

## **Department of English**

# **Syllabus of the Five Year Integrated Post-Graduate Programme (FYIPGP) in English (For the First Four Semesters/ Two Years)**

**(Approved by the Academic Council held on  
9.4. 2024 at Assam Women's University)**

  
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Department of English  
Assam Women's University

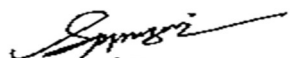
## **Introduction to the Programme:**

The Department of English introduces Five Year Integrated Post-Graduate Programme (FYIPGP) in English to acquaint the learners with the arena of English language and literatures across the world. The syllabus is designed in accordance with the Curriculum and Credit Framework for Under Graduate Programme (CCFUGP) of University Grants Commission (UGC). The syllabus incorporates the parameters as included in the New Education Policy 2020 (NEP 2020) as envisioned by the Ministry of Human Resource Development (MHRD), Govt. of India. The syllabus also takes into consideration the modules under the National Higher Education Qualitative Framework (NHEQF) which clearly mention that students must obtain the expected graduate attributes acquired through different learning modes after completing a course of study. These modes of learning include online learning, open and distance learning, in-person instruction, hybrid/blended learning, and direct in-person instruction. The courses included under this syllabus are of varied historical as well as of contemporary nature with exclusive ability-enhancement and skill-based usefulness to a great extent.

## **Programme Objectives(POs):**

PO1: To acquaint the learners with the vast arena, genre, history and development of English and other literatures in English.

PO2: To familiarise the learners with the trends and movements in both Western and Indian Literary canon.

  
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PO3: To familiarise the learners with various thematic concerns, genres and other pluralistic aspects of literatures in India.

PO4: To acquaint the learners with the knowledge of various theories and development of literary criticism, movements and schools of thought.

PO5: To familiarise the learners about the history, development and basics of English language and linguistics.

PO6: To facilitate the learners to develop advanced communication and language skills, thinking and applying knowledge in English at all levels.

PO7: To facilitate the learners to develop pedagogical and theoretical skills required for teaching the English language through understanding of the theories in ELT.

### **Programme Outcomes (POs):**

PO1: The learners will understand the nature and types of British and other literatures existing in English.

PO2: The learners will be able to analyse the basic trends and movements of the literatures in English.

PO3: The learners will be able to identify, analyse and interpret the great Indian literary tradition and its significant cultural and societal issues.

PO4: The learners will be able to apply the theories of literary criticism across centuries in analysing the texts.

PO5: The learners shall know to identify and adopt the linguistic structures, function of English language, higher communicative and interpreting skills.

PO6: The learners will develop strong communication skills, build empathy, understand, process and evaluate creative expressions for daily experiences.

  
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PO7: The learners will be able to evaluate the approaches, methods and skills of ELT and how to apply that in classroom.

### **Graduate Attributes:**

The Graduate attributes describe the qualities, traits, or characteristics of a program's graduates. study, including the learning objectives for the discipline(s) associated with the selected field(s) of learning and general learning outcomes that a graduate should possess after completing the program(s).

With respect to the disciplinary area of English, FYIPGP Graduates are expected to be able demonstrate:

1. Comprehensive knowledge of English language and literatures in English.
2. Critical thinking developing an analytical viewpoint and techniques for assessing texts and circumstances.
3. Contextual knowledge of the social, historical, and the literary canon situating the particular literary and theoretical works.
4. Identification and differentiation between different genres expected to influence learner's individual creative writing skills through engagements in tasks such as translation and graphic imagination.
5. Proficiency in speaking and writing fostering interest amongst the learners to write through analysis and assessment of texts.
6. Research mindset in the areas of English language and literatures with the development of an inquisitive mindset to make inquiries regarding various concepts and viewpoints in English Language Teaching.

  
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7. Comparing and contrasting fiction and reality through engagements in situational contexts, autobiographical truths, and using greater judgment to comprehend reality.

From the Generic Courses, the Graduates are expected to be able to demonstrate:

1. Problem-Solving
2. Analytic reasoning
3. Leadership readiness/qualities
4. Multicultural competence and inclusive spirit
5. Value inculcation
6. Environmental Awareness and Action
7. Community Engagement and Service

### Structure of the Courses of the 5 year Integrated Post-Graduate Course in English:

Semester	Major	Minor	Multi Disciplinary	AEC	SEC	VAC	<u>Credits</u>
1st	IPENMJ1401 Indian Classical Literature  4 Credits	IPENMN1402 Indian Classical Literature  4Credits	IPENMD1403 Reading Poetry in English  4 Credits	IPENAE1301 English Communication  3 Credits	IPENSE1305 Creative Writing Skills  3 Credits	-  3 <b>Credits</b>	21 <b>Cred its</b>
2nd	IPENMJ2401: European Classical Literature	IPENMN2402: European Classical Literature	IPENMD2403: Indian Writing in English	IPENAE2302: Digital Communication in English	IPENSE2305: Translation Studies 3		<b>21</b>

	4 Credits	4 Credits	4 Credits	3 Credits	Credits	<b>3 Credits</b>	<b>Credits</b>
3 <sup>rd</sup>	IPENMJ3401: British Literature I (Age of Chaucer to Renaissance )  IPENMJ -3402 : British Literature II (Puritan to Neo-Classical )  8 Credits	IPENMN3403 : British Literature II (Puritan to Neo-Classical )  4 credits	IPENMD3404 : Literature and Human Rights  4 Credits	IPENAE3303 : Spoken English  3 Credits	IPENSE3306 : Soft Skills for Effective Communication  3 Credits	-	<b>22 credits</b>
4 <sup>th</sup>	IPENMJ4401 : British Literature III (From Romantic to Victorian)  IPENMJ4402 : Literature in English (From Modern to Post-Modern)  IPENMJ4403	IPENMJ 4405 : Women and Literature I	-	-	-	3 Credits	

	: Literary Theory and Criticism I  IPENMJ4404 : Women and Literature I  16 Credits	4 Credits						23 credi ts
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**Detailed Syllabus**  
**Semester-I**

**Course Code: IPENMJ1401**

**Course Title: Indian Classical Literature**

**Credits : (L+T+P=3+1+0=4)**

**Course Objectives:**

- CO1. To Acquaint the students with the Indian Classical tradition as reflected in literature.
- CO2. To familiarize the students with aesthetics of Indian myths.
- CO3. To enable the students to get acquainted with Indian drama.

**Course Outcomes:**

- CO1. Students would be able to explore the traditions and texts of Indian classical literature.
- CO2. The learners would develop a clear understanding of Indian classical mythology.
- CO3. The learners will be able to have an in-depth knowledge of the aesthetics of Indian drama.

**Course Structure:**

The course consists of 4 credits which has to be completed within 64 contact hours (16 weeks). Ten(10) contact hours will be allotted to Module I, Twenty(20) contact hours to Module II,

  
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and Twenty (20) contact hours allotted to Module III& and Fourteenth(14) contact hours to Module IV respectively.

**Module I:** Vyasa “The Dicing” and “The Sequel to Dicing”, Book V, in *The Mahabharata*: tr. and ed. J.A.B. van Buitenen. Brill, 1975. pp. 106–69. (Classes:10 Marks:10)

**Module II:**Kalidasa- *Abhijnana Shakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New Delhi: Penguin, 1989). (Classes:20 Marks: 20 ) MC

**Module III:**Sudraka- *Mricchakatika*, tr. M.M. Ramachandra Kale. MotilalBanarasidass, 1962.

Ilango Atikal. ‘The Book of Vanci’, *Cilappatikaram*. trans. R. Parthasarathy (ColumbiaUniversity Press, 1993; Penguin Books India, 2004).

(Classes:20 Marks:15 )

**Module IV:**Shankaradeva.*Parijata Harana Natak*, tr. William L. Smith. Worldview Critical Editions,2019

(Classes: 14 Marks:15 )

### **Topics for Presentation and Self-Study:**

The Indian Epic Tradition

Natyashastra  
Classical Indian Drama: Theory and Practice  
*Alankara and Rasas*

**Books For References:**

Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.

Iravati Karve, 'Draupadi', in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.

J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy*, vol. V, *Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.

Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95.

Maheswar Neog, *Sankaradeva*. (New Delhi: NBT, 2005).

Maheswar Neog, *Early History of the Vaisnava Faith and Movement in Assam: Sankaradeva and His Times* (1965; reprint, Delhi: Motilal Banarsidass, 1983).

Birinchi Kumar Barua, ed, *Ankiya Nat* (1940), 3rd ed. (Guwahati: Department of Historical and Antiquarian Studies in Assam, 1983).

**Course Code: IPENMN1401**  
**Course Title: Indian Classical Literature**  
**Credits : (L+T+P=3+1+0=4)**

**Course Objectives:**

- CO1. To acquaint the students with the Indian Classical tradition as reflected in literature.
- CO2. To familiarize the students with aesthetics of Indian myths.
- CO3. To enable the students to get acquainted with Indian drama.

**Course Outcomes:**

- CO1. Students would be able to explore the traditions and texts of Indian classical literature.
- CO2. The learners would develop a clear understanding of Indian classical mythology.
- CO3. The learners will be able to have an in-depth knowledge of the aesthetics of Indian drama.

**Course Structure:**

The course consists of 4 credits which has to be completed within 64 contact hours (16 weeks). Ten(10) contact hours will be allotted to Module I, Twenty(20) contact hours to Module II, and Twenty (20) contact hours allotted to Module III& and Fourteenth(14) contact hours to Module IV respectively.

**Module I:** Vyasa “The Dicing” and “The Sequel to Dicing”, Book V, in *The Mahabharata*: tr. and ed. J.A.B. van Buitenen. Brill, 1975. pp. 106–69. (Classes:10 Marks:10 )

**Module II:** Kalidasa- *Abhijnana Shakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New Delhi: Penguin, 1989). (Classes:20 Marks: 20 )

**Module III:** Sudraka- *Mricchakatika*, tr. M.M. Ramachandra Kale. Motilal Banarasidass, 1962.  
Ilango Atikal. ‘The Book of Vanci’, *Cilappatikaram*. trans. R. Parthasarathy (Columbia University Press, 1993; Penguin Books India, 2004).

(Classes:20 Marks:15 )

**Module IV:** Shankaradeva. *Parijata Harana Natak*, tr. William L. Smith. Worldview Critical Editions, 2019. (Classes: 14 Marks:15 )

**Topics for Presentation and Self-Study:**

The Indian Epic Tradition

Natyashastra

Classical Indian Drama: Theory and Practice

*Alankara* and *Rasas*

**Books for References:**

Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: ‘Sentiments’, pp. 100–18.

Iravati Karve, ‘Draupadi’, in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.

J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy*, vol. V, Theory of Value: A Collection of Readings (New York: Garland, 2000) pp. 33–40.

Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95.

Maheswar Neog, *Sankaradeva*. (New Delhi: NBT, 2005).

Maheswar Neog, *Early History of the Vaisnava Faith and Movement in Assam: Sankaradeva and His Times* (1965; reprint, Delhi: Motilal Banarsidass, 1983).

Birinchi Kumar Barua, ed, *Ankiya Nat* (1940), 3rd ed. (Guwahati: Department of Historical and Antiquarian Studies in Assam, 1983).

**Course Code: IPENMD 1403**  
**Course Title: Reading Poetry in English**  
**Nature of Course: Multi-Disciplinary Course**  
**Total Credits Assigned: 4**  
**Distribution of Credit: (L+T+P=3+1+0=4)**

**Course Objective:**

CO1 To introduce students with poetry from a range of regional, cultural, & socio-political locations.

CO2. To analyse the use of English Language by non-native speakers & writers.

**Course Outcome:**

CO1. Students will understand issues in different socio-cultural contexts

CO2. Students will be able to analyze the use of English Language, representations and translations.

**Course Structure:**

The course consists of 4 credits which has to be completed within 64 contact hours (16 weeks).Twenty(20) contact hours will be allotted to Module I, Ten(10) contact hours to Module II, and Seventeen(17) contact hours allotted to Module III& IV respectively

**Course Contents:****Module-I:**

Walt Whitman: “O captain, my captain”

Robert Frost: “Road Not Taken”

Sylvia Plath: “Tulips”

Edgar Allen Poe: “To Helen”

(Classes:20 Marks:15 )

**Module- II:**

Tennyson: “Tears, Idle Tears”

W.B Yeats: “The Second Coming”

Mathew Arnold: “Dover Beach”

Gabriel Okara: “The Mystic Drum”

(Classes:10 Marks:15)

**Module- III**

Pablo Neruda: "Tonight, I Can Write"  
Wole Soyinka: "Telephone Conversations"  
Imtiaz Dharker: "Purdah I"  
Adrienne Rich: "Snapshots of a Daughter-in-law"

(Classes:17 Marks:15 )

#### **Module- IV**

Arun Kolatkar: "Between Jejuri and the Railway Station"  
Nissim Ezekiel: "A Very Indian Poem in English"  
Toru Dutt: "Sita"  
Tagore: "Where the Mind is Without Fear"  
Mamang Dai: "Voice of the Mountain"

(Classes:17 Marks:15 )

#### **References:**

Daiches, David. *A Critical History of English Literature*. London: Secker & Warburg, 1960.  
Ford, Boris. *The New Pelican Guide to English Literature:--a Guide for Readers.*-1984. -544 S. Harmondsworth: Penguin Books, 1983.  
Reeves, James. *A Short History of English Poetry, 1340-1940*. New York: Dutton, 1962.  
Sylvia Plath; *The Collected Poems*.ed Ted Hughes; Harpee Perennial, Modern Classics, 2018  
Ania Loomba, *Colonialism/Post Colonialism*, London & New York  
Bruce King 'Introduction' in *Modern Indian Poetry in English*. New Delhi: OUP 2<sup>nd</sup> Edition, 2005

**Course Code: IPENAE1301**  
**Course Title: English Communication**  
**Nature of Course: Ability Enhancement Course**  
**Total Credits Assigned: 3**  
**Distribution of Credit: (L+T+P=2+1+0)**

### **Course Objectives:**

CO1. Provide a foundation of communication skills in English Language.

CO2. Help students to inculcate creative & aesthetic sensitivity and critical faculty through comprehension, appreciation.

### **Course Outcomes:**

CO1. The students will be empowered to carry out day to day communication at work place by adequate understanding of various types of communication.

CO2. The learners will know the use of techniques/ technology facilitated for efficient interpersonal communication.

### **Course Structure:**

This course will comprise of three credits, which will have to be completed within twelve weeks (48 contact hours). Ten (10) contact hours will be allotted to Module I, and Nineteen (19) contact hours will be allotted to Module II and Module III.

### **Course Contents:**



**Module I:** Basics of Communication:What is Communication; Purposes of Communication; Process of Communication; Barriers of Effective Communication; Types of communication; Role of Grammar; Use of Dictionary.Types of Listening; Barriers of Effective Listening; Strategies for Effective Listening

(Classes:10 Marks:10 )

**Module II: Speaking Skills &Reading Skills:**

Strategies for Effective Speaking, Public speaking; Group DiscussionPurpose of Reading, Types of Reading, Techniques of Reading.

(Classes:19 Marks:25 )

**Module III: Writing Skills:**

Note Taking; Paraphrasing; Elements of writing; Business Letter Writing; Other Business Communications; Technical writing; Job application; Report Writing. Memo writing, Email writing.

(Classes:19 Marks:25 )

**Books for References:**

*Business Communication*, Raman –Prakash, Oxford

*Creative English for Communication*, Krishnaswamy N, Macmillan

*Textbook of Business Communication*, Ramaswami S, Macmillan

*Working in English*, Jones, Cambridge

*A Writer's Workbook* Fourth edition, Smoke, Cambridge

*Effective Writing*, Withrow, Cambridge

*Writing Skills*, Coe/Rycroft/Ernest, Cambridge

**Course Code: IPENSE1305**  
**Course Title: Creative Writing**  
**Nature of Course: Skill Enhancement Course**  
**Total Credits Assigned: 3**  
**Distribution of Credit: (L+T+P=2+1+0)**

**Course Objectives:**

CO1. The course will acquaint the learners with the basic parameters of creative and literary expression.

CO2. The course will inculcate amongst the learners the imaginative and critical interest.

**\Course Outcomes:**

CO1. The learner would be able to use the elements of the English language in their creative expressions.

CO2. The learner would be able to identify different genres and modes of expression in the English language and write their expression in mediums such as poetry, fiction, essay, and reviews.

**Course Structure:**

This course will comprise of three credits, which will have to be completed within twelve weeks (48 contact hours). Ten (10) contact hours will be allotted to Module I, and Nineteen (19) contact hours will be allotted to Module II and Module III.

**Course Contents:**

**Module I:**

Fundamentals of Creative Writing: Meaning and Significance of Creative Writing; Genres of Creative Writing: poetry, fiction, non-fiction, drama and other forms; Imagination and Reality; plot development

(Classes:10 Marks:20 )

### **Module II:**

Elements of Creative Writing:Plot, Setting, Character, Dialogue; Literary Devices and Figurative Language; Grammar and the Structure of Language; Proof Reading and Editing; Poetry writing; Figures of Speech. Syntax rhyme , prosody; Imagery; Types of poetry, Framing stanzas.

(Classes:19 Marks:20 )

### **Module III:**

Traditional Forms and trends of Creative Writing: Fiction: short story, novella and novel; Drama; Fable; Biography, Memoir and Autobiography ,Web Content Writing and Blog Writing; Fiction Writing; The Craft of writing prose; Imaginative process in writing; writing Non-fiction; novella; writing travelogue.

(Classes:19 Marks:20 )

### **Books for References:**

Anjana Neira Dev et al. *Creative writing: A Beginner's Manual*, Pearson,Delhi, 2009.

Bell, Julia and Paul Margs.*The Creative Writing Course Book*. Macmillan,2001.

Bhattacharya, Debiprasad. *A Textbook of Creative Writing*, BooksWay, 2009.

Burroway, Janet. *Writing Fiction: A Guide to Narrative Craft*. HarperCollins, 1992..

Susan Lohafer, *Coming to Terms with the Short Story*. Lousiana State University Press, Baton Rouge and London, 1983.

# **SEMESTER-II**

**Course Code: IPENMJ 2401**

**Course Title: European Classical Literature**

**Credits: (L+T+P=3+1+0=4)**

## **Course Objectives:**

CO1. To acquaint the students with the European Classical tradition as reflected in literature.

CO2. To explore the historical, cultural, and philosophical origins of classical European tragedy and comedy.

CO3. To enable the students to get acquainted with Indian mythology.

## **Course Outcomes:**

CO1. Students would be able to critically analyse the texts of European classical literature.

CO2. The learners would develop a clear understanding of European classical mythology.

CO3. The learners will be able to have an in-depth knowledge of the aesthetics of European drama.

## **Course Structure:**

The course consists of 4 credits which has to be completed within 64 contact hours (16 weeks). Ten(20) contact hours will be allotted to Module I, Twenty(20) contact hours to Module II, and Twenty (20) contact hours allotted to Module III& and Fourteenth(14) contact hours to Module IV respectively.

**Module I:** Homer, *The Iliad*, tr. E.V. Rieu (Harmondsworth: Penguin,1985).

(Classes:20 Marks:15 )

**Module II:** Sophocles, ‘Oedipus Rex’, trans. Robert Fagles, in *The Three Theban Plays*, revised reprint (Penguin Classics, 1984).

(Classes:20 Marks: 15 )

**Module III:**Plautus, *The Brothers Menaechmus*, trans. E. R. Walting (Penguin Classics, 1965).

(Classes:20 Marks:15 )

**Module IV:** ‘The Book of Job’, *The Holy Bible*, The New International Version (Zondervan, 2011).

(Classes:14 Marks:15 )

**Topics for Presentation and Self-Study:**

The Epic

Comedy and Tragedy in Classical Drama

The Athenian City State

Catharsis and Mimesis

Satire

Literary Cultures in Augustan Rome  
Classical Mythology

**For Presentation/ Self-Study:**

1. Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.
2. Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007).
3. Horace, *Ars Poetica*, tr. H. Rushton Fairclough, Horace: Satires, Epistles and ArsPoetica (Cambridge Mass.: Harvard University Press, 2005) pp. 451–73.

**Course Code: IPENMN2402**

**Course Title: European Classical Literature**

**Credits: (L+T+P=3+1+0=4)**

**Course Objectives:**

- C01. To acquaint the students with the European Classical tradition as reflected in literature.
- CO2. To explore the historical, cultural, and philosophical origins of classical European tragedy and comedy.
- CO3. To enable the students to get acquainted with Indian mythology.

**Course Outcomes:**

- CO1. Students would be able to critically analyse the texts of European classical literature.

CO2. The learners would develop a clear understanding of European classical mythology.

CO3. The learners will be able to have an in-depth knowledge of the aesthetics of European drama.

### **Course Structure:**

The course consists of 4 credits which has to be completed within 64 contact hours (16 weeks). Ten(20) contact hours will be allotted to Module I, Twenty(20) contact hours to Module II, and Twenty (20) contact hours allotted to Module III& and Fourteenth(14) contact hours to Module IV respectively.

**Module I:** Homer, *The Iliad*, tr. E.V. Rieu (Harmondsworth: Penguin,1985).

(Classes:20 Marks:15 )

**Module II:** Sophocles, ‘Oedipus Rex’, trans. Robert Fagles, in *The Three Theban Plays*, revised reprint (Penguin Classics, 1984).

(Classes:20 Marks: 15 )

**Module III:** Plautus, *The Brothers Menaechmus*, trans. E. R. Walting (Penguin Classics, 1965).

(Classes:20 Marks:15 )

**Module IV:** ‘The Book of Job’, *The Holy Bible*, The New International Version (Zondervan, 2011).

(Classes:14 Marks:15 )

## **Topics for Presentation and Self-Study:**

Greek Mythology: Myths and characters  
Epic, Satire, Comedy and Tragedy in Classical Drama  
The Athenian City State  
Catharsis and Mimesis  
Literary Cultures in Augustan Rome

## **For Presentation/ Self-Study:**

1. Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.
2. Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007).
3. Horace, *Ars Poetica*, tr. H. Rushton Fairclough, Horace: Satires, Epistles and ArsPoetica (Cambridge Mass.: Harvard University Press, 2005) pp. 451–73.

**Course Code: IPENMD2403**

**Course Title: Indian Writing in English**

**Nature of Course: Multi- Disciplinary Course (MDC)**

**Total Credits Assigned: 4**

**Distribution of Credits: (L+T+P=3+1+0=4)**



**Course Objectives:**

CO1. To acquaint the learners with the growth of Indian Writing in English, Indian society and culture at large before and after Independence.

CO2. To familiarise learners with the various literary and historical, political developments and representations through a few significant texts in India.

**Course Outcomes:**

CO1. Learners are expected to have an understanding of various developments including literary, social and cultural etc. in Indian Writing in English during the colonial and postcolonial era.

CO2. Students will critically understand the history of Indian literatures in English through a historical cum textual understanding at the same time.

**Course Structure:**

The course is divided into 4 modules which has to be completed within 64 contact hours (16 weeks). Fifteen (15) contact hours will be allotted to Module I and Module II respectively. Seventeen (17) contact hours will be allotted to Module III & IV respectively.

**Course Contents:****Module I:**

Rammohan Roy: "Letter to Lord Amherst"

Bankimchandra Chattopadhyay: "Prachina o Nobina" (Pamphlet on Women)

Aurobindo Ghosh: "A System of National Education"

Pandita Ramabai: "The High-Caste Hindu Woman"

Munshi Prem Chand, 'The Shroud'

Ismat Chughtai, 'The Quilt'

(Classes:16 Marks:15 )

Module II:

Henry Louis Vivian Derozio: “To India - My Native Land”

Michael Madhusudan Dutt: “The Captive Ladie”

Tagore: “Light, oh where is the light?”

Sarojini Naidu: “The Indian Gypsy”

Kamala Das: “An Introduction”

(Classes:15 Marks:15 )

Module III:

Raja Rao – *Kanthapura*/R.K. Narayan *The Guide*

(Classes:17 Marks:15 )

Module IV:

Tendulkar: *Silence: The Court is in Session*/ Fakir Mohan Senapati – *Six Acres and a Third*

(Classes:17 Marks:15 )

Books for References:

Anderson, Benedict. *Imagined Communities*. (Verso, London, 1994).

Iyengar, K.R. Srinivas. *Indian Writing in English*. New Delhi: Sterling, 1984.

Khair, Tabish. *Babu Fictions: Alienation in Contemporary Indian English Novels* (Oxford University Press, New Delhi, 2001).

Mehrotra, A.K. (ed.) *A History of Indian Literature in English*. New York: Columbia University Press, 2003.

Mukherjee, Meenakshi. *The Twice Born Fiction: Themes and Techniques of the Indian Novel in English*. New Delhi: Pencraft International, 2001.

Naik, M.K. *A History of Indian English Literature*. New Delhi: SahityaAkademi, 1982.

Tagore, Rabindranath. Selected Short Stories. Ed. Sukanta Chaudhuri. New Delhi: Oxford University Press, 2001.  
Butalia, Urvashi and Ritu Menon, eds. In other words: New writing by Indian Women. New Delhi: Kali for Women, 1992.

**Course Code: IPENAE2302**

**Course Title: Digital Communication in English**

**Nature of Course: Ability Enhancement Course (AEC)**

**Total Credits Assigned: 3**

**Distribution of Credits: (L+T+P=2+1+0=3)**

**Course Objectives:**

- CO1. To create skills for online communication and provide interpersonal skills required in the digital world.
- CO2. To effectively present themselves in personal and professional capacities using online mediums.

**Course Outcomes:**

- CO1. The learners will be able to learn globally emerging forms of digital communication in English.
- CO2. The learners will be able to practically understand how to use the online platforms for communication.

**Course Structure:**

The course is divided into 3 modules which has to be completed within 48 contact hours (12 weeks). Fifteen (15) contact hours will be allotted to Module I and Module II respectively. Eighteen (18) contact hours will be allotted to Module III.

**Module I: Constructing a Self:**

Creating a personal/professional profile for social media. (Facebook, LinkedIn etc.);Striking up formal, informal conversations (register, tone, vocabulary);Netiquette;SocialMedia etiquette (Maintain Hashtag “Hygiene”, respond to comments); Cyber Morals, Email harassment, Cyber-stalking, computer vandalism, Trafficking.

(Classes:15 Marks:15 )

**Module II:** Expressing the Self:

Blogs, Facebook posts (expressing likes and dislikes);Formal and informal correspondence(emails, making announcements on social groups: expressing/ declining interests, makingrequests, sharing information);Acknowledging and negotiating opinions, Vlog Writing (educational vlogging)

(Classes:15 Marks:20 )

**Module III:** Expressing Visually

Introducing oneself in a vlog/You TubeStory telling (how to create a narrative: biography,autobiography);creating content, Striking a rapport/connecting with viewers/audience (colloquial language, errors in the use of individualwords, Cross-posting etc.)discourse markers, Moderating content (integrating narrative with visuals/images);

(Classes:18 Marks:25 )

**Course Code: IPENSE2305**

**Course Title: Translation Studies**

**Nature of Course: Skill Enhancement Course**

**Total Credits Assigned: 3**

**Distribution of Credits: (L+T+P=2+1+0=3)**

**Course Objectives:**

CO1. The course will introduce the translation as an important discipline.

CO2. The course will familiarize the learners with the basic concepts of translation will be taught.

CO3. The course will enable the learners how to translate texts across cultures and languages.

**Course Outcomes:**

CO1. The Course will enable the learners to learn the basics of translations.

CO2. The course will facilitate interests in them to select texts for translation.

CO3. The course will help the learners the challenges of translation and how to overcome them.

**Course Structure:**

This course will comprise of three credits, which will have to be completed within eight weeks (48 contact hours). Sixteen (16) contact hours will be allotted to Module I, Sixteen (16) contact hours to Module II and Sixteen (16) contact hours to Module III .

**Course Contents:**

**Module I:** Introduction to Translation Studies: A Brief History of Translation and Translation Theory, Scope and significance, Diverse techniques and strategies of translation

(Classes:16 Marks:20 )

**Module II:** Fundamentals of Translation Issues: A study of the aspects of different theories of Nida, Itamar Even-Zohar, Jakobson, Lefevere. Importance of translation in a multi-linguistic and multi-cultural society, Literal translation

(Classes:16 Marks:20 )

**Module III:**

Methods of Translation: Interlingual, Intralingual Intersemiotic -Interpretation and Adaptation. Full vs. Partial, Total vs. Restricted, Transliteration, Transcreation, Role of Translator. Translation from one language to another in practice without losing its flavour.

(Classes:16 Marks:20 )

**Presentation Topic:**

Translation from any language to another  
Problems in Translation (In Practice)

Books for References:

Bassnett, Susan. *Translation Studies*. London: Methuen, 1980.

Baker, Mona, ed. *The Routledge Encyclopaedia of Translation Studies*. London: Routledge, 1998.

Gentzler, Edwin. *Contemporary Translation Theories*. London: Routledge, 1993.

Munday, Jeremy. *Translation: An Advanced Resource Book*. Taylor & Francis, 2004.

Newmark, Peter. *Approaches to Translation*. Oxford: Pergamon Press, 1981.

Venuti, Lawrence, ed. *The Translation Studies Reader*. London: Routledge, 2000.

**SEMESTER-III**

**Course Code: IPENMJ3401**

**Course Title: British Literature I (Age of Chaucer to Renaissance )**

**Nature of Course: Major**

**Total Credits Assigned: 4**  
**Distribution of Credit: (L+T+P=3+1+0=4)**

**Course Objective:**

CO1. To introduce the literary background as well as social and political disruptions from the Age of Chaucer to Renaissance.

CO2. To understand the basic concepts of the period like feudalism, satire, influence of Christianity, tragedy, comedy etc.

**Course Outcome:**

CO1. Students will be aware of various genres and literary predominance of the period after the completion of the course.

CO2. Students would understand the influence of Renaissance and intellectual debates through the prescribed texts.

**Course Structure:**

The course consists of 4 credits which has to be completed within 64 contact hours (16 weeks). Twenty(20) contact hours will be allotted to Module I, Ten(10) contact hours to Module II, and Seventeen(17) contact hours allotted to Module III& IV respectively

**Course Contents:**

**Module-I:**

Literary History, socio political background of the period. Satire, Tragedy, Comedy, Sonnet, University Wits.

Geoffrey Chaucer: *Prologue to the Canterbury Tales* and *The Nun Priest's Tale* (Selections)

(Classes:20 Marks:20 )

**Module- II:**

Edmund Spenser: Selections from Amoretti. April's Eclogue

William Shakespeare: "Sonnet 30, 16, 18, 29"

Francis Bacon : "Of Truth," "Of Death," "Of Adversity"

(Classes:10 Marks:10 )

### **Module- III**

Renaissance Drama

Christopher Marlowe: *Doctor Faustus*

(Classes:17 Marks:15 )

### **Module- IV**

Shakespearean Tragedy & Comedy

Shakespeare :Hamlet/*Macbeth*

*As You Like it/Measure for Measure*

(Classes:17 Marks:15 )

References:

Barton, Anne. *Ben Jonson, Dramatist*. Cambridge: Cambridge UP, 1984.

Bennett, Joan. *Five Metaphysical Poets: Donne, Herbert, Vaughan, Crashaw, Marvell*. Cambridge. England: UP, 1964.

Daiches, David. *A Critical History of English Literature*. London: Secker & Warburg, 1960.

Donne, John, and Frank Kermode. *The Poems of John Donne*. New York: Heritage Press, 1970.

Levin, Harry. *Christopher Marlowe: The Overreacher*. London: Faber, 1961.

Minnis, A J. *The Cambridge Introduction to Chaucer*. N.p., 2014.

O'Neill, Judith. *Critics on Marlowe*. Coral Gables: U of Miami P, 1970.

Reeves, James. *A Short History of English Poetry, 1340-1940*. New York: Dutton, 1962.



**Course Code: IPENMN3402**  
**Course Title: British Literature I (Age of Chaucer to Renaissance )**  
**Nature of Course: Minor**  
**Total Credits Assigned: 4**  
**Distribution of Credit: (L+T+P=3+1+0=4)**

**Course Objective:**

CO1. To introduce the literary background as well as social and political disruptions from the Age of Chaucer to Renaissance.

CO2. To understand the basic concepts of the period like feudalism, satire, influence of Christianity, tragedy, comedy etc.

**Course Outcome:**

CO1. Students will be aware of various genres and literary predominance of the period after the completion of the course.

CO2. Students would understand the influence of Renaissance and intellectual debates through the prescribed texts.

**Course Structure:**

The course consists of 4 credits which has to be completed within 64 contact hours (16 weeks).Twenty(20) contact hours will be allotted to Module I, Ten(10) contact hours to Module II, and Seventeen(17) contact hours allotted to Module III& IV respectively

**Course Contents:**

**Module-I:**

Literary History, socio political background of the period. Satire, Tragedy, Comedy, Sonnet, University Wits.

Geoffrey Chaucer: *Prologue to the Canterbury Tales (Selections)* and *The Nun Priest's Tale (Selections)*

(Classes:20 Marks:20 )

### **Module- II:**

Edmund Spenser: Selections from Amoretti. April's Eclogue

William Shakespeare: "Sonnet 30, 16, 18, 29"

Francis Bacon : "Of Truth," "Of Death," "Of Adversity"

(Classes:10 Marks:10 )

### **Module- III**

Renaissance Drama

Christopher Marlowe: *Doctor Faustus*

(Classes:17 Marks:15 )

### **Module- IV**

Shakespearean Tragedy & Comedy

Shakespeare :*Hamlet/Macbeth*

*As You Like it/Measure for Measure*

(Classes:17 Marks:15 )

References:

Barton, Anne. *Ben Jonson, Dramatist*. Cambridge: Cambridge UP, 1984.

Bennett, Joan. *Five Metaphysical Poets: Donne, Herbert, Vaughan, Crashaw, Marvell*. Cambridge. England: UP, 1964.

Daiches, David. *A Critical History of English Literature*. London: Secker & Warburg, 1960.

Donne, John, and Frank Kermode. *The Poems of John Donne*. New York: Heritage Press, 1970.

Levin, Harry. *Christopher Marlowe: The Overreacher*. London: Faber, 1961.

Minnis, A J. *The Cambridge Introduction to Chaucer*. N.p., 2014.

O'Neill, Judith. *Critics on Marlowe*. Coral Gables: U of Miami P, 1970.

Reeves, James. *A Short History of English Poetry, 1340-1940*. New York: Dutton, 1962.

**Course Code: IPENMJ3403**

**Course Title: British Literature II (Puritan to Neo-Classical )**

**Total Credits Assigned: 4**

**Distribution of Credit: (L+T+P=3+1+0=4)**

**Course Objective:**

CO1. To acquaint the students with English literature from the Puritan to period to that of the Restoration era.

CO2. The course aims to familiarise learners with various dominant movements and themes of the period.

**Course Outcome:**

CO1. Students would be able to critically analyse the contribution of the prescribed poets and authors of the said literary canon.

CO2. The learners would develop a clear understanding of not only English literary history but also various developments and literary expressions.

**Course Structure:**

The course consists of 4 credits which has to be completed within 64 contact hours (16 weeks). Twenty(20) contact hours will be allotted to Module I, Ten(10) contact hours to Module II, and Seventeen(17) contact hours allotted to Module III& IV respectively.

**Course Contents:**

### **Module-I:**

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

George Herbert: “Collar”, “Virtue”,

Andrew Marvell: “To His Coy Mistress”, “The Garden”

John Milton: *Paradise Lost*(selections from Book I and Book IX)

(Classes:20 Marks:20 )

### **Module- II:**

Alexander Pope: *The Rape of the Lock* (selections)

John Dryden: *MacFlecknoe*

(Classes:10 Marks:10 )

### **Module- III**

Francis Bacon: “Of Studies”, “Of Truth”, “Of Deformity”

John Bunyan: *The Pilgrim’s Progress*

Aphra Behn: *The Rover*

(Classes:17 Marks:15 )

### **Module- IV**

Daniel Defoe: *Robinson Crusoe* / Fielding: *Tom Jones*

(Classes:17 Marks:15 )

### Recommended reading

Jeremy Black, ed., *An Illustrated History of Eighteenth Century Britain, 1688- 1793*

Guerin, Wilfred L et al. *A Handbook of Critical Approaches to Literature*. New Delhi: OUP, 2007.

Humphreys, A R. *The Augustan World: Society, Thought, and Letters in Eighteenth Century England*. New York: Harper & Row, 1963.

Clements, Arthur L. *Poetry of Contemplation: John Donne, George Herbert, Henry Vaughan, and the Modern Period*, New York: State University of New York Press, 1994.

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

Walker, Hugh. *English Satire and Satirists*. New York: Octagon Books, 1965. Willey, Basil. *The Seventeenth Century Background: Studies in the Thought of the Age in Relation to Poetry and Religion*. Garden City: Doubleday, 1953.

**Course Code: IPENMDC3304**

**Course Title: Literature and Human Rights**

**Nature of Course: Multi-disciplinary Course**

**Total Credits Assigned: 4**

**Distribution of Credit: (L+T+P=3+1+0=4)**

Course Objectives:

CO1. To enable learners with the connection between literature and human rights

CO2. To create consciousness about the different rights and responsibilities of human beings in everyday life

Course Outcomes:

CO1. To help connecting with human beings through representation.

CO2. To understand the significance of human rights through literary texts.

**Course Structure:**

This course will comprise of three (3) credits, which will have to be completed within twelve weeks (48 contact hours). Twenty (20) contact hours will be allotted to Module I, Ten(10) contact hours to Module II, thirty-four(34) contact hours to Module III.

**Course Contents:**

**Module- I:**

George Orwell: *1984*(1949)

(Classes:20 Marks:25 )

**Module- II:**

Harper Lee: *To Kill a Mockingbird* (1960)

(Classes:10 Marks:15 )

**Module – III:**

Paolo Coelho- ‘In the Prison of Repose’

Nadine Gordimer- ‘Amnesty’

Maya Angelou: ‘I Know Why the Caged Bird Sings’

June Millicent Jordan: ‘Poem About My Rights’

(Classes:34 Marks:20 )

**Books for References:**

Barzilay, Vered Cohen. 'Foreword: The Tremendous Power of Literature', *Freedom: Short Stories Celebrating the Universal Declaration of Human Rights*. Amnesty International, 2009.

Hunt, Lynn. *Inventing Human Rights: A History*. W.W. Norton, 2008.

Nickel, James W. *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights*. United Kingdom: University of California Press, 1987.

Tierney, Brian. *The Idea of Natural Rights: Studies on Natural Rights, Natural Law, and Church Law, 1150-1625*. United Kingdom: Eerdmans Publishing Company, 2001.

Rawls, John. *The Law of Peoples: with "The Idea of Public Reason Revisited"*. United Kingdom: Harvard University Press, 1999.

Griffin, James. *On Human Rights*. United Kingdom: OUP, 2009.

**Course Code: IPENAE3303**

**Course Title: Spoken English**

**Nature of Course: Ability-Enhancement Course**

**Total Credits Assigned: 3**

**Distribution of Credit: (L+T+P=2+1+0=3)**

**Course Objectives:**

CO1. To introduce fundamentals of English speaking

CO2. To teach ability to share thoughts, ideas, emotions in various means of communication.

**Course Outcomes:**

CO1. Learners will develop speaking skills and art of communication in society.

CO2. It will enhance personal, social and social interactions.

**Course Structure:**

This course will comprise of three (3) credits, which will have to be completed within 12 weeks (48 contact hours). Twenty Six (26) contact hours will be allotted to Module I and Twenty two (22) to Module II.

**Course Contents:****Module- I:**

Difference between Speech and Writing. ; Features of Oral Communication ;Essentials of good communication ; Stress, Intonation, Voice Modulation, Dialogue, Greeting, Leave taking; Granting/Refusing Requests, Queries and Information, Complaints and Apology,Alerting/Warning, Interview, Debate, Anchoring, Public Address

(Classes:26 Marks:35 )

**Module- II:**

Parts of Speech ; Verb Agreement ; Use of Prepositions ; Clauses; Narration ; Correction of sentence, ; Transformation of sentence ; Comprehension; Group Discussion

(Classes:22 Marks:25 )

**Books for References:**

Penny Ur. A Course in Language Teaching: Practice and Theory, CUP 1996



R.K Bansal and J.B Harrison, Spoken English for Indian. Orient Longman  
Leena Sen, Communication Skills. New Delhi, Prentice Hall of India  
S.P Dhanavel, English and Soft Skills. Orient Black Swan

**Course Code: IPENSE3306**  
**Course Title: Soft Skills for Effective Communication**  
**Nature of Course: Skill Enhancement Course**  
**Total Credits Assigned: 3**  
**Distribution of Credit: (L+T+P=2+1+0)**

Course Objectives:

- CO1. To encourage and motivate learners to improve their interpersonal skills with proper body language, gestures and postures in everyday interactions
- CO2. To enable the learners learn various modes of communication through technological skillstoexpressthemselves.
- CO3. To help the learners present themselves in interviews and learn body languages.

Course Outcomes:

- CO1. The students will learn the basics of non-verbal communication.
- CO2. The learners will know how to use the technology for efficient interpersonal communication.
- CO3. The learners will know the proper use of body language in effective communication and interviews.

Course Structure:

This course will comprise of three (3) credits, which will have to be completed within twelve weeks (48 contact hours). Nine (9) contact hours will be allotted to Module I, twenty Five(25) to Module II, fourteen(14) contact hours to Module III.

### **Course Contents:**

**Module I:** Non-verbal Communication and the basics of soft skills: Forms of non-verbal communication; Monologue; Dialogue; Teamwork; Adaptability; leadership.

(Classes:9 Marks:15 )

**Module II:** Interview and Presentation Skills: Body Language: Interpreting body language cues; Kinesics; Proxemics; chronemics; Effective use of body language Types of Interviews; Ensuring success in job interviews; Appropriate use of non-verbal communication.

(Classes:25 Marks:25 )

**Module III:** Technology-based Communication; e-mail messages; power-point presentation; enhancing editing skills using computer software. Creative Thinking, Problem Solving, Decision Making; Teamwork; Emotional Intelligence; Adaptability

(Classes:14 Marks:20)

### **Books for References:**

Allan and Barbara Pease. *The Definitive Book of Body Language*. New Delhi: Manjul Publishing House, 2005.

Dhanavel S.P. Pease, *English and Soft Skills*. Orient Black Swan 2013

Ruesh, Jurgen and Weldon Kees. *Non-verbal Communication: Notes on Visual Perception of Human Relations*. Berkeley: University of California Press, 1966.

**Fourth Semester**

**Course Code: IPENMJ4401**

**Course Title: British Literature III (From Romantic to Victorian)**

**Nature of Course: Major**

**Total Credits Assigned: 4**

**Distribution of Credits: (L+T+P=3+1+0=4)**

**Course Objective:**

CO1. The course is an attempt to highlight the nature and trends of Victorian and modern literatures in English to its learners.

CO2. It will enable learners to understand the significant developments of the period like politics, culture, religion, science, art, colonialism, industrialisation etc.

CO3. The course aims to acquaint learners with various literary expressions that flourished like dramatic monologue, romantics, children's literature etc.

**Course Outcome:**

CO1. Students will understand the nature and scope of Victorian and modern literatures in English both historically and textually.

C2. The learners would be able to situate and compare their texts within the relevant contexts of the Age

**Course Structure:**

The course is divided into 4 modules which has to be completed within 64 contact hours (16 weeks). Twenty(20) contact hours will be allotted to Module I, Ten(10) contact hours to Module II, and III respectively, Twenty four(24) contact hours allotted to IV.

#### Course Contents:

##### Module I

Blake: Introduction to *The Songs of Innocence*

Wordsworth :*The Prelude* (Book I)

Keats: "Ode on a Grecian Urn"

Shelley: "Ode to a West Wind"

(Classes:20 Marks:20 )

##### Module II

Browning: "The Last Ride Together",

Tennyson: In Memoriam (Selections 1)

Christiana Rossetti: "The Goblin Market"

Arnold: "Dover Beach"

(Classes:10 Marks:10 )

##### Module III

Wordsworth: "Preface to the Lyrical Ballads"

Arnold: "Sweetness and Light"

Carlyle: "The Hero as a Man of Letters"

(Classes:10 Marks:10 )

#### Module IV

Charles Dickens: *A Tale of Two Cities*

(Classes:24 Marks:20 )

#### Books for References:

Abrams, M. H. *English Romantic Poets. Modern Essays in Criticism.* London: Oxford UP, 1967.

Bowra, C. M. *The Romantic Imagination.* Cambridge: Harvard UP, 1949.

Butler, Marilyn. *Romantics, Rebels, and Reactionaries: English Literature and Its Background, 1760-1830.* New York: Oxford UP, 1982.

Kettle, Arnold. *An Introduction to the English Novel: Vol. II.* London etc.: Hutchinson's U Library, 1953.

King-Hele, Desmond. *Shelley: His Thought and Work.* Teaneck N.J.: Fairleigh Dickinson UP, 1971.

Kirkham, Margaret. *Jane Austen, Feminism and Fiction.* London: Athlone Press, 1997.

Lamb, Charles, and Ernest D. North. *The Wit and Wisdom of Charles Lamb.* Folcroft: Folcroft Library Editions, 1974.

Prickett, Stephen. *Coleridge and Wordsworth: The Poetry of Growth.* Cambridge: Cambridge UP, 1970.

Reeves, James. *A Short History of English Poetry, 1340-1940.* New York: Dutton, 1962.

Wasserman, Earl R., and John Keats. *The Finer Tone: Keats' Major Poems.* Baltimore: John Hopkins Press, 1953.

Wright, Andrew. *Jane Austen's Novels: A Study in Course Structure.* New York: Oxford UP, 1953.

**Course Code: IPENMJ 4402**

**Course Title: Literature in English (From Modern to Post-Modern)**

**Nature of Course: Major Course**

**Total Credits Assigned: 4**

**Distribution of Credits: (L+T+P=3+1+0=4)**

#### Course Objectives:

CO1. The basic aim of this course is to acquaint the students with the texts of 20<sup>th</sup> and 21<sup>st</sup> century literature of the world . The masterpieces as well as non-canonical texts have been chosen for study in this course.

CO2. To give ideas about Modernism and Postmodernism in literature and culture.

**Course Outcomes:**

CO1. The course will study the foundation of the Modern and Postmodern rational and logical writings.

CO2. The course will highlight the trends, ideologies and experiments in literature of 20<sup>th</sup> and 21<sup>st</sup> century.

**Course Structure:**

This course will comprise of four credits, which will have to be completed within sixteen weeks (64 contact hours). Eighteen (18) contact hours will be allotted to Module I, Twelve (12) contact hours to Module II, fourteen(14) contact hours to Module III and twenty(20) contact hours to Module IV.

**Course Contents:**

**Module I:**

E. M. Forster : “Notes on the English Character”

Lyotard: *The Post-Modern Condition*(Selections)

Freud :*The Psychopathology of Everyday Life : Selections*

Nietzsche :*Beyond Good and Evil* (Selections from Chapter 7 to 9)

(Classes:18 Marks:15 )

**Module II:**

Virginia Woolf: *To The Lighthouse*

John Fowles: *The French Lieutenant's Woman*

(Classes:12 Marks:15)

**Module III:**

Hopkins: "The Windhover"

Eliot: *The Waste Land*

Auden: "Consider this and in our time";

Heaney: "Digging", "Rite of Spring"

W.B Yeats : "The Second Coming"

(Classes:14 Marks:15)

**Module IV:**

Beckett: *Endgame*

Wesker: *Roots*

(Classes:20 Marks:15)

**Books for References:**

Batho, Edith C, BonamyDobrée, and Guy Chapman. *The Victorians and After, 1830-1914*. London:Cresset, 1962.

Cecil, David. *Early Victorian Novelists: Essays in Revaluation*. London: Constable & Co., Ltd, 1934.

Colin Clarke. ed. *D.H. Lawrence: The Rainbow and Women in Love*. London: Macmillan, 1979.

Gassner, John. *An Anthology. Introduction to the Drama*. New York: Holt, Rinehart and Winston, 1963.

Gransden, K W. *E.M. Forster*. New York: Grove Press, 1962.

Leavis, F R, and Q D. Leavis. *Dickens, the Novelist*. New York: Pantheon Books, 1971.

M. Esslin. *The Theater of the Absurd*. London: Eyer&Spottiswoode, 1964.

Malins, Edward G. *A Preface to Yeats*. New York: Scribner, 1974.

Martin, Jay, and T S. Eliot. *A Collection of Critical Essays on "The Waste Land."* Englewood Cliffs:Prentice-Hall, 1968.

R. Corrigan. *Theatre in the Twentieth Century.*, New York: Grove Press, 1961.

Smith, Stan. *The Cambridge Companion to W.H. Auden*. Cambridge: Cambridge UP,

**Course Code: IPENMJ4403**

**Course Title: Literary Theory and Criticism I**

**Nature of Course: Major Course**

**Total Credits Assigned: 4**

**Distribution of Credits: (L+T+P=3+1+0=4)**

**Course Objectives:**

- CO1. The aim of this paper is to acquaint students with different types and conventions of criticism through the study of a few significant texts.
- CO2. To familiarise the learners with the knowledge of the history of criticism.

**Course Outcomes:**

- CO1. The course will enable the students to get an understanding of the classical literary criticism and literary theories of the modern era.
- CO2. They will be enlightened with the key concepts of modern literary theory and criticism up to new-historicism.
- CO3. The learners would be able to evaluate literary texts by deploying the theories and concepts of criticism.

**Course Structure:**

This course will comprise of four credits, which will have to be completed within sixteen weeks (64 contact hours). Eighteen(18) contact hours will be allotted to Module I, Eighteen(18) contact hours to Module II, fourteen(14) contact hours to Module III and fourteen(14) contact hours to Module IV.

**Course Contents:**

**MODULE I:**



History of Western literary criticism, Classical literary criticism, Liberal Humanism, Indian Literary criticism, New Criticism, Formalism, Narratology, Structuralism,

(Classes:18 Marks:15 )

MODULE II:

Aristotle: *Poetics* (Selections)  
Horace: *Ars Poetica*  
Longinus: "On the Sublime"  
Pope: "Essay on Criticism"  
Johnson: *Lives of the Poets* (Selections)

(Classes:18 Marks:15 )

MODULE III:

Wordsworth: *Preface to Lyrical Ballads*  
Coleridge: *Biographia Literaria* (Selections)  
Shelley: *Defence of Poetry* (Norton page no.713-717)  
Virginia Woolf: "Modern Fiction"  
Eliot: "Tradition and Individual Talent"

(Classes:14 Marks:15 )

MODULE IV:

I.A.Richards: *Practical Criticism* (Selections)  
Cleanth Brooks: "Language of Paradox"  
Ferdinand de Saussure : *Course in General Linguistics*(Chapter I)  
Victor Shklovsky: "Art as Technique"  
Wayne C. Booth: "Telling and Showing"

(Classes:14 Marks:15 )

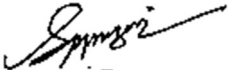
## Books for References:

- Barry, Peter. *Beginning Theory* (Routledge, London, 2010)
- Daiches, David. *Critical Approaches to Literature*. 2nd ed. London: Orient Longman Pvt. Ltd, 2005.
- Guerin, Wilfred L. *A Handbook of Critical Approaches to Literature*. 4th ed. London: Oxford University Press, 1999.
- Hudson, W.H. *An Introduction to the Study of Literature*. New Delhi: Atlantic Publishers and Distributors Pvt. Ltd, 2006.
- Leitch, Vincent B., ed. *The Norton Anthology of Theory and Criticism*. London: W. W. Norton and Company, 2001.
- Lodge, David and Nigel Wood, eds. (2008). *Modern Criticism and Theory* Pearson, Essex.
- M. A. R Habib. *A History of Literary Criticism and Theory: From Plato to the Present*. Malden, MA: Blackwell Publishing, 2008.
- Preminger, Alex. *Princeton Encyclopedia of Poetry & Poetics*. New Jersey: Princeton University Press, 1972.
- S. Ramaswami and V. S. Sethuraman. *The English Critical Tradition: Volume 1 & 2*. New Delhi: Macmillan, 2014.
- 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: IPENMJ4404**  
**Course Title: Women and Literature I**  
**Nature of Course: Major**  
**Total Credits Assigned: 4**  
**Distribution of Credits: (L+T+P=3+1+0=4)**

## Course Objectives:

CO1. This paper will provide an understanding of the growth and importance of various representations about women in literature by male and female authors to its learners

  
HoD  
Department of English  
Assam Women's University

CO2. This paper will attempt at providing a definitional as well as conceptual understanding of feminism through literary and theoretical texts.

**Course Outcomes:**

CO1. The course will acquaint the students with the role of gender in literary writings.

CO2. The students will learn various feminist thought, feminism and feminist theories after completion of the course

**Course Structure:**

The course is divided into 4 modules which has to be completed within 64 contact hours (16 weeks). Twelve contact hours will be allotted to Module I, Seventeen contact hours to Module II, Twelve contact hours allotted to Module III& Twenty three contact hours allotted to Module IV.

**Course Contents:**

**Module I:**

Schools of Feminist thought in the backdrop of their times;Understanding about Sex, Gender and Patriarchy.

**(Classes:12 Marks:15 )**

**Module II:**

Virginia Woolf, *A Room of One's Own* (Selections from the text)

Helen Cixous, “The Laugh of the Medusa”

Elaine Showalter, ‘Towards a Feminist Poetics’ (Selections from *A Literature of Their Own*)

**(Classes:17 Marks:10 )**

**Module III:**

Kate Chopin: “Desiree’s Baby”  
Charlotte Perkins Gilman: “The Yellow Wall Paper”  
Elizabeth B. Browning: ‘Aurora Leigh’ (Selections from the Poem)  
Emily Dickinson: ‘Publication is the Auction’

(Classes:20 Marks:20 )

**Module IV:**

Charlotte Bronte: *Jane Eyre*  
George Eliot: *Middlemarch/ The Mill on the Floss*(Selections)

(Classes:17 Marks:15 )

**Books For References:**

Clough P. *Feminist Thought*. Oxford: Blackwell,1994  
Jacobus, Mary. *Women Writing and Writing about Women*. London & Sydney: Croom Helm, 1979  
Sandra Gilbert and Susan Gubar .*The Norton Anthology of Literature by Women: The Tradition in English*.  
Warhol, Robyn R. and Diane Price Herndl. *Feminisms: An Anthology of Literary Theory and Criticism*

**Course Code: IPENMJ4405**

**Course Title: Women and Literature I**

**Nature of Course: Minor**

**Total Credits Assigned: 4**

**Distribution of Credits: (L+T+P=3+1+0=4)**

**Course Objectives:**

CO1. This paper will provide an understanding of the growth and importance of various representations about women in literature by male and female authors to its learners

CO2. This paper will attempt at providing a definitional as well as conceptual understanding of feminism through literary and theoretical texts.

### **Course Outcomes:**

CO1. The course will acquaint the students with the role of gender in literary writings.

CO2. The students will learn various feminist thought, feminism and feminist theories after completion of the course

### **Course Structure:**

The course is divided into 4 modules which has to be completed within 64 contact hours (16 weeks). Twelve contact hours will be allotted to Module I, Seventeen contact hours to Module II, Twelve contact hours allotted to Module III& Twenty three contact hours allotted to Module IV.

### **Course Contents:**

#### **Module I:**

Schools of Feminist thought in the backdrop of their times; Understanding about Sex, Gender and Patriarchy.

**(Classes:12 Marks:15 )**

#### **Module II:**

Virginia Woolf, *A Room of One's Own* (Selections from the text)

Helen Cixous, "The Laugh of the Medusa"

Elaine Showalter, 'Towards a Feminist Poetics' (Selections from *A Literature of Their Own*)

**(Classes:17 Marks:10 )**

#### **Module III:**

Kate Chopin, "Desiree's Baby"

Charlotte Perkins Gilman, "The Yellow Wall Paper"  
Elizabeth B. Browning, 'Aurora Leigh' (Selections from the Poem)  
Emily Dickinson, 'Publication is the Auction'

(Classes:20 Marks:20 )

**Module IV:**

Charlotte Bronte: *Jane Eyre*  
George Eliot, *Middlemarch/ The Mill on the Floss*(Selections)

(Classes:17 Marks:15 )

**Books For References:**

Clough P. *Feminist Thought*. Oxford: Blackwell,1994  
Jacobus, Mary. *Women Writing and Writing about Women*. London & Sydney: Croom Helm, 1979  
Sandra Gilbert and Susan Gubar. *The Norton Anthology of Literature by Women: The Tradition in English*.  
Warhol, Robyn R. and Diane Price Herndl. *Feminisms: An Anthology of Literary Theory and Criticism*  
Roach, Peter. *Phonetics*. Oxford: OUP. 2001.

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