What is an ecosystem?
2. Explain different types of ecosystems.
3. Discuss the importance of biodiversity.



➤ UNIT 3

NATURAL RESOURCES AND ENVIRONMENTAL POLLUTION

3.1 Natural Resources

Natural resources are materials obtained from nature that are used by humans.

➤ **Types:**

- Renewable resources (water, forests, solar energy)
- Non-renewable resources (coal, petroleum)

3.2 Conservation of Natural Resources

Conservation means **judicious use and protection of resources** for future generations.

Methods:

- Sustainable use
- Recycling
- Afforestation
- Energy conservation



3.3 Environmental Pollution

Pollution is the introduction of harmful substances into the environment.

➤ **Types of Pollution:**

- Air pollution
- Water pollution
- Soil pollution
- Noise pollution

3.4 Control of Pollution

- Use of clean technologies
- Waste management
- Environmental laws and regulations
- Public awareness

➤ **Self-Assessment Questions (Unit 3)**

1. Define natural resources.
2. Explain types of pollution.
3. Describe methods of pollution control.



➤ UNIT 4

ENVIRONMENTAL ISSUES AND SUSTAINABLE DEVELOPMENT

4.1 Major Environmental Issues

- Climate change
- Global warming
- Deforestation
- Population growth
- Waste management

4.2 Climate Change and Global Warming

Climate change refers to long-term changes in temperature and weather patterns, mainly caused by human activities.

Causes:

- Greenhouse gas emissions
- Industrialization
- Deforestation

4.3 Sustainable Development



Sustainable development means **meeting present needs without compromising the ability of future generations.**

Principles:

- Conservation of resources
- Environmental protection
- Social and economic development

4.4 Role of Individuals in Environmental Protection

- Reduce, Reuse, Recycle
- Save water and energy
- Plant trees
- Spread environmental awareness

- **Self-Assessment Questions (Unit 4)**

1. Explain major environmental issues.
2. What is sustainable development?
3. Discuss the role of individuals in environmental protection.

❖ **SUGGESTED READINGS**

- Erach Bharucha – *Environmental Studies*
- R. Rajagopalan – *Environmental Studies*
- Cunningham & Cunningham – *Environmental Science*
- NCERT – *Environmental Studies*

❖ SUMMARY:

This course introduces students to the **basic concepts of Environmental Science**, emphasizing ecosystems, natural resources, pollution, environmental issues, and sustainability. It aims to create **environmentally responsible citizens** capable of understanding and addressing environmental challenges.

