

# Dept. of English: Honours in English

## **COURSE OUTCOME (CO)**

### **Curriculum of English Honours (I+I+I System)**

#### **1<sup>st</sup> Year**

The social history of any nation is an independent discipline most useful for promoting in literary scholarship. The paper consists of the Social History of England and History of English Literature beginning from Old English Period up to the Pre-Romantic period. The second unit of the paper deals with Elizabethan sonnets, metaphysical poetry, epic and mock-epic for the comprehensive understanding of English Literature of the period for the benefit of the students.

The paper on Prose and Drama encourages the students to read the stalwart minds like Bacon, Addison and Dr. Johnson through their prose writings. They are introduced to the world of comedy and tragedy through the supporting texts. Finally, a slice of rhetoric and prosody helps them to have a clear idea of the rhythm and melody of the language.

#### **2nd Year:**

Literary and social history of England from the Romantic Period to Victorian Period with the supporting poetic texts further the understanding of literature with a sense of historical sense of continuity.

The fictional and non-fictional prose help the students to garner a mature understanding of literature. The essays and novels provide a good exposure to the fictional world of Austen, Dickens, Lamb and Chesterton. Mahasweta Devi's "The Hunt", embedded in the socio-political milieu of the Janglemahals, inheres a congruence of the life and literature for the students. Basic concepts of phonetics and word transcription are a way to practical understanding of literature through the basic tenets of language.

### **3rd Year:**

Students are made familiar with the developments and experimentations of English literature of the Modern period along with the awareness of social background. Modern British poetry are read along with Indian English poetry and appreciation of an unseen poetry is a challenge to the level of maturity the students' attain. They are also exposed to Modern English Drama, Novel, Short Stories and Essays. They are also initiated to the History of Indian English Literature and Indian English Fiction, Drama, short Stories and Prose. Finally, a major component of Elizabethan drama helps the students to assess their own level of maturity. Acquaintance with the critical terms is a way to prepare them for further studies.

### **PROGRAMME OUTCOME (PO):**

#### **Part I**

##### **Paper I**

**Section A: History of English Literature and Social History of England (450 AD-1789 AD)**

**Section B: British Poetry (450AD-1750AD)**

The paper is meant for comprehensive understanding of English literature and society with some interesting poetic texts. Sonnets of Sidney, Spenser and Shakespeare are a good component to begin with. Metaphysical lyrics are a bit challenging area that prepares the students to cope up with the epic of Milton and the mock-epic of Pope.

##### **Paper II**

**Section A: Prose and Drama**

**Section B: Rhetoric and Prosody**

This paper proposes an understanding of the development of English prose in the early stage. Rhetoric and Prosody helps the students understand the rhythm and melody of the language. The tragedy and the comedy expose them to the world of binaries as part of the development of philosophical understanding of life.

## **Part II**

### **Paper III**

**Section A: History of English Literature and Social History of England 1790-1900**

**Section B: Pre-Romantic, Romantic and Victorian Poetry**

The paper exposes the students to Romantic and Victorian English literature with a sense of historical continuity. The background reading is provided by the History of English Literature and Social History, and the representative poems of the three specific ages are meant for understanding the clearly sketched development of English poetry during the period.

### **Paper IV**

**Section A: Fictional and Non-Fictional Prose**

**Section B: Tribal Issues**

**Section C: Phonetics**

The paper makes an effort to encourage the students to read prose literature of various tastes and mores. The fictional prose literature by Jane Austen, Charles Dickens and Thomas Hardy are a good exposure to modern English prose. The essays by Charles Lamb and G.K. Chesterton provide refreshing variety. "The Hunt" by Mahasweta Devi brings our students nearer home with the problematics of the Jungle Mahal. The basic concepts of phonetics and word transcription have their practical side in their road to understanding literature.

## **Part III**

### **Paper V**

**Section A: History of English Literature and Social History of England (1900AD - 1950 AD)**

**Section B: Modern British Poetry**

**Section C: Indian English Poetry and Unseen Poetry**

This paper continues historical and social understanding of Modern English Poetry. Poetry of Modern English period is complex and challenging and the students are intellectually upgraded through the study of this component. Indian English poetry helps them to relate our own socio-cultural realities with the corpus of poetry. Appreciation of unseen poetry gives them a mirror-reflection of their ability to comprehend and analyze poetry in general.

### **Paper VI: Modern English Drama, Fiction, Essays and Short Stories**

**Section A: Modern Drama**

**Section B: Modern Fiction**

**Section C: Modern Short Stories**

**Section D: Modern Essays**

The course is meant for introducing the students with the variety and vivacity of Modern English literature. A play like "Riders to The Sea" helps them to relate human predicament in general in this world of mortality. "Arms and the Man" by G.B. Shaw presents the realities of war through a comical presentation of a serious aspect of life. The essays and short stories add flavour to the general appreciation of modernist literature, and develop their vision with a critical and creative eye.

## **Paper VII: Indian English Literature**

### **Section A: History of Indian English Literature (until 1947)**

### **Section B: Indian English Fiction**

### **Section C: Indian English Drama**

### **Section D: Indian English Prose**

The paper is introduced as a welcome relief to the students bogged heavily with English literature. The history of Indian English up to the independence is a kind of intellectual revisit to modern Indian history, with literature as the cementing force. A novel like "The Guide" by R.K. Narayan is worth reading in any standard. A play like "Silence! The Court is in Session" by Vijay Tendulkar helps students face burning social issues like gender inequality and hazards women encounter in their professional life. The Indian short stories and essays are meant for comprehensive idea of the development of Indian English literature. This component serves as a maker of the awareness of National ethos and the contemporary issues that almost everyday concerns the thinking mind of our society.

## **Paper VIII**

### **Section A: Elizabethan Drama**

### **Section B: Critical Terms**

The final paper of English Hons. is a summation of the total understanding of literature the students go through in three years. Elizabethan plays like "Macbeth" and "A Mid-Summer Night's Dream" by Shakespeare and/or "Everyman in his Humour" by Ben Jonson are the touch-stone of literary achievement. Students who pass through this acid test are ready to face life out of campus in their own way. A reading of the critical terms like Modernism, Structuralism, Marxism or Postcolonialism is a measure to pave the ways of the students for further studies, may be in Post-graduation or research.

## **Curriculum of CBCS (Introduced from the Academic Year 2017-2018)**

### **COURSE OUTCOME (CO):**

#### **Semester I (July to December)**

Literature is basically a quest for the essence from out of the Life and the World around us. This quest started from time immemorial, and therefore, the 1st Semester involves a literary quest into the antiquity. Readings of select texts from the East and the West meant for a journey back to the lost world to relate the findings with the struggle for existence amidst ambitions and frustrations that we are involved in. This semester makes a good beginning for the beginners in their search for individual identity as well as existential.

#### **Semester II (January to June)**

As our students are rural, marginalized and Indian, an exposure to Indian Writing in English in this semester creates space for relocating themselves to their roots after the dislocated quest for the past. The British poetry and drama from Chaucer to Shakespeare makes historical introduction to the basics of English literature. The comparative study of Indian and English components helps the students to face an interesting psycho-academic challenge.

#### **Semester III (July to December)**

After one year's experience in the world of literature, the students now are competent enough to extend their search through American literature and Popular literature, and at the same time, they are anchored with British literature of the 17th & 18th century poetry and drama. The texts are selected keeping in mind the various

interests of the learners, though the basic quest for the essence remains unchanged. It is expected that this exposure to 'fresh fields and pastures new' will help them immensely in their maturity.

### **Semester IV (January to June)**

The course includes British literature of the 18th century, British Romantic literature and British literature of the 19th century. It is expected that this component of British literature will keep them firm from their pedestal of the study of English literature. The components of poetry, prose and fiction selected for this semester are keeping in mind their steady progress in the world of literature. It is expected that the readings will help the learners to make philosophical introspection and in the process, develop maturer vision of life.

### **Semester V (July to December)**

The course comprises Women's writing and the British literature of the early 20th century. The selections are made bearing in mind the exposure of the students to modern literature with all its complexities and challenges. It is expected that the learners are now mature enough to make differences between the conventional approach to literature and the critical approaches of the modernists. The focus, however, is very clear: let the mature learners decide things for themselves from out of the cobweb of Tos and Fros, Dos and Don'ts. The complex text will definitely help them to review their simplistic subject position and apply their findings to the issues of life in general.

### **Semester VI (January to June)**

The curriculum of the final semester is framed with a view to preparing the learners for the world beyond the confines of the college. The experimentations of modern European drama pose a challenge to the orthodoxies of life. The gender issues are addressed with embarrassing tropes, existential crises are staged and the classics are restructured and put before us with intellectual subtleties. The world of postcolonial literatures are meant for

addressing the global issues beyond the socio-geographical borders. It is hoped that the students who pass out will be socially, intellectually and culturally equipped to face the challenges of life successfully.

**PROGRAM OUTCOME (PO)**  
**SEMESTER I (July to December)**

**CC I: Indian Classical Literature**

The segment comprises two classical plays and two epical excerpts. Translinguistic in nature, the paper introduces the rich heritage of classical Indian literature to the students fresh from their school days. This awareness is of immense importance to them as they are to go through the world of literature in three years they are in the college. Shakuntalam, The Mahabharata, Mricchakatikam and Cilapattikaram are among the richest texts in world literature, and what better can they have to start with!

**CC II: European Classical Literature**

The course again is translinguistic in nature. The two units, CCI and CCII are complementary to each other. The reading of The Iliad, King Oedipus, The Poetics and Metamorphoses will definitely help the beginners to relate the lives of East and West of the time immemorial along with their passions for fame, glory and immortality.

**Semester II (January to June)**

**CC III: Indian Writing in English**

The course introduces students to a significant component of Indian writings in English. Fictions, non-fictional prose and poetry help the students to be acquainted with the development of Indian sensibility in mature and creative English.

#### **CC IV: British Poetry and Drama: 14th to 17th Century**

Students are made familiar with the developments and experimentation of English literature from the days of Chaucer to that of Marlowe, Shakespeare and Spenser. It helps in generating interest in British literature of a very creative phase. Readings of the plays like Edward II, Macbeth and As You Like It and the poetry of Spenser enrich the students with philosophical essence of life, irrespective of time, place or person.

## **Semester III (July to December)**

### **CC V: American Literature**

As the CBCS aims at feeding the students with the best literary components of world literature, American literature, prose, poetry and drama, is introduced. A play like *The Hairy Ape*, or a fiction like *The Old Man and the Sea* helps the students understand the existential crises men face historically. American poetry by Bradstreet, Whitman and Robert Frost, and short stories like *The Purloined Letter* by Poe and *Dry September* by Faulkner are replete with human wisdom and purpose.

### **CC VI: Popular Literature**

The components in popular literature, four very popular fictions, add a refreshing variety for the students. The fictions belong to the category of nonce literature (*Through the Looking Glass*), Detective (*The Murder of Roger Ackroyd*), hilarious (*Three Men in a Boat*) and graphic (*Vimayana*).

### **CC VII: British Poetry and Drama: 17th and 18th Century**

As part of continuity, components of British literature are culled from authorities like Milton, Pope, Aphra Behn and Oliver Goldsmith. The epical find place with mock-epic, and comedies of contrary tastes are introduced so that students may easily relate their exposure to British literature with newer and interesting texts of the 17th and 18th century.

## **Semester IV (January to June)**

## **CC VIII: British Literature: 18th Century**

While the last paper was exclusively on poetry and drama, this paper explores other avenues like essays, fictions and two poems from transitional Period. The aim is to make a comprehensive study of 18th century English literature, long neglected by critics and scholars imbued with Elizabethan, Romantic or Modern literature.

### **CC IX: British Romantic Literature**

The course is a part of continuation of Students' exposure to British literature. 19th century Romanticism is noted for creative deluge in the field of English literature, and poetry of Blake, Scott, Wordsworth, Shelley and Keats are meant for the imaginative recreation of truth, a reading that counterbalances the primacy of reason and intellection of the previous century. Essays of Lamb and novels by Jane Austen and Dickens add variety to the total understanding of the students.

### **CC X: British Literature: 19th Century**

This course is a continuation of British Romanticism, and the novels by Jane Austen and Charles Dickens add varied spices to the corpus of the Romantic imagination. Hardy's novel "The Return of the Native" and Victorian Poetry by Tennyson, Browning and Arnold are meant for augmentation of the literary sensibility of the students.

### **Semester V (July to December)**

#### **CC XI: Women's Writing**

The course is part of the students' exposure to new literary trends of which Women issues is an important segment. The writings on women and by women writers add a new dimension of modern perception of literature. Poetry by Emily Dickinson, Sylvia Plath and Eunice D'Souza; fictional writings by Harriet Beecher Stowe, Catherine Mansfield, Jhumpa Lahiri and Mahasweta Devi are full of imaginative recreation of the realities around us. The critical writings of Virginia Woolf and the memoir by Rasasundari Devi are meant for appreciating *écriture feminine* in relation to the society we live in.

## **CC XII: British Literature : Early 20th Century**

The continuity of the students' exposure to the growth and development of British literature is maintained. The novels by Joseph Conrad and James Joyce are a new challenge to the students so long exposed to the Romantic literature. The short stories by D.H. Lawrence and Somerset Maugham, and poetry by W.B. Yeats and T.S. Eliot give the students a taste of modernist literature.

## **Semester VI (January to June)**

### **CC XIII: Modern European Drama**

This component creates space in the minds of the students for Pan-European understanding of experimentations in the field of modern drama. The plays by Ibsen and Brecht address feminine issues. Beckett's "Waiting for Godot" is a trend setter in the field of Absurd Drama, and Tom Stoppard's recreation of "Hamlet" is a treat to the students already matured in the field of literature.

### **CC XIV: Postcolonial Literatures**

It is an interesting course that enables the 3rd year students to cope themselves up with the challenges, academic and intellectual, in their future life. It is a sort of traversing through the globe to station at literary points from Africa, Latin America, the West Indies and India. This paper exposes the students to the frame and form of postcolonialism through the unexplored worlds of Chinua Achebe, Gabriel Marquez, Bessie Head, Pablo Neruda and Derek Walcott, just to mention a few.

## **PROGRAMME SPECIFIC OUTCOME (PSO)**

### **SEMESTER I**

#### **CC I: INDIAN CLASSICAL LITERATURE**

1. *"Abhijnana Shakuntalam": Kalidasa (18 class hours)*

This text is a key to enter into the treasure of Indian Classical literature. It is a play in 7 acts that accentuates eternal human endeavour to unite earth and heaven. A reading of *Shakuntalam* is meant for exposure to and understanding of pure literature.

2. *"The Dicing" and "The Sequel to Dicing" from The Mahabharata: Vyasa (7+5=12 class hours)*

It makes an introduction to Indian Epic tradition. Translinguistic in nature, this text is meant for mature understanding of life through the challenging characters like Duryodhana and Shakuni. Students can form a new perception about the binary nature of moral and cultural ethos of India in those days.

3. *"Mricchakatika": Sudraka (17 class hours)*

Another Indian play in translation IN 10 acts. It is a play that deals with the ground realities of medieval India. It is a 'Prakarana' play that gives exposure to life in all its vagaries. The kaleidoscopic vision of the

play will attract the young minds to the multi-layered social setup of the then times, and thus, may draw them to deeper studies on Indian history, culture, and class systems.

4. *"The Book of Vanci" from "Cilappatikaram": Ilanko Atikal (15 class hours)*

It is a Tamil epic which marks a distinct departure from the Aryan epic tradition. Lyrical and melodious, this epic is romantic in nature, and it suggests a transcendence from the mundane world to the ethereal heaven. It tells the tale of universal human saga of Love, Revenge, War and Power, although from a Dravidian angle.

## CC II: EUROPEAN CLASSICAL LITERATURE

### 1. *"The Iliad" (Book I and Book IX): Homer (17 class hours)*

A key to enter into the European Classical literature, "The Iliad", even in excerpts, is worth reading. It presents the heroic life of the Indo-European forefathers. Ennobling and exotic, this text makes an interesting parallel with the Indian epics. Students may avail themselves of the opportunity of probing into a comparative study of the different structure and texture of the Oriental and the Occidental epics.

### 2. *"Oedipus the King": Sophocles (17 class hours)*

One of the greatest tragedies of all time, "Oedipus Rex" presents the irony of human existence and ego-centric megalomania through the metaphor of vision. Deeply philosophical in nature, this play, through the tale of promiscuity of generations, tells the eternal saga of the sad music of humanity. Hence the enduring popularity of this text.

### 3. *"Poetics": Aristotle (18 class hours)*

It makes a theoretical attempt to analyse literature primarily through the metaphor of tragedy. It is a must read for all students interested in literature, as it is the primal and seminal text on Aesthetics and Poetry in the West.

### 4. *Selections from "Metamorphoses": Ovid (14 class hours)*

Ovid's "Metamorphoses" is another marvel of world literature. The selections are made keeping in mind the capacity of the students to understand them and their areas of interest. Apart from the interest that the stories generate, they also point to the universal interrelationship between the Mythical characters and the Human mind.

## **SEMESTER II**

### **CC III: INDIAN WRITING IN ENGLISH**

*"The Guide": R.K. Narayan (17 class hours)*

The Guide is an immensely popular modern Indian English fiction that addresses intricate issues of Indianism through a well-told story. Reading of such a text is worth its while as it introduces students adequately to the concept of Indian English literature.

*"In Custody": Anita Desai (17 class hours)*

A novel short-listed for Booker "In Custody" experiments boldly with a crisis that always demands careful handling: the conflict between Hindi and Urdu after the independence of India. Students will surely find it worth reading.

*Indian English Poetry (16 class hours)*

Indian students studying literature in British India were first enamored by English poetry, and they started imitating them slavishly at first, with some character and purpose. Modern Indian English poetry is worth reading, and students will definitely be benefited by this exposure.

*Indian English Short Stories and Essays (18 class hours)*

Indian English shows its optimum maturity in fictional works, and short stories comprise a good slice of it. It is always advisable that students should be encouraged to read Indian English short stories by R.K.Narayan, Mulk Raj Anand and Khuswant Singh, and essays by Salman Rushdie and Amitava Ghosh are also worth reading.

## **CC IV: BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURY**

*"The Wife of Bath's Prologue": Geoffrey Chaucer (7 class hours)*

*Poetry from Spenser to Marvell (8 class hours)*

The students are introduced to English literature with the best poems from Chaucer to the Metaphysicals. This exposure makes them ready to face other challenges in the semesters to come. With Chaucer, modern English begins, and he is justly called the Father of English Literature. Students are encouraged to go through the development of English language and poetry from Chaucer to Marvell.

*"Edward II": Christopher Marlowe (20 class hours)*

This tragedy is the first of the English plays that students face. This intricate text with historical background prepares them to come across "Macbeth", "Hamlet" and "Henry IV" in future. The political dimension of power clash is also important for young minds. This play is of triple benefit for the students because it accommodates three major components of Elizabethan theatre: Tragedy, History play, and Chronicle play.

*"Macbeth": William Shakespeare (20 class hours)*

"Macbeth" is the shortest of the Shakespearean tragedies and the swiftest. So it is almost an automatic choice, and students are immensely benefitted by reading this thrilling tragedy. It is at once a gripping moral and political play and a cascade of silvery poetry. It is one of the earliest examples of the Theatre of Power.

*"As You Like It": William Shakespeare (20 class hours)*

This romantic comedy is the first one of the genre that students take up. It is a pleasant drama that presents a vision of life quite opposite to that of Edward II and Macbeth. Through the form of Romantic Comedy of geniality, humour and fun, Shakespeare projects the deeper theme of social cleansing and purification, which is of utmost importance to the moral make of the learners' minds.

## **SEMESTER III**

### **CC V: AMERICAN LITERATURE**

*"The Hairy Ape": Eugene O'Neill (18 class hours)*

This impressionistic text is the first of the modern American plays that is offered to the students considering the fact that they are now maturer to accept intellectual challenges. The play makes the students aware about the primitive violence and political power clash inherent in the history of humanity.

*"The Old Man and the Sea": Earnest Hemingway (18 class hours)*

A fictional presentation of Americanism, this work is a must read for anybody interested in literature or life. The tragic adventurism of the old man is a lesson for young students to understand the ultimate philosophical reality that every human enterprise has its own worth beyond the human calculation of profit or loss. The element of 'struggle for existence' is powerfully portrayed through the central character, which every man should learn in order to make a mark in life.

*American Short Stories: (16 class hours)*

No reading of American literature is complete without short stories by Poe or Faulkner. The concept of America as a "melting pot" and the American dream finds expression mostly through the essays and short stories. So the component is very interesting.

*American Poetry (18 class hours)*

American poetry starting from Anne Bradstreet to Robert Frost creates a sense of historical continuity and development. Poetry is the essence of literature and reading of these poems alongside British and Indian will definitely help students to perceive the underlying philosophy.

## **CC VI : POPULAR LITERATURE**

*"Through the Looking Glass": Lewis Carrol (18 class hours)*

Lewis Carrol creates a world of non-sense that draws attention of readers from 8 to 80. This popular appeal, now recognized in literature, is part of making a student ready to face any challenge in the field of literature. This unparallel piece projects one of the central tensions of life: the polar tension between Logic and Imagination.

*"The Murder of Roger Ackroyd": Agatha Christie (18 lectures)*

Detective fiction as a popular genre finds place to initiate the students to a world of murder, mystery and mathematics. It is important for all-round development of literary sensibility of the students.

*Three men in a Boat: Jerome K. Jerome (17 class hours)*

This very handy and hilarious story is a good dose of laughter medicine for students. It is hoped that such fiction will go well with a modern student surrounded by internet, website, cartoon network and cloud.

*"Bhimayana: Experiences of Untouchability" : Vyam and Vyam (17 class lectures)*

It is a graphic novel and a biography of Bhimrao Ramji Ambedkar. It serves the dual purpose of education and entertainment through a now- popular genre of fiction.

## **SEMESTER IV**

### **CC VIII: BRITISH LITERATURE: 18TH CENTURY**

#### *English Essays: (14 class hours)*

Essays are an important part of modern English literature, and reading of 18th century essays by Steele and Addison is helpful in understanding 18th century life and society better.

#### *"Gulliver's Travels" (Book I and Book II): Jonathan Swift (22 class hours)*

This fictional work is now considered a classic because of the inherent allegorical message. Reading of this work will definitely inspire students to contemplate boldly and independently on the issues of their own world, and to distinguish between the 'Apparent' and the 'Real'.

#### *Poetry of Gray and Collins (12 class hours)*

The Pre-Romantic English poetry paves the ground for the famous Romantic tradition. The poems prescribed are lucid and enjoyable. Students will be surely benefited by this component, and will be exposed to the world of imagination to which the 18th and 19th century paid their high tributes.

#### *"The Castle of Otranto": Horace Walpole (22 class hours)*

It is the first specimen of Gothic fiction, and this work will definitely help the students read other fictions of this genre and be inspired to see the film versions that will expand their imagination and help them to relate literature of terror with the sensations of day to day life.

## **CC IX: BRITISH ROMANTIC LITERATURE**

### *Poems of Blake and Scott (11 class hours)*

It is a continuation of the Romantic tradition, and the poems of Blake and Scott are very important to understand the basic nuances of Romanticism. Students, already reading Gray and Collins, will definitely be interested in this segment. The students will also be made aware of the pivotal role of Music and Painting in poetry.

### *Poems of Wordsworth and Coleridge (15 class hours)*

High Romanticism is explored through this segment. Students are introduced to the poems they have been hearing of from parents and teachers in their school days.

### *Poems of Shelley and Keats (15 class hours)*

High Romanticism continues. Students are supposed to be immensely benefitted by the inspired imagination and recreation of truth as epitomized by the great Romantics.

### *Essays of Charles Lamb: (18 class hours)*

Charles Lamb is called the prince of English essays. Reading an essay by him is an experience itself. Students will gain knowledge about facing all problems with a smile if they perceive the philosophy of Lamb.

## **CC X: BRITISH LITERATURE: 19TH CENTURY**

*Pride and Prejudice": Jane Austen (18 class hours)*

The first great woman novelist in English, Jane Austen presents her simple, rural vision of life in all her novels. "Pride and Prejudice" is a great novel that presents the late 18th century English society in a very sketchy way. Reading of this novel will definitely help students relate the realities of Indian society.

*"Hard Times": Charles Dickens (18 class hours)*

The novel presents in typical Dickensian way the socio-economic realities of mid-19th century England. The students will get the taste of Dickens, and they can relate the realities of post-globalization with what Dickens presents in Hard Times: the stark materialism and the curses of Industrialisation in 19th century England in particular, and Europe as a whole.

*"The Return of the Native": Thomas Hardy (18 class hours)*

Another great novel of 19th century that presents provincial realities in a well-told story of love and loss. Hardy's philosophy has a universal appeal, and students will find his world fascinating. They will also learn to look at Nature and Society with a different eye.

*Poems by Tennyson, Browning and Arnold (16 class hours)*

Victorian poetry is expressive of the disturbing realities of the age. So there is an inherent complexity within the surface look of simplicity. Students will find the difference between Romantic poetry and Victorian ones very interesting. Victorian poetry being both a continuation of Romanticism (which germinated from a failed French Revolution), and an anticipation of the 20th century War crisis, it focuses on the central theme of Loss of Faith and Love in a war-sickened wasteland.

## **SEMESTER V**

### **CC XI: WOMEN'S WRITINGS**

*Poems of Dickinson, Plath & D'Souza (12 class hours)*

The poems are representative of how conscious, modern women address their inner feelings and Women's issues as a part of human dichotomy. Reading of their poems will enhance the level of perception of the 3rd year students already exposed to World Literature, and will be exposed to the critical arena of Feminism.

*"Uncle Tom's Cabin": Harriet Beecher Stowe (18 class hours)*

The world famous fiction that exposes the realities of the American attitude to the Blacks is worth reading for any lover of literature. The students will definitely be enriched by the humanitarian approach of Stowe, and be able to identify the curses of Apartheidism.

*Short Stories by Mansfield, Jhumpa Lahiri & Mahasweta Devi (21 class hours)*

The unit will give a good exposure to the students through short stories of sensibilities as different as Kiwi, Netizen and Indian. It is hoped that students are by now ready to accept such challenges. The multiple facets of existence, viz., 'Struggle for existence', 'Diasporic dislocation', and 'Tribal resistance' will lead the students to an all-round perception of life's fights.

*Essays by Virginia Woolf and Memoirs by Rassundari Devi (16 class hours)*

The two essays by Virginia Woolf directly address feminine issues and the Memoirs of Rassundari Devi presents the development of feminine sensibility in India during the second half of the 19th century in India. So, the East-West combine of Feminine crises and complexities, presented in the package of literature, will bring to the fore the universal problems of the so-called 'weaker sex' so far suppressed by the patriarchal society.

## **CC XII: BRITISH LITERATURE: EARLY 20TH CENTURY**

*"Arms and the Man": G.B. Shaw (18 class hours)*

A pleasant comedy by G.B. Shaw, "Arms and the Man" incorporates strong anti-war message within the feel of anti-romanticism. It is a must-read for the students of English literature for its anti-war stance, conviction and popularity.

*Short stories by Lawrence and Maugham (14 class hours)*

The students will be immensely benefitted by reading the two masters of English literature. The complexities of modernist literature, when raveled, will lead to aesthetic realization.

*"A Portrait of the Artist as a Young Man": James Joyce (20 class hours)*

The celebrated quasi-autobiographical novel by Joyce poses an intellectual challenge to the readers of any standard. It is a good exposure for the mature 3rd year students to cope up with the bitter realities of the modernist world and a successful transcendence through it.

*Poems of W.B. Yeats & T.S. Eliot (18 class hours)*

No less challenging and daunting is to face the poetry of Yeats and Eliot, but the readings will definitely be surprisingly revealing and pleasant. It is hoped that the students will gain in maturity by such readings to face the challenges beyond the college successfully.

## SEMESTER VI

### CC XIII: MODERN EUROPEAN DRAMA

*"Ghosts": Henrik Ibsen (17 class hours)*

Ibsen's "great play" *Ghosts* is an important illustration of the *Avant-Garde* movement in this sense that while regular tragedy deals mainly with the unhappy consequences of breaking the normal code, it deals with the consequences of not breaking it. It can be described as a scathing commentary on 19th century morality, illustrating religion, venereal disease, incest and euthanasia, some of the burning problems of the modern world. Students will be definitely benefitted by the reading of the play.

*"Mother Courage and Her Children": Bertolt Brecht (18 class hours)*

This text of Brecht is immensely popular and frequently adapted. It is considered as the greatest anti-war play of all times, the reading of which will surely be enjoyable and beneficial to the students, as they will be exposed to the worldwide cry against War and for Peace.

*"Cherry Orchard": Anton Chekov (17 class hours)*

A representative Russian play, *Cherry Orchard* shows a new dimension of social class structure. The play presents themes of cultural futility as the aristocracy makes vain efforts to maintain status and the bourgeois

to find meaning in its new-found materialism. Students will be exposed to the Russian socio-political changes from the mid-nineteenth century to the first half of the 20th.

*"Rhinoceros": Eugene Ionesco (18 class hours)*

A highly experimental absurd play, "Rhinoceros" created a new wave in *Avant-Garde* theatre movement. The play is often read as a response and criticism to the sudden upsurge of Fascism and Nazism, and explores the themes of conformity, culture, responsibility, mass movements, philosophy and morality. A bit tricky and subtle though it is, the play is worth reading on the part of the advanced learners of literature.

## CC XIV: POSTCOLONIAL LITERATURES

*"Things Fall Apart": Chinua Achebe (18 class hours)*

This novel has been very self-conscious undertakings by an artist-historian who finds it to be his outstanding duty, at the historical moment of Nigeria emerging from a ninety-year long colonial rule, to 'decolonise' the minds of its people by letting them know that their ancestral past was not one long night of oblivion and after that prepare them for assessing the present situation scientifically and with equipoise. Our students should know such postcolonial discourses as our country also suffered from the same kind of repressive designs of the colonial masters during the British rule.

*"Mystic Masseurs": V.S. Naipaul (18 class hours)*

Set in the West Indian island of Trinidad, "Mystic Masseurs" reflects the general disillusionment that beset the post-war generations and the deep spiritual isolation felt by a frustrated writer of Indian descent in a universe in which he felt himself to be inconsequential and a stranger among men, companionless. It has a direct relevance to the decline of political ethos across the globe, and the students must find it worth reading.

*Poems by African Women Writers (18 class hours)*

African female poets almost always have taken to her pen as a conscious teacher and guide for her post-colonial society that has been mired in the ills of racism, apartheid, inter-ethnic feuds, civil wars, and numerous other social, political, and cultural blights as a fall-out largely of colonial imposition and disruption. The development of African feminine sensibility in the last fifty years is amazingly fast, and the poems of Bessie Head, Ama Ata Aidoo and Grace Ogot will definitely inspire the students to explore them more and more.

*Postcolonial Poetry (16 class hours)*

Postcolonial literature is an amazingly thriving field as hundreds of writers are addressing the colonised realities in newer veins. Neruda speaks of Latin American realities, Derek Walcott Caribbean, David Malouf Australian, and Mamang Dai North-East Indian. Reading of literature will not be complete without some bit of knowledge of these masters of postcolonialism.