

DEPARTMENT OF ENGLISH

SYLLABUS FOR FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP) (FIRST – EIGHTH SEMESTER)

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ARYA VIDYAPEETH COLLEGE (AUTONOMOUS)

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CONTENT

Serial No	Content Name	Page No.
1	Preface	1
2	Structure of Four-Year Undergraduate Course	2
3	Semester Wise Credit Distribution	3
4	Graduate Attributes	4
5	Undergraduate Programme Outcome	6
6	Core Syllabus	11
7	Minor Syllabus	89
8	Interdisciplinary Course (IDC) Syllabus	109
9	Ability Enhancement Course	120

PREFACE

“Education is not preparation for life; education is life itself.” —John Dewey

The aim of imparting education is not only to increase the knowledge but also to create the possibilities for a student to invent and discover. The purpose of this syllabus is to establish minimum basic concepts for each course to meet the needs of all our students. All the elements in this syllabus amalgamate to bring out the best in every student and enable them to be on the path of continuous progress.

The syllabus is framed based on Learning Outcome Based Education (LOCF) – the spirit of NEP, 2020. The programmes offered by the college are:

- i. Bachelor Degree in Arts
- ii. Bachelor Degree in Science
- iii. Bachelor Degree in Commerce

Under the above programme, the following courses are offered by the college:

- i. Core Course
- ii. Minor Course
- iii. Skill Enhancement Course
- iv. Interdisciplinary Course
- v. Ability Enhancement Course
- vi. Value Added Course
- vii. Internship

Programme outcome of each programme and Programme Specific Outcomes of each discipline/subject offered by the college is mapped with course learning outcome of each course. Graduate attributes of students obtaining Undergraduate Degree from the college are also incorporated in the syllabus.

The syllabus includes eight semesters where there will be 23 Core Courses, 8 Minor Courses, 2 Value Added Courses, 3 SEC Courses, 3 IDC Courses, 4 AEC courses and internship. The total credit offered for eight semesters is 160.

The syllabus framed takes into account the different styles of learning – audio, visual and experiential. The syllabus correlates academics to real life situations balancing social and emotional stimulation among the students and imbibe human values. Also, the syllabus gives the opportunity for the theoretical knowledge to be pursued ensuring maximum application of it.

Structure of Four Year Undergraduate Course

Semester	Type	Core	Minor	SEC	IDC	AEC	VAC/FC	IN
	Credit	4	4	3	3	2	4(2 + 2)	2
I		CE-1114	MN-1114	SE-1113	ID-1113	AE-1112	VL-1112 (Two Courses)	-
II		CE-2114	MN-2114	SE-2113	ID-2113	AE-2112	VL-2112 (Two Courses)	-
III		CE-3214	MN-3214	SE-3213	ID-3213	AE-3212	-	-
		CE-3224						
IV		CE-4214	MN-4214	-	-	AE-4212	-	IN-4212
		CE-4224						
		CE-4234						
V		CE-5314	MN-5214	-	-	-	-	-
		CE-5324						
		CE-5334						
		CE-5344						
VI		CE-6314	MN-6214	-	-	-	-	-
		CE-6324						
		CE-6334						
		CE-6344						
VII		CE-7414*	MN-7314	-	-	-	-	-
		CE-7424**						
		CE-7434**						
		CE-7444**						
		CE-7454**						
VIII		CE-8414 [#]	MN-8314	-	-	-	-	-
		CE-8424 [#]						
		CE-8434 [#]						
		CE-8444 [#]						
		CE-8454 [#]						

*Compulsory for all students in the 7th semester.

**Students are required to choose any three courses from the remaining four core courses in the 7th semesters.

Students who wish to pursue a Bachelor Degree with Honours must choose any four of the five core courses in the 8th semester.

NOTE: Students who secure a minimum of 7.5 CGPA at the end of the 6th semester (without any arrears) may opt for a Bachelor Degree with Honours and Research. Those students shall have to choose one core course out of the given five courses in the 8th semester and have to complete a Research Dissertation of 12 credits.

Course code: First two letters is the abbreviation of course component

First digit implies semester number

Second digit implies course level

Third digit implies course number

Fourth digit implies credit points per course.

Digit	Course Level
1	100 - 199
2	200 - 299
3	300 - 399
4	400 - 499

Semester Wise Credit Distribution

Semester	CREDIT DISTRIBUTION							
	CORE	MINOR	SEC	AEC	IDC	VAC/FC	IN	TOTAL
FIRST	1 x 4	1 x 4	1 x 3	1 x 2	1 x 3	2x 2	--	20
SECOND	1 x 4	1 x 4	1 x 3	1 x 2	1 x 3	2x 2	--	20
THIRD	2x 4	1 x 4	1 x 3	1 x 2	1 x 3	--	--	20
FOURTH	3x 4	1 x 4	--	1 x 2	--	--	1 x 2	20
FIFTH	4x 4	1 x 4	--	--	--	--	--	20
SIXTH	4x 4	1 x 4	--	--	--	--	--	20
SEVENTH	4x 4	1 x 4	--	--	--	--	--	20
EIGHT	4x 4	1 x 4	--	--	--	--	--	20

SEC: SKILL ENHANCEMENT COURSE

AEC: ABILITY ENHANCEMENT COURSE

IDC: INTERDISCIPLINARY COURSE

VAC/FC: VALUE ADDED COURSE

IN: INTERNSHIP

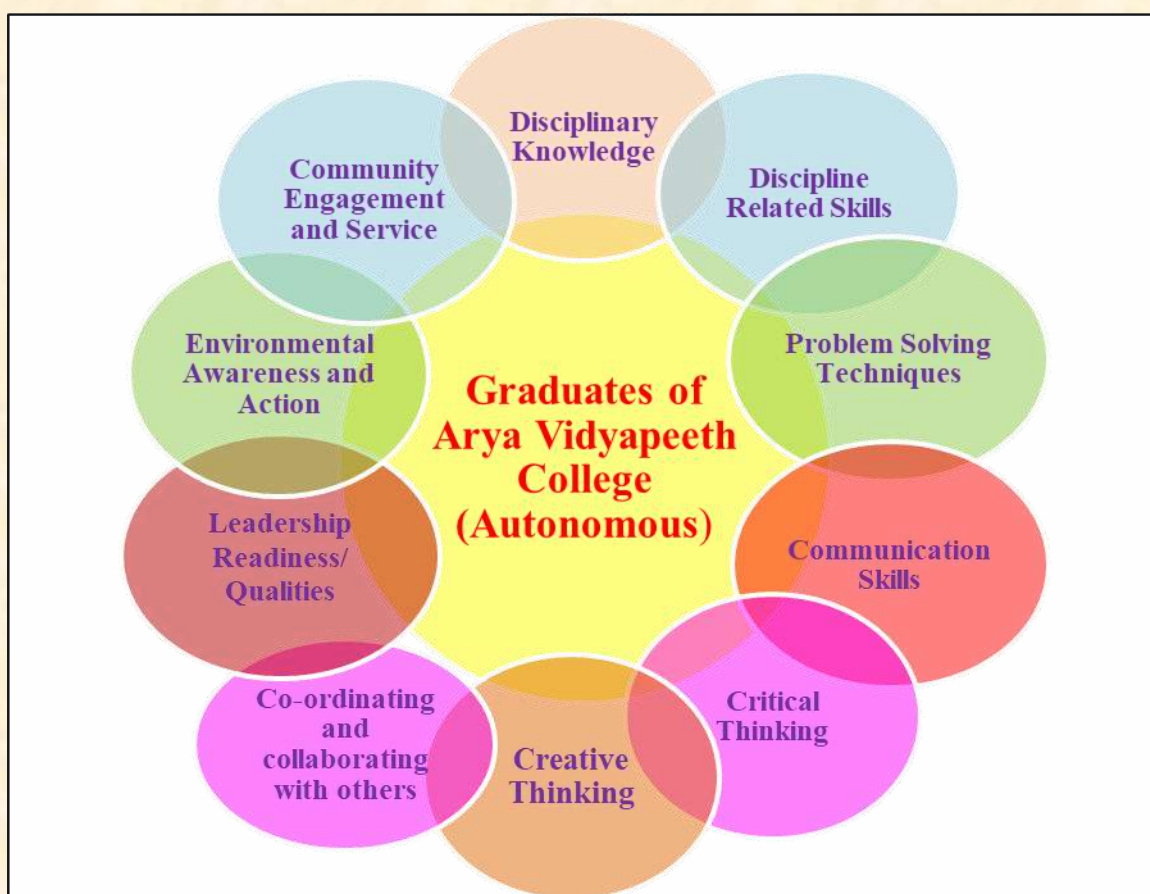
Abbreviation of Course Components:

**CE (Core), MN (Minor), SE (Skill Enhancement Course), AE (Ability Enhancement Course),
VL (Value added Course), ID (Interdisciplinary Course), IN (Internship)**

GRADUATE ATTRIBUTES

Graduate Attributes:

Graduate Attributes are the qualities, skills and understandings that the students should develop during their time with the college. These attributes consequently shape the contribution they are able to make to their profession and society. They are the qualities that also prepare graduates as agents of social good in an unknown future. These attributes set them apart from those without a degree. The graduate attributes of Arya Vidyapeeth College (Autonomous) are:



Model of Graduate Attributes

1. **Disciplinary knowledge:** Graduates shall acquire comprehensive knowledge and understanding of their subject area, the ability to engage with different traditions of thought, and the ability to apply their knowledge in practice including in multi-disciplinary or multi-professional contexts.
2. **Discipline related skills:** Skills in areas related to specialization in the chosen disciplinary/interdisciplinary/major/minor area(s) of learning in a broad multidisciplinary context. In addition, create, select, and apply appropriate modern techniques, resources and IT tools.
3. **Problem solving skills:** A capacity for problem identification, the collection of evidence, synthesis and dispassionate analysis and apply one's learning in real – life situations.

4. **Communication Skills:** Ability to recognize and value communication as the tool for negotiating and creating new understanding, collaborating with others, and furthering their own learning.
5. **Critical thinking:** Graduates acquire the capacity for problem identification, collection of evidence, synthesis and dispassionate analysis. They also acquire the capacity for attentive exchange, informed argument and reasoning.
6. **Creative Thinking:** The graduates acquire an ability to create, perform or think in different and diverse ways about the same objects or scenarios and also the ability to communicate effectively for different purposes and in different contexts. They should also be able to work independently and as part of a team.
7. **Co-ordinating and collaborating with others:** The graduates need to possess the ability to function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings. They should also be able to work productively with others, no matter their culture, perspective or background, and complete joint projects and also to work in partnership.
8. **Leadership readiness/qualities:** The graduates should be able to lead and support others by inspiring them with a clear vision and motivating them to achieve goals. They also need to acquire ability to map out the tasks of a team or an organization and setting directions.
9. **Environmental Awareness and action:** The graduates shall earn the capacity to realize the individual's responsibility in protecting and conserving the environment. They need to gain the capacity to understand the impact of the professional solutions in societal and environmental contexts, and demonstrate the knowledge of need for sustainable development.
10. **Community engagement and service:** The graduates need to develop an understanding of social and civic responsibilities, and of the rights of individuals and groups. The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the wellbeing of the society which includes participation in NSS, NCC, adult literacy etc.

UNDERGRADUATE PROGRAMME OUTCOME (PO)

BACHELOR DEGREE IN ARTS: (B.A.)

1. **APO-1 Critical Thinking:** Ability to analyse, synthesize and integrate knowledge. Capability to evaluate the validity of arguments and conclusion.
2. **APO-2 Effective Communication:** Proficiency in speaking, reading, writing and listening in English and one Indian language and find meaning of the world by connecting people, ideas, books, media and technology.
3. **APO-3 Social Interaction:** Link with society and intercede the disagreement and help to reach conclusion in group sitting. Demonstrate intellectual awareness and competencies. Reflect on one's cultural identities and values.
4. **APO-4 Effective Citizenship:** Promote active citizenship and community engagement. Ability to understand the national development, informed awareness of issues and participate in civic life.
5. **APO-5 Ethics:** Humanities education is designed in such a way that it lays particular emphasis on human values. Students on completion of the undergraduate degree will be better able to appreciate the literary and cultural diversity. It equips them to think critically about the issues of contemporary relevance and hold an informed opinion on them.
6. **APO-6 Environment and Sustainability:** 'Environmental sustainability' has become the watchword of the 21st century. An increased engagement with environment related concerns is appearing tangibly on global fronts; academics cannot and should not remain quarantined from this massive development. Through classroom discussions and research projects, this programme facilitates active dialogues with factors which influence human-ecology interactions. As such, at the end of this programme students will be able to identify and analyze socio-political, cultural and economic problems which act as deterrents to environmental sustainability and provide creative solutions towards the same.
7. **APO-7 Life-long learning:** With the pursuit of knowledge for either personal or professional reasons, learners are also encouraged to volunteer and be selfmotivated that not only enhances society values, active participation and personality development, but also enhances self-sustainability, competitiveness and employability. As such, learners will be able to recognize the need for, and have the preparation and ability to engage in independent and life-long learning in every broad context of technological changes.

8. **APO-8 Individual and team work:** Function effectively as an individual and as a member or leader of diverse teams and in multi-disciplinary settings
9. **APO-9 Evaluate and conduct research:** Engage in scholarly inquiry to identify and investigate questions of a theoretical and applied nature which identify gaps and limitations in the existing literature, understand the principles of the research process, apply appropriate research methodologies to specific problems and develop intellectual independence and practices self-directed inquiry.
10. **APO-10 Depth of understanding:** Demonstrate detailed knowledge and perspectives across disciplinary boundaries. Develop a detailed understanding of the current state of knowledge in one or more disciplines. Recognise the value, use and limits of multi-disciplinary learning. Cultivate an openness to consider and engage alternative research perspectives.
11. **APO-11 Employability:** On graduating, the students will be eligible for employment in tourism, media, hospitality, and other industries. Students also become employable in non-governmental organizations. Their skills in comprehension of general social phenomena around them places them in ideal situation for such jobs. They will also be able to appear for competitive examinations

UNDERGRADUATE PROGRAMME SPECIFIC OUTCOME : ENGLISH (Core)

1. **PSO-1 Literature, Culture and Identity:** Aiming to create a culture beyond borders, learners are acquainted with the complex negotiation between culture and identity as represented in literature thereby enabling them to critically look at cultural contexts and diversity. They are encouraged to pay close attention to divergent and differing perspectives and practices while exploring issues of cultural plurality and hybridity. The aim is to enable learners to recognise the enduring negotiations of colonization and decolonization, identity, inequality, marginalisation, nationalism.
2. **PSO-2 Literature and Roots:** In the age of globalization, it is necessary to actively engage the young minds and orient them on the rich cultural heritage and traditional knowledge in the fields of art and literature. Learners would be encouraged to carry out interdisciplinary and comparative study and research on all aspects of Indian Knowledge System for preservation and dissemination of their roots.
3. **PSO-3 Literature and Interdisciplinarity:** Learners will be enabled to use interdisciplinary critical perspectives to go beyond conventional and systemic interpretations to arrive at complex, redefined and often contested positions. They are oriented to offer fresh perspectives on issues of race, class, culture, gender, religion, nation etc. by synthesising literature with disciplines like psychology, history, anthropology, sociology, natural sciences etc.
4. **PSO-4 Literature and Social Justice:** Learners are encouraged to understand the distinctive ways literary texts address and examine the patterns of inequity, injustice and inequality in society to represent the idea of social justice. They will be able to explore the evolving patterns of systemic social issues like racism, gender inequality, marginalisation etc. as they influence cultural attitudes. The aim is to create disenfranchised, empathetic individuals aware of the politics and poetics of resistance.
5. **PSO-5 Literature and Gender:** Literature is expected to help the learners understand 5. how the society situates roles, limitations and expectations in a 'gendered' framework to perpetrate a structure of domination. 'Gender' in literature will address complex and critical societal issues thereby promoting gender equity in terms of dissolving gender stereotypes.
6. **PSO-6 Scope and Future Prospects:** Study of literature leads to a comprehensive and holistic understanding of life due to its interconnectedness with all aspects of human life. A student of English literature is expected to grow socially, morally, artistically, spiritually and intellectually thereby enabling them future ready to explore fields like academics, cinema, journalism, civil services etc.
7. **PSO-7 Integrating and acquiring 21st century skills:** Learners will be equipped with

essential 21st century skills like collaborative, critical and creative communication prioritising digital learning and competencies to enable them to thrive in today's complex and dynamic world.

CORE

LIST OF COURSES:

Semester	Course Name	Course Code
1	Forms of Literature	EN – CE – 1114
2	Language and Literature	EN – CE – 2114
3	History of English Literature: Medieval to Renaissance	EN – CE – 3214
	Medieval To Renaissance: Literary Texts	EN – CE – 3224
4	History of English Literature: Jacobean to Romantic	EN – CE – 4214
	Jacobean To Restoration: Literary Texts	EN – CE – 4224
	Neoclassical To Romantic: Literary Texts	EN – CE – 4234
5	History of English Literature: Victorian and After	EN – CE – 5314
	Victorian And After: Literary Texts	EN – CE – 5324
	Indian Classical Literature in Translation	EN – CE – 5334
	European Classical Literature in Translation	EN – CE – 5344
6	Indian Writing in English	EN – CE – 6314
	American Literature	EN – CE – 6324
	Women's Writing	EN – CE – 6334
	Concepts in Literary Criticism	EN – CE – 6344
7	Research Methodology	EN – CE – 7414
	Modern Indian Writing	EN – CE – 7424
	20 th Century Criticism and Theory	EN – CE – 7434
	Nature and Literature	EN – CE – 7444

	Writing From the Margins	EN – CE – 7454
8	Postcolonial Literature	EN – CE – 8414
	Partition Literature	EN – CE – 8424
	Writings From the Northeast	EN – CE – 8434
	Twenty-First Century World Literature	EN – CE – 8444
	Modern European Literature	EN – CE – 8454
	Dissertation	EN – DT – 812

Programme Specific Outcome of Bachelor of Arts – ENGLISH: Core (PSO)

PSO No.	Name	Outcome
PSO-1	Literature, Culture and Identity	Aiming to create a culture beyond borders, learners are acquainted with the complex negotiation between culture and identity as represented in literature thereby enabling them to critically look at cultural contexts and diversity. They are encouraged to pay close attention to divergent and differing perspectives and practices while exploring issues of cultural plurality and hybridity. The aim is to enable learners to recognise the enduring negotiations of colonization and decolonization, identity, inequality, marginalisation, nationalism.
PSO-2	Literature and Roots	In the age of globalization, it is necessary to actively engage the young minds and orient them on the rich cultural heritage and traditional knowledge in the fields of art and literature. Learners would be encouraged to carry out interdisciplinary and comparative study and research on all aspects of Indian Knowledge System for preservation and dissemination of their roots.
PSO-3	Literature and Interdisciplinarity	Learners will be enabled to use interdisciplinary critical perspectives to go beyond conventional and systemic interpretations to arrive at complex, redefined and often contested positions. They are oriented to offer fresh perspectives on issues of race, class, culture, gender, religion, nation etc. by synthesising literature with disciplines like psychology, history, anthropology, sociology, natural sciences etc.
PSO-4	Literature and Social Justice	Learners are encouraged to understand the distinctive ways literary texts address and examine the patterns of inequity, injustice and inequality in society to represent the idea of social justice. They will be able to explore the evolving patterns of systemic social issues like racism, gender inequality, marginalisation etc. as they influence cultural attitudes. The aim is to create disenfranchised, empathetic individuals aware of the politics and poetics of resistance
PSO-5	Literature and Gender	Literature is expected to help the learners understand 5. how the society situates roles, limitations and expectations in a 'gendered' framework to perpetrate a structure of domination. 'Gender' in literature will address complex and critical societal issues thereby promoting gender equity in terms of dissolving gender stereotypes.

PSO-6	Scope and Future Prospects	Study of literature leads to a comprehensive and holistic understanding of life due to its interconnectedness with all aspects of human life. A student of English literature is expected to grow socially, morally, artistically, spiritually and intellectually thereby enabling them future ready to explore fields like academics, cinema, journalism, civil services etc.
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Course Learning Outcome (CLO) – Core

Semester	Course Name & Code	Course Learning Outcome (CLO)	
1	Forms of Literature EN – CE – 1114	CLO - 1	After the completion of the course, the learners will be able to identify the various forms of literature as well as analyse critically the texts prescribed.
		CLO - 2	The learners will also be familiarised with the methodology of critical and analytical reading to facilitate their interest in literature
		CLO - 3	The learners will be able to appreciate the emerging and contemporary trends of knowledge and values in literature.
2	Language and Literature EN – CE – 2114	CLO - 1	After the completion of the course, the learners will be able to appreciate the domain of literature and interpret a variety of written texts
		CLO - 2	The learners will also be familiarised with the methodology of critical and analytical reading to facilitate their interest in literature
		CLO - 3	The learners will be trained to communicate easily in English as their vocabulary and comprehension skills will be enhanced
3	History of English Literature: Medieval to Renaissance EN – CE – 3214	CLO - 1	Learners will be familiarised with the socio-cultural, economic and political trends in the English literary traditions from Medieval to Renaissance period
		CLO - 2	Learners will be able to gain professional knowledge regarding history of the period
		CLO - 3	Learners will be encouraged to engage in research activities in related areas.
	Medieval to Renaissance: Literary Texts EN – CE – 3224	CLO - 1	Learners will be able to apply the knowledge about the specific historical period to critically interpret major literary forms like poetry & drama
		CLO - 2	Learners will be able to comprehend the prescribed texts as the formative ground for scholarly pursuits
		CLO - 3	Learners will be equipped to analyse the contemporary relevance of the issues explored in the prescribed texts

4	History of English Literature: Jacobean to Romantic EN – CE – 4214	CLO - 1	Learners will be familiarised with the socio-cultural, economic and political trends in the English literary traditions from Jacobean to Romantic period to enable them appreciate and analyse successfully the various genres.
		CLO - 2	Learners will be able to gain professional knowledge regarding history of the period.
		CLO - 3	Learners will be encouraged to engage in research activities in related areas
	Jacobean to Restoration: Literary Texts EN – CE – 4224	CLO - 1	Learners will be able to apply the knowledge about the specific historical period to critically interpret major literary forms like poetry & drama from Jacobean to Restoration period
		CLO - 2	Learners will be able to comprehend the prescribed texts as the formative ground for scholarly pursuits
		CLO - 3	Learners will be equipped to analyse the contemporary relevance of the issues explored in the prescribed texts
	Neoclassical to Romantic: Literary Texts EN – CE – 4234	CLO - 1	Learners will be able to apply the knowledge about the specific historical period to critically interpret major literary forms like poetry, prose & fiction from Neoclassical to Romantic period.
		CLO - 2	Learners will be able to comprehend the prescribed texts as the formative ground for scholarly pursuits
		CLO - 3	Learners will be equipped to analyse the contemporary relevance of the issues explored in the prescribed texts
5	History of English Literature: Victorian and After EN – CE – 5314	CLO - 1	Learners will be familiarised with the socio-cultural, economic and political trends and trajectory of English literary traditions from Victorian to Modern period and After to enable them to appreciate and analyse successfully the various genres.
		CLO - 2	Learners will be able to gain professional knowledge regarding the history of the period
		CLO - 3	Learners will be encouraged to engage in research activities in related areas

5	Victorian and After: Literary Texts EN – CE – 5324	CLO - 1	Learners will be able to apply the knowledge about the specific historical period to critically interpret major literary forms like poetry & fiction from Victorian period and after
		CLO - 2	Learners will be able to comprehend the prescribed texts as the formative ground for scholarly pursuits.
		CLO - 3	Learners will be equipped to analyse the contemporary relevance of the issues explored in the prescribed texts
	Indian Classical Literature in Translation EN – CE – 5334	CLO - 1	Learners will be acquainted with the rich historical and cultural heritage of India as expressed in Indian Classical Literature in Translation
		CLO - 2	Learners will be equipped to reconnect with their roots, cultural identities and values and integrate the knowledge acquired with contemporary scenario
		CLO - 3	Learners will be able to appreciate the enduring relevance of the texts prescribed as part of holistic development and will be encouraged to engage in scholarly pursuits and possibility of cultural exchange
	European Classical Literature in Translation EN – CE – 5344	CLO - 1	Learners will be acquainted with the socio-cultural and literary contexts of European Classical Literature and develop a comprehensive perspective
		CLO - 2	Learners will be able to distinguish the literary trends and contexts explored in Classical Literatures (Indian and European) to foster and inclusive worldview
		CLO - 3	Learners will be encouraged to engage in scholarly pursuits and contribute to comparative study and research
6	Indian Writing in English EN – CE – 6314	CLO - 1	Learners will be familiarised with the socio-cultural, economic and political trends and contexts in Indian Writing in English
		CLO - 2	Learners will develop an interest in critical and analytical reading of Indian Writing in English
		CLO - 3	After the completion of the course, the learners will be able to identify the various forms of Indian literature as well as analyse critically the texts prescribed sector.
	American Literature EN – CE – 6324	CLO - 1	Learners will be familiarised with the socio-cultural, economic and political trends and contexts in American Literature.

6	American Literature EN – CE – 6324	CLO - 2	Learners will develop an interest in critical and analytical reading of American Literature.
		CLO - 3	After the completion of the course, the learners will be able to identify the various forms of literature as well as analyse critically the texts prescribed.
	Women's Writing EN – CE – 6334	CLO - 1	Learners will be familiarised with the feminist awareness of women's lives and the poetics and politics of representation in literature
		CLO - 2	Learners will be encouraged to understand the distinctive ways the prescribed texts address and examine the idea of gender
		CLO - 3	Learners will be able to rethink gender roles in literature.
	Concepts in Literary Criticism EN – CE – 6344	CLO - 1	Learners will be acquainted with the major ideas and trends in Western literary criticism from Graeco-Roman antiquity to the early modern
		CLO - 2	Learners will be encouraged to apply critical ideas of literary criticism
		CLO - 3	Learners will be able to analyse and interpret texts applying the ideas of literary criticism
7	Research Methodology EN – CE – 7414	CLO - 1	Learners will be familiarised with the methods, modes and areas of research
		CLO - 2	Learners will develop critical, collaborative and analytical thinking to engage in quality research activities and also maintain academic integrity and research ethics
		CLO - 3	Learners will gain competence in various aspects of application of technology and use of digital resources
	Modern Indian Writing EN – CE – 7424	CLO - 1	Learners will be familiarised with the socio-cultural, economic and political contexts of Indian Writing in English Translation
		CLO - 2	Learners will develop critical, collaborative and analytical thinking to engage with the concepts of national identity, culture and language
		CLO - 3	Learners will be encouraged to engage in research activities in related areas

7	20 th Century Criticism and Theory EN – CE – 7434	CLO - 1	Learners will be acquainted with the major concepts and trends in 20 th Century Criticism and Theory
		CLO - 2	Learners will be able to analyse and interpret texts applying the ideas of literary criticism
		CLO - 3	Learners will develop critical, collaborative and analytical thinking to pursue independent research
	Nature and Literature EN – CE – 7444	CLO - 1	Learners will be familiarised with key concepts of ecocritical studies viz., landscape, climate, gender, violence and agency across literary periods, genres and cultures
		CLO - 2	Learners will be able to develop a global and inclusive understanding of the concepts of literature and connect to contemporary environmental concerns
		CLO - 3	Learners will develop critical, collaborative and analytical thinking to engage in research activities in related areas
	Writings From the Margins EN – CE – 7454	CLO - 1	Learners will be familiarised with socio-cultural, economic and political contexts in literature from the margins.
		CLO - 2	Learners will develop an interest in critical, collaborative and analytical reading of marginalized literature.
		CLO - 3	Learners will be able to identify various forms of oppression and that would make them more sensitive towards the concerns and challenges faced by those living in the margins
8	Postcolonial Literature EN – CE – 8414	CLO - 1	Learners will be familiarised with the socio-cultural, economic and political contexts of Postcolonial literature
		CLO - 2	Learners will develop critical, collaborative and analytical thinking to engage with the concepts of race, identity, ethnicity and gender
		CLO - 3	Learners will be able to address the complex dynamics of postcolonial literature and engage in research activities in related areas

8	Partition Literature EN – CE – 8424	CLO - 1	Learners will be familiarised with the socio-cultural, economic and political contexts of Partition literature
		CLO - 2	Learners will develop critical, collaborative and analytical thinking to engage with the concepts of nation, identity, borders, memory, trauma, violence and gender
		CLO - 3	Learners will be able to address the complex dynamics of partition literature and engage in research activities in related areas
	Writings From the Northeast EN – CE – 8434	CLO - 1	Learners will be familiarised with the socio-cultural, economic and political contexts of Writings from the Northeast
		CLO - 2	Learners will develop critical, collaborative and analytical thinking to engage with the concepts of history and oral tradition, ethnicity, memory and trauma, violence and gender
		CLO - 3	Learners will be able to address the complexities of assertion and preservation of regional identity in Writings from the Northeast, and engage in research activities in related areas
	Twenty-First Century World Literature EN - CE – 8444	CLO - 1	Learners will be familiarised with the socio-cultural, economic and political contexts of Twenty First Century World Literature
		CLO - 2	Learners will develop critical, collaborative and analytical thinking to engage with the concepts of history and national identity, violence and oppression, minority literature and gender
		CLO - 3	Learners will be able to address the complex dynamics of Twenty First Century World Literature and engage in research activities in related areas
	Modern European Literature EN – CE – 8454	CLO - 1	Learners will be familiarised with the socio-cultural, economic and political contexts of Modern European Literature in translation
		CLO - 2	Learners will develop critical, collaborative and analytical thinking to understand the literary trends and contexts integral to the conceptualisation of Modern European Literature in

			translation
8		CLO - 3	Learners will be able to address the complex dynamics of Twenty First Century World Literature and engage in research activities in related areas

MAPPING OF PROGRAMME OUTCOME (PO) AND COURSE LEARNING OUTCOME (CLO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

COURSE CODE	CLO	PROGRAMME OUTCOME										
		APO1	APO2	APO3	APO4	APO5	APO6	APO7	APO8	APO9	APO10	APO11
EN-CE-1114	CLO-1	1	3			1		2		2	2	2
	CLO-2	1	2					2		2	2	2
	CLO-3	1	2	2	2	1		2	2	2	2	2
EN-CE-2114	CLO-1	1	1	2		2	2	2		2	2	
	CLO-2	1	1	2		2	1	2	2	2	2	2
	CLO-3	1	1	2		2	3	1	2	2	1	1
EN-CE-3214	CLO-1	1	2	1	2	1	3	2	3	1	1	2
	CLO-2	1	2	2	3	1	3	1	3	1	1	1
	CLO-3	1	1	2	3	1	1	1	2	1	1	2
EN-CE-3224	CLO-1	1	1	1	2	1	2	1	2	1	1	2
	CLO-2	1	1	1	2	1	2	1	2	1	1	2
	CLO-3	1	1	1	1	1	2	1	2	1	1	2
EN-CE-4214	CLO-1	1	1	1	2	1	2	1	2	1	1	2
	CLO-2	1	1	1	1	1	2	1	2	1	1	1
	CLO-3	1	1	1	1	1	1	1	1	1	1	2
EN-CE-4224	CLO-1	1	1	1	2	1	2	1	2	2	1	1
	CLO-2	1	1	1	2	1	2	1	2	1	1	1
	CLO-3	1	1	1	2	1	2	1	2	1	1	2
EN-CE-4234	CLO-1	1	1	1	2	1	1	1	2	1	1	2
	CLO-2	1	1	1	2	1	1	1	2	1	1	1
	CLO-3	1	1	1	2	1	1	1	2	1	1	2
EN-CE-5314	CLO-1	1	1	1	2	1	1	1	3	1	1	2
	CLO-2	1	1	1	2	1	1	1	3	1	1	2
	CLO-3	1	1	1	2	1	1	1	2	1	1	2
EN-CE-5324	CLO-1	1	1	1	1	1	3	1	2	2	1	2
	CLO-2	1	1	1	1	1	2	1	2	1	1	1
	CLO-3	1	1	1	1	1	2	1	1	1	1	1
EN-CE-5334	CLO-1	1	1	1	3	1	3	1	2	1	1	2
	CLO-2	1	1	1	2	1	2	1	2	1	1	2
	CLO-3	1	1	1	3	1	2	1	2	1	1	1
EN-CE-5344	CLO-1	1	1	1	3	1	2	1	2	1	1	2
	CLO-2	1	1	1	3	1	2	1	2	1	1	2
	CLO-3	1	1	1	3	1	1	1	2	1	1	1
EN-CE-6314	CLO-1	1	1	1	1	1	1	1	2	2	2	2
	CLO-2	1	1	1	3	1	2	1	1	1	2	1
	CLO-3	1	1	1	3	1	1	1	3	2	1	2

COURSE CODE	CLO	PROGRAMME OUTCOME										
		APO1	APO2	APO3	APO4	APO5	APO6	APO7	APO8	APO9	APO10	APO11
EN-CE-6324	CLO-1	1	1	1	3	1	2	1	2	2	1	2
	CLO-2	1	1	1	3	1	1	3	2	1	1	1
	CLO-3	1	1	1	3	1	1	1	2	1	1	2
EN-CE-6334	CLO-1	1	1	1	2	1	2	1	1	1	1	2
	CLO-2	1	1	1	3	1	1	1	1	1	1	1
	CLO-3	1	1	1	1	1	2	1	1	1	1	1
EN-CE-6344	CLO-1	1	1	1	3	2	3	1	2	1	1	2
	CLO-2	1	1	1	3	2	3	1	2	1	1	1
	CLO-3	1	1	1	3	2	3	1	2	1	1	2
EN-CE-7414	CLO1	1	1	1	2	1	2	1	1	1	1	2
	CLO2	1	1	2	1	1	1	1	1	1	1	2
	CLO3	1	1	2	1	1	1	1	1	1	1	2
EN-CE-7424	CLO1	1	1	1	1	1	2	1	2	2	1	2
	CLO2	1	1	1	1	1	2	1	2	2	1	2
	CLO3	1	1	1	2	1	2	1	2	1	1	2
EN-CE-7434	CLO1	1	1	1	2	1	2	1	2	1	1	2
	CLO2	1	1	1	2	1	2	1	2	1	1	2
	CLO3	1	1	1	2	1	2	1	2	1	1	2
EN-CE-7444	CLO1	1	1	2	1	1	1	1	2	2	1	2
	CLO2	1	1	2	1	1	1	1	2	1	1	2
	CLO3	1	1	2	1	1	1	1	2	1	1	2
EN-CE-7454	CLO1	1	2	1	1	1	2	2	2	1	1	2
	CLO2	1	2	1	1	1	2	2	2	1	1	2
	CLO3	1	2	1	1	1	2	2	2	1	1	2
EN-CE-8414	CLO1	1	1	1	1	1	2	1	2	1	1	2
	CLO2	1	1	1	1	1	2	1	2	1	1	2
	CLO3	1	1	1	1	1	2	1	2	1	1	2
EN-CE-8424	CLO1	1	1	1	1	1	2	1	2	1	1	2
	CLO2	1	1	1	1	1	2	1	2	1	1	2
	CLO3	1	1	1	1	1	2	1	2	1	1	2
EN-CE-8434	CLO1	1	1	1	1	1	2	1	2	1	1	2
	CLO2	1	1	1	1	1	2	1	2	1	1	2
	CLO3	1	1	1	1	1	2	1	2	1	1	2
EN-CE-8444	CLO1	1	1	1	2	1	2	1	2	1	1	2

	CLO2	1	1	1	2	1	2	1	2	1	1	2
	CLO3	1	1	1	2	1	2	1	2	1	1	2
EN-CE-8454	CLO1	1	1	1	2	1	2	1	2	1	1	2
	CLO2	1	1	1	2	1	2	1	2	1	1	2
	CLO3	1	1	1	2	1	2	1	2	1	1	2

MAPPING OF PROGRAMME SPECIFIC OUTCOME (PSO) AND COURSE LEARNING OUTCOME (CLO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

COURSE CODE	CLO	PROGRAMME SPECIFIC OUTCOME						
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
EN-CE-1114	CLO-1	1	2	3	3	3	1	1
	CLO-2	1	2	1	3	3	2	1
	CLO-3	1	3	1	3	3	1	1
EN-CE-2114	CLO-1	1	2	2	2	2	1	1
	CLO-2	1	3	1	2	2	1	1
	CLO-3	1	3	3	3	3	1	1
EN-CE-3214	CLO-1	1	2	1	1	2	2	1
	CLO-2	1	2	2	2	2	1	1
	CLO-3	1	2	1	2	2	1	1
EN-CE-3224	CLO-1	1	2	1	1	2	2	1
	CLO-2	1	2	1	2	2	1	1
	CLO-3	1	2	1	1	1	1	1
EN-CE-4214	CLO-1	1	2	1	1	2	2	1
	CLO-2	1	2	1	1	2	1	1
	CLO-3	1	2	1	1	1	1	1
EN-CE-4224	CLO-1	1	2	1	1	2	2	1
	CLO-2	1	2	1	1	1	2	1
	CLO-3	1	2	1	1	1	1	1
EN-CE-4234	CLO-1	1	2	1	1	2	2	1
	CLO-2	1	2	1	1	1	1	1
	CLO-3	1	2	1	1	1	1	1
EN-CE-5314	CLO-1	1	2	1	1	1	1	1
	CLO-2	1	2	1	1	1	1	1
	CLO-3	1	1	1	1	1	2	1
EN-CE-5324	CLO-1	1	2	1	1	2	2	1
	CLO-2	1	2	1	1	1	2	1
	CLO-3	1	2	1	1	2	1	1
EN-CE-5334	CLO-1	1	1	1	1	2	1	1
	CLO-2	1	1	1	1	2	1	1
	CLO-3	1	1	1	1	2	2	1
EN-CE-5344	CLO-1	1	2	1	1	2	2	1
	CLO-2	1	1	1	1	2	2	1
	CLO-3	1	1	1	1	1	1	1
EN-CE-6314	CLO-1	1	1	1	2	2	2	1
	CLO-2	1	1	1	1	1	1	1

	CLO-3	1	1	1	1	2	1	1
COURSE CODE	CLO	PROGRAMME SPECIFIC OUTCOME						
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
EN-CE-6324	CLO-1	1	2	1	1	1	2	1
	CLO-2	1	2	1	1	1	1	1
	CLO-3	1	2	1	1	1	1	1
EN-CE-6334	CLO-1	1	2	1	1	1	1	1
	CLO-2	1	2	1	1	1	2	1
	CLO-3	1	2	1	1	1	1	1
EN-CE-6344	CLO-1	1	2	1	2	2	1	1
	CLO-2	1	2	1	2	2	1	1
	CLO-3	1	2	1	2	2	1	1
EN-CE-7414	CLO1	2	2	2	2	2	1	2
	CLO2	2	2	2	2	2	1	1
	CLO3	2	2	2	2	2	1	1
EN-CE-7424	CLO1	1	1	1	1	1	1	2
	CLO2	1	1	1	1	1	1	1
	CLO3	1	1	1	1	1	1	1
EN-CE-7434	CLO1	1	1	1	1	1	1	2
	CLO2	1	1	1	1	1	1	1
	CLO3	1	1	1	1	1	1	1
EN-CE-7444	CLO1	1	1	1	1	1	1	2
	CLO2	1	1	1	1	1	1	1
	CLO3	1	1	1	1	1	1	1
EN-CE-7454	CLO1	1	1	1	1	1	1	1
	CLO2	1	1	1	1	1	1	1
	CLO3	1	2	1	1	1	2	1
EN-CE-8414	CLO1	1	2	1	1	2	2	2
	CLO2	1	2	1	1	1	2	1
	CLO3	1	2	1	1	1	1	1
EN-CE-8424	CLO1	1	1	1	1	1	1	2
	CLO2	1	1	1	1	1	1	1
	CLO3	1	1	1	1	1	1	1
EN-CE-8434	CLO1	1	1	1	1	1	1	2
	CLO2	1	1	1	1	1	1	1
	CLO3	1	1	1	1	1	1	1
EN-CE-8444	CLO1	1	1	1	1	1	1	2
	CLO2	1	1	1	1	1	1	1
	CLO3	1	1	1	1	1	1	1
EN-CE-8454	CLO1	1	1	1	1	1	1	2
	CLO2	1	1	1	1	1	1	1
	CLO3	1	1	1	1	1	1	1

COURSE NAME: Forms of Literature

COURSE CODE: EN – CE – 1114

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY: 3 CREDITS

Total Lectures: 45

COURSE OBJECTIVE:

The course objectives of this course are as follows:

- *To help the learners develop reflective understanding of literature*
- *To help the learners form a foundational understanding of the various genres of literature*
- *To help the learners cultivate critical thinking*

COURSE LEARNING OUTCOME:

- CLO1:** *After the completion of the course, the learners will be able to identify the various forms of literature as well as analyse critically the texts prescribed*
- CLO2:** *The learners will also be familiarised with the methodology of critical and analytical reading to facilitate their interest in literature.*
- CLO3:** *The learners will be able to appreciate the emerging and contemporary trends of knowledge and values in literature*

Unit- I: Poetry (Lectures:15)

- Sonnet
- Ode
- Elegy
- Dramatic Monologue
- Ballad
- Blank Verse
- Lyric

Unit- II: Fiction (Lectures: 8)

- Types of Novel: picaresque, epistolary, gothic, historical, novel of manners, regional novel, stream of consciousness novel.
- The Short-story
- Graphic Novel

Unit- III: Non-Fiction (Lectures: 7)

- Essays
- Life Writing: Biographies, Auto-biographies, letters, memoirs, diaries
- Travel Writing

Unit- IV: Drama (Lectures: 15)

- Tragedy
- Comedy
- Theatre of Absurd
- Forms of Indian theatre:
 - Classical and folk theatres
 - Colonization and theatre
 - Contemporary theatre

Recommended Books:

1. Abrams, M.H. *A Glossary of Literary Terms*. New Delhi: Akash Press, 2007.
2. Ashok, Padmaja. *A Companion to Literary Forms*. Hyderabad: Orient Blackswan, 2015
3. Gray, Martin. *A Dictionary of Literary Terms*. New Delhi: Pearson, 2008.
4. Prasad, B. *A Background to the Study of English Literature*. New Delhi: Macmillan, 1965.
5. Scholes, Robert, et al., editors. *Elements of Literature: Essay, Fiction, Poetry, Drama, Film*. Calcutta: Oxford UP, 1997.

COURSE NAME: Language and Literature

COURSE CODE: EN – CE – 2114

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY: 3 Credits

TOTAL LECTURES: 45

COURSE OBJECTIVE:

The course objectives of this course are as follows:

- *To help the learners develop reflective understanding of the domain of literature*
- *To help the learners form an understanding of the distinctive ability of literature as mediator of socio-cultural change*
- *To help the learners develop competence in writing skills in English*

COURSE LEARNING OUTCOME:

CLO 1: *After the completion of the course, the learners will be able to appreciate the domain of literature and interpret a variety of written texts*

CLO 2: *The learners will also be familiarised with the methodology of critical and analytical reading to facilitate their interest in literature*

CLO 3: *The learners will be trained to communicate easily in English as their vocabulary and comprehension skills will be enhanced.*

Unit- I: Literary Texts: Poetry (LECTURES: 25)

- William Shakespeare: *Sonnet 73*
- John Milton: *On His Blindness*
- William Blake: *The Tyger*
- William Wordsworth: *Lucy Gray*
- P.B. Shelley: *To a Skylark*
- John Keats: *Ode to Autumn*
- Alfred Tennyson: *Break, Break, Break*
- Robert Browning: *My Last Duchess*
- W.B. Yeats: *The Second Coming*
- Emily Dickinson: *A Narrow Fellow in the Grass*
- Robert Frost: *Stopping By Woods on a Snowy Evening*
- Maya Angelou: *Still I Rise*
- Toru Dutt: *Sita*
- Arun Kolatkar: *An Old Woman*

Unit-II: Writing Skills (LECTURES: 20)

- Critical appreciation of an unseen poem
- Figures of speech,
 - Synecdoche,
 - Metonymy,
 - Chiasmus,
 - Hyperbole,
 - Antithesis,
 - Oxymoron
- Essay Writing
- Article Writing
- Speech Writing
- Writing Invitations and Replies
- Amplification

Recommended Books:

1. Abrams, M.H. *A Glossary of Literary Terms*. New Delhi: Akash Press, 2007.
2. Bose and Sterling. *Elements of English Rhetoric and Prosody*. Calcutta: Chakravarty, Chatterjee & Co.: 1960. <https://archive.org>
3. Gray, Martin. *A Dictionary of Literary Terms*. New Delhi: Pearson, 2008.
4. Prakasam, V. *Communicative English*. New Delhi: Neelkamal Publications Pvt. Ltd., 2014.
5. Quirk, R. and S. Greenbaum. *A University Grammar of English*. New Delhi: Pearson Education, 2008.
6. Ram, Hari and Swapna Gupta. *Write It Right: Sentences and Clauses*. New Delhi: Rajat Publications, 2018.

COURSE NAME: History Of English Literature: Medieval to Renaissance

COURSE CODE: EN- CE - 3214

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objectives:

The learning objectives of this course are as follows:

- *To help the learners understand the contexts of English literary traditions*
- *To enable the learners read and relate to the socio-cultural, economic and political trends that shaped the literary production of the time*
- *To help the learners cultivate critical thinking*

COURSE LEARNING OUTCOME:

CLO1: *Learners will be familiarised with the socio-cultural, economic and political trends in the English literary traditions from Medieval to Renaissance period to enable them to appreciate and analyse successfully the various genres*

CLO2: *Learners will be able to gain professional knowledge regarding history of the period*

CLO3: *Learners will be encouraged to engage in research activities in related areas*

Unit I: Medieval (Lectures: 20)

- Introduction to the Intellectual background
- The Norman Conquest of 1066
- Medieval Romances: Jean Bodel's *Division of Medieval Romances*-Matter of France, Rome and England
- Chaucer, Gower, Langland
- Mysteries, Miracles, Moralities, and Interludes

Unit II: Renaissance (Lectures: 25)

- Introduction to the Intellectual background
- Caxton and Printing in England
- Renaissance Humanism: Francis Bacon, Thomas More
- Renaissance Poetry: Wyatt and Surrey, Spenser, Sidney, Shakespeare
- Renaissance Drama: The University Wits, Shakespeare, Ben Jonson
- Dramatic Devices: Aside, soliloquy, deus ex machina, disguise, play within a play, chorus, mime, masques

Recommended Reading:

1. Abrams, M.H. and Geoffrey Harpham. *A Glossary of Literary Terms*. Cengage Learning, 2014.
2. Albert, Edward. *History of English Literature*. Oxford University Press, 2017.
3. Alexander, Michael. *A History of English Literature*. Palgrave Macmillan, 2000.
4. Barry, Peter. *Literature in Contexts*. Manchester University Press, 2012
5. Birch, Dinah. *The Oxford Companion to English Literature*. Oxford University Press, 2009.
6. Chandra, Naresh. *The Literature of the English Renaissance*. Doaba House, 1985.
7. Daiches, David. *A Critical History of English Literature (Volumes I and II)*. Supernova Publishers, 2019.
8. Long, W.J. *English Literature*. Maple Press, 2012.
9. Sanders, Andrew. *The Short Oxford History of English Literature*. Oxford University Press, 2004.
10. Scholes, Robert, et al. *Elements of Literature*. Oxford University Press, 1991.
11. Widdowson, Peter. *The Palgrave Guide to English Literature and its Contexts 1500-2000*. Palgrave Macmillan, 2004.

COURSE NAME: Medieval To Renaissance: Literary Texts

COURSE CODE: EN- CE - 3224

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

- *To acquaint the learners with the representative texts of the Medieval and Renaissance Period*
- *To develop reflective and critical understanding of poetry and drama that emerged against the literary and historical contexts*
- *To help the learners cultivate critical thinking and analytical ability*

COURSE LEARNING OUTCOME:

CLO 1: *Learners will be able to apply the knowledge about the specific historical period to critically interpret major literary forms like poetry & drama*

CLO 2: *Learners will be able to comprehend the prescribed texts as the formative ground for scholarly pursuits*

CLO 3: *Learners will be equipped to analyse the contemporary relevance of the issues explored in the prescribed texts*

Unit I: Poetry (Lectures: 15)

- Geoffrey Chaucer: *Prologue to The Canterbury Tales* –“Introduction”
- Philip Sidney: *From Astrophel and Stella: Sonnet 1, Sonnet 31*
- Michael Drayton: *Love’s Farewell*
- William Shakespeare: *Sonnet 29, Sonnet 130*
- Mary Wroth: *Sweetest Love, Return Again*

Unit II: Drama (Lectures: 30)

- Anonymous: *Everyman*
- Christopher Marlowe: *Doctor Faustus*
- William Shakespeare: *Twelfth Night*
- Ben Jonson: *Volpone*

Recommended Reading:

1. Beadle, Richard. *The Cambridge Companion to Medieval English Theatre*. Cambridge University Press, 1994.
2. Bradbrook M. C. *Themes and Conventions of Elizabethan Tragedy*, Cambridge University Press, 1960.
3. Braunmuller, A. R. & Michael Hattaway. *The Cambridge Companion to English Renaissance Drama*. Cambridge University Press, 2003.
4. Chaucer, Geoffrey. *The Canterbury Tales*. Translated by Nevill Coghill. Penguin, 2003.
5. Gurr, Andrew. *The Shakespearean Stage, 1574-1642*, Cambridge University Press, 1992

6. Jonson, Ben. *Volpone*. Edited by David Bevington and R. B. Parker. Manchester University Press, 1999.
7. Marlowe, Christopher. *Faustus*. Edited by Suroopa Mukherjee. Worldview Publications, 2000.
8. Moses, Montrose Jonas, ed. *Everyman: A Morality Play*. Legare Street Press, 2021.
9. Palmer, D.J, ed. Shakespeare: *Twelfth Night: A Selection of Critical Essays*. Casebook, 2007.
10. Potter, Robert A. *The English Morality Play: Origins History and Influence of a Dramatic Tradition*. Routledge & Kegan Paul, 1975.
11. Preminger, Alex & Terry V. F. Brogan. New Princeton *Encyclopaedia of Poetry and Poetics*. M J F Books, 1996.
12. Shakespeare, William. *Twelfth Night*. Edited by J.C. Dent. Oxford University Press, 1979.
13. Styan, J. L. Drama. *Stage and Audience*. Cambridge University Press, 1975.
14. Wells, Stanley W. & Margreta De Grazia. *The Cambridge Companion to Shakespeare*. Cambridge University Press, 2001.

COURSE NAME: History of English Literature: Jacobean to Romantic

COURSE CODE: EN- CE - 4214

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

The learning objectives of this course are as follows:

- *To help the learners comprehend the contexts of English literary traditions from Jacobean to Romantic period*
- *To enable the learners read and relate to the socio-cultural, economic and political trends that shaped the literary production of the time*
- *To help the learners cultivate critical thinking and analytical ability*

COURSE LEARNING OUTCOME:

CLO 1: *Learners will be familiarised with the socio-cultural, economic and political trends in the English literary traditions from Jacobean to Romantic period to enable them appreciate and analyse successfully the various genres*

CLO 2: *Learners will be able to gain professional knowledge regarding history of the period*

CLO 3: *Learners will be encouraged to engage in research activities in related areas*

Unit I: Drama and Poetry (Lectures: 20)

- Introduction to the Intellectual background
- Jacobean Playwrights: John Webster, Thomas Middleton, Francis Beaumont, John Fletcher
- Restoration Drama: John Dryden, William Wycherley, William Congreve, AphraBehn
- Metaphysical Poetry: John Donne, George Herbert, Henry Vaughan, Andrew Marvell
- Poetry of Milton
- Women poets: Katherine Philips and Anne Killigrew
- Poetry of Pope
- Transitional Poets: Thomas Gray, William Cowper, William Blake, Robert Burns
- Romantic Poets: William Wordsworth, S.T. Coleridge, Lord Byron, P.B. Shelley, John Keats

Unit II: Fiction and Non-Fiction (Lectures: 25)

- Introduction to the Intellectual background
- Periodical Essay: Joseph Addison & Richard Steele
- 18th Century Novel: Daniel Defoe, Samuel Richardson, Henry Fielding, Laurence Sterne
- Dr. Johnson and his Circle

- Walter Scott & the Historical Novel
- Jane Austen & the Novel of Manners
- Mary Shelley & the Gothic Novel
- The Personal Essay: Lamb & Hazlitt

Recommended Reading:

1. Abrams, M.H. and Geoffrey Harpham. *A Glossary of Literary Terms*. Cengage Learning, 2014.
2. Albert, Edward. *History of English Literature*. Oxford University Press, 2017.
3. Alexander, Michael. *A History of English Literature*. Palgrave Macmillan, 2000.
4. Barry, Peter. *Literature in Contexts*. Manchester University Press, 2012
5. Birch, Dinah. *The Oxford Companion to English Literature*. Oxford University Press, 2009.
6. Daiches, David. *A Critical History of English Literature (Volumes I and II)*. Supernova Publishers, 2019.
7. Long, W.J. *English Literature*. Maple Press, 2012.
8. Sanders, Andrew. *The Short Oxford History of English Literature*. Oxford University Press, 2004.
9. Scholes, Robert, et al. *Elements of Literature*. Oxford University Press, 1991.
10. Widdowson, Peter. *The Palgrave Guide to English Literature and its Contexts 1500-2000*. Palgrave Macmillan, 2004.

COURSE NAME: Jacobean to Restoration: Literary Texts

COURSE CODE: EN- CE - 4224

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

The learning objectives of this course are as follows:

- *To acquaint the learners with the representative texts from Jacobean to Restoration period*
- *To develop reflective and critical understanding of poetry and drama that emerged against the literary and historical contexts*
- *To help the learners cultivate critical thinking and analytical ability*

COURSE LEARNING OUTCOME:

CLO1: *Learners will be able to apply the knowledge about the specific historical period to critically interpret major literary forms like poetry & drama from Jacobean to Restoration period*

CLO2: *Learners will be able to comprehend the prescribed texts as the formative ground for scholarly pursuits*

CLO3: *Learners will be equipped to analyse the contemporary relevance of the issues explored in the prescribed texts*

Unit I: Poetry (Lectures: 15)

- John Milton: *Invocation* (From *Paradise Lost*, Book I, Lines 1-68)
- Andrew Marvell: *To His Coy Mistress*
- John Donne: *Sweetest Love, I do not Go*; *Canonization*; *The Good-Morrow*; *Death, Be not Proud*
- George Herbert: *The Rose*
- John Dryden: *MacFlecknoe*

Unit II: Drama (Lectures: 30)

- John Webster: *The White Devil*
- Aphra Behn: *The Rover*
- William Congreve: *The Way of the World*

Recommended Reading:

1. Behn, Aphra. *The Rover*. Edited by Asha S. Kanwar and Anand Prakash. Worldview, 2000.
2. Bell, Ilona. *Selected Poems: Donne*. Penguin, 2006.

3. Congreve, William. *The Way of the World*. Edited by Sonia Sahoo and Deblina Hazra. Worldview, 2021.
4. Fisk, Deborah Payne. *The Cambridge Companion to English Restoration Theatre*. Cambridge University Press, 2000.
5. Herbert, George. *The Rose*. <https://www.ccel.org/h/herbert/temple/Rose.html>
6. Marvell, Andrew. *The Complete Poems*. Edited by Jonathan Bate. Penguin, 2005.
7. Milton, John. *Paradise Lost*. Edited by David Hawkes. Oxford UP, 2008.
8. Owen, Susan J. *A Companion to Restoration Drama*. Wiley-Blackwell, 2002.
9. Webster, John. *The White Devil*. Edited by Rene Weis. Oxford UP, 1998.

COURSE NAME: Neoclassical to Romantic: Literary Texts

COURSE CODE: EN- CE - 4234

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

The learning objectives of this course are as follows:

- *To acquaint the learners with the representative texts from Neoclassical to Romantic period*
- *To develop reflective and critical understanding of poetry and drama that emerged against the literary and historical contexts*
- *To help the learners cultivate critical thinking and analytical ability*

COURSE LEARNING OUTCOME:

CLO 1: *Learners will be able to apply the knowledge about the specific historical period to critically interpret major literary forms like poetry, prose & fiction from Neoclassical to Romantic period*

CLO 2: *Learners will be able to comprehend the prescribed texts as the formative ground for scholarly pursuits*

CLO 3: *Learners will be equipped to analyse the contemporary relevance of the issues explored in the prescribed texts.*

Unit I: Poetry (Lectures: 20)

- Alexander Pope: *Epistle to Dr. Arbuthnot*
- Thomas Gray: *Elegy Written in a Country Churchyard*
- William Wordsworth: *Lines Written a Few Miles above Tintern Abbey*
- S.T. Coleridge: *The Rime of the Ancient Mariner*
- P.B. Shelley: *Ode to the West Wind*
- John Keats: *Ode on a Grecian Urn*

Unit II: Fiction and Non-fiction (Lectures: 25)

- Daniel Defoe: *Robinson Crusoe*
- Jane Austen: *Pride & Prejudice*
- Richard Steele: *The Spectator Club*
- William Hazlitt: *On Going a Journey*

Recommended Reading:

1. Austen, Jane. *Pride and Prejudice*. Edited by Fiona Stafford. Oxford UP, 2008.
2. Boyton, Henry W. Pope's *The Rape of the Lock and Other Poems*. The Riverside Press, 1901.
3. Defoe, Daniel. *Robinson Crusoe*. Edited by John Richetti. Penguin, 2003.
4. Dryden, John. *Mac Flecknoe*. Edited by Madhu Grover. Worldview, 2001.
5. Gray, Thomas, et al. *Elegy Written In A Country Churchyard And Others Poems*. Legare Street Press, 2023.
6. Sampson, George. Hazlitt: *Selected Essays*. Cambridge UP, 2015.
7. Stafford, Fiona. *Wordsworth and Coleridge: Lyrical Ballads*. Oxford UP, 2013
8. Steele, Richard and Joseph Addison. *Sir Roger de Coverley and the Spectator's Club*. Educational Publishing Company, 1908.
9. Wordsworth, Jonathan. *The Penguin Book of Romantic Poetry*. Penguin, 2005.

COURSE NAME: History of English Literature: Victorian and After

COURSE CODE: EN- CE - 5314

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

The learning objectives of this course are as follows:

- *To help the learners comprehend the trajectory of English literary traditions from Victorian to Modern period and After*
- *To enable the learners read and relate to the socio-cultural, economic and political trends that shaped the literary production of the time*
- *To help the learners cultivate critical thinking and analytical ability*

COURSE LEARNING OUTCOME:

CLO 1: *Learners will be familiarised with the socio-cultural, economic and political trends and trajectory of English literary traditions from Victorian to Modern period and after to enable them to appreciate and analyse successfully the various genres*

CLO 2: *Learners will be able to gain professional knowledge regarding the history of the period*

CLO 3: *Learners will be encouraged to engage in research activities in related areas*

Unit I: Victorian Period (Lectures: 15)

- Introduction to the Intellectual background
- Fiction: Charles Dickens, The Brontes, George Eliot, Thomas Hardy,
- Prose: Thomas Carlyle, Matthew Arnold
- Poetry: Lord Alfred Tennyson, Robert Browning and Elizabeth Barrett Browning, D. G. Rossetti, Matthew Arnold, G.M. Hopkins
- The Oxford Movement & the Crisis of Religion

Unit II: Modernism and After (Lectures: 30)

- Introduction to the Intellectual background
- Modern Poetry: W.B. Yeats and T. S. Eliot
The Oxford Poets
The War Poets
- Modern Fiction: Joseph Conrad, Rudyard Kipling, D. H. Lawrence
The Stream of Consciousness: Virginia Woolf & James Joyce
- Modern Drama: T. S. Eliot, G. B. Shaw, W. S. Maugham, J.M. Synge
- New Theatre: John Osborne, Christopher Fry, John Arden, Arnold Wesker

- Theatre of the Absurd: Samuel Beckett & Harold Pinter
- Poetry from the 1950s: Philip Larkin, Ted Hughes, Seamus Heaney & Carol Ann Duffy
- Post-modernism: An Introduction

Recommended Reading:

1. Abrams, M.H. and Geoffrey Harpham. *A Glossary of Literary Terms*. Cengage Learning, 2014
2. Bibhash, Choudhury. *English Social and Cultural History: An Introductory Guide and Glossary*. PHI Learning, 2005.
3. Borgohain, Pradipta. *Victorian Literature*. Orient Blackswan, 2017
4. Butler, Christopher. *Postmodernism: A Very Short Introduction*. Oxford UP, 2002.
5. *Modernism: A Very Short Introduction*. Oxford UP, 2010.
6. Carter, Ronald and John McRae. *The Routledge History of Literature in English*. Routledge, 2017.
7. Esslin, Martin. *The Theatre of the Absurd*. Bloomsbury, 2014.
8. Ian, Hamilton and Jeremy Noel-Tod. *The Oxford Companion to Modern Poetry*. Oxford UP, 2013.
9. Innes, Christopher. *Modern British Drama: The Twentieth Century*. Cambridge UP, 2002.
10. Kern, Stephen. *The Modernist Novel: A Critical Introduction*. Cambridge UP, 2011.
11. Mchale, Brian. *The Cambridge Introduction to Postmodernism*. Cambridge UP, 2015.

COURSE NAME: Victorian and After: Literary Texts

COURSE CODE: EN- CE - 5324

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

The learning objectives of this course are as follows:

- *To acquaint the learners with the representative texts from Victorian period and after*
- *To develop reflective and critical understanding of poetry and drama that emerged against the literary and historical contexts*
- *To help the learners cultivate critical thinking and analytical ability*

COURSE LEARNING OUTCOME:

CLO1: *Learners will be able to apply the knowledge about the specific historical period to critically interpret major literary forms like poetry & fiction from Victorian period and after*

CLO2: *Learners will be able to comprehend the prescribed texts as the formative ground for scholarly pursuits*

CLO3: *Learners will be equipped to analyse the contemporary relevance of the issues explored in the prescribed texts*

Unit I: Victorian Period (Lectures: 20)

- Alfred Tennyson: *Ulysses*
- Robert Browning: *Porphyria's Lover*
- Matthew Arnold: *Dover Beach*
- Christina Rossetti: *Goblin Market*
- G.M. Hopkins: *The Windhover; Pied Beauty*
- Emily Bronte: *Wuthering Heights*
- George Eliot: *Mill on the Floss*
- Thomas Hardy: *'The Three Strangers'* from *Wessex Tales*

Unit II: Modernism and After (Lectures: 25)

- W. B. Yeats: *Easter 1916*
- T.S. Eliot: *Preludes*
- W.H. Auden: *In Memory of W.B. Yeats*
- Philip Larkin: *The Whitsun Weddings*
- Carol Ann Duffy: *Warming her Pearls*
- Virginia Woolf: *Modern Fiction*

- Samuel Beckett: *Waiting for Godot*

Recommended Reading:

1. Adams, James Eli. *A History of Victorian Literature*. West Sussex: Wiley-Blackwell, 2012.
2. Beckett, Samuel. *Waiting for Godot*. Edited by G.J.V. Prasad. Longman, 2006.
3. Bevis, Mathew. *The Oxford Handbook to Victorian Poetry*. Oxford: Oxford UP, 2013.
4. Bickley, Francis. *Matthew Arnold and His Poetry*. New York: AMS Press, 1972.
5. Bronte, Emily. *Wuthering Heights*. Oxford: Oxford UP, 2009.
6. David, Deirdre, ed. *The Cambridge Companion to the Victorian Novel*. Cambridge: Cambridge UP, 2012.
7. Day, Aidan, ed. *Alfred Lord Tennyson: Selected Poems*. London: Penguin, 2004.
8. Eliot, George. *Mill on the Floss*. Penguin, 2003.
9. Hardy, Thomas. *Wessex Tales*. Oxford: Oxford UP, 2009.
10. Humphries, Simon, ed. *Christina Rossetti: Poems and Prose*. Oxford: Oxford UP, 2008.
11. Phillips, Catherine, ed. Gerard Manley Hopkins: *The Major Works*. Oxford: Oxford UP, 2009.
12. Stauffer, Andrew M. and James F. Loucks, eds. *Robert Browning's Poetry*. New York: W.W. Norton, 2007.
13. Woolf, Virginia. "Modern Fiction" in *Mrs. Dalloway*. Edited by Brinda Bose. Worldview Publications, 2017.

COURSE NAME: Indian Classical Literature in Translation

COURSE CODE: EN- CE - 5334

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

The learning objectives of this course are as follows:

- *To help the learners develop reflective understanding of the rich historical and cultural heritage of India as expressed in Indian Classical Literature in Translation*
- *To help the learners connect with their roots and explore possibilities of cultural exchange*
- *To help the learners cultivate critical thinking and analytical ability*

COURSE LEARNING OUTCOME:

CLO 1: *Learners will be acquainted with the rich historical and cultural heritage of India as expressed in Indian Classical Literature in Translation*

CLO 2: *Learners will be equipped to reconnect with their roots, cultural identities and values and integrate the knowledge acquired with contemporary scenario*

CLO 3: *Learners will be able to appreciate the enduring relevance of the texts prescribed as part of holistic development and will be encouraged to engage in scholarly pursuits and possibility of cultural exchange*

Unit I: Epic (Lectures: 20)

- 'Preface' from *Mahabharata* by C. Rajagopalachari
- Valmiki: 'Uttar Kand' in *Ramayana*
- Vyasa: 'The Dicing'; 'The Sequel to Dicing'; 'The Temptation of Karna' in *The Mahabharata*

Unit II: Drama (Lectures: 25)

- Introduction to Indian Classical Drama
- *Navarasa* from Bharata's *Natya Sastra*
- Kalidasa: *Abhijnana Shakuntalam*
- Sudraka: *Mrichchhakatika*

Recommended Reading:

1. Bharatamuni. *The Natya Sastra of Bharatamuni*. Translated by Board of Scholars. Sri Satguru Publications, 2014.
2. Dowson, John. *A Classical Dictionary of Hindu Mythology and Religion: Geography, History and Literature*. Pilgrims Publishing, 2000.

3. Kalidasa. *Abhijnana Sakuntalam*. Translated by Chandra Rajan, in Kalidasa: The Loom of Time. Penguin, 2000.
4. Karve, Iravati. *Yuganta: The End of an Epoch*. Orient Black Swan, 2008.
5. Pollock, Sheldon. *A Rasa Reader: Classical Indian Aesthetics*. Columbia University Press, 2016.
6. Rajagopalachari, C.
Mahabharatahttps://www.academia.edu/42710950/MAHABHARATAretold_by_C_Rajagopalac
hari
7. Rajagopalachari, C. *Mahabharata*. Bharatiya Vidya Bhavan, 2012
8. Rangacharya, Adya. *Introduction to Bharata's Natya-Sastra*. Popular Prakashan, 1966.
9. Rao, U.S.Krishna. *A Dictionary of Bharata Natya*. Orient Longman Ltd., 1990.
10. Sudraka. *Mrichchhakatika*. Translated by M.M. Ramachandra Kale. World View, 2019.
11. Valmiki. *Ramayana*. Bharatiya Vidya Bhaban, 2013.
12. Vyasa. *The Mahabharata*. Translated and edited by J.A.B. van Buitenen. Brill, 1975.

COURSE NAME: European Classical Literature in Translation

COURSE CODE: EN- CE - 5344

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

The learning objectives of this course are as follows:

- *To help the learners develop reflective understanding of the rich historical and cultural heritage of the West as expressed in European Classical Literature in Translation*
- *To help the learners appreciate the different nuances of classical European culture*
- *To help the learners cultivate critical thinking and analytical ability*

COURSE LEARNING OUTCOME:

CLO 1: *Learners will be acquainted with the socio-cultural and literary contexts of European Classical Literature and develop a comprehensive perspective*

CLO 2: *Learners will be able to distinguish the literary trends and contexts explored in Classical Literatures (Indian and European) to foster an inclusive worldview*

CLO 3: *Learners will be encouraged to engage in scholarly pursuits and contribute to comparative study and research*

Unit I: Drama (Lectures: 20)

- Introduction to Classical European drama
- Sophocles: *Oedipus Rex*
- Plautus: *Pot of Gold*

Unit II: Epics and Satires (Lectures: 12)

- Introduction to Classical European epic
- Homer: Book I and Book II (*The Odyssey*)
- Classical Satire: An Introduction
- Horace: Satires 1:4 (*Satires*)

Unit III: Tales (Lectures: 13)

- Introduction to Ovid's *Metamorphoses*
- Ovid: '*Daphne and Apollo*' (Book I); '*Echo and Narcissus*' (Book II); '*Mars and Venus*' (Book IV) (from *Metamorphoses*)

Recommended Reading:

1. Aristotle. *Poetics*. Translated by Anthony Kenny. Oxford UP, 2013.
2. Homer. *The Odyssey*. Translated by Anthony Verity. Oxford UP, 2016.

3. Louage, A. *A History of Greek and Roman Classical Literature*. Legare Street Press, 2022.
4. Ovid. *Metamorphoses*. Translated by David Raeburn. Penguin, 2004.
5. Plautus. *Pot of Gold*. Translated by E.F. Watling. Penguin, 1965.
6. Quintero, Ruben. *A Companion to Satire: Ancient and Modern*. Wiley, 2008.
7. Rudd, Niall. *The Satires of Horace and Persius*. Penguin, 2005.
8. Sophocles. *Oedipus Rex*. Translated by David Mulroy. University of Wisconsin Press, 2011.

COURSE NAME: Indian Writing in English

COURSE CODE: EN- CE - 6314

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

The learning objectives of this course are as follows:

- *To help the learners develop reflective understanding of the trajectory of distinctive literary texts written in English in the wake of English education in India*
- *To enable the learners read and relate to the socio-cultural, economic and political trends that shaped the literary production of the time*
- *To help the learners connect with their roots and explore possibilities of cultural exchange*

COURSE LEARNING OUTCOME:

CLO 1: *Learners will be familiarised with the socio-cultural, economic and political trends and contexts in Indian Writing in English*

CLO 2: *Learners will develop an interest in critical and analytical reading of Indian Writing in English*

CLO 3: *After the completion of the course, the learners will be able to identify the various forms of Indian literature as well as analyse critically the texts prescribed*

Unit I: Literary History :(Lectures: 10)

- Macaulay's Minute on Education, February 2, 1835 (Excerpts)
- "Introduction" from *An Illustrated History of Indian Literature in English* edited by A.K. Mehrotra

Unit II: Poetry (Lectures: 10)

- Ramanujan: *A River; Snakes*
- Eunice de Souza: *Autobiographical; Advice to Women*
- Nissim Ezekial: *Enterprise; A Very Indian Poem in English*
- Agha Shahid Ali: *Postcard from Kashmir; The Season of the Plains*

Unit III: Fiction (Lectures: 12)

- R. K. Narayan: *The Guide*
- Mulk Raj Anand: *'The Liar'*
- Rohinton Mistry: *'The Collectors'*

Unit IV: Drama (Lectures: 13)

- Mahesh Dattani: *Dance Like a Man*
- Manjula Padmanabhan: *Harvest*

Recommended Reading:

1. Bhatia, Nandi, ed. *Modern Indian Theatre-A Reader*. Oxford University Press: New Delhi, 2011
2. Chaudhuri, Asha Kuthari. Mahesh Dattani. *Foundation Books*: New Delhi, 2005
3. Dattani, Mahesh. *Dance Like a Man*. Penguin Books: New Delhi, 2006
4. Gokak, Vinay Krishna, ed. *The Golden Treasury of Indo-Anglian Poetry*. Sahitya Akademi: New Delhi, 2010
5. Gopal, Priyamvada. *The Indian English Novel: Nation, History and Narration*. Oxford University Press: New York, 2009
6. King, Bruce. *Modern Indian Poetry in English*. Oxford University Press: New Delhi, 2001
7. Mehrotra, A.K. *An Illustrated History of Indian Literature in English*. Permanent Black, 2012.
8. Mehrotra, A.K, ed. *Twelve Modern Indian Poets*. Oxford University Press: New Delhi, 2007
9. Manjula, Padmanabhan. *Laughter and Blood: Performance Pieces*. New Delhi: Hachette India, 2020
10. Naik, M.K. *A History of Indian English Literature*. Sahitya Akademi: New Delhi, 2006
11. Naik, M.K. & Shyamala A. Narayan. *Indian English Literature 1980-2000: A Critical Survey*. Pencraft International: New Delhi, 2011
12. Narayan. R. K. *The Guide*. Indian Thought Publications, 2010.
13. Paniker, K. Ayyappa, ed. *Modern Indian Poetry in English*. Sahitya Akademi: New Delhi, 2016
14. Rushdie, Salman & E. West, ed. *The Vintage Book of Indian Writing 1947-1997*. Vintage: London, 1997
15. Tandon, Neeru, ed. *Perspectives and Challenges in India-English Drama*. Atlantic Publishers and Distributors: New Delhi, 2006
16. Walsh, William. *Indian Literature in English*. Longman: New York, 1990
17. Macaulay-Minutes.pdf www.https://:home.iitk.ac.in

COURSE NAME: American Literature

COURSE CODE: EN- CE - 6324

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

The learning objectives of this course are as follows:

- *To help the learners develop reflective understanding of the trends in American literature*
- *To enable the learners read and relate to the socio-cultural, economic and political trends that shaped the literary production of the time*
- *To help the learners cultivate critical thinking and analytical ability*

COURSE LEARNING OUTCOME:

CLO1: *Learners will be familiarised with the socio-cultural, economic and political trends and contexts in American Literature*

CLO2: *Learners will develop an interest in critical and analytical reading of American Literature.*

CLO3: *After the completion of the course, the learners will be able to identify the various forms of literature as well as analyse critically the texts prescribed*

Unit I: Introduction to American Literature from 17th Century to the Present (Lectures: 10)

Frontier Experience, Transcendentalism, Harlem Renaissance, American Dream, Refashioning American Identity

Unit II: Poetry (Lectures: 10)

- Anne Bradstreet: *The Prologue*
- Walt Whitman: Part 1 & 2 from *Song of Myself*
- Emily Dickinson: *Because I could not Stop for Death; This is My Letter to the World*
- Robert Frost: *Mending Wall; Desert Places*
- Langston Hughes: *Negro Speaks of Rivers; Harlem*

Unit I: Fiction and Autobiography (Lectures: 12)

- E. A. Poe: *'The Tell Tale Heart'*
- Ernest Hemingway: *The Old Man and the Sea*
- Harriet Jacobs: *'A Perilous Passage in a Slave Girl's Life'* from *Incidents in the Life of a Slave Girl*

Unit IV: Drama (Lectures: 13)

- T. Williams: *A Glass Menagerie*
- Paula Vogel: *How I learned to Drive*

Recommended Reading:

1. Baym, Neena. *The Norton Anthology of American Literature*. W. W. Norton & Company, 2012.
2. Buland, Richard & Malcolm Bradbury. *From Puritanism to Postmodernism: A History of American Literature*. Penguin, 1992.
3. Emerson, Ralph Waldo. *The American Scholar*. Grape Vine India, 2023
4. Gary, Richard. *A History of American Literature*. Wiley-Blackwell, 2012.
5. Hayes, Kevin J. *A Journey through American Literature*. Oxford University Press, 2012
6. Hoffman, Daniel, ed. *Harvard Guide to Contemporary American Writing*. Oxford University Press, 1981
7. Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. Negro History Press: Michigan, 1861 (Google Books)
8. Katyal, Akhil & Anannya Dasgupta, *This Unsettling Place: Readings in American Literature, A Critical Anthology*. Worldview Publications, 2016
9. Lane, Jack & Maurice O'Sullivan. *A Twentieth-Century American Reader*. USIA: Washington D.C. 1999
10. Mogen, David, et. al. *The Frontier Experience and the American Dream: Essays on American Literature*. Texas A & M University Press, 2000.
11. Poe, Edgar Allen. "The Fall of the House of Usher". Edgar Allen Poe: Selected Short Stories. Vitasta Publishing, 2021.
12. Ramanan, Mohan. *Four Centuries of American Poetry*. Macmillan, 1996
13. Twain, Mark. *Adventures of Huckleberry Finn*. Oxford UP, 1999
14. Vogel, Paula. *How I learned to Drive*. Theatre Communications Group, 2018.
15. Williams, Tennessee. *The Glass Menagerie*. Bloomsbury India, 2015

COURSE NAME: Women's Writing

COURSE CODE: EN- CE - 6334

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

COURSE OBJECTIVE:

The learning objectives of this course are as follows:

- To help the learners develop an understanding of women's representation and self-representation in literature
- To sensitise the learners on issues of gender construction
- To help the learners cultivate gendered critical thinking and analytical ability

COURSE LEARNING OUTCOME:

The learning outcomes of this course are as follows:

CLO1: *Learners will be familiarised with the feminist awareness of women's lives and the poetics and politics of representation in literature*

CLO2: *Learners will be encouraged to understand the distinctive ways the prescribed texts address and examine the idea of gender*

CLO3: *Learners will be able to rethink gender roles in literature*

Detailed syllabus

Unit I: Poetry (Lectures: 12)

- Sylvia Plath: *Daddy*
- Maya Angelou: *Phenomenal Woman*
- Carol Ann Duffy: *Standing Female Nude*
- Eunice de Souza: *Catholic Mother*
- Temsula Ao: *Requiem?*

Unit II: Non-fictional Writings (Lectures: 13)

- Mary Wollstonecraft: Chapter 1- *A Vindication of the Rights of Women*
- Rassundari Debi: Excerpts from 'Amar Jiban' in Susie Tharu and K. Lalita, eds., *Women's Writing in India*, vol. 1 pp. 191-199
- Frances Burney: Letter from Miss F. Burney to Mrs. Phillips
- Ritu Menon: Chapter 1- *No Woman's Land*

Unit III: Fiction (Lectures: 10)

- Nirupama Borgohain: 'Celebration'
- Edith Wharton: 'Roman Fever'
- Toni Morrison: *The Bluest Eye*

Unit IV: Drama (Lectures: 10)

- Dina Mehta: *Brides are Not for Burning*

Recommended Reading:

1. Ao, Tamsula. *Book of Songs: Collected Poems 1988-2007*. Heritage Publishing House, 2013
2. Borgohain, Pradipta, ed. And Tr. *Selected Short Stories of Nirupama Borgohain*. Spectrum Publications, 2004.
3. Choudhury, Bibhash, ed. *Palimpsest: An Anthology of Literature*. Papyrus, 2013
4. Duffy, Carol Ann. "Standing Female Nude". www.poetryfoundation.com
5. Gilbert, Sandra M. & Susan Gubar, eds. *The Norton Anthology: Literature by Women, Traditions in English*. W. W. Norton & Company, 1996
6. Malhotra, Meenakshi, ed. *Representing Self, Critiquing Society: Selected Life writings by Women*. World View Publications, 2016
7. Mehta, Dina. *Brides are Not for Burning: A Play in Two Acts*. Rupa & Co., 1993.
8. Menon, Ritu. *No Woman's Land*. Women Unlimited, 2004.
9. Morrison, Toni. *The Bluest Eye*. Vintage Publication, 1999
10. Prabhakar, Sarita. *Fiction and Society*. Rawat Publications, 2011
11. Tharu, Susie and K. Lalita, Introduction to Women's Writing in India; 600 BC to the Present, vol. 1: 600 BC to the Early 20th Century, Eds, Tharu and Lalitha, (The Feminist Press, 1991) pp.191-199. <https://archive.org/details/womenwritinginin00thar/page/n6/mode/1up>
12. Walters, Margaret. *Feminism: A Very Brief Introduction*. Oxford University Press, 2005
13. *Savage Daughter: A Song* by Wyndreth Berginsdottir <https://www.womenofthewater.org/wow-blog/savage-daughter>
14. Ramanan, Mohan. *Four Centuries of American Poetry*. Macmillan, 1996

COURSE NAME: Concepts in Literary Criticism

COURSE CODE: EN- CE - 6344

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

The learning objectives of this course are as follows:

- *To help the learners acquaint with major ideas and trends in Western literary criticism*
- *To help the learners analyse and interpret texts-the praxis of literary criticism*
- *To help the learners cultivate critical thinking*

COURSE LEARNING OUTCOME:

CLO 1: *Learners will be acquainted with the major ideas and trends in Western literary criticism from Graeco-Roman antiquity to the early modern*

CLO 2: *Learners will be encouraged to apply critical ideas of literary criticism*

CLO 3: *Learners will be able to analyse and interpret texts applying the ideas of literary criticism*

Unit I: Graeco-Roman Criticism (Lectures: 10)

- Plato and Aristotle: views on poetry; Mimesis
- Horace: the art of poetry
- Longinus: the sublime

Unit II: 17th and 18th Century Criticism (Lectures: 10)

- Philip Sidney: views on poetry
- John Dryden: views on poetry and drama
- Dr. Johnson: views on Shakespeare and the three unities

Unit III: 19th Century Criticism (Lectures: 25)

- Wordsworth: poetic diction
- Coleridge: fancy and imagination
- P. B. Shelley: views on poetry
- Keats: negative capability
- M. Arnold: the touchstone method; high seriousness; grand style

Recommended Reading:

1. Abrams, M.H. and Geoffrey Harpham. *A Glossary of Literary Terms*. Cengage Learning, 2014.
2. Choudhury, Bibhash, ed. *Criticism: Essential Extracts – From Classical to the Victorian Age*. Papyrus, 2014
3. Dasgupta, Amlan, ed. *Aristotle: Poetics*. Pearson Longman, 2007

4. Enright, D. J. & Ernst De Chickera, eds. *English Critical Texts*. Oxford University Press, 2009
5. House, Humphrey. *Aristotle's Poetics*. Kalyani Publishers, 1999
6. Leitch, Vincent B., ed. *The Norton Anthology of Theory and Criticism*. W.W. Norton & Company, 2001
7. Jones, Edmund D, ed. *English Critical Essays (Nineteenth Century)*. Oxford University Press, 1971 (ebook: www.mirror-service.org/sites)
8. Russell, D.A and Michael Winterbottom. *Classical Literary Criticism*. Oxford University Press, 1972.

COURSE NAME: RESEARCH METHODOLOGY

COURSE CODE: EN-CE-7414

TOTAL CREDITS: 4 (THEORY: 3 + TUTORIAL: 1)

TOTAL NO. OF LECTURES (THEORY): 45

TOTAL NO. OF TUTORIALS: 15

COURSE OBJECTIVE:

The learning objectives of this course are as follows:

- To help the learners understand the various methodologies of research
- To enable the learners develop interdisciplinary and inclusive perspective
- To help the learners develop ethical and critical perspective

COURSE LEARNING OUTCOME:

The learning outcomes of this course are as follows:

CLO1: Learners will be familiarised with the methods, modes and areas of research

CLO2: Learners will develop critical, collaborative and analytical thinking to engage in quality research activities and also maintain academic integrity and research ethics

CLO3: Learners will gain competence in various aspects of application of technology and use of digital resources

Detailed Syllabus: RESEARCH METHODOLOGY

Name of the Units	No. of Lectures per unit
Unit I: Introduction to Research • Types of Research • Writing a Research Proposal ➤ Title Selection ➤ Identifying Research objectives ➤ Chapterisation • Literature Review/ Identifying Research gaps • Proposal Submission ➤ Project/ Dissertation Submission ➤ Presentation • Research Tools: Questionnaire, Interview, Survey • Citations/ References/Bibliography	15
Unit II: Research Methodology • Critical approaches and analytical methods in Humanities Research • Formulating Research Questions and Hypotheses • Sources and Data Collection • Data Analysis in Qualitative Research	15
Unit III: Research in Practice • Use of Library resources • Use of ICT (MS Word, PPT, OERs) • Internet archives/Web resources • Ethical use of AI tools • Research Ethics	15

Recommended Reading:

1. Ahuja, Ram. *Research Methods*. Rawat Publications, 2005.
2. Altick, R.D. *The Art of Literary Research*, Norton, 1963.
3. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Viva Books, 2010.
4. Bawarshi, Anis S. and Reiff, Mary Jo. *Genre: An Introduction to History, Theory, Research, and Pedagogy*. Parlor Press, 2010.
5. Baxter L, Hughes C, and Tight M. *How to Research*. Open University Press, 2006.
6. Booth, Wayne C. *The Craft of Research*, University of Chicago Press, 2003.
7. Correa, Delia, and W Owens, editors. *The Handbook of Literary Research*, Routledge, 1998.
8. Denzin, Norman and Yvonna Loncoln, editors. *The Sage Handbook of Qualitative Research*, Sage, 2018.
9. Eco, Umberto. How to write a Thesis. Translated by [Caterina Mongiat Farina](#) and [Geoff Farina](#). The MIT Press, 2015.
10. Eliot, Simon. *A Handbook of Literary Research*. Psychology Press, 1998.
11. Ellis, Jeanne. *Practical Research Planning and Design*, Ormond, Merrill, 2010.
12. Gambrell Patricia. "A Practitioner's Guide to Research Methods." *JSTOR*, Vol. 39, No. 4. 1992, pp. 582-591.
13. URL: <https://www.jstor.org/stable/43090167>
14. Given, Lisa, editor. *The Sage Encyclopedia of Qualitative Research Methods*, Sage, 2008.
15. Gorman, G. E. and Clayton, Peter. *Qualitative Research for the Information Professional*. Facet Publishing, 2005.
16. Griffin, Gabriele. *Research Methods for English Studies*. Edinburgh University Press, 2005.
17. Harner, James L. *Literary Research Guide: An Annotated Listing of Reference Sources in English Literary Studies*. MLA of America, 2002.
18. Lenburg, Jeff. *Guide to Research*. Viva Books, 2007.
19. *MLA Handbook*. 9th ed., The Modern Language Association of America, 2021.
20. Oakman, Robert L. *Computer Methods for Literary Research*. University of Georgia Press, 1984.
21. Sameer, Kumar. *Research Methodology*. Springer, 2005.
22. Selden, Raman, Peter, and Peter Brooker. *A Reader's Guide to Contemporary Literary Theory (5th Edition)*. Longman, 2005
23. Pickering, Michael, editor. *Research Methods for Cultural Studies*, Edinburgh University Press, 2008.
24. Rahim, Abdul F. *Thesis Writing: A Manual for Researchers*. New Age International, 2005.

25. Waugh, Patricia, editor. *Literary Theory and Criticism: An Oxford Guide*. Oxford University Press, 2006.

Recommended websites:

- <https://eduvoice.in/types-research-methodology/>
- <https://www.scribbr.com/category/methodology/>
- <https://guides.lib.vt.edu/researchmethods/design-method>
- <https://libraryguides.mcgill.ca/text-mining/AntConc>
- <https://www.laurenceanthony.net/software/antconc/>

COURSE NAME: MODERN INDIAN WRITING

COURSE CODE: EN-CE-7424

TOTAL CREDITS: 4 (THEORY: 3+ TUTORIAL: 1)

TOTAL NO. OF LECTURES (THEORY): 45

TOTAL NO. OF TUTORIALS: 15

COURSE OBJECTIVE:

The learning objectives of this course are as follows:

- To help the learners understand the contexts of Indian Writing in English Translation
- To enable the learners read and relate to the socio-cultural, economic and political trends that shaped the course of Indian Writing in English Translation
- To help the learners develop ethical, analytical and critical perspective

COURSE LEARNING OUTCOME:

The learning outcomes of this course are as follows:

CLO1: Learners will be familiarised with the socio-cultural, economic and political contexts of Indian Writing in English Translation

CLO2: Learners will develop critical, collaborative and analytical thinking to engage with the concepts of national identity, culture and language

CLO3: Learners will be encouraged to engage in research activities in related areas

Detailed Syllabus: MODERN INDIAN WRITING

Name of the Units	No. of Lectures per unit
Unit I: Poetry - Gopabandhu Das: <i>A Prisoner Remembering his Native Land</i> (Oriya) - Ibopishek Singh: <i>Land of Half-Humans</i> (Manipuri) - Namdeo Dhasal: <i>Hunger</i> (Marathi) - Amrita Pritam: <i>The Scar of a Wound</i> (Punjabi)	15
Unit II: Fiction and Drama - Prem Chand: <i>The Shroud</i> (Hindi) - Thakazhi Sivasankara Pillai: <i>The Flood</i> (Malayalam) - Ishmat Chughtai: <i>The Wedding Suit</i> (Urdu) - Arun Sarma: <i>Sri Nibaron Bhattacharyya</i> (Assamese) - Rabindranath Tagore: <i>The Post Office</i> (Bengali)	30

Recommended Reading:

1. Chand, Prem. 'The Shroud' in Penguin Book of Classic Urdu Stories. Edited by M. Asaduddin. Penguin, 2006.
2. Chughtai, Ismat. "The Wedding Suit" in Ismat Chughtai: Lifting the Veil Selected Writings. Translated by M. Asaduddin. Penguin Books, 2014.
3. Dangle, Arjun, editor. Poisoned Bread. Orient Longman, 1994.
4. Davider, David, editor. A Clutch of Indian Masterpieces: Extraordinary Short Stories from 19th Century to the Present. Aleph Book Company, 2014.
5. George, K.M. ed. Modern Indian Literature: Anthology, Vol. I. Surveys & Poems. New Delhi: Sahitya Akademi, 2011.
6. Kapse, Dhananjay, editor. Modern Indian Writing in English Translation: A Multilingual Anthology. Delhi: Worldview, 2016.
7. King, Bruce. "Introduction" in Modern Indian Poetry in English. OUP, 2005, pp. 1–10.
8. Misra, Tilottoma, editor. The Oxford Anthology of Writings from North-East India: Fiction. OUP, 2011.
9. Mukherjee, Meenakshi. "Divided by a Common Language" in The Perishable Empire. OUP, 2000, pp.187–203.
10. Nandy, Pritish, editor. Selected Poems of Amrita Pritam. Dialogue Calcutta Publications. <https://apnaorg.com/books/english/selected-poems-amrita-pritam/selected-poems-amrita-pritam.pdf>
11. Ngangom, Robin S, editor. Anthology of Contemporary Poetry from the Northeast. NEHU Publications, 2003.
12. Sarma, Arun. Robes of Destiny: A Trilogy and some more plays. Publication Board Assam, 2014.
13. Tagore, Rabindranath. The Post Office. Rupa & Co, 2002.
14. Rao, Raja. "Foreword" in *Kanthapura*. OUP, 1989, pp. v–vi.
15. Rushdie, Salman. "Commonwealth Literature does not exist" in Imaginary Homelands. Granta Books, 1991, pp. 61–70.

COURSE NAME: 20TH CENTURY CRITICISM AND THEORY

COURSE CODE: EN-CE-7434

TOTAL CREDITS: 4 (THEORY: 3+ TUTORIAL: 1)

TOTAL NO. OF LECTURES (THEORY): 45

TOTAL NO. OF TUTORIALS: 15

COURSE OBJECTIVE:

The learning objectives of this course are as follows:

- To help the learners acquaint themselves with major concepts and trends in 20th Century Criticism and Theory
- To enable the learners analyse and interpret texts-the praxis of literary criticism
- To help the learners cultivate critical thinking

COURSE LEARNING OUTCOME:

The learning outcomes of this course are as follows:

CLO1: Learners will be acquainted with the major concepts and trends in 20th Century Criticism and Theory

CLO2: Learners will be able to analyse and interpret texts applying the ideas of literary criticism

CLO3: Learners will develop critical, collaborative and analytical thinking to pursue independent research

Detailed Syllabus: 20TH CENTURY CRITICISM AND THEORY

Name of the Units	No. of Lectures per unit
Unit I: 20th Century Criticism • Introduction to 20th Century Criticism • T. S Eliot: Impersonality; Dissociation of Sensibility • New Critics: ➤ William Empson: Ambiguity ➤ Wimsatt and Beardsley: Affective Fallacy and Intentional Fallacy ➤ Cleanth Brooks: Language of Paradox	15
Unit II: Literary Theory • Introduction to Literary Theory • Russian Formalism: Shklovsky (defamiliarization); Bakhtin (polyphony, heteroglossia) • Structuralism: Saussure (sign; binary); Roland Barthes (authorship) • Post-Structuralism: Derrida (deconstruction, differance, aporia); Foucault (knowledge/power); Lacan (psychoanalysis) • Feminism/ Post Feminism: Beauvoir (; Judith Butler (gender performativity) • New Historicism: Stephen Greenblatt (cultural poetics, self-fashioning) • Postcolonialism: Edward Said (orientalism); Frantz Fanon (dependency complex) • Cultural Materialism: Stuart Hall (encoding/decoding); Raymond Williams (dominant, residual, emergent) • Emerging Trends	30

Recommended Reading:

1. Abrams, M. H. *A Glossary of Literary Terms*. Harcourt Asia Pte. Ltd., 2000.
2. Allenby, Braden, and Daniel Sarewitz. *The Techno-Human Condition*. The MIT Press, 2011.
3. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Viva Books, 2010.
4. Bradotti, Rosa. *Posthuman Knowledge*. Sternberg Press, 2025.
5. Buchanan, Ian. *A Dictionary of Critical Theory*. Oxford University Press, 2010.
6. Cuddon, J. A. *The Penguin Dictionary of Literary Terms and Literary Theory (4th Edition)*. Penguin, 2000.
7. Culler, Jonathan. *Literary Theory: A Very Short Introduction*. London, Oxford University Press: 2000.
8. Eagleton, Terry. *Literary Theory: An Introduction*. University of Minnesota Press, 2007.
9. Enright, D. J. And Ernst De Chickera. *English Critical Texts*. Oxford University Press, 2009.
10. Habib, M. A. R. *Literary Criticism from Plato to the Present: An Introduction*. Wiley-Blackwell, 2011.
11. Hawkes, Terence. *Structuralism and Semiotics*. Routledge, 2003.
12. Macey, David. *Penguin Dictionary of Critical Theory*. Penguin, 2005.
13. McLeod, John. *Beginning Postcolonialism*. Viva Books, 2012.
14. Nayar, Pramod K. *Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism*. Pearson, 2009.
15. Selden, Raman, Peter, and Peter Brooker. *A Reader's Guide to Contemporary Literary Theory (5th Edition)*. Longman, 2005.
16. Sturrock, John, editor. *Structuralism and Since: From Lévi-Strauss to Derrida*. Oxford University Press, 1981.
17. Waugh, Patricia, editor. *Literary Theory and Criticism: An Oxford Guide*. Oxford University Press, 2006.

COURSE NAME: NATURE AND LITERATURE
COURSE CODE: EN-CE-7444
TOTAL CREDITS: 4 (THEORY: 3+ TUTORIAL: 1)

TOTAL NO. OF LECTURES (THEORY): 45

TOTAL NO. OF TUTORIALS: 15

COURSE OBJECTIVE:

The learning objectives of this course are as follows:

- To help the learners understand the interrelation of nature and literature
- To enable the learners read and relate to the socio-cultural, economic and political events that shaped the course of environmental and ecocritical studies in literature
- To help the learners develop ethical, analytical and critical perspective on the study of nature and literature

COURSE LEARNING OUTCOME:

The learning outcomes of this course are as follows:

CLO1: Learners will be familiarised with key concepts of ecocritical studies viz. landscape, climate, gender, violence and agency across literary periods, genres and cultures

CLO2: Learners will be able to develop a global and inclusive understanding of the concepts of literature and connect to contemporary environmental concerns

CLO3: Learners will develop critical, collaborative and analytical thinking to engage in research activities in related areas

Detailed syllabus: NATURE AND LITERATURE

Name of the Units	No. of Lectures per unit
Unit I: Poetry and Fiction • William Wordsworth: <i>The Prelude (Book VIII)</i> • Mamang Dai: <i>The Voice of the Mountain</i> • Walt Whitman: <i>Grass</i> • Ted Hughes: <i>Jaguar</i> • Paolo Bacigalupi: <i>The Water Knife</i> • J. M. Coetzee: <i>Disgrace</i>	25
Unit III: Non-Fiction • Vandana Shiva: “Women in Nature” from <i>Staying Alive: Women, Ecology and Survival in India</i> • Rachel Carlson: “Elixirs of Death” from <i>Silent Spring</i> • Amitav Ghosh: “The Great Uprooting: Migration and Displacement in an Age of Planetary Crisis” from <i>Wild Fictions</i>	20

Recommended Reading:

1. Armbruster, Karla, and Wallace, Kathleen, editors. *Beyond Nature Writing: Expanding the Boundaries of Ecocriticism*. University Press of Virginia, 2001.
2. Bacigalupi, Paolo. *The Water Knife*. Little Brown, 2016.
3. Buell, Lawrence. *The Environmental Imagination: Thoreau, Nature Writing, and the Formation of American Culture*. Belknap Press, 1996.
4. Carson, Rachel. *Silent Spring*. Penguin UK, 2000.
5. Coetzee, J. M. *Disgrace*. Vintage, 2000.
6. Dai, Mamang. "The Voice of the Mountain". India International Centre, Quarterly. Vol. No.2/3. 2005.
7. Finch, Robert, and John Elder, editors. *Nature Writing: The Tradition in English*. W. W. Norton & Company, 2002.
8. Garrard, Greg. *Ecocriticism*. Routledge, 2004.
9. George, K.M. ed. *Modern Indian Literature: Anthology, Vol. I. Surveys & Poems*. New Delhi: Sahitya Akademi, 2011.
10. Ghosh, Amitav. *Wild Fictions: Essays*. Fourth Estate India, 2025.
11. Gifford, Terry. *Pastoral*. Routledge, 1999.
12. Glotfelty, Cheryl, editor. *The Ecocriticism Reader*. University of Georgia Press, 1996.
13. Keegan, Paul, editor. *Collected Poems of Ted Hughes*. Faber & Faber, 2012.
14. Shiva, Vandana. *Staying Alive: Women, Ecology and Survival in India*. Zed Books Ltd., 1988.
15. Whitman, Walt. *Leaves of Grass*. Random House USA Inc., 2019.
16. Wordsworth, William. *The Prelude*. Penguin, 1995.

COURSE NAME: WRITINGS FROM THE MARGINS

COURSE CODE: EN-CE-7454

TOTAL CREDITS: 4 (THEORY: 3+ TUTORIAL: 1)

TOTAL NO. OF LECTURES (THEORY): 45

TOTAL NO. OF TUTORIALS: 15

COURSE OBJECTIVE:

The learning objectives of this course are as follows:

- To help the learners develop an understanding of the distinctive literature that gives voice to the people marginalized by race, gender, caste or sexuality.
- To sensitize the learners on issues of oppression and exclusion
- To promote inclusivity and diversity by making marginalized texts and writers more visible in academic discourse.

COURSE LEARNING OUTCOME:

The learning outcomes of this course are as follows:

CLO1: Learners will be familiarised with socio-cultural, economic and political contexts in literature from the margins.

CLO2: Learners will develop an interest in critical, collaborative and analytical reading of marginalized literature.

CLO3: Learners will be able to identify various forms of oppression and that would make them more sensitive towards the concerns and challenges faced by those living in the margins

Detailed syllabus: WRITINGS FROM THE MARGINS

Name of the Units	No. of Lectures per unit
Unit I: Women's Writing • Introduction • Bessie Head: <i>The Collector of Treasures</i> • Toni Morrison: <i>Beloved</i> • Kamala Das: <i>The Looking Glass, The Old Playhouse</i>	15
Unit II: Dalit Writing	

• Introduction • Sharankumar Limbale: <i>The Outcaste (Akkarmashi)</i> • Arjun Dangle: <i>Revolution</i> • Jyoti Lanjewar: <i>Mother</i>	15
Unit III: Queer Writing • Introduction • Devdutt Pattanaik: <i>Shikhandi, who became a man to satisfy her wife</i> • Living Smile Vidya: <i>I am Vidya: A Transgender's Journey</i> • Mahesh Dattani: <i>Seven Steps Around the Fire</i>	15

Recommended Reading:

1. Ambedkar, B. R. *Annihilation of Caste*. Navayana, 2014.
2. Anand, Mulk Raj and Eleanor Zelliot. *An Anthology of Dalit Literature: Poems*. Gyan Publishing House, 1992.
3. Butler, Judith. *Gender Trouble*. Routledge, 2016.
4. Kumar, Raj. *Dalit Personal Narratives: Reading Caste, Nation and Identity*. Orient BlackSwan, 2010.
5. Dangle, Arjun. *Poisoned Bread*. Orient BlackSwan, 2009.
6. Das, Kamala. *The Old Playhouse and Other Poems*. Orient Longman, 2004.
7. Dattani, Mahesh. *Seven Steps Around the Fire*. Penguin Books, 2006.
8. Limbale, Sharankumar. *The Outcaste (Akkarmashi)*. Translated by Santosh Bhoomkar. Oxford University Press, 2003.

9. --- . *Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations*. Translated by Alok Mukherjee. Orient BlackSwan, 2004.
10. Malhotra, Meenakshi. *Claiming The I: Autobiographies from Across the Spectrum*. Delhi: Worldview, 2019.
11. Mehrotra, Arvind Krishna. *The Oxford India Anthology of Twelve Modern Indian Poets*. OUP, 1992.
12. Morrison, Toni. *Beloved*. Vintage, 1999.
13. Nagraj, D.R. *The Flaming Feet and Other Essays: The Dalit Movement in India*. Permanent Black, 2015.
14. O'Hanlon, Rosalind. *Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste Protest in 19th Century Western India*. Permanent Black, 2002.
15. Omvedt, Gail. *Understanding Caste: From Buddha to Ambedkar and Beyond*. Orient BlackSwan, 2011.
16. Pattanaik, Devdutt. *Shikhandi and Other Queer Tales They Don't Tell You*. Penguin Books, 2014.
17. Rao, Anupama. *Gender and Caste*. Kali for Women, 2003.
18. Rege, Sharmila. *Writing Caste/ Writing Gender: Narrating Dalit Women's Testimonios*. Zubaan, 2006.
19. Someshwar, Sati, editor. *A Warble of Postcolonial Voices: An Anthology of Short Stories and Poems (Volume I: Short Stories)*. Worldview, 2015.
20. Stone, Sandy. "The 'Empire' Strikes Back: A Posttranssexual Manifesto". <https://uberty.org/wp-content/uploads/2015/06/trans-manifesto.pdf>
21. Stryker, Susan. *The Transgender Studies Reader*. Routledge, 2006.
22. Vidya, Living Smile. *I am Vidya: A Transgender's Journey*. Rupa, 2013
23. Zelliott, Eleanor. *From Untouchable to Dalit: Essays on the Ambedkar Movement*. Manohar, 1996.

COURSE NAME: POSTCOLONIAL LITERATURE

COURSE CODE: EN-CE-8414

TOTAL CREDITS: 4 (THEORY: 3+ TUTORIAL: 1)

TOTAL NO. OF LECTURES (THEORY): 45

TOTAL NO. OF TUTORIALS: 15

COURSE OBJECTIVE:

The learning objectives of this course are as follows:

- To help the learners understand the contexts of Postcolonial literature
- To enable the learners read and relate to the socio-cultural, economic and political trends that shaped the literary production of the time
- To help the learners develop ethical and critical perspectives

COURSE LEARNING OUTCOME:

The learning outcomes of this course are as follows:

CLO1: Learners will be familiarised with the socio-cultural, economic and political contexts of Postcolonial literature

Name of the Units	No. of Lectures per unit
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CLO2:
Learners will develop critical, collaborative and analytical thinking to engage with the concepts of race, identity, ethnicity and gender

CLO3:
Learners will be able to address the complex dynamics of postcolonial literature and engage in research activities in related areas

Detailed Syllabus: POSTCOLONIAL LITERATURE

Unit I: Fiction • Introduction to Postcolonial Literature • Ngugi wa Thiong'o: <i>A Grain of Wheat</i> • Salman Rushdie: <i>Midnight's Children</i>	20
Unit II: Drama and Poetry • Ama Ata Aidoo: <i>The Dilemma of a Ghost</i> • Derek Walcott: <i>A Simple Flame</i> • Adil Jussawalla: <i>Missing Person (Section I and II)</i> • Una Marson: <i>Kinky Hair Blues</i> • Pablo Neruda: <i>The United Fruit Co.</i>	25

Recommended Reading:

1. Aidoo, Ama Ata. *The Dilemma of a Ghost and Anowa*, 2nd Edition. Longman (Longman African Writers Series), 1995.

2. Ashcroft, Bill, et al. *Post-Colonial Studies: The Key Concepts*. Routledge, 2009.
3. Belitt, Ben. *Selected Poems of Pablo Neruda*. Grove Press, 1961.
4. Boehmer, Elleke. *Colonial & Postcolonial Literature*. 2nd ed. New Delhi: Oxford University Press, 2005.
5. Gopal, Priyamvada. *The Indian English Novel*. New Delhi: Oxford University Press, 2009.
6. Jussawalla, Adil. "Missing Person". *The Oxford India Anthology of Twelve Modern Indian Poets*, edited by Arvind Krishna Mehrotra. New Delhi: Oxford University Press, 1992.
7. Lim, Shirley Geok-lin. *Writing S.E./Asia in English: Against the Grain*. London: Skoob Books Publishing, 1994.
8. Loomba, Ania. *Colonialism / Postcolonialism*. 2nd ed. London: Routledge, 2005.
9. Marson, Una. "Kinky Hair Blues". *Una Marson: Selected Poems*. Peepal Tree Press Ltd, 2011.
10. McLeod, John. *Beginning Postcolonialism*. Viva Books, 2012.
11. Nayar, Pramod K. *Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism*. Pearson, 2009.
12. Ramone, Jenni. *Postcolonial Theories*. Palgrave Macmillan, 2011.
13. Rushdie, Salman. *Midnight's Children*. Penguin Books, 1991.
14. Thiong'o, Ngugi wa. *A Grain of Wheat*. Penguin African Writers, Penguin Classics, 2002.
15. Walcott, Derek. *Another Life*. Farrar, Straus and Giroux, 1972.

COURSE NAME: PARTITION LITERATURE

COURSE CODE: EN-CE-8424

TOTAL CREDITS: 4 (THEORY: 3+ TUTORIAL: 1)

TOTAL NO. OF LECTURES (THEORY): 45

TOTAL NO. OF TUTORIALS: 15

COURSE OBJECTIVE:

The learning objectives of this course are as follows:

- To help the learners understand the contexts of Partition literature
- To enable the learners read and relate to the socio-cultural, economic and political events that shaped the course of Partition literature
- To help the learners develop ethical and critical perspectives on the complex nuances of partition and its impact on literature

COURSE LEARNING OUTCOME:

The learning outcomes of this course are as follows:

CLO1: Learners will be familiarised with the socio-cultural, economic and political contexts of Partition literature

CLO2: Learners will develop critical, collaborative and analytical thinking to engage with the concepts of nation, identity, borders, memory, trauma, violence and gender

CLO3: Learners will be able to address the complex dynamics of partition literature and engage in research activities in related areas

Detailed Syllabus: PARTITION LITERATURE

Name of the Units	No. of Lectures per unit
Unit I: Novel • Introduction to Partition history and Partition writings • Intizar Hussain: <i>Basti</i> • Bapsi Sidhwa: <i>Ice Candy Man</i>	20
Unit II: Poetry and Short Story • Amrita Pritam: <i>I Say Unto Waris Shah</i> • Faiz Ahmed Faiz: <i>The Dawn of Freedom</i> • Saadat Hasan Manto: <i>Toba Tek Singh</i> • Gulzar: <i>Crossing the Raavi</i> • Mahasweta Devi: <i>Of Ram and Rahim</i>	25

Recommended Reading:

1. Sidhwa, Bapsi. *Ice Candy Man*. London: Penguin, 1988.

2. Bhalla, Alok, editor. *Stories about the Partition of India Vols. I-III*. New Delhi: Manohar Publishers and Distributors, 2012.
3. Butalia, Urvashi. *The Other Side of Silence: Voices from the Partition of India*. New Delhi: Penguin, 1998.
4. Butalia, Urvashi, editor. *Partition: The Long Shadow*. New Delhi: Penguin Viking, 2015.
5. Caruth, Cathy, editor. *Trauma: Explorations in Memory*. Baltimore. John Hopkins University Press, 1995.
6. Daiya, Kavita. *Violent Beginnings: Partition, Gender, and National Culture in Postcolonial India*. New Delhi: Yoda Press, 2013.
7. Faiz, Ahmed Faiz. *The Colours of My Heart: Selected Poems*. Translated by Baran Farooqi. Penguin, 2017.
8. Fraser, Bashabi, editor. *Bengal Partition Stories: An Unclosed Chapter*. London, New York: Anthem Press, 2008.
9. Gulzar. *Footprints on Zero Line: Writings on the Partition*. Trans. Rakhshanda Jalil. Noida: Harper Perennial, 2017.
10. Hussain, Intizar. *Basti*. Trans. Frances W. Pritchett. NYRB Classics, 2012.
11. Ibrahim, S. M. Yahiya, editor. *Remapping History and (Con)textualising Literature: The Tragedy of Partition and Fictional Narratives of Indian Subcontinent*. New Delhi: Authors Press, 2018.
12. Jalil, R., T. K Saint & D. Sengupta, editors. *Looking Back: The 1947 Partition of India, 70 Years On*. Hyderabad: Orient BlackSwan, 2017.
13. Kabir, A. J. *Partition's Post-Amnesias: 1947, 1971 and Modern South Asia*. New Delhi: Women Unlimited, 2013.
14. Kapse, Dhananjay. *Modern Indian Writing in English Translation: A Multilingual Anthology*. Delhi: Worldview, 2016.
15. Khan, Yasmin. *The Great Partition: The Making of India and Pakistan*. Gurgaon: Penguin Books, 2007.
16. Menon, Ritu, editor. *No Woman's Land: Women from Pakistan, India and Bangladesh Write on the Partition of India*. New Delhi: Women Unlimited, 2004.
17. Menon, Ritu and Kamla Bhasin. *Borders and Boundaries: Women in India's Partition*. New Jersey: Rutgers University Press, 1998.
18. Moon, Penderal. *Divide and Quit*. London: Chatto & Windus.
19. Pandey, Gyanendra. *Remembering Partition: Violence, Nationalism and History in India*. New Delhi: Cambridge University Press, 2001.
20. Pritam, Amrita. *The Revenue Stamp*, trans. by Krishna Gorowara. New Delhi: Times Group Books, 1994.

21. Ravikant & Saint, Tarun K, editors. *Translating Partition*. New Delhi: Katha, 2001.
22. Rossington, Michael & Whitehead, Anne, editors. *Theories of Memory: A Reader*. Edinburgh: Edinburgh University Press Ltd, 2010.
23. Roy, Haimanti. *Partitioned Lives: Migrants, Refugees, Citizens in India and Pakistan, 1945-1965*. New Delhi: Oxford University Press, 2012.
24. Talbot, Ian & Singh, Gurharpal. *The Partition of India*. Delhi: Cambridge University Press, 2009.
25. Tiwari, Sudha. "Memories of Partition: Revisiting Saadat Hasan Manto". *Economic & Political Weekly Vol XLVIII No 25 June 22, 2013*. pp. 50-58.
26. www.epw.in/system/files/pdf/2013_48/25/Memories_of_partition.pdf

COURSE CODE: EN-CE-8434

TOTAL CREDITS: 4 (THEORY: 3+ TUTORIAL: 1)

TOTAL NO. OF LECTURES (THEORY): 45

TOTAL NO. OF TUTORIALS: 15

COURSE OBJECTIVE:

The learning objectives of this course are as follows:

- To help the learners understand the contexts of Writings from the Northeast
- To enable the learners read and relate to the socio-cultural, economic and political events that shaped the course of Writings from the Northeast
- To help the learners develop ethical and critical perspective on the complex nuances of Writings from the Northeast

COURSE LEARNING OUTCOME:

The learning outcomes of this course are as follows:

CLO1: Learners will be familiarised with the socio-cultural, economic and political contexts of Writings from the Northeast

CLO2: Learners will develop critical, collaborative and analytical thinking to engage with the concepts of history and oral tradition, ethnicity, memory and trauma, violence and gender

CLO3: Learners will be able to address the complexities of assertion and preservation of regional identity in Writings from the Northeast, and engage in research activities in related areas

Detailed Syllabus: WRITINGS FROM THE NORTHEAST

Name of the Units	No. of Lectures per unit
Unit I: Non-Fiction and Fiction • Introduction • Moji Riba: <i>Rites, in passing</i> (Arunachal Pradesh) • Tashi Chopel: <i>The Story of Creation</i> (Sikkim) • Easterine Kire: <i>When the River Sleeps</i> (Nagaland) • Arup Kumar Dutta: <i>The Bag</i> (Assam)	20
Unit II: Poetry • Introduction • Devakanta Barua: <i>And We Open the Gates</i> (Assam) • Robin S. Ngangom: <i>My Invented Land</i> (Manipur) • Chandrakanta Murasingh: <i>Your Dreams</i> (Tripura) • Kynpham Sing Nongkynrih: <i>The Ancient Rocks of Cherra</i> (Meghalaya) • Cherrie L. Chhangte: <i>What does an Indian look like</i> (Mizoram)	10
Unit III: Drama and Graphic Novel • Introduction • Ratan Thiyam: <i>Nine Hills and One Valley</i> (Manipur) • Shisir Basumatari: <i>The Real Mr. Barkotoki</i> (Assam)	15

Recommended Reading:

1. Baruah, Sanjib. *India Against Itself: Assam and the Politics of Nationality*. New Delhi: Oxford University Press, 2011.
2. Bargohain, Homen and Hirendra Nath Dutta, eds. *One Hundred Years of Assamese Poetry*. Publication Board Assam, 1998.
3. Basumatari, Shisir. *The Real Mr. Barkotoki*. Tiger print, 2019.
4. Bhattacharya, Ruma, editor. *Identity Issues in Northeast India*. New Delhi: Akansha Publishing House, 2011.
5. Chopel, Tashi. "The Story of Creation: SIKKIM". *India International Centre Quarterly*, vol. 32, no. 2/3, 2005, pp. 15–17. JSTOR, <http://www.jstor.org/stable/23005999>
6. Datta, Birendranath. *Cultural Contours of North-East India*. New Delhi: Oxford University Press, 2012.
7. Dutta, Arup Kumar. *The Bag*. Niyogi Books Private Limited, 2018.
8. George, K.M. ed. *Modern Indian Literature: Anthology, Vol. I. Surveys & Poems*. New Delhi: Sahitya Akademi, 2011.
9. ---. *Modern Indian Literature: Anthology, Vol. II. Fiction*. New Delhi: Sahitya Akademi, 2013.
10. Kire, Easterine. *When the River Sleeps*. New Delhi: Zubaan, 2014.
11. Misra, Tilottoma, eds. *The Oxford Anthology of Writings from North-East India: Poetry and Essays*. New Delhi: Oxford University Press, 2011.
12. ---. *The Oxford Anthology of Writings from North-East India: Fiction*. New Delhi: Oxford University Press, 2011.
13. Ngangom, Robin S. and Kynpham Sing Nongkynrih. *Dancing Earth: An Anthology of Poetry from North-East India*. New Delhi: Penguin Books, 2009.
14. Riba, Moji. "Rites, in passing..." *India International Centre Quarterly*, vol. 32, no. 2/3, 2005, pp. 113–21. JSTOR, <http://www.jstor.org/stable/23006020>
15. Sarma, Arun. *Robes of Destiny: A Trilogy and Some More Plays*. Publication Board Assam, 2014.
16. Thiyam, Ratan. *Manipur Trilogy*. Wordsmith Publishers, 2008.
17. Zama, Margaret Ch. *Emerging Literatures From North-East India: The Dynamics of Culture, Society and Identity*. Sage, 1900.

COURSE NAME: TWENTY-FIRST CENTURY WORLD LITERATURE

COURSE CODE: EN-CE-8444

TOTAL CREDITS: 4 (THEORY: 3+ TUTORIAL: 1)

TOTAL NO. OF LECTURES (THEORY): 45

TOTAL NO. OF TUTORIALS: 15

COURSE OBJECTIVE:

The learning objectives of this course are as follows:

- To help the learners understand the contexts of Twenty First Century World Literature
- To enable the learners read and relate to the socio-cultural, economic and political events that shaped the course of Twenty First Century World Literature
- To help the learners develop ethical and critical perspective on the complex nuances of Twenty First Century World Literature

COURSE LEARNING OUTCOME:

The learning outcomes of this course are as follows:

CLO1: Learners will be familiarised with the socio-cultural, economic and political contexts of Twenty First Century World Literature

CLO2: Learners will develop critical, collaborative and analytical thinking to engage with the concepts of history and national identity, violence and oppression, minority literature and gender

CLO3: Learners will be able to address the complex dynamics of Twenty First Century World Literature and engage in research activities in related areas

Name of the Units	No. of Lectures
Unit I: Introduction to World Literature - Goethe: “Weltliteratur” - Rabindranath Tagore: “Visva Sahitya” - David Damrosch. “What is World Literature?”	05
Unit I: Fiction - Khalid Hosseini: <i>The Kite Runner</i> - Haruki Murakami: <i>After Dark</i> - Aravind Adiga: <i>The White Tiger</i>	20
Unit II: Poetry and Drama - Mahmoud Darwish: <i>I Have a Seat in the Abandoned Theatre</i> - Jeet Thayil: <i>Malayalam’s Ghazal</i> - Louise Glück: <i>The Myth Of Innocence</i> - Doug Wright : <i>I Am My Own wife</i>	20

Detailed syllabus: TWENTY-FIRST CENTURY WORLD LITERATURE

Recommended Reading:

1. Adiga, Aravind. *The White Tiger*. New Delhi: HarperCollins Publishers India, 2008.
2. Altaf, Mubashar. A New Critical Analysis of Khaled Hosseini's *The Kite Runner*, Kindle edition. Book Rix, 2021.
3. Damrosch, David. *What is World Literature?* Princeton University Press, 2003
4. Darwish, Mahmoud. "I Have a Seat in the Abandoned Theatre". Poetryfoundation.org
5. Dough, Wright. *I Am My Own Wife: A Play*. Faber and Faber, 2004.
6. Eaglestone, Robert, and Daniel O' Gorman. *The Routledge Companion to Twenty-First Century Literary Fiction*. Abingdon, Oxon: Routledge, 2019.
7. Glück, Louise. *The Myth of Innocence*. <https://poets.org/poem/myth-innocence>
8. Gupta, Ashish. *A Critical Inquisition of the Novels of Aravind Adiga*. Dattsons, 2018.
9. Hosseini, Khaled. *The Kite Runner*. Riverhead Books, 2005.
10. Murakami, Haruki. *After Dark*. Vintage, 2008
11. Nassar, Hala Khamosamd Najat Rahman, eds. *Mahmoud Darwish: Exile's Poet: Critical Essays*, 1st American Ed edition. Interlink Books, 2009.
12. Thayil, Jeet. "Malayalam's Ghazal". www.poemhunter.com

COURSE NAME: MODERN EUROPEAN LITERATURE

COURSE CODE: EN-CE-8454

TOTAL CREDITS: 4 (THEORY: 3+ TUTORIAL: 1)

TOTAL NO. OF LECTURES (THEORY): 45

TOTAL NO. OF TUTORIALS: 15

COURSE OBJECTIVE:

The learning objectives of this course are as follows:

- To help the learners understand the contexts of Modern European Literature in translation
- To enable the learners read and relate to the socio-cultural, economic and political events that shaped the course of Modern European Literature in translation
- To help the learners develop ethical, analytical and critical perspective on the complex nuances of Modern European Literature in translation

COURSE LEARNING OUTCOME:

The learning outcomes of this course are as follows:

CLO1: Learners will be familiarised with the socio-cultural, economic and political contexts of Modern European Literature in translation

CLO2: Learners will develop critical, collaborative and analytical thinking to understand the literary trends and contexts integral to the conceptualisation of Modern European Literature in translation

CLO3: Learners will be able to address the complex dynamics of Twenty First Century World Literature and engage in research activities in related areas

Detailed syllabus: MODERN EUROPEAN LITERATURE

Name of the Units	No. of Lectures
Unit I: Fiction • Franz Kafka: <i>Metamorphosis</i> • Thomas Mann: <i>The Transposed Heads: A Legend of India</i> • Anton Chekhov: <i>The Bet</i>	20
Unit II: Poetry and Drama • Charles Baudelaire: <i>The Flowers of Evil</i> • Federico García Lorca: <i>Sleepwalking Ballad</i> • Anna Akhmatova: <i>Requiem</i> • Bertolt Brecht: <i>Mother Courage</i> • Henrik Ibsen: <i>Little Eyolf</i>	25

Recommended Reading:

1. Akhmatova, Anna. *Requiem*. Translated by D. M. Thomas. Everyman, 2006.
2. Artaud, Antonin. *The Theatre and Its Double*. Grove Press, 1958.
3. Baudelaire, Charles. *The Flowers of Evil*. Translated by Anthony Mortimer. Alma Classics, 2016.
4. Bentley, Eric. *The theory of the Modern stage: An Introduction to Modern Theatre and Drama*. London, Penguin, 1992.
5. Bradbury, Malcolm and James McFarlane, editors. *Modernism: A Guide to European Literature 1890-1930*. Penguin UK, 1991.
6. Brecht, Bertolt. *Mother Courage and Her Children*. Translated by John Willett, edited by John Willett and Ralph Manheim, Penguin Books, 2007.
7. ---. *Brecht on Theatre: The Development of an Aesthetic*. Edited by Marc Silberman et al and translated by John Willett et al. London: Bloomsbury, 1964.
8. Chekhov, Anton. *The Bet*. Harper Collins Publishers, 2015.
9. Fischer-Lichte, Erika. *History of European Drama and Theatre*. London: Routledge, 2002.
10. Ibsen, Henrik. *Little Eyolf*. Alpha Edition, 2023.
11. Kafka, Franz. *Metamorphosis*. Penguin Select Classics, 2024.
12. Lorca, Federico García. "Sleepwalking Ballad." *Gypsy Ballads*, translated by Diego Jourdan Pereira. Renard Press Ltd, 2025.
13. Mann, Thomas. *The Transposed Heads: A Legend of India*. Vintage, 1959.

MINOR

Programme Specific Outcome of Bachelor of Arts – ENGLISH: Minor

PSO No.	Name	Outcome
PSO-1	Critical thinking in Literature	The learners will develop a detailed understanding of the various genres of literature and inculcate a spirit of critical enquiry to enhance their analytical and creative faculties.
PSO-2	Literature and Multidisciplinarity/ Interdisciplinarity	Learners will be enabled to use multidisciplinary/interdisciplinary critical perspectives to explore the issues of race, class, culture, gender, religion, nation etc. by synthesizing literature with other disciplines. As such they will be able to approach the texts from a holistic perspective by analyzing the literary and extra-literary dimensions such as socio-historical and ethnographical elements within the texts.
PSO-3	Literature in Everyday Life	The learners will gain various technical and theoretical knowledge about the diverse forms of literature and the function of language in everyday life. The knowledge and understanding of the myriad issues and values will help them to function effectively as an individual and a member of society. They will further be motivated to engage in independent and life-long learning for their holistic development
PSO-4	Culture, Literature and Identity	Learners will be acquainted with the negotiation between culture and identity as represented in literature thereby enabling them to critically look at cultural contexts and diversity. They will acquire knowledge of the values and beliefs of different cultures and develop a global perspective to honour diversity.
PSO-5	Future Scope and Prospects	Learners will be introduced to a wide range of emerging areas in literary studies and offered an array of different communicative skills for their holistic development. This will enable them to seek employment in various professional fields like academics, corporate sector, media etc.
PSO-6	Integrating and acquiring 21 st century skills	Learners will be equipped with essential 21 st century skills like collaborative, critical and creative communication prioritising digital learning and competencies to enable them to thrive in today's complex and dynamic world.

LIST OF COURSES:

Semester	Course Name	Course Code
1	Forms of Literature	EN – MN – 1114
2	Language and Literature	EN – MN – 2114
3	Drama	EN – MN – 3214
4	Fiction-I	EN – MN – 4214
5	Fiction-II	EN – MN – 5214
6	Non-Fiction	EN – MN – 6214
7	Drama II	EN – MN – 7314
8	Non-Fiction II	EN – MN – 8314

Course Learning Outcome (CLO)

Semester	Course Name & Code	Course Learning Outcome (CLO)	
1	Forms of Literature EN – MN – 1114	CLO - 01	After the completion of the course, the learners will be able to identify the various forms of literature as well as analyse critically the texts prescribed.
		CLO - 02	The learners will also be familiarised with the methodology of critical and analytical reading to facilitate their interest in literature
		CLO - 03	The learners will be able to appreciate the emerging and contemporary trends of knowledge and values in literature.
2	Language and Literature EN – MN – 2114	CLO - 01	After the completion of the course, the learners will be able to appreciate the domain of literature and interpret a variety of written texts
		CLO - 02	The learners will also be familiarised with the methodology of critical and analytical reading to facilitate their interest in literature
		CLO - 03	The learners will be trained to communicate easily in English as their vocabulary and comprehension skills will be enhanced
3	Drama EN – MN – 3214	CLO-01	After the completion of the course, the learners will be able to identify the various forms of drama and the dramatic devices
3	Drama EN – MN – 3214	CLO-02	The learners will be able to apply the methodology of critical and analytical reading to facilitate their interest in drama
		CLO-03	The learners will be able to analyze critically the contemporary relevance of the issues explored in the prescribed texts
4	Fiction-I EN – MN – 4214	CLO-01	After the completion of the course, the learners will be able to cultivate interest in the study of fiction
		CLO-02	The learners will also be able to gain insight into the human condition through an in-depth analysis of the prescribed texts
		CLO-03	The learners will be able to critically analyze the prescribed texts and contextualize them in the socio-cultural scenario of the time
5	Fiction-II EN – MN – 5214	CLO-01	After the completion of the course, the learners will be able to cultivate interest in the study of fiction
		CLO-02	The learners will also be able to gain insight into the human condition through an in-depth analysis of the prescribed texts
		CLO-03	The learners will be able to critically analyze the prescribed texts and contextualize them in the socio-cultural scenario of the time

6	Non-Fiction EN – MN – 6214	CLO-01	After the completion of the course, the learners will be able to explore the different realms of human thought, behaviour, history and culture reflected in the various prose writings prescribed in this course
		CLO-02	The learners will be able to critically analyse the prescribed texts and engage in scholarly pursuits
		CLO - 03	The learners will be able to address the socio-political issues in the global front
7	Drama II EN – MN – 7314	CLO - 01	After the completion of the course, the learners will be able to develop comparative understanding of the classical and modern forms of drama
		CLO - 02	The learners will be able to critically analyse the prescribed texts and contextualise them in the socio-cultural scenario of the time
		CLO - 03	The learners will be able to put into practice the theatrical techniques and skills acquired through the art of drama
8	Non-Fiction II EN – CE – 8314	CLO - 01	After the completion of the course, the learners will be able to explore and analyse the different forms of non-fictional writings
		CLO - 02	The learners will be able to critically analyse the prescribed texts in the socio-cultural, historical and political contexts
		CLO - 03	The learners will be able to develop an interdisciplinary perspective and engage in quality research

MAPPING OF PROGRAMME OUTCOME (PO) AND COURSE LEARNING OUTCOME (CLO):

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	Programme Outcome (APO)										
		APO-1	APO-2	APO-3	APO-4	APO-5	APO-6	APO-7	APO-8	APO-9	APO-10	APO-11
EN-MN-1114	CLO-1	1	1	2		3		3		2	1	3
	CLO-2	1	1	2		3		3		2	1	3
	CLO-3	1	2	2		3		2		3	2	3
EN-MN-2114	CLO-1	1	1	3	3	1	1	2		3	1	3
	CLO-2	1	1	2	2	1	1	2	3	1	1	3
	CLO-3		1	2	3	3		2	3		3	1
EN-MN-3214	CLO-1	1	1	2	2	1		2	3		2	2
	CLO-2	1	1	2	3	1	3	2	3	1	1	2
	CLO-3	1	1	2	3	1	3	1	3	2	1	2
EN-MN-4214	CLO-1	3	1	2	3	1	2	2	3	2	2	2
	CLO-2	1	1	2	3	1	2	1	3	2	1	2
	CLO-3	1	1	2	3	1	2	1	3	2	1	2
EN-MN-5214	CLO-1	3	1	2	2	1	2	2	3	2	2	2
	CLO-2	1	1	2	2	1	2	1	3	2	1	2
	CLO-3	1	1	2	2	1	2	1	3	2	1	2
EN-MN-6214	CLO-1	1	1	2	1	1	2	2	3	2	1	2
	CLO-2	1	1	2	1	1	2	1	3	2	1	2
	CLO-3	1	1	2	1	1	2	1	3	2	1	2
EN-MN-7314	CLO-1	1	1	2	3	1	3	3	2	1	2	2
	CLO-2	1	1	2	3	1	3	2	1	1	1	2
	CLO-3	2	1	3	2	1	3	1	1	1	1	2
EN-MN-8314	CLO-1	1	1	2	2	1	2	2	3	1	1	2
	CLO-2	1	1	2	1	1	2	2	3	1	1	2
	CLO-3	1	1	2	1	1	2	2	3	1	1	2

MAPPING OF PROGRAMME SPECIFIC OUTCOME (PSO) AND COURSE LEARNING OUTCOME (CLO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	Programme Specific Outcome (PSO)					
		PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
EN-MN-1114	CLO-1	1	2	1	1	2	1
	CLO-2	1	2	1	1	2	1
	CLO – 3	1	2	1	1	1	1
EN-MN-2114	CLO-1	1	2	1	1	1	1
	CLO-2	1	2	1	1	2	1
	CLO – 3	2	3	1	3	1	1
EN-MN-3214	CLO-1	1	2	1	1	2	1
	CLO-2	1	1	2	1	2	1
	CLO – 3	1	1	1	1	2	1
EN-MN-4214	CLO-1	1	2	1	2	1	1
	CLO-2	1	1	1	1	2	1
	CLO – 3	1	1	1	1	2	1
EN-MN-5214	CLO-1	1	2	1	2	1	1
	CLO-2	1	1	1	1	2	1
	CLO – 3	1	1	1	1	2	1
EN-MN-6214	CLO-1	1	1	1	1	2	1
	CLO-2	1	2	1	2	1	1
	CLO – 3	1	1	1	1	2	1
EN-MN-7314	CLO-1	1	2	2	1	2	1
	CLO-2	1	1	1	1	2	1
	CLO – 3	1	1	1	1	2	1
EN-MN-8314	CLO-1	1	1	1	1	2	1
	CLO-2	1	1	1	1	2	1
	CLO – 3	1	1	1	1	2	1

COURSE NAME: Forms of Literature

COURSE CODE: EN – MN – 1114

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY: 3 CREDITS

Total Lectures: 45

COURSE OBJECTIVE:

The course objectives of this course are as follows:

- *To help the learners develop reflective understanding of literature*
- *To help the learners form a foundational understanding of the various genres of literature*
- *To help the learners cultivate critical thinking*

COURSE LEARNING OUTCOME:

- CLO 1:** *After the completion of the course, the learners will be able to identify the various forms of literature as well as analyse critically the texts prescribed*
- CLO 2:** *The learners will also be familiarised with the methodology of critical and analytical reading to facilitate their interest in literature.*
- CLO 3:** *The learners will be able to appreciate the emerging and contemporary trends of knowledge and values in literature*

Unit- I: Poetry (Lectures: 15)

- Sonnet
- Ode
- Elegy
- Dramatic Monologue
- Ballad
- Blank Verse
- Lyric

Unit- II: Fiction (Lectures: 8)

- Types of Novel: picaresque, epistolary, gothic, historical, novel of manners, regional novel, stream of consciousness novel.
- The Short-story
- Graphic Novel

Unit- III: Non-Fiction (Lectures: 7)

- Essays
- Life Writing: Biographies, Auto-biographies, letters, memoirs, diaries
- Travel Writing

Unit- IV: Drama (Lectures: 15)

- Tragedy
- Comedy
- Theatre of Absurd
- Forms of Indian theatre:
 - Classical and folk theatres
 - Colonization and theatre
 - Contemporary theatre

Recommended Reading:

1. Abrams, M.H. *A Glossary of Literary Terms*. New Delhi: Akash Press, 2007.
2. Ashok, Padmaja. *A Companion to Literary Forms*. Hyderabad: Orient Blackswan, 2015
3. Gray, Martin. *A Dictionary of Literary Terms*. New Delhi: Pearson, 2008.
4. Prasad, B. *A Background to the Study of English Literature*. New Delhi: Macmillan, 1965.
5. Scholes, Robert, et al., editors. *Elements of Literature: Essay, Fiction, Poetry, Drama, Film*. Calcutta: Oxford UP, 1997.

COURSE NAME: Language and Literature

COURSE CODE: EN – MN – 2114

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY: 3 Credits

TOTAL LECTURES: 45

COURSE OBJECTIVE:

The course objectives of this course are as follows:

- *To help the learners develop reflective understanding of the domain of literature*
- *To help the learners form an understanding of the distinctive ability of literature as mediator of socio-cultural change*
- *To help the learners develop competence in writing skills in English*

COURSE LEARNING OUTCOME:

CLO 1: *After the completion of the course, the learners will be able to appreciate the domain of literature and interpret a variety of written texts*

CLO 2: *The learners will also be familiarised with the methodology of critical and analytical reading to facilitate their interest in literature*

CLO 3: *The learners will be trained to communicate easily in English as their vocabulary and comprehension skills will be enhanced.*

Unit- I: Literary Texts: Poetry (LECTURES: 25)

- William Shakespeare: *Sonnet 73*
- John Milton: *On His Blindness*
- William Blake: *The Tyger*
- William Wordsworth: *Lucy Gray*
- P.B. Shelley: *To a Skylark*
- John Keats: *Ode to Autumn*
- Alfred Tennyson: *Break, Break, Break*
- Robert Browning: *My Last Duchess*
- W.B. Yeats: *The Second Coming*
- Emily Dickinson: *A Narrow Fellow in the Grass*
- Robert Frost: *Stopping By Woods on a Snowy Evening*
- Maya Angelou: *Still I Rise*
- Toru Dutt: *Sita*
- Arun Kolatkar: *An Old Woman*

Unit-II: Writing Skills (LECTURES: 20)

- Critical appreciation of an unseen poem
- Figures of speech,
 - Synecdoche,
 - Metonymy,
 - Chiasmus,
 - Hyperbole,
 - Antithesis,
 - Oxymoron
- Essay Writing
- Article Writing
- Speech Writing
- Writing Invitations and Replies
- Amplification

Recommended Books:

1. Abrams, M.H. *A Glossary of Literary Terms*. New Delhi: Akash Press, 2007.
2. Bose and Sterling. *Elements of English Rhetoric and Prosody*. Calcutta: Chakravarty, Chatterjee & Co.: 1960. <https://archive.org>
3. Gray, Martin. *A Dictionary of Literary Terms*. New Delhi: Pearson, 2008.
4. Prakasam, V. *Communicative English*. New Delhi: Neelkamal Publications Pvt. Ltd., 2014.
5. Quirk, R. and S. Greenbaum. *A University Grammar of English*. New Delhi: Pearson Education, 2008.
6. Ram, Hari and Swapna Gupta. *Write It Right: Sentences and Clauses*. New Delhi: Rajat Publications, 2018.

COURSE NAME: Drama-I
COURSE CODE: EN- MN - 3214

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objectives:

The learning objectives of this course are as follows:

- *To help the learners form a foundational understanding of the various forms of drama*
- *To help the learners grasp the socio-cultural and political contexts of the prescribed dramatic texts*
- *To help the learners develop a critical appreciation of drama and performance*

COURSE LEARNING OUTCOME:

CLO1: *After the completion of the course, the learners will be able to identify the various forms of drama and the dramatic devices*

CLO2: *The learners will be able to apply the methodology of critical and analytical reading to facilitate their interest in drama*

CLO3: *The learners will be able to analyze critically the contemporary relevance of the issues explored in the prescribed texts*

Unit I: Tragedy (Lectures: 10)

- William Shakespeare: *Macbeth*

Unit II: Comedy (Lectures: 10)

- Oliver Goldsmith: *She Stoops to Conquer*

Unit III: Modern Play:(Lectures: 10)

- John Osborne: *Look Back in Anger*

Unit IV: Indian Theatre:(Lectures: 15)

- Girish Karnad: *Broken Images*
- Mahesh Dattani: *Dance like a Man*

Recommended Reading:

1. Bhatia, Nandi. *Modern Indian Theatre*. Oxford India Paperbacks, 2011.
2. Braunnmuller, A. R, editor. *Macbeth (The New Cambridge Shakespeare)*. UK: Cambridge University Press, 2012.
3. Dattani, Mahesh. *Collected Plays*. New Delhi: Penguin Books India, 2000
4. Goldsmith, Oliver. *She Stoops to Conquer*. New Delhi: Peacock Books, 2022.
5. Karnad, Girish. *Collected Plays (Vol. 2)*. Oxford India Paperbacks, 2021.
6. Osborne, John. *Look Back in Anger*. Edited by Neeraj Malik. Worldview Critical Editions, 2004.
7. *Three Plays: Naga Mandala, Hayavadana, Tughlaq*. New Delhi: Oxford University Press, 1997.

COURSE NAME: Fiction-I

COURSE CODE: EN- MN - 4214

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objectives:

The learning objectives of this course are as follows:

- *To help the learners familiarize with the novel as a literary genre and its various forms*
- *To help the learners explore the social and cultural contexts of the prescribed texts*
- *To help the learners critically understand the thematic concerns in the prescribed texts*

COURSE LEARNING OUTCOME:

CLO 1: *After the completion of the course, the learners will be able to cultivate interest in the study of fiction*

CLO 2: *The learners will also be able to gain insight into the human condition through an in-depth analysis of the prescribed texts*

CLO 3: *The learners will be able to critically analyze the prescribed texts and contextualize them in the socio-cultural scenario of the time*

Unit 1: Historical Fiction: (Lectures: 10)

- Charles Dickens: *A Tale of Two Cities*

Unit II: Gothic Fiction: (Lectures: 10)

- Daphne du Maurier: *Rebecca*

Unit III: Novel of Manners: (Lectures: 10)

- Jane Austen: *Sense and Sensibility*

Unit 4: Short Stories: (Lectures: 15)

- Hector Hugh Munro: *'The Open Window'*
- O Henry: *'The Last Leaf'*
- Thomas Hardy: *'The Withered Arm'* (From Wessex Tales)

Recommended Reading:

1. Abrams, M. H. and G.G Harpham. *A Glossary of Literary Terms*. Wadsworth Publishing Co Inc, 2014.
2. Austen, Jane. *Sense and Sensibility*. London: Penguin Classics, 2003.
3. Dickens, Charles. *A Tale of Two Cities*. London: Oxford University Press, 2008 (Reissue edition).
4. Hardy, Thomas. *Wessex Tales*. London: Wordsworth Classics, 1999.
5. Henry, O. *The Trimmed Lamp and Other Stories*. Graphic Arts Books, 2021.
6. Maurier, Daphne du. *Rebecca*. Virago, 2003.
7. Munro, Hector Hugh. *The Dreamer and Other Stories of Saki*. New Delhi: Om Books International, 2019.

COURSE NAME: Fiction-II

COURSE CODE: EN- MN - 5214

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objectives:

The learning objectives of this course are as follows:

- *To help the learners familiarize with the novel as a literary genre and its various forms*
- *To help the learners explore the social and cultural contexts of the prescribed texts*
- *To help the learners critically understand the thematic concerns in the prescribed texts*

COURSE LEARNING OUTCOME:

CLO1: *After the completion of the course, the learners will be able to cultivate interest in the study of fiction*

CLO2: *The learners will also be able to gain insight into the human condition through an in-depth analysis of the prescribed texts*

CLO3: *The learners will be able to critically analyze the prescribed texts and contextualize them in the socio-cultural scenario of the time*

UNIT I: Regional Novel (Lectures: 10)

- Thomas Hardy: *Far from the Madding Crowd*.

UNIT II: Stream of Consciousness Novel (Lectures: 10)

- Virginia Woolf: *Mrs. Dalloway*

UNIT III: Graphic Novel (Lectures: 10)

- Srividya Natarajan, S. Anand, Durgabai Vyam, Subhash Vyam: *Bhimayana: Experiences of Untouchability*

UNIT IV: Short Stories (Lectures: 15)

- Edgar Allen Poe: *'The Cask of Amontillado'*
- Anton Chekhov: *'Death of a Clerk'*
- Shashi Tharoor: *'The Village Girl'*

Recommended Reading:

1. Abrams, M. H. and G.G Harpham. *A Glossary of Literary Terms*. Wadsworth Publishing Co Inc, 2014.
2. Chekhov, Anton. *Stories, 1880-1885* (Collected Works in 5 Volumes, Vol. 1). Translated by Alex Miller and Ivy Litvinov. Moscow: Raduga Publishers, 1987.
3. Hardy, Thomas. *Far from the Madding Crowd*. London: Penguin Classics, 2003.
4. Natarajan, Srividya, et al. *Bhimayana: Experiences of Untouchability*. New Delhi: Navayana Publishing, 2011.
5. Poe, Edgar Allen. *Edgar Allen Poe: Selected Short Stories*. New Delhi: Vitasta Publishing, 2021.
6. Tharoor, Shashi. *The Five-Dollar Smile*. Gurgaon: Penguin Books, 2015.
7. Woolf, Virginia. *Mrs.Dalloway*. Delhi: Worldview Critical Editions, 2002.

COURSE NAME: Non-Fiction-I

COURSE CODE: EN- MN - 6214

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

The learning objectives of this course are as follows:

- *To help the learners acquaint with the diverse kinds of prose writings in different cultural contexts*
- *To help the learners appreciate and understand the diverse writing styles of the various authors*
- *To introduce the learners to the personal, ethnographical and historical discourses from around the world*

COURSE LEARNING OUTCOME:

CLO 1: *After the completion of the course, the learners will be able to explore the different realms of human thought, behaviour, history and culture reflected in the various prose writings prescribed in this course*

CLO 2: *The learners will be able to critically analyse the prescribed texts and engage in scholarly pursuits*

CLO 3: *The learners will be able to address the socio-political issues in the global front.*

UNIT I: Essays: (Lectures: 15)

- Francis Bacon: 'Of Ambition'
- Joseph Addison: 'The Aims of the Spectator'
- William Hazlitt: 'On Going a Journey'

UNIT: II: Speeches: (Lectures: 10)

- Nehru: "Tryst with Destiny" (Independence Day speech, 15th August, 1947)
- Martin Luther King Jr.: "I Have a Dream" (28th August, 1963)
- Barack Obama: "New Era of Responsibility" (Inaugural Address, 2009)

UNIT III: Life Writing: (Lectures: 10)

- Bertrand Russell: *Autobiography* (Chapter 1)
- Maya Angelou: *I Know Why the Caged Bird Sings* (Chapter 6)

UNIT IV: Travel Writing: (Lectures: 10)

- Verrier Elwin: 'A Pilgrimage to Tawang'
- Sudha Murthy: 'Bonded by Bisleri' (From *Wise and Otherwise*)

Recommended Reading:

1. Angelou, Maya. *I Know Why the Caged Bird Sings*. New York: Random House Trade, 2009.
2. Elwin, Verrier. *The Oxford India Elwin*. New Delhi: Oxford University Press, 2008.
3. Martin Luther King Jr.: “*I Have a Dream*”.
<https://teachtnhistory.org/file/I%20Have%20A%20Dream%20Speech.pdf>
4. <https://youtu.be/vP4iY1TtS3s?si=zAiJk98kdD20J-oM>
5. Murthy, Sudha. *Wise and Otherwise*. New Delhi: Penguin Books, 2005.
6. Obama, Barack. “*New Era of Responsibility*” (Inaugural Address, 2009).
<https://youtu.be/3PuHGKnboNY?si=AZPurb4E88vscHpT>
7. <https://obamawhitehouse.archives.gov/realitycheck/node/2213#:~:text=What%20is%20required%20of%20us,the%20spirit%2C%20so%20defining%20of>
8. Russell, Betrand. *Autobiography (Chapter 1)*. London: Routledge, 2009.
9. William, W.E. *A Book of English Essays*. Harmondsworth: Penguin Books, 1951.
10. Rushdie, Salman and Elizabeth West, eds. *The Vintage Book of Indian Writing (1947-1997)*. London: Vintage, 1997.

COURSE NAME: DRAMA-II

COURSE CODE: EN-MN-7314

TOTAL CREDITS: 4 (THEORY: 3+ TUTORIAL: 1)

THEORY

Total Lectures: 45

Course Objective:

The learning objectives of this course are as follows:

- To help the learners familiarise with the select forms of classical and modern drama
- To enable the learners relate to the socio-cultural and political contexts of the prescribed texts
- To help the learners critically understand the thematic and the theatrical techniques of the prescribed texts

COURSE LEARNING OUTCOME:

The learning outcomes of this course are as follows:

CLO1: After the completion of the course, the learners will be able to develop comparative understanding of the classical and modern forms of drama

CLO2: The learners will be able to critically analyse the prescribed texts and contextualise them in the socio-cultural scenario of the time

CLO3: The learners will be able to put into practice the theatrical techniques and skills acquired through the art of drama

Detailed Syllabus: DRAMA II

Name of the Units	No. of Lectures per unit
Unit I: Classical Drama • Bhasa: <i>Karnabharam</i> • Sophocles: <i>Antigone</i>	20
Unit II: Postcolonial Drama • Habib Tanvir: <i>Charandas Chor</i> • Wole Soyinka: <i>Death and the King's Horseman</i>	15
Unit III: Absurd Drama • Eugene Ionesco: <i>Rhinoceros</i>	10

Recommended Reading:

1. Awasthi, Suresh. "Theatre of Roots: Encounter with Tradition." *TDR* (1988), vol. 33, no. 4, 1989, pp. 48-69. <https://www.jstor.org/stable/1145965>
2. Beckett, Samuel. *Waiting for Godot*. Faber and Faber, 2006.
3. Bhasa. *The Shattered Thigh and Other Plays*. Penguin, 2008.
4. Bhatia, Nandi, editor. *Modern Indian Theatre*. OUP (India), 2009.
5. Esslin, Martin. *The Theatre of the Absurd*. Bloomsbury Revelations, 2003.
6. Ionesco, Eugene. *Rhinoceros*. Edited by Dilip K. Basu, Worldview Publications, 2015.
7. Mee, Erin B. *Theatre of Roots – Redirecting the Modern Indian Stage*. Seagull Books, 2008.
8. Sophocles. *The Three Theban Plays*. Penguin, 1994.
9. Soyinka, Wole. *Death and the King's Horseman*. Edited by Jane Plastow, Methuen Drama India, 2017.
10. Tanvir, Habib. *Charandas Chor and Other Plays*. Seagull Books, 2018.

COURSE NAME: NON-FICTION-II

COURSE CODE: EN-MN-8314

TOTAL CREDITS: 4 (THEORY: 3+ TUTORIAL: 1)

THEORY

Total Lectures: 45

Course Objective:

The learning objectives of this course are as follows:

- To help the learners familiarise with the diverse forms of non-fictional prose writings
- To help the learners understand and appreciate the writing styles of the various authors of the different genres of non-fictional writings
- To help the learners develop critical perspective of the various forms of life writings

COURSE LEARNING OUTCOME:

The learning outcomes of this course are as follows:

CLO1: After the completion of the course, the learners will be able to explore and analyse the different forms of non-fictional writings

CLO2: The learners will be able to critically analyse the prescribed texts in the socio-cultural, historical and political contexts

CLO3: The learners will be able to develop an interdisciplinary perspective and engage in quality research

Detailed Syllabus: NON-FICTION II

Name of the Units	No. of Lectures per unit
Unit I: Autobiography Nelson Mandela: <i>Long Walk to Freedom</i>	10
Unit II: Diary Anne Frank: <i>The Diary of a Young Girl</i>	10
Unit III: Letters - Helen Maria Williams: <i>From Letters Written from France (Vol. 1, Letter 1 & Vol. 2, Letter 1)</i> - John Keats: <i>Letter XXII to Benjamin Bailey (November 22, 1817)</i> - Rabindranath Tagore: <i>Letter to Gandhi on the Eve of the Jallianwala Bagh Massacre (April 12, 1919)</i>	15
Unit IV: Memoir Binodini Dasi: <i>My Story and My Life as an Actress</i>	10

Recommended Reading:

1. Dasi, Binodini. *My Story and My Life as an Actress*. Edited and translated by Rimli Bhattacharya, Kali for Women, 1998. <https://www.natyakrishti.org/NoteeBinodini/Nati-Binodini-Biography-Rimli%20Bhattacharya.pdf>
2. Frank, Anne. *The Diary of a Young Girl*. Penguin Classics, 2019.
3. Keats, John. *Selected Letters*. Penguin Classics, 2014.
4. Keats, John. *Letters of John Keats to His Family and Friends*. The Project Gutenberg eBook, edited by Sidney Colvin, 2011. <https://www.gutenberg.org/files/35698/35698-h/35698-h.htm>
5. Mandela, Nelson. *Long Walk to Freedom*. Abacus, 1995.
6. Bhattacharya, Sabyasachi, editor. *The Mahatma and the Poet: Letters and Debates between Gandhi and Tagore 1915-1941*. National Book Trust, 1997.
7. Gilbert, Sandra M. and Susan Gubar, editors. *The Norton Anthology of Literature by Women*. Norton & Company, 1996.

INTER-DISCIPLINARY COURSE (IDC)

Programme Specific Outcome of Bachelor of Arts – ENGLISH (IDC)

PSO No.	NAME	Outcome
PSO-1	Cultural diversity	Ability to recognize diversity of folklore across different cultures and regions. A more inclusive perspective on cultural practices and beliefs will be gained by exploring both traditional and contemporary manifestations.
PSO-2	Environment and Sustainability	Ability to understand and value folk practices as part of traditional knowledge systems and understand their contribution to the development of communities.
PSO-3	Critical Thinking	Ability to critically evaluate the impact of myth and folklore on contemporary society, recognizing its role in shaping cultural identities, transmitting values, and fostering intercultural understanding and appreciation.
PSO-4	Life-long Learning	Ability to engage in independent and life-long learning by acquiring necessary skills for preservation of traditional knowledge and value system.
PSO-5	Future Prospects	Employability scope in fields such as cultural heritage preservation, tourism, human geography, anthropology and community development increases.
PSO-6	Integrating and acquiring 21st century skills	Learners will be equipped with essential 21st century skills like collaborative, critical and creative communication prioritising digital learning and competencies to enable them to thrive in today's complex and dynamic world.

Basic Syllabus Structure of IDC

Semester	Course Name	Course Code
1	Myth and Folklore-I	EN-ID-1113
2	Myth and Folklore-II	EN-ID-2113
3	Myth and Folklore-III	EN-ID-3213

Course Learning Outcome (CLO)

Semester	Course Name & Code	Course Learning Outcome (CLO)	
1	Myth and Folklore-I EN-ID-1113	CLO-01	After completion of the course, the learners will be able to become sensitive to the nuances of myth and folklore of a given place
		CLO-02	After completion of the course, the learners will be able to develop an interest in myth and folklore and apply this knowledge to study other texts
		CLO - 03	After completion of the course, the learners will be able to understand the core ethical and human values reflected in the myths
2	Myth and Folklore-II EN-ID-2113	CLO-01	After completion of the course, the learners will be able to become sensitive to the nuances of myth and folklore of a given place
		CLO-02	After completion of the course, the learners will be able to develop an interest in myth and folklore and apply this knowledge to study other texts
		CLO -03	After completion of the course, the learners will be able to understand the core ethical and human values reflected in the myths
3	Myth and Folklore-III EN-ID-3213	CLO-01	After completion of the course, the learners will be able to develop an interest in folk practices and understand their contribution to the development of communities
		CLO-02	After completion of the course, the learners will be able to understand the core ethical and human values reflected in the myths and acquire skills necessary for preserving traditional knowledge system
		CLO - 03	After completion of the course, the learners will be able to critically evaluate the impact of myth and folklore on contemporary society, recognizing its role in shaping cultural identities, transmitting values, and fostering intercultural understanding and appreciation

MAPPING OF COURSE LEARNING OUTCOME (CLO) AND PROGRAMME OUTCOME (PO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	Programme Outcome (PO)										
		APO-1	APO-2	APO-3	APO-4	APO-5	APO-6	APO-7	APO-8	APO-9	APO-10	APO-11
EN-ID-1113	CLO - 1	1	2	1	1	1	1	1	2	2	2	2
	CLO - 2	1	2	1	1	1	1	1	2	2	2	2
	CLO - 3	1	2	1	1	1	1	1	2	2	2	2
EN-ID-2113	CLO - 1	1	2	1	1	1	1	1	2	2	2	2
	CLO - 2	1	2	1	1	1	1	1	2	2	2	2
	CLO - 3	1	2	1	1	1	1	1	2	2	2	2
EN-ID-3213	CLO - 1	1	2	1	1	1	1	1	2	2	2	2
	CLO - 2	1	2	1	1	1	1	1	2	2	2	2
	CLO - 3	1	2	1	1	1	1	1	2	2	2	2

Mapping of Course Learning Outcome (CLO) and Programme Specific Outcome (PSO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	Programme Specific Outcome (PSO)					
		PSO-1	PSO-2	PSO-3	PSO-4	PSO - 5	PSO - 6
EN-ID-1113	CLO-1	1	1	1	1	1	1
	CLO - 2	1	1	1	1	1	1
	CLO - 3	1	1	1	1	1	1
EN-ID-2113	CLO-1	1	1	1	1	1	1
	CLO - 2	1	1	1	1	1	1
	CLO - 3	1	1	1	1	1	1
EN-ID-3213	CLO-1	1	1	1	1	1	1
	CLO - 2	1	1	1	1	1	1
	CLO - 3	1	1	1	1	1	1

COURSE NAME: Myth and Folklore-I

COURSE CODE: EN – ID – 1113

TOTAL CREDITS: 3 (Theory: 3)

THEORY

Total Lectures - 45

Course Objective:

The objectives of the course are:

- *To broaden the intellectual and socio-cultural horizon of the learners as part of liberal arts education*
- *To understand the individuals and their social behaviour, society, and the nation*
- *To develop a foundational understanding of the domain of myth and folklore*

COURSE LEARNING OUTCOME:

After completion of the course, the learners will be able to:

CLO1: *Become sensitive to the nuances of myth and folklore of a given place*

CLO2: *Develop an interest in myth and folklore and apply this knowledge to study other texts*

CLO3: *Understand the core ethical and human values reflected in the myths*

Unit-I: Understanding Myth (Lectures: 15)

- Definition and Socio-cultural Relevance
- Archetypal Relevance
- Myth and History
- Myth and Epic
- Myth and Religion

Unit-II: Indian Myths (Lectures: 15)

- Introduction
- Tales from Indian Mythology:
 - *The Repudiation of Shakuntala (Mahabharata)*
 - *The Dicing Episode (Mahabharata)*
 - *The Story of Shravana Kumar (The Ramayana)*
 - *Sita's Second Exile (The Ramayana)*
 - *The Apotheosis of Kannagi (Cilappatikaram)*

Unit-III: Western Myths (Lectures: 15)

- Introduction
- Tales from Western Mythology:
 - *Sisyphus*
 - *Icarus*
 - *Narcissus and Echo*
 - *Perseus and Medusa*
 - *Cain and Abel*
 - *Noah's Ark*
 - *David and Goliath*
 - *Job*

Recommended Books:

1. Armstrong, Karen. *A Short History of Myth*. Toronto: Knopf, 2006.
2. Choudhury, Bibhash. *Western Mythology: Accounts, Versions, Tales*. Guwahati:
3. Papyrus, 2014.
4. Das, Manoj. *Myths, Legends, Concepts and Literary Antiquities of India*. New Delhi:
5. Sahitya Akademi, 2009.
6. Mackenzie, Donald Alexander. *Indian Myth and Legend*. London: The Gresham Publishing Company Ltd., 2014. (ebook: Project Gutenberg)
7. 5. Segal, Robert. *Myth: A Very Short Introduction*. Oxford: Oxford UP, 2004

COURSE NAME: Myth and Folklore -II

COURSE CODE: EN – ID – 2113

TOTAL CREDITS: 3 (Theory: 3)

THEORY

Total Lectures - 45

Course Objective:

The objectives of the course are:

- *To broaden the intellectual and socio-cultural horizon of the learners as part of liberal arts education*
- *To understand the individuals and their social behaviour, society, and the nation*
- *To develop a foundational understanding of the domain of myth and folklore*

COURSE LEARNING OUTCOME:

After completion of the course, the learners will be able to:

CLO1: *Become sensitive to the nuances of myth and folklore of a given place*

CLO2: *Develop an interest in myth and folklore and apply this knowledge to study other texts*

CLO3: *Understand the core ethical and human values reflected in the myths*

Unit- I: Understanding Folklore: (LECTURES: 15)

- Definition and Socio-cultural Relevance
- Contexts and Rootedness
- Folklore and History
- Folklore and Culture
- Folklore, Belief systems and Customs

Unit-II: Folktales: Around the World (LECTURES: 15)

Section A: Panchatantra and Jataka tales

- Select tales from Panchatantra and Jataka Tales:
 - *The Monkey and the Crocodile;*
 - *The Crafty Crane and the Craftier Crab;*
 - *The Antelope, the Tortoise and the Woodpecker*

Section B:

- Fairy Tales:
 - *Aladdin and the Magic Lamp (Arabian Nights)*
 - *The White Hare and the Crocodiles (Yei Theodora Ozaki-Japanese Fairytale)*
 - *The Frog Princess (Alexander Afanasyev-Russian Fairytale)*
 - *The Pied-Piper of Hamelin (German Fairytale)*

- Aesop's Fables:
 - *The Ants and The Grasshopper;*
 - *The Crow and The Pitcher;*
 - *The Fox and The Grapes;*
 - *The Hare and The Tortoise;*
 - *The Lion and The Mouse;*
 - *The Wolf in Sheep's Clothing*
 - *The Woodcutter and the Golden Axe*

Unit-III: Folklore and folktales from Northeast India (LECTURES: 15)

Section A: Folklore:

- Introduction
- Rituals and Practices:
 - Festivals: Bihu (Assamese); Ali Aye Ligang (Mising); Bushu (Dimasa),
 - Oral poetry: Lullabies and Love Songs (Mising); "Phande Pariya Baga Kande (Bhaowaiya Song of Koch-Rajbongshi); War Chants (Mizo);
 - Lyrical Poetry: Tenyimia Naga
 - Rituals: Maroi Worship (Koch-Rajbongshi); Marriage Rituals (Bodo),
 - Matrilineal society of the Khasis

Section B: Folktales from Northeast India in Translation

- *Tejimola* (Assamese)
- *Karbang and Karsang* (Mising)
- *The Story of Panthaoraja* (Dimasa)
- *The Orphan and the Giant* (Karbi)
- *The Man-Eating Serpent, U Thlen* (Khasi)
- *Hunchibili* (Angami Naga)

Recommended Reading:

1. Barkataki, S. N. *Tribal Folk Tales of Assam*. Guwahati: Publication Board Assam, 2019.
2. Barma, Sukhbilas. *Rajbanshi Folk Tales and Folk Songs*. Delhi: SahityaAkademi, 2017.
3. Boro, Anil. *Folk Literature of the Bodos*. Guwahati: NL Publish
4. Medhi, Birinchi. K and Humi Thaosen. *Aurora of a tribal festival: The Bishu Dima Festival of the Dimasas*
(https://www.academia.edu/11646338/Aurora_of_a_tribal_festival_The_Bishu_Dima_Festival_of_the_Dimasas)
5. Narah, Jiban (ed.). *Listen My Flowerbud: Mising Tribal Oral Poetry of Assam*. New Delhi: SahityaAkademi, 2008.
6. Nongkynrih, Kynpham Sing. *Around the Hearth: Khasi Legends*. New Delhi: Penguin, 2007.
7. Chandiramani, G.L. (tr.) *Panchatantraby Pandit Vishnu Sarma*. New Delhi: Rupa Publications, 1991.
8. Sen, Soumen and Desmond L. Kharmawphlang (eds.). *Orality and Beyond: A North East Indian Perspective*. New Delhi: Sahitya Akademi, 2007.
9. Shankar, *Treasury of Indian Tales, Book 2*. New Delhi: Children's Book Trust, 1967
10. Siiger, Halfdan. *The Bodo of Assam: Revisitng a Classical Study from 1950*. Denmark: NIAS Press, 2015.
11. Taid, Tabu Ram. *Mising Folk Tales*. New Delhi: SahityaAkademi, 2016.

COURSE NAME: Myth and Folklore-III

COURSE CODE: EN – ID – 3213

TOTAL CREDITS: 3 (Theory: 3)

THEORY

Total Lectures - 45

Course Objective:

The objectives of the course are:

- *To broaden the intellectual and socio-cultural horizon of the learners as part of liberal arts education*
- *To understand the individuals and their social behaviour, society, and the nation and develop necessary skills for preservation of traditional knowledge and value system*
- *To foster critical understanding of the varied nuances of myth and folklore and its role and impact in contemporary society*

COURSE LEARNING OUTCOME:

After completion of the course, the learners will be able to:

CLO 1: *Develop an interest in folk practices and understand their contribution to the development of communities*

CLO 2: *Understand the core ethical and human values reflected in the myths and acquire skills necessary for preserving traditional knowledge system*

CLO 3: *Critically evaluate the impact of myth and folklore on contemporary society, recognizing its role in shaping cultural identities, transmitting values, and fostering intercultural understanding and appreciation*

Unit I: Reinterpretation of characters from Indian Epics: (Lectures: 15)

- Irawati Karve: 'Draupadi' (Chapter 6) from *Yuganta: The end of an epoch*
- Dharamvir Bharati: *Andha Yug(The Age of Darkness)*

Unit II: Folk Practices: Folk Arts & Crafts from India: (Lectures: 15)

- Pottery (Indus Valley Civilization); Dyeing (Gujrat & Rajasthan)
- Metal work (Assam)
- Paintings (Madhubani & Tanjore)
- Textile Weaving (Assam & Uttar Pradesh)
- Chang Ghar (Misings of Assam)
- Socio-cultural significance and practice of Rice Beer making (Bodo, Dimasa & Mising)

Unit III: Myth and Performance Studies: (Lectures: 15)

- An Introduction to Ancient Indian Knowledge Systems (IKS)
- Classical Performing Arts: Foundational Aspects of the *Natya Sastra*
- Assam and Folk Theatre: Bhaona/Ankiya Naat

Recommended Reading:

1. Armstrong, Karen. *A Short History of Myth*. Toronto: Knopf, 2006.
2. Baishya, Prabin. *Small and Cottage Industries: A Study in Assam*. Delhi: Manash Publications, 1989.
3. Baishya, Prabin. *The Silk Industry of Assam*. Delhi: Saujanya Books, 2005.
4. Barua, Birinchi Kumar. *Ankiya Nat; Or a collection of Sixteen Assamese Dramas Written by Mahapurush Sankaradeva, Madhavadeva and Gopaladeva Compiled from Old Assamese Manuscripts (2nd edition)*. Govt. of Assam, 1954.
5. Bharatamuni. *The Natya Sastra of Bharatamuni*. Trans. Board of Scholars. Sri Satguru Publications, 2014.
6. Bharati, Dharamvir. *Andha Yug*. Trans. Alok Bhalla. New Delhi: Oxford University Press, 2020.
7. Bordoloi, B.N. *The Dimasa Kacharis of Assam*. Guwahati: Tribal Research Institute, Assam. 1984.
8. Bordoloi, B.N. G.C. Sharma Thakur & M.C Saikia. *Tribes of Assam (Part I)*. Guwahati: Tribal Research Institute, Assam. 1987.
9. Boro, Anil. *Folk Literature of the Bodos*. Guwahati: NL Publishers, 2010.
10. Brahma, M.M. *Folksongs of the Bodos*. Guwahati: Publication Department, Gauhati University, 1960.
11. Das, Manoj. *Myths, Legends, Concepts and Literary Antiquities of India*. New Delhi: Sahitya Akademi, 2009.
12. Endle, S. *The Kacharis*. Delhi: Cosmo Publications, 1974.
13. Karve, Irawati. *Yuganta: The end of an epoch*. Hyderabad: Orient Blackswan, 2019.
14. Krishna, Anand. *Banaras Brocades*. Crafts Museum, 1966.
15. Mackenzie, Donald Alexander. *Indian Myth and Legend*. London: The Gresham Publishing Company Ltd., 2014. (ebook: Project Gutenberg)
16. Rangacharya, Adya. *Introduction to Bharata's Natya-Sastra*. Bombay: Popular Prakashan, 1966.
17. Rao, U.S.Krishna. *A Dictionary of Bharata Natya*. Madras: Orient Longman Ltd., 1990.
18. Segal, Robert. *Myth: A Very Short Introduction*. Oxford: Oxford UP, 2004.
19. Siiger, Halfdan. *The Bodo of Assam: Revisiting a Classical Study from 1950*. Denmark: NIAS Press, 2015
20. Sivaramamurti, C. *Indian Painting*. National Book Trust, India, 1997. LINKS
21. Sarma, Rabindranath. "Rice Beer and Tribes of Assam". IOSR-JHSS. Volume 22, Issue 7, Ver. 2 (July, 2017) pp 13-16 <https://www.researchgate.net/publication/318293450>
22. Sinha, B.P. *Potteries in Ancient India*. New Delhi: Archaeological Survey of India, 1969. <https://archive.org/details/in.gov>
23. *The Sarthebari Bell-Metal Industry of Assam*-Abhijna e-Museum <http://www.abhijemuseum.com>
www.textilescommittee.gov.in

ABILITY ENHANCEMENT COURSE (AEC)

Programme Specific Outcome of Bachelor of Arts – ENGLISH (Ability Enhancement Course)

PSO No.	Name	Outcome
PSO-1	Effective Communication	Ability to effectively demonstrate proficient verbal and written communication skills, including the ability to express ideas clearly and engage in effective interpersonal communication, and adapt their language usage to different contexts and audiences.
PSO-2	Critical Thinking	Ability to critique textual narratives applying aesthetic principles and engage with literature as a cultural and interactive phenomenon.
PSO-3	Social Interaction	Ability to manage conflict through effective communication and foster logical conclusion/solution in a group sitting.
PSO-4	Individual and team-work	Ability to work as a productive team member in a professional environment.
PSO-5	Future Prospects	Employability scope in the field of tourism, media, hospitality, corporate houses and other industries.
PSO-6	Integrating and acquiring 21st century skills	Learners will be equipped with essential 21st century skills like collaborative, critical and creative communication prioritising digital learning and competencies to enable them to thrive in today's complex and dynamic world.

Basic Syllabus Structure of AEC

Semester	Course Name	Course code
1	Communication - I	EN – AE – 1112
2	Language - I	EN – AE – 2112
3	Communication - II	EN – AE – 3212
4	Language - II	EN – AE – 4212

Course Learning Outcome – Ability Enhancement Course (AEC)

Semester	Course Name & Code	Course Learning Outcome (CLO)	
1	Communication - I EN-AE-1112	CLO-01	After the completion of the course, the learners will be able to articulate thoughts and arguments logically and coherently
		CLO-02	The learners will be able to develop language skills in relation to personal communication,
		CLO - 03	The learners are also expected to develop and enhance the skills necessary for participating in discussion, debate and symposium
2	Language - I EN-AE-2112	CLO-01	After the completion of the course, the ability of the learners to critically analyse literary texts will be developed
		CLO-02	The learners will be able to view English language as a mediator of knowledge and identity
		CLO - 03	The learners will be able to undertake writing for professional/formal purposes with confidence.
		CLO - 04	Analyze data in MS-EXCEL
3	Communication - II EN-AE-3212	CLO-01	After the completion of the course, the learners will be able to articulate thoughts and arguments logically and coherently.
		CLO-02	The learners will be able to develop language skills in relation to personal communication, social interactions and communication in professional situations.
		CLO - 03	The learners are also expected to develop and enhance the skills necessary for participating in discussion, debate and creative writing
4	Language – II EN-AE-4212	CLO-01	After the completion of the course, the ability of the learners to critically analyse literary texts will be developed
		CLO-02	The learners will be able to undertake writing for professional/formal purposes with confidence
		CLO - 03	The learners will be able to understand the politics and socio-cultural significance of language Vis-a-vis identity

MAPPING OF COURSE LEARNING OUTCOME AND PROGRAMME OUTCOME

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	PROGRAMME OUTCOME										
		APO-1	APO-2	APO-3	APO-4	APO-5	APO-6	APO-7	APO-8	APO-9	APO-10	APO-11
EN-AE-1112	CLO1	1	1	1	2	3	3	2	2	2	2	1
	CLO 2	2	1	1	2	3	3	2	2	2	2	1
	CLO 3	1	1	1	2	3	3	2	2	2	2	1
EN-AE-2112	CLO1	1	1	2	2	2	2	2	2	2	2	1
	CLO 2	1	1	1	1	1	3	2	2	2	2	1
	CLO 3	1	1	1	2	2	3	2	2	2	2	1
EN-AE-3212	CLO1	1	1	1	2	3	3	2	2	2	2	1
	CLO 2	2	1	1	2	3	3	2	2	2	2	1
	CLO 3	1	1	1	2	3	3	2	2	2	2	1
EN-AE-4212	CLO1	1	1	2	2	2	2	2	2	2	2	1
	CLO 2	1	1	1	1	1	3	2	2	2	2	1
	CLO 3	1	1	1	2	2	3	2	2	2	2	1

Mapping of Course Learning Outcome and Programme Specific Outcome

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	PROGRAMME SPECIFIC OUTCOME					
		PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
EN-AE-1112	CLO1	1	1	1	1	1	1
	CLO 2	1	1	1	1	1	1
	CLO 3	1	1	1	1	1	1
EN-AE-2112	CLO1	1	1	1	1	1	1
	CLO 2	1	1	1	1	1	1
	CLO 3	1	1	1	1	1	1
EN-AE-3212	CLO1	1	1	1	1	1	1
	CLO 2	1	1	1	1	1	1
	CLO 3	1	1	1	1	1	1
EN-AE-4212	CLO1	1	1	1	1	1	1
	CLO 2	1	1	1	1	1	1
	CLO 3	1	1	1	1	1	1

COURSE NAME: Communication- I

Course CODE: EN-AE-1112

Total Credits: 2

THEORY: 2 Credits

TOTAL LECTURES: 30

Course Objective:

The course objectives of this course are as follows:

- *To help the learners develop basic linguistic skills*
- *The learners are expected to develop an understanding of the various forms of personal communication as modes of social interaction*
- *To strengthen the grammar and vocabulary of the learners*

COURSE LEARNING OUTCOME:

The course outcomes of this course are as follows:

CLO 1: *After the completion of the course, the learners will be able to articulate thoughts and arguments logically and coherently*

CLO 2: *The learners will be able to develop language skills in relation to personal communication, social interactions and communication in professional situations*

CLO 3: *The learners are also expected to develop and enhance the skills necessary for participating in discussion, debate and symposium*

Unit-I: Communication Skills (Lectures: 15)

- Introduction: Types and modes of communication-verbal and non-verbal,
- Vocabulary:
 - Common errors
 - Words easily confused
 - Homophones
 - Word Formation
 - One word substitutes
- English in Everyday Situations:
 - Enquiring and asking questions
 - Greetings
 - Telephone Conversation
 - Video Conferencing
 - Facing Interviews

Unit-II: Grammar and Usage (Lectures: 15)

- Determiners
- Tenses
- Prepositions
- Voice
- Narration
- Transformation of Sentences

Recommended Reading:

1. Aroor, Usha, chief editor. *Word Master: Learner's Dictionary of Modern English*. Hyderabad: Orient Longman, 2004
2. Lewis, Norman. *Word Power Made Easy*. New York: Simon and Schuster, 1978.
3. Kipfer, Ann Barbara. *Roget's 21st Century Thesaurus*. New York: Bantam Dell, 2005
4. Ludlow, R. and F. Panton. *The Essence of Effective Communication*. Prentice Hall, 1992.
5. McCarthy, Michael and Felicity O'Dell. *English Vocabulary in Use*. Cambridge: Cambridge UP, 2010.
6. Prakasam, V. *Communicative English*. New Delhi: Neelkamal Publications Pvt. Ltd., 2014.
7. Quirk, R. and Sidney Greenbaum. *A University Grammar of English*. New Delhi: Pearson Education, 2008.
8. Ram, Hari and Swapna Gupta. *Write It Right: Sentences and Clauses*. New Delhi: Rajat Publications, 2018.
9. Swan, Michael. *Basic English Usage*. Oxford: Oxford UP, 1987.
10. Taylor, Grant. *English Conversation Practice*. New Delhi: Tata McGraw-Hill, 1975.
11. Taylor, Shirley. *Communication for Business: A Practical Approach*. Pearson Longman, 2005.
12. Thomson, A. J. and A. V. Martinet. *A Practical English Grammar*. Oxford: Oxford UP, 1986.
13. Wood, F.T. *A Remedial English Grammar For Foreign Students*. Macmillan India Ltd., 1965

COURSE NAME: Language - I

COURSE CODE: EN-AE-2112

Total Credits: 2

THEORY

Total Lectures: 30

Course Objectives:

The course objectives of this course are as follows:

- *To help the learners to develop interest in critical reading of a variety of literary texts*
- *To help the learner shone skills necessary to appreciate and understand literary texts*
- *To help the learners learn the techniques of expository and academic writing*

COURSE LEARNING OUTCOME:

The course outcomes of this course are as follows:

CLO 1: *After the completion of the course, the ability of the learners to critically analyse literary texts will be developed*

CLO 2: *The learners will be able to view English language as a mediator of knowledge and identity*

CLO 3: *The learners will be able to undertake writing for professional/formal purposes with confidence*

Unit-I: Literary Texts (Lectures: 15)

- William Shakespeare: *Sonnet 116*,
- Charlotte Smith: *The Sea View*,
- William Wordsworth: *The Solitary Reaper*,
- Katherine Mansfield: *The Fly*,
- Bertrand Russell: *Galileo and Scientific Method*

Unit-II: Language Skills(Lectures: 15)

- Importance of English Language: History and Evolution,
- Figures of speech:
 - Metaphor
 - Simile
 - Alliteration
 - Personification
- Critical analysis of an unseen poem,
- Comprehension,
- Precis Writing.
- Letter Writing:
 - Job Application,
 - Letter to the Editor.
- Report Writing

Recommended Reading:

1. Abrams, M.H. *A Glossary of Literary Terms*. New Delhi: Akash Press, 2007.
2. Bose and Sterling. *Elements of English Rhetoric and Prosody*. Calcutta: Chakravorty, Chatterjee & Co.: 1960. <https://archive.org>
3. Freeman, Sarah. *Written Communication in English*. Hyderabad: Orient Longman, 1977.
4. Gray, Martin. *A Dictionary of Literary Terms*. New Delhi: Pearson, 2008.
5. Prakasam, V. *Communicative English*. New Delhi: Neelkamal Publications Pvt. Ltd., 2014.
6. Ram, Hari and Swapna Gupta. *Write It Right: Sentences and Clauses*. New Delhi: Rajat Publications, 2018.
7. Swan, Michael. *Basic English Usage*. Oxford: Oxford UP, 1987.

COURSE NAME: Communication- II

COURSE CODE: EN-AE-3212

Total Credits: 2

THEORY

Total Lectures: 30

Course Objectives:

The learning objectives of this course are as follows:

- *To help the learners develop basic communication skills and creative aptitude*
- *To develop in the learners an understanding of the various forms of personal communication as modes of social interaction*
- *To strengthen the grammar and vocabulary of the learners*

COURSE LEARNING OUTCOME:

The learning outcomes of this course are as follows:

CLO 1: *After the completion of the course, the learners will be able to articulate thoughts and arguments logically and coherently*

CLO 2: *The learners will be able to develop language skills in relation to personal communication, social interactions and communication in professional situations*

CLO 3: *The learners are also expected to develop and enhance the skills necessary for participating in discussion, debate and creative writing*

Unit I: Grammar and Vocabulary (Lectures: 15)

- Word formation: Back-formation; Duplication; Blend; Acronym
- Modals
- Comparative and Superlative Degree
- Countable and Uncountable Nouns
- Irregular Verbs
- English Idioms
- Abbreviations
- British and American Usage

Unit II: Composition (Lectures: 15)

- Creative Writing: Story Writing (outline expansion); Dialogue Writing
- Making Notes: Skimming a passage for main ideas; scanning a text for information
- Content Writing
- Expansion of Proverbs

Recommended Reading:

1. Aroor, Usha, Chief Editor. *WordMaster: Learner's Dictionary of Modern English*. Orient Longman, 2004.
2. Kipfer, Ann Barbara. *Roget's 21st Century Thesaurus*. Bantam Dell, 2005.
3. Lewis, Norman. *Word Power Made Easy*. Simon and Schuster, 1978.
4. Ludlow, R. and F. Pantou. *The Essence of Effective Communication*. Prentice Hall, 1992.
5. McCarthy, Michael and Felicity O'Dell. *English Vocabulary in Use*. Cambridge UP, 2010.
6. McMordie, W (Revised by R.C. Goffin). *English Idioms and How to Use Them*. Oxford University Press, 1975
7. Prakasam, V. *Communicative English*. Neelkamal Publications Pvt. Ltd., 2014.
8. Quirk, R. and Sidney Greenbaum. *A University Grammar of English*. Pearson Education, 2008.
9. Ram, Hari and Swapna Gupta. *Write It Right: Sentences and Clauses*. Rajat Publications, 2018.
10. Sarkar, P.K De. *A Text- Book of Higher English Grammar & Composition*. Book Syndicate Private Limited, 2014.
11. Sharma, Devanshi. *The Power of Content Writing*. Mithaas Services, 2024
12. Swan, Michael. *Basic English Usage*. Oxford UP, 1987.
13. Taylor, Grant. *English Conversation Practice*. Tata McGraw-Hill, 1975.
14. Taylor, Shirley. *Communication for Business: A Practical Approach*. Pearson Longman, 2005
15. Thakur, D. *Linguistics Simplified Morphology*. Bharati Bhawan, 2006.
16. Thomson, A.J & A.V. Martinet. *A Practical English Grammar*. Oxford University Press, 2003.

COURSE NAME: Language - II

COURSE CODE: EN-AE-4212

Total Credits: 2

THEORY

Total Lectures: 30

Course Objectives:

The learning objectives of this course are as follows:

- To help the learners develop interest in critical reading of a variety of literary texts
- To help the learners learn the techniques of expository and academic writing
- To help the learners develop a critical perspective on the socio-cultural aspect of language.

COURSE LEARNING OUTCOME:

The learning outcomes of this course are as follows:

CLO 1: *After the completion of the course, the ability of the learners to critically analyse literary texts will be developed*

CLO 2: *The learners will be able to undertake writing for professional/formal purposes with confidence*

CLO 3: *The learners will be able to understand the politics and socio-cultural significance of language Vis-a-vis identity*

Unit I: Socio-cultural Aspects of Language (Lectures: 15)

- Language Perspectives: First, Second and Foreign Language
- Indianisms and Indian English
- Nissim Ezekial: *Goodbye Party for Miss Pushpa T.S*

Unit II: Language and Literature (Lectures: 15)

- Book Reviews
- Speaking at an Event: Welcome Speech; Introducing Guests, Dignitaries, Speakers; Proposing a Vote of Thanks
- Figures of Speech: Antithesis; Hyperbole; Transferred Epithet; Climax & Anti-climax
- William Shakespeare: "To be or not to be" (*Hamlet*, Act III, Sc. I) "Friends, Romans, countrymen, lend me your ears" (*Julius Caesar*, Act III, Sc. II)

Recommended Reading:

1. Abrams, M.H. *A Glossary of Literary Terms*. Akash Press, 2007.
2. Bose and Sterling. *Elements of English Rhetoric and Prosody*. Chakravorty, Chatterjee & Co.: 1960. <https://archive.org>
3. Ezekiel, Nissim. *Collected Poems*. New Delhi: Oxford University Press.
4. Freeman, Sarah. *Written Communication in English*. Orient Longman, 1977.
5. Gray, Martin. *A Dictionary of Literary Terms*. Pearson, 2008.
6. Prakasam, V. *Communicative English*. Neelkamal Publications Pvt. Ltd., 2014.
7. Ram, Hari and Swapna Gupta. *Write It Right: Sentences and Clauses*. Rajat Publications, 2018.
8. Shakespeare, William. *Hamlet*. Penguin Classics, 2015.
9. Shakespeare, William. *Julius Caesar*. Penguin Classics, 2015.
10. Swan, Michael. *Basic English Usage*. Oxford UP, 1987.