

<p style="text-align: center;"><u>CC-1</u> <u>HISTORY OF ENGLISH</u> <u>LITERATURE AND PHILOLOGY</u></p>	<ul style="list-style-type: none"> <li>• Offers extensive insight into the History of English Literature, various literary movements and genres.</li> <li>• Understands the growth of English Language under the influence of various other languages like French and Latin.</li> </ul>
<p style="text-align: center;"><u>CC-2</u> <u>EUROPEAN CLASSICAL</u> <u>LITERATURE</u></p>	<ul style="list-style-type: none"> <li>• Offers a comprehensive understanding of social and intellectual climate of ancient Greek and Roman society.</li> <li>• Familiarize students with classical mythology. This will, in turn, help them to decipher the classical allusions that are found to feature in works of various English writers.</li> </ul>
<p style="text-align: center;"><u>CC – 3</u> <u>INDIAN WRITING IN</u> <u>ENGLISH</u></p>	<ul style="list-style-type: none"> <li>• To introduce students to non- British English literature this relates to their own cultural and geographical context.</li> <li>• To give them preliminary ideas about postcolonial studies.</li> <li>• To familiarise students to the history of evolution of Indian writings in English from pre –colonial to present times.</li> </ul>
<p style="text-align: center;"><u>CC -4</u> <u>BRITISH POETRY AND</u> <u>DRAMA – 14<sup>TH</sup> CENTURY TO 17<sup>TH</sup></u> <u>CENTURY</u></p>	<ul style="list-style-type: none"> <li>• To help students understand the evolution of the English language from the Middle Ages to Shakespeare.</li> <li>• To help students understand the nuances of various literary types such</li> </ul>

	<p>as sonnets, metaphysical poetry, comedy, tragedy, etc, through study of texts.</p> <ul style="list-style-type: none"> <li>• To build the foundation for study of influence of writers of this period on subsequent generation of writers.</li> </ul>
<p><u>CC- 5</u> <u>AMERICAN</u> <u>LITERATURE</u></p>	<ul style="list-style-type: none"> <li>• To introduce students to the corpus of American literature through teaching of works by prominent American writers.</li> <li>• To trace the history of American literature as it evolved over the ages and understand how that relates to socio –historical contexts of the times.</li> <li>• To familiarise students to various identity groups of America and their concerns as expressed through literature.</li> </ul>
<p><u>CC-6</u> <u>POPULAR LITERATURE</u></p>	<ul style="list-style-type: none"> <li>• To understand intersections of society, reading public and popular literature.</li> <li>• To understand complexities and theoretical orientations behind what may appear simple in the first glance.</li> <li>• To develop a broader understanding of popular literature through texts originally written in English as well as translated texts.</li> </ul>
<p><u>CC -7</u> <u>BRITISH POETRY AND</u> <u>DRAMA</u></p>	<ul style="list-style-type: none"> <li>• Critical understanding of the social and cultural context of the two centuries against which British poetry and drama is studied.</li> <li>• Acquaintance with dramatic, literary and other issues related to representative works of drama from the two centuries in</li> </ul>

	focus.
<u>CC8</u> <u>18TH CENTURY BRITISH LITERATURE</u>	<ul style="list-style-type: none"> <li>• Understanding of various literary sensibilities and Neoclassicism in literature</li> <li>• Understanding various developments in science, philosophy and social movements in 18<sup>th</sup> century England</li> </ul>
<u>CC-9</u> <u>BRITISH ROMANTIC LITERATURE</u>	<ul style="list-style-type: none"> <li>• Developing a critical understanding of the Romantic Movement.</li> <li>• Viewing English literature through the socio-cultural and political context</li> </ul>
<u>CC-10</u> <u>19TH CENTURY BRITISH LITERATURE</u>	<ul style="list-style-type: none"> <li>• Critically analysing British literature through early 19<sup>th</sup> century works through different perspectives such as gender, sociological, aesthetic etc.</li> <li>• Understanding the Victorian age through social, philosophical, economical and religious movements.</li> </ul>
<u>CC-11</u> <u>WOMEN'S WRITINGS</u>	<ul style="list-style-type: none"> <li>• Generates the ability to view society from the perspective of gender roles and it's reflection in women's writing.</li> </ul>
<u>CC-12</u> <u>EARLY 20<sup>TH</sup> CENTURY BRITISH LITERATURE</u>	<ul style="list-style-type: none"> <li>• Helps understand Modernism and how it challenges traditional way of thinking</li> </ul>
<u>CC -13</u> <u>MODERN EUROPEAN DRAMA</u>	<ul style="list-style-type: none"> <li>• Modern drama signifies the struggle for self-realization and freedom; the turn from declamatory speech in classical drama to the intimacies of interpersonal exchange.</li> <li>• It is ideal for students of social history, and the history of medieval</li> </ul>

	<p>and early modern drama or literature.</p> <ul style="list-style-type: none"> <li>• It investigates the ranges of dramatic and performative techniques and strategies that playwrights across Europe used to adapt their works to the changing contexts in which they performed, and to the changing or expanding audiences that they faced.</li> <li>• This useful paper provides an innovative framework for approaching the relationship between spectatorship, performances and playwrights.</li> </ul>
<p style="text-align: center;"><u>CC- 14</u> <u>POSTCOLONIAL</u> <u>LITERATURE</u></p>	<ul style="list-style-type: none"> <li>• This paper becomes relevant because it is capable of providing a representation of the suppressed as well as the suppresser, and hence offers a representation of conflicting views and ideologies.</li> <li>• Postcolonial literatures attempt to challenge the dominant literary and cultural discourses of the West and critique the discursive and material legacies of colonization.</li> <li>• This course provides students with valuable insights into how difference in race, ethnicity, tradition, language, gender, class, and power can be negotiated through the integration of postcolonial discourse and literature into English Literature classrooms.</li> </ul>
<p style="text-align: center;"><u>GE -1</u> <u>POETRY AND SHORT STORY</u></p>	<ul style="list-style-type: none"> <li>• Introducing students to the canonical British English texts. Understanding Romantic movements and implications in the works of second generation Romantic poets.</li> <li>• Analyzing the art of storytelling and various structural elements of short</li> </ul>

	<p>story.</p>
<p><u>GE-2</u> <u>ESSAY,DRAMA,NOVEL</u></p>	<ul style="list-style-type: none"> <li>• To introduce students to the literary genres of essay, drama and novel, through teaching of texts from of these genres, from various periods of English literature.</li> <li>• To give students a broader idea of the contexts of the texts with relation to history of English literature.</li> </ul>
<p><u>GE -3</u> <u>WOMEN'S WRITING AND</u> <u>WOMEN'S EMPOWERMENT</u></p>	<ul style="list-style-type: none"> <li>• Helps recognising the intersection between gender and other socio-cultural identities.</li> <li>• Develops critical thinking and analytical skills.</li> <li>• Helps understanding how societal institution and power structures impact the material realities of women's lives.</li> </ul>
<p><u>GE-4</u> <u>ACADEMIC WRITING</u></p>	<ul style="list-style-type: none"> <li>• Effective preparation for a career in school/language teaching in English as the course covers the writing process, introduces academic writing and processes of summarising and paraphrasing.</li> </ul>
<p><u>SEC- A2</u> <u>BUSINESS</u> <u>COMMUNICATION</u></p>	<ul style="list-style-type: none"> <li>• Getting clerical jobs in public and private sectors</li> <li>• Improving verbal and non-verbal communication.</li> <li>• Developing effective interpersonal skills and teamwork abilities.</li> </ul>
<p><u>SEC-B2</u> <u>CREATIVE WRITING</u></p>	<ul style="list-style-type: none"> <li>• Helps develop the concept of academic writing and technical skills such as citation.</li> </ul>

<p style="text-align: center;"><u>DSE – A1</u> <u>MODERN INDIAN</u> <u>WRITING IN ENGLISH</u> <u>TRANSLATION</u></p>	<ul style="list-style-type: none"> <li>• Helps expose the student to the multiculturalism of modern Indian writing in translation, fostering an understanding of the multifaceted nature of cultural identities in various selections of literature in the course.</li> </ul>
<p style="text-align: center;"><u>DSE- B1</u> <u>LITERARY TYPES,</u> <u>RHETORIC AND PROSODY</u></p>	<ul style="list-style-type: none"> <li>• By using literary types, students develop their knowledge of the genres and techniques of writing literature.</li> <li>• Rhetoric gives a framework to think critically about writing and reading choices.</li> <li>• Knowing how to use the tools of rhetoric can improve communication.</li> <li>• Prosody will help them to scan verses and enjoy the craft of poets.</li> </ul>
<p style="text-align: center;"><u>DSE –A3</u> <u>PARTITION LITERATURE</u></p>	<ul style="list-style-type: none"> <li>• An introduction to partition literature can expose the students to interdisciplinary studies in the future.</li> <li>• These kinds of literature have a social and political relevance, and help the students to understand their nation’s history.</li> </ul>
<p style="text-align: center;"><u>DSE- B3</u> <u>AUTOBIOGHRAPHY</u></p>	<ul style="list-style-type: none"> <li>• Autobiography in the classroom is both academically valid and a challenging way to encounter new worlds.</li> <li>• Autobiographies provide initial entry to the study of periods of time and of places with which there may be little familiarity.</li> <li>• For students, it is pleasurable, to learn history by reading the life stories of real people.</li> </ul>
<p style="text-align: center;"><u>AECC -1</u> <u>COMMUNICATIVE ENGLISH/</u> <u>MIL</u></p>	<ul style="list-style-type: none"> <li>• Help the students to learn the language of communication, such as personal communication, social</li> </ul>

	<p>interactions and communication in professional spheres.</p> <ul style="list-style-type: none"> <li>• Focuses on improving grammatical skills.</li> </ul>
<p><u>LCC (L1)-1</u> <u>LANGUAGE , VARIETY</u> <u>AND STYLISTICS</u></p>	<ul style="list-style-type: none"> <li>• Students are taught to learn the different forms of letter writing.</li> <li>• Students learn to write newspaper report and emails along with lesson of differentiating British English from American English.</li> </ul>
<p><u>LCC (L1)- 2</u> <u>LANGUANGE,</u> <u>IMAGINATION AND</u> <u>CREATIVITY</u></p>	<ul style="list-style-type: none"> <li>• Students get to learn different poems by various writers and it helps them to understand the writing styles.</li> <li>• Travelogues, story writing and advertisement helps to improve their writing skills.</li> </ul>
<p><u>LCC (L2)-1</u> <u>LANGUAGE,SOCIETY AND</u> <u>PERSONALITY</u></p>	<ul style="list-style-type: none"> <li>• The students learn about the impact of society in the writings of the authors.</li> </ul>
<p><u>LCC (L2) -2</u> <u>LANGUAGE ,CREATIVITY</u> <u>AND ANALYSIS</u></p>	<ul style="list-style-type: none"> <li>• The students get a first hand experience of Indian writing in English.</li> </ul>
<p><u>DSE A1 –G</u> <u>BRITISH LITERATURE</u></p>	<ul style="list-style-type: none"> <li>• The students get to read plays, drama and novel written by British authors.</li> </ul>
<p><u>DSE B1 – G</u> <u>PARTITION</u> <u>LITERATURE</u></p>	<ul style="list-style-type: none"> <li>• An introduction to partition literature can expose the students to interdisciplinary studies in the future.</li> <li>• These kinds of literature have a social and political relevance, and help the students to understand their nation’s history.</li> </ul>