

UNIVERSITY OF GOUR BANGA



**COMPLETE REVISED SYLLABUS
FOR 3-YEAR DEGREE / 4-YEAR HONOURS
IN**

**ENGLISH MAJOR (SEMESTER I-VIII), MINOR (SEMESTER I-VIII), MDC
(SEMESTER I-III) & AEC (SEMESTER III-IV)**

UNDER

**CURRICULUM AND CREDIT FRAMEWORK FOR UNDERGRADUATE PROGRAMMES
(CCFUP) AS PER NEP, 2020 WITH EFFECT FROM 2026-27**

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08.07.2026
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Curriculum of Major Course (MJ) - for UG Program	
Title of the Course:	Foundations of English Literature and Language (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+ 15 for Tutorial)
MAJOR Paper Code:	ENG-DC-MJ-101
Semester - I	
Credit :4	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge of studying the intersection between language and literature. • The aim is to familiarise students with the history of the English language over the centuries. • It is aimed at acquainting the students with different literary types, tropes, figures of speech, rhyme and metre. • The course seeks to explain English speech sounds and their linguistic significance.
Learning Outcomes of the Course	• The students will be acquainted with the phases and facets of the linguistic evolution of English. • After completing this course, students will be able to identify and explain different literary types, tropes, figures of speech, rhyme and metre. • The course will enable the students to recognise different English speech sounds and their linguistic significance.
Course Content	
Module: I (10)	Philology

	a. General Features of English: Assets and Liabilities of English b. Consonant Shift and Stress Shift c. Scandinavian influences d. French influences e. Greek influences f. Latin influences g. American influences h. Makers and makings of the English language: Christianity and the Bible, Chaucer, Shakespeare, Milton, Johnson, Science, Commerce, Imperialism, Globalization, Mass Media.
Module: II (10)	Phonetics: a)Speech Organs b) Vowel Sounds and Consonant Sounds c) Stress and Intonation d) Phonetic Transcription
Module: III (10)	Literary Types: Ballad, Biography and Autobiography, Comedy, Dramatic Monologue, Elegy, Epic, Essay, Farce, Melodrama, Lyric, Mock Epic, Novel, Ode, Pastoral, Poetic Drama, Romance, Satire, Short Story, Sonnet, Tragedy, Tragicomedy.
Module: IV (10)	Rhetoric (identification of figures of speech from a list of sentences) and Prosody (from a verse stanza)
Recommended Reading	1. Abrams, M. H, and Geoffrey Galt Harpham. <i>A Glossary of Literary Terms</i>. Cengage Learning, 2015. 2. Cuddon, J. A. and Claire Preston. <i>The Penguin Dictionary of Literary Terms and Literary Theory</i>. Penguin Books, 1999. 3. Bose, R. N., and T. S. Sterling. <i>Elements of English Rhetoric and Prosody</i>. Chakravorty, Chatterjee & Co., 1981. 4. Bhattacharya, S. N. <i>A Handbook of Scansion and Figures of Speech</i>. 2nd ed. Indian Books View, 2006. 5. Blackstone, Bernard. <i>Practical English Prosody</i>. Longman, 1965.

	6. Chadha, Tara, et al. editors. <i>Foundation English, Book II and III</i>. Delhi UP. 7. Sood S.C. et al. (eds.) <i>Developing Language Skills-1</i>. Spantech, 1991. 8. <i>Strengthen Your English</i>, M. Bhaskaran and D. Horsburgh, Oxford U P, Delhi 1973. 9. MacMahon, M.K.C. <i>Basic Phonetics</i>. Glasgow: U of Glasgow P, 1993. 10. Ogden, Richard. <i>An Introduction to English Phonetics</i>. Edinburgh U P, 2009. 11. Lorenz, Frank. <i>Basics of Phonetics and English Phonology</i>. Logos Verlag Berlin GmbH, 2013. 12. Roach, Peter. <i>English Phonetics and Phonology Paperback with Audio CDs</i>. Cambridge UP, 2009. 13. Balasubramanian, T. A. <i>Textbook of English Phonetics for Indian Students</i>. Macmillan, 1981. 14. Jespersen, Otto. <i>Growth and Structure of English Language</i>. Foreword by Tirtha Mukherjee, Bookway Publishers, 2021 15. Wrenn, C.L. <i>The English Language</i>. The English Language Book Society and Methuen and Co. Ltd. , London, 1864. 16. Crystal, David. <i>English as a Global Language, 2nd Ed.</i>, Cambridge UP, UK, 2003. 17. Baugh, Albert C. and Thomas Cable. <i>A History of the English Language</i>. 7th Ed. Routledge, London/NY, 2026.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 25 MARKS to be evaluated by the respective colleges) <u>Module I</u> Students shall be required to write 2 short notes out of 5 carrying 5 marks each in about 150 words. (2x5=10) <u>Module II</u>

	Students shall answer any three questions out of four to be set from each one of the four sub-modules, following the flexible question pattern as given below (3x4=12) Students shall write short notes on the function of any 2 of the speech organs, out of 4, in the production of speech sounds with examples: 2 x 2= 4. Students shall give a Three-term label description of 2 speech sounds out of 4: 2 x 2= 4. Students shall answer 1 question out of 2 on “stress” and “intonation”: 4x1=4 Students shall give phonetic transcription of any 4 words out of eight: 1x4=4. <u>Module III</u> Students shall be required to write 4 short notes out of 8 carrying 3 marks each in about 100 words. (3x4=12) <u>Module IV</u> Students shall identify and explain figures of speech from any four sentences out of eight (4x2=8) Students shall scan any one of the verse passages out of two, mention the meter and indicate variations, if any (1x8=8)
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Major Course (MJ) - for UG Program	
Title of the Course:	Introduction to Studying Literature (Total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+ 15 for Tutorial)
MAJOR Paper Code:	ENG-DC-MJ-201
Semester - II	
Credit :4	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge of how to study the major forms of literature. • It is also aimed at acquainting the students with different writing styles. • The course seeks to highlight the cultural significance of a selection of texts representing major literary traditions and concerns.
Learning Outcomes of the Course	• After completing this course students will be able to interpret and assess major forms of literature. • The course will enable the students to understand the aesthetics at work behind different writing styles. • The course will enable students to read texts as cultural products.
Course Content	
Module: I (10)	Studying Poetry Option-1: • “Loving in Truth” (<i>Astrophel and Stella</i> 1) by Sir Philip Sidney • “Break, Break, Break” by Lord Alfred Tennyson • “Ode of Girls’ things” by Sharon Olds

	Option 2: • “Epitaph” by Katherine Philips • “If” by Rudyard Kipling • “A Pastoral” by Agha Shahid Ali Thrust Areas: Metre, Form, Rhyme, Diction, Context, Culture, and Identity
Module: II (10)	Studying Fiction Option-1: • “The Last Leaf” by O. Henry • “The Fly” by Katherine Mansfield • “A Woman and a Child” by Attia Hosain Option-2: <i>Emma</i> by Jane Austen Thrust Areas: Plot, Setting, Characterization, Narration, Context, Culture, and Identity
Module: III (10)	Studying Drama Option-1: <i>Progress</i> by St. John Ervine Option-2: <i>The Importance of Being a Woman</i> by Rachel Crothers Thrust Areas: Character, Plot, Conflict, Dramaturgy, Context, Culture, and Identity
Module: IV (10)	Studying Non-Fiction Option-1: • “Of Studies” by Francis Bacon • “Forgetting” by Robert Lynd • “A House can Hurt, a Home can Heal” by Maya Angelou Option-2: <i>The Story of My Life</i> by Helen Keller

	Thrust Areas: Style, Language, Point of View, Structure, Context, Culture, and Identity
Recommended Reading List:	1. <i>Sir Philip Sidney: The Major Works</i>. Edited by Katherine Duncan Jones, OUP, 2009. 2. <i>Alfred Tennyson: Major Works</i>. Edited by Adam Roberts, OUP, 2009. 3. Olds, Sharon. <i>Odes</i>. Vintage, 2016. 4. <i>The Collected Works of Katherine Philips : The Matchless Orinda</i> (Internet Archive), 1990. 5. <i>Selected Poems: Rudyard Kipling</i>. Edited by Peter Keating, Penguin, 2006. 6. Ali, Agha Shahid. <i>The Country Without a Post Office</i>. Ravi Dayal, 1997. 7. Leonard, John. <i>The Poetry Handbook</i>. OUP, 1996. 8. <i>O. Henry: Selected Stories</i>, edited by Guy Davenport, Penguin, 1993. 9. <i>Katherine Mansfield: Collected Stories</i>, edited by Ali Smith, Penguin, 2009. 10. Hossain, Attia. <i>Phoenix Fled</i>. Virago, 1953. 11. Austen, Jane. <i>Emma</i>. Edited by John Mullan, OUP, 2022. 12. <i>Four One Act Plays</i> by St. John Ervine (Internet Archive) 13. <i>Six One Act Plays</i> by Rachel Crothers (Internet Archive) 14. <i>The Essays by Francis Bacon</i>, edited by John Pitcher, Penguin, 2014. 15. <i>Practical English Prose and Verse</i>. Edited by G.E.B. Coe, Orient Blackswan, 1977. 16. Angelou, Maya. <i>Even the Stars Look Lonesome</i>. Little Brown Book Group, 2013. 17. Keller, Helen. <i>The Story of My Life</i>, Dover Thrift Editions, 2012. 18. Hawthorn, Jeremy. <i>Studying the Novel</i>. Bloomsbury, 2022. 19. Fallon, Erin, et al. <i>A Readers Companion to the Short Story in English</i>, Routledge, 2013.

	20. <i>The Cambridge Companion to Autobiography</i>. Edited by Maria DiBattista, CUP, 2014. 21. <i>The Cambridge Companion to the Essay</i>. Edited by Kara Wittman & Eva Kindley, CUP, 2022.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 25 MARKS to be evaluated by the respective colleges) Question Pattern and Marks Distribution <u>Section–A</u> (8X4=32) Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer four essay type questions, taking one from any one option of each module. <u>Section–B</u>(2X9=18) Two short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 9 (nine) short type questions in all.
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Major Course (MJ) - for UG Program	
Title of the Course:	British Literature: 16TH & 17TH CENTURY (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+15 for Tutorial)
MAJOR Paper Code:	ENG-DC-MJ-301
Semester - III	
Credit :4	
Objectives of the Course:	• This course is designed to disseminate knowledge of English literature in the 16th and 17th centuries. • It is also aimed at acquainting the students with major events, movements, influences, and writers of the period. • The course seeks to highlight the cultural significance of a selection of texts representing major literary traditions of the period.
Learning Outcomes of the Course	• After completing this course, students will be able to interpret and assess the drift of English literature in the 16th and 17th centuries against its intellectual and literary background. • The course will enable the students to understand the aesthetics and politics at work behind different literary traditions of the period. • The course will enable students to read texts culturally.
Course Content	
Module: I (10)	Option 1:

	• “Sonnet LVII ‘Sweet warrior...’”, “Sonnet LXXV ‘One day I wrote her name’” by Edmund Spenser • “Sonnet 73”, “Sonnet 145” by William Shakespeare • “The Good Morrow”, “Batter My Heart” by John Donne Option 2: <i>The Rover</i> by Aphra Behn
Module: II (10)	Option-1: <i>Edward-II</i> by Christopher Marlowe Option-2: <i>The Alchemist</i> by Ben Jonson
Module: III (10)	Option-1: <i>Macbeth</i> by William Shakespeare Option-2: <i>The Merchant Of Venice</i> by William Shakespeare
Module: IV (10)	Option-1: <i>Paradise Lost Book-I</i> by John Milton Option-2: <i>Mac Flecknoe</i> by John Dryden
Book List	1. <i>Shakespeare’s Sonnets</i>. Edited by Katherine Duncan-Jones, Arden Edition, Third Series, 2013. 2. Burrow, Colin, et.al. <i>Metaphysical Poetry</i>. Penguin Classics, 2006. 3. <i>Edward II</i>. Edited by Martin Wiggins & Robert Lindsey, Bloomsbury, 2014. 4. <i>Cambridge Companion to Christopher Marlowe</i>. Edited by Patrick Cheney, 2004. 5. Chowdhury, Aditi, and Rita Goswami. <i>A History of English Literature: Traversing the Centuries</i>. Blackswan, 2014. 6. Choudhury, Bibhash. <i>English Social and Cultural History: An Introductory Guide and Glossary</i>. PHI, 2010. 7. <i>The Merchant of Venice</i>. Edited by John Drakakis, Arden Shakespeare, 3rd Series, Bloomsbury, 2014. 8. <i>Macbeth</i>. Edited by Kenneth Muir, Arden Shakespeare, 2nd Series, Thomson Learning, 1989.

	9. <i>The Oxford Companion to Shakespeare</i>. Edited by Michael Dobson, OUP, 2015. 10. Larsen, Kenneth J. Edmund Spenser's <i>Amoretti and Epithalamion: A Critical Edition</i>. State University of New York, 1997. 11. <i>English literature in Context</i>. Edited by Paul Poplawski, Cambridge University Press, 2018. 12. <i>Love Canonized: The Poetry of Spenser and Donne</i>. Edited by Aruni Mahapatra and Kanav Gupta, Worldview, 2014. 13. <i>The Alchemist</i>. Edited by Elizabeth Cook, Methuen Drama, 2016. 14. <i>Paradise Lost 1 & 2</i>. Edited by Vrinda Nabar, Orient Blackswan, 2011. 15. <i>Macflecknoe</i>. Edited by Madhu Grover, Worldview, 2001. 16. <i>The Rover</i>. Edited by Asha S Kanwar & Anand Prakash, Worldview, 2000.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 25 MARKS to be evaluated by the respective colleges) Question Pattern and Marks Distribution <u>Section-A</u> Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer 04 (four) essay type questions, taking one from any one option of each module. <u>Section-B</u> Two short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 09 (nine) short type questions in all.

Method of Internship, Apprenticeship, Project, Community Engagement:	Not Applicable
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Curriculum of Major Course (MJ) - for UG Program	
Title of the Course:	British Literature: Long 18th CENTURY (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+ 15 for Tutorial)
MAJOR Paper Code:	ENG-DC-MJ-302
Semester - III	
Credit :4	
Objectives of the Course:	• This course is designed to disseminate knowledge of English literature in the long 18th century. • It is also aimed at acquainting the students with major events, movements, influences, and writers of the period. • The course seeks to highlight the cultural significance of a selection of texts representing major literary traditions of the period.
Learning Outcomes of the Course	• After completing this course, students will be able to interpret and assess the drift of English literature in the long 18th century against its intellectual and literary background. • The course will enable the students to understand the aesthetics and politics at work behind different literary traditions of the period. • The course will enable students to read texts culturally.
Course Content	
Module: I (10)	Option 1: <i>The Way of the World</i> by William Congreve Option 2: <i>The School for Scandal</i> by R. B. Sheridan

Module: II (10)	Option-1: <i>Robinson Crusoe</i> by Daniel Defoe Option-2: <i>Castle Rackrent</i> by Maria Edgeworth
Module: III (10)	Option-1: <i>The Rape of the Lock</i> by Alexander Pope (Cantos I,II,III) Option-2: • “Sonnet: On the Death of Richard West”, “Ode on a Distant Prospect of Eton College” by Thomas Gray • “Tintern Abbey”, “The Solitary Reaper” by William Wordsworth • “Kubla Khan,” “This Lime Tree Bower My Prison” by S.T. Coleridge
Module: IV (10)	Option-1: • The Tree, Glass by Anne Finch • The Negroes Complaint, Epitaph on a Hare by William Cowper • The Tyger, The Lamb by William Blake Option-2: • “Sonnet XLIV, Written in the Church Yard at Middleton in Sussex”, “Sonnet LVIII, The Glow-Worm” by Charlotte Smith • “To a Mouse”, “A Bard’s Epitaph” by Robert Burns • “With many a weary steps”, “The Battle of Blenheim” by Robert Southey
Book List	1. <i>The Way of the World</i>. Edited by Kajal Sengupta, Oxford University Press, 1997 2. Thomas, David. <i>William Congreve</i>. Palgrave Macmillan, 1992 3. Worth, Katharine. <i>Sheridan & Goldsmith</i>. Bloomsbury, 1992. 4. <i>Robinson Crusoe</i>. Edited by Michael Shinagel, Norton Critical Editions, 1993. 5. <i>Castle Rackrent</i>. Edited by George Watson, Oxford University Press, 2008.

	6. <i>The Rape of the Lock</i>. Edited by Harriet Raghunathan, Worldview Editions, 2007. 7. <i>Pope: The Rape of the Lock (Casebook)</i>. Edited by John Dixon Hunt, Palgrave Macmillan, 1968. 8. <i>Romantic Poets</i>. Edited by Kanav Gupta, Worldview Publications, 2016. 9. Day, Aidan. <i>Romanticism</i>. Routledge, 1995. 10. Probyn, Clive T. <i>English Fiction of the Eighteenth Century 1700-1789</i>. Longman, 1987. 11. Fairer, David. <i>English Poetry of the Eighteenth Century, 1700-1789</i>. Routledge, 2002. 12. <i>The Poems Of Charlotte Smith</i>. Edited by Stuart Curran, Oxford University Press, 1995. 13. <i>Eighteenth-Century Poetry: An Annotated Anthology</i>. Edited by David Fairer and Christine Gerard, Wiley-Blackwell Publishing, 2014. 14. <i>Poems of Robert Southey</i>. Edited by Maurice Fitzgerald.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 25 MARKS to be evaluated by the respective colleges) Question Pattern and Marks Distribution <u>Section-A</u> Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer 04 (four) essay type questions, taking one from any one option of each module. <u>Section-B</u>

	Two short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 09 (nine) short type questions in all.
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Major Course (MJ) - for UG Program	
Title of the Course:	British Literature: Long 19th Century (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+ 15 for Tutorial)
MAJOR Paper Code:	ENG-DC-MJ-401
Semester - IV	
Credit :4	
Objectives of the Course:	• This course is designed to disseminate knowledge of English literature in the long 19th century. • It is also aimed at acquainting the students with major events, movements, influences, and writers of the period. • The course seeks to highlight the cultural significance of a selection of texts representing major literary traditions of the period.
Learning Outcomes of the Course	• After completing this course, students will be able to interpret and assess the drift of English literature in the long 19th century against its intellectual and literary background. • The course will enable the students to understand the aesthetics and politics at work behind different literary traditions of the period. • The course will enable students to read texts culturally.
Course Content	
Module: I (10)	Option 1: • “She Walks in Beauty”, “Prometheus” by Lord Byron

	● “Ode to the West Wind”, “Ozymandias” by P. B. Shelley ● “Ode to a Nightingale”, “To One Who Has been Long in City Pent” by John Keats Option 2: ● “Ulysses”, “The Kraken” by Lord Alfred Tennyson ● “My Last Duchess”, “Memorabilia” by Robert Browning ● “Dover Beach”, “Growing Old” by Matthew Arnold
Module: II (10)	Option-1: <i>Arms and the Man</i> by G. B. Shaw Option-2: <i>Lady Windermere’s Fan</i> by Oscar Wilde
Module: III (10)	Option-1: <i>Pride and Prejudice</i> by Jane Austen Option-2: <i>Hard Times</i> by Charles Dickens
Module: IV (10)	Option-1: ● “Dream Children”, “The Superannuated Man” by Charles Lamb ● “An Apology for Idlers”, “El Dorado” by Robert Louis Stevenson Option-2: ● “On Sundial” , “On Nicknames” by William Hazlitt ● “Limbo”, “Of Modern Travelling” by Vernon Lee
Book List	1. <i>Pride and Prejudice</i>. Edited by James Kinsley, Oxford University Press, 2004. 2. <i>Arms and the Man</i>. Edited by A. C. Ward, Orient Black-Swan, 2011. 3. <i>The Cambridge Companion to George Bernard Shaw</i>. Edited by Christopher Innes, Cambridge University Press, 1998. 4. <i>A Companion to Victorian Poetry</i>. Edited by Richard Cronin, et al, Wiley-Blackwell, 2007.

	5. <i>Robert Browning: 21st-Century Oxford Authors</i>. Edited by Richard Cronin and Dorothy McMillan, Oxford University Press, 2015. 6. <i>Selected Poems: Tennyson</i>. Edited by Christopher Ricks, Penguin, 2007. 7. <i>Tennyson (Longman Critical Readers)</i>. Edited by Dr Rebecca Scott, Routledge, 1996. 8. <i>The Poems of Matthew Arnold</i>. Edited by Kenneth Allott, Penguin, 1985. 9. <i>The Cambridge History of Victorian Literature</i>. Edited by Kate Flint, Cambridge University Press, 2016. 10. Chowdhury, Bibhash. <i>English Social and Cultural History: An Introductory Guide and Glossary</i>. PHI, 2010. 11. Chowdhury, Aditi, and Rita Goswami. <i>A History of English Literature: Traversing the Centuries</i>. Orient BlackSwan, 2014. 12. <i>English literature in Context</i>. Edited by Paul Poplawski, Cambridge University Press, 2018. 13. Moran, Maureen. <i>Victorian Literature and Culture</i>. Continuum International Publishing Group Ltd., 2006. 14. <i>Romantic Poets</i>. Edited by Kanav Gupta, Worldview Publications, 2016. 15. <i>A Companion to Romanticism</i>. Edited by Duncan Wu, Blackwell Publishing, 2009. 16. <i>Lady Windermere's Fan</i>. Edited by Ian Small, Bloomsbury, 2014. 17. <i>Eight Essayists</i>. Edited by A.S. Cairncross. 18. Lee, Vernon. <i>Limbo and Other Essays</i>. 19. Kandola, Sondeep. <i>Vernon Lee</i>. Northcote House, 2010.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 25 MARKS to be evaluated by the respective colleges)

	Question Pattern and Marks Distribution <u>Section-A</u> Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer 04 (four) essay type questions, taking one from any one option of each module. <u>Section-B</u> Two short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 09 (nine) short type questions in all.
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Major Course (MJ) - for UG Program	
Title of the Course:	Early 20th Century British Literature (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+15 for Tutorial)
MAJOR Paper Code:	ENG-DC-MJ-402
Semester - IV	
Credit :4	
Objectives of the Course:	• This course is designed to disseminate knowledge of English literature in the early 20th century. • It is also aimed at acquainting the students with major events, movements, influences, and writers of the period. • The course seeks to highlight the cultural significance of a selection of texts representing major literary traditions of the period.
Learning Outcomes of the Course	• After completing this course, students will be able to interpret and assess the drift of English literature in the early 20th century against its intellectual and literary background. • The course will enable the students to understand the aesthetics and politics at work behind different literary traditions of the period. • The course will enable students to read texts culturally.
Course Content	
Module: I (10)	Option 1: • “The Stolen Child”, “An Acre of Grass” by W. B. Yeats

	• “Spring Offensive”, “The Send Off” by Wilfred Owen • “Funeral Blues”, “The Unknown Citizen” by W. H. Auden Option 2: • “The Preludes” , “The Love Song of J. Alfred Prufrock” by T.S. Eliot • “After they have tired of the brilliance of cities”, “A Stopwatch and an Ordnance Map” by Stephen Spender • “A City Clerk’s Christmas Dream”, “Spring in War Time” by Edith Nesbit
Module: II (10)	Option-1: <i>Justice</i> by John Galsworthy Option-2: <i>The Constant Wife</i> by Somerset Maugham
Module: III (10)	Option-1: <i>A Passage to India</i> by E. M. Forster Option-2: • “The Adventure of the Dancing Men” by Sir Arthur Conan Doyle • “Araby” by James Joyce • “Odour of Chrysanthemums” by D. H. Lawrence • “The Mark on the Wall” by Virginia Woolf
Module: IV (10)	Option-1: • “On Letter Writing” by A.G. Gardiner • “The English Secret” by Basil de Sélincourt • “Shooting an Elephant” by George Orwell • “Functions of a Teacher” by Bertrand Russell Option-2: <i>Testament of Youth: An Autobiographical Study of the Years 1900-1925 (Part I & II)</i> by Vera Brittain
Book List	1. <i>A Passage to India</i>. Edited by Oliver Stallybrass, Penguin, 2005. 2. Cavaliero, Glen. <i>A Reading of E.M. Forster</i>. Macmillan, 1979.

3. *Galsworthy Five Plays*. Edited by Benedict Nightingale, Methuen, 2014.
4. Nesbit, Edith. *Leaves of Life*. Longmans, Green, 1888.
5. *The Mark on the Wall and Other Short Fiction*. Edited by David Bradshaw, OUP., 2001.
6. *A Companion to Virginia Woolf*. Edited by Jessica Berman, Wiley-Blackwell, 2016.
7. *W. B. Yeats: The Major Works*. Edited by Edward Larrissy, OUP, 2010.
8. A.Ross, David. *Critical Companion to William Butler Yeats: A Literary Reference to His Life and Work*. Facts on File Inc. 2009.
9. *The Waste Land and Other Poems*. Edited by Frank Kermode, Penguin, 2003.
10. Southam, BC. *Students' Guide to The Selected Poems Of T. S. Eliot*. Faber and Faber, 1990.
11. Auden, W.H. *Collected Poems*. Faber and Faber, 2007.
12. *W.H. Auden in Context*. Edited by Tony Sharpe, Cambridge University Press, 2013.
13. Childs, Peter. *Modernism* (The New Critical Idiom). Routledge, 2000.
14. *The Collected Short Stories* by D. H. Lawrence, Rupa, 2000.
15. Kearney, Martin F. *Major Short Stories of D. H. Lawrence a Notebook*. Routledge, 2016.
16. Joyce, James. *Dubliners*. Edited by Jeri Johnson, Oxford University Press, 2014.
17. *The Cambridge Companion to James Joyce*. Edited by Derek Attridge, Cambridge University Press, 2004.
18. Nesbit, Edith. *Many Voices*. Hutchinson, 1922.
19. Maugham, Somerset. *The Constant Wife*. George H. Doran Company, 1926.

	20. Brittain, Vera. <i>Testament Of Youth: An Autobiographical Study Of The Years 1900-1925</i>. Victor Gollancz, 1935. 21. <i>Practical English Prose And Verse</i>. Edited by, Orient Blackswan, 1977. 22. Thorpe, Michael. <i>Modern Prose</i>. O.U.P., 1988. 23. Russell, Bertrand. <i>Unpopular Essays</i>. Taylor & Francis, 2009. 24. <i>Selected Poems of Stephen Spender</i>. Edited by Grey Gowrie, Faber & Faber, 2015. 25. <i>The Return of Sherlock Holmes</i>. Edited by Christopher Pittard & Darryl Jones, O.U.P., 2023. 26. Sélincourt, Basil de. <i>The English Secret and Other Essays</i>. O.U.P., 1923.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 25 MARKS to be evaluated by the respective colleges) Question Pattern and Marks Distribution <u>Section-A</u> Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer 04 (four) essay type questions, taking one from any one option of each module. <u>Section-B</u> Two short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 09 (nine) short type questions in all.
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Major Course (MJ) - for UG Program	
Title of the Course:	Post World War-II British Literature (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+15 for Tutorial)
MAJOR Paper Code:	ENG-DC-MJ-403
Semester - IV	
Credit :4	
Objectives of the Course:	• This course is designed to disseminate knowledge of Post World War-II English literature. • It is also aimed at acquainting the students with major events, movements, influences, and writers of the period. • The course seeks to highlight the cultural significance of a selection of texts representing major literary traditions of the period.
Learning Outcomes of the Course	• After completing this course, students will be able to interpret and assess the drift of English literature after World War-II against its intellectual and literary background. • The course will enable the students to understand the aesthetics and politics at work behind different literary traditions of the period. • The course will enable students to read texts culturally.
Course Content	
Module: I (10)	Option 1: • “On the Move”, “The Man with Night Sweats” by Thom Gunn

	• “Hawk Roosting”, “The Trance of Light” by Ted Hughes • “Bogyman”, “Mary Magdalene and the Birds” by Fleur Adcock Option 2: • “Mr. Bleany”, “Ambulances” by Philip Larkin • “My Grandmother’s Houses”, “Lucozade” by Jackie Kay • “The Brutal Game”, “Mortal Combat” by Alex Cockers
Module: II (10)	Option-1: <i>Look Back in Anger</i> by John Osborne Option-2: <i>Cloud 9</i> by Caryl Churchill
Module: III (10)	Option-1: <i>Possession</i> by A. S. Byatt Option-2: • “My Oedipus Complex” by Frank O’Connor • “Who Can Replace a Man?” by Brian Aldiss • “The Werewolf” by Angela Carter • “The Umbrella Man” by Roald Dahl
Module: IV (10)	Option-1: • “The Scientist’s Role” by Aldous Huxley from <i>Collected Essays</i> (Harper & Brothers Publishers) • “Censorship” by Salman Rushdie • “No Laughing Matter” by Martin Amis • “Dead Man Laughing” by Zadie Smith Option-2: <i>Man’s Search for Meaning</i> by Viktor E. Frankl
Book List	1. <i>Look Back in Anger</i>. Edited by Neeraj Malik, Worldview Publications, 2008. 2. Taylor, John Russell. <i>Anger and After: A Guide to the New British Drama</i>. Routledge, 2015. 3. Byatt, A.S. <i>Possession</i>. Vintage, 1991.

4. Burgass, Catherine. *A.S. Byatt's: Possession*. Continuum International Publishing Group, 2002.
5. Noakes, Jonathan, and Margaret Reynolds. *A. S. Byatt: The Essential Guide*. Vintage, 2004.
6. *Four Women Poets: Liz Lochhead, Carol Ann Duffy, Jackie Kay, Fleur Adcock*. Edited by Judith Baxter, Cambridge University Press, 1996.
7. MacKean, Ian. *The Essentials of Literature in English, Post-1914*. Hodder Education, 2005.
8. Sagar, Keith. *The Laughter of the Foxes*. Liverpool University Press, 2006.
9. Kay, Jackie. *Darling: New and Selected Poems*. Bloodaxe books, 2007.
10. Carter, Angela. *The Bloody Chamber: And Other Stories*. Penguin, 2015.
11. Connor, Frank O'. *My Oedipus Complex: and Other Stories* by Penguin, 2005.
12. Dahl, Roald. *Ten Short Stories (Penguin Students Edition)*. Penguin, 1996.
13. Bergonzi, Bernard. *Wartime and Aftermath: English Literature and Its Background, 1939-60*. Oxford Paperbacks, 1993.
14. *A Companion to the British and Irish Short Story*. Edited by David Malcolm, Cheryl Alexander Malcolm, Wiley-Blackwell, 2008.
15. West, Mark I. *Roald Dahl*. Twayne Publishers Inc, 1992.
16. *The Complete Poems of Philip Larkin*, Faber & Faber, 2014.
17. Sarkar, Sunil. *A Companion to Philip Larkin*. Atlantic, 2009.
18. *Nine Indian Women Poets*. Edited by Eunice De Souza, Oxford University Press, 1997.
19. Dharker, Imtiaz. *I Speak for the Devil*. Bloodaxe books, 2002.

	20. Rushdie, Salman. <i>Imaginary Homelands: Essays and Criticism 1981-1991</i>. Random House, 2012. 21. Amis, Martin. <i>The War Against Cliché: Essays and Reviews 1971-2000</i>. Random House, 2010. 22. Smith, Zadie. <i>Changing My Mind: Occasional Essays</i>. Random House, 2009. 23. Christie, Agatha. <i>Agatha Christie: An Autobiography</i>. William Morrow Paperbacks, 1977. 24. <i>Collected Essays</i> by Aldous Huxley. 25. Frankl, Viktor E. <i>Man's Search for Meaning</i>, Rider, 2010.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 25 MARKS to be evaluated by the respective colleges) Question Pattern and Marks Distribution <u>Section-A</u> Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer 04 (four) essay type questions, taking one from any one option of each module. <u>Section-B</u> Two short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 09 (nine) short type questions in all.
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Major Course (MJ) - for UG Program	
Title of the Course:	Indian Writings in English & English Translation (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+15 for Tutorial)
MAJOR Paper Code:	ENG-DC-MJ-501
Semester - V	
Credit :4	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge of Indian literature in English and English translation across the centuries. • It is also aimed at acquainting the students with major events, movements, influences, and writers of Indian English and Bhasha literature. • The course seeks to highlight the cultural significance of a selection of texts representing major literary traditions of English and Bhasha literatures.
Learning Outcomes of the Course	• After completing this course, students will be able to interpret and assess the drift of Indian English and Bhasha literature across the centuries against their intellectual and literary background. • The course will enable the students to understand the aesthetics and politics at work behind the projects and processes of: a) abrogation and appropriation of English language and English literature to represent Indian reality and sensibility, and, b) translation and transcreation of Bhasha literatures into English.

	The course will enable students to read texts as hybrid cultural products that balance the conflicting claims of Indian sensibility and English as the linguistic medium.
Course Content	
Module: I (10)	Option 1: “Enterprise”, “The Night of the Scorpion” by Nissim Ezekiel “An Introduction”, “Delhi 1984” by Kamala Das “Small Towns and the River”, “The Voice of the Mountain” by Mamang Dai Option 2: “Banalata Sen of Natore”, “One Day Eight Years Ago” by Jibananda Dash “House”, “My Past Sits Heavy on My Shoulder” by Kaifi Azmi “The City, Evening, and an Old Man: Me”, “The Taste of Iron” by Dhumil (Sudama Pandey)
Module: II (10)	Option-1: <i>Abhigyan Shakuntalam</i> by Kalidasa Option-2: <i>Evam Indrajit</i> by Badal Sircar Option-3: <i>Thus Spake Shoorpanakha, So Said Shakuni</i> by Poile Sengupta
Module: III (10)	Option-1: <i>The Guide</i> by R. K. Narayan Option-2: <i>Fire on the Mountain</i> by Anita Desai Option-3: “Kabuliwala” by Rabindranath Tagore “A Defective Coin” by Roma Das “The Letter” by Dhumketu “Tiny’s Granny” by Ismat Chughtai
Module: IV (10)	Option-1: “Myth and the Indian Writer in English: A Note” by P. Lal “The Anglo-Indian” by Irwin Allan Sealy

	● “Indian Traditions and the Western Imagination” by Amartya Sen Option-2: <i>Amar Jiban</i> translated by Enakshi Chattopadhyay Option-3: <i>Wings of Fire</i> by A.P.J. Abdul Kalam
Book List	1. <i>Abhijnana Shakuntalam</i>. Edited by M.R. Kale, Motilal Banarasidass, 2010. 2. Miller, Barbara Stoller. <i>The Plays of Kalidasa: Theatre of Memory</i>. Motilal Banarsidass, 1999. 3. <i>Interventions: Indian Writing in English</i>. Edited by Anand Prakash, Worldview Publications, 2016. 4. <i>A Warble of Postcolonial Voices (Poems) Vol II.</i>, Worldview Publications, 2016. 5. <i>Selected Poems: Kamala Das</i>. Edited by Devendra Kohli, Penguin, 2014. 6. <i>Selected Poems: Jibanananda Das</i>. Translated by Chidananda Das Gupta, Penguin, 2006. 7. <i>Selected Poems: Kaifi Azmi</i>. Translated by Pavan K. Verma, Penguin, 2002. 8. <i>The Bloomsbury Anthology of Great Indian Poems</i>. Edited by Abhay K, Bloomsbury, 2020. 9. <i>These My Words: The Penguin Book of Indian Poetry</i>. Edited by Eunice de Souza, Penguin, 2012 10. <i>Three Modern Indian Plays</i>. Oxford India Press, 1998 11. Sengupta, Poile. <i>Women Centre Stage: The Dramatist and the Play</i>. Taylor & Francis, 2020. 12. Narayan, R. K. <i>The Guide</i>. Indian Thought Publications, 2010. 13. Desai, Anita. <i>Fire on the Mountain</i>. Penguin, 2021. 14. <i>The Return of Khokababu Stories of Rabindranath Tagore</i>. Translated by Sipra Bhattacharya, Harper Collins, 2009.

15. *Contemporary Indian Short Stories, series I & II*, Sahitya Akademi, 2016.
16. *Aspects of Indian Writing in English*. Edited by M . K. Naik, Trinity, 2007.
17. *The Picador book of Modern Indian Literature*. Edited by Amit Chaudhuri, Permanent Black, 2007.
18. Sen, Amartya. *The Argumentative Indian Writings on Indian History, Culture and Identity*. Farrar, Straus and Giroux, 2013.
19. Ghosh, Amitav. *The Imam and the Indian Prose Pieces*. Penguin, 2010.
20. *Amar Jiban*. Translated by Enakshi Chattopadhyay, Writers' Workshop, 2020.
21. *Wings Of Fire: An Autobiography* (Arun Tiwari), Universities Press, 1999.
22. *A History of Indian Poetry in English*. Edited by Rosinka Chaudhuri, South Asia Edition, Cambridge University Press, 2017.
23. Crow, Brian, and Chris Banfield. *An Introduction to Post-Colonial Theatre*. Cambridge University Press, 1996.
24. *A Talent for the Particular: Critical Essays on R. K. Narayan*. Edited by Ramond Jean Frontain and Basudeb Chakraborti, Worldview Publications, 2011.
25. King, Bruce. *Modern Indian Poetry in English*. Revised Edition, Oxford University Press, 2005.
26. Ellist, Catriona. "Remembering pre-independence childhoods in South India". JSTOR, 2019, <https://www.jstor.org/stable/48543581>.
27. Mukherjee, Sreemati. *Women and the Romance of the Word 19th Century Contexts in Bengal*. Bloomsbury, 2024.
28. *Living the Postcolonial: Indian Literature in Perspective*. Ed. By, Srideep Mukherjee, Gangchil, 2016.
29. *The Oxford Companion to Indian Theatre*. Edited by Ananda Lal, OUP, 2004.

Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 25 MARKS to be evaluated by the respective colleges) Question Pattern and Marks Distribution <u>Section-A</u> Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer 04 (four) essay type questions, taking one from any one option of each module. <u>Section-B</u> Two short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 09 (nine) short type questions in all.
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Major Course (MJ) - for UG Program	
Title of the Course:	Postcolonial Literatures (Excluding India) (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+15 for Tutorial)
MAJOR Paper Code:	ENG-DC-MJ-502
Semester - V	
Credit :4	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge of post-colonial literature across regions and types of colonisation. • It is also aimed at acquainting the students with major events, movements, influences, and writers that have shaped the centre-margin relationship and its diverse literary representations. • The course seeks to highlight the cultural significance of a selection of texts representing major colonial, post-colonial and neo-colonial traditions.
Learning Outcomes of the Course	• After completing this course, students will be able to interpret and assess the drift of post-colonial literature across regions and phases. • The course will enable the students to understand the aesthetics and politics at work behind different literary traditions of post-coloniality. • The course will enable students to read texts as historical, sociological and cultural products.
Course Content	

Module: I (10)	Option 1: ● “Discoverers of Chile”, “The Way Spain Was” by Pablo Neruda ● “The Sari”, “The Country at My Shoulder” by Moniza Alvi ● “Ulysses by the Merlion”, “Cry, Freedom” by Edwin Thumboo Option 2: ● “A Myth Reworked”, “Bangladesh’71” by Kaiser Haq ● “A Far Cry from Africa”, “Names” by Derek Walcott ● “Australia 1970”, “Nigger’s Leap, New England” by Judith Wright
Module: II (10)	Option-1: <i>Death and the King’s Horseman</i> by Wole Soyinka Option-2: <i>No Sugar</i> by Jack Davis Option-3: <i>The Killdeer</i> by James Reaney
Module: III (10)	Option-1: <i>Things Fall Apart</i> by Chinua Achebe Option-2: <i>My Name is Red</i> by Orhan Pamuk Option-3: ● “Haunting the Tiger” by K. S. Maniam ● “A Family Affair” by Ken Saro-Wiwa ● “The Old Man with Enormous Wings” by Gabriel García Márquez ● “Lusus Naturae” by Margaret Atwood
Module: IV (10)	Option-1: ● “Three Principles of the People” by Sun Yat-sen ● “The Writer and His Past” by Ngũgĩ wa Thiong’o ● “Postcolonialism and Environmentalism” by Rob Nixon ● “Football and FIFA in the Postcolonial World” by John Sugden & Alan Tomlinson Option-2: <i>A Passage to France from The Days</i> by Taha Hussein

	Option-3: <i>Sukarno, an Autobiography</i> by Sukarno & Cindy Adams
Book List	1. <i>Neruda, Walcott and Atwood Poets of the Americas</i>. Edited by Ajanta Dutt, Worldview Critical Editions, 2010. 2. <i>Contemporary Literature of Asia</i>. Edited by Arthur W. Biddle et al., Prentice Hall, 1996. 3. <i>Gabriel García Márquez: Collected Stories</i>. Penguin, 2014 4. <i>Death and the King's Horseman</i>. Edited by Jane Plastow, Bloomsbury, 2017. 5. Achebe, Chinua. <i>Things Fall Apart</i>. Penguin, 2001. 6. Haq, Kaiser. <i>Published in the Streets of Dhaka: Collected Poems 1966-2006</i>. Dhaka: writers.ink, 2007. 7. <i>An Anthology of Commonwealth Poetry</i>. Edited by C. D. Narasimhaiah, Macmillan, 2010. 8. Reaney, James. <i>The Killdeer and Other Plays</i>. Macmillan, 1962. 9. Davis, Jack. <i>No Sugar</i>. Currency Press, 1986. 10. Pamuk, Orhan. <i>My Name is Red</i>, Faber, 2011. 11. <i>Story-Wallah! A Celebration of South Asian Fiction</i>. Edited by Shyam Selvadurai, Dundurn Press, 2004. 12. Saro-Wiwa, Ken. <i>A Forest of Flowers: Short Stories</i>. Longman, 2008. 13. Atwood, Margaret. <i>Stone Mattress</i>. Virago, 2014 14. <i>The Nationalism Reader</i>. Edited by Omar Dahbour & Micheline Ishay, Humanities Press, 1995. 15. wa Thiong'o, Ngũgĩ. <i>Homecoming</i>. Heinemann, 1972. 16. <i>Sport & Postcolonialism</i>. Edited by John Bale & Mike Cronin, Routledge, 2003.

	17. <i>Postcolonial Studies and Beyond</i>. Edited by Ania Looma, et al. Permanent Black, 2010. 18. Hussein, Taha. <i>The Days His Autobiography in Three Parts (Modern Arabic Writing)</i>. American University in Cairo Press, 2001. 19. <i>Sukarno; An Autobiography</i>. (Internet Archive) 20. “Sukarno, the Ideologue” by Justus M. van der Kroef, JSTOR, https://doi.org/10.2307/2754798. 21. Malti-Douglas, Fedwa. <i>Blindness and Autobiography: Al-Ayyam of Taha Husayn</i>. Princeton Legacy Library, 1988. 22. Innes, C.L. <i>Chinua Achebe</i>. Cambridge University Press, 1990 23. Bowers, Maggie Ann. <i>Magic Realism</i>. Routledge, 2004 24. Pelayo, Rubén. <i>Gabriel García Márquez: a Critical Companion</i>. Greenwood Press, 2001. 25. Huggan, Graham, and Helen Tiffin. <i>Postcolonial Ecocriticism: Literature, Animals, Environment</i>. Routledge, 2006.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 25 MARKS to be evaluated by the respective colleges) Question Pattern and Marks Distribution <u>Section-A</u> Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer 04 (four) essay type questions, taking one from any one option of each module. <u>Section-B</u> Two short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 09 (nine) short type questions in all.

Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.
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Curriculum of Major Course (MJ) - for UG Program	
Title of the Course:	American Literature (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+15 for Tutorial)
MAJOR Paper Code:	ENG-DC-MJ-503
Semester - V	
Credit :4	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge of American literature across the centuries. • It is also aimed at acquainting the students with major events, movements, influences, and writers of the period. • The course seeks to highlight the cultural significance of a selection of texts representing major literary traditions of American literature.
Learning Outcomes of the Course	• After completing this course, students will be able to interpret and assess the drift of American literature across the centuries against its intellectual and literary background. • The course will enable the students to understand the aesthetics and politics at work behind different literary traditions of the period. • The course will enable students to read texts as products of socio-political and historio-cultural forces and phenomena.
Course Content	
Module: I (10)	Option 1:

	● “I Sit and Lookout”, “O Captain! My Captain!” by Walt Whitman ● “Emperor of Ice Cream”, “Not Ideas of the Thing but the Thing Itself” by Wallace Stevens ● “Song for a Dark Girl”, “Let America be America Again” by Langston Hughes Option 2: ● “Sunflower Sutra”, “September on Jessore Road” by Allen Ginsberg ● “Whose House is This?”, “Eve Remembering” by Toni Morrison ● “Crow Testament”, “Evolution” by Sherman Alexie
Module: II (10)	Option-1: <i>The Crucible</i> by Arthur Miller Option-2: <i>Roar</i> by Betty Shamieh Option-3: <i>The Zoo Story</i> by Edward Albee
Module: III (10)	Option-1: <i>A Farewell to Arms</i> by Ernest Hemingway Option-2: <i>Parable of the Sower</i> by Octavia Estelle Butler Option-3: ● “How I Edited an Agricultural Paper” by Mark Twain ● “The Devil and Daniel Webster” by Stephen Vincent Benét ● “Mondongo” by Amiri Baraka ● “Mother Tongue” by Amy Tan
Module: IV (10)	Option-1: ● “Of Monarchy and Hereditary Succession” by Thomas Paine ● “Self Reliance” by Ralph Emerson ● “America’s Debt to the Indian Nations” by Leslie Marmon Silko ● “Values” by Barack Obama from The Audacity of Hope Thoughts on Reclaiming the American Dream

	Option-2: <i>Memoirs</i> by Tennessee Williams Option-3: <i>Searching for Mercy Street My Journey Back to My Mother</i>, Anne Sexton by Linda Gray Sexton
Book List	1. <i>This Unsettling Place Readings in American Literature</i>. Edited by Akhil Katyal and Anannya Dasgupta, Worldview Publications, 2016. 2. Hemingway, Ernest. <i>A Farewell to Arms</i>. RHUK, 1994. 3. <i>Leaves of Grass</i>. Edited by Michael Moon, Norton Critical Editions, 2002. 4. <i>Wallace Stevens: Selected Poems</i>. faber & faber, 2010 5. <i>The Essential Ginsberg</i>. Penguin, 2015. 6. <i>The Collected Poems of Langston Hughes</i>. Edited by Arnold Rampersad, Vintage, 1995. 7. Bennett, Fiona. <i>Poems as Friends: The Poetry Exchange</i> (10th Anniversary Anthology). Quercus Publishing, 2016. 8. <i>The Crucible</i>. Edited by Soyica Diggs, Methuen, 2022. 9. Shamieh, Betty. <i>Roar</i>. Broadway Play Publishing, 2005. 10. Albee, Edward. <i>The Zoo Story and Other Plays</i>. Penguin, 1995 11. Butler, Octavia Estelle. <i>Parable of the Sower</i>. Grand Central Pub. 2000. 12. <i>Mark Twain's Library of Humor</i>, Modern Library, 2000. 13. Benét, Stephen Vincent. <i>The Devil and Daniel Webster and Other Writings</i>. Penguin, 1999. 14. Baraka, Amiri. <i>Tales of the Out & the Gone</i>. Akashic Books, 2007. 15. "Mother Tongue" by Amy Tan. 16. "Of Monarchy" by Thomas Paine. 17. "Self Reliance" by Ralph Waldo Emerson.

	18. Silko, Leslie Marmon. <i>Yellow Woman and a Beauty of the Spirit</i>. Simon & Schuster, 2013. 19. Snodgrass, Mary Ellen. <i>Leslie Marmon Silko: A Literary Companion</i>. McFarland, 2014. 20. Obama, Barack. <i>The Audacity of Hope: Thoughts on Reclaiming the American Dream</i>. Crown, 2006. 21. <i>Memoirs</i> by Tennessee Williams, Penguin, 2007. 22. Sexton, Linda Gray. <i>Searching for Mercy Street: My Journey Back to My Mother, Anne Sexton</i>. Counterpoint, 2011. 23. <i>The Cambridge Companion to American Novelists</i>. Edited by Timothy Parrish, CUP, 2012. 24. <i>The Cambridge Companion to American Poets</i>. Edited by Mark Richardson, CUP, 2015. 25. <i>The Cambridge Companion to American Theatre Since 1945</i>. Edited by Julia Listengarten, CUP, 2021. 26. Matterson, Stephen. <i>American Literature: The Essential Glossary</i>. Bloomsbury, 2002.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 25 MARKS to be evaluated by the respective colleges) Question Pattern and Marks Distribution <u>Section-A</u> Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer 04 (four) essay type questions, taking one from any one option of each module. <u>Section-B</u> Two short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set

	from each option of each module. Students shall answer 09 (nine) short type questions in all.
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Major Course (MJ) - for UG Program	
Title of the Course:	European Literatures in English Translation (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+15 for Tutorial)
MAJOR Paper Code:	ENG-DC-MJ-504
Semester - V	
Credit :4	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge of European literature in English translation. • It is also aimed at acquainting the students with some of the major events, movements, influences, and writers of the different European countries excluding the United Kingdom. • The course seeks to highlight the cultural significance of a selection of texts representing major European countries and their literary traditions.
Learning Outcomes of the Course	• After completing this course, students will be able to interpret and assess the translated texts and their authors from the different European countries. • The course will enable the students to understand the aesthetics and politics at work behind the project and process of translation. • The course will enable students to read texts as cultural, sociological, and ideological products.
Course Content	

Module: I (10)	Option 1: <i>The Iliad</i> (Book I & II) by Homer Option 2: • “The Albatross”, “At One’O Clock in the Morning” by Charles Baudelaire • “Autumn Day”, “The Boy” by Rainer Maria Rilke • “Requiem”, “Lot’s Wife” by Anna Akhmatova
Module: II (10)	Option-1: <i>Oedipus the King</i> by Sophocles Option-2: <i>Six Characters in Search of an Author</i> by Luigi Pirandello Option-3: <i>The Good Person of Szechwan</i> by Bertolt Brecht
Module: III (10)	Option-1: <i>Fathers and Son</i> by Ivan Turgenev Option-2: • Selections from Ovid’s <i>Metamorphosis</i>: Book I from “The Creation” to “The Flood”, Book III: ‘Bacchus’, Book IV: ‘Pyramus and Thisbe’, Book VI: ‘Philomela’ Option-3: • “The Bet” by Anton Chekhov • “The Necklace” by Guy De Maupassant • “The Road to the Churchyard” by Thomas Mann • “For Grace Received” by Valeria Parella
Module: IV (10)	Option-1: • “Revolution and Culture” by Maxim Gorky • “The Unbeliever and Christians” by Albert Camus • “On education” by Antonio Gramsci • “The Eternal Woman” by Gertrud von le Fort Option-2: <i>The Prince</i> by Niccolo Machiavelli Option-3: <i>The Diary of a Young Girl</i> by Anne Frank

Book List

1. Homer. *The Iliad*. Translated by E.V. Rieu, Penguin, 2003.
2. *The Good Woman of Setzuan*. Edited by Tom Kuhn and Charlotte Ryland, Bloomsbury, 2003.
3. *Six Characters in Search of an Author*. Translated by John Linstrum, Bloomsbury, 2014.
4. *Oedipus Rex*. Edited by Angie Varakis, Methuen, 2008.
5. *Metamorphoses (Norton Critical Edition)*. Edited by Charles Martin, W.W. Norton and Company, 2010.
6. *The Oxford Companion to Classical Literature*. Edited by M.C. Howatson, Oxford University Press, 2013.
7. *The Steppe and Other Stories*. Translated by Ronald Hingley, O.U.P. 2009.
8. *A Day in the Country and Other Stories*. Translated by David Coward, O.U.P. 2009.
9. *Death in Venice and Other Stories*. Translated by Nicola Luckhurst and Ritchie Robertson, O.U.P. 2026.
10. Parrella, Valeria. *For Grace Received*. Europa Editions, 2009.
11. Turgenev, Ivan. *Fathers and Sons*. Signet, 2005.
12. Gorky, Maksim. *Untimely Thoughts: Essays on Revolution, Culture and the Bolsheviks, 1917-18*. Garnstone Press Ltd, 1972.
13. Camus, Albert. *The Rebel*. Penguin, 2010.
14. Fort, Gertrud von le. *The Eternal Woman The Timeless Meaning of the Feminine*. Ignatius Press, 2010.
15. *The Prince*. Edited by Robert M. Adams, Norton, 1992.
16. Frank, Anne. *The Diary of a Young Girl*. Fingerprint Publishing, 2014.
17. *The Cambridge Companion to European Novelists*. Edited by Michael Bell, CUP, 2012.

	18. Cohen, Walter. <i>A History of European Literature</i>. OUP, 2017. 19. Travers, Martin. <i>An Introduction to Modern European Literature from Romanticism to Postmodernism</i>. Macmillan, 1998. 20. <i>History of European Drama and Theatre</i> by Erika Fischer- Lichte, Routledge, 2002.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 25 MARKS to be evaluated by the respective colleges) Question Pattern and Marks Distribution <u>Section-A</u> Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer 04 (four) essay type questions, taking one from any one option of each module. <u>Section-B</u> Two short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 09 (nine) short type questions in all.
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Major Course (MJ) - for UG Program	
Title of the Course:	Women's Writings (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+15 for Tutorial)
MAJOR Paper Code:	ENG-DC-MJ-601
Semester - VI	
Credit: 4	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge of women's writings across regions and periods. • It is also aimed at acquainting the students with major events, movements, influences, and writers that have shaped women's mental horizon as producers and consumers of literature. • The course seeks to highlight the cultural significance of a selection of texts representing major traditions of women's writings.
Learning Outcomes of the Course	• After completing this course, students will be able to interpret and assess the drift of women's writings across regions and periods. • The course will enable the students to understand the aesthetics and politics at work behind women's writings. • The course will enable students to read texts as gendered expressions.
Course Content	
Module: I (10)	Option 1: • "A Narrow Fellow in the Grass", "I can't live with you" by Emily Dickinson

	• “Daddy”, “Lady Lazarus” by Sylvia Plath • “From the Streets (1)”, “My Country, I Will Build You” by Simin Behbahani Option 2: • “Goblin Market”, “To my Mother on the Anniversary of her Birth” by Christina Georgina Rossetti • “Kaali”, “Her Thighs Still Smell of Milk” by Nabanita Kanungo • “Mother’s Song”, “A Woman Speaks of Grandchildren” by Shirley Geok-lin Lim
Module: II (10)	Option-1: <i>Brides are Not for Burning</i> by Dina Mehta Option-2: <i>Perfect Pie</i> by Judith Thompson Option-3: <i>Talking in Tongues</i> by Winsome Pinnock
Module: III (10)	Option-1: <i>The Color Purple</i> by Alice Walker Option-2: <i>The Zoya Factor</i> by Anuja Chauhan Option-3: • “The Yellow Wallpaper” by Charlotte Perkins Gilman • “Bliss” by Katherine Mansfield • “Sacrilege” by Ashapurna Devi • “Me and My Sister” by Alifa Rifaat
Module: IV (10)	Option-1: • Chapter-IV from <i>A Vindication of the Rights of Woman</i> by Mary Wollstonecraft • “Women Writing in India at the Turn of the Century” by Nabaneeta Dev Sen • “Postfeminism™: Celebrity Feminism, Branding and the Performance of Activist Capital” by Red Chidgey • “Nobel Lecture, December 10, 2014” by Malala Yousafzai Option-2: <i>A Room of One’s Own</i> by Virginia Woolf Option-3: <i>This Child Will Be Great</i> by Ellen Johnson Sirleaf

Book List

1. *The Complete Poems of Emily Dickinson*. Edited by Thomas H. Johnson, Back Bay Books, 1976.
2. *Who's Afraid of Women's Writing*. Edited by Swati Moitra & Ruchi Sharma, Worldview, 2021.
3. *A Cup of Sin Selected Poems* by Simin Behbahani, Syracuse University Press, 1999.
4. *Victorian Women Poets: An Annotated Anthology*. Edited by Virginia Blain, Taylor & Francis, 2014.
5. Kanungo, Nabanita. *A Map of Ruins*. Sahitya Akademi, 2014.
6. Lim, Shirley Geok- lin. *Crossing the Peninsula and Other Poems*. Heinemann, 1980
7. Mehta, Dina. *Brides are Not for Burning*. Rupa, 1993
8. *Perfect Pie* by Judith Thompson, Playwrights Canada Press, 2000.
9. *The Methuen Drama Book of Plays* by Black British Writers. Edited by Lynette Goddard, Bloomsbury, 2011.
10. *The Color Purple* by Alice Walker, Weidenfeld & Nicolson, 2022.
11. *The Zoya Factor* by Anuja Chauhan, Westland, 2016.
12. *The Mystery that is Woman (Ashapurna Devi)*. Translated by Ruma Chakravarti, Vitasta Publication, 2019.
13. *Distant View of a Minaret And Other Stories* by Alifa Rifaat, Heinemann, 1987.
14. Wollstonecraft, Mary. *A Vindication of the Rights of Woman*. Edited by Deidre Shauna Lynch, Norton Critical Editions, Norton, 2009.
15. *Growing Up as a Woman*. Edited by Jasbir Jain, Sahitya Akademi, 2007.
16. Red Chidgey. "Postfeminism™: celebrity feminism, branding and the performance of

	activist capital.” Feminist Media Studies, 2021. 17. <i>Room of One’s Own Annotated</i>. Edited by Susan Gubar, Mariner Books, 2005. 18. <i>This Child Will Be Great</i> by Ellen Johnson Sirleaf, Harper, 2010. 19. <i>The Cambridge Guide to Women’s Writing in English</i> by Lorna Sage, CUP, 1999. 20. <i>The Madwoman in the Attic</i> by Sandra Gilbert & Susan Gubar, Yale University Press, 2020. 21. <i>Oxford Companion to Women’s Writing in the United States</i>. Edited by Cathy N. Davidson et al., OUP, 2005. 22. <i>Women and the Romance of the Word: 19th Century Contexts in Bengal</i> by Sreemati Mukherjee, Bloomsbury, 2024.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 25 MARKS to be evaluated by the respective colleges) Questions Pattern and Marks Distribution <u>Section-A</u> Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer 04 (four) essay type questions, taking one from any one option of each module. <u>Section-B</u> Two short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 09 (nine) short type questions in all.
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Major Course (MJ) - for UG Program	
Title of the Course:	Diasporic Literature (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+15 for Tutorial)
MAJOR Paper Code:	ENG-DC-MJ-602
Semester - VI	
Credit :4	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge of diasporic literature across regions and periods. • It is also aimed at acquainting the students with major events, movements, influences, and writers that have shaped the diasporic consciousness and its literary manifestations. • The course seeks to highlight the cultural significance of a selection of texts representing diasporic traditions and concerns.
Learning Outcomes of the Course	• After completing this course, students will be able to interpret and assess major themes and types of diasporic literature. • The course will enable the students to understand the aesthetics and politics at work behind the representation of dislocation, migration, and settlement that constitutes the diasporic reality. • The course will enable students to read texts as socio-historical products of diasporicity.
Course Content	
Module: I (10)	Option 1:

	● “Minority”, “Living Space” by Imtiaz Dharker ● “Shelter Twenty”, “Childhood Memories” by Abd al-Wahhab Al-Bayati ● “Refugees”, “Howl” by Chris Abani Option 2: ● “Poem of Alienation”, “Letter from a Contract Worker” by Antonio Jacinto ● “The Boy From Chittagong”, “In London Where You Were” by Bashabi Fraser ● “Coolie Son”, “Slavewoman’s Song” by David Dabydeen
Module: II (10)	Option-1: <i>A Raisin in the Sun</i> by Lorraine Hansberry Option-2: <i>99 Stories</i> by Julia Cho Option-3: <i>Counter Offence</i> by Rahul Varma
Module: III (10)	Option-1: <i>Brick Lane</i> by Monica Ali Option-2: ● “Mrs. Sen’s” by Jhumpa Lahiri ● “Malvern Hills” by Kazuo Ishiguro ● “My Mother, the Crazy African” by Chimamanda Ngozi Adichie ● “Texas Girl who Smells Like Corn” by Sandra Cisneros Option-3: ● “A Wife’s Story” by Bharati Mukherjee ● “Last Dragon Dance in China Town” by Kwai-Yun Li ● “Of White Hairs and Cricket” by Rohinton Mistry ● “The Face in the Mirror” by Mohsin Hamid
Module: IV (10)	Option-1: ● “The future of our past” from <i>Fiji Before the Storm</i> by Brij V. Lal ● “Notes on Writing and the Nation” by Salman Rushdie ● “Diasporas, Literature, and Literary Studies” by Ananya Jahanara Kabir

	● “Home and Memory” by Femke Stock Option-2: <i>The Settler’s Cookbook: A Memoir of Love, Migration and Food</i> by Yasmin Alibhai-Brown Option-3: <i>A Place Within: Rediscovering India</i> by M .G. Vassanji
Book List	1. <i>Nine Indian Women Poets</i>. Edited by Eunice de Souza, OUP, 1997. 2. <i>Poet of Diaspora Poems</i> by Abd al-Wahhab Al-Bayati, Austin Macauley Publishers, 2022. 3. <i>Hands Washing Water</i> by Chris Abani, Copper Canyon Press, 2006. 4. <i>The Penguin Book of Modern African Poetry</i>, Edited by Gerald Moore, 1984. 5. <i>Letters to My Mother and Other Mothers</i> by Bashabi Fraser, Luath Press Limited, 2015. 6. <i>The Heinemann Book of Caribbean Poetry</i> by Stewart Brown, Heinemann Educational Publishers, 1992. 7. <i>Coolie Odyssey</i> by David Dabydeen. 1988. Hansib Publications Limited, 2006. 8. <i>Slave Song</i> by David Dabydeen, Peepal Tree Press Ltd., 2005. 9. <i>A Raisin in the Sun</i> by Lorraine Hansberry, Vintage, 2004. 10. <i>Seven Contemporary Plays from the Korean Diaspora to the Americas</i>. Edited by Esther Kim Lee, Duke University Press, 2012. 11. Varma, Rahul. <i>Counter Offence</i>. Playwrights Canada Press 1997. 12. <i>Interpreter of Maladies</i> by Jhumpa Lahiri, Houghton Mifflin, 1999. 13. <i>Nocturnes: Five Stories of Music and Nightfall</i> by Kazuo Ishiguro, Faber & Faber, 2009. 14. <i>One World: A global anthology of short stories</i> by Chimamanda Ngozi Adichie and Jhumpa Lahiri, Edited by Chris Brazier, New Internationalist, 2009.

	15. <i>Woman Hollering Creek and Other Stories</i> by Sandra Cisneros, Turtleback Books, 1992. 16. <i>The Middleman And Other Stories</i> by Bharati Mukherjee, Grove Music, 2007. 17. <i>The Palm Leaf Fan & Other Stories</i> by Kwai-Yun Li, Canada Council for Arts, 2006. 18. <i>Tales of Firoz Sha Bag</i> by Rohinton Mistry, Faber & Faber, 2011. 19. Hamid, Mohsin. "The Face in the Mirror". New Yorker, 2022. 20. <i>Fiji Before the Storm</i> by Brij V. Lal, A.N.U. Press, 2012. 21. <i>Step Across the Line</i> by Salman Rushdie, Alfred A. Knopf, 2002. 22. <i>Diasporas Concepts, Intersections, Identities</i>. Edited by Kim Knott & Sean McLoughlin, Zed Books, 2010. 23. <i>The Settler's Cookbook: A Memoir of Love, Migration and Food</i> by Yasmin Alibhai-Brown, Granta, 2010. 24. <i>A Place Within Rediscovering India</i> by M.G. Vassanji, Anchor Books, 2009. 25. <i>Diaspora and Literary Studies</i>. Edited by Angela Naimou, CUP, 2023. 26. <i>Diasporic Poetics: Asian Writing in the United States, Canada, and Australia</i> by Timothy Yu, OUP, 2021. 27. <i>The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary</i> by Vijay Mishra, Taylor & Francis, 2007. 28. <i>Diaspora Theory and Transnationalism</i> by Himadri Lahiri, Orient BlackSwan, 2019.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 25 MARKS to be evaluated by the respective colleges) Question Pattern and Marks Distribution

	<u>Section-A</u> Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer 04 (four) essay type questions, taking one from any one option of each module. <u>Section-B</u> Two short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 09 (nine) short type questions in all.
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Major Course (MJ) - for UG Program	
Title of the Course:	Children's Literature (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+15 for Tutorial)
MAJOR Paper Code:	ENG-DC-MJ-603
Semester - VI	
Credit :4	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge of children's literature. • It is also aimed at acquainting the students with major sources, movements, influences, and writers that have differentiated children's literature as a separate and significant literary domain. • The course seeks to highlight the cultural significance of a selection of texts representing major traditions and concerns of children's literature.
Learning Outcomes of the Course	• After completing this course, students will be able to interpret and assess the drift of children's literature across regions and periods. • The course will enable the students to understand the aesthetics and politics at work behind the production and consumption of children's literature. • The course will enable students to read texts as children-centred and children-targeted cultural products.
Course Content	
Module: I (10)	Option 1:

	● “Birches”, “Nothing Gold Can Stay” by Robert Frost ● “The Fire Horse”, “What is Good and What is Bad” by Vladimir Mayakovsky ● “Discovery of India”, “Samarpreet Sood” by Anushka Ravishankar Option 2: ● “The Law of the Jungle”, “The Children’s Song” by Rudyard Kipling ● “Teenager Prayer for Mom and Father”, “Naughty Little Kids” by Munyaradzi Mawere ● “When I Grow up and Have Children”, “Tell Me A Story” by Valerie Bloom
Module: II (10)	Option-1: <i>The Ivory Door</i> by A. A. Milne Option-2: <i>The Post Office</i> by Rabindranath Tagore Option-3: <i>Ezigbo, The Spirit Child</i> by Max Bush & Adaora Nzelibe Schmiedl
Module: III (10)	Option-1: <i>Through the Looking Glass</i> by Lewis Carroll Option-2: ● “The Vertical Ladder” by William Sansom ● “The Cat-Hood of Maurice” by Edith Nesbit ● “Kalabati” by Moti Nandy ● “The Night of the Moon” by Hena Khan Option-3: ● “The Traders of Seriva/Seri-Vanija-Jataka” translated by Ken and Visakha Kawasaki ● “Ali Baba and the Forty Thieves” translated by Richard F. Burton ● “Cinderella” by Jacob & Wilhelm Grimm ● “Dalim Kumar” by Dakshinaranjan Mitra Majumdar
Module: IV (10)	Option-1: ● “Fairy Tale versus Myth” from <i>The Uses of Enchantment</i> by Bruno Bettelheim

	● “The Book of Nature” by Jawaharlal Nehru ● “The Worlds of Faery” by Marina Warner ● “Being a Boy” by Charles Dudley Warner Option-2: <i>Totto-Chan</i> by Tetsuko Kuroyanagi Option-3: <i>My Childhood</i> by Maxim Gorky
Book List	1. <i>Complete Poems of Robert Frost</i>, by Grapevine Press, 2024. 2. <i>Rehorse Children’s Poems</i> by Mayakovsky, Mandelstam, Kharms, translated by Eugene Ostashevsky, Penguin, 2017. 3. Mayakovsky, V.. “What is Good and What is Bad”. <i>100 Great Poems for Children</i>. Edited by Deepa Agarwal, Rupa Publications, 2015. 4. <i>100 Great Poems for Children</i>. Edited by Deepa Agarwal, Rupa Publications, 2015. 5. <i>The Tenth Rasa: An Anthology of Indian Nonsense</i>. Edited by Michael Heyman, Penguin, 2017. 6. <i>Collected Poems of Rudyard Kipling</i>. Wordsworth Editions, 1994. 7. <i>Kids: Africa in Childhood Poetry</i> by Munyaradzi Mawere, Langaa Research & Publishing, 2014. 8. <i>Let Me Touch the Sky: Selected Poems for Children</i> by Valerie Bloom, Macmillan Poetry for Children, 2000. 9. <i>The Ivory Door</i> by A. A. Milne. (https://archive.org/details/ivorydoor0000aami/page/n3/mode/2up) 10. <i>The Post Office</i> by Rabindranath Tagore, Rupa, 2002. 11. <i>Theatre for Children Fifteen Classic Plays</i>. Edited by Coleman A. Jennings, St. Martin’s Press, 2005. 12. <i>Through the Looking Glass</i>. Edited by Zoe Jacques, O.U.P., 2021. 13. Sansom, William. <i>Stories of William Sansom</i>. 1947.

(<https://archive.org/details/storiesofwilliamsansom/mode/2up>)

14. *Delphi Complete Works of E. Nesbit*, Delphi Classics, 2013.
15. *Timeless Tales from Bengal: An Anthology of Bangla Children's and Young Adults' Stories*. Edited by Dipankar Roy & Sourav Das Thakur, Niyogi Books, 2015.
16. *Night of the Moon* by Hena Khan, Chronicle Books, 2008.
17. "The Traders of Seriva"
<https://www.longlongtimeago.com/once-upon-a-time/fables/the-jataka/serivavanija-jataka-the-traders-of-seri-va-jataka-003>.
18. *The Arabian Nights Tales from a Thousand and One Nights*. Translated by Sir Richard F. Burton, Penguin, 2009.
19. *The Annotated Brothers Grimm*. Edited by Maria Tatar, W.W. Norton, 2004.
20. *Tales from Thakurmar Jhuli*, O.U.P., 2012.
21. *The Uses of Enchantment* by Bruno Bettelheim, Vintage, 2010.
22. *Letters From a Father to His Daughter* by Jawaharlal Nehru, Puffin, 2016.
23. *Once Upon a Time A Short History of Fairy Tale* by Marina Warner, O.U.P. 2014.
24. "Being a Boy" by Charles Dudley Warner, University of Virginia, 1878.
25. *Totto-Chan* by Tetsuko Kuroyanagi, Kodansha International, 2012.
26. *My Childhood* by Maxim Gorky, Penguin Classics, 2019.
27. *The Cambridge Companion to Children's Literature*. Edited by M. O. Grenby & Andrea Immel, Cambridge University Press, 2009.
28. *Children's Literature: A Very Short Introduction* by Kimberley Reynolds, OUP, 2011.

	29. <i>The Gopal-Rakhal Dialectic: Colonialism and Children's Literature in Bengal</i> by Sibaji Bandyopadhyay, Tulika Books, 2017. 30. <i>Children's Literature: A Reader's History From Aesop to Harry Potter</i> by Seth Lerer, University of Chicago Press, 2009.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 25 MARKS to be evaluated by the respective colleges) Question Pattern and Marks Distribution <u>Section-A</u> Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer 04 (four) essay type questions, taking one from any one option of each module. <u>Section-B</u> Two short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 09 (nine) short type questions in all.
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Major Course (MJ) - for UG Program	
Title of the Course:	Popular Literature (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+15 for Tutorial)
MAJOR Paper Code:	ENG-DC-MJ-604
Semester – VI	
Credit :4	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge of popular literature. • It is also aimed at acquainting the students with major genres, movements, influences, and writers that have helped popular literature to transcend the Manichaeian binary of popularity and unpopularity. • The course seeks to highlight the cultural significance of a selection of texts representing the essence and traits of popular literature.
Learning Outcomes of the Course	• After completing this course, students will be able to interpret and assess the drift of popular literature across cultures. • The course will enable the students to understand the aesthetics and politics that determine the durability of popular literature. • The course will enable students to situate texts within and against the tradition of popular literature.
Course Content	
Module: I (10)	Crime & Mystery

	Option 1: <i>The Murder of Roger Ackroyd</i> by Agatha Christie Option 2: <i>Sleuth</i> by Anthony Shaffer Option 3: • “The Detective” by Sukumar Ray • “Ghosts of Partition” by Vaseem Khan • “The Haunted Sash Pond” by Okamoto Kido • “The Garden of Forking Paths/ The Garden of the Branching Paths” by Jorge Luis Borges
Module: II (10)	Fantasy & SF Option-1: <i>Harry Potter and the Philosopher’s Stone</i> by J. K. Rowling Option-2: <i>The (Curious Case) of the Watson Intelligence</i> by Madeleine George Option-3: • “The Story of the Demoniach Pacheco” by Jan Potocki • “If You Was a Moklin” by Murray Leinster • “New Life in a New Time” by Portia Subran • “Biriyani Bagh” by Sami Ahmed Khan
Module: III (10)	Gothic & Horror Option-1: <i>Manfred</i> by Lord Byron Option-2: <i>Dracula</i> by Bram Stoker Option-3: <i>Arkham Asylum: A Serious House on Serious Earth</i> by Grant Morrison
Module: IV (10)	Action & Adventure Option-1: <i>Treasure Island</i> by Robert Louis Stevenson Option-2: <i>Burning Daylight</i> by Jack London Option-3: • “Robin Hood and Guy of Gisborne” by Joseph Ritson • “The Tale of the Dead Princess & Seven Knights” by Alexander Pushkin

	● “How They Brought the Good News from Ghent to Aix” by Robert Browning ● “Ithaka” by Constantine P. Cavafy
Book List	1. <i>The Murder of Roger Ackroyd</i> by Agatha Christie, Harper Collins, 2017. 2. <i>Sleuth</i> by Anthony Shaffer, Marion Boyers, 1985. 3. <i>Timeless Tales from Bengal: An Anthology of Bangla Children's and Young Adults' Stories</i>. Edited by Dipankar Roy & Sourav Das Thakur, Niyogi Books, 2015 4. <i>The Hachette Book of Indian Detective Fiction: Vols 1 & 2</i>. Edited by Tarun K. Saint, Hachette, 2024. 5. <i>The Curious Casebook of Inspector Hanshichi</i> by Okamoto Kido, trans. Ian McDonald, University of Hawai'i Press, 2007. 6. <i>The Garden of Forking Paths</i> by Jorge Luis Borges, Penguin Classics, 2018. 7. <i>Harry Potter and the Philosopher's Stone</i> by J. K. Rowling, Bloomsbury, 2014. 8. <i>The (Curious Case of the) Watson Intelligence</i> by Madeleine George, Samuel French Ltd., 2014 9. <i>Fantastic Tales: Visionary and Everyday</i>. Edited by Italo Calvino, Penguin, 2012. 10. “If You Was a Moklin”. https://www.gutenberg.org/ebooks/51752. 11. <i>The Gollancz Book of South Asian Science Fiction: Vol. 2</i>. Edited by Tarun K. Saint, Hatchette, 2021. 12. <i>Byron's Poetry and Prose</i>. Edited by Alice Levine, W.W. Norton, 2009. 13. <i>Dracula</i>. Edited by John Edgar Browning & David J. Skal, W.W. Norton, 2021. 14. <i>Arkham Asylum: A Serious House on Serious Earth</i> by Grant Morrison, DC Comics, 1989.

	15. <i>Treasure Island</i> by Robert Louis Stevenson. Edited by Peter Hunt, OUP, 2011. 16. <i>Burning Daylight</i> by Jack London, Createspace Independent Pub., 2016. 17. <i>The tenth rasa: an anthology of Indian nonsense</i>. Edited by Michael Heyman, Penguin, 2017. 18. <i>Robin Hood: Vol. 1</i> by Joseph Ritson, Cambridge University Press, 2015. 19. “The Tale of the Dead Princess & Seven Knights” by Alexander Pushkin. https://archive.org/details/a.-pushkin-the-tale-of-the-dead-princess-and-the-seven-knights-progress-1973. 20. <i>Robert Browning’s Poetry</i>. Edited by James F. Loucks & Andrew M. Stauffer, W.W. Norton, 2007. 21. <i>Complete Poems of C. P. Cavafy</i> by C.P. Cavafy, Knopf Publishing Group, 2012. 22. <i>The Cambridge Companion to Popular Fiction</i>. Edited by David Glover & Scott McCracken, Cambridge University Press, 2012. 23. <i>Understanding Comics</i>, Scott McCloud, William Morrow, 1994. 24. <i>Popular Literature: A History and Guide</i> by Victor E. Neuburg, The Woburn Press, 1977. 25. <i>Detective Fiction</i> by Charles J. Rzepka, Polity, 2005.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 25 MARKS to be evaluated by the respective colleges) Question Pattern and Marks Distribution <u>Section-A</u> Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer 04 (four) essay

	type questions, taking one from any one option of each module. <u>Section-B</u> Two short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 09 (nine) short type questions in all.
Method of Internship, Apprenticeship, Project, Community Engagement:	Not Applicable

4-Year UG (Honours with Research) Programme FOR (Semesters VII & VIII)

Curriculum of Major Course (MJ) - for UG Program	
Title of the Course:	Literature and Nature (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+15 for Tutorial)
MAJOR Paper Code:	ENG-DC-MJ-701
Semester - VII	
Credit :4	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge of the points of intersection between literature and nature. • It is also aimed at acquainting the students with literary texts that reflect human interactions with nature. • The course seeks to highlight major environmental concerns and their literary representation.
Learning Outcomes of the Course	• After completing this course students will be able to understand how literary representation influences our understanding of nature. • The course will enable the students to identify and analyse issues related to the perception of nature and its treatment over time. • The course will make the students aware of the ethical as well as the utilitarian reasons for environmental conservation.
Course Content	
Module: I (10)	Option 1: • “Inversnaid”, “God’s Grandeur” by G. M. Hopkins

	• “The Cedars”, “On Receiving from England a Bunch of Dried Wild Flowers” by Elizabeth Deborah Brockman • “Squirrels in Washington”, “On Killing a Tree” by Gieve Patel Option 2: • “Hurt Hawks”, “The Deer Lay Down their Bones” by John Robinson Jeffers • “Firestorm”, “Tree Characters” by Tanure Ojaide • “Song of the Fruit”, “Mawlai” by Anjum Hasan
Module: II (10)	<i>Option-1: The Struggle of the Naga Tribe</i> by W.S. Rendra <i>Option-2: Mukta Dhara</i> by Rabindranath Tagore <i>Option-3: The Cheviot, the Stag and the Black, Black Oil</i> by John McGrath
Module: III (10)	<i>Option-1: Horses, Horses, in the End the Light Remains Pure</i> by Hideo Furukawa <i>Option-2: The Clone</i> by Daya Dissanayeke Option-3: • “Gathered by Plants Some Decolonial Love Letters” by Lia Maria Barcinas and Aiko Yamashiro • “The Tree” by Maria Luisa Bombal • “The Worker” by Diaa Jubaili • “The Song of Ice” by Soham Guha
Module: IV (10)	Option-1: • “Literature and Ecology: an Experiment in Ecocriticism” by William Rueckert from <i>The Ecocriticism Reader: Landmarks in Literary Ecology</i> • “Science and Politics in the Green Revolution” by Vandana Shiva from <i>The Vandana Shiva Reader</i> • “Indigenous Women, Feminism, and the Environmental Humanities” by Greta Gaard

	• “Ecopoetics and the Literature of Ancient India” by Murali Sivaramakrishnan from A Global History of Literature and the Environment Option-2: <i>Silent Spring</i> by Rachel Carson Option-3: <i>Unbowed: A Memoir</i> by Wangari Maathai
Book List	1. <i>The Poetical Works of Gerard Manley Hopkins</i>. Edited by Norman H. MacKenzie, OUP, 1990. 2. <i>The Fremantle Press Anthology of Western Australian Poetry</i>. Edited by John Kinsella & Tracy Ryan, Fremantle Press, 2017. 3. <i>POEMS</i>, published by Nissim Ezekiel, Bombay 1966. 4. <i>Mirrored, Mirroring</i> by Gieve Patel, OUP, 1991. 5. <i>The Ecopoetry Anthology</i>. Edited by Laura-Gray Street & Ann Fisher-Wirth, Trinity University Press, 2013. 6. <i>The Eagle's Vision: Poems</i> by Tanure Ojaide, Lotus Press, 1987. 7. <i>Street on the Hill</i> by Anjum Hasan, Sahitya Akademi, 2008. 8. <i>The Methuen Drama Anthology of Modern Asian Plays</i>. Edited by Kevin Wetmore & Siyuan Liu, Bloomsbury, 2013. 9. <i>Three Plays of Rabindranath Tagore</i>. Translated by Marjorie Skykes, OUP. 10. <i>The Cheviot, the Stag and the Black, Black Oil</i> by John McGrath, Bloomsbury, 2019. 11. <i>Horses, Horses, in the End the Light Remains Pure</i> by Hideo Furukawa, Columbia University Press, 2016. 12. <i>The Clone</i> by Daya Dissanayeke, Dhara Shree Radha Trust, 2023. 13. <i>Indigenous Pacific Islander Eco-Literatures</i>. Edited by Kathy Jetñil-Kijiner, Craig Santos Perez, & Leora Kava, University of Hawaii Press, 2022.

	14. <i>Short Stories by Latin American Women: The Magic and the Real</i>. Edited by Celia Correias de Zapata, 2003. 15. <i>Iraq + 100: The First Anthology of Science Fiction to Have Emerged from Iraq</i>. Edited by Hassan Blasim, TOR Publishing Group, 2017. 16. <i>The Gollancz Book of South Asian Science Fiction</i>. Vol. II, edited by Tarun K. Saint, Hachette, 2019. 17. <i>The Ecocriticism Reader: Landmarks in Literary Ecology</i>. Edited by Cheryll Glotfelty & Harold Fromm, The University of Georgia Press, 1996. 18. <i>The Vandana Shiva Reader by Vandana Shiva</i>, University Press of Kentucky, 2014. 19. “Indigenous Women, Feminism, and the Environmental Humanities” by Greta Gaard, JSTOR. 20. <i>A Global History of Literature and the Environment</i>. Edited by John Prahm, Cambridge University Press, 2016 21. <i>Silent Spring</i> by Rachel Carson, Penguin, 2002. 22. <i>Unbowed: A Memoir</i> by Wangari Maathai, Anchor, 2007.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 25 MARKS to be evaluated by the respective colleges) Question Pattern and Marks Distribution <u>Section-A</u> Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer 04 (four) essay type questions, taking one from any one option of each module. <u>Section-B</u>

	Two short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 09 (nine) short type questions in all.
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Major Course (MJ) - for UG Program	
Title of the Course:	Literature and Disability (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+15 for Tutorial)
MAJOR Paper Code:	ENG-DC-MJ-702
Semester - VII	
Credit :4	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge about diverse literary representations of disability and the politics thereof. • It is also aimed at acquainting the students with literary texts that reflect socio-cultural attitudes towards disability. • The course seeks to highlight major concerns about ensuring social integration of disability and the disabled.
Learning Outcomes of the Course	• After completing this course students will be able to understand how literary representations of disability may at once reflect and impact our understanding of the disabled. • The course will enable the students to identify and analyse issues related to the perception of disability and its treatment over time. • The course will make the students aware of the ethical as well as the utilitarian reasons for ensuring a more equitable social order for the disabled.
Course Content	
Module: I (10)	Option 1:

	• “Disabled” and “Mental Cases” by Wilfred Owen • “Child of No One” and “Abecedarius Hospitalier” by Jim Ferris • “Disfigured” and “Wheelchair” by Jeeja Ghosh Option 2: • “Hands” and “On Her Blindness” by Adam Thorpe • “Learning to Speak” and “How to Talk to a new lover about Disability” by Eli Clare • “Poem 5” and “Poem 8” by Tito Rajarshi Mukhopadhyay
Module: II (10)	Option-1: <i>The Elephant Man</i> by Bernard Pomerance Option-2: <i>The Little Miss Burden</i> by Matilda Feyisayo Ibini Option-3: <i>Tara</i> by Mahesh Dattani
Module: III (10)	Option-1: <i>Trying to Grow</i> by Firdaus Kanga Option-2: • “The Coin of Dionysius” by Ernest Bramah • “Subha” by Rabindranath Tagore • “An Elegy for Easterly” by Petina Gappah • “King for a Day” by Rukhsana Khan Option-3: • “The Withered Arm” by Thomas Hardy • “Aghwee the Sky Monster” by Kenzaburo Oe • “The Eyes are Not Here” by Ruskin Bond • “Sосу’s Call” by Meshak Asare
Module: IV (10)	Option-1: • “Disability Theory: Key Ideas, Issues, and Thinkers” by Carol Thomas • “Constructing Normalcy: The Bell Curve, the Novel, and the invention of the Disabled Body in the Nineteenth Century” by Lennard J Davis

	● “Narrative Prosthesis and the materiality of metaphor” by David Mitchel and Sharon Snyder ● “Disabled Women: An Excluded Agenda of Indian Feminism” by Anita Ghai Option-2: <i>Girl From Aleppo: Nujeen's Escape from War to Freedom</i> by Nujeen Mustafa Option-3: <i>My Dyslexia</i> by Philip Schultz
Book List	1. Mukhopadhyay, Tito Rajarshi. <i>The Mind Tree: A Miraculous Journey into the Uncharted Depths of the Brain</i>. Skyhorse Publishing, 2011. 2. Owen, Wilfred. “Disabled.” Poetry Foundation. 3. Owen, Wilfred. “Mental Cases.” Poets.org, Academy of American Poets. 4. Clare, Eli. <i>The Marrow’s Telling: Words in Motion</i>. Homofactus Press, 2007. 5. Ferris, Jim. <i>The Hospital Poems</i>. Main Street Rag Pub. Co., 2004. 6. Ghosh, Jeeja. <i>River of Time</i>. Power Publishers, 2017. 7. Pomerance, Bernard. <i>The Elephant Man</i>. Grove Press, 1979. 8. Ibini, Matilda. <i>Little Miss Burden</i>. Samuel French Ltd, 2019. 9. Dattani, Mahesh. “Tara”. <i>Collected Plays</i>, Penguin Books India, 2000. 10. Kanga, Firdaus. <i>Trying to Grow</i>. Penguin Books India, 2008. 11. Hardy, Thomas. <i>The Withered Arm</i>. (Internet Archive) 12. Gappah, Petina. <i>An Elegy for Easterly</i>. Faber and Faber, 2009. 13. Oe, Kenzaburo. <i>Teach Us to Outgrow Our Madness: Four Short Novels</i>. Clearway Logistics Phase 1b, 1978. 14. Shiv, K. K., editor. <i>Contemporary Indian Short Stories in English</i>. Sahitya Akademi, 1992.

	15. Tagore, Rabindranath. <i>Selected short stories</i>. Penguin UK, 2005. 16. Davis, Lennard J. "Constructing Normalcy". <i>The Disability Studies Reader, 4th ed.</i>, Routledge, 2013, pp. 3–16. 17. Ghai, Anita. "Disabled Women: An Excluded Agenda of Indian Feminism." <i>Hypatia</i>, vol. 17, no. 3, 2002, pp. 49-66. 18. Mitchell, David T., and Sharon L. Snyder. <i>Narrative Prosthesis: Disability and the Dependencies of Discourse</i>, University of Michigan Press, 2000, pp. 1–33. 19. Thomas, Carol. "Disability Theory: Key Ideas, Issues and Thinkers." <i>Disability Studies Today</i>, Polity Press, 2002, pp. 38–57. 20. Schultz, Philip. <i>My dyslexia</i>. WW Norton & Company, 2011. 21. Mustafa, Nujeen. <i>Girl From Aleppo: Nujeen's Escape from War to Freedom</i>. Harper Collins, 2017. 22. <i>Sosu's Call</i> by Meshak Asare. (Internet Archive). 23. Khan, Rukhsana. <i>King for a Day</i>. Lee & Low Books, 2019. 24. Bramah, Ernest. <i>The Eyes of Max Carrados</i>. Wordsworth Classics, 2013.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gourbanga; 25 MARKS to be evaluated by the respective colleges) Question Pattern and Marks Distribution <u>Section-A</u> Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer 04 (four) essay type questions, taking one from any one option of each module. <u>Section-B</u>

	Two short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 09 (nine) short type questions in all
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Major Course (MJ) - for UG Program	
Title of the Course:	Literature and Marginality (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+15 for Tutorial)
MAJOR Paper Code:	ENG-DC-MJ-703
Semester - VII	
Credit :4	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge about diverse literary representations of marginality and the politics thereof. • It is also aimed at acquainting the students with literary texts that reflect socio-cultural attitudes towards marginality. • The course seeks to highlight major concerns about ensuring social integration of the marginalized.
Learning Outcomes of the Course	• After completing this course, students will be able to understand how literary representations of marginality may at once reflect and impact our understanding of the marginalized sections of society. • The course will enable the students to identify and analyse issues related to the perception of marginality and the treatment of marginalization over time. • The course will make the students aware of the ethical as well as the utilitarian reasons for ensuring a more equitable social order for the marginalized.
Course Content	
Module: I (10)	Option 1:

	• “Another Paradise Lost: the Hindu Way”, “Liquid Tragedy: Karamchedu 1985” by Meena Kandasamy • “Childhood 101”, “Silent Truce” by Terri Rachals • “Recipe for a War on Terror”, “Funeral of the authentic Muslim Woman” by Suhaiymah Manzoor-Khan Option 2: • “In Your Memory”, “Long Live, Revolution!” by Manohar Mouli Biswas • “When I Was One-and-Twenty”, “When first My Way to Fair I Took” by A.E. Housman • “Quarantine”, “The Famine Road” by Eavan Boland
Module: II (10)	Option-1: <i>The Father</i> by August Strindberg Option-2: <i>The Hairy Ape</i> by Eugene O'Neill Option-3: <i>The Doldrums</i> by Asif Currimbhoy
Module: III (10)	Option-1: <i>The Well of Loneliness</i> by Radclyffe Hall Option-2: <i>The River Churning</i> by Jyotirmoyee Devi Option-3: • “The Little Match-Girl” by Hans Christian Andersen • “UFO in Kushiro” by Haruki Murakami • “This Life is Weary” by Witi Ihimaera • “November is the Month of Migration” by Hansda Sowvendra Shekhar
Module: IV (10)	Option-1: • “The Mahars. Who were they and how they became the Untouchables ?” by B. R. Ambedkar • “Problems of the Muslim Minority in India” by Irfan Habib, et al. • “Dalit Literature: Its Elements of Art and its Aesthetics” by Achintya Biswas

	● “Transgender ageing: community resistance and well-being in the life course” by Vanessa Fabbre and Anna Siverskog Option-2: <i>Our Moon has Blood</i> Clot by Rahul Pandita Option-3: <i>The Greatest My Own Story</i> by Muhammad Ali
Book List	1. <i>Letters from Prison</i>, Algora Publishing, 2001. 2. <i>Touch</i> by Meena Kandasamy, Peacock Books, 2006. 3. <i>Postcolonial Banter</i> by Suhaiymah Manzoor Khan, Verve Poetry Press, 2019. 4. “Long Live Revolution” by Manohar Mouli Biswas. 5. <i>The Collected Poems</i> of A.E.Housman, Jonathan Cape. 6. <i>New Collected Poems</i> by Eavan Boland, W.W.Norton, 2005. 7. <i>Dalit Poems, Songs, and Dialogues from Bengal</i>. Edited by Asit Biswas & Shubh Brat Sarkar, Ababil Books, 2019. 8. <i>The River Churning</i> by Jyotirmoyee Devi, translated by Enakshi Chatterjee, Kali for Women, 1995. 9. <i>The Well of Loneliness</i> by Radclyffe Hall, Wordsworth Editions, 2014. 10. <i>Stories and Tales</i> by Hans Christian Andersen, Taylor & Francis, 2003. 11. <i>After the Quake</i> by Haruki Murakami, Penguin, 2011. 12. <i>Dear Miss Mansfield: A Tribute to Kathleen Mansfield Beauchamp</i> by Witi Ihimaera, Viking, 1989. 13. <i>The Adivasi will Not Dance</i> by Hansda Sowvendra Shekhar, The Speaking Tiger Publishing, 2017. 14. <i>Dr. Babasaheb Ambedkar Writings & Speeches</i>. Vol. 17 (Part-2), edited by Hari Narake et al., Ambedkar Foundation, 2014.

	15. <i>Dalit Prose from Bengal in English Translation</i>. Edited by Asit Biswas & Shubh Brat Sarkar, Ababil Books, 2024. 16. “Problems of the Muslim Minority in India”, JSTOR. 17. <i>Intersections of ageing, gender, and sexualities</i>. Edited by Andrew King et al., Policy Press, 2019. 18. <i>Our Moon Has Blood Clots: A Memoir of a Lost Home in Kashmir</i>, Penguin, 2014. 19. <i>The Greatest My Own Story</i> by Muhammad Ali (with Richard Durham), Graymalkin Media, 2015. 20. <i>Miss Julie and Other Plays</i>. Edited by Michael Robinson, OUP, 2008. 21. <i>The Doldrums</i> by Asif Currimbhoy, Writers’ Workshop, 1993. 22. <i>Anna Christie, The Emperor Jones, The Hairy Ape</i> by Eugene O’Neill, Vintage, 1995.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 25 MARKS to be evaluated by the respective colleges) Question Pattern and Marks Distribution <u>Section-A</u> Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer 04 (four) essay type questions, taking one from any one option of each module. <u>Section-B</u> Two short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set

	from each option of each module. Students shall answer 09 (nine) short type questions in all.
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Major Course (MJ) - for UG Program	
Title of the Course:	Research Methodology (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+15 for Tutorial)
MAJOR Paper Code:	ENG-DC-MJ-704
Semester - VII	
Credit :4	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge of research methodology. • It is also aimed at acquainting the students with fundamental concepts & terminology, ethical concerns, writing research proposals, literature review and data usage. • The course seeks to highlight the systematic rigor required for academic research.
Learning Outcomes of the Course	• After completing this course, students will be able to acquire appropriate skills and strategies of academic research. • The course will enable the students to understand the dynamics of the research process. • The course will enable students to understand the dimensions and directions of research methodology.
Course Content	
Module: I (10)	Practical Criticism and Writing a Term Paper: a. Reading text and context b. Note-taking and Note-making c. Comparisons and connections d. Criticism and theory e. Planning, writing, and revision

Module: II (10)	Conceptualization and Research Writing: - Literature review, Research gaps & Research problems - Research questions and hypotheses - Research skills, Research methods, and Research methodologies - Chapterisation and Conceptual framework - Abstracts, Statement of Purpose, Research Proposal, & Research Synopsis
Module: III (10)	Data Usage: Sources, Resources and Style: - Accessing data: primary, secondary and tertiary sources. - Assessing data: spuriousness and authenticity - Using data: surveys, questionnaires, interviews, observation checklists, review checklists, comparison tools, text analysis tools. - Style manuals - MLA, APA, & CHICAGO Styles
Module: IV (10)	Research Presentation: - Citation and Documentation - Plagiarism versus Academic Integrity - The Mechanics of writing - Dissertation: Structure, design, and formatting - Presentation: Preparing tables, charts, and graphs to present data; Collating the findings, and Preparing Power Point Presentations
Recommended Book List	<i>The Art of Literary Research, 4th edition</i> by Richard D. Altick and John J. Fenstermaker, W.W. Norton and Company, 1992. <i>Research Methods for English Studies, 2nd edition</i> by Gabriele Griffin, Rawat Publications, 2016. <i>Research Methods: The Basics</i> by Nicholas Walliman, Routledge, 2010.

	4. <i>Understanding Research Methods: An Overview of the Essentials</i>, 10th edition by Mildred L. Pattern and Michelle Newhart, Routledge, 2017. 5. <i>The Literature Review: Six Steps to Success</i>, 3rd edition by Lawrence A. Machi and Brenda T. McEvoy, Corwin, 2016. 6. <i>Reading and Understanding Research</i> by Lawrence F. Locke, et al., Sage, 2009. 7. <i>Research Methodology: Methods And Techniques</i> by C.R. Kothari and Gaurav Garg, New Age International Publishers, 2019. 8. <i>A Manual for Writers of Research Papers, Theses, and Dissertations</i>, 18th edition by University of Chicago Press Editorial Staff, University of Chicago Press, 2024. 9. <i>MLA Handbook</i>, 9th edition, 2021. 10. <i>The APA Pocket Handbook: Rules for Format & Documentation</i> by Jill Rossiter, DW Publishing Company, 2007. 11. <i>Writing in English: A Guide for Advanced Learners</i> by Dirk Siepmann, et al., Verlag, 2022. 12. <i>Disguised Academic Plagiarism: A Typology and Case Studies for Researchers and Editors</i> by M. V. Dougherty, Springer, 2022.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gourbanga; 25 MARKS to be evaluated by the respective colleges) Question Pattern and Marks Distribution <u>Section-A</u> (8X4=32) Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each module. Students shall answer four essay type questions, taking one from each module.

	<u>Section-B</u>(2X9=18) Four short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each module. Students shall answer 9 (nine) short type questions out of 16 in all.
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Major Course (MJ) - for UG Program	
Title of the Course:	Literature and Trauma (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+15 for Tutorial)
MAJOR Paper Code:	ENG-DC-MJ-801A
Semester - VIII	
Credit :4	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge of the points of intersection between literature and trauma. • It is also aimed at acquainting the students with literary texts that reflect traumatic experiences and memories. • The course seeks to highlight the concerns related to social, psychological, cultural and collective trauma.
Learning Outcomes of the Course	• After completing this course students will be able to understand how trauma has gained visibility in the literary realm. • The course will enable the students to identify and analyse issues related to traumatic experiences and memories. • The course will make the students aware of the various implications of trauma and its representation in literature.
Course Content	
Module: I (10)	Option 1: • ‘Repression of War Experience’; ‘The Death-Bed’ by Siegfried Sassoon • ‘The Way People Cry’; ‘It will End, This is How It Ends’ by Shakti Chattopadhyay

	● ‘The Original Birth Certificate’; ‘Black Bottom’ by Jackie Kay Option 2: ● ‘Migrations’; ‘Nativity Poem’ by Keki N. Daruwalla ● ‘After Someone’s Death’; ‘After an Attack’ by Tomas Tranströmer ● ‘The Untrustworthy Speaker’; ‘Lost Love’ by Louise Glück
Module: II (10)	Option 1: <i>Who’s Afraid of Virginia Woolf?</i> by Edward Albee Option 2: <i>Angels in America</i> (Both Parts) by Tony Kushner Option 3: <i>Don’t Call It Suicide</i> by Nissim Ezekiel
Module: III (10)	Option-1: <i>Burnt Shadows</i> by Kamila Shamsie Option-2: ● “The Lagoon” by Joseph Conrad ● “Bipin Chowdhury’s Lapse of Memory” by Satyajit Ray ● “The Man Who was Almost a Man” by Richard Wright ● “Baby-Sitting” by Janice Galloway Option-3: ● “Where Did She Belong” by Sauraiya Qasim ● “The Parrot in the Cage” by Mulk Raj Anand ● “This Morning, This Evening, So Soon” by James Baldwin ● “A Summer Tragedy” by Arna Bontemps
Module: IV (10)	Option-1: ● <i>On the Death of Ken Saro-Wiwa</i> by Ken Saro-Wiwa ● ‘PEN Arthur Miller Freedom to Write Memorial Lecture’, by Orhan Pamuk, translated by Maureen Freely ● “Literary Trauma Theory Reconsidered” by Michelle Balaev

	● “A Note on Soul Murder” by Leonard Shengold Option-2: <i>In the Name of Honour</i> by Mukhtar Mai Option-3: <i>A Life Long Ago</i> (“Dayamoyeer Katha”) by Sunanda Sikdar
Book List	1. Sassoon, Siegfried. <i>The War Poems of Siegfried Sassoon</i>. W. Heinemann, 1919. 2. Kay, Jackie. <i>Darling: New and Selected Poems</i>. Bloodaxe Books, 2007. 3. Daruwalla, Keki N. <i>Collected Poems 1970-2005</i>. India: Penguin Random House Pvt. Ltd, 2006. 4. <i>Selected Poems: Paavo Hakkio and Trans Tranströmer</i>. Penguin Modern European Poets. Penguin, 1974. 5. Glück, Louise. <i>Ararat</i>. The Ecco Press, 1990. 6. Albee, Edward. <i>Who’s Afraid of Virginia Woolf?</i>. New American Library, 1962. 7. Kushner, Tony. <i>Angels in America</i>. Theatre Communications Group, 1991. 8. Chattopadhyay, Shakti. <i>Very Close to Pleasure, There’s a Sick Cat Poems of Shakti Chattopadhyay</i>, translated by Arunava Sinha, Seagull Books, 2018 9. Galloway, Janice. “Baby-Sitting”. <i>Where You Find It</i>. Simon & Schuster, 1996. 10. Qasim, Suraiya, “Where did She Belong?” in Alok Bhalla (ed.) <i>Stories About the Partition of India (Vol. IV)</i>. Harper Collins, 1999. 11. Anand, Mulk Raj, “The Parrot in the Cage” in Alok Bhalla (ed.) <i>Stories About the Partition of India (Vol. IV)</i>. Harper Collins, 1999. 12. Baldwin, James, “This Morning, This Evening, So Soon”. <i>Going to Meet the Man</i>. Dell, 1966. 13. Sikdar, Sunanda, <i>A Life Long Ago</i>. Anchita Gahtak (Trans.) Zubaan, 2012.

	14. Mai, Mukhtar. <i>In the Name of Honor</i>. Atria Books, 2006. 15. Saro-Wiwa, Ken. <i>Extract from last work, On the Death of Ken Saro-Wiwa</i>. 16. Pamuk, Orhan. <i>PEN Arthur Miller Freedom to Write Memorial Lecture</i>. 17. Balaev, Michelle. "Literary Trauma Theory Reconsidered." 18. Shengold, Leonard. "A Note on Soul Murder". 19. Shamsie, Kamila. <i>Burnt Shadows</i>. Bloomsbury, 2025 20. Ezekiel, Nissim. <i>Don't Call It Suicide</i>. Macmillan, 1993 21. Wright, Richard. <i>Eight Men: Short Stories</i>. Harper, 2008 22. Bontemps, Arna. <i>The Old South and Other Stories</i>. Dodd, Mead & Co. 1973. 23. Ray, Satyajit. <i>The Collected Short Stories</i>. Penguin, 2012.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 25 MARKS to be evaluated by the respective colleges) Question Pattern and Marks Distribution <u>Section-A</u> Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer 04 (four) essay type questions, taking one from any one option of each module. <u>Section-B</u> Two short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set

	from each option of each module. Students shall answer 09 (nine) short type questions in all.
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Major Course (MJ) - for UG (Honours with Research) Program	
Title of the Course:	DISSERTATION/RESEARCH/PROJECT WORK (D R P) (Preparation = 08 Credits & Presentation/Viva-voce = 04 Credit)
MAJOR Paper Code:	ENG-DC-MJ-802A
Semester - VIII	
Credits = 12	
Objectives of the Course:	• This course is designed to disseminate ideas about the fundamentals of research and to highlight the major steps and ways of conducting research on literature and allied subjects. • Its aim is to develop a student's ability to write a dissertation on the basis of topic selection, data collection, data assessment, data selection and arrangement, writing and revision. • The course intends to develop students' ability to prepare project reports on the basis of objective data collection and subjective interpretation.
Learning Outcomes of the Course	• After completing this course, students will be able to understand how literary and cultural research may be carried out. • The course will enable the students to: (i) write a term paper, (ii) to prepare a field report, (iii) to review critical work already done in a specific research area, and (iv) to review a creative or critical text. • The course will make the students aware of the ethical as well as the utilitarian aspects of research.
Course Content	

1. General Guidelines for Report Preparation

- Each student will prepare an individual and original term paper under the direct supervision of an assigned faculty supervisor.
- Joint or group submissions will not be permitted.
- The entire report must be written in English using clear, formal, and academically appropriate language.
- Students are expected to conduct independent literary research, including the close reading and analysis of primary texts along with consultation of relevant secondary sources.
- All quotations, extracts, tables, charts, or illustrations included in the paper must be clearly cited, properly numbered (wherever applicable) and properly titled or captioned.
- Any textual extracts or quotations must be properly cited following the MLA 9th Edition referencing style.
- Students must strictly follow the approved document format, referencing style, plagiarism limits (<10%) and AI similarity limits (<20%) as prescribed by the University.
- Submission of the term paper will be subject to:
 - Supervisor's certification
 - Plagiarism (<10%) and AI similarity (<20%) verification clearance
 - Completion of presentation and viva-voce

2. Structure for Dissertation/Project Report Preparation

A. Front Matter

a. Cover Page

The cover page should include:

- Title
- Student's name
- Roll number and registration number
- Paper name and code
- Semester
- Name of the college and university
- Name of the supervisor
- Date of submission

b. Supervisor's Certificate

A formal certificate from the supervisor confirming that the student has actively participated in research and prepared the dissertation / project report on the basis of the research. The certificate must be signed, dated, and printed on institutional letterhead.

c. Acknowledgement

A brief note expressing gratitude to the supervisor, faculty members, libraries, institutions, and individuals who assisted in the research.

d. Table of Contents

List of chapters and major sections with correct page numbers.

e. List of Figures (if applicable)

f. List of Tables (if applicable)

B. Main Text / Core Content

a. Literature Review

A critical review of relevant books, journal articles, essays, and previous scholarly studies related to the selected research topic.

Identification of key themes, theoretical approaches, and critical arguments used by earlier scholars.

Establishment of the theoretical and critical framework of the present study.

b. Research Gap

Clear identification of gaps, limitations, or unexplored perspectives in existing scholarship.

Explanation of how the present study contributes new interpretations, perspectives, or analytical approaches.

c. Objectives

Clear statement of 1–2 specific research objectives or research questions.

The objectives should be logically derived from the research gap and guide the overall analysis and discussion.

d. Materials

Description of the primary texts being studied (novels, plays, poems, essays, etc.).

Description of secondary sources such as scholarly articles, books, theoretical texts, and critical essays used for analysis.

e. Methods

Explanation of the research methodology used in the study.

This may include approaches (not restricted to) such as:

- ☐ Close textual analysis
- ☐ Comparative analysis

- ☐ Theoretical or critical frameworks (e.g., feminist criticism, postcolonial criticism, Marxist criticism, etc.)
- ☐ Historical or contextual analysis

A brief explanation of how these methods help in interpreting the selected texts.

f. **Results**

Systematic presentation of the key observations and findings derived from textual analysis.

Relevant quotations from the primary texts may be used to support the findings.

g. **Discussion**

- Interpretation of the findings in relation to the research objectives and existing literary criticism and theoretical frameworks.
- Explanation of how the analysis contributes to a deeper understanding of the text, theme, author, or literary movement.
- Comparison of findings with earlier scholarly interpretations.

h. **Major Findings and Conclusion**

- Summary of the most important insights derived from the analysis.
- Conclusions drawn directly from the research objectives.
- Brief statement on the literary, cultural, or theoretical significance of the study.
- Possible suggestions for future research.

i. **References (MLA 9th Edition Style)**

- A comprehensive list of Works Cited, including:
 - ☐ Books
 - ☐ Journal articles
 - ☐ Edited volumes
 - ☐ Online academic resources

3. **Execution Framework**

A. **Topic Approval**

Each student shall submit a formal research proposal/synopsis outlining the proposed title, objectives, research questions, methodology, study area (where applicable), and preliminary references. The proposal shall be evaluated and approved by the department/supervisor based on academic relevance, originality, feasibility, and ethical considerations.

B. Supervised Academic Work

Upon approval of the topic, students shall undertake systematic literature review, field investigation etc, as relevant to the nature of the study. All research activities shall be conducted under the continuous guidance and supervision of the assigned faculty supervisor.

C. Drafting and Revision

Students shall prepare interim drafts of the dissertation/project report. These drafts shall be reviewed by the supervisor to ensure scientific accuracy, analytical coherence, methodological rigour, and adherence to prescribed academic and formatting standards. Necessary revisions shall be incorporated based on feedback.

D. Final Submission

The completed dissertation/project report shall be submitted in the prescribed format, both in hard copy and soft copy, within the notified timeline. The submission must comply with institutional guidelines regarding structure, referencing style, plagiarism limits, and certification requirements.

4. Document Format and Technical Specifications

Length and copies: Within 100 pages or 10,000 words and 3 Nos of copies

Font: Times New Roman, 12 pt

• Line spacing: 2.0 • Figures, tables, and scientific notation/equations: Properly labeled • Referencing style: MLA (9th Edition)

Plagiarism threshold: Plagiarism (<10%) and AI similarity (<20%) verification clearance

Method of Assessment, Measurement, & Evaluation:

A. DRP report evaluation (150 Marks)
B. Presentation & Viva-Voce (75 Marks)

- Mode: Presentation followed by viva-voce
- Duration: Presentation (5-10 minutes) + Viva-voce (5–10 minutes)

Evaluation Note (For Record)

- The evaluation of the dissertation/project work shall be conducted in accordance with the approved assessment scheme prescribed by the University.
- The assessment shall consider originality, relevance of the topic, methodological

rigour, quality of analysis, interpretation of results, and overall academic presentation.

- Marks awarded for the written report and presentation/viva-voce shall be clearly recorded, signed, and dated by the examiner(s).
- The evaluation sheet and viva-voce report shall be preserved by the department for future reference and audit purposes.
- Any case of academic misconduct or plagiarism detected during evaluation shall be dealt with strictly as per university regulations.

Viva-Voce Guidelines

- Viva-voce shall be conducted after submission of the final report.
- The viva-voce board shall normally consist of the supervisor and one internal/external examiner, as per university rules.
- The viva-voce shall assess the students':
 - Conceptual understanding of the topic
 - Knowledge of literature and methodology
 - Ability to interpret and justify results
 - Original contribution and critical thinking
- The viva-voce shall follow a short presentation (5-10 minutes) by the student, followed by question-answer interaction.

Maintenance of Academic Records:

Each department shall maintain a complete academic record of the Term Paper, including:

- Approved synopsis/proposal
- Supervisor's certificate
- Final term paper (hard copy and soft copy)
- Plagiarism (<10%) and AI similarity (<20%) verification clearance
- Evaluation and viva-voce score sheets

	● Soft/Hard copies of the Term Paper shall be archived digitally by the department/library for academic reference. ● Academic records shall be preserved for a minimum period as prescribed by the University. ● The department shall ensure confidentiality, integrity, and accessibility of academic records for examination, accreditation, and quality assurance purposes.
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4-Year UG (Honours without Research) Programme FOR (VII & VIII)

Curriculum of Major Course (MJ) - for UG Program	
Title of the Course:	Literature and Nature (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+15 for Tutorial)
MAJOR Paper Code:	ENG-DC-MJ-701
Semester - VII	
Credit :4	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge of the points of intersection between literature and nature. • It is also aimed at acquainting the students with literary texts that reflect human interactions with nature. • The course seeks to highlight major environmental concerns and their literary representation.
Learning Outcomes of the Course	• After completing this course students will be able to understand how literary representation influences our understanding of nature. • The course will enable the students to identify and analyse issues related to the perception of nature and its treatment over time. • The course will make the students aware of the ethical as well as the utilitarian reasons for environmental conservation.
Course Content	
Module: I (10)	Option 1: • “Inversnaid”, “God’s Grandeur” by G. M. Hopkins

	• “The Cedars”, “On Receiving from England a Bunch of Dried Wild Flowers” by Elizabeth Deborah Brockman • “Squirrels in Washington”, “On Killing a Tree” by Gieve Patel Option 2: • “Hurt Hawks”, “The Deer Lay Down their Bones” by John Robinson Jeffers • “Firestorm”, “Tree Characters” by Tanure Ojaide • “Song of the Fruit”, “Mawlai” by Anjum Hasan
Module: II (10)	<i>Option-1: The Struggle of the Naga Tribe</i> by W.S. Rendra <i>Option-2: Mukta Dhara</i> by Rabindranath Tagore <i>Option-3: The Cheviot, the Stag and the Black, Black Oil</i> by John McGrath
Module: III (10)	<i>Option-1: Horses, Horses, in the End the Light Remains Pure</i> by Hideo Furukawa <i>Option-2: The Clone</i> by Daya Dissanayeke Option-3: • “Gathered by Plants Some Decolonial Love Letters” by Lia Maria Barcinas and Aiko Yamashiro • “The Tree” by Maria Luisa Bombal • “The Worker” by Diaa Jubaili • “The Song of Ice” by Soham Guha
Module: IV (10)	Option-1: • “Literature and Ecology: an Experiment in Ecocriticism” by William Rueckert from <i>The Ecocriticism Reader: Landmarks in Literary Ecology</i> • “Science and Politics in the Green Revolution” by Vandana Shiva from <i>The Vandana Shiva Reader</i> • “Indigenous Women, Feminism, and the Environmental Humanities” by Greta Gaard

	• “Ecopoetics and the Literature of Ancient India” by Murali Sivaramakrishnan from A Global History of Literature and the Environment Option-2: <i>Silent Spring</i> by Rachel Carson Option-3: <i>Unbowed: A Memoir</i> by Wangari Maathai
Book List	1. <i>The Poetical Works of Gerard Manley Hopkins</i>. Edited by Norman H. MacKenzie, OUP, 1990. 2. <i>The Fremantle Press Anthology of Western Australian Poetry</i>. Edited by John Kinsella & Tracy Ryan, Fremantle Press, 2017. 3. <i>POEMS</i>, published by Nissim Ezekiel, Bombay 1966. 4. <i>Mirrored, Mirroring</i> by Gieve Patel, OUP, 1991. 5. <i>The Ecopoetry Anthology</i>. Edited by Laura-Gray Street & Ann Fisher-Wirth, Trinity University Press, 2013. 6. <i>The Eagle's Vision: Poems</i> by Tanure Ojaide, Lotus Press, 1987. 7. <i>Street on the Hill</i> by Anjum Hasan, Sahitya Akademi, 2008. 8. <i>The Methuen Drama Anthology of Modern Asian Plays</i>. Edited by Kevin Wetmore & Siyuan Liu, Bloomsbury, 2013. 9. <i>Three Plays of Rabindranath Tagore</i>. Translated by Marjorie Skykes, OUP. 10. <i>The Cheviot, the Stag and the Black, Black Oil</i> by John McGrath, Bloomsbury, 2019. 11. <i>Horses, Horses, in the End the Light Remains Pure</i> by Hideo Furukawa, Columbia University Press, 2016. 12. <i>The Clone</i> by Daya Dissanayeke, Dhara Shree Radha Trust, 2023. 13. <i>Indigenous Pacific Islander Eco-Literatures</i>. Edited by Kathy Jetñil-Kijiner, Craig Santos Perez, & Leora Kava, University of Hawaii Press, 2022.

	14. <i>Short Stories by Latin American Women: The Magic and the Real</i>. Edited by Celia Correias de Zapata, 2003. 15. <i>Iraq + 100: The First Anthology of Science Fiction to Have Emerged from Iraq</i>. Edited by Hassan Blasim, TOR Publishing Group, 2017. 16. <i>The Gollancz Book of South Asian Science Fiction</i>. Vol. II, edited by Tarun K. Saint, Hachette, 2019. 17. <i>The Ecocriticism Reader: Landmarks in Literary Ecology</i>. Edited by Cheryll Glotfelty & Harold Fromm, The University of Georgia Press, 1996. 18. <i>The Vandana Shiva Reader by Vandana Shiva</i>, University Press of Kentucky, 2014. 19. “Indigenous Women, Feminism, and the Environmental Humanities” by Greta Gaard, JSTOR. 20. <i>A Global History of Literature and the Environment</i>. Edited by John Prahm, Cambridge University Press, 2016 21. <i>Silent Spring</i> by Rachel Carson, Penguin, 2002. 22. <i>Unbowed: A Memoir</i> by Wangari Maathai, Anchor, 2007.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 25 MARKS to be evaluated by the respective colleges) Question Pattern and Marks Distribution <u>Section-A</u> Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer 04 (four) essay type questions, taking one from any one option of each module. <u>Section-B</u>

	Two short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 09 (nine) short type questions in all.
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Major Course (MJ) - for UG Program	
Title of the Course:	Literature and Disability (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+15 for Tutorial)
MAJOR Paper Code:	ENG-DC-MJ-702
Semester - VII	
Credit :4	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge about diverse literary representations of disability and the politics thereof. • It is also aimed at acquainting the students with literary texts that reflect socio-cultural attitudes towards disability. • The course seeks to highlight major concerns about ensuring social integration of disability and the disabled.
Learning Outcomes of the Course	• After completing this course students will be able to understand how literary representations of disability may at once reflect and impact our understanding of the disabled. • The course will enable the students to identify and analyse issues related to the perception of disability and its treatment over time. • The course will make the students aware of the ethical as well as the utilitarian reasons for ensuring a more equitable social order for the disabled.
Course Content	
Module: I (10)	Option 1:

	• “Disabled” and “Mental Cases” by Wilfred Owen • “Child of No One” and “Abecedarius Hospitalier” by Jim Ferris • “Disfigured” and “Wheelchair” by Jeeja Ghosh Option 2: • “Hands” and “On Her Blindness” by Adam Thorpe • “Learning to Speak” and “How to Talk to a new lover about Disability” by Eli Clare • “Poem 5” and “Poem 8” by Tito Rajarshi Mukhopadhyay
Module: II (10)	Option-1: <i>The Elephant Man</i> by Bernard Pomerance Option-2: <i>The Little Miss Burden</i> by Matilda Feyisayo Ibini Option-3: <i>Tara</i> by Mahesh Dattani
Module: III (10)	Option-1: <i>Trying to Grow</i> by Firdaus Kanga Option-2: • “The Coin of Dionysius” by Ernest Bramah • “Subha” by Rabindranath Tagore • “An Elegy for Easterly” by Petina Gappah • “King for a Day” by Rukhsana Khan Option-3: • “The Withered Arm” by Thomas Hardy • “Aghwee the Sky Monster” by Kenzaburo Oe • “The Eyes are Not Here” by Ruskin Bond • “Sосу’s Call” by Meshak Asare
Module: IV (10)	Option-1: • “Disability Theory: Key Ideas, Issues, and Thinkers” by Carol Thomas • “Constructing Normalcy: The Bell Curve, the Novel, and the invention of the Disabled Body in the Nineteenth Century” by Lennard J Davis

	● “Narrative Prosthesis and the materiality of metaphor” by David Mitchel and Sharon Snyder ● “Disabled Women: An Excluded Agenda of Indian Feminism” by Anita Ghai Option-2: <i>Girl From Aleppo: Nujeen's Escape from War to Freedom</i> by Nujeen Mustafa Option-3: <i>My Dyslexia</i> by Philip Schultz
Book List	1. Mukhopadhyay, Tito Rajarshi. <i>The Mind Tree: A Miraculous Journey into the Uncharted Depths of the Brain</i>. Skyhorse Publishing, 2011. 2. Owen, Wilfred. “Disabled.” Poetry Foundation. 3. Owen, Wilfred. “Mental Cases.” Poets.org, Academy of American Poets. 4. Clare, Eli. <i>The Marrow’s Telling: Words in Motion</i>. Homofactus Press, 2007. 5. Ferris, Jim. <i>The Hospital Poems</i>. Main Street Rag Pub. Co., 2004. 6. Ghosh, Jeeja. <i>River of Time</i>. Power Publishers, 2017. 7. Pomerance, Bernard. <i>The Elephant Man</i>. Grove Press, 1979. 8. Ibini, Matilda. <i>Little Miss Burden</i>. Samuel French Ltd, 2019. 9. Dattani, Mahesh. “Tara”. <i>Collected Plays</i>, Penguin Books India, 2000. 10. Kanga, Firdaus. <i>Trying to Grow</i>. Penguin Books India, 2008. 11. Hardy, Thomas. <i>The Withered Arm</i>. (Internet Archive) 12. Gappah, Petina. <i>An Elegy for Easterly</i>. Faber and Faber, 2009. 13. Oe, Kenzaburo. <i>Teach Us to Outgrow Our Madness: Four Short Novels</i>. Clearway Logistics Phase 1b, 1978. 14. Shiv, K. K., editor. <i>Contemporary Indian Short Stories in English</i>. Sahitya Akademi, 1992.

	15. Tagore, Rabindranath. <i>Selected short stories</i>. Penguin UK, 2005. 16. Davis, Lennard J. "Constructing Normalcy". <i>The Disability Studies Reader, 4th ed.</i>, Routledge, 2013, pp. 3–16. 17. Ghai, Anita. "Disabled Women: An Excluded Agenda of Indian Feminism." <i>Hypatia</i>, vol. 17, no. 3, 2002, pp. 49-66. 18. Mitchell, David T., and Sharon L. Snyder. <i>Narrative Prosthesis: Disability and the Dependencies of Discourse</i>, University of Michigan Press, 2000, pp. 1–33. 19. Thomas, Carol. "Disability Theory: Key Ideas, Issues and Thinkers." <i>Disability Studies Today</i>, Polity Press, 2002, pp. 38–57. 20. Schultz, Philip. <i>My dyslexia</i>. WW Norton & Company, 2011. 21. Mustafa, Nujeen. <i>Girl From Aleppo: Nujeen's Escape from War to Freedom</i>. Harper Collins, 2017. 22. <i>Sosu's Call</i> by Meshak Asare. (Internet Archive). 23. Khan, Rukhsana. <i>King for a Day</i>. Lee & Low Books, 2019. 24. Bramah, Ernest. <i>The Eyes of Max Carrados</i>. Wordsworth Classics, 2013.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gourbang; 25 MARKS to be evaluated by the respective colleges) Question Pattern and Marks Distribution <u>Section-A</u> Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer 04 (four) essay type questions, taking one from any one option of each module.

	<u>Section-B</u> Two short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 09 (nine) short type questions in all
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Major Course (MJ) - for UG Program	
Title of the Course:	Literature and Marginality (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+15 for Tutorial)
MAJOR Paper Code:	ENG-DC-MJ-703
Semester - VII	
Credit :4	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge about diverse literary representations of marginality and the politics thereof. • It is also aimed at acquainting the students with literary texts that reflect socio-cultural attitudes towards marginality. • The course seeks to highlight major concerns about ensuring social integration of the marginalized.
Learning Outcomes of the Course	• After completing this course, students will be able to understand how literary representations of marginality may at once reflect and impact our understanding of the marginalized sections of society. • The course will enable the students to identify and analyse issues related to the perception of marginality and the treatment of marginalization over time. • The course will make the students aware of the ethical as well as the utilitarian reasons for ensuring a more equitable social order for the marginalized.
Course Content	
Module: I (10)	Option 1:

	• “Another Paradise Lost: the Hindu Way”, “Liquid Tragedy: Karamchedu 1985” by Meena Kandasamy • “Childhood 101”, “Silent Truce” by Terri Rachals • “Recipe for a War on Terror”, “Funeral of the authentic Muslim Woman” by Suhaiymah Manzoor-Khan Option 2: • “In Your Memory”, “Long Live, Revolution!” by Manohar Mouli Biswas • “When I Was One-and-Twenty”, “When first My Way to Fair I Took” by A.E. Housman • “Quarantine”, “The Famine Road” by Eavan Boland
Module: II (10)	Option-1: <i>The Father</i> by August Strindberg Option-2: <i>The Hairy Ape</i> by Eugene O'Neill Option-3: <i>The Doldrums</i> by Asif Currimbhoy
Module: III (10)	Option-1: <i>The Well of Loneliness</i> by Radclyffe Hall Option-2: <i>The River Churning</i> by Jyotirmoyee Devi Option-3: • “The Little Match-Girl” by Hans Christian Andersen • “UFO in Kushiro” by Haruki Murakami • “This Life is Weary” by Witi Ihimaera • “November is the Month of Migration” by Hansda Sowvendra Shekhar
Module: IV (10)	Option-1: • “The Mahars. Who were they and how they became the Untouchables ?” by B. R. Ambedkar • “Problems of the Muslim Minority in India” by Irfan Habib, et al. • “Dalit Literature: Its Elements of Art and its Aesthetics” by Achintya Biswas

	● “Transgender ageing: community resistance and well-being in the life course” by Vanessa Fabbre and Anna Siverskog Option-2: <i>Our Moon has Blood</i> Clot by Rahul Pandita Option-3: <i>The Greatest My Own Story</i> by Muhammad Ali
Book List	1. <i>Letters from Prison</i>, Algora Publishing, 2001. 2. <i>Touch</i> by Meena Kandasamy, Peacock Books, 2006. 3. <i>Postcolonial Banter</i> by Suhaiymah Manzoor Khan, Verve Poetry Press, 2019. 4. “Long Live Revolution” by Manohar Mouli Biswas. 5. <i>The Collected Poems</i> of A.E.Housman, Jonathan Cape. 6. <i>New Collected Poems</i> by Eavan Boland, W.W.Norton, 2005. 7. <i>Dalit Poems, Songs, and Dialogues from Bengal</i>. Edited by Asit Biswas & Shubh Brat Sarkar, Ababil Books, 2019. 8. <i>The River Churning</i> by Jyotirmoyee Devi, translated by Enakshi Chatterjee, Kali for Women, 1995. 9. <i>The Well of Loneliness</i> by Radclyffe Hall, Wordsworth Editions, 2014. 10. <i>Stories and Tales</i> by Hans Christian Andersen, Taylor & Francis, 2003. 11. <i>After the Quake</i> by Haruki Murakami, Penguin, 2011. 12. <i>Dear Miss Mansfield: A Tribute to Kathleen Mansfield Beauchamp</i> by Witi Ihimaera, Viking, 1989. 13. <i>The Adivasi will Not Dance</i> by Hansda Sowvendra Shekhar, The Speaking Tiger Publishing, 2017. 14. <i>Dr. Babasaheb Ambedkar Writings & Speeches</i>. Vol. 17 (Part-2), edited by Hari Narake et al., Ambedkar Foundation, 2014.

	15. <i>Dalit Prose from Bengal in English Translation</i>. Edited by Asit Biswas & Shubh Brat Sarkar, Ababil Books, 2024. 16. “Problems of the Muslim Minority in India”, JSTOR. 17. <i>Intersections of ageing, gender, and sexualities</i>. Edited by Andrew King et al., Policy Press, 2019. 18. <i>Our Moon Has Blood Clots: A Memoir of a Lost Home in Kashmir</i>, Penguin, 2014. 19. <i>The Greatest My Own Story</i> by Muhammad Ali (with Richard Durham), Graymalkin Media, 2015. 20. <i>Miss Julie and Other Plays</i>. Edited by Michael Robinson, OUP, 2008. 21. <i>The Doldrums</i> by Asif Currimbhoy, Writers’ Workshop, 1993. 22. <i>Anna Christie, The Emperor Jones, The Hairy Ape</i> by Eugene O’Neill, Vintage, 1995.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 25 MARKS to be evaluated by the respective colleges) Question Pattern and Marks Distribution <u>Section-A</u> Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each option of each module. Students shall answer 04 (four) essay type questions, taking one from any one option of each module.

	<u>Section-B</u> Two short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each option of each module. Students shall answer 09 (nine) short type questions in all.
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Major Course (MJ) - for UG Program	
Title of the Course:	Research Methodology (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+ 15 for Tutorial)
MAJOR Paper Code:	ENG-DC-MJ-704
Semester - VII	
Credit :4	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge of research methodology. • It is also aimed at acquainting the students with fundamental concepts & terminology, ethical concerns, writing research proposals, literature review and data usage. • The course seeks to highlight the systematic rigor required for academic research.
Learning Outcomes of the Course	• After completing this course, students will be able to acquire appropriate skills and strategies of academic research. • The course will enable the students to understand the dynamics of the research process. • The course will enable students to understand the dimensions and directions of research methodology.
Course Content	
Module: I (10)	Practical Criticism and Writing a Term Paper: f. Reading text and context g. Note-taking and Note-making h. Comparisons and connections i. Criticism and theory j. Planning, writing, and revision

Module: II (10)	Conceptualization and Research Writing: f. Literature review, Research gaps & Research problems g. Research questions and hypotheses h. Research skills, Research methods, and Research methodologies i. Chapterisation and Conceptual framework j. Abstracts, Statement of Purpose, Research Proposal, & Research Synopsis
Module: III (10)	Data Usage: Sources, Resources and Style: f. Accessing data: primary, secondary and tertiary sources. g. Assessing data: spuriousness and authenticity h. Using data: surveys, questionnaires, interviews, observation checklists, review checklists, comparison tools, text analysis tools. i. Style manuals j. MLA, APA, & CHICAGO Styles
Module: IV (10)	Research Presentation: f. Citation and Documentation g. Plagiarism versus Academic Integrity h. The Mechanics of writing i. Dissertation: Structure, design, and formatting j. Presentation: Preparing tables, charts, and graphs to present data; Collating the findings, and Preparing Power Point Presentations
Recommended Book List	1. <i>The Art of Literary Research, 4th edition</i> by Richard D. Altick and John J. Fenstermaker, W.W. Norton and Company, 1992. 2. <i>Research Methods for English Studies, 2nd edition</i> by Gabriele Griffin, Rawat Publications, 2016. 3. <i>Research Methods: The Basics</i> by Nicholas Walliman, Routledge, 2010.

	4. <i>Understanding Research Methods: An Overview of the Essentials</i>, 10th edition by Mildred L. Pattern and Michelle Newhart, Routledge, 2017. 5. <i>The Literature Review: Six Steps to Success</i>, 3rd edition by Lawrence A. Machi and Brenda T. McEvoy, Corwin, 2016. 6. <i>Reading and Understanding Research</i> by Lawrence F. Locke, et al., Sage, 2009. 7. <i>Research Methodology: Methods And Techniques</i> by C.R. Kothari and Gaurav Garg, New Age International Publishers, 2019. 8. <i>A Manual for Writers of Research Papers, Theses, and Dissertations</i>, 18th edition by University of Chicago Press Editorial Staff, University of Chicago Press, 2024. 9. <i>MLA Handbook</i>, 9th edition, 2021. 10. <i>The APA Pocket Handbook: Rules for Format & Documentation</i> by Jill Rossiter, DW Publishing Company, 2007. 11. <i>Writing in English: A Guide for Advanced Learners</i> by Dirk Siepmann, et al., Verlag, 2022. 12. <i>Disguised Academic Plagiarism: A Typology and Case Studies for Researchers and Editors</i> by M. V. Dougherty, Springer, 2022.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gourbanga; 25 MARKS to be evaluated by the respective colleges) Question Pattern and Marks Distribution <u>Section-A</u> (8X4=32) Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each module. Students shall answer four essay type questions, taking one from each module.

	<u>Section-B</u>(2X9=18) Four short type questions carrying 2 marks each and to be answered in about 60 words each, shall be set from each module. Students shall answer 9 (nine) short type questions out of 16 in all.
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Major Course (MJ) - for UG Program	
Title of the Course:	Literary Criticism (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+15 for Tutorial)
MAJOR Paper Code:	ENG-DC-MJ-801B
Semester - VIII	
Credit :4	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge of literary criticism. • It is also aimed at acquainting the students with the following: a. Indian literary criticism b. Continental European literary criticism c. British literary criticism d. American literary criticism. • The course seeks to highlight the nature, scope and utility of literary criticism.
Learning Outcomes of the Course	• After completing this course, students will be able to acquire preliminary understanding of literary criticism. • The course will enable the students to understand the dynamics of literary interpretation and assessment. • The course will enable students to understand the aspects of literary production and consumption.
Course Content	
Module: I (10)	• Bhartrihari: 'On Syntax and Meaning' from Vakyapadiya • Abhinavagupta: 'On Santarasa: Aesthetic Equipose' from Abhinavabharati • Mirza Asadullah Khan Ghalib: 'Poetry as Freedom'

	● Rabindranath Tagore: ‘What is Art?’
Module: II (10)	● Plato: Book-VII from <i>The Republic</i> ● Longinus: Book I-XV from <i>On the Sublime</i> ● Hippolyte Taine: ‘Introduction’ to <i>History of English Literature</i> ● Jean Paul Sartre: ‘The Quest for the Absolute’ from <i>Essays in Aesthetics</i> translated by Wade Baskin
Module: III (10)	● Alexander Pope: ‘An Essay on Criticism’ ● Thomas De Quincey: ‘Literature’ ● E. M. Forster: “Introductory” from <i>Aspects of the Novel</i> ● Lascelles Abercrombie: ‘The Function of Poetry in the Drama’
Module: IV (10)	● Edgar Allan Poe: ‘The Poetic Principle’ ● Henry James: ‘The Art of Fiction’ ● T. S. Eliot: ‘Metaphysical Poets’ ● John Crowe Ransom: ‘Criticism Inc.’
Book List	RECOMMENDED READING LIST: 1. <i>Indian Literary Criticism Theory and Interpretation</i>. Edited by G.N. Devy, Orient Black Swan, 2014. 2. <i>Classical Literary Criticism</i>. Translated & edited by Penelope Murray, Penguin, 2000. 3. <i>Longinus On the Sublime</i>. Translated by H.L. Haveli, Macmillan, 1890. 4. <i>History of English Literature</i>, by Hippolyte Taine, Worthington Co., 1889. 5. <i>English Critical Texts 16th Century to 20th Century</i>. Edited by D.J. Enright & Ernst De Chickera, Oxford University Press, 1964. 6. <i>Several Essays with Biographical Notices and Notes</i>. Edited by G.F.J. Cumberlege, O.U.P., 1952. 7. <i>De Quincey’s Collected Writings</i> by Thomas De Quincey, Vol.XI. 8. <i>Aspects of the Novel</i> by E. M. Forster, Penguin, 2005.

	9. <i>English Critical Essays Twentieth Century</i>. Edited by Phyllis M. Jones, Oxford University Press, 1961. 10. <i>The Works of Edgar Allan Poe: Introduction to the Literary Criticism</i>. The Art Of Fiction and Other Essays. Edited by Morris Roberts, Oxford University Press, 1948. 11. <i>The World's Body</i> by John Crowe Ransom, Kennikat Press, 1964. 12. <i>On poetry and the poets</i> by Edgar Allan Poe, University of Colorado Boulder, 1895.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 25 MARKS to be evaluated by the respective colleges) Question Pattern and Marks Distribution <u>Section-A</u> (8X4=32) Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each module. Students shall answer four essay type questions, taking one from each module. <u>Section-B</u> (3X6=18) Three short type questions carrying 3 marks each and to be answered in about 90 words each, shall be set from each module. Students shall answer 6 (six) short type questions out of 12 in all.
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Major Course (MJ) - for UG Program	
Title of the Course:	Literary Theory (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+ 15 for Tutorial)
MAJOR Paper Code:	ENG-DC-MJ-802B
Semester - VIII	
Credit :4	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge of literary theory. • It is also aimed at acquainting the students with the major schools and concerns of literary theory. • The course seeks to highlight the nature, scope and utility of literary theory.
Learning Outcomes of the Course	• After completing this course, students will be able to acquire preliminary understanding of literary theory. • The course will enable the students to understand the dynamics of literary interpretation and assessment. • The course will enable students to understand the dimensions of representation and reading.
Course Content	
Module: I (10)	• Etienne Balibar and Pierre Macherry: ‘On Literature as an Ideological Form’ • Norman Geras: ‘Post-Marxism?’ • Ileana Rodriguez : ‘Reading Subalterns Across Texts, Disciplines, and Theories: From Representation to Recognition’ • Gopal Guru: ‘The Indian Nation in Its Egalitarian Conception’

Module: II (10)	● Elaine Showalter: 'Toward a Feminist Poetics' ● C.T. Mohanty: 'Under Western Eyes: Feminist Scholarship & Colonial Discourses' ● Tim Carrigan, Bob Connell, and John Lee: 'Toward a New Sociology of Masculinity' ● Steven Angelides: 'The Queer Intervention'
Module: III (10)	● Jonathan Culler: 'Structuralism and Linguistic Models' from <i>Structuralist Poetics</i> ● M. H. Abrams: 'The deconstructive angel' ● Wayne C. Booth: 'Types of Narration' from <i>Narratology: An Introduction</i> ● Ziauddin Sardar: 'Surviving Postmodernism'
Module: IV (10)	● Arif Dirlik: 'The Postcolonial Aura: Third World Criticism in the Age of Global Capitalism' ● Colin Davis: 'Diasporic Subjectivities' from <i>The Diaspora Studies Reader</i> ● Ellen Meiksins Wood: 'Democracy as Ideology of Empire' from <i>The New Imperialists</i> edited by Colin Mooers ● Suman Gupta: 'Literary Studies and Globalization'
Recommended Book List	1. <i>Contemporary Marxist Literary Criticism</i>. Edited by Francis Mulhern, Taylor and Francis, 2014. 2. <i>Post-Marxism: a Reader</i>. Edited by Stuart Sim, Edinburgh University Press, 1998. 3. <i>The Latin American Subaltern Studies Reader</i>. Edited by Ileana Rodríguez, Duke University Press, 2001. 4. <i>Dalit Studies</i>, edited by Ramnarayan Rawat & K. Satyanarayana, Duke University Press, 2016.

	5. <i>The New Feminist Criticism: Essays on Women, Literature, and Theory</i> by Elaine Showalter, Pantheon, 1985. 6. 'Under Western Eyes: Feminist Scholarship and Colonial Discourses' by C. T. Mohanty. 7. <i>The Masculinity Studies Reader</i>. Edited by Rachel Adams & David Savran, Blackwell Publishing, 2002. 8. <i>The Routledge Queer Studies Reader</i>. Edited by Donald E. Hall et al. Taylor and Francis, 2013. 9. <i>Structuralist Poetics: Structuralism, Linguistics and the Study of Literature</i> by Jonathan Culler, Routledge, 1975. 10. <i>Modern Criticism and Theory</i>. Edited by David Lodge, Pearson, 2000. 11. <i>Narratology: An Introduction</i>. Edited by Susana Onega & Jose Angel Garcia Landa, Taylor and Francis, 1996. 12. <i>Postmodernism and the Other: New Imperialism of Western Culture</i> by Ziauddin Sardar, Pluto Press, 1997. 13. 'The Postcolonial Aura: Third World Criticism in the Age of Global Capitalism' by Arif Dirlik. 14. <i>The Routledge Diaspora Studies Reader</i>. Edited by Klaus Stierstorfer & Janet Wilson, Taylor & Francis, 2017. 15. <i>The New Imperialists</i>. Edited by Colin Mooers, One Word Publications, 2006. 16. <i>Global Literary Theory: An Anthology</i>, edited by Richard Lane, Taylor and Francis, 2013.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 25 MARKS to be evaluated by the respective colleges) Question Pattern and Marks Distribution

	<u>Section-A</u> (8X4=32) Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each module. Students shall answer four essay type questions, taking one from each module. <u>Section-B</u> (3X6=18) Three short type questions carrying 3 marks each and to be answered in about 90 words each, shall be set from each module. Students shall answer 6 (six) short type questions out of 12 in all.
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Major Course (MJ) - for UG Program	
Title of the Course:	Academic Writing: Skills and Strategies (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+ 15 for Tutorial)
MAJOR Paper Code:	ENG-DC-MJ-803B
Semester - VIII	
Credit :4	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge about writing for academia. • The course is also aimed at acquainting the students with features and types of academic writing, units including sentences, paragraphs and essays, concerns, components, issues and perspectives. • The course seeks to inculcate skills and strategies essential for academic writing.
Learning Outcomes of the Course	• After completing this course, students will be able to acquire appropriate skills and strategies of academic writing. • The course will enable the students to understand the dynamics of writing for academia. • The course will enable students to write for academia with some degree of competence and confidence.
Course Content	
Module: I (10)	Critical Thinking to Academic Writing: Definition and classification a. Critical Thinking: Asking Questions, Brainstorming, Selecting and Arranging

	Ideas, Comparing and Contrasting, Analysing and Evaluating Evidence b. Arguing and Interpreting, Formulating a thesis, Establishing causality. c. Academic Writing: i. Definition, Features (Formality, Information, Clarity, Coherence, Precision, Conciseness, Objectivity), differences from creative/communicative writing. ii. Classification: Descriptive, Analytical, Persuasive, Critical, and Comparative. iii. Types: Essay, Research paper, Summary, Journal article, Thesis or dissertation, Research proposal, Literature review, Reaction paper, Lab report, Annotated bibliography, Reference list.
Module: II (10)	Units of Academic Writing: Sentences, Paragraphs and Essays ● Sentences: A phrase and a sentence; four basic parts of a sentence: subject, verbs, object, subject complement, five basic sentence patterns, expanding a basic sentence by adding adjectives, adverbs, phrases, and clauses, and three sentence structure types – simple, compound, and complex. ● Paragraphs: structure of a paragraph, parts of a paragraph, identifying and writing topic sentences; development of a paragraph, paragraph support and development, writing concluding sentences· descriptive paragraphs, opinion paragraphs, comparison/ contrast paragraphs, problem / solution paragraphs.

	● Essay: ○ Academic Essay - Generating thesis statement - From a Paragraph to an Essay - Essay Structure - Editing an Essay - Writing an Expository Essay ○ Argumentative Essay - Developing and Organizing Arguments - Supporting Arguments - Strengthening Arguments - Reporting Verbs and Tones - Editing an Argumentative Essay ○ Comparative Essays - Compare and Contrast Essay Structure - Useful Vocabulary and Style - Editing comparative essays
Module: III (10)	The Writing Process Generating Ideas, Pre-Drafting, Outlining a draft, Writing a Draft, Revising a draft, Completing the draft, Peer reviewing drafts, Summarizing and Paraphrasing, Avoiding Plagiarism, Providing Proper citation and documentation.
Module IV (10)	Writing: Issues and Perspectives I. “Brainstorming” by Chauncey Wilson from the book <i>Brainstorming and Beyond: A User-Centered Design Method</i> II. “The Choice of Words: Introductory” by Sir Ernest Gowers from the book <i>The Complete Plain Words</i> III. “Two Sides of the Same Coin: Challenges and Opportunities for Scholars from EFL Backgrounds” by Ramona Tang from <i>Academic Writing in a Second or Foreign Language: Issues and Challenges Facing ESL/EFL Academic Writers in Higher Education Contexts</i> IV. “History and the Disciplining of Plagiarism” by Michael Grossberg from the book <i>Originality, Imitation, and Plagiarism: Teaching Writing in the Digital Age</i>

Recommended Book List	1. <i>Academic Writing: An Introduction, 3rd edition</i> by Janet Giltrow et.al., Broadview Press, 2014. 2. <i>Structures and Strategies: An Introduction to Academic Writing</i> by Lloyd Davis and Susan McKay, Macmillan, 1996. 3. <i>The Bedford Guide for College Writers, 11th edition</i> by X. J. Kennedy et. al., Bedford/St. Martin's, 2017. 4. <i>Strategies for Successful Writing: A Rhetoric and Reader</i>, 10th edition by James A. Reinking and Robert von der Osten, Pearson, 2014. 5. <i>Writing Strategies for ESL Students</i> by Judith Anne Johnson, Macmillan, 1983. 6. <i>Interactions: A Writing Process Book</i> by Margaret Keenam Segal and Cheryl Pavlik, Random House, 1985. 7. <i>Writing: Learn to Write Better Academic Essays</i> by Els Van Geyte, Harper Collins, 2013. 8. <i>Reason to Write: Strategies for Success in Academic Writing</i> by Judy L. Miller and Robert F. Cohen, Oxford UP, 2006. 9. "Brainstorming" by Chauncey Wilson, Elsevier Inc., 2013. 10. "The Choice of Words: Introductory" by Sir Ernest Gowers, Penguin Books, 1987. 11. "Two Sides of the Same Coin" by Ramona Tang, Bloomsbury, 2012. 12. "History and the Disciplining of Plagiarism" by Michael Grossberg, The University of Michigan Press, 2008. 13. <i>Steps to Writing Well with Additional Readings</i>, 11th edition by Jean Wyrick, Cengage Learning, 2022. 14. <i>Steps to Academic Writing</i> by Marian Barry, Cambridge UP, 2011.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the

	University of Gour Banga; 25 MARKS to be evaluated by the respective colleges) Question Pattern and Marks Distribution <u>Section-A</u> (8X4=32) Two essay type questions carrying 8 marks each and to be answered in about 250 words each, shall be set (with internal choice) from each module. Students shall answer four essay type questions, taking one from each module. <u>Section-B</u> (3X6=18) Three short type questions carrying 3 marks each and to be answered in about 90 words each, shall be set from each module. Students shall answer 6 (six) short type questions out of 12 in all.
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Major Course (MJ) - for UG (Honours) Program	
Title of the Course:	TERM PAPER/FIELD REPORT/LITERATURE REVIEW/BOOK REVIEW (Preparation = 03 Credits & Presentation/Viva-voce = 01 Credit)
MAJOR Paper Code:	ENG-DC-MJ-804B
Semester = VIII	
Credits = 04	
Objectives of the Course:	• This course is designed to disseminate ideas about the fundamentals of research. • Its aims are (a) to develop a student's ability to write a term paper on the basis of topic selection, data collection, data assessment, data selection and arrangement, writing and revision, (b) to develop students' ability to prepare field report on the basis of objective data collection and subjective interpretation, (c) to develop students' ability to review critical work already done in a specific research area and identify relevant research gaps, and (d) to develop a student's ability to review a book providing bibliographical information, critical analysis and objective assessment of efficacy and relevance. • This course seeks to highlight the major steps and ways of conducting research on literature and allied subjects.
Learning Outcomes of the Course	• After completing this course, students will be able to understand how literary and cultural research may be carried out. • The course will enable the students to: (i) write a term paper, (ii) to prepare a field report, (iii) to review critical work already

done in a specific research area, and (iv) to review a creative or critical text.

- The course will make the students aware of the ethical as well as the utilitarian aspects of research.

Course Content

General Guidelines for Term Paper Preparation

- Each student will prepare an individual and original term paper under the direct supervision of an assigned faculty supervisor.
- Joint or group submissions will not be permitted.
- The entire report must be written in English using clear, formal, and academically appropriate language.
- Students are expected to conduct independent literary research, including the close reading and analysis of primary texts along with consultation of relevant secondary sources.
- All quotations, extracts, tables, charts, or illustrations included in the paper must be clearly cited, properly numbered (wherever applicable) and properly titled or captioned.
- Any textual extracts or quotations must be properly cited following the MLA 9th Edition referencing style.
- Students must strictly follow the approved document format, referencing style, plagiarism limits (<10%) and AI similarity limits (<20%) as prescribed by the University.
- Submission of the term paper will be subject to:
 - Supervisor's certification
 - Plagiarism (<10%) and AI similarity (<20%) verification clearance
 - Completion of presentation and viva-voce

Structure for Term Paper Preparation

A. Front Matter

a. Cover Page

The cover page should include:

- Title
- Student's name
- Roll number and registration number
- Paper name and code
- Semester
- Name of the college and university
- Name of the supervisor
- Date of submission

b. Supervisor's Certificate

A formal certificate from the supervisor confirming that the student has actively participated in research and prepared the term paper on the basis of the research. The certificate must be signed, dated, and printed on institutional letterhead.

c. Acknowledgement

A brief note expressing gratitude to the supervisor, faculty members, libraries, institutions, and individuals who assisted in the research.

d. Table of Contents

List of chapters and major sections with correct page numbers.

e. List of Figures (if applicable)

f. List of Tables (if applicable)

B. Main Text / Core Content

a. Literature Review

- A critical review of relevant books, journal articles, essays, and previous scholarly studies related to the selected research topic.
- Identification of key themes, theoretical approaches, and critical arguments used by earlier scholars.
- Establishment of the theoretical and critical framework of the present study.

b. Research Gap

- Clear identification of gaps, limitations, or unexplored perspectives in existing scholarship.
- Explanation of how the present study contributes new interpretations, perspectives, or analytical approaches.

c. Objectives

- Clear statement of 1–2 specific research objectives or research questions.
- The objectives should be logically derived from the research gap and guide the overall analysis and discussion.

d. Materials

- Description of the primary texts being studied (novels, plays, poems, essays, etc.).
- Description of secondary sources such as scholarly articles, books, theoretical texts, and critical essays used for analysis.

e. Methods

- Explanation of the research methodology used in the study.
- This may include approaches (not restricted to) such as:
 - Close textual analysis

- Comparative analysis
- Theoretical or critical frameworks (e.g., feminist criticism, postcolonial criticism, Marxist criticism, etc.)
- Historical or contextual analysis
- A brief explanation of how these methods help in interpreting the selected texts.

f. Results

- Systematic presentation of the key observations and findings derived from textual analysis.
- Relevant quotations from the primary texts may be used to support the findings

g. Discussion

- Interpretation of the findings in relation to the research objectives and existing literary criticism and theoretical frameworks.
- Explanation of how the analysis contributes to a deeper understanding of the text, theme, author, or literary movement.
- Comparison of findings with earlier scholarly interpretations.

h. Major Findings and Conclusion

- Summary of the most important insights derived from the analysis.
- Conclusions drawn directly from the research objectives.
- Brief statement on the literary, cultural, or theoretical significance of the study.
- Possible suggestions for future research.

i. References (MLA 9th Edition Style)

- A comprehensive list of Works Cited, including:

- ☐ Books
- ☐ Journal articles
- ☐ Edited volumes
- ☐ Online academic resources

Or,

Field Report

Or,

Literature Review

Or,

Book Review

Execution framework

A. Topic Approval

Each student shall submit a formal research proposal/synopsis outlining the proposed title, objectives, research questions, methodology, study area (where applicable), and preliminary references. The proposal shall be evaluated and approved by the department/supervisor based on academic relevance, originality, feasibility, and ethical considerations.

B. Supervised Academic Work

Upon approval of the topic, students shall undertake systematic literature review, field investigation etc, as relevant to the nature of the study. All research activities shall be conducted under the continuous guidance and supervision of the assigned faculty supervisor.

C. Drafting and Revision

Students shall prepare interim drafts of the term paper. These drafts shall be reviewed by the supervisor to ensure scientific accuracy, analytical coherence, methodological rigour, and adherence to prescribed academic and formatting standards. Necessary revisions shall be incorporated based on feedback.

D. Final Submission

The completed term paper shall be submitted in the prescribed format, both in hard copy and soft copy, within the notified timeline. The submission must comply with institutional guidelines regarding structure, referencing style, plagiarism limits, and certification requirements.

Document Format and Technical Specifications

- Length and copies: Within 40-50 pages or 5,000 words and 3 Nos of copies
- Font: Times New Roman, 12 pt
- Line spacing: 2.0
- Figures, tables, and scientific notation/equations: Properly labeled
- Referencing style: MLA (9th Edition)
- Plagiarism threshold: Plagiarism (<10%) and AI similarity (<20%) verification clearance

Method of Assessment, Measurement, & Evaluation:

- A. DRP report evaluation (50 Marks)**
- B. Presentation & Viva-Voce (25 Marks)**

- Mode: Presentation followed by viva-voce
- Duration: Presentation (5-10 minutes) + Viva-voce (5–10 minutes)

Evaluation Note (For Record)

- The evaluation of the term paper shall be conducted in accordance with the approved

assessment scheme prescribed by the University.

- The assessment shall consider originality, relevance of the topic, methodological rigour, quality of analysis, interpretation of results, and overall academic presentation.
- Marks awarded for the written report and presentation/viva-voce shall be clearly recorded, signed, and dated by the examiner(s).
- The evaluation sheet and viva-voce report shall be preserved by the department for future reference and audit purposes.
- Any case of academic misconduct or plagiarism detected during evaluation shall be dealt with strictly as per university regulations.

Viva-Voce Guidelines

- Viva-voce shall be conducted after submission of the final report.
- The viva-voce board shall normally consist of the supervisor and one internal/external examiner, as per university rules.
- The viva-voce shall assess the students':
 - Conceptual understanding of the topic
 - Knowledge of literature and methodology
 - Ability to interpret and justify results
 - Original contribution and critical thinking
- The viva-voce shall follow a short presentation (5-10 minutes) by the student, followed by question-answer interaction.

Maintenance of Academic Records:

Each department shall maintain a complete academic record of the Term Paper, including:

- Approved synopsis/proposal

	• Supervisor's certificate • Final term paper (hard copy and soft copy) • Plagiarism (<10%) and AI similarity (<20%) verification clearance • Evaluation and viva-voce score sheets • Soft/Hard copies of the Term Paper shall be archived digitally by the department/library for academic reference. • Academic records shall be preserved for a minimum period as prescribed by the University. • The department shall ensure confidentiality, integrity, and accessibility of academic records for examination, accreditation, and quality assurance purposes.
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Curriculum of Minor Course (MnC) - for UG Programme in English (Semesters I to VIII)

Curriculum of Minor Course (MnC) - for UG Program	
Title of the Course:	Literature and History (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+15 for Tutorial
IDC Paper Code:	ENG-IDC-MN-101
Semester - I	
Credit :4	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge of the points of intersection between literature and history among students. • It is also aimed at acquainting the students with different genres of historical literature and studying their structures, meanings and implications. • The course seeks to highlight the ideological basis of the literary engagement with history.
Learning Outcomes of the Course	• After completing this course students will be able to interpret and assess literary texts as representations of history. • The course will enable the students to detect elements of historicity and fictionality in the prescribed texts, and such other texts. • The course will enable students to understand the politics of historical representation in literature.
Course Content	
Module: I (10)	biographies and autobiographies, chronicle play and history play, context and co-text, discourse, environmental history, erasure, historical accuracy,

	historical fiction, historical imagination, historical memory, historiography, history as narrative, memoir, metahistory, subaltern history, virtual history.
Module: II (10)	<i>The Home and the World</i> by Rabindranath Tagore, Penguin Edition
Module: III (10)	<i>Tughlaq</i> by Girish Karnad
Module: IV (10)	i) “On the Castle of Chillon” by George Gordon Lord Byron ii) “The Charge of the Light Brigade” by Alfred Lord Tennyson iii) “An Occurrence at the Owl Creek Bridge” by Ambrose Bierce iv) “The Free Radio” by Salman Rushdie
Suggestive Readings:	1. <i>Macmillan Dictionary of Historical Terms</i> by Chris Cook, Macmillan 2. <i>The Home and the World</i>, edited by Sreejata Guha, Penguin 3. <i>Tughlaq</i> by Girish Karnad, Oxford University Press 4. <i>The Complete Poetical Works of Lord Byron</i>, Macmillan 5. <i>The Complete Works of Alfred Lord Tennyson</i>. Frederick A. Stokes 6. <i>Ghost and Horror Stories</i> by Ambrose Bierce, Dover Publications 7. <i>Interventions: Indian Writing in English</i> ed. by Anand Prakash, Worldview Publications. 8. <i>Historical Imagination</i> by David J. Staley, Routledge 9. <i>The Home and the World</i> edited by Dilip Kumar Basu and Debjani Sengupta, Worldview Publications 10. <i>Girish Karnad Plays: Performance and Critical Perspectives</i>. edited by Tutun Mukherjee

Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 25 MARKS to be evaluated by the respective colleges) <u>Module I:</u> MCQ questions of 2 marks each, 7 total, to be set from the pool of “terms & concepts” as mentioned in Module-I (2x7=14) <u>Module II:</u> Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12) <u>Module III:</u> Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12) <u>Module IV:</u> Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable

Curriculum of Minor Course (MnC) - for UG Program	
Title of the Course:	Literature and Politics (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+15 for Tutorial)
MDC Paper Code:	ENG-IDC-MN-201
Semester - II	
Credit :4	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge of the points of intersection between literature and politics among students. • It is also aimed at acquainting the students with different genres of political literature and studying their structures, meanings and implications. • The course seeks to highlight the ideological basis of the literary engagement with politics.
Learning Outcomes of the Course	• After completing this course students will be able to interpret and assess literary texts as representations of political events, actants, and processes. • The course will enable the students to detect elements of politics and fictionality in the prescribed texts, and such other texts. • The course will enable students to understand the politics of representation in literature.
Course Content	
Module: I (10)	apartheid, autocracy, democracy, nation, nationalism, nationality, holocaust, oligarchy, partition, pogrom, border-boundaries,

	homogenization, multiculturalism, war, transnationalism, internationalism
Module: II (10)	<i>Kanthapura</i> by Raja Rao
Module: III (10)	<i>Blood Knot</i> by Athol Fugard
Module: IV (10)	• "Her Thighs Still Smell of Milk" by Nabanita Kanungo • "July 1983" by Anne Ranasinghe • "Alam's Own House" by Dibyendu Palit • "The Assassination of Indira Gandhi" by Upamanyu Chatterjee
Suggestive Readings:	1. <i>The Concise Dictionary of Politics</i> by Iain McLean & Alistair McMillan 2. <i>Kanthapura</i> by Raja Rao, Penguin 3. <i>Blood Knot and Other Plays</i> by Athol Fugard, Theatre Communications Group 4. <i>A Map of Ruins</i> by Nabanita Kanungo, Sahitya Akademi 5. <i>Partition Literature: An Anthology</i>, edited by Debjani Sengupta, Worldview Publications 6. <i>The Assassination of Indira Gandhi</i> (Vol.I) by Upamanyu Chatterjee, Speaking Tiger Publishing 7. <i>The Fiction of Raja Rao: Critical Studies</i> edited by Rajeshwar Mittapalli & P. Paolo Piciuccio 8. <i>An Introduction to Postcolonial Theatre</i> by Brian Crow & Chris Banfield, Cambridge University Press 9. <i>South Asian Partition Fiction in English: From Khushwant Singh to Amitav Ghosh</i> by Rituparna Roy, Amsterdam University Press 10. <i>The Rationale of Political Assassinations</i> by Arie Perliger, JSTOR (open access)
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the

	University of Gour Banga; 25 MARKS to be evaluated by the respective colleges) <u>Module I:</u> MCQ questions of 2 marks each, 7 total, to be set from the pool of “terms & concepts” as mentioned in Module-I (2x7=14) <u>Module II:</u> Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12) <u>Module III:</u> Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12) <u>Module IV:</u> Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Minor Course (MnC) - for UG Program	
Title of the Course:	Literature and Sociology (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+15 for Tutorial)
Minor Paper Code:	ENG-IDC-MN-301
Semester -III	
Credit -4	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge of the points of intersection between literature and sociology among students. • It is also aimed at acquainting the students with different genres of literature dealing with social issues and studying their structures, meanings and implications. • The course seeks to highlight the ideological basis of the literary engagement with social issues and concerns.
Learning Outcomes of the Course	• After completing this course students will be able to interpret and assess literary texts as representations of social events and phenomena. • The course will enable the students to understand portrayal of the society in the prescribed texts, and such other texts. • The course will enable students to understand the politics of representation in literature dealing with social actants, processes, predilections, and prejudices.
Course Content	
Module: I (10)	ability and disability; age; alienation; anomie; citizenship; class and caste; culture and identity;

	crime and deviance; family; gender and sexuality; globalization; location and dislocation; race and religion; socialization; the media; work and leisure
Module: II (10)	<i>Untouchable</i> by Mulk Raj Anand
Module: III (10)	<i>Silence! The Court is in Session</i> by Vijay Tendulkar
Module: IV (10)	• “Art and Society” by Raymond Williams • “Sati : A Nineteenth-Century Tale of Women, Violence and Protest” by Asish Nandy • “From literary to cultural studies: the sociological turn” by Andrew Milner • “Between ‘Honour’ and ‘Justice’: Rendering the Law Ineffective” by Kavita Panjabi
Suggestive Readings:	1. <i>Oxford Dictionary of Sociology</i> by John Scott, Oxford University Press 2. <i>Untouchable</i> edited by Nandini Bhattacharya, Pearson Longman 3. <i>Silence! The Court is in Session</i> by Vijay Tendulkar, Oxford University Press 4. <i>Culture and Society: Coleridge to Orwell</i> by Raymond Williams, Penguin 5. <i>The Savage Freud and Other Essays on Possible and Retrievable Selves</i> by Ashis Nandy, Princeton University Press. 6. <i>Literature, Culture, and Society</i> by Andrew Milner, Routledge 7. <i>Breaching the Citadel: The India Papers</i>, edited by Urvashi Butalia & Laxmi Murthy, Zubaan Books 8. <i>Vijay Tendulkar: A Pioneer Playwright</i> by Shailaja B. Wadikar, Atlantic Publishers 9. <i>The Sociology of Literature: Theoretical Approaches</i> by Janet Wolff & Jane Routh, University of Michigan 10. <i>Sociology Through Literature: An Introductory Reader</i> by Lewis A. Coser, Prentice Hall.

Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 25 MARKS to be evaluated by the respective colleges) <u>Module I</u>: MCQ questions of 2 marks each, 7 total, to be set from the pool of “terms & concepts” as mentioned in Module-I (2x7=14) <u>Module II</u>: Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12) <u>Module III</u>: Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12) <u>Module IV</u>: Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Minor Course (MnC) - for UG Program	
Title of the Course:	Literature and Psychology (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+15 for Tutorial)
IDC Paper Code:	ENG-IDC-MN-401
Semester - IV	
Credit -4	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge of the points of intersection between literature and psychology among students. • It is also aimed at acquainting the students with different genres of psychological literature and studying their structures, meanings and implications. • The course seeks to highlight the psychological basis of literary engagement with the world of action and motivation.
Learning Outcomes of the Course	• After completing this course students will be able to interpret and assess literary texts as representations of psychological processes and proclivities. • The course will enable the students to detect elements of thought, feeling, drive, and dread in the prescribed texts, and such other texts. • The course will enable students to understand the politics of representation in literature about the human mind.
Course Content	
Module: I (10)	alienation; anxiety; bipolar disorder; desire; deviance; fantasy; conscious & unconscious; guilt;

	hysteria; memory; phobias and phobias; schizophrenia; self-actualization; trauma; violence; repression.
Module: II (10)	<i>Cry, the Peacock</i> by Anita Desai
Module: III (10)	<i>Bahadur the Wine Seller</i> by Habib Tanvir
Module: IV (10)	• “The Fly” by Katherine Mansfield • “The Yellow Wallpaper” by Charlotte Perkins Gilman • “Futility” by Wilfred Owen • “Still I Rise” by Maya Angelou
Suggestive Readings:	1. <i>A Dictionary of Psychology</i> by Andrew Colman, Oxford University Press. 2. <i>Cry, the Peacock</i> by Anita Desai, Orient Paperbacks. 3. <i>Charandas Chor and Other Plays</i> by Habib Tanvir, Seagull. 4. <i>Modern Prose: Stories, Essays and Sketches</i>, edited by Michael Thorpe, Oxford University Press. 5. <i>Charlotte Perkins Gilman's The Yellow Wall-Paper: A Sourcebook and Critical Edition</i>, edited by Catherine J. Golden, Routledge. 6. <i>The War Poems of Wilfred Owen</i>, edited by John Stallworthy, Vintage. 7. <i>The Complete Collected Poems of Maya Angelou</i>, Random House. 8. <i>The Collected Stories by Katherine Mansfield</i>, Wordsworth Classics. 9. <i>Literature and Psychoanalysis</i> edited by Soshana Felman, Johns Hopkins University Press.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gourbanga; 25 MARKS to be evaluated by the respective colleges)

	<u>Module I:</u> MCQ questions of 2 marks each, 7 total, to be set from the pool of “terms & concepts” as mentioned in Module-I (2x7=14) <u>Module II:</u> Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12) <u>Module III:</u> Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12) <u>Module IV:</u> Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)
Method of Internship, Apprenticeship, Project, Community Engagement:	Not Applicable

Curriculum of Minor Course (MnC) - for UG Program	
Title of the Course:	Literature and Philosophy (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+15 for Tutorial)
MDC Paper Code:	ENG-IDC-MN-501
Semester - V	
Credit-4	
Objectives of the Course:	• The course aims at acquainting students with the points of intersection between Literature and Philosophy. • It intends to highlight the extent of the writers's debt to the world outlook that prompts and permeates literary expression. • The course seeks to inculcate in students the awareness of surroundings and their place therein, and as well as responsibilities thereto.
Learning Outcomes of the Course	• By pursuing the course, students will gain a proper understanding of the place of literature in the cognitive domain. • By completing the course, students will be able to read works of literature as embodiments of the guiding moral vision of writers and their socio-cultural heritage. • By reading the course contents, students will equip themselves to interpret and assess ethical, aesthetic and metaphysical dimensions of the prescribed texts and other texts of the kind.
Course Content	
Module: I	absurdism; advaita; aesthetics; agnosticism; altruism; cartesian dualism; ethics; existentialism;

	fate and free will; materialism; metaphysics; nihilism; nyay; ouchitya; pantheism.theism and atheism;
Module: II	<i>The Alchemist</i> by Paulo Coelho
Module: III	<i>The Zoo Story</i> by Edward Albee
Module: IV	i) “If” by Rudyard Kipling ii) “where the mind is without fear” by Rabindranath Tagore iii) “Freedom” by George Bernard Shaw iv) “Struggle for Expansion” by Swami Vivekananda
Suggestive Readings:	1. <i>The Oxford Dictionary of Philosophy</i> by Simon Blackburn, OUP 2. <i>Stanford Encyclopedia of Philosophy</i> , https://plato.stanford.edu/ 3. <i>The Alchemist</i> by Paulo Coelho, Harper Collins. 4. <i>The Zoo Story</i> by Edward Albee, New American Library. 5. <i>Selected Poems</i> . Rudyard Kipling, Penguin. 6. <i>Gitanjali</i> by Rabindranath Tagore, trans. By William Radice, Penguin. 7. <i>Modern Prose: Stories, Essays and Sketches</i> , ed. by Michael Thorpe, OUP. 8. <i>Complete Works</i> , Swami Vivekananda (Vol. 8), Advaita Ashrama. 9. <i>An Introduction to Indian Philosophy</i> by Satishchandra Chatterjee and Dhirendramohan Dutta, Rupa. 10. <i>The Cambridge Introduction to Literature & Philosophy</i> by Anthony J. Cascardi, Cambridge University Press.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 25 MARKS to be evaluated by the respective colleges)

	<u>Module I:</u> MCQ questions of 2 marks each, 7 total, to be set from the pool of “terms & concepts” as mentioned in Module-I (2x7=14) <u>Module II:</u> Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12) <u>Module III:</u> Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12) <u>Module IV:</u> Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)
Method of Internship, Apprenticeship, Project, Community Engagement:	Not Applicable

Curriculum of Minor Course (MnC) - for UG Program	
Title of the Course:	Literature and Science (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+15 for Tutorial)
Minor Paper Code:	ENG-IDC-MN-601
Semester -VI	
Credit -4	
Objectives of the Course:	• The course aims to explore the portrayal of science in various socio-cultural as well as literary traditions. • The course aims to understand the role of literature in shaping and challenging societal norms regarding science and technology. • It also aims to analyse how different historical and cultural contexts influence the construction of the literary response to science over the ages.
Learning Outcomes of the Course	• After completing the course, students will be able to analyse literary texts with overt or covert scientific elements or messages. • After completing the course, students will be able to demonstrate an understanding of the historical evolution of science and technology as represented in literature. • Students will gain awareness of the basics of science and its possible pitfalls through literature.
Course Content	
Module: I (10)	Asimov's laws, clifi, cyborg, dystopia, eugenics, evolutionism, futurism, hard SF, mutant, novum,

	posthuman, science fiction, speculative fiction, steampunk, utopia, xenology,
Module: II (10)	• “The Creative Mind” by Jacob Bronowski • “The Two Cultures” by C.P.Snow • “Traveler’s Tales” by Carl Sagan • “The Culture of Science” by Jayanta Vishnu Narlikar
Module: III (10)	<i>Life of Galileo</i> by Bertolt Brecht
Module: IV (10)	i) “Sonnet-To Science” by Edgar Allan Poe ii) “The Secret of the Machines” by Rudyard Kipling iii) “The Fun they Had” by Isaac Asimov iv) “Anukul” by Satyajit Ray
Suggestive Readings:	1. <i>Brave New World: The Oxford Dictionary of Science Fiction</i> by Jeff Prucher, Oxford University Press. 2. <i>Science and Human Values</i> by Jacob Bronowski, Harper. 3. <i>The Two Cultures</i> by C.P.Snow, Cambridge University Press. 4. <i>The Scientific Edge: The Indian Scientist from Vedic to Modern Times</i> by Jayanta Vishnu Narlikar, Penguin. 5. <i>Life of Galileo</i> by Bertolt Brecht, Oxford University Press. 6. <i>The Raven and other Favorite Poems</i> by Edgar Allan Poe, Dover. 7. <i>The Complete Verse</i> by Rudyard Kipling, Nataraj. 8. <i>The Complete Short Stories</i> by Isaac Asimov, Collins. 9. <i>The Collected Short Stories</i> by Satyajit Ray, Penguin.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 25 MARKS to be evaluated by the respective colleges)

	<u>Module I:</u> MCQ questions of 2 marks each, 7 total, to be set from the pool of “terms & concepts” as mentioned in Module-I (2x7=14) <u>Module II:</u> Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12) <u>Module III:</u> Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12) <u>Module IV:</u> Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Minor Course (MnC) - for UG Program	
Title of the Course:	Literature and the Environment
IDC Paper Code:	ENG-IDC-MN-701
Semester - VII	
Credit-4	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge of the points of intersection between environmental issues and their literary representation. • It is also aimed at acquainting the students with literary texts that reflect human interactions with nature. • The course seeks to highlight the concerns related to the environment which includes ecological balance, sustainability and human-nature interface.
Learning Outcomes of the Course	• After completing this course students will be able to understand how literary representations influence our understanding of nature. • The course will enable the students to identify and analyse issues related to the perception of nature and its treatment over time. • The course will make the students aware of the ethical as well as the utilitarian reasons for environmental conservation.
Course Content	
Module: I	anthropocene; anthropocentrism; biocentrism; conservation; deep and shallow ecology; deforestation and afforestation; disaster; ecocentrism; ecofeminism; ecology; environmental ethics; flora and fauna; nature and culture; pastoralism; speciesism; urbanisation

Module: II	<i>Aranyak</i> by Bibhutibhusan Bandyopadhyay
Module: III	<i>The Sea-Saw Tree</i> by David Wood
Module: IV	i) “A Family Affair” by Ken Saro-Wiwa ii) “The Cherry Tree” by Ruskin Bond iii) “Birches” by Robert Frost iv) “Snake” by D.H. Lawrence
Suggestive Readings:	1. <i>A Dictionary of Environmental History</i> by Ian D. Whyte. I.B. Tauris. 2. <i>A Forest of Flowers</i> by Ken Saro-Wiwa, Saros International Publishers 3. <i>Aranyak</i> by Bibhutibhusan Bandyopadhyay; Bhaskar Chattopadhyay (Tr.), Penguin Modern Classics 4. <i>Complete Poems of Robert Frost</i>, Holt, Rinehart and Winston. 5. <i>Dictionary of Environmental Terms</i> by Alan Gilpin, U of Queensland P. 6. <i>The Cherry Tree</i> by Ruskin Bond, Puffin Books. 7. <i>The Complete Poems of D.H. Lawrence</i>, Collected and Edited with an Introduction and Notes by Vivian de Sola Pinto and Warren Roberts, Penguin Books. 8. <i>The Sea-Saw Tree</i>, Book, music and lyrics by David Wood, Samuel French, London. 9. <i>The Cambridge Companion to Literature and the Environment</i>, edited by Louise Hutchings Westling, Cambridge University Press. 10. <i>The Cambridge Companion to Literature and the Anthropocene</i>, edited by John Parham, Cambridge University Press.
Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 25 MARKS to be evaluated by the respective colleges)

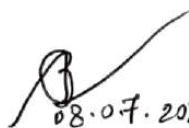
	<u>Module I:</u> MCQ questions of 2 marks each, 7 total, to be set from the pool of “terms & concepts” as mentioned in Module-I (2x7=14) <u>Module II:</u> Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12) <u>Module III:</u> Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12) <u>Module IV:</u> Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)
Method of Internship, Apprenticeship, Project, Community Engagement:	Not Applicable

Curriculum of Minor Course (MnC) - for UG Program	
Title of the Course:	Literature and Well-Being (total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+15 for Tutorial)
Minor Paper Code:	ENG-IDC-MN-801
Semester -VIII	
Credit -4	
Objectives of the Course:	• The course aims to explore the role of literature in representing and commenting on man's pursuit of well-being. • The course aims to understand the role of literature in shaping and challenging societal norms regarding life-goals and life-achievements. • It also aims to analyse how different historical and cultural contexts influence the construction of our idea of well-being across time and cultures.
Learning Outcomes of the Course	• After completing the course, students will be able to analyse literary texts with a view to highlighting the therapeutic value of literature. • After completing the course, students will be able to demonstrate an understanding of the historical evolution of the idea of well-being as represented by writers and thinkers. • On completion, students will be able to articulate how literary representations of pursuit of well-being impacts and reflects societal perceptions and attitudes.
Course Content	

Module: I (10)	achievement; body and mind; contentment; family; friendship; happiness; health; honour and dignity; love; peace; resilience; society; spirituality; the self and the world; types of wellbeing; work and leisure
Module: II (10)	<i>Miracle Under the Kumbuk Tree</i> by Daya Dissanayeke
Module: III (10)	<i>The Cherry Orchard</i> by Anton Chekhov
Module: IV (10)	• “The Tree of Eternal Life” by Rumi • “The Selfish Giant” by Oscar Wilde • “Madho” by Rabindranath Tagore, translated by Sukanta Chaudhuri • “As Usual” by Kaiser Haq
Suggestive Readings:	1. <i>Miracle Under the Kumbuk Tree</i> by Daya Dissanayaeke, Sarasavi Publishers. 2. <i>The Cherry Orchard</i> edited by Nick Worrall, Methuen. 3. <i>The Book of Rumi</i> translated by Maryam mafi, Amaryllis. 4. <i>Rabindranath Tagore: Selected Writings for Children</i>, translated by Sukanta Chaudhuri, Oxford University Press. 5. <i>The Complete Short Stories Oscar Wilde</i>, edited by John Sloan, Oxford University Press. 6. <i>Published in the Streets of Dhaka</i> by Kaiser Haq, University Press. 7. <i>Literary Studies and Well-Being</i> by Ronald Schleifer, Bloomsbury. 8. <i>Literature and Therapy: A Systemic View</i> by Liz Burns, Routledge. 9. <i>The Cambridge Companion to Oscar Wilde</i>, edited by Peter Raby, Cambridge University Press. 10. <i>The Cambridge Companion to Anton Chekhov</i>, edited by Vera Gottlieb & Paul Allain, Cambridge University Press.

Method of Assessment, Measurement, & Evaluation:	TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 25 MARKS to be evaluated by the respective colleges) <u>Module I:</u> MCQ questions of 2 marks each, 7 total, to be set from the pool of “terms & concepts” as mentioned in Module-I (2x7=14) <u>Module II:</u> Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12) <u>Module III:</u> Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12) <u>Module IV:</u> Two short essay type questions of 6 marks each (out of 4) to be answered in about 200 words each (6x2=12)
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Multidisciplinary Course (MDC) - for UG Programme in English (Semesters I to III)


08.07.2026
Amit Bhattacharya
Professor And Head
Department of English
University of Gour Banga, Malda

Curriculum of Multidisciplinary Course (MDC) - for UG Program	
Title of the Course:	Literature, Culture, and Identity
MDC Paper Code:	ENG-MDC-101
Semester - I	
Credit: 3	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge of the points of intersection between literature on the one hand and culture and identity on the other. • It is also aimed at acquainting the students with different literary texts that deal with the formation of cultures and identities. • The course seeks to highlight the ideological basis of the literary engagement with cultures and identities as socio-political constructs.
Learning Outcomes of the Course	• After completing this course students will be able to interpret and assess literary texts that focus on the formulation of culture and formation of identity. • The course will enable the students to understand how literary production and reception are constructed by cultural contexts and identity constraints. • The course will enable the students to understand cultural specificities from the perspective of the subject positions (of authors, characters and readers).
Course Content	
Module: I	assimilation and homogenization; cultural hegemony; cultural identity; counter culture and subculture; cyberculture; gender, class and ethnicity; globalisation and global culture; high

	culture and low culture; hybridity; ideology and identity; identity formation and individuation; identity markers; majority and minority culture; multiculturalism; popular and mass culture; sports culture
Module: II	<i>Bend it Like Beckham</i> by Narinder Dhami
Module: III	<i>Pygmalion</i> by G.B. Shaw
Module: IV	i) Matthew Arnold: Selections from Culture and Anarchy (“Sweetness and Light”) ii) Rabindranath Tagore “Our Culture, Their Culture” (X to XIV from The Centre of Indian Culture) iii) Amartya Sen: “Our Culture, Their Culture” from The Argumentative Indian: Writings on Indian History, Culture and Identity iv) The Nobel Lecture by Desmond Tutu
Suggestive Readings:	1. <i>Understanding Cultures Through Their Key Words</i> by Anna Wierzbicka, Oxford University Press. 2. <i>Bend it Like Beckham</i> by Narinder Dhami, Hachette. 3. <i>Culture & Anarchy</i>, edited by Jane Garnett, Oxford University Press. 4. <i>Pygmalion</i>, edited by A.C.Ward, Orient Blackswan. 5. <i>Argumentative Indian</i> by Amartya Sen, Penguin. 6. <i>The Centre of Indian Culture</i> by Rabindranath Tagore, Visva Bharati. 7. <i>Nobel Lecture-Desmond Tutu</i> (https://www.nobelprize.org/prizes/peace/1984/tutu/lecture/) 8. <i>Culture and the Making of Identity in Contemporary India</i>, edited by Usha Thakkar & Kamala Ganesh, SAGE publications.

	9. <i>Understanding Culture: A Handbook for Students in the Humanities</i> by Babette Hellemans, Amsterdam University Press. 10. <i>Understanding Culture</i> by John Joseph Honigmann, Harper & Row.
Method of Assessment, Measurement, & Evaluation:	TOTAL 50 Marks (40 Marks To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 10 MARKS to be evaluated by respective colleges) Unit-I: Two short essay type questions of 5 marks each (out of 4), to be set from the pool of “terms & concepts” as mentioned in Module-I, to be answered in about 150 words each (5x2=10) Unit-II: Two short essay type questions of 5 marks (out of 4) to be answered in about 150 words each (5x2=10) Unit-III: Two short essay type questions of 5 marks (out of 4) to be answered in about 150 words each (5x2=10) Unit-IV: Two short essay type questions of 5 marks (out of 4) to be answered in about 150 words each (5x2=10)
Method of Internship, Apprenticeship, Project, Community Engagement:	Not Applicable.

Curriculum of Multidisciplinary Course (MDC) – 201 for UG Program	
Title of the Course:	Literature, Myth and Folklore
MDC Paper Code:	ENG-MDC-201
Semester - II	
Credit = 3	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge of myth and folklore, and their representation in literature. • It is also aimed at acquainting the students with different mythological and folk literature genres and to enable them to examine their roles in understanding values, beliefs and perspectives. . • The course seeks to highlight the ideological basis of the literary engagement with mythologies and folkloric traditions and their influence on the formation of culture and identity interface.
Learning Outcomes of the Course	• After completion of the course, the students will be familiarised with different shades and categories of folklore and myth, and their literary representation. • The course will enable the students to analyse the similarities and differences among myths and folklores from across cultures. • The course will enable the students to analyse and interpret traditional myths, folklores and archetypes in contemporary literature.
Course Content	
Module: I	archetypes; allegory; damsels in distress; fables and ballads; fairytales; folk epic; folktales; legends;

	mortality and immortality; myth and folklores; mythopoeia; orality; tricksters; types and motifs; urban legends; quests and questers
Module: II	Mamang Dai: <i>The Legends of Pensam</i>
Module: III	Girish Karnad: <i>Nagamandala</i>
Module: IV	i) Alfred Tennyson: "Tithonus" ii) Arun Kolatkar: "The Horseshoe Shrine" iii) Dakshinaranjan Mitra Majumder: "The Gold Wand & the Silver Wand" iv) Mahasweta Devi: "Bayen" (from <i>Separate Journeys</i>)
Suggestive Readings:	1. <i>Folklore and Folklife: An Introduction</i> by Richard M. Dorson, University of Chicago Press 2. <i>Encyclopaedia of Folklore and Literature</i>, edited by ME Brown and B.A. Rosenberg, ABC- CLIO. 3. <i>Folklore in Modern India</i> by Jawaharlal Handoo, Central Institute of Indian Languages. 4. <i>The Legends of Pensam</i> by Mamang Dai, Penguin Books India. 5. <i>The Bloody Chamber and Other Stories</i> by Angela Carter , Random House. 6. <i>Separate Journeys: Short Stories</i> by Contemporary Indian Women edited by Geeta Dharmarajan, Katha. 7. <i>Jejuri</i> by Arun Kolatkar, Clearing House, 1976. 8. <i>Tennyson: A Selected Edition</i> by Christopher Ricks, Taylor & Francis. 9. <i>Thakurmar Jhuli: Twelve Stories from Bengal</i>, translated by Sukhendu Ray, Oxford University Press. 10. <i>Myth: A Very Short Introduction</i>, Oxford University Press.

Method of Assessment, Measurement, & Evaluation:	TOTAL 50 Marks (40 Marks To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 10 MARKS to be evaluated by respective colleges) Unit-I: Two short essay type questions of 5 marks each (out of 4), to be set from the pool of “terms & concepts” as mentioned in Module-I, to be answered in about 150 words each (5x2=10) Unit-II: Two short essay type questions of 5 marks (out of 4) to be answered in about 150 words each (5x2=10) Unit-III: Two short essay type questions of 5 marks (out of 4) to be answered in about 150 words each (5x2=10) Unit-IV: Two short essay type questions of 5 marks (out of 4) to be answered in about 150 words each (5x2=10)
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Multidisciplinary Minor Course (MDC) ---- for UG Program	
Title of the Course:	Literature, Gender, and Sexuality
MDC Minor Paper Code	ENG-MDC-301
Semester - III	
Credit = 3	
Objectives of the Course:	• The course aims to explore the portrayal of gender and sexuality in various socio-cultural as well as literary traditions. • The course aims to understand the role of literature in shaping and challenging societal norms regarding gender and sexuality. • It also aims to analyse how different historical and cultural contexts influence the construction of gender and sexual identities and encourage students to think critically about the influence of literature on contemporary gender and sexual politics.
Learning Outcomes of the Course:	• After completing the course, students will be able to analyse literary texts using feminist, queer, and gender theory frameworks. • After completing the course, students will be able to demonstrate an understanding of the historical evolution of gender and sexuality in literary discourse. • On completion, students will be able to articulate how literary representations of gender and sexuality impact societal perceptions and attitudes.
Course Contents	
Module: I	androgyny; effeminacy; erotica; female-body politics; femininity; gender and sex; gender-based violence (GBV); gender essentialism; gender

	expectations and gender roles; gender performativity; heteronormativity; LGBTQIA+, male-gaze; masculinity; patriarchy and matriarchy; phallocentrism
Module: II	Anita Desai's <i>Fire on the Mountain</i>
Module: III	Mahesh Dattani's <i>Dance Like a Man</i>
Module: IV	• Katherine Mansfield's "Bliss" • Sadat Hasan Manto's "Khol Do" (tr. as "The Return" by Khalid Hasan) • Kamala Das's "Spoiling the Name" • Adrienne Rich's "Floating Poem, Unnumbered" ("Twenty-One Love Poems" from <i>The Dream of a Common Language: Poems 1974-1977</i>)
Suggestive Readings:	1. <i>A Dictionary of Gender Studies</i> by Gabrielle Griffin, Oxford University Press. 2. <i>The Essential Glossary: Sexuality</i>, ed. by Joe Eadie, Oxford University Press. 3. <i>Gender Trouble: Feminism and the Subversion of Identity</i> by Judith Butler, Routledge. 4. <i>Fire on the Mountain</i> by Anita Desai, Penguin RHI. 5. <i>Dance Like a Man: A Stage Play in Two Acts</i> by Mahesh Dattani, Penguin India. 6. <i>Mahesh Dattani's Plays: Critical Perspectives</i> by Angelie Multani, Pencraft International. 7. <i>Complete Short Stories</i> by Katherine Mansfield, e-arthrow 8. <i>Mottled Dawn: Fifty Sketches and Stories of Partition</i>, Sadat Hassan Manto, Translated by Khalid Hasan, Penguin Modern Classic. 9. <i>Summer in Calcutta</i> by Kamala Das, DC Books, 2005. 10. <i>The Dream of a Common Language: Poems 1974-1977</i> by Adrienne Rich, Norton.

Method of Assessment, Measurement, & Evaluation:	TOTAL 50 Marks (40 Marks To be evaluated by way of THEORY EXAMINATION by the University of Gour Banga; 10 MARKS to be evaluated by respective colleges) Unit-I: Two short essay type questions of 5 marks each (out of 4), to be set from the pool of “terms & concepts” as mentioned in Module-I, to be answered in about 150 words each (5x2=10) Unit-II: Two short essay type questions of 5 marks (out of 4) to be answered in about 150 words each (5x2=10) Unit-III: Two short essay type questions of 5 marks (out of 4) to be answered in about 150 words each (5x2=10) Unit-IV: Two short essay type questions of 5 marks (out of 4) to be answered in about 150 words each (5x2=10)
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

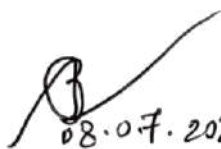
Curriculum of Ability Enhancement Course (AEC) - for UG Programme in English (Semesters III & IV)

Curriculum of Ability Enhancement Course (AEC) - for UG Programme	
Title of the Course:	Basics of English Language-I
MDC Paper Code:	30#-ENG-AEC
Semester - III	
Credit: 2	
Objectives of the Course:	• This course is designed to disseminate introductory knowledge regarding English grammar. • It is also aimed at acquainting the students with essential components from English vocabulary. • The course seeks to familiarise students with prose comprehension skills.
Learning Outcomes of the Course	• After completing this course students will develop knowledge of basic grammar. • The course will enable the students to nourish their knowledge of vocabulary. • The course will enable the students to understand the basics of prose comprehension.
Course Content	
Module: I Grammar & Vocabulary-I	i) Articles & Prepositions ii) Tenses, Auxiliaries, & Modals iii) Numbers & Genders iv) One Word Substitution v) Phrasal Verbs
Module: II Comprehension of a prose passage	i) True-false ii) Re-arrange iii) Question & Answer from passage iv) Word meaning v) Textual grammar

Suggestive Readings:	1. <i>English Grammar & Composition</i> by Wren & Martin revised by N.D.V. Prasada Rao, S.Chand & Company. 2. <i>A Practical English Grammar</i> by A. J. Thomson & A. V. Martinet, Oxford University Press. 3. <i>Comprehension Skills: Short Passages for Close Reading</i> by Linda Beech, Scholastic. 4. <i>Word Power Made Easy</i> by Norman Lewis, Goyal Publishers.
Method of Assessment, Measurement, & Evaluation:	From the first module, 3 Multiple choice questions shall be set from each of the 5 components. Students shall answer all the questions choosing the correct alternative out of 4 options. Each question shall carry 1 mark (3x5=15). From the second module, 2 Multiple choice questions shall be set from each of the 5 components. Students shall answer all the questions choosing the correct alternative out of 4 options. Each question shall carry 1 mark (2x5=10).
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Ability Enhancement Course (AEC) - for UG Programme	
Title of the Course:	Basics of English Language-II
MDC Paper Code:	40#-ENG-AEC
Semester - IV	
Credit: 2	
Objectives of the Course:	• This course intends to augment knowledge of English grammar. • It is aimed at acquainting the students with other essential components from English vocabulary. • The course seeks to enhance the students' ability to comprehend verse passages.
Learning Outcomes of the Course	• After completing this course students will further develop knowledge of English grammar. • The course will enable the students to improve their knowledge of vocabulary. • The course will enable the students to understand the basics of verse comprehension by answering textual questions.
Course Content	
Module: I Grammar & Vocabulary-II	i) Subordination & Coordination ii) Phrases & Clauses iii) Synonyms & Antonyms iv) Same Words in different Parts of Speech v) Homonyms, Homophones and Homographs
Module: II Comprehension of a verse passage	i) True-false ii) Re-arrange iii) Question & Answer from passage iv) Word meaning v) Textual grammar

Suggestive Readings:	1. <i>English Grammar & Composition</i> by Wren & Martin revised by N.D.V. Prasada Rao, S.Chand & Company. 2. <i>A Practical English Grammar</i> by A. J. Thomson & A. V. Martinet, Oxford University Press. 3. <i>Developing Reading Comprehension Skills</i> by Kate Heap, Brilliant Publications. 4. <i>Word Power Made Easy</i> by Norman Lewis, Goyal Publishers.
Method of Assessment, Measurement, & Evaluation:	From the first module, 3 Multiple choice questions shall be set from each of the 5 components. Students shall answer all the questions choosing the correct alternative out of 4 options. Each question shall carry 1 mark (3x5=15). From the second module, 2 Multiple choice questions shall be set from each of the 5 components. Students shall answer all the questions choosing the correct alternative out of 4 options. Each question shall carry 1 mark (2x5=10).
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.


 08.07.2026
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