

**Curriculum and Credit Framework
As per NEP 2020**

For

**Program name B.A. (Hons.)/Single Major English
(To be effective from the Academic Session 2024-
25)**



**Department of English and Other Foreign Languages
Gurugram University, Gurugram
(A State Govt. University Established Under Haryana Act 17
Of 2017)**

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1. Background

MISSION

1. To provide students with a deep and broad understanding of English literature, covering various genres, periods, and critical approaches to develop their analytical and interpretive skills.
2. To equip students with advanced language proficiency, including writing, reading, speaking, and listening skills, ensuring they can communicate effectively in diverse professional and social contexts.
3. To encourage students to think critically and creatively, fostering an environment where they can explore and express ideas through various forms of writing and multimedia.
4. To prepare students for a wide range of careers by developing essential skills such as research, analysis, problem-solving, and adaptability, and by providing opportunities for internships and professional development.
5. To cultivate an appreciation for cultural diversity and ethical considerations through the study of literature and language, promoting empathy, global awareness, and responsible citizenship.

ABOUT THE PROGRAM

The Department of English at the undergraduate level provides a lively and well rounded program that helps students explore the world of literature and language. Our courses cover a wide range of literary styles, time periods, and theories, helping students gain a deep understanding of English literature and its global influence. Students build strong skills in reading, writing, and analysis, preparing them for various careers or further studies. With engaging classes, lively discussions, and the use of modern digital tools, we create a learning environment that boosts communication, critical thinking, and creativity, giving graduates the skills they need to succeed in their careers and academic pursuits.

2. Programme Educational Objectives (PEOs)

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

3. Programme Outcomes:-

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

CO-9	Evaluate texts, construct sound arguments and engage in scholarly discussions.
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4. Programme Specific Outcomes:-

CO	Description
CO-1	Demonstrate a thorough understanding of major literary works, genres, periods, and cultural contexts.
CO-2	Apply interdisciplinary perspectives to literary analysis, integrate insights from history, philosophy, sociology, and other fields to enrich understanding of texts.
CO-3	Articulate ideas clearly and persuasively in both written and oral forms.
CO-4	Demonstrate an understanding of diverse cultural perspectives and ethical considerations, show empathy and social responsibility in interpretations and discussions of literature.
CO-5	Become proficient in designing and conducting independent research projects, critically evaluating sources and present findings coherently in both written and oral formats.
CO-6	Become capable of expressing creativity through various forms of writing and multimedia.
CO-7	Become proficient in leveraging digital tools and technologies to enrich literary studies, including online research, applying digital humanities techniques and developing multimedia presentations.
CO-8	Prepare for diverse career paths, equipped with problem-solving, adaptability, and teamwork skills and have practical experience through professional development activities.
CO-9	Exhibit a commitment to lifelong learning and personal growth, maintain intellectual curiosity and self-improvement beyond formal education.

5. Undergraduate (Honours) Attributes:-

1. **Disciplinary Knowledge:** Gaining a thorough understanding of subject-specific content lays the groundwork for grasping complex concepts, allowing for a deeper engagement and expertise in a particular area. It strengthens the ability to link and merge disciplinary knowledge with interdisciplinary viewpoints, promoting a wider intellectual framework.
2. **Creative and Critical Thinking:** It fosters the capacity for creative and critical thinking, inspiring innovative methods for problem-solving and analysis within the field. It also encourages independent thought by challenging preconceived notions, questioning traditional norms, and considering a variety of perspectives.
3. **Problem Solving:** It hones practical skills in recognizing, evaluating, and addressing intricate issues within the discipline through a methodical and organized approach. Additionally, it improves the ability to translate theoretical knowledge into practical applications, creating effective and innovative solutions for real-world challenges.
4. **Communication Skills:** It cultivates the skill of expressing ideas clearly and effectively, improving the ability to communicate both in writing and speech. This ensures precise and impactful messaging that is tailored to diverse audiences and settings.
5. **Research Skills:** It fosters a structured approach to research, improving the capability to design and execute thorough investigations. This includes formulating research questions, developing hypotheses, and employing methodologies that tackle specific academic or practical issues.
6. **Moral and Ethical Values:** It nurtures an appreciation for diverse values and beliefs, promoting empathy and ethical mindfulness in interactions and decision-making. It also enhances the ability to identify and evaluate ethical dilemmas, guiding decisions rooted in integrity, honesty, and fairness.
7. **Life skills:** It provides students with crucial life skills, including time management, stress management, and adaptability, to effectively handle personal and professional challenges. It promotes a proactive attitude toward personal growth and instills a mindset of continuous self-improvement, motivating students to pursue lifelong learning and development opportunities.
8. **Life-long Learning:** It enhances resilience and problem-solving skills, empowering

students to tackle obstacles with creativity and efficiency. It also builds the capacity to navigate challenges proactively, fostering a resilient mindset and a resourceful approach to life's difficulties.

9. Global Competence: It fosters an appreciation for diverse cultures, improving students' ability to engage respectfully and effectively in a globalized environment. It

also encourages students to reflect on global issues and perspectives, promoting critical thinking and informed decision-making on international matters.

6. Qualification Descriptors

10 + 2 Examination from Board of School Education, Haryana or of any other board recognized as equivalent thereto with a minimum of 50% marks in aggregate (47.5% in case of SC/ST/Divyang candidates of Haryana only).

Scheme of Programme

(Scheme UG A2: Undergraduate Programmes (Single Major))

Semester 1

Course Code	Course Title	Course ID						Total Credits	MARKS							
			(Hrs)		Credits				T	I	T	E	P	P	E	Total
Core Course(s)																
CC-A1	History of English Literature (1350-1660)	240/ENG/CC101		3	1		3	1		4	3	0	7	0		100
CC-A2	Introduction to Poetry	240/ENG/CC102		3	1		3	1		4	3	0	7	0		100
CC-A3	Introduction to Prose and Short Stories	240/ENG/CC103		3	1		3	1		4	3	0	7	0		100
Minor/ Vocational Course(s)																
MIC-1	One from Pool									2						50
Multidisciplinary Course(s)																
MDC 1	One from Pool									3						75
Ability Enhancement Course(s)																
AEC-1	One from Pool									2						50

Skill Enhancement Course(s)													
SEC-1	One from Pool								3				75
Value-added Course(s)													
VAC-1	One from Pool								2				50
Total Credits									24				600

Semester 2

Course Code	Course Title	Course ID		L			L		Credits	Credits	MARKS				
							T				P			T	E
Core Course(s)															
CC-A4	History of English Literature (1660-1798)	240/ENG/CC204		31			3	1		4	30	70			100
CC-A5	Classical Literature (Indian and European)	240/ENG/CC205		31			3	1		4	30	70			100
CC-A6	Introduction to Drama	240/ENG/CC206		31			3	1		4	30	70			100

Minor/ Vocational Course(s)													
MIC-2	One from Pool							2					50
Multidisciplinary Course(s)													
MDC 2	One from Pool							3					75
Ability Enhancement Course(s)													
AEC-2	One from Pool							2					50
Skill Enhancement Course(s)													
SEC-2	One from Pool							3					75
Value-added Course(s)													
VAC-2	One from Pool							2					50
Total Credits								24					600

Semester 3

Course Code	Course Title	Course ID		L	P	L	T	P	Credits	MARKS				
				(Hrs)	Credits			T I		T E	P I	P E	Total	
Core Course(s)														
CC-A7	History of English Literature (1798-1914)	240/ENG/CC307		3 1		3	1		4	3 0	7 0			10 0
CC-A8	Introduction to Novel	240/ENG/CC308		3 1		3	1		4	3 0	7 0			10 0
CC-A9	Indian English Literature	240/ENG/CC309		2 1		2	1		3	2 5	5 0			75
Minor/ Vocational Course(s)														
MIC-3	One from Pool								4					10 0
Multidisciplinary Course(s)														
MDC 3	One from Pool								3					75
Ability Enhancement Course(s)														
AEC-3	One from Pool								2					50
Total Credits									20					500

Semester 4

Course Code	Course Title	Course ID			F	L	T	P	Credits	MARKS				
			(Hrs)			Credits					T I	T E	P I	P E
Core Course(s)														
CC-A10	History of English Literature (1914- 1968)	240/ENG/CC 410	3	1		3	1		4	30	70			100
CC-A11	Indian Literature in Translation	240/ENG/CC 411	3	1		3	1		4	30	70			100
CC-A12	Introduction to American Poetry	240/ENG/CC 412	3	1		3	1		4	30	70			100
Minor/ Vocational Course(s)														
MIC/VO C-4	One from Pool								4					100
Ability Enhancement Course(s)														
AEC-4	One from Pool								2					50
Value-added Course(s)														
VAC-3	One from Pool								2					50
Total Credits									20					500

Semester 5

Semester 5														
Course Code	Course Title	Course ID		L	P	L	T	P	Credits	MARKS				
				T						T	T	P	P	Total
				(Hrs)		Credits								
Core Course(s)														
CC-A13	World	240/ENG/CC513		3		3	1		4	3	7			10

	Literature I								0	0			0
CC-A14	Cultural Studies	240/ENG/CC514	3	1	3	1		4	3	7			10
CC-A15	Introduction to American Novel	240/ENG/CC515	3	1	3	1		4	3	7			10
Minor/ Vocational Course(s)													
MIC-5	One from Pool							4					10
Skill Enhancement Course(s)													
Internship								4					10
Total Credits								20					

Semester 6

Course Code	Course Title	Course ID		L	P	L	T	P	Credits	MARKS					
				T						T	T	P	P	Total	
Core Course(s)															
CC A16	Introduction to American Drama	240/ENG/CC 61 6		31		3	1		4	30	70			100	
CC A17	World Literature (Novel)	240/ENG/CC 61 7		31		3	1		4	30	70			100	
CC A18	Approaches to Literature	240/ENG/CC 61 8		21		2	1		3	25	50			75	
Minor/ Vocational Course(s)															
MIC-6	One from Pool								4					100	

MIC-7	One from Pool								4					100
Skill Enhancement Course(s)														
SEC-3	One from Pool								3					75
Total Credits									22					550

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

UNDERGRADUATE SINGLE MAJOR (ENGLISH)

Sem I	A1	History of English Literature (1350-1660)
	A2	Introduction to Poetry
	A3	Introduction to Prose and Short Stories
Sem II	A4	History of English Literature (1660 -1798)
	A5	Classical Literature (Indian and European)
	A6	Introduction to Drama
Sem III	A7	History of English Literature (1798 – 1914)
	A8	Introduction to Novel
	A9	Indian English Literature
Sem IV	A10	History of English Literature (1914 – 1968)
	A11	Indian Literature in Translation
	A12	Introduction to American Poetry
Sem V	A13	World Literature - I
	A14	Cultural Studies
	A15	Introduction to American Novel
Sem VI	A16	Introduction to American Drama
	A17	World Literature (Novel)
	A18	Approaches to Literature

Semester I
A1 – History of English Literature (1350-1660) Course ID 240/ENG/CC101

Course objectives:

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

Course outcomes:

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

Unit I

Middle English Literature (1350-1500)

- Social, economic, political and literary conditions
- Transition from Old English to Middle English.
- Influence of Norman Conquest on the English language and literature.

Themes and Features:

- Religious and moral allegory
- Chivalric romance and courtly love
- Development of narrative poetry and prose

Unit II

Renaissance Literature (1500-1558)

- Social, economic, political and literary conditions
- The revival of classical learning and humanism
- The impact of the printing press on literature

Themes and Features:

- Emphasis on humanism and individualism
- Exploration of new poetic forms and genres
- Satire and social commentary

Unit III

Elizabethan and Jacobean Literature (1558-1625)

- Social, economic, political and literary conditions
- The flourishing of English drama and poetry
 - The Elizabethan Age as the golden age of English literature

Themes and Features:

- Exploration of complex human emotions and motivations
- Development of blank verse and dramatic structure
- Rich imagery and figurative language.

Unit IV

Caroline and Commonwealth Literature (1625-1660)

- Social, economic, political and literary conditions
 - Literature during the reign of Charles I, the Civil War, and the Commonwealth period.
- Influence of political and religious turmoil on literature.

Themes and Features:

- Metaphysical poetry and its use of complex metaphors and philosophical themes.
- Exploration of political and religious subjects.
- Transition from Renaissance ideals to more introspective and personal themes.

Unit V Non Detailed Study

List of Authors and Literary Works:

List of Authors:

1. John Gower
2. William Langland
3. John Skelton

4. William Dunbar
5. Roger Ascham
6. George Gascoigne
7. John Lyly
8. Thomas Heywood

List of Works:

1. *Sir Gawayn and the Greene Knyght*
2. *Utopia* by More
3. *Mirror for Magistrates* by Sackville
4. *The Shepheard's Calender* by Spenser
5. *Morte Darthur* by Malory
6. *Areopagitica* by Milton
7. *Astraea Redux* by Dryden
8. *The White Devil* by Webster

Unit VI (For Internal Assessment)

Students should be asked to give presentation alongwith written assignment on the following

- **Geoffrey Chaucer:***The Canterbury Tales*
- **William Langland:***Piers Plowman*
- **Sir Gawain and the Green Knight** (Anonymous)
- **Thomas Malory:***Le Morte d'Arthur*
- **Sir Thomas More:***Utopia*
- **Sir Thomas Wyatt and Henry Howard, Earl of Surrey**
- **Edmund Spenser:***The Faerie Queene*
- **William Shakespeare:***Hamlet, Othello, King Lear, Macbeth, Sonnets* •
- **Christopher Marlowe:***Doctor Faustus, Tamburlaine*
- **Ben Jonson:***Volpone, The Alchemist*
- **John Milton:***Paradise Lost* (early works), *Lycidas*
- **Andrew Marvell:***An Horatian Ode upon Cromwell's Return from Ireland* •
- **Robert Herrick:***Hesperides*
- **John Donne:***Holy Sonnets, Devotions upon Emergent Occasions*

Scheme of Examination:

Theory – 70 Marks

Internal Assessment – 30 Marks

Total Marks – 100 Marks

Note: All Questions are compulsory.

Questions 1 to 4 will be essay type questions (with internal choice) based on Units 1, 2, 3 & 4. No question will be asked on individual writers. **12x4=48 Marks**

Question 5 (based on Unit V), students will be required to write short notes (in about 150-200 words each) on any *four* out of given *six* literary works and authors (three each). **4x4=16 Marks**

Question 6 will be based on unit V & VI: Students will be required to attempt six objective / very short answer-type questions out eight. **6 Marks**

Suggested Reading:

An Introduction to the Study of Literature by W. H. Hudson

Early Modern England: A Social History 1550-1760 by A. J. Sharpe

Elizabethan-Jacobean Drama by Blakemore G. Evans

England in the Late Middle Ages, Pelican History of England IV by A. R. Myers

English Literature: Its History and Significance by William J. Long (Indian edition) *English Society 1580-1680* by Keith Wrightson

Medieval Romance by John Stevens

Poetry and Politics in the English Renaissance by David Norbrook

Politics and Poetry in the Fifteenth Century by V. J. Scattergood

Renaissance Self-Fashioning by Stephen Greenblatt

The Concise Cambridge History of English Literature by George Sampson *The Idea of Renaissance* by William Kerrigan and George Braden

The New History of English Literature by Bhim S. Dahiya

The New Pelican Guide to English Vol. 2 The Age of Shakespeare (ed) Boris Ford *The Short Oxford History of English Literature* by Andrew Sanders

Semester I
A2 – Introduction to Poetry **Course ID 240/ENG/CC102**

Course objectives:

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

Course outcomes:

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

Unit 1: Forms and aspects of poetry: Types of poetry- Sonnets, lyric, elegy, Ode, Ballad, epic Dramatic monologue, Stanza, Poetic Rhythm and rhyme, alliteration, simile, metaphor, personification, hyperbole, allusion , irony and imagery.

Unit 2: Philip Sidney :Loving in Truth and Fain in Verse (Sonnet I)

John Donne : The Sun Rising

William Blake: The Chimney Sweeper

Unit 3: William Wordsworth :Solitary Reaper

Robert Browning :The Last Ride Together

Matthew Arnold :Dover Beach

Unit 4: W H Auden :The Unknown Citizen

Philip Larkin :Going Through

Ted Hughes : Jaguar

Unit 5 (For Internal Assessment)

Students should be asked to give presentation alongwith written assignment on the following

- ☐ **Edmund Spenser** - "The Faerie Queene"
- ☐ **Christopher Marlowe** - "The Passionate Shepherd to His Love"
- ☐ **Ben Jonson** - "To Celia" (Drink to Me Only with Thine Eyes)
- ☐ **George Herbert** - "The Altar"
- ☐ **Andrew Marvell** - "To His Coy Mistress"
- ☐ **John Milton** - "Lycidas"
- ☐ **Percy Bysshe Shelley** - "Ode to the West Wind"
- ☐ **John Keats** - "Ode to a Nightingale"
- ☐ **Alfred, Lord Tennyson** - "The Lady of Shalott"
- ☐ **Emily Brontë** - "Remembrance"
- ☐ **Christina Rossetti** - "Goblin Market"
- ☐ **Thomas Hardy** - "The Darkling Thrush"
- ☐ **Gerard Manley Hopkins** - "The Windhover"
- ☐ **Ezra Pound** - "In a Station of the Metro"

Scheme of Examination:

Theory – 70 Marks

Internal Assessment – 30 Marks

Total Marks – 100 Marks

Note: All Questions are compulsory.

Question 1: short notes from Unit 1. Students will be required to attempt any **two** out of given four. **10 Marks**

Question 2: Reference to the context: students will be required to attempt any **two** out of given three (One each from Unit 2, 3, & 4) **10 Marks**

Question 3: Short answer-type question: Students will be required to attempt any **four** out of given six (two each from Unit 2, 3, & 4) **20 Marks**

Question 4: Essay type question: students will be required to attempt any **two** (one each from Unit 2, 3, & 4 with internal choice) **30 Marks**

Suggested Readings:

A Glossary of Literary Terms by Cuddon (Penguin)

A Hand book of Literary Terms by M.H. Abrams

English Literature: Its History and Significance by William J. Long (Indian edition)

Semester I
A3: Introduction to Prose and Short Stories **Course ID 240/ENG/CC103**

Course objectives:

CO	Description
CO-1	The course aims to impart an introductory knowledge of fiction as a genre.
CO-2	The course aims to familiarize students with the key terms and trends of fiction in different ages.
CO-3	The course also offers an opportunity to evaluate the style and contribution of some of the greatest short story writers towards the development of short story as a genre.

Course outcomes:

CO	Description
CO-1	Introduce students to the seminal practitioners of English Literature and laying the foundation for contextualising specific texts against definite historical backdrops.
CO-2	Analyzing the art of story-telling and the various structural elements of a short story.
CO-3	Apprehend the art of story-telling through the study of the novels and short stories and define the element such as plot, plot-structure, characterization and narrative technique.

Unit 1:

(a) Introduction to Essay:

Joseph Addison "On Essay Form"

(b) Introduction to Short Story : BEGC – 103 (E) Unit 1

Unit 2: Essays

Francis Bacon :Of Ambition

Jonathan Swift :A Treatise on Good Manners and Good Breeding

Mary Wollstonecraft :A Vindication of the Rights of Woman

Unit 3: Short Stories

George Orwell : Shooting an Elephant

Ismat Chughtai : Lihaaf

Alice Walker : Everyday Use

Unit 4 (For Internal Assessment)

Students should be asked to give presentation alongwith written assignment on the following

Thomas Hobbes - "Leviathan"

John Locke - "An Essay Concerning Human Understanding"

Samuel Johnson - "A Dictionary of the English Language"

Alexander Pope - "The Rape of the Lock"

Daniel Defoe - "Robinson Crusoe"

Henry Fielding - "Tom Jones"

Laurence Sterne - "Tristram Shandy"

William Godwin - "Caleb Williams"

James Boswell - "The Life of Samuel Johnson"

Charles Lamb - "Essays of Elia"

H.G. Wells - "The Time Machine"

James Joyce - "Dubliners"

D.H. Lawrence - "The Rocking-Horse Winner"

Katherine Mansfield - "The Garden Party"

Rabindranath Tagore - "The Home and the World"

Scheme of Examination:

Theory – 70 Marks

Internal Assessment – 30 Marks

Total Marks – 100 Marks

Note: All Questions are compulsory.

Question 1: Students will be required to attempt **two** short answer type (75-100 words) out of given three from Unit 1. **10 Marks**

Question 2: Reference to the context: Students will be required to attempt **two** out of given four (two each from Unit 2 and Unit 3) **10 Marks**

Question 3: Short answer-type question. Students will be required to attempt **four** short answer type (75-100 words) out of given six (Three each from Unit 2 and Unit 3) **20 Marks**

Question 4: Essay type questions. Students will be required to attempt **two** question one each from Unit 2 and Unit 3 (with internal choice) **30 Marks**

Semester II
A4: History of English Literature (1660 -1798)

Course objectives:

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

Course outcomes:

CO	Description
CO-1	Understand the literature of the Age of Reason.
CO-2	Understand explored areas in 17th and 18th century literature
CO-3	Understand how humour and satire are interwoven in literary works

Unit I

The Restoration Period (1660-1700)

- Social, economic, political and literary conditions
- Literary Flourishing: The reopening of theatres and a renewed interest in the arts and literature.
- Rise of Satire and Comedy: The development of Restoration comedy

Unit II

The Augustan Age (1700-1745)

- Social, economic, political and literary conditions
- Imitation of Classical Models: Emphasis on order, decorum, and the use of

classical forms.

- Rise of Satire: Satirical literature addressing social, political, and cultural issues.

- Periodicals and Essays: Growth of periodical literature, with essays and journalism becoming popular.

Unit III

The Age of Sensibility (1745-1785)

- Social, economic, political and literary conditions
- Pre-Romantic Trends: Emphasis on emotion, individualism, and nature.
- Gothic Fiction: The emergence of the gothic novel.
- Sentimental Literature: Focus on emotion and sensibility in novels and poetry.

Unit IV

The Age of Johnson (1785-1798)

- Social, economic, political and literary conditions
- Transition to Romanticism: The period marks a transition from Neoclassicism to Romanticism.
- Literary Criticism: Samuel Johnson's influence on literary criticism.
- Emergence of the Novel: Continued development of the novel as a literary form.

Unit V (Non Detailed Study)

Recommended list of Authors and Literary Works:

Authors

Edmund Waller
Thomas Oatway
John Locke
Aphra Behn
Jonathan Swift
Thomas Parnell
James Thomson
George Crabbe

Literary Works

Samuel Butler—*Hudibras*
John Bunyan---- *The Pilgrim's Progress*
John Dryden----- *Alexander's Feast*
Thomas Gray----*Elegy Written in a Country Churchyard*
Edward Gibbon----- *The Decline and Fall of the Roman Empire*
David Hume-----*The History of England*
Adam Smith----- *The Wealth of Nations*
Samuel Johnson-----*Preface to Shakespeare*

Unit VI (For Internal Assessment)

Students should be asked to give presentation alongwith written assignment on the following

- John Dryden: "Absalom and Achitophel," "Mac Flecknoe," "All for Love"
- William Wycherley: "The Country Wife"
- Aphra Behn: "The Rover"

- Alexander Pope: "The Rape of the Lock," "The Dunciad"
 - Jonathan Swift: "Gulliver's Travels," "A Modest Proposal"
 - Joseph Addison and Richard Steele: "The Spectator"
-
- Samuel Richardson: "Pamela," "Clarissa"
 - Henry Fielding: "Tom Jones"
 - Thomas Gray: "Elegy Written in a Country Churchyard"
 - Horace Walpole: "The Castle of Otranto"
 - Samuel Johnson: "A Dictionary of the English Language," "Lives of the Poets"
 - James Boswell: "The Life of Samuel Johnson"
 - William Cowper: "The Task"
 - Olaudah Equiano: "The Interesting Narrative of the Life of Olaudah Equiano"

Scheme of Examination

Theory – 70 Marks

Internal Assessment – 30 Marks

Total Marks – 100 Marks

Note: All Questions are compulsory.

Questions 1 to 4 will be essay type questions (with internal choice) based on Units 1, 2, 3 & 4. No question will be asked on individual writers. **12x4=48 Marks**

Question 5 (based on Unit V), students will be required to write short notes (in about 150-200 words each) on any *four* out of given *six* literary works and authors (three each). **4x4= 16 Marks**

Question 6 will be based on unit V & VI: Students will be required to attempt six objective / very short answer-type questions out eight. **6 Marks**

Suggested Reading:

An Introduction to the Study of Literature by W.H.Hudson

English Literature: Its History and Significance by William J. Long (Indian

edition) *The Concise Cambridge History of English Literature* by George Sampson

The New History of English Literature by Bhim S.Dahiya

The Pelican Guide to English Literature by Boris Ford

The Romantic Period: The Intellectual and Cultural Context of English Literature 1789-1830 by Robin

Jarvis

The Routledge History of Literature in English

The Short Oxford History of English Literature by Andrew Sanders

Semester II
A5 – Classical Literature (Indian and European)

Course objectives:

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

Course outcomes:

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

Unit I: Selection from *Natyasastra* – Chapter I (Origin of Drama); Chapter 6 (The Sentiments); Chapter 20 (Ten Kinds of Play) – Translation by Manomohan Ghosh

Unit 2: M. R. Kale Mudrarakshasa of Visakhadatta

Unit 3: Aristotle **Poetics** (Chapter 1 to 6)

Unit 4: Sophocles *Oedipus Rex*

Scheme of Examination:

Theory – 70 Marks

Internal Assessment – 30 Marks

Total Marks – 100 Marks

Note: All Questions are compulsory.

Question 1: short notes from Unit 1. Students will be required to attempt any **two** out of given four out of **Unit 1. 10 Marks**

Question 2: Reference to the context: students will be required to attempt any **two** out of given four (Two each from Units 2 & 4) **10 Marks**

Question 3: Short answer-type question: Students will be required to attempt any **four** out of given six (two each from Units 2, 3 & 4) **20 Marks**

Question 4: Essay type question: students will be required to attempt any **two** (one each from Units 2, 3 & 4 with internal choice) **30 Marks**

Semester II
A6 :Introduction to Drama

Course objectives:

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

Course outcomes:

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

Unit 1: Geogre Meredith :The Nature of Comedy
Northrop Frye :The Comic and Tragic Vision

Unit 2: William Shakespeare : The Winter's Tale

Unit 3:Christopher Marlow: Dr Faustus

Unit 4:William Congreve: The Way of the World

Unit 4 (For Internal Assessment)

Students should be asked to give presentation alongwith written assignment on the following

Ben Jonson - "Volpone"

John Webster - "The Duchess of Malfi"

Thomas Kyd - "The Spanish Tragedy"

Thomas Middleton - "The Changeling"

John Fletcher - "The Faithful Shepherdess"

George Chapman - "Bussy D'Ambois"

Francis Beaumont - "The Knight of the Burning Pestle"

John Marston - "The Malcontent"

Robert Greene - "Pandosto: The Triumph of Time"

Thomas Dekker - "The Shoemaker's Holiday"

Aphra Behn - "The Rover"

John Dryden - "All for Love"

Richard Brinsley Sheridan - "The School for Scandal"

Scheme of Examination:

Theory – 70 Marks

Internal Assessment – 30 Marks

Total Marks – 100 Marks

Note: All Questions are compulsory.

Question 1: short notes from Unit 1. Students will be required to attempt any **two** out of given three out of **Unit 1. 10 Marks**

Question 2: Reference to the context: students will be required to attempt any **two** out of given four (One each from Units 2, 3, & 4) **10 Marks**

Question 3: Short answer-type question: Students will be required to attempt any **four** out of given six (two each from Units 2, 3, & 4) **20 Marks**

Question 4: Essay type question: students will be required to attempt any **two** (one each from Units 2, 3, & 4 with internal choice) **30 Marks**

Semester III
A7 : History of English Literature (1798 – 1914)

Course objectives:

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

Course outcomes:

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

Unit I

The Romantic Period (1798-1832)

- Social, political, economic and literary conditions
- **Emphasis on Emotion and Individualism:** Focus on personal feelings, nature, and the sublime.
- **Rebellion Against Neoclassicism:** A move away from the formality and order of the previous era.
- **Nature and the Supernatural:** Exploration of the natural world and supernatural elements.

Unit II

The Victorian Period (1832-1901)

- Social, political, economic and literary conditions
- **Industrial Revolution and Social Change:** Literature reflecting the challenges and changes brought by industrialization.
- **Moral and Social Critique:** Novels and poetry addressing issues of class, gender, and morality.
- **Realism:** A move towards more realistic portrayals of everyday life and society.

Unit III

The Late Victorian and Early Modern Period (1901-1914)

- Social, political, economic and literary conditions
- **Transition to Modernism:** Early signs of modernist themes and styles. •
- **Aestheticism and Decadence:** Focus on art for art's sake and the exploration of beauty.
- **Social and Psychological Exploration:** Deeper exploration of the human psyche and social issues.

Unit IV

The Edwardian Period (1901-1914)

- Social, political, economic and literary conditions
- **Social Critique and Reform:** Literature addressing social issues and advocating for change.
- **Exploration of New Ideas:** Experimentation with new narrative forms and techniques.
- **Cultural and Political Contexts:** Reflection on the changing political landscape and cultural attitudes.

Unit V (Non-Detailed Study)

Recommended list of Authors and Literary Works:

Authors

John Henry Newman

W. H. Pater

Benjamin Disraeli

A.C. Swinburne

John Ruskin

R.L. Stevenson

J.S. Mill

Charles Darwin

Literary Works

Thomas Carlyle – *The French Revolution*

Charles Dickens – *Oliver Twist*

George Eliot – *Adam Bede*

Emily Bronte – *Wuthering Heights*

Edward Fitzgerald – *The Rubaiyat of Omar Khayam*

H Ibsen – *A Doll's House*

Arthur Canon Doyle- *Sherlock Holmes*

H.G. Wells- *Time Machine*

Unit VI (For Internal Assessment)

Students should be asked to give presentation alongwith written assignment on the following

- **William Wordsworth:** "Lyrical Ballads" (co-written with Coleridge), "The Prelude"
- **Samuel Taylor Coleridge:** "The Rime of the Ancient Mariner," "Kubla Khan" • **Lord Byron:** "Don Juan," "Childe Harold's Pilgrimage"
- **Percy Bysshe Shelley:** "Ode to the West Wind," "Prometheus Unbound"
- **John Keats:** "Ode to a Nightingale," "Ode on a Grecian Urn"
- **Jane Austen**
- **Walter Scott**
- **Charles Dickens:** "Great Expectations," "David Copperfield"
- **Charlotte Brontë:** "Jane Eyre"
- **Emily Brontë:** "Wuthering Heights"
- **George Eliot:** "Middlemarch," "Silas Marner"
- **Thomas Hardy:** "Tess of the d'Urbervilles," "Far from the Madding Crowd" •
- **Oscar Wilde:** "The Picture of Dorian Gray," "The Importance of Being Earnest" •
- **Henry James:** "The Turn of the Screw," "The Portrait of a Lady"
- **Joseph Conrad:** "Heart of Darkness," "Lord Jim"
- **E.M. Forster:** "A Room with a View," "Howards End"
- **H.G. Wells:** "The War of the Worlds," "The Time Machine"
- **Rudyard Kipling:** "Kim," "The Jungle Book"
- **John Galsworthy:** "The Forsyte Saga"
- **James Joyce:** "Dubliners" (published in 1914)

Scheme of Examination:

Theory – 70 Marks

Internal Assessment – 30 Marks

Total Marks – 100 Marks

Note: All Questions are compulsory.

Questions 1 to 4 will be essay type questions (with internal choice) based on Units 1, 2, 3 & 4. No question will be asked on individual writers. **12x4=48 Marks**

Question 5 (based on Unit V), students will be required to write short notes (in about 150-

200 words each) on any *four* out of given *six* literary works and authors (three each). **4x4= 16 Marks**

Question 6 will be based on unit V & VI: Students will be required to attempt six objective / very short answer-type questions out of eight. **6 Marks**

Suggested Reading :

An Introduction to the Study of English Literature by W.H. Hudson (Lyal Book Depot)

Early Victorian Novelists by David Cecil (Constable, London)

English Literature : Its History and Significance by William J. Long (Indian edition)

The Cambridge Companion to the Victorian Novel ed, Francis O' Gorman (Oxford). *The Concise Cambridge History of English Literature* by George Sampson (Revised by R.C. Churchill, Cambridge University Press, New Delhi).

The New History of English Literature by Bhim S. Dahiya (Doaba)

The Routledge History of Literature in English by Ronald Carter and John Mcrae (London and New York : Routledge, 2010)

The Short Oxford History of English Literature by Andrew Sanders (OUP India)

Semester III
A8 :Introduction to Novel

Course objectives:

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

Course outcomes:

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

Unit 1: E. M. Forster Aspect of Novel -Chapter 1: Introduction, chapter 2: The Story, Chapter 3: The People, Chapter 4: People (continued), Chapter 5: The Plot

Unit 2: Aphra Behn : Oroonoko

Unit 3: Daniel Defoe : Moll Flanders

Unit 4: Elizabeth Gaskell : Mary Barton

Unit 5 (For Internal Assessment)

Students should be asked to give presentation alongwith written assignment on the following

John Bunyan - "The Pilgrim's Progress" (1678)

Samuel Richardson - "Pamela, or Virtue Rewarded" (1740)

Henry Fielding - "Tom Jones" (1749)

Laurence Sterne - "The Life and Opinions of Tristram Shandy, Gentleman" (1759-1767)

Jonathan Swift - "Gulliver's Travels" (1726)

Tobias Smollett - "The Adventures of Roderick Random" (1748)

Fanny Burney - "Evelina" (1778)

Ann Radcliffe - "The Mysteries of Udolpho" (1794)

Horace Walpole - "The Castle of Otranto" (1764)

Mary Shelley - "Frankenstein" (1818)

Sir Walter Scott - "Waverley" (1814)

Jane Austen - "Pride and Prejudice" (1813)

Charles Dickens - "Oliver Twist" (1837-1839)

Charlotte Brontë - "Jane Eyre" (1847)

Emily Brontë - "Wuthering Heights" (1847)

Scheme of Examination:

Theory – 70 Marks

Internal Assessment – 30 Marks

Total Marks – 100 Marks

Note: All Questions are compulsory.

Question 1: short notes from Unit 1. Students will be required to attempt any **two** out of given three out of **Unit 1. 10 Marks**

Question 2: Reference to the context: students will be required to attempt any **two** out of given three (One each from Unit 2, 3, & 4) **10 Marks**

Question 3: Short answer-type question: Students will be required to attempt any **four** out of given six (two each from Unit 2, 3, & 4) **20 Marks**

Question 4: Essay type question: students will be required to attempt any **Two** (one each from Unit 2, 3, & 4 with internal choice) **30 Marks**

Semester III
A9 :Indian English Literature

Course objectives:

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

Course outcomes:

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

Unit 1: Anita Desai: Clear Light of Day

Unit 2: Drama

Vijay Tendulkar: Silence! The Court is in Session

Unit 3: A) Story

Bharati Mukherjee: "The Management of Grief"

Jhumpa Lahiri: "Sexy"

B) Poetry

Nissim Ezekiel "Night of the Scorpion"

Kamala Das "The Looking Glass"

Unit 4: Non Detailed Study

Amitav Ghosh The Shadow Lines

Shashi Deshpande Ships That Pass

Asif Currimbhoy The Doldrums

Gurucharan Das Larins Sahib

Ruskin Bond "The Eyes Have It"

Manju Kapur "Chocolate"

Sarojini Naidu "The Lotus"

Aurobindo Ghosh "The Stone Goddess"

Scheme of Examination:

Theory – 70 Marks

Internal Assessment – 30 Marks

Total Marks – 100 Marks

Note: All Questions are compulsory.

Question 1: short notes from Unit 1, II, III. Students will be required to attempt any **two** out of given three. **12 Marks**

Question 2: Reference to the context: students will be required to attempt any **two** out of given three (One each from Unit 2, 3, & 4) **16 Marks**

Question 3: Essay type question: students will be required to attempt any **three** (one each from Unit 1, 2, 3, & 4 with internal choice) 14*3= **42 Marks**

Suggested Reading:

1. K. R. Srinivasa Iyengar "The Indian Imagination: Critical Essays on Indian Writing in English"
2. Bruce King "Contemporary Indian Poetry in English" – Introduction 3. M.K. Naik ' The Indianness of Indian Poetry in English ' in Indian Poetry in English

Semester IV
A 10: History of English Literature (1914 - 1968)

Course objectives:

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

Course outcomes:

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

Unit I

The Modernist Period (1914-1939)

- Social, economic, political and literary conditions
- Reaction to World War I: Literature reflecting disillusionment, fragmentation, and a break from traditional forms.
- Experimental Techniques: Stream of consciousness, unreliable narrators, and fragmented narratives.
- Focus on Inner Self: Exploration of consciousness, perception, and individual experience.

Unit II

The Interwar and Late Modernist Period (1930-1945)

- Social, economic, political and literary conditions
- Economic and Political Turmoil: Literature responding to the Great Depression, rise of totalitarian regimes, and impending World War II.

- Social Realism: Focus on the struggles of ordinary people, often with a political or social message.
- Continued Experimentation: Further development of modernist techniques and themes.

Unit III

Post-World War II Literature (1945-1960)

- Social, economic, political and literary conditions
- Post-War Disillusionment: Literature reflecting the aftermath of World War II, existentialism, and the Cold War.
- The Angry Young Men: A group of British writers expressing disillusionment with the establishment and contemporary society.
- Rise of Postcolonial Literature: Voices from former colonies begin to emerge, challenging colonial narratives.

Unit IV

The Early Postmodern Period (1960-1968)

- Social, economic, political and literary conditions
- Metafiction and Irony: Literature that is self-referential, playful, and ironic.
- Cultural and Social Revolutions: Reflection of the social and cultural upheavals of the 1960s, including civil rights, feminism, and counterculture.
- Diverse Voices: Emergence of diverse voices in literature, including women writers and writers of color.

Unit V (Non Detailed Study)

List of Authors and Literary Works:

List of Authors:

Christopher Fry
Kingsley Amis
Wilfred Owen
William Butler Yeats
Wystan Hugh Auden

Cecil Day Lewis
Stephen Spender
Katherine Mansfield

List of Works:

Look Back in Anger by John Osborne
The Birthday Party by Harold Pinter
The Wasteland by T.S. Eliot
A Passage to India by E. M. Forster
“A Room of One’s Own” by Virginia Woolf
Point Counter Point by Aldous Huxley
The Horse’s Mouth by Joyce Cary
The Heart of the Matter by Graham Greene

Unit VI (For Internal Assessment)

Students should be asked to give presentation alongwith written assignment on the following

- **James Joyce:** "Ulysses," "A Portrait of the Artist as a Young Man"
- **Virginia Woolf:** "Mrs Dalloway," "To the Lighthouse"
- **T.S. Eliot:** "The Waste Land," "Four Quartets"
- **Ezra Pound:** "The Cantos"
- **D.H. Lawrence:** "Sons and Lovers," "Women in Love"
- **George Orwell:** "Animal Farm," "1984"
- **Aldous Huxley:** "Brave New World"
- **W.H. Auden:** "The Age of Anxiety"
- **Christopher Isherwood:** "Goodbye to Berlin"
- **Samuel Beckett:** "Murphy," "Watt"
- **Samuel Beckett:** "Waiting for Godot," "Endgame"
- **Graham Greene:** "The Heart of the Matter," "The End of the Affair"
- **Dylan Thomas:** "Collected Poems"
- **Kingsley Amis:** "Lucky Jim"
- **Chinua Achebe:** "Things Fall Apart"
- **Anthony Burgess:** "A Clockwork Orange"
- **John Fowles:** "The French Lieutenant's Woman"
- **Sylvia Plath:** "The Bell Jar"
- **Jean Rhys:** "Wide Sargasso Sea"
- **Kurt Vonnegut:** "Slaughterhouse-Five"

Scheme of Examination:

Theory – 70 Marks

Internal Assessment – 30 Marks

Total Marks – 100 Marks

Note: All Questions are compulsory.

Questions 1 to 4 will be essay type questions (with internal choice) based on Units 1, 2, 3 &

4. No question will be asked on individual writers. **12x4=48 Marks**

Question 5 (based on Unit V), students will be required to write short notes (in about 150-200 words each) on any *four* out of given *six* literary works and authors (three each). **4x4= 16 Marks**

Question 6 will be based on unit V & VI: Students will be required to attempt six objective / very short answer-type questions out eight. **6 Marks**

Semester IV
A 11: Indian Literature in Translation

Course objectives:

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

Course outcomes:

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

Unit 1: Munshi Premchand: Gift of the Cow

Unit 2: Girish Karnad: Tughlaq

Unit 3:A)

Mahashweta Devi : “The Hunt”

Bhishm Sahni “Amritsar Aa Gaya”

B) Poetry

Jaishankar Prasad “Tears”

Unit 4: Non Detailed Study

Novel

Taqashi Shivshankar Pillai *Chemeen*

Amrita Pritam *The Skeleton*

Rabindranath Tagore *Gora*

Drama

Mohan Rakesh *Half Way House*

Story

Nirmal Verma "Birds"

Prem Chand "Shroud"

Poetry

Shiv Kumar Batalavi "Shisho" English Translation

Mirza Ghalib "Innocent Heart" English Translation

Unit 5 (For Internal Assessment)

Students should be asked to give presentation alongwith written assignment on the following

Vivek Shanbhag *Ghachar Ghochar*

- **Perumal Murugan** *One Part Woman*
- **U R Ananthmurthy** *Samaskara* Trans by A K Ramanujam
- **Arupa Patangia Kalit** *The Story of Felanee* Trans by Deepika Phukan
- **Indira Goswami** *Pages Stained with Blood* trans from Assamese by Pradip Acharya

Scheme of Examination:

Theory – 70 Marks

Internal Assessment – 30 Marks

Total Marks – 100 Marks

Note: All Questions are compulsory.

Question 1: short notes from unit I,II,III. Students will be required to attempt any two out of given three.12 Marks

Question 2: Reference to the context: students will be required to attempt any two out of given three (One each from Unit 1,2 & 3)16 Marks

Question 3: Essay type question: students will be required to attempt any three (one each from Unit 1, 2, 3, & 4 with internal choice)14*3 = 42 Marks

Semester IV
A 12: Introduction to American Poetry

Course objectives:

CO	Description
CO-1	Understand the historical, cultural, and social contexts in which American poetry was written.
CO-2	Analyse and identify various poetic forms, structures, and techniques used in American poetry.
CO-3	Familiarize with significant poets and poetic movements in American literature.

Course outcomes:

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

Unit 1:IGNOU: MEG – 18: An Introduction to American Poetry: Themes and Issues

Unit 2:

1. Anne Bradstreet - "The Prologue"
2. Phillis Wheatley - "On Being Brought from Africa to America" 3.
- Edgar Allan Poe - "The Raven"

Unit 3:

4. Emily Dickinson – “I felt a funeral, in my Brain”
5. Robert Frost - "The Road Not Taken"
6. Marianne Moore - "Poetry"

Unit 4:

7. William Carlos Williams- "The Red Wheelbarrow"
8. Wallace Stevens - "The Emperor of Ice-Cream"
9. Sylvia Plath - "Daddy"

Scheme of Examination:

Theory – 70 Marks

Internal Assessment – 30 Marks

Total Marks – 100 Marks

Note: All Questions are compulsory.

Question 1: short notes from Unit 1. Students will be required to attempt any **two** out of given four out of **Unit 1. 10 Marks**

Question 2: Reference to the context: students will be required to attempt any **two** out of given three (One each from Unit 2, 3, & 4) **10 Marks**

Question 3: Short answer-type question: Students will be required to attempt any **four** out of given six (two each from Unit 2, 3, & 4) **20 Marks**

Question 4: Essay type question: students will be required to attempt any **two** (one each from Unit 2, 3, & 4 with internal choice) **30 Marks**

Semester V
A 13: World Literature - I

Course objectives:

CO	Description
CO-1	Identify and describe key themes, genres, and forms from various literary traditions across different cultures and time periods.
CO-2	Analyse the historical, cultural, and social contexts that influence the literature of different regions.
CO-3	Compare and contrast literary works from different cultures and traditions, examining similarities and differences in themes, narrative styles, and literary forms.

Course outcomes:

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

Unit I

Terry Eagleton Marxist Criticism

Lawrence Cahoon What Post Modernism Means

Unit II

Derek Walcott A Far Cry From Africa

Bertolt Brecht The Burning of the Books

Pablo Neruda Tonight I can Write ...

Unit III

Chinua Achebe Things Fall Apart

Scheme of Examination:

Theory – 70 Marks

Internal Assessment – 30 Marks

Total Marks – 100 Marks

Note: All Questions are compulsory.

Question 1: short notes from Unit 1. Students will be required to attempt any **two** out of given four out of **Unit 1. 10 Marks**

Question 2: Reference to the context: students will be required to attempt any **two** out of given three (One each from Unit 2 & 3) **10 Marks**

Question 3: Short answer-type question: Students will be required to attempt any **four** out of given six (two each from Unit 2 & 3) **20 Marks**

Question 4: Essay type question: students will be required to attempt any **two** (one each from Unit 2 & 3 with internal choice) **30 Marks**

Semester V
A 14: Cultural Studies

Course objectives:

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

Course outcomes:

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

Unit 1: Maya Angelou "Still I Rise"

Audre Lordre "A Woman Speaks"

Unit 2: Khaleed Hosseini: The Kite Runner

Unit 3: Temsula Ao "Laburnum for My Head" and "The Talking Tree"

Unit 4: Mahesh Dattani: Tara

Scheme of Examination:

Theory – 70 Marks

Internal Assessment – 30 Marks

Total Marks – 100 Marks

Note: All Questions are compulsory.

Question 1: short notes from Unit 1. Students will be required to attempt any two out of given four out of Unit 1. **10 Marks**

Question 2: Reference to the context: students will be required to attempt any two out of given three (One each from Unit 2, 3, & 4) **10 Marks**

Question 3: Short answer-type question: Students will be required to attempt any four out of given six (two each from Unit 2, 3, & 4) **20 Marks**

Question 4: Essay type question: students will be required to attempt any two (one each from Unit 2, 3, & 4 with internal choice) **30 Marks**

Semester V
A 15: Introduction to American Novel

Course objectives:

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

Course outcomes:

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

Unit 1:

Novelists

Herman Melville
Ernest Hemingway
John Steinbeck
Toni Morrison
Philip Roth
Alice Walker

Works

"To Kill a Mockingbird" by Harper Lee
"Beloved" by Toni Morrison
"The Catcher in the Rye" by J.D. Salinger
"Invisible Man" by Ralph Ellison
"Fahrenheit 451" by Ray Bradbury
"The Shining" by Stephen King

Unit 2: Nathaniel Hawthorne The Scarlet Letter

Unit 3: Mark Twain Adventures of Huckleberry Finn

Unit 4: F. Scott Fitzgerald The Great Gatsby

Scheme of Examination:

Theory – 70 Marks

Internal Assessment – 30 Marks

Total Marks – 100 Marks

Note: All Questions are compulsory.

Question 1: short notes from Unit 1. Students will be required to attempt any **four** out of given six out of **Unit 1. 20 Marks**

Question 3: Short answer-type question: Students will be required to attempt any **four** out of given six (two each from Unit 2, 3, & 4) **20 Marks**

Question 4: Essay type question: students will be required to attempt any **two** (one each from Unit 2, 3, & 4 with internal choice) **30 Marks**

Semester VI
A 16: Introduction to American Drama

Course objectives:

CO	Description
CO-1	Understand the role of production elements such as set design, costumes, lighting, and sound in bringing a play to life.
CO-2	Critically assess how American dramas reflect and critique social issues and cultural values.
CO-3	Discuss the impact of drama on public perception and social change.

Course outcomes:

CO	Description
CO-1	Develop well-supported arguments and critiques based on textual evidence and critical theory.
CO-2	Conduct research on American drama using academic sources and critical methodologies.
CO-3	Synthesize research findings into coherent analyses and presentation.

Unit 1: IGNOU MEG – 17 American Drama

Block I: American Drama: An Introduction

1: The Beginning of American Drama

2: Influences

3: Emergence of forms in American Drama

Unit 2: Eugene O'Neill *Hairy Ape*

Unit 3: Edward Elbee *Who is Afraid of Virginia Woolf*

Unit 4: Tennessee Williams *A Streetcar Named Desire*

Scheme of Examination

Theory – 70 Marks

Internal Assessment – 30 Marks

Total Marks – 100 Marks

Note: All Questions are compulsory.

Question 1: short notes from Unit 1. Students will be required to attempt any **two** out of given four out of **Unit 1. 10 Marks**

Question 2: Reference to the context: students will be required to attempt any **two** out of given three (One each from Unit 2, 3, & 4) **10 Marks**

Question 3: Short answer-type question: Students will be required to attempt any **four** out of given six (two each from Unit 2, 3, & 4) **20 Marks**

Question 4: Essay type question: students will be required to attempt any **two** (one each from Unit 2, 3, & 4 with internal choice) **30 Marks**

Semester VI
A 17: World Literature - II

Course objectives:

CO	Description
CO-1	Read and analyse representative works from major world literary traditions, including but not limited to Western, Eastern, African, Latin American, and Indigenous literatures.
CO-2	Explore various genres, such as epic poetry, drama, novels, and short stories, from different cultural contexts.
CO-3	Investigate key themes that traverse cultural boundaries, such as love, power, identity, and morality.

Course outcomes:

CO	Description
CO-1	Analyse and interpret texts using a variety of critical approaches and theoretical frameworks.
CO-2	Evaluate the influence of historical, social, and political contexts on literary works.
CO-3	Compare and contrast literary works from different cultures to identify common themes and unique cultural perspectives.

Unit 1: Essays

Ngugi Wa Thiong'o On the Abolition of English Department

Thomas B Macaulay Minute on Indian Education

Meenakshi Mukherjee Interrogating Post-colonialism

Unit 2: Short fiction

Albert Camus The Guest

Nikolai Vasilyevich Gogol The Greatcoat

Unit 3: Margret Atwood Surfacing

Scheme of Examination:

Theory – 70 Marks

Internal Assessment – 30 Marks

Total Marks – 100 Marks

Note: All Questions are compulsory.

Question 1: short notes from Unit 1. Students will be required to attempt any **two** out of given four out of **Unit 1. 10 Marks**

Question 2: Reference to the context: students will be required to attempt any **two** out of given three (One each from Unit 2, 3, & 4) **10 Marks**

Question 3: Short answer-type question: Students will be required to attempt any **four** out of given six (two each from Unit 2, 3, & 4) **20 Marks**

Question 4: Essay type question: students will be required to attempt any **two** (one each from Unit 2, 3, & 4 with internal choice) **30 Marks**

Semester VI
A 18: Approaches to Literature

Course objectives:

CO	Description
CO-1	To understand a text within the context of the author's life and the historical period in which it was written.
CO-2	To focus on the text itself, analyzing its form, structure, and language without considering external factors.
CO-3	To challenge and deconstruct the idea of fixed meanings within a text, emphasizing the fluidity and multiplicity of interpretations.

Course outcomes:

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

Unit 1: From “Literary Theory: A Guide for the Perplexed” by Mary Klages Chapter 1: what is “Literary Theory;
Chapter 2. Humanist Literary

Unit 2: From “Contemporary Literary And Cultural Theory” by Pramod K. Nayar Chapter 3. Psychoanalytic Criticism

or

Chapter 4. Feminisms

Unit 3: From “Contemporary Literary And Cultural Theory” by Pramod K. Nayar Chapter 5: Marxisms

or

Chapter 8. New Historicism and Cultural Materialism

Scheme of Examination:

Theory – 70 Marks

Internal Assessment – 30 Marks

Total Marks – 100 Marks

Note: All Questions are compulsory.

Question 1: Short note: Students will be required to attempt any **four** out of given six (atleast three each from Unit 1) **20 Marks**

Question 2: Short notes: Students will be required to attempt Two short notes out of three from each topic in Unit 2 **10 Marks**

Question 3: Short notes: Students will be required to attempt Two short notes out of three from each topic in Unit 3 **10 Marks**

Question 4: Essay type question: students will be required to attempt any **three** (one each from Unit 2 & 3 with internal choice) **30 Marks**