

Assam Don Bosco University

Programme Project Report (PPR)

Master of Arts in English

i. Programme's Mission and Objectives

An MA Program conducted in the online mode is designed to help the learners to acquire:

- A deeper knowledge of English literature, language, literary theories, and research methodologies.
- An exposure to race, gender, cultures, religious, political, economic, and environmental through literary studies in the English language.
- advanced knowledge of the English language.
- Creative and critical thinking in using the English language.

ii. Relevance of Program with the Assam Don Bosco University Mission & Goals

The programmes mission and objectives are in alignment with the University's mission, vision and goals, as detailed below.

Vision

The vision of Don Bosco University is:

'To mould young persons into intellectually competent, morally upright, socially committed and spiritually inspired citizens at the service of India and the world of today and tomorrow, by imparting holistic and personalized education.'

Guided by this vision and leveraging its century-old expertise in education in India and abroad, Don Bosco University is envisaged to be a centre of excellence in study and research focusing upon the following:

- Providing easier access to higher education for the under-privileged.
- Harmonizing technical excellence with human and religious values.
- Employment-oriented courses in emerging areas of contemporary technology and service.
- 'Teacher Education' as a privileged area of interest to accelerate the pace, reach and quality of education.
- Impetus to research initiatives with practical and social relevance.
- Providing a forum for debate and research on key human issues like religion & culture, peace & justice.
- Contributing to the socio-economic development of North-East India.
- Boosting international linkages and collaboration in university education.

The spirit of the university has been encapsulated in its emblem which has five distinct elements:

- The Cross' signifies its underlying Christian inspiration;
- 'The Profile of St. John Bosco' denotes its distinctive educational philosophy;
- 'The book emphasizes its commitment to academic excellence;
- 'The rays of the Rising Sun' stand for its dynamism and commitment to society; and,
- The motto, 'Carpe Diem' which meaning 'Seize the Day' challenging every Bosconian to grasp the opportunities presented by each new day and attain 'life in its fullness.'

Mission

*Built on a great legacy inherited from our founding fathers, our mission is to create an environment of stimulating intellectual dialogue across disciplines and harvest **knowledge with a cutting-edge through high quality teaching, research, and extension activities** leading to the generation of students who would provide leadership, vision and direction to society.*

Goal

*Our goal is to realize this vision by 2025. **Our strategy is to develop innovative programmes in basic and emerging disciplines** in a phased manner and to update them periodically so as to keep ourselves on track and on time. Our commitment is to involve the faculty and students in **interactive learning environment both within and outside the University through contextual and experiential programmes** so that they would be builders of a **worldwide-network of knowledge-sharing** and excel in their performance with a winning edge in the wider context of globalization.*

iii. Nature of Prospective Target Group of Learners

This Program is designed to target working individuals who wish to further their professional and academic qualifications, or wish to acquire domain specific knowledge and skills in their chosen profession or industry, in the field of 'management'.

iv. Appropriateness of Programme to be conducted in Online Learning mode to acquire specific skills and competence

A Program of this nature is apt for delivery in the online mode, given its theoretical nature. Its students, shall be able to:

- Critically appreciate, discuss, interpret, and analyze English literary forms competently.
- Express creativity with infallible writing skills and styles such as essays, articles, etc.
- Refine their written and oral communicative skills in English language.
- Develop a critical approach towards grammatical proficiency.

- Review literary texts through a socio-cultural lens.

v. ***Instructional Design***

a. ***Curriculum Design***

As per University Curriculum in place for campus programs.(Attached)

b. ***For Online Mode:***

E-Learning Materials Quality Standard:

The online courses should comply with the following Quality standards, namely:-

(i) The courses should follow the following four quadrant approach, as per the SWAYAM Guidelines:-

(a) Quadrant-I is e-Tutorial; which shall contain: Video and Audio Content in an organized form, Animation, Simulations, video demonstrations, Virtual Labs, etc, along with the transcription of the video.

(b) Quadrant-II is e-Content; which shall contain; self-instructional material (digital Self Learning Material), e-Books, illustrations, case studies, presentations etc, and also contain Web Resources such as further references, Related Links, Open source Content on Internet, Video, Case Studies, books including e-books, research papers and journals, Anecdotal information, Historical development of the subject, Articles, etc.

(c) Quadrant-III is the Discussion forum; for raising of doubts and clarifying the same on real time basis by the Course Coordinator or his team.

(d) Quadrant-IV is Assessment; which shall contain; Problems and Solutions, which could be in the form of Multiple Choice Questions, Fill in the blanks, Matching Questions, Short Answer Questions, Long Answer Questions, Quizzes, Assignments and solutions, Discussion forum topics and setting up the FAQs, Clarifications on general misconceptions.

c. ***Duration of the Program***

As per University duration policy for on campus programs, in conjunction with the UGC regulation in place.

d. ***Faculty and Support Staff Requirement***

As per UGC Regulations

e. ***Instructional Delivery Mechanisms***

Courses to be delivered in an 'online' mode with learning material in the form of E-SLM's, and Self Assessments being available for the students. Additionally, virtual live lectures and recorded lecture sessions to be provided as per a fixed schedule towards the end of each term.

f. Student Support Systems

Learner Support Service via Web, Chat, Call Support. Access to counsellors at Department on University campus. Access to E-Learning Library resources in the student portal.

vi. Procedure for admissions, curriculum transaction and evaluation

a. Admission Policy

Admissions to be conducted twice a year (January and July), and as per common regulation for online programs already in place and in effect at the time, in conjunction with UGC Regulations.

b. Minimum Eligibility

As per common regulation for online programs already in place and in effect at the time, in conjunction with UGC Regulations.

c. Fee Structure

As per fee structure in place for online programs, and as decided by fee committee from time to time.

d. Programme Delivery Methodology

Courses to be delivered under the 'online' mode of learning, with students being provided Self learning material in eBook format, along with access to online Self Assessment tools. Contact Programs Sessions to be conducted online once per semester.

e. Web Based Tools

A Web based Portal which shall allow the student access to the following

- Admission & Enrolment Details
- Fee Details and Online Fee Payment Gateway
- Prospectus, Regulations & Syllabus🕒
- Notifications (Admissions, fees, examinations etc)
- Course List, with completion status and scores / results

- eBook's of SLM's.
- Self Assessment Tests (unscored)
- Internal Assessments - IA1 & IA2
- Online PCP Lectures (Recorded or via Virtual Classroom session) as conducted each semester.
- Online Learners forum, for student to student interaction.
- Online Copy of the Grade sheet.
- Access to online support in the form of web chat, ticketed email support etc.

f. Evaluation Methodology – Tools & Methods

Internal Assessment marks to comprise the results of Internal Assessment Tests (IA1 & IA2) over the duration of the Semester/Term towards 30% of the final marks, whereas the End Term Assessment , conducted at Examination centres (as per UGC Regulations) to comprise of the remaining 70%.

End Term Exam Regulations to be as per regulations governing on campus programs.

Being an online program, there shall be no provision or requirement to repeat or drop a year within the program.

vii. Requirement of the laboratory support and Library Resources

As per the syllabus / curriculum, no laboratory support required. Library resources can be accessed online.

viii. Cost Estimate of the Programme and the provisions

Upon receipt of approval from the UGC, the Finance Committee may set aside budgetary provisions towards Programme Development, Programme Delivery, Programme Maintenance. Once the programs are operational, fee receipts from the program may be used to cover the same, as per the guidance of the Syndicate and Finance Committee.

ix. Quality Assurance mechanism and expected programme outcomes

The expected outcome from these programs is a measurable increase in the skills and knowledge of the student in his/her area of study, and that increase should be reflected in a proportional increase in available job opportunities / role or profile changes in his or her current job or industry, and a change / increment in earning capability .

A Centre for Internal Quality Assurance shall be setup within 1 year of the

launch of these programs (as per UGC requirements). The CIQA, working in collaboration with the Department , shall put in place a continuous quality measurement and improvement framework, using both student – teacher feedback, and outcome measurement on data gathered from students during and after completion of their programs via surveys. The findings, action taken report and results shall be published and made available via the CIQA each year in the form of a report.

Master of Arts in English

Term	Course	Credits
1	Chaucer to Elizabethan Period – Poetry, Drama & Romance	4
1	Literary and Social History - Chaucer to Elizabethan Period	3
1	Shakespearean Drama 1 – Comedy and History Plays	4
1	Rhetoric and Prosody	2
1	Elective I (One Course to be chosen) <ul style="list-style-type: none"> • T.S. Eliot • Thomas Hardy 	3
1	Elective II (One Course to be chosen) <ul style="list-style-type: none"> • Media in Northeast India • Leadership and Social Responsibility • Introduction to Indian society, polity and economics • English Language Teaching • Seminar and Presentation I 	3
2	Restoration to Romantic Period – Poetry and Drama	4
2	Literary Criticism – Plato to F.R. Leavis	4
2	Shakespearean Drama 2 – Tragedy and Tragi-Comedy	4
2	Approaches to Language and Literary Research	3
2	Elective Group I (One Course to be chosen) <ul style="list-style-type: none"> • Classics in Translation • Indian Women Writers 	3
2	Elective Group II (One Course to be chosen) <ul style="list-style-type: none"> • Society and Social Problems • Peace Education and Conflict Management • Introduction to Social Psychology • North-East Indian English Literature • Seminar and Presentation II 	3
3	Victorian to Post-Modern Period – Poetry, Drama & Fiction	4
3	Post-Colonial Literature – Poetry, Drama & Fiction	3
3	American literature – Poetry, Drama & Fiction	3
3	Literary and Critical Theory	4
3	Gender and Literature	2
3	Specialisation I: Linguistics Stylistics <ul style="list-style-type: none"> • Linguistics Stylistics –I 	3
3	Specialisation II: Contemporary European Literature <ul style="list-style-type: none"> • Contemporary European Literature – I 	3
3	Specialisation III: African Literature <ul style="list-style-type: none"> • Colonial and Post Colonial African Literature - I 	3
3	Project Phase I	3
4	Indian Writing in English – Poetry, Drama & Fiction	4

4	South-Asian Literature	4
4	Specialisation I: Linguistics Stylistics • Linguistics Stylistics - II	3
4	Specialisation II: Contemporary European Literature • Contemporary European Literature - II	3
4	Specialisation III: African Literature • Colonial and Post Colonial African Literature - II	3
4	Project Phase II - Dissertation	8

MA English
Syllabus – Semester I

Chaucer to Elizabethan Period – Poetry, Drama and Romance

Course Outcomes:

1. Define the fundamental concepts of the three genres of Poetry, Drama and Romance from the age of Chaucer to Elizabethan period (Remembering).
2. List the representative writers and their texts of the fourteenth century (Understanding).
3. Experiment the characteristic features and forms of Poetry, Drama and Romance from the age of Chaucer to Elizabethan period (Applying).
4. Categorize the socio-political background and factors that influenced and shaped the literary texts of the period (Analyzing).
5. Evaluate the given text critically in its literary context, use of various literary devices, thematic and symbolic significance and the use of Language and style (Evaluating).
6. Estimate the given texts as literary works of the corresponding age (Creating).

Module I: Selected Poetry

- a) Geoffrey Chaucer's "Prologue" to The Canterbury Tales
- b) Edmund Spenser's The Faerie Queene (Book III)
- c) William Shakespeare's Sonnets No. 18, 29, 34
- d) Philip Sidney's Astrophel and Stella

Module II: Selected Drama

- a) Christopher Marlowe's The Jew of Malta
- b) Ben Jonson's The Alchemist

Module III: Selected Romance

- a) Sir Thomas More's Utopia

Suggested Readings

1. Texts of Selected Poetry, Drama and Romance.
2. Drabble, Margaret. ed. The Oxford Companion to English Literature. Oxford: OUP
3. Ferguson, Margaret. et al. ed. The Norton Anthology of Poetry. New York: London.
4. Shakespeare, William. William Shakespeare Sonnets, Rupa Publishers
5. Tillyard, E. M. W. Elizabethan World Picture. Peregrine Books, 1970
6. Trevelyan, G.M. English Social History: A Survey of Six Centuries, Chaucer to Queen Victoria. Penguin, 1987

Literary and Social History - Chaucer to Elizabethan Period

Course Outcomes:

1. Define the different Periods involved in the Literary and Social History of England from the Medieval to Elizabethan age (Remembering).
2. List the chronological changes that intervened in the history of England during fourteenth and early fifteenth century (Understanding).
3. Use the characteristic features, significant changes, development and modes indicating transition from the Medieval life, The Black Death to the Elizabethan theatre in the reading of the given texts (Applying).
4. Identify the various socio-political factors responsible for these developments and their influences in the shaping of the Literature of the period (Analyzing).
5. Explain the various literary and socio-political influences for the literature production at the various stages from the Medieval age to the coming of Elizabethan theatre (Evaluating).
6. Estimate the contextual background involved in the shaping up of various literary works (Creating).

Module I

- a) The Church and Medieval Life
- b) Towns and Villages in Medieval England
- c) Feudalism
- d) The English Manorial System and Medieval Agriculture

Module II

- a) The Black Death and its Aftermath
- b) Medieval English Theatre
- c) Medieval Romance
- d) Fabliau, Lyric, Dream Allegory and Ballad

Module III

- a) Caxton and the Printing Press
- b) Renaissance and the Literature: The University Wits, the Elizabethan Prose, the Metaphysical Poetry, etc.
- c) Reformation
- d) The Elizabethan Theatre

Suggested Readings

1. Abrams, M.H. A Glossary of Literary Terms. Prism India.
2. Ashok, Padmaja. The Social History of England. Orient Black Swan.
3. Choudhury, Bibhas. English Social and Cultural History. PHI, 2009.
4. Peck, John and Martin Coyle. A Brief History of English Literature. Palgrave.
5. Sanders, Andrew. The Short Oxford History of English Literature. Oxford: OUP.
6. Trevelyan, G.M. English Social History: A Survey of Six Centuries, Chaucer to Queen Victoria. Penguin, 1987

Shakespearean Drama 1 – Comedy and History Plays

Course Outcomes:

1. Define a Shakespearean Drama as a literary genre (Remembering).
2. Explain the significant stages in the texts of Shakespearean Comedy and a Historical play (Understanding).
3. Identify and differentiate a given text as a work of Shakespearean Comedy or a Historical play (Applying).
4. Analyse the theme, plot and characterization, use of literary devices and settings in a given Shakespearean text as a work of Comedy or History (Analysing).
5. Evaluate the characteristic features and creative energy of Shakespeare through the study of a Comedy and a Historical play (Evaluating).
6. Compile the content, style and the literary aspects of the given Shakespearean text as a work of Comedy or History (Creating).

Module I: Comedies

- a) Shakespeare's The Tempest
- b) Shakespeare's A Midsummer Night's Dream

Module II: History Plays

- a) Shakespeare's Henry V
- b) Shakespeare's Julius Caesar

Module III : Shakespearean Criticism

- a) Dollimore, Jonathan. "Introduction: Shakespeare, Cultural Materialism and New Historicism." *Political Shakespeare: Essays in Cultural Materialism*, edited by Jonathan Dollimore and Alan Sinfield, Manchester University Press, 1994
- b) Neill, Michael. "Post-colonial Shakespeare? Writing Away from the Centre." *Post-Colonial Shakespeare*, edited by Ania Loomba and Martin Orkin, Routledge, 2002

Suggested Readings

1. Texts prescribed in the Course.
2. Bloom, Harold, *Elizabethan Drama*. Infobase Publishing, New York.
3. Dutton, Richard and Howard, Jean. *A Companion to Shakespeare's Works*, Vol.II. Blackwell, Oxford.
4. Greenblatt, Stephen. *Tyrant: Shakespeare on Power*. Vintage, 2019.
5. Haris, Jonathan Gil. *Shakespeare and Literary Theory*. Oxford University Press, 2012.
6. Legatt, Alexander. *Shakespeare's Political Drama*. Routledge, London.

Rhetoric and Prosody

Course Outcomes:

1. Recall the different figures of speech based on Comparison (Remembering)
2. Classify the differences between Metonymy and Synecdoche (Understanding)
3. Apply the rules of prosody in scanning a piece of poetry (Applying)
4. Distinguish between Irony and Sarcasm (Analysing)
5. Explain the different figures of speech used in a passage (Evaluating)
6. Discuss the dominant types of meters used in English versification (Creating)

Module I: Introduction to Rhetoric (10 lectures)

Rhetoric; Difference between Grammar and Rhetoric; Relation between Rhetoric and Emotion; Rhetoric and Oratory; Prosody; Difference between Poetry and Prose; Syllable, Foot, Accent, Pitch; Primary and Secondary accent; Rules governing Accent; Rhythm, Rhyme, Metre; Scansion

Module II: Figures of Speech

Contribution of Figures of Speech to Literary Expression, Classification of Figures of Speech, Figures based on Similarity or Resemblance, Association, Contrast or Difference, Imagination, Indirectness, Sound, Construction; Miscellaneous Figures of Speech

Module III: Prosody: Different kinds of Metre and Poetry

Types of Metre; Special Metres; Types of Poetry

Suggested Readings:

1. Bhattacharya, Arunodoy. *Studies in English Rhetoric and Prosody*. Books Way.
2. Chakraborti, M. *Principles of English Rhetoric and Prosody*. Kolkata: The World Press Pvt. Ltd.
3. Corbett, Edward P.J. and Connors, Robert J. *Classical Rhetoric for the Modern Student*. OUP.
4. Lanham, Richard A. *A Handlist of Rhetorical Terms*, University of California Press.

T.S. Eliot

Course Outcomes:

1. Define Modern poetry as a literary genre and T.S. Eliot as a Modernist poet (Remembering)
2. Outline the style and characteristic features of T.S Eliot poetry (Understanding)
3. Identify the salient features of Modern poetry through the works of T.S.Eliot (Applying)
4. Analyse T.S. Eliot's works in terms of theme, technique, prosody, approach, focus, vision and influences (Analysing)
5. Evaluate the influences, impact and effectiveness of the works of T.S. Eliot (Evaluating)

6. Discuss and summarize the various literary and poetic aspects of his works against the individual and socio- political propensities (Creating)

Module I: Introduction to T.S. Eliot.

Modern English Poetry. Life and Career of T.S. Eliot. Formative influences on the poet. Characteristics of the poet's mind and art. Themes, poetic techniques and features found in his poetry. T.S Eliot 's contribution to poetry, society and life.

Module II: Prescribed Texts of T.S. Eliot.

- a) "The Waste Land"
- b) The Murder in the Cathedral

Suggested Readings:

1. The prescribed texts in the course
2. Behr, Cardene. T.S. Eliot: A Chronology of His Life and Works. Macmillan.
3. Eliot, T.S. "Hamlet and His Problem (1919)," "The Metaphysical Poets "(1921), "Religion and Literature" (1935) in Selected Essays, 1917-1932, Faber and Fabre 1999.
4. Haughton, Hugh and Valerie Eliot. The Letters of T. S. Eliot: Volume 1: 1898-1922. Yale University Press, 2011.
5. Moody, David. A. The Cambridge Companion to T.S. Eliot. CUP.

Thomas Hardy

Course Outcomes:

1. Define English Victorian novel and Thomas Hardy as a Victorian novelist (Remembering)
2. Demonstrate the characteristic features of Thomas Hardy's fiction (Understanding)
3. Identify the Victorian elements and modernist features in the works of Thomas Hardy (Applying)
4. Analyse critically Hardy's style through the theme, plot, characterization and settings found in the prescribed texts (Analysing)
5. Evaluate Hardy's works in terms of the philosophical content, Historical perspective, literary aspect and language and style (Evaluating)
6. Discuss and summarize the thematic content, approach, literary aspects, and socio- political background of the period in Hardy's fiction (Creating)

Module I: Introduction to Thomas Hardy

English Victorian Novel. Life and Career of Thomas Hardy. Formative influences on the writer. Characteristic features of the individual novelist. Themes, Wessex setting and Techniques used in his novels. Writer's contribution to the art of Novel writing and society.

Module II: Prescribed Texts of Thomas Hardy

- a) Tess of D' Urbervilles
- b) Far From the Madding Crowd
- c) "The Three Strangers"

Suggested Readings

1. The prescribed texts.
2. Allen, Walter E. The English Novel: A Short Critical History. London: Phoenix.
3. Bayley, J. An Essay on Thomas Hardy. Cambridge.
4. Drabble, M. The Genius of Thomas Hardy. London

English Language Teaching

Course Outcomes:

1. Define the vast body of Language teaching methodologies (Remembering)
2. Demonstrate the different approaches to teaching of English as a second language (Understanding)
3. Apply theoretical assumption as well as practical language teaching skills while dealing with second language learners in the classroom (Applying)
4. Analyse the specific issues such as the First and Second Language acquisition, Mother tongue interference in learning a foreign language, TG Grammar, Psychological and Sociological perspectives in Language learning, Role of technology in language learning (Analysing)
5. Compare and estimate the utility and feasibility of different language teaching methodologies and techniques in different language teaching- learning situations with proper forms of testing (Evaluating)
6. Design as well as adapt on the syllabuses of second language teaching and constructing lesson plans for dealing with language learners of different linguistic backgrounds (Creating)

Module I: Introduction to English Language Teaching

Introduction, Fundamental concepts of Language Teaching, Historical Perspective of ELT, Language Pedagogy. Elements of the Structure of English Language.

Module II: Methods and Approaches of Teaching English

Theoretical aspects of Language Acquisition and Learning; Language Skills assessment; Psychological approach to language teaching in a bilingual/ multilingual context; Use of Technology in Language Teaching; Educational Technology; Testing and Evaluation.

Module III: Grammar and Practical Language Skills

Parts of Speech; Articles and Prepositions; Degrees of Comparison; Direct and Indirect Speech; Sentence patterns; Letter Writing; Report Writing; Reading Comprehension; Listening and Speaking; English Speech Sounds – Vowels and Consonants, Stress and Intonation patterns; Language Games; Vocabulary Expansion; Telephonic Conversation; Teaching English for Academic and Business Purpose.

Module IV: Language through Literature

Role of Literature in Language Learning; Teaching of Literature; Use of Language Model.

Suggested Readings

1. Ray Mackay, A Basic Introduction to English Language Teaching; Oxford, 2018.
2. Penny Ur, A Course in English language Teaching, CUP.2010.

Seminar and Presentation I

Course Outcomes:

1. Define academic writing, seminar presentation and publication (Remembering).
2. Identify research topics for sustained and rigorous investigation so that original write-ups can be developed (Understanding).
3. Assess and evaluate the various works of literature to write research reports and papers (Applying).
4. Prepare write-ups for scholarly journals by doing analysis of textual evidence (Analysing).
5. Estimate critical reading, research, discussion and composition around a particular topic/theme or subject (Evaluating).
6. Synthesize and expand their abilities to absorb, synthesize and construct arguments in a close-knit community (Creating)

Module I: Introduction to Seminar

Basics of Seminar:

- a) Definition of Seminar
- b) Types of Seminar: Students Seminar, National Seminar, International Seminar. Purpose of the seminar.
- c) The object of study
- d) The scope of study

Module II: Introduction to Seminar

Methodology:

- a) Steps to write a seminar paper/Research Methodology.
- b) Topics of the seminar paper. Presentation:
 - a) How to present a seminar paper: paralinguistic features.
 - b) Mode of Presentation: Essay-type Presentation, Paper Presentation, Powerpoint(Ppt.) Presentation

Module III: Practical

- a) Two presentations per period.
- b) Each will be allotted 10-15 minutes for presentation. Followed by a discussion and commentary on the paper presented.

Suggested Readings

1. Correa, Delia Da Souza & Owens, W.R. The Handbook to Literary Research. Routledge. 2009.
2. Kothari, C. R. & Gaurav Garg. Research Methodology: Methods and Techniques. New Age. 2019
3. MLA Handbook for Writers of Research Papers, Eighth Edition. MLA. 2016.

MA English
Syllabus – Semester II

Restoration to Romantic Period – Poetry and Drama

Course Outcomes:

1. Define various genres of literature, viz. poetry and drama and identify the recurrent themes of the Restoration and Romantic era. (Remembering)
2. Apply the historical onset while reading the texts. (Applying)
3. Analyse the themes critically and compare as well as contrast the different characters of the selected dramas. (Analysing)
4. Interpret the selected literary works and critically evaluate the plot, theme and character of the dramas and the theme and figures of speech in the poems. (Evaluating)
5. Assess and evaluate the selected dramas and poems vis-à-vis their context and socio- political and cultural background. (Evaluating)
6. Invent a new interpretation of the texts. (Creating)

Module I: Selected Poetry

- a) John Dryden: “Mac Flecknoe”
- b) Lord Byron: “Love’s Last Adieu”
- c) William Wordsworth: “Composed on Westminster Bridge”
- d) John Keats: “Ode to a Nightingale”
- e) P. B. Shelley: “ To a Skylark”

Module II: Selected Drama

- a) George Etherege: The Man of Mode
- b) William Congreve: The Double Dealer
- c) John Dryden: All for Love

Suggested Readings

1. Dryden, John. Mac Flecknoe and Other Poems.
2. Appelbaum, Stanley. English Romantic Poetry: An Anthology.
3. Selected Critical Texts (mentioned in the detailed course)
4. Fisk, Deborah Payne. The Cambridge Companion to English Restoration Theatre.
5. Perry, Henry Ten Eyck. The Comic Spirit in Restoration Drama: Studies in the Comedy of Etherege, Wycherley, Congreve, Van Brugh and Farquhar.

Literary Criticism – Plato to F.R. Leavis and Select Twentieth Century Perspectives

Course Outcomes:

1. List out the characteristics of a tragic hero according to Aristotle. (Remembering)
2. Compare between Plato and Aristotle’s theory of mimesis. (Understanding)
3. Apply the twentieth century perspectives in literary research (Applying)
4. Analyse critically a selected text in the field of Literary Criticism. (Analysing)
5. Explain Coleridge’s theory of Imagination. (Evaluating)
6. Discuss the contributions of I A Richards in the field of Literary Criticism. (Creating)

Module I: Literary Criticism: Key Ideas and Concepts – Plato to Dryden

Plato: Views on Poetry, Theory of Mimesis; Horace: Observations on drama; Longinus: Ideas On the Sublime, Sources of Sublimity in Literature; Philip Sidney: Ideas on “An Apology for Poetry”; John Dryden: ideas (classical, modern, French and English drama) from “An Essay on Dramatic Poesy”

Module II: Literary Criticism and Theory: Key Ideas and Concepts – Johnson to F. R. Leavis and Select Twentieth Century Perspectives

Samuel Johnson: Views on Shakespeare; William Wordsworth: Views on Poetry, Poetic Diction;; John Keats: Negative Capability, Egotistical Sublime; Matthew Arnold: The Touchstone Method, High Seriousness, Grand Style; I. A. Richards: The Referential and Emotive Uses of Language, Statement and Pseudo-Statement; Tenor and Vehicle, Stock Response; F.R. Leavis: Enactment, Literary Criticism and Philosophy; Russian Formalism, New Criticism, Marxism and Psychoanalysis

Module III: Selected Critical Texts

- a) Poetics : Aristotle
- b) Biographia Literaria (Chapter 13) : Samuel Taylor Coleridge
- c) “ Tradition and the Individual Talent ”: T. S. Eliot

Suggested Readings

1. Culler, Jonathan. Literary Theory: A Very Short Introduction.
2. Abrams, M.H. A Glossary of Literary Terms.
3. Cuddon, J.A. The Penguin Dictionary of Literary Terms and Literary Theory.
4. Habib, M.A.R. A History of Literary Criticism: From Plato to the Present.
5. Enright, D. J, Ernst De Chickera ed. English Critical Texts: Indian Edition. Oxford,1975

Shakespearean Drama 2 – Tragedy and Tragi-Comedy

Course Outcomes

1. Define the literary form of drama, especially tragedy and tragi-comedy. (Remembering)
2. Interpret the selected literary works, i.e. the Shakespearean tragedy and tragi-comedy and they are able to explain the plot, theme and character of the dramas. (Understanding)
3. Apply critical reading skills to the two very distinct forms of Shakespeare’s drama. (Applying)
4. Analyse selected texts for a better understanding of the genius of William Shakespeare. (Analysing)
5. Assess and critically appreciate the selected dramas. (Evaluating)
6. Negotiate with the complexity of ideas winded around plot, theme and character of the selected dramas. (Creating)

Module I: Tragedy

- a) William Shakeaspear: Macbeth
- b) William Shakespear: King Lear

Module II: Tragi-Comedy

- a) William Shakespeare: The Merchant of Venice
- b) William Shakespeare: The Winter ’s Tale

Suggested Readings

1. Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear and Macbeth, latest edition, Bradley, A.C, 2017, Pinnacle Press.
2. The Oxford Shakespeare: The Complete Works, 2 nd Edition, Wells, Stanley and others, 2005, OUP.
3. The New Cambridge Companion to Shakespeare, 2 nd Edition, De Grazia and Wells Stanley, 2010, CUP.
4. English Drama 1586 – 1642: The Age of Shakespeare, Latest Edition, Hunter, G.K, 1997, OUP.
5. Johnson, Samuel. “Preface to Shakespeare.” 131-61, Indian Edition, D.J. Enright and Ernst De Chickera ed.

Approaches to Language and Literary Research

Course Outcomes

1. Explain basic concepts of research and its methodologies. (Understanding)
2. Identify research topics and select and define appropriate research problems and parameters. (Remembering)
3. Organize and conduct research in an appropriate manner. (Applying)
4. Analyse literary works from various genres by applying various theories and approaches. (Analysing)
5. Assess and evaluate the various works of literature to write research reports and papers. (Evaluating)
6. Discuss, summarize and critically appreciate the various approaches to language and literary research. (Creating)

Module I: Introduction

Meaning of Research; Objectives of Research; Motivation in Research; Different types of Research Methods; Research Methods Vs Research Methodology; Difference between Methods and Techniques; Ethics in Research; Review of Literature .

Module II: Hypothesis and Data Collection

Formulation of Hypothesis; Types of Hypothesis; Methods of Testing Hypothesis; Determining Sample design; Methods of Sampling; Methods of Collection of Data (Primary Data and Secondary Data); Processing and Analysis of Data; Types of Analysis .

Module III: Critical Approaches to Literature

Russian Formalism and New Criticism; Feminism and Gay and Lesbian Studies; Psychoanalysis; Marxism; Archetypal Criticism; Narratology; Race Ethnicity and Postcolonial Studies; Structuralism; Post-structuralism; Deconstruction; Ecocriticism; Cultural Studies.

Module IV: Analysis and Report-Writing

Testing of Hypothesis; Interpretation; Different techniques of Interpretation; Citation and Bibliography; Writing and Presentation of Report

Suggested Readings

1. The Art of Literary Research, 4 th Edition, Altick, Richard D. & Fenstermaker, John J, 1992, W.W Norton & Company.
2. Correa, Delia Da Souza & Owens, W.R. The Handbook to Literary Research, 2 nd Edition, 2009, Routledge.
3. Literary Theory, 3 rd Edition, Eagleton, Terry, 2008, University of Minnesota Press.
4. Research Methodology: Methods and Techniques, 3 rd Edition, Kothari, C. R. & Gaurav Garg, 2013, New Age International.
5. MLA Handbook for Writers of Research Papers.

Classics in Translation

Course Outcomes

At the end of this course students will be able to:

1. Define the history, theories, and methodologies in Translation Studies. (Remembering)

2. Illustrate fundamental questions related to translation of the major poets of classical literatures of Roman, Greek and Sanskrit. (Understanding)
3. Apply various theories and methods of translation. (Applying)
4. Examine critically the translated literary texts, critically analyse the themes and the style of literary expression in the selected texts. (Analysing)
5. Evaluate the high intrinsic quality of the classics and their fundamental importance in shaping ancient literary standards and cultural ideals. (Evaluating)
6. Discuss, summarize and critically appreciate the selected classics in translation. (Creating)

Module I: Introduction to Translation Studies

Introducing Translation; History of Translation Theories; Significance of Translation in a Multi-Linguistic and Multi-Cultural Society/World; Different Types/Modes of Translation (Semantic, Literal, Literary, Functional, Communicative, Technical); Understanding the dynamics and challenges in Translation.

Module II: Selected Texts

- a) Ovid: Metamorphoses- Book I “Creation”, Book III “Tiresias”, Book IV “Persius and Andromeda”, Book VI “ Procne and Phiomela” , Book VIII “Daedalus and Icarus”, Book IX “Hercules”, Book X “ Orpheus and Eurydice”, Book XI “Troy”, Book XII “Achilles”, Book XIII “Ulysses”
- b) Homer: Odyssey
- c) Kalidasa: Abhijnana Shakuntalam

Suggested Reading:

1. Translation Studies, 4 th Edition, Bassnett, Susan. 2014, Routledge.
2. The Theory and Practice of Translation. New Edition, Nida, E, 1998, Brill.
3. Introducing Translation Studies, 3 rd Edition, Munday, Jeremy, 2012, Routledge.
4. Classics in Translation: from Homer to Juvenal,1 st Edition, Jones, Peter V, 1998, Duckworth.
5. Tr. Metamorphoses of Ovid,1 st Edition, Innes, Mary M, 1975, Penguin.

Indian Women Writers

Course Outcomes

1. Define the literature by women in India in English. (Remembering)
2. Summarize and critically appreciate the selected literary works and find out the commonalities in terms of themes and issues. (Understanding)
3. Apply feminist theories and feminist reading techniques to critically interpret and assess the selected texts. (Applying)
4. Analyse the contribution of women writers to the Indian English literary tradition. (Analyzing)
5. Judge the essence of women’s literature and appreciate the gamut of women’s lives and concerns as represented in literature. (Evaluating)
6. Construct a critical reading of the poetry, drama, short stories and novels produced by women of India in different historical periods. (Creating)

Module I: Selected Poets

- a) Toru Dutt: “Sita”
- b) Sarojini Naidu: “The Gift of India”
- c) Kamala Das: “The Old Playhouse”

Module II: Selected Playwrights and Short Story Writers

- a) Manjula Padmanabhan: Harvest
- b) Mahasweta Devi: “Draupadi”

Module III: Selected Novelists

- a) Easterine Kire: Mari
- b) Kiran Desai: The Inheritance of Loss

Suggested Readings

1. Undoing Gender, 1 st Edition, Butler, Judith. 2004, Routledge.
2. Literature and Gender, 1 st Edition, Goodman, L, 1996, Routledge.
3. Indian Women Writers in English, 1 st Edition, Mohanty, S.K., 2012, Surendra Publications.
4. Unbound: 2,000 years of Indian Women's Writing, 1 st Edition, Zaidi, Annie (ed.), 2015, Aleph Book Company.

North-East Indian English Literature

Course Outcomes

1. Define the vast body of writings in English from Northeast of India. (Remembering)
2. Interpret the emerging trends of literature from northeast of India in its different genres- poetry, fiction and translation (Understanding)
3. Apply theoretical assumption as well as critical reading skills to the study of vibrant areas of Northeast literature. (Applying)
4. Examine the most significant topics like colonialism, identity and unity, cultural loss, ethnic conflicts, universality in the literature of Northeast region before and after British Colonial Period (Analysing)
5. Explain different literary themes and recurrent issues reflected in the vast body of Northeast writings in English. (Evaluating)
6. Elaborate on the existing critical views on Northeast India's literary texts with reference to the Modern and Postmodern Theories on Literature. (Creating)

Module I: Selected Poetry

- a) Easterine Kire: "Riddu Riddu" & "Narcissus"
- b) Robin Ngangom: "My Invented Land"
- c) Nongkynrih Mona Zote: "Rez"

Module II: Selected Fiction/Non-Fiction Writers

- a) Mamang Dai: The Legends of Pensam
- b) Mitra Phukan: The Collector's Wife

Suggested Readings

1. The Oxford Anthology of Writings from North East India: Poetry and Essays, Indian Edition, Misra, Tillotama, 2010, OUP.
 2. Emerging Literatures from North East India: The Dynamics of Culture, Society and Identity, 1 st Edition, Zama, Magarat Ch, 1900, SAGE publications.
 3. Dancing Earth: An Anthology of Poetry from North-east India, 1st Edition, Ngangom, Robin S. & Nongkynrih, Kynpham Singh, 2009, Penguin.
- Exploring North-East Indian Writings in English: 2 volumes, 1 st Edition, Swami, Indu, 2010, VDM Verlag.

Seminar and Presentation II

Course Outcomes

1. Define academic writing, seminar presentation and publication.(Remembering)
2. Identify research topics for sustained and rigorous investigation so that original write- ups can be developed. (Applying)
3. Estimate and expand their abilities to absorb, synthesize and construct arguments in a close-knit community. (Evaluating)
4. Assess and evaluate the various works of literature to write research reports and papers. (Evaluation)
5. Develop critical reading, research, discussion and composition around a particular topic/ theme or subject. (Creating)
6. Compose write-ups for scholarly journals by doing analysis of textual evidence. (Creating)

Module I: Making an Argument in Research Paper

- a) Beginning: Choosing a topic
- b) Body of the Research Paper.
- c) Review of Literature.
- d) Developing an argument.
- e) Bringing a critical interpretation into writing.
- f) Framing the Conclusion.
- g) Referencing and Citation.
- h) Bibliography

Module II: Practical

- a) Two presentations per period.
- b) Each will be allotted 10-15 minutes for presentation.
- c) Followed by a discussion and commentary on the paper presented.

Suggested Readings

1. Correa, Delia Da Souza & Owens, W.R. The Handbook to Literary Research. Routledge. 2009
2. Kothari, C. R. & Gaurav Garg. Research Methodology: Methods and Techniques. New Age. 2019
3. MLA Handbook for Writers of Research Papers, Eighth Edition. MLA. 2016.

MA English
Syllabus – Semester III

Victorian to Post-Modern Period – Poetry, Drama & Fiction

Course Outcomes

1. Define the socio-cultural set up of England from Victorian to Post-Modern era. (Remembering)
2. Illustrate the Victorian, Modern and Post-modern elements and themes prominent in the prescribed texts. (Understanding)
3. Develop and apply theoretical interpretations of the prescribed texts. (Applying)
4. Analyse the various prominent genres of the era, background of the texts and the authors (Analysing)
5. Assess and evaluate the plot, theme, characters and context of the texts under study. (Evaluating)
6. Construct a critical reading based on historic aspects evident in the texts. (Creating)

Module I: Victorian Period: Poetry, Fiction, and Drama

- a. “Ulysses”: Alfred Lord Tennyson
- b. Wuthering Heights: Emile Bronte.
- c. Playboy of the Western World: J.M. Synge

Module II: Modern Period: Poetry, Fiction, and Drama

- a. “Wreck of the Deutschland”: G. M. Hopkins
- b. Heart of Darkness: Joseph Conrad
- c. Pygmalion: G. B. Shaw

Module III: Post-Modern Period: Poetry, Fiction, and Drama

- a. “Digging”: Seamus Heaney
- b. The French Lieutenant’s Woman: John Fowles
- c. Waiting for Godot: Samuel Beckett

Suggested Readings

1. David, Deirdre. The Victorian Novel. Cambridge University Press, 2012.
2. Bradbury, Malcolm and James Mc Farlane. Modernism: A Guide to European Literature. Penguin Publication, 1978.
3. Hutcheon, Linda. The Poetics of Postmodernism. Routledge Publication, 1988.
4. Waugh, Patricia. Metafiction: The Theory and Practice of Self- Conscious Fiction. Routledge Publication, 1988.

Post-Colonial Literature – Poetry, Drama & Fiction

Course Outcomes

1. Recall the various critical elements in adherence to the Post-colonial literature. (Remembering)
2. Illustrate the historical context of Post-colonial literature and the use of racist and colonial undertones in the texts under study. (Understanding)
3. Identify the texts on the basis of the historical background, socio-political conditions of the respective time period and establish a connectedness across the commonalities of the theme and structure of the texts under study. (Applying)
4. Analyse the various postcolonial theories and literary concepts from texts written in corresponding time frames and by authors coming from varied socio-linguistic milieu. (Analysing)
5. Evaluate the significance of Post-colonial literature from the historical, socio-political and literary perspective and its evolution within a relevant theoretical framework along with the writer’s psyche and contribution towards it. (Evaluating)
6. Formulate the understanding of world literatures from the postcolonial perspective. (Creating)

Module I: Introduction to Post-colonial Studies

Historical background of Post-colonial Studies, Post-colonial theory, Decolonization, Globalization, Hybridization, identity, culture, 'othering'.

Module II: Selected Texts

- a. Orientalism: Edward Said (Selections)
- b. Nation and Narration: Homi K. Bhabha

Module III: Selected Novels

- a. The Shadow Lines: Amitav Ghosh
- b. Foe: J. M. Coetzee

Module IV: Selected Drama and Poetry

- a. A Dance of the Forests: Wole Soyinka
- b. "Vultures": Chinua Achebe
- c. "Phenomenal Woman": Maya Angelou

Suggested Readings

1. "The Danger of a Single Story" (Transcript) by Chimamanda Adichie.
2. Benson, Eugene and L. Conolly (Eds). Encyclopaedia of Postcolonial Literatures in English. Routledge, 2005
3. Moore-Gilbert, Bart et al (Eds.) Postcolonial Theory: Contexts, Practices, Politics. Routledge, 1997
4. Mongia, Padmini. Postcolonial Theory. Oxford, 1996
5. Mukherjee, Meenakshi and Harish Trivedi (Eds.) Interrogating Postcolonialism. Indian Institute of Advanced Studies, 1996.
6. Ashcroft, Bill et al. The Empire Writes Back. Routledge, 2002.
7. Nayar, Pramod K. Postcolonial Literature: An Introduction. Pearson Education India, 2008.
8. Young, Robert J.C. Postcolonialism: A Very Short Introduction. Oxford UP, 2003.

American literature – Poetry, Drama & Fiction

Course Outcomes

1. Define intricacies of American literature. (Remembering)
2. Explain diversified range of subjects portrayed in American literature. (Understanding)
3. Organize a comparative study between literature from the conventional European colonial powers and a colonised yet culturally and politically dominant nation like America. (Applying)
4. Discover the colonial experience of America and its post-colonial recuperation (Analysing)
5. Interpret the complexities of race and identity as expressed through the indigenous cultures of the American society in the post-colonial context (Evaluating)
6. Develop a critical perspective towards the contemporary reading of a colonial text (Creating)

Module I: Introduction

The Colonial Period ("Declaration of Independence", 1776), American Nationalism, Romanticism, Transcendentalism (Selections from Emerson), Selections from Studies in American Indian Literature by Paula Gunn Allen

Module II: Drama

- a. Who is Afraid of Virginia Woolf: Edward Albee
- b. Death of a Salesman: Arthur Miller

Module III: Novels

- a. Moby Dick: Herman V Melville.
- b. The Scarlet Letter: Nathaniel Hawthorne

Module IV: Poems

- a. "When Lilacs Last in the Dooryard Bloom'd": Walt Whitman
- b. "The Raven": Edgar Allan Poe
- c. "The Red Part": Linda Hogan

Suggested Readings

1. Ellmann, Richard (Ed.). The New Oxford Book of American Verse. Oxford University Press, 2001.
2. Horton, R W and H.E. Edwards (Eds.).Backgrounds of America Literary Thought. Prentice Hall, 1974.
3. Spiller, Robert E. The Cycle of American Literature. Macmillan, 1961.
4. Gray, Richard. History of American Literature. Blackwell, 2008.
5. Chase, Richard. The American Novel and its Tradition. Johns Hopkins Press, 1990.
6. Krasner, David. (Ed.) A Companion to Twentieth Century American Drama. Blackwell, 2005.

Literary and Critical Theory

Course Outcomes

1. Define contemporary critical theories. (Remembering)
2. Explain the genesis and growth of the modern critical theories in the context of literary texts. (Understanding)
3. Construct awareness of contemporary as well as Indian theories of literary aesthetics and utilize the theories to generate new approaches of looking at literary texts. (Applying)
4. Examine texts on the basis of their understanding of critical theoretical paradigms related to literature (Analysing)
5. Evaluate the texts in terms of their political, social, psychoanalytical, feministic and economic implications. (Evaluating)
6. Develop a more profound critical approach after the study of these theories. (Creating)

Module I: Canonical literary theories and theorists

- a) Deconstruction with reference to "Structure, Sign and Play in the Discourse of the Human Sciences": Jacques Derrida
- b) Post- modernism with reference to "The Death of the Author": Roland Barthes
- c) Marxist literary theory with reference to Ideology and the State Apparatuses (extract): Louis Althusser
- d) Post- structuralism with reference to The Order of Discourse (extract) : Michel Foucault

Module II: Important texts

- a. "Myth, Fiction and Displacement": Northrop Frye
- b. Selections from Seven Types of Ambiguity: William Empson
- c. Selections from Culture and Society, 1780-1950: Raymond Williams

Module III: Critical essays and concepts

- a. "Castration or Decapitation?": Hélène Cixous
- b. "Discourse in the Novel" from The Dialogic Imagination: M. M. Bakhtin
- c. Selections from Practicing New-historicism: Stephen Greenblatt
- d. "What Makes an Interpretation Acceptable": Stanley Fish
- e. "Trans-corporeal Feminisms and the Ethical Space of Nature": Stacy Alaimo
- f. Excerpts from The Natyashastra: Bharata Muni

Suggested Readings

1. Cuddon, J.A. A Dictionary of Literary terms and Theories. Penguin, 1997.
2. Wimsatt, William K and Cleanth Brooks (Eds.).Literary Criticism: A Short History. Routledge, 1957.
3. Selden, Raman and Peter Widdowson, A Reader's Guide to Contemporary Literary Theory. 5 th Edition, University Press of Kentucky, 1993.
4. Alaimo, Stacy and Susan Hekman. Material Feminisms. Indiana University Press, 2008. Project MUSE

Gender and Literature

Course Outcomes

1. Define the various thoughts and theories pertaining to feminist writings and feminism (Remembering)
2. Evaluate the interdisciplinary aspect in various texts. (Evaluating)
3. Explain the themes and topics and relate it to real life situations. (Understanding)
4. Develop new ideas by connecting the various topics taught. (Applying)
5. Analyse the various movements related to gender issues and new developments in gender studies in literature. (Analysing)
6. Discuss the meanings, ideas and thoughts regarding gender and its connection with literature. (Creating)

Module I: Selected Feminist Writings

- a. "Vindication of the Rights of Woman": Mary Wollstonecraft (Excerpts)
- b. "The Laugh of the Medusa": Helene Cixous
- c. The Second Sex: Simone de Beauvoir (Selections)
- d. The Gender Trouble: Judith Butler (Selections)

Module II: Selected Fiction

- a. Funny Boy: Shyam Selvadurai
- b. Sunlight on a Broken Column: Attia Hussain

Module III: Selected Short Story and Poetry

- a. "The Wife's Letter": Rabindranath Tagore
- b. "Purdah": Imtiaz Dharker

Suggested Readings

1. De Souza, Eunice (Ed.) Nine Indian Woman Poets. Oxford University Press, 1997.
2. Butler, Judith. Gender Trouble: Feminism and Subversion of Identity. Roudedge,1990.
3. Chaudhari, Sukanta (Ed.). Rabindranath Tagore: Selected Short Stories.Oxford,2000.

Linguistics Stylistics –I

Course Outcomes

1. Define the key concepts of Linguistics. (Remembering)
2. Illustrate the differences between Stylistics and Linguistics. (Understanding)
3. Identify and explain the different levels of language. (Applying)
4. Analyse Linguistics and Traditional Grammar. (Analysing)
5. Recommend Stylistics as an interdisciplinary field of study. (Evaluating)
6. Discuss the different branches of Stylistics. (Creating)

Module I: Introduction to Linguistics

Definition of Language and its characteristics, Definition, Scope and Goal of Linguistics, Linguistics and Traditional Grammar, Langue and Parole, Competence and Performance, Synchrony and Diachrony, Syntagmatic and Paradigmatic, Sign, Signifier and Signified, Language and Society, Dialect and Idiolect, Standard Language, Register and Style, Bilingualism and Multilingualism, Pidgin and Creole, Language maintenance, Language Shift and Language Death

Module II: Introduction to Stylistics

Definition, Nature and Scope of Stylistics, Stylistics, Linguistics and Literary Criticism, Major Thinkers in Stylistics, Objectives of this discipline, Stylistics and levels of language, Stylistics and Style, Different branches of Stylistics, Stylistics as an interdisciplinary field

Suggested Readings

1. Toolan, Michael. *Language in Literature: An Introduction to Stylistics*. Routledge, 1998.
2. Simpson, Paul. *Stylistics*. Routledge, 2014.
3. Lyons, John. *Language and Linguistics*. Cambridge University Press, 1981.
4. Bradford, Richard. *Stylistics*. Routledge, 1997.
5. Carter, Ronald and Paul Simpson. *Language, Discourse and Literature: An Introductory Reader in Discourse Stylistics*. Routledge, 1998.

Introduction to Modern European Literature - I

Course Outcomes

1. Recall the vast body of writings of European Literature. (Remembering)
2. Interpret the emerging trends of European Literature through the genres of poetry and fiction. (Understanding)
3. Apply critical reading skills to study the emerging and vibrant areas of literature at a wider range. (Applying)
4. Analyse the specific issues such as the double challenge of truth and liberty, of identity and unity, of cultural loss and recovery, of ethnic specificity and aesthetic universality in the writings of contemporary European writers. (Analysing)
5. Evaluate the core issues as depicted in the literature of Modern Europe. (Evaluating)
6. Develop critical understanding of various texts. (Creating)

Module I: Major Aesthetic Developments

Constructivism, Realism, Symbolism, Naturalism, Aestheticism, Futurism, Vorticism, Imagism, Expressionism, Dadaism, Surrealism, Cynicism, Skepticism, Resistance, Despair and Alienation

Module II: Selected Modern European Poetry

- a. "The Albatross": Charles Baudelaire
- b. "The Apple Orchard": Rainer Maria Rilke

Module III: Modern European Fiction

- a. *Crime and Punishment*: Fyodor Dostoevsky
- b. *The Castle*: Franz Kafka

Suggested Readings

1. Abrams, M.H. and, Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Cengage Learning, ,2015
2. Bloom, Harold. *The Western Canon: The Books and School of the Ages*. Harcourt, 1994.
3. Bradbury, Malcolm and James Mac Farlane (Eds) *Modernism: A Guide to European Literature, 1890-1930*. Penguin, 1976.
4. Cohen, Walter. *A History of European Literature*. Oxford University Press, 2017.

5. Cohen, J.M. A History of Western Literature. Transaction Publishing, 2007.
6. Hamburger, Michael. The Truth of Poetry: Modernist Poetry Since Baudelaire. Anvil Press Poetry, 2004.
7. Moretti, Franco(Ed.). The Novel. Princeton UP, 2006.
8. Nicoll, Allardyce. British Drama. Barnes & Noble, 1961.

Colonial and Post Colonial African Literature - I

Course Outcomes

1. Define the complexities of race, gender and identity related to African literature. (Remembering)
2. Illustrate the vast body of writings in English from Africa. (Understanding)
3. Apply critical reading skills to interpret the vibrant area of literature. (Applying)
4. Analyse the specific issues such as colonialism, identity and unity, cultural loss, ethnic specificity and universality in the literature of Africa during and after the Colonial Period. (Analysing)
5. Evaluate the specific issues pertaining to the colonial experience and literature of Africa. (Evaluating)
6. Discuss various African literary texts from a critical perspective. (Creating)

Module I: Selected Poetry (10 lectures)

- a. “Koenig of the River”: Derek Walcott
- b. “The Fisherman’s Invocation”: Gabriel Okara

Module II: Fiction (20 lectures)

- a. No Longer at Ease: Chinua Achebe
- b. Purple Hibiscus: Chimamanda Ngozi Adichie

Module III: Drama (15 lectures)

- a. The Lion and the Jewel: Wole Soyinka
- b. The Dilemma of a Ghost: Ama Ata Aidoo

Suggested Readings

1. Achebe, Chinua. Arrow of God. William Heinemann Ltd, 1958.
2. Adichie, Chimamanda Ngozi. Purple Hibiscus. Algonquin Books, 2003.
3. Aidoo, Ama Ata. The Dilemma of a Ghost. Longman, 1995.
4. Bell, Bernard W. The Afro-American Novel and Its Tradition. University of Massachusetts Press, 1989.
5. Dathorne, O.R. The Black Mind: A History of African Literature. University of Minnesota Press, 1974.
6. King, Lovelace et al. Contemporary African American Literature: The Living Canon. Indiana University Press, 2013.
7. Ngugi, Mukoma Wa. The Rise of the African Novel. University of Michigan Press, 2018
8. Soyinka, Wole. The Lion and the Jewel. Oxford UP, 1962.

Project Phase I

Course Outcomes

1. Define academic writing, research paper and publication. (Remembering)
2. Identify research topics for sustained and rigorous investigation so that original write-ups can be developed. (Understanding)
3. Estimate and expand their abilities to absorb, synthesize and construct arguments in a close-knit community. (Applying)
4. Analyse the various works of literature to write research reports and papers. (Analysing)

5. Evaluate critically through reading, research, discussion and composition around a particular topic/ theme or subject. (Evaluating)
6. Compose write-ups for scholarly journals by doing analysis of textual evidence. (Creating)

Module I: Conceptualizing, Planning and Preparing a Research Paper

- Introduction to academic/ research writing
- Avoiding Plagiarism in research
- Selection of a research topic
- Developing an outline of the research paper
- Choosing an appropriate title for the research paper
- Writing an abstract
- Review of Literature
- Developing an argument
- Bringing a critical interpretation into writing
- Drawing inferences/ framing a conclusion
- MLA Handbook 8 th Edition
- Referencing and Citation
- Bibliography

Module II: Practical- Writing and editing a Research Paper

- Draft of the abstract
- Draft of the literature review
- First draft of the research paper
- Second draft of the research paper
- The final research work

Suggested Reading

1. Correa, Delia Da Souza & Owens, W.R. The Handbook to Literary Research. Routledge. 2009
2. Kothari, C. R. & Gaurav Garg. Research Methodology: Methods and Techniques. New Age. 2019
3. MLA Handbook for Writers of Research Papers, Eighth Edition. MLA. 2016.

MA English
Syllabus – Semester IV

Indian Writing in English – Poetry, Drama & Fiction

Course Outcomes

1. Define the literature produced in India in English. (Remembering)
2. Illustrate and comment on poetry, drama, short stories and novels produced in India in their various socio-cultural contexts. (Understanding)
3. Identify and explain the various critical theories involved in the production of various indigenous texts. (Applying)
4. Analyse the techniques, style of writing and contribution of various writers to the Indian English literary tradition. (Analysing)
5. Evaluate the Indian writings in English and their representation of the Indian ethos on a global forum and critically interpret the evolution of English language in India (Evaluating)
6. Discuss the selected literary works and find out the commonalities in terms of themes and issues. (Creating)

Module I: Selected Poetry

- a. “Philosophy”: Nissim Ezekiel
- b. “The Looking Glass”: Kamala Das
- c. “A River”: A.K. Ramanujan
- d. “A Poem for Mother”: Robin Ngangom
- e. “Indian Summer”: Jayanta Mohapatra

Module II: Selected Drama & Short Story

- a. Morning Raga: Mahesh Dattani
- b. “The Road to Salvation”: Munshi Premchand
- a. Coolie: Mulk Raj Anand
- b. Fasting, Feasting: Anita Desai

Module IV: Selected Travel Writing and Non-fiction

- a. In an Antique Land: Amitav Ghosh
- b. “Language and Spirit” Foreword to Kanthapura: Raja Rao

Suggested Readings

1. George, K.M.(Ed), Contemporary Indian Short Stories in English and Modern Indian Literature. Sahitya Akademi, 1992.
2. Deshpande, G.P. (Ed.) Modern Indian Drama: An Anthology. Goodreads, 2000.
3. Naik, M.K. A History of Indian English Literature. Sahitya Akdemi, 1982.

South-Asian Literature

Course Outcomes

1. Define the South Asian literary milieu. (Remembering)
2. Outline the literary, social, political and cultural dynamics of these texts. (Understanding)
3. Apply the knowledge from these texts to assess the socio-cultural aspect of these areas. (Applying)
4. Examine the texts with reference to the classic literary texts that they have studied earlier. (Analysing)
5. Evaluate the overall political and social implications of the area as suggestive in these texts. (Evaluating)
6. Discuss the emotions and aspirations of the writers from South Asia reflected in their writings. (Creating)

Module I: Introduction (20 lectures)

Geo-political conditions, Historical background of South Asian Literature, Imperialism, Colonialism, Nationalism, Orientalism, De-colonization, Specific issues with reference to history, politics and linguistic inventiveness in the literature of South-Asian countries.

Module II: Selected Poetry (10 lectures)

- a. 'Love', 'Marriage', 'Children', 'Work', 'Joy and Sorrow' and 'Houses' from The Prophet: Khalil Gibran
- b. Selected poems from 'Masnavi': Rumi

Module III: Selected Fiction (30 lectures)

- a. Ice Candy Man: Bapsi Sidhwa
- b. The Kite Runner: Khaled Hosseini
- c. The Bones of Grace: Tahmima Anam

Suggested Readings

1. Mukherjee, Surjit. Translation as Recovery. Orient Longman, 2018.
2. Narasimhaiah, C.D. East and West Poetics at Work. Sahitya Academy, 1994.
3. Walsh, W. Commonwealth Literature. Oxford University Press, 1973.
4. Ashcroft, Bill et al. (Eds.) The Empire Writes Back. Routledge, 2002.

Linguistics Stylistics - II

Course Outcomes

1. Define the role of language in the contemporary world. (Remembering)
2. Interpret and stylistically appreciate works of literature. (Understanding)
3. Apply sound, word and sentence structure in transcribing a word or analysing sentence. (Applying)
4. Analyse the structure of a word or sentence linguistically and stylistically and read the various genres critically. (Analysing)
5. Assess and evaluate the structure of language using linguistic and stylistic tools. (Evaluating)
6. Compose phonetically using stress and intonation patterns. (Creating)

Module I: Phonology, Morphology, Syntax and Semantics: Basic Concepts

Organs of Speech, Vowel and Consonant Sounds, Syllable and Word-Stress, Sentence stress and Intonation, Phonetic and Phonemic transcription, Phonological structure of English language, Morphological structure of English language, Phonemes, Morphemes, Allomorphs and Morphs, Inflectional and Derivational Morphology, Word formation processes in English language, Syntactic Structure of English language, Immediate Constituent Analysis, Semantic level of language, Word-Meaning relations: Synonym, antonym, homonym, hyponym, meronym and polysemy. Layers of Meaning: Deep and Surface Structure

Module II: Reading in Stylistics

Language and Literature, Levels of language at work, Sentence styles: development and illustration, Interpreting patterns of sound, Techniques of speech and through presentation, Dialogue in drama, Style in poetry: an exploration, A sociolinguistic model of narrative, Exploring metaphors in different kinds of texts, Style variation in narrative, Stylistics and media, An application of cognitive stylistics in poetry, Literature as discourse, Stylistic appreciation of poetry/prose

Suggested Readings

1. Balasubramanian, T. A. Textbook of English Phonetics for Indian Students. Macmillan, 1981.
- Crystal, David. Linguistics. Penguin, 1990.

2. Hudson, R.A. Sociolinguistics. Cambridge UP, 1980.
3. Lyons, John. Language and Linguistics: An Introduction. Cambridge UP, 1981.
4. Simpson, P. Stylistics: A Resource Book for Students. Routledge, 2004.
5. Trudgill, Peter. Sociolinguistics. Penguin, 1990.

Introduction to Modern European Literature II

Course Outcomes

1. Relate the characteristics of modern European literature with the readings of other modern European texts (Remembering)
2. Interpret different representative texts of European literature- poetry, fiction and Drama (Understanding)
3. Identify modernist aspects of contemporary European literatures (Applying)
4. Analyse the modernist issues such as humanism, individualism, meaninglessness of life, liberty and identity, cultural loss and recovery and aesthetic universality in the literature from different nations of Europe. (Analysing)
5. Evaluate the overall Western modern philosophy in the works of the various writers of the area. (Evaluating)
6. Discuss the changing trends and movements of literature as reflected in the selected texts. (Creating)

Module I: Selected Modern European Poetry

- a. "Lament for a Bullfighter": Federico Garcia Lorca
- b. "To his Own Beloved Self": Vladimir Mayakovsky

Module II: Selected Modern European Drama

- a. Six Characters in Search of an Author: Luigi Pirandello
- b. Rosencrantz and Guildenstern are Dead: Tom Stoppard

Module III: Modern European Fiction

- a. The Stranger: Albert Camus
- b. The Tin Drum: Gunter Grass

Suggested Readings

1. Abrams, M.H. and Geoffrey Galt Harpham. A Glossary of Literary Terms. Cengage Learning, 2015.
2. Bloom, Harold. The Western Canon: The Books and School of the Ages, Harcourt, 1994.
3. Bradbury, Malcolm and James MacFarlane (Eds). Modernism: A Guide to European Literature, 1890-1930.
4. Penguin, 1976.
5. Cohen, Walter. A History of European Literature. Oxford University Press, 2017.
6. Cohen, J.M. A History of Western Literature. Transaction Publishing, 2007.
7. Hamburger, Michael. The Truth of Poetry: Modernist Poetry since Baudelaire. Anvil Press Poetry, 2004.
8. Moretti, Franco(Ed.). The Novel. Princeton UP, 2006.
9. Nicoll, Allardyce. British Drama. Barnes & Noble, 1961.

Colonial and Post Colonial African Literature - II

Course Outcomes

1. Define the complexities of race, gender and identity related to African literature. (Remembering)

2. Interpret the emerging genres of African English literature- poetry, and fiction (Understanding)
3. Apply theoretical assumption as well as critical reading skills to the study of African literature. (Applying)
4. Analyse the post-colonial issues of identity unity, cultural loss, ethnic specificity, universality in the literature of Africa in both Colonial and post-colonial contexts. (Analysing)
5. Assess the plot, theme, characters and context of the selected texts. (Evaluating)
6. Create an intense theoretical paradigm for the reading of the text. (Creating)

Module I: Selected Poetry

- a. “On Being Brought from Africa to America”: Phillis Wheatley
- b. “Telephone Conversation”: Wole Soyinka

Module II: Selected Fiction

- a. Infinite Riches: Ben Okri
- b. July’s People: Nadine Gordimer

Module III: Selected Non-Fiction

- a. “On Abolition of the English Department”: Ngugi wa’ Thiong’o
- b. “The African Writer and the English Language”: Chinua Achebe.

Suggested Readings

1. Achebe, Chinua. Hopes and Impediments. PenguinBooks,1990.
2. Ngugi, MukomaWa. The Rise of the African Novel, University of MichiganPress. 2018.
3. Fanon, Frantz. The Wretched of the Earth. Translated by Constance Farrington. Penguin Books, 1963.
4. Thiong’o, Ngugi wa. Decolonising the Mind, East African Educational Publishers, 1986.

Project Phase II - Dissertation

Course Outcomes

1. Define academic writing, dissertation and publication. (Remembering)
2. Identify research topics for sustained and rigorous investigation so that original write-ups can be developed. (Understanding)
3. Estimate and expand their abilities to absorb, synthesize and construct arguments in a close-knit community. (Applying)
4. Analyse the various works of literature to conduct detailed analytical research. (Analysing)
5. Evaluate critically through reading, research, discussion and composition around a particular topic/ theme or subject. (Evaluating)
6. Compose scholarly write-ups by conducting detailed, in-depth analysis of a research area. (Creating)

Module I: Conceptualizing, Planning and Preparing a Research Topic

- Introduction to Project work and Dissertation writing
- Topic and Proposal
- Literature review
- Perspective/ Theoretical framework
- Chapterisation
- Resources
- Limitation and Scope

- Critical interpretation and Documentation
- MLA Handbook 8th Edition
 - In-text Citation
 - Bibliography/ Referencing
 - Plagiarism

Module II: Practical- Writing and editing a Research Paper

- Working Proposal
- Final Proposal
- Abstract
- Outline of the Dissertation
- Draft of the literature review
- First draft of the Chapters
- Second draft of the Chapters
- The final Dissertation

Suggested Reading

1. Correa, Delia Da Souza & Owens, W.R. The Handbook to Literary Research. Routledge. 2009
2. Kothari, C. R. & Gaurav Garg. Research Methodology: Methods and Techniques. New Age. 2019
3. MLA Handbook for Writers of Research Papers, Eighth Edition. MLA. 2016.

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