

Choice Based Credit System (CBCS)

NOWGONG COLLEGE
(AUTONOMOUS)



SYLLABUS

DEPARTMENT OF ENGLISH

Learning Outcomes-based Curriculum Framework (LOCF) of
Undergraduate Programme

BACHELOR OF ARTS IN ENGLISH

(Effective from Academic Year 2020-21)

Syllabus as approved by Academic Council, Nowgong College (Autonomous)

1. **Introduction to Programme:**

B.A. English (Honours) under CBCS is a three-year undergraduate programme with specialization in English, for which an intermediate(10+2) qualification is essential. The programme, included under humanities and arts introduces the students to the development of English language and literature through the different ages. The syllabus is designed to give the learners the knowledge on themes and topics in the discipline of English

2. **Programme Structure:** The B.A. (Honours) English is a three year programme divided into six semesters. A student is required to complete 148 credits for the completion of the Programme as Honours student and 132 credits for the completion of the Programme as Regular student.

The B.A. (Honours Course) in English Programme is aligned with CBCS structure as –

Honours Course	Credits		
	Theory with Presentation		
	Theory	Presentation	Total
Honours Core Course HCC (14 Papers)	14x4=56	14x2=28	84
Discipline Specific Elective Course HDS (4 Papers)	4x4=16	4x2=8	24
Honours Generic Elective Course HGE (4 Papers)	4x4=16	4x2=8	24
Ability Enhancement Communication Language (1 Paper)	1x4=4	0	4
Environmental Studies (1 Paper)	1x4=4	0	4
Skill Enhancement Course SEC (2 Papers)	2X2=4	2X2=4	8
Total	100	48	148

The B.A. (Regular Course) in English Programme is aligned with CBCS structure as

Regular Course	Credits		
	Theory with Presentation		
	Theory	Presentation	Total
Regular Core Course RCC (8 Papers)	8x4=24	8x2=16	48
Discipline Specific Elective Course RDS (4 Papers)	4x4=16	4x2=8	24
Regular Generic Elective Course RGE (2 Papers)	2x4=8	2x2=4	12
Compulsory Core Course CCC (2 Papers)	2x4=8	2x2=4	12
Ability Enhancement Communication Language (1 Paper)	1x4=4	0	4
Environmental Studies (1 Paper)	1x4=4	0	4
Skill Enhancement Course SEC (4 Papers)	4X2=8	4X2=8	16
Total	100	48	132

3. Details of Courses in the Programme:

Ability Enhancement Compulsory Course (AECC) papers

ENGL-AEC-1014 English Communication

ENST-AEC-2014 Environmental Studies

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Compulsory Core Course in English (CCC) papers

ENGL- CCC -1016 English I

ENGL- CCC -2016 English II

Compulsory Common Course in English (CCC) papers

ALEN- CCC -3016 Alternative English I

ALEN- CCC -4016 Alternative English II

Honours Core Course in English (HCC) papers

ENGL-HCC-1016 Indian Classical Literature

ENGL-HCC-1026 European Classical Literature

ENGL-HCC-2016 Indian Writing in English

ENGL-HCC-2026 British Poetry and Drama: 14th to 17th Centuries

ENGL-HCC-3016 History of English Literature and Forms

ENGL-HCC-3026 American Literature

ENGL-HCC-3036 British Poetry and Drama: 17th and 18th Centuries

ENGL-HCC-4016 British Literature: The 18th Century

ENGL-HCC-4026 British Romantic Literature

ENGL-HCC-4036 British Literature: The 19th Century

ENGL-HCC-5016 British Literature: The 20th Century

ENGL-HCC-5026 Women's Writing

ENGL-HCC-6016 Modern European Drama

ENGL-HCC-6026 Postcolonial Literatures

Discipline Specific Elective Papers

ENGL-HDS-5016 Popular Literature

ENGL- HDS -5026A Literature of the Indian Diaspora

ENGL- HDS -5026B Modern Indian Writing in English Translation

ENGL- HDS – 6016A Partition Literature

ENGL- HDS – 6016B World Literatures

ENGL- HDS - 6026 (Dissertation/Project)

Honours Generic Elective Papers (HGE)

ENGL-HGE-1016 Individual and Society

ENGL-HGE-2016 Modern Indian Literatures

ENGL-HGE-3016 British Literature

ENGL-HGE-4016 Literary Cross Currents: Forms: Prose, Poetry, Fiction & Play

Regular Core Course (RCC)

ENGL-RCC-1016 The Individual and Society

ENGL- RCC -2016 Modern Indian Literatures

ENGL- RCC -3016 British Literature

ENGL- RCC -4016 Literary Cross Currents: Forms: Prose, Poetry, Fiction & Play

Discipline Specific Elective (RDS) papers

ENGL- RDS-5016 Soft Skills

ENGL- RDS -6016 Academic Writing

Regular Generic Elective (RGE) papers

ENGL- RGE -5016 Popular Literature

ENGL-RGE-6016 Cultural Diversity

Skill Enhancement Course papers

ENGL-SEC-3014 Creative Writing (Theory + Practical/Presentation)

ENGL-SEC-4014 Translation: Studies (Theory + Practical/Presentation)

ENGL-SEC-5014 English Language Teaching (Theory + Practical/Presentation)

ENGL-SEC-6014 Technical Writing (Theory + Practical/Presentation)

4. Semester-wise Distribution of Syllabus:

Semester	Core Course	AEC	SEC	CCC	HGE/RCC	HDS	RDS	RGE
I	ENGL-HCC-1016 ENGL-HCC-1026	ENGL-AEC-1014		ENGL-CCC-1016	ENGL-HGE / RCC-1016			
II	ENGL-HCC-2016 ENGL-HCC-2026			ENGL-CCC-2016	ENGL-HGE / RCC -2016			
III	ENGL-HCC-3016 ENGL-HCC-3026 ENGL-HCC-3036		ENGL-SEC-3014	ALEN-CCC-3016	ENGL-HGE / RCC 3016			
IV	ENGL-HCC-4016 ENGL-HCC-4026 ENGL-HCC-4036		ENGL-SEC-4014	ALEN-CCC-4016	ENGL-HGE / RCC 4016			
V	ENGL-HCC-5016 ENGL-HCC-5026		ENGL-SEC-5014			ENGL-HDS- 5016 ENGL-HDS 5026A or ENGL-HDS 5026B	ENGL-RDS-5016	ENGL-RGE-5016
VI	ENGL-HCC-6016 ENGL-HCC-6026		ENGL-SEC-6014			ENGL-HDS 6016A or ENGL-HDS 6016B ENGL-HDS 6026	ENGL-RDS-6016	ENGL-RGE 6016

5. **Graduate Attributes:** This programme will help the students to gain knowledge on English Literature. Their proficiency in English will escalate and encourage them to pursue careers in professions like teaching, creative writing, translating, editing, or media and advertising. The attributes that the students will attain through this programme are adequate communication skills, development of critical thinking, formation of a proper perception for research activities and awareness about the society in its social and political contexts, as reflected in the various literary forms and pieces.

6. **Programme Objectives:** This programme aims to facilitate the students
- to know about the various literary forms and texts across the world.
 - to understand literature as interpreted from various perspectives.
 - to understand the author's point of view and appreciate a piece of literature.
 - to delve into critical thinking and develop their own perception.
 - to interpret literature as a representation of human life and psychology.
7. **Programme Learning Outcome:** This programme will make the students competent enough to opt for careers in many fields and also to pursue higher studies, such as a Master's degree in English Literature or Journalism and Mass Communication.
8. **Teaching Learning Process:** The curriculum is designed in a systematic way, to promote effective and meaningful learning. It ensures that the students are able to understand, analyse, appreciate and critically engage themselves with literary texts written in English. They are encouraged to form their own perspectives and develop their level of understanding and appreciating literature. Theory and practical classes ascertain two way communication in the class that boosts students' participation.
9. **Teaching Pedagogy:** The pedagogical method in classroom teaching necessitates interaction, discussion, lectures, presentations, screening of video clippings, class tests and assignments.
10. **Assessment Methods and Evaluation System:** The students registered for academic programmes will study Semester I to VI at Nowgong College(Autonomous). The college offers Core, AECC, HDS, RDS and SEC courses to the students
- (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 60 marks for theory, 20 marks for Presentation/Practical and another 20 marks for internal assessment.
 - (iv) Ability Enhancement Course (AECC) consists of 100 marks, which is divided into 80 marks for theory and 20 marks for internal assessment.
 - (v) Internal assessment of 20 marks comprises of 06 marks from assignment, 10 marks from sessional examination and 04 marks from attendance.
 - (vi) Each practical paper will carry 20 marks, including 15 marks for continuous

evaluation and 2 marks for practical note book or paper for presentation and 3 marks for the oral test or presentation made.

Hardcopy of the report has to be maintained by the students for each presented paper. The paper presented has to be submitted to the department at the time of examination.

(vii) The dissertation paper in 6th Semester (ENGL- HDS – 6026) consists of 100 marks, which is divided into 80 marks for the work and 20 marks for presentation.

SEMESTER I

PAPER CODE: ENGL-AEC-1014

Name of the Paper: English Communication

PAPER CREDIT: 04

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

Marks: 100 (T80+ IA20)

Objectives:

- To enable the learner to communicate effectively and appropriately in real life situations.
- To develop the interest of students in English language and appreciation of literature.
- To develop and integrate the use of the four language skills i.e reading, writing, listening and speaking.
- To ensure that the students learn to construct sentences correctly.
- To improve the vocabulary of the students.

Learning outcome:

The students will be confident in using correct English in both oral and written form and the whole course will inculcate human values for one's transformation of social behaviour. It will also enable them to maintain a balanced individual-society relationship in the global world.

CONTENTS-

UNIT 1: Grammar and Vocabulary

1. Use of tenses
2. Verbs and idioms
3. Conditional sentences
4. Modal verbs
5. Indirect and direct speech
6. Active and passive voice

7. Comparatives and superlatives
8. Determiners
9. Using knowledge of related words
10. Learning words related to a topic
11. Using context clues
12. Understanding key terms in a text
13. Word maps for remembering new vocabulary
14. Linking words
15. Collocations
16. Technical terms and definitions
17. Phrasal verbs and idioms
18. Business terminology and definitions

UNIT 2 : Writing

1. Punctuation
2. Writing expanded definitions
3. Writing a summary
4. Writing a listing paragraph (on a contemporary issue)
5. Business correspondence:
 - a) Advertisement writing
 - b) Sales letters, claim & adjustment letters and social correspondence
 - c) Memorandum, inter-office memo, notices, agenda, minutes
 - d) Job application letter, preparing the Resume
6. Report writing:

Business reports, types, characteristics, importance, elements of structure, process of writing, order of writing, the final draft, check list for reports.

SUGGESTED READINGS:

1. A. Tamuli. (2019) *English Language for Undergraduate Students*, Cambridge University Press.

2. A. Doff & C. Jones. (2004) *Language in Use: Intermediate Classroom Book*, Cambridge University Press.
3. L. Jones. (1988) *Cambridge Advanced English, Student's Book*, Cambridge University Press.
4. Bovee and Thill. (2010) *Business Communication Essentials*, Pearson Education.
5. Shirley Taylor. (1991) *Communication for Business: A Practical Approach*, Pearson Education.
6. Herta A. Murphy, Herbert W. Hildebrandt, Jane P. Thomas. (1997) *Effective Business Communication*, McGraw-Hill Education.

PAPER CODE : ENGL-CCC-1016

Name of the Paper: English 1

PAPER CREDIT : 06(5T + 1Tu)

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

Marks: 100 (T60+ IA20 + P20)

Objectives:

- This paper will provide the students an opportunity to respond to representations of different issues in contemporary life and culture.
- The texts selected are stimulating, insightful and informative.
- The grammar portion will make the students well aware about the structure/usage of English language.

Learning outcome:

The students will be acquainted with different modes/ways of literary representation and about various issues of contemporary life and culture.

CONTENTS-

UNIT 1: Prose

- George Orwell (1903-1950): “Shooting an Elephant”
- D.H. Lawrence: “The Woman Who Rode Away”
- Manoj Das (1934): “The Misty Hour”
- Munin Barkotoki (1915-1995): “Krishna Kanta Handiqui”
- Rohinton Mistry(1952-) “Running Water”
- Michael Ondaatje (1963-): “Angulimala”
- Salman Rushdie: “Good Advice is Rarer than Rubies”
- Birendranath Datta: “North-East India and its Socio-Cultural Milieu”
- Udayon Misra: “Peasant Consciousness as Reflected in the Oral Literature of Assam: A Study of Two Assamese Ballads”

UNIT 2: Grammar

- Make sentences using common phrases and idioms
- Common Errors: To be answered as directed
- Correct use of verbs, tenses, prepositions.
- Comprehension

SUGGESTED READINGS:

1. *Oxford Modern English Grammar*, Arts Bas, Oxford University Press, 2011.
2. *Cambridge Grammar of English: A Comprehensive Guide*, Cambridge University Press,2009.
3. *Basic Comprehension Passages*, Donn Byrne, Pearson Education; 2006th edn.(27 January,2006).
4. *Understanding Reading Comprehension: Processes and Practices*, Wayne Tennent; SAGE Publications Ltd; 1st edn. (13 November,2014).
5. *English Literature and Its Background, 1960-1990* (Oxford: OUP, 1997).

SEMESTER II

PAPER CODE : ENGL-CCC-2016

Name of the Paper: English II

PAPER CREDIT : 06 (5T + 1Tu)

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

Marks: 100 (T60+ IA20 + P20)

Objectives:

- This paper will provide the students an opportunity to study poetry in English from across the globe and expanding over different historical periods and contexts.
- The students will be introduced to poetry written by American poets.
- They will also get an opportunity to read Indian writing in English, particularly writings from North-East India.
- The grammar portion will help the students to enhance their communication skills in English.

Learning outcome:

The students will be acquainted with poetry on various social, historical and geographical contexts. They will get an ample scope to improve their vocabulary and writing skill.

CONTENTS-

Texts:

1. William Blake 1757-1827): "The Lamb"
2. Mathew Arnold: "Dover Beach"
3. Langston Hughes: "Harlem"
4. Nissim Ezekiel: "Shillong"
5. Wole Soyinka: "Telephone Conversation"
6. David Constantine: "The House"
7. Federico Garcia Lorca: "The Sleepwalking Ballad"
8. Imtiaz Dharker: "Purdah I"
9. Nilmani Phookan: "After a Couple of Days"

Grammar and Composition:

- Voice Change, Use of Determiners
- Dialogue Writing, Descriptive Writing
- Precis Writing/ Report Writing

SUGGESTED READINGS:

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. Tilottoma Mishra, edtd. *The Oxford Anthology of Writings from North-East India: Poetry and Essays.*, OUP, 2011.
5. Datta, Amaresh. Chief Editor. *The Encyclopaedia of Indian Literature*. 6 vols. New Delhi: Sahitya Akademi, 2006.

SEMESTER -III

PAPER CODE : ALEN- CCC- 3016

Name of the Paper: Alternative English 1

PAPER CREDIT : 06 (5T + 1Tu)

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

Marks: 100 (T60+ IA20 + P20)

Course Objectives: This paper aims

- to introduce the students to the major literary forms and genres of English Literature.
- to familiarize the students with the development of poetry, drama, fiction and non-fictional prose.
- to acquaint the students with the distinctive qualities in each of the genres.

Learning Outcome : The selected texts in this paper will familiarize the students with their cultural and social contexts and help them to understand the development of various genres in English Literature.

CONTENTS-

Unit 1 : Poetry

1. Shakespeare: "Sonnet 65"
2. John Donne: "A Valediction Forbidding Mourning"
3. William Wordsworth: "Tintern Abbey"
4. Alfred Tennyson: "Tears, Idle Tears"
5. Matthew Arnold: "Scholar Gypsy"
6. Robert Frost: "Stopping by Woods on a Snowy Evening"
7. T.S. Eliot: "Marina"
8. W.B. Yeats: "Among School Children"

Unit 2 : Drama

1. William Shakespeare: *Julius Caesar*
2. John Osborne: *Look Back in Anger*

Unit 3 : Fiction

1. Jane Austen: *Emma*
2. Earnest Hemingway: *A Farewell to Arms*

SUGGESTED READINGS:

1. *Shakespeare's Sonnets and Poems* (Folger Shakespeare Library), Simon & Schuster.
2. *The Complete Poetry and Selected Prose of John Donne*, ed. Charles M. Coffin and Introduction by Denis Donoghue.
3. *William Shakespeare's Julius Caesar* (Bloom's Modern Critical Interpretations).
4. William, Baker. *Jane Austen: A Literary Reference to Her Life and Work* (Critical Companion Series).
5. *Earnest Hemingway (Modern Critical Views S) edited and with an introduction by Harold Bloom.*
6. Bowra, C.M. *The Romantic Imagination: Oxford: Oxford UP, 1980.*

SEMESTER – IV

PAPER CODE : ALEN-CCC-4016

Name of the Paper: Alternative English II

PAPER CREDIT : 06 (5T + 1Tu)

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

Marks: 100 (T60+ IA20 + P20)

Objectives: This paper aims to introduce the students to the different forms of literature and the various literary texts and their significance in terms of their contexts, time periods of production and their authors.

Learning Outcome: This paper will give the students an understanding of the different genres of writing in literature. It will also familiarise them with the author's representation of the society and its culture.

CONTENTS-

Unit I: ESSAYS

- Charles Lamb : "Two Races of Man"
- A.G. Gardiner : "On Fear"
- George Orwell : "The Spike"

Unit II : POETRY

- George Herbert : "The Rose"
- William Wordsworth : "Scorn Not the Sonnet"
- John Keats : "To Sleep"
- Wilfred Owen : "Strange Meeting"
- Adrienne Rich : "Power"

Unit III : SHORT STORY

- R.K. Narayan : "A Horse and Two Goats"
- Vikram Chandra : "Dharma"

Unit IV : DRAMA

George Bernard Shaw : *Androcles and the Lion*

SUGGESTED READINGS:

1. *The Norton Anthology of English Literature*, 10th edn., 2018.
2. Andrew Sanders: *The Short Oxford History of English Literature* (1994).
3. Charles Lamb: *The Essays of Elia: Classic Articles on English Culture, Religion, History and Society in the early 1800s*.
4. *The New Oxford Book of War Poetry*, ed. Jon Stallworthy.
5. George Bernard Shaw, Sandie Byrne WW Norton: *George Bernard Shaws Plays* 2004 edn.

HONOURS CORE COURSE

SEMESTER I

PAPER CODE : ENGL-HCC-1016

Name of the Paper: Indian Classical Literature

PAPER CREDIT : 06 (5T + 1Tu)

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

Marks: 100 (T60+ IA20+P20)

Objectives:

This paper seeks to

- to introduce the students to a selection of literatures of India in English Translation.
- to help the students to understand the richness and diversity of the area of Indian Classical literature in translation.
- to motivate the students to learn the basics of different genres like drama, poetry, epic and narrative on the basis of the representative texts.
- to encourage the students to think laterally about the literatures of the world, keeping in view the possibility of cultural exchange.

Learning outcome:

The students will be familiar with the richness and diversity of Indian Classical literature and they will be prepared to study, compare and contrast the literatures of the whole world.

N.B. Questions will be set from the prescribed texts, suggested topics and readings.

Recommended books will only be for references.

CONTENTS-

Texts:

1. Kalidasa: *Abhijnana Shakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New Delhi: Penguin, 1989).

Vyasa: “The Dicing” and “The Sequel to Dicing”, “The Book of the Assembly Hall”, “The Temptation of Karna”, Book V “The Book of Effort”, in *The Mahabharata*: tr. and ed. J.A.B. Van Buitenen (Chicago: Brill, 1975) pp. 106–69.

3. Sudraka: *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962).

4. Ilango Adigal: “The Book of Banci”, in *Cilappatikaram: The Tale of an Anklet*, tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.

TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

Topics:

- The Indian Epic Tradition: Themes and Recensions
- Classical Indian Drama: Theory and Practice
- Alankara and Rasa
- Dharma and the Heroic.

Suggested Readings:

1. Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn.

2. (Calcutta: Granthalaya, 1967) chap. 6: ‘Sentiments’, pp.100–18.

3. Iravati Karve, “Draupadi”, in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.

4. J.A.B. Van Buitenen, “Dharma and Moksa”, in Roy W. Perrett, ed., *Indian Philosophy, vol. V, Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.

5. Vinay Dharwadker, “Orientalism and the Study of Indian Literature”, in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95.

RECOMMENDED BOOKS:

1. Buitenen, J.A.B. Van. ed. and tr. *The Mahabharata* Vol.1 & Vol.2, University of Chicago Press, 1978.
2. Sahoo, Udayanath, Dash, Shobha, Rani. ed. *Great Indian Epics: International Perspectives*: Routledge 24 November, 202, 1st edition.
3. Mehrotra, Arvind, Krishna. ed. *A History of Indian Literature in English*: Hurst & Company, London: 31 May, 2000.
4. Macdonell, Arthur, A. *A History of Sanskrit Literature*, New York D. Appleton and Company, 1900.
5. <https://www.jstor.org>

PAPER CODE : ENGL-HCC-1026

Name of the paper: European Classical Literature

PAPER CREDIT : 06 (5T + 1Tu)

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

Marks: 100 (T60+ IA20+P20)

Objectives:

The objectives of this paper are:

- to introduce the students to the European Classical writings as well as the emergence of the said discourse.
- to encourage the students to study and analyse the different modes of literary criticism/ appreciation ranging from Aristotle's focus on the essentials of poetry to Horace's advocacy of the purposefulness of the creative exercise.
- to motivate the students to study and explore the consolidation of a rich cultural discourse through the prescribed texts.

Learning outcome:

The students will be acquainted with the classics of European Literature. This paper will prepare the students to explore the rich cultural discourse of European Literature by focusing different views on literary craftsmanship with the help of the given texts.

N.B. Questions will be set from the prescribed texts, suggested topics and readings.

Recommended books will only be for references.

CONTENTS-

Texts:

- Homer: *The Odyssey*, tr. E.V. Rieu (Harmondsworth: Penguin, 1985) Book I
- Sophocles: *Oedipus the King*, tr. Robert Fagles in (Harmondsworth: Penguin, 1984).
- Plautus: *Pot of Gold*, tr. E.F. Watling (Harmondsworth: Penguin, 1965)
- Ovid: *Selections from Metamorphoses* 'Bacchus', (Book III), 'Pyramus and Thisbe' (Book IV), 'Philomela' (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975).
- Horace: Satires I: 4, in *Horace: Satires and Epistles and Persius: Satires*, tr. Niall Rudd (Harmondsworth: Penguin, 2005)

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

Topics:

- The Epic
- Comedy and Tragedy in Classical Drama
- The Athenian City State.
- Catharsis and Mimesis.
- Satire.
- Literary Cultures in Augustan Rome.

RECOMMENDED BOOKS :

1. Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.
2. Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007).

3. *Horace, Ars Poetica*, tr. H. Rushton Fairclough, *Horace: Satires, Epistles and Ars Poetica* (Cambridge Mass: Harvard University Press, 2005) pp. 451–73.
4. *The Cambridge History of Classical Literature Volume 1*, Cambridge University Press: Reprint edition (4 May, 1989).
5. Otis, Brooks. *Ovid As an Epic Poet*: Cambridge University Press; 2nd edn. (10 June,2010).
6. *The Satire of Horace and Persius*, Penguin Classics; Reprint, tr. edn.(29 September, 2005).
7. Abrams, M.H. , Galt, Harpham, Geoffrey. *A Glossary of Literary Terms*: Cengage Learning India Private Limited; 11th edn. (1 February,2015).
8. <https://www.jstor.org>

SEMESTER II

PAPER CODE : ENGL- HCC- 2016

Name of the Paper: Indian Writing in English

PAPER CREDIT : 06 (5T + 1Tu)

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

Marks: 100 (T60+ IA20+P20)

Objectives : The aim of this paper is

- to give the students an overview of Indian writing in English.
- to acquaint the students with the historical development of this body of writing.
- to provide to the students an understanding of experiences of people in colonial as well as postcolonial India.

Learning Outcome: The texts selected in this paper will throw light on the experiences of people in colonial as well as postcolonial India. They will understand the issues of language, gender and nationalism that have led to the emergence of this body of writing and this understanding will help them to critically think, analyse and discuss.

N.B. Questions will be set from the prescribed texts, suggested topics and readings. Recommended books will only be for references.

CONTENTS-

Texts:

- H.L.V. Derozio: “Freedom to the Slave”; “The Orphan Girl”
- Kamala Das: “Introduction”; “My Grandmother’s House”
- Nissim Ezekiel: “Enterprise”; “Night of the Scorpion”, “Very Indian Poem in Indian English”
- Mamang Dai: “An Obscure Place”
- Hiren Bhattacharya: “The Lone Prayer for Poetry”
- Mulk Raj Anand: “Two Lady Rams”
- R.K. Narayan: *Swami and Friends*

- Salman Rushdie: “The Free Radio”
- Anita Desai: *In Custody*
- Shashi Deshpande: “The Intrusion”
- Manjula Padmanabhan: *Lights Out*
- Mahesh Dattani: *Tara*

TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

Topics:

- Indian English
- Indian English Literature and its Readership
- Themes and Contexts of the Indian English Novel
- The Aesthetics of Indian English Poetry and Drama
- Modernism in Indian English Literature

SUGGESTED READINGS :

1. Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.
2. Salman Rushdie, “Commonwealth Literature does not exist”, in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.
3. Meenakshi Mukherjee, “Divided by a Common Language”, in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.
4. Bruce King, “Introduction”, in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10.

RECOMMENDED BOOKS:

1. Mehrotra, Arvind, Krishna. *A Concise History Of Indian Literature in English*, The Orient Blackswan (1 January, 2017).
2. Datta, Amaresh. Chief Editor. *The Encyclopaedia of Indian Literature*. 6 vols. New Delhi: Sahitya Akademi, 2006.
3. Mukherjee, Meenakshi. *The Perishable Empire*: New Delhi: OUP, 2000.

4. Naik, M.K. *History of Indian Literature*, New Delhi: Sahitya Akademi, 1980.
5. Gopal, Priyamvada. *The Indian English Novel*, New Delhi: OUP, 2009.
6. Misra, Tilottoma. *The Oxford Anthology of Writings from North- East India- Poetry and Essays: Volume II*: OUP India (1 December, 2010).
7. <https://www.jstor.org>

PAPER CODE : ENGL- HCC- 2026

**Name of the Paper: British Poetry and Drama: 14th to 17th
Centuries**

PAPER CREDIT : 06 (5T + 1Tu)

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

Marks: 100 (T60+ IA20+P20)

Objectives: The aim of this paper is

- to acquaint the students with the form of literature produced during the period 14th century to 17th century.
- to familiarize the students with the Elizabethan Age and the literary activities favoured during the time.
- to focus on the emergence of new trends that marked the age.

Learning outcome: This students will be able gain a comprehensive knowledge on the issues and concerns of the writers of the age as reflected in the texts included in this paper.

N.B. Questions will be set from the suggested topics and readings. Recommended books will only be for references.

CONTENTS-

Texts:

- Geoffrey Chaucer: *The Wife of Bath's Prologue*
- Edmund Spenser: Selections from *Amoretti*: Sonnet LXVII "Like as a huntsman..."; Sonnet LVII "Sweet warrior..."; Sonnet LXXV "One day I wrote her name..."
- John Donne: "The Sunne Rising"; "Death be not Proud"; "Valediction: Forbidding Mourning"
- Christopher Marlowe: *Doctor Faustus*
- William Shakespeare: *Macbeth*, *The Merchant of Venice*

TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS AND ASSIGNMENTS

Topics:

- Renaissance Humanism
- The Stage, Court and City
- Religious and Political Thought
- Ideas of Love and Marriage
- The Writer in Society

SUGGESTED READINGS:

1. Pico Della Mirandola, excerpts from the *Oration on the Dignity of Man*, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.
2. John Calvin, 'Predestination and Free Will', in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11.
3. Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of *The Courtier*, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–330

RECOMMENDED BOOKS :

1. Sidney, Philip. *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.
2. Bennett, Joan. *Five Metaphysical Poets*: Cambridge University Press; 3rd edn.(3 January,1964).
3. Claire Mc Eachern. 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.
6. <https://www.jstor.org>

SEMESTER III

PAPER CODE : ENGL-HCC-3016

Name of the Paper: History of English Literature and Forms

PAPER CREDIT : 06 (5T + 1Tu)

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

Marks: 100 (T60+ IA20+P20)

Course Objectives: This paper aims

- to introduce the students to the major literary forms in the History of English Literature.
- to acquaint the students to the historical development of every literary form through the various periods of English Literature.
- to give the students an understanding of the expansion of study of English writing in the global context.

Learning Outcome : This paper will help the students to understand the contexts that have paved the path for the emergence of various literary forms and individual texts in the History of English Literature. They will be motivated to explore and analyse the literary texts that are representatives of the forms and age they were produced.

N.B. Questions will be set from the prescribed texts, suggested topics and readings. Recommended books will only be for references.

CONTENTS-

Unit 1: Poetry from Chaucer to the Present:

1. Chaucer and narrative poetry
2. Spenser, Shakespeare, Milton (sonnet, sonnet sequences and the epic poem)
3. John Donne and metaphysical poetry
4. Dryden, Pope and the heroic couplet

5. Romantic Poetry (lyric, sonnet, ode, pastoral, blank verse)
6. Tennyson, Browning, Hopkins (from Victorian to Modern)
7. Modern and postmodern Poetry and its international associations
8. Walcott, Ramanujan and Postcolonial poetry

Unit 2: Drama from Everyman to the Present

1. Miracles, Moralities and Interludes
2. Marlowe and the University Wits
3. Elizabethan Stage, Shakespeare and Jonson
4. Jacobean Drama, Webster
5. Restoration, Wycherley and Congreve
6. Goldsmith, Sheridan and the sentimental drama
7. The Irish drama
8. Modern and postmodern Drama (England, Europe, America)
9. Postcolonial drama (India, Africa, West Indies)

Unit 3: Fiction

1. Narrative precursors
2. The Eighteenth century novel (Defoe, Richardson, Fielding, Sterne)
3. The Gothic novel (Walpole, Beckford, Radcliffe)
4. Walter Scott and the historical novel
5. The nineteenth century women novelists
6. The Victorian novel (Dickens, Thackeray, Hardy)
7. Modernism and the novel (Conrad, Lawrence, Virginia Woolf, James Joyce)
8. Postmodernism and the Novel (England and America)
9. Postcolonialism and the novel (South Asia and Africa)

Unit 4: Non Fictional Prose (Life Writing, Essays, Philosophical and Historical Prose, Satire)

1. 16th century prose (John Foxe, Hooker, Hakluyt, Burton, Bacon)

2. 17th and 18th century prose

- a. Thomas Browne, Jeremy Taylor, Milton, Izaak Walton, Dryden)
- b. Hobbes, Locke and Swift
- c. Addison and Steele (the rise of the periodicals)
- d. Berkeley, Hume, Gibbon
- e. Johnson, Boswell, Burke

3. 19th Century Prose (Essays, Criticism, Scientific Prose, Life Writing)

- a. Lamb, Hazlitt, de Quincey
- b. Wollstonecraft, Godwin
- c. Coleridge, Wordsworth
- d. Darwin
- e. Carlyle, Ruskin, Pater, Arnold
- f. Lytton Strachey

4. 20th and 21st century prose

- a. Literary Criticism and Theory
- b. Nationalist movements and polemical writing
- c. Letters, Autobiographies, Biographies
- d. Travel writing
- e. Journalistic prose (editorials, op-ed pieces, reports)

RECOMMENDED BOOKS:

1. Evans, Ifor. *A Short History of English* : Penguin; 4th edition (14 May, 1990).
2. Sanders, Andrew. *The Short Oxford History of English Literature*: Oxford; 3rd edn. (1 January, 2005).
3. Peck, John, Coyle, Martin. *A Brief History of English Literature*: Bloomsbury Publishing PLC 2nd edn. (30 October, 2013).
4. Birch, Dinah. ed. *The Oxford Companion to English Literature* (7th edition, 2009).
5. *The Norton Anthology of English Literature* (All volumes - for library) (10th edition, 2018).
6. Anderson, Linda. *Autobiography*, London and New York: Routledge, 2001.
7. Olney, James. *Memory and Narrative: The Weave of Life Writing*, Chicago: University of Chicago Press 1998.
8. Youngs, Tim. *The Cambridge Introduction to Travel Writing*: Cambridge University Press, 27 May, 2013.

PAPER CODE : ENGL-HCC-3026

Name of the Paper: American Literature

PAPER CREDIT : 06 (5T + 1Tu)

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

Marks: 100 (T60+ IA20+P20)

Objectives: This paper seeks

- to give the students an overview of the main currents of American literature.
- to familiarise the students with the cultural, social and political contexts within which texts are set.
- to acquaint the students with the historical growth of the American society and the its journey through the various periods to the present time.

Learning Outcome : The texts selected in this paper reflect the American society in its cultural and social contexts, that will help the students to understand the generic innovations

and developments in American literature. The knowledge will facilitate them to do more research work in this field of study.

N.B. Questions will be set from the prescribed texts, suggested topics and readings. Recommended books will only be for references.

CONTENTS-

Texts:

1. Tennessee Williams: *The Glass Menagerie*
2. Mark Twain: *The Adventures of Huckleberry Finn*
3. Edgar Allan Poe: "The Purloined Letter"
4. Henry David Thoreau: "Life Without Principle"
5. Anne Bradstreet: "The Prologue"
6. Emily Dickinson: "A Bird Came Down the Walk"; "Because I Could not Stop for Death"
7. Walt Whitman: Selections from *Leaves of Grass*: "Song of Myself" (Section I & II); 'Passage to India' (Section II)
8. Langston Hughes: "I too"
9. Robert Frost: "Mending Wall"
10. Sherman Alexie: "Crow Testament"; "Evolution"

TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

Topics:

- The American Dream
- Social Realism, Folklore and the American Novel
- American Drama as a Literary Form
- The Slave Narrative
- Questions of Form in American Poetry

SUGGESTED READINGS:

1. Hector St John de Crevecoeur, 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.
2. Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.
3. Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.
4. Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).
5. Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.

RECOMMENDED BOOKS:

1. Altieri Charles. *The Art Of Twentieth Century American Poetry: Modernism And After* Malden, Massachusetts: Blackwell Publishing Professional, 2006.
2. Bradbury, Malcolm and Ruland. *From Puritanism to Postmodernism: A History of American Literature*. London: Routledge, 1991.
3. Lamb, Robert Paul and Thompson, Gray Richard. *A Companion to American Fiction, 1865-1914*. Malden, Massachusetts: Blackwell Publishers, 2005.
4. Gray, Richard. *A Brief History of American Literature*, Malden: Wiley- Blackwell, 2011.
5. Stonely, Peter and Weinstein, Cindy. *A Concise Companion to American Fiction, 1900-1950*. Malden, Massachusetts: Blackwell Publishers, 2008.
6. <https://www.jstor.org>

PAPER CODE : ENGL-HCC-3036

Name of the Paper: British Poetry and Drama: 17th and 18th Centuries

PAPER CREDIT : 06 (5T + 1Tu)

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

Marks: 100 (T60+ IA20+P20)

Objectives: This paper aims

- to give the students an overview of British Literature of 17th and 18th centuries.
- to introduce the students to the diverse kinds of writing of the period.
- to familiarize the students with the impact of literature on society during the period.
- to throw light on the larger issues that generated literature.

Learning Outcome : The texts selected in this paper will acquaint the students with the changes in British society during the transition from Puritan Age to the Restoration and Neoclassical periods. The students will learn to study British Literature of 17th and 18th centuries in the context of its impact on the society of the period and vice versa. The knowledge will accelerate research aspirations in the students.

N.B. Questions will be set from the prescribed texts, suggested topics and readings. Recommended books will only be for references.

CONTENTS-

Texts:

- John Milton: *Paradise Lost*: Book I
- John Webster: *The Duchess of Malfi*
- Aphra Behn: *The Rover*
- John Dryden: *Mac Flecknoe*
- Alexander Pope: *The Rape of the Lock*

TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS

- Religious and Secular thought in the 17th Century
- The Stage, the State and the Market
- The Mock-epic and Satire
- Women in the 17th Century
- The Comedy of Manners

SUGGESTED READINGS :

1. The Holy Bible, *Genesis*, chaps. 1–4, *The Gospel according to St. Luke*, chaps. 1–7 and 22–4.
2. Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.
3. Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.
4. John Dryden, “A Discourse Concerning the Origin and Progress of Satire”, in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.

RECOMMENDED BOOKS:

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. Fisk, Deborah Payne, *The Cambridge Companion to Restoration Theatre*. Cambridge University Press, 2000.
4. Owen, Susan J. *A Companion to Restoration Drama*, Oxford: Wiley-Blackwell, 2002.
5. Alexander, Michael. *A History of English Literature*, Basingstoke: Palgrave, 2000.
6. <https://www.jstor.org>

SEMESTER IV

PAPER CODE : ENGL-HCC-4016

Name of the Paper: British Literature: The 18th Century

PAPER CREDIT : 06 (5T + 1Tu)

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

Marks: 100 (T60+ IA20 + P20)

Objectives: The paper aims

- to introduce the students to the British literature of the 18th century, an age of reason and rationality.
- to familiarize the students with the characteristic features of the age and the various forms of writing of the time, including drama, poetry and other prose writings.
- to motivate the students to trace the growth and development of the novel.
- to encourage the students to explore the non-fictional writings of the age and draw the influences of classical writers on them.

Learning Outcome : The students will get an overview of the age and obtain the basic knowledge on the trends of writing during the period. They will be acquainted with the different forms of writing that will prepare them for further studies.

N.B. Questions will be set from the prescribed texts, suggested topics and readings. Recommended books will only be for references.

CONTENTS-

Texts:

- Jonathan Swift: “A Modest Proposal”
- Samuel Johnson: “London”

- Thomas Gray: “Elegy Written in a Country Churchyard”
- Daniel Defoe: *Moll Flanders*
- Joseph Addison: “Pleasures of the Imagination”, *The Spectator*, 411
- Oliver Goldsmith: *She Stoops to Conquer*

TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

Topics:

- The Enlightenment and Neoclassicism
- Restoration Comedy
- The Country and the City
- The Novel and the Periodical Press

SUGGESTED READINGS:

1. Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).
2. Daniel Defoe, ‘The Complete English Tradesman’ (Letter XXII), ‘The Great Law of Subordination Considered’ (Letter IV), and ‘The Complete English Gentleman’, in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm, 1984).
3. Samuel Johnson, ‘Essay 156’, in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–7; *Rasselas* Chapter 10; ‘Pope’s Intellectual Character: Pope and Dryden Compared’, from *The Life of Pope*, in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8th edn (New York: Norton, 2006) pp. 2693–4, 2774–7.

RECOMMENDED BOOKS:

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. Atkins, Douglas. *Tracing the Essay: Through Experience to Truth* Athens: University of Georgia Press, 2005.

6. Walker, Hugh. *The English Essay and Essayists*. New Delhi: S. Chand & Company, 1977.

7. <https://www.jstor.org>

PAPER CODE : ENGL-HCC-4026

Name of the Paper: British Romantic Literature

PAPER CREDIT : 06 (5T + 1Tu)

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

Marks: 100 (T60+ IA20 + P20)

Objectives: The paper aims

- to introduce the students to the concept of Romanticism that grew in revolt against the spirit of the age preceding it.
- to acquaint the students with the vision of the Romantic poets and the change ushered in by them.
- to help the students understand the effect of Romantic imagination on poetry during the period.

Learning Outcome : The students will be able to grasp the essence of poetry of the time, written by the Romantic poets like Blake, Burns, Wordsworth, Coleridge, Shelley and Keats. They will understand the strong hold of the poets on the literature of the period. Their reading of Mary Shelley's *Frankenstein* will further help them to analyse the ideals and values associated with Romanticism.

N.B. Questions will be set from the prescribed texts, suggested topics and readings.

Recommended books will only be for references.

CONTENTS-

Texts:

- William Blake: "The Lamb", "The Chimney Sweeper" (from *The Songs of Innocence* and *The Songs of Experience*); "The Tyger" (*The Songs of Experience*); 'Introduction' to *The Songs of Innocence*

- Robert Burns: “A Bard’s Epitaph”; “Scots Wha Hae”
- William Wordsworth: “Tintern Abbey”; “London 1802”
- Samuel Taylor Coleridge: “Kubla Khan”; “Dejection: An Ode”
- Percy Bysshe Shelley: “Ode to the West Wind”; “Hymn to Intellectual Beauty”; *The Cenci*
- John Keats: “Ode to a Nightingale”; “Ode on a Grecian Urn”; “On First Looking into Chapman’s Homer”
- Mary Shelley: *Frankenstein*

TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

- Conceptions of Nature
- Literature and Revolution
- The Gothic
- The Romantic Lyric

SUGGESTED READINGS:

1. William Wordsworth, “Preface to Lyrical Ballads”, in *The Oxford Anthology of English Literature: Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling. (New York: OUP, 1973) pp. 594–611.
2. John Keats, “Letter to George and Thomas Keats, 21 December 1817”, and “Letter to Richard Woodhouse, 27 October, 1818”, in *The Oxford Anthology of English Literature: Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling. (New York: OUP, 1973) pp. 766–68, 777–8.
3. Jean-Jacques Rousseau, “Preface” to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991)
4. Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.

RECOMMENDED BOOKS:

1. Chandler, James and McLane N. Maureen ed. *The Cambridge Companion to British Romantic Poetry* : Cambridge University Press, 1st edn., 4 September, 2008.
2. Poplawski, Paul ed. *English Literature in Context* : Cambridge University Press, 2nd

edn., 18 May, 2017.

3. Greenblatt, Stephen. *The Norton Anthology of English Literature- Romantic Be V D*: W.W. Norton & Co.; 8th Revised edn., 17 February, 2006.
4. Bowra, C.M. *The Romantic Imagination: Oxford*: Oxford UP, 1980.
5. Rajan, T. *Dark Interpreter: The Discourse of Romanticism*. Ithaca, NY: Cornell University Press, 1980.
6. <https://www.jstor.org>

PAPER CODE : ENGL-HCC-4036

Name of the Paper: British Literature: The 19th Century

PAPER CREDIT : 06 (5T + 1Tu)

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

Marks: 100 (T60+ IA20 + P20)

Objectives: The paper aims

- to introduce the students to the change in British literature in the 19th century.
- to familiarize the students with the characteristics of the age and the various forms of writing of the time.
- to help the students study novel and poetry as a more complex form in comparison to the previous age.

Learning Outcome : The texts chosen in this paper will serve as a commentary on the age, that will help the students to perceive the development in the novel and poetry during the age. They will be able to comprehend the human motive and intentions, as reflected in the writings of the period.

N.B. Questions will be set from the prescribed texts, suggested topics and readings.

Recommended books will only be for references.

CONTENTS-

Texts:

- Jane Austen: *Pride and Prejudice*
- Emily Bronte: *Wuthering Heights*
- Charles Dickens: *The Pickwick Papers* (Chapter 1 The Pickwickians; Chapter 2 The Journey Begins; Chapter 23 In Which Mr. Samuel Weller Begins to Devote His Energies; Chapter 56 An Important Conference Takes Place; Chapter 57 In which the Pickwick Club is Finally Dissolved)
- Thomas Hardy: “The Three Strangers”
- Alfred Tennyson: “The Defence of Lucknow”
- Robert Browning: “Love among the Ruins”
- Christina Rossetti: “Goblin Market”

SUGGESTED READINGS :

1. Karl Marx and Friedrich Engels, “Mode of Production: The Basis of Social Life”, “The Social Nature of Consciousness”, and “Classes and Ideology”, in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201.
2. Charles Darwin, ‘Natural Selection and Sexual Selection’, in *The Descent of Man in The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545–9.
3. John Stuart Mill, *The Subjection of Women* in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

RECOMMENDED BOOKS:

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. Sanders, Andrew. *The Short Oxford History of English Literature*, Oxford: OUP, 2004.
5. David, Deidre. *The Cambridge Companion to the Victorian Novel*: Cambridge: CUP; 2nd edn., (18 October, 2012).
6. Bristow, Joseph. *The Cambridge Companion to the Victorian Poetry*: Cambridge: CUP; 2000.
7. <https://www.jstor.org>

SEMESTER V

PAPER CODE : ENGL-HCC-5016

Name of the Paper: British Literature: The 20th Century

PAPER CREDIT : 06 (5T + 1Tu)

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

Marks: 100 (T60+ IA20 + P20)

Objectives:

The objectives of this paper are:

- to introduce the students to the concept of modernism and the literary texts of the period.
- to help the students to understand the ethos of modernism and subsequently postmodernism.
- to encourage the students to analyse the characteristics that mark a sharp difference between the texts of the past and those belonging to the era of Modernism.
- to motivate the students to experiment with the codes and conventions of the period and its forms of literature.

Learning Outcome: The students will be familiar with the various forms of writings of the period across various genres and create the ground for them to understand the mood of postmodernism.

N.B. Questions will be set from the prescribed texts, suggested topics and readings. Recommended books will only be for references.

CONTENTS-

Texts:

1. Joseph Conrad: *The Shadow-Line*
2. Virginia Woolf: *Mrs Dalloway*
3. W.B. Yeats: "The Second Coming"; "Sailing to Byzantium"
4. T.S. Eliot: "The Love Song of J. Alfred Prufrock"; "Journey of the Magi"
5. W.H. Auden: "In Memory of W.B. Yeats"

6. Hanif Kureshi: *My Beautiful Launderette*
7. Phillip Larkin: “Church Going“
8. Ted Hughes: “Lupercal”, “Wodwo”
9. Seamus Heaney: “Blackberry- Picking“
10. Carol Ann Duffy: “Standing Female Nude“

TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

Topics:

- Modernism, Post-modernism and non-European Cultures
- The Women’s Movement in the Early 20th Century
- Psychoanalysis and the Stream of Consciousness
- The Uses of Myth
- The Avant Garde
- Postmodernism in British Literature
- Britishness after 1960s
- Intertextuality and Experimentation
- Literature and Counterculture

SUGGESTED READINGS:

1. Sigmund Freud, “Theory of Dreams”, “Oedipus Complex”, and “The Structure of the Unconscious”, in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.
2. T.S. Eliot, ‘Tradition and the Individual Talent’, in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp.2319–25.
3. Raymond Williams, “Introduction”, in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.
4. Alan Sinfield, “Literature and Cultural Production”, in *Literature, Politics, and Culture in Postwar Britain* (Berkeley and Los Angeles: University of California Press, 1989) pp. 23–38.

5. Seamus Heaney, “The Redress of Poetry”, in *The Redress of Poetry* (London: Faber, 1995) pp. 1–16.

6. Patricia Waugh, “Culture and Change: 1960-1990”, in *The Harvest of The Sixties: English Literature and Its Background, 1960-1990* (Oxford: OUP, 1997)

RECOMMENDED BOOKS:

1. John J. Richetti, *The English Novel in History 1700-1780* (Routledge. October 22).

2. Bradbury, Malcolm, *The Modern British Novel*: London: Penguin, 1993.

3. Roberts, Neil ed. *A Companion to Twentieth Century Poetry*, Oxford: Blackwell,2003.

4. Widdowson, Peter. *The Palgrave Guide to English Literature and its Contexts 1500-2000*, Basingstoke: Palgrave, 2004.

5. Blamires, Harry, Jeffares, Norman, A. *Twentieth Century English Literature: 1* (The History of Literature: Palgrave Macmillan; New edn.(17 December, 1986).

6. <https://www.jstor.org>

PAPER CODE : ENGL-HCC-5026

Name of the Paper: Women’s Writing

PAPER CREDIT : 06 (5T + 1Tu)

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

Marks: 100 (T60+ 1A20 + P20)

Objectives : This paper aims

- to introduce the students to the wide range of writings of women writers of different literary ages as a part of canon revision.
- to acquaint the students with various experiences of women in different situational contexts.
- to allow the students to examine the canonical styles, themes and their treatment of

gender and sexuality in the texts by women belonging to different genres such as poetry, novels, short stories and autobiography.

Learning Outcome: The students will be made familiar with the concept of gender, feminism and other related concepts that will help them to understand and analyse the experiences of women, so as to build up their own narratives.

N.B. Questions will be set from the prescribed texts, suggested topics and readings. Recommended books will only be for references.

CONTENTS-

Texts:

- Mary Wollstonecraft: *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38.
- Rassundari Devi: Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds., *Women's Writing in India*, vol. 1 (New Delhi: OUP, 1989) pp. 191–2.
- Katherine Mansfield: “Bliss”
- Sylvia Plath: “Daddy”; “Lady Lazarus”
- Alice Walker: *The Color Purple*
- Mahashweta Devi: “Draupadi”, tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)
- Nirupama Borgohain: “Celebration”
- Adrienne Rich: “Orion”
- Eunice De Souza: “For Rita’s Daughter”, “Just Born”, “Miss Louise”

TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATION

Topics:

- The Confessional Mode in Women's Writing
- Sexual Politics
- Race, Caste and Gender

- Social Reform and Women's Rights

SUGGESTED READINGS :

1. Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
2. Simone de Beauvoir, "Introduction", in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
3. Kumkum Sangari and Sudesh Vaid, eds., "Introduction", in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.
4. Susie Tharu & K. Lalitha, Introduction to *Women Writing in India: 600 BC to the Present, Vol.I: 600 BC to the Early 20th Century*, Eds. Tharu and Lalitha, (New Delhi: Oxford, 1997 (rpt)) pp.1-37.

RECOMMENDED BOOKS:

1. Hannam, June, Holden, Katherine. ed. *Suffrage and Women's Writing*: Routledge, March 31.
2. Cornillon, Susan Koppelman. Ed. *Images of Women in Fiction: Feminist Perspectives*. Bowling Green, Ohio: Bowling Green University Popular Press, 1972.
3. Gilbert, Sandra and Susan Gubar. Eds. *The Norton Anthology of Literature by Women: The Traditions in English*, 2nd ed. New York and London, 1996.
4. Showalter, Elaine. *A Literature of Their Own*. London: Virago, 1978.
5. Sage Lorna, *Women in the House of Fiction: Post- War Women Novelists* (Palgrave Macmillan; 1992nd edn. 27th July, 1992).
6. <https://www.jstor.org>

SEMESTER VI

PAPER CODE : ENGL-HCC-6016

Name of the Paper: Modern European Drama

PAPER CREDIT : 06 (5T + 1Tu)

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

Total Marks: 100 (T60+ IA20 + P20)

Objectives:

The paper aims

- to introduce the students to the dramatic works of various playwrights of Europe in terms of their presentation on the written page or the stage.
- to facilitate the students to have an understanding of the ideas generated by modern drama.
- to acquaint the students with the trends and techniques of avant- garde movements that influenced modern drama.
- to familiarize the students with the dramatic devices used in modern drama.

Learning Outcome: The students will have a comprehensive knowledge on the essence of modern drama and the various innovative techniques adopted by the modern playwrights.

N.B. Questions will be set from the prescribed texts, suggested topics and readings.

Recommended books will only be for references.

CONTENTS-

Texts:

- Henrik Ibsen : *Ghosts*
- Anton Chekhov : *The Cherry Orchard*
- Bertolt Brecht : *Galileo*
- Samuel Beckett : *Waiting for Godot*

TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

Topics:

- Politics, Social Change and the Stage
- Text and Performance
- European Drama: Realism and Beyond
- Tragedy and Heroism in Modern European Drama
- The Theatre of the Absurd

SUGGESTED READINGS :

1. Constantin Stanislavski, *An Actor Prepares*, chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp. 121–5, 137–46.
2. Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.
3. George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.

RECOMMENDED BOOKS :

1. Frederick J. Marker, Christopher Innes, *Modernism in European Drama : Ibsen, Strindberg, Pirandello, Beckett: Essays from Modern Drama*, University of Toronto Press; 1st edn. (December 5, 1998).
2. Alan Ackerman, *Reading Modern Drama* ,University of Toronto Press; 1st edn. (25cApril, 2012).
3. Styan J.L. *Modern Drama in Theory and Practice: Vol. 1, Realism and Naturalism:* Cambridge University Press: Reprint edition(9 June 1983).
4. Lichte, Fischer, Erika. *History of European Drama and Theatre:* Routledge; 1st edition (25 March 2004).
5. Knowles, R.C., Tompkins, Joanne, Worthen, W.B. *Modern Drama defining the field:* University of Toronto Press.
6. <https://www.jstor.org>

PAPER CODE : ENGL-HCC-6026

Name of the Paper: Postcolonial Literatures

PAPER CREDIT : 06 (5T + 1Tu)

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

Total Marks: 100 (T60+ IA20 + P20)

Objectives:

The paper seeks

- to introduce the students to the effects of colonialism on literatures when most of the countries across the world were in the grip of European colonialism from around 15th century to the World War II.
- to give the students an overview of the post- colonial literatures from different parts of the world.
- to apprise the students of post- colonial experiences as reflected in poetry, novels, drama and short stories of the period.
- To familiarize the students with concepts like decolonization, globalization, race, gender, culture and identity politics that are associated with post-colonialism.

Learning Outcome: The students will be able to identify the common or the varied experiences represented in the texts, which will help them to indulge in comparative studies.

N.B. Questions will be set from the prescribed texts, suggested topics and readings. Recommended books will only be for references.

CONTENTS-

Texts:

- Chinua Achebe: *Things Fall Apart*
- Gabriel Garcia Marquez: *Chronicle of a Death Foretold*
- Bessie Head: 'The Collector of Treasures' Ama Ata Aidoo: 'The Girl who can'
- Grace Ogot: 'The Green Leaves'
- Coetzee: *Disgrace*
- Pablo Neruda: "Tonight I can Write"; "The Way Spain Was"

- Derek Walcott: “A Far Cry from Africa”
- David Malouf: “Revolving Days”
- Arun Sharma: *On a Wing and a Prayer*
- Easterine Kire: *When the River Sleeps*

TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATION

Topics:

- De-colonization, Globalization and Literature
- Literature and Identity Politics
- Writing for the New World Audience
- Region, Race, and Gender
- Postcolonial Literatures and Questions of Form

SUGGESTED READINGS :

1. Franz Fanon, “The Negro and Language”, in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.
2. Ngugi wa Thiongo, “The Language of African Literature”, in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.
3. Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987).
4. Chelva Kanaganayakam, “Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature” (*ARIEL*, Jan. 1998) rpt, Malashri Lal, Alamgir Hashmi, and Victor J. Ramraj, eds., *Post-Independence Voices in South Asian Writings* (Delhi: Doaba Publications, 2001) pp. 51–65.

RECOMMENDED BOOKS :

1. Ashcroft, Bill, Griffiths, Gareth, Tiffin Helen. *Key Concepts in Post- Colonial Studies*: Routledge; 1st edn. (18 June,1998).

2. Bhattacharya, Baidik. *Postcolonial Writing in the Era of World Literature: Texts, Territories, Globalizations*: Routledge India, 1st edn. (December 18, 2020).
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>

HONOURS DISCIPLINE SPECIFIC ELECTIVE

SEMESTER V

PAPER CODE : ENGL-HDS -5016

Name of the Paper: Popular Literature

PAPER CREDIT : 06 (5T + 1Tu)

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

Marks: 100 (T60+ IA20 + P20)

Objectives: This paper aims

- to introduce the students to ‘popular’ literature, that has moved from the margins to a significant state of being considered as a genre.
- to encourage the students to comprehend the nature of this genre of literature.
- to highlight the critical ideas and theories that determine its significance as an integral part of mainstream literature.

Learning Outcome: The texts chosen in this paper will certainly develop the interest of the students in this category of literature and inspire them to appreciate the texts read by them in the context of contemporary themes and conventions.

N.B. Questions will be set from the prescribed texts, suggested topics and readings.

Recommended books will only be for references.

CONTENTS-

Texts:

- Lewis Carroll: *Through the Looking-Glass*
- Agatha Christie: *The Murder of Roger Ackroyd*
- J. K. Rowling: *Harry Potter and the Philosopher’s Stone*
- Durgabai Vyam and Subhash Vyam: *Bhimayana: Experiences of Untouchability/*
Autobiographical Notes on Ambedkar (For the Visually Challenged students)

SUGGESTED READINGS:

1. Sumathi Ramaswamy, "Introduction", in *Beyond Appearances?: Visual Practices and Ideologies in Modern India* (Sage: Delhi, 2003) pp. xiii–xxix.
2. Leslie Fiedler, "Towards a Definition of Popular Literature", in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby (Ohio: Bowling Green University Press, 1975) pp. 29–38.
3. Felicity Hughes, "Children's Literature: Theory and Practice", *English Literary History*, vol. 45, 1978, pp. 542–61.

RECOMMENDED BOOKS:

1. Neuburg Victor E. *Popular Literature: A History and Guide*: Penguin Books(25 August, 1977).
2. Cawelti, John, G. *Adventure, Mystery And Romance: Formula Stories As Art And Popular Culture*: University of Chicago Press, 1976.
3. Storey, John. *Cultural Theory and Popular Culture: An Introduction*: Edinburgh University Press, 2010.
4. Hunt, Peter. ed. *Understanding Children's Literature* : Routledge, 1999.
5. Scaggs, John. *Crime Fiction (The New Critical Idiom)* : Routledge, 2005.
6. Gelder, Ken. *Popular Fiction: The Logics and Practices of a Literary Field*: Routledge, 2004.
7. <https://www.jstor.org>

PAPER CODE : ENGL-HDS -5026A

Name of the Paper: Literature of the Indian Diaspora

PAPER CREDIT : 06 (5T + 1Tu)

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

Marks: 100 (T60+ IA20 + P20)

Objectives: This paper seeks

- to highlight the eminence of literature of the diaspora that has several ideas and concepts falling under its ambit.
- to help the students understand the significance of diasporic experiences with particular reference to Indian diasporic writers.

Learning Outcome: Students will learn how to focus on key concepts like migration, displacement, transnationalism, alienation while reading the texts and develop their own perception and understanding of the texts for research work.

N.B. Questions will be set from the prescribed texts, suggested topics and readings. Recommended books will only be for references.

CONTENTS-

Texts:

- M. G. Vassanji: *A Place Within: Rediscovering India*
- Rohinton Mistry: *A Fine Balance* (Alfred A Knopf)
- Meera Syal: *Anita and Me* (Harper Collins)
- Jhumpa Lahiri: *The Namesake* (Houghton Mifflin Harcourt)

SUGGESTED READINGS:

1. "Introduction: The diasporic imaginary" in Mishra, V. (2008). *Literature of the Indian Diaspora*. London: Routledge
2. "Cultural Configurations of Diaspora," in Kalra, V. Kaur, R. and Hutynuk, J. (2005). *Diaspora & hybridity*. London: Sage Publications.
3. "The New Empire within Britain," in Rushdie, S. (1991). *Imaginary Homelands*. London: Granta Books.

RECOMMENDED BOOKS :

1. *Diaspora Theory and Transnationalism* authored by Allen Hibbard and ed. by Himadri Lahiri.
2. Ruben, Gowrichan. *New Perspectives on the Indian Diaspora* (1st edn. July 23, 2021 Routledge India).
3. Mishra, Vijay. *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary* (Routledge Research in Postcolonial Literatures) : Routledge; 1st edn. (15 February, 2007).
4. Kar, Angshuman. ed. *Contemporary Indian Diaspora: Literary and Cultural Representations*: Rawat Publications (1 January, 2015).
5. Vertovec, Steven, Cohen, Robin. *Migration, Diasporas and Transnationalism* (The International Library of Studies on Migration) : Edward Elgar Publishing Ltd. (25 June, 1999).
6. <https://www.jstor.org>

PAPER CODE : ENGL-HDS -5026B

**Name of the Paper: Modern Indian Writing in English
Translation**

PAPER CREDIT : 06 (5T + 1Tu)

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

Marks: 100 (T60+ IA20 + P20)

Objectives: This paper seeks

- to introduce the students to Indian literature written in different languages.
- to give the students a glimpse of cultural diversities across India, as reflected in the literature of different regions.
- to acquaint the students with multi- faceted writings of writers from different parts of India.
- to help the students understand the significance of diasporic experiences with particular reference to Indian diasporic writers.

Learning Outcome: Students will learn about the richness of Indian literature in English and the cultural and social backgrounds of literature from various regions.

N.B. Questions will be set from the prescribed texts, suggested topics and readings.

Recommended books will only be for references.

CONTENTS-

Texts:

- Premchand: “The Shroud”, in *Penguin Book of Classic Urdu Stories*, ed. M. Asaduddin (New Delhi: Penguin/Viking, 2006).
- Ismat Chughtai: “The Quilt”, in *Lifting the Veil: Selected Writings of Ismat Chughtai*, tr. M. Asaduddin (New Delhi: Penguin Books, 2009).
- Bhabendranath Saikia: “Celebration”, Tr. Prachee Dewri, in *Splendour in the Grass: Selected Assamese Short Stories*, ed. Hiren Gohain (New Delhi: Sahitya Akademi, 2010)
- Fakir Mohan Senapati: “Rebati”, in *Oriya Stories*, ed. Vidya Das, tr. Kishori Charan Das (Delhi: Srishti Publishers, 2000).
- Rabindra Nath Tagore: “Light, Oh Where is the Light?” and ‘When My Play was with thee”, in *Gitanjali: A New Translation with an Introduction* by William Radice (New Delhi: Penguin India, 2011).
- G.M. Muktibodh: “The Void”, (tr. Vinay Dharwadker) and “So Very Far”, (tr. Tr. Vishnu Khare and Adil Jussawala), in *The Oxford Anthology of Modern Indian Poetry*, ed. Vinay Dharwadker and A.K. Ramanujan (New Delhi: OUP, 2000).
- Amrita Pritam: “I Say Unto Waris Shah”, (tr. N.S. Tasneem) in *Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems*, ed. K.M. George, vol. 3 (Delhi: Sahitya Akademi, 1992).
- Thangjam Ibopishak Singh: “Dali, Hussain, or Odour of Dream, Colour of Wind” and “The Land of the Half-Humans”, tr. Robin S. Ngangom, in *The Anthology of Contemporary Poetry from the Northeast* (NEHU: Shillong, 2003).
- Dharamveer Bharati: *Andha Yug*, tr. Alok Bhalla (New Delhi: OUP, 2009).
- Hiren Bhattacharyya: “What Is It That Burns in Me?”
<https://www.poemhunter.com/poem/what-is-it-that-burns-in-me/>

TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATION

Topics:

- The Aesthetics of Translation
- Linguistic Regions and Languages
- Modernity in Indian Literature
- Caste, Gender and Resistance
- Questions of Form in 20th Century Indian Literature.

SUGGESTED READINGS:

- Namvar Singh, “Decolonising the Indian Mind”, tr. Harish Trivedi, *Indian Literature*, no. 151 (Sept./Oct. 1992).
- B.R. Ambedkar, *Annihilation of Caste* in *Dr. Babasaheb Ambedkar: Writings and Speeches*, vol. 1 (Maharashtra: Education Department, Government of Maharashtra, 1979) chaps. 4, 6, and 14.
- Sujit Mukherjee, “A Link Literature for India”, in *Translation as Discovery* (Hyderabad: Orient Longman, 1994) pp. 34–45.
- G.N. Devy, “Introduction”, from *After Amnesia* in *The G.N. Devy Reader* (New Delhi: Orient Black Swan, 2009) pp. 1–5.

RECOMMENDED BOOKS :

1. Mehrotra, Arvind, Krishna. *A Concise History Of Indian Literature in English*, The Orient Blackswan (1 January, 2017).
2. Datta, Amaresh. Chief Editor. *The Encyclopaedia of Indian Literature*. 6 vols. New Delhi: Sahitya Akademi, 2006.
3. Mukherjee, Meenakshi. *The Perishable Empire*: New Delhi: OUP, 2000.
4. Naik, M.K. *History of Indian Literature*, New Delhi: Sahitya Akademi, 1980.
5. Gopal, Priyamvada. *The Indian English Novel*, New Delhi: OUP, 2009.
6. Tilottoma Misra, *The Oxford Anthology of Writings from North- East India- Poetry and Essays*: Volume II: OUP India (1 December, 2010).
7. <https://www.jstor.org>

SEMESTER VI

PAPER CODE : ENGL-HDS-6016A

Name of the Paper: Partition Literature

PAPER CREDIT : 06 (5T + 1Tu)

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

Marks: 100 (T60+ IA20 + P20)

Objectives: This paper aims

- to introduce the students to the sense of displacement, uprootedness and the morbid feeling of isolation among the victims brought about by partition in 1947.
- to encourage the students to know the history of their nation and its people as recorded in the writings in various genres of literature, produced by a good number of writers from both sides of the border.
- to familiarize the students with the key concepts of nationalism, colonialism, communalism, exile associated with Partition literature.

Learning Outcome: This paper will allow the students to invade the world of the victims or witnesses and understand the vulnerability of the situation at the time of partition and its aftermath. Their reading of the texts will help them to explore more writings based on similar experiences and do more research work on this particular area of study. Field visit to the memorials and museums based on same will motivate them to proceed on with further studies in this area.

N.B. Questions will be set from the prescribed texts, suggested topics and readings. Recommended books will only be for references.

CONTENTS-

- Intizar Husain: *Basti*, tr. Frances W. Pritchett (New Delhi: Rupa, 1995).
- Amitav Ghosh: *The Shadow Lines*.
- Dibyendu Palit: "Alam's Own House", tr. Sarika Chaudhuri, *Bengal Partition Stories: An Unclosed Chapter*, ed. Bashabi Fraser (London: Anthem Press, 2008) pp. 453–72.

- Manik Bandhopadhyaya: “The Final Solution”, tr. Rani Ray, *Mapmaking: Partition Stories from Two Bengals*, ed. Debjani Sengupta (New Delhi: Srishti, 2003) pp.23– 39.
- Sa’adat Hasan Manto: “Toba Tek Singh”, *Black Margins: Manto*, tr. M. Asaduddin (New Delhi: Katha, 2003) pp. 212-20.
- Homen Borgohain: “Looking for Ismail Sheikh”, tr. Pradipta Borgohain.
- Faiz Ahmad Faiz: “For Your Lanes, My Country”, in *In English: Faiz Ahmad Faiz, A Renowned Urdu Poet*, tr. and ed. Riz Rahim (California: Xlibris, 2008) p. 138.
- Jibananda Das: “I Shall Return to This Bengal”, tr. Sukanta Chaudhuri, in *Modern Indian Literature* (New Delhi: OUP, 2004) pp. 8–13.
- Gulzar: “Toba Tek Singh”, tr. Anisur Rahman, in *Translating Partition*, ed. Ravikant and Tarun K. Saint (New Delhi: Katha, 2001) p.x.
- Abdus Samad: “The Cost of Hunger”, tr. Aruni Kashyap.

SUGGESTED READINGS AND SCREENINGS:

1. Ritu Menon and Kamla Bhasin, “Introduction”, in *Borders and Boundaries* (New Delhi: Kali for Women, 1998).
2. Sukrita P. Kumar, *Narrating Partition* (Delhi: India log, 2004).
3. Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India* (Delhi: Kali for Women, 2000).
4. Sigmund Freud, “Mourning and Melancholia”, in *The Complete Psychological Works of Sigmund Freud*, tr. James Strachey (London: Hogarth Press, 1953) pp. 3041–53.
5. <https://www.jstor.org>

Films

1. *Garam Hawa* (dir. M.S. Sathyu, 1974).
2. *Khamosh Paani: Silent Waters* (dir. Sabiha Sumar, 2003).
3. *Subarnarekha* (dir. Ritwik Ghatak, 1965)

PAPER CODE : ENGL-HDS-6016B

Name of the Paper: World Literatures

PAPER CREDIT : 06 (5T + 1Tu)

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

Marks: 100 (T60+ IA20 + P20)

Objectives: This paper aims

- to introduce the students to the literary texts from different periods and cultures
- to acquaint the students with the historical, cultural and social contexts of literature from across the world.
- to develop the interest of the students in comparative literature .

Learning Outcome: This paper will teach the students to invade the world of literature in global context and come up with various theoretical approaches to analyse and appreciate the texts included here.

N.B. Questions will be set from the prescribed texts, suggested topics and readings.
Recommended books will only be for references.

CONTENTS-

- V.S. Naipaul: *In a Free State* (Vintage International, 12 February, 2002).
- Marie Clements: *The Unnatural and Accidental Women*, in *Staging Coyote's Dream: An Anthology of First Nations*, ed. Monique Mojica and Ric Knowles (Toronto: Playwrights Canada, 2003)
- Antoine De Saint-Exupery: *The Little Prince* (New Delhi: Pigeon Books, 2008)
- Julio Cortazar: "Blow-Up", in *Blow-Up and other Stories* (New York: Pantheon, 1985).
- Judith Wright: "Bora Ring", in *Collected Poems* (Sydney: Angus & Robertson, 2002) p. 8.
- Gabriel Okara: "The Mystic Drum", in *An Anthology of Commonwealth Poetry*, ed. C.D. Narasimhaiah (Delhi: Macmillan, 1990) pp. 132–3.
- Kishwar Naheed: "The Grass is Really like me", in *We the Sinful Women* (New Delhi:

Rupa, 1994) p. 41.

- Shu Ting: “Assembly Line”, in *A Splintered Mirror: Chinese Poetry From the Democracy Movement*, tr. Donald Finkel, additional translations by Carolyn Kizer (New York: North Point Press, 1991).
- Jean Arasanayagam: “Two Dead Soldiers”, in *Fusillade* (New Delhi: Indialog, 2003) pp. 89–90.

TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATION

Topics:

- The Idea of World Literature
- Memory, Displacement and Diaspora
- Hybridity, Race and Culture
- Adult Reception of Children’s Literature
- Literary Translation and the Circulation of Literary Texts
- Aesthetics and Politics in Poetry

SUGGESTED READINGS:

1. Sarah Lawall, “Preface” and “Introduction”, in *Reading World Literature: Theory, History, Practice*, ed. Sarah Lawall (Austin, Texas: University of Texas Press, 1994) pp. ix–xviii, 1–64.
2. David Damrosch, *How to Read World Literature?* (Chichester: Wiley-Blackwell, 2009) pp. 1–64, 65–85.
3. Franco Moretti, “Conjectures on World Literature”, *New Left Review*, vol.1 (2000), pp. 54–68.
4. Theo D’haen et. al., eds., “Introduction”, in *World Literature: A Reader* (London: Routledge, 2012).

RECOMMENDED BOOKS :

1. Puchner, Martin. *The Norton Anthology of World Literature*: W.W. Norton & Co. Inc; 3rd

edn. (6 March, 2012).

2. Etherington, Ben, Zimbler, Jarad. *The Cambridge Companion to World Literature*: Cambridge University Press (22 November, 2018).

3. Bhattacharya, Baidik. *Postcolonial Writing in the Era of World Literature: Texts, Territories, Globalizations*: Routledge India, 1st edn. (December 18, 2020).

4. Magill, Frank, N. *Masterpieces of World Literature*, Collins Reference (8 September, 1991).

5. Nayar, Pramod, K. *Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism*: Pearson India; 1st edn. (1 January, 2009).

6. <https://www.jstor.org>

PAPER CODE: ENGL-HDS-6026

Name of the Paper: Dissertation / Project

PAPER CREDIT: 06 (4W + 2P)

Total No. of Periods: 90

Marks: 100 (W80 + P20)

Dissertation/ Project will be on Literature and Cinema.

Objectives: The objectives of introducing this paper is -

- to enlighten students about how literature and cinema are inextricably connected discourses, and how they both influence each other.
- to provide the basic concepts of film adaptation with reference to the creative transformation and transposition of literature in cinema.
- to provide ideas about how to watch a film, in the context of regional, national and world cinema, so that students understand the cinematic idiom.

Learning Outcome: This paper will enlighten students on the close relation between literature and cinema, on how these two discourses engage with social and psychological

realism in their own ways. Students will learn from this paper how to critically examine cinematic adaptation of popular literary texts with reference to the transpositions and incorporation of distinct cultural signifiers.

Broad Area of Dissertation: Critical analysis of film adaptation of literary texts. Cultural appropriation of literature in cinema in different languages.

The Structure of the Dissertation:

1. TITLE:
2. INTRODUCTION:
3. REVIEW OF LITERATURE:
4. METHODOLOGY:
5. RESULT/ FINDINGS:
6. DISCUSSION:
7. SUMMARY:
8. ACKNOWLEDGEMENT:
9. REFERENCES/ BIBLIOGRAPHY:

REFERENCES:

- James Monaco: ‘The language of film: signs and syntax’, in *How To Read a Film: The World of Movies, Media & Multimedia* (New York: OUP, 2009) chap. 3, pp. 170– 249. • *Romeo & Juliet* (1968; dir. Franco Zeffirelli, Paramount); and *Romeo + Juliet* (1996; dir. Baz Luhrmann, 20th Century Fox) [Adaptations of William Shakespeare *Romeo and Juliet*, and its adaptations]
- *Earth* (1998; dir. Deepa Mehta, Cracking the Earth Films Incorp.) [Bapsi Sidhwa: *Ice-Candy-Man*’s adaptation]; and *Pinjar* (2003; dir. C.P. Dwivedi, Lucky Star Entertainment) [Amrita Pritam, *Pinjar: The Skeleton and Other Stories*, tr. Khushwant Singh (New Delhi: Tara Press, 2009) and its adaptation]
- *Ganashatru* (1989; dir. Satyajit Ray, NFDC) [Henrik Ibsen: *An Enemy of the People*’s adaptation]; *Halodhia Choraye Baodhan Khai* (1987; Homen Borgohain)

SUGGESTED READINGS:

1. Linda Hutcheon, ‘On the Art of Adaptation’, *Daedalus*, vol. 133, (2004).

2. Thomas Leitch, 'Adaptation Studies at Crossroads', *Adaptation*, 2008, vol. 1, no. 1, pp. 63–77.
3. Poonam Trivedi, 'Filmi Shakespeare', *Litfilm Quarterly*, vol. 35, issue 2, 2007.
4. Tony Bennett and Janet Woollacott, 'Figures of Bond', in *Popular Fiction: Technology, Ideology, Production, Reading*, ed. Tony Bennet (London and New York: Routledge, 1990).
5. Gulzar – *Angoor* (1982) [Adaptation of William Shakespeare's *The Comedy of Errors*] □ Vishal Bhardwaj – *Maqbool* (2003), *Omkara* (2006) [Adaptation of William Shakespeare's *Macbeth* and *Othello* respectively] • BBC TV mini-series (1995), Joe Wright (2005) and Gurinder Chadha's *Bride and Prejudice* (2004) [Jane Austen, *Pride and Prejudice* and its adaptations] .
6. Italo Spinelli – *Gangoror* 'Behind the Bodice' (2010).
7. Shyam Benegal – *Junoon* (1979) Vishal Bhardwaj – *The Blue Umbrella* (2005), and *Saat Khoon Maaf* (2011) [Adaptation of Ruskin Bond's short stories].
8. David Lean – *Passage to India* (1984) [Adaptation of E.M. Forster's *Passage to India*] .
9. Deborah Cartmell and Imelda Whelehan, eds., *The Cambridge Companion to Literature on Screen* (Cambridge: Cambridge University Press, 2007).
10. John M. Desmond and Peter Hawkes, *Adaptation: Studying Film and Literature* (New York: McGraw-Hill, 2005).
11. Linda Hutcheon, *A Theory of Adaptation* (New York: Routledge, 2006).
12. J.G. Boyum, *Double Exposure* (Calcutta: Seagull, 1989).
13. B. Mcfarlens, *Novel to Film: An Introduction to the Theory of Adaptation* (Clarendon University Press, 1996).

REGULAR CORE COURSE/HONOURS GENERIC ELECTIVE

SEMESTER- 1

PAPER CODE : ENGL-RCC/HGE-1016

Name of the Paper: Individual and Society

PAPER CREDIT : 06 (5T + 1Tu)

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

Marks: 100 (T60+ IA20 + P20)

Objectives:

- This paper attempts to examine literary compositions as representations of the individual's interactions with his/her society.
- Texts in this paper will help the students to understand the relationship between the society, that is represented in literature, and the individual, who is s a character or a narrator.
- The students will explore the diverse ways in which the individual- society relationship is manifested.

Learning outcome:

Since each text will be studied in reference to its specific social and cultural milieu, this paper will prepare the students to imbibe and explore the individual- society relationship in a deeper level.

CONTENTS-

Texts :

1. Geoffrey Chaucer: *The Prologue to the Canterbury Tales*
2. Pope: Epistle³ (from An Essay on Man)
3. Charles Dickens: *Oliver Twist*
4. T.S. Eliot: "Preludes"
5. Allen Ginsberg: "Howl"

6. Vijay Tendulkar: *Kamala* (Play, translated from Marathi)

7. Kamila Shamsie : *Burnt Shadows*

8. E.L. Doctorow: *Ragtime*

SUGGESTED READINGS:

1. *The Norton Anthology of English Literature* (All volumes- for library) (10th edition,2018).

2. Sanders, Andrew. *The Short Oxford History of English Literature*, Oxford: OUP, 2004.

3. David, Deidre. *The Cambridge Companion to the Victorian Novel*: Cambridge: CUP; 2ND edn., (18 October, 2012).

4. Bristow, Joseph. *The Cambridge Companion to the Victorian Poetry*: Cambridge: CUP; 2000.

5. Raymond Williams: *Culture and Society* (1958).

SEMESTER II

PAPER CODE : ENGL- RCC/HGE -2016

Name of the Paper: Modern Indian Literatures

PAPER CREDIT : 06 (5T + 1Tu)

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

Marks: 100 (T60+ IA20 + P20)

Objectives:

- This paper will introduce the students to short stories and poetry in many languages.
- The students will be made aware of the common areas and shared experiences reflected in the prescribed texts despite their varieties .
- The students will be acquainted with the historical, social and cultural backgrounds of the various Indian languages and literature.

Learning outcome:

The students will be able to get a comprehensive knowledge about the various languages

and literature of India.

CONTENTS-

Short Stories:

1. U.R. Ananthamurthy: “The Sky and the Cat”
2. Gopinath Mohanty: “The Somersault”
3. R. K. Narayan : “Another Community”
4. Sunil Gangopadhyay: “Shah Jahan And His Private Army”
5. Saurabh Kumar Chaliha: “Restless Electrons”
6. Mamoni Raisom Goswami: “ The Empty Chest”

Poems:

1. Nissim Ezekiel: “Poet, Lover, Birdwatcher”
2. Jayanta Mahapatra: “The Abandoned British Cemetery at Balasore”
3. Keki N. Daruwalla: “Wolf”
4. Mamang Dai: “The Voice of the Mountain”
5. Navakanta Barua: “Bats”
6. Dilip Chitre: “The Felling of the Banyan Tree’

SUGGESTED READINGS:

1. Stephen Alter and Wimal Dissanayake, ed. *The Penguin Book of Modern Indian Short Stories*. 2001.
2. Arvind Krishna Mehrotra, ed. *The Oxford Anthology of Twelve Indian Poets* chosen and Oxford University Press, 1992.
3. Tilottoma Mishra, ed. *The Oxford Anthology of Writings from North-East India: Poetry and Essays.*, OUP, 2011.
4. Arvind Krishna Mehrotra, *A Concise History Of Indian Literature in English: The Orient Blackswan* (1 January, 2017).
5. Datta, Amaresh. Chief Editor. *The Encyclopaedia of Indian Literature*. 6 vols. New Delhi: Sahitya Akademi, 2006.

SEMESTER -III

PAPER CODE : ENGL- RCC/HGE -3016

Name of the Paper: British Literature

PAPER CREDIT : 06 (5T + 1Tu)

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

Marks: 100 (T60+ IA20 + P20)

Course Objectives: This paper is designed to offer a representative sampling of the major literary traditions of British life and culture through a study of texts in different genres.

Learning Outcome :

CONTENTS-

Unit 1: Poetry

- 1) William Shakespeare: "Sonnet 116"
- 2) John Milton: "On his Blindness"
- 3) Samuel Taylor Coleridge: "Christabel"
- 4) W. B. Yeats: "The Second Coming"
- 5) Ted Hughes: "The Thought-Fox"
- 6) Emily Bronte: "Remembrance"
- 7) Dylan Thomas: "Poem in October"
- 8) Vicky Feaver: "Slow Reader"

Unit 2: Fiction

- 1) Elizabeth Gaskell: *Mary Barton*
- 2) James Joyce: "The Dead"
- 3) E. M. Forster: "The Celestial Omnibus"
- 4) D.H. Lawrence: "Odour of Chrysanthemums"

Unit 3 : Drama

1) Oscar Wilde: *The Importance of Being Earnest*

2) J.B. Priestly: *An Inspector Calls*

SUGGESTED READINGS:

1. Birch, Dinah ed. *The Oxford Companion to English Literature*, Oxford: OUP, 2009.
2. Sanders, Andrew. *The Short Oxford History of English Literature*, Oxford: OUP, 2004.
3. Alexander, Michael. *A History of English Literature*, Basingstoke: Palgrave, 2000.
4. Sternlicht, Sanford, V. *A Reader's Guide to Modern British Drama*: Syracuse University Press (1 December, 2004).
5. Eagleton, Terry. *The English Novel*: Oxford: Blackwell, 2005.

SEMESTER - IV

PAPER CODE : ENGL-HGE/RCC-4016

**Name of the Paper: Literary Cross Currents: Forms: Prose,
Poetry, Fiction & Play`**

PAPER CREDIT : 06 (5T + 1Tu)

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

Marks: 100 (T60+ IA20 + P20)

Objectives: The aim of this paper is

- to apprise the students of the co-existence of various literary forms in almost every period.
- to acquaint the students with the texts belonging to different geographical and historical contexts.
- to introduce the students to different literary forms, such as poetry, drama and fictional and non-fictional prose.
- to make the students understand the literary cross currents and identify the

distinctive as well as the common characteristics in different literary forms.

- to motivate the students to trace the historical aspects of all the literary forms.

Learning Outcome: The students will acquire a comprehensive knowledge on the different literary forms and movements in literature from across the world. The study of individual texts will make them grasp the context of the literary creations.

CONTENTS-

Unit I : Forms and movements

- Forms: Epic and mock-epic, ballad, ode, sonnet, lyric, elegy, tragedy, tragicomedy, absurd drama, heroic drama, problem plays, expressionist plays, Gothic fiction, the historical novel, the bildungsroman, the personal essay, the periodical essay, memoir, autobiography, biography.
- Movements and trends which influence forms and genres: Neo-classicism, Romanticism, Augustanism, Victorianism, Realism, Naturalism, Expressionism, Existentialism, Dadaism and Surrealism

Unit II: Study of individual texts

A. Epic and Poetry:

- *The Mahabharata* (The Game of Dice)
- Ben Jonson: "Song to Celia"
- Lord Alfred Tennyson: "The Lady of Shalott"
- John Keats: "Ode on a Grecian Urn"

B. Prose (Fiction and Non-fiction)

- Joseph Addison: "Pleasures Of Imagination" (Spectator No.411, June 21, 1712)
- Charles Lamb: "The Dream Children"
- Charlotte Bronte: *Shirley*
- Edgar Allan Poe: "The Black Cat"
- Kamala Das: *My Story*

C. Plays:

1. Henrik Ibsen: *A Doll's House*
2. Harold Pinter: *The Birthday Party*.

SUGGESTED READING:

1. Pakmaja Asho. *A Companion to Literary Forms*
2. Chris Baldick. *The Oxford Dictionary of Literary terms*
3. *The Concise Oxford Companion to English Literature (Oxford Quick Reference)*
4. Lillian Herlands Hornstein, G. D. Percy, and Calvin S. Brown, Eds. *The Reader's Companion to World Literature*
5. Iravati Karve, "Draupadi", in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.

DISCIPLINE SPECIFIC ELECTIVE

SEMESTER - V

PAPER CODE : ENGL-RDS-5016

Name of the Paper: Soft Skills

PAPER CREDIT : 06 (5T + 1Tu)

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

Marks: 100 (T60+ IA20 + P20)

Objectives:

This course aims

- to develop the overall personality of the students by providing them with resources of soft skills.
- to make the students aware about the importance of soft skills and their role and contents.
- to introduce the students to the contents of soft skills through theoretical knowledge and practice.

Learning Outcome:

- The outcome of this course will be the development of effective communication skills in the students.
- The writing and documentation skills of the students will be improved.
- The confidence of the students will be boosted through this course.

CONTENTS -

- Listening Skills
- Pronunciation of various words with different sound patterns
- Oral presentation skills / Speaking Skills
- Communication skills
- Self-management

- Resume preparation
- GD participation
- Interview facing techniques
- Creative thinking problem solving and decision making
- Leadership

Methodology:

Teaching will be based on lectures and demonstrations. Active involvement and participation of the students in the classroom will be encouraged to improve their communication skills. The listening and pronunciation skills of the students will be developed through practice in the language laboratory.

SUGGESTED READINGS:

1. *English and Soft Skills*, S.P. Dhanavel, Orient Blackswan 2013.
2. *Basics of Communication in English*: Francis Sounderaj, MacMillan India Ltd. 2011.
3. *English for Business Communication*: Simon Sweeney, Cambridge University Press 1997.
4. *An Introduction to Professional English and Soft Skills*: Das, Cambridge University Press 2009.
5. *The Rise of the Creative Class: And how it's Transforming Work, Leisure, Community and Everyday life*: Florida, R., Basic Books, 2002.

SEMESTER - VI

PAPER CODE : ENGL-RDS-6016

Name of the Paper: Academic Writing

PAPER CREDIT : 06(5T + 1Tu)

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

Marks: 100 (T60+ IA20 + P20)

Objectives: This paper aims to -

- develop the ability of the students to communicate effectively in various formal settings.
- ensure that the students learn the basics of academic writing for various purposes.
- motivate the students to think critically, analyze and organize ideas and build up an argument.
- hone the skill of the students in writing summaries, reviews, reports, seminar presentations through practice and assignment tasks.

Learning Outcome: The students will acquire a command over vocabulary and learn to produce good pieces of academic writing for all formal purposes.

CONTENTS-

Theory

Unit I : Essentials of Academic Writing

- Selection of a topic
- How to do research work
- Building up an argument
- Drawing the outline on the basis of the category of the writing
- How to organize and create

Unit-II : Practice in Academic Writing

- Writing summaries, reviews, reports, seminar presentations
- Preparation of drafts,
- Editing
- Writing the final version
- Preparation of bibliographies, citations and references for writings to be published.

SUGGESTED READINGS :

1. Bailey, S (2011) *Academic Writing : A Handbook for International Students* (3rd edition) New York Routledge.
2. Hartley(2008), *Academic Writing and Publishing-a practical Handbook*. New York : Open University Press.
3. Swales, John M. and Feak, Christine B. (2001) *Academic Writing for Graduate Students-Essential Tasks and Skills*, Michigan : The University of Michigan Press.
4. Chin, Peter, Koizumi, Yusa, Reid, Samuel, Wray, Sean, Yamazaki, Yoko, *Academic Writing Skills: Student's Book 1*: Cambridge University Press; Student edn. (15 December, 2011).
5. Strunk, William Jr. *The Elements of Style*, www.bnpublishing.com (26 July, 2010).

REGULAR GENERIC ELECTIVE

SEMESTER - V

PAPER CODE : ENGL-RGE-5016

Name of the Paper: Popular Literature

PAPER CREDIT : 06 (5T + 1Tu)

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

Marks: 100 (T60+ IA20 + P20)

Objectives: This paper aims

- to introduce the students to ‘popular’ literature, that has moved from the margins to a significant state of being considered as a genre.
- to encourage the students to comprehend the nature of this genre of literature.
- to highlight the critical ideas and theories that determine its significance as an integral part of mainstream literature.

Learning Outcome: The texts chosen in this paper will certainly develop the interest of the students in this category of literature and inspire them to appreciate the texts read by them in the context of contemporary themes and conventions.

N.B. Questions will be set from the prescribed texts, suggested topics and readings.

Recommended books will only be for references.

CONTENTS-

Texts:

- Lewis Carroll: *Through the Looking-Glass*
- Agatha Christie: *The Murder of Roger Ackroyd*
- J. K. Rowling: *Harry Potter and the Philosopher’s Stone*
- Durgabai Vyam and Subhash Vyam: *Bhimayana: Experiences of Untouchability/ Autobiographical Notes on Ambedkar (For the Visually Challenged students)*

SUGGESTED READINGS:

1. Sumathi Ramaswamy, "Introduction", in *Beyond Appearances?: Visual Practices and Ideologies in Modern India* (Sage: Delhi, 2003) pp. xiii–xxix.
2. Leslie Fiedler, "Towards a Definition of Popular Literature", in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby (Ohio: Bowling Green University Press, 1975) pp. 29–38.
3. Felicity Hughes, "Children's Literature: Theory and Practice", *English Literary History*, vol. 45, 1978, pp. 542–61.

RECOMMENDED BOOKS:

1. Neuburg Victor E. *Popular Literature: A History and Guide*: Penguin Books(25 August, 1977).
2. Cawelti, John, G. *Adventure, Mystery And Romance: Formula Stories As Art And Popular Culture*: University of Chicago Press, 1976.
3. Storey, John. *Cultural Theory and Popular Culture: An Introduction*: Edinburgh University Press, 2010.
4. Hunt, Peter. ed. *Understanding Children's Literature* : Routledge, 1999.
5. Scaggs, John. *Crime Fiction (The New Critical Idiom)* : Routledge, 2005.
6. Gelder, Ken. *Popular Fiction: The Logics and Practices of a Literary Field*: Routledge, 2004.
8. <https://www.jstor.org>

SEMESTER – VI

PAPER CODE : ENGL-RGE-6016

Name of the Paper: Cultural Diversity

PAPER CREDIT : 06 (5T + 1Tu)

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

Marks: 100 (T60+ IA20 + P20)

Objectives: This paper aims

- to introduce the students to the cultural contexts and situations in literature.
- to familiarize them with the wide range of writings from across the world and across genres.
- to acquaint them with the cultural settings of every piece of literature.

Learning Outcome: The texts selected in this paper will enrich them with the knowledge of the diverse cultures of the world and the cultural contexts on which the texts are set.

CONTENTS-

Texts :

- V.S. Naipaul : *House for Mr. Biswas*
- Margaret Atwood : *The Handmaid's Tale*
- Kishwar Naheed: "The Grass is Really Like Me"
- Shu Ting : "Assembly Line"
- Gabriel Okara : "The Mystic Drum"
- Kersy Katrak : "Colaba Causeway"
- Seamus Heaney : "Maighdean Mara"
- Forster : "Does Culture Matter?"
- Jan Morris : *Coronation Everest*
- Pauline Kael : "Movies on Television"
- George Bernard Shaw : *Pygmalion*

SUGGESTED READINGS :

1. Sarah Lawall, 'Preface' and 'Introduction', in *Reading World Literature : Theory, History, Practice*, ed. Sarah Lawall (Austin Texas : University of Texas Press, 1994) pp. ix-xviii, 1-64.
2. David Damrosch, *How to Read World Literature?* (Chichester : Wiley-Blackwell, 2009) pp. 1-64, 65-85.
3. The D'haen et. al., ed. 'Introduction', in *World Literature: A Reader* (London : Routledge, 2012).
4. C.D. Narasimhaiah, ed. *An Anthology of Commonwealth Poetry*, ed. (Delhi : Macmillan 1990).
5. Kishwar Naheed, *We the Sinful Women* (New Delhi: Rupa 1994).
6. Shu Ting, *A Splintered Mirror: Chinese Poetry From the Democracy Movement*, tr. Donald Finkel, additional translations by Carolyn Kizer (New York: North Point Press, 1991).

SKILL ENHANCEMENT COURSE

SEMESTER- III

PAPER CODE : ENGL-SEC-3014

Name of the Paper: Creative Writing

PAPER CREDIT : 04

Total No. of Lectures : 40(L+P)

Marks: 100 (T60 + P20 + IA20)

Objectives: -

- i) To give students the basic knowledge of the structure and style of creative genres of poetry, short story, novel and non-fiction.
- ii) To enable students to explore creative ideas so that they can effectively communicate their feelings and experiences in written word.
- iii) To build proficiency in reading and writing of the creative genres.

Learning outcome: - The outcome of the course is a balanced knowledge of the structure, style and rhetorical device used in the creative genres and the ability to write and appreciate them. Students will gain knowledge of diverse prose genres, narratology, point of view, use of images and symbols in literature.

CONTENTS –

THEORY: UNIT 1: Poetry:

- What is good poetry?
- Writing poetry
- Why poetry
- Reading poetry (history of poetry, forms of poetry, rhetoric and prosody, images and symbols)
- What is a good story?
- Writing short stories
- Writing novels

- Characterisation
- Structure
- Dialogue

UNIT 2: Fiction:

- Discussion on how have you grown as a writer?
- Discussion on publication and market.

UNIT 3: Non-Fiction:

- Forms of essays
- Memoirs
- Travelogue
- Report writing
- Literary journalism

UNIT 4: Workshop:

- Discussion on why you write, what you write and what you expect to gain from the course
- Discussion on how is your writing different/similar to others?
- Reading of stories by writers-in-residence and by participants.
- Discussion on how this course has changed your writing skills.
- Discussion on how this course helped you to encourage reading of various texts?
- Discussion on how this course has helped you in the understanding of literature?

PRACTICAL / PRESENTATION:

1. Writing poetry from themes chosen by students and also assigned by teachers
2. Writing short story from themes chosen by students and also assigned by teachers
3. Writing essays on contemporary issues
4. Writing travelogue and report.

SUGGESTED READINGS –

1. *A Writer's Time: Making the Time to Write*, Kenneth Atchity, W.W. Norton, 1995.

2. *Creative Writing: A Beginner's Manual*, Anjana Neira Dev and Swati Pal, Pearson, Delhi, 2008.
3. *On Writing: A Memoir of the Craft*, Stephen King, Charles Scribner's Sons, 2000.
Self-Editing for Fiction Writers, Dave King, HarperCollins, 1993.
4. *Writing Tools: 50 Essential Strategies for Every Writer*, Roy Peter Clark, Little, Brown and Company, 2006.
5. *Essayism: On Form, Feeling, and Non-fiction*, Brian Dillon, New York Review Books (18 September, 2018).

SEMESTER- 1V

PAPER CODE : ENGL-SEC-4014

Name of the Paper: Translation Studies

PAPER CREDIT : 04

Total No. of Lectures : 40(L+P)

Marks: 100 (T60 + P20 + IA20)

(Surveying techniques) – Class participation, assignments on translation of poems and short stories from Assamese to English and English to Assamese, performance in written test and oral test.

Objectives: - The objectives of this paper are

- to introduce students to the brief history of translation, and to the significance of translation in the multi-lingual and multi-cultural context of India.
- to introduce students to the significance of translation and transcreation in literature.
- to provide students the practical knowledge and skill of translation.

Learning outcome: - The outcome of the course is a knowledge of the different types and styles of translation, including literal translation and transcreation. Students will learn how to

translate a poem or a story. They will also learn how cultures get translated, when a text is translated.

CONTENTS –

THEORY:

UNIT 1: Basic concepts of translation used in Translation Studies:

Accuracy, Equivalence, Adaptation, Dialect, Idiolect, Register, Style, Code mixing and Code switching.

UNIT 2: Translation in India:

History, challenges of translation in multi-lingual conditions, landmarks of translation in different languages.

UNIT 3: Translation in literature:

Students will be involved in translating literary texts to understand the practical aspect of translation. They will translate passages from novels, stories, plays and poems. Students will translate from both Assamese to English and English to Assamese.

UNIT 4: Analysis of translated texts:

In this unit students will analyse particular translated literary texts. Students will compare the source text and the translated text to check the how the concepts of Translation Studies apply to that.

PRACTICAL / PRESENTATION:

1. Translation of passages from novels or stories.
2. Translation of passages from plays.
3. Translation of poems.

SUGGESTED READINGS :

1. *In Other Words: A Coursebook on Translation*, Mona Baker, Routledge, 1992.
2. *Routledge Encyclopaedia of Translation Studies*, Ed. Mona Baker and Gabriela Saldanha, Routledge, 1997.
3. *A Linguistic Theory of Translation*, I.C. Catford, OUP, 1965.
4. *Problems of Translation*, H. Lakshmi, Hyderabad, Bookings Corporation, 1993.
5. *A Textbook of Translation*, Peter Newmark, London, Prentice Hall, 1988.

6. *The Theory and Practice of Translation*, E.A. Nida and C.R. Taber, Leiden, E.J. Brill, 1974.
7. *Translation Across Cultures*, Gideon Toury, New Delhi, Bahri.

SEMESTER- V

PAPER CODE : ENGL-SEC-5014

Name of the Paper: English Language Teaching

PAPER CREDIT : 04

Total No. of Lectures : 40(L+P)

Marks: 100 (T60 + P20 + IA20)

(Surveying techniques) – Class participation, group discussion and oral test for assessing the language acquisition skill of students.

Objectives: - This paper aims

- to teach English language correctly
- to enable students to acquire communication skill
- to teach English language through an interactive approach

Learning outcome: - The outcome of the course is the knowledge of the structure of English language and a proficiency in communication skill in the language.

CONTENTS –

THEORY:

UNIT 1: Structures of English Language

UNIT 2: Language acquisition and teaching methodologies

UNIT 3: Teaching grammar, vocabulary and pronunciation

UNIT 4: Assessing language skills.

PRACTICAL / PRESENTATION:

1. Oral presentation on pronunciation skill

2. Assignment on topics
3. Group discussion to test communication skill

SUGGESTED READINGS –

1. *An Introduction to English Teaching*, Grace Hui-chin Lin and Paul Shih-chieh Chien, VDM Verlag, 2010.
2. *A Course in Language Teaching: Practice and Theory*, Penny Ur, Cambridge UP, 1996.
3. *Teaching English as a Second or Foreign Language*, Marianne Cece-Murcia, Donna M. Brinton, and Marguerite Ann Snow, Delhi, Cengage Learning, 4th Edition, 2014.
4. *Teach English: A Training Course for Teachers*, Adrian Doff, Cambridge UP, 1988.
5. *Teaching of English*, Mohammad Aslam, New Delhi, Cambridge UP, 2nd Edition, 2009.
6. *Approaches and Methods in Language Teaching*, Richards, Jack C., Rodgers, Theodore, S.; Cambridge English (1 January,2016).

SEMESTER VI

PAPER CODE : ENGL-SEC-6014

Name of the Paper: Technical Writing

PAPER CREDIT : 04

Total No. of Lectures : 40(L+P)

Marks: 100 (T60 + P20 + IA20)

Objectives: - The objectives of this paper are

- to enable students to write correctly for different purposes.
- to enable students to distinguish between formal and informal writing, writing and speech.
- to teach students to develop a thesis through argument, introduction, elaboration and conclusion.

Learning outcome: - The outcome of the course is the knowledge of how to write different types of writing, including formal and informal types.

CONTENTS –

THEORY:

UNIT 1:

Communication: Language and communication, differences between speech and writing, distinct features of speech, distinct features of writing.

UNIT 2:

Writing skills: Selection of topic, developing the thesis through abstract, introduction, argument, main content, conclusion and bibliography.

UNIT 3:

Descriptive, narrative, expository and argumentative writing.

UNIT 4:

Technical Writing: Scientific and technical subjects, formal and informal writings, report writing, letter writing, writing of memorandum and notices, writing of agenda and minutes.

PRACTICAL / PRESENTATION:

1. Writing a thesis.
2. Writing letters, reports, memorandum, notices, agenda and minutes.

SUGGESTED READINGS –

1. *Writing as Thinking: A Guided Process Approach*, M. Frank, Prentice Hall Regents.
2. *Study Writing: A Course in Written English*, L. Hamp-Lyons and B. Heaseley, Cambridge UP.
3. *A Comprehensive Grammar of the English Language*, R. Quirk, S. Greenbaum, G. Leech and J. Svartik, Longman, London.
4. *The Insider's Guide to Technical Writing*, Krista Van Laan, XML Press, 2012.
5. *Handbook of Technical Writing*, Gerald J. Alfred, Charles T. Brusaw, Walter E. Oliu, Bedford, 2009.
