

Learning-Outcomes based Curriculum (LOC)
for the
MA Programme in English
Department of English
Tezpur University

Preamble

English Studies in India has historically been a combination of Literary Studies and Language Teaching. While English Literary Studies is directed at honing sensibilities and perspectives, English Language Teaching is largely tasked with addressing issues of skill and competence in reading, writing and speaking the English language. Historians of the subject attribute the combination to the colonial inheritance of English in India. While the institutionalization of English has managed to hold on to these two tasks, teaching the subject with these joint goals—actually philosophically conflicting tasks—has been fraught. It is logical that the subject, therefore, has received the attention of successive Committees and Commissions set up by the Government of India. In many ways, the history of India's modernity is coterminous with the history of English in India. English is uniquely positioned to help millions of users in this country to look back at a past that is a cornucopia of civilizational perspectives and look forward to a future that is essentially aspirational. As of today, the formulation of a Learning-Outcomes based Curriculum is a national requirement envisaged by the UGC, expressed here as an institutional mandate.

1. Introduction

The study of English at the MA level involves goals and outcomes that are different from those relating to other subjects in the humanities as well as English studies at other levels. Given the level and spectrum of aspirational investments of stakeholders—local, national and international—in English as a discipline, it is necessary to spell out the goals and outcomes of the MA programme in English in a manner that is both transparent and demonstrable. It appears that outcomes-based learning is accepted as the principal end of pedagogical transactions in higher education though there is no consensus among subject experts on the scope and range of outcomes. Given the nature of the subject and the fact that English studies at the masters level is premised on the learners' ability to reflect on abstract thoughts and discursive practices—and not merely on using the language as a functional tool for effective communication—it is not easy to set goals and devise outcomes that will satisfy everyone. However, English has evolved as a discipline worldwide with a paradoxical demand load: that the subject invest simultaneously in utility and reflection.

The search for effective outcomes in English studies, it appears, is both due to exponential changes brought about in science and technology education and the demands of a return-oriented and utilitarian society as well as small and big shifts in disciplinary goals of English studies. It is necessary that disciplinary goals and institutional goals converge at some point in order to meet the needs and demands of the times. The present syllabus reflects the demands on the subject as well as the teacher and the learner. The present LOC

is a bridge to goals and outcomes through a perspective on literary studies in English at the UG and PG levels.

As education seen as a returnable investment, most societies prefer investing in science and technology for obvious reasons. Literature, on the other hand, invests in vision and 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. 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 MA programme in English is testament to the resilience of literary studies and its inventive goals in the face of outcome oriented learning.

The evolution of the curricula of English Literary Studies has mainly two historical trajectories: utilitarian and aesthetic. In a way, literary values are values of life, historically human life. Thus viewed, literature provides pleasure and knowledge. Literature is also valued because it celebrates life in all forms. Often, it challenges established values of life by representing the weak, the poor, the exploited, the vulnerable and the voiceless. Literature prepares the reader to see the importance of the non-human and the post-human, allowing the expansion of one's consciousness.

In recent years, the transition of English from its colonial and Anglo-centric core to Anglophone literatures—American, Canadian, Australian, African, Indian, South Asian, to name the most obvious few—has allowed greater space to literature in translation as well as cultural studies. Similarly, contemporary critical and theoretical discourses—Postmodernism, Post-colonialism, Feminism, and Black and Dalit Aesthetics, Gender and Masculinity Studies, Eco-environmental Aesthetics, among others—have broadened the foundations of Literary Studies.

The present phase of English and English Studies demands its alignment to situations and demands. Its acceptance lies in its ability to enrich literary-critical engagements with local and global realities, experiences and their manifestation in literary terms without glossing over core human values. Keeping this in mind, this LOC for English Studies at the masters level incorporates several strategies that not only recognize and respect differences among species and communities but also re-orient objectives and outcomes of the pedagogy.

The primary goal of the LOC is to facilitate creation of informed and articulate human resources that can effectively address, both critically and with empathy, issues of society, culture, politics, ecology and governance. Graduates will, of necessity, demonstrate clearly thought-out skill-sets that combine values and ethical standards at local and global level. So the LOC has provisions for creative and innovative utilization of texts and contexts.

2. Qualification Descriptors for the Degree of MA in English

The qualification descriptors for the MA (English) 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 MA in English 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 (MA English)

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

PO5: Graduate has understood the potential of the programme / course for professional growth and use

5. Programme Structure

Total Credits: 80

Structure of the curriculum

Course category	No of courses	Credits per course	Total Credits
I. Core courses	17	3/4	66
II. Elective courses			
Departmental Elective	2	4	8
Open Elective (CBCS)	2	3	6
III. Total courses and credits	21	-	80

M.A in English SEMESTER I + Integrated M.A in English SEMESTER VII

Course type	Course title	Lecture (L)	Tutorial (T)	Practical (P)	Contact Hour(CH)	Credits
Core	EG 451:Literary and Critical Theory I	3	1	0	4	4
	EG 452:English Literature from Chaucer to Marlowe	3	1	0	4	4
	EG 453:Shakespearean Drama	3	1	0	4	4
	EG 454:Fiction I (Early to Jane Austen)	4	0	0	4	4
	EG 417: Academic and Critical Writing in English	2	1	0	3	3
Elective	No Elective on in Semester I					

M.A in English SEMESTER II + Integrated M.A in English SEMESTER VIII

Course type	Course title	Lecture (L)	Tutorial (T)	Practical (P)	Contact Hour(CH)	Credits
Core	EG 455:Language and Language Education	3	1	0	4	4
	EG 456: Puritan to Eighteenth Century Literature (Poetry and Drama)	3	1	0	4	4
	EG 457: Romantic Poetry and Prose	3	1	0	4	4
	EG 458: Fiction II (Nineteenth Century)	3	1	0	4	4
	EG 460: Fundamental of Research	4	0	0	4	4
Elective	No Departmental Elective on in Semester II					
	Open Elective 1	3	0	0	3	3

M.A in English SEMESTER III + Integrated M.A in English SEMESTER IX

Course type	Course title	Lecture (L)	Tutorial (T)	Practical (P)	Contact Hour(CH)	Credits
Core	EG 501: Literary and Critical Theory II	3	1	0	4	4
	EG 502 : Modern British Drama	3	1	0	4	4
	EG 503 : Modern Fiction	3	1	0	4	4
Elective	EG 507 : Translation: Theory And Practice I	3	1	0	4	4
	EG 509 : Gender and Literature I	3	1	0	4	4
	EG 511 : American Literature I	3	1	0	4	4
	EG 513 : Indian Writing In English I	3	1	0	4	4
	EG 515 : ELT I	3	1	0	4	4
	Open Elective	3	0	0	3	3

M.A in English SEMESTER IV+ Integrated M.A in English SEMESTER X

Course type	Course title	Lecture (L)	Tutorial (T)	Practical (P)	Contact Hour(CH)	Credits
Core	EG 504: Modern Poetry	3	1	0	4	4
	EG 505: Modern Prose	3	1	0	4	4
	EG 506: Postcolonial Literature in English	3	1	0	4	4
	EG 519: Term Paper	0	0	3	3	3

Elective	EG 508 : Translation II	3	1	0	4	4
	EG 510 : Gender and Literature II	3	1	0	4	4
	EG 512 : American Literature II	3	1	0	4	4
	EG 514 : Indian Literature In English II	3	1	0	4	4
	EG 516 : ELT II	3	1	0	4	4

6. Mapping of Courses and POs

Course title	P01 Graduate has acquired the necessary domain knowledge of English Language and Literature as collated in the curriculum to develops life-long self-learning	P02 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	P03 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	P04 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
EG 451:Literary and Critical Theory I	✓	✓	✓	✓	
EG 452:English Literature from Chaucer to Marlowe	✓	✓	✓	✓	
EG 453:Shakespearean Drama	✓	✓	✓	✓	
EG 454:Fiction I (Early to Jane Austen)	✓	✓	✓	✓	
EG 417: Academic and Critical Writing in English		✓	✓	✓	✓

EG 455:Language and Language Education		✓	✓	✓	✓
EG 456: Puritan to Eighteenth Century Literature (Poetry and Drama)	✓	✓	✓	✓	
EG 457: Romantic Poetry and Prose	✓	✓	✓	✓	
EG 458: Fiction II (Nineteenth Century)	✓	✓	✓	✓	
EG 460: Fundamental of Research		✓	✓	✓	✓
EG 501: Literary and Critical Theory II	✓	✓	✓	✓	
EG 502 : Modern British Drama	✓	✓	✓	✓	
EG 503 : Modern Fiction	✓	✓	✓	✓	
EG 507 : Translation: Theory And Practice I	✓	✓	✓		✓
EG 509 : Gender and Literature I	✓	✓	✓	✓	
EG 511 : American Literature I	✓	✓	✓	✓	
EG 513 : Indian Writing In English I	✓	✓	✓	✓	
EG 515 : ELT I		✓	✓	✓	✓
EG 504: Modern Poetry	✓	✓	✓	✓	
EG 505: Modern Prose	✓	✓	✓	✓	
EG 506: Postcolonial Literature in English	✓	✓	✓	✓	
EG 519: Term Paper	✓	✓	✓		✓
EG 508 : Translation II	✓	✓	✓		✓
EG 510 : Gender and Literature II	✓	✓	✓	✓	
EG 512 : American Literature II	✓	✓	✓	✓	
EG 514 : Indian Literature In English II	✓	✓	✓	✓	

EG 516 : ELT II	✓	✓	✓	✓	

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.

8. Detailed Syllabus

MA English Syllabus

Semester I

Course Code: EG 451

Course Outcomes

- CO1 Demonstrate Knowledge of Critical Theory and apply it in analysis of problems in the text and the world
- CO2 Develop and simulate Alternative perspectives by examining different types of analysis of the same problem
- CO3 Problematize texts and work on resolutions while looking for convergence between literature, philosophy and critical theory
- CO4 Apply, Interpret and Extend Western critical theory to Indian contexts, leading to different models of convergence, assessment and representation

Course Content:

Unit A

Theory or Theories

History and Orientation of Critical Theories (Abrams)

Unit B

New Criticism (Ransom, Eliot, Brooks, Schorer, Frank)

Psychoanalytic Criticism (Freud, Jones, Wilson, Lacan)

Unit C

Sociocultural Criticism (Taine, Lukacs, Williams, Bakhtin)

Phenomenology and Reception Theory (Husserl, The Geneva School, Jauss, Iser, Fish)

Unit D

Environment and Ecocriticism (Buell, Bateson, Soper [“The Idea of Nature”] Snyder [“Language Goes Two Ways”], Vandana Shiva)

Gender and Theory (Woolf, De Beauvoir, Butler, Sedgwick)

Textbooks

Leitch, Vincent B. ed.(2010) The Norton Anthology of Theory and Criticism, second edition Norton,New York.

Lodge, David and Nigel Wood, eds. (2008). Modern Criticism and Theory Pearson, Essex.

Reference books

Barry, Peter. (2010). Beginning Theory. Routledge, London.

Selden, Raman. (2009). A Reader's Guide to Contemporary Literary Theory. (Pearson, Singapore.

Waugh, Patricia. (2008). Literary Criticism and Theory. Oxford University Press, Ox

Course Code: EG 452

Course Title: English Literature from Chaucer to Marlowe

CR 4 L4 T0 P0

Course Outcomes

C01 Demonstrate Knowledge of Medieval European World order

C02 Understand the evolution of genres in the context of society, religion and politics

C03 Situate the predomination of the religious order in secular contexts in England and India

C04 Carry knowledge of governance from the text to the world

Course Content:

UNIT A

Historical and literary context

UNIT B

Geoffrey Chaucer: The Nun's Priest Tale/ The Miller's Prologue and Tale

UNIT C

Edmund Spenser: *The Shepheardes Calender* (Januarie/ Aprill Eclogue)/ *Amoretti and Epithalamion* sonnets (1, 8, 54, 75)

Unit D:

Thomas Wyatt: "My Lute Awake!"; "They Flee from me", Farewell Love"

Henry Howard: "So Cruel Prison", "The meanes to attain happy life", "The Soote Season"

Christopher Marlowe: "The Passionate Shepherd to His Love"

Unit E

Thomas More: *Utopia (Book I/Book II)*.

Sidney's "An Apology for Poetry"

Reference books

Brown, Peter. (2011). *Geoffrey Chaucer (Authors in Context)*. OUP, New York.

Ferguson, Margaret, et al., editors. (2005). *The Norton Anthology of Poetry*. Norton, New York, 5th edition.

Larsen, Kenneth J., editor. (1997). *Edmund Spenser's Amoretti and Epithalamion: A Critical Edition*. Arizona S U.

Robinson, Fred., editor. (1998). *The Riverside Chaucer*. OUP, Oxford.

Course Code: EG 453

Course Title: Shakespearean Drama

CR 4 L4 T0 P0

Course Outcomes

- CO1 Demonstrate a clear understanding of the socio-cultural-historical-political contexts of Shakespeare's texts by situating Shakespeare's universality in regional, national and global contexts
- CO2 Link Shakespearean perspectives to interrogations of contemporary history, interpretations to law and governance as well as in the clarification of multi-layered complications in contemporary life
- CO3 Apply Shakespearean values to the world of Politics, the Judiciary, the Bureaucracy, the Corporate Sector, the Media as well as Academics and the Entertainment Sector
- CO4 Develop the tools to relate expert knowledge of the Shakespearean texts to the contemporary work sphere (through language skills including ambivalence, multivalence, irony, clarity and precision backed by a balanced perspective)

Course Content:

Texts Prescribed

1. *Measure for Measure*
2. *King Richard III / 1 Henry IV/ Richard II*
3. *Antony Cleopatra*
4. *Hamlet/The Tempest/A Midsummer Night's Dream*

*Textbooks should preferably be Arden Editions.

Reference books

Dollimore, Jonathan and Alan Sinfield.(1994). *Political Shakespeare: Essays in Cultural Materialism*. Manchester UP, Manchester, Second Edition.

Eagleton, Terry. (1998). *William Shakespeare*. Blackwell, Oxford.

Holderness, Graham, editor. (1992). *Shakespeare's History Plays*. Macmillan, London, New Casebooks.

Course Code: EG 454

Course Title: Fiction I (Early to Jane Austen)

CR 4 L4 T0 P0

Course Outcomes

- CO1 Offer a typology of the novel as a genre and link the genre to other narrative forms
- CO2 Use the knowledge of 18th century English social and cultural contexts that contributed to the growth of the novel
- CO3 Link the rise of the novel to the rise of colonialism, capitalism and print culture
- CO4 Link the form and language of the novel realism

Course Content

Unit A

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

Unit B

Samuel Richardson *Pamela*

Unit C

Laurence Sterne *Tristram Shandy* (Selections)

Unit D

Ann Radcliffe *The Mysteries of Udolpho/The Romance of the Forest*

Unit E

Jane Austen *Mansfield Park* (Norton Edition)

Reference Books

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

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

Ford, Boris, editor. (1983). *The New Pelican Guide to English Literature*. Vol. 4 and 5

Poovy, Mary. (1985). *The Proper Lady and the Woman Writer*. U Chicago P.

Mackeon, Michael, editor. (2000). *The Theory of the Novel: A Historical Approach*. John Hopkins UP, Baltimore and London.

Course Code: EG 417

Course Title: Academic and Critical Writing in English

CR3 L 2 T 1P 0

Course Outcomes

C01 Develop ability to produce critical writing for academic purposes

C02 Acquire competence in addressing texts and situations through writing, with particular attention to genre and occasion

C03 Write clear and logical academic and critical pieces in English with full knowledge of structure and types

C04 Distinguish between different kinds of critical writing for personal and professional purposes

Course Content:

Unit 1-Academic Text and Writing in an L2
Written Academic Discourse and Academic Genres
Basic Features of Academic Writing

Unit 2-English Grammar and Vocabulary in Academic Discourse
Phrases, Sentences and Construction of Text
The Use of Verb Tenses and Voice in Text Cohesion
Meanings and Text Functions of Lexical Classes of Verbs
The Use of Adjectives and Adverbs in Academic Discourse

Unit 3-Construction of Text and Discourse Flow in Academic Writing
Information and Discourse Backgrounding through Subordinate Clauses
Cohesion and Coherence in Academic Discourse
Academic Text in English and Hedging

Unit 4- Becoming a Critical Writer
What is critical writing?
How to make a critical choice
Comparative Critical Summary

Unit 5- Writing an In-depth Critical Analysis
Argument components of Mental Map for exploring the literature
Developing a critical analysis of a text
Developing the arguments in writing a critical review of a text

Suggested Text and Reference Books:

Eli Hinkel, Teaching Academic ESL Writing, Lawrence Erlbaum Associates, Inc., 2004
R.R. Jordan, English for Academic Purposes, Cambridge University Press,1997,2010
(on line).

Ken Hyland and Philip Shaw, The Routledge Handbook of English for Academic Purposes, Routledge,2016

Mike Wallace and Alison Wray, Critical Reading and Writing for Post Graduates, Sage,2011

Semester II

Course Code: EG 455

Course Title: Language and Language Education (Skill-based Core Course)

Course Outcomes:

C01 Develop competence while using English in Academics, Communication and in the work sector

C02 Use the English language in news reporting, copy writing, creative and critical writing

C03 Acquire the ability to identify the differences in English spoken by natives and by Indians in both written and spoken forms

C04 Apply domain knowledge to train others in second language acquisition

Course Content:

Unit A

English in India

English as a language of opportunity

English as a global language

Unit B

Problems of learning English in India

Bilingual /Multilingual Contexts, Diglossia and the role of English

Unit C

Introduction to the process of Second Language Acquisition

Role of the MT/L1 in ESL classrooms

Unit D

Reading and Writing English for Academic Purposes

Literature and language learning /teaching: basic concepts

Unit E

What the Teaching of English involves

Introduction to designing of Syllabus and Learning Materials

Approaches to Teaching

Introduction to Peer Teaching

Reference books

Agnihotry, R.K., and Khanna, editors.(1995)

English Language Teaching in India. Sage, New Delhi.

Nunan, D. (2004). Task-based Language Teaching. Cambridge University Press, Cambridge.

Stern, H.H. (1983). Fundamental Concepts of Language Teaching. OUP, Oxford.

Vyas, M.A. and Patel, Y.L., editors. (2009). Teaching English as a Second Language: A New Pedagogy for a New Century. Prentice-Hall India, New Delhi.

Course Code: EG 455

Course Title: Puritan to Eighteenth Century Literature (Poetry and Drama)

CR4 3 1 0 4 4

Course Outcomes

CO1 Use Literature as a social critique through drama and satire

CO2 Draw the power of English from contributions made by great writers of the past

CO3 Develop the ability to use the English language as a tool to state, suggest and critically examine social and ideological positions

CO4 Use the close link between language, literature and society for a better connect with Indian situations

Course Content

UNIT 1

John Milton: *Paradise Lost* Book IX and *Samson Agonistes*

UNIT 2

Aphra Behn: *The Rover*/ R. B. Sheridan: *The School for Scandal*

UNIT 3

Dryden: Preface to the Fables

UNIT 4

Pope: An Essay on Man/ *The Dunciad* Book 4

Text Books:

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

Spencer, Jane, editor. (1998). *Aphra Behn's The Rover and Other Plays*. OUP, Oxford.

Dryden, John. (2010). *Preface to the Fables*. Kessinger, Montana.

Pope, Alexander. (2016). *An Essay on Man*. Alexander Pope.

Rumbold, Valerie, editor. (2009). *Alexander Pope's The Dunciad in Four Books*. Oxford.

Ordner, Michael, editor. (1998). *R. B. Sheridan's The School for Scandal and other Plays*. OUP, Oxford

Reference Books:

Ferguson, Margaret, et al., editors. (2005). *The Norton Anthology of Poetry*. Norton, New York, 5th edition.

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

.Rogers, Pat., editor. (2007). *The Cambridge Companion to Alexander Pope*. CUP, Cambridge.

Kean, Margaret. (2005). *John Milton's Paradise Lost: A Sourcebook*. Psychology.

Flanagan, Roy. (2002). *John Milton: A Short Introduction*. Blackwell, Oxford.

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

Course Code: EG 457

Course Title: Romantic Poetry and Prose

CR4 3 1 0 4 4

Course Outcomes

CO1 Recognize the link between the Romantic Artist and the publication market and accept poetry as conscious craftsmanship

CO2 Link Romantic poetry and literary criticism with the socio-political situation

CO3 Develop the ability to combine subjective perception with objective expression

CO4 Tap the poetic possibilities of common speech and put it to use in the Indian context with Indian languages

Course Content:

Poetry

Unit A

Wordsworth: Selections from The Prelude; "Ode Intimations of Immortality"

Coleridge: "Dejection: An Ode" and "Frost at Midnight"

Unit B

Shelley: Adonais

Keats: Ode on a Grecian Urn, Ode to a Nightingale

Prose

Unit C

Lamb, Essays of Elia (Selections)

Coleridge, Lectures on Shakespeare (Selections)/ Selections from Thomas De Quincey

Unit D

Keats' Letters (Selections)

Hazlitt's "The Indian Jugglers"

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

Abrams, M.H. (2002). Natural Supernaturalism. Norton, New York.

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

Mahanta et. al. (2002) Poems Old and New. Macmillan, Chennai.

Wimsatt, W K and Cleanth Brooks. (1957). Literary Criticism: A Short History. New York: Knopf, 2010 edition.

Course Code: EG 458

Course Title: Fiction II (Nineteenth Century)

CR4 3 1 0 4 4

Course Outcomes

CO1 Evaluate the novel as a critique of society

CO2 Apply the moral consciousness and insights in fiction to the Indian context

CO3 Link the social conflict in Victorian England to social disruptions in colonial societies

CO4 Link the growth of the novel with Empire

Course Content:

UNIT A:

Charles Dickens: Bleak House/ Nicholas Nickleby

UNIT B:

William M. Thackeray: Vanity Fair/ George Eliot: *Middlemarch/ The Mill on the Floss*

UNIT C:

Emily Bronte: Wuthering Heights/ Elizabeth Gaskell: *North and South*

UNIT D:

Lewis Carroll: Alice in Wonderland/ Rudyard Kipling: *Kim/ The Jungle Book*

UNIT E:

Thomas Hardy: *Jude, the Obscure/ Short stories (Selections)*

OR

Oscar Wilde: *The Picture of Dorian Grey*

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.

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

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

Course Code: EG460

Course Title: Fundamentals of Research

L 4 T0 P0 CH4 CR4

Course Outcomes

- CO1. Use basic tools of research in the field of English Studies
- CO2. Review existing literature in a given area
- CO3. Identify a research problem
- CO4. Choose an appropriate methodology for collecting and analyzing data
- CO5. Prepare a basic research project

Course Content

Unit I

1. **The Meaning of Research:** Objectives, Motivation, Exploration, Case Study, Survey, Qualitative or Quantitative? Interpretation, Analysis, Application, Problematization
2. **Types and Tools:** Research approaches, methods versus methodology, research in literature and allied fields, interdisciplinarity

Unit II

3. **Getting started:** Criteria for good research; Context, Relevance and Feasibility; the problem of choice and focus, topic and title

4. **Resources:** Online and Offline Resources; Reliability, Access and Ethics

5. **Review of Literature,** Integrating Choice and Domain Knowledge; Argument and Evidence

Unit III

5. **Constituents:** hypothesis; contention; corpus; research problem; research question; linking key-words to methodology

6. **Documentation:** Styles and Formats, the MLA Handbook

7. **Presentation:** Organization and Structure

Suggested Reading

1. Booth, Wayne C, et al. *The Craft of Research*. 4th ed. U of Chicago P, 2016.

2. Griffin, Gabriele, ed. *Research Methods for English Studies*, 2nd. ed. Edinburgh UP, 2016.

3. Grix, Jonathan, *The Foundations of Research*, 3rd. ed. Macmillan, 2019.

4. *MLA Handbook*. 8th ed. MLA, 2018.

Semester III

Course Code: EG 501

Course Title: Literary and Critical Theory II

CR 4 0 0 4 4

Course Outcomes

CO1 Apply theoretical tools to assessment of specific texts

CO2 Use theoretical knowledge in interdisciplinary contexts or across disciplines

CO3 Identify different types of analysis of the same problem

CO4 Prepare different models/figures of presentation or assessment

Course Content

Unit A

Theory after the New Criticism (Lentricchia ["After the New Criticism"]; Paul de Man ["Resistance to Theory"]; J Hillis Miller ["Critic as Host"])

Unit B

Structuralism and Deconstruction (Saussure, Jakobson, Levi-Strauss, Barthes, Derrida, Foucault, Lacan, Bloom, Paul de Man)

Unit C

New Historicism and Cultural Materialism (White, Greenblatt, Sinfield, Hall)

Ideology and Marxist Criticism (Marx, Lukacs, Brecht, Gramsci, Althusser, Williams, Frankfurt School, Jameson, Eagleton)

Unit D

Postcolonialism and Empire (Said, Spivak, Bhabha, Ahmed, Dipesh Chakrabarty, Negri and Hardt)

Unit E

Ethical Criticism and New Pragmatism (Hirsch, Levinas, Miller, Agamben, Martha Nausbaum: correctness vs validity, situation vs knowledge/totality)

Interdisciplinary Criticism (Leo Marx and A Rose ["Literature and Covert Culture"], Sontag ["The Aesthetics of Silence"])

Textbooks

Leitch, Vincent B. ed.(2010) The Norton Anthology of Theory and Criticism, second edition
Norton, New York.

Lodge, David and Nigel Wood, eds. (2008). Modern Criticism and Theory Pearson, Essex.

Reference books

Barry, Peter. Beginning Theory (Routledge, London, 2010)

Selden, Raman. (2009). A Reader's Guide to Contemporary Literary Theory. Pearson, Singapore.

Waugh, Patricia. (2008). Literary Criticism and Theory. Oxford University Press, Oxford.

Course Code: EG 502

Course Outcomes:

CO1 Draw upon Drama as social critique and social communication

CO2 Acquire essential training for writing of plays for the stage as well as screenplays

CO3 Imbibe philosophical and everyday values through drama

CO4 Engage in or produce Drama as performance

Course Content:

Unit A

Modern British drama-historical background and trends in British drama

Unit B

George Bernard Shaw: *Arms and the Man* or *Heartbreak House*

Unit C

Arnold Wesker: *Roots*/Samuel Beckett: *Endgame*

Tom Stoppard: *Rosencrantz and Guildenstern are Dead*

Unit D

Harold Pinter: *The Homecoming* or *The Caretaker*

Unit E

Caryl Churchill: *Top Girls*

Textbooks

Students will consult OUP/Norton/Any other standard edition of the plays

Reference books

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

Innes, Christopher. (2002). *Modern British Drama, 1890-1990*. CUP, New York.

Luckhurst, Mary Ed. (2012). *A Companion to Modern British and Irish Drama (1880-2005)*.

Blackwell, London.

Smart, John. (2001). *Twentieth Century British Drama*. CUP, Cambridge.

Course Code: EG 503

Course Title: Modern Fiction

CR 4 0 0 4 4

Course Outcomes:

CO1 Arrive at Perspectives on time and Being

CO2 Learn better expression/language control from technicalities of Modern fiction, to balance ideas from and in various narrative structures

CO3 Relate fiction to reality through understanding of issues and contexts like modernism and colonialism and by transferring text to society

CO4 Turning Fiction to film as a career option

Course Content:

UNIT A

James Joyce: *The Portrait of the Artist as Young Man*

UNIT B

Virginia Woolf: *Mrs. Dalloway*

UNIT C

Joseph Conrad: *Heart of Darkness*/E M Forster: *A Passage to India*

UNIT D

John Fowles: *The French Lieutenant's Woman*/Doris Lessing: *Grass is Singing*

Textbooks

Students will consult OUP/Norton/Any other standard edition of the novels

Reference books

Shiach, Morag, editor. (2007). *The Cambridge Companion to the Modernist Novel*. CUP, Cambridge.

Kern, Stephen. (2011). *The Modernist Novel: A Critical Introduction*. CUP, Cambridge.

Connor, Steven.(2004). *The Cambridge Companion to Postmodernism*. CUP, Cambridge.

ELECTIVE COURSES (ONE OF THE FOLLOWING OPTIONS)

Option A.

Course Code: EG 507

Course Title: Translation: Theory and Practice I

CR 4 3 1 0 4 4

Course Outcomes

CO1 Understand the techniques and practical aspects of translation

CO2 Develop ability to translate documents calling for different registers

CO3 Apply knowledge/competence over two separate languages

CO4 Gain access to the cultures backing the source language and the target language (as meanings are also cultural)

Course Content

UNIT A

Discussion on the following and related issues by referring to the texts mentioned

Translation, translation studies

Translation: Nature and types; Translation and transcreation

UNIT B

Discussion on the following and related issues by referring to the texts mentioned

Translation: approaches- linguistic (Nida, Jakobson) , cultural

Translation: historical overview

Translation theory: introduction

UNIT C

Discussion on the following and related issues by referring to the texts mentioned

Translation, Culture and Politics

Cultural and ideological issues in translation

Unit D

Notions of translatability, equivalence and problems involving equivalence

Unit E

The second part of the course will consist of the study of translations in relation to the original. For this purpose, works translated from the student's mother tongue, or from other languages known to him/her, will be studied alongside the originals.

Textbooks

Munday, Jeremy. (2001). *Introducing Translation Studies: theories and applications*. Routledge, London.

Bassnett, Susan. (2002). *Translation Studies*. Routledge, London.

Reference books

Baker, Mona, editor. (2010). *Critical Readings in Translation Studies*. Routledge, London and New York.

Benjamin, Walter. (1997). The Translator's Task. Trans. Rendall, Steven. *TTR: traduction, terminologie, redaction*, vol.10, no. 2, 151-165.

Bassnett, S. & A. Lefevre, editors. (1992). *Translation, History and Culture*. Princeton UP, Princeton.

Venuti, Lawrence. (2000). *The Translation Studies Reader*. Routledge, London and New York.

Option B

Course Code: EG 509

Course Title: Gender and Literature I

CR 4 3 1 0 4 4

Course Outcomes:

CO1 Develop Gender sensitivity and apply theories of gender outside the classroom in the community and in the workplace

CO2 Acquire a gendered perspective for evaluation of texts as well as real life situations

CO3 Use Gender as a critical tool

CO4 Be able to work with social constructions of gender in the outside world

Course Content

Unit A

Virginia Woolf: *A Room of One's Own* (Selections)

Simone de Beauvoir: *The Second Sex* (Selections) Trans

Toril Moi: *Sexual Textual Politics* (Selections) "Feminist, Female, Feminine"

Gilbert and Gubar "Infection in the Sentence..."Mad Woman in the Attic.

Gayatri Chakravorty Spivak: "Three Women's Texts and a Critique of Imperialism"

Sigmund Freud: Selections

Unit B (Any one)

Mary Shelly: *Frankenstein* (1818 Text)

Gustavo Flaubert: *Madame Bovary* Trans.

George Eliot: *Middlemarch/ The Mill on the Floss*

Virginia Woolf: *Orlando*

Unit C

Tennyson: "The Lady of Shallot"

Elizabeth B. Browning: *Aurora Leigh* (Selections)

Christina Rossetti: "Goblin Market"

Emily Dickinson: "Publication is the Auction", "The Bible is an antique Volume", "Tell all the truth but tell it slant"

Michael Field (Katherine Bradley and Edith Cooper): "A girl", "Unbosoming", "It was deep April", "To Christina Rossetti"

Unit D

Kate Chopin: "Desiree's Baby"

Charlotte Perkins Gilman: "The Yellow Wallpaper"

Katherine Mansfield: "The Doll's House"

Unit E

Oscar Wilde: The Picture of Dorian Grey

Textbooks

Blain, Virginia, editor. (2009). *Victorian Women Poets: An Annotated Anthology*. Longman Annotated Texts.

de Beauvoir, Simone. (1949). *The Second Sex*. Trans. and Ed. H. M. Parshley, Vintage. 1997 edition.

Moi, Toril. (2002). *Sexual/Textual Politics: Feminist Literary Theory*. Routledge, New Accents.

Shelly, Mary. (2001). *Frankenstein*. Ed. Anjana Sarma. Oxford UP, New Delhi.

Reference Books

Warhol, Robyn R. and Diane Price Herndl., editors. (1997). *Feminisms: An Anthology of Literary Theory and Criticism*.

Zilboorg, Caroline. (2004). *Women's Writing: Past and Present*. Cambridge University Press, Cambridge University Press, Cambridge.

Option C

Course Code: EG 511

Course Title: American Literature I

CR 4 4 0 0 4 4

Course Outcomes

CO1 Understand America, the American character and the American difference in writing to read key American texts

CO2 Draw upon the American values defining a multi-ethnic cultural identity for an understanding of migration dynamics in writing and in the world

CO3 Understand race consciousness and racism so crucial to America

CO4 Draw upon its poetics for democracy to address/examine democracies elsewhere

Course Content

Unit I

The Colonial Period (Declaration of American Independence, 1776)

American Nationalism, Romanticism, Transcendentalism (Selections from Emerson)

Washington Irving: Legends of Sleepy Hollow/ Poe: one story

Unit II

The American Civil War: Slavery, Abolitionism, Reconstruction, Regionalism

Unit III: Critiquing American mythologies

Nathaniel Hawthorne, *The Scarlet Letter*, Norton Edition

Herman Melville, *Moby Dick*. Norton Edition

Leslie Morman Silko: *Ceremony* Penguin edition

Unit IV: Poetry: Modern American Poets

Walt Whitman: *Song of Myself* (Selections)

Emily Dickinson: Selections

Wallace Stevens: "Peter Quince at the Clavier," "A High-Toned Old Christian Woman,"

Ezra Pound: "A Pact," "The Return," "Histrion", "Epilogue"

Robert Frost: "Once by the Pacific," "Home Burial," "Out, Out" "The West-Running Brook"

Langston Hughes: Selections

Unit V: Drama

Arthur Miller: *The Crucible*/ Edward Albee: *Who's Afraid of Virginia Woolf?*

August Wilson: *Fences*

Textbooks

Ellmann, Richard, editor. (2001). *The New Oxford Book of American Verse*. Oxford University Press, New York.

Horton, R W and H E Edwards, editors. (1974). *Backgrounds of American Literary Thought*. Prentice Hall, Englewood Cliffs, NJ.

References

Spiller, Robert E.(1961).*The Cycle of American Literature*. Macmillan, New York.

Gray, Richard. (2008). *History of American Literature*. Blackwell, Oxford.

Chase, Richard. (1990). *The American Novel and its Tradition*. Johns Hopkins Press, Baltimore.

Krasner, David. editor. (2005). *A Companion to Twentieth Century American Drama*.Blackwell, Oxford.

Option D

Course Code: EG 513

Course Title: Indian Writing in English I

CR 4

Course Outcomes

CO1 Develop ability to act on a knowledge of different parts of the country and the people including its cultural values and practices

CO2 Understand India's social and political dynamics including the conflict between tradition and modernity

CO3 Develop alternative perspectives to colonial ideas in society and at work

CO4 Demonstrate ability to capture the essence of a dynamic India in their own writing

Course Content

Unit A: Poetry

Nissim Ezekiel, "Poet, Lover, Birdwatcher," "Background, Casually," "Case Study," "Goodbye Party for

Miss Puspa T.S.", "The Railway Clerk"

A K Ramanujan, "A River", "Obituary", "Breaded Fish", "Looking for a Cousin on a Swing", "SelfPortrait", "Love Poem of a Wife", "Chicago Zen"

Kamala Das, "An Introduction", "The Dance of the Eunuchs", "The Looking Glass"

Jayanta Mahapatra, "Hunger", "The Whorehouse in a Calcutta Street", "The Indian Summer", "A

Missing Person"

Unit B: Fiction

Mulk Raj Anand *Untouchable*, OUP

Salman Rushdie *Midnight's Children*, Penguin

Unit C: Travel Writing

Amitav Ghosh, *In an Antique Land*, Penguin / Vikram Seth: *From Heaven Lake*, Penguin

Unit D: Life Writing

Jawaharlal Nehru. *An Autobiography* / Nirad Chaudhuri, *Autobiography of an Unknown Indian*

Reference Books

Gopalan, Priya. (2009). *The Indian English Novel: Nation, History and Narration*. OUP, Oxford.

King, Bruce. (2001). *Modern Indian Poetry in English*. OUP, New Delhi.

Mehrotra, A. K. (2003). *Illustrated History of Indian Literature in English*. Permanent Black:Delhi.

Option E

Course Code: EG 515

Course Title: ELT I

CR4 3 1 0 4 4

Course Outcomes

- CO1 Understand the philosophy of language learning and language teaching to address the demands for the English language in a changing scenario
- CO2 Be able to act on language policy reforms in India by situating English as part of the Indian scene as well as a Global entity
- CO3 Monitor Second Language acquisition in India through effective syllabi for English usage in Indian conditions
- CO4 Apply the philosophies of language learning and language teaching in the classroom and in the outside world
- CO5 Apply language teaching strategies in the Indian classroom from middle school to the undergraduate level and use Language pedagogy in Material preparation

Course Content

Unit A

Language policy reforms in India: Changing roles of English and Indian Languages

Unit B

History of English language teaching/historical perspectives on language pedagogy

English as International/ Global Language-implications for teaching and learning

Problematizing the 'Native speaker'

Unit C

English language education in bilingual/multilingual contexts (India/Northeast)

Unit D

Study on curriculum problems, approaches, beliefs and issues

Syllabus Design: Concepts/issues

Materials Development in Indian Multilingual Contexts

Unit E

Innovation and changes in English language education: contexts and issues

Textbooks

(Selected portions)

Brown, H.D.(2006). Principles of Language Learning and Teaching. Longman, New York.

Denise E. Murray and MaryAnn Christison. (2011). Understanding innovation in English language education: Contexts and issues. Routledge, London.

Gass, Susan M. and Selinker, Larry. (2001). Second Language Acquisition: An Introductory Course. Routledge, London.

Heugh, Kathleen & Tove Skutnaab-Kangas .(2010). Multilingual Education Works: From the Periphery to the Centre. Orient Longman, New Delhi.

Mohanty, A.K., Panda, M., Phillipson, R. & Skutnabb-Kangas, T., editors. (2009). Multilingual Education for Social Justice: Globalising the Local. Orient Longman, New Delhi.

Reference books

Agnihotry, R.K., and Khanna, editors. (1995). English Language Teaching in India. Sage, New Delhi.

Nunan, D. (1994). Syllabus Design.OUP, Oxford.

Nunan, D.(2004). Task-based Language Teaching. Cambridge University Press, Cambridge.

Pennycook, A. (1994). The Cultural Politics of English as an International Language.Longman, London.

Phillipson, R. (1992). Linguistic Imperialism. Oxford University Press, Oxford.

Stern, H.H. (1983). Fundamental Concepts of Language Teaching. OUP, Oxford.

Vyas, M.A. and Patel, Y.L. editors. (2009). Teaching English as a Second Language: A New Pedagogy for a New Century. Prentice-Hall India, New Delhi.

Semester IV

Course Code: EG 504

Course Title: Modern Poetry

CR 4

Course Outcomes:

CO1 Demonstrate knowledge and understanding of Modernist poetics

CO2 Develop ability to produce critically dense language for professional/ academic use

CO3 Connect the language of plurisignification in various sectors containing multiple perspectives

CO4 Learn a language that can deliver constructs to present ideas in motion in keeping with present day dynamics

Course Content:

UNIT A

Yeats: "Adam's Curse," "The Tower," "Scholars"; Byzantium poems and "The Dialogue of Self and Soul"

Unit B

Pound: Hugh Selwyn Mauberley (I-V)

Unit C

Eliot: The Waste Land

Unit D

Owen: "Exposure," "Strange Meeting," "Dulce et Decorum Est"

Auden: "Consider this and in our Time," "In Memory of WB Yeats"

Unit E

Larkin: "Ambulances," "Poetry of Departures," "Church Going"

Ted Hughes: "Hawk Roosting," "Wind," "Thrushes"

Sylvia Plath: "Poem for a Birthday"

Heaney: "Digging," "The Harvest Bow," "Death of a Naturalist"

Stevie Smith: "Pretty"

Carol Ann Duffy: "Mrs. Lazarus," "Head of English"

Textbooks:

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:

Corcoran, Neil, editor. (2007). The Cambridge Companion to the Twentieth Century English Poetry. Cambridge University Press, Cambridge.

Course Code: EG 505

Course Title: Modern Non-Fictional Prose

CR 4

Course Outcomes:

CO1 Demonstrate understanding of different kinds of discourse including perspectives and ideological positions

CO2 Develop the skill to write balanced prose for academics, social presentation and personal communication

CO3 Interpret postcolonial discourse for application in related fields

CO4 Use prose for argument and persuasion in different professional context

Course Content:

Unit A

E.M. Forster: Selections from Abinger Harvest

B. Russell: "How to Escape from Intellectual Rubbish" (from the Unpopular Essays)

George Orwell, "Shooting an Elephant", "Politics and the English Language", "A Hanging"

Toni Morrison, "Whiteness and the Literary Imagination"

Unit B

Edward Said, from *Orientalism*

Salman Rushdie, from *Imaginary Homelands*

Unit C

Kamala Das, from *My Story*

Amitav Ghosh, "The Imam and the Indian"

Unit D

Virginia Woolf, from *A Room of One's Own* (Shakespeare's Sister)

Text book

Selections mentioned above will be provided by the Department.

Reference Books

Walder, Denis, editor. (2008). *Literature and the Modern World*. OUP, Oxford.

Course Code: EG 506

Course Title: Postcolonial Representation

CR4

Course Outcomes:

- CO1 Develop Ability to handle Postcolonial Discourse in writing and in the real world
- CO2 Demonstrate the ability to understand violence as a part of colonialism and decolonisation and act accordingly
- CO3 Develop strategies for re-writing of history and confirmation of identities
- CO4 Link widening perspectives in theory and praxis to their application in analysis of texts, real life data or actual crises

Course Content:

Unit A

Frantz Fanon: "Pitfalls of National Consciousness" from *The Wretched of the Earth*, Penguin

Ngugi wa Thiong’O: “African Literature and African Language” from *Decolonizing the Mind*, Penguin

Unit B

Chinua Achebe: *Things Fall Apart/ Arrow of God*, Heinemann

Unit C

Amos Tutuola: *The Palm-Wine Drinkard/ Joyce Cary: Mister Johnson*, Africa Press

Unit D

JM Coetzee: *Waiting for the Barbarians/ Master of Petersburg*, Vintage

Unit E

VS Naipaul: *A Bend in the River/ Vintage*

Textbooks

Students will consult OUP/Norton/Any other standard edition of the texts

Reference books

Lane, Richard J. (2006). *The Postcolonial Novel*, Polity Press, Cambridge.

Naipaul, V.S. Selections from “Jasmine” (The Overcrowded Baracoon)

Parker, M and Starkey, R., editors. (2008). *Postcolonial Literatures: A New Casebook*.

Macmillan, London.

Spivak, G.C.: “Can the Subaltern Speak?”

Elective Courses

Option A

Course code: EG 508

Course Title: TRANSLATION: THEORY AND PRACTICE II

CR 3 1 0 4 4

Course Outcomes

The student will show

- Knowledge and understanding of Translation theory and politics

- Skillful application of Translation methods and protocols
- Expertise in translation of documents and manuscripts
- Enhanced knowledge of the cultures sustaining the source language and the target language in translation

Course Content

UNIT A

Discussion on the following and related issues by referring to the texts mentioned

Translation theory: further developments

Translation: methods, techniques and strategies

UNIT B

Discussion on the following and related issues by referring to the texts mentioned

The process of translation

Units of translation

Adequacy of translation: adequate, relevant translation

UNIT C

Discussion on the following and related issues by referring to the texts mentioned

Characteristics of literary translation and knowledge translation

Problems of literary and knowledge translations

Universals of translation

UNIT D

Practice in translation of literary and non-literary texts

Critique of select translated works

Textbooks

Munday ,Jeremy. (2001) Introducing Translation Studies:theories and applications.
Routledge,London.

Bassnett, Susan. (2002). Translation Studies. Routledge, London.

Reference books

Baker, Mona, editor. (2010). Critical Readings in Translation Studies. Routledge, London and New York.

Bassnett, S. and A. Lefevre, editors. (1992). Translation, History and Culture. Princeton UP, Princeton.

Venuti, Lawrence. (2004). The Translation Studies Reader. Routledge, London and New York.

Option B

Course Code: EG 510

Course Title: Gender and Literature II

CR 4 3 1 0 4 4

Course Outcomes:

CO1 Demonstrate knowledge and understanding of theories of Gender

CO2 Apply theory/theories to analysis of texts

CO3 Use the theoretical frames to address real life situations/ contexts

CO4 Help people in the different work sectors to share the advantages of gendered perspectives

Course Content:

Unit A

*Issues and Debates in Feminisms: Outside of the West (The course instructor will select a few essays from the following list for intensive study; the rest will be discussed in class).

Helene Cixous: "The Laugh of the Medusa". Trans.

Judith Butler: Selections from Gender Trouble

Eve Sedgwick: Selections from Epistemology of the Closet

Chandra Mohanty. Under Western Eyes. Selections

Lila Abu-Lughod: Introduction. *Remaking Women*.

Tharu and Lalita. Introduction. *Women Writing in India*

R.W. Connell: "The Science of Masculinities"

Audre' Lorde: "Age, Race, Class, and Sex: Women Redefining Difference"

Ecofeminism (Selection of essays)

Unit B

Amy Lowell: "A Japanese Wood-Carving", "A Ballad of Footmen", "A Winter Ride"

Adrienne Rich: "Aunt Jennifer's Tigers", "Dreamwood", "Planetarium"

Kamala Das: "The Dance of the Eunuchs", "An Introduction"

Temsula Ao: "The Edge"

Unit C

Ismat Chughtai: "The Quilt",

Indira Goswami. "The Sin"

Mahasweta Devi. "Breastgiver"

Ama Ata Aidoo: "Something to Talk about on the Way to the Funeral"

Mamang Dai: Selections from *Legends of Pensam*.

Manjula Padmanaabhan: "Stains"

Hisaye Yamamoto: "Seventeen Syllables" from *Seventeen Syllables and other Stories*

Unit D (Any one)

Sylvia Plath *The Bell Jar*

Alice Walker *The Color Purple*

Nadine Gordimer *Burger's Daughter*

Toni Morrison *Beloved/Sula*

Unit E (any one)

Lorraine Hansberry: *A Raisin in the Sun*

Rabindranath Tagore. *Char Adhyay*. Trans.

Textbooks

Bradshaw, Melissa and Adrienne Munich, editors. (2002). *Selected Poems of Amy Lowell*. Rutgers UP.

Hansberry, Lorraine. (2004). *A Raisin in the Sun*. Vintage.

Warhol, Robyn R. and Diane Price Herndl., editors. (1997). *Feminisms: An Anthology of Literary Theory and Criticism*.

Manushi (relevant back numbers)

Reference books

Bloom, Harold. (2009). *A Raisin in the Sun* (Bloom's Guides). Chelsea House, 1st Edition.

Bloom, Harold. (2006). *Frankenstein: Mary Wollstonecraft Shelley*. Chelsea House, Revised Edition.

Bristow, Joseph, editor. (1995). *Victorian Women Poets: Emily Bronte, Elizabeth Barrett*

Browning, Christina Rossetti. *New Casebooks*.

Homans, Margaret. (1992). *Virginia Woolf: A Collection of Critical Essays*. Prentice-Hall, New Delhi.

Zilboorg, Caroline. (2004). *Women's Writing: Past and Present*. Cambridge University Press, Cambridge University Press, Cambridge.

Option C

Course Code: EG 512

Course Title: American Literature II

CR 4 4 0 0 4 4

Course Outcomes:

C01 Demonstrate competence in balancing the demands of the private and the public spheres in real life as seen in American Life Writing and Travel writing

C02 Draw upon the dynamics of race, class, gender and colour posited in the texts for further scholarship, policy building or implementation as the case may be.

C03 Test the models of multi-ethnic identities in American democracy for emulation/use in the Indian context

C04 Draw insights from the African American's tragic history of slavery and situate it alongside the romance of Africa in the African American imagination and look at similar moves for repatriation amongst diasporic communities

Course Content:

Unit I

William Faulkner: *The Sound and the Fury/ Light in August*, Norton edition

Unit II

Saul Bellow: *Humboldt's Gift /Henderson the Rain King*, Penguin-Viking edition

Unit III

Toni Morrison: *Paradise/ Beloved/Tar Baby*, Vintage edition.

Unit IV : Travel Writing

Maya Angelou: *All God's Children Need Travelling Shoes*, Vintage edition.

Or

Richard Wright: *Pagan Spain*, Harper Collins edition

Unit V: Life Writing

Booker T Washington: *Up from Slavery*, Norton Edition / Barack Obama: *Dreams from My Father*, Crown, New York

Or

Gloria E. Anzaldua: *Borderlands/La Frontera*, in *The Gloria Anzaldua Reader*, Duke UP / Amy Tan: *Half*

and *Half* Viking edition / Maxine Hong Kingston: *The Woman Warrior*, Vintage edi

Reference bookss

Andrews, William L., Frances Smith Forster and Trudier Harris. editors.(2001). *The Concise Oxford Companion to African American Literature*. Oxford University Press, New York.

Buell, Lawrence. (2014). *The Dream of the Great American Novel*. Harvard UP, Cambridge,

Mass.

Mostern, Kenneth. (2004). *Autobiography and Black Identity Politics*. Cambridge UP, Cambridge and New York.

Porter, Joy and Kenneth M. Roemer. editors. (2005). *The Cambridge Companion To Native American Literature*. Cambridge UP, Cambridge and New York.

Option D

Course Code: EG 514

Course Title: Indian Writing in English II

CR4 3 1 0 4 4

Course Outcomes:

CO1 Develop insights into contemporary Indian culture and people

CO2 Examine North East India through perspectives from the prescribed texts

CO3 Demonstrate how the texts of Indian writing in English taps and presents the diversity of India's alternative modernity

CO4 Understand India's national dynamics as well its place in South Asian configurations

Course Content

UNIT A: Poetry

Eunice de Souza, "Catholic Mother", "de Souza Prabhu", "Eunice", "Feeding the Poor at Christmas"

Keki Daruwalla, "The Epileptic" "The Ghagra in Spate", "Death of a Bird"

Arvind Kolatkar, *Jejuri* (selections)

Aga Shahid Ali, "Postcard from Kashmir", "Snowmen", "Cracked Portraits", "The Previous Occupant"

Sujata Bhatt: (Selections)

UNIT B: The Northeast (Poetry and Fiction)

Robin Ngangom, "A Poem for Mother," "Native Land"

Desmond Kharmawplang, "The Conquest", "Letter to a Dear Friend"

Kynpham Sing Nongkynrih, "When the Prime Minister Visits Shillong the Bamboos Watch in Silence"

"Lines Written to Mothers Who Disagree with Their Sons' Choices of Women"

Siddhartha Deb, The Point of Return, Harper Collins

UNIT C: Problematics of IWE

Ahmed Ali, Twilight in Delhi, Rupa / Romesh Guneseckara, Reef, Granta Books

Jhumpa Lahiri, The Interpreter of Maladies, Harper Collins / M G Vassanji, The In-Between World of

Vikram Lal, Doublday Canada

UNIT D: Non-fictional Prose

Amit Chaudhuri: Selections from Clearing a Space, Penguin

A. K. Ramanujan: "Three Hundred Ramayanas" OUP

Textbooks

King, Bruce, editor. (2005). Modern Indian Poetry in English. OUP, New Delhi.

Reference Books

Patke, Rajeev(2003). Postcolonial Poetry in English. OUP, Oxford.

Mukherjee, Meenakshi. (2002). The Perishable Empire: Essays on Indian Writing in English. OUP, Delhi.

Option E

Course Code: EG 516

Course Title: ELT II

CR 4 3 1 0 4 4

Course Outcomes:

CO1 Develop skill to apply theoretical knowledge to language acquisition studies and research

C02 Devise new language programmes to meet special needs

C03 Communicate the benefits of language learning theories and programmes in the larger group to enhance language comprehension/articulation skills

C04 Implement some of these technical skills in the rural Indian schoolrooms and community learning centres

Course Content:

UNIT A

Learner autonomy, authentic materials and language instruction

Language classroom: utilizing the diversity

UNIT B

Role of literature in the language classroom: Issues and options

Exploring representative literary texts for the study of various forms: prose, poetry, drama

UNIT C

Role of ELT in changing contexts

English for specific/academic purposes

UNIT D

Role of LI in ESL Classroom

Academic Reading and Writing

UNIT E

Introduction to Research in ELE

Textbooks

Belcher, Diane D., editor. (2009). English for Specific Purposes in Theory and Practice. University of Michigan Press, Michigan.

Brown, H.D. (2006). Principles of Language Learning and Teaching. Longman, New York.

Tollefson, James W., editor. (2002) Language Policies in Education: Critical Issues. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Tudor, Ian. (2001). *The Dynamics of the Language Classroom*. Cambridge University Press, Cambridge.

Widdowson, H.G. (1990). *Aspects of Language Teaching*. Oxford University Press, Oxford.

Reference books

Beatty, K. (2003). *Teaching and Researching Computer-Assisted Language Learning*. Pearson Education, London.

Fotos, S. and Brown, C. editors. (2004). *New Perspectives on CALL for Second and Foreign Language Classroom*. Lawrence Erlbaum Associates, Mahwah, NJ.

Mohanty, A.K., Panda, M., Phillipson, R. & Skutnabb-Kangas, T. editors. (2009). *Multilingual Education for Social Justice: Globalising the Local*. Orient Longman, New Delhi.

Phillipson, Robert. (2003). *English-Only Europe? Challenging Language Policy*. Routledge, London.

Tollefson James W., editor. (2002). *Language Policies in Education: Critical Issues*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Vyas, M.A. and Patel, Y.L. editors. (2009). *Teaching English as a Second Language: A New Pedagogy for a New Century*. Prentice-Hall India, New Delhi.

Course Code EG519

Course Title: Term Paper

L1 T2 P0 CH3 CR3

Course Outcomes

C01 Demonstrate ability to write a research paper of moderate length

C02 Develop ability to test a hypothesis or set of hypotheses in the course of the paper

C03 Learn to problematize and analyse with suitable illustrations and sustain contentions with logical arguments

C04 Be able to train others to write a balanced and convincing paper on the basis of research

Course Content

Objective: This core course requires the student to write a term paper and face a comprehensive viva voce in MA (Semester IV) and Integrated MA (Semester X). The aim of the course is (a) to test the student's skill in writing a research paper and (b) to evaluate the student's general understanding of the subject and the degree through a comprehensive viva voce test. The objective and outcome of the course shall be aligned with the tutorial work done by the student with his/her respective supervisor.

Note:

1. Students will be required to write papers only from within areas/topics identified by the concerned faculty. The topics should reflect the scholarship or research trends in a given area of study or research identified by the department. Ideally topics will be announced by the department at the beginning of the concerned semester on the basis of topics suggested by faculty members of the concerned stream (Literature and ELT in this case). The allotment of students should be done in such a way that no faculty member has more than seven students at a given point of time.
2. Unless otherwise required, papers will be of about 5000 (five thousand words) or about twenty printed pages excluding the bibliography or the works cited as the case may be. Students will be required to uniformly follow the MLA Handbook (8th edition) for research students.
3. Each student has to submit the term paper to the department through the supervisor by a fixed date.
4. Each submission has to be accompanied by a similarity-compliance certificate (preferably TURNITIN).
5. The viva voce component will cover (a) issues/methods/findings of the student term paper and (b) test the holistic understanding of the student of the subject and the degree. This in a way prepares the student to understand the department's goals and to see how the department visualizes the outcome of the degree offered.

6. In terms weightage the written component will carry 60% and the viva voce 40%. [in a 100 mark course the division will be 60-40]

7. All supervisors of the terms papers will be members of the viva voce board. To ensure smooth and timely completion of course requirements, the department may have multiple boards with a senior faculty as chairperson of each board.