

**Department of English**  
**Bodoland University**

Course Structure of BA in Assamese under Choice Based Credit System (CBCS) and Continuous Assessment and Grading pattern (CACP)

**Syllabus in English for BA Honors**

Semesters	CORE COURSE (14)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Elective: Discipline Specific DSE (4)	Elective: Generic (GE) (4)
I	C-1: Indian Classical Literature	English Communication			GE-1: Language and Linguistics
	C -2 European Classical Literature				
II	C -3 Indian Writing in English	Environmental Science			GE-2: Contemporary India: Women and Empowerment
	C -4 British Poetry & Drama: 14 <sup>th</sup> to 17 <sup>th</sup> Centuries				
III	C -5 American Literature		SEC-1: English Language Teaching		GE-3: Academic Writing & Composition
	C -6 Popular Literature				
	C -7 British Poetry & Drama: 17 <sup>th</sup> and 18 <sup>th</sup> Centuries				
IV	C -8 British Literature: 18 <sup>th</sup> Century		SEC-2: Translation Studies		GE-4: Media & Communication Skills
	C -9 British Romantic Literature				
	C -10 British Literature: 19 <sup>th</sup> Century				
V	C-11 Women's Writing			DSE-1: Literary Theory	
	C-12: British Literature: The Early 20 <sup>th</sup> Century			DSE-2: Literary Criticism	
VI	C-13: Modern European Drama			DSE-3: World Literatures	

C-14: Postcolonial Literatures		DSE-4: Modern Indian Writing in English Translation	
-----------------------------------	--	---	--

**Abbreviation Terms:**

**AECC**=Ability Enhancement Compulsory Course

**C**=Core

**DSC**=Discipline Specific Core Course

**DSE**=Discipline Specific Elective

**ENG**=English

**GE**=Generic Elective

**H**= Honours

**SEC**=Skill Enhancement Course

### **Summary:**

#### **Semester-I**

**ENG-101H, C-1:** Indian Classical Literature

**ENG-102H, C-2:** European Classical Literature

**ENG103H, GE- 1:** Language and Linguistics

**ENG- 104H, AECC-1:** English Communication

#### **Semester-II**

**ENG-201H, C-3:** Indian Writing in English

**ENG-202H, C- 4:** British Poetry and Drama: 14th to 17th Centuries

**ENG-203H, GE- 2:** Contemporary India: Women and Empowerment

**ENG-204H, AECC-2:** Environmental Science

#### **Semester-III**

**ENG-301H, C-5:** American Literature

**ENG-302H, C- 6:** Popular Literature

**ENG-303H, C- 7:** British Poetry and Drama: 17th and 18th Centuries

**ENG-304H, SEC 1:** English Language Teaching

**ENG-305H, GE- 3:** Academic Writing and Composition

#### **Semester-IV**

**ENG-401H, C- 8:** British Literature: 18th Century

**ENG-402H, C-9:** British Romantic Literature

**ENG-403H, C- 10:** British Literature: 19th Century

**ENG-404H, SEC-2:** Translation Studies

**ENG-405H, GE- 4:** Media and Communication Skills

#### **Semester-V**

**ENG-501H, C- 11:** Women's Writing

**ENG-502H, C-12:** British Literature: The Early 20th Century

**ENG-503H, DSE-1** Literary Theory

**ENG-504H, DSE-2-** Literary Criticism

## **Semester-VI**

**ENG-601H, C-13: Modern European Drama**

**ENG-602H, C-14: Postcolonial Literature**

**ENG-603H, DSE 3- World Literatures**

**ENG-604H, DSE 4 - Modern Indian Writing in English Translation**

### **Detailed Syllabi**

#### **B. A. Honours in English (CBCS)**

## **Semester- I**

### **C-1: Indian Classical Literature**

**Credit 6=5+1 (L+T)**

**[Mark distribution: [100= 20 (Internal Assessment) + 80 (External Examination)]**

Question Pattern: There will be four short notes for 20 marks carrying 5 marks each (4 X 5 = 20), three short answer type questions for 24 marks carrying 8 marks each (3 X 8 = 24), and three long type of questions for 36 marks carrying 12 marks each (3 X 12 = 36).]

1. Kalidasa: *Abhijnana Shakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New Delhi: Penguin, 1989).
2. Vyasa: 'The Dicing' and 'The Sequel to Dicing', 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', in *The Mahabharata*: tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106-69.
3. Sudraka: *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasisidass, 1962).
4. Ilango Adigal: 'The Book of Banci', in *Cilappatikaram: The Tale of an Anklet*, tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.

### **Suggested Topics and Background Prose Readings for Class Presentations**

#### **Topics**

The Indian Epic Tradition: Themes and Recensions

Classical Indian Drama: Theory and Practice

Alankara and Rasa

Dharma and the Heroic

**Suggested Readings:**

1. Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100-18.
2. Iravati Karve, 'Draupadi', in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79-105.
3. J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy, vol. V, Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33-40.
4. Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158-95.

**C-2: European Classical Literature****Credit 6=5+1 (L+T)**

1. Homer. *The Iliad*, tr. E.V. Rieu (Harmondsworth: Penguin, 1985).
2. Sophocles. *Oedipus the King*, tr. Robert Fagles in *Sophocles: The Three Theban Plays* (Harmondsworth: Penguin, 1984).
3. Plautus. *Pot of Gold*, tr. E.F. Watling (Harmondsworth: Penguin, 1965).
4. Ovid. *Selections from Metamorphoses* 'Bacchus', (Book III), 'Pyramus and Thisbe' (Book IV), 'Philomela' (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975).
5. Horace. Satires I: 4, in *Horace: Satires and Epistles and Persius: Satires*, tr. Niall Rudd (Harmondsworth: Penguin, 2005).

**Suggested Topics and Background Prose Readings for Class Presentations****Topics**

The Epic

Comedy and Tragedy in Classical Drama

The Athenian City State

Catharsis and Mimesis

Satire

Literary Cultures in Augustan Rome

**Suggested Readings:**

1. Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6-17, 23, 24, and 26.
2. Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007).
3. Horace, *Ars Poetica*, tr. H. Rushton Fairclough, *Horace: Satires, Epistles and Ars Poetica* (Cambridge Mass.: Harvard University Press, 2005) pp. 451-73.

**GE- 1: Language and Linguistics**

**Credit: 6= 5+1 (L+T)**

**Unit-1**

20 marks

Language and Linguistics: Introduction

General History of the origin of language; language and meaning;signifier/signified; definition and scope of linguistics.

**Unit-2**

20 marks

Phonology : Phonological Structure of the English Language; Articulation of vowels, consonants, semi-vowels; organs of speech; intonation, rhythm, stress; phonetic and phonemic transcription

**Unit-3**

20 marks

Morphology : Definition, relation with phonetics, the morphology of plural and past forms in English, morph and morpheme

**Unit-4**

20 marks

Sociolinguistics :Dialect, sociolect, idiolect, registers, langue and parole, pidgin and creole, competence and performance

**Unit-5**

**10 marks**

Syntax: Immediate Constituent Analysis, structuralism, deep structure, surface structure

**Unit-6**

**10 marks**

Rhetoric and Prosody: Figures of speech, metre

**Suggested Readings:**

Abercombie, D. *Elements of General Phonetics*, Edinburg University Press

Abrams, M.H. *A Glossary of Literary Terms*. Fort Worth: Harcourt Brace College Pub., 1993 (Any edition)

Balasubamaniam. *A Textbook of English Phonetics for Indian Students*, Chennai: Macmillan, 1981

Crystal, David. *Linguistics*. Pelican, 1971.

Lyons, John. *Language and Linguistics: An Introduction*, Cambridge: CUP, 1981.

Romaine, Suzanne. *Language in Society: An Introduction to Sociolinguistics*, New Delhi: OUP, 1994.

Sinha, Manindranath. *A Manual of Rhetoric and Prosody*. Bareilly: Prakash Book Depot

## Semester- II

### C-3: Indian Writing in English

**Credit 6=5+1 (L+T)**

**[Mark distribution: [100= 20 (Internal Assessment) + 80 (External Examination)]**

Question Pattern for external: There will be four short notes for 20 marks carrying 5 marks each (4 X 5 = 20), three advance short type/explanatory questions for 24 marks providing 8 marks each (3 X 8 = 24), and three long type of questions for 36 marks carrying 12 marks each (3 X 12 = 36).]

#### **Fiction:**

40 marks

1. R.K. Narayan: *Swami and Friends*
2. Anita Desai: *In Custody*

#### **Poetry:**

60 marks

3. H.L.V. Derozio: 'Freedom to the Slave', 'The Orphan Girl'
4. Kamala Das: 'Introduction', 'My Grandmother's House'
5. Nissim Ezekiel: 'Enterprise', 'The Night of the Scorpion'
6. Robin S. Ngangom: 'The Strange Affair of Robin S. Ngangom', 'A Poem for Mother'
7. Mulk Raj Anand: 'Two Lady Rams'
8. Salman Rushdie: 'The Free Radio'
9. Rohinton Mistry 'Swimming Lesson'
10. Shashi Deshpande 'The Intrusion'

### **Suggested Topics and Background Prose Readings for Class Presentations**

#### **Topics**

Indian English

Indian English Literature and its Readership

Themes and Contexts of the Indian English Novel

The Aesthetics of Indian English Poetry

Modernism in Indian English Literature

#### **Suggested Readings:**

1. Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v-vi.
2. Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary*



*Homelands* (London: Granta Books, 1991) pp. 61-70.

3. Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187-203.

4. Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1-10.

#### **C- 4: British Poetry and Drama: 14th to 17th Centuries**

**Credit 6=5+1 (L+T)**

##### **UNIT 1: (50 marks)**

1. Geoffrey Chaucer *The Wife of Bath's Prologue*

2. Edmund Spenser Selections from *Amoretti*:

Sonnet LXVII 'Like as a huntsman...'

Sonnet LVII 'Sweet warrior...'

Sonnet LXXV 'One day I wrote her name...'

3. John Donne 'The Sunne Rising'

'Batter My Heart'

'Valediction: forbidding mourning'

##### **UNIT:2 (50 marks)**

4. Christopher Marlowe *Doctor Faustus*

5. William Shakespeare *Macbeth*

6. William Shakespeare *Twelfth Night*

#### **Suggested Topics and Background Prose Readings for Class Presentations**

##### **Topics**

Renaissance Humanism

The Stage, Court and City

Religious and Political Thought

Ideas of Love and Marriage

The Writer in Society

##### **Suggested Readings:**

1. Pico Della Mirandola, excerpts from the *Oration on the Dignity of Man*, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476-9.

2. John Calvin, 'Predestination and Free Will', in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books,

1953) pp. 704-11.

3. Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of *The Courtier*, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324-8, 330-5.

4. Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13-18.

## **GE 2: Contemporary India: Women and Empowerment**

**Credit: 6= 5+1 (L+T)**

**(UNIT 1 + UNIT 2+ UNIT 3+ UNIT 4 = 25+30+30+15=100)**

**Unit 1.** 25 marks

Social Construction of Gender (Masculinity and Femininity), Patriarchy

**Unit 2.** 30 marks

History of Women's Movements in India (Pre-independence, post independence)

Women, Nationalism, Partition

Women and Political Participation

**Unit 3.** 30 marks

Women and Law

Women and the Indian Constitution

Personal Laws (Customary practices on inheritance and Marriage)

Tribal Customary laws of the North-east and women

(Supplemented by workshop on legal awareness)

**Unit 4.** 15 marks

Women and Environment

State interventions, Domestic violence, Female foeticide, sexual harassment

Female Voices: *Sultana's Dream*

## **Semester -III**

## **C-5: American Literature**

**Credit: 6=5+1 (L+T)**

**[Mark distribution: [100= 20 (Internal Assessment) + 80 (External Examination)]**

**Unit 1:** 35 marks

1. Tennessee Williams: *The Glass Menagerie*
2. Toni Morrison: *Beloved*

**Unit 2:** 35 marks

3. Edgar Allan Poe: 'The Purloined Letter'
4. F. Scott Fitzgerald: 'The Crack-up'
5. William Faulkner: 'Dry September'

**Unit 3:** 30 marks

6. Anne Bradstreet 'The Prologue'
7. Walt Whitman Selections from *Leaves of Grass*: 'O Captain, My Captain', 'Passage to India' (lines 1-68)
8. Alexie Sherman Alexie: 'Crow Testament', 'Evolution'

## **Suggested Topics and Background Prose Readings for Class Presentations**

### **Topics**

The American Dream

Social Realism and the American Novel

Folklore and the American Novel

Black Women's Writings

Questions of Form in American Poetry

### **Suggested Readings:**

1. Hector St John Crevecoeur, 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66-105.
2. Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1-7, pp. 47-87.
3. Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.

4. Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).

5. Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29-39.

### **C- 6: Popular Literature**

**Credit: 6= 5+1 (L+T)**

**100 marks**

1. Lewis Carroll *Through the Looking Glass*

2. Agatha Christie *The Murder of Roger Ackroyd*

3. Shyam Selvadurai *Funny Boy*

4. Durgabai Vyam and Subhash Vyam *Bhimayana: Experiences of Untouchability/*  
Autobiographical Notes on Ambedkar (For the Visually Challenged students)

### **Suggested Topics and Background Prose Readings for Class Presentations**

#### **Topics**

Coming of Age

The Canonical and the Popular

Caste, Gender and Identity

Ethics and Education in Children's Literature

Sense and Nonsense

The Graphic Novel

#### **Suggested Readings:**

1. Chelva Kanaganayakam, 'Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature' (*ARIEL*, Jan. 1998) rpt, Malashri Lal, Alamgir Hashmi, and Victor J. Ramraj, eds., *Post Independence Voices in South Asian Writings* (Delhi: Doaba Publications, 2001) pp. 51-65.

2. Sumathi Ramaswamy, 'Introduction', in *Beyond Appearances?: Visual Practices and Ideologies in Modern India* (Sage: Delhi, 2003) pp. xiii-xxix.

3. Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby (Ohio: Bowling Green University Press, 1975) pp. 29-38.

4. Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*,

**C- 7: British Poetry and Drama: 17th and 18th Centuries (100 marks)**

**Credit: 6=5+1 (L+T)**

1. John Milton: *Paradise Lost* Book 1
2. John Webster: *The Duchess of Malfi*
3. Aphra Behn: *The Rover*
4. Alexander Pope: *The Rape of the Lock*

**Suggested Topics and Background Prose Readings for Class Presentations**

**Topics**

Religious and Secular Thought in the 17th Century

The Stage, the State and the Market

The Mock-epic and Satire

Women in the 17th Century

The Comedy of Manners

**Suggested Readings:**

1. The Holy Bible, *Genesis*, chaps. 1-4, *The Gospel according to St. Luke*, chaps. 1-7 and 22-4.
2. Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.
3. Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.
4. John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767-8.

**SEC-1: English Language Teaching**

**Credit: 2**

**Unit wise mark distribution:**

**(UNIT 1 + UNIT 2+ UNIT 3+ UNIT 4+ UNIT 5 = 10+10+10+10+10=50)**

Unit 1. Knowing the Learner

10 marks

Unit 2. Structures of English Language	10 marks
Unit 3. Methods of teaching English Language and Literature	10 marks
Unit 4. a) Materials for Language Teaching	10 marks
b) Assessing Language Skills	
unit 5. Using Technology in Language Teaching	10 marks

### **Suggested Readings:**

1. Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: CUP, 1996).
2. Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, *Teaching English as a Second or Foreign Language* (Delhi: Cengage Learning, 4th edn, 2014).
3. Adrian Doff, *Teach English: A Training Course For Teachers (Teacher's Workbook)* (Cambridge: CUP, 1988).
4. *Business English* (New Delhi: Pearson, 2008).
5. R.K. Bansal and J.B. Harrison, *Spoken English: A Manual of Speech and Phonetics* (New Delhi: Orient BlackSwan, 4th edn, 2013).
6. Mohammad Aslam, *Teaching of English* (New Delhi: CUP, 2nd edn, 2009).

### **GE- 3: Academic Writing and Composition**

**Credit: 6= 5+1 (L+T)**

**(UNIT 1 + UNIT 2+ UNIT 3+ UNIT 4 + UNIT 5+ UNIT 6 = 15+15+15+20+20+15='100)**

**Unit 1.** Introduction to the Writing Process

**Unit 2.** Introduction to the Conventions of Academic Writing

**Unit 3.** Writing in one's own words: Summarizing and Paraphrasing

**Unit 4.** Critical Thinking: Syntheses, Analyses, and Evaluation

**Unit 5.** Structuring an Argument: Introduction, Interjection, and Conclusion

**Unit 6.** Citing Resources; Editing, Book and Media Review

### **Suggested Readings:**

1. Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
2. Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient BlackSwan, 2010).
3. Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP,

2nd edn, 1998).

4. Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in*  
**Semester-IV**

### **C- 8: British Literature: 18th Century**

**Credit: 6 = 5+1 (L+T)**

**[Mark distribution: [100= 20 (Internal Assessment) + 80 (External Examination)]**

**Fiction:** 50 marks

1. William Congreve: *The Way of the World*
2. Jonathan Swift: *Gulliver's Travels* (Books III and IV)

**Poetry:** 50 marks

3. Samuel Johnson: 'London'
4. Thomas Gray: 'Elegy Written in a Country Churchyard'
5. Laurence Sterne: *The Life and Opinions of Tristram Shandy, Gentleman*

### **Suggested Topics and Background Prose Readings for Class Presentations**

#### **Topics**

The Enlightenment and Neoclassicism

Restoration Comedy

The Country and the City

The Novel and the Periodical Press

#### **Suggested Readings:**

1. Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).
2. Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm, 1984).
3. Samuel Johnson, 'Essay 156', in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194-7; *Rasselas* Chapter 10; 'Pope's Intellectual Character: Pope and Dryden Compared', from *The Life of Pope*, in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8th edn (New York: Norton, 2006) pp. 2693-4, 2774-7.

### **C-9: British Romantic Literature**

**Credit: 6= 5+1 (L+T)**

**Poetry (100 marks)**

1. William Blake: 'The Lamb',  
'The Chimney Sweeper' (from *The Songs of Innocence* and *The Songs of Experience*), 'The Tyger' (*The Songs of Experience*)  
'Introduction' to *The Songs of Innocence*
2. Robert Burns: 'A Bard's Epitaph', 'Scots Wha Hae'
3. William Wordsworth: 'Tintern Abbey', 'Ode: Intimations of Immortality'
4. Samuel Taylor Coleridge: 'Kubla Khan', 'Dejection: An Ode', 'Lord George Gordon'
5. Noel Byron: 'Childe Harold': canto III, verses 36-45  
(lines 316-405); canto IV, verses 178-86 (lines 1594-674)
6. Percy Bysshe Shelley: 'Ode to the West Wind', 'Ozymandias', 'Hymn to Intellectual Beauty'
7. John Keats: 'Ode to a Nightingale', 'To Autumn', 'On First Looking into Chapman's Homer'
8. Mary Shelley: *Frankenstein*

**Suggested Topics and Background Prose Readings for Class Presentations**

**Topics**

Reason and Imagination  
Conceptions of Nature  
Literature and Revolution  
The Gothic  
The Romantic Lyric

**Suggested Readings:**

1. William Wordsworth: 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594-611.
2. John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766-68, 777-8.
3. Jean-Jacques Rousseau, 'Preface' to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991).
4. Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161-66.



## **C- 10: British Literature: 19th Century**

**Credit: 6 = 5+1 (L+T)**

### **Fiction:**

50 marks

1. Jane Austen: *Pride and Prejudice*
2. Charlotte Bronte: *Jane Eyre*
3. Charles Dickens: *Hard Times*

### **Poetry:**

50 marks

4. Alfred Tennyson: 'The Lady of Shalott', 'Ulysses', 'The Defence of Lucknow',
5. Robert Browning: 'My Last Duchess', 'The Last Ride Together', 'Fra Lippo Lippi'
6. Christina Rossetti: 'The Goblin Market'

## **Suggested Topics and Background Prose Readings for Class Presentations**

### **Topics**

Utilitarianism

The 19th Century Novel

Marriage and Sexuality

The Writer and Society

Faith and Doubt

The Dramatic Monologue

### **Suggested Readings:**

1. Karl Marx and Friedrich Engels: 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186-8, 190-1, 199-201.
2. Charles Darwin: 'Natural Selection and Sexual Selection', in *The Descent of Man* in *The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545-9.
3. John Stuart Mill, *The Subjection of Women* in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061-9.

## **SEC-2: Translation Studies**

### **Credit: 2**

**Unit wise mark distribution: (UNIT 1 + UNIT 2+ UNIT 3 = 20+15+15=50)**

**Unit 1.** Introducing Translation: a brief history and significance of translation in a multilingualistic and multicultural society like India.

**Unit 2.** Exercises in different Types / modes of translation, such as:

- a. Semantic / Literal translation
- b. Free / sense/ literary translation
- c. Functional / communicative translation
- d. Technical / Official
- e. Transcreation
- f. Audio-visual translation

**Unit 3.** a. Introducing basic concepts and terms used in Translation Studies through relevant tasks, for example:

Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, Code mixing / Switching.

b. Defining the process of translation (analysis, transference, restructuring) through critical examination of standard translated literary/non-literary texts and critiquing subtitles of English and Hindi films.

**Practice:** Translation in Mass Communication / Advertising, subtitling, dubbing,

1. Exercises to comprehend 'Equivalence in translation': Structures (equivalence between the source language and target language at the lexical (word) and syntactical (sentence) levels. This will be done through tasks of retranslation and recreation, and making comparative study of cultures and languages.

**Practice:** Tasks of Translation in Business: Advertising

2. Discussions on issues of 'Translation and Gender' by attempting translation for media, films and advertisements from different languages.

3. Developing skills for Interpreting: understanding its dynamics and challenges. Interpreting: Simultaneous and Consecutive (practical application)

**Practice:** Using tools of technology for translation: machine / mobile translation,

software for translating different kinds of texts with differing levels of complexity and for transliteration

### **Resources for Practice:**

Dictionaries

Encyclopedias

Thesauri

Glossaries

Software of translation

### **Suggested Readings:**

1. Baker, Mona, *In Other Words: A Coursebook on Translation*, Routledge, 2001.  
(Useful exercises for practical translation and training)
2. Baker, Mona & Kirsten Malmkjar (Ed.) *Routledge Encyclopedia of Translation Studies*. London and New York: Routledge, 2001. (Readable entries on concepts and terms) Sherry Simon, *Gender in translation: Cultural Identity and the Politics of Transmission*. New York: Routledge, 1996.
3. Catford, I.C. *A Linguistic Theory of Translation*. London: OUP, 1965. Frishberg, Nancy J. *Interpreting: An Introduction*. Registry of Interpreters, 1990.
  1. Ray, Mahit K. ed. *Studies in Translation*. (Second revised and enlarged edition) Atlantic Publisher & Distributor.
  2. Gargesh, Ravinder and Krishna Kumar Goswami. (Eds.). *Translation and Interpreting: Reader and Workbook*. New Delhi: Orient Longman, 2007.
6. House, Juliana. *A Model for Translation Quality Assessment*. Tübingen: Gunter Narr, 1977.
7. Lakshmi, H. *Problems of Translation*. Hyderabad: Booklings Corporation, 1993.
8. Newmark, Peter. *A Textbook of Translation*. London: Prentice Hall, 1988.
9. Nida, E.A. and C.R. Taber. *The Theory and Practice of Translation*. Leiden: E.J. Brill, 1974.
10. Toury, Gideon. *Translation Across Cultures*. New Delhi : Bahri Publications Private Limited, 1987.

### **GE- 4: Media and Communication Skills**

**Credit: 6= 5+1 (L+T)**

**(UNIT 1 + UNIT 2+ UNIT 3+ UNIT 4 = 20+20+20+20 +20=100)**

**1. Introduction to Mass Communication**

**Unit 1.** 20marks

Mass Communication and Globalization

**Unit 2.** 20 marks

Forms of Mass Communication

Topics for Student Presentations:

- a. Case studies on current issues Indian journalism
- b. Performing street plays
- c. Writing pamphlets and posters, etc.

**2. Advertisement**

**Unit 1.** Types of advertisements 20 marks

**Unit 2.** Advertising ethics 20 marks

**Unit 3.** How to create advertisements/storyboards 20 marks

Topics for Student Presentations:

- a. Creating an advertisement/visualization
- b. Enacting an advertisement in a group
- c. Creating jingles and taglines

**Semester -V**

**C- 11: Women's Writing**

**Credit: 6= 5+1 (L+T)**

**100 marks**

**[Mark distribution: [100= 20 (Internal Assessment) + 80 (External Examination)]**

1. Emily Dickinson: 'I cannot live with you', 'I'm wife; I've finished that',
2. Sylvia Plath: 'Daddy', 'Lady Lazarus', Eunice De Souza 'Advice to Women', 'Bequest'
3. Alice Walker: *The Color Purple*
4. Charlotte Perkins Gilman: 'The Yellow Wallpaper', Katherine Mansfield 'Bliss'
5. Mahashweta Devi: 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)
4. Mary Wollstonecraft *A Vindication of the Rights of Woman* (New York: Norton, 1988)  
chap. 1, pp. 11-19; chap. 2, pp. 19-38.  
Ramabai Ranade 'A Testimony of our Inexhaustible Treasures', in *Pandita Ramabai Through Her Own Words: Selected Works*, tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295-324.

Rassundari Debi Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds.,  
*Women's Writing in India*, vol. 1 (New Delhi: OUP, 1989) pp. 191-2.

### **Suggested Topics and Background Prose Readings for Class Presentations**

#### **Topics**

The Confessional Mode in Women's Writing

Sexual Politics

Race, Caste and Gender

Social Reform and Women's Rights

#### **Suggested Readings:**

1. Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
2. Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3-18.
3. Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1-25.
4. Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172-97.

### **C-12: British Literature: The Early 20th Century**

**Credit: 6= 5+1 (L+T)**

**Fiction:**

50 marks

1. Joseph Conrad: *Heart of Darkness*
2. D.H. Lawrence: *Sons and Lovers*
3. Virginia Woolf: *Mrs Dalloway*

**Poetry:**

50 marks

4. W.B. Yeats: 'Leda and the Swan', 'The Second Coming', 'No Second Troy'  
'Sailing to Byzantium'
5. T.S. Eliot 'The Love Song of J. Alfred Prufrock', 'Sweeney among the Nightingales'  
'The Hollow Men'

**Suggested Topics and Background Prose Readings for Class Presentations**

**Topics**

Modernism, Post-modernism and non-European Cultures

The Women's Movement in the Early 20th Century

Psychoanalysis and the Stream of Consciousness

The Uses of Myth

The Avant Garde

**Suggested Readings:**

1. Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578-80, 559-63.
2. T.S. Eliot, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319-25.
3. Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9-27.

**DSE-1: Literary Theory**

[Question Pattern for external: There will be four short notes (SN) for 20 marks carrying 5 marks each (4 X 5 = 20), three advance short type/explanatory questions (ASTQ) for 24 marks providing 8 marks each (3 X 8 = 24), and three long types of questions for 36 marks carrying 12 marks each (3 X 12 = 36). ] (SN+ASTQ+LTQ= 20+24+36= 80)

**Unit 1. Marxism**

25 marks

- a. Antonio Gramsci: 'The Formation of the Intellectuals' and 'Hegemony (Civil Society) and Separation of Powers', in *Selections from the Prison Notebooks*, ed. and tr. Quentin Hoare and Geoffrey Novell Smith (London: Lawrence and Wishart, 1971) pp. 5, 245-6.
- b. Louis Althusser: 'Ideology and Ideological State Apparatuses', in *Lenin and Philosophy and Other Essays* (New Delhi: Aakar Books, 2006) pp. 85-126.

**Unit 2. Feminism**

25 marks

- a. Elaine Showalter: 'Twenty Years on: A Literature of Their Own Revisited', in *A Literature of Their Own: British Women Novelists from Bronte to Lessing* (1977. Rpt. London: Virago, 2003) pp. xi-xxxiii.
- b. Luce Irigaray: 'When the Goods Get Together' (from *This Sex Which is Not One*), in *New French Feminisms*, ed. Elaine Marks and Isabelle de Courtivron (New York: Schocken Books, 1981) pp. 107-10.

**Unit 3. Poststructuralism**

25 marks

- a. Jacques Derrida: 'Structure, Sign and Play in the Discourse of the Human Science', tr. Alan Bass, in *Modern Criticism and Theory: A Reader*, ed. David Lodge (London: Longman, 1988) pp. 108-23.
- b. Michel Foucault, 'Truth and Power', in *Power and Knowledge*, tr. Alessandro Fontana and Pasquale Pasquino (New York: Pantheon, 1977) pp. 109-33.

**Unit 4. Postcolonial Studies**

25 marks

- a. Mahatma Gandhi: 'Passive Resistance' and 'Education', in *Hind Swaraj and Other Writings*, ed. Anthony J Parel (Delhi: CUP, 1997) pp. 88-106.
- b. Edward Said: 'The Scope of Orientalism' in *Orientalism* (Harmondsworth: Penguin, 1978) pp. 29-110.
- c. Aijaz Ahmad: '"Indian Literature": Notes towards the Definition of a Category', in *In Theory: Classes, Nations, Literatures* (London: Verso, 1992) pp. 243-285.

**Suggested Background Prose Readings and Topics for Class Presentations****Topics**

The East and the West

Questions of Alterity

Power, Language, and Representation

The State and Culture

**Suggested Readings:**

1. Terry Eagleton, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008).
2. Peter Barry, *Beginning Theory* (Manchester: Manchester University Press, 2002).

**DSE-2: Literary Criticism**

**Credit: 5+1 (L+T)**

**(100 marks)**

William Wordsworth: Preface to the *Lyrical Ballads* (1802)

S.T. Coleridge: *Biographia Literaria*. Chapters IV, XIII and XIV

Virginia Woolf: Modern Fiction

T.S. Eliot: "Tradition and the Individual Talent" 1919,

"The Function of Criticism" 1920

I.A. Richards: *Principles of Literary Criticism* Chapters 1,2 and 34.

London 1924 and *Practical Criticism*. London, 1929

Cleanth Brooks: "The Heresy of Paraphrase", and "The Language of Paradox" in

*The Well-Wrought Urn: Studies in the Structure of Poetry* (1947)

Maggie Humm: *Practising Feminist Criticism: An Introduction*. London 1995

**Suggested Topics and Background Prose Readings for Class Presentations**

**Topics**

Summarising and Critiquing

Point of View

Reading and Interpreting

Media Criticism

Plot and Setting

Citing from Critics' Interpretations

**Suggested Readings**

1. C.S. Lewis: Introduction in *An Experiment in Criticism*, Cambridge University Press 1992
2. M.H. Abrams: *The Mirror and the Lamp*, Oxford University Press, 1971
3. Rene Wellek, Stephen G. Nicholas: *Concepts of Criticism*, Connecticut, Yale



University 1963

4. Taylor and Francis Eds. *An Introduction to Literature, Criticism and Theory*,  
Routledge, 1996

## **Semester VI**

**C-13: Modern European Drama (100 marks)**

**Credit: 6= 5+1 (L+T)**

**[Mark distribution: [100= 20 (Internal Assessment) + 80 (External Examination)]**

1. Henrik Ibsen: *Ghosts*
2. Bertolt Brecht: *The Good Woman of Szechuan*
3. Samuel Beckett: *Waiting for Godot*
4. Eugene Ionesco: *Rhinoceros*

### **Suggested Topics and Background Prose Readings for Class Presentations**

#### **Topics**

Politics, Social Change and the Stage

Text and Performance

European Drama: Realism and Beyond

Tragedy and Heroism in Modern European Drama

The Theatre of the Absurd

#### **Suggested Readings:**

1. Constantin Stanislavski: *An Actor Prepares*, chap. 8, 'Faith and the Sense of Truth',  
tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7,  
8, 9, pp. 121-5, 137-46.
2. Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction',  
and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development  
of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68-76, 121
3. George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber,  
1995) pp. 303-24.

### **C-14: Postcolonial Literature (100 marks)**

#### **Credit: 6 =5+1 (L+T)**

1. Chinua Achebe: *Things Fall Apart*
2. Gabriel Garcia Marquez: *Chronicle of a Death Foretold*
3. Bessie Head: 'The Collector of Treasures'
4. Ama Ata Aidoo: 'The Girl who can'
5. Grace Ogot: 'The Green Leaves'
6. Pablo Neruda: 'Tonight I can Write', 'The Way Spain Was', Derek Walcott 'A Far Cry from  
Africa', 'Names'
7. David Malouf: 'Revolving Days', 'Wild Lemons'
8. Mamang Dai: 'Small Towns and the River', 'The Voice of the Mountain'

## **Suggested Topics and Background Prose Readings for Class Presentations**

### **Topics**

De-colonization, Globalization and Literature

Literature and Identity Politics

Writing for the New World Audience

Region, Race, and Gender

Postcolonial Literatures and Questions of Form

### **Suggested Readings:**

1. Franz Fanon: 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8-27.
2. Ngugi wa Thiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4-6.
3. Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987).

### **DSE-3: World Literatures (100 marks)**

#### **Credit: 5+1 (L+T)**

V.S. Naipaul, *Bend in the River* (London: Picador, 1979). 20 marks

Marie Clements, *The Unnatural and Accidental Women*, in *Staging Coyote's Dream: An Anthology of First Nations*, ed. Monique Mojica and Ric Knowles (Toronto: Playwrights Canada, 2003)

Antoine De Saint-Exupery, *The Little Prince* (New Delhi: Pigeon Books, 2008)

Julio Cortazar, 'Blow-Up', in *Blow-Up and other Stories* (New York: Pantheon, 1985).

Judith Wright, 'Bora Ring', in *Collected Poems* (Sydney: Angus & Robertson, 2002) p. 8.

Gabriel Okara: 'The Mystic Drum', in *An Anthology of Commonwealth Poetry*, ed.  
C.D. Narasimhaiah (Delhi: Macmillan, 1990) pp. 132-3.

Kishwar Naheed: 'The Grass is Really like me', in *We the Sinful Women* (New Delhi:  
Rupa, 1994) p. 41.

Shu Ting: 'Assembly Line', in *A Splintered Mirror: Chinese Poetry From the  
Democracy Movement*, tr. Donald Finkel, additional translations by Carolyn Kizer  
(New York: North Point Press, 1991).

Jean Arasanayagam: 'Two Dead Soldiers', in *Fussilade* (New Delhi: Indialog, 2003)  
pp. 89-90.

### **Suggested Topics and Background Prose Readings for Class Presentations**

#### **Topics**

The Idea of World Literature

Memory, Displacement and Diaspora

Hybridity, Race and Culture

Adult Reception of Children's Literature

Literary Translation and the Circulation of Literary Texts

Aesthetics and Politics in Poetry

#### **Suggested Readings:**

1. Sarah Lawall: 'Preface' and 'Introduction', in *Reading World Literature: Theory,  
History, Practice*, ed. Sarah Lawall (Austin, Texas: University of Texas Press,  
1994) pp. ix-xviii, 1-64.
2. David Damrosch, *How to Read World Literature?* (Chichester: Wiley-Blackwell,  
2009) pp. 1-64, 65-85.
3. Franco Moretti, 'Conjectures on World Literature', *New Left Review*, vol.1 (2000), pp.  
54-68.
4. Theo D'haen et. al., eds., 'Introduction', in *World Literature: A Reader* (London:  
Routledge, 2012).

### **DSE 4: Modern Indian Writing in English Translation**

**Credit: 5+1 (L+T)**

**Unit wise mark distribution: (UNIT 1 + UNIT 2 = 45+55=100)**

**Unit 1:**

1. Premchand: 'The Shroud', in *Penguin Book of Classic Urdu Stories*, ed. M. Assaduddin (New Delhi: Penguin/Viking, 2006).
2. Ismat Chughtai 'The Quilt', in *Lifting the Veil: Selected Writings of Ismat Chughtai*, tr. M. Assaduddin (New Delhi: Penguin Books, 2009).
3. Gurdial Singh: 'A Season of No Return', in *Earthy Tones*, tr. Rana Nayar (Delhi: Fiction House, 2002).
4. Fakir Mohan Senapati: 'Rebati', in *Oriya Stories*, ed. Vidya Das, tr. Kishori Charan Das (Delhi: Srishti Publishers, 2000).

**Unit 2:**

5. Rabindra Nath Tagore: 'Light, Oh Where is the Light?' and 'When My Play was with thee', in *Gitanjali: A New Translation with an Introduction* by William Radice (New Delhi: Penguin India, 2011).
6. G.M. Muktibodh: 'The Void', (tr. Vinay Dharwadker) and 'So Very Far', (tr. Tr. Vishnu Khare and Adil Jussawala), in *The Oxford Anthology of Modern Indian Poetry*, ed. Vinay Dharwadker and A.K. Ramanujam (New Delhi: OUP, 2000).
7. Amrita Pritam: 'I Say Unto Waris Shah', (tr. N.S. Tasneem) in *Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems*, ed. K.M. George, vol. 3 (Delhi: Sahitya Akademi, 1992).
8. Thangjam Ibopishak Singh: 'Dali, Hussain, or Odour of Dream, Colour of Wind' and 'The Land of the Half-Humans', tr. Robin S. Ngangom, in *The Anthology of Contemporary Poetry from the Northeast* (NEHU: Shillong, 2003).
9. Dharamveer Bharati: *Andha Yug*, tr. Alok Bhalla (New Delhi: OUP, 2009).
10. G. Kalyan Rao: *Untouchable Spring*, tr. Alladi Uma and M. Sridhar (Delhi: Orient Black Swan, 2010)

**Suggested Topics and Background Prose Readings for Class Presentations**

**Topics**

The Aesthetics of Translation

Linguistic Regions and Languages

Modernity in Indian Literature  
Caste, Gender and Resistance  
Questions of Form in 20th Century Indian Literature.

**Suggested Readings:**

1. Namwar Singh: 'Decolonising the Indian Mind', tr. Harish Trivedi, *Indian Literature*, no. 151 (Sept./Oct. 1992).
  2. B.R. Ambedkar, *Annihilation of Caste* in *Dr. Babasaheb Ambedkar: Writings and Speeches*, vol. 1 (Maharashtra: Education Department, Government of Maharashtra, 1979) chaps. 4, 6, and 14.
  3. Sujit Mukherjee: 'A Link Literature for India', in *Translation as Discovery* (Hyderabad: Orient Longman, 1994) pp. 34-45.
  4. G.N. Devy: 'Introduction', from *After Amnesia* in *The G.N. Devy Reader* (New Delhi: Orient BlackSwan, 2009) pp. 1-5.
-

## B.A Programme in English Regular Course

### Syllabus for BA (Regular Course) under CBCS

**No. of papers =12+12=24, Total Credits= 120**

**Total Marks=2100**

Complete Structure:

SEME STER	CORE COURSE (12)	Ability enhanceme nt compulsory course (2)	Skill enhancement Course (SEC) (2)	Elective Discipline Specific- DSE (4)	Generic Elective GE-(2)
I	English-I C	English Communica tion (AECC- I) (Compulsor y)			
	DSC-1 A: The Individual and Society				
	DSC-2 A : from other Subject				
II	MIL-1:	Environmen tal Science (AECC-2) (compulsory )			
	DSC -1-B: Modern Indian Literature				
	DSC-2 B: Other subject				
III	English-2 C		SEC-1: English Language Teaching		
	DSC-1 C British Literature				
	DSC-2 C: Other subject				
IV	MIL-2		SEC-2 Translation Studies		
	DSC-1 D: Literature and Environment				
	DSC-2 D: Other Subject				
V			SEC-3: Business Communica tion	DSE1 A: Soft Skills	GE-1: Language and Linguistics
				DSE-2: Other Subject	
VI			SEC-4: Technical Writing	DSE-1 B: <del>Academic</del> Writing and Composition	GE-2: Contemporary India: Women and Empowerment

DSE-2 :

Other

Subject

### Abbreviation Terms:

**AECC**=Ability Enhancement Compulsory Course

**C**=Core

**DSC**=Discipline Specific Core Course

**DSE**=Discipline Specific Elective

**ENG**=English

**GE**=Generic Elective

**SEC**=Skill Enhancement Course

### **Summary:**

#### **Semester-I**

Paper Code: ENG-101R,

Paper Code: ENG-102R, DSC-1(A)

Paper Code: ENG-103R, DSC-2 (A)

Paper Code: ENG-104R, AECC-1

#### **Semester-II**

Paper Code: ENG-201R, MIL-1

Paper Code: ENG-202R, DSC-1 (B)

Paper Code: ENG-203R, DSC-2 (B)

Paper Code: ENG-204R, AECC-2

#### **Semester-III**

Paper Code: ENG-301R, C-2

Paper Code: ENG-302R, DSC-1 (C)

Paper Code: ENG-303R, DSC-2 (C)

Paper Code: ENG-304R, SEC-1

#### **Semester-IV**

Paper Code: ENG-401R, MIL-2

Paper Code: ENG-402R, DSC-1(D)

Paper Code: ENG-403R, DSC-2(D)

Paper Code: ENG-404R, SEC-2

#### **Semester-V**

Paper Code: ENG-501R, DSE -1(A)

Paper Code: ENG-502R, DSE -2(A)

Paper Code: ENG-503R, GE-1

Paper Code: ENG-504R, SEC-3

English-1

The Individual and Society

(Choose any DSC from any other subject)

English Communication

(choose from other subjects)

Modern Indian Literature

(Choose any DSC from any other subject)

Environmental Science

English-2

British Literature

(Choose any DSC from any other subject)

English Language Teaching

(choose from other subjects)

Literature and Environment

(Choose any DSC from any other subject)

Translation Studies

Soft Skills

(Choose any DSE from any other subject)

Language and Linguistics

Business Communication



### **Semester-VI**

Paper Code: ENG-601R, DSE-1 (B)

Paper Code: ENG-602R, DSE-2 (B)

Paper Code: ENG-603R, GE-2

### **Empowerment**

Paper Code: ENG-604R, SEC-4

~~Academic Writing~~ and Composition

(Choose any DSE from any other subject)

Contemporary India: Women and

Technical Writing

## **Detailed Syllabus**

### **Semester-I**

ENGLISH-I(COMPULSORY)

**Credit: 6=5+1 (L+T)**

**[Mark distribution: [100= 20 (Internal Assessment) + 80 (External Examination)]**

Question Pattern: There will be four short notes for 20 marks carrying 5 marks each (4 X 5 = 20), three advance short type/explanatory questions for 24 marks carrying 8 marks each (3 X 8 = 24), and three long type of questions for 36 marks carrying 12 marks each (3 X 12 = 36).]

#### **Unit 1: Prose**

25 marks

a) Nirad C. Chaudhury: 'Our Behaviour'

b) E. M. Foster: 'Notes on the English Character'

c) Ruskin Bond: Coming Home to Dehra

d) Tamsula Ao: An Old Man Remembers (from *These Hills Called Home*)

#### **Unit 2: Poetry**

25 marks

a) P. B. Shelly: 'Stanza Written in Dejection Near Naples'

b) Jayanta Mahapatra : 'Dawn at Puri'

c) W. B. Yeats: 'No Second Troy'

d) Sarojini Naidu: 'The Palanquin Bearers'

e) Margaret Atwood: 'This was a Photograph of Me'

#### **Unit 3: Drama**

25 marks

J.B. Priestly: *An Inspector Calls*

**Unit 4: Grammar**

25 marks

Topics: tense, common errors, preposition, phrase and idioms, punctuation, voice, narration

**DSC-1(A): The Individual and Society**

**Credit: 6= 5+1 (L+T)**

**Unit 1: Caste/Class**

**20 marks**

1. Jotirao Phule: 'Caste Laws'
2. Premchand: 'Deliverance'
3. Omprakash Valmiki: 'Joothan'
4. Hira Bansode: 'Bosom Friend'

**Unit 2: Gender**

**20 marks**

1. Virginia Woolf: 'Shakespeare's Sister'
2. Rabindranath Tagore, 'The Exercise Book'
3. Marge Piercy: 'Breaking Out'
4. Eunice De Souza: 'Marriages Are Made'
5. Ambai: 'Yellow Fish'

**Unit 3: Race**

**20 marks**

1. Roger Mais: 'Blackout'
2. Wole Soyinka: 'Telephone Conversation'
3. Langston Hughes: 'Harlem'
4. Maya Angelou: 'Still I Rise'

**Unit 4: Violence and War**

**20 marks**

1. Wilfred Owen: 'Dulce et Decorum Est'
2. Henry Reed: 'Naming of Parts'
3. Sa'adat Hasan Manto: 'The Dog of Tetwal'
4. Amitav Ghosh: 'Ghosts of Mrs Gandhi'

**Unit 5: Living in a Globalized World**

**20 marks**

1. Roland Barthes: 'Toys'
2. Imtiaz Dharker: 'At the Lahore Karhai'

3. Edward Brathwaite: 'Colombe'

Selections from Vinod Sood, et. al., eds., *The Individual and Society: Essays, Stories and Poems* (Delhi: Pearson, 2005).

## Semester- II

**DSC-1 (B): Modern Indian Literature**

**Credit: 6= 5+1 (L+T)**

**(UNIT 1 + UNIT 2+ UNIT 3+ UNIT 4 + UNIT 5 = 25+25+25+25=100)**

### **Unit 1: Poetry**

**25 marks**

Nissim Ezekiel: 'Night of Scorpion',

A. K. Ramanujan: 'Relation'

Jayanta Mahapatra: 'The Captive Air of Chandipur-on-Sea',

### **Unit 2: Short Stories**

**25 marks**

R.K. Narayan: 'The M.C.C.'

Vaikom Muhammad Basheer: 'The Card-Sharper's Daughter'

Temsula Ao: 'An Old Man Remembers' From *These Hills Called Home*.

Rashmi Narzary: 'His share of the Sky' From *His Share of the Sky*

Ismat Chughtai: 'Lihaaf' / 'The sacred Duty'

### **Unit 3: Play:**

**25 marks**

Vijay Tendulkar: *Silence, The Court is in Session*

### **Unit 4: Novella**

**25 marks**

Rohinton Mistry---*Such a Long Journey*

### **Semester -III**

ENGLISH-2C (COMPULSORY)

**Credit: 6=5+1 (L+T)**

**(UNIT 1 + UNIT 2+ UNIT 3+ UNIT 4 = 25+25+25+25=100)**

#### **UNIT1**

##### **Section A: Literary Terms (Poetry):**

(Three literary terms out of six are to be attempted in about 50-60 words. 3x3=9 marks)

Allegory, Sonnet, Ode, Blank Verse, Satire, Conceit, Epic, Epithet, Hyperbole, Metaphor, Metonymy, Oxymoron.

##### **Suggested Readings:**

Abrams, M.H: *A Glossary of Literary Terms*

##### **Section B: Poetry:**

(Two questions of 8 marks each out of four may be attempted . Questions should be on the pattern of critical analysis. 8x2=16 marks)

William Blake: 'The Tyger'

John Keats: 'Ode to Autumn'

Shakespeare: Sonnet No.87 (Farewell! Thou art too dear for my possessing)

John Dryden: Absalom and Achitophel

#### **UNIT2**

##### **Section A: Literary Terms (Drama):**

(Three literary terms out of six are to be attempted in about 50-60 words. 3x3=9 marks)

Anagnorisis, Antagonist, Catastrophe, Chorus, Catharsis, Climax, Comic Relief, Denouement, Hamartia, Hubris, Soliloquy, Three unities.

**Suggested Readings:**

Abrams, M.H: *A Glossary of Literary Terms*

**Section B:**

**Drama: (For detailed Study)** (Short answer type/ long answer type questions may be asked but at least one must be "Explain with reference to the context" question. 8x2=16 marks)

William Shakespeare: *The Merchant of Venice*

**UNIT3**

**Section A:** (one out of two long type of questions or topics is to be attempted in about 90-100 words. One question may be asked to write on elements of writing essay or biography, and other on any one of the relevant issues. 25x1=25 marks)

**Essay-** formal/impersonal and informal/personal essay

**Types of essays:** narrative, descriptive, comparison or contrast, argumentative, cause and effect essays

**Life Writing:** biography, memoir, diaries

**Exercise:** Students may be given a wide range of topics and asked to write an essay (after learning the types & forms of essays), for which ideas may be drawn from the prescribed texts in Unit 4.

**Suggested Reading:**

Hudson, W.H. *An Introduction to the Study of English Literature*. Chapter: The Study of The Essay.

**UNIT 4:**

**Essays:** (Two out of five short answer type questions in about 50-60 words and two out of three long answer type questions in about 100-120 words from the prescribed texts may be asked (Total=25 marks).

Bacon: "Of Studies"

Samuel Pepys: "An extract from Pepys' Diaries" 1660 Jan-Feb.

James Boswell: "An extract from Life of Samuel Johnson"

Camus: "Nobel Prize Acceptance Speech"

Anne Frank: "The Diary of a Young Girl (an extract)"

**DSC-1 (C): British Literature**

**(100 marks)**

**Credit: 6= 5+1 (L+T)**

Charles Dickens: *Oliver Twist*

William Shakespeare: *Antony and Cleopatra*

**SEC-1: English Language Teaching**

**Credit: 2**

**Question pattern: There will be five objective type of questions (OTQ) for 10 marks carrying 2 marks each ( $2 \times 5 = 10$ ), four short notes (SN) for 20 marks carrying 5 marks each ( $4 \times 5 = 20$ ), and two essay type questions (ETQ) for 20 marks carrying 10 mark each ( $2 \times 10 = 20$ ).**

**(OTQ+ SN+ ETQ=  $10+20+20=50$ )**

**(UNIT 1 + UNIT 2+ UNIT 3+ UNIT 4+ UNIT 5 =  $10+10+10+10+10=50$ )**

Unit 1. Knowing the Learner	10 marks
Unit 2. Structures of English Language	10 marks
Unit 3. Methods of teaching English Language and Literature	10 marks
Unit 4. a) Materials for Language Teaching	10 marks
b) Assessing Language Skills	
unit 5. Using Technology in Language Teaching	10 marks

**Suggested Readings:**

1. Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: CUP, 1996).
2. Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, *Teaching English as a Second or Foreign Language* (Delhi: Cengage Learning, 4th edn, 2014).
3. Adrian Doff, *Teach English: A Training Course For Teachers (Teacher's Workbook)* (Cambridge: CUP, 1988).

4. *Business English* (New Delhi: Pearson, 2008).
5. R.K. Bansal and J.B. Harrison, *Spoken English: A Manual of Speech and Phonetics* (New Delhi: Orient BlackSwan, 4th edn, 2013).
6. Mohammad Aslam, *Teaching of English* (New Delhi: CUP, 2nd edn, 2009).

## Semester- IV

### **DSC-1 (D): Literature and Environment**

**Credit: 6= 5+1 (L+T)**

**(UNIT 1 + UNIT 2+ UNIT 3+ UNIT 4 + UNIT 5 = 25+25+25+25=100)**

#### **Unit 1: Literature, Nature and Eco-Consciousness**

**25 marks**

R. K. Narayan: The Axe (Short Story)  
 Walter de la Mare: Reserved (Poem)  
 Stephen Talbott: Toward an Ecological Conversation  
 (Essay)  
 Rachel Carson: Silent Spring (Essay)

#### **Unit 2: Literature, Nature and Self-Fashioning**

**25 marks**

Edmund Spenser: Sonnet LXXVII (Poem)  
 William Shakespeare: To His Love (Poem)  
 William Wordsworth: Education of Nature (Poem)  
 Jim Corbett: Goongi (Prose)

#### **Unit 3: Eco-sophy and Eco-stories of Human Values and Human Intelligence**

**25 marks**

Jawaharlal Nehru: The Book of Nature (Prose)  
 Vishnu Sharma: *The Panchatantra*. (The following items are prescribed: The Turtle and the Geese; The Three Fish; Of Crows and Owls; The Ape and the Crocodile; The Brahmani and the Faithful Mongoose)

#### **Unit 4: Literature and Environmental Imagination**

**25 marks**

Henry David Thoreau: Where I Lived, What I Lived For (Essay)

Bibhutibhusan Bandopadhyay: Across the Richtersveld Range (Excerpt from Moon Mountain)

A. K. Ramanujan: excerpt from Ecology Eco-tour and eco-writing (creative and critical impressions of the students on/ about nature)

#### **SEC-2: Translation Studies (Any four)**

**Credit: 2**

**Unit wise mark distribution: (UNIT 1 + UNIT 2+ UNIT 3 = 20+15+15=50)**

**Unit 1.** Introducing Translation: a brief history and significance of translation in a multilinguistic and multicultural society like India.

**Unit 2.** Exercises in different Types / modes of translation, such as:

- a. Semantic / Literal translation
- b. Free / sense/ literary translation
- c. Functional / communicative translation

**Unit 3.** a. Introducing basic concepts and terms used in Translation Studies through relevant tasks, for example:

Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, Code mixing / Switching.

**Practice:** Translation in Mass Communication / Advertising, subtitling, dubbing,

1. Exercises to comprehend 'Equivalence in translation': Structures (equivalence between the source language and target language at the lexical (word) and syntactical (sentence) levels. This will be done through tasks of retranslation and recreation, and making comparative study of cultures and languages.



**Practice:** Tasks of Translation in Business: Advertising

2. Discussions on issues of 'Translation and Gender' by attempting translation for media, films and advertisements from different languages.

3. Developing skills for Interpreting: understanding its dynamics and challenges.

Interpreting: Simultaneous and Consecutive (practical application)

**Practice:** Using tools of technology for translation: machine / mobile translation, software for translating different kinds of texts with differing levels of complexity and for transliteration

**Resources for Practice:**

Dictionaries

Encyclopedias

Thesauri

Glossaries

Software of translation

**Suggested Readings:**

1. Baker, Mona, *In Other Words: A Coursebook on Translation*, Routledge, 2001.

(Useful exercises for practical translation and training)

2. Baker, Mona & Kirsten Malmkjær (Ed.) *Routledge Encyclopedia of Translation Studies*. London and

New York: Routledge, 2001. (Readable entries on concepts and terms) Sherry Simon,

*Gender in translation: Cultural Identity and the Politics of Transmission*. New York: Routledge, 1996.

3. Catford, I.C. *A Linguistic Theory of Translation*. London: OUP, 1965. Frishberg,

Nancy J. *Interpreting: An Introduction*. Registry of Interpreters, 1990.

1. Ray, Mahit K. ed. *Studies in Translation*. (Second revised and enlarged edition) Atlantic Publisher & Distributor.

2. Gargesh, Ravinder and Krishna Kumar Goswami. (Eds.). *Translation and Interpreting: Reader and Workbook*. New Delhi: Orient Longman, 2007.

6. House, Juliana. *A Model for Translation Quality Assessment*. Tübingen: Gunter Narr, 1977.

7. Lakshmi, H. *Problems of Translation*. Hyderabad: Booklings Corporation, 1993.

8. Newmark, Peter. *A Textbook of Translation*. London: Prentice Hall, 1988.
9. Nida, E.A. and C.R. Taber. *The Theory and Practice of Translation*. Leiden: E.J. Brill, 1974.
10. Toury, Gideon. *Translation Across Cultures*. New Delhi : Bahri Publications Private Limited, 1987.

## Semester -V

### **DSE-1 (A): Soft Skills**

**Credit: 6= 5+1 (L+T)**

**(UNIT 1 + UNIT 2+ UNIT 3+ UNIT 4 + UNIT 5 = 20+20+20+20+20=100)**

**UNIT 1: Teamwork**

**UNIT 2: Emotional Intelligence**

**UNIT 3: Adaptability**

**UNIT 4: Leadership**

**UNIT 5: Problem solving**

### **Suggested Readings**

**1. English and Soft Skills. SP.Dharwad Oriental Bank Swarn 2013**

**2 English for Students of Commerce: Plans, Composition, Essays, Poems, Stories, Kishor Kulkarni**

### **GE-1: Language and Linguistics**

**Credit: 6= 5+1 (L+T)**

**(UNIT 1 + UNIT 2+ UNIT 3+ UNIT 4 + UNIT 5 = 20+20+20+20+10+10 = 100)**

**Unit-1**

**20 marks**

Language and Linguistics: Introduction

General History of the origin of language; language and meaning;signifier/signified; definition and scope of linguistics.

**Unit-2**

20 marks

Phonology : Phonological Structure of the English Language; Articulation of vowels, consonants, semi-vowels; organs of speech; intonation, rhythm, stress; phonetic and phonemic transcription

**Unit-3**

20 marks

Morphology : Definition, relation with phonetics, the morphology of plural and past forms in English, morph and morpheme

**Unit-4**

20 marks

Sociolinguistics :Dialect, sociolect, idiolect, registers, langue and parole, pidgin and creole, competence and performance

**Unit-5**

10 marks

Syntax: Immediate Constituent Analysis, structuralism, deep structure, surface structure

**Unit-6**

10 marks

Rhetoric and Prosody: Figures of speech, metre

**Suggested Readings:**

Abercombie, D. *Elements of General Phonetics*, Edinburg University Press

Abrams, M.H. *A Glossary of Literary Terms*. Fort Worth: Harcourt Brace College Pub., 1993  
(Any edition)

Balasubamaniam. *A Textbook of English Phonetics for Indian Students*, Chennai:Macmillan, 1981

Crystal, David. *Linguistics*. Pelican, 1971.

Lyons, John. *Language and Linguistics: An Introduction*, Cambridge: CUP, 1981.

Romaine, Suzanne. *Language in Society: An Introduction to Sociolinguistics*, New Delhi: OUP, 1994.

Sinha, Manindranath. *A Manual of Rhetoric and Prosody*. Bareilly: Prakash Book Depot.

### **SEC-3: Business Communication (Any four)**

**Credit: 2**

**Unit wise mark distribution: (UNIT 1 + UNIT 2+ UNIT 3+UNIT 4+UNIT 5+UNIT 6+UNIT 7+UNIT 8+UNIT 9 = 10+5+5+5+5+5+5+5+5=50)**

**Unit 1:** Introduction to the essentials of Business Communication: Theory and practice

**Unit 2:** Citing references, and using bibliographical and research tools

**Unit 3:** Writing a project report

**Unit 4:** Writing reports on field work/visits to industries, business concerns etc. /business negotiations.

**Unit 5:** Summarizing annual report of companies

**Unit 6:** Writing minutes of meetings

**Unit 7:** E-correspondence

**Unit 8:** Spoken English for business communication  
(Viva for internal assessment)

**Unit 9:** Making oral presentations  
(Viva for internal assessment)

#### **Suggested Readings:**

1. Scot, O.; *Contemporary Business Communication*. Biztantra, New Delhi.
2. Lesikar, R.V. & Flatley, M.E.; *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. New Delhi.
3. Ludlow, R. & Panton, F.; *The Essence of Effective Communications*, Prentice Hall Of India Pvt. Ltd., New Delhi.
4. R. C. Bhatia, *Business Communication*, Ane Books Pvt Ltd, New Delhi

### **Semester -VI**

**DSE-1 (B): Academic Writing and Composition**

**Credit: 6= 5+1 (L+T)**

**(UNIT 1 + UNIT 2+ UNIT 3+ UNIT 4 + UNIT 5+ UNIT 6 = 15+15+15+20+15+20=100)**

**Unit 1 Introduction to the Writing Process**

**Unit 2 Introduction to the Conventions of Academic Writing**

**Unit 3 Writing in one's own words: Summarizing and Paraphrasing**

**Unit 4 Critical Thinking: Synthesis, Analysis, and Evaluation**

**Unit 5 Studying an Argument: Introduction, Rejection, and Conclusion**

## Unit 6 Online Resources, Editing Book and Media Review

### Suggested Readings:

1. Liz Hampy and Ben Hardy, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge UP, 2006).
2. Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient Black Swan, 2010).
3. Ira Leck, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).
4. Gerald Gaff and Cathy Ekstein, *They Say/ I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).

### GE-2: Contemporary India: Women and Empowerment

**Credit: 6= 5+1 (L+T)**

**Unit 1.** 25 marks

Social Construction of Gender (Masculinity and Femininity), Patriarchy

**Unit 2.** 30 marks

History of Women's Movements in India (Pre-independence, post independence)

Women, Nationalism, Partition

Women and Political Participation

**Unit 3.** 30 marks

Women and Law

Women and the Indian Constitution

Personal Laws (Customary practices on inheritance and Marriage)

Tribal Customary laws of the North-east and women

(Supplemented by workshop on legal awareness)

**Unit 4.** 15 marks

Women and Environment

State interventions, Domestic violence, Female foeticide, sexual harassment

Female Voices: *Sultana's Dream*

### SEC-4: Technical Writing

**Credit: 2**

**Unit wise mark distribution: (UNIT 1 + UNIT 2+ UNIT 3 = 20+15+15 =50)**

**Unit 1:** Communication: Language and communication, differences between speech and writing, distinct features of speech, distinct features of writing.

**Unit 2:** Writing Skills; Selection of topic, thesis statement, developing the thesis introductory, developmental, transitional and concluding paragraphs, linguistic unity, coherence and cohesion, descriptive, narrative, expository and argumentative writing.

**Unit 3.** Technical Writing: Scientific and technical subjects; formal and informal writings; formal writings/reports, handbooks, manuals, letters, memorandum, notices, agenda, minutes; common errors to be avoided.

**SUGGESTED READINGS:**

1. M. Frank. Writing as thinking: *A guided process approach*, Englewood Cliffs, Prentice Hall Regents.

38

38

2. L. Hamp-Lyons and B. Heasley: Study Writing; *A course in written English*. For academic and professional purposes, Cambridge Univ. Press.

3. R. Quirk, S. Greenbaum, G. Leech and J. Svartik: *A comprehensive grammar of the English language*, Longman, London.

4. Daniel G. Riordan & Steven A. Panley: *"Technical Report Writing Today"* - Biztaantra.

**Additional Reference Books**

~~5 Daniel G. Riordan, Steven A. Panley, Biztaantra~~ *Technical Report Writing Today*,  
8th Edition (2014)

\*\*\*\*\*