

**THE REGULATIONS (2026) AND THE SYLLABUS FOR THE 2- /1-YEAR POSTGRADUATE
PROGRAMME IN ENGLISH, UNDER NEP 2020/ SEP 2023, UNIVERSITY OF CALCUTTA**

Contents	
1 Short Title, Commencement and Applicability	1
2 Postgraduate Programme in English: An Outline	2
3 Design of Postgraduate Programme in English	3
4 Eligibility for Admission	6
5 Examination Regulations	6
6 Award of Degree	11
7 Removal of Anomalies/Difficulties and Plagiarism/AI Detection	13
8 Syllabus of the PG Programme in English	14

1. Short Title, Commencement and Applicability

These Regulations, in accordance with **Notification No. CSR/72/2026, dated 07.07.2026**, shall be referred to as the “**Regulations for the Postgraduate Programme in English, 2026**” under National Education Policy 2020 (NEP 2020/ State Education Policy 2023 (SEP 2023)).

1.1. These regulations shall take effect from the date they are announced by the University or from another date specified by the University through a notification, and will apply to students who are enrolled in the 2- / 1-year Master’s Degree Programme of the University under NEP 2020/ SEP 2023.

1.2. Upon the initiation of these Regulations, the Regulations for *Choice Based Credit System* (CBCS) for Regular PG Courses released through Notification No. CSR/14/18, dated 20.06.2018 and C S R / 8 9 / 1 8 , d a t e d 0 5 . 1 0 . 2 0 1 8 a n d all other relevant CSRs, together with the applicable regulations/amendments /notifications/ circulars/ orders issued therein, will be revoked.

1.3. Despite any provision that contradicts **Clause 1.2** above, the Regulations regulating the awarding of PG Degree, before their repeal, shall remain applicable to the students under which they were admitted until the degree is conferred within the specified statutory timeframe.

2. Postgraduate Programme in English: An Outline

2.1. The Postgraduate Programme in English shall be for a duration of 2- as well as 1-year and will follow the **National Higher Education Qualifications Framework (NHEQF)** in accordance with the NEP 2020 as outlined below:

Table 1: Modes of PG Programme in English

SI. NO	Programme	Eligibility	Entry /Lateral Entry	Exit Option / Degree Completion	Award
1	2-Year Master's Degree	3- year UG (Preferably with single major)	1 st Year	1-Year	PG Diploma
				2-Year	Master's Degree
2	1-Year Master's Degree	4-year UG (Honours/Honours with research)	2 nd Year	1-Year	Master's Degree

2.2. Every academic year will consist of two semesters: one odd and one even, each semester comprising a minimum of 15 working weeks dedicated to active teaching and learning.

2.3. Credit distribution for the PG Programme in English is shown in [Table 3](#).

2.4. The syllabi for 1st year of PG Programme in English will be aligned with the 4th year of UG (Honours) Programme in English, CU.

2.5. Students after the 3rd year of UG programme can take admission to the 1st Year of the 2-Year PG programme, while 4-Year UG students (Honours/Honours with Research) may enter the 2nd Year of the PG programme via lateral entry.

2.6. A certain percentage of seats, as specified by the University in its admission policy, will be reserved for PG 2nd Year to facilitate lateral entry for students who enter the programme after finishing the 4-Year UG (Honours/Honours with Research) Programme as per the recommendation of PGBOS, English.

2.7. If a candidate enrolled in a 2-Year Master's Programme chooses to exit after one year (having successfully completed two semesters with at least 40 credits), he/she will be eligible to receive a PG Diploma in English. A candidate who chooses to exit must submit an application to the concerned authority.

2.8. The 1-Year and 2-Year Master's Degrees must be completed within a maximum of 3 and 4 years,

respectively. A candidate utilizing the exit option may rejoin the programme within 3 years of leaving, at the start of any academic year, to complete the degree. However, on the condition that the entire duration for completion, including the time between leaving and returning, shall not exceed 7 years. The candidates rejoining after exit will need to follow the current syllabus.

2.9. In accordance with the NHEQF, the levels for the PG Programme in English are given in the [Table 2](#).

Table 2: The Levels for the PG Programme as per the NHEQF

Sl. No.	Qualifications	Level	Credits	Credit Points
1	P.G. Diploma	6	40	240
2	1-Year PG after a 4-Year UG	6.5	40	260
3	2-Year PG after a 3-Year UG	6.5	40+40	260

2.10. The Master's programme in English shall be available only in Regular (Formal) Mode lasting 2 or 1 year(s) and consisting of 4 or 2 semesters. The credit rating for the 1st and 2nd year of the Master's Programme, in line with the National Credit Framework (NCrFW), will be 6.0 (Level 6: 4-Year Bachelor's Degree or 1st Year of PG) and 6.5 [Level 6.5: 2-Year Master's Degree (post 3-yr UG) or 1-yr PG (post 4-yr UG)] correspondingly.

2.11. Academic Bank of Credits (ABC): The credit points may be utilized according to the Academic Bank of Credits (ABC) guidelines for admissions or entry into higher education at different levels, facilitating both horizontal and vertical mobility with various lateral entry options as per the applicable University of Calcutta Regulations.

The approval of the evaluation of credits obtained from SWAYAM and other MOOC by platforms via Academic Bank of Credits acknowledged by the university will be based on the recommendations of the PGBOS in English. Additionally, the importance of the credits to the programme from different e-Resources will be ascertained by the Departmental Committee in English, subject to the approval of the relevant Dean.

There will be a system in place to transfer credits acquired by a candidate when moving from one institution to another.

3. Design of the Postgraduate Programme in English

3.1. Credit distribution of each semester is given in the [Table 3](#) below:

Table 3: Credit Distribution for Different Semesters of the PG Programme in English

Semester	Credit
1	20
2	20
3	20

4	20
Total	80

3.2. The curriculum will provide the course types as outlined in the **Table 4** below:

Table 4: Course Types

Semester	Course Type
1	Course Work (CW)
2	Course Work (CW)
3	Course Work (CW)
4	Course Work (CW) and Research Module (RM)

3.3. Course Structure

The curriculum of the PG Programme in English shall comprise the following components:

- **Coursework (CW)** [Semesters I, II, and III]:
 - **Core Course (CC)**: 50 marks / 4 credits each
 - **Discipline Centric Elective Course (DCEC)***: 50 marks / 4 credits each
 - **Skill Enhancement Course (SEC)***: 50 marks / 4 credits each
- **Research Module (RM)** [Semester IV]
 - **Dissertation** :100 marks / 8credits
 - **Presentation**: 25 marks / 2 credits
 - **Viva Voce**: 25 marks / 2 credits

Total for Research Module: 150 marks / 12 credits

* Not all DCECs or SECs may be offered in a given semester. The department reserves the right to regulate the number of students enrolled in any DCEC or SEC, taking into consideration the resources available. Enrolment in DCECs or SECs shall be on a **first-come, first-served basis**, provided the student fulfils the applicable prerequisites for that course, if any. A minimum of five students need to register for a DCEC or SEC; otherwise, the course may not be offered.

The course credit scheme is outlined in the **Table 5** below:

Table 5: Course Credit Scheme for Four Semesters

Year	Course	Details	Credits	Marks
YEAR ONE	SEM-I	Four CCs ENG411 to ENG414, One DCEC from ENG415A to ENG415C	4 credits for each course Total (4 x 5) = 20 credits	CC 200
				DCEC 50
	SEM-II	Three CCs ENG421 to ENG423, Two DCECs from ENG424A to ENG424E	4 credits for each course Total (4 x 5) = 20 credits	CC 150
				DCEC 100
YEAR TWO	SEM-III	Two CCs ENG511 to ENG512, Two DCECs from ENG513A to ENG513E, One SEC from ENG514A to ENG514D,	4 credits each course Total (4 x 5) = 20 credits	CC 100
				DCEC 100
				SEC 50
	SEM-IV	Two DCECs from ENG521A to ENG521E, One Research Module ENG522 (Dissertation + Presentation + Viva)	4 credits each course (2 DCEC) + 12 credits (Research Module [^]) Total [(4 x 2) + 12] = 20 credits	DCEC 100
				RESEARCH 150
			[^] 8 credits (Dissertation) + 2 credits (Presentation) + 2 credits (Viva)	

10 Core Courses, 7 Discipline Specific Elective Courses (out of 18), 1 Skill Enhancement Course (out of 4), 1 Research Module (Dissertation + Presentation + Viva)	Total Credits: 80	Total Marks: 1000
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3.4. The syllabi, course structure, credit scheme, and assessment criteria prescribed for Sem-III (20 credits) and Sem-IV (20 credits) of the 2-Year PG programme in English shall be applicable to Sem-I (20 credits) and Sem-II (20 credits) of the 1-Year PG programme in English.

3.5. Each course shall have an alphanumeric code.

3.6. Internship(s), when relevant, will be provided in the 3rd semester. The PG Boards of Studies in English will decide on the components, modalities, and assessment method for the internship(s).

4. Eligibility for Admission

4.1. In accordance with the Admission Policy of the University, a candidate is required to have passed a 3- or 4-Year Bachelor's examination from the University of Calcutta or any other recognized University/ Institution.

4.2. The necessary requirements/basic eligibility for PG 2-/1- year shall be as specified in [Table 1](#).

4.3. Admission will be done as per the **Admission Notification** by the University every academic year.

5. Examination Regulations

5.1. A candidate pursuing a regular course of study for two-year/one-year Post Graduate pro-gramme (Under NEP-2020) shall have to clear all the semesters in all respects within a span of four/three years respectively from the year of admission to the particular programme and combination, failing which enrolment of the candidate shall stand cancelled.

5.2. End Semester Examinations are to be held as per the PG Academic Calendar.

5.3. Attendance requirement: A candidate shall be eligible for appearing at any of the Semesters of PG Examination, provided he/she prosecutes a regular course of studies in the concerned subject offered by the University keeping percentage of attendance as specified bellow:

- a) A student attending at least 75% of the total number of classes* held shall be allowed to appear at the concerned End Semester Examination subject to fulfilment of other conditions laid down in the Regulations.
- b) A student attending at least 60% but less than 75% of the total number of classes* held shall, however, be eligible to appear at the concerned End Semester Examination upon obtaining condonation order from the Vice-Chancellor (Principal for affiliated colleges) and on payment of requisite condonation fees/short attendance

fees as may be prescribed by the University from time to time.

- c) A student attending less than 60% of the total number of classes* held shall not be allowed to appear at the concerned End Semester Examination and he/she has to take re-admission to the same Semester in the very next year for attending the classes and appearing at the said End Semester Examination subject to fulfilment of clause (a) or (b) above.

**Such attendance will be calculated from the date of commencement of classes or date of admission, whichever is later.*

5.4. Examinations would be held after the completion of curriculum at the end of each semester (**Clause 5.2**).

Duration of examinations: Up to 25 marks: 1 hour, 26 to 50 marks: 2 hours.

5.5. A candidate is required to appear in the Internal Assessment as well as the End Semester Examination in each and every paper/course/module/part/group of the respective syllabus. A candidate in order to be declared to have passed an examination, must obtain at least 40% marks in each paper/course.

5.6. A candidate who is eligible to appear at any of the End Semester Examinations does not enrol or does not appear at the concerned examinations or fails to secure pass marks in any paper(s) at the concerned examinations, as stated in **Clause 5.5** above, will be allowed to attend the classes in the next higher semester, as applicable.

5.7. Internal Assessment, wherein applicable, has to be done in the semester in which a candidate becomes eligible to appear in the concerned End Semester Examination and **modalities of the Internal Assessment will be based on the recommendations of Postgraduate Board of Studies in English**. Marks obtained in Internal Assessment shall be retained for the entire duration of his/her enrolment.

5.8. If a candidate secures pass marks in Project/Dissertation Work(s)/Paper(s) but fails to secure pass marks in other papers, the marks of Project /Dissertation Work(s)/Paper(s) along with Internal Assessment of the other papers shall be retained for the entire duration of his/her enrolment.

5.9. A candidate may **continue** his/her course of study for the next higher Semester and appear at any higher End Semester examination without appearing at the lower End Semester Examinations subject to **Clause 5.3**.

5.10. A candidate who fails to secure pass marks (as stated in **Clause 5.5** above) in one or more papers of a semester may re-appear in those paper(s) when the concerned End Semester Examinations will be held next.

5.11. If a candidate fails to secure pass marks in one or more papers in 4th End Semester Examination (for 2-Year PG Programme), he/she may appear in the Supplementary Examinations to be held after 3 months of the publication of results of 4th Semester Examinations. The same is applicable in 2nd End Semester Examination for 1-Year PG Programme. There will be no provision for Supplementary Examinations in 1st, 2nd, or 3rd End Semester Examinations for 2-Year PG Programme and in 1st End Semester for 1-Year PG Programme.

5.12. Non-appearance (absence) in any examination for any reason shall be counted as a chance. Failure to fill up the

examination form shall also be considered as a missing chance. To pass a course, a candidate can get maximum 3 additional chances after his/her appearance in exam with his/her original batch, provided that the degree is finished within the allowed time frame.

5.13. A failed candidate, intending to re-appear in a subsequent semester examination has to submit examination form/application to the Controller of Examinations through the Head of the Department (Principal for affiliated colleges) as per the notice to be issued by the department of Controller of Examinations.

5.14. The schedule for the End Semester Examinations shall be prepared and announced by the Controller of Examinations **based on the recommendations** of the Postgraduate Board of Studies in English.

5.15. Names of the paper-setters, head-examiner (if required), examiners, scrutineers, re-examiners, third examiners (if required) of each course/ paper and board of moderators (Board of Moderators shall consist of regular faculty members of the Department of English, CU and/or at least one external*) shall be recommended by the Postgraduate Board of Studies in English (all the teachers recommended for performing the duties relating to the examinations must fulfil the minimum recruitment criteria prescribed by the UGC from time to time) and approved by the Vice-Chancellor.

**Any expert having teaching experience in Master Degree and are not engaged in teaching either in the Department of English of this University or any affiliated college of this University (if viable otherwise).*

5.16. The Post Graduate Board of Studies in English will make the following recommendations, as and when required, for approval by the higher authorities:

- a) Pattern of questions with marks distribution
- b) Modalities for holding Internal Assessment
- c) Modalities for submission of dissertation or project (if any)
- d) Modalities for holding Viva-Voce examinations, if any, etc.

5.17. An examination shall be held always under the current syllabus (if viable otherwise).

5.18. Question papers shall be set in English Version.

5.19. Medium of Answer: For all examinations in this programme, candidates shall have to write their answers in English only.

5.20. The provisional result of each semester will be published showing the details of courses studied (code, title, marks secured, credits, grade point and letter grade) along with SGPA of that semester and Cumulative Grade Point Average (CGPA) of all the semesters.

5.21. Candidates appearing in a semester examination shall have to take admission to the next higher semester (wherever applicable) immediately after completion of the examination.

5.22. Special examinations will be held for students who were unable to take their exams because of involvement in various NSS/NCC/sports or other activities organized at the State, Inter University, National, or International levels.

Candidates taking part in such events must submit a copy of the certificate to the HOD/HOI within one month after the event concludes; otherwise, no relaxation will be granted. The authorized body responsible for issuing the candidate's participation certificate must include the department's name, the candidate's Name & Roll No., and the Date(s) on which the activities took place along with prior approval of participation from the competent authority.

Calculation of Grading System

Absolute grading would be applied where the scores earned are translated into grades according to UGC's established class intervals. The University will utilize the subsequent 10-point grading system to implement the grading structure. The descriptions and definitions of the Grade, Letter Grade, Grade Point, SGPA & CGPA shall be determined as follows:

5.0.1. Letter Grade/Grade Point: It indicates the performance of a student in a Paper/Course described as Letter Grade or Grade Point as mentioned in the [Table 6](#). The candidate shall be declared as 'Fail' in the Paper in which he/she obtains less than 40% marks i.e., Letter Grade "F/ Ab" and Grade Point 0.

- *During determination of Letter Grade/Grade Point the Percentage of Marks (M) obtained shall be rounded off to two decimal places.*

Table 6: Percentage to Grade, Letter Grade and Grade Point Conversion

Range of Percentage of Marks (M)	Grade	Letter Grade	Grade Point
$90 \leq M \leq 100$	Outstanding	O	10
$80 \leq M < 90$	Excellent	A+	9
$70 \leq M < 80$	Very Good	A	8
$60 \leq M < 70$	Good	B+	7
$50 \leq M < 60$	Above average	B	6
$40 \leq M < 50$	Pass	P	5
$M < 40$	Fail	F	0
Absent	Absent	Ab	0

5.0.2. Semester Grade Point Average (SGPA): SGPA indicates the performance of a candidate in a given Semester. It is computed only when a candidate passes all the Courses in that Semester i.e. obtains at least grade "P" in each Course. It is calculated by the following formula:

$$SGPA = \frac{\sum (G_i \times C_i)}{\sum C_i}$$

Where G_i is the Grade Point obtained in the i -th Course and C_i is the Credit in that Course.

- The credits earned by a student from any other institution/University shall be converted to SGPA as per the procedure adopted in this Regulations.

Note: *SGPA shall be rounded off to two decimal places.*

Table 7: Example for computation of SGPA

Semester	Course	Credit	Grade Point	Credit × Grade Point
I	Course 1	4	8	4 × 8 = 32
I	Course 2	4	7	4 × 7 = 28
I	Course 3	4	6	4 × 6 = 24
I	Course 4	2	10	2 × 10 = 20
I	Course 5	2	5	2 × 5 = 10
I	Course 6	4	9	4 × 9 = 36
	Total	20		150
	SGPA			150/20=7.5

5.0.3. Cumulative Grade Point Average (CGPA): CGPA is the weighted average of SGPA's obtained in all the semesters. It is calculated by the following formula:

$$CGPA = \frac{\sum (C_i \times S_i)}{\sum C_i}$$

Where S^i is the SGPA obtained in the i -th Semester and C^i is the total Credit in that Semester.

Note: *CGPA shall be rounded off to two decimal places.*

Table 8: Example for computation of CGPA

Semester 1	Semester 2	Semester 3	Semester 4
Credit: 20 SGPA: 6.9	Credit: 20 SGPA: 7.8	Credit: 20 SGPA: 5.6	Credit: 20 SGPA: 6.0
CGPA = (20 × 6.9 + 20 × 7.8 + 20 × 5.6 + 20 × 6.0)/80 = 6.58			

5.0.4. A student obtaining Grade “F” in any Course shall be considered ‘Fail’ in that Course and will be required to reappear in the Course.

5.0.5. A candidate failing to obtain the pass marks in a semester examination due to shortage of one mark (in aggregate/in any course) shall be given benefit of **one additional mark** in the paper in which he/she secures lowest marks and the same shall be shown in the Tabulation Rolls. However, in the Mark-sheet only the total marks shall be shown after such addition.

Rules for Re-examination/Cancellation of Examination:

Candidates seeking review/FSI may apply to the University in a prescribed form along with requisite fees after notification by the University for the same.

- a) Application for review shall be restricted to theoretical modules/courses only in any End Semester Examination.
- b) A candidate will be eligible to apply for seeking re-examination of his/her script if he/she appeared in the said semester of examination as a whole but not appeared as supplementary candidate i.e. any candidate who appear some courses (but not all courses) of the concerned semester of examinations will not be eligible to re-examine his/her scripts.
- c) Maximum two (02) theoretical modules/courses in any semester examination may be re-examined on request by the examinee subject to the condition that she / he secures a minimum of 40% marks in the rest of theoretical modules/courses in that semester. **There will be no provision for re-examination for Internship module(s) [if any] and Dissertation/ Project paper(s)/course(s).**
- d) In re-examination of module(s)/course(s) for any semester of Post Graduate Examinations, the marks awarded by the re-examiner in a particular module/course will be taken as the marks obtained by the examinee in that module/course.
- e) If on re-examination in a module/course the marks get enhanced by more than 15% or get reduced by more than 5% than that awarded by the original examiner (the percentage be calculated on the basis of the full marks in that module/course), the script of the module/course be referred to a third examiner and average of two marks (excluding the lowest one) as awarded by the three examiners shall be taken as the marks obtained by the examinee in that module/course, provided that such a final award does not result in the failure of the examinee or in lowering of the Letter Grade or status obtained by the examinee prior to re-examination in which cases the original award be retained.
- f) Recommendation for re-examiner and third examiner to be proposed by the chairperson of the PGBOS, English and that should be duly approved by the Hon'ble Vice-Chancellor.
- g) **Cancellation of Examination:** A candidate may apply for cancellation of enrolment of any End Semester Examination within the ten (10) days from the completion of examination of theoretical portion. The said cancellation of examination will also be counted as a chance.

6. Award of Degree

6.1. The final result of a candidate shall be determined on the basis of CGPA in a 10-point scale. Grade Card shall be made as per the grading system. A Marks Certificate will be granted following the completion of any End Semester Examination.

6.2 The date of publication of final result for a regular student, who shall clear all the semesters in normal course, shall

be the **date of publication of result of the final Semester**. The final date of publication of result for students clearing previous semester(s) subsequent to their clearing final Semester examination shall be the **date of publication of the last result clearing all papers**.

6.3. Upon successful completion of a programme in accordance with Regulations, a Certificate will be issued to the candidate, and a Transcript reflecting the Grade Performance of the candidate from the first semester to the final one will be provided after formal exit as per the programme's Regulations.

If a candidate requests to exit, a Transcript reflecting the Grade Performance from the 1st semester up to the to the exit will be issued as well.

6.4. Students intending to transfer to another university will receive a Transcript of their semesters that includes Letter Grades, Grade Points, and CGPA certification from the University of Calcutta in exchange for a specified fee.

6.5. In accordance with the Act and current Regulations in effect, a candidate **shall be eligible for the Post Graduate Degree/Diploma**, upon fulfilling the following conditions:

The candidate has successfully completed all the theoretical and practical/tutorial courses/papers required for the Programme and gained the credits as required by the Regulations and Guidelines.

6.6. Each candidate shall receive his/her degree in the form of a Diploma/Certificate stating the year of passing, Letter Grade and CGPA on successful completion of the course in the specific format shown below.

(Roll No.)
(Registration No.)

Diploma No.....

University of Calcutta



This is to certify that ...(Name)...obtained the **Degree of Master of Arts/Science/Commerce** or **PG Diploma of Arts/Science/Commerce** in ... (Subject)... in this University in the Post Graduate Examination (under NEP-2020) in the year..., and that he/she obtained/was placed in... (Letter Grade) with CGPA...

Senate House,
(Date of publication of result)
Logo embossed

Vice-Chancellor

Position and Gold Medal Award

After Re-examination, FSI and other process of Final Semester Examination a Rank Certificate in order of Merit shall be issued to —

a) First ten candidates (in each subject who has successfully completed/cleared all the semester examinations at the first available chance) with at least 60% Marks obtained considering all Semesters altogether. **Such a candidate with the highest obtained mark (in percentage) will be awarded the Gold Medal by the University.**

b) First three candidates (in each subject who has successfully completed/cleared all the semester examinations at the first available chance) with below 60% Marks obtained considering all Semesters altogether, where no candidate with at least 60% is available.

7. Removal of Anomalies/Difficulties and Plagiarism/AI Detection

7.1. If any issues emerge in implementing these Regulations post-commencement or otherwise, the University may propose provisions/amendments/regulations deemed necessary or appropriate for resolving such issues to the relevant bodies for approval.

7.2. Additionally, if any issues emerge regarding the interpretation of these Regulations due to differing opinions on any matter from admission to the awarding of the degree, the matter may be submitted to the Vice-Chancellor for a final resolution.

7.3. University of Calcutta will employ a mechanism with advanced software tools to detect plagiarism and AI content in research projects/dissertations. Maintaining research integrity will be a fundamental aspect of all research endeavours. This aligns with the policy established by University of Calcutta.

8.

SYLLABUS (NEP 2020/SEP 2023) POSTGRADUATE PROGRAMME IN ENGLISH UNIVERSITY OF CALCUTTA

The **Department of English Language and Literature** at the **University of Calcutta** follows a unique and progressive vision: the cultivation of **intellectual rigour, learner autonomy, cultural sensitivity, global awareness, professional competence, and a commitment to lifelong learning** among its students. The **Postgraduate Programme in English** is meticulously designed in alignment with **the National Education Policy (NEP) 2020 / State Education Policy (SEP) 2023** to foster students' **holistic development, academic excellence, and meaningful societal contribution.**

The present curriculum is structured to nurture a **critical and historical awareness** that can only be achieved through a profound engagement with a thoughtfully curated selection of texts and key concepts. The curriculum is designed to achieve a harmonious balance between **texts and textuality, socio-cultural and linguistic perspectives**, as well as **critical enquiry and profession-oriented training**. It aims to enable students to interpret and contextualize the key periods in the history of English Literature, while also examining the global movements and cross-cultural dynamics that have historically shaped -- and continue to shape -- literary and linguistic traditions.

Recognizing that **literature and language are inextricably linked**, the course is founded on the belief that a deeper comprehension of linguistic structures and the evolution of language enrich one's perception and appreciation of literature, culture and the broader trajectory of human progress. The programme is designed to empower students to develop **independent thought, advanced analytical skills**, and the **cognitive flexibility** required to navigate complex social and cultural landscapes.

In addition to equipping students with the expertise necessary for diverse career options – such as **teaching, research, translation, editing, publishing, media, cultural engagement**, and **corporate communications** – the programme is expressly structured to instill the **confidence** and **scholarly acuity** essential for **advanced interdisciplinary research**. Students are equipped to make innovative contributions to fields such as **Literature, Linguistics, Performative Arts, English Language Teaching (ELT), Artificial Intelligence in English Language Teaching and Learning, Communication Skills, Film Studies, cultural or political studies**.

This programme, thus, aspires to produce not only employable students but also **influential professionals** and **catalysts for positive transformation**, endowed with the **knowledge, skills**, and **ethical grounding** to make significant contributions at both national and global levels.

Our mission

Your journey matters. If you have a Purpose/dream, we have a bundle of Courses waiting for you. Let's take that step together.

NEP ALIGNMENT OF THE PROGRAMME

The key areas of alignment between the Postgraduate Programme in English and the National education Policy (NEP) are as follows:

- **Prioritization of interdisciplinary approaches** that transcend traditional disciplinary boundaries, fostering holistic and integrative academic environment.
- **Balanced emphasis on both foundational theoretical frameworks and pragmatic, application-oriented learning**, ensuring comprehensive mastery of the subject.
- **Promotion of advanced cognitive capacities** such as critical thinking, analytical reasoning, and research skills, facilitating rigorous academic inquiry.
- **Integration of theory-based and skill-based learning opportunities**, thereby bridging theoretical constructs with real-world practice.
- **Implementation of adaptable Discipline Centric Elective and Skill Enhancement Course** modules that support learner-autonomy pedagogies, accommodating diverse learner trajectories and fostering innovative engagement.

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

The key objectives of the Postgraduate Programme in English focus on:

1. Interdisciplinary Knowledge and Critical Thinking

- Equip students with a **comprehensive knowledge** of diverse literary theories, genres, and linguistic paradigms, enabling them not only to **critically analyze texts** from a global, multicultural, and interdisciplinary perspective but also interpret the evolution of diversity of **English in India**, including its socio-political and cultural implications.

2. Research and Inquiry

- Foster **research aptitude** and methodological rigor through advanced coursework in **Research Methodology**, preparing students to **design, conduct, and ethically present independent, high-quality research** and thus equipping them for **doctoral studies, policy research, or roles in think tanks and NGOs**.

3. Career Readiness and Employability

- Prepare students for **diverse professional roles** in academia, publishing, media, translation, content writing, teaching, and corporate communications through rigorous coursework and skill development.

4. **Inclusivity and Social Awareness**

- Instil **sensitivity to diversity, equity, and inclusion** by engaging with courses on **Sociolinguistics, Dalit Studies, Disability Studies, Gender Studies, and Writings from marginalized regions**, nurturing students to contribute meaningfully to community engagement, advocacy, and inclusive practices in their professional lives.

5. **Technological Integration and Adaptability**

- Empower students to leverage **digital tools, artificial intelligence, and multimedia platforms** for professional growth in the rapidly evolving field of digital humanities, ed-tech, and media.

6. **Effective Communication and Translation Skills**

- Enhance advanced **oral and written communication, cross-cultural competence, and translation skills** through focused study in **Translation: Theory and Praxis, Linguistics, Sociolinguistics, Phonetics, Phonology, and English Language Teaching**, preparing graduates for careers in academia, publishing, translation, media, and multicultural workplaces.

7. **Ethical, Cultural, and Lifelong Learning**

- Promote **ethical understanding and sensitivity** to linguistic diversity and environmental challenges, **cultural appreciation, and lifelong learning**, enabling graduates to contribute meaningfully to society and adapt to the evolving demands of academia, industry, and the global community.

8. **Leadership, Innovation, and Global Citizenship**

- Encourage **leadership, creativity, and global citizenship** by engaging students with **cross-cultural literatures, popular culture, and performative arts**, preparing them to innovate and excel in both local and international contexts, reflecting the Department of English's tradition of shaping influential professionals.

Our vision

*Empowering future professionals through a
visionary English curriculum – where critical
thinking, global awareness, and career readiness
go hand in hand.*

COURSE DETAILS

Table 9: Course Details[#] at a Glance

	Semester	Course Code	Course Status	Course Title	Credits	Marks
YEAR ONE	SEM-I	ENG411	CC	Literary Criticism and Theory	4 credits each course (4 CC + 1 DCEC) Total (4 x 5) = 20 credits	CC 200 DCEC 50 Total: 250 marks
		ENG412	CC	Indian Writings in English		
		ENG413	CC	Postcolonialism		
		ENG414	CC	Gender Studies		
		ENG415A	DCEC	English Language Teaching		
		ENG415B	DCEC	Shakespeare Studies		
		ENG415C	DCEC	European Classical Literature		
YEAR ONE	SEM-II	ENG421	CC	Research Methodology-I	4 credits each course (3 CC + 2 DCEC) Total (4 x 5) = 20 credits	CC 150 DCEC 100 Total: 250 marks
		ENG422	CC	Research Methodology-II		
		ENG423	CC	Modernism		
		ENG424A	DCEC	An Introduction to Phonetics, Phonology, and Sociolinguistics		
		ENG424B	DCEC	Indian Classical Literature		
		ENG424C	DCEC	Writings from Eastern Himalayas and North-		

				Eastern Region of India		
		ENG424D	DCEC	Dalit Studies		
		ENG424E	DCEC	American Literature		
YEAR TWO	SEM-III [#]	Eng511	CC	Popular Culture	4 credits each course (2 CC + 2 DCEC + 1 SEC) Total (4 x 5) =20 credits	CC 100 DCEC 100 SEC 50 Total: 250 marks
		Eng512	CC	Postmodernism and After		
		Eng513A	DCEC	Artificial Intelligence and English Language Teaching		
		Eng513B	DCEC	New Literatures		
		Eng513C	DCEC	Disability Studies		
		Eng513D	DCEC	Travel Literature		
		Eng513E	DCEC	Literature and Ecology		
		Eng514A	SEC	Communication Skills for Employability and Career Advancement		
		Eng514B	SEC	Media and Content Writing		
		Eng514C	SEC	Translation: Theory and Praxis		
		Eng514D	SEC	Theatre: Stage and Performance		
YEAR TWO	SEM-IV [#]	ENG521A	DCEC	An Introduction to Linguistics and the Structure of Modern English	4 Credits each course (2 DCEC) + 12 Credits (1Research Module [^]) Total [(4 x 2] + 12=] 20 credits [^] 8 credits (Dissertation) + 2 credits (Presentation) + 2 credits (Viva)	DCEC 100 Dissertation 100 Presentation 25 Viva 25 Total: 250 marks
		ENG521B	DCEC	English in India		
		ENG521C	DCEC	Film Studies		
		ENG521D	DCEC	Migration Studies		
		ENG521E	DCEC	Trauma and Memory Studies		
		ENG522	CC	Research Module		
10 Core Courses, 7 Discipline Centric Elective Courses (out of 18), 1 Skill Enhancement Course (out of 4), 1 Research Module (Dissertation + Presentation + Viva)					Total Credits: 80	Total marks: 1000

[#]The syllabi, course structure, credit scheme, and assessment criteria prescribed for Sem-III (20 credits) and Sem-IV (20 credits) of the 2-Year PG programme in English shall be applicable to Sem-I (20 credits) and Sem-II (20 credits) of the 1-Year PG programme in English [vide 3.4]

All courses, with the exception of research methodology (ENG421 and ENG422) and language-based courses (ENG415A, ENG424A, ENG513A, ENG521A, and ENG521B), will comprise two units. There will be a pool of texts or sub-units in the syllabus for each course (excluding ENG421 and ENG422, ENG415A, ENG424A, ENG513A, ENG521A, and ENG521B) comprising two units, from which three texts or sub-units will be taught per unit. The selection of texts may vary from one batch to another and will be announced at the beginning of each semester. All components in ENG415A, ENG424A, ENG513A, ENG521A, and ENG521B may not be taught in a particular semester – the specific components to be taught in any of these five courses in a semester will be announced at the start of each semester.

Students are required to mandatorily opt for the following:

- ***any one*** DCSE out of ***three*** in **Sem-I**
- ***any two*** DCECs out of ***five*** in **Sem-II**
- ***any two*** DCECs out of ***five*** in **Sem-III**
- ***any two*** DCECs out of ***any five*** in **Sem-IV**
- ***any one*** SEC out of ***four*** in **Sem-III**.

QUESTION PATTERN FOR EXAMINATIONS
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- **Each Core Course (CC), Discipline Centric Elective Course (DCEC) Course and Skill Enhancement Course (SEC)** shall be evaluated through an **Internal Assessment (IA) of 10 marks** and an **End Semester Examination of 40 marks**. **Both the Internal Assessment and the End Semester Examination** are equally obligatory for all candidates in their respective semesters.

In all courses except research methodology (ENG421 and ENG422), language-based (ENG415A, ENG424A, ENG513A, ENG521A, and ENG521B), and Skill Enhancement Courses (ENG514A, ENG514B, ENG514C, and ENG514D), questions will be set only from the **three texts / sub-units** taught per unit in the **End Sem examinations**. Each unit will follow a question pattern of **15 + 5 marks**: students are required to write one long answer worth **15 marks** and one short answer worth **5 marks** for each unit in all applicable courses. **The long (15 marks) and short (5 marks) answer type questions are not to be attempted from the same text/subunit(s).**

The pattern of question setting and the corresponding division of marks in ENG421 and ENG422, ENG415A, ENG424A, ENG513A, DCEC 413, ENG521A, ENG521B, ENG514A, ENG514B, ENG514C, and ENG514D will remain **flexible**; questions in these eleven courses will be set only from the components taught during the particular semester.

Of the questions attempted in any course, only the answers to the first required number of questions, as specified in the question paper, will be evaluated.

- In the **End Sem examinations**, students are required to answer **2 questions, each worth of 20 marks out of a total of 4** questions in the following courses: ENG421 (Research Methodology-I), **ENG422** (Research Methodology-II), **ENG415A** (English Language Teaching), **ENG513A** (Artificial Intelligence in English Language Teaching and Learning), **ENG521A** (An Introduction to Linguistics and the Structure of Modern English), **ENG521B** (English in India), **ENG514A** (Communication Skills for Employability and Career Advancement), **ENG514B** (Media and Content Writing), **ENG514C** (Translation: Theory and Praxis), and **ENG514D** (Theater: Stage and Performance). Each of these questions may include an **internal breakdown of marks**.
- The **End Sem examination** for **ENG424A** (An Introduction to Phonetics, Phonology, and Sociolinguistics) will have the following question pattern:

Phonetics & Phonology (24 marks):

- 3 questions (out of 4) of 3 marks each* **(3x3=9)**
- 1 question (out of 2) of 10 marks* **(1x10=10)**
- 1 question of 5 marks **(1x5=5)**

Sociolinguistics (16 marks):

- 2 questions (out of 3) of 3 marks each* **(2x3=6)**
- 1 question (out of 2) of 10 marks* **(1x10=10)**

***may include internal breakdown of marks**

- The marks distribution for **ENG522 (Research Module)** in **Semester IV** is as follows:
 - Dissertation: 100 marks
 - Presentation: 25 marks
 - Viva Voce: 25 marks

Total: 150 marks

DETAILED SYLLABUS

Semester I

ENG411 (4 Credits)

Course Status: **CC**

Literary Criticism and Theory

Course Description

The course contains some of the seminal texts in the Western intellectual tradition, either in English or available in English translation. The texts range from Classical Antiquity to the late twentieth century. While the first unit initiates the learners in the historical and the philosophical roots of the tradition of literary criticism the second unit will enable them to look at literary texts from an intense critical perspective by applying the notions and ideas of the texts included.

Course Objectives

- The manifest purpose of this course is to introduce the learners with certain salient concepts in the development of the Western thought.
- The approach follows a chronology, of the history of ideas, so that the learners can follow the socio-historical and cultural context, in which the ideas flourished.
- Learners are supposed to be evaluated on the basis of their general understanding of the individual texts and the concepts that these texts introduce and elaborate.

Course Units

Unit I: Literary Criticism (Any *three* of the following)

1. Plato: *The Republic*, Books III and X / Ion
2. Philip Sidney: *An Apology for Poetry*
3. John Dryden: *An Essay of Dramatic Poesie*
4. Alexander Pope: *An Essay on Criticism*
5. Samuel Taylor Coleridge: *Biographia Literaria* (Selections)
6. Matthew Arnold: 'Function of Criticism at the Present Times', 'The Study of Poetry'
7. Henry James: 'The Art of Fiction'
8. T. S. Eliot: 'To Criticize a Critic', 'The Metaphysical Poets', 'Hamlet and his Problems'

Unit II: Literary Theory (Any *three* of the following)

1. Theodor Adorno and Max Horkheimer: 'The Culture Industry: Enlightenment as Mass Deception' / Jacques Lacan: 'Insistence of the Letter in the Unconscious'
2. Tzvetan Todorov: 'Structural Analysis of Narrative'
3. Mikhail Bakhtin: *The Dialogic Imagination* (Selections) / *Rabelais and His World* (Selections)
4. Roland Barthes: 'Death of the Author' / 'From Work to Text' / Michel Foucault – 'What is an Author?'
5. Jacques Derrida: 'Structure, Sign and the Play in Discourse of Human Sciences'
6. Wolfgang Iser: 'Interaction Between Text and Reader' / Stanley Fish – 'Is There a Text in the Class?'
7. Jean Baudrillard: *The Precession of Simulacra* (Selections)
8. Julia Kristeva: *Desire in Language: A Semiotic Approach to Literature and Art* (Selections)

Course Outcomes

- The course aims at endowing learners with a capacity to read and interpret major theoretical approaches from the historical perspective as well as from the perspective of contemporary theory.
- The exercise, that the course will put the learners through, will help them in their theoretical orientation during their research in future.

Suggested Readings

Adams, Hazard. (Ed.) *Critical Theory Since Plato*. New York: Harcourt Brace Jovanovich, 1971.

Bate, W J. (Ed.) *Criticism: The Major Texts*. New York: Harcourt Brace Jovanovich, 1970.

Habib, M. A. R. *Literary Criticism from Plato to the Present*. Chichester, West Sussex, U.K.: Wiley Blackwell, 2011.

Kennedy, George Alexander. *The Cambridge History of Literary Criticism*, Vol. 1: Classical Criticism. Cambridge: Cambridge University Press, 1989.

Kulkarni Anand B. and Chaskar Ashok G. *An Introduction to Literary Criticism and Theory*. Orient Blackswan, Hyderabad, 2015.

Leitch, Vincent B, et al, eds. *The Norton Anthology of Theory and Criticism*. New York, NY: W. W. Norton & Co., 2010. Print. Murray, Penelope and Dorsch, T. *Classical Literary Criticism*. London: Penguin Books. 2000.

Norton, Glyn P. *The Cambridge History of Literary Criticism*, Vol. 3: The Renaissance. Cambridge: Cambridge university press, 1999.

Vickers, Brian. *English Renaissance Literary Criticism*. Oxford: Clarendon Press, 1999.

Wellek, Rene. *History of Modern Criticism (1750-1950)* Vols.1-8. New Haven: Yale UP, 1992.

Wimsatt Jr, William K and Cleanth Brooks. *Literary Criticism: A Short History*. (1957) New Delhi: Oxford IBH.

Rivkin, Julie and Maichael Ryan. *Literary Theory: An Anthology*. New York: Blackwell Publication, 1994.

ENG412 (4 Credits)

Course Status: CC

Indian Writings in English

Course Description

The course is designed to make the learners aware of the polyphonic images of the Indian society represented through the literary discourse. The texts in this course attempt to trace the journey and the growth of Indian writings in English from the colonial phase to the post-millennial condition. They also attempt to capture a varied and rich sensibility perhaps common to cultures across India. The texts, in this course, originally written in English would also point to the politics and the shift in language structure/pattern.

Course Objectives

The course will enable learners to

- Understand the discourse of English Language and Literature in relation to the changing historical and political conditions of India
- Place Indian English writing in the perspective of an evolution from being a product of borrowing and imitation to declaring its independent identity
- Understand the texts of the course both as a strategy of appropriating the Western/colonial epistemology and a tool of colonial resistance
- Understand Indian writings in English as a site of capturing the multicultural identity of the nation.

Course Units

Unit I

Fiction and Non-fiction

1. V. D. Savarkar: *The Indian War of Independence*
2. M. K. Gandhi: *The Story of My Experiments with Truth* / Jawaharlal Nehru: *Discovery of India* (Selections)
3. Aurobindo Ghosh: *Perseus the Deliverer*
4. Githa Hariharan: *The Ghosts of Vasu Master*
5. Chitra Banerjee Divakaruni: *The Palace of Illusions*
6. Arundhati Roy: *The God of Small Things*
7. Upamanyu Chatterjee: *English August*
8. Jeet Thayil: *Narcopolis*

Unit II

Poetry and Drama

1. Rabindranath Tagore: *Red Oleanders*
2. Mahesh Dattani: *Final Solutions*
3. Girish Karnad: *The Fire and the Rain*
4. Manjula Padmanavan: *Lights Out! /Hidden Fires*
5. Poetry (**any two**) Toru Dutt: 'Sita', 'The Lotus', Henry Louis Vivian Derozio – 'The Fakeer of Jungheera', Michael Madhusudhan Dutta: 'The Captive Ladie', Sarojini Naidu – 'The Indian Gypsy', 'Harvest Hymn', 'Suttee'

6. Nisim Ezekiel: 'The Professor', 'Night of the Scorpion', 'Poet Lover Birdwatcher' / Dom Moraes: 'Architecture', 'Absence', 'Key'
7. Jayanta Mahapatra: 'A Grey Haze over the Ricefields', 'Deaths in Orissa', 'Ash', 'The Captive Air of Chandipur on Sea', 'Sanskrit' (**any three**)
8. A. K. Ramanujam: 'A River', 'Prayers to Lord Murugan', 'Of Mothers, among other things', 'Self-Portrait'

Course Outcomes

After the completion of the course the learners will be able to

- Prepare themselves for different research orientations
- Trace the development of English language in India as reflected in literature and therefore to apply the understanding to language-based research work
- Apply their understanding of the history, myth and the making of the nation, elaborated in all the fictional and non-fictional writings, to their future projects and research
- Apply their understanding of the language of theatre as elaborated in the play texts prescribed

Suggested Readings

K.R Srinivasa Iyengar: *Indian Writing in English*

Arvind Krishna Mehrotra (Ed.): *A History of Indian Literature in English*

Meenakshi Mukherjee: *The Twice Born Fiction: Themes and Techniques of the Indian Novel in English*

M. K. Naik: *Aspects of Indian Writing in English*

Makarand Paranjape: *Towards a Poetics of the Indian English Novel*

Aijaz Ahmed: *Indian Literature: 'Notes Towards a Definition of Category'*

Nandi Bhatia (Ed.): *Modern Indian Theatre: A Reader*

Aparna Bhargava Dhadwarkar: *Theatres of Independence: Drama, Theory and Performance in India since 1947*

Arvind Krishna Mehrotra (Ed.): *The Oxford India Anthology of Twelve Modern Indian Poets*

ENG413 (4 credits)

Course Status: **CC**

Postcolonialism

Course Description

The theoretical background and texts included in this course invariably display the agenda that entail the social, political and cultural issues of erstwhile colonies. Some of the texts directly explore the issues of colonial oppression and a few discreetly brings into the fore the anxieties and interpellative forces hidden in the larger postcolonial discourse. However, now postcolonial studies also take into account the narratives of countries, which had never been formally colonized but have been affected by the legacies of colonialism. This course therefore, also entails to encourage students to develop an interest in emerging trends of postcolonial studies.

Course Objectives

- To acquaint the students with the emergence of the idea of the postcolonial and the development of postcolonial study.
- This course comprises two sections. The first section deals with the historical and theoretical background topics to acquaint students with the foundational postcolonial discourses from all around the world. In the second section, the students will be introduced to postcolonial readings of literary texts. This will help the students to develop an understanding of the legacies of colonialism as well as the process of decolonization.
- This course is designed to facilitate the learners to understand the politics of the production, distribution and the reception of literary texts and to develop a different perspective for the act of 'reading'.

Course units

Unit 1

Theoretical Perspectives

1. Achille Mbembe: *On the Postcolony* (Selections)
2. Chandra Talpade Mohanty: 'Under Western Eyes: Feminist Scholarship and Colonial Discourses' from *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*/ Sara Suleri: 'Woman Skin Deep: Feminism and the Postcolonial Condition' from *The Postcolonial Studies Reader*
3. Derek Gregory: *The Colonial Present* (Selections)/ Ernest Gellner: *Nations and Nationalism* (Selections)
4. Dipesh Chakrabarty: *Provincializing Europe* (Selections)/ Partha Chatterjee: *The Nation and its Fragment: Colonial and Postcolonial Histories* (Selections)

5. Edward Said : Chapter 1: 'The Scope of Orientalism' from *Orientalism / Culture and Imperialism* (Selections)
6. Frantz Fanon: 'On National Culture' from *Wretched of the Earth / A Dying Colonialism*, Introduction
7. Homi Bhabha: 'The Other Question: Stereotype, Discrimination, and the Discourse of Colonialism'
8. Ngũgĩ Wa Thiong'o: 'The Language of African Literature' from *Decolonizing the Mind*

Unit II

Fictional and Non fictional Prose

1. Amitav Ghosh: *The Hungry Tide*
2. Athol Fugard: "Master Harold"... and the boys
3. Edward Kamau Brathwaite : *The Arrivants: A New World Trilogy* (Selections)
4. J. M. Coetzee: *Foe / Waiting for the Barbarians*
5. Jean Rhys: *Wide Sargasso Sea*
6. Wole Soyinka: *A Dance of the Forests*
7. Chimamanda Ngozie Adichie: *Half of a Yellow Sun*
8. Salman Rushdie: *Midnight's Children*/ Khushwant Singh: *A Train to Pakistan*

Course Outcomes

- The students will learn about colonization and its aftermath, the physical and psychological effects of colonization on the individual.
- Providing them with tools for further research, interpretations; reading of contemporary situations, global politics will expose them to recent trends in postcolonial theory.

Suggested Readings

Cesaire, Aime. *Discourse on Colonialism*. New York University Press, 2000.

Raychaudhuri, Tapan. *Europe Reconsidered*. Routledge, 2015.

Sartre, Jean-Paul. *Colonialism and Neocolonialism*. Routledge, 2001.

Spivak, Gayatri Chakravorty. *A Critique of Postcolonial Reason*. Harvard University Press, 1999.

Vishwanathan, Gauri. *Masks of Conquest*. Faber and Faber, 1990.

Willis Reina and Sara Mills. Ed. *Feminist Postcolonial Theory: A Reader*. Routledge, Taylor and Francis Group, 2003.

Quayson, Ato. Ed. "Postcolonial Literature in Southeast Asia". *The Cambridge History of Postcolonial Literature*. Volume 1. Cambridge University Press, 2012.

Devi, G.N.Geoffrey V. Davis, K.K Chakravarty. Ed. *Indigeneity: Culture and Representation*. Routledge, 2009.

ENG414 (4 Credits)

Course Status: **CC**

Gender Studies

Course Description

This course introduces students to the core concepts, theories, and literary representations within Gender Studies. Unit 1 establishes the theoretical foundation by exploring how gender intersect with power, language, and society. Unit 2 grounds these concepts through diverse literary mediums, including fiction, poetry, and essays. Students will analyse how gendered identities are constructed, resisted, and redefined across different cultural contexts.

Course Objectives

- To familiarize students with foundational concepts of feminism, queer theory, and intersectionality.
- To develop critical reading skills for analysing gender dynamics in literature and essay formats.
- To examine how patriarchal structures influence both academic theory and creative expression.

Course Units

Unit 1: Theoretical Frameworks

1. Adrienne Rich: 'The Domestication of Motherhood' (from *Of Woman Born: Motherhood as Experience and Institution*)
2. Audre Lorde: 'The Master's Tools will never Dismantle the Master's House' (from *Sister Outsider*)
3. Vandana Shiva: *Staying Alive: Women, Ecology and Survival in India* (Selections)

4. Kimberlé Crenshaw: 'Demarginalizing the Intersection of Race and Sex' (from *Feminist Legal Theories*)
5. Judith Butler: 'Subjects of Sex/Gender/Desire' (from *Gender Trouble*)
6. Michael Warner: *Fear of a Queer Planet* (Introduction)
7. Hélène Cixous: 'Sorties: Out and Out: Attacks/Ways Out/Forays' (from *The Logic of the Gift: Toward an Ethic of Generosity*)
8. Judith Halberstam: 'Queer Temporality and Postmodern Geographies' (from *In a Queer Time and Place: Transgender Bodies, Subcultural Lives*)

Unit 2: Literary Representations

1. Charlotte Perkins Gilman: 'The Yellow Wallpaper'
2. Kate Chopin: *The Awakening*
3. Rokeya Sakhawat Hossain: *Sultana's Dream*
4. Gertrude Stein: *The Autobiography of Alice B. Toklas*
5. Ismat Chughtai: 'Lihaaf' (*The Quilt*)
6. Christopher Isherwood: *A Single Man*
7. Sachin Kundalkar: *Cobalt Blue* (translated by Jerry Pinto)
8. Bernardine Evaristo: *Girl, Woman, Other*

Course Outcomes

- Students will articulate major theoretical frameworks in contemporary Gender Studies.
- Students will critically evaluate literary texts through a gender-sensitive analytical lens.
- Students will demonstrate an understanding of how race, class, and sexuality intersect with gender.

Suggested Readings

Sappho: *Poems and Fragments of Sappho*

Michel Foucault: *The History of Sexuality: Volume 1*

Simone de Beauvoir: *The Second Sex* (Introduction)

bell hooks: *Feminism is for Everybody: Passionate Politics*

Rosemarie Tong: *Feminist Thought: A More Comprehensive Introduction*

Nivedita Menon: *Seeing Like a Feminist*

Mary Wollstonecraft: *A Vindication of the Rights of Woman*

Luce Irigaray: *This Sex Which Is Not One*

Kumkum Sangari and Sudesh Vaid: *Recasting Women: Essays in Colonial History*

Rajeswari Sunder Rajan: *Real and Imagined Women: Gender, Culture and Postcolonialism*

Siobhan B. Somerville: *The Cambridge Companion to Queer Studies*

Donald E. Hall: *Queer Theories*

Duane Rousselle: *Gender Sexuality and Subjectivity*

Maria Ines La Greca: *Gender, Theory, and History: On the Knowledge and Politics of Bodies*.

ENG415A (4 Credits)

Course Status: **DCEC**

English Language Teaching

Course Description

The course introduces students to the theoretical foundations and practical applications of English Language Teaching (ELT), with special reference to multilingual and multicultural contexts such as India. It integrates insights from Applied Linguistics, pedagogy, and classroom practice to prepare learners for academic, institutional, and professional teaching environments.

Course Objectives

The course aims to:

- **Develop Comprehensive Theoretical Understanding:**
To provide students with a comprehensive understanding of the key concepts, theories, principles, and approaches in English Language Teaching.
- **Enhance Pedagogical Skills:**
To equip students with advanced pedagogical skills and techniques suitable for diverse ESL/EFL contexts.
- **Foster Critical Evaluation:**
To enable students to critically evaluate materials, curricula, and assessment tools used in ELT.
- **Promote Research Competence:**
To encourage the application of research methods relevant to ELT, empowering students to conduct scholarly inquiry.
- **Cultivate Reflective Practice:**
To foster reflective and ethical practice in classroom management, lesson planning, and professional development.

Course Units

Unit 1: Foundations of ELT

- Nature and scope of ELT
- The role of English in global and local contexts
- The role of English in multilingual and multicultural contexts in India
- Key concepts: Mother tongue, First language, Native language, Heritage language, Acquisition vs. Learning, Naturalistic vs. Instructed learners, ESL (English as a second language), EFL (English as a Foreign Language), EAP (English for academic purposes), ESP (English for specific purposes)
- Key stakeholders in ELT: Roles and pedagogical significance

Unit 2: Theories of Language Learning

- Behaviourism
- Innatism
- Cognitive and Constructivist Approaches
- Sociocultural Theory
- Contrastive Analysis Hypothesis
- Interlanguage
- Error Analysis
- The Monitor Model

Unit 3: Language Teaching Materials

- Pedagogic and non-pedagogic materials
- Teaching aids
- Impact of technology on teaching aids
- Evaluation, selection, and adaptation of textbooks and supplementary materials
- Designing teaching-learning materials

Unit 4: Beyond Methods[#]

- Limitations of the concept of method
- Dissatisfaction with method
- Postmethod condition
- Postmethod pedagogy
- Principled eclecticism

[[#] The component “Approaches and methods in ESL teaching” constitutes a significant part of the Skill Enhancement Course (SEC-3) in the UG programme in English (CU) under CCF 2022. Accordingly, it has been excluded from the PG syllabus in English (CU) under NEP 2020/SEP 2023 in order to maintain coordination and ensure vertical integration between the UG and PG curricula in English at CU.]

Unit 5: Digital and Online English Language Teaching

- Digital literacies
- Digital pedagogy
- Digital ELT: Tools and trends
- Teaching online: synchronous and asynchronous, MOOC
- Hybrid teaching
- Flipped classroom
- Mobile learning
- Potential and challenges of digital and online ELT
- Professional development for digital ELT
- Ethics, privacy, and e-safety in online ELT

Unit 6: Language Assessment and Testing

- Nature and scope
- Principles of testing
- Purposes and types of language tests
- Alternative assessment: portfolios, peer-assessment, self-assessment
- Providing effective feedback to learners
- Digital evaluation and assessment

Unit 7: Classroom Interaction

- Types, tools, and techniques: pedagogical implications

Unit 8: Classroom Management

- Effective tools
- Problems and solutions

Unit 9: Indian Perspective

- Multilingualism and code switching

- Translanguaging
- Challenges of teaching English in low-resource settings in India
- Curriculum and policy debates in Indian ELT context
- Scopes and challenges of ELT under NEP 2020

Course Outcomes

Upon successful completion of the course, students will be able to:

- **Demonstrate Mastery of Key ELT concepts and theories**
Critically examine, discuss and apply the major theories and approaches in English Language Teaching.
- **Evaluate Instructional Materials**
Create, adapt, and critically evaluate teaching materials, digital resources, and teaching aids for varied learner needs and contexts.
- **Assess Learner Progress**
Develop fair and effective assessment tools and provide constructive feedback for language learners.
- **Address Diversity and Inclusion**
Demonstrate sensitivity to linguistic, cultural, and individual diversity in English language classrooms.
- **Address Recent Trends in ELT**
Critically engage with issues, challenges, and new trends in ELT, including multilingualism and technology integration.
- **Engage in Research and Professional Development**
Conduct research projects within ELT, interpret findings, and reflect on their implications for practice.
- **Reflect on Professional Practice**
Critically reflect on and articulate their teaching philosophy, classroom experiences, and ongoing professional growth.

Suggested Readings

- Anderson, T. (Ed.). (2008). *The theory and practice of online learning*. Athabasca: Athabasca University Press.
- Bates, A. W., & Poole, G. (2003). *Effective teaching with technology in higher education: Foundations for success*. San Francisco: Jossey-Bass.
- Blake, R. J. (2013). *Brave new digital classroom: technology and foreign language learning* (2nd ed.). Washington DC: Georgetown University Press.
- Brown, H D. (1994). *Principles of language learning and teaching*. Englewood Cliffs, N J: Prentice Hall.
- Corder, S P. (1973). *Introducing applied linguistics*. Harmondsworth: Penguin.
- _____. (1967). 'The significance of learners' errors. *IRAL* 5: 161-9.
- Dudeney, G., & Hockly, N. (2007). *How to teach English with technology*. Harlow: Pearson Education ESL.
- Ellis, R. (2012). *Understanding second language acquisition*. Oxford: Oxford University Press.
- Gardner, R and Lambert, W E. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.
- Hampel, R., & Stickler, U. (2015). *Developing online language teaching: Research-based pedagogies and reflective practices*. London: Palgrave Macmillan.
- Harrison, A. (1983). *A Language testing handbook*. London: Macmillan.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.
- Hockly, N., & Dudeney, G. (2018). *Blended learning* (ELT Development Series). Oxford: Oxford University Press.
- Krashen, S D. (1981). *Second language acquisition and second language learning*. Oxford: Pergamon Press.
- Kumaravadivelu, B. (2003). *Beyond methods: macrostrategies for language teaching*. New Haven, CT: Yale University Press.
- _____. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon Press.
- _____. (1985). *The input hypothesis: issues and implications*. New York: Longman.
- Lado, R. (1957). *Linguistics across cultures*. Ann Arbor: University of Michigan Press.
- Lightbown, P and Spada, N. (1993). *How languages are learned*. Oxford: Oxford University Press.
- Littlewood, W. (1984). *Foreign and second language learning*. Cambridge: Cambridge University Press.
- McLaughlin, B. (1987). *Theories of second language learning*. London: Edward Arnold.
- Motteram, G. (Ed.). (2013). *Innovations in learning technologies for English language teaching*. London: British Council.

- Selinker, I. (1972). 'Interlanguage'. *International Review of Applied Linguistics* 10/3: 201-31.
- Sharwood-Smith, M. (1994). *Second language learning*. London: Longman.
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.
- Skinner, B F. (1957). *Verbal behaviour*. New York: Appleton Crofts.
- Spolsky, B. (1989). *Conditions for second language learning*. Oxford: Oxford University Press.
- Stern, H. H. (1983). *Fundamental concepts of language teaching*. Oxford: Oxford University Press.
- Tickoo, M. L. (2003). *Teaching and learning English: A sourcebook for teachers and teacher-trainers*. New Delhi: Orient Blackswan Private Limited.
- Pegrum, M. (2014). *Mobile learning: languages, literacies and cultures*. London, England: Palgrave Macmillan.
- Prabhu, N S. (1987). *Second language pedagogy*. Oxford: Oxford University Press.
- Ur Penny. (2012). *A course in English language teaching*. Cambridge: Cambridge University Press.
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ENG415B (4 Credits)

Course Status: **DCEC**

Shakespeare Studies

Course Description

The teaching of Shakespearean plays necessarily invokes the performance history of the plays as well as the history of reception down the ages. With a view to negotiating the rich cultural production of any Shakespearean play, this course attempts to look additionally at various critical approaches to Shakespeare as well.

The plays selected for study is thus supported by the inclusion of seminal articles and stage and film performance of the play in question.

A glance at the long history of the study and performance of the plays in Bengal is included as an attempt to historicize and include the contemporary research related to Shakespeare.

Course Objectives

The Course will enable learners to

- Understand the plays of Shakespeare, placing them in a specific historical/political context
- Place the texts/plays of Shakespeare in the changing cultural and ideological milieu
- Trace the trajectory of the reception of Shakespeare

- Understand the politics of authorship, texts and meaning

Course Units

Unit I: Plays and Criticism

At least one Shakespearean play must be offered for teaching each session

1. Tragedy: *Hamlet*, *King Lear*, *Othello* and *Antony and Cleopatra* (any one)
2. Comedy/Problem Plays/History Plays: *A Midsummer Night's Dream*, *Twelfth Night*, *The Tempest*, *The Winter's Tale*, *Henry IV* (Part I) (any one)
3. Shakespeare Criticism till 19th Century: Samuel Johnson, William Hazlitt, S.T. Coleridge, Charles Lamb/ Shakespeare's Theatre: Andrew Gurr, Alan Dessen, Mariko Ichikawa, Peter Thompson, Julia Brigg.
4. Shakespeare Criticism till 20th Century: A. C. Bradley, G. Wilson Knight, Caroline Spurgeon, E. M. W. Tillyard, J. Dover Wilson, L. C. Knights
5. New Historicist and Cultural Materialist Criticism of Shakespeare: Stephen Greenblatt, John Drakakis, Jonathan Dollimore, Alan Sinfield, Graham Holderness
6. Feminist and Gender Criticism of Shakespeare: Jean E. Howard, Dymna Callaghan, Phyllis Rackin, Lisa Hopkins, Ania Loomba, Patricia Akhimie, Stephen Orgel
7. Postcolonial Criticism of Shakespeare: Ania Loomba, Martin Orkin, Aime Cesaire
8. Performance and Reception based Criticism of Shakespeare: W. B. Worthen, J. L. Styan, John Haddon/Textual Scholarship – Nicholas Rowe, Gary Taylor, A. W. Pollard, W.W. Greg etc.

Unit II: Afterlife of Shakespeare

1. Shakespeare in 19th Century Bengal
2. Tom Stoppard: *Rosencrantz and Guildenstern are Dead* / *Shakespeare in Love* (Screenplay)
3. Edward Bond: *Lear*
4. Film Adaptations of Shakespeare in the Twentieth Century: Orson Welles, Akira Kurosawa, Grigori Kozintsev, Laurence Olivier, Roman Polanski
5. American Film Adaptations in the in the New Millennium: Michael Almereyda, Baz Luhrmann, Tim Blake Nelson, Billy Morrisette
6. Shakespeare in Indian Cinema
7. Aimé Césaire: *A Tempest* / George Lamming: *The Pleasure of Exile*

8. Shakespeare in Graphic Novels

Course Outcomes

After the completion of the course, the learners will be able to

- Prepare themselves for different research orientations
- Understand Shakespeare moving beyond the domain of printed editions
- Locate Shakespeare in the politics, culture and language of cinema and other popular media
- Understand the contemporaneity of Shakespeare in a changing world

Suggested Readings

Pascale Aebischer and Wheale Nigel (Eds.): *Remaking Shakespeare*

Mark Thornton Burnett: *Filming Shakespeare in the Global Market*

John Drakakis (Ed.): *Alternative Shakespeare*

Anthony R. Guneratne: *Shakespeare, Film Studies, and the Visual Cultures of Modernity*

Graham Holderness: *Cultural Shakespeare*

Russell Jackson (Ed.): *The Cambridge Companion to Shakespeare on Film*

Jan Kott: *Shakespeare Our Contemporary*

Ania Loomba and Martin Orkin (Eds.): *Post-colonial Shakespeares*

Ania Loomba: *Gender, Race, Renaissance Drama*

John Michell: *Who Wrote Shakespeare?*

Andrew Gurr and Mariko Ichikawa: *Staging in Shakespeare's Theatre*

Jean E. Howard: *The Stage and the Social Struggle in Early Modern England*

Jean I. Marsden (Ed.): *The Appropriation of Shakespeare: Post-Renaissance Reconstructions of the Works and the Myth*

Michael Taylor: *Shakespeare Criticism in the Twentieth Century*

A.C. Bradley: *Shakespearean Tragedy*

Sudipto Chatterjee: *The Colonial Staged: Theatre in Colonial Calcutta*

ENG415C (4 Credits)

Course Status: **DCEC**

European Classical Literature

Course Description

This course is designed to introduce the learners to in-depth analysis of the early historical and cultural literary thoughts that shaped much of the modern European body of discourse that began from

the Renaissance and found foundation through the period of Enlightenment creating the space for modernity. Through an engagement of myth and history these texts present the learners with an insight into the ancient understanding of the geo-social domain and humankind's location in it. As they belong to both the Greco-Roman space and other European spaces other than English, their constructions provide both an essential correspondence and a counterpoint to the ideas that 'classical antiquity' provided.

Course Objectives

- The course aims to capture the transition from the foundation of classical literature to the establishment of the Renaissance ideals.
- The course is designed to look at texts that were celebrated as having far reaching socio-literary impact.
- These texts have been a part of curriculum all over the globe, but they demand continuous readings as they remain relevant in as they continue to provide philosophical, critical and sociological perspectives as far as analytical consideration is concerned.

Course Units

Unit 1: Poetry and Prose

1. Homer: *Iliad* Book 3 (Translation by Robert Fagles)
2. Ovid: *Metamorphoses* Book X – [Orpheus and Eurydice, Pygmalion, Venus and Adonis] (Translation by Allen Mandelbaum) / Plato – *Symposium* (Translated by Christopher Gill)
3. Virgil: *Aeneid* Book 1 (Translation by David West)
4. *The Song of the Cid* ('The Song of the Outrage of Corpes') (Translated by Burton Raffel)
5. Dante: *Inferno* Canto III (Translated by Allen Mandelbaum)
6. Giovanni Pico della Mirandola: *Oration on the Dignity of Man* (Translated by A. Robert Caponigri)
7. Tasso: *Jerusalem Delivered* Canto 12 (Translated by Edward Fairfax) / Ludovico Ariosto: *Orlando Furioso* Canto 10 (Translated by Guido Waldman)
8. Miguel de Cervantes: *Don Quixote* (Translated by John Rutherford)

Unit 2: Plays

1. Aeschylus: *Prometheus* (Translated by Philip Vellacott)
2. Sophocles: *Electra* (Translated by H.D.F. Kitto's translation)
3. Euripides: *Medea* (Translation by James Morwood)
4. Aristophanes: *Lysistrata* (Translated by Alan H. Sommerstein)
5. Seneca: *Thyestes* (Translated by E.F. Watling)

6. Plautus: *Menaechmi* (Translated by Henry Thomas Riley)
7. Chrétien de Troyes: *Lancelot* (Translated by William Kibler)
8. Lope de Vega: *Fuenteovejuna* (Translated by Gwynne Edwards)

Course Outcomes

- This course will enable the learners to analyse the evolution of Western literary traditions by comparing the foundational themes, structures, and cultural contexts of Classical Greek and Roman texts with their reimagining during the European Renaissance.
- The students will be able to identify major genres and stylistic conventions of antiquity and evaluate how Renaissance authors adapted these forms.
- With a focus on values the student will have the skill to evaluate the lasting influence of classical mythology and rhetoric on the development of modern literary theory and creative expression.

Suggested Readings

Marianne McDonald and J. Michael Walton: *The Cambridge Companion to Greek and Roman Theatre*

P.E. Easterling and B.M.W. Knox: *Cambridge History of Classical Literature*

M.C. Howatson: *The Oxford Companion to Classical Literature*

Walter Cohen: *A History of European Literature: The West and the World from Antiquity to the Present*

Walter Pater: *The Renaissance*

T. P. Wiseman: *Roman Drama and Roman History*

Jessica Clarke: *A New History of Ancient Roman Theatre*

Nadia Thérèse van Pelt: *Drama in Medieval and Early Modern Europe: Playmakers and Their Strategies*

William Tydeman: *The Medieval European Stage, 500-1550*

John Miles Foley: *A Companion to Ancient Epic*

Geoffrey Ernest Richard Lloyd, Jacques Brunschwig and Pierre Pellegrin: *Greek Thought: A Guide to Classical Knowledge*.

Semester II

ENG421 (4 Credits)

Course Status: CC

Research Methodology-I

Course Description

This course provides a foundational understanding of the principles, methods, and techniques of research with an emphasis on both qualitative and quantitative approaches. It covers the process from identifying research problems to designing and conducting research.

Course Objectives

The course aims to enable students to:

- Develop a comprehensive understanding of the fundamental concepts and significance of research in academic settings.
- To develop skills for problem identification, hypothesis formulation, and literature review.
- Select and apply appropriate methodologies for different types of studies.
- Familiarize students with data collection techniques.

Course Units

Unit 1: Introduction to Research

- Definition
- Objectives
- Research methods vs. research methodology
- Types of research
- Criteria for good research

Unit 2: Major Approaches to Research

- Qualitative, quantitative, and mixed research: Main steps, principal preoccupations, similarities and distinctions, which approach to select

Unit 3: The Process of Research

- Planning the research project
- Institutional requirements
- Identification of research gaps and selection of research area
- Review of literature: purpose, sources, strategies
- Key words

- Identifying and defining a research problem
- Formulating research questions, aims, objectives, and hypotheses
- Scope and limitations of a study
- SOP writing
- Supervisor-scholar interface
- Management of time and resources

Unit 4: Methods of Data Collection

- Primary vs. secondary data
- Tools: Questionnaire, interview, observation, case studies, content analysis

Course Outcomes

Upon successful completion of the course, students will be able to:

- Explain basic concepts, types, and significance of research.
- Review and critique published research with a critical perspective.
- Prepare well-structured research proposals as per academic standards.
- Develop research questions and hypotheses relevant to their discipline.
- Choose and justify appropriate research methodologies and sampling methods.
- Employ suitable data collection tools.

Suggested Readings

Bell, Judith. (2018). *Doing your research project*. Berkshire: Open University Press.

Best, J. and Khan, J. (2016). *Research in education*. Englewood Cliffs (NJ): Prentice Hall.

Blaxter, L., Hughes, C. and Tight, M. (1996). *How to research*. Buckingham: Open University Press.

Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London: SAGE Publications.

Burns, R. (2000). *Introduction to research methods*. London: Sage.

Creswell, J. W. and J. D. Creswell. (2022). *Research design: qualitative, quantitative and mixed methods*. London: Sage.

Fairclough, N. (2015). *Critical discourse analysis: the critical study of language*. London: Routledge.

Griffin, Gabriele (ed.). (2005). *Research methods for English studies*. New Delhi: Rawat Publications.

Hart, C. (2018). *Doing a literature review: releasing the research imagination*. London: SAGE Publications.

Punch, K. F. (2016). *Developing effective research proposals*. London: SAGE Publications.

Silverman, D. (2020). *Interpreting qualitative data*. London: SAGE Publications.

Turabian, K. L. (2018). *A manual for writers of research papers, theses, and dissertations*. Chicago, IL: University of Chicago Press.

Walliman, N. (2017). *Your research project: designing and planning your work*. London: SAGE Publications.

ENG422 (4 Credits)

Course Status: CC

Research Methodology-II

Course Description

This course introduces students to the practical skills required for academic research, especially for thesis writing, ethical practices, and publication of research findings.

Course Objectives

The course aims to enable students to:

- Recognize and apply ethical considerations in research and avoid plagiarism.
- Use resources effectively.
- Judiciously use AI as an assistant, not a replacement.
- Follow writing conventions and citation styles.
- Prepare and present research literature in an acceptable format.

Course Units

Unit 1: Research Ethics

- Ethical issues in research: Informed consent, data privacy and confidentiality, authorship
- Difficulties of ethical decision making
- Political dimensions of research
- The role of power at different stages of the research process
- Ethical considerations in e-research
- Application of ethical guidelines in AI-assisted research

- Plagiarism: Definition, types, detection, and avoidance
- Predatory journals and publication ethics

Unit 2: Use of Resources

- Searching and filtering useful resources – print and digital
- Primary and secondary sources
- Engaging the sources
- Keeping records
- Making notes and access to libraries
- Use of AI tools: opportunities and limitations

Unit 3: Research Reporting

- Structure and components of research reports, dissertations, and articles
- Importance of revision
- Documentation, citation and referencing styles (the latest version of MLA and/or APA styles)
- Publication process and peer review

Course Outcomes

Upon successful completion of the course, students will be able to:

- Adhere to ethical standards and practices in the conduct and reporting of research.
- Evaluate AI-generated outputs
- Write well-structured research reports and theses as per academic standards.
- Critically review research publications and identify gaps for future research.

Suggested Readings

- Bailey, S. (2018). *Academic writing: a handbook for international students*. London: Routledge.
- Belcher, W. L. (2019). *Writing your journal article in twelve weeks: A guide to academic publishing success*. Chicago, IL: University of Chicago Press.
- Bell, Judith. (2018). *Doing your research project*. Berkshire: Open University Press.
- Best, J. W., J. V. Khan. and A. K. Jha. (2016). *Research in education*. Pearson India.
- Blaxter, L, Hughes, C. and M. Tight. (1996). *How to research*. Buckingham: Open University Press.
- Bretag, T. (Ed.). (2020). *A research agenda for academic integrity*. Cheltenham, UK: Edward Elgar Publishing.

Corbí, M., & Camps, J. 2022. *AI ethics*. Cham: Switzerland: Springer.

Fitzpatrick, K. (2011). *Planned obsolescence: publishing, technology, and the future of the academy*. New York: NYU Press.

Griffin, Gabriele (ed.). (2005). *Research methods for English studies*. New Delhi: Rawat Publications.

MLA handbook for writers of research paper. (2021) (9th edition) <or the latest edition>. New Delhi: EWP.

Publication manual of the American psychological association: The official guide to APA style. 2019 (7th edition) <or the latest edition>. American Psychological Association.

Turabian, K. L. (2018). *A manual for writers of research papers, theses, and dissertations*. Chicago, IL: University of Chicago Press.

ENG423 (4 Credits)

Course Status: CC

Modernism

Course Description

The course contains some of the major texts – both theoretical and literary – that are representative of the philosophical and aesthetic features which mark European modernism. Unit I will introduce students to the theoretical texts on philosophy, psychoanalysis, aesthetics and art movements while Unit 2 will introduce students to literary texts representative of styles and themes ranging from early modernist experiments to reactions against high modernism in the decades after the end of the First World War.

Course Objectives

- To introduce students to the major literary, cultural and art movements that framed European literature from the late nineteenth century to the beginning of the Second World War.
- To acquaint students with the changing notions of self, literature and society through a close study of philosophical texts, art manifestos, and literary texts.

Course Units

Unit 1

1.Sigmund Freud: *The Interpretation of Dreams* (Selections)

- 2.Georg Lukacs: 'The Ideology of Modernism'
- 3.Virginia Woolf: 'Modern Fiction', 'Mr. Bennet and Mrs. Brown'
- 4.Charles Baudelaire: 'The Artist, Man of the World, Man of the Crowd, and Child', 'Modernity', The Dandy' (from *The Painter of Modern Life*)
- 5.Walter Benjamin: *Illuminations* (Selections)
- 6.Albert Camus: *The Myth of Sisyphus* (Selections)
- 7.Jose Ortega y Gasset: 'The Dehumanization of Art'
8. Wyndham Lewis, Ezra Pound et al: 'Vorticist Manifesto' (Blast,1 [1914]) / Filippo Tommasco Marinetti 'The Futurist Manifesto'

Unit 2

- 1.T. S. Eliot: *The Waste Land* / Ezra Pound: 'Hugh Selwyn Mauberley'
- 2.Virginia Woolf: *Mrs. Dalloway* / James Joyce: *Ulysses* / E. M. Forster: *A Passage to India*
3. Charles Baudelaire: *Les Fleurs du Mal* / Rainer Maria Rilke: *Duino Elegies*
4. Franz Kafka: *The Castle* / Thomas Mann: *The Magic Mountain*
- 5.Federico Garcia Lorca: *Blood Wedding* / *The House of Bernarda Alba*
- 6.Jean Paul Sartre: *The Flies* / *No Exit*
7. Joseph Conrad: *Nostromo* / Graham Greene: *Brighton Rock* / Aldous Huxley: *Brave New World*
8. W. H. Auden: 'In Memory of W.B. Yeats', 'September 1, 1939', 'Musee des Beaux Arts'.

Course Outcomes

- Students will be able to take a multi-disciplinary approach towards a reading of texts
- Students will develop a critical understanding of the age and will be able to analyse texts with reference to twentieth century aesthetic experimentations and other philosophical concepts of psychology, gender or empire.

Suggested Readings

- Edmund Wilson. *Axel's Castle: A Study in the Imaginative Literature of 1870- 1930*.
- Frank Kermode. *The Romantic Image*.
- Sanford Schwartz. *The Matrix of Modernism: Pound, Eliot and Early Twentieth Century Thought*.
- Frederic Jameson. *A Singular Modernity*.
- Laura Doyle. *Modernism in a Global Context*.

ENG424A (4 Credits)

Course Status: **DCEC**

An Introduction to Phonetics, Phonology, and Sociolinguistics

Course Description

The course offers a study of the speech sounds and sound systems of human languages, with a primary focus on English, in addition to a comprehensive exploration of sociolinguistics – the study of the relationship between language and society. The course looks at both theory and practice, helping students learn how languages are built at the sound level and how social factors affect the way languages are used, change, and vary.

Course Objectives

The course aims to:

- Develop a comprehensive understanding of the articulatory, and auditory aspects speech sounds and sound systems.
- Introduce the structure of sound systems.
- Address problems of Indian speakers of English.
- Examine the interplay between language and society, including issues of language variation, multilingualism, language policy, and identity.
- Conduct research-based projects in the relevant areas, integrating theory and data.
- Connect linguistic theory with ELT and multilingual Indian realities.
- Conduct research-based projects in the relevant areas, integrating theory and data.

Course Units

Unit 1: An Introduction to Phonetics

- Definition and scope
- Articulatory phonetics: Airstream mechanism, speech organs, places and manners of articulation
- Description and classification of consonants and vowels
- Suprasegmentals: Stress, rhythm, and intonation

- Phonemic and phonetic transcription (IPA)

Unit 2: An Introduction to Phonology

A. Basic Concepts

- Phoneme and allophone; definition and identification
- Minimal pairs
- Neutralisation

B. Phonological Processes

- Assimilation, Dissimilation
- Elision

C. Syllable

- Structure and types

D. Indian Perspective

- Idiosyncrasies of Indian speakers of English

Unit 3: Sociolinguistics

A. Foundations of Sociolinguistics

- Nature and scope
- Key concerns
- Sociolinguistics vs. Sociology of language
- Speech communities and social networks

B. Language Variation

- Accent and Dialect
- Register and style
- Overt and covert prestige

C. Language Contact and Change

- Code-switching and code-mixing
- Bilingualism and multilingualism
- Diglossia
- Language convergence, shift, maintenance, and death
- Pidgin, creole, and borrowing

D. Language and Identity

- Language and culture
- Language and power
- Language and gender

E. Contemporary Issues

- Language policy and planning
- Language and globalization
- Digital language: Key forms, core features, language change and creativity, critical issues, Platforms

E. Indian Perspective

- Language endangerment in India
- Varieties of English in India: An overview

Course Outcomes

Upon successful completion of the course, students will be able to:

- Identify, describe, and classify speech sounds of English
- Transcribe English speech using the International Phonetic Alphabet (IPA) and analyse speech sounds
- Develop mastery of the suprasegmental features of English
- Recognize and explain sociolinguistic phenomena such as language variation, language contact, and language attitudes
- Design and carry out small-scale empirical research on phonetic, phonological, or sociolinguistic topics.

Suggested Readings (Units 1 & 2)

Abercrombie, D. (1967). *Elements of general phonetics*. Edinburgh: Edinburgh University Press.

Balasubramanian, T. (1981). *A textbook of English phonetics for Indian students*. New Delhi: Macmillan.

Bansal, R.K. and J.B. Harrison. (1983). *Spoken English for India*. Madras: Orient Longman.

Clark, John and Colin, Yallop. (1995). *An introduction to phonetics and phonology*. Cambridge, MA: Basil Blackwell.

Gimson, A.C. (1980). *An introduction to the pronunciation of English*. London: Edward Arnold.

- Hornby, A.S. (2010). *Oxford advanced dictionary of current English* (8th ed.). Oxford: Oxford University Press.
- Revised and updated. New Delhi: Oxford University Press. [The learners are advised to consult the latest edition.]
- Jones, D. (1997). *An outline of English Phonetics*. Cambridge: Cambridge University Press.
- _____. (1984). *English pronouncing dictionary* (14th ed.). Revised by A.C. Gimson. London: ELBS and Dent. [The learners are advised to consult the latest edition.]
- Ladefoged, Peter. (1993). *A course in phonetics*. Fortworth: Harcourt Brace Jovanovich College Publishers.
- O'Connor, J D. (2000). *Better English pronunciation*. ELBS and Cambridge University Press.
- Roach, Peter. 2000. *English phonetics and phonology: A Practical Course*. Cambridge: Cambridge University Press.

Suggested Readings (Unit 3)

- Annamalai. E. (2001). *Managing multilingualism in India: political and linguistic Manifestations*. New Delhi: Sage Publications.
- Kaplan, Robert B., Baldauf, Richard B. (1997). *Language planning: From practice to theory*. Clevedon: Multilingual Matters.
- Holmes, J. (1992). *An introduction to Sociolinguistics*. London: Longman.
- Hudson, R.A. (1990). *Sociolinguistics*. Cambridge: Cambridge University Press.
- Sailaja, Pingali. (2009). *Indian English*. Edinburgh: Edinburgh University Press.
- Spolsky, Bertrand. (2004). *Language policy*. Cambridge: Cambridge University Press.
- Tagg, Caroline. (2015). *Exploring digital communication: language in action*. London: Routledge.
- Trudgill, P. (1983). *Sociolinguistics*. Harmondsworth: Penguin.
- Wardhaugh, R. (1992). *An introduction to Sociolinguistics*. Cambridge, MA: Basil Blackwell.
- Yule, George. (2022). *The study of language*. Cambridge: Cambridge University Press.
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ENG424B (4 Credits)

Course Status: **DCEC**

Indian Classical Literature

Course Description

This advanced course offers an expansive survey of ancient Indian literature through eight foundational translated texts and eight critical theoretical modules. Students will journey through Sanskrit epic traditions, classical dramas, regional Tamil Sangam poetry, and early Prakrit and Pali subaltern narratives. By pairing these texts with core aesthetic, dramaturgical, and philosophical concepts, the course trains students to map the structural, socio-political, and linguistic diversity of India's classical past.

Course Objectives

- To provide a deep understanding of ancient Indian worldviews through diverse linguistic traditions including Sanskrit, Tamil, Prakrit, and Pali.
- To analyze critical translations of classical masterpieces while interrogating issues of gender, caste, and statecraft.
- To ground students in classical Indian aesthetics and literary theory to build an indigenous framework for text analysis.
- To interrogate the socio-historical shifts from early tribal epics to highly structured classical court poetry.

Course Units

Unit 1: Translated Classical Texts (8 Texts)

1. Valmiki: *Ramayana* (selections, translated by Robert P. Goldman and Sally Goldman)
2. Vyasa: *The Mahabharata* (selections, translated by R. K. Narayan)
3. Kalidasa: *Abhijnanasakuntalam* (translated by Vinay Dharwadker)
4. Sudraka: *Mrcchakatika* (translated by Arthur William Ryder)
5. Ilango Adigal: *The Cilappatikaram* ('The Book of Vanci', translated by R. Parthasarathy)
6. Bhasa: *Urubhangam* (translated by A.N.D. Haksar)
7. Bana Bhatta: *Kadambari* (translated by Padmini Rajappa)
8. *Poems from Therigatha* (selections, translated by Charles Hallisey)

Unit 2: Theoretical Discussions (8 Topics)

1. Dhananjaya: *The Daśarūpa: A Treatise on Hindu Dramaturgy* (Selections / 'Book Two', translated by George C.O. Haas)

2. Bharata: *Natyashastra* (selections)
3. Abhinavagupta: The idea of 'Santa Rasa'
4. K. Satchidanandan: *Positions: Essays on Indian Literature* ('The Plural and the Singular: The Making of Indian Literature')
5. K. Kunjunni Raja: *Indian Theories of Meaning* ('Abhidha: The Primary Meaning of a Word')
6. A.K. Ramanujan: *The Collected Essays of A. K. Ramanujan* ('Is There an Indian Way of Thinking?')
7. Sheldon Pollock (Ed.): *The Rasa Reader* (Chapter One)
8. H.S. Shivaprakash: *The Word in the World* ('The World of Drama')

Course Outcomes

- Critically evaluate eight major foundational texts across multiple classical Indian languages and genres.
- Apply eight rigorous theoretical structures to unpack hidden meanings, aesthetic layers, and context in ancient writing.
- Deconstruct institutionalized identities like gender roles, power, and caste hierarchies depicted within ancient socio-literary spaces.
- Formulate cohesive research papers that compare Sanskrit elite dramatic conventions with the secular regional paradigms of Tamil and Pali traditions.

Suggested Readings

Adya Rangacharya: *Introduction to Bharata's Natyasastra*

David Shulman: *Tamil: A Biography*

G. N. Devy: *Indian Literary Criticism: Theory and Interpretation*.

Jagdish Chandra Jain: *History and Development of Prakrit Literature*

Romila Thapar: *Sakuntala: Texts, Readings, Histories*

Sheldon Pollock: *The Language of the Gods in the World of Men*. University of California Press.

Mini Chandran and V.S. Sreenath: *An Introduction to Indian Aesthetics*.

ENG424C (4 Credits)

Course Status: **DCEC**

Writings from Eastern Himalayas and North-Eastern Region of India

Course Description

The course seeks to address the relative invisibility of writings from North-East India and Eastern Himalayas, which are either not read or known by many. A few of those who know and have read tend to either exoticize or homogenize them. It aims to create awareness amongst students about the region through the writings emerging from there and introduce them to diverse literary traditions, cultural expressions, and knowledge systems.

Course Objectives

- Multiple discussions and curated readings of writings from all the eight North-eastern states and Eastern Himalayan region will encourage the class to do a comparative study of mainstream Indian literature and regional texts.
- Students will learn how the North-eastern states and Eastern Himalayas have their own existing cultures, literatures and traditions and therefore, be able to question monolithic representations about the region.

Course Units

Unit I: Novels, Novella and Memoirs

Anjum Hasan: *Lunatic in my Head*

Aruni Kashyap: *The House with a Thousand Stories*

Chetan Raj Shrestha: *A King's Harvest*

Easterine Kire: *Don't Run, My Love*

Indira Goswami: *The Bronze Sword of Thengphakhri Tehsildar* (translated by Aruni Kashyap)

Indra Bahadur Rai: *There's a Carnival Today* (translated by Manjushree Thapa)

Mamang Dai: *The Legends of Pensam/Escaping the Land*

Sabita Goswami: *Along the Red River*

Temsula Ao: *Once Upon a Life: Burnt Curry and Bloody Rags, A Memoir*

Yasmin Saikia and Amit R. Baishya. eds.: *Northeast India: A Place of Relations* (selections)

Unit II: Poetry and Short Stories

Desmond Kharmawphlang: 'There Will Be Time', 'The Conquest', 'Letter from Pahambir'

Ester Syiem: 'To the rest of India from another Indian', 'Suburban Friends'

Mona Zote: 'What Poetry means to Ernestina in Peril', 'An Impression of Being Alive'

Parijat: 'A Sick Lover's Letter to her Soldier', 'In the Arms of Death'

Robin S. Ngangom: 'The Strange Affair of Robin S. Ngangom', 'A Poem for Mother', 'My Invented Homeland'

Janice Pariat: 'At Kut Madan', '19/87', 'Boats on Land'

Kynpham Sing Nongkynrih and Rimi Nath, eds.: *Lapbah Volume I: Stories from the North-east* (Selections) and *Lapbah Volume II: Stories from the North-east* (selections)

Prajwal Parajuly: 'The Gurkha's Daughter', 'Let Sleeping Dogs Lie', 'A Father's Journey'

Temsula Ao: 'The Last Song', 'The Boy who Sold an Airfield', 'Sonny'

Course Outcomes

- The writings covered in this course will help students to understand that although, the North-eastern states and Eastern Himalayan region may be linguistically, geographically and culturally different from India mainland but they collectively reflect the broader discourse of Indian identity and nation-building.
- The students will learn about the rich oral narratives pertaining to the region and recognize their role in shaping cultural memory and social realities.
- Different social, cultural and political interpretations of texts will enable students to form realities in contrast to the stereotyped realities of North-eastern states and Eastern Himalayas.
- Students will develop greater sensitivity to the issues of marginality and representation after attending this course.

Suggested Readings

Baruah, Sanjib. *In the Name of the Nation: India and Its Northeast*. Navayana, 2021.

--- *Durable Disorder: Understanding the Politics of Northeast India*. Oxford University Press, 2005.

Gill, Preeti and Samrat Choudhury. Eds. *Insider Outsider: Belonging and Unbelonging in Northeast India*. Amaryllis, 2019.

Hazarika, Sanjoy. *Strangers No More: New Narratives from India's Northeast*. Aleph, 2018.

--- *Writings on the Wall: Reflections on the North-East*. Penguin Books, 2008.

Islam, K.M. Baharul. *Literatures from Northeast India: Beyond the Centre- Periphery Debate*. Routledge India, 2022.

Misra, Tilottoma, ed. *The Oxford Anthology of Writings from North-East India: Poetry and Essays*. OUP, 2011.

-ed. *The Oxford Anthology of Writings from North-East India: Fiction*. OUP, 2011.

Singh, Parismita. *Centrepiece: New Writing and Art from Northeast India: Women's Writing and Art from Northeast India*. Zubaan, 2018.

Zama, Margaret Ch., ed. *Emerging Literatures from Northeast India: Dynamics of Culture, Society and Identity*. Sage, 2013.

ENG424D (4 Credits)

Course Status: **DCEC**

Dalit Studies

Course Description

This course introduces students to the foundational concepts, historical trajectories, and creative assertions within Dalit Studies. Unit 1 establishes the theoretical and historical framework by examining caste-based discrimination, untouchability, systemic violence, and the path to emancipation. Unit 2 grounds these concepts through diverse literary mediums, exploring how Dalit writers use fiction, poetry, and essays to challenge mainstream hegemony, document lived experiences, and reclaim historical agency.

Course Objectives

- To introduce students to foundational theoretical concepts of caste hierarchy, anti-caste philosophy, and Dalit resistance.
- To critically analyse the intersection of caste with gender, class, and regional identities.
- To develop critical analytical skills for reading Dalit life-narratives, creative literature, and political polemics.

Course Units

Unit 1: Theoretical Frameworks

1. B.R. Ambedkar: *Annihilation of Caste*
2. Sisir Kumar Das: 'The Narratives of Suffering: Caste and the Underprivileged' (from *Translating Caste*)

3. Sharankumar Limbale: '*Dalit Literature and Aesthetics*' (from *Towards an Aesthetic of Dalit Literature* translated by Alok Mukherjee)
4. Arjun Dangle: 'The Dalit Literary Movement' (from *Dalit Panther: The Truth Underlined* translated by Maya Pandit)
5. Gail Omvedt: *Dalit Visions* (Introduction)
6. Suraj Yengde: '*Introduction – Caste Souls: Motifs of the 21st Century*' (from *Caste Matters*)
7. Sharmila Rege: '*The Dalit Woman Talks Differently*' (*Economic & Political Weekly* Vol. 33, Issue No. 44, 31 Oct, 1998)
8. Manohar Mouli Biswas: 'Dalit Literature: Search for a Pan-Indian Identity' (from *An Interpretation of Dalit Literature Aesthetic Theory and Movements: Through the Lens of Ambedkarism*)

Unit 2: Literary Representations

1. Omprakash Valmiki: *Joothan: A Dalit's Life* (translated by Arun Prabha Mukherjee)
2. Bama: *Karukku* (Translated by Lakshmi Holmstrom)
3. Baburao Bagul: '*Mother*' (from *When I Hid My Caste*, translated by Jerry Pinto)
4. Kapil Krishna Thakur: '*The Other Jew*' (from *Survival and Other Stories*)
5. Bandhumadhav: '*The Poisoned Bread*' (from *The Poisoned Bread*)
6. Manju Bala: '*The Housemaid Special*' (from *Dalit Lekhika*)
7. Meena Kandasamy: *Ms Militancy* (selections)
8. Kalyani Thakur Charal: *Andhar Bil* (Translated by Asit Biswas)

Course Outcomes

- Students will articulate the structural mechanics of caste discrimination and the history of anti-caste movements.
- Students will critically evaluate literary texts using a subaltern and Dalit aesthetic lens.
- Students will demonstrate an understanding of how Dalit identity intersects with modern constitutional rights and social justice.

Suggested Readings

- Ramnarayan S. Rawat and K. Satyanarayana: *Dalit Studies*
- Anupama Rao: *The Caste Question: Dalits and the Politics of Modern India*
- Omprakash Valmiki: *Aesthetics of Dalit Literature*
- Raj Kumar: *Dalit Literature and Criticism*

- Joshil K. Abraham and Judith Misrahi-Barak: *Dalit Literatures in India*
 - Balbir Madhopuri: *Changiya Rukh*
 - Baby Kamble: *The Prison We Broke*.
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ENG424E (4 Credits)

Course Status: **DCEC**

American Literature

Course Description

This course explores the evolution of the American identity through its most influential literary forms. Students will examine how writers from the 19th century to the postmodern era have used the novel, poetry, drama, and prose forms to grapple with themes of individualism, social justice, the American Dream, and the shifting landscape one may call home.

Course Objectives

- To introduce students to the major movements (Romanticism, Realism, Modernism, Post-Modernism) in American letters.
- To analyse the relationship between historical contexts and literary production.
- To develop critical reading skills focused on formal elements like narrative structure, poetic meter, and dramatic irony.
- Unit 1 focuses on Long-form storytelling and prose narratives that are uniquely American. Unit 2 focuses on the performative theatrical aspect of American culture as well as on the American engagement with self and society through poetry.

Course Units

Unit 1

1. Henry David Thoreau: *Civil Disobedience*
2. Herman Melville: *Moby Dick* / Mark Twain: *The Adventures of Huckleberry Finn*
3. Harper Lee: *To Kill a Mockingbird*
4. Alice Walker: *The Colour Purple*
5. Shirley Jackson: *The Haunting of Hill House*

6. Ralph Ellison: *Invisible Man*
7. John Krakauer: *Into the Wild* / Bret Easton Ellis: *American Psycho*
8. Short Stories (Any three): Charlotte Perkins Gilman: 'The Yellow Wallpaper', Edgar Allan Poe – 'Ligeia', Ernest Hemingway: 'The Snows of Kilimanjaro', Ray Bradbury: 'A Sound of Thunder', Leslie Marmon Silko: 'Yellow Woman'

Unit 2

1. Walt Whitman: 'Song of Myself'
2. Sylvia Plath: *Lady Lazarus*
3. Langston Hughes: 'The Negro Speaks of Rivers', 'I, too', 'Let America be America Again'
4. Allen Ginsberg: 'Howl', 'Kaddish'
5. Eugene O'Neill: *The Emperor Jones*
6. Arthur Miller: *The Crucible*
7. Tennessee Williams: *A Streetcar Named Desire*
8. Lorraine Hansberry: *A Raisin in the Sun* / Edward Albee – *Who's Afraid of Virginia Woolf*

Course Outcomes

- The students would acquire the primary goal of understanding key themes and stylistic shifts across different eras of American history and American literature.
- The skills of analysis will be further developed by looking at diverse perspectives such as gender, race, and class; by which they will be taught to locate and challenge traditional American myths.
- The learners will acquire the skill to construct arguments using specific primary cultural texts as evidence.

Suggested Readings

Toni Morrison, *Playing in the Dark: Whiteness and the Literary Imagination*

Alfred Bendixen (Ed.), *A Companion to the American Novel*

Alfred Bendixen & Stephen Burt (Eds.), *The Cambridge History of American Poetry*

Edwin Bronner, *The Encyclopaedia of the American Theatre, 1900-1975*

Robert S. Levine (Ed.), *The Norton Anthology of American Literature*

Morris Dickstein, *A Mirror in the Roadway: Literature and the Real World*

Richard Gray, *A History of American Literature*

Richard Ruland and Malcolm Bradbury – *From Puritanism to Postmodernism*.

Semester III

The detailed syllabus for Semester III, subject to approval by the appropriate authority, will be announced later.

Semester IV

The detailed syllabus for Semester IV, subject to approval by the appropriate authority, will be announced later.

Programme Outcomes (POs)

After successful completion of programme, the students will be able to:

1. **Demonstrate Advanced Literary and Theoretical Understanding**

- Analyze and interpret complex literary texts and theories from **Indian, Western, and postcolonial traditions** using advanced critical frameworks.

2. **Conduct Independent and Ethical Research**

- Design, execute, and present original, ethically-sound research projects in literature, language, and cultural studies, contributing to the **Department of English's** tradition of scholarly excellence and innovation.
ecology

3. **Apply Interdisciplinary Approaches**

- Integrate concepts from **Gender Studies, Disability Studies, Trauma and Memory Studies, Popular Culture, Ecology, Linguistics, and Artificial Intelligence** to

address literary and social questions, reflecting the department's commitment to pluralism and social relevance.

4. **Communicate Effectively**

- Produce clear, coherent, and compelling written, oral, and digital content for academic, professional, and public audiences, in keeping with the department's legacy of intellectual leadership.

5. **Demonstrate Social Sensitivity and Inclusion**

- Critically engage with texts and contexts from marginalized and diverse communities, fostering respect for pluralism and social justice, particularly through courses on **Dalit Studies, North-East Indian and Eastern Himalayan Literatures**, echoing Bengal's historical role in social reform and activism.

6. **Utilize Digital Tools and Media**

- Employ **digital platforms**, artificial intelligence tools, and **content writing strategies** for teaching, research, and professional communication, equipping students for the dynamic demands of contemporary society.

7. **Translate and Interpret Across Languages and Cultures**

- Translate, adapt, and interpret texts, ideas, and cultural products between languages and contexts with accuracy and cultural sensitivity, supporting the university's multilingual and multicultural heritage.

8. **Enhance Professional Advancement and Career Preparedness**

- Engage in diverse professional roles in academia, publishing, translation, media, and industry through rigorous coursework, research acumen, and comprehensive skill development.

9. **Cultivate Lifelong Learning and Adaptability**

- Pursue continuous learning, adapting to new knowledge, and self-directed growth to stay relevant and excel in dynamic and professional landscapes. research trends, and workplace challenges in academia, media, and related sectors.

10. **Exhibit Leadership and Collaborative Skills**

- Demonstrate leadership, teamwork, and organizational skills in academic, creative, and professional settings, upholding the department's reputation for shaping thoughtful leaders.

11. Promote Ethical and Responsible Citizenship

- Uphold ethical values, contribute positively to society, and engage as responsible global citizens through critical enquiry and creative expression, as per the vision of the Department of English, University of Calcutta.

Future Awaits

Ever felt a sense of purpose quietly tugging at your heart, urging you to take that next step? Maybe it's a dream you've held onto for years or a curiosity that just won't let go.

We believe every purpose deserves a pathway. That's why, if you're ready to pursue your "why," we're here to help you find the "how."
