GURUGRAM UNIVERSITY, GURUGRAM

Curriculum and Credit Framework as per NEP 2020

for

UG Single Major English

Department of English and Other Foreign Languages

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Vision and Mission of the Department

Vision:

The Department envisions a healthy and positive cultural growth of the students for the better social, economic, political and cultural environment in the country. We believe in the multi-ethnic, multicultural, multi religious texture of our country. Accordingly, we strive to shape and reshape the attitudes of the students compatible with these diversities in order to strengthen the democratic spirit of our country.

The Department is engaged in providing learning and research opportunities in various thrust areas such as Indian Literature in English, Indian Knowledge System, Modern and Postmodern Literature, Cultural Studies, Linguistics, Indian Aesthetics, Gender Studies, Translation Studies, and Film Studies etc. It encourages students to understand literature in relation to history, society, media, technology, and cultural transformations. In keeping with the objectives of NEP 2020, the Department promotes holistic and flexible learning by encouraging interdisciplinary perspectives, ethical awareness, and professional competence.

Mission:

- To cultivate critical, analytical, and creative thinking through the study of literature, language, culture, and interdisciplinary humanities.
- To promote ethical, democratic, and inclusive values by sensitizing students towards the multicultural, multi-ethnic, and pluralistic fabric of Indian society.
- To provide an immersive, culturally enriched language learning experience that transcends traditional boundaries.
- To equip students not only with linguistic skills but also with a global mindset, fostering empathy, cross-cultural collaboration, and an appreciation for diversity.
- To encourage students to evaluate and interpret literary and cultural texts in relation to history, society, media, technology, and contemporary global transformations.
- To empower learners with effective communication, academic writing, and professional skills required for teaching, research, media, publishing, and related fields.

About the Department

The Department of English and other Foreign Languages at Gurugram University is committed to promoting critical thinking, human values, globalization, cultural diversity, and linguistic competence through its various programmes in the domains of literature and language. It nurtures an international, multilingual, and interdisciplinary approach toward academics.

Keeping in view the rapid pace of globalization, communication has become the key to bringing the world closer. The Department of English organizes conferences, seminars, guest lectures, and workshops to enhance academic engagement. We believe that since English is the global language of communication and a major requirement in the job market, all students should develop their oral and written communication skills in English to compete effectively in today's highly competitive job market.

To meet global demands, the Department has designed foreign language courses in German, Japanese, and Spanish, across various programmes. These languages serve as valuable assets for students aspiring to join multinational companies or seeking opportunities abroad. The Department aims to prepare students for roles as language teachers, trainers, and professionals in the corporate sectors related to German, Japanese, and Spanish industries. Beyond language acquisition, the programme encourages students to explore comparative literary studies and develop strong intercultural competence.

About the Programme

The Department of English for undergraduates offers an exciting program that helps students discover literature and language. Our courses cover different writing styles, historical periods, and theories, giving students a solid understanding of English literature. Students improve their reading, writing, and analysis skills, preparing them for various careers or further studies. With engaging classes, discussions, and digital tools, we create a learning environment that enhances communication, critical thinking, and creativity, equipping graduates with the skills needed for success.

Programme Educational Objectives (PEOs)

PEO	Description
PEO-1	Develop a Comprehensive Understanding of English Literature
PEO-2	Enhance Critical Thinking and Analytical Skills
PEO-3	Improve Communication and Writing Proficiency
PEO-4	Foster Ethical, Cultural, and Social Awareness

Programme Outcomes (POs)

PO	Description
PO-1	Apply interdisciplinary perspectives to the study of literature and enhance analytical and critical skills.
PO-2	In-depth understanding of English literature, spanning various genres, periods, and cultural contexts.
PO-3	Achieve proficiency in both written and oral communication, express ideas effectively in academic writings, presentations, and discussions.
PO-4	Cultivate an understanding of ethical issues and cultural diversity through literature.
PO-5	Develop strong research skills, learn to design and conduct independent research projects.
PO-6	Explore innovative ways to convey literary ideas and narratives.
PO-7	Become proficient in using digital tools and technologies to enhance literary studies, including digital humanities methods, online research, and multimedia presentations.
PO-8	Prepared for a range of careers by acquiring essential skills such as problem-solving, adaptability, and teamwork by engaging in internships and professional development opportunities.

PO-9	Evaluate texts, construct sound arguments and engage in scholarly discussions.

Programme Specific Outcomes (PSOs)

PSO	Description
PSO-1	Demonstrate a thorough understanding of major literary works, genres, periods, and cultural contexts.
PSO-2	Apply interdisciplinary perspectives to literary analysis, integrate insights from history, philosophy, sociology, and other fields to enrich understanding of texts.
PSO-3	Articulate ideas clearly and persuasively in both written and oral forms.
PSO-4	Demonstrate an understanding of diverse cultural perspectives and ethical considerations, show empathy and social responsibility in interpretations and discussions of literature.
PSO-5	Become proficient in designing and conducting independent research projects, critically evaluating sources and present findings coherently in both written and oral formats.
PSO-6	Become capable of expressing creativity through various forms of writing and multimedia.
PSO-7	Become proficient in leveraging digital tools and technologies to enrich literary studies, including online research, applying digital humanities techniques and developing multimedia presentations.
PSO-8	Prepare for diverse career paths, equipped with problem-solving, adaptability, and teamwork skills and have practical experience through professional development activities.

PSO-9	Exhibit a commitment to lifelong learning and personal growth, maintain intellectual curiosity and self-improvement beyond formal education.

Undergraduate Attributes

Disciplinary Knowledge: Learn all about your subject to understand complex ideas better. This helps you connect different pieces of knowledge and see how they fit together.

Creative and Critical Thinking: Develop the ability to think creatively and critically. This means coming up with new ideas, questioning old ones, and looking at problems from different angles.

Problem Solving: Improve your skills in figuring out and solving complex problems. This involves using what you've learned in real-life situations to come up with smart solutions.

Communication Skills: Get better at sharing your ideas clearly in both writing and speaking. This helps you communicate effectively with different people and in various situations.

Semester 1

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Core Course(s)														
CC-A1	History of English Literature (1350-1660)		3	1	-	3	1	-	4	30	70	-	-	100
CC-A2	Introduction to Poetry		3	1	-	3	1	-	4	30	70	-	-	100
CC-A3	Introduction to Prose and Short Stories		3	1	-	3	1	-	4	30	70	-	-	100
Minor/Vocational Course(s)														
MIC-1	One from Pool		1	1	-	1	1	-	2	15	35	-	-	50
Multidisciplinary Course(s)														
MDC-1	One from Pool		2	1	-	2	1	-	3	25	50	-	-	75
Ability Enhancement Course(s)														
AEC-1	One from Pool		1	1	-	1	1	-	2	15	35	-	-	50
Skill Enhancement Course(s)														
SEC-1	One from Pool		2	-	2	2	-	1	3	15	35	05	20	75
Value-added Course(s)														
VAC-1	One from Pool		1	1	-	1	1	-	2	15	35	-	-	50
Total Credits									**24**					**600**

Semester 2

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Core Course(s)														
CC-A4	History of English Literature (1660-1798)		3	1	-	3	1	-	4	30	70	-	-	100
CC-A5	Classical Literature (Indian and European)		3	1	-	3	1	-	4	30	70	-	-	100
CC-A6	Introduction to Drama		3	1	-	3	1	-	4	30	70	-	-	100
Minor/Vocational Course(s)														
MIC-2	One from Pool		1	1	-	1	1	-	2	15	35	-	-	50
Multidisciplinary Course(s)														
MDC-2	One from Pool		2	1	-	2	1	-	3	25	50	-	-	75
Ability Enhancement Course(s)														
AEC-2	One from Pool		1	1	-	1	1	-	2	15	35	-	-	50
Skill Enhancement Course(s)														
SEC-2	One from Pool		2	-	2	2	-	1	3	15	35	05	20	75
Value-added Course(s)														
VAC-2	One from Pool		1	1	-	1	1	-	2	15	35	-	-	50
Total Credits									**24**					**600**

Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Core Course(s)														
CC-A7	History of English Literature (1798-1914)		3	1	-	3	1	-	4	30	70	-	-	100
CC-A8	Introduction to Novel		3	1	-	3	1	-	4	30	70	-	-	100
CC-A9	Indian English Literature		3	1	-	3	1	-	4	30	70	-	-	100
Minor/Vocational Course(s)														
MIC-3	One from Pool		3	1	-	3	1	-	4	30	70	-	-	100
Multidisciplinary Course(s)														
MDC-3	One from Pool		2	1	-	2	1	-	3	25	50	-	-	75
Ability Enhancement Course(s)														
AEC-3	One from Pool		1	1	-	1	1	-	2	15	35	-	-	50
Total Credits									**21**					**525**

Semester 4

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Core Course(s)														
CC-A10	History of English Literature (1914-1968)		3	1	-	3	1	-	4	30	70	-	-	100
CC-A11	Indian Literature in Translation		3	1	-	3	1	-	4	30	70	-	-	100
CC-A12	Introduction to American Poetry		3	1	-	3	1	-	4	30	70	-	-	100
Minor/Vocational Course(s)														
MIC-4/ VOC-1	One from Pool		3	1	-	3	1	-	4	30	70	-	-	100
Multidisciplinary Course(s)														
AEC-4	One from Pool		1	1	-	1	1	-	2	15	35	-	-	50
Ability Enhancement Course(s)														
VAC-3	One from Pool		1	1	-	1	1	-	2	15	35	-	-	50
Total Credits									**20**					**500**

Semester 5

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Core Course(s)														
CC-A13	World Literature-I		3	1	-	3	1	-	4	30	70	-	-	100
CC-A14	Cultural Studies		3	1	-	3	1	-	4	30	70	-	-	100
CC-A15	Introduction to American Novel		3	1	-	3	1	-	4	30	70	-	-	100
Minor/Vocational Course(s)														
MIC-5/ VOC-2	One from Pool		3	1	-	3	1	-	4	30	70	-	-	100
Internship														
Internship									4					100
Total Credits									**20**					**500**

Semester 6

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Core Course(s)														
CC-A16	Introduction to American Drama		3	1	-	3	1	-	4	30	70	-	-	100
CC-A17	World Literature-II		3	1	-	3	1	-	4	30	70	-	-	100
CC-A18	Approaches to Literature		3	1	-	3	1	-	4	30	70	-	-	100
Minor Course(s)														
MIC-6	One from Pool		3	1	-	3	1	-	4	30	70	-	-	100
Vocational Course(s)														
MIC-7/ VOC-3	One from Pool		3	1	-	3	1	-	4	30	70	-	-	100
Skill Enhancement Course(s)														
SEC-3	One from Pool		2	-	2	2	-	1	3	15	35	05	20	75
Total Credits									**23**					**575**

The curriculum of semester 7 and 8 will be provided in due course of time.

CORE COURSE-CC A01

Name of Subject: History of English Literature (1350-1660)	Credits: 4	L T P 3 1 -
Duration: 3 hours	Max. Marks: 100	TE= 70 TI= 30

Course Objectives	
CO-1	Trace the developmental history of English Literature from 1350 to 1660.
CO-2	Analyse and appreciate select works from the History of English literature.
CO-3	Provide the learners to know about knowledge of different aspects of English literature.
CO-4	Read about major literary works by British writers in the field of Fiction, Drama and Poetry.

Course Outcomes	
CO-1	Appreciate the expressive use of language as a fundamental and sustaining human activity, preparing for a life of learning as readers and writers.
CO-2	Value literature, language, and imagination and develop a passion for literature and language.
CO-3	Cultivate the capacity to judge the aesthetic and ethical value of literary texts– and articulate the standards behind their judgments.
CO-4	Describe major religious, political, and social movements from the 14th to 19th centuries and their influence on literature.

Unit I	**Middle English Literature (1350-1500)** ▪ Social, economic, political and literary conditions ▪ Transition from Old English to Middle English. ▪ Influence of Norman Conquest on the English language and literature. ▪ Authors- Geoffrey Chaucer, William Langland, John Gower **Themes and Features** ▪ Religious and moral allegory ▪ Chivalric romance and courtly love ▪ Development of narrative poetry and prose
Unit II	**Renaissance Literature (1500-1558)** ▪ Social, economic, political and literary conditions ▪ The revival of classical learning and humanism ▪ The impact of the printing press on literature ▪ Authors- Sir Thomas More, John Heywood, Sir Thomas Wyatt **Themes and Features** ▪ Emphasis on humanism and individualism ▪ Exploration of new poetic forms and genres ▪ Satire and social commentary
Unit III	**Elizabethan and Jacobean Literature (1558-1625)** ▪ Social, economic, political and literary conditions ▪ The flourishing of English drama and poetry ▪ The Elizabethan Age as the golden age of English literature. ▪ Authors- William Shakespeare, Edmund Spenser, Christopher Marlowe **Themes and Features:** ▪ Exploration of complex human emotions and motivations ▪ Development of blank verse and dramatic structure ▪ Rich imagery and figurative language.
Unit IV	**Caroline and Commonwealth Literature (1625-1660)** ▪ Social, economic, political and literary conditions ▪ Literature during the reign of Charles I, the Civil War, and the Commonwealth period. ▪ Influence of political and religious turmoil on literature. ▪ Authors- John Milton, John Donne, Andrew Marvell **Themes and Features:** ▪ Metaphysical poetry and its use of complex metaphors and philosophical themes. ▪ Exploration of political and religious subjects. ▪ Transition from Renaissance ideals to more introspective and personal themes.

Suggested Readings:

- Dahiya, Bhim S. *A New History of English Literature*. Doaba House, 2017.
- Evans, Blackmore G. *Elizabethan-Jacobean Drama: The Theatre in its Time*. Bloomsbury, 1998.
- Greenblatt, Stephen. *Renaissance Self-Fashioning: From More to Shakespeare*. University of Chicago Press, 2005.
- Hudson, W.H. *An Introduction to the Study of Literature*. Atlantic Publishers, 2025.
- Sanders, Andrew. *The Short Oxford History of English Literature*. Oxford University Press,1994.
- Sharpre, A.J. *Early Modern England: A Social History 1550-1760*. Bloomsbury USA, 1997.

Instructions for paper-setter	
Question No. 1 will be a short answer type question based on all Units. Students will be required to attempt 7 out of the given 9 questions.	7×2= 14 Marks
Question No. 2 will be based on Unit I. Students will be required to attempt 1 out of given 2 questions.	14 Marks
Question No. 3 will be based on Unit II. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 4 will be based on Unit III. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 5 will be based on Unit IV. Students will be required to attempt 1 out of the given 2 questions.	14 Marks

CORE COURSE-CC A02

Name of Subject: Introduction to Poetry	Credits: 4	L T P 3 1 -
Duration: 3 hours	Max. Marks: 100	TE= 70 TI= 30

Course Objectives	
CO-1	Demonstrate knowledge of poetry of various forms and periods.
CO-2	Recognize and identify different formal rhythmic properties of poems and of language as a whole.
CO-3	Analyze and evaluate the aesthetic impact of individual poems.
CO-4	Recognize and identify poets of various commitments, styles, and periods.

Course Outcomes	
CO-1	Learners will be able to analyse poetry through discussion and writing.
CO-2	Identify literary terms, themes, strategies, and issues as are relevant to the works being studied.
CO-3	Explain the relationship between literature and the historical/cultural contexts in which it was written.
CO-4	Recognize the integrated role and nature of the technical elements of poetry as they contribute to making meaning.

Unit I	Forms and aspects of poetry: Types of poetry- Sonnets, lyric, elegy, Ode, Ballad, Epic, Dramatic monologue, Stanza, Poetic Rhythm and rhyme, Alliteration, Simile, Metaphor, Personification, Hyperbole, Allusion , Irony and Imagery.
Unit II	Phlip Sideny : "Loving in Truth and Fain in Verse"(Sonnet I) John Donne : "The Sun Rising" Willaim Blake: "The Chimney Sweeper" (Songs of Innocence)
Unit III	William Wordsworth : "Solitary Reaper" Robert Browning : "The Last Ride Together" Matthew Arnold : "Dover Beach"
Unit IV	W H Auden : "The Unknown Citizen" Philp Larkin : "Going Going " Ted Hughes : "Jaguar"

Suggested Readings:

- Abrams, M.H. and Harpham, G.G. *A Glossary of Literary Terms*. Cengage India Pvt Ltd, 2015.
- Cuddon, J.A. and Habib, M.A.R. *The Penguin Dictionary of Literary Terms and Literary Theory*. Penguin, 2014.
- Long, William J. *English Literature: Its History and Significance*. Maple Press, 2012.

Instructions for paper-setter	
Question No. 1 will be a reference to the context type question based on all Units. Students will be required to attempt 2 out of the given 3 questions.	2×7= 14 Marks
Question No. 2 will be based on Unit I. Students will be required to attempt 1 out of given 2 questions.	14 Marks
Question No. 3 will be based on Unit II. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 4 will be based on Unit III. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 5 will be based on Unit IV. Students will be required to attempt 1 out of the given 2 questions.	14 Marks

CORE COURSE-CC A03

Name of Subject: Introduction to Prose and Short Stories	**Credits: 4**	**L T P** **3 1 -**
Duration: 3 hours	**Max. Marks: 100**	**TE= 70 TI= 30**

Course Objectives	
CO-1	The course aims to impart an introductory knowledge of fiction as a genre.
CO-2	The course aims to familiarize students with the key terms and trends of fiction in different ages.
CO-3	Offer an opportunity to evaluate the style and contribution of some of the greatest short story writers towards the development of short story as a genre.
CO-4	To develop students' understanding of prose and short stories through critical reading and interpretation.

Course Outcomes	
CO-1	Introduce students to the seminal practitioners of English Literature and lay the foundation for contextualising specific texts against definite historical backdrops.
CO-2	Analyzing the art of story-telling and the various structural elements of a short story.
CO-3	Apprehend the art of story-telling through the study of the novels and short stories and define the elements such as plot, plot-structure, characterization and narrative technique.
CO-4	Students will demonstrate literary appreciation, and effective analytical thinking.

Unit I	(a) Introduction to Essay: Joseph Addison "On Essay Form" (b) Introduction to Short Story : Edgar Allen Poe: "The Philosophy of Composition"
Unit II	Francis Bacon : "Of Ambition" Jonathan Swift : "A Treatise on Good Manners and Good Breeding"
Unit III	Mary Wollstonecraft : "A Vindication of the Rights of Woman" Alice Walker : "Everyday Use"
Unit IV	George Orwell : "Shooting an Elephant" Rabindranath Tagore : "Kabuliwala"

Suggested Readings:

- Abrams, M.H. and Harpham, *G.G. A Glossary of Literary Terms*. Cengage India Pvt Ltd, 2015.
- Cuddon, J.A. and Habib, *M.A.R. The Penguin Dictionary of Literary Terms and Literary Theory*.
- Penguin, 2014.
- Hunter, Adrian. *The Cambridge Introduction to the Short Story in English.* Cambridge University
- Press, 2007.
- Rimmon-Kenan, Shlomith. *Narrative Fiction: Contemporary Poetics*. 2nd ed., Routledge, 2002.

Instructions for paper-setter	
Question No. 1 will be a reference to the context type question based on all Units. Students will be required to attempt 2 out of the given 3 questions.	2×7= 14 Marks
Question No. 2 will be based on Unit I. Students will be required to attempt 1 out of given 2 questions.	14 Marks
Question No. 3 will be based on Unit II. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 4 will be based on Unit III. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 5 will be based on Unit IV. Students will be required to attempt 1 out of the given 2 questions.	14 Marks

CORE COURSE-CC A04

Name of Subject: History of English Literature (1660 -1798)	Credits: 4	L T P 3 1 -
Duration: 3 hours	Max. Marks: 100	TE= 70 TI= 30

Course Objectives	
CO-1	Help students explore poetry, drama and prose texts in a range of political, philosophical and cultural material from the end of the Renaissance through the English Civil War and Restoration in the seventeenth century.
CO-2	Examine the turmoil about succession and questions on monarchy as they lead up to the civil war, both in drama like Shakespeare and Behn as well as in the poetry of Milton.
CO-3	Show a new interweaving of the sacred and the secular subjects of 17th Century poetry.
CO-4	To develop students' understanding of the history of English literature through critical reading and interpretation.

Course Outcomes	
CO-1	Understand the literature of the Age of Reason.
CO-2	Understand explored areas in 17th and 18th century literature.
CO-3	Understand how humour and satire are interwoven in literary works.
CO-4	Students will demonstrate literary appreciation, and effective analytical thinking

Unit I	**The Restoration Period (1660-1700)** • Social, economic, political and literary conditions • Literary Flourishing: The reopening of theatres and a renewed interest in the arts and literature. • Rise of Satire and Comedy: The development of Restoration comedy. • Authors- John Dryden, Aphra Behn, William Congreve
Unit II	**The Augustan Age (1700-1745)** • Social, economic, political and literary conditions • Imitation of Classical Models: Emphasis on order, decorum, and the use of classical forms. • Rise of Satire: Satirical literature addressing social, political, and cultural issues. • Periodicals and Essays: Growth of periodical literature, with essays and journalism becoming popular. • Authors- Alexander Pope, Jonathan Swift, Joseph Addison
Unit III	**The Age of Sensibility (1745-1785)** • Social, economic, political and literary conditions • Pre-Romantic Trends: Emphasis on emotion, individualism, and nature. • Gothic Fiction: The emergence of the gothic novel. • Sentimental Literature: Focus on emotion and sensibility in novels and poetry. • Authors- Thomas Gray, William Blake, Oliver Goldsmith
Unit IV	**The Age of Johnson (1785-1798)** • Social, economic, political and literary conditions • Transition to Romanticism: The period marks a transition from Neoclassicism to Romanticism. • Literary Criticism: Samuel Johnson's influence on literary criticism. • Emergence of the Novel: Continued development of the novel as a literary form. • Authors- Samuel Johnson, Henry Fielding, Samuel Richardson

Suggested Readings:

- Carter, Ronald and McRae John.*The Routledge History of Literature in English: Britain and Ireland. Routledge*, 2016.
- Dahiya, Bhim S. *A New History of English Literature*. Doaba House, 2017.
- Hudson, W.H. *An Introduction to the Study of Literature*. Maple Press, 2012.
- Jarvis, Robin. *The Romantic Period: The Intellectual and Cultural Context of English Literature 1789-1830*. Longman, 2004.
- Long, William J. *English Literature: Its History and Significance*. Maple Press, 2012.
- Sanders, Andrew.*The Short Oxford History of English Literature*. Oxford University Press,1994.

Instructions for paper-setter	
Question No. 1 will be a short answer type question based on all Units. Students will be required to attempt 7 out of the given 9 questions.	7×2= 14 Marks
Question No. 2 will be based on Unit I. Students will be required to attempt 1 out of given 2 questions.	14 Marks
Question No. 3 will be based on Unit II. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 4 will be based on Unit III. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 5 will be based on Unit IV. Students will be required to attempt 1 out of the given 2 questions.	14 Marks

CORE COURSE-CC A05

Name of Subject: Classical Literature (Indian and European)	Credits: 4	L T P 3 1 -
Duration: 3 hours	Max. Marks: 100	TE= 70 TI= 30

Course Objectives	
CO-1	Introduce students to significant sections of Vyasa's Mahabharata in order to examine the representations of class, caste, gender and disability in the context of epic battles over rights and righteousness.
CO-2	Examine selections from Ilango's Cilapattikaram to understand the interplay of Tamil poetics and the lifestyle of communities, negotiating ideas related to love, justice, war, governance, and conduct in private and public domains.
CO-3	To study Sanskrit drama, a Nataka, and a Prakarna, and appreciate its debts to Natyashastra in their formal aspects.
CO-4	Explore the historical, cultural, and philosophical origins of tragedy and comedy.

Course Outcomes	
CO-1	Assimilate the theory and practice of Sanskrit and Tamil Classical drama.
CO-2	Engage with Indian aesthetic theory such as Alankar and Rasa.
CO-3	Understand the concept of Dharma and the heroic in Indian Classical Drama.
CO-4	Engage with and discuss different genres of classical literature and their scope.

Unit I	Selection from *Natyasastra* – Chapter I (Origin of Drama); Chapter 6 (The Sentiments); Chapter 20 (Ten Kinds of Play)- Translation by Manomohan Ghosh
Unit II	M. R. Kale: *Mudrarakshasa of Visakhadatta*
Unit III	Aristotle : *Poetics* (Chapter 1 to 6)
Unit IV	Sophocles: *Oedipus Rex*

Suggested Readings:

- Das, Sisir Kumar. *A History of Indian Literature: 500–1399*. Sahitya Akademi, 2024.
- Halliwell, Stephen. *Aristotle's Poetics*. University of Chicago Press, 1998.
- Kitto, H. D. F. *Greek Tragedy*. Routledge, 2002.
- Pollock, Sheldon. *A Rasa Reader: Classical Indian Aesthetics*. Columbia University Press, 2016.

Instructions for paper-setter	
Question No. 1 will be a short answer type question based on all Units. Students will be required to attempt 7 out of the given 9 questions.	7×2= 14 Marks
Question No. 2 will be based on Unit I. Students will be required to attempt 1 out of given 2 questions.	14 Marks
Question No. 3 will be based on Unit II. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 4 will be based on Unit III. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 5 will be based on Unit IV. Students will be required to attempt 1 out of the given 2 questions.	14 Marks

CORE COURSE-CC A06

Name of Subject: Introduction to Drama	Credits: 4	L T P 3 1 -
Duration: 3 hours	Max. Marks: 100	TE= 70 TI= 30

Course Objectives	
CO-1	Identify and describe the various forms and conventions of drama.
CO-2	Contextualize dramatic works within their historical and cultural settings, understand how societal norms, political events, and cultural movements influence the themes of plays.
CO-3	Engage in close readings of dramatic texts, interpreting themes, symbols and articulate these insights through written and oral analysis.
CO-4	Analyze the structural elements of plays, such as plot, character, dialogue, and stagecraft, gaining a comprehensive understanding of how these components contribute to the overall impact of a dramatic work.

Course Outcomes	
CO-1	Understand the tradition of English literature from 14th to 17th centuries.
CO-2	Develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested.
CO-3	Engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts.
CO-4	Appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time.

Unit I	Concept/ Terms: Key Elements of Drama (Plot, Dialogue, Conflict, Theme, Characterization, Stage Directions, Climax / Catastrophe, Aside, Dramatic Irony), Aristotle's Unities, Theatrical Conventions: Genres of Renaissance and Restoration Drama: Comedy of Manners, City Comedy, Revenge Tragedy, History Play.
Unit II	William Shakespeare : *The Winter's Tale*
Unit III	Christopher Marlow: *Dr Faustus*
Unit IV	Unit IV: William Congreve: *The Way of the World*

Suggested Readings:

- Abrams, M.H. and Harpham, *G.G. A Glossary of Literary Terms*. Cengage India Pvt Ltd, 2015.
- Bradley, A. C. *Shakespearean Tragedy*. Macmillan, 1905.
- Evans, Blackmore G. *Elizabethan-Jacobean Drama: The Theatre in its Time*. Bloomsbury, 1998.
- Hudson, W.H. *An Introduction to the Study of Literature. Atlantic Publishers*, 2025.

Instructions for paper-setter	
Question No. 1 will be a reference to the context question based on Unit II, III and IV. Students will be required to attempt 2 out of the given 3 questions.	2×7= 14 Marks
Question No. 2 will be a short note type question based on Unit I. Students will be required to attempt 2 out of the given 3 questions.	2×7= 14 Marks
Question No. 3 will be based on Unit II. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 4 will be based on Unit III. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 5 will be based on Unit IV. Students will be required to attempt 1 out of the given 2 questions.	14 Marks

CORE COURSE-CC A07

Name of Subject: History of English Literature (1798 – 1914)	Credits: 4	L T P 3 1 -
Duration: 3 hours	Max. Marks: 100	TE= 70 TI= 30

Course Objectives	
CO-1	To familiarize students with important literary figures and canonical works of the historical period.
CO-2	To introduce students to the distinctive features of major literary movements and genres.
CO-3	To demonstrate knowledge of the history or culture of English Literature.
CO-4	To comprehend an outline of English literature in terms of political, religious and social aspects.

Course Outcomes	
CO-1	Explore the distinctive features of major literary movements and genres.
CO-2	Develop a comprehensive idea of the prescribed periods of history.
CO-3	Analyze and evaluate texts that reflect diverse genres, time periods, and cultures.
CO-4	Interpret various influences that govern literary evaluation.

Unit I	**The Romantic Period (1798-1832)** • Social, political, economic and literary conditions • Emphasis on Emotion and Individualism: Focus on personal feelings, nature, and the sublime. • Rebellion Against Neoclassicism: A move away from the formality and order of the previous era. • Nature and the Supernatural: Exploration of the natural world and supernatural elements. • Authors- William Wordsworth, S.T. Coleridge, John Keats
Unit II	**The Victorian Period (1832-1901)** • Social, political, economic and literary conditions • Industrial Revolution and Social Change: Literature reflecting the challenges and changes brought by industrialization. • Moral and Social Critique: Novels and poetry addressing issues of class, gender, and morality. • Realism: A move towards more realistic portrayals of everyday life and society. • Authors- Robert Browning, Alfred Lord Tennyson, Matthew Arnold
Unit III	**The Late Victorian and Early Modern Period (1901-1914)** • Social, political, economic and literary conditions • Transition to Modernism: Early signs of modernist themes and styles. • Aestheticism and Decadence: Focus on art for art's sake and the exploration of beauty. • Social and Psychological Exploration: Deeper exploration of the human psyche and social issues. • Authors- Robert Browning, Alfred Lord Tennyson, Matthew Arnold
Unit IV	**The Edwardian Period (1901-1914)** • Social, political, economic and literary conditions • Social Critique and Reform: Literature addressing social issues and advocating for change. • Exploration of New Ideas: Experimentation with new narrative forms and techniques. • Cultural and Political Contexts: Reflection on the changing political landscape and cultural attitudes. • Authors- H.G. Wells, E.M. Forster, John Galsworthy

Suggested Readings:

- Carter, Ronald and McRae John. *The Routledge History of Literature in English: Britain and Ireland*. Routledge, 2016
- Cecil, David. *Early Victorian Novelists: Essays in Revaluation*. Constable & Company, 1934.
- Dahiya, Bhim S. *A New History of English Literature*. Doaba House, 2017.
- Hudson, W.H. *An Introduction to the Study of Literature*. Maple Press, 2012.
- Long, William J. *English Literature: Its History and Significance*. Maple Press, 2012.
- Sanders, Andrew. *The Short Oxford History of English Literature*. Oxford University Press, 1994.

Instructions for paper-setter	
Question No. 1 will be a short answer type question based on all Units. Students will be required to attempt 7 out of the given 9 questions.	7×2= 14 Marks
Question No. 2 will be based on Unit I. Students will be required to attempt 1 out of given 2 questions.	14 Marks
Question No. 3 will be based on Unit II. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 4 will be based on Unit III. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 5 will be based on Unit IV. Students will be required to attempt 1 out of the given 2 questions.	14 Marks

CORE COURSE-CC A08

Name of Subject: Introduction to Novel	Credits: 4	L T P 3 1 -
Duration: 3 hours	Max. Marks: 100	TE= 70 TI= 30

Course Objectives	
CO-1	Understand the evolution and characteristics of the novel form.
CO- 2	Analyze and interpret major novels from diverse traditions.
CO-3	Identify and account for some of the concerns of 18th-Century novelists.
CO-4	Demonstrate a capacity for a close critical reading of a literary text.

Course Outcomes	
CO-1	Trace the historical development of the novel as a literary form, identifying key milestones and influential works that have shaped its evolution.
CO-2	Conduct in-depth analyses of major novels from various literary traditions, examining their themes, narrative techniques, and cultural contexts.
CO-3	Develop critical reading and analytical skills.
CO-4	Engage in close reading of novels, identifying and interpreting key passages, symbols, and motifs that contribute to the overall meaning of the work.

Unit I	E. M. Forster *Aspect of Novel*- Chapter 1: Introduction, Chapter 2: The Story, Chapter 3: The People, Chapter 4: People (continued), Chapter 5: The Plot
Unit II	Aphra Behn : *Oroonoko*
Unit III	Daniel Defoe : *Moll Flanders*
Unit IV	Elizabeth Gaskell : *Mary Barton*

Suggested Readings:

- Abrams, M.H. and Harpham, *G.G. A Glossary of Literary Terms*. Cengage India Pvt Ltd, 2015.
- Forster, E. M. *Aspects of the Novel*. Penguin Classics, 2005.
- Sanders, Andrew. *The Short Oxford History of English Literature*. Oxford University Press, 1994.
- Watt, Ian. *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*. University of California Press, 2001.

Instructions for paper-setter	
Question No. 1 will be a reference to the context question based on all Units. Students will be required to attempt 2 out of the given 3 questions.	2×7= 14 Marks
Question No. 2 will be based on Unit I. Students will be required to attempt 1 out of given 2 questions.	14 Marks
Question No. 3 will be based on Unit II. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 4 will be based on Unit III. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 5 will be based on Unit IV. Students will be required to attempt 1 out of the given 2 questions.	14 Marks

CORE COURSE-CC A09

Name of Subject: Indian English Literature	Credits: 4	L T P 3 1 -
Duration: 3 hours	Max. Marks: 100	TE= 70 TI= 30

Course Objectives	
CO-1	Elaborate the literary background of Indian English Literature.
CO- 2	Take a review of the growth and development of Indian English Literature.
CO-3	Describe different phases and the influence of the contemporary social and political situations.
CO-4	Narrate recurrent themes in Indian English literature.

Course Outcomes	
CO-1	By studying this course, students will be able to gain a basic sense of Indian writing in English as a viable means to understand the evolution of modern India.
CO-2	Students' imagination will be stimulated by an understanding of how Indian writing in English opens up the challenges and complexities of contemporary India.
CO-3	Students will be able to identify and explain the various phases of Indian English literature, understanding how each phase corresponds to specific historical and socio-political contexts.
CO-4	Students will be able to identify and discuss major recurrent themes in Indian English literature, such as identity, nationalism, spirituality, and postcolonialism.

Unit I	Anita Desai: *Clear Light of Day*
Unit II	Vijay Tendulkar: *Silence! The Court is in Session*
Unit III	Bharati Mukherjee: "The Management of Grief" Jhumpa Lahiri: "When Mr. Pirzada Came to Dine"
Unit IV	Nissim Ezekiel: "Night of the Scorpion" Kamala Das: "My Grandmother's House"

Suggested Readings:

- King, Bruce. *Modern Indian Poetry in English*. Oxford University Press, 2005.
- Naik, M.K. *A History of Indian English Literature*. Sahitya Akademi, 2009.
- Verma, K.D. *The Indian Imagination: Critical Essays on Indian Writing in English*. Palgrave MacMillan, 2000.

Instructions for paper-setter	
Question No. 1 will be a short answer type question based on all Units. Students will be required to attempt 7 out of the given 9 questions.	7×2= 14 Marks
Question No. 2 will be based on Unit I. Students will be required to attempt 1 out of given 2 questions.	14 Marks
Question No. 3 will be based on Unit II. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 4 will be based on Unit III. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 5 will be based on Unit IV. Students will be required to attempt 1 out of the given 2 questions.	14 Marks

CORE COURSE-CC A10

Name of Subject: History of English Literature (1914 - 1968)	Credits: 4	L T P 3 1 -
Duration: 3 hours	Max. Marks: 100	TE= 70 TI= 30

Course Objectives	
CO-1	Understand major literary movements and figures.
CO- 2	Analyze the impact of historical events.
CO-3	Explore thematic and stylistic innovations.
CO-4	Develop critical reading and analytical skills.

Course Outcomes	
CO-1	Identify and explain the major literary movements and key figures in English literature from 1914 to 1968.
CO-2	Analyze how significant historical events, including the World Wars, the Great Depression, and the rise of existentialism, influenced the themes, styles, and concerns of English literature during this period.
CO-3	Articulate the thematic and stylistic innovations that emerged in English literature from 1914 to 1968.
CO-4	Develop critical thinking skills, enabling them to question assumptions, evaluate different interpretations, and synthesize diverse perspectives.

Unit I	**The Modernist Period (1914-1939)** • Social, economic, political and literary conditions • Reaction to World War I: Literature reflecting disillusionment, fragmentation, and a break from traditional forms. • Experimental Techniques: Stream of consciousness, unreliable narrators, and fragmented narratives. • Focus on Inner Self: Exploration of consciousness, perception, and individual experience. • Authors- Virginia Woolf, James JoyceSa, W.B. Yeats
Unit II	**The Interwar and Late Modernist Period (1930-1945)** • Social, economic, political and literary conditions • Economic and Political Turmoil: Literature responding to the Great Depression, rise of totalitarian regimes, and impending World War II. • Social Realism: Focus on the struggles of ordinary people, often with a political or social message. • Continued Experimentation: Further development of modernist techniques and themes. • Authors- W.H. Auden, Stephen Spender, Cecil Day Lewis
Unit III	**Post-World War II Literature (1945-1960)** • Social, economic, political and literary conditions • Post-War Disillusionment: Literature reflecting the aftermath of World War II, existentialism, and the Cold War. • The Angry Young Men: A group of British writers expressing disillusionment with the establishment and contemporary society. • Rise of Postcolonial Literature: Voices from former colonies begin to emerge, challenging colonial narratives. • Authors- George Orwell, Graham Greene, William Golding
Unit IV	**The Early Postmodern Period (1960-1968)** • Social, economic, political and literary conditions • Metafiction and Irony: Literature that is self-referential, playful, and ironic. •Cultural and Social Revolutions: Reflection of the social and cultural upheavals of the 1960s, including civil rights, feminism, and counterculture. • Diverse Voices: Emergence of diverse voices in literature, including women writers and writers of color. • Authors- Gabriel García Márquez, Graham Swift, Angela Carter

Suggested Readings:

- Abrams, M.H. and Harpham, *G.G. A Glossary of Literary Terms*. Cengage India Pvt Ltd, 2015.
- Childs, Peter. *Modernism*. Routledge, 2000.
- Hobsbawm, Eric. *Age of Extremes: The Short Twentieth Century*, 1914–1991. Abacus, 1995.
- Williams, Raymond. *Culture and Society: 1780–1950*. Columbia University Press, 1983.

Instructions for paper-setter	
Question No. 1 will be a short answer type question based on all Units. Students will be required to attempt 7 out of the given 9 questions.	7×2= 14 Marks
Question No. 2 will be based on Unit I. Students will be required to attempt 1 out of given 2 questions.	14 Marks
Question No. 3 will be based on Unit II. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 4 will be based on Unit III. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 5 will be based on Unit IV. Students will be required to attempt 1 out of the given 2 questions.	14 Marks

CORE COURSE-CC A11

Name of Subject: Indian Literature in Translation	Credits: 4	L T P 3 1 -
Duration: 3 hours	Max. Marks: 100	TE= 70 TI= 30

Course Objectives	
CO-1	Develop an understanding of the stylistic and thematic elements in Translation.
CO- 2	Recognize and appreciate the use of literary devices.
CO-3	Explore the socio-political and historical contexts in which these novels are set and written.
CO-4	Analyse how these contexts influence the narrative and character development.

Course Outcomes	
CO-1	Demonstrate a nuanced understanding of translation and literary qualities of Indian novels.
CO-2	Articulate the significance of various literary techniques used by Indian authors.
CO-3	Show an informed appreciation of the diverse cultural and historical settings depicted in the novels.
CO-4	Understand how Indian novels reflect and critique societal norms and issues.

Unit I	Munshi Premchand: *Gift of the Cow*
Unit II	Girish Karnad: *Tughlaq*
Unit III	Mahashweta Devi : "The Hunt" Bhishm Sahni: "Amritsar Aa Gaya"
Unit IV	Jaishankar Prasad: "Tears" Shiv Kumar Batalavi: "Shisho" English Translation Mirza Ghalib: "Innocent Heart" English Translation

Suggested Readings:

- Das, Sisir Kumar. *A History of Indian Literature*. Sahitya Akademi, 1991.
- King, Bruce. *Modern Indian Poetry in English*. Oxford University Press, 2005.
- Naik, M.K. *A History of Indian English Literature*. Sahitya Akademi, 2009.
- Verma, K.D. *The Indian Imagination: Critical Essays on Indian Writing in English*. Palgrave MacMillan, 2000.

Instructions for paper-setter	
Question No. 1 will be a short answer type question based on all Units. Students will be required to attempt 7 out of the given 9 questions.	7×2= 14 Marks
Question No. 2 will be based on Unit I. Students will be required to attempt 1 out of given 2 questions.	14 Marks
Question No. 3 will be based on Unit II. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 4 will be based on Unit III. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 5 will be based on Unit IV. Students will be required to attempt 1 out of the given 2 questions.	14 Marks

CORE COURSE-CC A12

Name of Subject: Introduction to American Poetry	Credits: 4	L T P 3 1 -
Duration: 3 hours	Max. Marks: 100	TE= 70 TI= 30

Course Objectives	
CO-1	Understand the historical, cultural, and social contexts in which American poetry was written.
CO- 2	Analyse and identify various poetic forms, structures, and techniques used in American poetry.
CO-3	Familiarize with significant poets and poetic movements in American literature.
CO-4	To develop students' understanding and appreciation of American poetry through critical reading and interpretation.

Course Outcomes	
CO-1	Articulate how historical events, cultural movements, and social issues influence the themes, styles, and forms of American poetry.
CO-2	Provide detailed analyses of poems, including examining their themes, tone, diction, and stylistic elements.
CO-3	Students will demonstrate the ability to think critically about poetry, considering various interpretations and theoretical approaches.
CO-4	Students will demonstrate literary appreciation, and effective analytical thinking.

Unit I	Edgar Allan Poe: "The Poetic Principle"
Unit II	Anne Bradstreet: "The Prologue" Phillis Wheatley: "On Being Brought from Africa to America"
Unit III	Emily Dickinson:"I felt a funeral, in my Brain" Robert Frost: "The Road Not Taken" Marianne Moore: "Poetry"
Unit IV	William Carlos Williams: "The Red Wheelbarrow" Wallace Stevens: "The Emperor of Ice-Cream" Sylvia Plath: "Daddy"

Suggested Readings:

- Eagleton, Terry. *How to Read a Poem*. Wiley- Blackwell, 2006.
- Gray, Richard. *A History of American Literature*. 2nd ed., Wiley-Blackwell, 2012.
- Kalaidjian, Walter, editor. *The Cambridge Companion to Modern American Poetry*. Cambridge English, 2015.
- Levine, Robert S., et al., editors. *The Norton Anthology of American Literature: 1865 to the Present*. 10th ed., W. W. Norton, 2022.

Instructions for paper-setter	
Question No. 1 will be a reference to the context question based on all Units. Students will be required to attempt 2 out of the given 3 questions.	2×7= 14 Marks
Question No. 2 will be based on Unit I. Students will be required to attempt 1 out of given 2 questions.	14 Marks
Question No. 3 will be based on Unit II. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 4 will be based on Unit III. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 5 will be based on Unit IV. Students will be required to attempt 1 out of the given 2 questions.	14 Marks

CORE COURSE-CC A13

Name of Subject: World Literature - I	Credits: 4	L T P 3 1 -
Duration: 3 hours	Max. Marks: 100	TE= 70 TI= 30

Course Objectives	
CO-1	Identify and describe key themes, genres, and forms from various literary traditions across different cultures and time periods.
CO- 2	Analyse the historical, cultural, and social contexts that influence the literature of different regions.
CO-3	Compare and contrast literary works from different cultures and traditions, examining similarities and differences in themes, narrative styles, and literary forms.
CO-4	To develop students' understanding and appreciation of World Literature through critical reading and interpretation.

Course Outcomes	
CO-1	Students will develop an understanding of different cultures, traditions, and perspectives through the study of literary works from around the world.
CO-2	Learn how historical and social contexts influence literature and how literary works reflect or challenge the values and concerns of their time.
CO-3	Enhance their ability to analyse and interpret texts critically, examining themes, motifs, and literary techniques used by authors.
CO-4	Students will demonstrate literary appreciation, and effective analytical thinking.

Unit I	Terry Eagleton : "Introduction: What is Literature?" from *Literary Theory: An Introduction* Lawerence E. Cahoone : "Introduction" from *From Modernism to Postmodernism: An Anthology*
Unit II	Derek Walcot: "A Far Cry From Africa" Bertolt Brecht: "The Burning of the Books"
Unit III	Pablo Neruda: "Tonight I can Write ..." Robert Frost: "Fire and Ice"
Unit IV	Chinua Achebe: *Things Fall Apart*

Suggested Readings:

- Ashcroft, Bill et al. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. Routledge, 2002.
- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 4th ed., Manchester UP, 2017.
- Eagleton, Terry. *How to Read Literature*. Yale UP, 2013.

Instructions for paper-setter	
Question No. 1 will be a short answer type question based on all Units. Students will be required to attempt 7 out of the given 9 questions.	7×2= 14 Marks
Question No. 2 will be based on Unit I. Students will be required to attempt 1 out of given 2 questions.	14 Marks
Question No. 3 will be based on Unit II. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 4 will be based on Unit III. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 5 will be based on Unit IV. Students will be required to attempt 1 out of the given 2 questions.	14 Marks

CORE COURSE-CC A14

Name of Subject: Cultural Studies	Credits: 4	L T P 3 1 -
Duration: 3 hours	Max. Marks: 100	TE= 70 TI= 30

Course Objectives	
CO-1	Gain insight into l culture, traditions, and social issues depicted in the literature.
CO- 2	Discuss and reflect on cultural differences and similarities through the lens of dramatic themes.
CO-3	Analyse plot, character development, and thematic elements in the drama.
CO-4	Develop critical thinking by evaluating the motivations and actions of characters.

Course Outcomes	
CO-1	Students will exhibit greater awareness and appreciation of Indian cultural contexts and social issues as portrayed in the drama.
CO-2	Analyse and discuss various elements of the drama, including plot, character motivations, and thematic content.
CO-3	Gain ability to place literary texts within their broader historical, cultural, and social contexts.
CO-4	Gain confidence in their creative abilities, demonstrated through participation in dramatic performances, scriptwriting, and improvisation activities.

Unit I	Maya Angelou "Still I Rise" Audre Lordre "A Woman Speaks"
Unit II	Khaleed Hosseni: *The Kite Runner*
Unit III	Temsula Ao: "Laburnum for My Head", "The Talking Tree"
Unit IV	Mahesh Dattani: *Tara*

Suggested Readings:

- Bhabha, Homi K. *The Location of Culture*. Routledge, 2004.
- Hall, Stuart. *Representation: Cultural Representations and Signifying Practices*. Sage, 1997.
- Said, Edward. *Orientalism*. Penguin Books India, 2003.
- Storey, John, editor. *Cultural Theory and Popular Culture: A Reader*. 4th ed., Taylor and Francis, 2009

Instructions for paper-setter	
Question No. 1 will be a short answer type question based on all Units. Students will be required to attempt 7 out of the given 9 questions.	7×2= 14 Marks
Question No. 2 will be based on Unit I. Students will be required to attempt 1 out of given 2 questions.	14 Marks
Question No. 3 will be based on Unit II. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 4 will be based on Unit III. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 5 will be based on Unit IV. Students will be required to attempt 1 out of the given 2 questions.	14 Marks

CORE COURSE-CC A15

Name of Subject: Introduction to American Novel	Credits: 4	L T P 3 1 -
Duration: 3 hours	Max. Marks: 100	TE= 70 TI= 30

Course Objectives	
CO-1	To provide students with an understanding of the historical, social, and cultural contexts in which American novels were written.
CO- 2	To explore how these contexts influence and shape literary themes, character development, and narrative techniques.
CO-3	To develop students' abilities to critically analyse and interpret the structure, themes, and stylistic elements of American novels.
CO-4	To familiarize students with key literary theories and critical perspectives relevant to American literature.

Course Outcomes	
CO-1	Analyse and interpret the themes, characters, and narrative techniques of American novels using appropriate literary terminology and critical approaches.
CO-2	Identify and explain the characteristics of various genres and forms within American literature and how they have evolved over time.
CO-3	Articulate the significance of key American novelists and their impact on the literary tradition, including how their works reflect their personal experiences and societal issues.
CO-4	Compare and contrast different American novels, providing insights into their thematic concerns, narrative structures, and stylistic elements.

Unit I	Toni Morrison : *Beloved*
Unit II	Nathaniel Hawthorne: *The Scarlet Letter*
Unit III	Mark Twain: *Adventures of Huckleberry Finn*
Unit IV	F. Scott Fitzgerald: *The Great Gatsby*

Suggested Readings:

- Kolodny, Annette . *The Lay of the Land: Metaphor as Experience and History in American Life and Letters*. University of North Carolina Press, 1975.
- Bradbury, Malcolm. *The Modern American Novel*. Oxford UP, 1992.
- Nina Baym, et al., editors. *The Norton Anthology of American Literature*. 9th ed., W. W. Norton, 2017.
- Gray, Richard. *A History of American Literature*. 2nd ed., Wiley-Blackwell, 2012.

Instructions for paper-setter	
Question No. 1 will be a reference to the context question based on all Units. Students will be required to attempt 2 out of the given 3 questions.	2×7= 14 Marks
Question No. 2 will be based on Unit I. Students will be required to attempt 1 out of given 2 questions.	14 Marks
Question No. 3 will be based on Unit II. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 4 will be based on Unit III. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 5 will be based on Unit IV. Students will be required to attempt 1 out of the given 2 questions.	14 Marks

CORE COURSE-CC A16

Name of Subject: Introduction to American Drama	Credits: 4	L T P 3 1 -
Duration: 3 hours	Max. Marks: 100	TE= 70 TI= 30

Course Objectives	
CO-1	Understand the role of production elements such as set design, costumes, lighting, and sound in bringing a play to life.
CO- 2	Critically assess how American dramas reflect and critique social issues and cultural values.
CO-3	Discuss the impact of drama on public perception and social change.
CO-4	To develop students' understanding and appreciation of American Drama through critical reading and interpretation.

Course Outcomes	
CO-1	Develop well-supported arguments and critiques based on textual evidence and critical theory.
CO-2	Conduct research on American drama using academic sources and critical methodologies.
CO-3	Synthesize research findings into coherent analyses and presentation.
CO-4	Students will demonstrate literary appreciation, and effective analytical thinking.

Unit I	*American Drama: An Introduction* 1: The Beginning of American Drama 2: Influences 3: Emergence of forms in American Drama
Unit II	Eugene O'Neill: *Hairy Ape*
Unit III	Edward Elbee: *Who is Afraid of Virginia Woolf*
Unit IV	Tennessee Williams : *A Streetcar Named Desire*

Suggested Readings:

- Kolodny, Annette. *The Lay of the Land: Metaphor as Experience and History in American Life and Letters*. University of North Carolina Press, 1975.
- Nina Baym, et al., editors. *The Norton Anthology of American Literature*. 9th ed., W. W. Norton, 2017.
- Gray, Richard. *A History of American Literature*. 2nd ed., Wiley-Blackwell, 2012.

Instructions for paper-setter	
Question No. 1 will be a short answer type question based on all Units. Students will be required to attempt 7 out of the given 9 questions.	7×2= 14 Marks
Question No. 2 will be based on Unit I. Students will be required to attempt 1 out of given 2 questions.	14 Marks
Question No. 3 will be based on Unit II. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 4 will be based on Unit III. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 5 will be based on Unit IV. Students will be required to attempt 1 out of the given 2 questions.	14 Marks

CORE COURSE-CC A17

Name of Subject: World Literature - II	Credits: 4	L T P 3 1 -
Duration: 3 hours	Max. Marks: 100	TE= 70 TI= 30

Course Objectives	
CO-1	Read and analyse representative works from major world literary traditions, including but not limited to Western, Eastern, African, Latin American, and Indigenous literature.
CO- 2	Explore various genres, such as epic poetry, drama, novels, and short stories, from different cultural contexts.
CO-3	Investigate key themes that traverse cultural boundaries, such as love, power, identity, and morality.
CO-4	To develop students' understanding and appreciation of World Literature through critical reading and interpretation.

Course Outcomes	
CO-1	Analyse and interpret texts using a variety of critical approaches and theoretical frameworks.
CO-2	Evaluate the influence of historical, social, and political contexts on literary works.
CO-3	Compare and contrast literary works from different cultures to identify common themes and unique cultural perspectives.
CO-4	Students will demonstrate literary appreciation, and effective analytical thinking.

Unit I	Ngugi Wa Thiong'o :"On the Abolition of English Department" Thomas B Macaulay "Minute on Indian Education"
Unit II	Meenakshi Mukherjee :"Interrogating Post-colonialism" Fyodor Dostoevsky : "An Honest Thief"
Unit III	Albert Camus : "The Guest" Nikolai Vasilyevich Gogol : "The Overcoat"
Unit IV	Margaret Atwood : *Surfacing*

Suggested Readings:

- Ashcroft, Bill , et al. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. Routledge, 2002.
- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 4th ed., Manchester UP, 2017
- Eagleton, Terry. *How to Read Literature*. Yale UP, 2013.
- Mukherjee, Meenakshi. *The Perishable Empire: Essays on Indian Writing in English*. Oxford UP, 2000.

Instructions for paper-setter	
Question No. 1 will be a short answer type question based on all Units. Students will be required to attempt 7 out of the given 9 questions.	7×2= 14 Marks
Question No. 2 will be based on Unit I. Students will be required to attempt 1 out of given 2 questions.	14 Marks
Question No. 3 will be based on Unit II. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 4 will be based on Unit III. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 5 will be based on Unit IV. Students will be required to attempt 1 out of the given 2 questions.	14 Marks

CORE COURSE-CC A18

Name of Subject: Approaches to Literature	Credits: 4	L T P 3 1 -
Duration: 3 hours	Max. Marks: 100	TE= 70 TI= 30

Course Objectives	
CO-1	To understand a text within the context of the author's life and the historical period in which it was written.
CO- 2	To focus on the text itself, analyzing its form, structure, and language without considering external factors.
CO-3	To challenge and deconstruct the idea of fixed meanings within a text, emphasizing the fluidity and multiplicity of interpretations.
CO-4	To develop students' understanding and appreciation of literature through critical reading and interpretation.

Course Outcomes	
CO-1	Insight into how historical events, cultural norms, and personal experiences shape the text's themes, characters, and narrative style.
CO-2	A deep understanding of the text's inherent qualities, such as its use of literary devices, themes, and internal consistency.
CO-3	Insight into the underlying structures that govern the text, revealing patterns and meanings that might not be immediately apparent.
CO-4	Students will demonstrate literary appreciation, and effective analytical thinking.

Unit I	From *Literary Theory: A Guide for the Perplexed* by Mary Klages Chapter 1: What is Literary Theory?
Unit II	From *Contemporary Literary And Cultural Theory* by Pramod K. Nayar Chapter 3: Psychoanalytic Criticism
Unit III	From *Contemporary Literary And Cultural Theory* by Pramod K. Nayar Chapter 8: New Historicism and Cultural Materialism
Unit IV	From *Contemporary Literary And Cultural Theory* by Pramod K Nayar Chapter: 10 Ecocriticism

Suggested Readings:

- Culler, Jonathan . *Literary Theory: A Very Short Introduction.* OUP UK, 2000.
- Eagleton, Terry. *Literary Theory: An Introduction.* 2nd ed., Blackwell, 2008.
- Klages, Mary. *Literary Theory: A Guide for the Perplexed.* Continuum, 2007.
- Waugh, Patricia, editor. *Literary Theory and Criticism: An Oxford Guide.* Oxford UP, 2006.

Instructions for paper-setter	
Question No. 1 will be a short answer type question based on all Units. Students will be required to attempt 7 out of the given 9 questions.	7×2= 14 Marks
Question No. 2 will be based on Unit I. Students will be required to attempt 1 out of given 2 questions.	14 Marks
Question No. 3 will be based on Unit II. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 4 will be based on Unit III. Students will be required to attempt 1 out of the given 2 questions.	14 Marks
Question No. 5 will be based on Unit IV. Students will be required to attempt 1 out of the given 2 questions.	14 Marks