



Gyanmanjari
Innovative University

Course Syllabus
Gyanmanjari Institute of Arts
Semester-5(B.A.)

Subject: The Victorian Literature – BATEN15318

Type of course: Major (Core)

Prerequisite: NA

Rationale:

This course explores Victorian era literature, focusing on how authors responded to industrialization, class struggles, the legal system, and moral debates. Key themes include the tension between progress and tradition, the role of women and education, the constraints of social hierarchy, and the impact of materialism on spiritual and intellectual growth.

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks			Total Marks
CI	T	P	C	SEE	CCE		
					MSE	ALA	
4	0	0	4	100	30	70	200

Legends: CI-Classroom Instructions; T – Tutorial; P - Practical; C – Credit; SEE - Semester End Evaluation; MSE- Mid Semester Examination; V – Viva; CCE-Continuous and Comprehensive Evaluation; ALA- Active Learning Activities.

4 Credits * 25 Marks = 100 Marks (each credit card carries 25 Marks)

SEE 50 Marks will be converted into 25 Marks

CCE 50 Marks will be converted into 25 Marks

It is compulsory to pass in each individual component.



Course Content:

Sr. No	Course content	Hrs.	% Weightage
1	Great Expectations by Charles Dickens The legal system and crime in 19th-century England - Industrialization and class division the impact of social mobility Orphanhood and child labour Themes and literary significance.	15	25 %
2	Matthew Arnold's Culture and Anarchy (1869) Materialism vs. Spiritual Growth in Matthew Arnold's Culture and Anarchy (1869) explores the importance of culture in achieving a harmonious society. Hebraism & Hellenism Barbarians & Populace. Arnold criticizes blind adherence to traditions and argues that education and culture can lead to a better, more harmonious civilization.	15	25 %
3	Victorian Poetry If by Rudyard Kipling A Didactic poem that outlines the principles of ideal manhood through a father's advice to his son. Using conditional clauses, it promotes Stoicism, Moral Integrity, and Emotional Resilience. No Coward Soul Is Mine by Emily Brontë In Memoriam of A.H.H by A.L. Tennyson A long Elegiac poem mourning the death of Tennyson's close friend Arthur Henry Hallam.	15	25 %
4	Jude the Obscure by Thomas Hardy Fate, Rigid Social Norms, and Personal Misfortunes through Jude's relentless pursuit of knowledge and happiness, the novel highlights the unattainability of dreams for the working class in an unforgiving society.	15	25 %



Continuous Assessment:

Sr. No	Active Learning Activities	Marks
1	Gothic Writing: Students have to write a ghost story where Miss Havisham's spirit haunts Satis House, Pip, or Estella, incorporating gothic imagery and suspense. Create a Word document and Upload it on GMIU web Portal.	10
2	Child Labour investigation: Students need to research historical accounts of child labour in the 19th century and compare them with modern child labour issues worldwide. They can present their findings as a digital timeline or documentary. Upload the findings on GMIU Web Portal.	10
3	Meme Culture vs. High Culture: Students shall analyze whether today's cultural products promote knowledge or reinforce materialism. Prepare a video of the classroom debate and upload it on GMIU web Portal.	10
4	Liberty in Art: A Creative Expression Showcase: Students shall create art, poetry, music, or short videos illustrating Mill's views on freedom, individuality, and self-expression. Upload the video on YouTube and attach the link in GMIU Web Portal.	10
5	Victorian Social Norms: A Modern-Day Comparison: Students shall research modern examples of rigid societal norms (e.g., gender roles, class inequality, access to education) and discuss whether society has changed or if similar issues persist today. Prepare data and upload it on the GMIU web portal.	10
6	The Victorian Chronicle: Students shall form a group and create a Victorian-era newspaper covering themes of love, marriage, and education, using perspectives from authors such as Thomas Hardy, John Stuart Mill, Matthew Arnold, and other Victorian thinkers. Upload the newspaper on GMIU Web Portal.	10
7	Attendance:	10
Total		70



Suggested Specification table with Marks (Theory):100

Distribution of Theory Marks (Revised Bloom's Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage	20%	40%	20%	20 %	00	00

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from the above table.

Course Outcome:

After learning the course, the students should be able to:	
CO1	Examine the impact of industrialization and class division on personal identity and social mobility.
CO2	Explore Arnold's criticism of blind adherence to tradition and its implications for society.
CO3	Analyze the principles of justice and utilitarianism, discussing their relevance to modern society.
CO4	Understand novel's role as a social commentary on the struggles of the working class and the unattainability of dreams.

Instructional Method:

The course delivery method will depend upon the requirement of content and the needs of students. The teacher, in addition to conventional teaching methods by blackboard, may also use any tools such as demonstration, role play, Quiz, brainstorming, MOOCs etc.

From the content, 10% of topics are suggested for flipped mode instruction.

Students will use supplementary resources such as online videos, NPTEL/SWAYAM videos, e-courses, Virtual Laboratory

The internal evaluation will be done on the basis of Active Learning Assignment

A practical/Viva examination will be conducted at the end of the semester for evaluation of the performance of students in the laboratory.



Reference Books:

- [1] Dickens, Charles. *Great Expectations*. Chapman and Hall, 1861.
- [2] Arnold, Matthew. *Culture and Anarchy*. Smith, Elder & Co., 1869.
- [3] Mill, John Stuart. *On Liberty*. John W. Parker and Son, 1859.
- [4] Hardy, Thomas. *Jude the Obscure*. Osgood, McIlvaine & Co., 1895
- [5] Long, William J. *English Literature: Its History and Its Significance for the Life of the English-Speaking World*. Ginn and Company, 1909.

