

DEPARTMENT OF ENGLISH: MADHABDEV UNIVERSITY

**FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP)
SYLLABUS IN ENGLISH**

(As per National Education Policy 2020)
(Courses Effective from 2023-24)

(As Approved by the Board of Studies in English held on 28.6.2023(1st & 2nd Year), 25.5.2024(UG 3rd Year) and 29.7.2025 (UG 4th Year and revised the 3rd, 4th, 5th and 6th Semester Course)



**Madhabdev University
Narayanpur, Lakhimpur, Assam, PIN-784164**

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Four Year under Graduate Programme (FYUGP) Syllabus under National Education Policy (NEP), 2020

Preamble:

The importance of English as a global language does not require any proof or validation. In the Indian context, English has served as the link language between Indians belonging to different regions, and also with the rest of the world. In a highly digitized, technologically-advanced World, English is playing an even greater role in generating, disseminating, and connecting people from all walks of life. Therefore, the relevance of English Studies is increasing exponentially. In a radically transforming pedagogical space where acquisition of knowledge needs to be supplemented by (both hard and soft) skills, where the objective of education needs to serve both pragmatic and ethical ends, the strategy for imparting English Studies must necessarily be reconfigured in such a way that it addresses the challenges of 2^{1st} century pedagogical demands. Keeping these in context, the FYUGP syllabus in English, has been designed to focus on English Studies from multiple tangents. Literary studies will continue to function as the core component of the syllabus.

Introduction:

The Bachelor of Arts (BA) in English is an undergraduate programme designed to provide students with a comprehensive understanding of English language, literature, and critical analysis. This programme explores various literary genres, historical contexts, linguistic structures, and theoretical frameworks, equipping students with essential communication, analytical, and interpretative skills. It serves as a strong foundation for careers in teaching, writing, publishing, media, and other related fields.

The syllabus for Four Year Undergraduate Programme in English under NEP 2020 is designed in accordance with UGC Guidelines and Regulations of Madhabdev University Academic Programmes under the New Education Policy, 2020. The undergraduate degree is structured for three and four years with multiple exit and multiple entry options. The students who want to exit at the end of the year, must have to complete Internship/Community Engagement Programme/Research Project of 4 credits.

The FYUGP English syllabus offers a plethora of courses under Major, Minor, Ability Enhancement, Skill Enhancement, and Research components. Since the National Education Policy 2020 mandates the move towards interdisciplinarity and easing out the hard separation between exact sciences and liberal arts, various courses have been designed that would enable learners from other disciplines to engage with English Studies in many interesting ways. The facility for multiple exit and entry options in the FYUGP programme will enable the learners enough breathing space and flexibility to resume their program in protracted steps, or exit with a diploma, a certificate, or a degree. In terms of the content, the core element of English Literary Studies will manifest its presence across six semesters, in that way enabling the learners with comprehensive knowledge on the historical, political, social, literary dimensions of British Literature, Indian Writing in English, American Literature, European Literature, and New Literatures across genres. Apart from literary studies, a number of courses will be pragmatically oriented to enable the learners to acquire necessary skill-sets. The FYUGP syllabus in English is framed in such a way that it promotes both critical thinking and skilling. The final year of the four-year undergraduate programme will be research-

centric. This will enable meritorious learners to pursue doctoral research after completing their undergraduate course in English.

There shall be In-Semester Assessments and End-Semester Examination in each course during a Semester. 30% of the total marks of each theory course shall be allotted for In-Semester evaluations which will comprise of two Sessional Examinations, class attendance, seminar/group discussion/assignments/viva-voce etc. The End-semester Examination will be of 70% of the total marks covering the entire syllabus.

Aims of the Four Year Under-Graduate Programme (FYUGP) in English:

The aims of the Four Year Under-Graduate Programme (FYUGP) in English are:

1. To equip the learners with the historical, political, social, and cultural context of various periods of British Literature
2. To explore English literatures and translated texts from various cultural spaces
3. To enable the learners to understand and interpret literary texts from various perspectives.
4. To develop capabilities of the learners to critically evaluate issues by deploying discourses.
5. To equip students with soft skills so that they can solve problems effectively, assume leadership roles, and so forth.

Programme Learning Outcome (PLO):

An undergraduate student of English should be able to:

- PLO 1.** Develop an understanding of the major concepts, theoretical perspectives and recent areas of studies in English literature.
- PLO 2.** Use critical thinking ability in both understanding a text and in analyzing real life situations.
- PLO 3.** Develop a critical approach towards the socio-political and cultural milieu of a society through the study of literary texts.
- PLO 4.** Develop effective communicative skills in and outside the classroom.
- PLO 5.** Demonstrate professional competencies such as digital learning, creative writing, translation.
- PLO 6.** Demonstrate competencies required for preparing one for the prospects of diverse professions.
- PLO 7.** Demonstrate competencies in learning to update knowledge and practice targeted to improve professional knowledge and practice

Graduate Attributes:

Graduate attributes are inclusive of the disciplinary knowledge related to a particular discipline and generic attributes that the graduates of all the disciplines of study should acquire and demonstrate. Graduate attributes of the FYUP in English are-

Disciplinary Knowledge: The graduates should have the ability to demonstrate the attribute of comprehensive knowledge and understanding of the discipline of English. The emphasis on the historical development of English literature across the globe represented by particular texts from various genres should enable the graduates to develop a comprehensive knowledge of the various contexts surrounding the production of texts. They should be able to read and interpret these representative works as outcomes of interconnectedness between the larger socio-political milieu and the literary representation of the same.

Critical Thinking: The graduates in English are expected to develop critical thinking ability through a philosophical approach in reading the texts and applying them in the analysis of real-life situations.

Research-related Skills: The graduates are expected to develop the attributes of research in English. They should have the basic skills to conduct research by identifying a research problem, exploring research gap, and application of theoretical frameworks in exploring areas of interdisciplinary research.

Reflective Thinking and Problem Solving: A successful completion of the program with its emphasis on skill-based learning should enable the graduates to understand and use their own learning and skills to meet the challenges of everyday life.

Communication Skills: The graduates in English should have the ability to have an effective communication in and outside the classroom. They should be able to demonstrate their thoughts and expressions in clear terms.

Digital Learning and Competence: The graduates should be able to develop digital learning and competence. The use of ICT tools in classroom teaching and the emphasis on digital literacy spread over the skill-based courses are expected to develop awareness among the graduates to attain proficiency in the domain. This would also prepare them for real life situations and challenges.

Teaching Learning Process: The programme allows the use of varied pedagogical methods and techniques both within the classroom and beyond such as:

- Lecture
- Tutorial
- Power point presentation
- Screening of documentary films and film adaptations of literary texts
- Project Work/Dissertation
- Internship
- Group Discussion and debate
- Seminars/workshops/conferences
- Mentor- Mentee sessions

Assessment Method

- Home assignment
- Seminar Presentation: Oral/Poster/Power point
- Group Discussions

- In semester examinations
- End Semester examinations

Programme Educational Objectives (PEOs):

PEO 1: Graduates will acquire professional ethics and integrity and build the capacity to apply the knowledge and skills acquired

PEO2: Graduates will demonstrate critical thinking ability and interpret ideas

PEO3: Graduates will acquire the spirit of lifelong learning

PEO4: Graduates will demonstrate effective communication skills

PEO5: Graduates will acquire the skills and training to pursue higher studies both within and outside the disciplinary boundaries

PEO6: Graduates will acquire the knowledge of English studies in the global as well their local contexts

Programme Specific Outcomes(PSOs):

After completion of the programme the following outcomes are expected:

PSO1: Graduates will develop an understanding of the different ages of the history of English literature from the medieval to the present age

PSO2: Graduates will be engaged in learning beyond the textbooks and pursue a critical scrutiny of the socio-cultural milieu

PSO3: Graduates will exhibit interpersonal communication skills within and outside the classroom

PSO4: Graduates will apply the skills of translation, creative writing and soft skills

PSO5: Demonstrate competencies required for preparing one for the prospects of diverse professions.

Programme Outcomes (POs):

An undergraduate student of English should be able to:

PO 1. Develop an understanding of the major concepts, theoretical perspectives and recent areas of studies in English literature.

PO 2. Use critical thinking ability in both understanding a text and in analyzing real life situations.

PO 3. Develop a critical approach towards the socio-political and cultural milieu of a society through the study of literary texts

PO 4. Apply effective communicative skills in and outside the classroom

PO 5. Apply the professional competencies such as creative writing, translation.

Courses Structure of Four year Undergraduate Syllabus in English
(As per NEP 2020 Guidelines)

| Year | Semester | Course | Title of the Course | Total Credit |
|----------------------|--------------|---------------------|---|--------------|
| 1 st Year | 1st Semester | Major1 | British Poetry and Drama 14 th to 17 th Century | 4 |
| | | Minor1 | British Poetry and Drama 14 th to 17 th Century | 4 |
| | | AEC-1 | Soft Skills and Communication Skills | 4 |
| | | MDCI | | 3 |
| | | VAC | | 2 |
| | | SEC | | 3 |
| | | Total credit | | |

| Year | Semester | Course | Title of the Course | Total Credit |
|----------------------|--------------------------|---------------------|---|--------------|
| 1 st Year | 2 nd Semester | Major2 | British Poetry and Drama: 17 th and 18 th Century | 4 |
| | | Minor2 | British Poetry and Drama: 17 th and 18 th Century | 4 |
| | | AEC-2 | Alternative English | 4 |
| | | MDCII | | 3 |
| | | VAC | | 2 |
| | | SEC | | 3 |
| | | Total credit | | |

| Year | Semester | Course | Title of the Course | Total Credit |
|------|----------|---------|---|--------------|
| | | Major-3 | Indian Classical Literature | 4 |
| | | Major-4 | British Literature 18 th Century | 4 |

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|----------------------------|--------------------------------|----------------|------------------------------------|---------------------|
| 2nd Year | 3rd Semester | Minor-3 | Indian Classical Literature | 4 |
| | | MDC | | 3 |
| | | VAC | | 3 |
| | | SEC | | 4 |
| | | | | Total credit |

| Year | Semester | Course | Title of the Course | Total Credit |
|----------------------------|--------------------------------|----------------|---|---------------------|
| 2nd Year | 4th Semester | Major-5 | British Romantic Literature | 4 |
| | | Major-6 | British Literature: 19th Century | 4 |
| | | Major-7 | American Literature | 4 |
| | | Major-8 | Indian Writings in English | 4 |
| | | Minor-4 | British Literature: 19th Century | 4 |
| | | | Internship | 2 |
| | | | Total credit | 22 |

| Year | Semester | Course | Title of the Course | Total Credit |
|----------------------------|--------------------------------|------------------|---|---------------------|
| 3rd Year | 5th Semester | Major-9 | British Literature: The Early 20th Century | 4 |
| | | Major-10 | Literary Criticism: Classical to Modern | 4 |
| | | Major- 11 | Modern European Drama | 4 |
| | | Major –12 | Women’s Writing | 4 |
| | | Minor- 5 | British Literature: The Early 20th Century | 4 |
| | | | Internship | 2 |
| | | | Total credit | 22 |

| Year | Semester | Course | Title of the Course | Total Credit |
|----------------------------|--------------------------------|------------------|--|---------------------|
| 3rd Year | 6th Semester | Major-13 | Postcolonial Literature I | 4 |
| | | Major-14 | Introduction to Linguistics and Phonetics | 4 |
| | | Major-15 | Travel Literature | 4 |
| | | Major -16 | Literary Theory | 4 |
| | | Minor- 6 | Postcolonial Literature I | 4 |
| | | | Research Project | 2 |

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|--|--|---------------------|-----------|
| | | Total credit | 22 |
|--|--|---------------------|-----------|

| Year | Semester | Course | Title of the Course | Total Credit |
|----------------------|--------------------------|---------------------|-------------------------------|--------------|
| 4 th Year | 7 th Semester | Major-17 | Critical Theory I | 4 |
| | | Major-18 | Post Colonial Literature II | 4 |
| | | Major-19 | Indian Writings in English II | 4 |
| | | Minor-7 | English Phonetics | 4 |
| | | | Research Methodology | 4 |
| | | | Research Project | 2 |
| | | Total credit | | |

| Year | Semester | Course | Title of the Course | Total Credit |
|--|--------------------------|----------|----------------------------|--------------|
| 4 th Year | 8 th Semester | Major-20 | New Literatures in English | 4 |
| | | Major-21 | Language & Linguistics | 4 |
| | | Major-22 | English Language Teaching | 4 |
| | | Major-23 | Critical Theory II | 4 |
| | | Minor -8 | Translation Studies | 4 |
| | | | Dissertation | 4 |
| | | | Total Credit | 24 |
| Grand Total (Semester I,II,III,IV,V,VI,VIII&VIII) | | | 174 | |

**SEMESTER 1
ENGLISH CORE & MINOR**

Title of the Course : British Poetry and Drama: 14th to 17th Century
Course Code : ENGM 101 /ENGN 101
Nature of the Course : Major & Minor
Total Credits : 4
Distribution of Marks : 70 (End Sem) + 30 (In-Sem)
Total Marks : 100

Course Objectives:

The objectives of this course are to enable the students to:

CO1: acquaint learners with British poetry and drama from Chaucer to Shakespeare

CO2: familiarize learners with the historical context of the period – Chaucer, Pre-Elizabethan, and Elizabethan

CO3: discuss William Shakespeare’s prescribed plays and sonnets in a detailed manner

CO4: understand the spirit of the Renaissance era encapsulated through Christopher Marlowe’s play

Unit I: Literary and Social History (14th -17th Century)

(Marks 20: Total hours 17)

- Round about Chaucer
- Age of Chaucer
- Renaissance and the Pre-Elizabethan Period
- Spenser
- Renaissance Humanism
- The Stage, Court and City
- Religious and Political Thought
- Ideas of Love and Marriage
- The writer in Society
- Shakespeare and his contemporaries
- Metaphysical poetry

Unit II: Poetry

(Marks 20: Total hours 17)

- Geoffrey Chaucer ,‘The Nun’s Priest’s Tale’
- William Shakespeare,‘Sonnet 30 , 116
- John Donne, ‘The Sunne Rising’, ‘Death be Not Proud’

Unit III: Elizabethan/Renaissance Drama

(Marks 15: Total hours 13)

Christopher Marlowe, *Doctor Faustus*

Unit IV: Shakespearean Drama

(Marks 15: Total hours 13)

William Shakespeare, *Macbeth*

Modes of In-Semester Assessment

: 30 Marks

Two Sessional Tests

: 10+ 10= 20 Marks

Seminar/ Group discussion/ Assignment

: 5 Marks

Attendance

: 5 Marks

Final Examination

: 70 Marks

Expected Course Learning Outcomes:

After the completion of this course, the learner will be able to:

CLO 1: know the political, social, cultural, and literary context of 14-17 Century Britain

CLO 2: determine the influence of the European Renaissance on the works of the Elizabethan authors, including Shakespeare

CLO 3: understand the two genres – poetry and drama in terms of their history and development till the Elizabethan period

Suggested Readings:

Andrew Sanders. *A Short Oxford History of English Literature*, OUP, 2004.
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.
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.
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 – 8, 330 – 5.
Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs Merrill, 1970) pp. 13 – 18.

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**SEMESTER 1
ENGLISH AEC**

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|------------------------------|---|
| Title of the Course | : Soft Skills and Communication Skills |
| Course Code | : AEC 101 |
| Nature of the Course | : Ability Enhancement Course (AEC) |
| Total Credits | : 2 |
| Distribution of Marks | : 35 (End Sem) + 15 (In-Sem) |
| Total Marks | : 50 |

Course Objectives:

The objectives of this course are to enable the students to:

- CO1:** motivate learners to develop a positive attitude, leadership skills, emotional intelligence and other personal attributes crucial for success in business or career.
- CO2:** inculcate various interpersonal skills, including proper communication skills.

CO3: have the confidence to participate in group discussions, appear for interviews, engage in public speaking etc.

Unit I: Soft Skills in Communication (Marks 8: Total hours 6)

- Soft skills in communication
- Soft skills and Models of communication

Unit II: Communication Skills (Marks 10: Total hours 9)

- Verbal and written communication skills
- Active listening
- Interactive speaking
- Reading different types of texts
- Writing for formal and business contexts

Unit III: Soft Skills in Getting Jobs and on the Job (Marks 17: Total hours 15)

- Writing a CV
- Writing job applications
- GD Skills
- Interview skills
- Emotional Intelligence
- Time and stress management
- Presentation skills

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|--|-------------------|
| Modes of In-Semester Assessment | : 15 Marks |
| Two Sessional Tests | : 5+ 5= 10 Marks |
| Seminar/ Group discussion/ Assignment | : 2.5 Marks |
| Attendance | : 2.5 Marks |
| Final Examination | : 30 Marks |

Expected Course Learning Outcomes:

After the completion of this course, the learner will be able to:

CLO 1: derive competency in the world of work, where effective interpersonal skills are very important

CLO 2: develop writing competency in such a way that it enables one to frame CVs, memos, applications properly

CLO 3: develop computer skills, especially those that are necessary in work stations, like using MS Word document, excel sheets, etc.

Suggested Readings:

English and Soft Skills. S.P. Dhanavel. Orient Black Swan 2013

Business English. Sharmistha Panja et al. Pearson, 2009.
Fluency in English - Part II, Oxford University Press, 2006.
Enrich Your English, OUP, SR Inthira and V. Saraswathi, CIEFL, 1997.
Oxford A-Z of English Usage, ed. Jeremy Butterfield, OUP, 2007.

SEMESTER 2
ENGLISH CORE & MINOR

Title of the Course : **British Poetry and Drama: 17th to 18th Century**
Course Code : **ENGM 201 / ENGN 201**
Nature of the Course : **Major & Minor**
Total Credits : **4**
Distribution of Marks : **70 (End Sem) + 30 (In-Sem)**
Total Marks : **100**

Course Objectives:

The objectives of this course are to enable the students to:

- CO1:** acquaint learners with British poetry, especially epic and the mock-epic.
CO2: study Jacobean drama
CO3: familiarize learners with the historical context of the period – from the Puritan Interregnum to the Restoration of Charles II.

Unit I: Literary Background of the Period (Marks 20: Total hours 17)

- Puritan period
- Interregnum
- Milton
- Epic
- Restoration
- Religious and Secular Thought in the 17th Century
- The Stage, the State and the Market
- The Mock Epic and Satire
- Non-fictional prose writings of 17th & 18th Century
- Women in the 17th Century
- The Comedy of Manners

Unit II: Puritan Epic (Marks 17: Total hours 15)

John Milton, *Paradise Lost: Book I*

Unit III: Jacobean Drama

John Webster, *The Duchess of Malfi* (Mars 17: Total hours 15)

Unit IV: Neoclassical/Augustan Mock Epic

(Marks 16: Total hours 13)

John Dryden, *Mac-Flecknoe*

Modes of In-Semester Assessment : 30 Marks

Two Sessional Tests : 10+ 10= 20 Marks

Seminar/ Group discussion/ Assignment : 5 Marks

Attendance : 5 Marks

Final Examination : 70 Marks

Expected Course Learning Outcomes:

After the completion of this course, the learner will be able to:

CLO 1: know the political, social, cultural, and literary context of 17-18
Century Britain

CLO 2: understand the ways in which English drama and poetry emphasized
on adhering to classical norms and forms.

Suggested Readings:

*The Holy Bible, Genesis, chaps. 1 – 4, The Gospel according to St. Luke, chaps. 1-7 and
22 – 4.*

Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992)
chaps. 15, 16, 18, and 25.

Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8,
11 and 13.

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.

Andrew Sanders. *A Short Oxford History of English Literature*, OUP, 2004.

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SEMESTER 2

ENGLISH AEC

Title of the Course : Alternative English
Course Code : AECA 201
Nature of Course : Ability Enhancement Course (AEC)
Total Credits : 4
Distribution of Marks: 70 (End Sem)+ 30 (in-Sem)
Total Marks : 100

Course Objectives:

The objectives of this course are to enable the students to:

CO1: familiarize the learners with some literary works by great writers both from British and the Indian English Literature.

CO2: acquaint the learners with the writing craftsmanship of different genres like prose, short story, novel and poetry.

Unit I: Prose

(Marks 18: Total hours 15)

- Gandhi ,The Doctrine of the Sword
- Ambedkar, Prospects of Democracy in India
- G.B. Shaw,Spoken English and Broken English
- Jeffreys, Mass Culture
- Lowes Dickinson,The Greek View of Life

Unit II: Short Stories

(Marks 18: Total hours 15)

- Tolstoy, How much Land Does a Man Need?
- R.K. Narayan,An Astrologer's Day
- O. Henry,The Unfinished Story
- S.H. Manto, The Dog of Tithwal
- Temsula Ao, Soaba (from *These Hills Called Home: Stories from a War Zone*)

Unit III: Poetry

(Marks 17: Total hours 15)

- John Keats,'Ode to a Nightingale'
- Browning,'The Last Ride Together'
- W.B Yeats, 'The Second Coming'
- A.K Ramanujan, 'The Breaded Fish'

Unit IV: Novel

(Marks 17: Total hours 15)

- Rabindranath Tagore,*Gora*
- Charles Dickens, *Oliver Twist*

Mode of In- Semester Assessment: 30 marks

Two Sessional Tests:10+10=20 marks

Seminar/ Assignment/ Group Discussion/ Viva Voce: 5

Attendance: 5 marks

Final examination: 70 marks

Expected Course Learning Outcomes:

After the completion of this course, the learner will be able to:

- CLO 1:** critically and objectively appreciate the contribution of writers and poets towards British and non-British English literature.
- CLO 2:** appreciate the deep and wide outlook of prose writers towards society, culture, life and the world.
- CLO 3:** learn about the versatility of human nature, destiny and values.

Suggested Readings:

Vibrant Hues: An Anthology of Prose pieces and Short stories published by Oxford University Press, New Delhi, 2019.

Poems Old and New eds. P. Mahanta et al on behalf of Forum for English Studies Dibrugarh, Macmillan India Limited, 2001.

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**SEMESTER 3
ENGLISH CORE & MINOR**

Title of the Course : Indian Classical Literature
Course Code : ENGM 301 / ENGN301
Nature of the Course : Major & Minor
Total Credits : 4
Distribution of Marks : 70 (End Sem) + 30 (In-Sem)
Total Marks : 100

Course Objectives:

The objectives of this course are to enable the students to:

- CO1:** acquaint with the rich cultural heritage of ancient Indian classical literature, especially Sanskrit Literature.
- CO2:** explore the immortal plays of Kalidasa, the epics The Ramayana and The Mahabharata, Banabhatta's Kadambari, among others.
- CO3:** study Srimanta Sankaradeva's play Parijat Harana and Madhadeva's Namghosa(selections) as part of Indian classical literature (since these works are characterized by classical sensibilities and in the context of Assamese literature and culture, their works are held as immortal classics)

Unit I: Historical Context

(Marks 15: Total hours 13)

- The Indian Epic Tradition
- Classical Indian Drama
- Alankara and Rasa

- Dharma and the Heroic
- Neo-vaishnavite Movement in Assam
- Ankiya Nat

Unit II: Selections from Epic Sanskrit Literature (Marks 15: Total hours 13)

- Valmiki, *The Ramayana*, Book-1: “Bala Kanda” translated by Hari Prasad Shastri
- Vyasa, *The Mahabharata*, Book II: “Sabha Parva” translated by K.M Ganguli

Unit III: Classical Sanskrit Drama (Marks 20 : Total hours 17)

- Banabhatta, *Kadambari*
- Kalidasa, *Abhijnana Shakuntalam*, tr. Chandra Rajan, in Kalidasa: The Loom of Time

Unit IV: Classical Assamese literature (Marks 20: Total hours 17)

- Madhabdeva, *Namghosa*, (trans. Dr. Sanjib Korkakati), Selections.
- Sankaradeva, *Parijata Harana* [trans. William L. Smith] from Krishna. A Source Book, ed. Edwin Francis Bryant (London: OUP, 2007). [www.tributetosankaradeva.org/parijata.pdf]

Expected Course Learning Outcomes:

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

- CO1:** outline the historical context of Ancient India, including its aesthetic theory
- CO2** analyse the Indian Epic tradition and the different themes such as the Dharma and the Heroic traditions
- CO3** : develop an understanding of classical Indian Drama
- CO4** : discuss the contribution of the Bhakti tradition of the Neo-vaishnavite Movement in Assam
- CO5:** explore the rich Indian classical literary tradition including its distinctive aesthetic philosophies
- CO6:** analyse the Epic Sanskrit literature through close reading of selections from the Ramayana and The Mahabharata
- CO7** : examine the Sanskrit drama and its tradition through a focused reading of plays by Banabhatta and Kalidasa.

Suggested Reading:

Bharata, *Natyashastra*, tr. Manmohan Ghosh, vol. I, 2nd edn. Calcutta: Granthalaya, 1967.

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.

A.V. Kieth, *History of Sanskrit Literature*. Oxford: OUP, 1920.

A.K. Warder, *Indian Kavya Literature*, 8 Volumes. Delhi: Motilal Banarsidas, 2011.

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SEMESTER

ENGLISH CORE

Title of the Course : British Literature: 18th Century
Course Code : ENGM 302
Nature of the Course : Major
Total Credits : 4
Distribution of Marks : 70 (End Sem) + 30 (In-Sem)
Total Marks : 100

Course Objectives:

The objectives of this course are to enable the students to:

- CO1:** discuss a wide array of texts across genres of the 18th century
CO2: familiarize learners with the historical context of the period, termed as the Age of Enlightenment, or the Age of Reason.
CO3: discuss new modes of creative expression, particular prose narratives of the likes of Swift and Sterne
CO4: familiarize learners with different forms of irony and satire, the dominant tropes deployed by writers

Unit I: Literary Background of the Period

(Marks 20: Total hours 17)

- The Enlightenment and Neoclassicism
- Restoration Comedy
- Rise of the Novel
- Life Writing
- Periodical Press
- Country and the City
- Public sphere: Coffee houses, Literary clubs
- Mock epic

Unit II: Poetry

(Marks 16: Total hours 14)

- Thomas Gray, ‘Elegy Written in a Country Churchyard’
- Alexander Pope, ‘The Rape of the Lock’

Unit III: Restoration Drama (Marks 16: Total hours 14)

William Congreve, *The Way of the World*

Unit IV: Novel (Marks 18: Total hours 15)

Jonathan Swift, *Gulliver’s Travel*, Part-I: A Voyage to Lilliput
Part-II: A Voyage to Brobdingnag

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|--|--------------------|
| Modes of In-Semester Assessment | : 30 Marks |
| Two Sessional Tests | : 10+ 10= 20 Marks |
| Seminar/ Group discussion/ Assignment | : 5 Marks |
| Attendance | : 5 Marks |
| Final Examination | : 70 Marks |

Expected Course Learning Outcomes:

After the completion of this course, the learner will be able to:

- CLO 1:** understand the spirit of the age, as well as the literature embodying this spirit
- CLO 2:** learn about the features of Restoration comedies
- CLO 3:** learn about the origin and development of the novel
- CLO 4:** trace the development of the mock epic from Dryden to Pope

Suggested Readings:

Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).

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.

Andrew Sanders. *A Short Oxford History of English Literature*, OUP, 2004.

Birch, Dinah (ed.), *The Concise Oxford Companion to English Literature*. Oxford University Press, 2012.

Chikera, Ernest, DJ Enright. *English Critical Texts*. OUP, 1997.

Ian Watt. *Rise of the Novel*. Vintage Books, 1956.

Walter Allen. *The English Novel*. Dutton, 1954.

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**SEMESTER 4
ENGLISH CORE**

Title of the Course : British Romantic Literature
Course Code : ENGM 401
Nature of the Course : Major
Total Credits : 4
Distribution of Marks : 70 (End Sem) + 30 (In-Sem)

Course Objectives:

The objectives of this course are to enable the students to:

- CO1:** understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences.
- CO2:** interpret the canonical and representative poems of the Romantic period (Blake, Wordsworth, Coleridge, Shelley and Keats)
- CO 3:** analyse the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity reflected in the fiction of the age.

Unit I: Literary and Social History of the Period (Marks 14: Total hours 11)

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

Unit II: Pre-Romantic Poetry (Marks 18: Total hours 15)

- William Blake, ‘The Lamb’, ‘The Chimney Sweeper’ (from *The Songs of Innocence and The Songs of Experience*), ‘The Tyger’ (The Songs of Experience)
- Robert Burns, ‘A Bard’s Epitaph’, ‘Scots Wha Hae’

Unit III: High Romantic Poetry (Marks 18: Total hours 16)

- William Wordsworth, ‘Tintern Abbey’
- Samuel Taylor Coleridge, ‘Kubla Khan’
- Percy Bysshe Shelley, ‘Ode to the West Wind’
- John Keats, ‘Ode to a Nightingale’

Unit IV: Romantic Novel (Marks 20: Total hours 18)

- Mary Shelley, *Frankenstein*
- Jane Austen, *Pride and Prejudice*

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| Modes of In-Semester Assessment | : 30 Marks |
| Two Sessional Tests | : 10+ 10= 20 Marks |
| Seminar/ Group discussion/ Assignment | : 5 Marks |
| Attendance | : 5 Marks |
| Final Examination | : 70 Marks |

Expected Course Learning Outcomes:

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

CLO 1: discuss the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences, and the canonical and representative poems of the Romantic period

CLO 2: explain the theme, language, style used in the selected poems .

CLO3: analyse the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity reflected in the fiction of the age.

CLO 4: examine the selected texts in detail.

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**SEMESTER 4
ENGLISH CORE & MINOR**

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| Title of the Course | : British Literature: 19th Century |
| Course Code | : ENGM 402/ENGN 401 |
| Nature of the Course | : Major & Minor |
| Total Credits | : 4 |
| Distribution of Marks | : 70 (End Sem) + 30 (In-Sem) |
| Total Marks | : 100 |

Course Objectives:

The objectives of this course are to enable the students to:

CO1: understand the social-historical-political, and psychological aspects of Victorian poetry and the poetic devices employed by the poets of the era.

CO2: apply the concept and context of Industrialization and Capitalism in reading the novels of Victorian period.

CO3: analyse the socio-economic and psychological conditions of Victorian women depicted in text.

CO4: analyse the notions of propriety, prudishness, censorship, among others, that was in sharp relief against the spirit of the erstwhile Romantic period in the works of the nineteenth-century novelists and poets.

Unit I: Literary and Social History of the Period (Marks 12: Total hours 11)

- Utilitarianism
- The 19th Century Novel
- Marriage and Sexuality
- Faith and Doubt

Unit II: Nineteenth-Century Novel

(Marks 20: Total hours 17)

Charlotte Bronte , *Jane Eyre*

Unit III: Victorian Novel

(Marks 20: Total hours 17)

Charles Dickens, *Hard Times*

Unit IV: Victorian Poetry

(Marks 18: Total hours 15)

- Alfred Tennyson, 'Ulysses'
- Robert Browning, 'My Last Duchess' 'Fra Lippo Lippi'
- Christina Rossetti , 'The Goblin Market'

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| Modes of In-Semester Assessment | : 30 Marks |
| Two Sessional Tests | : 10+ 10= 20 Marks |
| Seminar/ Group discussion/ Assignment | : 5 Marks |
| Attendance | : 5 Marks |
| Final Examination | : 70 Marks |

Expected Course Learning Outcomes:

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

CLO1: discuss the social-historical-political, and psychological aspects of Victorian poetry and the poetic devices employed by the poets of the era.

CLO2: recognize the rise of the novel to the expansion of Colonialism and Capitalism.

CLO3: interpret the concept and context of Industrialization and Capitalism in reading the novel of Charles Dickens

CLO 4: analyse the socio-economic and psychological conditions of Victorian women

in *Jane Eyre*.

Suggested Readings :

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.

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.

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.

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**SEMESTER 4
ENGLISH CORE**

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| Title of the Course | : American Literature |
| Course Code | : ENGM 403 |
| Nature of the Course | : Major |
| Total Credits | : 4 |
| Distribution of Marks | : 70 (End Sem) + 30 (In-Sem) |
| Total Marks | :100 |

Course Objectives:

The objectives of this course are to enable the students to:

CO 1: understand the diverse poetic voices from early American to contemporary literature, analysing themes such as identity, nature, race, and self expression through close reading of poetic forms and devices.

CO 2: trace the key characteristics of American short fiction across the 19th and 20th centuries, with a focus on narrative techniques, psychological depth, and cultural critique across different historical and racial contexts.

CO 3: explore the growth of realist American drama in the 20th century through the analysis of the selected text.

CO 4: analyse the thematic and philosophical implications in the text .

Unit I: Literary and Social Context

(Marks 12 : Total hours 11)

The American Dream
Social Realism and the American Novel
Folklore and the American Novel
Black Women's Writings
Form in American Poetry

Unit II: Drama

(Marks 16 : Total hours 13)

Tennessee Williams, *The Glass Menagerie*

Unit III: Novel & Short Stories

(Marks 20 : Total hours 18)

- Toni Morrison, *Beloved*
- Edgar Allan Poe, 'The Purloined Letter'
- William Faulkner 'Dry September'

Unit IV: Poetry

(Marks 20: Total hours 18)

- Anne Bradstreet, 'The Prologue'
- Walt Whitman, Selections from *Leaves of Grass*: 'O Captain, My Captain'
- 'Passage to India' (lines 1-68)
- Robert Frost, "Mending Wall"
- Alexie Sherman Alexie 'Crow Testament'

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| Modes of In-Semester Assessment | : 30 Marks |
| Two Sessional Tests | : 10+ 10= 20 Marks |
| Seminar/ Group discussion/ Assignment | : 5 Marks |
| Attendance | : 5 Marks |
| Final Examination | : 70 Marks |

Expected Course Learning Outcomes:

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

CLO 1:Analyse the socio-historical background of American literature.

CLO 2: discuss major American poetic voices and how they represent personal, cultural, and national identity.

CLO 3: explain the key characteristics of American short fiction across the 19th and 20th Centuries.

CLO 4 : interpret the texts 'The Purloined Letter', Selections from I Know Why the Caged Bird Sings and 'Dry September'.

CLO 5: analyse the thematic and philosophical implications in the text Toni Morrison, *Beloved*

CLO 6 :examine the textual concerns in the text Tennessee Williams, *The Glass Menagerie*.

Suggested Readings:

Hector St John Crevecoeur, ‘What is an American’, (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.

Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.

Henry David Thoreau, ‘Battle of the Ants’ excerpt from ‘Brute Neighbours’, in *Walden* (Oxford: OUP, 1997) chap. 12.

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).

Toni Morrison, ‘Romancing the Shadow’, in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.

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**SEMESTER 4
ENGLISH CORE**

Title of the Course : Indian Writing in English
Course Code : ENGM 404
Nature of the Course : Major
Total Credits : 4
Distribution of Marks : 70 (End Sem) + 30 (In-Sem)
Total Marks : 100

Course Objectives:

The objectives of this course are to enable the students to:

- CO1:** provide students with the historical and literary background of Indian Writing in English
- CO2:** introduce students to Indian Writing in English from the colonial to the postcolonial period
- CO3:** enable students to understand the diversity of Indian culture and tradition through Indian Writing in English across states and territories.

UNIT I: Historical and Literary Context

(Marks 13: Total hours 11)

- Indian English Literature and its Readership
- Themes and Contexts of the Indian English Novel

- The Aesthetics of Indian English Poetry
- Modernism in Indian English Literature

Unit II: Indian English Novel

(Marks 20: Total hours 18)

- R.K. Narayan, *The English Teacher*
- Anita Desai , *In Custody*

Unit III: Indian English Poetry

(Marks 17: Total hours 14)

- H.L.V. Derozio, ‘Freedom to the Slave’, “To India, My Native Land”
- Toru Dutt, ‘Our Casuarina Tree’
- Kamala Das , ‘My Grandmother’s House’
- Nissim Ezekiel, ‘The Night of the Scorpion’ , ‘Background Casually’
- Robin S. Ngangom , ‘A Poem for Mother’

Unit IV: Indian English Short Stories

(Marks 20: Total hours 17)

- Mulk Raj Anand . ‘Two Lady Rams’
- Salman Rushdie . ‘The Free Radio’
- Shashi Deshpande, ‘The Intrusion’
- Arup Kumar Dutta . ‘The Wilted Flower’ (From *Short Stories and Satires from Salad Days*)

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| Modes of In-Semester Assessment | : 30 Marks |
| Two Sessional Tests | : 10+ 10= 20 Marks |
| Seminar/ Group discussion/ Assignment | : 5 Marks |
| Attendance | : 5 Marks |
| Final Examination | : 70 Marks |

Expected Course Learning Outcomes:

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

- CO 1:** develop an understanding of the historical contexts of Indian Writing in English
- CO 2:** examine the growth of English Studies in India with the advent of colonialism
- CO 3 :** evaluate the explorations of socio-political questions through forms of literary expressions
- CO4 :** identify the important roles played by the Indian writers and the members of the Indian diaspora in shaping the new discourse
- CO 5 :** outline the growth of Indian English novel as a genre from Pre-independence to the Post-independence period
- CO 6:** Examine how the questions of identity and social institutions like marriage find expression in the Indian English novels
- CO 7 :** Examine the growth of Indian English Poetry with its diverse themes and experiments under the influence of modernism

CO 8: Define the development of Indian English short stories

Suggested Readings :

- Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.
- Salman Rushdie, ‘Commonwealth Literature does not exist’, in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.
- Meenakshi Mukherjee, ‘Divided by a Common Language’, in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.
- Bruce King, ‘Introduction’, in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10.
- Ansani, Shyam M. *New Dimensions of Indian English Novels*. Delhi: Doaba House, 1987.
- Deshmane, Chetan, ed. *Muses India: Essays on English-Language Writers from Mahomet to Rushdie*. Jefferson, NC, and London: McFarland & Co., 2013.
- Dwivedi, A.N. (Ed.) *Indian Poetry in English*. New Delhi: Arnold Heinemann, 1980.
- Gokak, V K. *Indian and World Culture*. Delhi: SahityaAkademi, 1989.
- Deshpande, Gauri. (Ed.) *An Anthology of Indian English Poetry*. Delhi: Hind Pocket Books, n.d.
- Devy, G. N. *After Amnesia: Tradition and Changes in Indian Literary Criticism*. Hyderabad: Orient Longman and Sangam Books, 1992.
- Dwivedi, A.N. (Ed.) *Indian Poetry in English*. New Delhi: Arnold Heinemann, 1980.
- Gandhi, Leela. *Postcolonial Theory*. New: Oxford University Press, 2002.
- Jain, Jasbir. *Beyond Postcolonialism: Dreams and Realities of a Nation*. Jaipur: Rawat Publications, 2006.
- King, Bruce. *Modern Indian Poetry in English*. Delhi: OUP, 1987.
- Mehrotra, A. K. (Ed.) *Twelve Modern Indian Poets*. Calcutta: OUP, 1992.
- Mehrotra, Arvind Krishna (Ed.) *A Concise History of Indian Literature in English*. Ranikhet: Permanent Black, 2010.
- Misra, Tilottoma (ed). *The Oxford Anthology of Writings from North-East India*. New Delhi: OUP, 2011.
- Nandy Pritish. *Indian Poetry in English Today*. Delhi: OUP, 1976.
- Nandy, A. *The Intimate Enemy: Loss and Recovery of Self Under Colonialism*. Delhi, OUP, 1983.
- Narasimhaiah, C D. (Ed.) *Makers of Indian English Literature*. Delhi: Pencraft International, 2000.
- Parthasarathy, R. (Ed.) *Ten Twentieth – Century Indian Poets*. Delhi: Oxford University Press, 1976.
- Peeradina, S. (ed.) *Contemporary Indian Poetry in English*. Bombay: The Macmillan Co., 1972.

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**SEMESTER 5
ENGLISH CORE & MINOR**

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| Title of the Course | : British Literature: The Early 20th Century |
| Course Code | : ENGM 501/ENGN 501 |
| Nature of the Course | : Major |
| Total Credits | : 4 |

Distribution of Marks : 70 (End Sem) + 30 (In-Sem)
Total Marks : 100

Course Objectives:

The objectives of this course are to enable the students to:

- CO1:** trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe
- CO 2:** explore the 20th century novels by examining their thematic concerns, narrative strategies , and socio-historical contexts through the reading of the selected novel of this period.
- CO3:** explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism through the reading of the prescribed novel.
- CO4:** analyse the use of modernist technique in different genres in early twentieth century British literature, particularly poetry

Unit I: British Literature: The Early 20th Century (Marks 13: Total hours 11)

- Modernism, Postmodernism 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

Unit I: Novella (Marks 18: Total hours 16)

Joseph Conrad ,*Heart of Darkness*

Unit II: Modern Novel (Marks 22: Total hours 19)

- D.H. Lawrence , *Sons and Lovers*
- Virginia Woolf, *Mrs Dalloway*

Unit IV: Modernist Poetry (Marks 17: Total hours 14)

- W.B. Yeats 'The Second Coming' 'No Second Troy' 'Sailing to Byzantium'
- T.S. Eliot 'The Love Song of J. Alfred Prufrock' 'The Hollow Men'

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| Modes of In-Semester Assessment | : 30 Marks |
| Two Sessional Tests | : 10+ 10= 20 Marks |
| Seminar/ Group discussion/ Assignment | : 5 Marks |
| Attendance | : 5 Marks |
| Final Examination | : 70 Marks |

Expected Course Learning outcomes:

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

CLO 1: discuss the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe

CLO 2 : discuss the various aspects of select fictions.

CLO3: explain the thematic concerns, narrative strategies , and socio-historical contexts in select fictions

CLO4: explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism etc.

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**SEMESTER 5
ENGLISH CORE**

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| Title of the Course | : Literary Criticism: Classical to Modern |
| Course Code | : ENGM 502 |
| Nature of the Course | : Major |
| Total Credits | : 4 |
| Distribution of Marks | : 70 (End Sem) + 30 (In-Sem) |
| Total Marks | : 100 |

Course Objectives:

CO1: understand the concepts, schools and aesthetic principles of Indian poetics focussing on classical theories and their application in the interpretation of Indian literary text.

CO 2. analyse the principles of Western Classical literary Criticism, focussing on the works of Aristotle, Longinus and Horace.

CO3: evaluate the various theoretical frameworks and concepts of neo classical and romantic literary criticism .

CO 4. evaluate the various theoretical frameworks and concepts of modern literary criticism to literary and cultural texts.

Unit I : Indian Poetics

(Marks 12: Total hours 08)

- Bharata
- Bhamaha
- Dandin
- Vamana
- Anandavardhana
- Abhinavagupta

Unit II : English Classical Criticism

(Marks 19: Total hours 15)

- Aristotle , *Poetics* (Chapter VI-X)
- Longinus, *On The Sublime*
- Horace, *Ars Poetica*

Unit III : Elizabethan to Neo Classical

(Marks 17: Total hours 16)

- Phillip Sidney, *An Apology for Poetry*
- John Dryden, *An Essay of Dramatic Poesy*
- Alexander Pope, *An Essay on Criticism, Part-I*

Unit IV: Romantic to Modern Literary Criticism

(Marks 22: Total hours 21)

- William Wordsworth, “Preface to the Lyrical Ballads” (1802)
- S.T. Coleridge, *Biographia Literaria*-Chapter XIII and XIV
- Mathew Arnold, “The Study of Poetry”
- T. S. Eliot, “Tradition and Individual Talent”

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| Modes of In-Semester Assessment | : 30 Marks |
| Two Sessional Tests | : 10+ 10= 20 Marks |
| Seminar/ Group discussion/ Assignment | : 5 Marks |
| Attendance | : 5 Marks |
| Final Examination | : 70 Marks |

Expected Course Learning Outcomes:

After the completion of this course, the learner will be able to:

- CLO 1:** discuss the major critical movements and critics in Indian poetics tradition.
- CLO 2:** identify the literary philosophers and critics whose works had informed and shaped the discourse of literary theory.
- CLO 3:** analyse the principles of Western Classical literary Criticism, focussing on the works of Aristotle, Longinus and Horace.
- CLO 4:** discuss the contexts that led to the development of neo -classical and Romantic literary criticism and its practice in different traditions .
- CLO 5:** evaluate theoretical and critical concepts of modern literary criticism and apply them to interpret literary texts. .

Suggested Readings:

- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester University Press, 1984.
- Dey, S.K. *History of Poetics*. MLBS, 1960.
- Eagleton, Terry. *Literary Theory: An Introduction*. NJ: Wiley Blackwell, 2009.

Gilbert, A.H. *Literary Criticism: Plato to Dryden*. Detroit: Wayne University Press, 1962.
Lodge, David and Nigel Wood. *Modern Criticism and Theory: A Reader*. Routledge, 2000.
Selden, Raman et al. *A Reader's Guide to Contemporary Literary Theory*.
University Press of Kentucky, 1993.

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SEMESTER 5
ENGLISH CORE

Title of the Course : **Modern European Drama**
Course Code : **ENGM 503**
Nature of the Course : **Major**
Total Credits : **4**
Distribution of Marks : **70 (End Sem) + 30 (In-Sem)**
Total Marks : **100**

Course Objectives:

The objectives of this course are to enable the students to:

- CO1:** understand the concept of realism and its application in drama by Ibsen.
- CO2:** understand the key features of naturalist drama its impact on European drama.
- CO3:** explore the emergence of Theatre of Absurd and its theatrical significance in the European Dramatic space through the reading of the work of this genre.
- CO4:** evaluate the thematic concerns, narrative strategies, and socio-historical contexts in Eugene Ionesco, *The Blad Soprano*
- CO 5:** read the plays by placing the epochal events of the period as the backdrop.

Unit I: Introduction to Modern European Drama (Marks10: Total hours 10)

Themes & Concepts:

Rise of realism and naturalism, expressionism and theatre of the absurd, alienation and epic theatre, existentialism , post-war disillusionment and psychological realism.

- Martin Esslin , The Theatre of the Absurd (Introduction)
- Bertolt Brecht ,“Theatre for Pleasure or Theatre for Instruction”

Unit II: (Marks 30: Total hours 20)

- Henrik Ibsen, *A Doll's House*
- August Strindberg, *Miss Julie*

UNIT III: (Marks 15: Total hours 15)

Samuel Beckett, *Waiting for Godot*

UNIT IV: (Marks 15: Total hours 15)
Eugene Ionesco, *The Bald Soprano*

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| Modes of In-Semester Assessment | : 30 Marks |
| Two Sessional Tests | : 10+ 10= 20 Marks |
| Seminar/ Group discussion/ Assignment | : 5 Marks |
| Attendance | : 5 Marks |
| Final Examination | : 70 Marks |

Expected Course Learning Outcomes:

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

CLO 1: explain the concept of realism and its application in drama by Ibsen.

CLO 2: recognize naturalist drama and its impact on European drama.

CLO3: discuss the thematic concerns, narrative strategies, and influence of class, gender and power dynamics socio-historical contexts in August Strindberg, *Miss Julie*

CLO 4: identify the Theatre of Absurd and its theatrical significance in the European Dramatic space.

CLO5: classify Samuel Beckett's *Waiting for Godot* as an absurd play.

CLO6: evaluate the thematic concerns, narrative strategies, and socio-historical contexts in Eugene Ionesco's *The Bald Soprano*

Suggested Readings :

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.

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.

George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.

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**SEMESTER 5
ENGLISH CORE**

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| Title of the Course | : Women's Writing |
| Course Code | : ENGM 504 |

Nature of the Course : Major
Total Credits : 4
Distribution of Marks : 70 (End Sem) + 30 (In-Sem)
Total Marks : 100

Course Objectives:

The objectives of this course are to enable the students to:

- CO 1:** know the literary contributions of women writers across cultures and genres.
- CO 2:** examine the themes of gender, identity, patriarchy, and resistance in women's writing.
- CO3:** develop a feminist critical framework for reading and interpreting literature.
- CO4:** explore intersections of gender with race, class, caste, and sexuality.
- CO5:** appreciate the diversity of women's experiences as reflected in literature.
- CO 6 :** analyse the narrative of women's story as a literary tool of subversion and empowerment for women to assert her agency. \

Unit I: Theorizing Women's Writing (Marks 15: Total hours 15)

Key Concepts: Patriarchy, Feminism, Gender, Intersectionality, Female Voice, Gynocriticism

- Mary Wollstonecraft, "Introduction", *A Vindication of the Rights of Woman*
- Virginia Woolf, "Introduction" *A Room of One's Own*
- Kumkum Sangri and Sudesh Vaid, "Introduction" *Recasting Woman*

Unit I: Poetry (Marks 15: Total hours 15)

- Emily Dickinson 'I cannot live with you' 'I'm wife; I've finished that'
- Sylvia Plath 'Daddy' 'Lady Lazarus'
- Eunice De Souza 'Advice to Women' 'Bequest'
- Maya Angelou, 'Phenomenal Woman'
- Kamala Das, 'An Introduction'

Unit II: Fiction (Marks 20: Total hours 15)

- Alice Walker, *The Color Purple*
- Charlotte Perkins Gilman 'The Yellow Wallpaper'
- Mahashweta Devi 'Draupadi', tr. Gayatri Chakravorty Spivak

Unit IV: Drama & Autobiography

(Marks 20: Total hours 15)

- Lorraine Hansberry, *A Raisin in the Sun* (Drama)
- Rassundari Debi, Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds., *Women's Writing in India*, vol. 1
- Malala Yousafzai, *I Am Malala* (extracts from autobiography)

Expected Course Learning Outcomes:

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

CLO1: discuss the socio-political, and psychological aspects of women's writings and the literary devices employed by women poets

CLO2: discuss the concept and context of neo-slave narratives by the Black women novelists.

CLO3: draw a location specific trajectory of female bonding or empowerment.

CLO4: analyse the narrative of women's story as a literary tool of subversion and empowerment for women to assert her agency.

CLO 5: develop familiarity with feminist literary theory both in Western and Indian context.

Modes of In-Semester Assessment : 30 Marks

Two Sessional Tests : 10+ 10= 20 Marks

Seminar/ Group discussion/ Assignment : 5 Marks

Attendance : 5 Marks

Final Examination : 70 Marks

Suggested Readings:

Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.

Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.

Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.

Chandra Talpade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–197.

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**SEMESTER 6
ENGLISH CORE & MINOR**

Title of the Course : Postcolonial Literature I
Course Code : ENGM 601 / ENGN 601
Nature of the Course : Major & Minor
Total Credits : 4

Distribution of Marks: 70 (End Sem) + 30 (In-Sem)

Total Marks : 100

Course Objectives:

The objectives of this course are to enable the students to:

CO1: identify the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule, apart from the critical concepts pertaining to the Postcolonial Literature.

CO2: understand the postcolonial poetics and its role in voicing colonial legacy and postcolonial resistance

CO3: apply postcolonial concepts while reading fictions from the erstwhile colonies

CO 4: analyse the postcolonial non fictional prose in colonial contexts and from postcolonial perspectives.

Unit I: Postcolonial Literature: An Introduction (Marks 15: Total hours 15)

Unit II: Novel (Marks 20 : Total hours 15)

- Chinua Achebe, *Things Fall Apart*
- Gabriel Garcia Marquez, *Hundred Years of Solitude*

Unit III: Short Story (Marks 20: Total hours 15)

- Premchand, 'The Road to Salvation '
- Bessie Head , 'The Collector of Treasures'
- Ama Ata Aidoo, 'The Girl who can'
- Grace Ogot, 'The Green Leaves'

Unit IV: Poetry (Marks 15 : Total hours 15)

- Pablo Neruda, 'Tonight I can write' 'The Way Spain Was'
- Derek Walcott, 'A Far Cry from Africa' 'Names', 'Ruins of a Great House'
- David Malouf, 'Revolving Days' 'Wild Lemons'
- Mamang Dai, 'Small Towns and the River' 'The Voice of the Mountain'

Modes of In-Semester Assessment : 30 Marks

Two Sessional Tests : 10+ 10= 20 Marks

Seminar/ Group discussion/ Assignment : 5 Marks

Attendance : 5 Marks

Final Examination : 70 Marks

Expected Course Learning Outcomes:

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

- CLO1:** identify the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule.
- CLO2 :** discuss the critical concepts pertaining to the Postcolonial Literature.
- CLO3:** discuss the postcolonial poetics and its role in voicing colonial legacy and postcolonial resistance.
- CLO 4:** interpret the postcolonial concepts while reading short fictions and fictions from the erstwhile colonies.

Suggested Readings:

- Ashcroft, Bill, et al. eds. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. Routledge, 1989.
- Bhabha, Homi K. *The Location of Culture, Nation and Narration*. London, Routledge, 1994.
- Fanon, Franz. 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann. Pluto Press, 2008, pp. 8–27.
- Marquez, Gabriel Garcia. "The Nobel Prize Acceptance Speech" in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell. Cambridge University Press, 1987.

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SEMESTER 6 ENGLISH CORE

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|------------------------------|--|
| Title of the Course | : Introduction to Linguistics and Phonetics |
| Course Code | : ENGM 602 |
| Nature of the Course | : Major |
| Total Credits | : 4 |
| Distribution of Marks | : 70 (End Sem) + 30 (In-Sem) |
| Total Marks | : 100 |

Course Objectives:

The objectives of this course are to enable the students to:

- CO1:** study some basic concepts of the scientific study of language.
- CO2 :** develop foundational knowledge in phonetics, phonology, morphology, syntax, and semantics.
- CO3:** analyze the sound system of English using IPA and articulatory phonetics.
- CO4.** explore further studies in applied linguistics, ELT, and language research.

Unit I : Introduction to Linguistics (Marks 15 : Total hour15 hours)

- What is Linguistics?
- Language and Communication
- Properties of Language
- Language varieties according to use and region
- Branches of Linguistics

Unit II: Phonetics and Phonology (Marks 20 : Total hour15 hours)

- Organs of Speech
- Classification of Speech Sounds: Vowels and Consonants
- Phonemes and Allophones
- Syllable, Stress, Intonation

Unit III: Morphology and Syntax (Marks 20 : Total hour15 hours)

- Morphemes and Word Formation
- Inflection vs. Derivation
- Basic Sentence Structures
- Phrase Structure Rules

Unit IV: Semantics and Pragmatics (Marks 15 : Total hour15 hours)

- Meaning: Lexical and Grammatical
- Sense and Reference
- Synonymy, Antonymy, Polysemy
- Speech Acts and Conversational Implicature

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| Modes of In-Semester Assessment | : 30 Marks |
| Two Sessional Tests | : 10+ 10= 20 Marks |
| Seminar/ Group discussion/ Assignment | : 5 Marks |
| Attendance | : 5 Marks |
| Final Examination | : 70 Marks |

Expected Course Learning Outcomes:

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

CLO 1: understand the structure and function of human language.

CLO 2: accurately describe and transcribe speech sounds using IPA.

CLO 3:analyze sentence and word structures.

CLO 4: apply basic concepts of semantics and pragmatics to real-world examples.

Suggested readings:

Balasubramanian.,T. *A Textbook of English Phonetics for Indian Students*, Macmillan, Chennai, 1981

O'Connor, J.D. *Better English Pronunciation*, CUP, Cambridge, 1980

R. L. Trask *Key Concepts in Language and Linguistics* Routledge, London, (Indian Re-print 2004)

K. Verma & N. Krishnaswamy *.Modern Linguistics:An Introduction*

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**SEMESTER 6
ENGLISH CORE**

| | |
|------------------------------|-------------------------------------|
| Title of the Course | : Travel Literature |
| Course Code | : ENGM 603 |
| Nature of the Course | : Major |
| Total Credits | : 4 |
| Distribution of Marks | : 70 (End Sem) + 30 (In-Sem) |
| Total Marks | : 100 |

Objectives:

The objectives of this course are to enable the students to:

CO1: study about the genre of travel writing.

CO2: read travellers' accounts of places from the past to the present.

CO3: underscore the problematic associated with the genre, such as, the claims to authenticity of the narrativised events, the role of imagination, the ethnocentric gaze, the element of wonder, and so forth.

Unit: I

(Marks 15 : Total hours 15)

- Amitabh Ghosh: *An Antique Land* (Introduction, Chapter III and IV) (Penguin India Publication)
- Al Biruni: Chapter LXIII, LXIV, LXV, LXVI, in *India by Al Biruni*, edited by Qeyamuddin Ahmad, National Book Trust of India

Unit : II

(Marks 20 : Total hours 15)

- Mark Twain: *The Innocent Abroad* (Chapter VII , VIII and IX) (Wordsworth Classic Edition)
- Ernesto Che Guevara: *The Motorcycle Diaries: A Journey around South America* (the Expert, Home land for victor, The city of viceroys), Harper Perennial

- Pradeep Damodaran : *Boarderlands: Travels Across India's Boundaries* (Chapters I,II, III)

Unit: III

(Marks20 :Total hours 15)

- William Dalrymple: *City of Dijn* (Prologue, Chapters I and II) Penguin Books
- Rahul Sankrityayan: *From Volga to Ganga* (Translation by Victor Kierman) (Section I to Section II) Pilgrims Publishing

Unit : IV

(Marks 15 : Total hours 15)

- Nahid Gandhi: *Alternative Realities: Love in the Lives of Muslim Women*, Chapter 'Love, War and Widow', Westland, 2013
- Elisabeth Bumiller: *May You be the Mother of a Hundred Sons: a Journey among the Women of India*, Chapters 2 and 3, pp.24-74 (New York: Penguin Books, 1991)

Modes of In-Semester Assessment : 30 Marks

Two Sessional Tests : 10+ 10= 20 Marks

Seminar/ Group discussion/ Assignment : 5 Marks

Attendance : 5 Marks

Final Examination : 70 Marks

Expected Course Learning Outcomes:

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

CLO 1: understand the cultural dynamics of narratives written by travellers.

CLO 2: appreciate the difference in representation from the category of gender, religion and race.

CLO 3: realise that travel narratives are always already ideological in import, and hence they can only be regarded as representations , rather than truth.

Suggested Readings :

Susan Bassnett, 'Travel Writing and Gender', in *Cambridge Companion to Travel Writing*, ed. Peter Hulme and Tim Young (Cambridge: CUP,2002) pp, 225-241

Tabish Khair, 'An Interview with William Dalrymple and Pankaj Mishra' in *Postcolonial Travel Writings: Critical Explorations*, ed. Justin D Edwards and Rune Graulund (New York: Palgrave Macmillan, 2011), 173-184

Casey Balton, 'Narrating Self and Other: A Historical View', in *Travel Writing: The Self and the Other* (Routledge, 2012), pp.1-29

Sachidananda Mohanty, 'Introduction: Beyond the Imperial Eyes' in *Travel Writing and Empire* (New Delhi: Katha, 2004) pp. ix –xx.

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SEMESTER 6
ENGLISH CORE

Title of the Course : **Literary Theory**
Course Code : **ENGM 604**
Nature of the Course : **Major**
Total Credits : **4**
Distribution of Marks : **70 (End Sem) + 30 (In-Sem)**
Total : **100**

Course Objectives:

The objectives of this course are to enable the students to:

CO1: understand the basic principles of New Criticism and Russian Formalism.

CO2: understand the theoretical concepts of Reader-oriented Theories and Structuralist Theories.

CO3: explore the methods of Marxist theory.

CO4: analyse the variety of Feminist theory.

CO 5: analyse the principles and development of post colonial studies in literary theory.

Unit I : New Criticism and Russian Formalism (Marks 15 : Total hours 15)

Raman Selden, *A Reader's Guide to Contemporary Literary Theory* (Ch-1 & 2)

Unit II: Reader-oriented Theories and Structuralist Theories (Marks 15 : Total hours 15)

Raman Selden, *A Reader's Guide to Contemporary Literary Theory* by (Ch-3 & 4)

Unit III: Marxist Theories (Marks 15 : Total hours 15)

Raman Selden, *A Reader's Guide to Contemporary Literary* (Ch-5)

UNIT IV: Feminist Theories - Post colonial Studies (Marks 25 : Total hours 15)

- Raman Selden, *A Reader's Guide to Contemporary Literary*
- Gandhi, 'Passive Resistance' and 'Education', in *Hind Swaraj and Other Writings*, ed. Anthony J Parel, pp. 88–106.

Modes of In-Semester Assessment : **30 Marks**
Two Sessional Tests : 10+ 10= 20 Marks

Seminar/ Group discussion/ Assignment : 5 Marks
 Attendance : 5 Marks
Final Examination : 70 Marks

Expected Course Learning Outcomes:

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

- CLO1:** discuss the major literary theorists, particularly New Criticism and Russian Formalism
- CLO2:** explain the historical and philosophical contexts that led to the development of Reader-oriented Theories and Structuralist Theories.
- CLO3:** examine the concept of Marxism and explore its core concept.
- CLO4:** analyse the strengths and limitations of theoretical frameworks and arguments of Feminism.
- CLO 5:** examine the principles and development of post colonial studies in the field literary theory.
- CLO 6:** examine the key concepts, theoretical foundations and its application to the study of Literature

Suggested Readings:

Nigel Wood and David Lodge. *Modern Criticism and Theory: A Reader*. Routledge, 2000.
 Barry Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester University Press, 1984.
 Selden Raman et al. *A Reader’s Guide to Contemporary Literary Theory*. University Press of Kentucky, 1993.
 Eagleton Terry *Literary Theory: An Introduction*. Wiley Blackwell, 2009

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**SEMESTER 7
 ENGLISH CORE**

Title of the Course : Critical Theory I
Course Code : ENGM 701
Nature of the Course : Major
Total Credits : 4
Distribution of Marks : 70 (End Sem) + 30 (In-Sem)(n)
Total Marks : 100

Course Objectives:

The objectives of this course are to enable the students to-

- CO 1:** provide learners with an overview of the main currents of western critical theory.
- CO2:** develop a holistic understanding of the evolution of critical theory as a transition from literary criticism and its role in the analysis of literary texts.

- CO 3:** provide various strategies of reading literary texts by deploying discourses ranging from Structuralism to Post-structuralism and beyond.
- CO 4:** explore ideas related to Text, Author, Society and Politics.
- CO 5:** inform learners about possibilities of reading literary texts by deploying discourses strategically.

Unit I : New Criticism-Formalism-Structuralism (Marks 15 : Total hour 15)

- Shklovsky, “Art as Technique”
- Jakobson, “Two Aspects of Language and Two Types of Aphasic Disturbances”
- Saussure, “The Nature of the Linguistic Sign”

Unit II: Poststructuralism-Reader-Oriented Theories- New Historicism- Postmodernism (Marks 20: Total hour 15)

- Derrida, “Structure, Sign and Play in the Discourse of Human Sciences”
- Barthes, “The Death of the Author”
- Foucault, “We ‘Other Victorians’”

Unit III: Marxism (Marks 20: Total hour 15)

- Raymond Williams, “Dominant, Residual and the Emergent”
- Althusser, “Ideology and Ideological State Apparatuses” (From *Lenin and Philosophy*)
- Antonio Gramsci, ‘Notes On Politics’ in Selections from the Prison Notebooks, ed. And tr. Quentin Hoare and Geoffrey Novell Smith(London: Lawrence and Wishart,1971)

Unit IV: Postcolonial Theory- Feminism (Marks 15: Total hour 15)

- Edward Said, “The Scope of Orientalism” in *Orientalism*
- Spivak, “Can the Subaltern Speak?”
- Showalter, “Towards a Feminist Poetics”
- Kate Millet, *Sexual Politics* , Chapter II

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| Modes of In-Semester Assessment | : 30 Marks |
| Two Sessional Tests | : 10+ 10= 20 Marks |
| Seminar/ Group discussion/ Assignment | : 5 Marks |
| Attendance | : 5 Marks |

Final Examination**: 70 Marks****Expected Course Learning Outcomes:**

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

CLO1: Understand the broad outlines of the field of critical theory and discuss the historical development of literary theory from New Criticism-Feminism.

CO2: Apply the tools for further study and research.

CO3: Develop a critical and analytical mind which would assist in the study of texts and projects.

CO4: Possess a broad understanding of the history, culture and intellectual environment of the world since the beginning of the 20th century.

CO5: Analyze texts critically.

Suggested Readings :

Andrew Bennett etc. *An Introduction to Literature, Criticism and Theory*. Pearson Education India. 1995

Hans Bertens *Literary Theory: The Basics*. Psychology Press. 2001.

Jonathan Culler *Literary Theory: A Very Short Introduction*. OUP. 1997.

Lois Tyson *Critical Theory Today*. Garland Pub.,1999.

M.A.R. Habib *A History of Literary Criticism and Theory*. Wiley-Blackwell 2005.

Patricia Waugh *Literary Theory and Criticism*. OUP. 2007.

Peter Barry *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester UP. 1995.

Pramod K. Nayar *Contemporary Literary and Cultural Theory*. Pearson Education India. 2010.

Terry Eagleton, *Literary Theory: An Introduction*. University of Minnesota Press, 1983.

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**SEMESTER 7
ENGLISH CORE**

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|------------------------------|--|
| Title of the Course | : Postcolonial Literature-II |
| Course Code | : ENGM702 |
| Nature of the Course | : Major |
| Total Credit | : 4 |
| Distribution of Marks | : 70 (End Sem) + 30 (In-Sem) (n) / 60+ 40 (o) |
| Total Marks | :100 |

Course Objectives:

The objectives of this course are to enable the students to:

CO 1: understand the foundational concepts of postcolonial theory and historical contexts.

CO 2: analyse the postcolonial poetry across diverse geographies, exploring postcolonial themes in the poetry.

CO 3: evaluate the narrative strategies and thematic concerns in postcolonial fiction.

CO4: evaluate the major issues as language, identity, point of view, displacement, physical and mental colonisation, Decolonisation, nationalism, fundamentalism, globalisation and

diaspora, colonial legacy, gender and sexuality, regionalism, ethnicity, genocide, race etc expressed in the literary texts.

CO 5: assess the major theoretical texts in postcolonial studies.

Unit I: Poetry

(Marks 15 : Total hour 15)

- Margaret Atwood, “Disembarking at Quebec”
- Judith Wright, “Nigger’s Leap, New England”
- A.D. Hope, “Australia”
- Wole Soyinka, “Telephone Conversation”
- Mahmoud Darwish, “A Letter from Exile”

Unit II: African fiction

(Marks 20 : Total hour 15)

- Chinua Achebe, *No Longer at Ease*
- J.M. Coetzee, *Waiting for the Barbarians*
- Buchi Emecheta, *The Joys of Motherhood*
- Nadine Gordimer, *July’s People*

Unit III: Caribbean and South Asian Disporic Fiction (Marks 20: Total hour 15)

- Jean Rhys, *Wide Sargasso Sea*
- Salman Rushdie, *Midnight’s Children*
- Romesh Gunasekera, *Reef*
- Hanif Kureishi , *My Beautiful Laundrette*, “Under the Rainbow sign”

Unit IV: Non-Fiction

(Marks 15: Total hour 15)

- George Lamming, *The Pleasures of Exile* (Introduction)
- Frantz Fanon, from *The Wretched of the Earth* (Chapter 1)
- Edward Said, Introduction of *Orientalism*
- Aijaz Ahmed, “Jameson’s Rhetoric of Otherness and the Three World’s Theory” Antonio Negri & M. Hardt. *Empire* (Selections)
- Gauri Viswanathan, “One Power One Mind” from *The Masks of Conquest*

Expected Course Learning Outcomes:

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

CLO 1: analyze postcolonial poetry across diverse geographies, exploring postcolonial themes in the poetry.

CLO 2: evaluate narrative strategies and thematic concerns in postcolonial fiction.

CLO 3: recognize and problematize/deglamourize canonical literature using non-Western perspectives.

- CLO 4:**distinguish between different colonial contexts even as they are revisited under the broader rubric such as Commonwealth, Indian and World literatures.
- CLO 5:** grasp the complicity and complexity of colonialism vis-à-vis race,gender, class and sexuality.
- CLO 6:** differentiate between theoretical frameworks and positions in order to substantiate their engagement with postcolonial text.

Suggested Readings:

M. H. Abrams. *A Glossary of Literary Terms*.
Harcourt Brace M.E. Chamberlain, *The Scramble for Africa, 3rd edition*, Pearson
Educated limited, 2010.

Bill Ashcroft, Gareth Griffiths, Helen Tiffin, *The Post-Colonial Studies Reader*, London,
New York: Routledge, 1995

Bill Ashcroft, Gareth Griffiths, Helen Tiffin, *The Empire Writes Back: Theory and
Practice in Post-Colonial Literature*, London, New York: Routledge, 2nd edition,
2002.

Mary Louise Pratt, *Imperial Eyes: Travel Writing and Transculturation*, London,
New York: Routledge, 2nd edition 2008.

Ashcroft, Bill, Gareth Griffiths, & Helen Tiffin, eds., *The Post-Colonial Studies Reader*. 1995.

Ashcroft, Bill, Gareth Griffiths, & Helen Tiffin, eds., *The Empire Writes Back*. 1989.

Bahri, Deepika, Mary Vasudeva: *Between the Lines: South Asians and Postcoloniality*. 1996.

Barker, Francis, Peter Hulme. *Colonial Discourse, Postcolonial Theory*. 1994.

Boehmer, Elleke. *Colonial and Postcolonial Literature: Migrant Metaphors*. 1995.

Childs, Peter & R. J. Patrick Williams. *An Introduction to Post-Colonial Theory*. 1997.

Mohanram, Radhika & Gita Rajan: *English Postcoloniality: Literatures from Around the
World*.1996.

Mongia, Padmini: *Contemporary Postcolonial Theory: A Reader*. 1996.

Moore-Gilbert, Bart: *Postcolonial Theory: Contexts, Practices, Politics*. 1997.

Walder, Dennis: *Post-Colonial Literatures in English: History, Language, Theory*. 1998.

Williams, Patrick & Laura Chrisman, eds.: *Colonial Discourse and Post-Colonial Theory: A
Reader*.1993.

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**SEMESTER 7
ENGLISH CORE**

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|------------------------------|---|
| Title of the Course | : Indian Writings in English- II |
| Course Code | : ENGM 703 |
| Nature of the Course | : Major |
| Total Credit | : 4 |
| Distribution of Marks | :70 (End Sem) + 30 (In-Sem) |
| Total Marks | : 100 |

Course Objectives:

The objectives of this course are to enable the students to:

- CO 1:** acquaint with the evolution and distinctiveness of Indian drama in English through the reading of prescribed text.
- CO 2:** understand the thematic concerns and stylistic features of Indian English Poetry by reading the selected poems.
- CO 3:** analyse the narrative styles and thematic concerns of selected Indian fiction writers.
- CO 4:** analyse the key political, cultural, and educational discourses in modern India through the writings of Tagore, Macaulay, Gandhi, Ambedkar and Aurobindo.

Unit I: Poetry

(Marks 15 : Total hour 15)

- Rabindra Nath Tagore, “Where the Mind is Without Fear”
- Sarojini Naidu, “The Gift of India”
- A.K. Ramanujan: “Obituary”
- Jayanta Mahapatra: “A Rain of Rites”
- Kamala Das: “The Dance of the Eunuchs”
- Temsula Ao: “Soul-Bird”

Unit II: Drama

(Marks 20: Total hour 15)

- Girish Karnad: *The Dreams of Tipu Sultan*
- Ratan Thiam : *Chakrabyuh*

Unit III: Fiction

(Marks 20: Total hour 15)

- Arundhati Roy, *The God of Small Things*
- Aravind Adiga, *The White Tiger*
- Mamang Dai, *The Legends of Pensam*

Unit IV: Non Fiction Prose

(Marks 15 : Total hour 15)

- Rabindra Nath Tagore, Crisis of Civilization
- Macaulay’s Minutes on Education, 1835
- M.K Gandhi, On Satyagraha
- B.R. Ambedkar, Chapter VI What Congress and Gandhi Have Done to the Untouchables
- Aurobindo Ghosh, The Foundations of Indian Culture

Modes of In-Semester Assessment

: 30 Marks

Two Sessional Tests

: 10+ 10= 20 Marks

Seminar/ Group discussion/ Assignment

: 5 Marks

Attendance

: 5 Marks

Final Examination

: 70 Marks

Expected Course Learning Outcomes:

After completion of the course, the students will be able to-

CLO1: to have a good knowledge of the literary, socio-historical and cultural contexts of the early period of Indian Writing in English.

CLO2: develop critical reading skills which would enable them to analyse and examine the prescribed texts.

CLO3: inculcate a good understanding of the nuances of Indian art, aesthetics and philosophy.

Suggested Readings:

Ansani, Shyam M. *New Dimensions of Indian English Novels*. Delhi: Doaba House, 1987.

Deshmane, Chetan, ed. *Muses India: Essays on English-Language Writers from Mahomet to Rushdie*. Jefferson, NC, and London: McFarland & Co., 2013.

Dwivedi, A.N. (Ed.) *Indian Poetry in English*. New Delhi: Arnold Heinemann, 1980.

Gokak, V K. *Indian and World Culture*. Delhi: SahityaAkademi, 1989.

Deshpande, Gauri. (Ed.) *An Anthology of Indian English Poetry*. Delhi: Hind Pocket Books, n.d.

Devy, G. N. *After Amnesia: Tradition and Changes in Indian Literary Criticism*.

Hyderabad:Orient Longman and Sangam Books, 1992.

Dwivedi, A.N. (Ed.) *Indian Poetry in English*. New Delhi: Arnold Heinemann, 1980.

Gandhi, Leela. *Postcolonial Theory*. New: Oxford University Press, 2002.

Jain, Jasbir. *Beyond Postcolonialism: Dreams and Realities of a Nation*. Jaipur: Rawat Publications, 2006.

King, Bruce. *Modern Indian Poetry in English*. Delhi: OUP, 1987.

Mehrotra, A. K. (Ed.) *Twelve Modern Indian Poets*. Calcutta: OUP, 1992.

Mehrotra, Arvind Krishna (Ed.) *A Concise History of Indian Literature in English*.

Ranikhet:Permanent Black, 2010.

Misra, Tilottoma (ed). *The Oxford Anthology of Writings from North-East India*. New Delhi:OUP, 2011.

NandyPritish. *Indian Poetry in English Today*. Delhi: OUP, 1976.

Nandy, A. *The Intimate Enemy: Loss and Recovery of Self Under Colonialism*. Delhi, OUP, 1983.

Narasimhaiah, C D. (Ed.) *Makers of Indian English Literature*. Delhi: Pencraft International, 2000.

Parthasarathy, R. (Ed.) *Ten Twentieth – Century Indian Poets*. Delhi: Oxford University Press, 1976.

Peeradina, S. (ed.) *Contemporary Indian Poetry in English*. Bombay: The Macmillan Co., 1972.

Rushdie, Salman. *Imaginary Homelands*. London: Random House, 2010.

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**SEMESTER 7
ENGLISH MINOR**

Title of the Course : English Phonetics
Course Code : ENGN 701
Nature of the Course : Minor

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|------------------------------|-------------------------------------|
| Total Credit | : 4 |
| Distribution of Marks | : 70 (End Sem) + 30 (In-Sem) |
| Total Marks | :100 |

Course Objectives:

The objectives of this course are to enable the students to:

CO 1: understand the branches, structures and functions of phonetics.

CO 2: understand English vowel and consonant sounds using appropriate phonetic terminology and symbols.

CO 3: analyse the role of syllable structure, stress, accent and intonation in spoken English.

CO 4: apply broad and narrow transcription techniques using the IPA to accurately transcribe English speech sounds.

Unit I: Phonetics and its branches (Marks 20: Total hour 15)

Organs of speech

Unit II: English Sounds: Vowels and Consonants (Marks 20: Total hour 15)

Unit III: Syllables, Stress, Accent, and Intonation (Marks 15: Total hour 15)

Unit IV: Narrow and Broad Transcription (Marks 15: Total hour 15)

Modes of In-Semester Assessment : 30 Marks

Two Sessional Tests : 10+ 10= 20 Marks

Seminar/ Group discussion/ Assignment : 5 Marks

Attendance : 5 Marks

Final Examination : 70 Marks

Expected Course Learning Outcomes:

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

CLO 1: identify and describe the branches of phonetics

CLO 2 : explain the structure and function of the human speech organs involved in sound production.

CLO 3: classify English vowel and consonant sounds using appropriate phonetic terminology and symbols.

CLO 4: analyse the role of syllable structure, stress, accent and intonation in spoken English.

CLO 5: transcribe English speech sounds using the IPA.

Suggested Readings:

O'Connor, J. D. *Better English Pronunciation*.

Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*.

Sethi, J and P. B. Dhamija. *A Course in Phonetics and Spoken English*.
Jones, Daniel. *Cambridge English Pronouncing Dictionary*.

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SEMESTER 7 RESEARCH METHODOLOGY

Title of the Course : **Research Methodology**
Course Code : **ENGRM 705**
Nature of the Course : **Compulsory**
Total Credit : **4**
Distribution of Marks : **70 (End Sem) + 30 (In-Sem)**
Total Marks : **100**

Course Objectives:

The objectives of this course are to enable the students to:

CO 1: provide an overview of the fundamental principles of research methodology

CO 2: explores different methodological paradigms, and discusses their applications in academic inquiry.

CO 3: learn the tools of research

CO 4: Identify an original research area and problem and develop a working hypothesis

CO 5: Learn to apply these tools to read critically, analyze, and interpret the chosen literary and cultural texts

CO 6 : Design a roadmap for the project/seminar/dissertation

Unit I: Understanding Research Paradigms (Marks 15 :Total hour 15)

- Overview of positivist, interpretivist, and critical research paradigms like empirical observation, objectivity, determinism, quantification universalism etc
- The role of epistemology and ontology in shaping research approaches
- Critique of positivist assumptions in literary and cultural studies
- Introduction to qualitative, quantitative, and mixed methods research
- Ethical questions in research

Unit II: Formulating Research Questions and Selecting Research Methods (Marks 20: Total hour 15)

- Strategies for developing focused and relevant research questions
- Identifying gaps and opportunities in existing scholarship
- Balancing curiosity with feasibility in research inquiries
- Examples of well-crafted research questions in English studies
- Overview of qualitative research methods

- Introduction to quantitative research methods
- Considerations for choosing the most suitable research methods

Unit III: Literature Reviews

(Marks 20 : Total hour 15)

- Importance of literature reviews in situating research within existing scholarship
- Strategies for identifying and evaluating relevant sources
- Synthesizing diverse perspectives and theoretical frameworks
- Avoiding common pitfalls in literature review writing

Unit IV: Research Findings, Citation and Referencing (Marks 15 : Total hour 15)

- Structuring research papers, dissertations and theses effectively
- Crafting introductions, literature reviews, methodologies, and conclusions
- Citing sources in research publications and selecting citation styles like APA, MLA and Chicago

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| Modes of In-Semester Assessment | : 30 Marks |
| Two Sessional Tests | : 10+ 10= 20 Marks |
| Seminar/ Group discussion/ Assignment | : 5 Marks |
| Attendance | : 5 Marks |
| Final Examination | : 70 Marks |

Expected Course Learning Outcomes:

At the end of this course, students will be able to -

- CO1** :select and apply appropriate concepts and methodologies for their chosen topic.
- CO2** : compare and critically assess existing research in the field.
- CO3** : develop a strong research proposal.
- CO4** :formulate a thesis statement and design for the project/seminar/dissertation.
- CO5** : generate original interpretations.

Suggested Reading:

- Belsey, Catherine. *Research Methods in Literary Studies*. London, Routledge, 2017.
- Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. Fitzgerald. *The Craft of Research*, Fourth Edition. Chicago, University of Chicago Press, 2016.
- Gibbons, Alison. *Critical Reading and Writing for Postgraduates*. Los Angeles, Sage Publications, 2016.
- McCarthy, Michael M., and Ronald G. Fischer. *Research Methods for English Studies*. Edinburgh, Edinburgh University Press, 2013.
- Murray, Rowena. *How to Write a Thesis*. Maidenhead, Open University Press, 2011.

Trochim, William M.K., and James P. Donnelly. *The Research Methods Knowledge Base*. Cincinnati, Atomic Dog Publishing, 200

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**SEMESTER 8
ENGLISH CORE**

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|------------------------------|-------------------------------------|
| Title of the Course | : New Literatures in English |
| Course Code | : ENGM 801 |
| Nature of the Course | : Major |
| Total Credits | : 4 |
| Distribution of marks | : 70(End Sem) + 30 In Sem) |
| Total Marks | : 100 |

Course Objectives:

The objectives of this course are to enable the students to:

CO 1: analyse the thematic concerns of displacement, identity, and postcolonial consciousness in selected fictions from diverse geopolitical backgrounds.

CO 2: analyse the poetic expressions of cultural memory, resistance and diaspora, focusing on form, language, and historical context reflecting on poets like De Sousa, Diop, Walcott, Brathwaite, Dharkar and others.

CO 3: evaluate the perspectives on postcolonial debate through essays and autobiographical writings from varied cultural context.

Unit I: Fiction

(Marks 25 : Total hour 20)

- Chimamanda Ngozi Adichie , *Half of a Yellow Sun*
- Kincaid , *A Small Place*
- Rohinton Mistry , *Such a Long Journey*
- James Goonewardene, *One Mad Bid for Freedom*

Unit II: Poetry

(Marks 20 : Total hour 20)

- Noemia De Sousa, “If you want to know me”
- David Diop, “Africa”
- Derek Walcott “A Far Cry from Africa”/ “Crusoe’s Journal”
- Imtiaz Dharkar. “Blessing”
- Claude Mc Kay, “America”
- Una Marson, “Another Mould”

Unit III : Non Fiction

(Marks 25 : Total hour 20)

- Chinua Achebe, “The Role of the Writer in Africa.” *There was a Country: A Personal History of Biafra*. London: Penguin, 2013.

- V S Naipaul, “Conrad’s Darkness and Mine.” *Literary Occasions: Essays*. Ed. Pankaj Mishra. New York: Vintage, 2004.
- Urvashi Butalia, “Memory.” *The Other Side of Silence: Voices from the Partition of India*. New Delhi: Penguin, 1998. pp. 344-371.
- Jana Gohrisch, “Caribbean Literature II: Themes and Narratives.” *Reading the Caribbean: Approaches to Anglophone Caribbean Literature and Culture*. Ed. Klaus Stierstorfer. Heidelberg: Universitätsverlag Winter, 2007. 51–72.
- Stuart Hall, “Cultural Identity and Diaspora.” *Contemporary Postcolonial Theory: A Reader*. Ed. Padmini Mongia. London: Arnold, 1996. 110–21.

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| Modes of In-Semester Assessment | : 30 Marks |
| Two Sessional Tests | : 10+ 10= 20 Marks |
| Seminar/ Group discussion/ Assignment | : 5 Marks |
| Attendance | : 5 Marks |
| Final Examination | : 70 Marks |

Expected Course Learning Outcomes:

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

CLO 1: analyse the thematic concerns of displacement, identity, and postcolonial consciousness in selected fictions from diverse geopolitical backgrounds.

CLO 2 : examine the textual concerns in selected fictions.

CLO 3:compare poetic expressions of cultural memory, resistance and diaspora, focusing on form, language, and historical context reflecting on poets like De Sousa, Diop, Walcott, Brathwaite, Dharkar and others.

CLO 4: examine the thematic concerns in the selected poems.

CLO 5: evaluate perspectives on postcolonial debate through essays and autobiographical writings from varied cultural context.

Suggested Readings:

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso, 1991.

Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. London: Routledge, 1989.

Brazier, Jana Evans, and Anita Mannur, eds. *Theorizing Diaspora: A Reader*. Malden: Blackwell, 2003.

Clifford, James. *Routes: Travel and Translation in the Late Twentieth Century*. Cambridge: Harvard University Press, 1997.

Döring, Tobias. *Caribbean-English Passages: Intertextuality in a Post-Colonial Tradition*. London: Routledge, 2002.

Döring, Tobias. *Postcolonial Literatures in English*. Stuttgart: Klett, 2008.

Fludernik, Monika, ed. *Diaspora and Multiculturalism: Common Traditions and New Developments*. Amsterdam: Rodopi, 2003.

Giddens, Anthony. *The Consequences of Modernity*. Stanford: Stanford University Press, 1991.

Gohrisch, Jana. "Caribbean Literature II: Themes and Narratives." *Reading the Caribbean: Approaches to Anglophone Caribbean Literature and Culture*. Ed. Klaus Stierstorfer. Heidelberg: Universitätsverlag Winter, 2007. 51–72.

Hall, Stuart. "Cultural Identity and Diaspora." *Contemporary Postcolonial Theory: A Reader*. Ed. Padmini Mongia. London: Arnold, 1996. 110–21.

Held, David, and Anthony McGrew, eds. *The Global Transformation Reader: An Introduction to the Globalization Debate*. Cambridge: Polity Press, 2004.

James, Louis. *Caribbean Literature in English*. London: Longman, 1999.

Macaulay, Thomas Babington. "Minute on Education (1835)." *South Asian Literatures*. Eds. Gerhard Stilz and Ellen Dengel-Janic. Trier: WVT, 2010. 92–94.

Mishra, Vijay. *Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. London: Routledge, 2008.

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**SEMESTER 8
ENGLISH CORE**

Title of the Course : Language and Linguistics
Course Code : ENGM 802
Nature of the Course : Major
Total Credits : 4
Distribution of Marks : 70 (End Sem) + 30 (In-Sem)
Total Marks : 100

Course Objectives:

The objectives of this course are to enable the students to:

- CO 1** : discuss the basic concepts of language and applied linguistics.
- CO 2** : understand the ways in which acquisition, comprehension and use of language can be influenced by various psychological, neurological and social factors.
- CO 3** : understand the concepts of phonology and morphology as well as that of applied linguistics and rhetoric.
- CO 4** : analyse the relationship between language and literature
- CO 5** : provide the theoretical background to language and its bearings on literature and literary studies.

Unit I: Basic Concepts of Language & Linguistics (Marks 20 : Total hour 15)

- Definition, nature, and scope
- Branches of Linguistics
- Prescriptive vs. descriptive grammar
- Langue and parole, competence and performance , Synchrony/diachrony
- Syntax and Meaning

Unit II: English Phonetics, Phonology & Morphology (Marks 20 : Total hour 15)

- Articulatory phonetics: consonants and vowels
- Phonemes and allophones

- Phonological rules and processes
- Suprasegmental features
- Morphemes and word formation
- Inflectional and derivational morphology
- Morphological typology
- Lexical categories

Unit III: Language & Society

(Marks 15 : Total hour 15)

- Language as a socio-cultural sub system
- Linguistic Competence and Communicative Competence
- Language in Contact
- Variations in Language in society with emphasis on features like code switching and code mixing, standard language and dialect
- register, accent, style, and idiolect

Unit IV: Language & Literature

(Marks 15 : Total hour 15)

- Text and discourse: rhetorical analysis relating to discourse components (eg. Cohesion and Coherence)
- Stylistic Analysis from Theory to Practice: analysis of selected literary and critical texts
- the language of literature

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| Modes of In-Semester Assessment | : 30 Marks |
| Two Sessional Tests | : 10+ 10= 20 Marks |
| Seminar/ Group discussion/ Assignment | : 5 Marks |
| Attendance | : 5 Marks |
| Final Examination | : 70 Marks |

Expected Course Learning Outcomes:

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

CLO 1: understand the basic concepts of language and linguistics and recognise the different constituents of a linguistic structure.

CLO 2: understand the ways in which acquisition, comprehension and use of language can be influenced by various psychological, neurological and social factors.

CLO 3: describe concepts of phonology and morphology.

CLO 4: demonstrate phonological and morphological knowledge.

CLO 5: understand as to how the changing trends in society have a bearing on the overall structure of a language and how individuals cope up with the changing scenarios by adopting various communication strategies.

CLO 6: appreciate the importance of linguistic items in the analysis of literary texts & expected to create texts which are grammatically cohesive and semantically coherent.

Suggested Readings:

Akmajian, Adrian & Richard A. Demers et al. *Linguistics: An Introduction to Language and Communication*. New Delhi: PHI Learning Pvt. Ltd. 2010.
Selinker, L (1975) *An Introduction to Linguistics*, London, Longman
Fromkin and Rodman. (1975) *Human and Animal Communication*. London, Pergamon.
Syal, Puspinder et.al. (2009) *An Introduction to Linguistics: Language, Grammar and Semantics*, New Delhi, PHI.
Bradford, Richard. *Stylistics*. Oxon: Routledge, 2005
Balasubramanian, T. *A Textbook of English Pronunciation for Indian Students*. Chennai: Macmillan, 2012 (Reprint)
Chierchia, Gennaro and Sally McConnell-Ginet. *Meaning and Grammar: An Introduction to Semantics*. Cambridge, Massachusetts: MIT Press, 2000
Cowie, A.P. *Semantics*. Oxford: OUP, 2009
Mills, Sara. *Discourse*. Oxon: Routledge, 2004
Nagarajan, M. And S.K. Verma et.al. *Modern Applied Linguistics* .Chennai:Macmillan1992.

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**SEMESTER 8
ENGLISH CORE**

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|------------------------------|-------------------------------------|
| Title of the Course | : English Language Teaching |
| Course Code | : ENGM803 |
| Nature of the Course | : MAJOR |
| Total Credit | : 4 |
| Distribution of Marks | : 70 (End Sem) + 30 (In-Sem) |
| Total Marks | :100 |

Course Objectives:

The objectives of this course are to enable the students to

- CO1:** interpret the core concepts, and scope of ELT
- CO2:** illustrate methods and approaches of ELT
- CO3:** analyse the core concepts of curriculum, syllabus design, and Testing
- CO4:** design teaching material and lesson plan
- CO5:** evaluate the nature, purpose and challenges of ELT in Indian context.

Unit I: Foundations of ELT (Marks 15 : Total hour 15)

- History and development of ELT
- English as a Second Language (ESL) vs. English as a Foreign Language (EFL)
- English for Specific Purposes (ESP), English for Academic Purposes (EAP)
- Theories of language learning and acquisition

Unit II : Approaches and Methods (Marks 20 : Total hour 15)

- The Oral Approach and Situational Language Teaching

- Grammar-Translation Method
- Direct Method
- Audio-Lingual Method
- The Natural Approach
- Total Physical Response
- The Silent Way
- Community Language Learning
- Suggestopedia
- Task-Based Language Teaching (TBLT)
- Eclectic and post-method approaches

Unit III: Foundation of Syllabi

(Marks 15 : Total hour 15)

- Types of syllabi: structural, notional-functional, task- based, skills-based
- Curriculum and syllabus planning in Indian institutions
- Designing teaching materials and lesson plans
- Types of tests: diagnostic, formative, summative

Unit IV: ELT in the Indian Context

(Marks 20 :Total hour 15)

- The role and status of English in India
- ELT in multilingual classrooms
- English in primary, secondary, and higher education
- Language policy, regional languages, and English

Expected Course Learning Outcomes:

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

CLO1: interpret the core concepts, and scope of ELT

CLO2: illustrate methods and approaches of ELT

CLO3: analyse the core concepts of curriculum and syllabus design.

CLO4: design teaching material and lesson plan

CLO5: explain the nature, purpose and challenges of ELT in Indian context.

Suggested Readings:

Harmer, J. *The Practice of English Language Teaching*.

Richards, J. C., & Rodgers, T. S. *Approaches and Methods in Language Teaching*.

Nunan, D. *Language Teaching Methodology*.

Brown, H. D. *Principles of Language Learning and Teaching*.

Kumaravadivelu, B. *Beyond Methods: Macrostrategies for Language Teaching*.

Ur, P. *A Course in Language Teaching: Practice and Theory*.

A. S. *Resisting Linguistic Imperialism in English Teaching*.

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**SEMESTER 8
ENGLISH CORE**

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|------------------------------|-----------------------------------|
| Title of the Course | : Critical Theory II |
| Course Code | : ENGM 804 |
| Nature of the Course | : Major |
| Total Credits | : 4 |
| Distribution of marks | : 70(End Sem) + 30 In Sem) |
| Total Marks | : 100 |

Course Objectives:

The objectives of this course are to enable the students to:

CO 1: understand the key terms and concepts related to ecocriticism and ethical criticism through the discussion of selected essays.

CO 2: explore the concepts of queer theory and trauma theory.

CO 3: apply the queer theory and trauma theory to the analysis of literary and cultural text.

CO 4: analyse the role of space and place in literature and culture through concepts from spatial theory.

CO 5: analyse the principles of chaos theory and assemblage theory

Unit I: Ecocriticism- Ethical Criticism (Marks 20 : Total hour 15)

- Glotfelty, “Introduction” (*The Ecocriticism Reader*)
- Campbell, “The Land and Language of Desire! Where Deep Ecology and Post-Structuralism Meet” (*The Ecocriticism Reader*)
- Clark, “Anthropocene: Questions of Definition” (*Ecocriticism on the Edge*)
- Levinas, “The Trace of the Other”
- Irigaray, “An Ethics of Sexual Difference”

Unit II: Queer Theory- Trauma Theory (Marks 20: Total hour 15)

- Eve Kosofsky Sedgwick, “Epistemology of the Closet”
- Judith Butler, “Subversive Bodily Acts” (from *Gender Trouble*)
- Cathy Caruth, “The Wound and the Voice” (from *Unclaimed Experience*)
- Jeffrey C. Alexander, “Towards a Theory of Cultural Trauma”

Unit III: Spatial Theory (Marks 15 : Total hour 15)

- Lefebvr, Chapter 1 (The Production of Space)
- Soja, “Selections” (Postmodern Geographies)
- Bachelard, “Selections” (The Poetics of Space)

Unit IV: Chaos Theory- Assemblage Theory (Marks 15 : Total hour 15)

- Patrick Brady, “Chaos Theory, Control Theory, and Literary Theory or: A Story of Three Butterflies” (*Modern Language Studies, Vol. 20, No. 4, Literature and Science*)
- De Landa, “Assemblages against Totalities” (*A New Philosophy of Society*)
- Deleuze and Guattari, “Introduction: Rhizome” (*A Thousand Plateaus*)

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| Modes of In-Semester Assessment | : 30 Marks |
| Two Sessional Tests | : 10+ 10= 20 Marks |
| Seminar/ Group discussion/ Assignment | : 5 Marks |
| Attendance | : 5 Marks |
| Final Examination | : 70 Marks |

Expected Course Learning Outcomes:

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

- CLO 1:** read/analyse literary texts and cultural phenomena from the lens of recent discursive practices.
- CLO 2:** value the relevance of spatial, environmental, ethical, traumatic, rhizomatic, LGBTQ poetics and politics
- CLO 3:** value interdisciplinarity, sexuality and gender difference, polyphony, and the aporiatic.

Suggested Readings:

Cavallaro, Dani. *Critical and Cultural Theory*. Athlone Press, 2001 2.

Milner, Andrew and Jeff Browitt. *Contemporary Cultural Theory: An Introduction*, 3rd Edition. Routledge, 2002

Nealon, Jeffrey T. and Susan Searls Giroux. *The Theory Toolbox: Critical Concepts for the Humanities, Arts, and Social Sciences* (Culture and Politics Series). Rowman & Littlefield, 2003.

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**SEMESTER 8
ENGLISH MINOR**

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|------------------------------|-----------------------------------|
| Title of the Course | : Translation Studies |
| Course Code | : ENGN 801 |
| Nature of the Course | : MINOR |
| Total Credits | : 4 |
| Distribution of marks | : 70(End Sem) + 30 In Sem) |
| Total Marks | : 100 |

Course Objectives:

The objectives of this course are to enable the students to:

- CO 1: study translation studies as separate discipline of knowledge
- CO 2: study the nature of translation and enhance interest to independently pursue translation theory issues;
- CO 3: deal with translation as linguistic procedure and as socially constructed and oriented activity
- CO 4: increase awareness related to social functions of translation
- CO 5: link theory and practice
- CO 6: develop contrastive knowledge and their critical thinking skills;

Unit I: Introduction to Translation Studies (Marks 20: Total hour 20)

- History of the practice of translation in the east and west - concepts and evolution
- Earliest translators and their strategies
- Evolution and formation of translation as a separate discipline.
- Basic concepts and terminology of Translation Studies

Unit II: Central Issues and Theories of Translation (Marks 20 : Total hour 20)

- Issues: Translation as secondary activity
- Concept of equivalence
- Translatability
- Translation of languages or cultures?

Unit III: Methods of Translation - Role of The Translator (Marks 20 : Total hour 20)

- Methods: Interlingual, Intralingual, Intersemiotic
- Interpretation and Adaptation
- Role: The invisible translator
- Translator as traitor
- Strategies of translation.

Unit IV: Practice (Marks 10)

Modes of In-Semester Assessment : 30 Marks

Two Sessional Tests : 10+ 10= 20 Marks

Seminar/ Group discussion/ Assignment : 5 Marks

Attendance : 5 Marks

Final Examination : 70 Marks

Expected Course Learning Outcomes:

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

CLO 1: describe the fundamental theories, types, and challenges of translation.

CLO 2 : explain the principles of translation.

CLO 3: demonstrate theoretical knowledge by practicing translation between source and target language

CLO 4: illustrate the process of translation.

Suggested Readings:

Bassnett, Susan. *Translation Studies*. London: Methuen, 1980.

Venuti, Lawrence, ed. *The Translation Studies Reader*. London: R.outledge, 2000.

Baker, Mona, ed. *The Routledge Encyclopaedia of Translation Studies*. Trivedi, Harish Susan

Bassnet. *Postcolonial Translation: Theory and Practice*. London: Routledge, 1999.

Gentzler, Edwin. *Contemporary Translation Theories*. London: Routledge, 1993.

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Dissertation -4 Credit