



**SYLLABUS & PROGRAMME
STRUCTURE OF FOUR YEARS
UNDERGRADUATE PROGRAMME**

**ENGLISH
(Major & Minor)**

Semester - I - IV

**(Under National Education Policy – 2020) (Effective
from the Academic Session 2023-2024)**

**MAHARAJA BIR BIKRAM UNIVERSITY
AGARTALA, TRIPURA: 799004**

**4 YEAR B.A. (HONOURS)
IN ENGLISH**

LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK

BA ENGLISH (HONS): 4-YEAR DEGREE PROGRAM

Preamble

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 studying BA (Honours) in English, that is, to 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 BA (Hons.) 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 course 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 can be achieved.

BA (HONS) IN ENGLISH (4-YEAR DEGREE PROGRAM)

Part I

1.1 Introduction

Outcome based learning is the principal end of pedagogical transactions in higher education in today's world in the light of exponential changes brought about in science and technology, and the prevalent utilitarian world view of the society. Since humanities is among the most questioned discipline, it is imperative to perspectivise literary studies in English at the UG and PG levels.

Humanities has ever been in crisis in the West, which has impacted social perception beyond the western shores including India, though the Indian mind, before the advent of colonization, related literature to '*kavya satya*' (poetic truth), which was different from other forms of truth, and hence not comparable to others. But humanities, poetry to be precise, has found its defendants in all ages.

The present crisis of humanities emanates from the predominance of science and technology in particular because it contributes to human conditions and comfort in tangible terms and thereby changing the human condition with material inventions. The resultant utilitarian society likes to invest in science and technology because it takes care of provisions for life. Literature, on the other hand, takes care of vision. But its impact is intangible and immeasurable in terms of quantity. Humanities or literary discourse brings about qualitative changes that remain immeasurable, but for its manifestation in human conduct that may be observed and experienced, but not quantified. However, what gets obviated in the process is that both of them i.e., science and technology and humanities-- are complementary, though those fascinated with tangible outcomes do tend to gloss over it. Fortunately, institutions of repute in management, also science and technology have started paying attention to humanities and social sciences, at least symbolically.

To speak of human values in an age in which humanities as a discipline itself is in a state of crisis may appear paradoxical.

The present century has increasingly realised the interconnectedness of all elements in the universe and interrelatedness of lives. Tim Cook speaks about maintaining balance between science and the humanities:

If science is a search in the darkness, then the humanities are a candle that shows where we have been and the danger that lies ahead. It is technology married with liberal arts, married with the humanities that makes our hearts sing.

The function of literature is to bring the questions of values—human and literary—in focus.

Literariness is the ability of literature to attract attention to itself that it achieves through deviant use of language. As a system of knowledge, it aims at providing pleasure first and knowledge thereafter. Therein lies its value in being pleasant. Thereafter, the important thing is to know what literature is valued for. Literature is known for what it stands or its commitment. Literature celebrates life in all forms and stands for and with values of life by representing the weak, the poor, the exploited, the vulnerable and the voiceless. In a way, literary values are values of life, particularly human life.

Accordingly, English literary curricula have evolved over a period of time in India. From its Anglo-centric core, it moved to new literatures—Third World Literature, Commonwealth Literature, American, Canadian, Australian, African Literature, and New Literatures in English, and later to Indian Literature in English and Indian Literature in translation 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) programmes 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 programme of study.

The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme 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 programmes.

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

The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme 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 programme 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.

1.2.1 Nature and Extent of Bachelor's Degree Programme in English Literature (Honours)

Bachelor's Degree (Honours) 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.

Bachelor's Degree (Honours) programmes attract 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, BA (Honours) Course in English aims to equip students to qualify for joining a profession or to provide development 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. Programmes assess not only academic skills but also other skills and attributes including what graduate level education requires, recognises and accredits in order for the Honours Degree to sync with national standards and be compatible with international practices.

The attributes and outcomes associated with specialised programmes of study such as BA Honours in English are predominantly comprised of structured learning opportunities. These programmes are devoted to classroom learning, group and individual learning and library and field research projects. The key component in the programme is developing the ability to communicate at different levels, ranging from basic to critical communication.

To complete the programme 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.

1.2.2 Aims of Bachelor's Degree Programme in English Literature (Honours)

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

The objectives of the LOCF in English, therefore, revisit traditional expectations of teaching and learning English by centre-staging 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; (vi) ability to recognize the professional and social utility of the subject; and (vi) 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 Literature (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 programmes and academic standards for English Literature (Honours) with shift from domain knowledge to processes of realising 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 BA programme in English Literature (Honours) are to develop in the student the ability to demonstrate 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
- c) ability to engage with and understand literature from various nations and reasons and languages
- d) ability to respect and transcend differences
- 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:

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 a bachelor's degree with English Honours

The qualification descriptors for the BA (English Hons) programme 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 programme 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 key 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 (BA Hons. English)

The programme learning outcomes relating to BA (Hons) degree programme 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

BA ENGLISH (HONOURS) COURSES

A. Core Courses

PAPER 1: 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

Stakeholders, as already suggested, may make amendments in the finalization of the corpus.

SEMESTER 1: PAPER- EN 101C: INDIAN CLASSICAL LITERATURE

Unit-I

Origins of Kavya Literature:

Excerpts from *The Ramayana: Ayodhya Kanda/ Yuddha Kanda*

Excerpts from *The Mahabharata* from *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: Chapters on Rasa and Bhava

Unit-III

Sudraka: *Mrichhkatika* 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 1: PAPER EN 102C: EUROPEAN CLASSICAL LITERATURE

Course Level Learning Outcomes

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

- i. historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts
- ii. engage with classical literary traditions of Europe from the beginning till the 5th century AD
- iii. grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time
- iv. appreciate classical literature of Europe and pursue their interests in it
- v. examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives
- vi. develop ability to pursue research in the field of classics
- vii. develop academic and practical skills in terms of communication and presentation and also learn about human and literary values of classical period

Course Content

The texts suggested here are in addition to those in the CBCS syllabus. Some texts/portions have been changed keeping in view the Course Level Learning Outcomes (CLLO) as well as global guidelines in the LOCF documents. Stakeholders, as already suggested, may make amendments in the finalization of the corpus as well as the points raised in the CLLO.

SEMESTER 1: PAPER EN 102C: 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 2: PAPER- EN 201C: INDIAN WRITINGS IN ENGLISH AND IN
TRANSLATION**

Course Level Learning Outcomes

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

Course Content

Some texts suggested here are in addition to those in the CBCS syllabus. Some texts/portions have been changed keeping in view the Course Level Learning Outcomes (CLLO) as well as global guidelines in the LOCF documents. Stakeholders, as already suggested, may make amendments in the finalization of the corpus as well as the points raised in the CLLO.

**SEMESTER 2: PAPER-EN 201C: 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 2: PAPER EN 202: 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

The texts suggested here are in addition to those in the CBCS syllabus. Some texts/portions have been changed keeping in view the Course Level Learning Outcomes (CLLO) as well as global guidelines in the LOCF documents. Stakeholders, as already suggested, may make amendments in the finalization of the corpus as well as the points raised in the CLLO.

SEMESTER 2: PAPER EN 202: 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)

Course Level Learning Outcomes

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

- 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

The texts suggested here are in addition to those in the CBCS syllabus. Some texts/portions have been changed keeping in view the Course Level Learning Outcomes (CLLO) as well as global guidelines in the LOCF documents. Stakeholders, as already suggested, may make amendments in the finalization of the corpus as well as the points raised in the CLLO.

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 3: PAPER EN 302C: 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, socio-intellectual and cultural thoughts of the 17th and 18th centuries
- examine critically keys 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

SEMESTER 3: PAPER EN 302C: BRITISH LITERATURE: 17TH AND 18TH CENTURIES

Course Content

UNIT-I

John Milton: *Paradise Lost: Book 1*

UNIT- II

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

UNIT-III

John Webster: *The Way of the World*

UNIT- IV

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: PAPER EN 401C: 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

SEMESTER 4: PAPER EN 401C: POPULAR LITERATURE

Course Content

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

Tzvetan 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)

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.

SEMESTER 4: PAPER 402C: BRITISH ROMANTIC LITERATURE

Course Content

The texts suggested here are in addition to those in the CBCS syllabus. Some texts/portions have been changed keeping in view the Course Level Learning Outcomes (CLLO) as well as global guidelines in the LOCF documents. Stakeholders, as already suggested, may make amendments in the finalization of the corpus as well as the points raised in the CLLO.

UNIT- I

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

William Wordsworth: *Tintern Abbey*

Samuel Taylor Coleridge: *Kubla Khan*

Percy Bysshe Shelley: *Ode to the West Wind*

John Keats: *To Autumn*

UNIT-III

Mary Shelley: *Frankenstein*/

Walter Scott: *Ivanhoe*/

Jane Austen: *Emma*

UNIT- IV

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.

DETAILED COURSE CONTENT OF ENGLISH MINOR

101- Introducing Literature and Literary Courses

202- Creativity Through Language

301- British Literature

401- Modern Indian Literatures

SEMESTER I- Minor 101

INTRODUCING LITERATURE AND LITERARY GENRES

Course Level Learning Outcomes:

1. Understanding of issues like literature, literariness, literary values and basic literary concepts
2. Have a basic understanding of development of English literature in terms of various movements
3. Engage with the genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
4. Appreciate and analyse select literary poems and plays in the larger socio-cultural contexts of the time
5. Develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, tone and style, and elements of prosody

Course content

Unit -I:

Basic notions on “why read literature”, “The meaning of literature, literariness, literary values, function of literature, pleasure of reading, introduction to major literary concepts, genres

Unit -II: Epic

Unit III: Drama: Tragedy and Comedy

Unit IV: Novel and Short Story as modern genres

Suggested Readings W H Hudson, An Introduction to the Study of English Literature, Maple Press, 2003

Introduction to English Literature, ed. P. Varghese, Alfa Publications, 2011.

A Dictionary of Literary Terms, Martin Gray, Blackwell, 1998.

Terry Eagleton, How to Read a Poem, John Wiley & Sons, 2011

SEMESTER II- Minor 201

CREATIVITY THROUGH LANGUAGE

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

Suggested Reading

1. Baker, Mona (2011). In Other Words: A Coursebook on Translation. London, Routledge.
2. Bassnett, Susan. (2002). Translation Studies. London, Routledge
3. Dev, Anjana N et.al. (2008). Creative Writing: A Beginners Manual. Delhi, Pearson
4. Fiske, John (1982). Introduction to Communication Studies. London, Routledge

MINOR PAPER III: Minor 301

BRITISH LITERATURE

Course Level Learning Outcomes:

1. Understand English literary cultures from the Renaissance to the present
2. Develop an understanding of different forms and types of British Literature through exposure to texts that highlight both compliance and contest to tradition
3. Appreciate and analyze the texts in the larger socio-political and religious contexts of the time demonstrate an awareness of nuances of the English language and its varieties
4. Extend the knowledge of life in literature (say of animals, environment, gender, politics, nationalities, personal and ideological differences) to life and living situations

Suggested Course Content. Stakeholders may make amendments in the finalization of the corpus

Unit-I: Poetry

1. William Shakespeare: Shall I Compare Thee, or John Donne —The Sun Rising or —A Valediction Forbidding Mourning or John Milton, —On His Blindness
2. William Wordsworth, —The Solitary Reaper or John Keats —La Belle Dame sans Merci
3. W B Yeats, —Sailing to Byzantium or T S Eliot, —To the Indians who Died in Africa

Unit-II: Drama G B Shaw: *Arms and the Man*

Unit III: Short Story: E.M. Forster: *The Eternal Moment*

Unit IV: Novel: George Orwell: *Animal Farm*

Suggested Readings

Peter Alexander, A History of English Literature, 3rd ed. Palgrave Macmillan, 2017.

M. H. Abrams, A Glossary of Literary Terms, 11th ed. Cengage, 2015. [Entries on drama, fiction, specific types of poetry]

Robert Scholes, et al, eds. Elements of Literature, rpt. OUP, New Delhi, 2010. [Sections on Poetry, Fiction, Essays and Drama].

MINOR PAPER IV Minor 401

MODERN INDIAN LITERATURE

Course Level Learning Outcomes

1. Demonstrate the ability to read literary texts in terms of genre and contexts.
2. Engage with and write cogently on issues specific to modern India and to local realities
3. Critically appreciate the use of English in India

Suggested Course Content:

Unit-I Poetry:

- i. Kamala Das, —An Introduction
- ii. Nisssim Ezekiel, —Background, Casually
- iii Agha Shahid Ali, —The Dacca Gauzes
- iv. Arundhathi Subramaniam, — Where I Live
- v. Anamika, —Women
- vi. Temsula Ao, —The Old Story Teller

Unit-II: Novel: Bama *Karukku*

Arup Kumar Datta: *Kaziranga Trails*

Unit-III: Short Fiction

1. Shashi Deshpande, —The Inner Rooms
2. R.K. Narayan, —Engine Trouble
3. Ambai —Squirrel

Unit-IV: Drama Girish Karnad: *Hayavadana*

Suggested Readings

1. BR Ambedkar, *Annihilation of Caste*
2. Kamla Bhasin, *Understanding Gender*, Kali for Women, 2000
3. Amit Chaudhuri, “Introduction” to *The Picador Book of Modern Indian Literature*, 2001
4. Meenakshi Mukherjee, “Divided by a Common Language”, in *The Perishable Empire*, New Delhi: OUP, 2000. pp. 187—200