University Of Gour Banga  
Department of English  
B.A. Honours Course in English  
CBCS Syllabus for 6 Semesters

Discipline Core Course (DC)

General Instructions:
1. Each one of the core courses shall carry 50 marks or 6 credits.
2. Each one of the core courses shall consist of two sections, Section –A and Section-B.
3. In Section-A of a Core Course students shall answer 4 Short Essay type questions taking one out of two from each of the four units, carrying 8 marks each in about 250 words each, and 4 short type questions taking one out of two from each of the four units carrying 2 marks each in about 60 words each.
4. In Section-B, by way of Internal Assessment, students shall face a Contact Evaluation Test (CET) carrying 6 marks, and shall be evaluated on the basis of her/his class attendance, out of 4 marks.

Course Pattern:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Paper</th>
<th>Paper Title</th>
<th>Full Marks</th>
<th></th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMESTER 1</td>
<td>PAPER 1</td>
<td>British Poetry and Drama: 14th to 17th Centuries</td>
<td>40</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>PAPER 2</td>
<td>British Poetry and Drama: 17th and 18th Centuries</td>
<td>40</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>SEMESTER 2</td>
<td>PAPER 3</td>
<td>British Literature: 18th Century</td>
<td>40</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>PAPER 4</td>
<td>British Romantic Literature</td>
<td>40</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>SEMESTER 3</td>
<td>PAPER 5</td>
<td>British Literature: 19th Century</td>
<td>40</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>PAPER 6</td>
<td>British Literature: The Early 20th Century</td>
<td>40</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>PAPER 7</td>
<td>European Classical Literature</td>
<td>40</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>SEMESTER 4</td>
<td>PAPER 8</td>
<td>Indian Classical Literature</td>
<td>40</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>PAPER 9</td>
<td>American Literature</td>
<td>40</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>PAPER 10</td>
<td>Modern European Drama</td>
<td>40</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>SEMESTER 5</td>
<td>PAPER 11</td>
<td>Postcolonial Literatures</td>
<td>40</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>PAPER 12</td>
<td>Indian Writing in English</td>
<td>40</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>SEMESTER 6</td>
<td>PAPER 13</td>
<td>Popular Literature</td>
<td>40</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>PAPER 14</td>
<td>Women’s Writing</td>
<td>40</td>
<td>10</td>
<td>6</td>
</tr>
</tbody>
</table>
## Semester I

<table>
<thead>
<tr>
<th>PAPER 1</th>
<th>British Poetry and Drama: 14th to 17th Centuries</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Geoffrey Chaucer: The Wife of Bath’s Prologue</td>
</tr>
<tr>
<td></td>
<td>Edmund Spenser Selections from Amoretti:</td>
</tr>
<tr>
<td></td>
<td>Sonnet LXVII ‘Like as a huntsman...’</td>
</tr>
<tr>
<td></td>
<td>Sonnet LVII ‘Sweet warrior...’</td>
</tr>
<tr>
<td></td>
<td>Sonnet LXXV ‘One day I wrote her name...’</td>
</tr>
<tr>
<td></td>
<td>John Donne ‘The Good Morrow’</td>
</tr>
<tr>
<td></td>
<td>‘Batter My Heart’</td>
</tr>
<tr>
<td></td>
<td>‘Valediction: forbidding mourning’</td>
</tr>
<tr>
<td></td>
<td>2. Christopher Marlowe The Jew of Malta</td>
</tr>
<tr>
<td></td>
<td>3. William Shakespeare Macbeth</td>
</tr>
<tr>
<td></td>
<td>4. William Shakespeare Twelfth Night</td>
</tr>
</tbody>
</table>

**Recommended Reading List:**

5. *Cambridge Companion to Christopher Marlowe*, Edited by Patrick Cheney, 2004

| PAPER 2 | British Poetry and Drama: 17th and 18th Centuries | 1. John Milton *Paradise Lost: Book 1*  
2. Ben Jonson *The Alchemist*  
3. Aphra Behn *The Rover*  
4. Alexander Pope *The Rape of the Lock* |

Recommended Reading List:

7. *The Theatre of Aphra Behn* by Derek Hughes, Palgrave Macmillan, 2001
11. *The Augustan Vision* by Pat Rogers, Methuen, 1978
Semester II

<table>
<thead>
<tr>
<th>PAPER 3</th>
<th>British Literature: 18th Century</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. William Congreve <em>The Way of the World</em></td>
</tr>
<tr>
<td></td>
<td>2. Jonathan Swift <em>Gulliver’s Travels</em> (Books I and II)</td>
</tr>
<tr>
<td></td>
<td>3. Samuel Johnson ‘London’</td>
</tr>
<tr>
<td></td>
<td>Thomas Gray ‘Elegy Written in a Country Churchyard’</td>
</tr>
<tr>
<td></td>
<td>4. Henry Fielding <em>Joseph Andrews</em></td>
</tr>
</tbody>
</table>

Recommended Reading List:

2. *William Congreve* by David Thomas, Palgrave Macmillan, 1992
<table>
<thead>
<tr>
<th>PAPER 4</th>
<th>British Romantic Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>William Blake ‘The Lamb’,</td>
</tr>
<tr>
<td></td>
<td>‘The Chimney Sweeper’ (from The Songs of Innocence and The Songs of Experience)</td>
</tr>
<tr>
<td></td>
<td>‘The Tyger’ (The Songs of Experience)</td>
</tr>
<tr>
<td></td>
<td>Robert Burns ‘A Bard’s Epitaph’</td>
</tr>
<tr>
<td></td>
<td>‘To a Mouse’</td>
</tr>
<tr>
<td></td>
<td>2. William Wordsworth ‘Tintern Abbey’</td>
</tr>
<tr>
<td></td>
<td>‘Yarrow Unvisited’</td>
</tr>
<tr>
<td></td>
<td>Samuel Taylor Coleridge ‘Kubla Khan’</td>
</tr>
<tr>
<td></td>
<td>‘This Lime Tree Bower My Prison’</td>
</tr>
<tr>
<td></td>
<td>3. Lord George Gordon</td>
</tr>
<tr>
<td></td>
<td>Noel Byron ‘Childe Harold’: canto III, verses 36–45 (lines 316–405); canto IV, verses 178–86 (lines 1594–674)</td>
</tr>
<tr>
<td></td>
<td>Percy Bysshe Shelley ‘Ode to the West Wind’</td>
</tr>
<tr>
<td></td>
<td>‘To a Skylark’</td>
</tr>
<tr>
<td></td>
<td>John Keats ‘Ode to a Nightingale’</td>
</tr>
<tr>
<td></td>
<td>‘To Autumn’</td>
</tr>
</tbody>
</table>

Recommended Reading List:


---

**Semester III**

<table>
<thead>
<tr>
<th>PAPER 5</th>
<th>British Literature: 19th Century</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Jane Austen <em>Pride and Prejudice</em></td>
</tr>
<tr>
<td></td>
<td>2. Charlotte Bronte <em>Jane Eyre</em></td>
</tr>
<tr>
<td></td>
<td>3. Charles Dickens <em>Hard Times</em></td>
</tr>
<tr>
<td></td>
<td>4. Alfred Tennyson ‘The Lady of Shalott’</td>
</tr>
<tr>
<td></td>
<td>‘Ulysses’</td>
</tr>
<tr>
<td></td>
<td>‘The Defence of Lucknow’</td>
</tr>
<tr>
<td></td>
<td>Robert Browning ‘My Last Duchess’</td>
</tr>
<tr>
<td></td>
<td>‘The Last Ride Together’</td>
</tr>
<tr>
<td></td>
<td>Memorabilia</td>
</tr>
<tr>
<td></td>
<td>Alice Meynell: ‘Builders of Ruins’, ‘A Letter from a Girl to her Own Old Age’, ‘In Autumn’</td>
</tr>
</tbody>
</table>

**Recommended Reading List:**


3. *Jane Eyre* edited by Margaret Smith, Oxford University Press, 2000


8. Tennyson (Longman Critical Readers) edited by Dr Rebecca Scott, Routledge, 1996.


10. Victorian Women Poets: Writing Against the Heart by Angela Leighton, University of Virginia Press, 1992


14. English literature in Context, Edited by Paul Poplawski, Cambridge University Press, 2018


<table>
<thead>
<tr>
<th>PAPER 6</th>
<th>British Literature: The Early 20th Century</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. George Bernard Shaw Pygmalion</td>
<td></td>
</tr>
<tr>
<td>2. E.M. Forster A Passage to India</td>
<td></td>
</tr>
<tr>
<td>3. Virginia Woolf Mrs Dalloway</td>
<td></td>
</tr>
<tr>
<td>4. W.B. Yeats</td>
<td></td>
</tr>
<tr>
<td>‘The Wild Swans At Coole’</td>
<td></td>
</tr>
<tr>
<td>‘The Second Coming’</td>
<td></td>
</tr>
<tr>
<td>‘Sailing to Byzantium’</td>
<td></td>
</tr>
<tr>
<td>T.S. Eliot ‘The Love Song of J. Alfred Prufrock’</td>
<td></td>
</tr>
<tr>
<td>‘Sweeney among the Nightingales’</td>
<td></td>
</tr>
<tr>
<td>‘The Hollow Men’</td>
<td></td>
</tr>
</tbody>
</table>

Recommended Reading List:

1. A Passage to India edited by Oliver Stallybrass, Penguin, 2005.


15. *English literature in Context*, Edited by Paul Poplawski, Cambridge University Press, 2018

| PAPER 7 | European Classical Literature | 1. Homer *The Iliad*  
2. Sophocles *Oedipus the King*  
3. Plautus *Pot of Gold*  
4. Ovid Selections from *Metamorphoses* ‘Bacchus’, (Book III), ‘Pyramus and Thisbe’ (Book IV), ‘Philomela’ (Book VI)  
Horace Satires I: 4, in Horace: Satires and Epistles and Persius: Satires |

Recommended Reading List:


2. *Homer: A Guide for the Perplexed* by Ahuvia Kahane, Bloomsbury, 2018


6. *Four Comedies* by Plautus translated by Erich Segal, Oxford University Press, 1996


**Semester IV**

<table>
<thead>
<tr>
<th>PAPER 8</th>
<th>Indian Classical Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Kalidasa <em>Abhijnana Shakuntalam</em></td>
</tr>
<tr>
<td></td>
<td>3. Sudraka <em>Mricchakatika</em></td>
</tr>
<tr>
<td></td>
<td>4. Ilango Adigal ‘The Book of Banci’, in <em>Cilappatikaram: The Tale of an Anklet</em></td>
</tr>
</tbody>
</table>

**Recommended Reading List:**


<table>
<thead>
<tr>
<th>PAPER 9</th>
<th>American Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tennessee Williams: <em>The Glass Menagerie</em></td>
<td></td>
</tr>
<tr>
<td>2. Earnest Hemingway <em>A Farewell to Arms</em></td>
<td></td>
</tr>
<tr>
<td>3. Edgar Allan Poe ‘The Purloined Letter’</td>
<td></td>
</tr>
<tr>
<td>F. Scott Fitzgerald ‘The Crack-up’</td>
<td></td>
</tr>
<tr>
<td>William Faulkner ‘Dry September’</td>
<td></td>
</tr>
<tr>
<td>4. Walt Whitman Selections ‘O Captain, My Captain’</td>
<td></td>
</tr>
<tr>
<td>‘Passage to India’ (lines 1–68)</td>
<td></td>
</tr>
<tr>
<td>Langston Hughes: ‘Song For a Dark Girl’, ‘Let America Be America Again’</td>
<td></td>
</tr>
<tr>
<td>Sherman Alexie ‘Crow Testament’</td>
<td></td>
</tr>
<tr>
<td>‘Evolution’</td>
<td></td>
</tr>
</tbody>
</table>

**Recommended Reading List:**


2. *A Farewell to Arms* by Ernest Hemingway, RHUK, 1994

3. *Ernest Hemingway's Farewell to Arms* (Modern Critical Interpretations) edited by Harold Bloom, Viva, 1988


10. *A Short History of American Literature* by Krishna Sen and Ashok Sengupta, Orient Blackswan, 2018


---

<table>
<thead>
<tr>
<th>PAPER</th>
<th>Modern European Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

1. Henrik Ibsen *Ghosts*
2. Bertolt Brecht *The Good Woman of Szechuan*
3. Samuel Beckett *Endgame*
4. Luigi Pirandello *Six Characters in Search of an Author*

---

Recommended Reading List:


8. Endgame by Samuel Beckett, Faber, 2009

9. Faber Critical Guides: Samuel Beckett by John Fletcher, Faber, 2000


11. Drama from Ibsen to Brecht by Raymond Williams, Penguin, 1973

12. Modern Drama: From Ibsen to Fugard by Terry Hodgson, Batsford Limited, 1992


Semester V

| PAPER 11 | Postcolonial Literature | 1. Wole Soyinka Death and the King’s Horseman  
2. Gabriel Garcia Marquez Chronicle of a Death Foretold  
3. Bessie Head ‘The Collector of Treasures’  
Ama Ata Aidoo ‘The Girl who can’  
Grace Ogot ‘The Green Leaves’  
4. Pablo Neruda ‘Tonight I can Write’  
‘The Way Spain Was’  
Derek Walcott ‘A Far Cry from Africa’  
‘Names’  
Kaiser Haq ‘Published in the Streets of Dhaka’, ‘Bangladesh 71’  
Mamang Dai ‘Small Towns and the River’  
‘The Voice of the Mountain’ |

Recommended Reading list:


3. *Neruda, Walcott and Atwood* by Ajanta Dutt, Worldview Publications, 2010

4. *The Collector of Treasures and Other Botswana Village Tales* by Bessie Head, Heinemann, 1977


7. *Death and the King’s Horseman* edited by Jane Plastow, Bloomsbury, 2017


<table>
<thead>
<tr>
<th>PAPER 12</th>
<th>Indian Writing in English</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. R.K. Narayan <em>Swami and Friends</em></td>
</tr>
<tr>
<td></td>
<td>2. Girish Karnad <em>Nagamandala</em></td>
</tr>
<tr>
<td></td>
<td>3. H.L.V. Derozio ‘Freedom to the Slave’</td>
</tr>
<tr>
<td></td>
<td>‘The Orphan Girl’</td>
</tr>
<tr>
<td></td>
<td>Kamala Das ‘Introduction’</td>
</tr>
<tr>
<td></td>
<td>‘My Grandmother’s House’</td>
</tr>
<tr>
<td></td>
<td>Nissim Ezekiel ‘Enterprise’</td>
</tr>
<tr>
<td></td>
<td>‘The Night of the Scorpion’</td>
</tr>
</tbody>
</table>
Robin S. Ngangom The Strange Affair of Robin S. Ngangom’
‘A Poem for Mother’
4. Rabindranath Tagore ‘Patriot’
Mulk Raj Anand ‘Two Lady Rams’
Salman Rushdie ‘The Free Radio’
Shashi Despande ‘The Intrusion’

Recommended Reading List:

4. Modern Indian Poetry in English by Bruce King,Revised Edition, Oxford University Press, 2005
8. A Companion to Indian Fiction in English by Pier Paolo Picciucco,Atlantic Publishers, 2004

Semester VI

<table>
<thead>
<tr>
<th>PAPER 13</th>
<th>Popular Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Lewis Carroll Through the Looking Glass</td>
</tr>
<tr>
<td></td>
<td>2. Agatha Christie The Murder of Roger Ackroyd</td>
</tr>
<tr>
<td></td>
<td>3. Satyajit Ray ‘The Unicorn Expedition’ from The Exploits of Professor Shonku</td>
</tr>
<tr>
<td></td>
<td>4. J.K. Rowling Harry Potter and the Philosopher’s Stone</td>
</tr>
</tbody>
</table>

Recommended Reading List:


<table>
<thead>
<tr>
<th>PAPER 14</th>
<th>Women’s Writing</th>
</tr>
</thead>
</table>
2. Emily Dickinson ‘I cannot live with you’  
‘I’m wife; I’ve finished that’  
Sylvia Plath ‘Daddy’  
‘Lady Lazarus’  
Eunice De Souza ‘Advice to Women’  
‘Bequest’  
3. Alice Walker *The Color Purple*  
4. Charlotte Perkins Gilman *The Yellow Wallpaper*  
Katherine Mansfield ‘Bliss’  

**Recommended Reading List:**

12. *Complete Poems* by Emily Dickinson, Faber & Faber, 2016
13. *Ariel Poems* by Sylvia Plath, Faber & Faber, 2018
Discipline Specific Elective (DSE)

General Instructions:

1. The Students shall opt for two DSE Courses out of three provided for each Semester.
2. Each one of the courses shall carry 50 marks or 6 credits.
3. Each one of the courses shall consist of two sections, Section –A and Section-B.
4. In Section-A of a Course students shall answer 4 Short Essay type questions taking one out of two from each of the four units, carrying 8 marks each in about 250 words each, and 4 short type questions taking one out of two from each of the four units carrying 2 marks each in about 60 words each. (Except Paper 1:Basics of English Language and 3: Criticism and Theory)
5. In Section-B, by way of internal assessment, students shall face a Contact Evaluation Test (CET) carrying 6 marks, and shall be evaluated on the basis of her/his class attendance, out of 4 marks.

Course Structure for DSE

<table>
<thead>
<tr>
<th>Semesters</th>
<th>Papers</th>
<th>PaperTitle</th>
<th>Full Marks</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Paper 1</td>
<td>Basics of English Language</td>
<td>40</td>
<td>10 6</td>
</tr>
<tr>
<td>Semester V</td>
<td>Paper 2</td>
<td>British Literature Post World War II</td>
<td>40</td>
<td>10 6</td>
</tr>
<tr>
<td></td>
<td>Paper 3</td>
<td>Criticism and Theory</td>
<td>40</td>
<td>10 6</td>
</tr>
<tr>
<td>Semester VI</td>
<td>Paper 4</td>
<td>Detective Literature</td>
<td>40</td>
<td>10 6</td>
</tr>
<tr>
<td></td>
<td>Paper 5</td>
<td>Literature of the Indian Diaspora</td>
<td>40</td>
<td>10 6</td>
</tr>
<tr>
<td></td>
<td>Paper 6</td>
<td>Partition Literature</td>
<td>40</td>
<td>10 6</td>
</tr>
</tbody>
</table>
## Semester: V

Paper 1: BASICS OF ENGLISH LANGUAGE

<table>
<thead>
<tr>
<th>UNIT</th>
<th>CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Phonetics:</td>
</tr>
<tr>
<td></td>
<td>a) Speech Organs</td>
</tr>
<tr>
<td></td>
<td>b) Vowel Sounds and Consonant Sounds</td>
</tr>
<tr>
<td></td>
<td>c) Stress and Intonation</td>
</tr>
<tr>
<td></td>
<td>d) Phonetic Transcription</td>
</tr>
<tr>
<td>2.</td>
<td>Rhetoric</td>
</tr>
<tr>
<td>3.</td>
<td>Prosody</td>
</tr>
<tr>
<td>4.</td>
<td>Philology</td>
</tr>
<tr>
<td></td>
<td>a) General Features of English: Assets and Liabilities of English</td>
</tr>
<tr>
<td></td>
<td>b) Consonant Shift and Stress Shift</td>
</tr>
<tr>
<td></td>
<td>c) Scandinavian influences</td>
</tr>
<tr>
<td></td>
<td>d) French influences</td>
</tr>
<tr>
<td></td>
<td>e) Latin and Greek influences</td>
</tr>
<tr>
<td></td>
<td>f) American influences</td>
</tr>
<tr>
<td></td>
<td>g) Makers and makings of English language: Christianity and the Bible, Chaucer, Shakespeare, Milton, Johnson, Science and Commerce, Imperialism, Globalization</td>
</tr>
</tbody>
</table>
INSTRUCTIONS:

Unit 1: Students shall be required to answer 2 questions out of 4 carrying 5 marks each (5x2=10) to be set from each one of the four subunits, following the flexible question pattern as given below (Subunit-wise):

   a) Students shall write short notes on the function of any 2 of the speech organs, out of 5, in the production of speech sounds with examples: 2.5 x 2= 5.
   b) Students shall give Three-term label description of 2 speech sounds out of 5: 2.5 x 2= 5.
   c) Students shall answer 1 question out of 2 on “stress” and “intonation”: 5x1=5
   d) Students shall give phonetic transcription of 5 words out of ten: 1x 5=5.

Unit II: Students shall be required to identify and explain both figures of speech and tropes from any 5 out of 10, carrying 2 marks each: 2x5=10.

Unit III: Students shall be required to scan any one of the verse passages out of two, mention the meter and indicate variations, if any, carrying ten marks.

Unit IV: Students shall be required to write 2 short notes out of 5 carrying 5 marks each in about 100 words: 5x2=10.

RECOMMENDED READING LIST:


5. *Metre, Rhyme and Free Verse* by G.S. Fraser, Reprint, Routledge, 2017


7. *A Handbook of Rhetoric and Prosody* by Jaydip Sarkar and Anindya Bhattacharya, Orient Blackswan, 2018


**Paper II: British Literature Post World War II**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>John Osborne <em>Look Back in Anger</em></td>
</tr>
<tr>
<td>2.</td>
<td>A. S. Byatt <em>Possession</em></td>
</tr>
</tbody>
</table>
| 3.   | a) Frank O’Connor: ‘My Oedipus Complex’ (1952)  
      b) Kingsley Amis: ‘My Enemy’s Enemy’ (1955)  
      c) Angela Carter: ‘The Werewolf’ (1979)  
      e) Kazuo Ishiguro: ‘Come Rain or Come Shine’ (2009) |
Recommended Reading List:


7. *Thom Gunn and Ted Hughes* by Alan Bold, Oliver and Boyd, 1976


10. *Thom Gunn Selected Poems*, Faber and Faber, 1961


17. *Nocturnes: Five Stories of Music and Nightfall* by Kazuo Ishiguro, Faber and Faber, 2010


22. *Understanding Kingsley Amis* by Merritt Moseley, University of South Carolina Press, 1993


25. *I Speak for the Devil* by Imtiaz Dharker, Bloodaxe books, 2002

Paper III: CRITICISM AND THEORY

<table>
<thead>
<tr>
<th>UNIT</th>
<th>CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>SCHOOL OF LITERARY CRITICISM</td>
</tr>
<tr>
<td></td>
<td>a. Mimetic</td>
</tr>
<tr>
<td></td>
<td>b. Pragmatic</td>
</tr>
<tr>
<td></td>
<td>c. Expressive</td>
</tr>
<tr>
<td></td>
<td>d. Objective</td>
</tr>
<tr>
<td></td>
<td>*Definitions, Features, Major Exponents, Major Works</td>
</tr>
<tr>
<td>2.</td>
<td>SCHOOL OF LITERARY THEORY</td>
</tr>
<tr>
<td></td>
<td>a. Marxist Theories</td>
</tr>
<tr>
<td></td>
<td>b. Feminist Theories</td>
</tr>
<tr>
<td></td>
<td>c. Poststructuralist Theories</td>
</tr>
<tr>
<td></td>
<td>d. Postcolonialist Theories</td>
</tr>
<tr>
<td></td>
<td>*Definitions, Features, Major Exponents, Major Works</td>
</tr>
<tr>
<td>3.</td>
<td>A. Types: Ballad, Biography and Autobiography, Comedy, Dramatic Monologue, Elegy, Epic, Essay, Farce and Melodrama, Lyric, Mock Epic, Novel, Ode, Pastoral, Poetic Drama, Romance, Satire, Short</td>
</tr>
<tr>
<td>4.</td>
<td>CRITICAL PRACTICE:</td>
</tr>
<tr>
<td>----</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td>Close-Reading of one verse passage.</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>Close-Reading of one prose passage.</td>
</tr>
</tbody>
</table>

Instructions:

Unit1- Students shall answer 1 essay type question, out of 3, in about 300 words, carrying 10 marks (10x 1=10)

Unit2- Students shall answer 1 essay type question, out of 3, in about 300 words, carrying 10 marks (10x 1=10)
Unit 3- Students shall write two short-notes out of six, taking one from each section (A and B), in about 150 words, carrying 5 marks each, to be set taking 3 from each section (5 x 2 = 10)

Unit 4- Students shall attempt close-reading of any 1 passage, out of 2, carrying 10 marks (10 x 1 = 10)

Recommended Reading List:


12. *Key Terms in Literary Theory* by Mary Klages, Continuum, 2012


---

**Semester VI:**

**Paper IV: Detective Literature**

<table>
<thead>
<tr>
<th>UNIT</th>
<th>CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Wilkie Collins: <em>The Woman in White</em></td>
</tr>
<tr>
<td>2.</td>
<td>Mildred Augustine Wirt Benson: <em>The Hidden Staircase</em></td>
</tr>
<tr>
<td>3.</td>
<td>Raymond Chandler: <em>The Big Sleep</em></td>
</tr>
<tr>
<td>4.</td>
<td>Saradindu Bandyopadhyay: <em>The Quills of the Porcupine</em></td>
</tr>
</tbody>
</table>
Recommended Reading List:


---

Paper V: LITERATURE OF THE INDIAN DIASPORA

<table>
<thead>
<tr>
<th>UNIT</th>
<th>CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Bharati Mukherjee: <em>Jasmine</em></td>
</tr>
</tbody>
</table>
2. M.G. Vassanji: *A Place Within: Rediscovering India*


---

**Recommended Reading List:**

1. *Jasmine* by Bharati Mukherjee, Perseus Books Group, 1999


3. *A Place Within: Rediscovering India* by M.G. Vassanji, Anchor Canada, 2009


7. *Tales from Firozsha Baag* by Rohinton Mistry, Faber & Faber, 2008


11. *The Indian Diaspora: Dynamics of Migration* ed by Narayana Jayaram, Sage, 2004


13. *Diaspora Theory and Transnationalism* by Himadri Lahiri, Orient Blackswan,

2019 Paper VI: PARTITION LITERATURE

<table>
<thead>
<tr>
<th>UNITS</th>
<th>CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jyotirmoyee Devi: <em>The River Churning</em> (Epar Ganga Opar Ganga)</td>
</tr>
<tr>
<td>2</td>
<td>Intizar Hussain: <em>Basti</em></td>
</tr>
</tbody>
</table>
| 3 | a) Dibyendu Palit, ‘Alam’s Own House’, tr. Sarika Chaudhuri  
   b) Manik Bandhopadhyay, ‘The Final Solution’, tr. Rani Ray  
   d) Meghna Guhathakurta’s ‘Two Women, One Family’ |
| 4 | a) W. H. Auden ‘Partition’  
   b) Faiz Ahmad Faiz, ‘For Your Lanes, My Country’ tr. By Riz Rahim  
   c) Gulzar, ‘Toba Tek Singh’, tr. Anisur Rahman  
   d) Nabanita Kanungo ‘Her Thighs Still Smell of Milk’ |

Recommended Reading List:

1. *Basti* by Intizar Hussain, tr. Frances W. Pritchett, Rupa, 1995
2. *The River Churning* tr. by Enakshi Chatterjee, Kali for Women, 1995
3. *No Woman's Land: Women from Pakistan, India and Bangladesh*  
   *Write on the Partition of India* edited by Ritu Menon, Women Unlimited, 2004


8. *The Other Side of Silence: Voices from the Partition of India* by Urvashi Butalia, Kali for Women, 2000


10. *Partition: The story of Indian independence and the Creation of Pakistan in 1947* by Barney White-Spunner, Simon & Schuster Ltd, 2018


Generic Electives: (GE)

Semester: As per University guidelines

Paper 1: Academic Writing and Composition (Credits-6, Total Marks-50)

1. Introduction to Academic Writing: the Process and the Conventions
2. Writing in one’s own words: Summarising and Paraphrasing
3. Structuring an Argument: Introduction, Interjection, and Conclusion
4. Editing, Proof-Reading, and Re-writing

Instructions: Unit1: Students shall answer 1 essay type question out of 3, carrying 10 marks in about 300 words (10 x 1=10)

Unit 2: Students shall answer 1 question out of 2, carrying 10 marks. Questions shall be set on both summarizing and paraphrasing of given passages. Students are required to add suitable titles in both cases (8+2=10)

Unit3: Students shall write an essay in continuation of a given introductory passage by writing two subsequent body paragraphs and a suitable conclusion. Students shall make a choice from two given introductory passages (10x1=10)

Unit4: Students shall edit, proof-read, and re-write a given passage, incorporating the corrections. Students shall make a choice from two given introductory passages. (6+4=10)

RECOMMENDED READING LIST:

4. An Introduction to Critical Thinking by Madhucchanda Sen, Pearson, 2010
Semester: As per University guidelines

Paper 2: Human Rights and Gender Studies (Credits-6, Total Marks-50)

Unit 1:

1. Definition of Human Rights
2. Classification of Human Rights: Natural, Moral and Legal
3. Introducing the Universal Declaration of Human Rights
4. Humanitarian law

Unit 2:

1. Human Rights Movements in India
2. Role of National human Rights Commission, State Human Rights Commission, Judiciary, NGO, Media
4. Emerging Trends in India

Unit 3:

1. Defining Gender Studies
2. Theoretical Approaches: Liberal, Marxist and Radical
3. Gender Rights Movements
4. Gender and Law, Rights of Women, Third gender, Men’s Rights, LGBTQ

Unit 4:

1. Gender and Society: Sexuality, Class, Race, Caste, Religion and Age
2. Gender and the Nation: Political and Administrative Representation
3. Gender and Economy: Land Rights, Property Rights, Inheritance, and the Work Place
4. Contemporary Issues: Women in Conflict Situation, Dowry Problem, Female Feticide, Infanticide and Domestic Violence, Crimes Against Women

Instructions:

Unit 1: Students shall write 2 Short Notes out of 5 carrying 5 marks in about 150 words each.

Unit 2: Students shall answer 1 essay type question out of 3 carrying 10 marks in about 300 words.

Unit 3: Students shall write 2 Short Notes out of 5 carrying 5 marks in about 150 words each.
Unit 4: Students shall write 2 Short Notes out of 5 carrying 5 marks in about 150 words each.

Recommended Reading List:


2. Human Rights of the Third Gender in India: Beyond the Binary by Lopamudra Sengupta, Routledge, 2019


5. Gender Studies by Sujata Sen, Pearson, 2002

6. Prevention of Sexual Harassment of Women at Workplace : A Guide to The Sexual Harassment of Women at Workplace by Deepa Rafeequee, Notion Press, 2018

7. Women, Gender and Everyday Social Transformation in India ed by Kenneth Bo Nielsen and Anne Waldrop, Anthem, 2014


# Ability Enhancement Compulsory

## Semester: II

Communicative English (Credits: 6, Total Marks: 50)

<table>
<thead>
<tr>
<th>Units</th>
<th>Items</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Grammar:</td>
<td>i. Articles &amp; Prepositions</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>ii. Tenses, Auxiliaries, Modals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>iii. Numbers &amp; Genders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>iv. Subordination &amp; Coordination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>v. Word Formation</td>
<td></td>
</tr>
<tr>
<td>2. Vocabulary</td>
<td>i. Synonyms &amp; Antonyms</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>ii. Same Words in different Parts of Speech</td>
<td></td>
</tr>
<tr>
<td></td>
<td>iii. Homonyms, Homophones and Homographs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>iv. One Word Substitution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>v. Collocations</td>
<td></td>
</tr>
<tr>
<td>3. Comprehension of a prose Passage</td>
<td>i. True/False</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>ii. Re-arrange</td>
<td></td>
</tr>
<tr>
<td></td>
<td>iii. Question and answers from the passage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>iv. Word meaning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>v. Textual Grammar</td>
<td></td>
</tr>
<tr>
<td>4. Comprehension of a verse passage</td>
<td>i. True/False</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>ii. Re-arrange</td>
<td></td>
</tr>
<tr>
<td></td>
<td>iii. Question and answers from the passage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>iv. Word meaning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>v. Textual Grammar</td>
<td></td>
</tr>
<tr>
<td>5. Internal Assessment (Assignments -6 + Attendance- 4)</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

Instructions: The students are required to answer 40 multiple choice questions carrying 1 mark each comprising 10 questions from each of the 4 units of which 2 questions shall be set from each item of the units. Internal assessment shall stress on the speaking/listening skill, assignments, group activities etc.
Recommended Reading:

9. *Foundation English, Book II and III*, Edited by Tara Chadha et al., Publication Division, Delhi University.
12. *Strengthen Your English*, M. Bhaskaran and D. Horsburgh, Oxford University Press, Delhi 1973
Skill Enhancement Courses
Semester- V (Credits-6, Total marks:50)

Paper 1: CREATIVE WRITING

Unit 1. Creative Writing: definition and features
Unit 2. Modes and Forms of Creative Writing
Unit 3. The Art and Craft of Creative Writing
Unit 4. Writing for Media

Unit1: Students shall answer 1 essay type question out of 3, in about 300 words, carrying 10 marks (10 x1=10).

Unit2: Students shall write 2 short-notes out of 5, in about 150 words each, carrying 5 marks each (5x2=10).

Unit3: Students shall develop / transform a creative piece out of the given hints (1 out of 3), carrying 10 marks (10x1=10).

Unit4: Students shall develop / transform a write-up out of the given hints (1 out of 3), carrying 10 marks (10x1=10).

Recommended Reading List:
2. How to Think Like a Writer: A Short Book for Creative Writing Students and Their Tutors by Louise Tondeur, Louise Tondeur, 2017
4. Writing for the Media by Usha Raman, Oxford University Press, 2009
5. First You Write a Sentence by Joe Moran, Penguin, 2018

Semester- VI (Credits-6, Total marks:50)

Paper 2: English Language Teaching (ELT)

Unit-I: Knowing the Learner:

i. Educational, social, cultural and linguistic background
ii. Age, interests, level of autonomy, personality and individual differences
iii. Level of attainment of all four domains of acquisition of LSRW in the 1st and 2nd languages
iv. Preferred ways of learning, group dynamics, any special educational needs
v. Strategies to know the learners and to motivate the learners
Unit-II: Structures of English Language:

i. Sentences
ii. Clauses
iii. Phrases
iv. Words
v. Morphemes

Unit-III: Methods of teaching English Language and Literature

A. Methods of teaching English Language
   i. Grammar Translation
   ii. Direct Method
   iii. Audio-Lingualism
   iv. Structural Approach
   v. Functional Approach
   vi. Communicative Language Teaching

B. Methods of Teaching English Literature
   i. Language-Based Approach
   ii. Paraphrastic Approach
   iii. Information-Based Approach
   iv. Personal-Response Approach
   v. Moral-Philosophical Approach
   vi. Stylistic Approach.

Unit-IV: Assessing Language Skills:

i. Principles of Evaluation
ii. Types of Test
iii. Testing the Skills of Reading and Writing
iv. Testing the Skills of Speaking and Listening
v. Testing the Skills of Literary Comprehension

INSTRUCTIONS:

Unit 1: Students shall answer 2 short-type questions out of 5 carrying 5 marks each (5x2=10) to be set from each one of the five subunits.

Unit II: Students shall answer 2 short-type questions out of 5 carrying 5 marks each (5x2=10) to be set from each one of the five subunits.

Unit III: Students shall answer 2 short-type questions taking one from each group, out of 6(3 to be set from each group), carrying 5 marks each, (5x2=10).

Unit IV: Students shall answer 2 short-type questions out of 5 carrying 5 marks each (5x2=10) to be set from each one of the five subunits.

Recommended Readings: