

UNIVERSITY OF GOUR BANGA



SYLLABUS for UG NEP MAJOR in

ENGLISH
(Semester I)

Under

Curriculum and Credit Framework for
Undergraduate Programmes (CCFUP) as per NEP,
2020

With effect from 2024-25

SEMESTER I
MAJOR (CORE)
PAPER CODE: ENG-DC-MJ-101

Foundations of English Literature and Language

Module 1: Literary Types (LH: 10)

Ballad, Biography and Autobiography, Comedy, Dramatic Monologue, Elegy, Epic, Essay, Farce, Melodrama, Lyric, Mock Epic, Novel, Ode, Pastoral, Poetic Drama, Romance, Satire, Short Story, Sonnet, Tragedy, Tragicomedy

Module 2: Rhetoric (identification of figures of speech from a list of sentences) and Prosody (from a verse stanza) (LH: 15)

Module 3: Comprehension of a Prose Passage (LH: 08)

Module 4: Phonetics (LH: 12)

- a) Speech Organs b) Vowel Sounds and Consonant Sounds c) Stress and Intonation
d) Phonetic Transcription

Question pattern and marks distribution

Module I

Students shall write short notes on any four literary types out of eight, in about 150 words each (4x4=16)

Module II

A) Students shall identify and explain figures of speech from any four sentences out of eight (4x2=8)

B) Students shall scan any one of the verse passages out of two, mention the meter and indicate variations, if any (1x8=8)

Module III

Students shall answer comprehension questions set from a prose passage (10x1=10)

Module IV

Students shall answer any two questions out of four to be set from each one of the four sub-modules, following the flexible question pattern as given below (2x4=8)


- a) Students shall write short notes on the function of any 2 of the speech organs, out of 4, in the production of speech sounds with examples: 2 x 2= 4
- b) Students shall give Three-term label description of 2 speech sounds out of 4: 2 x 2= 4.
- c) Students shall answer 1 question out of 2 on “stress” and “intonation”: 4x1=4
- d) Students shall give phonetic transcription of any 4 words out of eight: 1x 4=4.

Recommended Reading List:

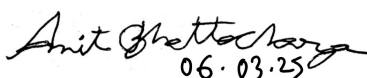
1. Abrams, M. H, and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Cengage Learning, 2015.
2. Cuddon, J. A. and Claire Preston. *The Penguin Dictionary of Literary Terms and Literary Theory*. Penguin Books, 1999.
3. Bose, R. N., and T. S. Sterling. *Elements of English Rhetoric and Prosody*. Chakravorty, Chatterjee & Co., 1981.
4. Bhattacharya, S. N. *A Handbook of Scansion and Figures of Speech*. 2nd ed. Indian Books View, 2006.
5. Blackstone, Bernard. *Practical English Prosody*. Longman, 1965.
6. Chadha, Tara, et al. editors. *Foundation English, Book II and III*. Delhi UP.
7. Sood S.C. et al. (eds.) *Developing Language Skills-1*. Spantech, 1991.
8. *Strengthen Your English*, M. Bhaskaran and D. Horsburgh, Oxford U P, Delhi 1973.
9. MacMahon, M.K.C. *Basic Phonetics*. Glasgow: U of Glasgow P, 1993.
10. Ogden, Richard. *An Introduction to English Phonetics*. Edinburgh U P, 2009.
11. Lorenz, Frank. *Basics of Phonetics and English Phonology*. Logos Verlag Berlin GmbH, 2013.
12. Roach, Peter. *English Phonetics and Phonology Paperback with Audio CDs*. Cambridge UP, 2009.
13. Balasubramanian, T. A. *Textbook of English Phonetics for Indian Students*. Macmillan, 1981.
14. Oakhill, Jane, et al. *Understanding and Teaching Reading Comprehension*. Routledge, 201

Curriculum of Major Course (MJ) - for UG Program

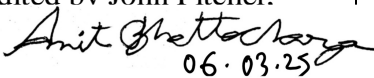
Title of the Course:	Introduction to Studying Literature (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+ 15 for Tutorial
MAJOR Paper Code:	ENG-DC-MJ-201
Semester - II	
Credit :4	
Objectives of the Course:	<ul style="list-style-type: none"> ➤ This course is designed to disseminate introductory knowledge of how to study the major forms of literature. ➤ It is also aimed at acquainting the students with different writing styles. ➤ The course seeks to highlight the cultural significance of a selection of texts representing major literary traditions and concerns.
Learning Outcomes of the Course	<ul style="list-style-type: none"> ➤ After completing this course students will be able to interpret and assess major forms of literature. ➤ The course will enable the students to understand the aesthetics at work behind different writing styles. ➤ The course will enable students to read texts as cultural products.
<u>Course Content</u>	
Module: I (10)	<p>Studying poetry Option-1:</p> <p>“Loving in Truth” by Sir Philip Sidney</p> <p>“Break, Break, Break” by Lord Alfred Tennyson</p> <p>“Ode of Girls’ things” by Sharon Olds</p>


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	<p>Option 2: “Epitaph” by Katherine Philips</p> <p>“If” by Rudyard Kipling</p> <p>“A Pastoral” by Agha Shahid Ali</p> <p>Thrust Areas: Metre, Form, Rhyme, Diction, Context, Culture, and Identity</p>
Module: II (10)	<p>Studying Fiction Option-1: “The Last Leaf” by O. Henry</p> <p>“The Fly” by Katherine Mansfield</p> <p>“A Woman and a Child” by Attia Hosain</p> <p>Option-2: <i>Emma</i> by Jane Austen</p> <p>Thrust Areas: Plot, Setting, Characterization, Narration, Context, Culture, and Identity</p>
Module: III (10)	<p>Studying Drama Option-1: <i>Progress</i> by St. John Ervine</p> <p>Option-2: <i>The Importance of Being a Woman</i> by Rachel Crothers</p> <p>Thrust Areas: Character, Plot, Conflict, Dramaturgy, Context, Culture, and Identity</p>
Module: IV (10)	<p>Studying Non-Fiction Option-1: “Of Studies” by Francis Bacon</p> <p>“Forgetting” by Robert Lynd</p> <p>“A House can Hurt, a Home can Heal” by Maya Angelou</p> <p>Option-2: <i>The Story of My Life</i> by Helen Keller</p> <p>Thrust Areas: Style, Language, Point of View, Structure, Context, Culture, and Identity</p>
Method of Assessment, Measurement, & Evaluation:	<p>TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gourbanga; 25 MARKS to be evaluated by the respective colleges)</p> <p>Question pattern and marks distribution</p> <p>Section-A (8X4=32)</p>


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	<p>Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer four essay type questions, taking one from any one option of each module.</p> <p>Section-B(2X9=18)</p> <p>Two short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 9 (nine) short type questions out of 16 options.</p>
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.
Recommended Reading List:	<ol style="list-style-type: none"> 1. <i>Sir Philip Sidney: The Major Works</i> edited by Katherine Duncan Jones, OUP, 2009. 2. <i>Alfred Tennyson Major Works</i> edited by Adam Roberts, OUP, 2009. 3. <i>Odes</i> by Sharon Olds, Vintage, 2016. 4. <i>The collected works of Katherine Philips : the matchless Orinda</i> (Internet Archive) 5. <i>Selected Poems Rudyard Kipling</i> edited by Peter Keating, Penguin. 6. <i>The Country Without a Post Office</i> by Agha Shahid Ali, Ravi Dayal. 7. <i>The Poetry Handbook</i> by John Lennard, O.U.P. 8. <i>O. Henry Selected Stories</i> edited by Guy Davenport, Penguin, 1993. 9. <i>Katherine Mansfield Collected Stories</i> edited by Ali Smith, Penguin, 2009. 10. <i>Phoenix Fled</i> by Attia Hossain, Virago, 1953. 11. <i>Emma</i> by Jane Austen edited by John Mullan, O.U.P. 2022. 12. <i>Four One Act Plays</i> by St. John Ervine (Internet Archive) 13. <i>Six One Act Plays</i> by Rachel Crothers (Internet Archive) 14. <i>The Essays</i> by Francis Bacon, edited by John Pitcher.


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	<p>Penguin, 2014.</p> <p>15. <i>Practical English Prose and Verse</i> edited by G.E.B. Coe, Orient Blackswan, 1977.</p> <p>16. <i>Even the Stars Look Lonesome</i> by Maya Angelou, Little Brown Book Group, 2013.</p> <p>17. <i>The Story of My Life</i> by Helen Keller, Dover Thrift Editions, 2012.</p> <p>18. <i>Studying the Novel</i> by Jeremy Hawthorn, Bloomsbury, 2022.</p> <p>19. <i>A Readers Companion to the Short Story in English</i> by Erin Fallon et al. Routledge, 2013.</p> <p>20. <i>The Cambridge Companion to Autobiography</i> edited by Maria DiBattista, CUP, 2014.</p> <p>21. <i>The Cambridge Companion to the Essay</i> edited by Kara Wittman & Eva Kindley, CUP, 2022.</p>
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UNIVERSITY OF GOUR BANGA



REVISED
SYLLABUS for 3-Year Degree / 4-Year Honours in

ENGLISH MAJOR
(Semester III)

Under

Curriculum and Credit Framework for
Undergraduate Programmes (CCFUP) as per NEP,
2020
with effect from 2024-25

Curriculum of Major Course (MJ) - for UG Program

Title of the Course:	<p style="text-align: center;">British Literature: 16TH & 17TH CENTURY</p> <p style="text-align: center;">(total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+ 15 for Tutorial</p>
MAJOR Paper Code:	ENG-DC-MJ-301
Semester - III	
Credit :4	
Objectives of the Course:	<ul style="list-style-type: none"> ➤ This course is designed to disseminate knowledge of English literature in the 16th and 17th centuries. ➤ It is also aimed at acquainting the students with major events, movements, influences, and writers of the period. ➤ The course seeks to highlight the cultural significance of a selection of texts representing major literary traditions of the period.
Learning Outcomes of the Course	<ul style="list-style-type: none"> ➤ After completing this course, students will be able to interpret and assess the drift of English literature in the 16th and 17th centuries against its intellectual and literary background. ➤ The course will enable the students to understand the aesthetics and politics at work behind different literary traditions of the period. <p style="margin-left: 40px;">The course will enable students to read texts culturally.</p>
<u>Course Content</u>	
Module: I (10)	Option 1: “Sonnet LVII ‘Sweet warrior...’”, “Sonnet LXXV ‘One day I wrote her name’ by Edmund Spenser

	<p>“Sonnet 73”, “Sonnet 145” by William Shakespeare</p> <p>“The Good Morrow”, “Batter My Heart” by John Donne</p> <p>Option 2: <i>The Rover</i> by Aphra Behn</p>
Module: II (10)	<p>Option-1: <i>Edward-II</i> by Christopher Marlowe</p> <p>Option-2: <i>The Alchemist</i> by Ben Jonson</p>
Module: III (10)	<p>Option-1: <i>Macbeth</i> by William Shakespeare</p> <p>Option-2: <i>The Merchant Of Venice</i> by William Shakespeare</p>
Module: IV (10)	<p>Option-1: <i>Paradise Lost</i> Book-I by John Milton</p> <p>Option-2: <i>Mac Flecknoe</i> by John Dryden</p>
Book List	<ol style="list-style-type: none"> 1. <i>Sir Philip Sidney Major Works</i> ed by Katherine Duncan-Jones , Oxford University Press, 2008 2. <i>Shakespeare’s Sonnets</i> Edited by Katherine Duncan-Jones, Arden Edition, Third Series, 2013 3. <i>Metaphysical Poetry</i> (Penguin Classics) by Colin burrow et.al, 2006 4. <i>Edward II</i>, Edited by Martin Wiggins & Robert Lindsey, Bloomsbury, 2014 5. <i>Cambridge Companion to Christopher Marlowe</i>, Edited by Patrick Cheney, 2004 6. <i>A History of English Literature: Traversing the Centuries</i> by Aditi Chowdhury and Rita Goswami, Orient Blackswan, 2014 7. <i>English Social and Cultural History: An Introductory Guide and</i>

	<p><i>Glossary</i>, by Bibhash Choudhury, PHI, 2010</p> <p>8. <i>The Merchant of Venice</i>, Edited By, John Drakakis, Arden Shakespeare, 3rd Series, Bloomsbury, 2014</p> <p>9. <i>Macbeth</i>, Edited by Kenneth Muir, Arden Shakespeare, 2nd Series, Thomson Learning, 1989</p> <p>10. <i>The Oxford Companion to Shakespeare</i>, Edited by Michael Dobson, OUP, 2015</p> <p>11. <i>Edmund Spenser's Amoretti and Epithalamion: A Critical Edition</i> by Kenneth J. Larsen, State University of New York, 1997</p> <p>12. <i>English literature in Context</i>, Edited by Paul Poplawski, Cambridge University Press, 2018</p> <p>13. <i>Love Canonized: The Poetry of Spenser and Donne</i> ed by Aruni Mahapatra and Kanav Gupta, Worldview, 2014</p> <p>14. <i>The Alchemist</i> edited by Elizabeth Cook, Methuen Drama, 2016</p> <p>15. <i>Paradise Lost 1 & 2</i> edited by Vrinda Nabar, Orient Blackswan, 2011</p> <p>16. <i>Macflecknoe</i> edited by Madhu Grover, Worldview, 2001</p> <p>17. <i>The Rover</i> edited by Asha S Kanwar & Anand Prakash, Worldview, 2000</p>
<p>Method of Assessment, Measurement, & Evaluation:</p>	<p>TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gourbanga; 25 MARKS to be evaluated by the respective colleges)</p> <p>Question pattern and marks distribution</p> <p>Section-A</p> <p>Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer four essay type questions, taking one from any one option of each module.</p> <p>Section-B</p> <p>Four short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 9 (nine) short type questions out of 16 options.</p>

Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.
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Curriculum of Major Course (MJ) - for UG Program

Title of the Course:	British Literature: Long 18th CENTURY (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+ 15 for Tutorial
MAJOR Paper Code:	ENG-DC-MJ-302
Semester - III	
Credit :4	
Objectives of the Course:	<ul style="list-style-type: none"> ➤ This course is designed to disseminate knowledge of English literature in the long 18th century. ➤ It is also aimed at acquainting the students with major events, movements, influences, and writers of the period. ➤ The course seeks to highlight the cultural significance of a selection of texts representing major literary traditions of the period.
Learning Outcomes of the Course	<ul style="list-style-type: none"> ➤ After completing this course, students will be able to interpret and assess the drift of English literature in the long 18th century against its intellectual and literary background. ➤ The course will enable the students to understand the aesthetics and politics at work behind different literary traditions of the period. <p>The course will enable students to read texts culturally.</p>
<u>Course Content</u>	
Module: I (10)	<p>Option 1: <i>The Way of the World</i> by William Congreve</p> <p>Option 2: <i>The School for Scandal</i> by R. B. Sheridan</p>

Module: II (10)	<p>Option-1: <i>Robinson Crusoe</i> by Daniel Defoe</p> <p>Option-2: <i>Castle Rackrent</i> by Maria Edgeworth</p>
Module: III (10)	<p>Option-1: <i>The Rape of the Lock</i> by Alexander Pope (Cantos I,II,III)</p> <p>Option-2: “Sonnet: On the Death of Richard West”, “Ode on a Distant Prospect of Eton College” by Thomas Gray</p> <p>“Tintern Abbey”, “The Solitary Reaper” by William Wordsworth</p> <p>“Kubla Khan”, “This Lime Tree Bower My Prison” by S.T. Coleridge</p>
Module: IV (10)	<p>Option-1: “The Tree”, “Glass” by Anne Finch</p> <p>“The Negroe’s Complaint”, “Epitaph on a Hare” by William Cowper</p> <p>“The Tyger”, “The Lamb” by William Blake</p> <p>Option-2: “Sonnet XLIV, Written in the Church Yard at Middleton in Sussex”, “Sonnet LVIII, The Glow-Worm” by Charlotte Smith</p> <p>“To a Mouse”, “A Bard’s Epitaph” by Robert Burns</p> <p>“With many a weary steps”, “The Battle of Blenheim” by Robert Southey</p>
Book List	<ol style="list-style-type: none"> 1. <i>The Way of the World</i> edited by Kajal Sengupta, Oxford University Press, 1997 2. <i>William Congreve</i> by David Thomas, Palgrave Macmillan, 1992 3. <i>The Rivals</i> edited by M. G. Nayar, Trinity, 2017 4. <i>Sheridan & Goldsmith</i> by Katharine Worth, Bloomsbury, 1992 5. <i>Robinson Crusoe</i> edited by Michael Shinagel, Norton Critical Editions, 1993

	<p>6. <i>Castle Rackrent</i> edited by George Watson, Oxford University Press, 2008</p> <p>7. <i>The Rape of the Lock</i> edited by Harriet Raghunathan, Worldview Editions, 2007</p> <p>8. <i>Pope: The Rape of the Lock</i> (Casebook) edited by John Dixon Hunt, Palgrave Macmillan, 1968</p> <p>9. <i>Romantic Poets</i> edited by Kanav Gupta, Worldview Publications, 2016</p> <p>10. <i>Romanticism</i> by Aidan Day, Routledge, 1995</p> <p>11. <i>English Fiction of the Eighteenth Century 1700-1789</i> by Clive T. Probyn, Longman, 1987</p> <p>12. <i>English Poetry of the Eighteenth Century, 1700-1789</i> by David Fairer, Routledge, 2002</p> <p>13. <i>The Poems Of Charlotte Smith</i> edited by Stuart Curran, Oxford University Press, 1995</p> <p>14. <i>Eighteenth-Century Poetry: An Annotated Anthology</i> edited by David Fairer and Christine Gerard, Wiley-Blackwell Publishing, 2014</p> <p>15. Poems of Robert Southey edited by Maurice Fitzgerald, https://archive.org/details/in.ernet.dli.2015.202276/page/n15/mode/2up </p>
Method of Assessment, Measurement, & Evaluation:	<p>TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gourbanga; 25 MARKS to be evaluated by the respective colleges)</p> <p>Question pattern and marks distribution</p> <p>Section-A</p> <p>Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer four essay type questions, taking one from any one option of each module.</p>

	<p>Section-B</p> <p>Four short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 9 (nine) short type questions out of 16 options.</p>
<p>Method of Internship, Apprenticeship, Project, Community Engagement:</p>	<p>Not applicable.</p>

UNIVERSITY OF GOUR BANGA



REVISED
SYLLABUS for 3-Year Degree / 4-Year Honours in

ENGLISH MAJOR
(Semester IV)

Under

Curriculum and Credit Framework for
Undergraduate Programmes (CCFUP) as per NEP,
2020
with effect from 2024-25

Curriculum of Major Course (MJ) - for UG Program

Title of the Course:	British Literature Long 19th Century (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+ 15 for Tutorial
MAJOR Paper Code:	ENG-DC-MJ-401
Semester - IV	
Credit :4	
Objectives of the Course:	<ul style="list-style-type: none"> ➤ This course is designed to disseminate knowledge of English literature in the long 19th century. ➤ It is also aimed at acquainting the students with major events, movements, influences, and writers of the period. ➤ The course seeks to highlight the cultural significance of a selection of texts representing major literary traditions of the period.
Learning Outcomes of the Course	<ul style="list-style-type: none"> ➤ After completing this course, students will be able to interpret and assess the drift of English literature in the long 19th century against its intellectual and literary background. ➤ The course will enable the students to understand the aesthetics and politics at work behind different literary traditions of the period. <p>The course will enable students to read texts culturally.</p>
<u>Course Content</u>	
Module: I (10)	<p>Option 1: “She Walks in Beauty”, “Prometheus” by Lord Byron</p> <p>“Ode to the West Wind”, “Ozymandias” by P. B. Shelley</p> <p>“Ode to a Nightingale”, “To One Who Has been Long in City</p>

	<p>Pent” by John Keats</p> <p>Option 2: “Ulysses”, “The Kraken” by Lord Alfred Tennyson</p> <p>“My Last Duchess”, “Memorabilia” by Robert Browning</p> <p>“Dover Beach”, “Growing Old” by Matthew Arnold</p>
Module: II (10)	<p>Option-1: <i>Arms and the Man</i> by G. B. Shaw</p> <p>Option-2: <i>Lady Windermere’s Fan</i> by Oscar Wilde</p>
Module: III (10)	<p>Option-1: <i>Pride and Prejudice</i> by Jane Austen</p> <p>Option-2: <i>Hard Times</i> by Charles Dickens</p>
Module: IV (10)	<p>Option-1: “Dream Children”, “The Superannuated Man” by Charles Lamb</p> <p>“An Apology for Idleness”, “El Dorado” by Robert Louis Stevenson</p> <p>Option-2:</p> <p>“On Sundial” , “On Nicknames” by William Hazlitt</p> <p>“Limbo”, “Of Modern Travelling” by Vernon Lee</p>
Book List	<p>1. <i>Pride and Prejudice</i> edited by James Kinsley, Oxford University Press, 2004</p> <p>2. <i>Arms and the Man</i> edited by A. C. Ward, Orient Black-Swan</p> <p>3. <i>The Cambridge Companion to George Bernard Shaw</i>, edited by Christopher Innes, Cambridge University Press, 1998</p> <p>4. <i>A Companion to Victorian Poetry</i> edited by Richard Cronin, et al, Wiley-Blackwell, 2007</p>

	<p>5. <i>Robert Browning: 21st-Century Oxford Authors</i> edited by Richard Cronin and Dorothy McMillan, Oxford University Press, 2015</p> <p>6. <i>Selected Poems: Tennyson</i> edited by Christopher Ricks, Penguin, 2007</p> <p>7. <i>Tennyson (Longman Critical Readers)</i> edited by Dr Rebecca Scott, Routledge, 1996</p> <p>8. <i>The Poems of Matthew Arnold</i> edited by Kenneth Allott, Penguin, 1985</p> <p>9. <i>The Cambridge History of Victorian Literature</i> edited by Kate Flint, Cambridge University Press, 2016</p> <p>10. <i>English Social and Cultural History: An Introductory Guide and Glossary</i>, by Bibhash Choudhury, PHI, 2010</p> <p>11. <i>A History of English Literature: Traversing the Centuries</i>, by Aditi Chowdhury and Rita Goswami, Orient BlackSwan, 2014</p> <p>12. <i>English literature in Context</i>, Edited by Paul Poplawski, Cambridge University Press, 2018</p> <p>13. <i>Victorian Literature and Culture</i> by Maureen Moran, Continuum International Publishing Group Ltd., 2006.</p> <p>14. <i>Romantic Poets</i> edited by Kanav Gupta, Worldview Publications, 2016</p> <p>15. <i>A Companion to Romanticism</i> edited by Duncan Wu, Blackwell Publishing, 2009</p> <p>16. <i>Lady Windermere's Fan</i> edited by Ian Small, Bloomsbury, 2014</p> <p>17. <i>Eight Essayists</i> edited by A.S. Cairncross, https://archive.org/details/in.ernet.dli.2015.219815</p> <p>18. <i>Limbo and Other Essays</i> by Vernon Lee, https://archive.org/details/limbootheressays00leevuoft/mode/2up</p> <p>19. <i>Vernon Lee</i> by Sondeep Kandola, Northcote House, 2010</p>
Method of Assessment, Measurement, & Evaluation:	<p>TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gourbanga; 25 MARKS to be evaluated by the respective colleges)</p> <p>Question pattern and marks distribution</p>

	<p>Section-A</p> <p>Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer four essay type questions, taking one from any one option of each module.</p> <p>Section-B</p> <p>Four short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 9 (nine) short type questions out of 16 options.</p>
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Major Course (MJ) - for UG Program

Title of the Course:	Early 20th Century British Literature (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+ 15 for Tutorial
MAJOR Paper Code:	ENG-DC-MJ-402
Semester - IV	
Credit :4	
Objectives of the Course:	<ul style="list-style-type: none"> ➤ This course is designed to disseminate knowledge of English literature in the early 20th century. ➤ It is also aimed at acquainting the students with major events, movements, influences, and writers of the period. ➤ The course seeks to highlight the cultural significance of a selection of texts representing major literary traditions of the period.
Learning Outcomes of the Course	<ul style="list-style-type: none"> ➤ After completing this course, students will be able to interpret and assess the drift of English literature in the early 20th century against its intellectual and literary background. ➤ The course will enable the students to understand the aesthetics and politics at work behind different literary traditions of the period. ➤ The course will enable students to read texts culturally.
<u>Course Content</u>	
Module: I (10)	<p>Option 1: “The Stolen Child”, “An Acre of Grass” by W. B. Yeats</p> <p>“Spring Offensive”, “The Send Off” by Wilfred Owen</p> <p>“Funeral Blues”, “The Unknown Citizen” by W. H. Auden</p> <p>Option 2: “The Preludes” , “The Love Song of J. Alfred Prufrock” by T.</p>

	<p>S. Eliot</p> <p>“After they have tired of the brilliance of cities”, “A Stopwatch and an Ordnance Map” by Stephen Spender</p> <p>“A City Clerk’s Christmas Dream”, “Spring in War Time” by Edith Nesbit</p>
Module: II (10)	<p>Option-1: <i>Justice</i> by John Galsworthy</p> <p>Option-2: <i>The Constant Wife</i> by Somerset Maugham</p>
Module: III (10)	<p>Option-1: <i>A Passage to India</i> by E. M. Forster</p> <p>Option-2: “The Adventure of the Dancing Men” by Sir Arthur Conan Doyle</p> <p>“Araby” by James Joyce</p> <p>“Odour of Chrysanthemums” by D. H. Lawrence</p> <p>“The Mark on the Wall” by Virginia Woolf</p>
Module: IV (10)	<p>Option-1: “On Letter Writing” by A.G. Gardiner</p> <p>“The English Secret” by Basil de Sélincourt</p> <p>“Shooting an Elephant” by George Orwell</p> <p>“Functions of a Teacher” by Bertrand Russell</p> <p>Option-2: <i>Testament Of Youth An Autobiographical Study Of The Years 1900-1925</i> (part I& II) by Vera Brittain</p>
Book List	<ol style="list-style-type: none"> 1. <i>A Passage to India</i> edited by Oliver Stallybrass, Penguin, 2005. 2. <i>A Reading of E.M. Forster</i> by Glen Cavaliero, Macmillan, 1979. 3. <i>Galsworthy Five Plays</i> edited by Benedict Nightingale, Methuen, 2014 4. <i>Leaves of Life</i> by Edith Nesbit, https://archive.org/details/leavesoflife00nesbrich

	<p>5. <i>The Mark on the Wall and Other Short Fiction</i> edited by David Bradshaw, O.U.P., 2001.</p> <p>6. <i>A Companion to Virginia Woolf</i> edited by Jessica Berman, Wiley-Blackwell, 2016.</p> <p>7. <i>W. B. Yeats The Major Works</i> edited by Edward Larrissy, Oxford University Press, 2010.</p> <p>8. <i>Critical Companion to William Butler Yeats: A Literary Reference to His Life and Work</i> by David A. Ross, Facts on File Inc. 2009.</p> <p>10. <i>The Waste Land and Other Poems</i> edited by Frank Kermode, Penguin, 2003.</p> <p>11. <i>Students' Guide to The Selected Poems Of T. S. Eliot</i> by B C Southam, Faber and Faber, 1990.</p> <p>12. <i>Collected Poems by W.H. Auden</i>, Faber and Faber, 2007</p> <p>13. <i>W.H. Auden in Context</i> Edited by Tony Sharpe, Cambridge University Press, 2013</p> <p>14. <i>Modernism</i> by Peter Childs (The New Critical Idiom), Routledge, 2000</p> <p>15. <i>The Collected Short Stories</i> by D. H. Lawrence, Rupa, 2000.</p> <p>16. <i>Major Short Stories of D. H. Lawrence a Notebook</i> by Martin F. Kearney, Routledge, 2016</p> <p>17. <i>Dubliners</i> by James Joyce, edited by Jeri Johnson, Oxford University Press, 2014</p> <p>18. <i>The Cambridge Companion to James Joyce</i> edited by Derek Attridge, Cambridge University Press, 2004</p> <p>19. <i>Many Voices</i> by Edith Nesbit, https://archive.org/details/manyvoicespoems00nesb/page/n9/mode/2up</p> <p>20. <i>The Constant Wife</i> by Somerset Maugham, https://archive.org/details/in.ernet.dli.2015.34365/page/n3/mode/2up</p> <p>21. <i>Testament Of Youth An Autobiographical Study Of The Years 1900-1925</i> https://archive.org/details/in.ernet.dli.2015.34310/page/n11/mode/2up</p>
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	<p>22. <i>Practical English Prose And Verse</i> edited by G.E.B. Coe, Orient Blackswan, 1977</p> <p>23. <i>Modern Prose</i> by Michael Thorpe, O.U.P., 1988</p> <p>24. <i>Unpopular Essays</i> by Bertrand Russell, Taylor & Francis, 2009</p> <p>25. <i>Selected Poems of Stephen Spender</i> edited by Grey Gowrie, Faber & Faber, 2015</p> <p>26. <i>The Return of Sherlock Holmes</i> edited by Christopher Pittard & Darryl Jones, O.U.P., 2023</p> <p>27. <i>The English Secret and Other Essays</i> by Basil de Sélincourt, O.U.P., 1923</p>
Method of Assessment, Measurement, & Evaluation:	<p>TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gourbanga; 25 MARKS to be evaluated by the respective colleges)</p> <p>Question pattern and marks distribution</p> <p>Section-A</p> <p>Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer four essay type questions, taking one from any one option of each module.</p> <p>Section-B</p> <p>Four short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 9 (nine) short type questions out of 16 options.</p>
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Major Course (MJ) - for UG Program

Title of the Course:	Post World War-II British Literature (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+ 15 for Tutorial
MAJOR Paper Code:	ENG-DC-MJ-403
Semester - IV	
Credit :4	
Objectives of the Course:	<ul style="list-style-type: none"> ➤ This course is designed to disseminate knowledge of Post World War-II English literature. ➤ It is also aimed at acquainting the students with major events, movements, influences, and writers of the period. ➤ The course seeks to highlight the cultural significance of a selection of texts representing major literary traditions of the period.
Learning Outcomes of the Course	<ul style="list-style-type: none"> ➤ After completing this course, students will be able to interpret and assess the drift of English literature after World War-II against its intellectual and literary background. ➤ The course will enable the students to understand the aesthetics and politics at work behind different literary traditions of the period. ➤ The course will enable students to read texts culturally.
<u>Course Content</u>	
Module: I (10)	<p>Option 1: “On the Move”, “The Man with Night Sweats” by Thom Gunn</p> <p>“Hawk Roosting”, “The Trance of Light” by Ted Hughes</p> <p>“Bogyman”, “Mary Magdalene and the Birds” by Fleur Adcock</p>

	<p>Option 2: “Mr. Bleany”, “Ambulances” by Philip Larkin</p> <p>“My Grandmother’s Houses”, “Lucozade” by Jackie Kay</p> <p>“The Brutal Game”, “Mortal Combat” by Alex Cockers</p>
Module: II (10)	<p>Option-1: <i>Look Back in Anger</i> by John Osborne</p> <p>Option-2: <i>Cloud 9</i> by Caryl Churchill</p>
Module: III (10)	<p>Option-1: <i>Possession</i> by A. S. Byatt</p> <p>Option-2: “My Oedipus Complex” by Frank O’ Connor</p> <p>“Who Can Replace a Man?” by Brian Aldiss</p> <p>“The Werewolf” by Angela Carter</p> <p>“The Umbrella Man” by Roald Dahl</p>
Module: IV (10)	<p>Option-1: “The Scientist’s Role” by Aldous Huxley from Collected Essays (Harper & Brothers Publishers)</p> <p>“Censorship” by Salman Rushdie</p> <p>“No Laughing Matter” by Kingsley Amis</p> <p>“Dead Man Laughing” by Zadie Smith</p> <p>Option-2: <i>Man's Search for Meaning</i> by Viktor E. Frankl</p>
Book List	<ol style="list-style-type: none"> 1. <i>Look Back in Anger</i> ed by Neeraj Malik, Worldview Publications, 2008. 2. <i>Anger and After: A Guide to the New British Drama</i> by John Russell Taylor, Routledge, 2015. 3. <i>Possession</i> by A.S. Byatt, Vintage, 1991. 4. <i>A.S. Byatt's: Possession</i> by Catherine Burgass, Continuum International Publishing Group, 2002. 5. <i>A. S. Byatt: The Essential Guide</i> by Jonathan Noakes and Margaret Reynolds, Vintage, 2004. 8. <i>Four Women Poets: Liz Lochhead, Carol Ann Duffy, Jackie Kay,</i>

	<p><i>Fleur Adcock</i> ed by Judith Baxter, Cambridge University Press, 1996.</p> <p>9. <i>The Essentials of Literature in English, post-1914</i> by Ian MacKean, Hodder Education, 2005.</p> <p>10. <i>The Laughter of the Foxes</i> by Keith Sagar, Liverpool University Press, 2006.</p> <p>12. <i>Darling: New and Selected Poems</i> by Jackie Kay, Bloodaxe books, 2007.</p> <p>13. <i>The Bloody Chamber: And Other Stories</i> by Angela Carter, Penguin, 2015.</p> <p>14. <i>My Oedipus Complex: and Other Stories</i> by Frank O' Connor, Penguin, 2005.</p> <p>15. <i>Ten Short Stories</i> (Penguin Students Edition) by Roald Dahl, Penguin, 1996.</p> <p>18. <i>Wartime and Aftermath: English Literature and Its Background, 1939-60</i> by Bernard Bergonzi, Oxford Paperbacks, 1993.</p> <p>19. <i>A Companion to the British and Irish Short Story</i> ed by David Malcolm, Cheryl Alexander Malcolm, Wiley-Blackwell, 2008.</p> <p>20. <i>Roald Dahl</i> by Mark I. West, Twayne Publishers Inc, 1992.</p> <p>21. <i>The Complete Poems of Philip Larkin</i>, Faber & Faber, 2014.</p> <p>22. <i>A Companion to Philip Larkin</i> by Sunil Sarkar, Atlantic, 2009.</p> <p>23. <i>Nine Indian Women Poets</i> edited by Eunice De Souza, Oxford University Press, 1997</p> <p>24. <i>I Speak for the Devil</i> by Imtiaz Dharker, Bloodaxe books, 2002</p> <p>25. <i>Imaginary Homelands Essays and Criticism 1981-1991</i> by Salman Rushdie, Random House, 2012</p> <p>26. <i>The War Against Cliché Essays and Reviews 1971-2000</i> by Kingsley Amis, Random House, 2010</p> <p>27. <i>Changing My Mind Occasional Essays</i> by Zadie Smith, Random House, 2009</p> <p>28. <i>Agatha Christie: an Autobiography</i> by Agatha Christie, William Morrow Paperbacks, 1977</p> <p>29. <i>Collected Essays</i> by Aldous Huxley, https://dn790008.ca.archive.org/0/items/205p-aldous-huxley-collected-essays/205p%20aldous_huxley_collected_essays.pdf</p> <p>30. https://war-poetry.livejournal.com/729747.html</p> <p>31. <i>Man's Search for Meaning</i> by Viktor E. Frankl, Rider, 2010</p>
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Method of Assessment, Measurement, & Evaluation:	<p>TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gourbanga; 25 MARKS to be evaluated by the respective colleges)</p> <p>Question pattern and marks distribution</p> <p>Section-A</p> <p>Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer four essay type questions, taking one from any one option of each module.</p> <p>Section-B</p> <p>Four short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 9 (nine) short type questions out of 16 options.</p>
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

UNIVERSITY OF GOUR BANGA



REVISED
SYLLABUS for 3-Year Degree / 4-Year Honours in

ENGLISH MAJOR
(Semester V)

Under

Curriculum and Credit Framework for
Undergraduate Programmes (CCFUP) as per NEP,

2020

with effect from 2024-25
(FOR 2023-24 SESSION & 2024-25 SESSION ONWARDS)

Curriculum of Major Course (MJ) - for UG Program

Title of the Course:	Indian Writings in English & English Translation (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+ 15 for Tutorial
MAJOR Paper Code:	ENG-DC-MJ-501
Semester - V	
Credit :4	
Objectives of the Course:	<ul style="list-style-type: none"> ➤ This course is designed to disseminate introductory knowledge of Indian literature in English and English translation across the centuries. ➤ It is also aimed at acquainting the students with major events, movements, influences, and writers of Indian English and Bhasha literatures. ➤ The course seeks to highlight the cultural significance of a selection of texts representing major literary traditions of English and Bhasha literatures.
Learning Outcomes of the Course	<ul style="list-style-type: none"> ➤ After completing this course, students will be able to interpret and assess the drift of Indian English and Bhasha literatures across the centuries against their intellectual and literary background. ➤ The course will enable the students to understand the aesthetics and politics at work behind the projects and processes of: a) abrogation and appropriation of English language and English literature to represent Indian reality and sensibility, and, b) translation and transcreation of Bhasha literatures into English. ➤ The course will enable students to read texts as hybrid cultural products that balance the conflicting claims of Indian sensibility and English as the linguistic medium.
<u>Course Content</u>	

Module: I (10)	<p>Option 1: “An Introduction”, “Delhi 1984” by Kamala Das “Enterprise”, “The Night of the Scorpion” by Nissim Ezekiel “Small Towns and the River”, “The Voice of the Mountain” by Mamang Dai</p> <p>Option 2: “Banalata Sen of Natore”, “One Day Eight Years Ago” by Jibananda Dash “House”, “My Past Sits Heavy on My Shoulder” by Kaifi Azmi “The City, Evening, and an Old Man: Me”, “The Taste of Iron” by Dhumil (Sudama Pandey)</p>
Module: II (10)	<p>Option-1: <i>Abhigyan Shakuntalam</i> by Kalidasa</p> <p>Option-2: <i>Evam Indrajit</i> by Badal Sarkar</p> <p>Option-3: <i>Thus Spake Shoorpanakha, So Said Shakuni</i> by Poile Sengupta</p>
Module: III (10)	<p>Option-1: <i>The Guide</i> by R. K. Narayan</p> <p>Option-2: <i>Fire on the Mountain</i> by Anita Desai</p> <p>Option-3: “Kabuliwala” by Rabindranath Tagore “A Defective Coin” by Roma Das “The Letter” by Dhumketu “Tiny’s Granny” by Ismat Chughtai</p>
Module: IV (10)	<p>Option-1: “Myth and the Indian Writer in English: A Note” by P. Lal “The Anglo-Indian” by Irwin Allan Sealy “Indian Traditions and the Western Imagination” by Amartya Sen “The Diaspora in Indian Culture” by Amitav Ghosh</p>

	<p>Option-2: <i>Amar Jiban</i> translated by Enakshi Chattopadhyay</p> <p>Option-3: <i>Wings of Fire</i> by A.P.J. Abdul Kalam</p>
Method of Assessment, Measurement, & Evaluation:	<p>TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gourbanga; 25 MARKS to be evaluated by the respective colleges)</p> <p>Question pattern and marks distribution</p> <p>Section-A</p> <p>Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer four essay type questions, taking one from any one option of each module.</p> <p>Section-B</p> <p>Four short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 9 (nine) short type questions out of 16 options.</p>
Method of Internship, Apprenticeship, Project, Community Engagement:	<p>Not applicable.</p>

Curriculum of Major Course (MJ) - for UG Program

Title of the Course:	Postcolonial Literatures (Excluding India) (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+ 15 for Tutorial
MAJOR Paper Code:	ENG-DC-MJ-502
Semester - V	
Credit :4	
Objectives of the Course:	<ul style="list-style-type: none"> ➤ This course is designed to disseminate introductory knowledge of post-colonial literature across regions and types of colonisation. ➤ It is also aimed at acquainting the students with major events, movements, influences, and writers that have shaped the centre-margin relationship and its diverse literary representations. ➤ The course seeks to highlight the cultural significance of a selection of texts representing major colonial, post-colonial and neo-colonial traditions.
Learning Outcomes of the Course	<ul style="list-style-type: none"> ➤ After completing this course, students will be able to interpret and assess the drift of post-colonial literature across regions and phases. ➤ The course will enable the students to understand the aesthetics and politics at work behind different literary traditions of post-coloniality. ➤ The course will enable students to read texts as historical, sociological and cultural products.
<u>Course Content</u>	
Module: I (10)	

	<p>Option 1:</p> <p>“From The Heights of Maccho Picchu”, “The Way Spain Was” by Pablo Neruda</p> <p>“The Sari”, “The Country at My Shoulder” by Moniza Alvi</p> <p>“Ulysses by the Merlion”, “Cry, Freedom” by Edwin Thumboo</p> <p>Option 2:</p> <p>“A Myth Reworked”, “Bangladesh’71” by Kaiser Haq</p> <p>“A Far Cry from Africa”, “Names” by Derek Walcott</p> <p>“Australia 1970”, “Nigger’s Leap, New England” by Judith Wright</p>
Module: II (10)	<p>Option-1: <i>Death and the King’s Horseman</i> by Wole Soyinka</p> <p>Option-2: <i>No Sugar</i> by Jack Davis</p> <p>Option-3: <i>The Killdeer</i> by James Reaney</p>
Module: III (10)	<p>Option-1: <i>Things Fall Apart</i> by Chinua Achebe</p> <p>Option-2: <i>My Name is Red</i> by Orhan Pamuk</p> <p>Option-3:</p> <p>“Haunting the Tiger” by K. S. Maniam</p> <p>“A Family Affair” by Ken Saro-Wiwa</p> <p>“The Old Man with Enormous Wings” by Gabriel García Márquez</p> <p>“Lusus Naturae” by Margaret Atwood</p>
Module: IV (10)	<p>Option-1: “Three Principles of the People” by Sun Yat-sen</p> <p>“The Writer and His Past” by Ngũgĩ wa Thiong’o</p> <p>“Postcolonialism and Environmentalism” by Rob Nixon</p> <p>“Football and FIFA in the Postcolonial World” by John Sugden</p>

	<p>& Alan Tomlinson</p> <p>Option-2: “A Passage to France” from <i>The Days</i> by Taha Hussein</p> <p>Option-3: <i>Sukarno, an Autobiography</i> by Sukarno & Cindy Adams</p>
Method of Assessment, Measurement, & Evaluation:	<p>TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gourbanga; 25 MARKS to be evaluated by the respective colleges)</p> <p>Question pattern and marks distribution</p> <p>Section-A</p> <p>Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer four essay type questions, taking one from any one option of each module.</p> <p>Section-B</p> <p>Four short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 9 (nine) short type questions out of 16 options.</p>
Method of Internship, Apprenticeship, Project, Community Engagement:	<p>Not applicable.</p>

Curriculum of Major Course (MJ) - for UG Program

Title of the Course:	American Literature (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+ 15 for Tutorial
MAJOR Paper Code:	ENG-DC-MJ-503
Semester - V	
Credit :4	
Objectives of the Course:	<ul style="list-style-type: none"> ➤ This course is designed to disseminate introductory knowledge of American literature across the centuries. ➤ It is also aimed at acquainting the students with major events, movements, influences, and writers of the period. ➤ The course seeks to highlight the cultural significance of a selection of texts representing major literary traditions of American literature.
Learning Outcomes of the Course	<ul style="list-style-type: none"> ➤ After completing this course, students will be able to interpret and assess the drift of American literature across the centuries against its intellectual and literary background. ➤ The course will enable the students to understand the aesthetics and politics at work behind different literary traditions of the period. ➤ The course will enable students to read texts as products of socio-political and historio-cultural forces and phenomena.
<u>Course Content</u>	
Module: I (10)	<p>Option 1: “I Sit and Lookout”, “O Captain! My Captain!” by Walt Whitman</p> <p>“Emperor of Ice Cream”, “Not Ideas of the Thing but the Thing Itself” by Wallace Stevens</p>

	<p>“Song for a Dark Girl”, “Let America be America Again” by Langston Hughes</p> <p>Option 2: “Sunflower Sutra”, “September on Jessore Road” by Allen Ginsberg</p> <p>“Whose House is This?”, “Eve Remembering” by Toni Morrison</p> <p>“Crow Testament”, “Evolution” by Sherman Alexie</p>
Module: II (10)	<p>Option-1: <i>The Crucible</i> by Arthur Miller</p> <p>Option-2: <i>Roar</i> by Betty Shamieh</p> <p>Option-3: <i>The Zoo Story</i> by Edward Albee</p>
Module: III (10)	<p>Option-1: <i>A Farewell to Arms</i> by Ernest Hemingway</p> <p>Option-2: <i>Parable of the Sower</i> by Octavia Estelle Butler</p> <p>Option-3: “How I Edited an Agricultural Paper” by Mark Twain</p> <p>“The Devil and Daniel Webster” by Stephen Vincent Benét</p> <p>“Mondongo” by Amiri Baraka</p> <p>“Mother Tongue” by Amy Tan</p>
Module: IV (10)	<p>Option-1: “Of Monarchy and Hereditary Succession” by Thomas Paine</p> <p>“Self Reliance” by Ralph Emerson</p> <p>“America’s Debt to the Indian Nations” by Leslie Marmon Silko</p> <p>“Values” by Barrack Obama from <i>The Audacity of Hope</i> <i>Thoughts on Reclaiming the American Dream</i></p> <p>Option-2: <i>Memoirs</i> by Tennessee Williams</p> <p>Option-3: <i>Searching for Mercy Street My Journey Back to My Mother, Anne Sexton</i> by Linda Gray Sexton</p>

Method of Assessment, Measurement, & Evaluation:	<p>TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gourbanga; 25 MARKS to be evaluated by the respective colleges)</p> <p>Question pattern and marks distribution</p> <p>Section-A</p> <p>Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer four essay type questions, taking one from any one option of each module.</p> <p>Section-B</p> <p>Four short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 9 (nine) short type questions out of 16 options.</p>
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Major Course (MJ) - for UG Program

Title of the Course:	<p style="text-align: center;">European Literatures in English Translation</p> <p style="text-align: center;">(total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+ 15 for Tutorial</p>
MAJOR Paper Code:	ENG-DC-MJ-504
Semester - V	
Credit :4	
Objectives of the Course:	<ul style="list-style-type: none"> ➤ This course is designed to disseminate introductory knowledge of European literatures in English translation. ➤ It is also aimed at acquainting the students with some of the major events, movements, influences, and writers of the different European countries excluding the United Kingdom. ➤ The course seeks to highlight the cultural significance of a selection of texts representing major European countries and their literary traditions.
Learning Outcomes of the Course	<ul style="list-style-type: none"> ➤ After completing this course, students will be able to interpret and assess the translated texts and their authors from the different European countries. ➤ The course will enable the students to understand the aesthetics and politics at work behind the project and process of translation. ➤ The course will enable students to read texts as cultural, sociological, and ideological products.
<u>Course Content</u>	
Module: I (10)	<p>Option 1: <i>The Iliad</i> (Book I & II) by Homer</p> <p>Option 2: “The Albatross”, “At One’O Clock in the Morning” by</p>

	<p>Charles Baudelaire</p> <p>“Autumn Day”, “The Boy” by Rainer Maria Rilke</p> <p>“Requiem”, “Lot’s Wife” by Anna Akhmatova</p>
Module: II (10)	<p>Option-1: <i>Oedipus the King</i> by Sophocles</p> <p>Option-2: <i>Six Characters in Search of an Author</i> by Luigi Pirandello</p> <p>Option-3: <i>The Good Person of Szechwan</i> by Bertolt Brecht</p>
Module: III (10)	<p>Option-1: <i>Fathers and Son</i> by Ivan Turgenev</p> <p>Option-2: Selections from Ovid’s <i>Metamorphosis</i>: Book I from “The Creation” to “The Flood”, Book III: ‘Bacchus’, Book IV: ‘Pyramus and Thisbe’, Book VI: ‘Philomela’</p> <p>Option-3: “The Bet” by Anton Chekhov</p> <p>“The Necklace” by Guy De Maupassant</p> <p>“The Road to the Churchyard” by Thomas Mann</p> <p>“For Grace Received” by Valeria Parella</p>
Module: IV (10)	<p>Option-1: “Revolution and Culture” by Maxim Gorky</p> <p>“The Unbeliever and Christians” by Albert Camus</p> <p>“On education” by Antonio Gramsci</p> <p>“The Eternal Woman” by Gertrud von le Fort</p> <p>Option-2: <i>The Prince</i> by Niccolo Machiavelli</p> <p>Option-3: <i>The Diary of a Young Girl</i> by Anne Frank</p>
Method of	<p>TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gourbanga; 25</p>

Assessment, Measurement, & Evaluation:	<p>MARKS to be evaluated by the respective colleges)</p> <p>Question pattern and marks distribution</p> <p>Section-A</p> <p>Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer four essay type questions, taking one from any one option of each module.</p> <p>Section-B</p> <p>Four short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 9 (nine) short type questions out of 16 options.</p>
Method of Internship, Apprenticeship, Project, Community Engagement:	<p>Not applicable.</p>

UNIVERSITY OF GOUR BANGA



REVISED
SYLLABUS for 3-Year Degree / 4-Year Honours in

ENGLISH MAJOR
(Semester VI)

Under

Curriculum and Credit Framework for
Undergraduate Programmes (CCFUP) as per

NEP, 2020

with effect from 2024-25
(FOR 2023-24 SESSION & 2024-25 SESSION ONWARDS)

Curriculum of Major Course (MJ) - for UG Program

Title of the Course:	<p style="text-align: center;">Women's Writings</p> <p style="text-align: center;">(total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+ 15 for Tutorial</p>
MAJOR Paper Code:	ENG-DC-MJ-601
Semester - VI	
Credit :4	
Objectives of the Course:	<ul style="list-style-type: none"> ➤ This course is designed to disseminate introductory knowledge of women's writings across regions and periods. ➤ It is also aimed at acquainting the students with major events, movements, influences, and writers that have shaped women's mental horizon as producers and consumers of literature. ➤ The course seeks to highlight the cultural significance of a selection of texts representing major traditions of women's writings.
Learning Outcomes of the Course	<ul style="list-style-type: none"> ➤ After completing this course, students will be able to interpret and assess the drift of women's writings across regions and periods. ➤ The course will enable the students to understand the aesthetics and politics at work behind women's writings. ➤ The course will enable students to read texts as gendered expressions.
<u>Course Content</u>	
Module: I (10)	<p>Option 1: "A Narrow Fellow in the Grass", "I can't live with you" by Emily Dickinson</p> <p>"Daddy", "Lady Lazarus" by Sylvia Plath</p>

	<p>“From the Streets (1)”, “My Country, I Will Build You” by Simin Behbahani</p> <p>Option 2: “Goblin Market”, “To my Mother on the Anniversary of her Birth” by Christina Georgina Rossetti</p> <p>“Kaali”, “Her Thighs Still Smell of Milk” by Nabanita Kanungo</p> <p>“Mother’s Song”, “A Woman Speaks of Grandchildren” by Shirley Geok-lin Lim</p>
Module: II (10)	<p>Option-1: <i>Brides are Not for Burning</i> by Dina Mehta</p> <p>Option-2: <i>Perfect Pie</i> by Judith Thompson</p> <p>Option-3: <i>Talking in Tongues</i> by Winsome Pinnock</p>
Module: III (10)	<p>Option-1: <i>The Color Purple</i> by Alice Walker</p> <p>Option-2: <i>The Zoya Factor</i> by Anuja Chauhan</p> <p>Option-3:</p> <p>“The Yellow Wallpaper” by Charlotte Perkins Gilman</p> <p>“Bliss” by Katherine Mansfield</p> <p>“Sacrilege” by Ashapura Devi</p> <p>“Me and My Sister” by Alifa Rifaat</p>
Module: IV (10)	<p>Option-1: “Chapter-IV” from <i>A Vindication of the Rights of Woman</i> by Mary Wollstonecraft</p> <p>“Women Writing in India at the Turn of the Century” by Nabaneeta Dev Sen</p> <p>“Postfeminism™: Celebrity Feminism, Branding and the Performance of Activist Capital” by Red Chidgey</p> <p>“Nobel Lecture, December 10, 2014” by Malala Yousafzai <https://www.nobelprize.org/uploads/2018/06/yousafzai-lecture_en.pdf></p>

	<p>Option-2: <i>A Room of One's Own</i> by Virginia Woolf</p> <p>Option-3: <i>This Child Will Be Great</i> by Ellen Johnson Sirleaf</p>
Method of Assessment, Measurement, & Evaluation:	<p>TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gourbanga; 25 MARKS to be evaluated by the respective colleges)</p> <p>Question pattern and marks distribution</p> <p>Section-A</p> <p>Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer four essay type questions, taking one from any one option of each module.</p> <p>Section-B</p> <p>Four short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 9 (nine) short type questions out of 16 options.</p>
Method of Internship, Apprenticeship, Project, Community Engagement:	<p>Not applicable.</p>

Curriculum of Major Course (MJ) - for UG Program

Title of the Course:	<p style="text-align: center;">Diasporic Literature</p> <p style="text-align: center;">(total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+ 15 for Tutorial</p>
MAJOR Paper Code:	ENG-DC-MJ-602
Semester - VI	
Credit :4	
Objectives of the Course:	<ul style="list-style-type: none"> ➤ This course is designed to disseminate introductory knowledge of diasporic literature across regions and periods. ➤ It is also aimed at acquainting the students with major events, movements, influences, and writers that have shaped the diasporic consciousness and its literary manifestations. ➤ The course seeks to highlight the cultural significance of a selection of texts representing diasporic traditions and concerns.
Learning Outcomes of the Course	<ul style="list-style-type: none"> ➤ After completing this course, students will be able to interpret and assess major themes and types of diasporic literature. ➤ The course will enable the students to understand the aesthetics and politics at work behind the representation of dislocation, migration, and settlement that constitutes the diasporic reality. ➤ The course will enable students to read texts as socio-historical products of diasporicity.
<u>Course Content</u>	

Module: I (10)	<p>Option 1:</p> <p>“Minority”, “Living Space” by Imtiaz Dharker</p> <p>“Shelter Twenty”, “Childhood Memories” by Abd al-Wahhab Al-Bayati</p> <p>“Refugees”, “Howl” by Chris Abani</p> <p>Option 2: “Poem of Alienation”, “Letter from a Contract Worker” by Antonio Jacinto (The Penguin Book of Modern African Poetry)</p> <p>“The Boy From Chittagong”, “In London Where You Were” by Bashabi Fraser</p> <p>“Coolie Son”, “Slavewoman’s Song” by David Dabydeen</p>
Module: II (10)	<p>Option-1: <i>A Raisin in the Sun</i> by Lorraine Hansberry</p> <p>Option-2: <i>99 Histories</i> by Julia Cho</p> <p>Option-3: <i>Counter Offence</i> by Rahul Varma</p>
Module: III (10)	<p>Option-1: <i>Brick Lane</i> by Monica Ali</p> <p>Option-2:</p> <p>“Mrs. Sen’s” by Jhumpa Lahiri</p> <p>“Malvern Hills” by Kazuo Ishiguro</p> <p>“My Mother, the Crazy African” by Chimamanda Ngozi Adichie</p> <p>“Texas Girl who Smells Like Corn” by Sandra Cisneros</p> <p>Option-3:</p> <p>“A Wife’s Story” by Bharati Mukherjee</p> <p>“Last Dragon Dance in China Town” by Kwai-Yun Li</p> <p>“Of White Hairs and Cricket” by Rohinton Mistry</p> <p>“The Face in the Mirror” by Mohsin Hamid</p>

Module: IV (10)	<p>Option-1: “The future of our past” from <i>Fiji Before the Storm</i> by Brij V. Lal</p> <p>“Notes on Writing and the Nation” by Salman Rushdie</p> <p>“Diasporas, Literature, and Literary Studies” by Ananya Jahanara Kabir</p> <p>“Home and Memory” by Femke Stock</p> <p>Option-2: <i>The Settler’s Cookbook: A Memoir of Love, Migration and Food</i> by Yasmin Alibhai-Brown</p> <p>Option-3: <i>A Place Within Rediscovering India</i> by M .G. Vassanji</p>
Method of Assessment, Measurement, & Evaluation:	<p>TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 25 MARKS to be evaluated by the respective colleges)</p> <p>Question pattern and marks distribution</p> <p>Section-A</p> <p>Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer four essay type questions, taking one from any one option of each module.</p> <p>Section-B</p> <p>Four short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 9 (nine) short type questions out of 16 options.</p>
	<p>Not applicable.</p>

Method of Internship, Apprenticeship, Project, Community Engagement:	
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Curriculum of Major Course (MJ) - for UG Program

Title of the Course:	<p style="text-align: center;">Children's Literature</p> <p style="text-align: center;">(total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+ 15 for Tutorial</p>
MAJOR Paper Code:	ENG-DC-MJ-603
Semester - VI	
Credit :4	
Objectives of the Course:	<ul style="list-style-type: none"> ➤ This course is designed to disseminate introductory knowledge of children's literature. ➤ It is also aimed at acquainting the students with major sources, movements, influences, and writers that have differentiated children's literature as a separate and significant literary domain. ➤ The course seeks to highlight the cultural significance of a selection of texts representing major traditions and concerns of children's literature.
Learning Outcomes of the Course	<ul style="list-style-type: none"> ➤ After completing this course, students will be able to interpret and assess the drift of children's literature across regions and periods. ➤ The course will enable the students to understand the aesthetics and politics at work behind the production and consumption of children's literature. ➤ The course will enable students to read texts as children-centred and children-targeted cultural products.
<u>Course Content</u>	

Module: I (10)	<p>Option 1:</p> <p>“Birches”, “Nothing Gold” by Robert Frost</p> <p>“The Fire Horse”, “What is Good and What is Bad” by Vladimir Mayakovsky</p> <p>“Discovery of India”, “Samarpreet Sood” by Anushka Ravishankar</p> <p>Option 2: “The Law of the Jungle”, “The Children’s Song” by Rudyard Kipling</p> <p>“Teenager Prayer for Mom and Father”, “Naughty Little Kids” by Munyaradzi Mawere</p> <p>“When I Grow up and Have Children”, “Tell Me A Story” by Valerie Bloom</p>
Module: II (10)	<p>Option-1: <i>The Ivory Door</i> by A. A. Milne</p> <p>Option-2: <i>The Post Office</i> by Rabindranath Tagore</p> <p>Option-3: <i>Ezigbo, The Spirit Child</i> by Max Bush & Adaora Nzelibe Schmiedl</p>
Module: III (10)	<p>Option-1: <i>Through the Looking Glass</i> by Lewis Carroll</p> <p>Option-2:</p> <p>“The Vertical Ladder” by William Sansom</p> <p>“The Cat-Hood of Maurice” by Edith Nesbit</p> <p>“Kalabati” by Moti Nandy</p> <p>“The Night of the Moon” by Hena Khan</p> <p>Option-3:</p>

	<p>“The Traders of Seriva/Seri-Vanija-Jataka” translated by Ken and Visakha Kawasaki</p> <p>“Ali Baba and the Forty Thieves” translated by Richard F. Burton</p> <p>“Cinderella” by Jacob & Wilhelm Grimm</p> <p>“Dalim Kumar” by Dakshinaranjan Mitra Majumdar</p>
Module: IV (10)	<p>Option-1: “Fairy Tale versus Myth” from <i>The Uses of Enchantment</i> by Bruno Bettelheim</p> <p>“The Book of Nature” by Jawaharlal Nehru</p> <p>“The Worlds of Faery” by Marina Warner</p> <p>“Being a Boy” by Charles Dudley Warner</p> <p>Option-2: <i>Totto-Chan</i> by Tetsuko Kuroyanagi</p> <p>Option-3: <i>My Childhood</i> by Maxim Gorky</p>
Method of Assessment, Measurement, & Evaluation:	<p>TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gourbanga; 25 MARKS to be evaluated by the respective colleges)</p> <p>Question pattern and marks distribution</p> <p>Section-A</p> <p>Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer four essay type questions, taking one from any one option of each module.</p> <p>Section-B</p>

	Four short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 9 (nine) short type questions out of 16 options.
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Major Course (MJ) - for UG Program

Title of the Course:	<p style="text-align: center;">Popular Literature</p> <p style="text-align: center;">(total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+ 15 for Tutorial</p>
MAJOR Paper Code:	ENG-DC-MJ-604
Semester - VI	
Credit :4	
Objectives of the Course:	<ul style="list-style-type: none"> ➤ This course is designed to disseminate introductory knowledge of popular literature. ➤ It is also aimed at acquainting the students with major genres, movements, influences, and writers that have helped popular literature to transcend the Manichaeian binary of popularity and unpopularity. ➤ The course seeks to highlight the cultural significance of a selection of texts representing the essence and traits of popular literature.
Learning Outcomes of the Course	<ul style="list-style-type: none"> ➤ After completing this course, students will be able to interpret and assess the drift of popular literature across cultures. ➤ The course will enable the students to understand the aesthetics and politics that determine the durability of popular literature.
	<ul style="list-style-type: none"> ➤ The course will enable students to situate texts within and against the tradition of popular literature.
<u>Course Content</u>	

Module: I (10)	Crime & Mystery Option 1: <i>The Murder of Roger Ackroyd</i> by Agatha Christie Option 2: <i>Sleuth</i> by Anthony Shaffer Option 3: “The Detective” by Sukumar Ray “Ghosts of Partition” by Vaseem Khan “The Haunted Sash Pond” by Okamoto Kido “The Garden of Forking Paths” by Jorge Luis Borges
Module: II (10)	Fantasy & SF Option-1: <i>Harry Potter and the Philosopher’s Stone</i> by J. K. Rowling Option-2: <i>The (Curious Case) of the Watson Intelligence</i> by Madeliene George Option-3: “The Story of the Demoniac Pacheco” by Jan Potocki “If You Was a Mocklin” by Murray Leinster “New Life in a New Time” by Portia Subran “Biriyani Bagh” by Sami Ahmed Khan
Module: III (10)	Gothic & Horror Option-1: <i>Manfred</i> by Lord Byron Option-2: <i>Dracula</i> by Bram Stoker Option-3: <i>Arkham Asylum: A Serious House on Serious Earth</i> by Grant Morrison

Module: IV (10)	Action & Adventure Option-1: <i>Treasure Island</i> by Robert Louis Stevenson Option-2: <i>Burning Daylight</i> by Jack London Option-3: “Robin Hood and Guy of Gisborne” by Joseph Ritson “The Tale of the Dead Princess & Seven Knights” by Alexander Pushkin “How They Brought the Good News from Ghent to Aix” by Robert Browning “Ithaka” by Constantine P. Cavafy
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gourbanga; 25 MARKS to be evaluated by the respective colleges) Question pattern and marks distribution Section-A Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer four essay type questions, taking one from any one option of each module. Section-B Four short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 9 (nine) short type questions out of 16 options.
	Not applicable.

Method of Internship, Apprenticeship, Project, Community Engagement:	
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English

Curriculum of Minor Course (MnC) - for UG Program

Title of the Course:	Literature and History (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+ 15 for Tutorial
IDC Paper Code:	201 ENG-IDC-MN - 101 16.09.2024
Semester - I	
Credit :4	
Objectives of the Course:	<ul style="list-style-type: none"> ➤ This course is designed to disseminate introductory knowledge of the points of intersection between literature and history among students. ➤ It is also aimed at acquainting the students with different genres of historical literature and studying their structures, meanings and implications. ➤ The course seeks to highlight the ideological basis of the literary engagement with history.
Learning Outcomes of the Course	<ul style="list-style-type: none"> ➤ After completing this course students will be able to interpret and assess literary texts as representations of history. ➤ The course will enable the students to detect elements of historicity and fictionality in the prescribed texts, and such other texts. ➤ The course will enable students to understand the politics of historical representation in literature.
Course Content	
Module: I (10)	biographies and autobiographies, chronicle play and history play, context and cotext, discourse, environmental history, erasure, historical accuracy, historical fiction, historical imagination, historical memory, historiography, history as narrative, memoir, metahistory, subaltern history, virtual history.
Module: II (10)	<i>The Home and the World</i> by Rabindranath Tagore, Penguin Edition
Module: III (10)	<i>Tughlaq</i> by Girish Karnad
Module: IV (10)	i) "On the Castle of Chillon" by George Gordon Lord Byron ii) "The Charge of the Light Brigade" by Alfred Lord Tennyson

	<p>iii) "An Occurrence at the Owl Creek Bridge" by Ambrose Bierce</p> <p>iv) "The Free Radio" by Salman Rushdie</p>
Suggestive Readings:	<p><i>Macmillan Dictionary of Historical Terms</i> by Chris Cook, Macmillan</p> <p><i>The Home and the World</i>, edited by Sreejata Guha, Penguin</p> <p><i>Tughlaq</i> by Girish Karnad, Oxford University Press</p> <p><i>The Complete Poetical Works of Lord Byron</i>, Macmillan</p> <p><i>The Complete Works of Alfred Lord Tennyson</i>, Frederick A. Stokes</p> <p><i>Ghost and Horror Stories</i> by Ambrose Bierce, Dover Publications</p> <p><i>Interventions: Indian Writing in English</i> ed. by Anand Prakash, Worldview Publications.</p> <p><i>Historical Imagination</i> by David J. Staley, Routledge</p> <p><i>The Home and the World</i> edited by Dilip Kumar Basu and Debjani Sengupta, Worldview Publications</p> <p><i>Girish Karnad Plays: Performance and Critical Perspectives</i> edited by Tutun Mukherjee</p>
Method of Assessment, Measurement, & Evaluation:	<p>TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gourbanga; 25 MARKS to be evaluated by the respective colleges)</p> <p>Module I: MCQ questions of 2 marks each, 7 total, to be set from the pool of "terms & concepts" as mentioned in Module-I (2x7=14)</p> <p>Module II: Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)</p> <p>Module III: Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)</p> <p>Module IV: Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)</p>
	Not applicable

Method of Internship, Apprenticeship, Project, Community Engagement:	
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16.09.2024

Curriculum of Minor Course (MnC) - for UG Program

Title of the Course:	Literature and Politics (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+ 15 for Tutorial)
MDC Paper Code:	202 ENG-IDC-MN - 201 <i>16.09.2024</i>
Semester - II	
Credit :4	
Objectives of the Course:	<ul style="list-style-type: none"> ➤ This course is designed to disseminate introductory knowledge of the points of intersection between literature and politics among students. ➤ It is also aimed at acquainting the students with different genres of political literature and studying their structures, meanings and implications. ➤ The course seeks to highlight the ideological basis of the literary engagement with politics.
Learning Outcomes of the Course	<ul style="list-style-type: none"> ➤ After completing this course students will be able to interpret and assess literary texts as representations of political events, actants, and processes. ➤ The course will enable the students to detect elements of politics and fictionality in the prescribed texts, and such other texts. ➤ The course will enable students to understand the politics of representation in literature.
Course Content	
Module: I (10)	apartheid, autocracy, democracy, nation, nationalism, nationality, holocaust, oligarchy, partition, pogrom, border-boundaries, homogenization, multiculturalism, war, transnationalism, internationalism
Module: II (10)	<i>Kanthapura</i> by Raja Rao
Module: III (10)	<i>Blood Knot</i> by Athol Fugard <i>16.09.2024</i>

Module: IV (10)	<p>"Her Thighs Still Smell of Milk" by Nabanita Kanungo</p> <p>"July 1983" by Anne Ranasinghe</p> <p>"Alam's Own House" by Dibyendu Palit</p> <p>"The Assassination of Indira Gandhi" by Upamanyu Chatterjee</p>
Suggestive Readings:	<p><i>The Concise Dictionary of Politics</i> by Iain McLean & Alistair McMillan</p> <p><i>Kanthapura</i> by Raja Rao, Penguin</p> <p><i>Blood Knot and Other Plays</i> by Athol Fugard, Theatre Communications Group</p> <p><i>A Map of Ruins</i> by Nabanita Kanungo, Sahitya Akademi</p> <p><i>Partition Literature: An Anthology</i> edited by Debjani Sengupta, Worldview Publications</p> <p><i>The Assassination of Indira Gandhi (Vol.I)</i> by Upamanyu Chatterjee, Speaking Tiger Publishing</p> <p><i>The Fiction of Raja Rao Critical Studies</i> edited by Rajeshwar Mittapalli & P. Paolo Picuoco</p> <p><i>An Introduction to Postcolonial Theatre</i> by Brian Crow & Chris Banfield, Cambridge University Press</p> <p><i>South Asian Partition Fiction in English: From Khushwant Singh to Amitav Ghosh</i> by Rituparna Roy, Amsterdam University Press</p> <p><i>The Rationale of Political Assassinations</i> by Arie Perliger, JSTOR (open access).</p>
Method of Assessment, Measurement, & Evaluation:	<p>TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gourbanga; 25 MARKS to be evaluated by the respective colleges)</p> <p>Module I: MCQ questions of 2 marks each, 7 total, to be set from the pool of "terms & concepts" as mentioned in Module-I (2x7=14)</p>

	<p>Module II: Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)</p> <p>Module III: Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)</p> <p>Module IV: Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)</p>
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

14.09.2024

Curriculum of Minor Course (MnC) - for UG Program

Title of the Course:	Literature and Sociology (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+ 15 for Tutorial)
Minor Paper Code:	203 ENG-IDC-MN-301 <i>16.09.2024</i>
Semester -III	
Credit -4	
Objectives of the Course:	<ul style="list-style-type: none"> ➤ This course is designed to disseminate introductory knowledge of the points of intersection between literature and sociology among students. ➤ It is also aimed at acquainting the students with different genres of literature dealing with social issues and studying their structures, meanings and implications. ➤ The course seeks to highlight the ideological basis of the literary engagement with social issues and concerns.
Learning Outcomes of the Course	<ul style="list-style-type: none"> ➤ After completing this course students will be able to interpret and assess literary texts as representations of social events and phenomena. ➤ The course will enable the students to understand portrayal of the society in the prescribed texts, and such other texts. ➤ The course will enable students to understand the politics of representation in literature dealing with social actants, processes, predilections; and prejudices.
Course Content	
Module: I (10)	ability and disability; age; alienation; anomie; citizenship; class and caste; culture and identity; crime and deviance; family; gender and sexuality; globalization; location and dislocation; race and religion; socialization; the media; work and leisure
Module: II (10)	<i>Untouchable</i> by Mulk Raj Anand
Module: III (10)	<i>Silence! The Court is in Session</i> by Vijay Tendulkar
	"Art and Society" by Raymond Williams

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Module: IV (10)	<p>"Sati in Kali Yuga: the Public Debate on Roop Kanwar's Death" by Asish Nandy</p> <p>"From literary to cultural studies: the sociological turn" by Andrew Milner</p> <p>"Between 'Honour' and 'Justice': Rendering the Law Ineffective" by Kavita Panjabi</p>
Suggestive Readings:	<p><i>Oxford Dictionary of Sociology</i> by John Scott, Oxford University Press</p> <p><i>Untouchable</i> edited by Nandini Bhattacharya, Pearson Longman</p> <p><i>Silence! The Court is in Session</i> by Vijay Tendulkar, Oxford University Press</p> <p><i>Culture and Society Coleridge to Orwell</i> by Raymond Williams, Penguin</p> <p><i>Bonfire of Creeds: The Essential Ashis Nandy</i>, Oxford University Press</p> <p><i>Literature, Culture, and Society</i> by Andrew Milner, Routledge</p> <p><i>Breaching the Citadel: The India Papers</i> edited by Urvashi Butalia & Laxmi Murthy, Zubaan Books</p> <p><i>Vijay Tendulkar A Pioneer Playwright</i> by Shailaja B. Wadikar, Atlantic Publishers</p> <p><i>The Sociology of Literature Theoretical Approaches</i> by Janet Wolff & Jane Routh, University of Michigan</p> <p><i>Sociology Through Literature An Introductory Reader</i> by Lewis A. Coser, Prentice Hall</p>
Method of Assessment, Measurement, & Evaluation:	<p>TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gourbanga; 25 MARKS to be evaluated by the respective colleges)</p> <p>Module I: MCQ questions of 2 marks each, 7 total, to be set from the pool of "terms & concepts" as mentioned in Module-I (2x7=14)</p> <p>Module II: Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)</p>

	<p>Module III: Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)</p> <p>Module IV: Two short-essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)</p>
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

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16.09.2024

Curriculum of Minor Course (MnC) - for UG Program

Title of the Course:	Literature and Psychology (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+ 15 for Tutorial)
IDC Paper Code:	204 ENG-IDC-MN - 401 16.09.2024
Semester - IV	
Credit -4	
Objectives of the Course:	<ul style="list-style-type: none"> ➤ This course is designed to disseminate introductory knowledge of the points of intersection between literature and psychology among students. ➤ It is also aimed at acquainting the students with different genres of psychological literature and studying their structures, meanings and implications. ➤ The course seeks to highlight the psychological basis of the literary engagement with the world of action and motivation.
Learning Outcomes of the Course	<ul style="list-style-type: none"> ➤ After completing this course students will be able to interpret and assess literary texts as representations of psychological processes and proclivities. ➤ The course will enable the students to detect elements of thought, feeling, drive, and dread in the prescribed texts, and such other texts. ➤ The course will enable students to understand the politics of representation in literature about the human mind.
Course Content	
Module: I (10)	alienation; anxiety; bipolar disorder; desire; deviance; fantasy; conscious & unconscious; guilt; hysteria; memory; phobias and philiias; schizophrenia; self-actualization; trauma; violence; repression.
Module: II (10)	<i>Cry, the Peacock</i> by Anita Desai
Module: III (10)	"Bahadur the Wine Seller" by Habib Tanvir
Module: IV (10)	"The Fly" by Katherine Mansfield

16.09.2024

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University of Jorhat, Jorhat, Assam

	<p>"The Yellow Wallpaper" by Charlotte Perkins Gilman</p> <p>"Futility" by Wilfred Owen</p> <p>"Still I Rise" by Maya Angelou</p>
Suggestive Readings:	<p><i>A Dictionary of Psychology</i> by Andrew Colman, Oxford University Press.</p> <p><i>Cry, the Peacock</i> by Anita Desai, Orient Paperbacks.</p> <p><i>Charandas Chor and Other Plays</i> by Habib Tanvir, Seagull.</p> <p><i>Modern Prose: Stories, Essays and Sketches</i>, edited by Michael Thorpe, Oxford University Press.</p> <p><i>Charlotte Perkins Gilman's The Yellow Wall-Paper: A Sourcebook and Critical Edition</i> edited by Catherine J. Golden, Routledge.</p> <p><i>The War Poems of Wilfred Owen</i>, edited by John Stallworthy, Vintage.</p> <p><i>The Complete Collected Poems of Maya Angelou</i>, Random House.</p> <p><i>The Collected Stories</i> by Katherine Mansfield, Wordsworth Classics.</p> <p><i>Literature and Psychoanalysis</i> edited by Soshana Felman, Johns Hopkins University Press.</p>
Method of Assessment, Measurement, & Evaluation:	<p>TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gourbanga; 25 MARKS to be evaluated by the respective colleges)</p> <p>Module I: MCQ questions of 2 marks each, 7 total, to be set from the pool of "terms & concepts" as mentioned in Module-I (2x7=14)</p> <p>Module II: Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)</p> <p>Module III: Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)</p> <p>Module IV: Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)</p>
Method of	

Internship, Apprenticeship, Project, Community Engagement:	
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16.09.2024


Curriculum of Minor Course (MnC) - for UG Program

Title of the Course:	Literature and Philosophy (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+ 15 for Tutorial)
MDC Paper Code:	502-ENG-IDC-MN - 501 16.09.2024
Semester - V	
Credit-4	
Objectives of the Course:	<ul style="list-style-type: none"> ➤ The course aims at acquainting students with the points of intersection between Literature and Philosophy. ➤ It intends to highlight the extent of the writers's debt to the world outlook that prompts and permeates literary expression. ➤ The course seeks to inculcate in students the awareness of surroundings and their place therein, and as well as responsibilities thereto.
Learning Outcomes of the Course	<ul style="list-style-type: none"> ➤ By pursuing the course, students will gain a proper understanding of the place of literature in the cognitive domain. ➤ By completing the course, students will be able to read works of literature as embodiments of the guiding moral vision of writers and their socio-cultural heritage. ➤ By reading the course contents, students will equip themselves to interpret and assess ethical, aesthetic and metaphysical dimensions of the prescribed texts and other texts of the kind.
Course Content	
Module: I	absurdism; advaita; aesthetics; agnosticism; altruism; cartesian dualism; ethics; existentialism; fate and free will; materialism; metaphysics; nihilism; nyaya; ouchitya; pantheism, theism and atheism;
Module: II	<i>The Alchemist</i> by Paulo Coelho
Module: III	<i>The Zoo Story</i> by Edward Albee
Module: IV	i) "If" by Rudyard Kipling

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	<p>ii) "where the mind is without fear" by Rabindranath Tagore</p> <p>iii) "Freedom" by George Bernard Shaw</p> <p>iv) "Struggle for Expansion" by Swami Vivekananda</p>
Suggestive Readings:	<p><i>The Oxford Dictionary of Philosophy</i> by Simon Blackburn, OUP</p> <p><i>Stanford Encyclopedia of Philosophy</i>, https://plato.stanford.edu/</p> <p><i>The Alchemist</i> by Paulo Coelho, Harper Collins.</p> <p><i>The Zoo Story</i> by Edward Albee, New American Library.</p> <p><i>Selected Poems</i>. Rudyard Kipling, Penguin.</p> <p><i>Gitanjali</i> by Rabindranath Tagore, trans. By William Radice, Penguin.</p> <p><i>Modern Prose: Stories, Essays and Sketches</i>, ed. by Michael Thorpe, OUP.</p> <p><i>Complete Works</i>, Swami Vivekananda (Vol. 8), Advaita Ashrama.</p> <p><i>An Introduction to Indian Philosophy</i> by Satishchandra Chatterjee and Dhirendramohan Dutta, Rupa.</p> <p><i>The Cambridge Introduction to Literature & Philosophy</i> by Anthony J. Cascardi, Cambridge University Press.</p>
Method of Assessment, Measurement, & Evaluation:	<p>TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gourbanga; 25 MARKS to be evaluated by the respective colleges)</p> <p>Module I: MCQ questions of 2 marks each, 7 total, to be set from the pool of "terms & concepts" as mentioned in Module-I (2x7=14)</p> <p>Module II: Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)</p> <p>Module III: Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)</p> <p>Module IV: Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)</p>

Method of Internship, Apprenticeship, Project, Community Engagement:	Not Applicable
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Curriculum of Minor Course (MnC) - for UG Program

Title of the Course:	Literature and Science (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+ 15 for Tutorial)
Minor Paper Code:	602 ENG-IDC-MN-601 <i>16.09.2024</i>
Semester -VI	
Credit -4	
Objectives of the Course:	<ul style="list-style-type: none"> ➤ The course aims to explore the portrayal of science various socio-cultural as well as literary traditions. ➤ The course aims to understand the role of literature in shaping and challenging societal norms regarding science and technology. ➤ It also aims to analyse how different historical and cultural contexts influence the construction of the literary response to science over the ages.
Learning Outcomes of the Course	<ul style="list-style-type: none"> ➤ After completing the course, students will be able to analyse literary texts with overt or covert scientific elements or messages. ➤ After completing the course, students will be able to demonstrate an understanding of the historical evolution of science and technology as represented in literature. ➤ Students will gain awareness of the basics of science and its possible pitfalls through literature.
Course Content	
Module: I (10)	Asimov's laws, clifi, cyborg, dystopia, eugenics, evolutionism, futurism, hard SF, mutant, novum, posthuman, science fiction, speculative fiction, steampunk, utopia, xenology,
Module: II (10)	<p>"The Creative Mind" by Jacob Bronowski</p> <p>"The Two Cultures" by C.P.Snow</p> <p>"Traveler's Tales" by Carl Sagan</p> <p>"The Culture of Science" by Jayanta Vishnu Narlikar</p>
Module: III (10)	<i>Life of Galileo</i> by Bertolt Brecht


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Module: IV (10)	<p>i) "Sonnet-To Science" by Edgar Allan Poe</p> <p>ii) "The Secret of the Machines" by Rudyard Kipling</p> <p>iii) "The Fun they Had" by Isaac Asimov</p> <p>iv) "Anukul" by Satyajit Ray</p>
Suggestive Readings:	<p><i>Brave New World: The Oxford Dictionary of Science Fiction</i> by Jeff Prucher, Oxford University Press.</p> <p><i>Science and Human Values</i> by Jacob Bronowski, Harper.</p> <p><i>The Two Cultures</i> by C.P.Snow, Cambridge University Press.</p> <p><i>The Scientific Edge The Indian Scientist from Vedic to Modern Times</i> by Jayanta Vishnu Narlikar, Penguin.</p> <p><i>Life of Galileo</i> by Bertolt Brecht, Oxford University Press.</p> <p><i>The Raven and other Favorite Poems</i> by Edgar Allan Poe, Dover.</p> <p><i>The Complete Verse</i> by Rudyard Kipling, Nataraj.</p> <p><i>The Complete Short Stories</i> by Isaac Asimov, Collins.</p> <p><i>The Collected Short Stories</i> by Satyajit Ray, Penguin.</p>
Method of Assessment, Measurement, & Evaluation:	<p>TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gourbanga; 25 MARKS to be evaluated by the respective colleges)</p> <p>Module I: MCQ questions of 2 marks each, 7 total, to be set from the pool of "terms & concepts" as mentioned in Module-I (2x7=14)</p> <p>Module II: Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)</p> <p>Module III: Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)</p> <p>Module IV: Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)</p>

Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.


 16.08.2024

Curriculum of Minor Course (MnC) - for UG Program

Title of the Course:	Literature and the Environment
IDC Paper Code:	202-ENG-IDC-MN - 70L 16.09.2024
Semester - VII	
Credit-4	
Objectives of the Course:	<ul style="list-style-type: none"> ➤ This course is designed to disseminate introductory knowledge of the points of intersection between environmental issues and their literary representation. ➤ It is also aimed at acquainting the students with literary texts that reflect human interactions with nature. ➤ The course seeks to highlight the concerns related to the environment which includes ecological balance, sustainability and human-nature interface.
Learning Outcomes of the Course	<ul style="list-style-type: none"> ➤ After completing this course students will be able to understand how literary representations influence our understanding of nature. ➤ The course will enable the students to identify and analyse issues related to the perception of nature and its treatment over time. ➤ The course will make the students aware of the ethical as well as the utilitarian reasons for environmental conservation.
Course Content	
Module: I	anthropocene; anthropocentrism; biocentrism; conservation; deep and shallow ecology; deforestation and afforestation; disaster; ecocentrism; ecofeminism; ecology; environmental ethics; flora and fauna; nature and culture; pastoralism; speciesism; urbanisation
Module: II	<i>Aranyak</i> by Bibhutibhusan Bandyopadhyay
Module: III	<i>The Sea-Saw Tree</i> by David Wood
Module: IV	i) "A Family Affair" by Ken Saro-Wiwa

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	<p>ii) "The Cherry Tree" by Ruskin Bond</p> <p>iii) "Birches" by Robert Frost</p> <p>iv) "Snake" by D.H. Lawrence</p>
Suggestive Readings:	<p><i>A Dictionary of Environmental History</i> by Ian D. Whyte. I.B. Tauris.</p> <p><i>A Forest of Flowers</i> by Ken Saro-Wiwa, Saros International Publishers</p> <p><i>Aranyak</i> by Bibhutibhushan Bandyopadhyay; Bhaskar Chattopadhyay (Tr.), Penguin Modern Classics</p> <p><i>Complete Poems of Robert Frost</i>, Holt, Rinehart and Winston.</p> <p><i>Dictionary of Environmental Terms</i> by Alan Gilpin, Univ of Queensland Press</p> <p><i>The Cherry Tree</i> by Ruskin Bond, Puffin Books.</p> <p><i>The Complete Poems of D.H. Lawrence</i>, Collected and Edited with an Introduction and Notes by Vivian de Sola Pinto and Warren Roberts, Penguin Books.</p> <p><i>The Sea-Saw Tree</i>, Book, music and lyrics by David Wood, Samuel French, London.</p> <p><i>The Cambridge Companion to Literature and the Environment</i>, edited by Louise Hutchings Westling, Cambridge University Press.</p> <p><i>The Cambridge Companion to Literature and the Anthropocene</i>, edited by John Parham, Cambridge University Press.</p>
Method of Assessment, Measurement, & Evaluation:	<p>TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gourbanga; 25 MARKS to be evaluated by the respective colleges)</p> <p>Module I: MCQ questions of 2 marks each, 7 total, to be set from the pool of "terms & concepts" as mentioned in Module-I (2x7=14)</p> <p>Module II: Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)</p> <p>Module III: Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)</p>

	Module IV: Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)
Method of Internship, Apprenticeship, Project, Community Engagement:	

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16.07.2024

English

Curriculum of Minor Course (MnC) - for UG Program

Title of the Course:	Literature and Well-Being (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+ 15 for Tutorial)
Minor Paper Code:	802 ENG-IDC-MN - 801 <i>16.09.2024</i>
Semester -VIII	
Credit -4	
Objectives of the Course:	<ul style="list-style-type: none"> ➤ The course aims to explore the role of literature in representing and commenting on man's pursuit of well-being. ➤ The course aims to understand the role of literature in shaping and challenging societal norms regarding life-goals and life-achievements. ➤ It also aims to analyse how different historical and cultural contexts influence the construction of our idea of well-being across time and cultures.
Learning Outcomes of the Course	<ul style="list-style-type: none"> ➤ After completing the course, students will be able to analyse literary texts with a view to highlighting the therapeutic value of literature. ➤ After completing the course, students will be able to demonstrate an understanding of the historical evolution of the idea of well-being as represented by writers and thinkers. ➤ On completion, students will be able to articulate how literary representations of pursuit of well-being impacts and reflects societal perceptions and attitudes.
Course Content	
Module: I (10)	achievement; body and mind; contentment; family; friendship; happiness; health; honour and dignity; love; peace; resilience; society; spirituality; the self and the world; types of wellbeing; work and leisure
Module: II (10)	<i>Miracle Under the Kumbuk Tree</i> by Daya Dissanayeke
Module: III (10)	<i>The Cherry Orchard</i> by Anton Chekhov
Module: IV (10)	<p>"The Tree of Eternal Life" by Rumi</p> <p>"The Selfish Giant" by Oscar Wilde</p>

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	<p>"Madho" by Rabindranath Tagore, translated by Sukanta Chaudhuri</p> <p>"As Usual" by Kaiser Haq</p>
Suggestive Readings:	<p><i>Miracle Under the Kumbuk Tree</i> by Daya Dissanayake, Sarasavi Publishers.</p> <p><i>The Cherry Orchard</i> edited by Nick Worrall, Methuen.</p> <p><i>The Book of Rumi</i> translated by Maryam mafi, Amaryllis.</p> <p><i>Rabindranath Tagore: Selected Writings for Children</i> translated by Sukanta Chaudhuri, Oxford University Press.</p> <p><i>The Complete Short Stories Oscar Wilde</i> edited by John Sloan, Oxford University Press.</p> <p><i>Published in the Streets of Dhaka</i> by Kaiser Haq, University Press.</p> <p><i>Literary Studies and Well-Being</i> by Ronald Schleifer, Bloomsbury.</p> <p><i>Literature and Therapy: A Systemic View</i> by Liz Burns, Routledge.</p> <p><i>The Cambridge Companion to Oscar Wilde</i> edited by Peter Raby, Cambridge University Press.</p> <p><i>The Cambridge Companion to Anton Chekhov</i> edited by Vera Gottlieb & Paul Allain, Cambridge University Press.</p>
Method of Assessment, Measurement, & Evaluation:	<p>TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gourbanga; 25 MARKS to be evaluated by the respective colleges)</p> <p>Module I: MCQ questions of 2 marks each, 7 total, to be set from the pool of "terms & concepts" as mentioned in Module-I (2x7=14)</p> <p>Module II: Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)</p> <p>Module III: Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)</p> <p>Module IV: Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)</p>

Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.
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16.09.2024

Curriculum of Multidisciplinary Course (MDC) - for UG Program

Title of the Course:	Literature, Culture, and Identity total L.H.=30 +15 for Tutorial
MDC Paper Code:	301-ENG-MDC - 101 16.05.2024
Semester - I	
Credit: 3	
Objectives of the Course:	<ul style="list-style-type: none"> ➤ This course is designed to disseminate introductory knowledge of the points of intersection between literature on the one hand and culture and identity on the other. ➤ It is also aimed at acquainting the students with different literary texts that deal with the formation of cultures and identities. ➤ The course seeks to highlight the ideological basis of the literary engagement with cultures and identities as socio-political constructs.
Learning Outcomes of the Course	<ul style="list-style-type: none"> ➤ After completing this course students will be able to interpret and assess literary texts that focus on the formulation of culture and formation of identity. ➤ The course will enable the students to understand how literary production and reception are constructed by cultural contexts and identity constraints. ➤ The course will enable the students to understand cultural specificities from the perspective of the subject positions (of authors, characters and readers).
Course Content	
Module: I (10)	assimilation and homogenization; cultural hegemony; cultural identity; counter culture and subculture; cybereculture; gender, class and ethnicity; globalisation and global culture; high culture and low culture; hybridity; ideology and identity; identity formation and individuation; identity markers; majority

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	and minority culture; multiculturalism; popular and mass culture; sports culture
Module: II (10)	<i>Bend it Like Beckham</i> by Narinder Dhami
Module: III (10)	<i>Pygmalion</i> by G.B. Shaw
Module: IV (10)	<p>i) Matthew Arnold: Selections from <i>Culture and Anarchy</i> ("Sweetness and Light")</p> <p>ii) Rabindranath Tagore "Our Culture, Their Culture" (X to XIV from <i>The Centre of Indian Culture</i>)</p> <p>iii) Amartya Sen: "Our Culture, Their Culture" from <i>The Argumentative Indian: Writings on Indian History, Culture and Identity</i></p> <p>iv) <i>The Nobel Lecture</i> by Desmond Tutu</p>
Suggestive Readings:	<p><i>Understanding Cultures Through Their Key Words</i> by Anna Wierzbicka, Oxford University Press.</p> <p><i>Bend it Like Beckham</i> by Narinder Dhami, Hachette.</p> <p><i>Culture & Anarchy</i> edited by Jane Garnett, Oxford University Press.</p> <p><i>Pygmalion</i> edited by A.C.Ward, Orient Blackswan.</p> <p><i>Argumentative Indian</i> by Amartya Sen, Penguin.</p> <p><i>The Centre of Indian Culture</i> by Rabindranath Tagore, Visva Bharati.</p> <p><i>Nobel Lecture</i>-Desmond Tutu https://www.nobelprize.org/prizes/peace/1984/tutu/lecture/</p> <p><i>Culture and the Making of Identity in Contemporary India</i> edited by Usha Thakkar & Kamala Ganesh, SAGE publications.</p> <p><i>Understanding Culture A Handbook for Students in the Humanities</i> by Babette Hellemans, Amsterdam University Press.</p> <p><i>Understanding Culture</i> by John Joseph Honigmann, Harper & Row.</p>

Method of Assessment, Measurement, & Evaluation:	<p>TOTAL 50 Marks (40 Marks To be evaluated by way of THEORY EXAMINATION by the University of Gourbanga; 10 MARKS to be evaluated by respective colleges)</p> <p>Instructions:</p> <p>i) Module I is compulsory. ii) Candidates will be required to answer questions from ANY TWO modules from the rest.</p> <p>Module I (Compulsory): Four short notes (out of eight), carrying marks each to be set from the pool of "terms & concepts" as mentioned in Module-I, to be answered in about 100 words each (4x4=16)</p> <p>Module II: Two short essay-type questions (out of four), carrying 6 marks each to be answered in about 200 wordseach (6x2=12)</p> <p>Module III: Two short essay-type questions (out of four), carrying 6 marks each to be answered in about 200 wordseach (6x2=12)</p> <p>Module IV: Two short essay-type questions (out of four), carrying 6 marks each to be answered in about 200 wordseach (6x2=12)</p>
Method of Internship, Apprenticeship, Project, Community Engagement:	<p>Not Applicable.</p>

16.09.2024

Curriculum of Multidisciplinary Course (MDC) for UG Program

Title of the Course:	Literature, Myth and Folklore total L.H.=30 +15 for Tutorial
MDC Paper Code:	302 ENG-MDC – 201 16.09.2024
Semester - II	
Credit = 3	
Objectives of the Course:	<ul style="list-style-type: none"> ➤ This course is designed to disseminate introductory knowledge of myth and folklore, and their representation in literature. ➤ It is also aimed at acquainting the students with different mythological and folk literature genres and to enable them to examine their roles in understanding values, beliefs and perspectives. ➤ The course seeks to highlight the ideological basis of the literary engagement with mythologies and folkloric traditions and their influence on the formation of culture and identity interface.
Learning Outcomes of the Course	<ul style="list-style-type: none"> ➤ After completion of the course, the students will be familiarised with different shades and categories of folklore and myth, and their literary representation. ➤ The course will enable the students to analyse the similarities and differences among myths and folklores from across cultures. ➤ The course will enable the students to analyse and interpret traditional myths, folklores and archetypes in contemporary literature.
Course Content	
Module: I (10)	archetypes; allegory; damsels in distress; fables and ballads; fairytales; folk epic; folktales; legends; mortality and immortality; myth and folklores; mythopoeia; orality; tricksters; types and motifs; urban legends; quests and questers
Module: II (10)	Mamang Dai, <i>The Legends of Pensam</i>
Module: III (10)	Girish Karnad: <i>Nagamandala</i>

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 16.09.2024
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Module: IV (10)	<p>i) Alfred Tennyson; Tithonus</p> <p>ii) Arun Kolatkar: The Horseshoe Shrine</p> <p>iii) Dakshinaranjan Mitra Majumder: The Gold Wand & the Silver Wand</p> <p>iv) Mahasweta Devi; Bayen (from <i>Separate Journeys</i>)</p>
Suggestive Readings:	<p><i>Folklore and Folklife: An Introduction</i> by Richard M. Dorson, University of Chicago Press</p> <p>Brown, M.E and B.A. Rosenberg (eds). <i>Encyclopaedia of Folklore and Literature</i> edited by ME Brown and B.A. Rosenberg, ABC- CLIO.</p> <p><i>Folklore in Modern India</i> by Jawaharlal Handoo, Central Institute of Indian Languages.</p> <p><i>The Legends of Pensam</i> by Mamang Dai, Penguin Books India.</p> <p><i>The Bloody Chamber and Other Stories</i> by Angela Carter , Random House.</p> <p><i>Separate Journeys: Short Stories by Contemporary Indian Women</i> edited by Geeta Dharmarajan, Katha.</p> <p><i>Jejuri</i> by Arun Kolatkar, Clearing House, 1976.</p> <p><i>Tennyson a Selected Edition</i> by Christopher Ricks, Taylor & Francis.</p> <p><i>Thakurmar Jhuli Twelve Stories from Bengal</i>, translated by Sukhendu Ray, Oxford University Press.</p> <p><i>Myth: a Very Short Introduction</i>, Oxford University Press.</p>
Method of Assessment, Measurement, & Evaluation:	<p>TOTAL 50 Marks (40 Marks To be evaluated by way of THEORY EXAMINATION by the University of Gourbanga; 10 MARKS to be evaluated by respective colleges)</p> <p>Instructions:</p> <p>i) Module I is compulsory.</p> <p>ii) Candidates will be required to answer questions from ANY TWO modules from the rest.</p> <p>Module I (Compulsory): Four short notes (out of eight), carrying marks each to be set from the pool of "terms & concepts" as mentioned in Module-I, to be answered in about 100 words each (4x4=16)</p>

	<p>Module II: Two short essay-type questions (out of four), carrying 6 marks each to be answered in about 200 wordseach (6x2=12)</p> <p>Module III: Two short essay-type questions (out of four), carrying 6 marks each to be answered in about 200 wordseach (6x2=12)</p> <p>Module IV: Two short essay-type questions (out of four), carrying 6 marks each to be answered in about 200 wordseach (6x2=12)</p>
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

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Curriculum of Multidisciplinary Minor Course (MDC) --- for UG Program

Title of the Course:	Literature, Gender, and Sexuality
MDC Minor Paper Code	303 ENG-MDC - 301 total L.H.=30 +15 for Tutorial  16.09.2024
Semester - III	
Credit = 3	
Objectives of the Course:	<ul style="list-style-type: none"> ➤ The course aims to explore the portrayal of gender and sexuality in various socio-cultural as well as literary traditions. ➤ The course aims to understand the role of literature in shaping and challenging societal norms regarding gender and sexuality. ➤ It also aims to analyse how different historical and cultural contexts influence the construction of gender and sexual identities and encourage students to think critically about the influence of literature on contemporary gender and sexual politics.
Learning Outcomes of the Course:	<ul style="list-style-type: none"> ➤ After completing the course, students will be able to analyse literary texts using feminist, queer, and gender theory frameworks. ➤ After completing the course, students will be able to demonstrate an understanding of the historical evolution of gender and sexuality in literary discourse. ➤ On completion, students will be able to articulate how literary representations of gender and sexuality impact societal perceptions and attitudes.
Course Contents	
Module: I (10)	androgyny; effeminacy; erotica; female-body politics; femininity; gender and sex; gender-based violence (GBV); gender essentialism; gender expectations and gender roles; gender performativity; heteronormativity; LGBTQIA+, male-gaze; masculinity; patriarchy and matriarchy; phallocentrism
Module: II (10)	Anita Desai's <i>Fire on the Mountain</i>
Module: III (10)	Mahesh Dattani's <i>Dance Like a Man</i>
Module: IV (10)	Katherine Mansfield's "Bliss" Sadat Hasan Manto's "Khol Do" (tr. as "The Return" by Khalid Hasan)

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	<p>Kamala Das's "Spoiling the Name"</p> <p>Adrienne Rich's "Floating Poem, Unnumbered" ("Twenty-One Love Poems" from <i>The Dream of a Common Language: Poems 1974-1977</i>)</p>
Suggestive Readings:	<p><i>A Dictionary of Gender Studies</i> by Gabrielle Griffin, Oxford University Press.</p> <p><i>The Essential Glossary: Sexuality</i> ed. By Joe Eadie, Oxford University Press.</p> <p><i>Gender Trouble: Feminism and the Subversion of Identity</i> by Judith Butler, Routledge.</p> <p><i>Fire on the Mountain</i> by Anita Desai, Penguin RHI.</p> <p><i>Dance Like a Man: A Stage Play in Two Acts</i> by Mahesh Dattani, Penguin India.</p> <p><i>Mahesh Dattani's Plays: Critical Perspectives</i> by Angelic Multani, Pencraft International.</p> <p><i>Complete Short Stories</i> by Katherine Mansfield, e-arbrow</p> <p><i>Mottled Dawn: Fifty Sketches and Stories of Partition</i>, Sadat Hassan Manto, Translated by Khalid Hasan, Penguin Modern Classic.</p> <p><i>Summer in Calcutta</i> by Kamala Das, DC Books, 2005. (?)</p> <p><i>The Dream of a Common Language: Poems 1974-1977</i> by Adrienne Rich, Norton.</p>
Method of Assessment, Measurement, & Evaluation:	<p>TOTAL 50 Marks (40 Marks To be evaluated by way of THEORY EXAMINATION by the University of Gourbangar; 10 MARKS to be evaluated by respective colleges)</p> <p>Instructions:</p> <p>i) Module I is compulsory.</p> <p>ii) Candidates will be required to answer questions from ANY TWO modules from the rest.</p> <p>Module I (Compulsory): Four short notes (out of eight), carrying marks each to be set from the pool of "terms & concepts" as mentioned in Module-I, to be answered in about 100 words each (4x4=16)</p> <p>Module II: Two short essay-type questions (out of four), carrying 6 marks each to be answered in about 200 wordseach (6x2=12)</p>

	<p>Module III: Two short essay-type questions (out of four), carrying 6 marks each to be answered in about 200 words each (6x2=12)</p> <p>Module IV: Two short essay-type questions (out of four), carrying 6 marks each to be answered in about 200 words each (6x2=12)</p>
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

[Signature]
16.09.2024

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UNIVERSITY OF GOUR BANGA



SYLLABUS for 3-Year Degree / 4-Year Honours in

ENGLISH
(Semester III & IV AEC)

Under

Curriculum and Credit Framework for Undergraduate

Programmes (CCFUP) as per NEP, 2020

with effect from 2024-25

Curriculum of Ability Enhancement Course (AEC) - for UG Program

Title of the Course:	Basics of English Language-I
MDC Paper Code:	30#-ENG-AEC
Semester - III	
Credit: 2	
Objectives of the Course:	<ul style="list-style-type: none"> ➤ This course is designed to disseminate introductory knowledge regarding English grammar. ➤ It is also aimed at acquainting the students with essential components from English vocabulary. ➤ The course seeks to familiarise students with prose comprehension skills.
Learning Outcomes of the Course	<ul style="list-style-type: none"> ➤ After completing this course students will develop knowledge of basic grammar. ➤ The course will enable the students to nourish their knowledge of vocabulary. ➤ The course will enable the students to understand the basics of prose comprehension.
<u>Course Content</u>	
Module: I Grammar & Vocabulary-I	<ul style="list-style-type: none"> i) Articles & Prepositions ii) Tenses, Auxiliaries, & Modals iii) Numbers & Genders iv) One Word Substitution v) Phrasal Verbs
Module: II Comprehension of a prose passage	<ul style="list-style-type: none"> i) True-false ii) Re-arrange iii) Question & Answer from passage iv) Word meaning v) Textual grammar

Suggestive Readings:	<p><i>English Grammar & Composition</i> by Wren & Martin revised by N.D.V. Prasada Rao, S.Chand & Company.</p> <p><i>A Practical English Grammar</i> by A. J. Thomson & A. V. Martinet, Oxford University Press.</p> <p><i>Comprehension Skills: Short Passages for Close Reading</i> by Linda Beech, Scholastic.</p> <p><i>Word Power Made Easy</i> by Norman Lewis, Goyal Publishers.</p>
Method of Assessment, Measurement, & Evaluation:	<p>From the first module, 3 Multiple choice questions shall be set from each of the 5 components. Students shall answer all the questions choosing the correct alternative out of 4 options. Each question shall carry 1 mark (3x5=15).</p> <p>From the second module, 2 Multiple choice questions shall be set from each of the 5 components. Students shall answer all the questions choosing the correct alternative out of 4 options. Each question shall carry 1 mark (2x5=10).</p>
Method of Internship, Apprenticeship, Project, Community Engagement:	<p>Not applicable.</p>

Curriculum of Ability Enhancement Course (AEC) - for UG Program

Title of the Course:	Basics of English Language-II
MDC Paper Code:	40#-ENG-AEC
Semester - IV	
Credit: 2	
Objectives of the Course:	<ul style="list-style-type: none"> ➤ This course intends to augment knowledge of English grammar. ➤ It is aimed at acquainting the students with other essential components from English vocabulary. ➤ The course seeks to enhance the students' ability to comprehend verse passages.
Learning Outcomes of the Course	<ul style="list-style-type: none"> ➤ After completing this course students will further develop knowledge of English grammar. ➤ The course will enable the students to improve their knowledge of vocabulary. ➤ The course will enable the students to understand the basics of prose comprehension by answering textual questions.
<u>Course Content</u>	
Module: I Grammar & Vocabulary-II	<ul style="list-style-type: none"> i) Subordination & Coordination ii) Phrases & Clauses iii) Synonyms & Antonyms iv) Same Words in different Parts of Speech v) Homonyms, Homophones and Homographs
Module: II Comprehension of a verse passage	<ul style="list-style-type: none"> i) True-false ii) Re-arrange iii) Question & Answer from passage iv) Word meaning v) Textual grammar

Suggestive Readings:	<p><i>English Grammar & Composition</i> by Wren & Martin revised by N.D.V. Prasada Rao, S.Chand & Company.</p> <p><i>A Practical English Grammar</i> by A. J. Thomson & A. V. Martinet, Oxford University Press.</p> <p><i>Developing Reading Comprehension Skills</i> by Kate Heap, Brilliant Publications.</p> <p><i>Word Power Made Easy</i> by Norman Lewis, Goyal Publishers.</p>
Method of Assessment, Measurement, & Evaluation:	<p>From the first module, 3 Multiple choice questions shall be set from each of the 5 components. Students shall answer all the questions choosing the correct alternative out of 4 options. Each question shall carry 1 mark (3x5=15).</p> <p>From the second module, 2 Multiple choice questions shall be set from each of the 5 components. Students shall answer all the questions choosing the correct alternative out of 4 options. Each question shall carry 1 mark (2x5=10).</p>
Method of Internship, Apprenticeship, Project, Community Engagement:	<p>Not applicable.</p>