

UNIVERSITY OF GOUR BANGA



**REVISED
SYLLABUS for 3-Year Degree / 4-Year Honours in**

**ENGLISH MAJOR
(Semester V)**

Under

**Curriculum and Credit Framework for
Undergraduate Programmes (CCFUP) as per NEP,**

2020

**with effect from 2024-25
(FOR 2023-24 SESSION & 2024-25 SESSION ONWARDS)**

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:	<ul style="list-style-type: none"> ➤ 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 literatures. ➤ 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	<ul style="list-style-type: none"> ➤ After completing this course, students will be able to interpret and assess the drift of Indian English and Bhasha literatures 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.
<u>Course Content</u>	

Module: I (10)	<p>Option 1: “An Introduction”, “Delhi 1984” by Kamala Das “Enterprise”, “The Night of the Scorpion” by Nissim Ezekiel “Small Towns and the River”, “The Voice of the Mountain” by Mamang Dai</p> <p>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)</p>
Module: II (10)	<p>Option-1: <i>Abhigyan Shakuntalam</i> by Kalidasa Option-2: <i>Evam Indrajit</i> by Badal Sarkar Option-3: <i>Thus Spake Shoorpanakha, So Said Shakuni</i> by Poile Sengupta</p>
Module: III (10)	<p>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</p>
Module: IV (10)	<p>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 “The Diaspora in Indian Culture” by Amitav Ghosh</p>

	<p>Option-2: <i>Amar Jiban</i> translated by Enakshi Chattopadhyay</p> <p>Option-3: <i>Wings of Fire</i> by A.P.J. Abdul Kalam</p>
Method of Assessment, Measurement, & Evaluation:	<p>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)</p> <p>Question pattern and marks distribution</p> <p>Section-A</p> <p>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.</p> <p>Section-B</p> <p>Four 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 out of 16 options.</p>
Method of Internship, Apprenticeship, Project, Community Engagement:	<p>Not applicable.</p>

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:	<ul style="list-style-type: none"> ➤ 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	<ul style="list-style-type: none"> ➤ 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.
<u>Course Content</u>	
Module: I (10)	

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

	<p>& Alan Tomlinson</p> <p>Option-2: “A Passage to France” from <i>The Days</i> by Taha Hussein</p> <p>Option-3: <i>Sukarno, an Autobiography</i> by Sukarno & Cindy Adams</p>
Method of Assessment, Measurement, & Evaluation:	<p>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)</p> <p>Question pattern and marks distribution</p> <p>Section-A</p> <p>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.</p> <p>Section-B</p> <p>Four 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 out of 16 options.</p>
Method of Internship, Apprenticeship, Project, Community Engagement:	<p>Not applicable.</p>

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:	<ul style="list-style-type: none"> ➤ 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	<ul style="list-style-type: none"> ➤ 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.
<u>Course Content</u>	
Module: I (10)	<p>Option 1: “I Sit and Lookout”, “O Captain! My Captain!” by Walt Whitman</p> <p>“Emperor of Ice Cream”, “Not Ideas of the Thing but the Thing Itself” by Wallace Stevens</p>

	<p>“Song for a Dark Girl”, “Let America be America Again” by Langston Hughes</p> <p>Option 2: “Sunflower Sutra”, “September on Jessore Road” by Allen Ginsberg</p> <p>“Whose House is This?”, “Eve Remembering” by Toni Morrison</p> <p>“Crow Testament”, “Evolution” by Sherman Alexie</p>
Module: II (10)	<p>Option-1: <i>The Crucible</i> by Arthur Miller</p> <p>Option-2: <i>Roar</i> by Betty Shamieh</p> <p>Option-3: <i>The Zoo Story</i> by Edward Albee</p>
Module: III (10)	<p>Option-1: <i>A Farewell to Arms</i> by Ernest Hemingway</p> <p>Option-2: <i>Parable of the Sower</i> by Octavia Estelle Butler</p> <p>Option-3: “How I Edited an Agricultural Paper” by Mark Twain</p> <p>“The Devil and Daniel Webster” by Stephen Vincent Benét</p> <p>“Mondongo” by Amiri Baraka</p> <p>“Mother Tongue” by Amy Tan</p>
Module: IV (10)	<p>Option-1: “Of Monarchy and Hereditary Succession” by Thomas Paine</p> <p>“Self Reliance” by Ralph Emerson</p> <p>“America’s Debt to the Indian Nations” by Leslie Marmon Silko</p> <p>“Values” by Barrack Obama from <i>The Audacity of Hope</i> <i>Thoughts on Reclaiming the American Dream</i></p> <p>Option-2: <i>Memoirs</i> by Tennessee Williams</p> <p>Option-3: <i>Searching for Mercy Street My Journey Back to My Mother, Anne Sexton</i> by Linda Gray Sexton</p>

Method of Assessment, Measurement, & Evaluation:	<p>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)</p> <p>Question pattern and marks distribution</p> <p>Section-A</p> <p>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.</p> <p>Section-B</p> <p>Four 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 out of 16 options.</p>
Method of Internship, Apprenticeship, Project, Community Engagement:	Not applicable.

Curriculum of Major Course (MJ) - for UG Program

Title of the Course:	<p style="text-align: center;">European Literatures in English Translation</p> <p style="text-align: center;">(total L.H.=45 (40+2 for Introduction+2 for doubt clearing+1 for summing up)+ 15 for Tutorial</p>
MAJOR Paper Code:	ENG-DC-MJ-504
Semester - V	
Credit :4	
Objectives of the Course:	<ul style="list-style-type: none"> ➤ This course is designed to disseminate introductory knowledge of European literatures 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	<ul style="list-style-type: none"> ➤ 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.
<u>Course Content</u>	
Module: I (10)	<p>Option 1: <i>The Iliad</i> (Book I & II) by Homer</p> <p>Option 2: “The Albatross”, “At One’O Clock in the Morning” by</p>

	<p>Charles Baudelaire</p> <p>“Autumn Day”, “The Boy” by Rainer Maria Rilke</p> <p>“Requiem”, “Lot’s Wife” by Anna Akhmatova</p>
Module: II (10)	<p>Option-1: <i>Oedipus the King</i> by Sophocles</p> <p>Option-2: <i>Six Characters in Search of an Author</i> by Luigi Pirandello</p> <p>Option-3: <i>The Good Person of Szechwan</i> by Bertolt Brecht</p>
Module: III (10)	<p>Option-1: <i>Fathers and Son</i> by Ivan Turgenev</p> <p>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’</p> <p>Option-3: “The Bet” by Anton Chekhov</p> <p>“The Necklace” by Guy De Maupassant</p> <p>“The Road to the Churchyard” by Thomas Mann</p> <p>“For Grace Received” by Valeria Parella</p>
Module: IV (10)	<p>Option-1: “Revolution and Culture” by Maxim Gorky</p> <p>“The Unbeliever and Christians” by Albert Camus</p> <p>“On education” by Antonio Gramsci</p> <p>“The Eternal Woman” by Gertrud von le Fort</p> <p>Option-2: <i>The Prince</i> by Niccolo Machiavelli</p> <p>Option-3: <i>The Diary of a Young Girl</i> by Anne Frank</p>
Method of	<p>TOTAL MARKS: 75 (50 MARKS To be evaluated by way of THEORY EXAMINATION by the University of Gourbanga; 25</p>

Assessment, Measurement, & Evaluation:	<p>MARKS to be evaluated by the respective colleges)</p> <p>Question pattern and marks distribution</p> <p>Section-A</p> <p>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.</p> <p>Section-B</p> <p>Four 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 out of 16 options.</p>
Method of Internship, Apprenticeship, Project, Community Engagement:	<p>Not applicable.</p>