

Choice Based Credit System (CBCS)

**NOWGONG COLLEGE
(AUTONOMOUS)**



SYLLABUS

DEPARTMENT OF ENGLISH

**Learning Outcomes-based Curriculum Framework (LOCF)
of
Postgraduate Programme**

MASTER OF ARTS IN ENGL

(Effective from Academic Year 2020-21)

**Syllabus as recommended by Board of Studies, Department of English
Nowgong College (Autonomous) on 00/11/2021**

1. **Introduction to Programme :**

M.A. in English under CBCS is a two-year postgraduate programme, for which a three year undergraduate qualification is essential. The programme, comprises of 16 papers, distributed over 4 semesters. It aims to acquaint the students with the historical, political and social contexts that led to the emergence and development of English literature in various stages. The primary focus of the syllabus is to expose the students to the wide range of texts, theories and criticisms across boundaries. It has under its ambit literature produced in England as well as in other locations following English colonization and the global spread of English language. The students will get to learn about Indian Writing in English and Writings from India's north eastern States. They will be introduced with the development of English language in India.

2. **Programme Structure:** The M.A. in English is a two-year programme divided into four semesters. The M.A. in English in English Programme is aligned with CBCS structure.

3. **Details of Courses in the Programme:**

Semester I

PG-ENGL-1016 14th – 17th Century Poetry
PG-ENGL-1026 16th and 17th Century Drama
PG-ENGL -1036 18th Century Poetry and Prose
PG-ENGL -1046 18th Century Fiction
PG-ENGL -1054 Language, Communication and Writing

Semester II

PG-ENGL-2016 19th Century Poetry
PG-ENGL-2026 19th Century Prose
PG-ENGL-2036 19th Century Fiction
PG-ENGL-2046 20th Century Poetry
PG-ENGL-2054 Language, Communication and Writing

Semester III

PG-ENGL-3016 Drama-20th Century
PG-ENGL-3026 Fiction and Non-fictional Prose-20th Century and After
PG-ENGL-3036 Modernism(Elective)

PG-ENGL-3046 Writings from North East India

Semester IV

PG-ENGL-4016 Indian English Literature I

PG-ENGL-4026 Indian English Literature II

PG-ENGL-4036 Modern European Literature in Translation

PG-ENGL-4046 Migration and Literature (Open /Elective Course)

4. **Programme Objectives:** This programme aims
 - to acquaint the students with the entire timeline that saw the development of literature over the years.
 - to broaden the knowledge of the students on English literary tradition and the rich literary contributions of writers from all over the world.
 - to provide an opportunity to the students for scholarly specialisation.
 - to develop the skill in students for analysis and rigorous research work.
 - to prepare the students for a variety of professional careers.
 - to make the students aware of their expertise and channelize their skill for fruitful output.

5. **Programme Learning Outcome:** This programme will make the students competent enough to opt for careers in various fields as per their interest. It will form a strong base on the basis of which students can pursue further studies and go for research activities.

6. **Teaching Learning Process:** The curriculum facilitates the students to understand, analyse, appreciate and critically engage themselves with literary texts written in English. They are made to identify, analyse and appreciate literature. Theory and practical classes ascertain two way communication in the class. Teaching learning process ensures that the students are able to apply critical as well as theoretical approaches in their reading and understanding of the texts.

7. **Teaching Pedagogy:** The pedagogical method in classroom teaching necessitates interaction, discussion, lectures, presentations, screening of video clippings, class tests and assignments.

8. **Assessment Methods and Evaluation System:** The students registered for academic programmes will study Semester I to IV at Nowgong College(Autonomous). They are awarded the M.A. degree after successful completion of the two-year programme.
 - (i) Examinations shall be conducted at the end of each Semester as per the academic calendar notified by Nowgong College(Autonomous).

- (ii) The assessment broadly comprises of Internal Assessment and End Semester Examination. Internal Assessment is based on Sessional Examination, Attendance and Assignments..
- (iii) The total marks for theory papers is 100, which is divided into 80 marks for theory and 20 marks for internal assessment.
- (iv) Internal assessment of 20 marks comprises of 8 marks from assignment/presentation and 12 marks from sessional examination.
- (v) The total marks for Value Added Course in the first and second semesters is divided into 60 marks for theory, 20 marks for Practical and another 20 marks for internal assessment in each semester.

SEMESTER I

PAPER CODE : PG- ENGL- 1016

Name of the Paper: 14th – 17th Century Poetry

PAPER CREDIT : 06 (5T + 1Tu)

Total No. of Lectures : 75+15 (L + Tu)

Marks: 100 (T80+ IA20)

Objectives : The objectives of this paper are:

- to introduce the students to the wide range of poetry written from 14th to 17th century.
- to acquaint the students with the canonical poets and some of their major works.
- to allow the students to examine the literary devices, themes, styles employed by the poets in their works.

Learning Outcome: The students will be made familiar with the canonical writers of the period. They will have an understanding of the literary representations of the period and the key concepts of Antiquity, Science, Religion, Monarchy, Governance, Love and Sexuality associated with the poetry of the time.

CONTENTS-

Texts:

- Sir Gawain and the Greene Knight – Lines 232 – 466.
- Geoffrey Chaucer: *The Nun's Priest's Tale*
- William Shakespeare: Sonnets 12, 29, 55, 116, 147
- John Donne: 'The Canonization', 'The Sunne Rising', 'At the Round Earth's Imagined Corners', 'Batter My Heart, Three-Personed God'
- Andrew Marvell: 'To his Coy Mistress', 'The Garden', 'Upon Appleton House'
- Edmund Spenser: 'The Garden of Adonis' (from *The Faerie Queene*)
- George Herbert: 'The Collar', 'The Pulley'
- John Milton: Book 1, *Paradise Lost*
- Aemilia Lanyer: 'The Description of Cooke-ham'
- Ben Jonson: 'To Penshurst'

RECOMMENDED READING:

1. Sanders, Andrew. *The Short Oxford History of English Literature*: Oxford; 3rd edn. (1 January, 2005).
2. Peck, John, Coyle, Martin: *A Brief History of English Literature*: Bloomsbury Publishing PLC 2nd edn. (30 October, 2013).
3. Dinah Birch (Editor): *The Oxford Companion to English Literature* (7th edition, 2009).
4. *The Norton Anthology of English Literature* (All volumes - for library) (10th edition, 2018).
5. Alexander, Michael. *A History of English Literature, Basingstoke*: Palgrave, 2000.
6. <https://www.jstor.org>

PAPER CODE : PG- ENGL-1026

Name of the Paper: 16th and 17th Century Drama

PAPER CREDIT : 06 (5T + 1Tu)

Total No. of Lectures : 75+15 (L + Tu)

Marks: 100 (T80+ IA20)

Objectives : The objectives of this paper are:

- to introduce the students to the major dramas of the 16th and 17th century.
- to acquaint the students with the early English dramatists.

- to allow the students to examine the canonical themes and devices employed by the writers in their works, that paved the way for the later playwrights.

Learning Outcome: The students will be familiar with the significant dramatic works of the time, the knowledge of which, will create the ground for them to evaluate the techniques and devices employed by the dramatists of the period.

CONTENTS-

Texts:

- Thomas Kyd: *The Spanish Tragedy*
- Christopher Marlowe: *The Jew of Malta*
- William Shakespeare: *Richard III, Hamlet, Measure for Measure, The Tempest*

RECOMMENDED READING:

1. Beadle, Richard. *The Cambridge Companion to Medieval English Theatre*: Cambridge University Press, 1994.
2. Evans, G. Blakemore. *Elizabethan- Jacobean Drama: The Theatre in Its Time*: New Amsterdam Books; Reprint edn., 21 June, 1998.
3. Eachern, Claire Mc. Ed. *The Cambridge Companion to Shakespearean Tragedy*: Cambridge University Press (9 January, 2003).
4. Bradbrook M.C., *Themes and Conventions of Elizabethan Tragedy*: Cambridge CUE 1960.
5. Potter, Robert A. *The English Morality Play: Origins History and Influence of a Dramatic Tradition*: London: Routledge & Kegan Paul, 1975.

PAPER CODE : PG- ENGL-1036

Name of the Paper: 18th Century Poetry and Prose

PAPER CREDIT : 06 (5T + 1Tu)

Total No. of Lectures : 75+15 (L + Tu)

Marks: 100 (T80+ IA20)

Objectives : The objectives of this paper are:

- to give the students an overview of the 18th century prose and poetry.
- to acquaint the students with the wide range of themes explored by the writers of the

time.

- to encourage the students to examine the characteristics of the subtle changes from the Age of Enlightenment to Proto Romanticism.

Learning Outcome: The students will be familiar with the literary texts that reflect the spirit of the Enlightenment and will be able to analyse the transition it brought about in the Romantic Revival.

CONTENTS-

Texts:

- Alexander Pope: ‘An Essay on Man’, ‘Epistle II’
- Thomas Gray: ‘Elegy Written in a Country Churchyard’
- Jonathan Swift: ‘A Description of the Morning’, ‘The Lady’s Dressing Room’
- Anne Ingram: ‘An Epistle to Mr Pope’
- Samuel Johnson: ‘Life of Milton’
- Edmund Burke: ‘Introduction – Parts II and IV’ (from *A Philosophical Enquiry into the Origin of Our Ideas of the Sublime and Beautiful*)
- David Hume: ‘Of the Standard of Taste’
- Joseph Addison: ‘On Wit’,
- Anna Laetitia Barbauld: ‘The Rights of Woman’, ‘To a Little Invisible Being’, ‘The Caterpillar’
- Frances Burney: ‘A First Visit to Mrs Thrale and an Introduction to Dr. Johnson,’ ‘Conversations with Mrs Thrale and Dr Johnson’ (from *The Diary and Letters of Madame D’Arblay Vol 1, Section 1, 1778*)

RECOMMENDED READING:

1. Greenblatt, Stephen ed. *The Norton Anthology of English Literature*, vol. 1, 9th edn., New York: Norton 2012.
2. Birch, Dinah ed. *The Oxford Companion to English Literature*, Oxford: OUP, 2009.
3. Sanders, Andrew. *The Short Oxford History of English Literature*, Oxford: OUP, 2004.
4. *The Cambridge Companion to Eighteenth-Century Poetry*, ed. John Sitter, Cambridge University Press.
5. Peck, John, Coyle, Martin: *A Brief History of English Literature*: Bloomsbury Publishing PLC 2nd edn. (30 October, 2013).

PAPER CODE : PG- ENGL-1046

Name of the Paper: 18th Century Fiction

PAPER CREDIT : 06 (5T + 1Tu)

Total No. of Lectures : 75+15 (L + Tu)

Marks: 100 (T80+ IA20)

Objectives : The objectives of this paper are:

- to acquaint the students with the rise of the novel during the period
- to introduce to the students the wide range of fictional narratives of the Age.
- to enable the students to be able to examine the influence of political and social background in the writers' fictional narratives of the Age.

Learning Outcome: The students will be familiar with the 18th century fiction, and will be able to understand and analyse the political and social factors that had an influence on the fictional works of the Age.

CONTENTS-

Texts:

- Ann Radcliffe: *The Mysteries of Udolpho*
- Aphra Behn: *Oroonoko*
- Daniel Defoe: *Robinson Crusoe*
- Jonathan Swift: *Gulliver's Travels*
- Samuel Johnson: *Rasselas*
- Henry Fielding : *Tom Jones*

RECOMMENDED READING:

1. Eagleton, Terry. *The English Novel*: Oxford: Blackwell, 2005.
2. Allen, Walter. *A Short Critical History: The English Novel*: Booksway Publications.
3. Lodge, David. *The Language of Fiction*, London: Routledge,2002.
4. *The Oxford Companion to English Literature*: Oxford;7th edn.(3 November,2009).
5. Thornley, G.C., Roberts, Gwyneth. *An Outline of English Literature*: Pearson Education India(1 January, 2012).

PAPER CODE : PG- ENGL-1054

Name of the Paper: Language, Communication and Writing

PAPER CREDIT : 04 (3T + 1P)

Total No. of Lectures : 60+30 (L + P)

Marks: 100 (T60+P20 IA20)

Objectives: The course aims to develop effective speaking and writing skills of the students by having them engaged in activities to be performed in groups or pairs. The students will learn to speak with grammatical accuracy and proper pronunciation. Their writing skill will also be given equal importance. The communicative proficiency of the students will be the main focus of this course.

Learning Outcome: The students will be able to communicate effectively and confidently and effortlessly.

CONTENTS-

Module I

Unit 1: Personal Introduction

In this unit, here students are helped to introduce themselves, frame their opinions and present themselves in public spheres. Here students are helped to develop their personality.

Unit 2: Pronunciation

This unit focuses on accuracy in pronunciation. Here, students are made familiar to sounds of words. Students are introduced to new words and phrases and enabled to make correct choice of words.

Unit 3: Practice in Public Speaking

This unit aims at helping students to learn the strategies in order to take part in public speaking-debate, extempore speech, hosting a public ceremony, interview etc. It tries to enable students to learn both verbal and non-verbal forms of communication in order to present themselves perfectly both with speech and gestures.

Unit 4: Performing Language Functions

Everyday activities involve, a variety of language functions like asking for permission, asking for information, making a request, asking for clarifications, apologising and giving a description. In this unit, students will be engaged in activities of real life situations which will help them to develop their skills in performing these language functions.

Unit 5: Academic Skills

English in most countries is the language of higher education and therefore there is a need to develop proficiency in English for academic purposes. Being a global language it requires fluency in formulating ideas and presenting them effectively and with adequate use of language so that the listener is able to get a proper overview. In this unit students will be engaged in activities which will develop their spoken English for academic purposes.

Module II

Written Communication

a. Structure and Vocabulary: Here the emphasis will be on exposing students to the basic structures and patterns of the English language. Students will be encouraged to build up their vocabulary for effective communication. Formal and informal styles of writing along with variations in styles and tones will be taught to students.

b. Remedial Exercises: Remedial classes for practice in grammatical structure, spelling and punctuation will be arranged for correction of the common errors made by students in the use of written language.

c. Written Forms: Students will be encouraged to practice in various common forms of writing like report writing, application writing for different purposes, summarising, describing an incident, preparing CVs or resumes to attain perfection. It is the endeavour of this unit to develop in the learners a sense of organisation-expressing different ideas in separate paragraphs, using headings and sub-headings to demarcate the stages of an argument etc.

The students will be taken to the language laboratory where their communication skills will be improved through practice and the audio visual aids.

RECOMMENDED READING:

1. Jespersen, Otto. *Growth and Structure of English Language*: Oxford University Press; 10th edn.(1 June, 1997).
2. Freeman, S. *Written Communication*: Orient Blackswan (1 January, 1977).
3. T Balasubramanian. *English Phonetics for Indian Students*: Laxmi Pub. (1 January,2017).
4. Freeborn, D. *From Old English to Standard English*: Macmillan, 1941.
5. Carnegie, Dale. *The Quick and Easy Way to Effective Speaking*: Simon & Schuster; Reissue edn.(1 March, 1990).

SEMESTER II

PAPER CODE : PG- ENGL-2016

Name of the Paper: 19th Century Poetry

PAPER CREDIT : 06 (5T + 1Tu)

Total No. of Lectures : 75+15 (L + Tu)

Marks: 100 (T80+ IA20)

Objective : This paper aims

- to introduce students to the development of poetry in the 19th century.
- to give the students an understanding of the various themes and contexts manifested in the poetry of 19th century.
- to allow the students to explore the rich texture of Romantic poetry and that of the Victorian period.
- to acquaint the students with the literary forms of the time.

Learning Outcome: The students will be made familiar with the themes and concepts reflected in the poetry of the renowned poets of the period.

CONTENTS-

Texts:

- Charlotte Smith: ‘The Sea View’, ‘The Beachy Head’
- William Blake: ‘The Echoing Green’, ‘The Little Black Boy’ (from *Songs of Innocence*); ‘Holy Thursday’, ‘The Tyger’ (from *Songs of Experience*)
- William Wordsworth: ‘The Immortality Ode’, ‘Michael, The Leech Gatherer’
- S T Coleridge: ‘The Rime of the Ancient Mariner’
- P.B. Shelley: ‘Hymn to Intellectual Beauty’
- John Keats: ‘Ode on Melancholy’, ‘Hyperion’
- Mary Robinson : ‘To the Poet Coleridge,’ ‘ London Summer Morning’
- Elizabeth Barrett Browning: Sonnet 22(When Our Two Souls Stand up Erect and Strong) (from *Sonnets from the Portuguese*)
- Robert Browning: ‘The Bishop Orders His Tomb’
- Alfred Tennyson: *Ulysses*, Sections 1 & 2 (from *In Memoriam*)
- Rudyard Kipling: ‘The White Man’s Burden’

RECOMMENDED READING :

1. Greenblatt, Stephen. *The Norton Anthology of English Literature- Romantic Be V D*: W.W. Norton & Co.; 8th Revised edn., 17 February, 2006.
2. Bowra, C.M. *The Romantic Imagination: Oxford*: Oxford UP, 1980.
3. Rajan, T. *Dark Interpreter: The Discourse of Romanticism*. Ithaca, NY: Cornell University Press, 1980.
4. David, Deidre. *The Cambridge Companion to the Victorian Novel*: Cambridge: CUP; 2ND edn., (18 October, 2012).

5. Bristow, Joseph. *The Cambridge Companion to the Victorian Poetry*: Cambridge: CUP; 2000.
6. <https://www.jstor.org>

PAPER CODE : PG- ENGL-2026

Name of the Paper: 19th Century Prose

PAPER CREDIT : 06 (5T + 1Tu)

Total No. of Lectures : 75+15 (L + Tu)

Marks: 100 (T80+ IA20)

Objective : This paper aims

- to introduce students to the prose writings of 19th century.
- to give the students an understanding of the social and political issues reflected in the prose of the period.
- to familiarise the students with the development of prose writings during the period.

Learning Outcome: The students will be made familiar with the themes and concepts reflected in the canonical works of the period.

CONTENTS-

- Charles Lamb: ‘Dream Children’
- William Hazlitt: ‘Indian Jugglers’
- William Wordsworth: ‘Preface’ to *Lyrical Ballads*
- Samuel Taylor Coleridge: ‘Chapters IV, XIII and XIV’ (from *Biographia Literaria*)
- Dorothy Wordsworth: Selections from the Grasmere Journals- May 14, 1800, October 3, 1800, November 24, 1801, April 16, 1802.
- John Seeley: ‘How We Govern India’, ‘Mutual Influences of England and India’ (Lectures IV and V from *The Expansion of England* Course II)
- Thomas B. Macaulay: ‘Minute on Education’ (in Lord Macaulay’s *Legislative Minutes*[1835], ed.- C.D. Dharkar London, [1946])
- Matthew Arnold: ‘The Study of Poetry’ (the Norton [9th edition]selections)
- Walter Pater: ‘Leonardo da Vinci’ (from *Studies in the History of the Renaissance*)
- Charles Darwin: ‘Natural Selection’ (Chapter IV from *The Origin of Species*)

RECOMMENDED READING :

1. David, Deidre. *The Cambridge Companion to the Victorian Novel*: Cambridge: CUP;

2ND edn., (18 October, 2012).

2. Bristow, Joseph. *The Cambridge Companion to the Victorian Poetry*. Cambridge: CUP; 2000.
3. Sanders, Andrew. *The Short Oxford History of English Literature*, Oxford: OUP, 2004.
4. Peck, John, Coyle, Martin: *A Brief History of English Literature*: Bloomsbury Publishing PLC 2nd edn. (30 October, 2013).
5. Dinah Birch (Editor): *The Oxford Companion to English Literature* (7th edition, 2009).

PAPER CODE : PG- ENGL-2036

Name of the Paper: 19th Century Fiction

PAPER CREDIT : 06 (5T + 1Tu)

Total No. of Lectures : 75+15 (L + Tu)

Marks: 100 (T80+ IA20)

Objective : This paper aims

- to introduce students to the development of fiction in the 19th century.
- to explore the students to the various themes and issues that influenced the writers of the period.
- to motivate the student to delve into the richness of the novel form and do more research work on the novelists of the period and their works texture of Romantic poetry and the literary forms of the time.

Learning Outcome: The students will be accustomed with the Age reflected in the fiction written during the period and indulge in research activities.

CONTENTS-

Texts:

- Jane Austen: *Sense and Sensibility*
- Charles Dickens: *Hard Times*
- Charlotte Bronte: *Jane Eyre*
- R.L. Stevenson: *Strange Case of Dr. Jekyll and Mr. Hyde*
- Thomas Hardy: *Jude the Obscure*

- Oscar Wilde: *The Picture of Dorian Grey*

RECOMMENDED READING :

1. Shawn, Normandin. *Jane Austen and Literary Theory* (Routledge, 1st edn. March 12, 2021).
2. *The Nineteenth Century Novel A Critical Reader* ed. Stephen Regan (Routledge 1st edn. September 4).
3. Eagleton, Terry. *The English Novel*: Oxford: Blackwell, 2005.
4. David, Deidre. *The Cambridge Companion to the Victorian Novel*: Cambridge: CUP; 2nd edn., (18 October, 2012).
5. Bradbury, Malcolm, *The Modern British Novel*: London: Penguin, 1993.

PAPER CODE : PG- ENGL-2046

Name of the Paper: 20th Century Poetry

PAPER CREDIT : 06 (5T + 1Tu)

Total No. of Lectures : 75+15 (L + Tu)

Marks: 100 (T80+ IA20)

Objective : This paper aims

- to introduce students to the development of poetry in the 20th century.
- to give the students an understanding of the various themes and contexts manifested in the poetry of the period.
- to allow the students to explore the complex form and themes of 20th century poetry.

Learning Outcome: The students will be made familiar with the themes and concepts reflected in the poetry of the renowned poets of the period.

CONTENTS-

Texts:

- G.M.Hopkins: ‘Carrion Comfort’, ‘God’s Grandeur’ (pub in 1918)
- W B Yeats: ‘The Second Coming’, ‘Byzantium’, ‘Sailing to Byzantium’
- T S Eliot: *The Waste Land*
- W.H. Auden: ‘Danse Macabre’, ‘September 1, 1939’
- Dylan Thomas: ‘Poem in October’

- A.K. Ramanujan: ‘Small Scale Reflections on a Great House’
- Ted Hughes: ‘The Thought Fox’, ‘Theology,’ ‘Pike’
- Sylvia Path: ‘The Applicant’
- Derek Walcott: ‘A Far Cry from Africa’
- Seamus Heaney: ‘The Tollund Man’
- Carol Ann Duffy: ‘Warming her Pearls’

RECOMMENDED READING :

1. Blamires, Harry. *Twentieth Century English Literature*: Palgrave Macmillan, New edn. (17 December, 1986).
2. Corcoran, Neil. ed. *The Cambridge Companion To Twentieth-Century English Poetry*: Cambridge University Press, 2010.
3. Geddes, Gary. ed. *20th -Century Poetry & Poetics*: Oxford University Press, Canada; 5th edn. (1 March, 2006).
4. Woodring, Carl. ed. *The Columbia History of British Poetry*: New York: Columbia UP,1994.
5. <https://www.jstor.org>

PAPER CODE : PG- ENGL-2054

Name of the Paper: Language, Communication and Writing

PAPER CREDIT : 04 (3T + 1Tu)

Total No. of Lectures : 60+30 (L + P)

Marks: 100 (T60+P20 IA20)

Objectives: The course aims to develop effective speaking and writing skills of the students by having them engaged in activities to be performed in groups or pairs. The students will learn to speak with grammatical accuracy and proper pronunciation. Their writing skill will also be given equal importance. The communicative proficiency of the students will be the main focus of this course.

Learning Outcome: The students will be able to communicate effectively and confidently and effortlessly.

CONTENTS-

Module I

Unit 1: Personal Introduction

In this unit, here students are helped to introduce themselves, frame their opinions and present themselves in public spheres. Here students are helped to develop their personality.

Unit 2: Pronunciation

This unit focuses on accuracy in pronunciation. Here, students are made familiar to sounds of words. Students are introduced to new words and phrases and enabled to make correct choice of words.

Unit 3: Practice in Public Speaking

This unit aims at helping students to learn the strategies in order to take part in public speaking-debate, extempore speech, hosting a public ceremony, interview etc. It tries to enable students to learn both verbal and non-verbal forms of communication in order to present themselves perfectly both with speech and gestures.

Unit 4: Performing Language Functions

Everyday activities involve, a variety of language functions like asking for permission, asking for information, making a request, asking for clarifications, apologising and giving a description. In this unit, students will be engaged in activities of real life situations which will help them to develop their skills in performing these language functions.

Unit 5: Academic Skills

English in most countries is the language of higher education and therefore there is a need to develop proficiency in English for academic purposes. Being a global language it requires fluency in formulating ideas and presenting them effectively and with adequate use of language so that the listener is able to get a proper overview. In this unit students will be engaged in activities which will develop their spoken English for academic purposes.

Module II

Written Communication

a. Structure and Vocabulary: Here the emphasis will be on exposing students to the basic structures and patterns of the English language. Students will be encouraged to build up their vocabulary for effective communication. Formal and informal styles of writing along with variations in styles and tones will be taught to students.

b. Remedial Exercises: Remedial classes for practice in grammatical structure, spelling and punctuation will be arranged for correction of the common errors made by students in the use of written language.

c. Written Forms: Students will be encouraged to practice in various common forms of writing like report writing, application writing for different purposes, summarising, describing an

incident, preparing CVs or resumes to attain perfection. It is the endeavour of this unit to develop in the learners a sense of organisation-expressing different ideas in separate paragraphs, using headings and sub-headings to demarcate the stages of an argument etc.

The students will be taken to the language laboratory where their communication skills will be improved through practice and the audio visual aids.

RECOMMENDED READING:

1. Jespersen, Otto. *Growth and Structure of English Language*: Oxford University Press; 10th edn.(1 June, 1997).
2. Freeman, S. *Written Communication*: Orient Blackswan(1 January, 1977).
3. T Balasubramanian. *English Phonetics for Indian Students*: Laxmi Pub. (1 January,2017).
4. Freeborn, D. *From Old English to Standard English*: Macmillan, 1941.
5. Carnegie, Dale. *The Quick and Easy Way to Effective Speaking*: Simon & Schuster; Reissue edn.(1 March, 1990).

SEMESTER 3

PAPER CODE : PG- ENGL-3016

Name of the Paper: Drama-20th Century

PAPER CREDIT : 06 (5T + 1Tu)

Total No. of Lectures : 75+15 (L + Tu)

Marks: 100 (T80+ IA20)

Objectives : This paper aims

- to introduce students to the scope and wide range of Modern drama.
- to give the students an overview of dramatic writing and theatre.
- to acquaint the students with the various dramatic forms and elements.

Learning Outcome: The students will learn about the various theatrical innovations in Modern drama in Europe and all over the world. The plays selected in this paper will

acquaint them with forms and techniques of drama and the key concepts of theatrical practice.

CONTENTS-

Theoretical Statements:

- Antonin Artaud: 'The Theatre and Cruelty'
- Bertolt Brecht: 'Verfremdungseffekt', 'Epic Theatre'

Plays:

- Henrik Ibsen: *The Wild Duck*
- George Bernard Shaw: *Candida*
- Bertolt Brecht: *The Good Person of Szechwan*
- Eugene O'Neill: *The Hairy Ape*
- Eugene Ionesco: *Rhinoceros*
- Girish Karnad: *Bali* (1980, English in 2004)

RECOMMENDED READING :

1. Rabey, David, Ian. English Drama Since 1940, London: Routledge, 2016.
2. Innes, Christopher. *Modern British Drama: Twentieth Century*: Cambridge: CUP, 2002.
3. Ackerman, Alan. ed. *Reading Modern Drama* : University of Toronto Press.
4. Eyre, Richard, Wright, Nicholas. *Changing Stages: A View of British Theatre in the Twentieth Century*, London: Bloomsbury, 2000.
5. Esslin, Martin. *The Theatre of the Absurd*, London : Methuen, 2001.

PAPER CODE : PG- ENGL-3026

Name of the Paper: Fiction and Non-fictional Prose-20th Century and After

PAPER CREDIT : 06 (5T + 1Tu)

Total No. of Lectures : 75+15 (L + Tu)

Marks: 100 (T80+ IA20)

Objective : This paper aims

- to give the students an understanding of fictional and non-fictional prose writings that emerged after the World Wars.
- to acquaint the students with the spectrum of prose writings of the period.
- to encourage the students to examine the texts that reflect the culture and history of the time and place represented.

Learning Outcome: The students will learn about the various concepts in terms with the fiction and non-fiction of the time. They will be motivated to do more research work in this area of study.

CONTENTS-

Fiction(Texts):

- Joseph Conrad: *Heart of Darkness*
- Franz Kafka: *Metamorphosis*
- Iris Murdoch: *The Sea, the Sea*
- Salman Rushdie: *Midnight's Children*
- J. M. Coetzee: *Life and Times of Michael K*
- Katherine Mansfield: 'The Garden Party'

Non Fictional Prose:

- Lytton Strachey: 'Florence Nightingale' (from *Eminent Victorians*)
- George Orwell: 'Reflections on Gandhi'
- Ngugi Wa Thiongo: 'Decolonising the Mind'
- V.S. Naipaul: 'The Overcrowded Barracoon' (from *The Writer and His World*)

RECOMMENDED READING :

1. Taneja, G. R. 20th Century British Literature: Prestige Books.
2. Blamires, Harry, Jeffares, Norman, A. Twentieth Century English Literature: 1 (The History of Literature: Palgrave Macmillan; New edn.(17 December, 1986).

3. Loomba, Ania. *Colonialism/Postcolonialism* : Routledge; 3rd edn. (April 28, 2015).
4. Young, Robert, J.C. *Postcolonialism: A Very Short Introduction*: Oxford University Press; Edn. (3 November, 2003).
5. Innes, Catherine, Lynette. *The Cambridge Introduction to Postcolonial Literatures in English* : (Cambridge: Cambridge University Press, 2007).
6. <https://www.jstor.org>

PAPER CODE : PG- ENGL-3036

Name of the Paper: Modernism(Elective)

PAPER CREDIT : 06 (5T + 1Tu)

Total No. of Lectures : 75+15 (L + Tu)

Marks: 100 (T80+ IA20)

Objective : This paper aims

- to introduce the students to the texts and contexts of the Modern period.
- to acquaint the students with the socio- cultural, literary and aesthetic changes brought about in Modern literature.
- to encourage the students to analyse and appreciate the change in approach and perception ushered in by the writers of the time.

Learning Outcome : The texts chosen in this paper will familiarize the students with the new developments in literature during the period. They will be able to understand modern writers' preoccupation with the psychology or inner awareness.

CONTENTS-

Overview:

- Andreas Huyssen: 'Introduction' (from *After the Great Divide: Modernism, Mass Culture, Postmodernism*, 1986)
- Michael Levenson: 'Introduction: The Spectacle of Modernism' (from *Modernism*, 2007)
- Pericles Lewis: 'Introduction' (from *The Cambridge Companion to European Modernism*, 2011)

Issues of Modernism:

- Friedrich Nietzsche: 'The Will to Power as Knowledge' (from *The Will to Power*, Book III, Chapter I, Sections 1-3)
- Sigmund Freud: 'The Unconscious'
- Karl Marx and Frederick Engels: Introduction and Sections I and II (from *The Communist Manifesto*)
- Henri Bergson: 'Chapter 3: Concerning the Nature of Time' (from *Duration and Simultaneity*)
- Carl Gustav Jung: 'The Concept of the Collective Unconscious'
- Virginia Woolf: 'Modern Fiction'
- T. S. Eliot: 'Tradition and the Individual Talent'
- Albert Camus: 'The Myth of Sisyphus', 'Appendix: Hope and the Absurd in the Work of Franz Kafka' (from *The Myth of Sisyphus*)
- Rabindranath Tagore: 'Nationalism in India' (from *Nationalism*)
- Jurgen Habermas: 'Modernity: An Unfinished Project'

RECOMMENDED READING :

1. Lewis, Pericles: *The Cambridge Companion to European Modernism* : Cambridge University Press; September, 2011.
2. Butler, Christopher. *Modernism: A Very Short Introduction*: Oxford University Press; 1st edn. (September 3, 2010).
3. Howarth, Peter. *The Cambridge Introduction to Modernist Poetry*: Cambridge University Press (December 26, 2011).
4. Blamires, Harry. *Twentieth Century English Literature*: Palgrave Macmillan, New edn. (17 December, 1986).
5. <https://www.jstor.org>

PAPER CODE : PG- ENGL-3046 (Open / Elective)

Name of the Paper: Writings from North East India

PAPER CREDIT : 06 (5T + 1Tu)

Total No. of Lectures : 75+15 (L + Tu)

Marks: 100 (T80+ IA20)

Objective : This paper aims

- to introduce the students to the wide range of representations of culture, social practices and languages of the North-east region of India in literature written in English or vernacular language (available in English translation).
- to acquaint the students with the multiple genres in the literature of this area.

Learning Outcome : The texts chosen in this paper will give the students an overview of the writings from North-east India and help them to understand the literature of this region as a discourse of expression of sentiments, emotions and the culture of its people.

CONTENTS-

Prose:

- Ranjit Kumar Dev Goswami: ‘Modern Assamese Thought’
- Maheswar Neog: ‘Romance of a University’
- Patricia Mukhim: ‘Where is this North-east?’
- Robin Ngangom: ‘Poetry in a Time of Terror’

Poetry:

- Chandra Kanta Murasingh: ‘Slumber’
- Mona Zote: ‘Fictions of an Inconsequential Life’
- Mamang Dai: ‘The Sorrow of Women’
- Nilamoni Phookan: ‘What were we talking about just now’
- Thangjam Ibopishak: ‘The Land of Half-humans’

Fiction:

- Mahim Bora: Kathanibari Ghat
- Saurav Kumar Chaliha: Bina Kutir
- Easterine Kire: Where the River Sleeps
- Janice Pariat: Boats on Land (from *Boats on Land*)

Drama:

- Arun Sarma: *Nibaran Bhattacharyya*
- Ratan Thiyam: *Chakravyuh*

RECOMMENDED READING :

1. Misra, Tilottoma. *The Oxford Anthology of Writings from North- East India- Poetry and Essays: Volume II: OUP India* (1 December, 2010).
2. Gohain, Hiren. ed. *Splendour in the Grass: Selected Assamese Short Stories*, New Delhi, Sahitya Akademi, 2010.
3. Dutta, Hirendranath ed. *One Hundred Years of Assamese Poetry*, Guwahati: Publication Board, 2001.
4. Singh, Parismita. *Centrepiece: New Writing and Art from Northeast India: Women's Writing and Art from Northeast India*, Zubaan; 1st edn. (5 January, 2018).
5. Sen, Geeti. *When the Sun Rises When Shadows Fall: The North East*, New Delhi: OUP,2006.

SEMESTER 4

PAPER CODE : PG- ENGL-4016

Name of the Paper: Indian English Literature I

PAPER CREDIT : 06 (5T + 1Tu)

Total No. of Lectures : 75+15 (L + Tu)

Marks: 100 (T80+ IA20)

Objectives: This paper seeks

- to enlighten the students on Indian writing in English in the nineteenth and early twentieth centuries and its historical background.
- to acquaint the students with the evolution of Indian writing in English from nineteenth century to the independence of India.
- to encourage the students to understand how English studies in India has been greatly influenced by Modernity, a concept that had its origin in the west and the Bengal Renaissance, and its influence on literature.
- to help the students relate to the concepts of race, gender, space and identity in terms of Indian writing in English.

Learning Outcome: The students will learn how to examine the texts and stir theoretical discussions with regards to the canonical texts. They will be motivated to think critically and trace the influence of nationalist discourse on the Indian writings in English.

CONTENTS-

Section A: Ideas

- Rammohan Roy (1774-1833): 'Letter to Lord Amherst' (1823)
- Bankimchandra Chattopadhyay: *Devi Chaudhurani*
- Dadabhai Naoroji: 'England's Duties to India' (from *Essays, Speeches and Writings, archive.org*)
- Mahatma Gandhi (1869-1948): 'Speech at the Round Table Conference', 11/11/1931
- Alexander Duff (1806-1878) Parts II & III (from *A New Era of the English Language and Literature in India* [1835]).
- Aurobindo Ghosh (1872-1950): 'A System of National Education'

Section B: Poetry

- Harindranath Chattopadhyaya (1898-1990): 'The Feast of Youth'
- Henry Derozio (1809-1831): 'To India My Native Land', 'Poetry'
- Michael Madhusudan Dutt (1824-1873): 'Kapatakkha River'
- Toru Dutt (1856-1877): 'Sita'
- Sarojini Naidu (1879-1949): 'Village Song'
- Ram Sharma (1837-1918): 'Song of the Indian Conservative'

Section C: Fiction & Drama

- Toru Dutt: *The Diary of Mademoiselle D' Aruers*
- Krishna Mohan Banerjee: *The Persecuted*
- Raja Rao: *Kanthapura* (1938)

RECOMMENDED READING :

1. Mehrotra Arvind Krishna. *An Illustrated History Of Indian Writing in English*, New Delhi: Permanent Black, 2005.
2. Datta, Amaresh. Chief Editor. *The Encyclopaedia of Indian Literature*. 6 vols. New Delhi: Sahitya Akademi, 2006.
3. Anjaria, Ulka. Ed. *A History of the Indian Novel in English*, Cambridge: CUP, 2016.
4. Choudhuri, Rosinka. Ed. *A History of Indian Poetry in English*, Cambridge: CUP, 2016.
5. Das, Sisir, Kumar. *A History of Indian Literature, Vol.1: 1800-1910*, New Delhi, Sahitya Akademi, 1993.

PAPER CODE : PG- ENGL-4026

Name of the Paper: Indian English Literature II

PAPER CREDIT : 06 (5T + 1Tu)

Total No. of Lectures : 75+15 (L + Tu)

Marks: 100 (T80+ IA20)

Objectives: This paper aims

- to familiarize the students with Indian writing in English in post independent India to the present time.
- to inspire the students to study within the context of post colonialism that spreads across all literary forms .
- to make the students realize the growing consciousness of regional identities in the context of emphasis on selfhood, individual identity, gender, body and globalisation.

Learning Outcome: The students will be familiar with post- colonial Indian sensibilities, which will help them to relate to Indian writing in English of the post independent India.

CONTENTS-

Section A: History and Ideas.

- Gauri Vishwanathan: ‘Lessons of History’ (from *Masks of Conquest*)
- Robert Young: ‘India II: Gandhi’s Counter Modernity’ (from *Postcolonialism: A Historical Introduction*)
- Chandra Talpade Mohanty: ‘Under Western Eyes: Feminist Scholarship and Western Discourses’
- Dipesh Chakraborty: ‘Nation and Imagination’ (from *Provincializing Europe*)

Section B: Poetry.

- Nissim Ezekiel (1924-2004) : ‘Goodbye Party for Miss Pushpa T.S.’
- Kamala Das : ‘Sunshine Cat’
- Jayanta Mahapatra : ‘An Abandoned British Cemetery at Balasore’
- Adil Jussawala : ‘Sea Breeze, Bombay’,
- Agha Shahid Ali : ‘Postcard from Kashmir’, ‘Ghazal’
- A. K. Ramanujan : ‘On the Death of a Poem’, ‘A River’
- Arun Kolatkar : The Tea Stall, The Bus
- Ranjit Hoskote : ‘The Postman’s Last Song for the Moon’
- Rukmini Bhaya Nair : ‘Yellow Hibiscus’
- Imtiaz Dharkar : ‘Purdah’
- Robin Ngangom : ‘Funerals and Marriages’

Section C: Fiction & Drama

- R. K. Narayan (1906-2001): *The Guide* (1958)
- Amitav Ghosh: *The Hungry Tide* (2004)
- Girish Karnad: *Tughlaq* (1964)
- Mahesh Dattani: *Dance Like a Man* (2000)

RECOMMENDED READING :

1. Mehrotra Arvind Krishna. *An Illustrated History Of Indian Writing in English*, New Delhi: Permanent Black, 2005.
2. Datta, Amaresh. Chief Editor. *The Encyclopaedia of Indian Literature*. 6 vols. New Delhi: Sahitya Akademi, 2006.
3. Naik, M.K. *History of Indian Literature*, New Delhi: Sahitya Akademi, 1980.
4. Gopal, Priyamvada. *The Indian English Novel*, New Delhi: OUP, 2009.
5. King, Bruce. *Modern Indian Poetry in English*, Oxford: OUP, 2005.
6. <https://www.jstor.org>

PAPER CODE : PG- ENGL-4036

Name of the Paper: Modern European Literature in Translation

PAPER CREDIT : 06 (5T + 1Tu)

Total No. of Lectures : 75+15 (L + Tu)

Marks: 100 (T80+ IA20)

Objectives: This paper aims

- to familiarize students with the manifestations of the rich culture of Europe showcased in its literature.
- to help students understand the modern age of European literature and draw generic variations with the existing literary resources within the social fabric.
- to make students realize that the contours of culture in European literature are augmented through language in the various forms of writing in the genre.

Learning Outcome: The students will learn to grasp the spirit of this literary genre and connect themselves up with the literary characteristics of the canonical texts.

CONTENTS-

Texts:

Section A: Poetry

- Charles Baudelaire: 'To the Reader'
- Federico Garcia Lorca: 'The Sleepwalking Ballad'
- Rainer Maria Rilke: 'Archaic Torso of Apollo'
- Paul Celan: 'Your Hand'
- Anna Akhmatova: 'I Am Not One of Those Who Left the land'

Section B: Fiction

- Nikolai Gogol: 'The Overcoat'
- Franz Kafka: *The Trial*
- Umberto Eco: *The Name of the Rose*

Section C: Prose.

- Walter Benjamin: 'Unpacking my Library'
- Simone de Beauvoir: Chapter 1 (from *The Second Sex*)
- Elias Canetti: *The Voices of Marrakesh*

RECOMMENDED READING :

1. Cohen, Walter. *A History of European Literature: The West and the World from Antiquity to the Present*: OUP Oxford; 1st edn. (2 February, 2017).
2. Hudson, William, Henry. *An Introduction to the Study of Literature*: Rupa Publications India; 1st edn. (10 May, 2015).
3. Robertson, Ritchie. *Kafka: A Very Short Introduction*: Oxford University Press; edn.(7 March, 2005).
4. Caygill, Howard, Coles, Alex, Klimowski, Andrzej. *Introducing Walter Benjamin: A Graphic Guide*: Icon Books; 3rd edn. (6 March,2014).
5. <https://www.jstor.org>

PAPER CODE : PG- ENGL-4046

Name of the Paper: Migration and Literature

PAPER CREDIT : 06 (5T + 1Tu)

Total No. of Lectures : 75+15 (L + Tu)

Marks: 100 (T80+ IA20)

Objectives: This paper aims

- to introduce students to the concept of migration as a movement of people from one part to another part of the world induced by diplomatic and existential reasons.
- to acquaint students with the economic, social and political consequences of migration and the experiences of migrants and those receiving or sending migrants as recorded in literature categorised as a different genre.
- to draw the interest of students to the historical contexts that formed the ground for migratory movements.
- to familiarize the students with the key concepts of nationalism, colonialism, communalism, exile, alienation, trauma, identity, displacement and rootlessness associated with migration.

Learning Outcome: The students will study the different disciplines and texts included in this paper as interdisciplinary area, while focussing on race, class and gender dynamics influencing migrations .

CONTENTS-

Section A: Migrations across Disciplines:

- Paul White: ‘Geography, Literature and Migration’ (from *Writing Across Worlds: Literature and Migration*. Eds. Russell King, John Connelly and Paul White [1995])

- Hasia R. Diner: 'History and the Study of Immigration: Narratives of the Particular'
- Barbara Schmitter Heisler: 'The Sociology of Immigration'
- Caroline B. Brettell: 'Theorizing Migration in Anthropology'
- James F. Hollifield: 'The Politics of International Migration'
- Peter H. Schuck: 'Law and the Study of Migration'

Section B: Migration and Literature:

- V.S. Naipaul – *V.S. Naipaul-One Out of Many*
- Eva Hoffman: *Lost in Translation*
- Salman Rushdie: '*Imaginary Homelands*' (essay)
- Hanif Qureishi - *The Buddha of Suburbia (1990)*
- Tayeb Salih: *Season of Migration to the North*
- Debendranath Acharya– *Jangam : The Movement, a forgotten exodus in which thousands died*, tr. Amit R Baishya
- Frank O'Connor – '*Uprooted*'

RECOMMENDED READING :

1. Vertovec, Steven, Cohen, Robin. *Migration, Diasporas and Transnationalism* (The International Library of Studies on Migration) : Edward Elgar Publishing Ltd. (25 June, 1999).
2. Ahmad, Dohra, Danticat, Edwidge. *The Penguin Book of Migration Literature:* Penguin Classics (1 January, 2019).
3. Brettell, Caroline, Hollifield, James F. *Migration Theory: Talking Across Disciplines:* Routledge; 3rd edn. (25 August,2014).
4. Brettell, Caroline. *Gender and Migration:* Polity; 1st edn. (5 August,2016).
5. <https://www.jstor.org>
