

UNIVERSITY OF GOUR BANGA



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

ENGLISH MAJOR
(Semester VI)

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:	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:	<ul style="list-style-type: none"> ➤ 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	<ul style="list-style-type: none"> ➤ 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.
<u>Course Content</u>	
Module: I (10)	<p>Option 1: "A Narrow Fellow in the Grass", "I can't live with you" by Emily Dickinson</p> <p>"Daddy", "Lady Lazarus" by Sylvia Plath</p>

	<p>“From the Streets (1)”, “My Country, I Will Build You” by Simin Behbahani</p> <p>Option 2: “Goblin Market”, “To my Mother on the Anniversary of her Birth” by Christina Georgina Rossetti</p> <p>“Kaali”, “Her Thighs Still Smell of Milk” by Nabanita Kanungo</p> <p>“Mother’s Song”, “A Woman Speaks of Grandchildren” by Shirley Geok-lin Lim</p>
Module: II (10)	<p>Option-1: <i>Brides are Not for Burning</i> by Dina Mehta</p> <p>Option-2: <i>Perfect Pie</i> by Judith Thompson</p> <p>Option-3: <i>Talking in Tongues</i> by Winsome Pinnock</p>
Module: III (10)	<p>Option-1: <i>The Color Purple</i> by Alice Walker</p> <p>Option-2: <i>The Zoya Factor</i> by Anuja Chauhan</p> <p>Option-3:</p> <p>“The Yellow Wallpaper” by Charlotte Perkins Gilman</p> <p>“Bliss” by Katherine Mansfield</p> <p>“Sacrilege” by Ashapura Devi</p> <p>“Me and My Sister” by Alifa Rifaat</p>
Module: IV (10)	<p>Option-1: “Chapter-IV” from <i>A Vindication of the Rights of Woman</i> by Mary Wollstonecraft</p> <p>“Women Writing in India at the Turn of the Century” by Nabaneeta Dev Sen</p> <p>“Postfeminism™: Celebrity Feminism, Branding and the Performance of Activist Capital” by Red Chidgey</p> <p>“Nobel Lecture, December 10, 2014” by Malala Yousafzai https://www.nobelprize.org/uploads/2018/06/yousafzai-lecture_en.pdf</p>

	<p>Option-2: <i>A Room of One's Own</i> by Virginia Woolf</p> <p>Option-3: <i>This Child Will Be Great</i> by Ellen Johnson Sirleaf</p>
<p>Method of Assessment, Measurement, & Evaluation:</p>	<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>
<p>Method of Internship, Apprenticeship, Project, Community Engagement:</p>	<p>Not applicable.</p>

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:	<ul style="list-style-type: none"> ➤ 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	<ul style="list-style-type: none"> ➤ 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.
<u>Course Content</u>	

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

<p>Module: IV (10)</p>	<p>Option-1: “The future of our past” from <i>Fiji Before the Storm</i> by Brij V. Lal</p> <p>“Notes on Writing and the Nation” by Salman Rushdie</p> <p>“Diasporas, Literature, and Literary Studies” by Ananya Jahanara Kabir</p> <p>“Home and Memory” by Femke Stock</p> <p>Option-2: <i>The Settler’s Cookbook: A Memoir of Love, Migration and Food</i> by Yasmin Alibhai-Brown</p> <p>Option-3: <i>A Place Within Rediscovering India</i> by M .G. Vassanji</p>
<p>Method of Assessment, Measurement, & Evaluation:</p>	<p>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)</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>
	<p>Not applicable.</p>

Method of Internship, Apprenticeship, Project, Community Engagement:	
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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:	<ul style="list-style-type: none"> ➤ 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	<ul style="list-style-type: none"> ➤ 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.
<u>Course Content</u>	

<p>Module: I (10)</p>	<p>Option 1:</p> <p>“Birches”, “Nothing Gold” by Robert Frost</p> <p>“The Fire Horse”, “What is Good and What is Bad” by Vladimir Mayakovsky</p> <p>“Discovery of India”, “Samarpreet Sood” by Anushka Ravishankar</p> <p>Option 2: “The Law of the Jungle”, “The Children’s Song” by Rudyard Kipling</p> <p>“Teenager Prayer for Mom and Father”, “Naughty Little Kids” by Munyaradzi Mawere</p> <p>“When I Grow up and Have Children”, “Tell Me A Story” by Valerie Bloom</p>
<p>Module: II (10)</p>	<p>Option-1: <i>The Ivory Door</i> by A. A. Milne</p> <p>Option-2: <i>The Post Office</i> by Rabindranath Tagore</p> <p>Option-3: <i>Ezigbo, The Spirit Child</i> by Max Bush & Adaora Nzelibe Schmiedl</p>
<p>Module: III (10)</p>	<p>Option-1: <i>Through the Looking Glass</i> by Lewis Carroll</p> <p>Option-2:</p> <p>“The Vertical Ladder” by William Sansom</p> <p>“The Cat-Hood of Maurice” by Edith Nesbit</p> <p>“Kalabati” by Moti Nandy</p> <p>“The Night of the Moon” by Hena Khan</p> <p>Option-3:</p>

	<p>“The Traders of Seriva/Seri-Vanija-Jataka” translated by Ken and Visakha Kawasaki</p> <p>“Ali Baba and the Forty Thieves” translated by Richard F. Burton</p> <p>“Cinderella” by Jacob & Wilhelm Grimm</p> <p>“Dalim Kumar” by Dakshinaranjan Mitra Majumdar</p>
Module: IV (10)	<p>Option-1: “Fairy Tale versus Myth” from <i>The Uses of Enchantment</i> by Bruno Bettelheim</p> <p>“The Book of Nature” by Jawaharlal Nehru</p> <p>“The Worlds of Faery” by Marina Warner</p> <p>“Being a Boy” by Charles Dudley Warner</p> <p>Option-2: <i>Totto-Chan</i> by Tetsuko Kuroyanagi</p> <p>Option-3: <i>My Childhood</i> by Maxim Gorky</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>

	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.
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:	<ul style="list-style-type: none"> ➤ 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	<ul style="list-style-type: none"> ➤ 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.
	<ul style="list-style-type: none"> ➤ The course will enable students to situate texts within and against the tradition of popular literature.
<u>Course Content</u>	

<p>Module: I (10)</p>	<p>Crime & Mystery</p> <p>Option 1: <i>The Murder of Roger Ackroyd</i> by Agatha Christie</p> <p>Option 2: <i>Sleuth</i> by Anthony Shaffer</p> <p>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” by Jorge Luis Borges</p>
<p>Module: II (10)</p>	<p>Fantasy & SF</p> <p>Option-1: <i>Harry Potter and the Philosopher’s Stone</i> by J. K. Rowling</p> <p>Option-2: <i>The (Curious Case) of the Watson Intelligence</i> by Madeliene George</p> <p>Option-3: “The Story of the Demoniac Pacheco” by Jan Potocki “If You Was a Mocklin” by Murray Leinster “New Life in a New Time” by Portia Subran “Biryani Bagh” by Sami Ahmed Khan</p>
<p>Module: III (10)</p>	<p>Gothic & Horror</p> <p>Option-1: <i>Manfred</i> by Lord Byron</p> <p>Option-2: <i>Dracula</i> by Bram Stoker</p> <p>Option-3: <i>Arkham Asylum: A Serious House on Serious Earth</i> by Grant Morrison</p>

<p>Module: IV (10)</p>	<p>Action & Adventure</p> <p>Option-1: <i>Treasure Island</i> by Robert Louis Stevenson</p> <p>Option-2: <i>Burning Daylight</i> by Jack London</p> <p>Option-3: “Robin Hood and Guy of Gisborne” by Joseph Ritson</p> <p>“The Tale of the Dead Princess & Seven Knights” by Alexander Pushkin</p> <p>“How They Brought the Good News from Ghent to Aix” by Robert Browning</p> <p>“Ithaka” by Constantine P. Cavafy</p>
<p>Method of Assessment, Measurement, & Evaluation:</p>	<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>
	<p>Not applicable.</p>

Method of Internship, Apprenticeship, Project, Community Engagement:	
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