

**North Lakhimpur College (Autonomous)**

B A. Syllabus in English (Core/Compulsory) under Semester System

(Approved by the Board of Studies, Department of English on 21st September, 2013)

SEMESTER – I

PAPER: CT-5-ENG-101

History of English Society and Culture – I

(From The Age of Chaucer to the Restoration)

L – 4, T – 1, P – 0 (80 hrs/ 112 classes)

The paper will identify signposts of English society and culture from the age of Chaucer to the Restoration. The students will be required to acquaint themselves with events, ideas, personalities and texts that form the backbone of each period, with clear awareness of parallel or related trends in the continent. Unit 1 to 3 will require the students to study the movements and issues that define the ethos of the period under scrutiny while units 4 and 5 will acquaint the students with the important literary terms and concepts of the time.

**Unit I**: The Age of Chaucer Marks: 20 (24 classes)

(The Black Death, Peasants’ Revolt and Labour Unrest; Hundred Years War; literary and intellectual tendencies; foreign influences– imitation and adaptation)

**Unit II**: The Renaissance Marks: 20 (24 classes)

(The Development of English Drama and Poetry, Renaissance Humanism)

**Unit III**: The Puritan Legacy and The Restoration Marks: 20 (24 classes)

(The Civil War and its Social Significance, Puritanism, Colonial Expansion, development of poetry and drama)

**Literary Terms:**

**Unit - IV** Marks: 20 (24 classes)

Poetry: the Ode, the Sonnet, the Elegy, the Epic, the Ballad, the Satire, Stanza forms (The Heroic Couplet, The Terza Rima, The Chaucerian stanza of Rhyme Royal, The Ottava Rima, The Spenserian stanza), Allegory, Allusion, Alliteration, Blank Verse, Conceit, Epigram, Epithet, Euphemism, Imitation, Metaphor, Anecdote, Ballad, Simile, Synecdoche, Onomatopoeia, Imagery and symbol.

**Unit-V** Marks: 20 (24 classes)

Tragedy, Comedy, Tragi-comedy, Farce, Melodrama, The Masque, Interludes, Heroic Tragedy, Dramatic Devices, Dramatic Irony, Aside, Surprise, Soliloquy, Catharsis, Comic Relief, Four Humours and comedy of manners.

Recommended reference books:

Baldick, Chris. *Oxford Book of Literary Terms*. London: Oxford University Press, 2005.

Childs, Peter, Roger Fowler. *The Routledge Dictionary of Literary Terms*.

Choudhury Bibhash: *English Social and Cultural History: An Introductory Guide and*

*Glossary,* Prentice-Hall India Learning Pvt. Ltd. New Delhi 2005

Daiches, David. *A Critical History of English Literature*. Allied Pub. Ltd.

Hudson, William Henry. *An Introduction to the study of Literature*. Chennai: Atlantic, 2006.

Long, W.J. *English Literature: Its History and Significance for the Life of the English Speaking Wold.* AITBS Pub: New Delhi, 2013.

Sanders, Andrew. The Short Oxford History of English Literature. Claredon Press: OXFORD. 1994.

Trevelyan, G. M.: *English* *Social History: A Survey of Six Centuries, Chaucer to Queen Victoria*, Orient Longman, London, 1944 (Indian Reprint. 2001)

SEMESTER – II

PAPER: CT-5-ENG-201

History of English Society and Culture-- II

(From the 18th century to the 20th Century)

L – 4, T – 1, P – 0 (80 hrs/ 112 classes)

The paper will identify signposts of English society and culture from the 18th century to the twentieth. The students will be required to acquaint themselves with events, ideas, personalities and texts that form the backbone of each period, with clear awareness of parallel or related trends in the continent. Unit 1 to 4 will require the student to study the movements and issues that define the ethos of the period under scrutiny while the unit 5 will focus on the literary terms and concepts of the time.

**Unit I**: The Neo-Classical Age 20 marks (20 classes)

(Enlightenment, decline of drama, growth of novel and periodical essays, rise of satire)

**Unit II**: The Romantic Era 20 marks (20 classes)

(The impact of French Revolution and Rise of Romanticism)

**UNIT III**: Victorian Age 20 marks (24 classes)

(Industrialization, Working Class and condition, Victorianism and Victorian compromise)

**Unit IV**: The Twentieth Century ` 20 marks (24 classes)

(Rise of Modernism and Post-modernism, The Theatre of Absurd, Magic realism, Writings for new world audience)

**Unit V**: Literary Terms 20 marks (32 classes)

Myth, Objective Correlative, Parable, Parody, Pastoral, Pathetic Fallacy, Pathos, Personification, Picaresque Novel, Narrative Plot, Poetic Diction, Poetic Justice, Problem Plays, Pun, Rhetoric, Sarcasm, Satire, Sentimentalism, Stream of Consciousness, Surrealism, Fiction - Prose types, The Essay, The novel, The Short Story, Biography, Autobiography.

Recommended reference books:

Baldick, Chris. *Oxford Book of Literary Terms*. London: Oxford University Press, 2005.

Childs, Peter, Roger Fowler. *The Routledge Dictionary of Literary Terms*.

Choudhury Bibhash: *English Social and Cultural History: An Introductory Guide and*

*Glossary,* Prentice-Hall India Learning Pvt. Ltd. New Delhi 2005

Daiches, David. *A Critical History of English Literature*. Allied Pub. Ltd.

Hudson, William Henry. *An Introduction to the study of Literature*. Chennai: Atlantic, 2006.

Long, W.J. *English Literature: Its History and Significance for the Life of the English Speaking Wold.* AITBS Pub: New Delhi, 2013.

Sanders, Andrew. The Short Oxford History of English Literature. Claredon Press: OXFORD. 1994.

Trevelyan, G. M.: *English* *Social History: A Survey of Six Centuries, Chaucer to Queen Victoria*, Orient Longman, London, 1944 (Indian Reprint. 2001)

SEMESTER – III

PAPER: CT-4-ENG-301

(Introduction to Language and Linguistics)

L – 3, T – 1, P – 0 (64 hrs/ 96 classes)

The general objective of this paper is to acquaint the students with the fundamental properties of language; the basics of modern linguistics; and also the modern theories of language acquisition.

**Unit I:**

Marks: 20 (20 classes)

Fundamental properties of human language: human communication vis-à-vis animal communication

**Unit II:** Introduction to Linguistics Marks: 50 (48 classes)

a. Dichotomies of Ferdinand de Saussure

b. Basic morphology

c. Basic syntax

d. Basic semantics and pragmatics

**Unit III:** Theories of language acquisition Marks: 30 (28 classes)

a. The Behaviourist theory vis-à-vis the Innateness Hypothesis

b. First language (L1) acquisition versus Second language (L2) learning

c. Problems faced by L2 learners

Texts Prescribed:

[Akmajian Adrian](http://www.flipkart.com/author/akmajian-adrian), [Demers Richard A.](http://www.flipkart.com/author/demers-richard-a), [Farmer Ann K.](http://www.flipkart.com/author/farmer-ann-k), [Harnish Robert M.](http://www.flipkart.com/author/harnish-robert-m) 2001.

*Linguistics: An Introduction To Language And Communication*(6th Edition). Publisher: New Arrivals - MIT.

Trask, R.L. 2004.*Key Concepts in Language and Linguistics*. London: Routledge, London, (Indian Reprint).

Supplementary Readings:

White, Lydia. 1989. *Universal Grammar and Second Language Acquisition*. Amsterdam: John Benjamins Publishing Company. (See Chapter 2: The logical problem of second language acquisition. Pages 35-54)

PAPER: CT-4-ENG-302

(Reading Poetry)

L – 3, T – 1, P – 0 (64 hrs/ 96 classes)

The Students will be required to acquaint themselves with major poets and poems from Shakespeare to Eliot. Each unit will require the students to keep abreast of movements and issues that define the ethos of the texts under scrutiny. There shall be essay type questions bearing 12 marks and Explanations with reference to the contexts bearing 4 marks from each unit.

**Unit I:** Marks: 20 (15 classes)

Shakespeare: *Sonnets – 29, 60, 65.*

Donne: *Ecstasie, Valediction Forbiddig Mourning.*

Herbert: *Collar*

Marvell: *To His Coy Mistress*

**Unit II:**  Marks: 20 (12 classes)

Milton: *Paradise Lost Book- I*

**Unit III:** Marks: 20 (15 classes) Wordsworth: *Tintern Abbey*

Coleridge: *Ancient Mariner*

Shelley: *Ode to the West Wind*

Keats: *Ode on a Grecian Urn*

**Unit IV:** Marks: 20 (12 classes)

Browning: *My Last Duchess*

Tennyson: *Ulysses*

Arnold: *The Scholar Gypsy*

**Unit V**: Marks: 20 (15 classes)

Yeats: *Sailing to Byzantium*

Eliot: *Journey of the Magi*

Phillip Larkin: *Toads*

W.H. Auden: *In Transit*

Wilfred Owen: *Strange Meeting*

Text prescribed:

Forum for English Studies, Dibrugarh University (ed.), *Poems Old and New*, Kolkata, 2001.

SEMESTER – IV

PAPER: CT-4-ENG-401

(Reading Non-fictional prose)

L – 3, T – 1, P – 0 (64 hrs/ 96 classes)

The aim of this paper is to acquaint the students with some major essayists and non-fictional prose writers across the world. Each unit will require the student to keep abreast of movements and issues that define the ethos of the texts under scrutiny.

**Unit I** Marks: 20 (16 classes)

1. Bacon: ‘Of Studies’
2. Addison: ‘Sir Roger in London’
3. Lamb: “Superannuated Man”

**Unit II** Marks: 25 (25 classes)

1. Orwell: “Politics and the English Language”.
2. E. M. Forster: ‘Art for Art’s Sake.’ from *Two Cheers for Democracy,* in Ellmann and Feidelson, pp. 198-202
3. Virginia Woolf: Chapter 1 and selections from Chapter 3 of *A Room of One’s Own* (New York : Harvest *HGJ,* 1957), pp. 3-24 and 48-59.

**Unit III**  Marks: 25 (20 classes)

1. Emile Zola: ‘The Novel as Social Science,’ Ellmann and Feidelson, pp. 270-289.
2. Georg Lukacs: *Studies in European Realism,* chapter 3 : ‘Balzac and Stendhal’ (London, 1972), pp. 65-85.
3. Darko Suvin: ‘On Teaching SF Critically’, from *Positions and Presuppositions in Science Fiction* (London : Macmillan), pp. 86-96.

**Unit IV** Marks: 30 (20 classes)

1. U.R. Ananthamurthy: ‘Being a Writer in India’, from *Tender Ironies,* ed. Dilip Chitre et. al., pp. 127-46.
2. Ngugi wa Thiongo: from ‘The Language of African Literature’, in *Decolonising the Mind,* Chapter 1, sections 4-6.
3. V.S. Naipaul: ‘East Indian’, in *The Overcrowded Barracoon* (Penguin, 1976), pp. 32-41.

Text Prescribed:

Cairncross, A. S.(ed.) *Eight Essayists* Macmillan, (1st edition 1937), Chennai, 1988

Forum for English Studies, Dibrugarh (ed.) *Twentieth Century Prose,* OUP*,* New Delhi, 2001

PAPER: CT-4-ENG-402

(Reading Fiction)

L – 3, T – 1, P – 0 (64 hrs/ 96 classes)

The aim of this paper is to acquaint the students with seminal English novels keeping in mind the different socio-political contexts of their origin and reception.

**Unit I:** Marks: 20 (16 classes)

The Socio-political contexts of the English novel

**Unit II:** Marks: 20 (20 classes)

Jane Austen: *Emma*

Charles Dickens: *A Tale of Two Cities*

**Unit III:** Marks: 20 (20 classes)

Emily Bronte: *Wuthering Heights*

Thomas Hardy : *Tess of D’Urbervilles*

**Unit IV**: Marks: 20 (20 classes)

D.H. Lawrence: *Sons and Lovers*

James Joyce: *Portrait of an Artist*

**Unit IV**: Marks: 20 (20 classes)

William Golding: *The Lord of the Flies*

John Fowles: *The French Lieutenant’s Woman*

Recommended Reading:

Allen, Walter. The English Novel: A Short Critical History. Penguin, London, 1954

Lubbock. Percy, The Craft of Fiction, 1954, (Re-print 1993) B.I. Publication Pvt. Ltd. New Delhi

SEMESTER – V

PAPER: CT-4-ENG-501

(Reading Drama)

L – 3, T – 1, P – 0 (64 hrs/ 96 classes)

The aim of this paper is to acquaint the students with English drama from the emergence of the University Wits to Harold Pinter, keeping in mind the cultural contexts of their production and reception. The star marked texts are for detailed study.

**Unit I:** Marks: 25 (24 classes)

Christopher Marlowe: *Dr. Faustus\**

Ben Jonson*: Volpone*

**Unit II:** Marks: 25 (24 classes)

William Shakespeare: *King Lear*

William Shakespeare: *The Tempest\**

**Unit III:** Marks: 25 (24 classes)

G.B.Shaw: *Candida\**

John Galsworthy: *Justice*

**Unit IV:** Marks: 25 (24 classes)

Samuel Beckett: *Waiting for Godot*

Harold Pinter: *The Dumb Waiter*

Recommended Readings:

Nicoll, Allardyce: *A History of English Drama* 3 Vols (Restoration Drama, Early 18th Century Drama, Late 18th Century Drama)

Brown, John Russell and Harris Bernard: *Contemporary Theatre*: London, Edward Arnold 1961

Worth, Katherine J: *Revolution in Modern English Drama*. London, Bell, 1972

PAPER: CT-4-ENG-502

(Literary Criticism)

L – 3, T – 1, P – 0 (64 hrs/ 96 classes)

The aim of this paper is to acquaint the students with major critical texts from the classical period to the twentieth century in order to contextualize critical terms and frames of reference that would be useful for the understanding and analysis of literary texts. Each unit will require the students to keep abreast of movements and issues that define the critical temper of the texts under scrutiny to help them understand the common trajectory of growth of western literary criticism.

**Unit I:** Marks: 25 (24 classes)

Aristotle: *Poetics*

Longinus: *On the Sublime*

**Unit II** Marks: 25 (24 classes)

Sidney: *An Apology for Poetry*

Samuel Johnson: *Preface to Shakespeare*

**Unit III:** Marks: 25 (24 classes)

Wordsworth: *Preface to Lyrical Ballads*

Coleridge: *Biographia Literaria* (Chapter XIII & XIV)

Arnold: *The Study of Poetry*

**Unit IV:** Marks: 25 (24 classes)

TS Eliot: “Tradition and the Individual Talent”

I. A. Richards: “Four Kinds of Meaning”

Text Prescribed:

Enright & Chickera: *English Critical Texts*, CUP

Recommended Reading:

Daiches, David: *Critical Approaches to Literature,* Orient Longman, Hyderabad, 1967

(Indian re-print)

Prasad, B: *An Introduction to English Criticism,* Macmillan, New Delhi, 1965

PAPER: CT-5-ENG-503

Representative Writings in English

(Northeast India and Dalit)

L – 4, T – 1, P – 0 ( 80 hrs/ 112 classes)

The aim of this paper is to acquaint the students with the important contemporary writings in English from the northeast of India and the *Dalit* literature either in translations or in their original English version. The paper is divided into two sections- Section A and B.

SECTION – A

(English Writings from Northeast India)

**Unit I:** Short Stories Marks: 15 (15 classes)

1. Easterine Iralu: *Death by Apotia*
2. Temsula Ao: *Laburnum for my Head*
3. Mitra Phukan: *Hope*

**Unit II:** Novels Marks: 20 (26 classes)

1. Mamang Dai: *The Legends of Pensam*
2. Siddhatrtha Deb: *The Point of Return*

**Unit III:** Poetry Marks: 15 (15 classes)

1. Desmond L Kharmawphlang: *Tyrchiang*
2. Robin S Ngangom: *When You Do Not Return*
3. *Kynpham Sing Nongkynrih: Sundori ; Bangladesh Impressions*

SECTION –B

(Dalit Literature)

**Unit I:** Introduction to Dalit Literature Marks: 15 (15 classes)

**Unit II:** Poetry Marks: 15 (15 classes)

Hira Bansode: Slave

Namdeo Dhasal: Now, Now

Mina Gaybhiye: The Weeping Wound of Centuries

Arun Kamble: Primal Bond

Narayan Surve: For I am a Brahma

**Unit III:** Fiction Marks: 20 (26 classes)

Sharan Kumar Limbale: *The Outcaste* (Akkarmashi)

Bandhumadav: The Poisoned Bread

Arjun Dangle: Promotion

Recommended Readings:

[Ngangom](http://www.infibeam.com/Books/search?author=Richard%20Ruland), Robin Singh & [K.S.Nongkynrih](http://www.infibeam.com/Books/search?author=Malcolm%20Bradbury): *Dancing Earth.* Penguin Books: NewDelhi. 2009

Baral, K.C.: *Earth Songs*. Sahitya Akademi: New Delhi. 2006.;

The Heart of the Matter. Katha: New Delhi.2004.

Books Prescribed:

Anand, M.R. and Eleanor Zelliot: *An Anthology of Dalit Literature*. New Delhi: Gyan Pub. House. 1992

Omvedt Gail: *Dalit Visions*. New Delhi: Orient Black Swan. 2010.

PAPER: CT-4-ENG-504

(Indian Writings in English)

L – 3, T – 1, P – 0 (64 hrs/ 96 classes)

The aim of this paper is to acquaint the students with seminal IWE texts in order to help them understand the complexities of Indian life and culture as well as the relevance of IWE in the contemporary world. While Unit I will require the students to keep abreast of the history and reception of IWE, the rest of the units will require them to study issues that define the Indian ethos of the texts under scrutiny.

**Unit I:** Marks: 20 (20 classes)

History of Indian writing in English 10

**Unit II:** Fiction Marks: 30 (30 classes)

R. K. Narayan: *The Bachelor of Arts*

Jhumpa Lahiri: “An Interpreter of Maladies”

Salman Rushdie: “The Prophet’s Hair”

**Unit III:** Poetry Marks: 25 (20 classes)

Toru Dutt : *Our Casuarina Tree*

Rabindranath Tagore: Lyric No. LXXIII (from *Gitanjali*)

A.K. Ramanujan. *“Breaded Fish”*

Nissim Ezekiel: *“Night of the Scorpion”*

Kamala Das: *“An Inroduction”*

Keki Daruwala. *“Gulzaman’s Son”*

Jayanta Mahapatra. *“Hunger”*

R. Parthasarathy : *Exile, From Home Coming*

**Unit IV:** Drama Marks: 25 (26 classes)

Mahesh Dattani: *Seven Steps Around the Fire*

Girish Karnad: *The Fire and the Rain*

Texts Prescribed:

Forum for English Studies, Dibrugarh (ed.) *Poems Old and New* Macmillan, Kolkata 2001

Naik, M.K.: *A History of Indian English Literature.* Sahitya Akademi, New Delhi,1982.

PAPER: CT-4-ENG-505

(European Literature in Translation)

L – 3, T – 1, P – 0 (64 hrs/ 96 classes)

The aim of this paper is to acquaint the students with the thoughts and literature of Europe. The prescribed texts are selected from different European countries so that the thoughts and literary trends of the respective countries could be exposed to the students which in turn will enable them to enrich their literary acumen.

**Unit- I:** Modern European Thoughts 20 Marks (20 classes)

Friedrich Nietzsche: The Parable of the Madman

Jean-Paul Sartre: Existentialism is Humanism

Sigmund Freud: The future of an Illusion

**Unit- II:** Reading fiction 40 Marks (40 classes)

Milan Kundera: Identity

Kafka: The Metamorphosis

Albert Camus: The Plague

Anton Chekhov: The Night Before The Trial

**Unit- III:** Reading Drama 20 marks (24 classes)

Henrik Ibsen: A Doll’s House

Bertolt Brecht : The Mother Courage

**Unit-IV:** Reading Poetry 20 Marks (12 classes)

Victor Hugo: Letter, I picked this flower for you on the hilltop.

Baudelaire: The Swan

Paul Celan: The Triumph of Achilles

Aleksandr Pushkin: The Cart of Life

Farewell

SEMESTER –VI

PAPER: CT-5-ENG-601

(Literary Theory)

L – 4, T – 1, P – 0 (80 hrs/ 112 classes)

The aim of this paper is to acquaint the students with major contemporary critical texts in order to contextualize contemporary critical concepts and frames of reference that would be useful for the understanding and analysis of literary texts. Each unit will require the students to keep abreast of movements and issues that define the critical temper of the texts under scrutiny to help them understand the various trajectories of growth of literary theory.

**Unit I:** *Marxism:* Marks: 25 (28 classes)

1. Antonio Gramsci: ‘The Formation of the Intellectuals’ and ‘Hegemony (Civil Society) and Separation of Powers,’ *Selections* *from the Prison Notebooks,* ed. Quentin Hoare and Geoffrey Novell Smith (London: Lawrence and Wishart, 1971), pp. 5, and 245-6.
2. Bertolt Brecht: ‘A Short Organum to the Theatre,’ in John Willet, ed. *Brecht on Theatre,* pp. 179-205.
3. Georg Lukacs: ‘Critical Realism and Socialist Realism,’ from *The Meaning of Contemporary Realism.*
4. Louis Althusser: ‘Ideology and Ideological State Apparatuses,’ from *Lenin and Philosophy and Other Essays.*

**Unit II:** *Feminism:* Marks: 25 (28 classes)

1. Elaine Showalter: ‘Introduction’ in A *Literature of Their Own: British Women Novelists from Bronte to Lessing (1977).*
2. Juliet Mitchell: ‘Femininity, Narrative and Psychoanalysis’, in *Modern Criticism and Theory:* A *Reader,* ed. David Lodge (London: Longman, 1988), pp. 426-30.
3. Michele Barrett: ‘The Cultural Production of Gender’.
4. Luce Irigaray: ‘When the Goods Get Together’ (from *This Sex Which is Not One),* in *New French Feminisms,* eds. Elaine Marksand Isabelle de Courtivron (New York: Schocken Books, 1981), pp.107-110.3.

**Unit III:** *Post-Colonial Studies:* Marks: 25 (28 classes)

1. Edward Said: *Orientalism.* (Hamondsworth: Penguin, 1978). Chapter 1
2. Gayatri Chakravarty Spivak: ‘Can the Subaltern Speak?’ in *Colonial Discourse and Postcolonial Theory: A Reader,* eds. Patrick Williamsand Laura Chrisman (London: Harvester Wheatsheaf, 1993).
3. Gauri Vishwanathan: ‘The Beginnings of English Literary Study in British India’, *Oxford Literary Review.*
4. Aijaz Ahmad: ‘“Indian Literature”: Notes towards the Definition of a Category’ from *In Theory: Classes, Nations, Literatures* (London: Verso, 1992).

**Unit IV:** *Post-Structuralism, Deconstruction, Post-Modernism:*  Marks 25 (28 classes)

1. Jacques Derrida: ‘Structure, Sign and Play in the Discourse of the Human Sciences’ in *Modern Criticism and Theory:* A *Reader,* ed. David Lodge (London: Longman, 1988), pp. 108-23.
2. Michel Foucault: ‘Truth and Power,’ from Power/Knowledge (New York: Pantheon, 1977).
3. Jean-Francois Lyotard: ‘Answering the Question: What is Postmodernism?,’ from *The Postmodern Condition:* A *Report on* *Knowledge* (Minneapolis: University of Minnesota Press. 1984).

Background Prose Readings:

Terry Eagleton: *Literary Theory*: *An Introduction.* 2nd edn. (Oxford: Blackwell).

Peter Barry: *Beginning Theory*, Manchester University Press. 2010.

PAPER: CT-4-ENG-602

(American Literature)

L – 3, T – 1, P – 0 (64 hrs/ 96 classes)

The aim of this paper is to acquaint the students with seminal American texts in order to help them understand the complexities of American culture as well as the relevance of the American ideals to the Indian situation. While Unit I will require the students to keep abreast of the history and reception of the American literature, the rest of the units will require them to study issues that define the ethos of the texts under scrutiny.

**Unit I:** Marks: 20 (20 classes)

The History of American Literature

**Unit II:** Fiction Marks: 35 (40 classes)

Edgar Allan Poe: *The Purloined Letter*

Zitkala Sa: *A Warrior’s Daughter*

Willa Cather: *Neighbor Rosicky*

Ernest Hemingway*: The Old Man and the Sea*

Ralph Ellison: *Invisible Man*

**Unit III:** Drama Marks: 20 (20 classes)

Eugene O’Neil: *Desire Under the Elms*

**Unit IV:** Poetry Marks: 25 (16 classes)

Whitman: *O Captain! My Captain! ; Poets to Come*

Robert Frost: *Mending Wall*

Ezra Pound: *Epilogue ; A Pact ; Histrion*

Langston Hughes: *The Negro Speaks of Rivers*

Sylvia Plath: *Daddy*

Recommended Reading:

[Ruland](http://www.infibeam.com/Books/search?author=Richard%20Ruland), Richard & [Malcolm Bradbury](http://www.infibeam.com/Books/search?author=Malcolm%20Bradbury). *From Puritanism to Postmodernism: A History of American Literature.* Penguin Books: NewDelhi. 1992.

Gray, Richard. *A History of American Literature*. 2nd ed. Wiley-Blackwell: Oxford. 2012

PAPER: CT-4-ENG-603

(Introduction to Postcolonial Literature)

L – 3, T – 1, P – 0 (64 hrs/ 96 classes)

The aim of this paper is to acquaint the students with seminal postcolonial literary works in order to help them understand the complex negotiations between the colonizer and the colonized and the transformations in societies and cultures in India and African region.

**Unit I:** Marks: 30 (25 classes)

Introduction to Postcolonial Literature

**Unit II:** Marks: 30 (30 classes)

Chinua Achebe: *“Colonialist Criticism”*

Graham Huggan: *Decolonising the Map*

Dipesh Chakravbrty: *Postcoloniality and the Artifice of History*

**Unit III:** Marks: 25 (25 classes)

Amitav Ghosh: *The Shadow Lines*

**Unit IV:** Marks: 15 (16 classes)

Derek Walcot: *A Far Cry From Africa*

Margaret Atwood: *Postcards*

Wole Soyinka: *Night*

Recommended Reading:

Loomba, Ania. *Colonialism /Postcolonialism* Routledge, London,

PAPER: CT-4-ENG-604

(Grammar and Phonetics of Modern English)

L – 3, T – 1, P – 0 (64 hrs/ 96 classes)

The objective of this course is to teach the students the grammar of contemporary modern English, thereby help them write grammatically correct English. The course will treat with special care and fullness those areas that cause particular difficulty (e.g. the uses of tenses, auxiliary verbs, modals). The course also aims at enabling the students to acquire practical knowledge of the phonetics of English and exposing them to basic theories and practices of learning and teaching English as a second language.

**Unit I** Marks: 15 (15 classes)

What Does Grammar mean? Description or Prescription? Grammaticality and acceptability

The articles

**Unit II** Marks: 35 (33 classes)

Agreement of verb and subject

Nouns: singular or plural?

Prepositions

Negative words

Tenses

The infinitive

The position of adverbs

Tag questions

The indirect expressions of imperatives

The use of correlatives

The English modal verbs

Collocation

**Unit III** Marks: 25 (24 classes)

Phonetics and Spoken English : The Air-Stream Mechanism and the Organs of Speech,

The sounds of English: Vowels and Consonants.

**Unit IV** Marks: 25 (24 classes)

Word Accent; Accent and Rhythm in Connected Speech

Intonation

Practice in Phonetic Transcription

**Textbook:**

Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*.( Macmillan,Madras 1981,2009).

Huddleston, R. *et al*. *A Student’s Introduction to English Grammar* (Cambridge University Press, Cambridge, 2005)

**References:**

Crystal, David. *The Cambridge Encyclopedia of the English Language* (Cambridge University Press, Cambridge, 2003).

Hurford, James R. *Grammar: a student’s guide* (Cambridge University Press, Cambridge, 1994).

Leech, G. *et al*. *A Communicative Grammar of English* (3rd ed) (Longman, London, 2002).

Radden, G., and R Dirven. *A Cognitive Grammar of English* (John Benjamin, Amsterdam:,

2007.

PAPER: CT-4-ENG-605:

(Women’s Writing)

L – 3, T – 1, P – 0 (64 hrs/ 96 classes)

Marks: 100

The studies of women’s writing and research on women writers have been gaining impetus in universities worldwide over the past two decades. However, it is still a burgeoning area of study in Indian academia. The paper for the Major course aims at introducing the world of women writing to undergraduate students. The course will facilitate an understanding of dynamic discourses of women and literature.

**Unit: I** Marks: 25 (24 classes)

Helen Carr: A history of women’s writing

Virginia Woolf: Professions for Women

Bell Hooks: Women at Work

**Unit: II** Marks: 25 (24 classes)

Doris Lessing: *Grass is Singing*

Sylvia Plath: *The Bell Jar*

**Unit: III** Marks: 25 (24 classes) Mahasweta Devi: *Breast-Giver* (Short Story)

Jhumpa Lahiri: An Unaccustomed Earth (Short Story)

**Unit: IV** Marks: 25 (24 classes)

Alice Walker : *The Colour Purple*

Toni Morrison: *Beloved*

PAPER: YT-4-ENG-101:

(General English)

L – 3, T – 1, P – 0 (64 hrs/ 96 classes)

Marks: 100

The aim of this paper is to impart some of the basic skills in written and spoken communication to the student. The paper is designed with a view to enable the students to use English in their daily life. Whereas the first group takes care of the written skills the second group will enable the students to learn the mode of speaking in English through rigorous and guided classroom practice. The Viva Voce is mandatory for each student.

**GROUP – A**

(Written Analysis)

**Unit – I:** Comprehension 10 marks (10 classes)

**Unit – II:** Letter writing 20 marks 10 classes)

**Unit – II:** Paragraph and Report writing 15 marks (10 classes)

**Unit – IV:** Trans-coding information

from charts, graphs, visuals etc. 10 marks (10 classes)

**GROUP – B**

(Oral Communication)

**Unit – I** 10 marks (10 classes)

1. Greeting

2. Introducing

3. Inviting Someone

4. Making Requests

5. Offering Help

6. Seeking Permission

7. Asking for Advice

8. Expressing Gratitude

9. Some Common Errors :

i. Use of Wrong Prepositions ii. Un-necessary use of prepositions iii. Omission of Prepositions iv. Use of Articles , v. Un-necessary use of Articles.

**Unit – II** 15 marks (10 classes)

1. Asking about remembering

2. Persuading

3. Complimenting / Congratulating

4. Expressing Sympathy

5.Complaining

6. Apologising

7. Making suggestions

8. Warning Someone

9.Ending a Conversation

10. Some Common Errors : i. Use of wrong tenses ii. Use of wrong words

**Unit – III** 20 marks (36 classes)

Spoken English practice

(Each student must appear in the Oral Test to test their ability to use English in real life situation)

Text Prescribed:

Singh, Vandana. *The Written Word,* OUP, Delhi, 2003

PAPER: YT-4-ENG-201:

(General English)

L – 3, T – 1, P – 0 (64 hrs/ 96 classes)

Marks: 100

This paper shall help the student to appreciate different kinds of creative writing and also inculcate desirable social values. These literary texts may be exploited by preparing supportive materials which will facilitate the simultaneous development of language and communication skills as well.

**Unit- I:** Short Stories 20 marks (20 classes)

O Henry: “The Last Leaf”

R.K. Narayan: “Under the Banyan Tree”

Vikram Seth: “An Indian in China”

**Unit- II**: Prose 20 marks (20 classes)

Verrier Elwin: “A Pilgrimage to Tawang”

Orwell: “Reflections on Gandhi”

Stephen Hawking: “Our picture of the Universe”

**Unit- III:** Poetry 25 marks (20 classes)

Wordsworth: “We are Seven”

Robert Frost: “Mending Wall”

Eliot: “To the Indians who Died in Africa”

Nissim Ezekial: “A very Indian Poem in English”

Langston Hughes: “Ballad of the Land Lord”

Seamus Heaney: “The Wife’s Tale”

Grace Nichols: “Wherever I Hang”

Derek Walcot: “The River”

**Unit- IV**: WORD POWER 15 marks (10 classes)

Idioms and Phrases

One word substitution

Synonyms and Antonyms

Words often confused

**Unit- V:** SPEAKING 20 marks (26 classes)

Public Speaking, Group discussion, Interview

(Each student must appear in the Oral Test to test their ability to use English for public speaking)

Text Prescribed:

Forum for English Studies, Dibrugarh (ed.), *Twentieth Century Prose,* OUP, New Delhi,

2001

*Musings*, CUP, New Delhi, 2008

PAPER: YT-3-ENG-401:

General English

(English for communication)

The aim of this paper is to prepare students for competitive examinations and to enable them to develop skills and abilities that may be necessary for their future academic and professional needs and interests. These objectives are sought to be realized by systematically sequencing the course content of language comprehension and oral communications, and providing intensive practice in these components.

L – 2, T – 1, P – 0 (48 hrs/ 64 classes)

**Unit- I :** Marks: 25 (15 classes)

1. An Introduction to Communication

2. Corporate Communication

**Unit- II:** Marks: 25 (15 classes)

1. Public Speaking

2. Vocabulary Development

**Unit- III:** Marks: 25 (15 classes)

1. Electronic Communications

2. Making Presentations

3. Interview Techniques

4. Group Discussion

5. Preparing an Effective CV

**Unit- IV:** Marks: 25 (19 classes)

Oral Practice

(Each student must appear in an Oral Test of their effective communication skills in English)

Prescribed Text:

Synergy. Communication in English and Study Skills – Board of Editors. Orient Longman Private Ltd., 2008

OMP.Juneja & Aarati Mujundar. Business Communication Techniques and Methods. Orient Black Swan ,2010.

PAPER: ET-4-ALTE-101:

(Alternative English)

L – 3, T – 1, P – 0 (64 hrs/ 96 classes)

Students opting for this paper are expected to have some command over the English language. Their skills in writing and literary appreciation would be tested and they would be encouraged to develop individual idioms. This paper comprising of poems by English, American and Indian writers is intended to familiarize the students with poetry as a genre and also to appreciate the cultural and social backgrounds against which these master pieces were produced.

**Unit- I:** 20 marks (20 classes)

Shakespeare: Sonnet 30

Donne: Death be not proud

Milton: On the Blindness

Wordsworth: The Solitary Reaper

**Unit- II:** 20 marks (20 classes)

Tennyson: Ulysses

Hopkins : Pied Beauty

Yeats: Easter 1916

Ted Hughes: Hawk Roosting

**Unit- III:** 20 marks (20 classes) Whitman: Song of Myself

Frost: Road Not Taken

Pound: The River Merchant’s Wife: A Letter

Langston Hughes: Necessity, I too sing America

**Unit- IV:** 20 marks (20 classes)

Ramanujan: The Breaded Fish

Kamala Das: An Introduction

Ezekial : Night of the Scorpion

Vikram Seth: Frogs and the Nightingales

**Unit-V :**

Critical Appreciation of an unseen poem 20 marks (16 classes)

Text Prescribed: *Musings*, CUP, New Delhi, 2008

Forum for English Studies, Dibrugarh (ed.) *Poems Old and New* Macmillan, Kolkata 2001

Naik, M.K.: *A History of Indian English Literature.* Sahitya Akademi, New Delhi,1982.

PAPER: ET-4-ALTE-201:

(Alternative English)

L – 3, T – 1, P – 0 (64 hrs/ 96 classes)

This paper shall help the student to appreciate different kinds of creative writing and also inculcate desirable social values. The non-fictional prose is expected to acquaint the student with the ideas of famous writers and thinkers. The clarity of perception in each of these writers is expected to act as a guiding framework for the student in search of an idiom. Writing assignments should be given to the students on a regular basis.

**Unit- I:** Marks: 20 (20 classes)

Swami Vivekananda: The Secret of Work

Sri Aurobindo: The Importance of Original Thinking

**Unit- II:** Marks: 20 (20 classes)

Satyajit Ray: Film Making

Coetzee: Playground

**Unit- III:** Marks: 20 (20 classes)

V. S. Naipaul: Beginnings

Amitav Ghosh: Books

**Unit- IV:** Marks: 20 (20 classes)

Rabindranath Tagore: A Wife’s Letter

Raja Rao: Javni

**Unit- V:** Marks: 20 (20 classes)

Sadat Hassan Manto: Toba Tek Singh

Mahashweta Devi: Kunti and Nishadin

Text Prescribed:

*Explorations,* Orient Longman, Hyderabad

Sharma, Charu (ed.) *Once Upon a Time…* CUP, Delhi, 2003, 2008

PAPER-ET-3-ALTE-401:

Alternative English

(Creative Writing)

L – 2, T – 1, P – 0 (48 hrs/ 64 classes)

Students opting for this paper are expected to have some command over the English language. The paper is designed to hone the skills of creative writing in English. As such, equal attention shall be paid to the theory and practice of creative writing. Regular writing assignments on units 3 and 4 should be given to the students as part of internal assessment.

**Unit- I:** Marks: 25 (15 classes)

Chapter 1- Introducing creative writing

Chapter 2- Creative writing in the world

Chapter 3- Challenges of creative writing

**Unit-II:** Marks: 25 (15 classes)

Chapter 4- Composition and creative writing

Chapter 5- Processes of creative writing

**Unit-III:** Marks: 25 (15 classes)

1. Writing Fiction
2. Writing poetry

**Unit-IV:** Marks: 25 (15 classes)

1. Film Review

2. Book Review

Prescribed Text:

DAVID MORLEY: The Cambridge Introduction to Creative Writing

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