



**SYLLABUS & PROGRAMME
STRUCTURE OF FOUR YEARS
UNDERGRADUATE PROGRAMME**

ENGLISH

(Major & Minor)

Semester : V & VI

(Under National Education Policy – 2020)

(Effective from the Academic Session 2023-2024)

**MAHARAJA BIR BIKRAM UNIVERSITY
AGARTALA, TRIPURA: 799004**

SEMESTER 5: PAPER EN 501C: THE VICTORIAN AGE
[MJDSC - IX]

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- identify and analyze the socio-economic-political contexts that inform the literature of the period
- comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres
- understand the conflict between self and society in different literary genres of the period
- link the rise of the novel to the expansion of Colonialism and Capitalism
- understand the transition from Romantic to Victorian in literature and culture
- link the Victorian temper to political contexts in English colonies
- link the changes in the English countryside to changes brought about in similar settings in India

Course Content

UNIT-I (Novel)

- i) Charlotte Bronte: *Jane Eyre*/ Emily Bronte: *Wuthering Heights*
- ii) Charles Dickens: *A Tale of Two Cities* / Thomas Hardy: *Tess of D'Urbervilles*

UNIT- II (Poetry)

- i) Alfred Tennyson: 'Ulysses'
- ii) Robert Browning: 'My Last Duchess'
- iii) Christina Rossetti: 'The Goblin Market'
- iv) A.C.Swinburne: 'The Garden of Prospice'

UNIT-III (Non- Fiction)

- i) Mathew Arnold: Selections from *Culture and Anarchy: An Essay in Political and Social Criticism*- Chapter- III
- ii) John Ruskin: 'The Root of Honour' from *Unto This Last*/ John Stuart Mill: Chapter-II 'What is Utilitarianism' from *Utilitarianism*

UNIT- IV (Drama)

- i) Bernard Shaw: *Man and Superman*
- ii) John Galsworthy: *Justice*

Suggested Topics for Background Reading and Class Presentation

- Utilitarianism
- Colonialism and nineteenth century literature
- The Death of the Village
- The 19th Century Novel
- Marriage and Sexuality
- The Writer and Society
- Faith and Doubt
- The Dramatic Monologue

Suggested Readings:

Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201.

Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man in The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545–9.

John Stuart Mill, *The Subjection of Women* in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

SEMESTER 5: PAPER EN 502C: WOMEN'S WRITING
[MJDSC - X]

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- recognise the importance of gender specificity in literature
- understand and appreciate the representation of female experience in literature
- explain the difference between the feminine and the feminist as opposed to the female
- examine and appreciate the role played by socio-cultural-economic contexts in defining woman
- link the status of woman to social discrimination and social change
- draw a location specific trajectory of female bonding or empowerment
- to understand the complexity of social and biological constructions of manhood and womanhood
- to examine the relationship of women to work and production.

Course Content

UNIT-I (Poetry)

- i). Sylvia Plath: 'Daddy'
- ii). Sarojini Naidu: 'Songs of Radha- The Quest'
- iii). Toru Dutt: 'Sita'
- iv). Margaret Atwood: 'Journey to the Interior'

UNIT- II (Novel)

- i) Alice Walker: *The Color Purple*
- ii) Anita Desai: *Cry, the Peacock*

UNIT- III (Short Story)

- i) Charlotte Perkins Gilman: 'The Yellow Wallpaper'
- ii) Katherine Mansfield: 'Bliss'
- iii) Mahasweta Devi: 'Draupadi'

UNIT- IV (Non- Fiction)

- i) Mary Wollstonecraft: Selections from *A Vindication of the Rights of Woman*- Chapter- 1 (pp.11-19) & Chapter- 2 (pp. 19-38)
- ii) Virginia Woolf: *A Room of One's Own*

Suggested Topics for Background Reading and Class Presentation

- The Confessional Mode in Women's Writing
- Sexual/Textual Politics

- Body, Beauty and Discrimination
- Race, Caste and Gender
- Social Reform and Women's Rights
- Women under Colonialism □ Women in and out of Slavery
- Is there a Woman's Language?

Suggested Readings

Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.

Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.

Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.

Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

SEMESTER 5: PAPER EN 503C: LITERARY TYPES, MOVEMENTS AND TERMS **[MJDSC - XI]**

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand issues like literature, literariness, literary values and basic literary concepts
- learners will have basic understanding of development of English literature in terms of various movements
- learners will be able to identify theoretical and critical concepts with critics/ texts/ movements with which they are associated and understand them in their contexts
- learners will be able to engage themselves with the genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- learners will be able to appreciate and analyse select literary texts in the larger socio-cultural contexts of the time

Course Content

UNIT-I (Literary Types)

- Poetry: Major Classifications- Epic, Lyric and its Variants
- Drama: Major Classifications- Tragedy, Comedy
- Prose Literature: Major Classifications- Novel, Short Story and Essay

UNIT- II (Literary Movements- I)

- | | |
|-----------------|----------------------|
| i) Humanism | iii) Neo- Classicism |
| ii) Romanticism | iv) Pre-Raphaelite |

UNIT- III (Literary Movements- II)

- i) Realism and Naturalism
- ii) Modernism: Symbolism, Imagism, Impressionism, Expressionism, Surrealism
- iii) Post- Modernism

UNIT- IV (Literary Terms)

- | | |
|------------------------|-------------------------|
| i) Aestheticism | ii) Absurd |
| iii) Alienation Effect | iv) Archetype |
| v) Biography | vi) Canon of Literature |
| vii) Colonialism | viii) Decadence |
| ix) Discourse | x) Epic Theatre |
| xi) Narratology | |

Suggested Readings:

M.H. Abrams, *A Dictionary of Literary Terms*,

Martin Gray, *A Dictionary of Literary Terms*, , Blackwell, 1998

W. H. Hudson, *An Introduction to the Study of English Literature*, Maple Press, 2003

SEMESTER 5: PAPER EN 504C: RHETORIC, PROSODY AND PHONETICS

[MJDSC - XII]

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand
- learners will develop skills for critical analysis and interpretation of selected poems in order to understand the theme, language, tone and style, and elements of prosody

Course Content

UNIT- I (Rhetoric)

Figures of Speech, their identification in a given text

UNIT- II (Prosody)

Prosodic analysis and scansion

UNIT- III (Phonetics)

Speech organs, Vowels and Consonants, IPA

UNIT- IV

Syllable, Consonant Cluster, Stress, Intonation, Transcription

Suggested Readings:

T. Balasubramanian, *A Textbook of English Phonetics for Indian Students*,

Joydeep Sarkar & Anirban Bhattacharjee, *A Handbook of Rhetoric and Prosody*, Orient Blackswan

Daniel Jones, *Cambridge English Pronouncing Dictionary*, Cambridge

SEMESTER 6: PAPER EN 601C: 20TH CENTURY LITERATURE **[MJDSC - XIII]**

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe
- link and distinguish between modernity and modernism
- explain the links between developments in science and experiments in literature
- explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism
- identify and analyze the use and modernist technique in different genres in early twentieth century British literature
- trace the history of the self and subjectivity in literature in the light of colonial consciousness
- explain and analyze the idea of form in modernist literary texts from across major genres

Course Content

UNIT- I (Novel)

- i) Joseph Conrad: *Heart of Darkness*
- ii) Virginia Woolf: *To the Light House*

UNIT- II (Poetry)

- i) W.B.Yeats: 'Second Coming', 'Sailing to Byzantium'
- ii) T.S.Eliot: 'The Love Song of J.Alfred Prufrock'

UNIT- III (Drama)

- i) Ibsen: *Ghosts*
- ii) Bertolt Brecht: *Life of Galileo*
- iii) Samuel Beckett: *Waiting for Godot*

UNIT- IV (Performance Theory)

- i) G.B.Shaw: *The Quintessence of Ibsenism*
- ii) Bertolt Brecht: *Dramatic Theatre versus Epic Theatre*

Suggested Topics for Background Reading and Presentation

Topics

- Modernism, Post-modernism and non-European Cultures
- The Women's Movement in the Early 20th Century
- Psychoanalysis and the Stream of Consciousness
- Literature and the Fear of Disintegration
- The Uses of Myth
- Nation and Narration in Early Twentieth Century Novel
- The Avant Garde

Suggested Readings

Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.

T.S. Eliot, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.

Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.

SEMESTER 6: PAPER EN 602C: POSTCOLONIAL LITERATURES
[MJDSC - XIV]

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule
- understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation
- see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it
- appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations
- critically engage with issues of racism and imperialism during and after colonial occupation
- appreciate the changing role and status of English in postcolonial literatures
- link colonialism to modernity

Course Content

UNIT- I (Novel)

- i) Chinua Achebe: *Things Fall Apart*
- ii) Salman Rushdie: *The Midnight's Children*
- iii) V.S. Naipaul: *A House for Mr. Biswas*

UNIT- II (Fiction)

- i) Phakir Mohan Senapati: 'Rebati'
- ii) Bessie Head: 'The Collector of Treasures'
- iii) Ama Ato Aidoo: 'The Girl Who Can'

UNIT- III (Poetry)

- i) Derek Walcott: 'A Far Cry from Africa'
- ii) Mamang Dai: 'The Voice of the Mountain'
- iii) Pablo Neruda: 'Tonight I can Write'
- iv) David Malouf: 'Wild Lemons'

UNIT- IV (Non-Fiction)

- i) Franz Fanon: 'The Negro and Language' in *Black Skin, White Masks*
- ii) Edward Said: *Orientalism*
- iii) Gayatri Chakraborty Spivak: *Can the Subaltern Speak?*

Suggested Topic for Background Reading and Class Presentation

- Nationalism and Nationality
- De-colonization, Globalization and Literature
- Race, Region, Religion
- Women and Postcolonialism/Gender and Identity
- English and Bhasha: The Languages of Postcolonialism
- Postcolonial Literatures and Questions of Ethics
- Postcolonialism and Resistance
- Literature and Identity Politics
- Writing for the New World Audience

Suggested Readings

Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.

Ngugi wa Thiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.

Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987).

SEMESTER 6: PAPER EN 603C: LITERATURES OF INDIA'S NORTH-EAST
[MJDSC - XV]

Course Content

UNIT- I (Poetry)

- i) Desmond Kharmawphlang: 'Letter from Pahambir'
- ii) Mamang Dai: 'The Sorrow of Women'
- iii) Chandra Kanta Murasingh: 'The Stone Speaks in the Forest'
- iv) Sachlang Tripura: 'Dawn at Hokutwisa'

UNIT- II (Short Story)

- i) Temsyla Ao: 'The Last Song'
- ii) Dhruva Hazarika: 'The Hunt'

UNIT- III (Novel)

- i) Indira Goswami: *The Blue- Necked God*
- ii) Mitra Phukan: *The Collector's Wife*

UNIT- IV (Oral Literatures)

- i). Chethuwang (Tripura)
- ii). The Tragedy of Jatinga (Assam)
- ii). The Mystic Cat and Pebet (Manipuri)
- iv). Chhura: Undisputed Hero of Mizo Folktales
- v). The Syntong Rynghang Tigers (Khasi)
- vi). Sofunuo (Naga)

Relevant Texts:

1. *Tales and Tunes of Tripura Hills*, Compiled and Edited by Chandrakanta Murasingh
2. *Folktales from India's North-East*, by Payel Dutta Chowdhury
3. *Chakma Folk Tales*, Retold by Rupak Debnath
4. *Mizo Songs and Folk Tales*, Edited by Laltluangliana Khiantse
5. *Khasi Folk Songs and Tales*, Documented and Translated into English by Desmond D. Kharmawphlang, Translated into Hindi by A.R.Tripathi
6. *25 Folktales of North-East India*, by Mangan Thangjam

SEMESTER 6: PAPER EN 604C: FOUNDATIONS OF LITERARY CRITICISM

[MJDSC - XVI]

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods
- learners will be able to understand fundamental literary and critical concepts and underlying distinctions among them
- learners will be able to grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse
- learners will be able to identify theoretical and critical concepts with critics/ texts/ movements with which they are associated and understand them in their contexts
- learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts
- learners will be able to evaluate and analyse strengths and limitations of critical/ theoretical frameworks and arguments
- learners will be able to strengthen and deepen their interpretive skills

Course Content

UNIT- I

- i). Plato: Selections from *The Republic*- Theory of Mimesis
- ii). Aristotle: *The Poetics*

UNIT- II

- i). Philip Sidney: *An Apology for Poetry*
- ii). John Dryden: *Of Dramatic Poesy: An Essay*

UNIT- III

- i). William Wordsworth: *Preface to the Lyrical Ballads*
- ii). S.T. Coleridge: Selections from *Biographia Literaria*: Fancy and Imagination

UNIT- I

- i) Mathew Arnold: *The Study of Poetry*
- ii). T.S. Eliot: *Tradition and Individual Talent/ On Hamlet*

Suggested Readings:

A. H. Gilbert, *Literary Criticism: Plato to Dryden*. Detroit: Wayne University Press, 1962

David Lodge and Nigel Wood, *Modern Criticism and Theory: A Reader*: London and New York: Routledge, 2000

Raman Selden, et al. *A Reader's Guide to Contemporary Literary Theory*. Kentucky: University Press of Kentucky, 1993.

Kamala Das: 'An Introduction'
Nissim Ezekiel: 'Background, Casually'
Agha Shahid Ali: 'The Dacca Gauzes'
Arundhati Subramaniam: 'Where I Live'
Anamika: 'Women'
Temsula Ao: 'The Old Story Teller'

Unit-II (Novel)

Bama *Karukku*
Arup Kumar Datta: *Kaziranga Trails*

Unit-III (Short Fiction)

Shashi Deshpande: 'The Inner Rooms'
R.K. Narayan: 'Engine Trouble'
Ambai: 'Squirrel'

Unit-IV: (Drama)

Girish Karnad: *Hayavadana*

Suggested Readings

1. B.R Ambedkar, *Annihilation of Caste*
2. Kamla Bhasin, *Understanding Gender*, Kali for Women, 2000
3. Amit Chaudhuri, "Introduction" to *The Picador Book of Modern Indian Literature*, 2001
4. Meenakshi Mukherjee, "Divided by a Common Language", in *The Perishable Empire*, New Delhi: OUP, 2000. pp. 187—200

MINOR FOR 5TH SEMESTER

EN-501M [MNDSC - V]

Postcolonial Literatures in English

Course Content

UNIT- I (Novel)

- iv) Chinua Achebe: *Things Fall Apart*
- v) Salman Rushdie: *The Midnight's Children*
- vi) V.S. Naipaul: *A House for Mr. Biswas*

UNIT- II (Fiction)

- iv) Phakir Mohan Senapati: 'Rebati'
- v) Bessie Head: 'The Collector of Treasures'
- vi) Ama Ato Aidoo: 'The Girl Who Can'

UNIT- III (Poetry)

- v) Derek Walcott: 'A Far Cry from Africa'
- vi) Mamang Dai: 'The Voice of the Mountain'
- vii) Pablo Neruda: 'Tonight I can Write'
- viii) David Malouf: 'Wild Lemons'

UNIT- IV (Non-Fiction)

- iv) Franz Fanon: 'The Negro and Language' in *Black Skin, White Masks*
- v) Edward Said: *Orientalism*
- vi) Gayatri Chakraborty Spivak: *Can the Subaltern Speak?*

Suggested Topic for Background Reading and Class Presentation

- Nationalism and Nationality
- De-colonization, Globalization and Literature
- Race, Region, Religion
- Women and Postcolonialism/Gender and Identity
- English and Bhasha: The Languages of Postcolonialism
- Postcolonial Literatures and Questions of Ethics
- Postcolonialism and Resistance
- Literature and Identity Politics
- Writing for the New World Audience

Suggested Readings

Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.

Ngugi wa Thiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.

Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987).

MINOR FOR 6TH SEMESTER

EN-601M [MNDSC - VI]

Rhetoric, Prosody, and Phonetics

Course Content

UNIT- I (Rhetoric)

Figures of Speech, their identification in a given text

UNIT- II (Prosody)

Prosodic analysis and scansion

UNIT- III (Phonetics)

Speech organs, Vowels and Consonants, IPA

UNIT- IV

Syllable, Consonant Cluster, Stress, Intonation, Transcription

Suggested Readings:

U. Balasubramanian, *A Textbook of English Phonetics for Indian Students*,

Joydeep Sarkar & Anirban Bhattacharjee, *A Handbook of Rhetoric and Prosody*, Orient
Blackswan

Daniel Jones, *Cambridge English Pronouncing Dictionary*, Cambridge