

**KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY
(KKHSOU)**

**PROGRAMME PROJECT REPORT
ON
MASTER OF ARTS IN ENGLISH**

**Submitted to
UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG
NEW DELHI – 110 002**

**Submitted by
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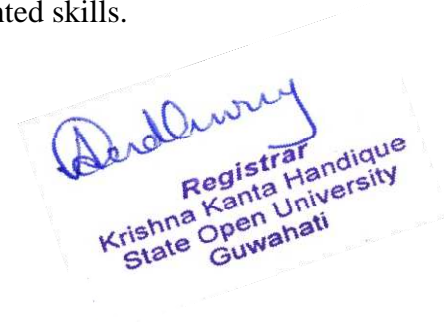
1.1 PROGRAMME'S MISSION AND OBJECTIVES

The MA English Programme has been designed in such a way that it meets the standard of a Master's Programme in English offered in other national and international universities of repute. This programme aims to generate an interest in literature, to inculcate a spirit of critical enquiry, and to develop analytical and creative faculties in the learners. The programme begins with a basic introduction to English literature, its various sources and forms. However, as the Semesters progress, new areas of literature and literary studies including criticism and literary theory are also introduced. The programme also includes compulsory courses on Language and Linguistics, Indian English Literature and American Literature. In Semester IV, learners will also get an opportunity to take an optional course between Modern European Literature and Literature from North-East India (in English and Translation).

The MA English Programme has been thoroughly updated and revised according to the UGC Regulations on Open and Distance Learning 2017. The quality of Curriculum and Syllabus of this programme has been so designed to accommodate the recent developments in the field of higher education in general, and the subject in particular. The MA English Programme aims at generating an interest in Literature, developing an analytical and creative faculty among the learners, developing human resource who might join the teaching fraternity, that might further generate resources, and inculcating a spirit of critical enquiry.

The overall mission of MA English programme is to provide quality higher education at the doorstep through a flexible open learning mode overcoming all barriers in conformity with national priority and societal need. The University strives to provide 'education beyond barriers'. To achieve this mission, the MA English Programme has the following objectives:

- a) To acquire the appropriate methods and approaches to study English literature.
- b) To help the learners gain knowledge and ideas needed to conduct research in the field of literature.
- c) To become effective users of research for professional development.
- d) To develop the required analytical, critical, and application oriented skills.



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1.2 RELEVANCE OF THE PROGRAMME WITH KKHSOU'S MISSION AND GOAL

Since its inception, KKHSOU has been providing higher education in various subjects and areas using the latest educational inputs and technology. KKHSOU has made it a point to design and implement its academic programmes in such a way that it attracts the fresh learners, highly educated learners, adult learners as well as those learners who could not continue education for reasons more than one. The MA English Programme of KKHSOU has been introduced in order to:

- a) Expand the benefits of higher education to anyone who are desirous of education.
- b) Maintain equity and justice in the field of higher education by providing opportunities to learn a subject of international importance.
- c) Increase research activities on various aspects of literature, society, and culture.

The MA English programme shall contribute towards accomplishment of the mission and goals of a Open University like KKHSOU. Like some other PG Programmes of the University, through the MA English Programme, KKHSOU has succeeded in providing the employed and self-employed individuals an opportunity to plough through the wonderful field of literature and enrich their life. Moreover, a Programme like MA English has also been able to combat social, regional, and gender disparities as thousands of female learners have empowered themselves with a Master's degree in English. Moreover, the relevance of the Programme has been ascertained by the fact that after successfully completing the MA English Programme, a learner can

- a) Enter in positions as teachers or lecturers or Assistant Professor in educational institutions
- b) Enter the research field by applying for a PhD programme in English
- c) Pursue a career in mass communications and journalism
- d) Find a job in publishing and translation agencies as copywriter, editor, and proof reader
- e) Find a job of campaign manager and speech writer in government departments

1.3 NATURE OF PROSPECTIVE TARGET GROUP OF LEARNERS

KKHSOU specially strives to cater to the needs of the learners irrespective of age, sex, gender and backwardness so that they can have access to quality education. The MA English Programme has been so designed to make the concerned learners acquainted with different aspects of literature and criticism such as—history of English literature, Forms of Literature, World Literature and aspects of Translation, Criticism and Literary Theory, as well as Post-colonial Literatures in English. To achieve the University's mission, the MA English Programme has been designed first for those learners who have an interest in pursuing English Language as the subject of higher studies in the Master's Degree level. However, the natures of the target learners of this Programme are as the following:

- a) Regular and fresh learners who have passed their Bachelors in English but failed to enrol in the regular face-to-face mode of education.
- b) In-service persons who would also benefit from this programme in matters related to career progression.
- c) Students who are desirous to obtain a Master's Degree taking English as a Major subject.
- d) Learners hailing from different rural, remote, and hilly areas and terrains, but desirous of higher education in English.
- e) People willing to earn for a descent standard of living, and learning at the same time fulfilling the motto of lifelong learning.
- f) Denied and deprived sections of people such as the jail inmates and differently able learners who need education for uplifting their psychological as well as economic conditions.
- g) Women learners especially housewives, and elderly persons who believe in the philosophy of lifelong learning.

1.4 APPROPRIATENESS OF THE PROGRAMME TO BE CONDUCTED IN OPEN AND DISTANCE LEARNING MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE

The MA English Programme of KKHSOU has been designed to enable the learners comprehend the history and concepts of English Literature. As the delivery and instructional methods of a Open University is different from that of the conventional Universities, the teaching-learning transaction is conducted through the philosophy of a ‘Teacher-in-print’. Most of the instructions are imparted as per the distance education methodology which comprises:

- a) Printed study materials in self-instructional style are supplied to the learners at the time of admission. The syllabi of the MA English Programme have been upgraded as per the recommendations of the Report of the “Committee to Regulate the Standards of Education being Imparted through Distance Mode” constituted by the Ministry of Human Resource under the chairmanship of N. R. Madhava Menon, popularly known as the Madhava Menon Committee Report. The SLMs of MA English Programme includes “Let Us Know” (Additional Knowledge), “Illustrations”, “Check Your Progress”, “Possible Questions” etc. to self-check that own progress by the learners concerned.
- b) The SLMs of the MA English Programme have the following features conforming to ODL norms:
 - i. **Self-Explanatory and Self-contained:** The contents are presented in such a way that the learners can go through the materials without much external support, or even a physically present teacher.
 - ii. **Self-Directed:** The SLMs of MA English Programme are aimed at providing necessary guidance, hints, and suggestions as the Semesters progress.
 - iii. **Self-Motivating:** The SLMs of MA English Programme are designed in such a way that arouses curiosity to explore the field of literature, sensitises the learners on different philosophical problems and queries that mankind have been facing, relates acquired knowledge to familiar real life situations, and makes the entire learning meaningful throughout the entire life of the learners.
- b. **Audio-Visual Material Aids:** Other than the SLMs, certain add-on learning resources such as CDs, Community Radio Programmes, Youtube Programmes etc. are also prepared for the benefit of the learners.

- c. **Counselling Sessions:** Normally counselling sessions are held every Sunday at the study centers. The learners can clarify their doubts regarding the different aspects of the syllabus from the interactions with the counsellors.

1.5 INSTRUCTIONAL DESIGN

1.5.1 Curriculum Design

The Curriculum of the MA English Programme has been designed by taking help of experts in the subject from other reputed Universities in the region such as Gauhati University, Guwahati, Dibrugarh University, Dibrugarh, and Tezpur Central University, Tezpur. The contents of the syllabi are updated and revised to meet the national standards. While preparing the syllabi, the UGC Model Syllabi, syllabi of other Universities, and recommendations of Madhava Menon Committee had been consulted.

[Structure of the MA English Programme is placed at **Annexure-I** and Detailed Syllabi are presented in **Annexure-II**]

The following instructional instruments are provided to the learners of MA English programmes:

Self-learning Materials (SLM): SLMs of MA English Programme are designed by the subject experts in the field, considering the learning needs of the learners.

Regular Counselling Sessions at the Study Centre: The counselling sessions are held in all study centers for the MA English Programme. The counseling sessions are held on Sundays besides other days of the week as mutually agreed upon by the study centre and learners.

Learner Support Services: KKHSOU facilitates the learners of the MA English Programme with some ICT based Services which include the following:

- a) Access to library services at study centres and the Central Library of the University.
- b) Audio-Visual materials on selected modules, available at study centres for display.
- c) Community Educational Radio Programmes on selected topics of interest and related to the syllabus.
- d) *Eklavya*, a radio programme broadcasted from All India Radio Station, Guwahati and simultaneously broadcasted by All India Radio Station, Dibrugarh.
- e) Live Phone-in-programme is broadcasted by All India Radio, Guwahati on each Thursday from 9.15am–10.15am. In this Programme, the learners shall get live

responses to their queries, while the public in general can also interact with the officials/faculty members of the University on varied issues over telephone.

- f) Most of the Audio-Visual Programmes are also made available online through You Tube videos.
- g) Learners can also write emails to any officials/faculty members of the University. For this, a general email ID: info@kkhsou.in has been created. Queries raised through email at this mail id is redressed by concerned official/faculty members of the University.
- h) A Facebook account is also made available where the learners can communicate with the University people. The System Analyst of the University has been assigned the job of the Administrator of the account.
- i) An Android App “KKHSOU” has also been designed. This App can be downloaded free of cost from Google Play Store. Through this App, the learners can get detailed information of the academic programmes available, district-wise and course-wise list of study centres, contact information of the study centres, University officials and faculty members etc. This Android App has also been widely recognized, and has received an Excellence Award from IGNOU.
- j) Learners can register for a free SMS service. This SMS service keeps the learner updated on Schedules of Examinations, Declaration of results, Admission schedules and other important events.

1.5.2 Duration of the Programme

The MA English Programme comprises 4 Semesters, and the minimum duration of the Programme is 2 years. The programme has 4 courses in each semester carrying 100 marks each (80+20).

For 4 semesters, the Programme will have 16 courses. The academic session starts in July-August. A learner is allowed to take a maximum of Six years to complete the Programme. This means that a learner shall get additional 4 years to complete the Programme. This is possible mainly because the mandate of KKHSOU is to provide ‘flexitime’ learning opportunity to all learners.

In case, a learner is not able to qualify a course in the first attempt, he/she has to qualify in the particular course within the next four attempts, subject to maximum duration of the study.

1.5.3 Credit Distribution

The University follows the system of assigning 30 hours of study per credit of a course. According to this norm, a 4-credit course constitutes 120 study hours. Out of the total credit hours, a minimum of 10 percent, i.e., minimum 12 hours of counselling per course is offered to the learners at their respective study centres. The MA English Programme has 64 credits in total. [See Annexure I]

1.5.4 Faculty and Support Staff Requirement

The University currently has 3 full time Assistant Professors in the Department of English.

1.5.5 Specialisation

All the courses of the MA English Programme are compulsory. Optional Courses are offered only in the 4th semester. Learners will have to opt for one course from any two. However, more options shall be introduced in due course of time with the increase of the number of faculty members who will be able to offer more optional courses.

1.5.6 Project Study

So far, the MA English Programme does not have the provision of Project Study.

1.6 PROCEDURE FOR ADMISSION, CURRICULUM TRANSACTION AND EVALUATION

1.6.1 Admission Procedure

- a) Admission for the 2018-19 session shall be undertaken through the Study Centers, spread across the state of Assam only.
- b) For admission into the MA English Programme, course fee is to be paid through the Bank challan at any branch of State Bank of India. Application along with necessary enclosures and a copy of the challan returned by the Bank after payment is required to be submitted at the recognised study centers on or before due date. Course fee may also be paid in the form of Bank Draft drawn in favour of “Krishna Kanta Handiqui State Open University”, payable at Guwahati. The University has also introduced the system of online receipt through SBI.

- c) The Study Centres of KKHSOU shall undertake initial scrutiny of the application forms as per the norms and qualifications required for each programme. After scrutiny, the eligible applicants will be provisionally admitted by the Study Centre.
- d) Intending learners with incomplete application may be given conditional admission at the University's discretion with the condition that required eligibility documents are to be submitted latest by the dates prescribed for the purpose. Their enrolment will be confirmed on enrolment of the eligibility requirements. To appear in the examinations, confirmation of enrolment will be necessary.
- e) All the enrolled learners will be provided with the registration number, programme guidelines and identity cards.
- f) Those learners who are unable to complete the programme within the specified period will be required to register themselves afresh by paying the requisite fee as per the University regulations.

1.6.2 Lateral Admission

As of now, there is no provision for Lateral Entry for the MA English Programme.

1.6.3 Continuous Admission

- a) After successful completion of a particular Semester, admission into the next Semester is required within one month of the last date of examination of the previous Semester. It does not depend on whether appeared in examination, or the result of the earlier Semester. Admission will have to be taken continuously in the Programmes without any break. A learner will be allowed to appear in all the examinations including examination for back paper within the stipulated time of the MA English Programme.
- b) A learner will have to take admission to the next semester within one month from the last date of examination of the previous Semester.
- c) A learner will be allowed to take admission to the next Semester beyond one month but within two months from the last date of examination of the previous Semester with a fine of Rs. 300.
- d) Under special circumstances and on special consideration, a learner may be allowed to take admission in the next Semester even beyond two months but before issue of the notification for filling up forms for examination of that Semester by the University

on individual application accompanied with valid reasons and on payment of a fine of Rs. 500.

- e) A learner may be allowed to take admission even after the issue of notification for filling up forms for examination, but such learners will be allowed to appear in examination of that semester in the next year only. A learner is not charged any fine on such admission.

1.6.4 Fee Structure

The fee structure of the MA English Programme is as follows:

Semester wise Fee Structure

Semesters	Fee (In Rupees)
First	4650.00
Second	4350.00
Third	4350.00
Fourth	4350.00
Total	17700.00

1.6.5 Fees for Project

As of now, there is no provision for Project for the MA English Programme.

1.6.6 Financial assistance

The University offers free education to the jail inmates and differently abled learners. At present, the University offers free education in 13 central/district jails of Assam. The University is in the process of adding more central/district jails in the Academic Session 2018-19.

The University also offers subsidised education to the learners living below the poverty line (BPL). On production of BPL certificate from competent authority, the University offers 50% concession on the course fee.

1.6.7 Curriculum Transaction and Activity Planner

An activity planner, that guides the overall academic activities in the English Programmes, shall be made available prior to the admission schedule of the University. Besides, the CIQA office of KKHSOU has been newly constituted as per the UGC guidelines. The office of the Dean (Academic) will upload the Academic Plan and month wise Academic Calendar in the University Website, to enable the learners to plan their studies and activities accordingly.

1.6.8 The Evaluation System of the MA English Programme

- a) The University adopts both formative and summative evaluation for all its courses. The evaluation of the MA English Programme is conducted in two parts: internal and external. The internal evaluation is to be undertaken by the learner himself/herself. For this, the University has designed some “Check Your Progress” questions, which would help the learners to self-check the progress of their study. However, this is undertaken by the learners themselves, and is non-credit based. Besides, there is also the provision of self-assessment exercises within each unit of study.
- b) Continuous evaluation is done mainly through tutor-marked assignments.
- c) For overall evaluation of a course, the University follows the two types of evaluation:
 - 1) Continuous Evaluation (Assignments) : Weightage assigned 20%.
 - 2) Semester-end Examinations : Weightage assigned 80%.
- d) The learners will have to submit the assignments within the schedule of a Semester at the respective study centres. The counsellors at the study centres evaluate the assignments and return them to the learners with feedback.
- e) Semester-end examinations are conducted on scheduled dates at selected examination centres.
- f) Evaluation is done by the external examiners at the zonal centres. After evaluation, further scrutiny is done. Results are declared within scheduled dates as laid down in the Activity Planner.
- g) Learners will be able to get their scripts re-evaluated if they are not satisfied with the previous evaluation.
- h) Questions for the semester end examination will be set as per the Evaluation policy of the University that covers all the modules of the respective courses.
- i) The evaluation of learners depends upon various instructional activities undertaken by them. A learner has to submit assignment before term-end examination time to complete an academic programme.

1.7 REQUIREMENT OF LABORATORY SUPPORT AND LIBRARY RESOURCES

Being a theoretical subject, the MA English Programme does not require the assistance of a Laboratory. However, well-organised library services are offered to the learners through physical library facilities set up by the University Headquarters as well as at the respective study centres. Reference books for the learners of the MA English Programmes are suggested by the faculty members of the Department.

The Central Library at KKHSOU has a sizeable repository of relevant textbooks and reference books relating to literature and related areas. The books have been carefully selected and procured based on the recommendations of the faculty members from the respective departments. Besides, the library resources have immensely helped the course writers and the content editors of the Study Materials of the MA English Programme. The digital version of the University Central Library, KKHSOU has also been made available through the website: <http://www.kkhsou.in/library/>. On this website, the entire catalogue (title/ author/ publisher wise) of the library resources is made available, while the Open Access Search Engine (OAJSE) has been helping as a gateway to over 4,500 e-journals including those in English literature that can be accessed by everyone.

1.8 COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS:

The office of the Finance Officer of KKHSOU keeps all the records of finances regarding print of SLMs, honorarium paid to the members of the Expert Committee, honorarium to be paid to Content Writers, Content Editors, Language Editors, Translators, Proof Readers and also the expenditure related with organizing counsellors' workshops, meeting of the co-ordinators of the study centres etc. Moreover, the finance office also maintains records of purchase of computers, online space, books, journals etc. The accounts are maintained as per the laid down procedures of government.

As regards, the cost of programme development, programme delivery, and programme maintenance, the finance office conducted an exercise based on historical costing method to arrive at indicative figures of cost. The findings are presented below in respect of the MA English Programme.

1.8.1. Programme Development Cost: Rs 1,861,500.00

The office of the Finance Officer of KKHSOU has worked out the following also.

- a. SLM Development Cost for Master Degree Programme per unit - Rs. 7,300/-
- b. Printing Cost per SLM - Rs. 56/-
- c. Cost of CD per unit - Rs. 23/-

1.8.2 Programme Delivery Cost:

The SLMs prepared have to be delivered to various study centres located at the far flung remote areas. On an average, the University delivers about 15 kgs of study materials per student. The cost of delivery of 1 kg of such material is Rs.10. Accordingly, depending upon the number of candidates, the cost for the MA English Programme will be provisioned by the University. The office of the Finance Officer has calculated the delivery cost of SLM per student at Rs. 150/-

1.8.3 Programme Maintenance Cost:

The University will keep financial provision for organizing stake holders' meetings, counselling workshops etc. as per the Academic Plan and Academic Calendar approved by the Academic Council of the University. The workshops conducted by the University will not only benefit the learners of the programme, but will also benefit the learners of other programmes. The University will also bear the cost of organizing the meeting of Syllabus Revision Committee etc. and also for supply of additional study materials if required for improving the quality of the programme. Moreover, the University will keep on investing in developing the IT infrastructure so that the learners can benefit from the ICT enabled programme. Maintenance Cost for MA English Programme per student is Rs. 4,925.00 as calculated by the office of Finance Officer.

1.8.4 The figures, indicated above will be applicable for the MA English Programme of the University. The University will keep adequate financial provision for development, delivery, and maintenance of the programme presented as per the Programme Project Report.

1.9 QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAMME OUTCOMES

Quality Assurance Mechanism: With regard to the quality concerns of the Self Learning Materials, the department of English is involved in the following activities:

- a) The Programme design and structure is decided upon after a series of discussions and deliberations with a few carefully chosen subject experts, who are mostly eminent scholars and professionals in the respective fields belonging to reputed institutions of higher education. Formed with due approval from the University authority, this expert Committee is helped by the in-house faculty members of the English department in preparing the framework of the Programme.
- b) After the completion of the framework, preparation is undertaken to allot the papers/courses (which is composed of 15 units) to the prospective authors/course writers. For this purpose, the in-house faculty members, who also play the role of Programme coordinator/s prepare a carefully chosen list of authors for the task, and subsequently, assigns the task of course writing to these authors. The in-house faculty members also contribute units and edit the units submitted by course writers who are mostly research scholars, and faculty members from reputed higher educational institutions.
- c) After the English Department received the units from the course writers, they are sent to content editors, who are mostly academicians from reputed higher educational institutions. They will examine and evaluate the contents of the units, and provide their suggestions and feedbacks to be included by the coordinator/s of the MA English Programme.
- d) After careful completion of content editing, the materials are either checked by the faculty members of the English Department or sent to the Language Editor. Once the units become ready for print, they are sent for final printing.
- e) After printing is done the SLMs shall be distributed to the respective study centres. Arrangements shall be made to distribute the SLMs to the learners at the time of admission.

- f) The newly constituted CIQA Office is planning to conduct stakeholders meeting, SLM and Counselling Workshops, which is expected to provide the University and the Department with required inputs for quality enhancement.
- g) In order to keep the programme up-to-date, the Programme will be revised and necessary changes will be incorporated for the benefit of the learners, based on the inputs received from the mechanism as mentioned above.

Expected Programme Outcomes: The outcomes of the programme are manifold:

- a) It will enable the learners to acquire knowledge enabling them to articulate well the conditions around them.
- b) The programme will also help the learners to seek employment and career prospect avenues in their field of choice.

Annexure I: Structure of MA English Programme

Semester	Course Code	Title of the Course	Marks	Credit
Semester 1	Course Code 01	English Social and Cultural History	20+80	4
	Course Code 02	English Poetry: Chaucer to the Neoclassical	20+80	4
	Course Code 03	English Drama from Elizabethan Restoration	20+80	4
	Course Code 04	Non-fictional Prose	20+80	4
Semester 2	Course Code 05	18 th and 19 th Century Novels	20+80	4
	Course Code 06	Language, Linguistics and Grammar	20+80	4
	Course Code 07	Poetry: Romantic to Victorian	20+80	4
	Course Code 08	Literary Criticism	20+80	4
Semester 3	Course Code 09	20 th Century Novels	20+80	4
	Course Code 10	Modern Drama	20+80	4
	Course Code 11	Modern Poetry	20+80	4
	Course Code 12	Indian English Literature	20+80	4
Semester 4	Course Code 13	Literary and Critical Theory I	20+80	4
	Course Code 14	Literary and Critical Theory II	20+80	4
	Course Code 15	American Literature	20+80	4
	Course Code 16	Modern European Literature (Option 1) Literature From North East India (in English and Translation) (Option 2)	20+80	4
Total Marks			1600	64

Annexure II: Detailed Course wise Syllabus of MA English Programme

SEMESTER I

COURSE 1: ENGLISH SOCIAL AND CULTURAL HISTORY

[Section A: English Social History]

Block 1: Medieval to Renaissance

Unit 1: Concepts of Medievalism (Feudalism)

Unit 2: Growth of English Towns/Urbanisation in London

Unit 3: Christianity, Reformation and Role of the Church

Unit 4: Renaissance Humanism (Print Revolution)

Block 2: Enlightenment to Imperialism

Unit 5: Enlightenment I

Unit 6: Enlightenment II

Unit 7: Industrialisation and Its Impact

Unit 8: Imperialism and Colonialism

Section B: History of English Literature

Block 3: Medieval to Neo-classical

Unit 9: The Medieval Age (Major Literary Form(s) & Important Writers)

Unit 10: The Renaissance (Intellectual Contexts)

Unit 11: Restoration and After

Unit 12: Neo-classical Age

Block 4: The Romantic to Modern

Unit 13: The Romantic Age

Unit 14: The Victorian Age

Unit 15: The Modern Age (Till WW II)

Unit 16: The Modern Age (After WW II)

COURSE 2: ENGLISH POETRY: CHAUCER TO THE NEOCLASSICAL

Block 1: Chaucer to Shakespeare

Unit 1: Introducing Medieval Poetry

Unit 2: Geoffrey Chaucer: The General Prologue to *The Canterbury Tales* (Part I)

Unit 3: Geoffrey Chaucer: The General Prologue to *The Canterbury Tales* (Part II)

Unit 4: Thomas Wyatt & Henry Howard, Earl of Surrey:

The Appeal “And wilt thou leave me thus?” (Wyatt) &

A Praise of his Love “Give place ye lovers” (Surrey)

Unit 5: William Shakespeare: Sonnet 65 “Since brass, nor stone, nor earth, nor boundless sea”

Sonnet 144 “Two Loves I have of Comfort and Despair”

Block 2: Metaphysical Poetry to Milton

Unit 6: Introducing Metaphysical Poetry

Unit 7: John Donne: “A Valediction: Forbidding Mourning”

“Death Be Not Proud”

Unit 8: Andrew Marvell, “To his Coy Mistress”; “The Garden”

Unit 9: John Milton: *Paradise Lost* “Book I” (Part I)

Unit 10: John Milton: *Paradise Lost* “Book I” (Part II)

Block 3: Neo classical Poetry

Unit 11: Introducing Neoclassical Poetry

Unit 12: John Dryden: “Absalom and Achitophel” (Part I)

Unit 13: John Dryden: “Absalom and Achitophel” (Part II)

Unit 14: Alexander Pope: “The Rape of the Lock” (Part I)

Unit 15: Alexander Pope: “The Rape of the Lock” (Part II)

COURSE 3: ENGLISH DRAMA: ELIZABETHAN TO RESTORATION

Block 1: Marlowe and Jonson

Unit 1: Introducing Renaissance Drama

Unit 2: Christopher Marlowe: Life and Works

Unit 3: Christopher Marlowe: *The Jew of Malta*

Unit 4: Ben Jonson: Life and Works

Unit 5: Ben Jonson: *Volpone*

Block 2: Shakespeare

Unit 6: William Shakespeare: Life and Works

Unit 7: William Shakespeare: *King Lear* (Part I)

Unit 8: William Shakespeare: *King Lear* (Part II)

Unit 9: William Shakespeare: *Twelfth Night or What You Will*

Unit 10: William Shakespeare: *The Tempest* (Part I)

Unit 11: William Shakespeare: *The Tempest* (Part II)

Block 3: Jacobean to Restoration

Unit 12: John Webster: *The White Devil* (Part I)

Unit 13: John Webster: *The White Devil* (Part II)

Unit 14: William Congreve: *The Way of the World* (Part I)

Unit 15: William Congreve: *The Way of the World* (Part II)

COURSE 4: NON-FICTIONAL PROSE**Block 1: Essays**

Unit 1: Montaigne: “Of Solitude”

Unit 2: Francis Bacon: “Of Truth” & “Of Studies”

Unit 3: Charles Lamb: “My Relations”

Unit 4: Virginia Woolf: “Modern Fiction”

Unit 5: George Orwell: “Shooting an Elephant”

Block 2: Life Writing (Biography/Autobiography)

Unit 6: Jean-Jacques Rousseau (1712-78): *Confessions*, Vol- I: Book 1–Childhood

Unit 7: Samuel Johnson: “Life of Milton”

Unit 8: “Florence Nightingale” from Lytton Strachey’s *Eminent Victorians*

Unit 9: Russell’s *Autobiography* (Chapters: I & II)

Unit 10: Diary of Virginia Woolf (Select Entries)

Block 3: Letters and Travel Writings

Unit 11: Keats’ Letters: To Benjamin Bailey, 22 November, 1817

To John Hamilton Reynolds, 3 May 1818

Unit 12: Eric Newby: *A Short Walk in the Hindu Kush* (Chapter IV “Pera Palce” and Chapter V “The Dying Nomad”) I

Unit 13: Eric Newby: *A Short Walk in the Hindu Kush* (Chapters: IV & V) II

Unit 14: V.S. Naipaul: *An Area of Darkness* (Chapter 1)

SEMESTER II

COURSE 5: 18TH AND 19TH CENTURY FICTION

Block 1: Theories of Fiction

Unit 1: Milan Kundera: *Art of the Novel*

Unit 2: Wayne C. Booth: “*Telling and Showing*” from *The Rhetoric of Fiction*

Unit 3: Narratology

Unit 4: Shlomith Rimmon Kenan: Concepts from Narrative Fiction

Block 2: Fiction: Fielding to Dickens

Unit 5: Henry Fielding: Life and Works

Unit 6: Henry Fielding: *Tom Jones*

Unit 7: Jane Austen: Life and Works

Unit 8: Jane Austen: *Mansfield Park*

Unit 9: Charles Dickens: Life and Works

Unit 10: Charles Dickens: *Tale of Two Cities*

Block 3: Fiction: The Brontes to Hardy

Unit 11: Emile and Charlotte Bronte: Life and Works

Unit 12: Charlotte Bronte: *Jane Eyre*

Unit 13: Emile Bronte: *Wuthering Heights*

Unit 14: Thomas Hardy: Life and Works

Unit 15: Thomas Hardy: *Tess of the d’Urbervilles*

COURSE 6: LANGUAGE, LINGUISTICS AND GRAMMAR

Block 1: History of English Language and Phonetics

Unit 1: History of the English Language I

Unit 2: History of the English Language II

Unit 3: Introduction to Linguistics

Unit 4: Phonology and Phonetics I

Unit 5: Phonology and Phonetics II

Block 2: Morphology, Syntax and Semantics

Unit 6: Morphology

Unit 7: Syntax I

Unit 8: Syntax II

Unit 9: Semantics I

Unit 10: Semantics II

Block 3: Branches of Linguistics

Unit 11: Sociolinguistics I

Unit 12: Sociolinguistics II

Unit 13: Psycholinguistics

Unit 14: English Language Teaching I

Unit 15: English Language Teaching II

COURSE 7: ENGLISH POETRY: ROMANTIC TO VICTORIAN

Block 1: Romantic Poetry I

Unit 1: Introducing Romantic Poetry

Unit 2: William Blake: "A Cradle Song" (*Songs of Innocence*)

"A Cradle Song II" (*Songs of Experience*)

Unit 3: William Wordsworth: Life and Works

Unit 4: William Wordsworth: "Tintern Abbey",

"Ode on Intimations of Immortality"

Unit 5: Samuel Taylor Coleridge: Life and Works

Unit 6: Samuel Taylor Coleridge: "The Rime of the Ancient Mariner"

Block 2: Romantic Poetry II

Unit 7: John Keats: Life and Works

Unit 8: John Keats: “To Autumn”, “On a Grecian Urn”

Unit 9: P. B. Shelly: Life and Works

Unit 10: P. B. Shelly: “Ode to the West Wind”

Block 3: Victorian Poetry

Unit 11: Introducing Victorian Poetry

Unit 12: Alfred Lord Tennyson: Ulysses

Unit 13: Robert Browning: “Fra Lippo Lippi”

Unit 14: Matthew Arnold: “Dover Beach”

COURSE 8: LITERARY CRITICISM: CLASSICAL TO MODERN**Block 1: Classical Criticism**

Unit 1: The Greeko-Roman Tradition

Unit 2: Plato: Republic (Book X)

Unit 3: Aristotle: *Poetics*

Unit 4: Longinus: *On The Sublime*

Unit 5: Sir Philip Sidney: *An Apology for Poetry or, The Defence of Poesy*

Block 2: Neo-classical and Romantic Criticism

Unit 6: Introducing the Neo-classical and Romantic Criticism

Unit 7: Samuel Johnson: *Preface to Shakespeare*

Unit 8: Introducing Romantic Criticism

Unit 9: William Wordsworth: *Preface to Lyrical Ballads*

Unit 10: S. T. Coleridge: *Biographia Literaria* (Chapter XIII & XIV)

Block 3: Victorian to New Criticism

Unit 11: Introducing Victorian Criticism

Unit 12: Matthew Arnold: “The Function of Criticism at the Present Time”

Unit 13: Introducing New Criticism

Unit 14: W. K. Wimsatt and M. C. Beardsley: “The Intentional Fallacy” (1946)

“The Affective fallacy” (1949)

Unit 15: F. R. Leavis: “Irony in Swift”

SEMESTER III

COURSE 9: 20TH CENTURY FICTION

Block 1: Conrad and Lawrence

Unit 1: Trends in Modern Fiction

Unit 2: Joseph Conrad: Life and Works

Unit 3: Joseph Conrad: *Heart of Darkness*

Unit 4: D. H. Lawrence: Life and Works

Unit 5: D. H. Lawrence: *Sons and Lovers*

Block 2: Joyce and Woolf

Unit 6: Introducing “Stream of Consciousness Novels”

Unit 7: James Joyce: Life and Works

Unit 8: James Joyce: *A Portrait of the Artist as a Young Man*

Unit 9: Virginia Woolf: Life and Works

Unit 10: Virginia Woolf: *To The Light House*

Block 3: Metafiction

Unit 11: Introducing Metafiction

Unit 12: John Fowles: *The French Lieutenants’ Woman* (Part I)

Unit 13: John Fowles: *The French Lieutenants’ Woman* (Part II)

Unit 14: Salman Rushdie: *Midnight’s Children* (Part I)

Unit 15: Salman Rushdie: *Midnight’s Children* (Part II)

COURSE 10: MODERN DRAMA

Block 1: Modern Drama: Shaw and Synge

Unit 1: Background

Unit 2: George Bernard Shaw: Life and Works

Unit 3: George Bernard Shaw: *Candida*

Unit 4: John Millington Synge: Life and Works

Unit 5: John Millington Synge: *Playboy of the Western World*

Block 2: Modern Drama: Eliot and Osborne

Unit 6: Background

Unit 7: Thomas Stearns Eliot: Life and Works

Unit 8: Thomas Stearns Eliot: *Murder in The Cathedral*

Unit 9: John Osborne: Life and Works

Unit 10: John Osborne: *Look Back in Anger*

Block 3: Absurd Drama

Unit 11: Introducing Absurd Drama

Unit 12: Samuel Beckett: Life and Works

Unit 13: Samuel Beckett: *Waiting for Godot*

Unit 14: Harold Pinter: Life and Works

Unit 15: Harold Pinter: *The Caretaker*

COURSE 11: MODERN POETRY

Block 1: History and Contexts

Unit 1: Introducing Modern Poetry

Unit 2: Symbolism in Modern Poetry

Unit 3: War Poetry

Unit 4: Poetry after WW II

Block 2: Till World War II

Unit 5: G. M. Hopkins: “The Windhover”, “Pied Beauty”

Unit 6: W. B. Yeats: “The Second Coming”, “Byzantium”

Unit 7: T. S. Eliot: “The Love Song of J. Alfred Prufrock”

Unit 8: T. S. Eliot: “Journey of the Magie”

Unit 9: Wilfred Owen: “Strange Meeting” change it

“Arms and The Boy”

Unit 10: Rupert Brooke: “The Soldier”

Block 3: After World War II

Unit 11: W. H. Auden: “In Memory of W. B. Yeats”

Unit 12: Dylan Thomas: “Poem in October”,

“A Refusal to Mourn the Death of a Child by Fire”

Unit 13: Ted Hughes: “Pike”, “Thrushes”

Unit 14: Phillip Larkin: “Next Please”, “Ambulance”

Unit 15: Seamus Heaney: “After A Killing”

SEMESTER IV

COURSE 13: LITERARY AND CRITICAL THEORY I

Block 1: Theoretical Approaches I

Unit 1: The Rise of Literary and Critical Theory

Unit 2: Russian Formalism

Unit 3: Structuralism & Post Structuralism

Unit 4: Deconstruction

Unit 5: New Historicism and Cultural Materialism

Block 2: Theoretical Approaches II

Unit 6: Psychoanalytical Criticism

Unit 7: Phenomenological Criticism

Unit 8: Hermeneutics and Reader Response Theory

Unit 9: Reception Theory

Unit 10: Marxist Criticism

Block 3: Theoretical Concepts III

Unit 11: Post Colonialism

Unit 12: Feminisms

Unit 13: Gender, Sexuality and Queer Theory

Unit 14: Eco criticism

Unit 15: Post Theory

COURSE 14: LITERARY AND CRITICAL THEORY II

Block 1: From Saussure to Bakhtin

Unit 1: Ferdinand de Saussure (1857-1913): “The Object of Study”

Unit 2: Roman Jakobson: “Linguistics and poetics”

Unit 3: Roland Barthes (1915-1980): “The Death of the Author”

Unit 4: Stanley Fish (1938-): “Interpreting the Variorum”

Unit 5: Mikhail Bakhtin (1895-1975): “From the Prehistory of Novelistic Discourse”

Block C: From Lacan to Fish

Unit 6: Jacques Lacan (1901-81): “Seminar on *The Purloined Letter*”

Unit 7: Jacques Derrida (1930-2004): “Structure, Sign and Play in the Discourse of the Human Sciences”

Unit 8: Michel Foucault (1926-1984): “What is an Author?”

Unit 9: Hayden White (1928-): “The Historical Text as Literary Artefact”

Unit 10: Walter Benjamin (1892-1940): “The Work of Art in an Age of Mechanical Production”

Block 3: From Toril Moi to Edward Said

Unit 11: Toril Moi: “Female, Feminine, Feminist” from *Sexual Textual Politics*

Unit 12: Elaine Showalter: “Towards a Feminist Poetics”

Unit 13: Gayatri Chakravorty Spivak: “Can the Subaltern Speak?”

Unit 14: Homi Bhabha: “Nation and Narration” *The Location of Culture*

Unit 15: Edward Said: “Introduction” from *Orientalism*

COURSE 15: AMERICAN LITERATURE

Block 1: History of American Literature

Unit 1: Puritan Beginnings & Frontier Experience (Part I)

Unit 2: Puritan Beginnings & Frontier Experience (Part II)

Unit 3: Transcendentalism and American Modernism (Part I)

Unit 4: Transcendentalism and American Modernism (Part II)

Block 2: Poetry and Drama

Unit 5: Introducing American Poetry

Unit 6: Walt Whitman: “Wound Dresser”, “One’s Self I Sing”

Unit 7: Emily Dickinson: “A Bird Came Down the Walk”, “Much Madness”

Unit 8: Robert Frost, (1874-1963): “Stopping by the Woods”; “Mending Wall”

Unit 9: Eugene O’Neill: *Life and Works*

Unit 10: Eugene O’Neill: *Desire Under the Elms*

Block 3: Fiction

Unit 11: Ernest Hemingway: Life and Works

Unit 12: Ernest Hemingway: *The Old Man and the Sea*

Unit 13: Herman Melville: Life and Works

Unit 14: Herman Melville: *Billy Budd*

Unit 15: Mark Twain: *The Adventures of Huckleberry Finn*

COURSE 16: (OPTION A): MODERN EUROPEAN LITERATURE

Block 1: Important Aesthetic Developments

Unit 1: Impressionism and Realism, Symbolism and Naturalism

Unit 2: Futurism, Vorticism, Imagism, Acmeism

Unit 3: Expressionism, Dadaism and Surrealism, Existentialism and Absurdism

Unit 4: Theories of Modern Drama

Block 2: Modern European Poetry and Fiction

Unit 5: Charles Baudelaire: “Correspondences”

Unit 6: Federico García Lorca: “Lament for Ignacio Sánchez Mejías”

Unit 7: Pablo Neruda: “Ars Poetica”

Unit 8: Franz Kafka: *The Metamorphosis*

Unit 9: Fyodor Dostoevsky: *Crime and Punishment I*

Unit 10: Fyodor Dostoevsky: *Crime and Punishment II*

Block 3: European Drama

Unit 11: Bertolt Brecht: *Mother Courage* (Part I)

Unit 12: Bertolt Brecht: *Mother Courage* (Part II)

Unit 13: Henric Ibsen: *Wild Duck* (Part I)

Unit 14: Henric Ibsen: *Wild Duck* (Part II)

Unit 15: Eugene Ionesco: *Chairs* (Part I)

Unit 16: Eugene Ionesco: *Chairs* (Part II)

**COURSE 16 (OPTION B): LITERATURE FROM NORTH-EAST INDIA (IN ENGLISH
AND TRANSLATION)**

Block 1: Poetry

Unit 1: Navakanta Barua: “Silt” (Translated by Pradip Acharya)

“Bats” (Translated by D.N. Bezboruah)

Unit 2: Nilamoni Phukan: “*The Dancing Earth*”

Unit 3: Mamang Dai: “The Voice of the Mountain”

“An Obscure Place”

Unit 4: Robin S. Ngangom: “Poetry”, “Everywhere I Go”

Unit 5: Desmond Kharmawphland: “Letter from Pahambir”,

“The Conquest”

Block 2: Fiction

Unit 6: Saurav Kumar Chaliha: “Slaves” (Translated by Aparna Bhattacharya)

Unit 7: Temsula Ao: “The Curfew Man”

Unit 8: Birendra Kumar Bhattacharya: *Love in the time of Insurgency (Earuingam)*

Unit 9: Indira Goswami: *Moth-Eaten Howda of the Tusker (Dantal Haatir Unie Khowa Howda)*

Unit 10: Bina Barua: *Along the High Road (Jibonar Batat)*

Block 3: Prose and Drama

Unit 11: Hiren Gohain: “*Two Roads to Decolonization: Gandhi and Tagore*”

Unit 12: Chandrakanta Murasingh: “*Kokborok—Her People Her Past*”

Unit 13: Easterine Iralu: “*Should Writers Stay in Prison*”

Unit 14: Arun Sarma: *Sri Nibaran Bhattacharya*

Unit 15: Ratan Thiyam: *Chakravyuha*
