

TRIPURA UNIVERSITY
5-YEAR INTEGRATED MASTER'S DEGREE IN ENGLISH
(UNDERGRADUATE COMPONENT)

LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK

Preamble

1.1 The following global remarks may be taken into account by the faculty members, departments/schools, Boards of Studies in English, Institutes and Universities, while considering the recommendations for their use:

- i. The learning outcomes are designed to help learners understand the objectives of pursuing the Integrated Master's Degree in English, to enable students analyze, appreciate, understand and critically engage with literary texts written in English, approaching them from various perspectives and with a clear understanding of locations.
- ii. It is significant to mention here that the IMD English syllabus under CBCS remains the point of reference for the LOCF recommendations. However, stakeholders (departments or universities or institutions) may make suitable alternations with justifications while selecting texts, finalizing objectives and organizing principles keeping in view global, national and regional contexts of analysis and appreciation.
- iii. To this end, the texts mentioned in the LOCF document are indicative. Similarly, the organization of divisions / themes / genres / periods / authors / areas, etc. is specific to contexts identified in the course(s) and does not pre-empt further rethinking or selection with clear justification for the choices exercised therein.
- iv. The organization of the courses/papers may be worked into semesters/years keeping in consideration the credit load in a given semester with the ultimate end of outcomes of the course/programme. However, it makes sense to include courses/papers that demand more attention in the second and third years (third to sixth semester as may be required) of the Honours/Major courses in English.
- v. Learning outcomes are modifiable with due justification in view of contexts, texts selected in the course and requirements of the stakeholders, which are as diverse as are regions in the country
- vi. The overarching concern of the LOCF committee in English is to have definite and justifiable course outcomes and their realization by the end of the course/programme.
- vii. The Department/Institute/University is expected to encourage its faculty concerned to make suitable pedagogical innovations, in addition to teaching/learning processes suggested in the LOC Recommendations, so that the Course/Programme learning outcomes in English studies can be achieved in the light of various critical and theoretical discourses like Post-modernism, Post-colonialism, Feminism, and Black Aesthetics/Dalit Aesthetics among others.

The present phase demands its alignment to the obtaining situation and demands. Its acceptance lies in its ability to enrich engagement with local and global realities, experiences and their manifestations in literary terms without glossing over the core attributes i.e., human values. To achieve this, it is necessary for English studies to recognize and respect the differences and transcend binaries.

The question of relevance and acceptance of English literary studies follows. For local acceptance, it is necessary to have space for local literature and also contiguous literatures. For instance, for a Department of English located in Tamil Nadu may spare about 15 to 20 per cent space to literatures other than English like Tamil and Malayalam, Telugu or Kannada and to skill development.

The LOCF for English is prepared on the contours and curricular structure provided by the UGC, and may be modified without sacrificing the spirit of CBCS and LOCF.

1.2 Learning Outcomes-based Approach to Curricular Planning

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree (Hons) program are earned and awarded on the basis of (a) demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and (b) academic standards expected of graduates of a program of study.

The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, program learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programs.

Learning outcomes-based frameworks in any subject must specify what graduates completing a particular program of study are (a) expected to know, (b) understand and (c) be able to do at the end of their program of study. To this extent, LOCF in English is committed to allowing for flexibility and innovation in (i) program design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic program review within institutional parameters as well as LOCF guidelines, (v) generating framework(s) of agreed expected graduate attributes, qualification descriptors, program learning outcomes and course learning outcomes.

The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Program Learning Outcomes, and Course Learning Outcomes.

The LOCF for undergraduate education is based on specific learning outcomes and academic standards expected to be attained by graduates of a program of study. However, an outcome-based approach identifies moves way from the emphasis on what is to be taught to focus on what is actually learnt by way of demonstrable outcomes. This approach provides greater flexibility to the teachers to develop—and the students to accept and adopt—different learning and teaching pedagogy in an interactive and participatory ecosystem. The idea is to integrate social needs and teaching practices in a manner that is responsive to the need of the community. HEIs, on their turn, shall address to the situations of their students by identifying relevant and common outcomes and by developing such outcomes that not only match the specific needs of the students but also expands their outlook and values.

Moreover, it is borne in mind that outcome-based curriculum does not obviate fact that the focus is not just on domain knowledge or outcomes only but on processes and approaches to be employed in pedagogical transactions. Processes are as important as the outcome. Else the outcomes would remain confined to the paper.

Nature and Extent of the 5-year Integrated Master's Degree Programme in English (UG Component/English Honours)

The UG component of the IMD Program in English is a well-recognized, structured, and specialized graduate level qualification in tertiary, collegiate education. The contents of this degree are determined in terms of knowledge, understanding, qualification, skills and values that a student intends to acquire in order to look for professional avenues or move to higher education at the postgraduate level.

The program is aimed at attracting entrants from the secondary level or equivalent, often with subject knowledge that may or may not be directly relevant to the particular field of study/profession. Thus, the courses in English are aimed at equipping students in qualifying for professional examinations or providing opportunities in particular employment settings. Graduates are enabled to enter a variety of jobs or to continue academic study at a higher level.

Qualification descriptors at this level reflect in-depth and specialized knowledge and understanding of their subjects enriched by domain knowledge, student knowledge, critical thinking and effective communication skills. Knowledge at this level includes generic information about what all holders of the qualification are able to do, and the qualities and skills that they have. Courses, therefore, reflect different aspirations of types of students, and skills, learning needs and personal circumstances, needed thereof. The pursuit of this program assesses not only academic skills but also other skills and attributes including what graduate level education requires, recognizes and accredits in order for the UG component of the IMD program to sync with national standards and be compatible with international practices.

The attributes and associated outcomes are predominantly comprised of structured learning opportunities. These programs are devoted to classroom learning, group and individual learning and library and field research projects. The key component in the program is developing the ability to communicate at different levels, ranging from basic to critical communication.

To complete the program of study the student needs to demonstrate knowledge of the subject, understanding of one's location, ability to critically appreciate a text or tradition in itself or in relation to others, knowledge of the development of the discipline locally and globally through classroom study, self-study and research of existing literatures and current practices. The critical perspective, thus acquired, helps the student to link the degree to life skills including professional skills and awareness with an understanding of human and literary value.

1.2.1 Aims of Bachelor's Component of the IMD program

Bachelor's in any subject is, in effect, a bridge between secondary and tertiary level education and postgraduate education. Hence it is important to make the courses in this program as inclusive and broad as possible even as they also carry the imprints of specialized program of study. Honours courses are specialized and remain within the boundaries of accepted and current knowledge. The importance of student research is an integral part of any Honours Program, particularly the English Honours program.

The objectives of the LOCF in English, therefore, revisit traditional expectations of teaching and learning English by focussing outcomes that are demonstrable through five key attributes: understanding, use, communication, expansion, and application of subject knowledge with a clear awareness and understanding of one's location in the immediate and global environment.

In order to maximize the advantages of LOCF, the objectives are synced to outcomes. So the LOCF document highlights (i) the basic philosophy of teaching English as an Honours subject; (ii) the core objectives of English (Literary Studies and Language through Literature) by way of imparting subject knowledge, life skills, awareness of human values, respect for different locations and life forms, and professional skills; (iii) translation of each skill into demonstrable outcomes in terms of basic and critical communication, social engagement, personal growth and ability enhancement; (iv) application and use of domain knowledge as a bridge to society and the world at large; (v) demonstration of professional awareness and problem solving skills; (vi) demonstration of basic knowledge of digital knowledge platforms; (vii) ability to recognize the professional and social utility of the subject; and (viii) in the process understand, appreciate and imbibe values of life.

The broad objectives of the Learning Outcomes-based Curriculum Framework (LOCF) in English Literature (Honours) can therefore be outlined through the following points:

- **Prospects of the Curriculum:** Formulating graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a degree student with Honours in English;
- **Core Values:** Enabling prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and human and literary values) or attributes for English Literature (Honours);
- **Bridge to the World:** Providing a framework to see the subject as a bridge to the world in such a way that while recognizing the different conditions in pluralistic society, the students also are aware of a core of shared values such as (i) a commitment to the knowledge to understand the world and how to make a contribution to it; (ii) development of each person's unique potential; (iii) respect for others and their rights; (iv) social and civic responsibility, participation in democratic processes; social justice and cultural diversity; and (v) concern for the natural and cultural environment;
- **Assimilation of Ability, Balance, harmony and Inclusiveness:** Identifying and defining such aspects or attributes of English (Honours) that a graduate of the subject should be able to demonstrate on successful completion of the programme of study;
- **Frame for National Standards:** Providing a frame of reference for maintaining national standards with international compatibility of learning outcomes of English Literature (Honours) and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility;
- **Pliability:** Formulating outcomes that are responsive to social and technological changes in order that the pedagogy will meet student's needs arising from the changes. LOCF encourages effective use of new technologies as tools for learning and provide a balance between what is common to the education of all students and the kind of flexibility and openness required for education;
- **Pedagogy:** Providing higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programs and academic standards for English (Honours) with shift from

domain knowledge to processes of realizing the outcomes;

- **Development:** Providing HEIs a developmental approach through LOCF that would accommodate social needs and provide students a clear direction of learning.

The specific objectives of the Integrated Master's Degree Program are to develop in the student the ability to demonstrable the following outcomes:

1. Disciplinary Knowledge of English Literature and Literary Studies
2. Communication Skills
3. Critical Thinking
4. Analytical Reasoning
5. Problem Solving
6. Research-Related Skills
7. Self-Directing Learning
8. Multicultural Competence
9. Values: Moral and Ethical, Literary and Human
10. Digital Literacy

The details are explained in the sections that follow.

1.3 Graduate Attributes

Disciplinary Knowledge:

- a) ability to identify, speak and write about different literary genres, forms, periods and movements
- b) ability to understand and engage with various literary and critical concepts and categories
- c) ability to read texts closely, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations
- d) ability to understand appreciate, analyze, and use different theoretical frameworks
- e) ability to locate in and engage with relevant scholarly works in order to develop one's own critical position and present one's views coherently and persuasively
- f) ability to situate one's own reading, to be aware of one's position in terms of society, religion, caste, region, gender, politics, and sexuality to be self-reflexive and self-questioning
- g) ability to understand the world, to think critically and clearly about the local and the global through a reading of literatures in translation and in the original, to be a located Indian citizen of the world
- h) ability to see and respect difference and to transcend binaries

Communication Skills:

- a) ability to speak and write clearly in standard, academic English
- b) ability to listen to and read carefully various viewpoints and engage with them.

- c) ability to use critical concepts and categories with clarity Critical Thinking:
- d) ability to read and analyze extant scholarship
- e) ability to substantiate critical readings of literary texts in order to persuade others
- f) ability to place texts in historical contexts and also read them in terms of generic conventions and literary history

Problem Solving:

- a) ability to transfer literary critical skills to read other cultural texts
- b) ability to read any unfamiliar literary texts Analytical Reasoning:
- c) ability to evaluate the strengths and weaknesses in scholarly texts spotting flaws in their arguments
- d) ability to use critics and theorists to create a framework and to substantiate one's argument in one's reading of literary texts

Research-Related Skills:

- a) ability to problematize; to formulate hypothesis and research questions, and to identify and consult relevant sources to find answers
- b) ability to plan and write a research paper Teamwork and Time Management:
- c) ability to participate constructively in class discussions
- d) ability to contribute to group work
- e) ability to meet a deadline Scientific Reasoning:
- f) ability to analyze texts, evaluating ideas and literary strategies
- g) ability to formulate logical and persuasive arguments

Reflective Thinking:

- ability to locate oneself and see the influence of location—regional, national, global—on critical thinking and reading

Self-Directing Learning:

- a) ability to work independently in terms of reading literary and critical texts
- b) ability to carry out personal research, postulate questions and search for answers Digital Literacy:
- a) ability to use digital sources, and read them critically
- b) ability to use digital resources for presentations Multicultural Competence:
- c) ability to engage with and understand literature from various nations and reasons and languages
- d) ability to respect and transcend differences Moral and Ethical Values:
- e) ability to interrogate one's own ethical values, and to be aware of ethical issues
- f) ability to read values inherited in literary texts and criticism vis a vis, the environment, religion and spirituality, as also structures of power

Leadership Readiness:

- a) ability to lead group discussions, to formulate questions for the class in literary and social texts

Life-long Learning:

- a) ability to retain and build on critical reading skills
- b) ability to transfer such skills to other domains of one's life and work

1.4 Qualification descriptors for 5-Year IMD Program in English

The qualification descriptors for the IMD program in English shall be five learning attributes such as understanding, use, communication, expansion, and application of subject knowledge with a clear understanding of one's location. This also involves an awareness on the students' part of differences pertaining to class, caste, gender, community, region, etc. in order that they can transcend these differences with transparency of purpose and thought. The key qualification descriptor for English Honours shall be clarity of communication as well as critical thinking and ethical awareness. Each Honours Graduate in English should be able to

- *demonstrate* a coherent and systematic knowledge and understanding of the field of literary and theoretical developments in the field of English Studies and English Studies in India. This would also include the student's ability to identify, speak and write about genres, forms, periods, movements and conventions of writing as well as the ability to understand and engage with literary-critical concepts, theories and categories
- *demonstrate* the ability to understand the role of literature in a changing world from the disciplinary perspective as well as in relation to its professional and everyday use. While the aspect of disciplinary attribute is covered by the ability of the students to read texts with close attention to themes, conventions, contexts and value systems, a key aspect of this attribute is their ability to situate their reading, their position(s) in terms of community, class, caste, religion, language, region, gender, politics, and an understanding of the global and the local
- *demonstrate* the ability to think and write critically and clearly about one's role as a located Indian citizen of the world through a reading of English literatures and literatures in translation
- *Communicate* ideas, opinions and values—both literary values and values of life in all shades and shapes—in order to expand the knowledge of the subject as it moves from the classroom to life and life-worlds
- *Demonstrate* the ability to share the results of academic and disciplinary learning through different forms of communication such as essays, dissertations, reports, findings, notes, etc, on different platforms of communication such as the classroom, the media and the internet
- *Recognize* the scope of English studies in terms of career opportunities, employment and lifelong engagement in teaching, publishing, translation, communication, media, soft skills and other allied fields
- *Apply* subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow humans in order to see and respect differences in and among various species and life-forms and learn to transcend them

The program will strengthen the student's ability to draw on narratives that alert us to layers and levels of meaning and differences in situations and complexities of relations. Linguistic and literary competence should help the students identify, analyze and evaluate

keys issues in the text and around in the world—thematic, contextual, professional, processual—and think of ways to find acceptable and sustainable solutions. Students will have the ability to understand and articulate with clarity and critical thinking one's position in the world as an Indian and as an Indian citizen of the world.

1.5 Programme Learning Outcomes

The program learning outcomes relating to IMD Program in English:

- demonstrate a set of basic skills in literary communication and explication of literary practices and process with clarity
- demonstrate a coherent and systematic knowledge of the field of English literature and Bhasha literatures in English showing an understanding of current theoretical and literary developments in relation to the specific field of English studies.
- display an ability to read and understand various literary genres and stylistic variations and write critically
- cultivate ability to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture
- demonstrate a critical aptitude and reflexive thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of English studies using digital resources.
- display knowledge to cultivate a better understanding of values – both literary values that aide us in literary judgment and also values of life at all stages; apply appropriate methodologies for the development of the creative and analytical faculties of students, their overall development of writing, including imaginative writing.
- recognize employability options in English studies programme as part of skill development and as career avenues open to graduates in today's global world such as professional writing, translation, teaching English at different levels, mass media, journalism, aviation communication and personality development
- channelize the interests of the students and analytical reasoning in a better way and make more meaningful choices regarding career after completion of graduate programme
- to enable students to develop an awareness of the linguistic-cultural richness of India as an important outcome of English literary studies in India

INTEGRATED MASTERS' DEGREE

ENGLISH COURSES

Core Courses

SEMESTER 1

SEMESTER 1: COURSE EN 101C: INDIAN CLASSICAL LITERATURE

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100 AD
- appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes
- historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres
- trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures
- understand, analyze and appreciate various texts with comparative perspectives

Course Content

SEMESTER 1: EN 101C (INDIAN CLASSICAL LITERATURE)

Unit-I

Origins of Kavya Literature:

Excerpts from *The Ramayana*- 'Ayodhya Kanda'/ 'Yuddha Kanda'

Excerpts from *The Mahabharata*-'The Book of Assembly Hall'(Sabha Parva): The Dicing and The Sequel of Dicing/ *Virata Parva*

Unit-II

Bharatamuni's *The Natyashastra*

Chapter 1: On the origin of drama & Chapter 6: Rasa and Bhava

Unit-III

Sudraka: *Mrichhkatikam*

Or Kalidasa: *Abhijnansakuntalam*

Unit-IV

Banabhatta: Excerpts from *Kadambari*- Chapter I & Chapter II

Suggested Readings:

- *The Mahabharata: The Dicing, The Sequel to Dicing and the Temptation of Karna*, Worldview Critical Editions.
- Padmini Rajappa 's *Kadambari*, Penguin Classicsl
- *Srimad Valmiki Ramayana* (with Sanskrit Text and English Translation): Part I, Gita Press, Gorakhpur (2 vols Set).
- Bharata, *Natyashastra*, tr. Manmohan Ghosh, vol. I, 2nd edn. Calcutta: Granthalaya, 1967.
- Berriedale Keith 's *A History of Sanskrit Literature*, Motilal Banarasidas, 2019.
- J.A.B. Van Buitenen, *„Dharma and Moksa„*, in Roy W. Perrett, ed., *Indian Philosophy*, vol V
- *Indian Theatre* by Kapila Vatsyayan.

E-Books

- [The Ramayana Translated into English Prose From the Original Sanskrit of Valmiki, Year 1977 Manmathanath Dutta](#)
- [The Ramayana of Valmiki, translated by Hari Prasad Shastri](#)
- [Valmiki Ramayan trans. Bibek Debroy](#)
- [Mahabharata Online. Trans. Kishori Mohan Ganguly \(published between 1883 and 1896\)](#)

SEMESTER 2

COURSE EN 201C: EUROPEAN CLASSICAL LITERATURE

- **Course Level Learning Outcomes**
- Some of the course learning outcomes that students of this course are required to demonstrate run thus:
- historically situate classical European, i.e., Greek and Latin literary cultures and their socio- political-cultural contexts
- engage with classical literary traditions of Europe from the beginning till the 5th century AD
- grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time
- appreciate classical literature of Europe and pursue their interests in it
- examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives
- develop ability to pursue research in the field of classics
- develop academic and practical skills in terms of communication and presentation and also learn about human and literary values of classical period

Course Content

SEMESTER 2: COURSE EN 201C (EUROPEAN CLASSICAL LITERATURE)

UNIT I

Homer: Selections from *The Illiad* (Book 1) Penguin

UNIT II

Sophocles: *Oedipus Rex* (Penguin)

UNIT III

Plautus: *The Pot of Gold* (Penguin)

Horace: *Selections from Satires Epistle 1, Book 1* (The Satires of Horace and Persius, Translation. Niall Rudd, Penguin 2005)

UNIT IV

Dante: Selections from *The Divine Comedy: Inferno*, Canto 1 & 2 (Dante's The Divine Comedy: Inferno, Purgatorio, Paradiso, Ed. Robin Kirkpatrick, Penguin Classics)

Suggested Readings

- Homer, *The Illiad*. Tr. E.V. Rieu. Harmondsworth: Penguin, 1985.
- Sophocles, *Oedipus the King*. Tr. Robert Fagles in Sophocles: The Three Theban Plays. Harmondsworth: Penguin, 1984.
- Richard Rutherford, *Classical Literature: A Concise History*. Oxford: Blackwell Publishing, 2005.

SEMESTER 3

COURSE EN 301C: INDIAN WRITINGS IN ENGLISH AND IN TRANSLATION

- **Course Level Learning Outcomes**
- Some of the course learning outcomes that students of this course are required to demonstrate run thus:
- appreciate the historical trajectory of various genres of IWE from colonial times till the present
- critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in IWE
- approach IWE from multiple positions based on historical and social locations

Course Content

SEMESTER 3: COURSE EN 301C (INDIAN WRITINGS IN ENGLISH AND IN TRANSLATION)

UNIT- I

NOVELS

R.K. Narayan: *Swami and Friends/ A Tiger in Malgudi*

Amitav Ghosh: *The Shadow Lines*

OR Tagore: *Home and the World*

UNIT- II

SHORT FICTION

Mulk Raj Anand: 'Two Lady Rams'

Rohinton Mistry: 'Swimming Lesson'

Shashi Deshpande: 'The Intrusion'

UNIT III

POETRY

H.L.V. Derozio: 'Freedom to the Slave', 'The Orphan Girl, To India: My Native Land'

Kamala Das: 'Introduction', 'My Grandmother's House'

Nissim Ezekiel: 'Enterprise', 'Goodbye Party to Miss Pushpa TS', 'The Night of the Scorpion'

Robin S. Ngangom: 'The Strange Affair of Robin S. Ngangom', 'A Poem for Mother'

Eunice de Souza: 'De Souza Prabhu'

UNIT IV

DRAMA

Mahesh Dattani: *Dance Like a Man/ Tara*

OR Girish Karnad: *Naga Mandala/Hayavadana*

Suggested Topics for Presentation

- i. Indian English
- ii. Indian English Literature and its Readership
- iii. Themes and Contexts of the Indian English Novel
- iv. The Aesthetics of Indian English Poetry
- v. Modernism in Indian English Literature
- vi. The Nation and Indian English Literature

Suggested Readings

Raja Rao, *Foreword to Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.

Salman Rushdie: *Commonwealth Literature does not exist, in Imaginary Homelands* (London:Granta Books, 1991) pp. 61-70.

Meenakshi Mukherjee, *Divided by a Common Language, in The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.

Bruce King, *Introduction, in Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1– 10.

SEMESTER 4

COURSE EN 401: BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the tradition of English literature from 14th to 17th centuries.
- develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested
- engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time.

Course Content

SEMESTER 4: COURSE EN 401 (BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES)

UNIT-I

Geoffrey Chaucer: *The Wife of Bath's Tale (Prologue and Tale)*

UNIT-II

Edmund Spenser: Selections from Amoretti:

Sonnet LXVII: 'Like as a Huntsman'

Sonnet LVII: 'Sweet Warrior'

Sonnet LXXV: 'One Day I wrote her Name'

John Donne: 'The Sunne Rising', 'Batter My Heart', 'Valediction: Forbidding Mourning'

UNIT-III

Christopher Marlowe: *Doctor Faustus*/ Webster: *The Duchess of Malfi*

UNIT-IV

William Shakespeare: *Macbeth*/ *The Tempest*

Suggested Readings

Pico Della Mirandola, *excerpts from the Oration on the Dignity of Man*, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.

John Calvin, *Predestination and Free Will*, in *The Portable Renaissance Reader*, ed. James Bruce,

Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704– 11.
Baldassare Castiglione, *Longing for Beauty and Invocation of Love*, in *Book 4 of The Courtier*,

Love and Beauty, tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324– 8, 330–5.

Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970)

SEMESTER 4: COURSE EN 402C: AMERICAN LITERATURE

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate are as follows:

- understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century)
- understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the

American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.

- appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic American and Asian) writing traditions
- critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
- critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
- explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
- relate the African American experience in America (both ante-bellum and post-bellum) to issues of exclusion in societies relevant to their learning experience
- analyze the American mind from global and Indian perspectives and situate the American in the contemporary world

Course Content

SEMESTER 4: COURSE EN 402C (AMERICAN LITERATURE)

UNIT-1

NOVEL

Hemingway: *The Old Man and the Sea*

F Scott Fitzgerald: *The Great Gatsby*

UNIT-II

DRAMA

Arthur Miller: *All My Sons* / Tennessee Williams: *The Glass Menagerie*

UNIT-III

SHORT STORY/ NON-FICTIONAL PROSE

Edgar Allan Poe: 'The Purloined Letter'

Emerson: 'Self Reliance'

William Faulkner: 'Dry September'

UNIT-IV

POETRY

Walt Whitman: 'A Passage to India', 'O Captain, My Captain'

Emily Dickinson: 'Because I could not stop for Death', 'I Heard a Fly Buzz'

Robert Frost: 'Mending Wall', 'Birches'

Langston Hughes: 'The Negro Speaks of Rivers' / Maya Angelou: 'Still I Rise'

Suggested Topics for Background Reading and Class Presentation

- The American Myths of Genesis/ The American Dream/ The American Adam
- American Romance and the American Novel
- Is Huck Finn the Prototypical American Novel?
- Multicultural Literature of the United States; Folklore and the American Novel
- Race and Gender in American Literature
- War and American Fiction
- Two Traditions of American Poetry; Emerson and Poe/ Typological and Tropological Traditions
- Social Realism and the American Novel
- The Questions of Form in American Poetry

Suggested Readings

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

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

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

Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).

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

SEMESTER 4: COURSE EN 403C: BRITISH LITERATURE: 17TH AND 18TH CENTURIES

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry
- demonstrate in-depth knowledge and understanding of the religious, sociointellectual and cultural thoughts of the 17th and 18th centuries
- examine critically key themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
- show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama
- analyze literary devices forms and techniques in order to appreciate and interpret the texts

Course Content

SEMESTER 4: COURSE EN 403C (BRITISH LITERATURE: 17TH AND 18TH CENTURIES)

UNIT-I (Poetry)

John Milton: *Paradise Lost: Book 1*

UNIT- II (Poetry)

Alexander Pope: *The Rape of the Lock* (All 5 Cantos)

UNIT-III (Drama)

William Congreve: *The Way of the World*

UNIT- IV (Essay)

Aphra Behn: 'Oroonoko'

Bacon: 'Of Studies', 'Of Travel'

Addison: 'Sir Roger at Church'

Suggested Topics for Background Reading and Class Presentation

- Religious and Secular Thought in the 17th Century
- Changing Images of the Human Being in the Literature of the Period
- The Stage, the State and the Market
- The Mock-epic and Satire
- Women in the 17th Century
- The Comedy of Manners

Suggested Readings

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

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

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

John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.

SEMESTER 4: COURSE EN 404C (POPULAR LITERATURE)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- trace the early history of print culture in England and the emergence of genre fiction and best sellers
- engage with debates on high and low culture, canonical and non-canonical literature
- articulate the characteristics of various genres of non-literary fiction
- investigate the role of popular fiction in the literary polysystem of various linguistic cultures
- demonstrate how popular literature belongs to its time
- Use various methods of literary analysis to interpret popular literature

Course Content

SEMESTER 4: PAPER EN 404C (POPULAR LITERATURE)

UNIT-I (Children's Literature)

Lewis Carroll: *Through the Looking Glass*

Sukumar Ray: *The Sons of Ramgaroor*, and *Khichudi*

UNIT- II (Detective Fiction)

Arthur Conan Doyle: *The Five Orange Pips/ The Adventures of the Speckled Band/*

Satyajit Ray: *The Golden Fortress*

UNIT- III (Romance/Chick Lit)

Daphne du Maurier: *Rebecca/*

Anuja Chauhan: *The Zoya Factor*

UNIT- IV (Science Fiction)

Isaac Asimov: *Nightfall*

Satyajit Ray: *The Diary of a Space Traveller and Other Stories (First Story)*

Suggested Topics for Background Reading and Class Presentation

- Coming of Age
- The Canonical and the Popular
- Ethics and Education in Children's Literature
- Sense and Nonsense
- The Graphic Novel
- The Popular and the Market

Suggested Readings

Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby

Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*, vol.

45, 1978,

Christopher Pawling, 'Popular Fiction: Ideology or Utopia?' in *Popular Fiction and Social Change*, ed. Christopher Pawling

Tzevetan Todorov, 'The Typology of Detective Fiction', in *The Poetics of Prose*

Darco Suvin, 'On Teaching SF Critically', in *Positions and Presuppositions in Science Fiction*

Janice Radway. 'The Institutional Matrix, Publishing Romantic Fiction', in *Reading the Romance: Women, Patriarchy, and Popular Literature*

Edmund Wilson, 'Who Cares Who Killed Roger Ackroyd?', *The New Yorker*, 20 June

1945. Hillary Chute, "Comics as Literature? Reading Graphic Narrative", *PMLA* 123(2)

SEMESTER 5

COURSE EN 501C: BRITISH ROMANTIC LITERATURE

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand Romanticism as a concept in relation to ancillary concepts like Classicism
- understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences
- analyze and understand the main characteristics of Romanticism
- appreciate the canonical and representative poems and prose of the writers of the Romantic period.
- develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody.
- appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity
- relate Romantic literary texts to other forms of expression such as painting, for instance.

Course Content

SEMESTER 5: COURSE EN 501C (BRITISH ROMANTIC LITERATURE)

UNIT- I (Poetry)

William Blake: ‘*The Lamb*’, ‘*The Chimney Sweeper*’ (from *The Songs of Innocence and The Songs of Experience*)

‘*The Tyger*’ (*The Songs of Experience*) Robert Burns ‘*A Bard’s Epitaph*’

UNIT- II (Poetry)

William Wordsworth: ‘*Tintern Abbey*’

Samuel Taylor Coleridge: ‘*Kubla Khan*’

Percy Bysshe Shelley: ‘*Ode to the West Wind*’

John Keats: ‘*To Autumn*’

UNIT-III (Novel)

Mary Shelley: *Frankenstein*/

Walter Scott: *Ivanhoe*

Jane Austen: *Emma*

UNIT- IV (Non-Fiction)

Charles Lamb: 'Dream Children: A Reverie', 'In Praise of Chimney Sweepers'

William Hazlitt: 'On Poetry in General'

Suggested Topics for Presentation

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

Suggested Readings

William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611.

John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8.

Jean-Jacques Rousseau, 'Preface' to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991).

Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.

SEMESTER 5: COURSE EN 502C: THE VICTORIAN AGE

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- identify and analyze the socio-economic-political contexts that inform the literature of the period
- comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres
- understand the conflict between self and society in different literary genres of the period
- link the rise of the novel to the expansion of Colonialism and Capitalism
- understand the transition from Romantic to Victorian in literature and culture
- link the Victorian temper to political contexts in English colonies

- link the changes in the English countryside to changes brought about in similar settings in India

Course Content

SEMESTER 5: COURSE EN 502C: THE VICTORIAN AGE

UNIT-I (Novel)

Charlotte Bronte: Jane Eyre/ Emily Bronte: Wuthering Heights

Charles Dickens: A Tale of Two Cities / Thomas Hardy: Tess of D'Urbevilles

UNIT- II (Poetry)

Alfred Tennyson: 'Ulysses'

Robert Browning: 'My Last Duchess'

Christina Rossetti: 'The Goblin Market'

A.C.Swinburne: 'The Garden of Prospice'

UNIT-III ((Non- Fiction)

Mathew Arnold: Selections from Culture and Anarchy: An Essay in Political and Social Criticism- Chapter- III

ii) John Ruskin: 'The Root of Honour' from Unto This Last/ John Stuart Mill: Chapter-II 'What is Utilitarianism' from Utilitarianism

UNIT- IV (Drama)

Bernard Shaw: Man and Superman

John Galsworthy: Justice

Suggested Topics for Background Reading and Class Presentation

- Utilitarianism
- Colonialism and nineteenth century literature
- The Death of the Village
- The 19th Century Novel
- Marriage and Sexuality
- The Writer and Society
- Faith and Doubt
- The Dramatic Monologue

Suggested Readings:

Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social

Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201.

Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man in The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545–9.

John Stuart Mill, *The Subjection of Women in Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

SEMESTER 5: COURSE EN 503C: WOMEN'S WRITING

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate are as follows:

- recognise the importance of gender specificity in literature
- understand and appreciate the representation of female experience in literature
- explain the difference between the feminine and the feminist as opposed to the female
- examine and appreciate the role played by socio-cultural-economic contexts in defining woman
- link the status of woman to social discrimination and social change
- draw a location specific trajectory of female bonding or empowerment
- to understand the complexity of social and biological constructions of manhood and womanhood
- to examine the relationship of women to work and production

Course Content

SEMESTER 5: COURSE EN 503C: WOMEN'S WRITING

UNIT-I (Poetry)

Sylvia Plath: 'Daddy'

Sarojini Naidu: 'Songs of Radha- The Quest'

Toru Dutt: 'Sita'

Margaret Atwood: 'Journey to the Interior'

UNIT- II (Novel)

Alice Walker: *The Color Purple*

Anita Desai: *Cry, the Peacock*

UNIT- III (Short Story)

Charlotte Perkins Gilman: 'The Yellow Wallpaper'

Katherine Mansfield: 'Bliss'

Mahasweta Devi: 'Draupadi'

UNIT- IV (Non- Fiction)

Mary Wollstonecraft: Selections from *A Vindication of the Rights of Woman*- Chapter- 1 (pp.11-19) & Chapter- 2 (pp. 19-38)

Virginia Woolf: *A Room of One's Own*

Suggested Topics for Background Reading and Class Presentation

- The Confessional Mode in Women's Writing
- Sexual/Textual Politics
- Body, Beauty and Discrimination
- Race, Caste and Gender
- Social Reform and Women's Rights
- Women under Colonialism □ Women in and out of Slavery
- Is there a Woman's Language?

Suggested Readings

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

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

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

Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

SEMESTER 5: COURSE EN 504C: LITERARY TYPES, MOVEMENTS AND TERMS

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand issues like literature, literariness, literary values and basic literary concepts
- learners will have basic understanding of development of English literature in terms of various movements
- learners will be able to identify theoretical and critical concepts with critics/ texts/ movements with which they are associated and understand them in their contexts
- learners will be able to engage themselves with the genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- learners will be able to appreciate and analyse select literary texts in the larger socio-cultural contexts of the time

Course Content

SEMESTER 5: COURSE EN 504C: LITERARY TYPES, MOVEMENTS AND TERMS

UNIT-I (Literary Types)

- i) Poetry: Major Classifications- Epic, Lyric and its Variants
- ii) Drama: Major Classifications- Tragedy, Comedy
- iii) Prose Literature: Major Classifications- Novel, Short Story and Essay

UNIT- II (Literary Movements- I)

- i) Humanism
- ii) Romanticism
- iii) Neo- Classicism
- iv) Pre-Raphaelite

UNIT- III (Literary Movements- II)

- i) Realism and Naturalism
- ii) Modernism: Symbolism, Imagism, Impressionism, Expressionism, Surrealism
- iii) Post- Modernism

UNIT- IV (Literary Terms)

- i) Aestheticism
- ii) Absurd
- iii) Alienation Effect
- iv) Archetype
- v) Biography
- vi) Canon of Literature
- vii) Colonialism
- viii) Decadence
- ix) Discourse
- x) Epic Theatre
- xi) Narratology

Suggested Readings:

M.H. Abrams, *A Dictionary of Literary Terms*,
Martin Gray, *A Dictionary of Literary Terms*, , Blackwell, 1998
W. H. Hudson, *An Introduction to the Study of English Literature*, Maple Press,
2003

SEMESTER 6

COURSE EN 601C: 20TH CENTURY LITERATURE

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe
- link and distinguish between modernity and modernism
- explain the links between developments in science and experiments in literature
- explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism
- and analyze the use and modernist technique in different genres in early twentieth century British literature
- trace the history of the self and subjectivity in literature in the light of colonial consciousness
- explain and analyze the idea of form in modernist literary texts from across major genres

Course Content

SEMESTER 6: COURSE EN 601C: 20TH CENTURY LITERATURE

UNIT- I (Novel)

- i) Joseph Conrad: *Heart of Darkness*
- ii) Virginia Woolf: *To the Light House*

UNIT- II (Poetry)

- i) W.B.Yeats: 'Second Coming', 'Sailing to Byzantium'
- ii) T.S.Eliot: 'The Love Song of J.Alfred Prufrock'

UNIT- III (Drama)

- i) Ibsen: *Ghosts*
- ii) Bertolt Brecht: *Life of Galileo*
- iii) Samuel Beckett: *Waiting for Godot*

UNIT- IV (Performance Theory)

- i) G.B.Shaw: *The Quintessence of Ibsenism*

ii) Bertolt Brecht: *Dramatic Theatre versus Epic Theatre*

Suggested Topics for Background Reading and Presentation

Topics

- Modernism, Post-modernism and non-European Cultures
- The Women's Movement in the Early 20th Century
- Psychoanalysis and the Stream of Consciousness
- Literature and the Fear of Disintegration
- The Uses of Myth
- Nation and Narration in Early Twentieth Century Novel
- The Avant Garde

Suggested Readings

Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.

T.S. Eliot, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.

Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.

SEMESTER 6: COURSE EN 602C: POSTCOLONIAL LITERATURES

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule
- understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation
- see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it
- appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations
- critically engage with issues of racism and imperialism during and after colonial occupation
- appreciate the changing role and status of English in postcolonial literatures link colonialism to modernity

Course Content

SEMESTER 6: COURSE EN 602C: POSTCOLONIAL LITERATURES

UNIT- I (Novel)

- i) Chinua Achebe: *Things Fall Apart*
- ii) Salman Rushdie: *The Midnight's Children*
- iii) V.S. Naipaul: *A House for Mr. Biswas*

UNIT- II (Fiction)

- i) Phakir Mohan Senapati: 'Rebati'
- ii) Bessie Head: 'The Collector of Treasures'
- iii) Ama Ato Aidoo: 'The Girl Who Can'

UNIT- III (Poetry)

- i) Derek Walcott: 'A Far Cry from Africa'
- ii) Mamang Dai: 'The Voice of the Mountain'
- iii) Pablo Neruda: 'Tonight I can Write'
- iv) David Malouf: 'Wild Lemons'

UNIT- IV (Non-Fiction)

- i) Franz Fanon: 'The Negro and Language' in *Black Skin, White Masks*
- ii) Edward Said: *Orientalism*
- iii) Gayatri Chakraborty Spivak: *Can the Subaltern Speak?*

Suggested Topic for Background Reading and Class Presentation

- Nationalism and Nationality
- De-colonization, Globalization and Literature
- Race, Region, Religion
- Women and Postcolonialism/Gender and Identity
- English and Bhasha: The Languages of Postcolonialism
- Postcolonial Literatures and Questions of Ethics
- Postcolonialism and Resistance
- Literature and Identity Politics

- Writing for the New World Audience

Suggested Readings

Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.

Ngugi wa Thiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.

Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987).

SEMESTER 6: COURSE EN 603C: LITERATURES OF INDIA'S NORTH-EAST

Course Level Outcomes

- To enable identification of the rich literary heritage of India's Northeast
- To posit Anglophone literatures of India's Northeast in the mainstream English studies curriculum
- To enable recognition of the rich oral traditions of India's Northeast
- To promote and patronise research rooted to the cultural and literary traditions of the region.

Course Content

SEMESTER 6: EN 603 LITERATURES OF INDIA'S NORTHEAST

UNIT- I (Poetry)

Desmond Kharmawphlang: 'Letter from Pahambir'

Mamang Dai: 'The Sorrow of Women'

Chandra Kanta Murasingh: 'The Stone Speaks in the Forest'

Sachlang Tripura: 'Dawn at Hokutwisa'

UNIT- II (Short Story)

Temsula Ao: 'The Last Song'

Dhruva Hazarika: 'The Hunt'

UNIT- III (Novel)

Indira Goswami: *The Blue- Necked God*

Mitra Phukan: *The Collector's Wife*

i). *Chethuwang* (Tripura)

ii). *The Tragedy of Jatinga* (Assam)

- ii). The Mystic Cat and Pebet (Manipuri)
- iv). Chhura: Undisputed Hero of Mizo Folktales
- v). The SyntongRynghang Tigers (Khasi)
- vi). Sofunuo (Naga)

Relevant Texts:

1. *Tales and Tunes of Tripura Hills*, Compiled and Edited by Chandrakanta Murasingh
2. *Folktales from India's North-East*, by Payel Dutta Chowdhury
3. *Chakm--a Folk Tales*, Retold by Rupak Debnath
4. *Mizo Songs and Folk Tales*, Edited by Lalitluangliana Khiangte
5. *Khasi Folk Songs and Tales*, Documented and Translated into English by Desmond D. Kharmawphlang, Translated into Hindi by A.R. Tripathi
6. *25 Folktales of North-East India*, by Mangan Thangjam

SEMESTER 6: PAPER EN 604C: FOUNDATIONS OF LITERARY CRITICISM

Some of the course learning outcomes that students of this course are required to demonstrate are as follows:

- understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods
- learners will be able to understand fundamental literary and critical concepts and underlying distinctions among them
- learners will be able to grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse
- learners will be able to identify theoretical and critical concepts with critics/ texts/ movements with which they are associated and understand them in their contexts
- learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts
- learners will be able to evaluate and analyse strengths and limitations of critical/ theoretical frameworks and arguments
- learners will be able to strengthen and deepen their interpretive skills

Course Content

SEMESTER 6: PAPER EN 604C: FOUNDATIONS OF LITERARY CRITICISM

UNIT- I

Plato: Selections from The Republic- Theory of Mimesis

Aristotle: The Poetics

UNIT- II

Philip Sidney: An Apology for Poetry

John Dryden: Of Dramatic Poesy: An Essay

UNIT- III

William Wordsworth: Preface to the Lyrical Ballads

S.T. Coleridge: Selections from Biographia Literaria: Fancy and Imagination

UNIT- IV

Mathew Arnold: The Study of Poetry

T.S. Eliot: Tradition and Individual Talent/ On Hamlet

Suggested Readings:

A. H. Gilbert, *Literary Criticism: Plato to Dryden*. Detroit: Wayne University Press, 1962

David Lodge and Nigel Wood, *Modern Criticism and Theory: A Reader*: London and New York: Routledge, 2000\

Raman Selden, et al. *A Reader's Guide to Contemporary Literary Theory*. Kentucky: University Press of Kentucky, 1993.

ABILITY ENHANCEMENT COURSES (FOR FIRST SEMESTER IMD)

Course Title: Basic English Communication Skills I

Course Code: AEC 101; Credit: 3

Course Statement

The aim of this course is to help students become familiar with nuances of grammar, and build confidence in them that grammar is learnable. The course also helps learners become aware of language, its dependence on grammar and the variety it exhibits. This course will be offered under four headings as given below:

- A. Grammar
- B. Listening and Speaking
- C. Basics of Reading
- D. Basics of Writing

Course Level Learning Outcomes

- i) Identify non-standard use of English both in written and spoken forms
- ii) Recognize the errors of usage and correct them
- iii) Recognize students' ability to improve their own competence in using the language
- iv) Understand and appreciate English spoken by people from different regions
- v) Use language for speaking with confidence in an intelligible and acceptable manner
- vi) Understand the importance of reading for life
- vii) Develop an interest for reading
- viii) Read independently unfamiliar texts with comprehension
- ix) Understand the importance of writing in academic life
- x) Write simple sentences without committing errors of spelling and grammar

Course Content

Unit-I: Major Basic Grammatical Categories

Notion of correctness and attitude to error correction with practice exercises

Unit-II: Introduction to Reading Skills

- i) Introducing different types of texts – narrative, descriptive, extrapolative
- ii) Reading and Comprehension of different types of texts stated above

Unit III: Introduction to Writing Skills I

- i) Aspects of cohesion and coherence
- ii) Expanding a given sentence without affecting the structure
- iii) Reorganizing jumbled sentences into a coherent paragraph

Unit IV: Introduction to Writing Skills II

- i) Drafting different types of letters
- ii) Drafting personal notes, notices, complaints, appreciation, conveying sympathies etc.

Internal Assessment may be based on the following areas:

- i) Importance of listening skills, problems of listening to unfamiliar dialects
- ii) Aspects of pronunciation and fluency in speaking
- iii) Intelligibility in speaking to be tested in short seminar presentations

Suggested Readings

Acevedo and Gower M (1999): Reading and Writing Skills, London, Longman

Deuter, M et.al. (2015). Oxford Advanced Learner's Dictionary of English (Ninth Edition). New Delhi, OUP

Eastwood, John (2008). Oxford Practice Grammar. Oxford, OUP

Hadfield, Chris and J Hadfield (2008). Reading Games. London, Longman

Saraswati, V (2005). Organized Writing 1. Hyderabad, Orient Blackswan

ABILITY ENHANCEMENT COURSE (AEC) FOR 4TH SEMESTER

Course Title: Creativity Through Language

Course Code: AEC 401

(PROJECT/ASSIGNMENT BASED)

Course Statement:

The aim of this course is to help learners identify, appreciate as well as use language in multiple creative ways. Learners will be sensitized to the creative process and learn to craft language aesthetically. They will be exposed to the various areas where language can be used creatively be it the conventional literary modes such as poetry, short story and drama as well as advertisements, songs and newspaper reports. Learners will also develop an awareness of the process of translating a text and the cultural contexts of language. Finally, learners will develop a critical engagement with texts in the process of reviewing films and books.

Course Level Learning Outcomes:

1. Demonstrate the ability for creative thinking and critical analysis of literature and media Show how figures of speech and idioms work in the understanding of texts
2. Demonstrate how a text interacts with the creative reader in the process of interpretation
3. Show their useful creative skill in writing, drafting and reading
4. Review literary and non-literary texts
5. Understand the importance of social media in the present context
6. Assess their own creative competence
7. Respond with sensitivity to the gender and cultural nuances in which a text is located (Value addition)

COURSE CONTENT

Unit I

Art and Craft of Language, Figures of speech, idioms, phrases, proverbs, dialects, registers, codes

Unit-II:

Appreciating Creativity I: Poetry, Dramatic Dialogue, Short Story, Translated short stories, editorials, poems, songs, advertisements

Unit-III:

Appreciating Creativity II: Advertisement and its types, Newspaper reports Painting and Film reviews, Cyber media and social media

Unit-IV:

Creative Writing practice based on Unit-II and Unit III

Suggested Readings

Baker, Mona (2011). In Other Words: A Coursebook on Translation. London, Routledge.
Bassnett, Susan. (2002). Translation Studies. London, Routledge
Dev, Anjana N et.al. (2008). Creative Writing: A Beginners Manual. Delhi, Pearson