

LOC for Integrated MA in English (BA Honours in English)

Department of English

Tezpur University

Preamble

English as a discipline and a subject has evolved through significant socio-political shifts in India. From a self-proclaimed humanist project in the middle of last century, English Studies plunged into a deep crisis in the 1990s. The crisis in English in India is often attributed to its uneasy and problematic colonial history. Here it is necessary to recognize how in the wake of economic liberalization, implicit aspirational goals of young Indians were increasingly linked, through government intervention and encouragement, to English language proficiency. Though the goal of humanistic learning has not been completely abandoned, it has been reconfigured in the light of all the above.

As a foundational and curricular rubric in India now, English includes a range of global, cosmopolitan and local (local is a broad term here for national and regional) cultural and communicative concerns. While it conducts its transactions in the English language, one has to understand that it is a language no more inflected in terms of nationalities such as 'English' or 'American'. Our learning outcomes are allied to reading English and other national literatures in terms of values and concerns that are global and local at the same time. The outcomes are decidedly sourced from global readings as well as indigenous concerns, willing to both receive from and give to other cultural and textual practices.

The course in Integrated MA in English (BA Honours) is both value- and skill-oriented, prepared in conformity with CBCS guidelines and detailed in the syllabus below. It treats English both as a humanistic subject, focused on literary competence and liberal arts literacy, and as a skill-based subject, focused on language proficiency.

Introduction

The main objective of the Major or Honours course in English, which is the building block of the Integrated M.A. programmes in English, is to equip the students with basic linguistic and literary skills. These skills are to be developed through guided and independent reading of carefully chosen literary texts and interventions. Communicative competence in the language is an important skill. On completion of the programme, students may either branch out with greater confidence, or continue advanced (postgraduate) studies in the subject with greater motivation and clearer focus. This course enables the student to see English both as an avenue for inculcating values and sensibility and for acquiring language competence. The course helps the students to see how English, Literary Studies to be more precise, allies itself at different points to linguistics, translation studies, social sciences, media studies, gender and communication studies, etc. The goal is to help the student see how English as a subject and a discipline evolves, constantly reshaping itself within new disciplinary frameworks of world literature, comparative literature, cultural studies, postcolonial studies and critical theory.

2. Qualification Descriptors for the Degree of Integrated MA in English (BA Honours)

The qualification descriptors for the Integrated MA in English (BA Honours) programme involve an awareness on the students' part of differences pertaining to location, self, world, class, caste, gender, community, region, nation, etc. in order that they can transcend these differences with transparency of purpose and thought. The key qualification descriptor for Integrated MA in English (BA Honours) shall be clarity of communication as well as critical thinking and ethical awareness. Each Graduate in English should be able to

- *Demonstrate* a coherent and systematic knowledge and understanding of the field of 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, location, self, class, caste, religion, language, region, gender, politics, and an understanding of the global and the local
- *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
- *Apply* subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility
- *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

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. The student 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.

3. Graduate Attributes

GA 1 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 variation and innovation.
- 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

GA 2 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

GA 3 Critical Thinking:

- a) Ability to read and analyze extant scholarship
- b) Ability to substantiate critical readings of literary texts in order to persuade others
- c) Ability to place texts in historical contexts and also read them in terms of generic conventions and literary history
- d) Ability to situate oneself in relation to one's knowledge and location

GA 4 Problem Solving:

- a) Ability to transfer literary critical skills to read other cultural texts
- b) Ability to read any unfamiliar literary texts

GA 5 Analytical Reasoning:

- a) Ability to evaluate the strengths and weaknesses in scholarly texts spotting flaws in their arguments
- b) Ability to use critics and theorists to create a framework and to substantiate one's argument in one's reading of literary texts
- c) Ability to analyze texts, evaluating ideas and literary strategies
- d) Ability to formulate logical and persuasive arguments

GA 6 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

GA 7 Self-Directing and Life-long 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

GA 8 Digital Literacy:

- a) Ability to use digital sources, and reading them critically
- b) Ability to use digital resources for communication and effective presentation of ideas

GA 9 Multicultural, Futuristic Thinking

- a) Ability to engage with and understand literature from various nations and reasons and languages
- b) Ability to respect and transcend differences

GA 10 Moral and Ethical Values:

- a) Ability to interrogate one's own ethical values, to be aware of ethical issues
- b) Ability to read values inherited in literary texts and criticism *vis a vis*, the environment, religion and spirituality, as also structures of power

4. Programme Outcomes (Integrated MA English [BA Honours])

Given the Graduate Attributes (GAs), the following Programme Outcomes (POs) have been considered:

PO1: Graduate has acquired the necessary domain knowledge of English Language and Literature as collated in the curriculum to develop life-long self-learning

PO2: Graduate has acquired the skill necessary to expand the knowledge of the field to related disciplines by way of analyzing knowledge of the field and converting specific knowledge to general terms and forms

PO3: Graduate has acquired the skill of extending domain knowledge into critical contexts and creative domains in order to develop a research acumen and to communicate knowledge in different platforms including digital platforms

PO 4: Graduate has acquired a sense of responsibility to think and act by relating the knowledge of the field to the world, beginning with understanding local, regional, national and international linkages of different forms of knowledge and practice

P05: Graduate has understood the potential of the programme / course for professional growth and use

5. Programme structure

Total Credits: 110 (For the BA English Honours Course)

Structure of the curriculum

Course category		No of courses	Credits per course	Total Credits
I.	Core courses	24	3/4	
II.	Elective courses			
	Departmental Elective	1	3	3
	Open Elective (CBCS)	3+7	3	30
III.	Total credits			110

6. SEMESTER-WISE SCHEDULE

Integrated M.A in English SEMESTER I

Course type	Course title	Lecture (L)	Tutorial (T)	Practical (P)	Contact Hour(CH)	Credits
Core	EG 111 : Reading Literature	3	1	0	4	4
	EG 112 : English for Communication	2	1	0	3	3
	CS 101 : Basic in Computer Application	3	0	0	3	3
	AS 101 : M.I.L Assamese: Poetry (early & modern)*	3	0	0	3	3
	HN 101 : M.I.L Hindi मध्यकालीन और आधुनिक काव्य*	3	0	0	3	3
	EG 106 : Alternative English-I*	3	0	0	3	3

Elective (any two)**	SO 102 : Introduction to Sociology	2	0	0	2	2
	CT 161: Basic Concepts in Cultural Studies	2	0	0	2	2
	MC 101: Introduction to Communication	2	0	0	2	2

***Any one of the courses mention above**

Integrated M.A in English SEMESTER II

Course type	Course title	Lecture (L)	Tutorial (T)	Practical (P)	Contact Hour(CH)	Credits
Core	EG 113 : History of English Literature I	3	1	0	4	4
	EG 114 : English Poetry I: Chaucer to Dryden	2	1	0	3	3
	ES 103 : Environmental Science	4	0	0	4	4
	NS 102 : NSS/NCC	2	0	0	2	2
	AS 102 : Assamese : Drama*	3	0	0	3	3
	EG 109 : Alternative English-II*	2	1	0	3	3
Elective (any two)**	SO 103 : Introduction to Sociological Thought	2	0	0	2	2
	CT 162: Introduction to Folklore Studies I	2	0	0	2	2
	MC 201: Journalism	2	0	0	2	2

***Any one of the courses mention above**

Integrated M.A in English SEMESTER III

Course type	Course title	Lecture (L)	Tutorial (T)	Practical (P)	Contact Hour(CH)	Credits
Core	EG 211 : British Drama I: Beginning to Shakespeare	3	1	0	4	4
	EG 212 : English Fiction-I	2	1	0	3	3
	EG 213 : English Poetry-II: Pope to Romantics	3	1	0	4	4
	AS 201 : M.I.L (Assamese): Short Story and Novel*	2	0	0	2	2
	EG 209 : Alternative English-III*	2	0	0	2	2
	HN 201: Hindi: नाटक और एकांकी*	2	0	0	2	2
Elective (any two)**	SO 201 : Society in India	2	0	0	2	2
	CT 163: Basic Concepts in Cultural Studies-II	2	0	0	2	2
	MC 301: Advertising and Public Relations	2	0	0	2	2
	Open Elective	3	0	0	3	3

***Any one of the courses mention above**

Integrated M.A in English SEMESTER IV

Course type	Course title	Lecture (L)	Tutorial (T)	Practical (P)	Contact Hour(CH)	Credits
Core	EG 214 : Literary Criticism-I	3	1	0	4	4
	EG 215 : Drama-II: Jacobean to Eighteenth Century	2	1	0	3	3
	EG 216 : Fiction-II: Victorian to Modern	3	1	0	4	4
	AS 202 : Assamese: Essay, Structure of Assamese*	2	0	0	2	2
	EG 211 : Alternative English-IV*	2	0	0	2	2
Elective (any two)**	SO 202 : Social Research Method	2	0	0	2	2
	CT 164: Cultural Studies: Its Development and Trends	2	0	0	2	2
	MC 401: Electronic Media	2	0	0	2	2

***Any one of the courses mention above**

Integrated M.A in English SEMESTER V

Course type	Course title	Lecture (L)	Tutorial (T)	Practical (P)	Contact Hour(CH)	Credits
Core	EG 311 : Poetry III: Victorian to Modern	3	1	0	4	4
	EG 312 : Non-Fictional Prose	3	1	0	4	4
	EG 313 : Drama III: Shaw to Becket	3	1	0	4	4
	EG 314 : Phonetics of English and ELT	3	1	0	4	4
Elective	Open Elective	3	0	0	3	3

Integrated M.A in English SEMESTER VI

Course type	Course title	Lecture (L)	Tutorial (T)	Practical (P)	Contact Hour(CH)	Credits
Core	EG 315 : Literary Criticism-II	3	1	0	4	4
	EG 316 : Introduction to Postcolonial Literature	3	1	0	4	4
	EG 317 : Introduction to Children's Literature	2	1	0	3	3
	EG 318 : Introduction to South Asian Writing	2	1	0	3	3
Elective	Open Elective	3	0	0	3	3

****Syllabi for these courses are available with the curriculum provided by the departments offering the course.**

Mapping of course with programme outcomes (POs)

Course title	PO1 Graduate has acquired the necessary domain knowledge of English Language and Literature as collated in the curriculum to develops life-long self-learning	PO2 Graduate has acquired the necessary skill to expand the knowledge of the field to related disciplines	PO3 Graduate has acquired the skill of extending domain knowledge into critical context and creative domains	PO4 Graduate has acquired the skill to communicate knowledge in different platforms including digital platforms within and outside the classroom	PO5 Graduate has acquired the skill to relate the knowledge of the field to local and regional context as well as national and international contexts to meet the challenges of the world
EG 111 : Reading Literature	✓	✓		✓	
EG 112 : English for Communication	✓	✓	✓	✓	✓
CS 101 : Basic in Computer Application				✓	✓
AS 101 : M.I.L Assamese: Poetry (early & modern)	✓		✓		✓
HN 101 : मध्यकालीन और आधुनिक काव्य	✓		✓		✓
EG 106 : Alternative English-I	✓		✓		✓
SO 102 : Introduction to Sociology	✓		✓	✓	✓
CT 161: Basic Concepts in Cultural Studies	✓		✓	✓	✓
MC 101: Introduction to Communication	✓		✓	✓	✓
EG 113 : History of English Literature I	✓		✓	✓	✓
EG 114 : English Poetry I: Chaucer to Dryden	✓		✓	✓	✓
ES 103 : Environmental Science	✓		✓	✓	✓

NS 102 : NSS/NCC					
AS 102 : Assamese : Drama	✓		✓	✓	✓
EG 109 : Alternative English-II	✓		✓	✓	✓
SO 103 : Introduction to Sociological Thought		✓	✓	✓	✓
CT 162: Introduction to Folklore Studies I		✓	✓	✓	✓
MC 201: Journalism		✓	✓	✓	✓
EG 211 : British Drama I: Beginning to Shakespeare	✓	✓	✓	✓	
EG 212 : English Fiction-I	✓	✓	✓	✓	
EG 213 : English Poetry-II: Pope to Romantics	✓	✓	✓	✓	
AS 201 : M.I.L (Assamese): Short Story and Novel	✓		✓	✓	✓
EG 209 : Alternative English-III	✓		✓	✓	✓
HN 201: Hindi: नाटक और एकांकी	✓		✓	✓	✓
SO 201 : Society in India		✓	✓	✓	✓
CT 163: Basic Concepts in Cultural Studies-II		✓	✓	✓	✓
MC 301: Advertising and Public Relations		✓	✓	✓	✓
EG 214 : Literary Criticism-I	✓	✓	✓		
EG 215 : Drama-II: Jacobean to Eighteenth Century	✓	✓	✓	✓	
EG 216 : Fiction-II: Victorian to Modern	✓	✓	✓	✓	
AS 202 : Assamese: Essay, Structure of Assamese	✓		✓	✓	✓
EG 211 : Alternative English-IV	✓		✓	✓	✓
SO 202 : Social Research Method		✓	✓	✓	✓
CT 164: Cultural Studies: Its Development and Trends		✓	✓	✓	✓
MC 401: Electronic Media		✓	✓	✓	✓
EG 311 : Poetry III: Victorian to Modern	✓	✓		✓	✓

EG 312 : Non-Fictional Prose	✓	✓	✓	✓	
EG 313 : Drama III: Shaw to Becket	✓	✓		✓	
EG 314 : Phonetics of English and ELT		✓		✓	✓
EG 315 : Literary Criticism-II	✓	✓	✓	✓	
EG 316 : Introduction to Postcolonial Literature	✓	✓	✓	✓	
EG 317 : Introduction to Children's Literature	✓	✓	✓	✓	
EG 318 : Introduction to South Asian Writing	✓	✓	✓	✓	

7. Evaluation and Assessment:

A variety of appropriate evaluation techniques for learning outcomes in English is used. They include oral and written examinations, closed-book and open-book tests, problem solving exercises, assignments, seminar presentations, reports, individual/group projects. Significantly enough, these evaluation techniques need to be grid locked with the teaching and learning tools.

Students' performance is evaluated through a Continuous and Comprehensive Evaluation. Thus, in each semester students write a total of four tests, which together carry a total of 150 marks (25+40+25+60). The third of these tests is an academic paper on a particular topic decided on by the instructor of the particular course. Students are encouraged to make seminar presentations in each semester in the interest of their own development. In the third and fourth semesters, students require to specialize in an Elective course.

A five-point rubric rating scale will be developed in conjunction with the POs given above by the department as shown in the following example:

5 points = Exceeds expectations

4 points = Meeting expectations

3 points = Fairly competent

2 point = Approaching

1 point = Not there yet

Similar type of rubric scaling will be developed within the given structure keeping in mind the mandates of the university, encompassing local factors and average student characteristics and needs in the region and the state.

[Note : At the end of the sixth semester, a student shall have the option of continuing in the programme for the MA degree or exit the programme with a BA (English Honours) degree. The Integrated MA English programme (from Semester I to X) is designed as a whole with an eye on progressive curricular outcomes. To this end, the syllabus is designed in such a way that we can, in practice, accommodate two stand-alone programme constituents—BA (English Honours), i.e., Semester I to VI, and MA (English), i.e., Semester VII to X of the Integrated MA Programme—as part of the same programme curriculum. The courses are designed with a view to generating and conveying a unique perspective that goes with a combination of this kind. Therefore, our Integrated MA (English) from Semester VI to X and MA (English) are combined, keeping in mind higher curricular and skill-based outcomes at the masters' level.

Total credits to be completed for award of the degree B.A. (English Major): 110

Credits in English Major Courses: 64

Open and other Electives: 12

Credits in allied subjects: 34

Total credit to be completed for award of the degree Integrated M.A. (English):
186

Credits in the remaining four semesters (VII, VIII, IX, X) including CBCT: 80]

SEMESTER I

Foundation course

EG 111 Reading Literature

3 1 0 4 4

Course Outcomes

- CO1. Critically appreciate the form and function of literary works
- CO2. Develop the ability to interpret literary texts as part of a period or genre
- CO3. Situate textual knowledge in specific social and political contexts
- CO4. Extend the values of life to the text and vice versa

Course Content

Unit A

Language and Literature—introduction

Unit B

Introduction to literary studies—nature and purpose; the notion of canon; the rise of English

Unit C

Types: Poetry-sub-genres of poetry: lyric, sonnet, elegy, satire ode, epic poetry.

Types: Drama- characteristics and components, sub-genres : tragedy, comedy, tragic-comedy,

farce

Unit D

Fiction- narrative, theme, plot, character, point of view, sub-genres- picaresque, historical,

gothic, realistic; mixing of genres

Introduction to Criticism

Unit E

Reading literary texts (extracts), and talking and writing about them

Textbooks (extracts, selections from)

Pickering, James H. and Jeffrey D.Hoeper., editors. (1998). Literature. Macmillan, New York.

Abrams, M H. and G.Harpham. (2009). A Glossary of Literary Terms.Wadsworth Publishing, Boston, 9th edition.

Reference books

Fowler, A. (2000).Kinds of Literature.An Introduction to the Theory of Genres and Modes.

Clarendon Press, Oxford.

Childs, Peter and Roger Fowler., editors. (2009).The Routledge Dictionary of Literary Terms.

Routledge, London.

Foundation course-Skill based

EG 112 English for Communication

2 1 0 2 3

Course Outcomes

CO1: Read, speak and write English with clarity of purpose: office work, presentation and representation

CO2: Communicate ideas, opinions and arguments in various platforms including the classroom and public platforms

CO3: Use language according to the subject and context

CO4: Write reports, letters, essays as well as compressed usage in terms of note taking
and making

Course content

A. Oral Communicative Activities

Information transfer activities: Pair and group works involving transfer of information: describing pictures, interpreting diagrams, gleaning information from different types of written materials including articles etc. and talking about them; taking part in formal seminar presentation and group discussion.

B. Reading

Reading and comprehension: global and local comprehension, drawing inferences.

Materials: Stories and essays (preferably a collection of comparatively short essays on scientific, interestingly written topics, biographical/autobiographical writings, short stories- adventure and scientific fiction, and shorter poems).

Reading silently in class followed by short comprehension questions, brief writing exercises, summaries in brief, personal responses (not typical question-answer type)- both oral and written. Reading material from Internet and talking and writing about them; reading scientific reports, literary writings, articles collected from newspapers and magazines, Internet etc. and writing notes etc on them.

C. Writing

Preparing reports, project proposals. Writing applications of various types and for various purposes, curriculum vitae/resume, letters to the editors, letters to various agencies.
Writing

short notes on article/reports that had been read, notes on lectures (talks- radio/TV/audio, video cassettes), opinions on discussions/letters heard, notice both formal and informal/friendly, notes to inform others etc., interpreting pictures, advertisements, visuals (video, TV etc.) and writing briefly about them.

D. Vocabulary and grammar

Discussion on the following before and/or after the activities mentioned in A, B and C above.

Structure of simple sentences; Agreement of verb and subject; use of adverbials; Tenses, Use

of passive in scientific discourse, various types of questions, direct and indirect narration,

Articles, Prepositions, English modal verbs, Errors in the use of individual words.

Textbooks

For Science students

Sharma, S. and B. Mishra (2009).Communication Skills for Engineers and Scientists. PHI, NewDelhi.

For all students

Wood, F. T. (2010). A Remedial English Grammar for Foreign Students. Macmillan, Delhi.

Reference books

Greenbaum, Sidney.(2005).Oxford English Grammar. Oxford University Press, New Delhi.

Kenneth, Anderson, Tony Lynch, and Joan Mac Lean.(2008).Study Speaking.CUP, New Delhi.

Lynch, Tony.(2008).Study Listening. CUP, New Delhi.

Thomson and Martinet.(2008).A Practical English Grammar. Oxford ELBS, Delhi.

SEMESTER II

EG 113 History of English Literature I

3 1 0 4 4

Course Outcomes

CO1. Situate literary texts in social, historical, economic and cultural contexts

CO2. Identify patterns in the history of England (monarchy, government, nation, institutions, etc.) through the history of literature

CO3. Link institutions, sponsorship and patronage to writing and publication trends while explaining the main literary currents of each age

CO4. Switch between contexts and texts and explain the rise and evolution of values and value systems in England as well as the world

Unit A

Anglo-Saxon Period

Anglo-Norman Period

The Age of Chaucer

Unit B

From the Renaissance to the Puritan Age

Unit C

From the Restoration to the Revival of Romanticism

Unit D

Victorian Period: social, historical and intellectual background

Victorian Poetry and novel with special reference to the works of the major writers

Unit E

Twentieth century: social and historical backgrounds; impact of modernism; the rise of English;

developments in poetry, fiction and criticism

Textbooks

Carter, Ronald and John McRae. (2001). *The Routledge History of Literature in English*.
Routledge, London.

Peck, John and Martin Coyle. (2007). *A Brief History of English Literature*. Palgrave
Macmillan, London.

Trevelyan. G. M. (1992 [2009]). *English Social History*. Penguin, London.

Reference book

Birch, Dorah and Katy Hooper. (2012). *The Concise Oxford Companion to English
Literature*.

Oxford University Press, Oxford

EG 114 English Poetry I : Chaucer to Dryden

2 1 0 3 3

Course Outcomes

C01. Explain and illustrate shifts in perspective through the use of figurative language

C02. Explain the historical variations in the use of the English language to generate fresh meaning and develop the existing vocabulary

C03. Analyse and explain the use of depth in poetic language—opacity, density, concreteness, hardness and fluidity

C04. Interpret a given poetic text to see how language works figuratively in

Unit A

Historical and literary context

Unit B

Geoffrey Chaucer: “Prologue” to *The Canterbury Tales*. (Ed. F. Robinson, OUP)

Unit C

Shakespeare: Sonnets XII (‘When I do count the clock that tells the time’); XVIII (‘Shall I compare

thee to a summer’s day?’); CXXX (‘My mistresses’ eyes are nothing like the sun’)

Unit D

Milton: *Paradise Lost* (selections from Book 1/ “When I consider how my light is spent” and “On

the late massacre in Piedmont”)

John Donne: “The Sun Rising”, “A Valediction Forbidding Mourning”, “Death Be Not Proud”

Andrew Marvell: “The Garden”

George Herbert: “The Pulley”, “Virtue”

Unit E

John Dryden: *MacFlecknoe*

Reference books

Milton, John. (2000). *Paradise Lost*. Penguin, London.

Kolve, V.A. and G. Olson.eds. (2005). *The Canterbury Tales*. Norton Critical edition, W. W. Norton & Co., New York. 2nd Edition.

Ferguson, Margaret, et al. ed. (2005). *The Norton Anthology of Poetry*. W.W. Norton & Company, New York, 5th Edition.

SEMESTER III

EG 211 British Drama I: Beginning to Shakespeare

3 1 0 4 4

Course Outcomes

CO1. Explain the rise of English drama in its multiple historical and cultural contexts of performance and social critique

CO2. Link the textual dynamics of race, class, empire, power, policy and governance in England to contemporary social and political contexts

CO3. Illustrate and dramatize textual situations to extend the power of dramatic language to real-life situations in the public sphere or the corporate/academic/official spaces

CO4. Situate Marlowe and Shakespeare's universality in regional, national and global contexts

Course Content

UNIT A

Historical and Social Contexts

UNIT B

Marlowe: *Doctor Faustus*

UNIT C

Shakespeare: *Othello/Macbeth/ King Lear*

UNIT D

Shakespeare: *As You Like It/ Romeo and Juliet/ The Tempest*

Reference books

McEachern, Claire, editor. (2003).*The Cambridge Companion to Shakespearean Tragedy*. CUP,

Cambridge.

Mangan, Michael.(2003). *A Preface to Shakespeare's Comedies, 1594--1603*. Pearson Education, New Delhi.

EG 212 English Fiction I

2 1 0 3 3

Course Outcomes

CO1. Explain the rise and evolution of the genre of the novel

CO2. Show how the English novel operates as a critique of society as well as other forms of writing

CO3. Interpret English fiction to explain the rise and fall of social and economic opportunities

CO4. Use the English novel to explain the rise of colonialism and its impact on other parts of the world

Course Content

Unit A

Historical and Literary Context: Late 17th and Early 18th century Print Culture, Reading Public, Debates/Issues on the rise of the novel

Key concepts: The Novel and the Romance/the Epic, Realism and the Novel.

Unit B

Aphra Behn: Oroonoko

Unit C

Daniel Defoe: Robinson Crusoe/ Moll Flanders

Unit D

Henry Fielding: Joseph Andrews

Or

Jonathan Swift: Gulliver's Travels (Bk 4)

Unit E

Jane Austen: Pride and Prejudice/Emma

*Standard editions (OUP/Norton) of these texts

Reference Books

Armstrong, Nancy.(1989). Desire and Domestic Fiction: A Political History of the Novel. OUP,Oxford.

Azim, Firdaus. (2002).The Colonial Rise of the Novel. Taylor and Francis, London.

Eagleton, Terry. (2004).The English Novel: An Introduction. Willey Blackwell, London.

Kettle, Arnold.(2016).An Introduction to the English Novel. Vol. I. Rev. Ed. Routledge, New York.

Watt, Ian. (2000). "The Rise of the Novel: Studies in Defoe, Richardson, and Fielding." In

Mackeon, Michael, ed. The Theory of the Novel: A Historical Approach. John Hopkins UP,

Baltimore and London.

EG 213 English Poetry II: Pope to the Romantics

3 1 0 4 4

Course Outcomes

- CO1. Connect word with thing, to avoid meaningless abstraction in language
- CO2. Illustrate the power of multiple and contrasting perspectives
- CO3. Demonstrate the art of condensed expression through poetic language—the ability to say a lot with a minimum of words
- CO4. Explain the value of loaded, suggestive and diplomatic/polite expression in real life situations

Course Content

Unit A

Historical and literary context

Unit B

Alexander Pope: *The Rape of the Lock*, Canto 1

Thomas Gray: “Elegy Written in a Country Churchyard”

Unit C

William Blake: *Select Poems (Songs of Innocence and Experience)*

Unit D

William Wordsworth: “A slumber did my spirit seal”, “I travelled among unknown men”, “She dwelt among the untrodden ways” “The world is too much with us”

ST Coleridge: “The Rime of the Ancient Mariner”

Unit E

PB Shelley: “Ode to the West Wind”/ “To a Skylark”

John Keats: “The Eve of Saint Agnes”/ “To Autumn”

Textbooks

Appelbaum, Stanley. Editor. (1996). *English Romantic Poetry: An Anthology*. Dover, New York.

Wain, John. (1990). *The Oxford Anthology of English Poetry (From Blake to Heaney)*. OUP,

Oxford.

Reference books

Jack, Ian. (1971). *Augustan Satire: Invention and Idiom in English Poetry, 1660-1750*. Clarendon

Press, Oxford.

Day, Aidan. (1996). *Romanticism*. Routledge, London.

Prickett, Stephen. (ed) (1981). *The Romantics*. Methuen & Co, London.

Curran, Stuart. (ed). (1993). *The Cambridge Companion to British Romanticism*. Cambridge

University Press, Cambridge.

Hobsbawm, E. J. (1996). *The Age of Revolutions: 1789 – 1848*. Vintage Books, New York.

SEMESTER IV

EG 214 Literary Criticism I

3 1 0 4 4

Course Outcomes

- C01. Apply the tools of criticism (of probability and possibility) to real life situations
- C02. Apply those critical frames to texts in the classroom as well as in other theoretical and practical fields
- C03. Draw upon chosen Western parameters to frame tools for framing and assessment in Indian literature and criticism as well as other arts
- C04. Develop a perspective and evaluate things on the basis of norms and parameters in life as well as the work place

Course Content

Unit A

Plato *Philosopher Kings*

Aristotle from *Poetics*

Unit B

Longinus *On the Sublime*

Horace from *Ars Poetica*

Unit C

Dryden, *Essay on Dramatic Poesy*;

Johnson (Life of Cowley/ Life of Milton)

Unit D

Coleridge *Biographia Literaria* XIII-XIV;

Wordsworth "Preface" to Lyrical Ballads

Unit E

Arnold "The Study of Poetry"

Leavis "Criticism in the University"

Textbook

Enright, DJ and Ernst de Chickera. (2012). English Critical Texts. OUP, New Delhi.

Reference Book

Wimsatt, W K and Cleanth Brooks. (1957). Literary Criticism: A Short History. New York:

Knopf, 2010 edition.

EG 215 Drama II (Jacobean to Eighteenth Century)

3 1 0 4 4

Course Outcomes

CO1. Explain the social structures and conditions of Jacobean and Eighteenth-century England for a perspective on Indian conditions

CO2. Adopt some of the modes of English drama for the professional Indian stage

CO3. Situate concerns of gender and class in the Indian context

CO4. Develop an Understanding of human nature and conduct

Course Content

Unit A

Historical and social context: Puritan Age and the Influence of the Church on literature-- Closing

of theatre – Interregnum --The Restoration -- Women on stage

Unit B

Ben Jonson: *Volpone /Every Man in His Humour*

Unit C

John Webster: *The Duchess of Malfi/ The White Devil*

Unit D

William Congreve: *The Way of the World*

Unit E

Oliver Goldsmith: *She Stoops to Conquer /* RB Sheridan: *The Rivals*

Text Books

Jonson, Ben. (1999). *Volpone*. Manchester UP, Manchester.

Webster, John. (2008). *The Duchess of Malfi*. OUP, New York, Oxford Students' Text.

Behn, Aphra.(1995). *The Rover and Other Plays*. Oxford UP, New York,

Congreve, William.(2006).*The Way of the World and Other Plays*. Penguin, London.

Goldsmith, Oliver. (2013). *She Stoops to Conquer*. OUP. Oxford.

Sheridan, Richard Brinsley.(2012). *The Rivals*. OUP, Oxford.

Reference books

Fisk, Deborah Payne, editor. (2000).*The Cambridge Companion to English Restoration Theatre*.CUP, Cambridge.

Lynch, Kathleen M. (1965). *The Social Mode of Restoration Comedy*. Biblo and Tannen, New York,

1998 Edition.

Nicoll, Allardyce. (1923). *A History of Restoration Drama. 1660-1700*. CUP, Cambridge, 2009

Edition.

EG 216 English Fiction II: Victorian and Modern

3 1 0 4 4

Course Outcomes

- CO1. Applying the insights from fiction to examination of people and social conflict
- CO2. Acquire knowledge of different modes of representation and narrative styles
- CO3. Learn the intricacies of social dynamics presented in works of fiction
- CO4. Learn to handle language while addressing complex situations calling for simultaneous recording of things and ideas

Unit A

Historical and social context: The Victorian Age, Science and Literature

Historical and social context: The Victorian Age, Science and Literature, Industrialization, Age of the Novel, Kinds of Fiction written. Victorian Period as the Age of Reforms, City of London and the novel, Colonialism and the novel, Edwardian and Georgian period, Modernism, Psychology and the novel and Stream of Consciousness.

Unit B

Charles Dickens: *David Copperfield/ A Tale of Two Cities /Great Expectations*, Penguin

Unit C

Arthur Conan Doyle: "The Adventure of the Blue Carbuncle" / Collins: "A Terribly Strange Bed"

George Eliot: *The Mill on the Floss*, Penguin

Unit D

Thomas Hardy: *Tess of the d'Urbervilles*/ *The Mayor of Casterbridge*, Penguin

Unit E

Virginia Woolf: *To the Lighthouse*, Penguin

OR

D. H Lawrence: *Sons and Lovers*, Penguin

Reference books

Bloom, Harold. (2004). *The Victorian Novel* (Bloom's Period Studies). Infobase Publishing, New York.

Bradbury, Malcolm. (1993). *The Modern British Novel*. Penguin, London.

Gregor, Ian. (1980). *Reading the Victorian Novel: Detail Into Form*. Vision Press, London.

O'Gorman, Francis. (2005). *A Concise Companion to the English Novel*. Blackwell Publishing, Oxford

Tucker, Herbert F. (2014). *A New Companion to Victorian Literature and Culture*. Wiley Blackwell, Sussex.

SEMESTER V

EG 311 Poetry III: Victorian and Modern

3 1 0 4 4

Course Outcomes

- CO1. Explain and illustrate the use of language to meet the demands of complex conditions
- CO2. Link texts to contexts and vice versa in order to develop a sense of history through the study of English poetry
- CO3. Demonstrate the relationship of perception and expression in poetry to clarity, density and depth
- CO4. Extend the power of layered expression as well as multiple perspectives in poetry to real-life situations

Course Content

Unit A

Historical, social and intellectual context

Unit B

Tennyson: "The Lotus Eaters"/ "The Lady of Shallot"

Browning: "My Last Duchess"/ "Porphyria's Lover"

Christina Rossetti: "Goblin Market"

Unit C

Arnold: "Dover Beach"/ "Sohrab and Rustom" (Selections)/ "The Scholar Gypsy"/ "To Marguerite"

Hardy: "The Darkling Thrush"/ "Drummer Hodge"

Owen: "The Send-Off"/ "Futility"

Isaac Rosenberg: "Break of Day in the Trenches"

Unit D

Yeats: "Among school children" / "Leda and the Swan"/ "Wild Swans at Coole"

Eliot: "The Love Song of J Alfred Prufrock"/ "Marina"

Auden: "Watch Any Day", "Our Hunting Fathers", "If I Could Tell You"

Unit E (Selections--any two)

Thomas: "Poem in October"

Larkin: "Toads," "Next Please," "Best Society"

Hughes: "Pike," "River in March," "Daffodils"

Gunn: "The Nature of an Action," "Considering the Snail"

Heaney: "Death of a Naturalist," "Blackberry Picking," "Follower"

Text Books

Roberts, Michael and Peter Porter, editors. (2002). The Faber Book of Modern Verse. Faber,

London, Fourth Edition.

Schmidt, Michael, editor.(2000). The Harvill Book of Twentieth Century Poetry in English. Rupa, New Delhi.

Wain, John. (1990). The Oxford Anthology of English Poetry (From Blake to Heaney). OUP, Oxford.

Reference books

Armstrong, J. (1993). Victorian Poetry, Poetics and Politics. Routledge, London.

Houghton, W.E. (1963). *The Victorian Frame of Mind: 1830- 1870*. Yale University Press, New Edition.

Gilmour, Robin. (1994). *The Victorian Period: The Intellectual and the Cultural Context of*

English Literature, 1830 – 1890. Longman, London.

EG 312: Non-fictional Prose

3 1 0 4 4

Course Outcomes

- CO1. Read and analyze prose as the mirror of contemporary customs and practices and as a vehicle of socio-political protest
- CO2. Use effective prose for personal, official and academic communication as well as presentation, explanation, and reflection
- CO3. Extend the use of different kinds of prose to real-life situations through simulation of events and expressions
- CO4. Accessing the minds and values of the past through prose written in different ages

Course Content

UNIT A

Genesis (Bible, King James Version)

Francis Bacon: selected essays

UNIT B

Addison (from Norton Anthology: *The Restoration and the Eighteen Century*)

Steele (from Norton Anthology: *The Restoration and the Eighteen Century*)

UNIT C

Lamb/Hazlitt (from Norton Anthology: *The Romantic Period*)

Mary Wollstonecraft/Thomas de Quincey “Confessions of an English Opium Eater” (from Norton

Anthology: *The Romantic Period*)

UNIT D

Carlyle: Selections from “The Hero as Poet” (Heroes and Hero-Worship)/Arnold: Selections from

“Hellenism and Hebraism” (Culture and Anarchy) / Newman: Selections from *The Idea of a*

University

UNIT E

Walter Pater: Selections from (Norton Anthology: The Victorian Age)

Virginia Woolf, "Modern Fiction" (from Norton Anthology: The Twentieth Century and After)

Text Books

Chaudhuri, Sukanta. (1999). Bacon: A Selection. OUP, Delhi.

Greenblatt, Stephen, editor. (2012). The Norton Anthology of English Literature. Norton: New York.

EG 313 Drama III: Shaw to Beckett

3 1 0 4 4

Course Outcomes

- CO1. Read drama as a mirror and critique of contemporary culture and society
- CO2. Analyze and interpret human character and social situations through drama
- CO3. Use dramatic simulations as an effective means of reaching out to the public
- CO4. Write plays or adapt longer scripts to screenplays

Course Content

Unit A

Historical and social contexts of twentieth century British drama: impact of Ibsen; realism,

naturalism and expressionism, and British drama; post-War European scenario and non-realist drama.

Unit B

G.B.Shaw: *Pygmalion*

Or

J.M.Synge: *Riders to the Sea*

Unit C

T. S. Eliot: *Murder in the Cathedral*

UNIT D

John Osborne: *Look Back in Anger*

UNIT E:

Samuel Beckett: *Waiting for Godot*

Reference books

Brown, John Russell (2000). *Modern British Dramatists*. Prentice- Hall, New Delhi

Esslin, Martin. (2013) *The Theatre of the Absurd*. Bloomsbury Methuen, London.

Innes, Christopher.(2002).*Modern British Drama: The Twentieth Century*. Cambridge University Press, Cambridge.

Sternlicht, Sanford. (2004). *A Reader's Guide to Modern British Drama*. Syracuse University

Press, Syracuse.

EG 314 Phonetics of English and ELT (Core Skill based course)

3 1 0 4 4

Course Outcomes

CO1. Speak and write correct English

CO2. Identify the sounds of English and the subtle differences in meaning based on intonation

CO3. Demonstrate competent language skills in competitive levels of speech and writing

CO4. Conduct oneself in interviews or other public situations demanding proper articulation and presentation

Course Content

Unit A

Basic difference between grammatical features of English and Indian languages
General Phonetics and Phonology: Basic concepts Structural Phonology; Segmental and Supra-Segmental Features

Unit B

Production of Speech sounds of English

Practice: Difficult sounds; Intonation; Juncture; Phonemic & Phonetic Transcription
Standards of Pronunciation and Implications for teaching/learning

Unit C

Language learning: what it involves Acquiring Mother Tongue (L1) Learning a Second language-processes, problems and strategies

Unit D

Developing Language Skills, Teaching reading and writing skills

Unit E

Developing Academic Skills—

Literature and language, grammar and usage

Textbooks

Balasubramanian, T. (2009). A Textbook of English Phonetics for Indian Students. Macmillan, Chennai.

Sarma, Madan M. and Mohapatra, D. (2015). How to Teach English: A Resource Book for Teachers and Teacher Educators. Bhabani Print & Publications, Guwahati.

Greenbaum, Sidney. (2005). Oxford English Grammar. Oxford University Press, New Delhi, Indian

Edition.

Reference books

Nunan, David. (2015). Teaching English to Speakers of Other Languages: An Introduction.

Routledge, New York and London.

Vyas, M.A. and Patel, Y.L. Eds. (2015) Teaching English as a Second Language: A New Pedagogy for a New Century, Prentice-Hall India, New Delhi.

Yule, George. (2010). The Study of Language. Cambridge University Press, Cambridge.

EG 315 Literary Criticism II

3 1 0 4 4

Course Outcomes

CO1. Write and evaluate literary texts with the help of established norms and parameters

CO2. Explain the logic of different positions/perspectives adopted by the critic

CO3. Evaluate the work of writers through their own critical frames (autotelic criticism)

CO4. Develop a sense of perspective and judgement through learning literary criticism

T. S. Eliot, "Frontiers of Criticism" / "Tradition and the Individual Talent"

Mark Schorer. "Technique as Discovery,"

Raymond Williams. "The Romantic Artist,"

Roland Barthes "Death of the Author"

Edward Said "Jane Austen and Empire" from Culture and Imperialism

Jonathan Bate "The Ode 'To Autumn' as Ecosystem"

Northrop Frye: Selection from Anatomy of Criticism

Textbooks:

Handy, William J. and Max Westbrook. (2010). Twentieth Century Criticism: The Major Statements.

Lodge, David. (2000). Twentieth Century Literary Criticism.

Reference Books:

Abrams, M. H. and Harpham, G.G. (2015). A Glossary of Literary Terms. Cengage Learning,

New Delhi. 11th Edition.

Barry, Peter. (2014). Beginning Theory. Manchester UP, Manchester, 3rd Edition.

Columbia UP, New York.

**EG 316 Introduction to Postcolonial literature (Core course)
0 4 4**

3 1

Course Outcomes

CO1. Understand Colonialism as policy and discourse

CO2. Explain the role of the English language in the determination of African, Asian or South American locations, cultures and people

CO3. Find common ground between different colonised countries and cultures even with through translated texts

CO4. Illustrate the fallout of European imperialism and identify the discourse of nationalism in postcolonial writing

Course Content

Unit A

Historical and Social Background: Understanding Postcolonialism

Unit B: African Writing in English

Chinua Achebe: Man of the People

Okot p'Bitek: Part I from Song of Lawino

Wole Soyinka: "Telephone Conversation"

Unit C: Australia, New Zealand and Canadian

Henry Lawson: "The Drover's Wife"

A.D Hope: "Australia" / Oodergoo Noonuccal: "We are going"

Alice Munroe: "The Moons of Jupiter"

Unit D: Indian Writing in English

Raja Rao: Kanthapura

Toru Dutt: "Our Casaurina Tree" / "Baugmaree"

Nissim Ezekiel: "Night of the Scorpion"

U. R Ananathamurthy: Selections from Samskara (Translated)

Unit E: Caribbean

Jean Rhys: Wide Sargasso Sea

Derek Walcott: "Ruins of a Great House" / Jamaica Kincaid: "In the Night"

Books Recommended:

Achebe, Chinua.(2001).A Man of the People.Penguin UK, London.

Rhys, Jean. (2000). Wide Sargasso Sea.Penguin UK, London.

Thieme, John, editor.(1996). The Arnold Anthology of Post-Colonial Literatures in English.

Arnold, London and New York.

Elective Courses (Any one)

EG 317 Introduction to Children's Literature

2 1 0 3 3

Course Outcomes

CO1. Analyze the way societies look at children across cultures

CO2. Explain how and why Children's literature uses elements of fantasy, adventure and realism

CO3. Direct moral/social message in Children's literature for Children and for adults to literary texts in general

CO4. Apply the knowledge and value of children's texts to the world

Course Content

UNIT A:

Historical and Social Background: Introduce the idea of children's literature and problematize it,

background of the idea of the child/ children's literature beginning from Plato up to Rousseau,

changing concept of the idea of the child up to the 18th century.

UNIT B:

Mrs. Sherwood: The History of the Fairchild Family

OR

Charles Kingsley: The Water Babies

UNIT C:

Lewis Carroll: Alice in Wonderland

UNIT D:

Anna Sewell: Black Beauty

OR

Rudyard Kipling: Stalky & Co. / The Jungle Book

OR

J. M Barrie: Peter Pan

UNIT E: (Any two)

Kalpish Ratna: Nyagarodha: The Ficus Chronicles

OR

Sukanta Chaudhuri: The Oxford India Illustrated Children's Tagore/ Abol Tabol

OR

Lakshminath Bezbaruah: Selections from Burhi Air Xadhu (Translations)

Books Recommended

Barrie, J. M. (2015). *Peter and Wendy and Peter in Kensington*. Penguin, New York.

Burnett, Frances Hodgson. (2006). *The Secret Garden*. Norton, New York and London, Norton Critical Editions.

Carroll, Lewis. (1998). *Alice's Adventures in Wonderland*. Penguin, London.

Kingsley, Charles. (2008). *The Water Babies*. Penguin, London, Penguin Classics.

Kipling, Rudyard. (1899). *Stalky and Co*. OUP, Oxford World's Classics 2009 edition.

Kipling, Rudyard. (2004). *The Jungle Book*. Norton, New York and London, Norton Critical Editions.

Sewell, Anna.(2011). *Black Beauty*. Penguin, London and New York.

Sherwood, Mary Martha. (1818-1847).*The History of the Fairchild Family*. (Text will be provided by the Instructor)

Reference books

Hunt, Peter. (1999) *Understanding Children's Literature*. Routledge, London and New York,

Second Edition.

Rousseau, J. J. *Emile or On Education*. <[http://oll.libertyfund.org/titles/rousseau-emile-or-](http://oll.libertyfund.org/titles/rousseau-emile-or-education)

education>

Aries, Philippe. (1973). *Centuries of Childhood: A Social History of Family Life*. Penguin, Harmondsworth.

Bettelheim, Bruno. (1976). *The Uses of Enchantment: The Meaning and Importance of Fairy*

Tales. New York: Knopf.

James, Allison et. al. (1997). *Theorizing Childhood*. London: Polity.

Rose, Jacqueline. (1984). *The Case of Peter Pan or: The Impossibility of Children's Fiction*.

Macmillan, London.

Elective Course

EG 318 Introduction to South Asian Writing

2 1 0 3 3

Course Outcomes

CO1. Analyse South Asian political dynamics through its literature

CO2. Map the knowledge of South Asian life, culture and migration through literature

Co3. Explain social and political dislocation and search for cultural location in the immigrant/diasporic communities

CO4. Link Eastern and Western cultural values and prospects for real-life engagement

Course Content

Unit I: Historical and literary context

Unit II: Poetry

Zulfikar Ghose: "The Loss of India"/ "This Landscape, this Land" from Selected Poems

Kaiser Haq: "Bangladesh 71"/ "Ode on a Lungi" from Pariah and Other Poems/
Published in the

Streets of Dhaka: Collected Poems

Kamala Das: "The Descendants"/ "The Invitation" from The Descendants

Jean Arasanayagam: "Apocalypse" from Apocalypse 83

Unit III: Short Stories

Romesh Gunesequera: Monk Fish Moon (Selections), Salman Rushdie: The Courter, Anita
Desai:

Winterscape (any two)

Unit IV: Mohsin Hamid: The Reluctant Fundamentalist/ Sorraya Khan: Noor /Shyam
Selvadurai:

Funny Boy

Unit V: Manjushree Thapa: The Tutor of History/ Kunzang Choden: The Circle of
Karma/ Amitav

Ghosh: The Shadow Lines

References:

Ramazani, Jahan, editor. (2017). The Cambridge Companion to Postcolonial Poetry.
Cambridge

UP, New York.

Sanga, Jaina C., editor. (2003).South Asian Novelists in English: An A-to-Z Guide.
Greenwood,

London.

Selvadurai, Shyam, editor. (2005).Story-Wallah: Short fiction from South Asian writers.

Houghton Mifflin, New York & Boston.

Tickell, Alex., editor. (2016).South Asian Fiction in English: Contemporary
Transformations.

Macmillan, London.

Wong, Mitali Pati and Syed KhwajaMoinul Hassan, editors. (2013). The English
Language

Poetry of South Asians. McFarland, Jefferson, North Carolina and London.

Syllabus for Alternative English for Integrated B.A.B.Ed/ MA Integrated Programme

These courses are offered in lieu of MIL courses in the first four semesters.