# The University of Burdwan

**Syllabus for 2-Year PG Programme**
**in**
**English**
**under**
**Curriculum and Credit Framework for Postgraduate Programmes (CCFPP) as per NEP, 2020**
**with effect from 2026-27**

**(Semester I & Semester II)**

# Semester wise and Course wise Distribution of Credit & Marks under CCFPP as per NEP, 2020

| SEMESTER | Course Type | Code | Name of the Course | Credit | L – T - P | Marks | Marks Dist. Th. – Pr. - IA |
|---|---|---|---|---|---|---|---|
| I | Major/Core Cours | PG2 ENGL1011 | Cultural History of English in India | 6 | 5-1-0 | 75 | 60 – 0– 15 |
| | Major/Core Course | PG2 ENGL1012 | Literary Genres in Theory and Practice | 6 | 5-1-0 | 75 | 60 – 0– 15 |
| | Major/Core Course | PG2 ENGL1013 | European and Indian Classical Criticism and Literature | 6 | 5-1-0 | 75 | 60 – 0– 15 |
| | Major/ Core Course | PG2 ENGL1014 | Research Methodology | 6 | 5-1-0 | 75 | 60 – 0 – 15 |
| | Minor Course | PG2 ENGL1021 | Popular Literature and Culture | 4 | 3-1-0 | 75 | 60 – 0 –15 |
| | **Total** | | | **28** | | **375** | |
| **II** | Major/Core Course | PG2 ENGL2011 | Renaissance Literature | 6 | 5-1-0 | 75 | 60 – 0– 15 |
| | Major/Core Course | PG2 ENGL2012 | Literature of the Age of Enlightenment | 4 | 3-1-0 | 75 | 60 – 0– 15 |
| | Major/Core Course | PG2 ENGL2013 | Literature of the Long Nineteenth Century | 4 | 3-1-0 | 75 | 60 – 0– 15 |
| | Major/Core Course | PG2 ENGL2013 | Modern English Literature till 1945 | 4 | 3-1-0 | 75 | 60 – 0– 15 |
| | Minor Course | PG2 ENGL2021 | Book Publishing and Editing | 4 | 3-1-0 | 75 | 60 – 0– 15 |
| | **Total** | | | **22** | | **375** | |
| | **Grand total (Sem. I -II)** | | | **50** | | **750** | |

- **Question Pattern**: In all the courses (Major and Minor), four ten-mark questions will be set from each unit and six five-mark questions will be set from both the units. The question paper for each course will consist of three units: Section I, Section II and Section III. In Section I, four questions will be set from the texts/topics in Unit I of each course. In Section II, four questions will be set from the texts/topics in Unit II of each course. And, in Section III, six questions will be set; three questions to be set from the texts/topics of each Unit in the course. Students will have to attempt two ten-mark questions from Section I (10x2=20 marks), two ten-mark questions from Section II (10x2=20 marks) and four five-mark questions from Sections III (5x4=20 marks)

**PG2 ENGL1011: Cultural History of English in India**
**MAJOR COURSE**

**[Credit: 6, LH: 90 hours, Full Marks: Theory: 60 + Internal Assessment: 15 = 75]**

**Course Objective:**
The course is a new step towards understanding the operations of English in India in terms of administrative decisions, impact on education system, emergence of generic forms, material cultures, modern Indian vernaculars and literatures in them.

**Unit I**

- History of English in India
  - The Education Notes, Hints and Minutes of Charles Grant, Thomas B. Macaulay (All selections from *Great Indian Education Debate: The Anglicist Orientalist Debates* edited by Lynn Zastoupil and Martin Moir, Psychology Press, 1999
  - Birth of modern Indian vernaculars and new expressive forms
  - Calcutta Schoolbook Society
  - Serampore Mission Press

**Unit II**

- Lal Behari Day: *Folk Tales of Bengal* ('Phakir Chand', 'The Boy Whom Seven Mothers Suckled')
- Rabindranath Tagore: *The Centre of Indian Culture*
- Romesh Chandra Dutt: 'The Period of European Influence' in *The Literature of Bengal: Being an attempt to trace the Progress of the National Mind in its Various Aspects as reflected in the Nation's Literature*
- Rokeya Sakhawat Hossain: *Sultana's Dream*

**Course Outcome:**
The course will generate awareness of the history of English studies in India and will throw light on the manner in which academic endeavour and cultural engagement combined to give English studies in India a sense of direction.

## PG2 ENGL1012: Literary Genres in Theory and Practice
**MAJOR COURSE**

**[Credit: 6, LH: 90 hours, Full Marks: Theory: 60 + Internal Assessment: 15 = 75]**

**Course Objective:**
The purpose of this course is to examine the various approaches to literary genres across time and cultures. The course also looks closely at the development of some of the most significant literary genres.

### Unit I

- Genre in the Renaissance
- Neoclassical Approaches to Genre
- Romantic and Post-Romantic Approaches to Genre
- Genre and Reader Response

### Unit II

- The Renaissance History Play
- The Restoration Comedy of Manners and Heroic Tragedy
- The Rise of the Novel in the Eighteenth Century
- Twentieth Century Genres of Fiction
- Twentieth Century Genres of Poetry
- Twentieth Century Genres of Drama

**Course Outcome:**
Study of the theory of genres has been revitalized in recent decades. This course will enhance students' abilities to classify literary writing in terms of form as well as content.

## PG2 ENGL1013: European and Indian Classical Criticism and Literature
**MAJOR COURSE**

**[Credit: 6, LH: 90 hours, Full Marks: Theory: 60 + Internal Assessment: 15 = 75]**

**Course Objective:**
The classical European literature and critical thought course reminds students of the ideological and aesthetic assumptions of British literature and situates such writing within and between European linguistic/cultural traditions. The course also exposes students to Indic aesthetic traditions, and enables them to appreciate cross-cultural aesthetics. The inclusion of Indic aesthetic texts takes into account the culturally hybrid space within which English operates in India.

### Unit I

- Plato: *The Republic* (Books III & X)
- Aristotle: *The Poetics*
- Horace: *Ars Poetica*
- Longinus: *On the Sublime*
- Rasa-Siddhanta with special reference to Bharatmuni's 'On Natya and Rasa: Aesthetic of Dramatic Experience'
- Dhavni-Siddhanta with special reference to Anandavardhana's 'Dhavni: Structure and Meaning'

### Unit II

- Homer: *The Iliad* (Book IV)
- Sophocles: *Antigone*
- Virgil: *The Aeneid* (Book VI)

**Course Outcome:**
The course will introduce students to classical literature and enable them to trace classical influences on English writing. Students will also be introduced to cross-cultural influences operating on English literature. The study of classical critical writing, in particular, will lay the foundation for the study of the literary cultures and critical thought of later periods.

## PG2 ENGL1014: Research Methodology
**MAJOR COURSE**

**[Credit: 6, LH: 90 hours, Full Marks: Theory: 60 + Internal Assessment: 15 = 75]**

**Course Objective:**
The course has been designed to help students develop the skills required for systematic investigation during research. They will learn to form research questions, choose appropriate methodologies and write academic papers. They will also learn to use and follow style manuals during academic writing.

### Unit I

- Definition of research
- Objectives of research
- Selection of research topic
- Methodology and Research Skills
    - Survey and Interview method
    - Ethnographic method
    - Textual analysis method
    - Discourse Analysis method

### Unit II

- Plagiarism
- Format of the dissertation
- Writing a research proposal
- Writing the dissertation [MLA style manual ($9^{th}$ edition) to be followed]
    - Citations and documentation
    - Notes, list of works cited and bibliography

**Course Outcome:**
Students will learn to formulate research questions, clearly identify and define research problems, and collect and analyse data whenever required. They will also learn the importance of maintaining research and publication ethics.

## PG2 ENGL1021: Popular Literature and Culture
**MINOR COURSE**

**[Credit: 4, LH: 60 hours, Full Marks: Theory: 60 + Internal Assessment: 15 = 75]**

**Course Objective:**
The study of literature, in contemporary times, can only be meaningful if literature is explored with reference to popular cultural forms such as films, advertisements, bestsellers and music. The course intends to inculcate awareness in students about the relevance of popular culture in literary and aesthetic discursive practices.

**Unit I**

- Culture Studies: Definition and Scope
- Popular Culture: Emergence and Development
- Georges Prosper Remi (Herge): *Tintin in Tibet* (Graphic novel)

**Unit II**

- Charlie Chaplin: *The Great Dictator*
- Bob Dylan's songs: "Blowing in the Wind", "Forever Young", "Times They Are a'Changing"
- Arthur Conan Doyle: " The Adventure of the Speckled Band" (Fiction)

**Course Outcome:**
Students will learn to acknowledge the metamorphosis of popular culture into a field of critical study and mainstream research. They will also learn to formulate their own definitions of popular culture.

## SEMESTER II

## PG2 ENGL2011: Renaissance Literature
## MAJOR COURSE

**[Credit: 6, LH: 90 hours, Full Marks: Theory: 60 + Internal Assessment: 15 = 75]**

**Course Objective:**
This course proposes to study Medieval and Renaissance English literature in the context of literary, social, political and religious events that contributed to the formation of early modern culture in England.

### Unit I

- Pico della Mirandola: *Oration on the Dignity of Man* (Selections)
- Machiavelli: *The Prince* (Selections)
- Philip Sidney: "An Apology for Poetry" (Selections)
- Christopher Marlowe: *Doctor Faustus*
- Shakespeare: *Hamlet*

### Unit II

- John Webster: *The Duchess of Malfi*
- Shakespeare: *The Tempest*
- Ben Jonson: *Volpone*
- John Milton: *Paradise Lost* (Book IV)

**Course Outcome:**
The course will equip students to analyse major Medieval and Renaissance English texts. It will also help students understand the major political, philosophical and cultural shifts that shaped these texts.

## PG2 ENGL2012: Literature of the Age of Enlightenment
**MAJOR COURSE**

**[Credit: 4, LH: 60 hours, Full Marks: Theory: 60 + Internal Assessment: 15 = 75]**

**Course Objective:**
This course exposes students to the coming of Enlightenment modernity, print cultures, and the emergence of genres such as mock-heroic poetry, Restoration comedy of manners, heroic tragedy. These emergent genres, operating within the oral-literate dynamic, engaging with technological innovations and cross-cultural concerns (as a result of imperial expansions) now demand newer and more complex modes of reading-response. The course hopes to sensitize students to the same.

### Unit I

- John Dryden: *Absalom and Achitophel*
- William Thompson: *Seasons* ('Spring': Lines 569 - 751)
- William Collins: "'The Preface' and 'Eclogue the First' from *Persian Eclogues*, 'Ode on the Death of Mr Thomson'

### Unit II

- Richard Brinsley Sheridan: *The School for Scandal*
- Daniel Defoe: *Robinson Crusoe*
- Mary Wollstonecraft: *A Vindication of the Rights of Woman* (Chapter V)

**Course Outcome:**
The course will help students understand how the Age of Enlightenment in Europe championed reason and empirical knowledge and laid the foundation of modern science, human rights and modern democracy. Students will be able to see these important changes finding expression in the literature of the period.

## PG2 ENGL2013: Literature of the Long Nineteenth Century
**MAJOR COURSE**

**[Credit: 4, LH: 60 hours, Full Marks: Theory: 60 + Internal Assessment: 15 = 75]**

**Course Objective:**
This course exposes students to the coming of Enlightenment modernity, print cultures, and the emergence of genres such as the novel, the periodical essay, gothic narratives, children's writing, travel narratives, life narratives, and more. These emergent genres, operating within the oral-literate dynamic, engaging with technological innovations and cross-cultural concerns (as a result of imperial expansions) now demand newer and more complex modes of reading-response. The course hopes to sensitize students to the same.

**Unit I**

- Mary Shelley: *Frankenstein: or, The Modern Prometheus*
- Emily Bronte: *Wuthering Heights*
- Thomas Paine: *Rights of Man* (Selections)
- Thomas Hardy: *Tess of the d'Urbervilles*

**Unit II**

- William Blake: 'London', 'Garden of Love', 'The Ecchoing Green'
- William Wordsworth: *The Prelude* (Selections from Book I)
- S. T. Coleridge: 'The Rime of the Ancient Mariner'
- John Keats: 'Ode to Psyche', 'Ode on a Grecian Urn', 'Ode on Melancholy'
- Alfred Tennyson: *In Memoriam* (Sections 1, 54, 56, 124)
- Robert Browning: 'Fra Lippo Lippi', 'Andrea del Sarto'
- G.M. Hopkins: 'Windhover', 'Felix Randal'

**Course Outcome:**
Students will learn to analyse seminal nineteenth-century English texts. Moreover, they will develop a historical consciousness regarding the socio-cultural and political dynamics of the period. Additionally, they will learn to relate literary texts to the Industrial Revolution, the emergence and growth of Darwinian science, and shifting gender roles.

## PG2 ENGL2014: Modern English Literature (till 1945)
## MAJOR COURSE

**[Credit: 4, LH: 60 hours, Full Marks: Theory: 60 + Internal Assessment: 15 = 75]**

**Course Objective:**
The first few decades of the twentieth century witnessed two world wars that changed geographical boundaries, cultural sensibility, aesthetic and literary values. Several literary and aesthetic movements influenced the cultural outlook of this period. This course offers to inculcate in students an awareness and appreciation of the unique nature of literary and aesthetic modernism.

### Unit I

- G. B. Shaw: *Man and Superman*
- Wilfred Owen: 'Spring Offensive', 'Dulce et Decorum est'
- W. B. Yeats: 'Easter 1916', 'The Circus Animals' Desertion'
- T.S. Eliot: *The Waste Land*
- Dylan Thomas: 'And Death Shall Have No Dominion', 'A Refusal to Mourn the Death, by Fire, of a Child in London'
- W.H. Auden: 'Musee des Beaux Arts'

### Unit II

- Virginia Woolf: *To the Lighthouse*
- E. M. Forster: *A Passage to India*
- Joseph Conrad: *Heart of Darkness*

**Course Outcome:**
Students studying this course will understand the geopolitical reconfigurations that shaped political systems, human sensibilities and literary writing in the early part of the twentieth century.

## PG2 ENGL2021: Book Publishing and Editing
## MINOR COURSE

**[Credit: 4, LH: 60 hours, Full Marks: Theory: 60 + Internal Assessment: 15 = 75]**

**Course Objective:**
The course is designed to impart a basic understanding of the skills and processes that facilitate the transformation of raw manuscripts to published books that are ready for purchase and consumption. It will take students through the various tiers of the editorial process.

### Unit I

- Introduction – Book as an Object
- The Hand Press and the Early Modern Print-Shop (Typography, Composition, Imposition, Paper, Press-Works, Binding)
- The Machine Press and After
- Copyright and Authorship
- Books in Contemporary India – Indian Commercial Fiction in English

### Unit II

- Publisher – Author – Editor Relationship
- Kinds of Editing
- Developing a Manuscript
- Copy Editing Marks and Copy Editing
- Proof Reading Marks and Proof Reading
- Role of Artificial Intelligence in Book Publishing and Editing

**Course Outcome:**
The significant outcomes of this course include mastering the skills required for editing, developing a manuscript, copy editing, proofreading and book designing. Students will also learn about the publishing industry workflow and marketing strategies.

**RECOMMENDED READING**

(Please note that several of the books listed below are either first editions or reprints)

**MAJOR COURSE**
**PG2 ENGL1011: Cultural History of English in India**

- Gauri Vishwanathan. *Masks of Conquest* (Columbia University Press, 2014)
- Rajeswari Sundaranjan, ed. *The Lie of the Land: English Literary Studies in India* (Oxford University Press, 1992)
- P. R. Howatt, *A History of English Language Teaching* (Oxford University Press, 2004)
- Bernard Cohn. *Colonialism and Its Forms of Knowledge*. (Princeton University Press, 1996)
- Rokeya Shakawat Hossain. *Sultana's Dream and Padmarag* (Penguin, 2005)
- Meenakshi Mukherjee. "The Anxiety of Indianness" (Economic and Political Weekly, 1993)
- Lal Behari Dey. *Folktales of Bengal* (Cosmo Publications, 2005)

**MAJOR COURSE**
**PG2 ENGL1012: Literary Genres in Theory and Practice**

- Rosalie Colie. *The Resources of Kind: Genre-theory in the Renaissance* (University of California Press, 1973)
- Barbara Kiefer Lewalski. *Renaissance Genres: Essays on Theory, History, and Interpretation* (Harvard University Press, 1986)
- Alistair Fowler. *Kinds of Literature: An Introduction to the Theory of Genres and Modes* (Oxford University Press, 1985)
- Paul Hernadi. *Beyond Genre: New Directions in Literary Classification* (Cornell University Press, 1972
- John Frow, *Genre* (Routledge, 2014)
- René Wellek and Austin Warren. *Theory of Literature: A Seminal Study of the Nature and Function of Literature in All Its Contexts* (Deep Vellum Publishing, 2024)

**MAJOR COURSE**
**PG2 ENGL1013: European Classical Literature and Criticism**

- Penelope Murray & T.S. Dorch (trans). *Classical Literary Criticism* (Penguin, 2001)
- R. A. Scott James. *The Making of English Literature* (Surjeet Publication, 2021)
- William K. Wimsatt, Cleanth Brooks. *Literary Criticism: A Short History* (Routledge, 2022)
- Harry Blamires. *A History of Literary Criticism* (Bloomsbury, 1991)
- Sophocles. *Antigone* (Maple Press, 2014)
- Plautus. *Pot of Gold and Other Plays* (Penguin, 2004)

**MAJOR COURSE**
**PG2 ENGL1014: Research Methodology**

- Gabriele Griffin (ed). *Research Methods for English Studies* (Rawat, 2007)
- Simon Eliot and W.R. Owens (eds). *A Handbook to Literary Research* (Routledge, 1998)
- Ann Hoffmann. *Research for Writers* (Bloomsbury, 1996)
- Sadie Williams. *Postgraduate Training in Research Methods: Current Practice and Future Needs in English* (English Subject Centre, Royal Holloway College, 2003)

- *MLA Handbook*, Ninth Edition (Modern Language Association, 2021)

**MINOR COURSE**
**PG2 ENGL1021: Popular Literature and Culture**

- Iain Chambers. *Popular Culture: The Metropolitan Experience* (Routledge, 2016)
- Martin Conboy. *The Press and the Popular Culture* (Sage, 2001)
- Joke Hermes. *Re-reading Popular Culture* (Blackwell Publishing, 2005)
- Douglas Kellner. *Media Culture: Cultural Studies, Identity and Politics between the Modern and the Postmodern* (Routledge, 1994)
- Andrew Milner. *Contemporary Cultural Theory* (Routledge, 2002)
- Simon During (ed). The *Cultural Studies Reader* (Routledge, 1993)
- John Fiske. *Understanding Popular Culture* (Routledge, 2010)

**MAJOR COURSE**
**PG2 ENGL2011: Renaissance Literature**

- C. S. Lewis. *The Discarded Image: An Introduction to Medieval and Renaissance Literature* (Cambridge University Press, 2012)
- Eileen Power. *Medieval Women* (Canto Classics, 2012)
- Peter Brown, ed. *A Companion to Medieval English Literature and Culture: c.1350-c.1500* (Blackwell, 2009)
- Larry Scanlon, ed. *The Cambridge Companion to Medieval English Literature 1100-1500* (Cambridge University Press, 2009)
- Candace Barrington and Sebastian Sobecki (eds). *The Cambridge Companion to Medieval English Law and Literature* (Cambridge University Press, 2019)
- J.B. Trapp, ed. *Background to the English Renaissance: Introductory Lectures* (Gray-Mills, 1974)
- Stephen Greenblatt. *Renaissance Self-Fashioning: From More to Shakespeare* (University of Chicago Press, 2005)
- William Kerrigan and Gordon Braden. *The Idea of the Renaissance* (John Hopkins University Press, 1989)

**MAJOR COURSE**
**PG2 ENGL2012: Literature of the Age of Enlightenment**

- Roy Porter. *The Enlightenment* (Red Glove Press, 2001)
- Isaac Kramnick (ed). *The Portable Enlightenment Reader* (Penguin, 1995)
- Fred Botting. *Gothic* (Routledge, 2013)
- Andrew Smith. *Gothic literature* (Edinburgh University Press, 2013)
- Blanford Parker. *The Triumph of Augustan Poetics: English Literary Culture from Butler to Johnson* (Cambridge University Press, 1998)
- Roger D. Lund. *Ridicule, Religion and the Politics of Wit in Augustan England* (Routledge, 2016)
- George Henry Nettleton. *English Drama of the Restoration and Eighteenth Century (1642-1780)* (Tradd Street Press, 2026)
- E.M. Forster. *Aspects of the Novel* (Warbler Classics, 2023)
- Ian Watt. *The Rise of the Novel: Studies in Defoe, Richardson and Fielding* (Literary Licensing, LLC, 2013)
- Thomas Keymer and Jon Mee (eds). The *Cambridge Companion to English Literature 1740-1830* (Cambridge University Press, 2004)

- John Sitter. *The Cambridge Introduction to Eighteenth-Century Poetry* (Cambridge University Press, 2011)
- Jennie Batchelor and Cora Kaplan, eds. *British Women's Writing in the Long Eighteenth Century: Authorship, Politics and History* (Palgrave Macmillan, 2005)

**MAJOR COURSE**
**PG2 ENGL2013: Literature of the Long Nineteenth Century**

- Sandra M. Gilbert and Susan Gubar. *The Mad woman in the Attic* (Worldview Critical Edition, 2000)
- Cora Kaplan: *Victoriana. Histories, Fiction, Criticism* (Edinburgh University Press, 2007)
- Michel Foucault. *History of Sexuality: An Introduction* (Vintage, 1990)
- M.H. Abrams. *The Mirror and the Lamp: Romantic Theory and Critical Tradition* (Oxford University Press, 1972)
- Michael McKeon. *The Origins of the English Novel: 1600 – 1740* (John Hopkins University Press, 2002)
- David Duff. *Romanticism and the Uses of Genres* (Oxford University Press, 2009)
- Nicholas Roe. *Romanticism: An Oxford Guide* (Oxford University Press, 2005)
- Stuart Curran (ed). *The Cambridge Companion to British Romanticism* (Cambridge University Press, 2010)

**MAJOR COURSE**
**PG2 ENGL2014: Modern English Literature (till 1945)**

- Malcolm Bradbury and James McFarlane. *Modernism: A Guide to European Literature 1890-1930* (Penguin, 1991)
- Jane Goldman. *Modernism 1910-1945: Image to Apocalypse* (Red Globe Press, 2003)
- Peter Brooker. *Modernism/Postmodernism* (Routledge, 1992)
- Peter Nicholls. *Modernisms: A Literary Guide* (Palgrave Macmillan, 2008)
- Raymond Williams. *Politics of Modernism* (Verso, 2007)
- Paul Fussell. *The Great War and Modern Memory* (Oxford University Press, 2000)

**MINOR COURSE**
**PG2 ENGL2021: Book Publishing and Editing**

- Solveig C. Robinson. *The Book in Society* (Broadview Press, 2014)
- Radway, Janice A. *A Feeling for Books: The Book-of-the-Month Club, Literary Taste, and Middle-Class Desire* (University of North Carolina Press, 1977)
- Zaid, Gabriel. *So Many Books: Reading and Publishing in an Age of Abundance* (Paul Dry, 2003)
- Glaister, Geoffrey Ashall. *Encyclopedia of the Book.* 2nd ed. (Oak Knoll, 1996)
- Greco, Albert N., Clara E. Rodríguez, and Robert M. Wharton. *The Culture and Commerce of Publishing in the 21st Century* (Stanford UP, 2007)
- Fischer, Steven Roger. *A History of Reading* (Reaktion Books, 2003)
- Austen, Ben. "The End of Borders and the Future of Books." Bloomberg Businessweek, 10 November 2011.