

GURUGRAM UNIVERSITY, GURUGRAM

NEP and Learning Outcome-based Curriculum Framework
(LOCF) for

Post-Graduate Programme

M.A. 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 multiethnic, multicultural, multireligious 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 Program

The M.A. English programme at Gurugram University is designed to provide students with a comprehensive understanding of English literature, language, literary theory, and cultural studies. The programme aims to develop critical thinking, analytical skills, academic writing, and research aptitude through the study of classical, modern, and contemporary texts from diverse literary traditions. Along with core literary studies, the curriculum also encourages interdisciplinary engagement, communication skills, and exposure to emerging areas such as gender studies, postcolonial studies, translation, and digital humanities. The programme prepares students for careers in teaching, research, media, publishing, civil services, and other professional fields requiring strong linguistic and interpretative abilities.



Programme Educational Outcomes (PEOs)

PEO	Programme Educational Outcomes
PEO 1	Develop advanced literary knowledge and analytical skills.
PEO 2	Cultivate research proficiency and scholarly innovation.
PEO 3	Enhance critical thinking and creative expression.
PEO 4	Prepare for diverse career paths and lifelong learning.

Programme Outcomes (POs)

PO	Programme Outcomes
PO 1	Demonstrate holistic understanding of life in varied manifestations.
PO 2	Discuss and apply various social, political and literary trends in real-life situations.
PO 3	Understand and discuss contemporary socio-political, cultural and literary contexts through a multidisciplinary approach.
PO 4	Demonstrate an ability to use relevant theoretical concepts in real-life situations.
PO 5	Ability to integrate traditional knowledge with the latest advances in social sciences and humanities.
PO 6	Formulate valid propositions on the basis of multidisciplinary and cross-disciplinary understanding of disciplines.
PO 7	Appreciate and analyze regional, national and international scenarios.
PO 8	Demonstrate the ability to interpret and analyze realities of life from a social perspective.
PO 9	Propose solutions to existing human problems as a well-informed and competent individual.



Programme Specific Outcomes (PSOs)

PSO	Programme Specific Outcomes
PSO 1	Demonstrate critical understanding of English Literature in its varied forms.
PSO 2	Discuss various literary genres, terms and movements with clarity.
PSO 3	Compare literary trends in literature produced in different contexts and ages.
PSO 4	Locate and analyze literary texts using appropriate theoretical frameworks.
PSO 5	Appreciate regional and world literatures in the light of different literary and cultural traditions.
PSO 6	Demonstrate advanced proficiency in professional writing, including the ability to compose clear, concise and effective documents such as reports, proposals and business communications.

Postgraduate Attributes:

- **Disciplinary Knowledge:** Mastery of subject- specific content provides the foundation for understanding complex ideas, enabling deep engagement and expertise in a given field. It enhances the ability to connect and integrate disciplinary knowledge with interdisciplinary perspectives, fostering a broader intellectual context.
- **Creative and Critical Thinking:** It cultivates the ability to think creatively and critically, encouraging innovative approaches to problem-solving and analysis within the discipline. It even promotes independent thinking by challenging assumptions, questioning established norms, and exploring diverse viewpoints.
- **Problem Solving:** It develops practical skills in identifying, analyzing, and solving complex problems within the discipline, using a structured and systematic approach. It also enhances the capacity to apply theoretical knowledge to real-world scenarios, devising effective and innovative solutions.
- **Communication Skills:** It develops proficiency in articulating ideas and enhances the ability to convey thoughts clearly and effectively, both in written and oral forms, ensuring precise and impactful communication tailored to various audiences and contexts.
- **Research Skills:** It develops a systematic approach to research and enhances the ability to design and conduct rigorous research by formulating research questions, hypotheses, and methodologies that address specific academic or practical problems.
- **Moral and Ethical Values:** It cultivates an understanding and respect for diverse values and beliefs, encouraging empathy and ethical consideration in interactions and decision-making. It also develops the ability to recognize and analyze ethical dilemmas, making decisions based on principles of integrity, honesty, and fairness.
- **Life skills:** It equips students with essential life skills such as time management, stress management, and adaptability to navigate personal and professional challenges effectively. It encourages a proactive approach to personal growth and fosters a mindset of continuous self-improvement, motivating students to seek opportunities for learning and personal development throughout their lives.
- **Life-long Learning:** It promotes resilience and problem-solving abilities. It also develops the capacity to overcome obstacles and solve problems creatively and effectively, fostering resilience and a proactive approach to life's challenges.



Semester I

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-A01	English Literature (1350- 1798)		3	1	-	3	1	-	4	30	70	-	-	100	
CC-A02	American Literature		3	1	-	3	1	-	4	30	70	-	-	100	
CC-A03	Study of Language I		3	1	-	3	1	-	4	30	70	-	-	100	
Discipline Specific Elective Course (To choose any 1)															
DSE-01	Renaissance Poetry Renaissance Drama		2	1	-	2	1	-	3	25	50	-	-	75	
Multidisciplinary Course(s)															
MDC-01	One from Pool of Courses		2	1	-	2	1	-	3	25	50	-	-	75	
Ability Enhancement Course(s)															
AEC-01	One from Pool of Courses		2	-	-	2	-	-	2	15	35	-	-	50	
Value Added Course(s)															
VAC-01	One from Pool of Courses		2	-	-	2	-	-	2	15	35	-	-	50	
Total Credits									22					550	




Semester II

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-A04	English Literature (1798-1914)		3	1	-	3	1	-	4	30	70	-	-	100	
CC-A05	Study of Language-II		3	1	-	3	1	-	4	30	70	-	-	100	
CC-A06	Research Methodology		3	1	-	3	1	-	4	30	70	-	-	100	
Discipline Specific Elective Course (To choose any 1)															
DSE-02	Indian Literature in English I Indian Literature in English II		2	1	-	2	1	-	3	25	50	-	-	75	
Multidisciplinary Course(s)															
MDC-02	One from Pool of Courses		2	1	-	2	1	-	3	25	50	-	-	75	
Ability Enhancement Course(s)															
AEC-02	One from Pool of Courses		2	-	-	2	-	-	2	15	35	-	-	50	
Skill Enhancement Course(s)															
SEC-01	One from Pool of Courses		1	-	1	1	-	1	2	05	20	05	20	50	
Total Credits									22					550	

Semester III

Semester III														
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-A07	Twentieth Century Literature		3	1	-	3	1	-	4	30	70	-	-	100
CC-A08	Literary Criticism-I		3	1	-	3	1	-	4	30	70	-	-	100
CC-A09	Gender Studies		3	1	-	3	1	-	4	30	70	-	-	100
Discipline Specific Elective Course (To choose any 1)														
DSE-03	Diasporic Studies Cultural Studies		2	1	-	2	1	-	3	25	50	-	-	75
Multidisciplinary Course(s)														
MDC-03	One from Pool of Courses		2	1	-	2	1	-	3	25	50	-	-	75
Value Added Course(s)														
VAC-02	One from Pool of Courses		2	-	-	2	-	-	3	15	35	-	-	50
Skill Enhancement Course(s)														
SEC-02	One from Pool of Courses		1	-	1	1	-	1	2	05	20	05	20	50
Seminar														
Seminar	Research Paper Project		-	-	4	-	-	2	2	-	-	15	35	50
Internship														
									4	-	-	30	70	100
Total Credits									28					700

#Four credits of internship earned by a student during summer internship after 2nd semester will be counted in the 3rd semester of a student who pursues 2-year PG Programme without taking exit option.

Semester IV

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	Literary Theory and Criticism-II		3	1	-	3	1	-	4	30	70	-	-	100
CC-A11	Indian Aesthetics		3	1	-	3	1	-	4	30	70	-	-	100
Discipline Specific Elective Course (To choose any 1)														
DSE-04	Modern English Drama Translation Studies		2	1	-	2	1	-	3	25	50	-	-	75
Multidisciplinary Course(s)														
MDC-04	One from Pool of Courses		2	1	-	2	1	-	3	25	50	-	-	75
Ability Enhancement Course(s)														
AEC-03	One from Pool of Courses		2	-	-	2	-	-	2	15	35	-	-	50
Community Engagement/Field Work/Survey/Seminar														
Seminar	Dissertation		-	-	-	-	-	-	6	-	-	50	100	150
Total Credits									22					550



SEMESTER I

CORE COURSE-CC A01

Name of Subject: English Literature (1350- 1798)	Credits: 4	L T P 3 1 -
Duration: 3 hours	Max. Marks: 100	TE= 70 TI= 30

Course Objectives	
CO-1	To study important socio-political, cultural and literary developments to develop a chronological understanding of the major trends and movements of English Literature from Anglo-Saxon to Neo classical Age.
CO-2	Study and analyze significant works from this period to understand their themes, characters, and historical context.
CO-3	Investigate how historical events, social changes, and cultural attitudes influenced literary production and themes during this era.
CO-4	Enhance your ability to read critically and interpret texts from different periods, recognizing how language and literary techniques reflect the values and concerns of the time.

Course Outcomes	
CO-1	Students will develop the understanding of British/English literary culture.
CO-2	Students will be in position to extend the knowledge of life and literature and lived situations.
CO-3	Trace the key political, cultural and artistic transformations while paying close attention to continuities with medieval tradition.
CO-4	At the end of the course the students will not only be well versed with the iconic writers and representative texts of the time but will also be critically aware of the important intellectual shift that occurred in human thought during the Renaissance.




Unit I	Geoffrey Chaucer: Prologue to <i>Canterbury Tales</i> (Penguin Classics Reprinted in 2003)
Unit II	William Shakespeare: <i>Hamlet</i>
Unit III	Alexander Pope: <i>The Rape of the Lock</i>
Unit IV	1. Thomas Gray: "Elegy Written in a Country Churchyard" 2. Samuel Johnson: "London" 3. William Blake: (i) "The Lamb" (From Songs of Innocence) (ii) "Holy Thursday" (From Songs of Experience) (iii) "London" (From Songs of Experience)

Suggested Readings:

- Bronowski, J. *William Blake and the Age of Revolution*. 1965. Routledge & Kegan Paul, 1972.
- Brown, John Russell. *Shakespeare's Dramatic Style: Romeo and Juliet, As You Like It, Julius Caesar, Twelfth Night, Macbeth*. Heinemann, 1970.
- Evans, B. Ifor. *The Language of Shakespeare's Plays*. 1952. Routledge, 2005.
- Granville-Barker, Harley, and G.B. Harrison, editors. *A Companion to Shakespeare Studies*. Cambridge University Press, 1934.
- Hawkes, Terence. *Shakespeare and the Reason: A Study of the Tragedies and the Problem Plays*. 1964. Routledge, 2013.
- Heilman, Robert Bechtold, editor. *An Anthology of English Drama Before Shakespeare*. Rinehart & Company, 1952.
- Lonsdale, Roger, editor. *Thomas Gray and William Collins: Poetical Works*. Oxford University Press, 1977.
- Shakespeare, William. *Hamlet*. Edited by G.R. Hibbard, Oxford University Press, 2008.

Instructions for paper-setter

Question No. 1 will be a short answer type question covering all Units. The students have to attempt any 7 out of 9 questions.	7-2: 14 marks
Question No. 2 will be an Essay type question based on Unit I. The students have to attempt any 1 out of 2 questions.	14 Marks
Question No. 3 will be an Essay type question based on Unit II. The students have to attempt any 1 out of 2 questions.	14 Marks
Question No. 4 will be an Essay type question based on Unit III. The students have to attempt any 1 out of 2 questions.	14 Marks
Question No. 5 will be an Essay type question based on Unit IV. The students have to attempt any 1 out of 2 questions.	14 Marks

CORE COURSE-CC A02

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

Course Objectives	
CO-1	Familiarization with the works of key literary figures in American literature.
CO-2	Analyze recurring themes in American literature, such as the American Dream, identity, race, gender, the frontier, and the role of nature.
CO-3	Acquire advanced research skills in American literature, including the ability to conduct independent research, evaluate scholarly sources, and contribute to academic discussions.
CO-4	Analyse a variety of literary genres present in American literature, including novels, short stories, poetry, drama, essays, and other forms of creative expression

Course Outcomes	
CO-1	Ability to elaborate on the historical, political, social and cultural aspects of America from early beginnings to modern contemporary times.
CO-2	Comprehension of the concept of the American Dream.
CO-3	Comprehension of social realism and the American Novel.
CO-4	To be able to appraise Black Women's writings.




Unit I	i. J. Hector St. John De Crevecoeur: From Letter III. "What Is an American" [From Letters from an American Farmer. The Norton Anthology of American Literature Eighth Edition Vol. A: Beginnings To 1820 (2012).] ii. R.W. Emerson: <i>Self-Reliance</i>
Unit II	(i) Walt Whitman: "One's Self I Sing" "Out of Cradle Endlessly Rocking" (ii) Emily Dickinson: "Success is Counted Sweetest", "Because I could not stop for Death"
Unit III	Toni Morrison: <i>Beloved</i>
Unit IV	Arthur Miller: <i>Death of a Salesman</i>
Suggested Readings: • Bloom, Harold, editor. <i>Modern Critical Interpretations: Beloved</i>. Chelsea House, 2009. • Matthiessen, F. O. <i>American Renaissance: Art and Expression in the Age of Emerson and Whitman</i>. Oxford UP, 1941. • Reynolds, David S. <i>Walt Whitman's America: A Cultural Biography</i>. Vintage Books, 1995. • <i>The Norton Anthology of American Literature</i>. Edited by Nina Baym et al., 8th ed., vol. A, W. W. Norton, 2012.	
Instructions for paper-setter	
Question No. 1 will be a short answer type question covering all Units. The students have to attempt any 7 out of 9 questions.	7×2=14 marks
Question No. 2 will be an Essay type question based on Unit I. The students have to attempt any 1 out of 2 questions.	14 Marks
Question No. 3 will be an Essay type question based on Unit II. The students have to attempt any 1 out of 2 questions.	14 Marks
Question No. 4 will be an Essay type question based on Unit III. The students have to attempt any 1 out of 2 questions.	14 Marks
Question No. 5 will be an Essay type question based on Unit IV. The students have to attempt any 1 out of 2 questions.	14 Marks

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CORE COURSE-CC A03

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

Course Objectives	
CO-1	The learners should be able to define and state the function and Socio psychological aspects of language.
CO-2	Define and understand linguistics and its types of Linguistics.
CO-3	Study the meaning of words and its application.
CO-4	Analyze the structure and meaning of words and understand their application in different contexts.

Course Outcomes	
CO-1	Identify deviant use of English, both in written and spoken forms.
CO-2	Recognize the errors of usage and correct them
CO-3	Use language for speaking with confidence in an intelligible and acceptable manner
CO-4	Apply basic linguistic concepts to understand language structure, meaning, and social usage in real-life contexts.

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Unit I	(a) Organs of Speech and Classification of Sounds: Speech Mechanism with reference to the Role of different Organs of Speech. Description of Vowels and Consonants, Place and Manner of Articulation, Diphthongs, Minimal Pairs, Cardinal Vowels. (b) Three-Term Label and detailed description of R.P. Vowels and Consonants.
Unit II	(a) English Phonology: Phonemes, Allophones, English Vowels and Consonants, Syllable Structure, Syllabic Consonant. (b) Supra-Segmental Features of English: Speech, Word Accent, Stress & Rhythm in Connected Speech, Intonation (Rising and Falling only).
Unit III	(a) RP Sounds (b) General Indian English and Common Problems with reference to RP Sounds (c) Suggestions to overcome these problems
Unit IV	(a) Advanced Phonology: Assimilation, Elision, Linking-r (b) Phonetic Transcription: According to Symbols used in Hornby's Advanced Learner's Dictionary.

Suggested Readings:

- Abercrombie, David. Elements of General Phonetics. Edinburgh University Press, 1967.
- Balasubramanian, T. A Textbook of English Phonetics for Indian Students. 2nd ed., Macmillan Publishers India, 2013.
- Bansal, R. K., and J. B. Harrison. Spoken English for India: A Manual of Speech and Phonetics. 2nd ed., Orient Longman, 1972.
- Clark, John, Colin Yallop, and Janet Fletcher. An Introduction to Phonetics and Phonology. 3rd ed., Blackwell Publishing, 2007.
- Gautam, K. K. English Language Teaching: A Critical Study of Approaches and Methods. 2nd ed., Roli Books, 2010.
- Hornby, A. S. Oxford Advanced Learner's Dictionary of Current English. Edited by Sally Wehmeier. 7th ed., Oxford UP, 2005.
- Ladefoged, Peter, and Keith Johnson. A Course in Phonetics. 6th ed., Cengage Learning, 2011. (Note: 4th edition was published 2001; 6th is often used currently).
- Laver, John. Principles of Phonetics. Cambridge University Press, 1994.
- Nagraj, Geetha. English Language Teaching: Approaches, Methods, Techniques. 3rd ed., Orient Blackswan, 2021.
- O'Connor, J. D. Better English Pronunciation. 2nd ed., Cambridge University Press, 1980.
- Richards, Jack C., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 3rd ed., Cambridge University Press, 2014.
- Roach, Peter. English Phonetics and Phonology: A Practical Course. 4th ed., Cambridge University Press, 2009.

Instructions for paper-setter	
Question No. 1 (a) will be based on Unit-I, part (a). Students will be required to attempt 3 out of the given 5 short notes.	3×4= 12 marks
Question No. 1 (b) will be based on Unit-I, part (b). Students will be required to write three label descriptions of 20 sounds out of 26 given.	10 marks
Question No. 2 (a) will be based on Unit-II. Students will be required to mark primary accent on six out of the given ten words.	6 Marks
Question No. 2 (b) will be based on Unit-II. Students will be required to mark intonation on 6 six out the given 9 sentences.	6 Marks
Question No. 2 (c) will consist of short note type questions based on Unit-II. Students will be required to attempt any 3 of the given 4 short notes.	3×4= 12 marks
Question No. 3 will consist of short answer type questions based on Unit-III. Students will be required to attempt any 3 of the given 5 questions.	3×4= 12 marks
Question No. 4 (a) will be based on Unit-IV. Students will be required to write short notes on any two out of the given three.	3×2= 6 marks
Question No. 4 (b) will be based on Unit-IV. Students will be required to write phonetic transcription of 6 words out of the given 10.	6 marks

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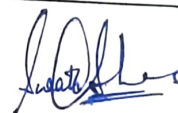
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Discipline Specific Elective Course: DSE-01

Name of Subject: Renaissance Poetry	Credits: 3	L T P 2 1 -
Duration: 2 hours	Max. Marks: 75	TE= 50 TI= 25

Course Objectives	
CO-1	Gain a comprehensive understanding of the historical and cultural background of the Renaissance period.
CO-2	Examine major themes and poetic forms of the Renaissance, like sonnets and pastorals.
CO-3	Understanding metaphysical conceits and allegory.

Course Outcomes	
CO-1	Thorough understanding of the historical and cultural context of the Renaissance period and its impact on the development of poetry.
CO-2	Develop the ability to critically analyze the major themes, forms, and structures of Renaissance poetry.
CO-3	Recognize the enduring influence of Renaissance poetry on subsequent literary traditions and its relevance to contemporary literature.

Unit I	Thomas Wyatt: "Whoso List to Hunt" Henry Howard, Earl of Surrey: "The Soote Season"
Unit II	John Donne: "Batter my Heart" "A Valediction: Forbidding Mourning" Andrew Marvell: "The Garden"
Unit III	Philip Sidney: Astrophel and Stella- Sonnet IV: "Virtue! Alas, now let me take some rest" Christopher Marlowe: "Hero and Leander"
Suggested Readings: • Ford, Boris. <i>From Donne to Marvell</i>. Penguin Books Ltd, 1990. • Gardner, Helen, ed. <i>The Metaphysical Poets</i>. Penguin Classics, 1960. • Norbrook, David, and H. R. Woudhuysen, eds. <i>The Penguin Book of Renaissance Verse: 1509–1659</i>. Penguin Books, 1993. • Hunter, John C., ed. <i>Renaissance Literature: An Anthology of Poetry and Prose</i>. University of California Press, 2004. • Pater, Walter. <i>The Renaissance: Studies in Art and Poetry</i>. Oxford University Press, 1986. • Williams, John, ed. <i>English Renaissance Poetry: A Collection of Shorter Poems from Skelton to Jonson</i>. University of Arkansas Press, 1990.	
Instructions for paper-setter	
Question No. 1 will be a short-answer type question covering all Units. There will be at least one question from each Unit. The students are required to attempt any 4 out of 6 selecting at least one from each Unit.	4×5= 20 marks
Question No. 2 will be an Essay type question based on Unit I. The students have to attempt any 1 out of 2 questions.	10 Marks
Question No. 3 will be an Essay type question based on Unit II. The students have to attempt any 1 out of 2 questions.	10 Marks
Question No. 4 will be an Essay type question based on Unit III. The students have to attempt any 1 out of 2 questions.	10 Marks

Discipline Specific Elective Course: DSE-01

Name of Subject: Renaissance Drama	Credits: 3	L T P
Duration: 2 hours	Max. Marks: 75	2 1 -
		TE= 50 TI= 25

Course Objectives	
CO-1	Understand the historical, cultural, and social contexts in which Renaissance dramas were written and performed.
CO-2	Analyze key themes, motifs, and narrative techniques used in Renaissance drama.
CO-3	Explore the various genres and forms of Renaissance drama, including tragedy, comedy, and history plays, and how these forms evolved during the period.

Course Outcomes	
CO-1	Examine the tradition of English literature during the Renaissance period.
CO-2	Develop a better understanding of Renaissance humanism that provides the basis for the texts suggested.
CO-3	Formulate an understanding of different genres and critique the artistic, aesthetic and cultural influence that shaped the literature of the age.

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Unit I	<i>The Shoemaker's Holiday</i> by Thomas Dekker
Unit II	<i>The Duchess of Malfi</i> by John Webster
Unit III	<i>The Jew of Malta</i> by Christopher Marlowe

Suggested Readings:

- Belsey, Catherine. *The Subject of Tragedy: Identity and Difference in Renaissance Drama*. Methuen, 1985.
- Bevington, David, et al., editors. *English Renaissance Drama: A Norton Anthology*. W. W. Norton, 2002.
- Kinney, Arthur F., editor. *Renaissance Drama: An Anthology of Plays and Entertainments*. Blackwell Publishers, 1999.
- Parker, Patricia. *Shakespeare from the Margins: Language, Culture, Context*. University of Chicago Press, 1996.
- *Renaissance Drama*. 2nd ed., Cambridge Kinney, Arthur F., editor. *Renaissance Drama: An Anthology of Plays and Entertainments*. Blackwell Publishers, 1999. University Press, 2003.

Instructions for paper-setter

Question No. 1 will be a short-answer type question covering all Units. There will be at least one question from each Unit. The students are required to attempt any 4 out of 6 selecting at least one from each Unit.	4×5= 20 marks
Question No. 2 will be an Essay type question based on Unit I. The students have to attempt any 1 out of 2 questions.	10 Marks
Question No. 3 will be an Essay type question based on Unit II. The students have to attempt any 1 out of 2 questions.	10 Marks
Question No. 4 will be an Essay type question based on Unit III. The students have to attempt any 1 out of 2 questions.	10 Marks

Multidisciplinary Course: MDC-01

Name of Subject: Literature and Cinema	Credits: 3	L T P 2 1 -
Duration: 2 hours	Max. Marks: 75	TE= 50 TI= 25

Course Objectives	
CO-1	Understand how literature has been adapted into cinema, analyzing the similarities and differences between the two mediums.
CO-2	Encourage students to critique the effectiveness of film adaptations in conveying the themes, characters, and narratives of the original literary works.
CO-3	Examine how these cinematic techniques contribute to the storytelling process and the overall impact of a film.

Course Outcomes	
CO-1	Articulate the processes and challenges involved in adapting literary works into films.
CO-2	Develop the ability to critically analyze both literary texts and their cinematic adaptations, identifying key themes, motifs, and narrative strategies.
CO-3	Gain a deeper appreciation for the technical and artistic aspects of filmmaking.

Unit I	Introduction to basic terms Language of Cinema, Elements of Theatre, Greek Theatre, Indian Classical Theatre with reference to Natyashastra, Folk element and Indian Theatre, Black theatre, Realistic theatre, Angry Young Man, Street play, Third theatre. Mise en scene, cinematography, editing, sound
Unit II	Popular Theatrical Forms and Practices Nautanki, Jatra, Tamasha, Bhramyamaan Theatre, Street Theatre, Campus Theatre Topics for Student Presentations: a) On the different types of performative space in practice b) Poetry reading elocution expressive gestures and choreographed movement
Unit III	Cinematic Adaptation of popular text Theory of Adaptation Othello (movie, dir. Oliver Parker, 1995) Omkaara (movie, dir. Vishal Bhardwaj, 2006)
Suggested Readings: • Bharata Muni. <i>Natyashastra</i>. Translated by Manomohan Ghosh, Asiatic Society, 1951. • Hutcheon, Linda. <i>A Theory of Adaptation</i>. Routledge, 2006. • Shakespeare, William. <i>Othello</i>. Edited by Norman Sanders, Penguin Books, 2005.	
Instructions for paper-setter	
Question No. 1 will be a short-answer type question covering all Units. There will be at least one question from each Unit. The students are required to attempt any 4 out of 6 selecting at least one from each Unit.	4×5 = 20 marks
Question No. 2 will be an Essay type question based on Unit I. The students have to attempt any 1 out of 2 questions.	10 Marks
Question No. 3 will be an Essay type question based on Unit II. The students have to attempt any 1 out of 2 questions.	10 Marks
Question No. 4 will be an Essay type question based on Unit III. The students have to attempt any 1 out of 2 questions.	10 Marks

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Ability Enhancement Course: AEC-01

Name of Subject: English Communication Skills- Level 1	Credits: 2	L T P 2 - -
Duration: 2 hours	Max. Marks: 50	TE= 35 TI= 15

Course Objectives	
CO-1	To make the students confident of speaking in English impeccably and with utmost enthusiasm.
CO-2	To familiarize the students with different styles of communication.
CO-3	To enlighten the students with the seven types of communication.

Course Outcomes	
CO-1	Students will heighten their awareness of correct usage of English grammar in writing and speaking.
CO-2	Students will improve their speaking ability in English both in terms of fluency and comprehensibility.
CO-3	Students will strengthen their ability to write academic papers, essays and summaries using the process approach.



Unit I	Oral Communication a. Listening and hearing b. Presentation Skills c. Mock Interviews d. Group Discussions
Unit II	Written Communication a. Letter Writing b. Article Writing c. Newspaper writing d. Journal Writing e. Paraphrasing and Summarizing f. Magazine Writing <i>Note- Unit II- Students are required to prepare the format and the topics will be based on contemporary themes.</i>
Suggested Readings: • Hewings, Martin. <i>Advanced English Grammar</i>. Cambridge UP. 1999. • Hayot, Eric. <i>The Elements of Academic Style: Writing for the Humanities</i>. Columbia UP. 2014. • Murphy, Raymond. <i>Elementary English Grammar</i>. 2nd ed., Cambridge UP. 1992. • Murphy, Raymond. <i>Intermediate English Grammar</i>. 2nd ed., Cambridge UP. 1994.	
Instructions for paper-setter	
Question No. 1 will be a short-answer type question covering all Units. The students are required to attempt any 3 out of 5 short notes.	3×5= 15 marks
Question No. 2 will be an Essay type question based on Unit I. The students have to attempt any 1 out of 2 questions.	10 Marks
Question No. 3 will be an Essay type question based on Unit II. The students have to attempt any 1 out of 2 questions.	10 Marks

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Value Added Course: VAC-01

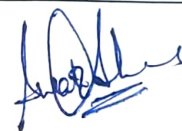
Name of Subject: Indian Values and Interpersonal Dialogue	Credits: 2	L T P 2 - -
Duration: 2 hours	Max. Marks: 50	TE= 35 TI= 15

Course Objectives	
CO-1	To help students explore ethical and cultural dimensions of their lives.
CO-2	To provide a forum for students to pause, revisit their assumptions and beliefs, and become mindful of their thoughts, emotions and actions.
CO-3	To cultivate ethical values and participate in the creation of a society based on acceptance, compassion, and justice.

Course Outcomes	
CO-1	Students will develop an overview of indigenous philosophies
CO-2	Understanding the richness of Indian heritage leading to greater sensitivity
CO-3	Appreciate the traditions of diversity, discussions, debates and knowledge transmission

Unit I	Ethical Communication (a) Dialogue Engagement (b) Research Habit (c) Honest and fair (d) Practice Civility
Unit II	Excerpt from <i>Mahabharata</i> : "Dice"
Suggested Readings: • Debroy, Bibek, translator. <i>The Mahabharata</i>. Vol. 1, Penguin Random House India, 2015. • Hewings, Martin. <i>Advanced English Grammar</i>. Cambridge UP, 1999. • Ramanathan, G., and S. S. Ramalingam. <i>Communication Skills</i>. Oxford UP, 2012.	
Instructions for paper-setter	
Question No. 1 will be a short-answer type question covering all Units. The students are required to attempt any 3 out of 5 short notes.	3×5= 15 marks
Question No. 2 will be an Essay type question based on Unit I. The students have to attempt any 1 out of 2 questions.	10 Marks
Question No. 3 will be an Essay type question based on Unit II. The students have to attempt any 1 out of 2 questions.	10 Marks

SEMESTER II

CORE COURSE-CC A04

Name of Subject: 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	Demonstrate a comprehensive understanding of the historical, cultural, and social context of English literature from 1798 to 1914.
CO-2	Conduct in-depth studies of specific authors and their contributions to English literature during the given time frame.
CO-3	Engage critically with literary theories and debates relevant to the period, considering issues such as gender, class, race, and colonialism.
CO-4	Explore the evolution of literary forms, styles, and genres from Romanticism to the Early 20th century.

Course Outcomes	
CO-1	Familiarity with the social, cultural and intellectual background of the literature of the Romantic and Victorian Age of British literature.
CO-2	Skills to analyze a wide spectrum of Romantic and Victorian literature across various genres.
CO-3	A marked understanding and critical perspective of key literary concepts and terminology of the age.
CO-4	Familiarity with the major representative literary works of the Romantic and Victorian Age.

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Unit I	a. William Wordsworth: "Lines Written a Few Miles above Tintern Abbey" "Ode: Intimations of Immortality" b. Percy Bysshe Shelley: "England in 1819" c. John Keats: "Ode to a Nightingale" "Ode on a Grecian Urn"
Unit II	a. Robert Browning: "My Last Duchess" b. Alfred Tennyson: "The Lady of Shalott" "Ulysses" c. Christina Rossetti: "Goblin Market"
Unit III	Mary Shelley: <i>Frankenstein</i>
Unit IV	Oscar Wilde: <i>The Picture of Dorian Gray</i>
Suggested Readings: • Abrams, M. H., and Stephen Greenblatt, editors. The Norton Anthology of English Literature. 10th ed., W. W. Norton & Company, 2018. • Bloom, Harold, editor. Romantic Poetry and Prose. Chelsea House Publishers, 2003. • Curran, Stuart, editor. The Cambridge Companion to British Romanticism. Cambridge University Press, 2010. • Stillinger, Jack, and Deidre Shauna Lynch, editors. The Norton Anthology of English Literature: The Romantic Period. W. W. Norton & Company, 2012.	
Instructions for paper-setter	
Question No. 1 will be a short answer type question covering all Units. The students have to attempt any 7 out of 9 questions.	7×2=14 marks
Question No. 2 will be an Essay type question based on Unit I. The students have to attempt any 1 out of 2 questions.	14 Marks
Question No. 3 will be an Essay type question based on Unit II. The students have to attempt any 1 out of 2 questions.	14 Marks
Question No. 4 will be an Essay type question based on Unit III. The students have to attempt any 1 out of 2 questions.	14 Marks
Question No. 5 will be an Essay type question based on Unit IV. The students have to attempt any 1 out of 2 questions.	14 Marks

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CORE COURSE-CC A05

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

Course Objectives	
CO-1	Introduces the fundamental tools of linguistics, essential for a systematic study of language.
CO-2	Explore the concepts of language variation and change, including regional dialects, sociolects, and historical changes in language over time.
CO-3	Analyze the structure of words (morphology) and sentences (syntax), identifying morphemes, grammatical categories, and syntactic structures.
CO-4	Understand the relationship between language, society, and culture through the study of linguistic diversity and communication.

Course Outcomes	
CO-1	Develop skills in phonetic transcription and phonological analysis, including the ability to recognize and describe speech sounds and patterns.
CO-2	Comprehension of normative rules.
CO-3	Ability to approach language as a vital component of contemporary theoretical perspectives.
CO-4	Apply basic linguistic concepts and analytical skills to examine language structure, use, and variation in different contexts.




Unit I	Introduction to Linguistics a. Language and Communication: Human and Non-human Communication, Verbal and Non-verbal Communication, Characteristic Features of Language, Varieties of Language- Idiolect, Dialect, Standard Language, Register, Prescriptive and Descriptive Approaches to Language. b. Language Structure: The Concept of Linguistic Sign, Diachronic and Synchronic, Syntagmatic and Paradigmatic Relations, Langue and Parole, Form and Substance, Competence and Performance.
Unit II	Branches of Linguistics a. Introduction to Historical Linguistics, Socio-Linguistics, Psycho-Linguistics and Neuro Linguistics. b. Introduction to Pragmatics and Stylistics: Invisible Meaning, Deixis, Anaphora, Presupposition, Direct and Indirect Speech Acts, Stylistic Study of Literature and its uses.
Unit III	Morphology Morphology: Some Basic Concepts Simple and Complex Words; Root, Stem, Word; Free and Bound Morphemes; Morphs and Allomorphs; Zero Morpheme. Structural Morphology: Inflection and Derivation. Morphological Analysis of English Words.
Unit IV	Semantics Semantics: Some Basic Concepts Meaning, Sense and Reference; Denotation and Connotation. Lexical Relations: Paradigmatic Relations in Lexical Semantics; Hyponymy, Synonymy, Antonymy, Polysemy, Metonymy, Collocation.
Suggested Readings: • Beard, Adrian. Texts and Contexts: An Introduction to Literature and Language Study. Routledge, 2001. • Bell, Roger T. An Introduction to Applied Linguistics. Batsford Academic and Educational, 1981. • Crystal, David. Linguistics. Penguin Books, 1971. • Di Sciullo, Anna Maria, and Edwin Williams. On the Definition of Word: Morphology and Its Relation to Syntax. MIT Press, 1987. • Fasold, Ralph, and Jeff Connor-Linton, editors. An Introduction to Language and Linguistics. Cambridge University Press, 2006.	

- Huddleston, Rodney. An Introduction to the Grammar of English. Cambridge University Press, 1984.
- Hudson, R. A. Sociolinguistics. Cambridge University Press, 1996.
- Jacobs, Roderick A., and Peter S. Rosenbaum. English Transformational Grammar. Ginn and Company, 1968.
- Hurford, James R., and Brendan Heasley. Semantics: A Coursebook. Cambridge University Press, 1983.
- Syal, Pushpinder, and D. V. Jindal. An Introduction to Linguistics: Language, Grammar and Semantics. Prentice Hall of India, 2007.
- Yule, George. The Study of Language. 4th ed., Cambridge University Press, 2010.

Instructions for paper-setter

Question No. 1 will be a short answer type question covering all Units. The students have to attempt any 7 out of 9 questions.	7×2 = 14 marks
Question No. 2 (a) will be an Essay type question based on Unit I- Language and Communication. The students have to attempt short notes on any two topics out of the given three.	2×3=6 Marks
Question No. 2 (b) will be an Essay type question based on Unit I- Language Structure. The students have to attempt short notes on any two topics out of the given three.	2×4=8 Marks
Question No. 3 will be an Essay type question based on Unit II. The students have to attempt any 1 out of 2 questions.	14 Marks
Question No. 4 (a) will be a short answer type question based on Unit III- The students have to attempt any 2 out of given 3 questions.	2×5=10 Marks
Question No. 4 (b) will be based on Unit III- Morphological analysis of words. The students have to attempt 4 out of the 6 questions.	1×4=4 Marks
Question No. 5 (a) will be a short answer type question based on Unit IV covering the concept of Semantics. The students have to attempt any 2 out of the given 3 questions.	2×4=8 Marks
Question No. 5 (b) will be based on Unit IV- Lexical Relations. The students have to attempt 6 out of the 8 questions.	1×6=6 Marks

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CORE COURSE-CC A06

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

Course Objectives	
CO-1	To introduce the basic concepts and terms in Research Methodology.
CO-2	To address the issues inherent in selecting a research problem.
CO-3	To discuss the techniques and tools to be employed in completing a research project.
CO-4	To enable the students to prepare report writing and framing research proposals.

Course Outcomes	
CO-1	Demonstrate the ability to choose methods appropriate to research aims and objectives.
CO-2	Develop advanced critical thinking skills.
CO-3	Understand the limitations of particular Research methods.
CO-4	Develop skills in qualitative and quantitative data analysis and presentation.




Unit I	Essentials of Research: Definition, Types of research. Objectives, Hypothesis and Problem Statement, Review of literature, Research questions, Sources and Documentation- Primary and Secondary Sources, Citation as per MLA (latest edition).
Unit II	Research Language and Ethics: Meaning, Nature, and Importance of Research Ethics, Plagiarism and Academic Integrity, Research Language- Clarity, Correctness, Coherence.
Unit III	Research in Literature: Meaning and Characteristics of Literary Research Application of Theories in Research: o Classicism o New Criticism o Structuralism & Post-structuralism o Feminism o New-Historicism o Ecocriticism o Psychoanalysis o Neo-colonialism & Apocalyptic Theory o Colonialism & Postcolonialism
Unit IV	Research Proposal Writing in Literary Studies (MLA Handbook Latest Edition): Selection and Formulation of Research Topic, Theoretical Framework and Methodology, Structure of Research Proposal, Referencing and Preparing the list of works cited
Suggested Readings: • Kothari, C. R. <i>Research Methodology: Methods and Techniques</i>. 2nd ed., New Age International Publishers, 2004. • <i>MLA Handbook</i>. 9th ed., Modern Language Association of America, 2021. • <i>MLA Handbook for Writers of Research Papers</i>. 7th ed., Modern Language Association of America, 2009. • Nayar, Pramod K. <i>Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism</i>. Pearson Education India, 2010.	
Instructions for paper-setter	
Question No. 1 will be a short answer type question covering all Units. The students have to attempt any 7 out of 9 questions.	
7×2=14 marks	

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Question No. 2 will be an Essay type question based on Unit I. The students have to attempt any 1 out of 2 questions.	14 Marks
Question No. 3 will be an Essay type question based on Unit II. The students have to attempt any 1 out of 2 questions.	14 Marks
Question No. 4 will be an Essay type question based on Unit III. The students have to attempt any 1 out of 2 questions.	14 Marks
Question No. 5 will be an Essay type question based on Unit IV. The students have to attempt any 1 out of 2 questions.	14 Marks

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Discipline Specific Elective Course: DSE-02

Name of Subject: Indian Literature in English- I	Credits: 3	L T P 2 1 -
Duration: 2 hours	Max. Marks: 75	TE= 50 TI= 25

Course Objectives	
CO-1	Understand Indian writing in English.
CO-2	Examine the socially-constructed nature of literary texts.
CO-3	Deep understanding of the historical and cultural contexts that influenced early Indian literature in English.

Course Outcomes	
CO-1	Develop a foundation in the several aspects of Indian writing.
CO-2	Identify the impact of the socio-political and cultural issues reflected in Indian writing in English.
CO-3	Appraise the emergence and growth of Indian Writing in English.

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Unit I	"The Harp of India" by Henry Louis Vivian Derozio "The Patriot" by Nissim Ezekiel
Unit II	"An Introduction" by Kamala Das "A River" by A. K. Ramanujan
Unit III	"On Killing a Tree" by Gieve Patel "The Bus" by Arun Kolatkar

Suggested Readings:

- Das, Bijay Kumar. *Indian English Poetry*. Atlantic Publishers, 2001.
- King, Bruce. *Modern Indian Poetry in English*. Oxford University Press, 2005.
- Mehrotra, Arvind Krishna, editor. *An Illustrated History of Indian Literature in English*. Permanent Black, 2003.
- Naik, M. K. *A History of Indian English Literature*. Sahitya Akademi, 1982.
- Parthasarathy, R., editor. *Ten Twentieth-Century Indian Poets*. Oxford University Press, 1976.
- Tharu, Susie, and K. Lalita, editors. *Women Writing in India: 600 B.C. to the Present*. Oxford University Press, 1991.

Instructions for paper-setter

Question No. 1 will be a short-answer type question covering all Units. There will be at least one question from each Unit. The students are required to attempt any 4 out of 6 selecting at least one from each Unit.	4×5= 20 marks
Question No. 2 will be an Essay type question based on Unit I. The students have to attempt any 1 out of 2 questions.	10 Marks
Question No. 3 will be an Essay type question based on Unit II. The students have to attempt any 1 out of 2 questions.	10 Marks
Question No. 4 will be an Essay type question based on Unit III. The students have to attempt any 1 out of 2 questions.	10 Marks

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Discipline Specific Elective Course: DSE-02

Name of Subject: Indian Literature in English- II	Credits: 3	L T P 2 1 -
Duration: 2 hours	Max. Marks: 75	TE= 50 TI= 25

Course Objectives	
CO-1	To understand the historical, cultural, and socio-political contexts that have shaped Indian drama written in English, from its inception to contemporary times.
CO-2	To examine the various dramatic techniques, narrative styles, and theatrical conventions used by Indian playwrights to convey their messages and engage their audiences.
CO-3	To develop skills in critical thinking and comparative analysis by evaluating Indian English dramas.

Course Outcomes	
CO-1	Analyze the social, political, and cultural issues reflected in Indian writing in English.
CO-2	Examine Indian social reformation, the freedom struggle, women's education and empowerment in Indian Writing in English.
CO-3	Assess the various forms of literature and the writers' themes and issues.




Unit I	Mulk Raj Anand: <i>Untouchable</i> Raja Rao: <i>Kanthapura</i>
Unit II	Premchand: "The Shroud" Ismat Chughtai: "The Quilt"
Unit III	Dharamveer Bharati: <i>Andha Yug</i> Bama: <i>Sangati</i>
Suggested Readings: • U.R. Anantha Murthy. <i>Samskara: A Critical Reader</i>. Pencraft International, 2005. • De Souza, Eunice. <i>Talking Poems: Conversation with Poets</i>. OUP, 2001. • Iyengar, K.R.S. <i>Indian Writing in English</i>. Sterling Publishers, 2012. • Mehrorta, Arvind Krishna, ed. <i>A Concise History of Indian Literature in English Literature</i>. Permanent Black, 2010. • Naik, M.K. <i>Dimensions of Indian English Literature</i>. Sterling Publishers, 1965. • Tharu, Susie, and K. Lalitha. <i>Women Writing in India: 600 BC to the Present</i>. Orient Longman, 1991.	
Instructions for paper-setter	
Question No. 1 will be a short-answer type question covering all Units. There will be at least one question from each Unit. The students are required to attempt any 4 out of 6 selecting at least one from each Unit.	4×5= 20 marks
Question No. 2 will be an Essay type question based on Unit I. The students have to attempt any 1 out of 2 questions.	10 Marks
Question No. 3 will be an Essay type question based on Unit II. The students have to attempt any 1 out of 2 questions.	10 Marks
Question No. 4 will be an Essay type question based on Unit III. The students have to attempt any 1 out of 2 questions.	10 Marks



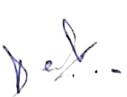
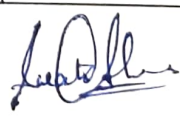

Name of Subject: Introduction to Phonetics	Credits: 3	L T P 2 1 -
Duration: 2 hours	Max. Marks: 75	TE= 50 TI= 25

Course Objectives	
CO-1	Understand the system of sounds and sound combinations in English.
CO-2	Understand how words are produced, how they are transmitted, and how they are perceived.
CO-3	Pronounce English sounds in isolation and in connected speech.

Course Outcomes	
CO-1	Understand systematic , conscious consideration of how speech sounds are made, what they sound like, and how they compare with each other.
CO-2	Know the structure of the English syllable and different types of stress in English.
CO-3	Know the different intonation patterns of English.




Unit I	Basic of Phonetics Definition and Division of Phonetics Consonant and Vowels: Sound with Transcriptions Syllable: Definition, Types and Rules Stress and Intonation: Definition and Types
Unit II	Reading Patterns in English Difference between British, American and Indian English. Characteristics and Problems of Indian English Essentials of Reading English Reading Skills: Scanning, Skimming Eyes, Extensive Reading and Intensive Reading
Unit III	English Language Teaching (ELT) First Language Acquisition Second Language Acquisition/Learning
Suggested Readings: • Bansal, R. K., and J. B. Harrison. <i>Spoken English: A Manual of Speech and Phonetics</i>. 5th ed., Orient BlackSwan Pvt. Ltd., 2024. • Davenport, Mike, and S. J. Hannahs. <i>Introducing Phonetics and Phonology</i>. 3rd ed., Routledge, 2013. • Ladefoged, Peter, and Keith Johnson. <i>A Course in Phonetics</i>. 6th ed., Wadsworth Cengage Learning, 2011. • Ladefoged, Peter. <i>Phonetic Data Analysis: An Introduction to Fieldwork and Instrumental Techniques</i>. Blackwell Publishing, 2003. • Wayland, Ratree. <i>Phonetics: A Practical Introduction</i>. Cambridge University Press, 2019.	
Instructions for paper-setter	
Question No. 1 will be a short-answer type question covering all Units. There will be at least one question from each Unit. The students are required to attempt any 4 out of 6 selecting at least one from each Unit.	
Question No. 2 will be an Essay type question based on Unit I. The students have to attempt any 1 out of 2 questions.	4×5= 20 marks
Question No. 3 will be an Essay type question based on Unit II. The students have to attempt any 1 out of 2 questions.	10 Marks
Question No. 4 will be an Essay type question based on Unit III. The students have to attempt any 1 out of 2 questions.	10 Marks

Ability Enhancement Course: AEC-02

Name of Subject: English Language Teaching	Credits: 2	L T P 2 - -
Duration: 2 hours	Max. Marks: 50	TE= 35 TI= 15

Course Objectives	
CO-1	To explore theories and processes involved in first and second language acquisition, with a focus on English.
CO-2	To trace the evolution of the English language from its origins to its contemporary forms, examining key historical and cultural influences.
CO-3	To analyze the development of English vocabulary, including word formation, etymology, and shifts in meaning over time.

Course Outcomes	
CO-1	Students will be able to explain major theories of language acquisition and how they apply to English language teaching.
CO-2	Students will be able to critically analyze different forms of English language use, including formal and informal registers, and their implications for communication.
CO-3	Students will be able to apply concepts from pragmatics and discourse analysis to understand how meaning is constructed in various contexts of English usage.

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Unit I	ELT: Approaches, Principles and Methods of ELT English Language Learning Theories, Language Teaching Methods- Communicative Language Teaching (CLT), Total Physical Response (TPR), Task-Based Learning (TBLT), Direct Method, and Content and Language Integrated Learning (CLIL), Learners' Errors	
Unit II	Business English and Business Correspondence Business English: Building Business Vocabulary, News Reports, Business Magazines, Business Letters, and Business Travel. Business Correspondence: Emails; Resume Writing; Writing Minutes; Professional Communication Skills in Business Contexts.	
Suggested Readings: • Brown, H. Douglas. <i>Principles and Practices of Language Learning and Teaching</i>. Prentice Hall, 1980. • Chomsky, Noam. <i>Language and Mind</i>. New York, 1968. • Emmorey, Karen. <i>Language, Cognition, and the Brain: Insights from Sign Language Research</i>. Lawrence Erlbaum Associates, 2002. • Gardner, R.C. <i>Social Psychology and Second Language Learning: The Role of Attitude and Motivation</i>. Edward Arnold Publishers, 1985.		
Instructions for paper-setter		
Question No. 1 will be a short-answer type question covering all Units. The students are required to attempt any 3 out of 5 short notes.		3×5= 15 marks
Question No. 2 will be an Essay type question based on Unit I. The students have to attempt any 2 out of 3 questions.		2×5= 10 marks
Question No. 3 will be an Essay type question based on Unit II. The students have to attempt any 2 out of 3 questions.		2×5= 10 marks

Skill Enhancement Course: SEC-01

Name of Subject: Creative Writing & Fundamentals	Credits: 2	L T P 1 - 1
Duration: 2 hour	Max. Marks: 50	TI= 5 TE= 20 PI= 5 PE= 20

Course Objectives	
CO-1	Develop an understanding of different writing styles and tones, and apply them appropriately in different contexts, genres, and forms.
CO-2	To impart a keener understanding of the finer aspects of creative writing, translation and other soft skills.
CO-3	To provide the students general guidelines in dealing with questions of applied nature.

Course Outcomes	
CO-1	Develop advanced written communication skills to convey complex ideas clearly and persuasively.
CO-2	The students would be examined in terms of their skills of writing creatively on given situations and also translating paragraphs from one language to another.
CO-3	Ability to explore multimodal forms of composition, including the integration of visual elements, audio, and other media in written communication.

Unit I	Fundamentals of Writing Introduction to creative writing Meaning, Importance and Fundamentals steps of creative writing Types of Creative writing
Unit II	Proofreading and Editing Practices Principles and techniques of proofreading Common errors and strategies for correction Use of editing tools and style guides
Suggested Readings: • Clark, Roy Peter. <i>Writing Tools: 55 Essential Strategies for Every Writer</i>. Little, Brown and Company, 2006. • Einsohn, Amy, and Marilyn Schwartz. <i>The Copyeditor's Handbook: A Guide for Book Publishing and Corporate Communications</i>. 4th ed., University of California Press, 2019. • King, Stephen. <i>On Writing: A Memoir of the Craft</i>. Scribner, 2000. • Strunk, William, Jr., and E. B. White. <i>The Elements of Style</i>. 4th ed., Longman, 2000. • Truss, Lynne. <i>Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation</i>. Gotham Books, 2003.	
Instructions for paper-setter	
Question No. 1 will be a short-answer type question covering all Units. The students are required to attempt any 3 out of 4.	3×2=6 marks
Question No. 2 will be an Essay type question based on Unit I. The students have to attempt any 1 out of 2 questions.	7 marks
Question No. 3 will be an Essay type question based on Unit II. The students have to attempt any 1 out of 2 questions.	7 marks

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SEMESTER III

CORE COURSE-CC A07

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

Course Objectives	
CO-1	Studying the socio-political as well as historical background of the period.
CO-2	Studying relevant literary movements and ideologies that informed or influenced the literary works of the twentieth century.
CO-3	Examining the relevance of such works to our contemporary realities.
CO-4	Encourage independent reading and sharpen critical engagement of literary texts.

Course Outcomes	
CO-1	Gets an overview of major and minor writers and texts of the twentieth century.
CO-2	Studies the interface of literature, politics and society through various texts written during and after the two world wars.
CO-3	Development of a critical temperament which helps in better understanding of texts.
CO-4	Gain knowledge of the transformational changes taking place in different genres of literature.

Unit I	Non-Detailed Reading: Georgian Poetry, Imagism, War Poets, Irish Renaissance, Campus Novels, Kitchen Sink Drama, Angry Young Man Movement, Movement Poetry, Theatre of the Absurd, Stream of consciousness, Dadaism, Surrealism, Lost Generation, Bloomsbury Group, Symbolism, Metanarrative, Historiographic Metafiction.
Unit II	T.S. Eliot: "The Wasteland" W.B. Yeats: "Easter 1916" Philip Larkin: "The Whitsun Weddings"
Unit III	Harold Pinter: <i>The Homecoming</i> (1964) Virginia Woolf: <i>The Mark on the Wall</i> (1917)
Unit IV	John Fowles: <i>The French Lieutenant's Woman</i> (1969)
Suggested Readings: - Brown, Richard Danson, and Suman Gupta. <i>Aestheticism and Modernism: Debating Twentieth-Century Literature 1900-1960</i>. Routledge, 2005. - Johnson, David. <i>The Popular and the Canonical: Debating Twentieth-Century Literature 1940-2000</i>. Routledge, 2005. - Robinson, Peter. <i>Twentieth Century Poetry: Selves and Situations</i>. Oxford UP, 2000. - Tate, Allen. T. S. Eliot: <i>The Man and His Work</i>. Princeton UP, 1966.	
Instructions for paper-setter	
Question No. 1 will be a short answer type question covering all Units. The students have to attempt any 7 out of 9 questions.	7×2=14 marks
Question No. 2 will be an Essay type question based on Unit I. The students have to attempt any 1 out of 2 questions.	14 Marks
Question No. 3 will be an Essay type question based on Unit II. The students have to attempt any 1 out of 2 questions.	14 Marks
Question No. 4 will be an Essay type question based on Unit III. The students have to attempt any 1 out of 2 questions.	14 Marks
Question No. 5 will be an Essay type question based on Unit IV. The students have to attempt any 1 out of 2 questions.	14 Marks

CORE COURSE-CC A08

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

Course Objectives	
CO-1	Demonstrate a comprehensive understanding of the historical development of literary criticism, including major movements and key figures from classical to contemporary times.
CO-2	Apply various literary theories to analyze and interpret literary texts, demonstrating an understanding of how different theoretical perspectives can shape the reading of a text.
CO-3	Conduct comparative analyses of literary texts using different critical approaches, highlighting how interpretations may vary based on the chosen theoretical framework.
CO-4	Engage with contemporary debates and issues within the field of literary criticism, considering how new theories respond to evolving cultural and social contexts.

Course Outcomes	
CO-1	Contextualizes the socio-cultural background of criticism/literary writings.
CO-2	Contextualizing critical theory within a larger socio-cultural milieu.
CO-3	Comprehension and application of various critical concepts on prescribed texts.
CO-4	Developing and incisive understanding of various movements and thoughts.



Unit I	Plato: <i>The Republic</i> , Book X, Translated by Benjamin Jowett (New York: Random House, 1957) Aristotle: <i>Poetics</i> , Translated by Ingram Bywater (New Delhi: Oxford University Press)
Unit II	William Wordsworth: <i>Preface to Lyrical Ballads</i> Samuel Taylor Coleridge: <i>Biographia Literaria</i> Chapter- XIV
Unit III	Percy Bysshe Shelley: <i>A Defence of Poetry</i> Matthew Arnold: <i>The Function of Criticism at the Present Time</i>
Unit IV	Virginia Woolf: <i>A Room of One's Own</i> Elaine Showalter: <i>Towards a Feminist Poetics</i>
Suggested Readings: • Eagleton, Mary, editor. <i>Feminist Literary Criticism</i>. Blackwell, 1986. • Ellman, Maud. <i>Psychoanalytic Literary Criticism</i>. Routledge, 1985. • Irigaray, Luce. "The Power of Discourse and the Subordination of the Feminine." <i>In Literary Theory: An Anthology</i>, edited by Julie Rivkin and Michael Ryan, 2nd ed., Blackwell, 2004, pp. 923–935. • Rivkin, Julie, and Michael Ryan, editors. <i>Literary Theory: An Anthology</i>, 2nd ed., Blackwell, 2004. • Shelley, P. B. <i>A Defense of Poetry</i>. Oxford UP, 1994.	
Instructions for paper-setter	
Question No. 1 will be a short answer type question covering all Units. The students have to attempt any 7 out of 9 questions.	7×2=14 marks
Question No. 2 will be an Essay type question based on Unit I. The students have to attempt any 1 out of 2 questions.	14 Marks
Question No. 3 will be an Essay type question based on Unit II. The students have to attempt any 1 out of 2 questions.	14 Marks
Question No. 4 will be an Essay type question based on Unit III. The students have to attempt any 1 out of 2 questions.	14 Marks
Question No. 5 will be an Essay type question based on Unit IV. The students have to attempt any 1 out of 2 questions.	14 Marks




CORE COURSE-CC A09

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

Course Objectives	
CO-1	Develop a nuanced understanding of gender as a social and cultural construct, exploring how it is portrayed and challenged in literature.
CO-2	Analyze and critically evaluate the representations of gender in literary texts, considering how authors depict and question traditional gender norms.
CO-3	Examine historical perspectives on gender roles, identities, and expectations, considering how literature reflects changing societal attitudes toward gender.
CO-4	Explore the diversity of gender identities and expressions represented in literature, including the intersectionality of gender with race, class, sexuality, and other aspects of identity.

Course Outcomes	
CO-1	Develop ways to address societal and power inequalities to improve women's status.
CO-2	To learn different approaches to gender, women empowerment and development.
CO-3	Demonstrate an understanding of themes and issues related to gender and their representation in literature.
CO-4	Implement feminist principles integral to cooperative methods of learning and research and apply feminist theory and methodology to address social problems.




Unit I	POETRY Imtiaz Dharkar: "Purdah I" "Grace" (From Purdah and Other Poems by Imtiaz Dharkar Delhi: Oxford University Press, 1989) Kamala Das: "The Dance of the Eunuchs" "The Stone Age"
Unit II	NOVEL Bama: <i>Karukku</i>
Unit III	ESSAY (i) Judith Butler: Gender Trouble: Feminism and the Subversion of Identity (New York and London: Routledge, 1990) Chapter 1: Subjects of Sex/Gender/Desire I "Women" as the subject of Feminism II The compulsory order of Sex/Gender/Desire VI Language, Power, and the Strategies of Displacement pp.1-6, 25-34 Chapter 2: Prohibition, Psychoanalysis, and the Production of the Heterosexual Matrix IV Gender complexity and the Limits of Identification pp.66-72 Chapter 3: Subversive Bodily Acts I The Body Politics of Julia Kristeva
Unit IV	SHORT STORY (i) Mahasweta Devi: "Draupadi" (ii) Charlotte Perkins Gilman: "The Yellow Wallpaper"

- Dharker, Imtiaz. "Purdah I." *Purdah and Other Poems*, Oxford University Press, 1988.
- Jain, Jasbir, editor. *Women's Writing: Text and Context*. Rawat Publications, 1996.
- Mukherjee, Tutun, editor. *Staging Resistance: Plays by Women in Translation*. Oxford University Press, 2005.
- Revathi, A. *Truth About Me: A Hijra Life Story*. Translated by V. Geetha, Penguin, 2010.

Question No. 1 will be a short answer type question covering all Units. The students have to attempt any 7 out of 9 questions.	7×2=14 marks
Question No. 2 will be an Essay type question based on Unit I. The students have to attempt any 1 out of 2 questions.	14 Marks
Question No. 3 will be an Essay type question based on Unit II. The students have to attempt any 1 out of 2 questions.	14 Marks

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Question No. 4 will be an Essay type question based on Unit III. The students have to attempt any 1 out of 2 questions.	14 Marks
Question No. 5 will be an Essay type question based on Unit IV. The students have to attempt any 1 out of 2 questions.	14 Marks

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Discipline Specific Elective Course: DSE-03

Name of Subject: Diasporic Studies	Credits: 3	L T P 2 1 -
Duration: 2 hours	Max. Marks: 75	TE= 50 TI= 25

Course Objectives	
CO-1	Comprehensive understanding of the foundational theories and concepts in diasporic studies, including identity, displacement, and hybridity.
CO-2	Critically analyze and interpret literature produced by Diasporic communities, focusing on themes such as migration, cultural exchange, and transnationalism.
CO-3	Examine the historical, social, and cultural contexts that shape diasporic experiences, highlighting the diverse and complex nature of diaspora communities.

Course Outcomes	
CO-1	Demonstrate a solid grasp of key theories and concepts in Diasporic studies, applying them to various literary and cultural texts.
CO-2	Critically interpret and evaluate diasporic literature and cultural productions, showcasing their ability to engage with complex narratives of displacement and identity.
CO-3	Nuanced understanding of the historical and cultural contexts of diasporic communities, and application of this knowledge to appreciate the diversity and complexity of diaspora experiences.




Unit I	Key concepts of diaspora, definition, origin, kinds and salient features of Diaspora. Cultural hybridity, nostalgia, alienation and identification; displacement, rootlessness, issues of racism; literary innovations such as magic realism; allegory, diasporic re-possession/re-writings of history and the nation; outsider/insider view on homeland and host land; hyphenation of identities.
Unit II	A.K. Ramanujan- Small Scale Reflections on a Great House Aga Shahid Ali: "Post card from Kashmir", "Call Me Ishmael Tonight" Lahiri: "Mrs. Sen's" (From <i>Interpreter of Maladies</i>) Bharati Mukherjee: "A Wife's Story"
Unit III	M.G. Vassanji, <i>The In-Between World of Vikram Lall</i> (Toronto: Doubleday Canada, 2003)

Suggested Readings:

- Bauböck, Rainer, and Thomas Faist, editors. *Diaspora and Transnationalism: Concepts, Theories and Methods*. Amsterdam University Press, 2010.
- Bhabha, Homi, editor. *Nation and Narration*. Routledge, 1990.
- Gilroy, Paul. *The Black Atlantic: Modernity and Double Consciousness*. Harvard University Press, 1993.
- Lahiri, Himadri. *Diaspora Theory and Transnationalism*. Orient Blackswan, 2019.
- Mishra, Vijay. "The Diasporic Imaginary: Theorizing the Indian Diaspora." *Textual Practice*, vol. 10, no. 1, Spring 1996, pp. 422-433.
- Retis, Jessica, and Roza Tsagarousianou, editors. *The Handbook of Diasporas, Media, and Culture*. Wiley-Blackwell, 2019.
- Saffran, William. "Diasporas in Modern Societies: Myths of Homeland and Return." *Diaspora*, vol. 1, 1991, pp. 83-99.

Instructions for paper-setter

Question No. 1 will be a short-answer type question covering all Units. There will be at least one question from each Unit. The students are required to attempt any 4 out of 6 selecting at least one from each Unit.	4×5= 20 marks
Question No. 2 will be an Essay type question based on Unit I. The students have to attempt any 1 out of 2 questions.	10 Marks
Question No. 3 will be an Essay type question based on Unit II. The students have to attempt any 1 out of 2 questions.	10 Marks
Question No. 4 will be an Essay type question based on Unit III. The students have to attempt any 1 out of 2 questions.	10 Marks



Discipline Specific Elective Course: DSE-03

Name of Subject: Cultural Studies	Credits: 3	L T P 2 1 -
Duration: 2 hours	Max. Marks: 75	TE= 50 TI= 25

Course Objectives

CO-1	Identify, analyze and address the specific structural location of cultural issues and debates.
CO-2	Recognize, critically address and collaboratively negotiate cultural diversity and difference in a variety of educational and institutional sites.
CO-3	Create a dynamic portfolio of work that provides the opportunity for reflection and showcases examples of research and collaboration

Course Outcomes

CO-1	Encourage students to deeply engage with the idea of culture. Equip students to analyze and explain both 'high' and 'popular' cultural text.
CO-2	Invite students to study theoretical rumination that have come out of the cultural studies.
CO-3	Further academic study in the interdisciplinary

Unit I	Non- Detailed Readings: (i) The idea of Culture, Cultural Studies, Popular culture, Multiculturalism, Race, Gender, Ideology, Ideological State Apparatus, Cultural Hegemony, Representation, Subject, Other, Text, Class Structures, National Formations, Ethnicity, Sexual orientation, Inter-disciplinarity, Intersectionality, Anthropology, Ethnic Studies, Ethnography, Sub-Culture.
Unit II	(i) Walter Benjamin: "The Work of Art in the Age of Mechanical Reproduction" (1935). (ii) Raymond Williams: "Culture is Ordinary"
Unit III	Amruta Patil: <i>Kari</i> (Graphic novel)
Suggested Readings: • Barker, Chris, and Emma A. Jane. <i>Cultural Studies: Theory and Practice</i>. 5th ed., SAGE, 2016. • Eagleton, Terry. <i>Ideology: An Introduction</i>. Verso, 1991. • Mufeeda, T. "Imaging the Sexual Immigrants: A Study of Amruta Patil's <i>Kari</i>." Journal of Department of English and Cultural Studies, Punjab University, Chandigarh, no. 36, Autumn 2020, pp. 1–17. • Sardar, Ziauddin, and Boris Von Loon. <i>Introducing Cultural Studies</i>. Totem Books, 1994.	
Instructions for paper-setter	
Question No. 1 will be a short-answer type question covering all Units. There will be at least one question from each Unit. The students are required to attempt any 4 out of 6 selecting at least one from each Unit.	4×5= 20 marks
Question No. 2 will be an Essay type question based on Unit I. The students have to attempt any 1 out of 2 questions.	10 Marks
Question No. 3 will be an Essay type question based on Unit II. The students have to attempt any 1 out of 2 questions.	10 Marks
Question No. 4 will be an Essay type question based on Unit III. The students have to attempt any 1 out of 2 questions.	10 Marks

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Seminar- Research Paper Project

Name of Subject: Research Paper Project	Credits: 2	L T P - - 2
Duration: Nil	Max. Marks: 50	PE= 35 PI= 15

Students are required to prepare a research paper project on a selected topic approved by the supervisor. The project should be based on a clearly defined research problem and should demonstrate the student's ability to engage in systematic research.

The research paper must reflect a coherent structure, including an introduction, review of relevant literature, methodology, detailed analysis, and conclusion. Students are expected to make effective use of both primary texts and secondary sources, such as books, journals, and credible academic materials.

The work should exhibit logical organization, clarity of argument, and originality of interpretation. Proper academic language must be used throughout, and all sources should be acknowledged following standard citation practices.

The completed research paper should be presented in a formal academic format and submitted within the prescribed deadline.



Multidisciplinary Course: MDC-03

Name of Subject: Modern Indian English Novel	Credits: 3	L T P 2 1 -
Duration: 2 hours	Max. Marks: 75	TE= 50 TI= 25

Course Objectives	
CO-1	Understand the historical and socio-political context of the emergence and development of the modern Indian novel in English.
CO-2	Develop critical and analytical skills to interpret and evaluate major works of modern Indian fiction.
CO-3	Encourage interdisciplinary approaches by connecting literature with history, politics, sociology, and cultural studies.

Course Outcomes	
CO-1	Examine the narrative techniques, thematic concerns, and stylistic features of modern Indian novels.
CO-2	Reflect on the ethical implications of literary representations and the responsibility of writers and readers in addressing social injustices.
CO-3	Appreciate the diversity and richness of modern Indian novels, recognizing the variety of voices and perspectives that contribute to this body of literature.

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Unit I	Meenakshi Mukherjee: "The Anxiety of Indianness" from <i>The Perishable Empire: Essays on Indian Writing in English</i> .
Unit II	Amitav Ghosh: <i>The Shadow Lines</i> (1988)
Unit III	Chitra Banerjee Divakurani: <i>The Palace of Illusions</i> (2008)

Suggested Readings:

- Ansani, Shyam M. *New Dimensions of Indian English Novels*. Doaba House. 1987.
- Devy, G. N. *In Another Tongue: Essays on Indian English Literature*. Macmillan India. 1995.
- Gandhi, Leela. *Post-Colonialism*. Oxford UP. 2002.
- Gokak, V. K. *Indian and World Culture*. Sahitya Akademi. 1989.
- Mukherji, Minakshi. *The Twice Born Fiction*. Heinemann. 1971.

Instructions for paper-setter

Question No. 1 will be a short-answer type question covering all Units. There will be at least one question from each Unit. The students are required to attempt any 4 out of 6 selecting at least one from each Unit.	4×5= 20 marks
Question No. 2 will be an Essay type question based on Unit I. The students have to attempt any 1 out of 2 questions.	10 Marks
Question No. 3 will be an Essay type question based on Unit II. The students have to attempt any 1 out of 2 questions.	10 Marks
Question No. 4 will be an Essay type question based on Unit III. The students have to attempt any 1 out of 2 questions.	10 Marks

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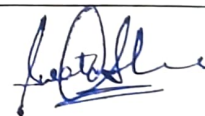
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Skill Enhancement Course: SEC-02

Name of Subject: Spoken English	Credits: 2	L T P 1 - 1
Duration: 2 hour	Max. Marks: 50	TI= 5 TE= 20 PI= 5 PE= 20

Course Objectives	
CO-1	Improve pronunciation to enhance clarity and understanding in spoken English.
CO-2	Enrich vocabulary to express ideas more precisely and articulate nuanced thoughts in conversations.
CO-3	Foster cultural competence in spoken English, including an understanding of idiomatic expressions, cultural nuances, and appropriate language use in various contexts.

Course Outcomes	
CO-1	Increased fluency in English Language.
CO-2	Increased confidence and stage daring.
CO-3	Develop personality and communication skills.

Unit I	Pronunciation and Developing Vocabulary: 1. The basic sounds, Letter and sounds, Sound and sound groups, Words and utterances, Consonants and vowels, Word groups, stressed, unstressed, Intonation 2. Word formation: Affixation, Compounding, Blending, Acronyms 3. Word Games 4. Word Families: based on nouns, based on verbs and based on adjectives 5. Synonyms, hyponyms, antonyms 6. Homonyms, homographs, homophones 7. One word for many 8. Idioms and Proverbs 9. Phrasal Verbs 10. British and American English 11. Current words 12. Words often confused
Unit II	(a) Greeting/Manners • Introducing someone/yourself • Invitation • Thanking • Apologizing • Complementing • Asking and giving directions • Telephone Conversation (b) Role playing i. At the post office ii. At the Bank iii. Helping friends iv. Making inquiries about journey v. Casual Meetings vi. At social gatherings vii. Friends talk about their ambitions viii. The Importance of spoken English (c) Group Discussion (d) Mock Interview/Job Interviews (e) Speeches (f) Methodology: 1. Lectures 2. Group Discussion 3. Role playing 4. Audio Session

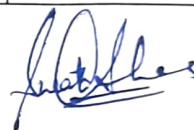



Suggested Readings:

- Crystal, David. *The Cambridge Encyclopedia of the English Language*. 3rd ed., Cambridge University Press, 2019.
- McCarthy, Michael, and Felicity O'Dell. *English Vocabulary in Use: Upper-Intermediate*. 4th ed., Cambridge University Press, 2017.

Instructions for paper-setter

Question No. 1 will be a short-answer type question covering all Units. The students are required to attempt any 3 out of 4.	3×2=6 marks
Question No. 2 will be an Essay type question based on Unit I. The students have to attempt any 1 out of 2 questions.	7 marks
Question No. 3 will be an Essay type question based on Unit II. The students have to attempt any 1 out of 2 questions.	7 marks

Name of Subject: Ecology and Literature	Credits: 2	L T P 2 - -
Duration: 2 hours	Max. Marks: 50	TE= 35 TI= 15

Course Objectives

CO-1	To raise awareness among students towards the urgent predicament of the Environmental and Ecological crisis and the need for reducing our carbon footprint upon fast depleting ravaged ecological reserves.
CO-2	To develop a heightened ecological consciousness among students, leading to more responsible ecological behaviour.
CO-3	To view environmental concerns as raised through plays, stories and poems.

Course Outcomes

CO-1	The course will highlight the urgency of the environmental crisis, making students conscious and aware of the role each one of us plays.
CO-2	Students will be trained into environmental sensitivity and responsible Ecological behaviour.
CO-3	Students will be encouraged to respond to incidents of habitat destruction, deforestation, etc. and realize the need for our urgent intervention.

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Unit I	Negotiating Environmental Issues Creatively William Wordsworth: "In April Beneath the Second Thorn" Rabindranath Tagore: "The Waterfall" Gieve Patel: "On Killing a Tree"
Unit II	Eco-critical Literary representations Mary Oliver: "Sleeping in the Forest" A.K. Ramanujan: "A Flowering Tree" Mamang Dai: "Small Towns and the River"
Suggested Readings: • Buell, Lawrence. The Environmental Imagination: Thoreau, Nature Writing, and the Formation of American Culture. Harvard UP, 1995. • Glotfelty, Cheryll, and Harold Fromm, editors. The Ecocriticism Reader: Landmarks in Literary Ecology. University of Georgia Press, 1996. • Garrard, Greg. Ecocriticism: The New Critical Idiom. Routledge, 2004.	
Instructions for paper-setter	
Question No. 1 will be a short-answer type question covering all Units. The students are required to attempt any 3 out of 5 short notes.	3×5= 15 marks
Question No. 2 will be an Essay type question based on Unit I. The students have to attempt any 1 out of 2 questions.	10 Marks
Question No. 3 will be an Essay type question based on Unit II. The students have to attempt any 1 out of 2 questions.	10 Marks

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SEMESTER IV

CORE COURSE-CC A10

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

Course Objectives

CO-1	Deepen Understanding of Critical Theories with an advanced understanding of major literary theories and critical frameworks.
CO-2	Enhance students' abilities to apply theoretical concepts to literary texts, fostering critical thinking and interpretative skills.
CO-3	To promote rigorous scholarly research, encouraging students to explore and contribute to contemporary debates in literary criticism and theory.
CO-4	Enable students to make connections between literary criticism and other academic disciplines, fostering a holistic understanding of literature's role in cultural and social contexts.

Course Outcomes

CO-1	Demonstrate a comprehensive understanding of key literary theories and their historical development.
CO-2	Apply diverse theoretical frameworks to analyze and interpret literary texts, showcasing their critical and analytical skills.
CO-3	Conduct independent research, producing well-argued and original scholarly papers that contribute to the field of literary criticism.
CO-4	Integrate insights from various disciplines into their literary analyses, reflecting an interdisciplinary approach to literary studies.




Unit I	New Criticism and American Reader Response Criticism (A) Cleanth Brooks. "Keats's Sylvan Historian: History without Footnotes." (B) W.K. Wimsatt and Monroe C. Beardsley. "The Intentional Fallacy."
Unit II	Structuralism, Post-Modernism and Psychoanalytic Criticism (A) Levi-Strauss. Claude. "The Structural Study of Myth." (B) Michel Foucault. "The Carceral"
Unit III	Deconstruction (A) Jacques Derrida. "Structure, Sign and Play in the Discourse of the Human Sciences." (B) Roland Barthes: "The Death of the Author" from Roland Barthes, Image, Music, Text. Flamingo, 1977: 142-48.
Unit IV	Psychoanalysis (A) Jacques Lacan. "The Mirror Stage as Formative of the Function of the I as Revealed in Psychoanalytic Experience." <i>Ecrits, A Selection</i> . (B) Slavoj Zizek. Chapter 1 in <i>Enjoy Your Symptom!</i>

Suggested Readings:

- Abrams, M. H. *A Glossary of Literary Terms*. Cengage Learning, 2015.
- Abrams, M. H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. Oxford UP, 1993.
- Brooks, Cleanth. "Keats's Sylvan Historian: History without Footnotes." *The Well Wrought Urn: Studies in the Structure of Poetry*, Harcourt Brace & Company, 1975, pp. 139-152.
- Cuddon, J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*. Revised by C. E. Preston. Penguin Books, 1999.
- Derrida, Jacques. "Structure, Sign and Play in the Discourse of the Human Sciences." *Writing and Difference*, translated by Alan Bass, Routledge, 2001, pp. 351-370.
- Foucault, Michel. "What Is an Author?" *The Foucault Reader*, edited by Paul Rabinow, Vintage Books, 2010, pp. 101-120.
- Lévi-Strauss, Claude. "The Structural Study of Myth." *Structural Anthropology*, Vol. 2, University of Chicago Press, 1983, pp. 206-231.
- Nayar, Pramod K. *Literary Theory Today*. Prestige Books, 2022.
- Nayar, Pramod K. *Posthumanism*. Polity Press, 2014.
- Wimsatt, W. K., and Monroe C. Beardsley. "The Intentional Fallacy." *The Verbal Icon: Studies in the Meaning of Poetry*, University of Kentucky Press, 1967, pp. 3-18.

Instructions for paper-setter

Question No. 1 will be a short answer type question covering all Units.
The students have to attempt any 7 out of 9 questions.

7×2=14 marks

Question No. 2 will be an Essay type question based on Unit I. The students have to attempt any 1 out of 2 questions.	14 Marks
Question No. 3 will be an Essay type question based on Unit II. The students have to attempt any 1 out of 2 questions.	14 Marks
Question No. 4 will be an Essay type question based on Unit III. The students have to attempt any 1 out of 2 questions.	14 Marks
Question No. 5 will be an Essay type question based on Unit IV. The students have to attempt any 1 out of 2 questions.	14 Marks

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CORE COURSE-CC A11

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

Course Objectives	
CO-1	Thorough understanding of fundamental concepts in Indian aesthetics
CO-2	Critically analyze and interpret classical Indian texts and their aesthetic principles, fostering a deep appreciation of India's literary heritage.
CO-3	Examine the cultural and philosophical contexts that shaped Indian aesthetic theories, highlighting their relevance and application to contemporary art and literature.
CO-4	Promote comparative studies by relating Indian aesthetic theories to other global aesthetic frameworks, encouraging a broader perspective on aesthetics.

Course Outcomes	
CO-1	Demonstrate a comprehensive understanding of key theories and concepts in Indian aesthetics and their historical development.
CO-2	Apply Indian aesthetic principles to analyze and critique both classical and contemporary texts, showcasing their analytical and interpretive skills.
CO-3	Gain insights into the cultural and philosophical foundations of Indian aesthetics.
CO-4	Compare and contrast Indian aesthetic theories with other global aesthetic traditions, reflecting an interdisciplinary and comparative approach to the study of aesthetics.

Unit I	1. "The Origin and Growth of Poetics in Sanskrit" by Professor P.V. Kane 2. "The Main Aspects of Indian Aesthetics" by M. Hiriyanna
Unit II	1. Indian Poetics: Rasa Theory, Dhvani Theory, and Alankaras (definitions) 2. "The Evolution of Rasas in Indian Literature" by K. Krishnamoorthy. (Pp.15-27) 3. The Maheshvara Sutras, Paninian Aṣṭādhyāyī, as Grammar and Syntax: An Introduction
Unit III	1. The Nāṭyaśāstra: Chapter One "The Origin of Drama" (Pp.1-17. or pdf 88-104) 2. The Karma Yoga: The Third Chapter of Bhagavad Gita (43 Shlokas)
Unit IV	1. Preface to Sacontala: Or, the Fatal Ring: An Indian Drama by Kalidasa, tr. Sir Jones, William 2. "The Sense of Beauty" by Rabindranath Tagore. 3. "Canto One: The Symbol Dawn" from Sri Aurobindo's Savitri: A Legend and a Symbol. (Pp. 1-10)
Suggested Readings: • Adorno, Theodor W. <i>Aesthetic Theory</i>. Bloomsbury Academic, 2013. • Barlingay, S. S. <i>A Modern Introduction to Indian Aesthetic Theory: The Development from Bharata to Jagannaatha</i>. D.K. Printworld, 2007. • Chandran, Mini, and V. S. Sreenath. <i>An Introduction to Indian Aesthetics: History, Theory, and Theoreticians</i>. Bloomsbury Academic, 2021. • Iyengar, K. R. Srinivasa. <i>Indian Writing in English</i>. Sterling Publishers, 2009. • Iyer, K. A. Subramania. <i>The Vakyapadiya of Bhartrhari</i>. Deccan College, 1965. • Kane, P. V. <i>History of Sanskrit Poetics</i>. Motilal Banarsidass, 1994. • Naik, M. K. <i>A History of Indian English Literature</i>. Sahitya Akademi, 1982. Reprint, 2007. • Pollock, Sheldon, editor. <i>The Rasa Reader: Classical Indian Aesthetics</i>. Columbia UP, 2006.	
Instructions for paper-setter	
Question No. 1 will be a short answer type question covering all Units. The students have to attempt any 7 out of 9 questions.	7×2=14 marks
Question No. 2 will be an Essay type question based on Unit I. The students have to attempt any 1 out of 2 questions.	14 Marks
Question No. 3 will be an Essay type question based on Unit II. The students have to attempt any 1 out of 2 questions.	14 Marks
Question No. 4 will be an Essay type question based on Unit III. The students have to attempt any 1 out of 2 questions.	14 Marks
Question No. 5 will be an Essay type question based on Unit IV. The students have to attempt any 1 out of 2 questions.	14 Marks




Discipline Specific Elective Course: DSE-04

Name of Subject: Modern English Drama	Credits: 3	L T P 2 1 -
Duration: 2 hours	Max. Marks: 75	TE= 50 TI= 25

Course Objectives

CO-1	Study key playwrights of modern English drama examining their contributions to the genre and their distinctive styles.
CO-2	Investigate significant theatrical movements and innovations within modern English drama.
CO-3	Analyse recurring themes and motifs in modern English drama, such as alienation, identity, existentialism, and the critique of societal norms, exploring how these themes are expressed through dramatic techniques.

Course Outcomes

CO-1	Students will develop advanced skills in critically analyzing and interpreting modern English dramas, employing relevant literary theories and contextual understanding to explore themes, characters, and dramatic techniques.
CO-2	Consider ethical and cultural dimensions of modern English drama, exploring issues of representation, censorship, and the role of drama in reflecting and shaping societal values.
CO-3	Evaluate the reception of modern English dramas in their contemporary contexts and their performance history, considering how staging, interpretation, and audience reception have evolved over time.




Unit I	1. Concept/ Terms: Elements of Theatre, Aristotle's Unities, Characteristics of Tragedy by Aristotle, Problem Play, Theatre of Absurd, Epic theatre, Verfremdungs effect (Alienation Effect), Fourth Wall, Expressionism, Realism in theatre, 20th Century poetic drama, Street play, Agitprop Theatre 2. Bertolt Brecht, (i) 'The Street Scene'; (ii) 'Theatre for Pleasure or Theatre for Instruction', in Brecht on Theatre: The Development of an Aesthetic, ed. John Willet (London: Methuen, 1992) pp. 121-28; 68-76
Unit II	Eugene Ionesco: <i>Rhinoceros</i> (1959)
Unit III	Caryl Churchill: <i>Top Girls</i> (1982)
Suggested Readings: - Burkman, Katherine H. <i>The Dramatic World of Harold Pinter: Its Basis in Ritual</i>. Ohio University Press, 1971. - Dukore, Bernard F. <i>Where Laughter Stops: Pinter's Tragicomedy</i>. University of Missouri Press, 1976. - Esslin, Martin. <i>Pinter: A Study of His Plays</i>. Expanded ed., W. W. Norton, 1976. - Esslin, Martin. <i>The Theatre of the Absurd</i>. Rev. and enlarged ed., Penguin Books, 1976.	
Instructions for paper-setter	
Question No. 1 will be a short-answer type question covering all Units. There will be at least one question from each Unit. The students are required to attempt any 4 out of 6 selecting at least one from each Unit.	4×5= 20 marks
Question No. 2 will be an Essay type question based on Unit I. The students have to attempt any 1 out of 2 questions.	10 Marks
Question No. 3 will be an Essay type question based on Unit II. The students have to attempt any 1 out of 2 questions.	10 Marks
Question No. 4 will be an Essay type question based on Unit III. The students have to attempt any 1 out of 2 questions.	10 Marks

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Discipline Specific Elective Course: DSE-04

Name of Subject: Translation Studies	Credits: 3	L T P 2 1 -
Duration: 2 hours	Max. Marks: 75	TE= 50 TI= 25

Course Objectives	
CO-1	Gain a comprehensive understanding of the major theories and concepts in translation studies.
CO-2	Develop the ability to analyze the cultural implications of translation and its role in intercultural communication.
CO-3	Acquire practical skills in translating various types of texts, utilizing appropriate strategies and tools.

Course Outcomes	
CO-1	Demonstrate an understanding of the cultural nuances involved in translation and their implications.
CO-2	Practical expertise of translating different types of texts using appropriate strategies and tools.
CO-3	Become proficient in the foundational theories and concepts of translation studies.




Unit I	Introduction to Translation a) Meaning and various definitions of Translation b) Areas of Translation c) Significance of Translation d) Brief History of translation with special reference on Theodore Savory; J C Catford; Eugene Nida; Peter Newmark and Susan Barnette e) Basic concepts and terms used in translation studies: Equivalence, source language, target language, source text, target text, language variety, dialect, idiolect, register, style, mode, code mixing and switching, transliteration, simultaneous and consecutive interpreting.
Unit II	News, Poetry, Short-story, Novella, New headings, Newspaper Report, Editorial, Idiomatic expressions, Letter, Essay, Commercial Advertisements. i. U.R. Ananthmurthy: "What does translation mean in India" ii. Sujit Mukherjee: "Translation as new Writing" (From Mukherjee Sujit, Translation as Discourse, 77-85)
Unit III	Translation i. Short Length (Poem) ii. Full Length (Story)
Suggested Readings: • Bassnett, Susan. <i>Translation Studies</i>. Routledge, 1980. Indian rpt., 2005. • Catford, J. C. <i>A Linguistic Theory of Translation</i>. Oxford UP, 1965. • Newmark, Peter. <i>A Textbook of Translation</i>. Prentice Hall, 1988. • Nida, Eugene A. <i>Toward a Science of Translating: With Special Reference to Principles and Procedures Involved in Bible Translating</i>. E. J. Brill, 1964. • Rosenstein, Lucy. <i>New Poetry in Hindi</i>. Permanent Black, 2003.	
Instructions for paper-setter	
Question No. 1 will be a short-answer type question covering all Units. There will be at least one question from each Unit. The students are required to attempt any 4 out of 6 selecting at least one from each Unit.	4×5= 20 marks
Question No. 2 will be an Essay type question based on Unit I. The students have to attempt any 1 out of 2 questions.	10 Marks
Question No. 3 will be an Essay type question based on Unit II. The students have to attempt any 1 out of 2 questions.	10 Marks
Question No. 4 will be an Essay type question based on Unit III. The students have to attempt any 1 out of 2 questions.	10 Marks

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Sujit Mukherjee

Seminar- Dissertation

Name of Subject: Dissertation	Credits: 6	L T P
Duration: Nil	Max. Marks: 150	PE= 100 PI= 50

The student will be required to write a dissertation of about 50-60 typed pages based on the study of any selected topic, review of literary works/ movies, and text. The students shall be trained about MLA Handbook (Latest Edition). Every student shall submit a dissertation on the selected topic before the end of Semester IV and it should be submitted to the Department after a proper anti- plagiarism check and certification. The Department will allot Supervisors to the students within four weeks of students' promotion to the Fourth Semester.

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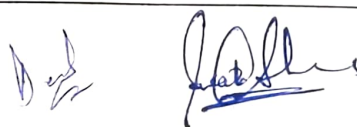
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Multidisciplinary Course: MDC-04

Name of Subject: Women's Writing	Credits: 3	L T P 2 1 -
Duration: 2 hours	Max. Marks: 75	TE= 50 TI= 25

Course Objectives	
CO-1	Trace the historical development of women's writing from various literary periods and genres.
CO-2	Identify and analyze recurring themes such as gender, identity, sexuality, and power in women's literature.
CO-3	Foster critical thinking by comparing and contrasting women's writing across different cultures and time periods.

Course Outcomes	
CO-1	Recognize the diverse contributions of women writers to the literary landscape.
CO-2	Apply feminist and gender theories to analyze and critique literary texts.
CO-3	Develop the skills to critically analyze literary texts, identifying key themes, motifs, and narrative strategies



Unit I	Introduction to Basic Terms 1. What is Patriarchy? 2. Mary Wollstonecraft/ Reform Bills- Right to Vote for Women 3. Ecriture Feminine 4. Concepts of Gender. Gender Stereotypes. Gender and Culture. 5. Feminism. feminist consciousness and its evolution. 6. Importance of gender sensitization and gender equality
Unit II	Poetry Kamala Das- "A Hot Noon in Malabar" Sarojini Naidu- "The Soul's Prayer" Sylvia Plath- "Daddy" Maya Angelou- "Still I Rise"
Unit III	Novel Shashi Deshpande: <i>That Long Silence</i> Alice Walker: <i>The Color Purple</i>
Suggested Readings: • Butler, Judith. <i>Gender Trouble: Feminism and the Subversion of Identity</i>. Routledge, 1990. • Deshpande, Shashi. <i>That Long Silence</i>. Penguin Books, 1988. • Moi, Toril. <i>Sexual/Textual Politics: Feminist Literary Theory</i>. Routledge, 1985. • Plath, Sylvia. <i>The Collected Poems</i>. Edited by Ted Hughes. Harper & Row, 1981. • Showalter, Elaine. <i>A Literature of Their Own: British Women Novelists from Brontë to Lessing</i>. Princeton UP, 1977. • Walker, Alice. <i>The Color Purple</i>. Harcourt Brace Jovanovich, 1982.	
Instructions for paper-setter	
Question No. 1 will be a short-answer type question covering all Units. There will be at least one question from each Unit. The students are required to attempt any 4 out of 6 selecting at least one from each Unit.	4×5= 20 marks
Question No. 2 will be an Essay type question based on Unit I. The students have to attempt any 1 out of 2 questions.	10 Marks
Question No. 3 will be an Essay type question based on Unit II. The students have to attempt any 1 out of 2 questions.	10 Marks
Question No. 4 will be an Essay type question based on Unit III. The students have to attempt any 1 out of 2 questions.	10 Marks

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Ability Enhancement Course: AEC-03

Name of Subject: Essentials of Writing Skills	Credits: 2	L T P 2 - -
Duration: 2 hours	Max. Marks: 50	TE= 35 TI= 15

Course Objectives

CO-1	Teach effective editing and revision strategies to refine and improve the clarity, coherence, and conciseness of written work
CO-2	Explore professional writing genres and contexts, preparing students to write effectively in academic, business, and other professional settings.
CO-3	Promote a culture of peer review, where students provide and receive constructive feedback on their writing.

Course Outcomes

CO-1	To have an understanding of the elements and conventions of writing skills for research
CO-2	To convert skills of summarizing into bulleted points for PowerPoint presentations.
CO-3	To focus more on the application of the learnt principles



Unit I	Academic Reading, Critical Thinking, and Writing Skills 1. Fundamentals of Academic Writing: Forms, Structures, Language, and Style 2. Conventions of Academic Writing and Academic Vocabulary Development 3. Reading Strategies: Reading Broadly and Narrowly for Academic Purposes 4. Critical Reading and Critical Thinking for Effective Writing 5. Note-Taking, Note-Making, and Research Reading: Summarizing, Paraphrasing, and Quoting Sources.
Unit II	Academic Research Writing and Presentation Skills 1. Writing Reports, Abstracts, Synopses, and Term Papers. 2. Theme Development and Organization of Academic Content. 3. Academic Style, Structure, Formatting, and Referencing Conventions. 4. Preparation and Planning of Academic Presentations (PPTs) 5. Audience Engagement, Communication Strategies, and Effective Presentation Skills.
Suggested Readings: • Cottrell, Stella. <i>The Study Skills Handbook</i> . Palgrave Macmillan, 2003 • Gupta, Renu. <i>A Course in Academic Writing</i> . Orient Blackswan, 2010. • Hayot, Eric. <i>The Elements of Academic Style: Writing for the Humanities</i> . Columbia UP, 2014. • Hewings, Martin. <i>Advanced English Grammar</i> . Cambridge UP, 1999. • Murphy, Raymond. <i>Elementary English Grammar</i> . 2nd ed., Cambridge UP, 1992. • Murphy, Raymond. <i>Intermediate English Grammar</i> . 2nd ed., Cambridge UP, 1994	
Instructions for paper-setter	
Question No. 1 will be a short-answer type question covering all Units. The students are required to attempt any 3 out of 5 short notes.	3×5= 15 marks
Question No. 2 will be an Essay type question based on Unit I. The students have to attempt any 1 out of 2 questions.	10 Marks
Question No. 3 will be an Essay type question based on Unit II. The students have to attempt any 1 out of 2 questions.	10 Marks


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