



**Department of English
Assam University, Silchar**

No. AUS/Eng/Misc./2026/07

Date: 26.02.2026

NOTIFICATION

As approved in the 100th Meeting of the Academic Council of the University, the FYUG (English) Syllabus for the 7th & 8th Semesters, is hereby notified.

(Prof. Saugata Kumar Nath)
Chairperson, BUGS
&
Head
Department of English
Assam University, Silchar

Enclo.: As stated above

Copy to:

1. PS to VC for the kind information of the VC
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SEMESTER WISE COURSES FOR FYUG VIIth & VIIIth SEMESTERS (ENGLISH)

Semester	Type of Course	Course Code	Credits	Title of Courses
VII	DSC	ENGDSC - 401	4	Shakespeare
VII	DSC	ENGDSC - 402	4	History of English Language and Translation Studies
VII	DSC	ENGDSC - 403	4	European Classical Literature
VII	DSC	ENGDSC - 404 (A)	4	Option A: Life Writing
VII	DSC	ENGDSC - 404 (B)		Option B: Research Methodology
VII	DSM	ENGDSM - 401	4	Poetry and Short Stories
VIII	DSC	ENGDSC - 451	4	Partition Literature
VIII	DSC	ENGDSC- 452	4	Gender Studies
VIII	DSC	ENGDSC - 453	4	British Literature: Post World War II
VIII	DSC	ENGDSC - 454	4	World Literatures
VIII	DSM	ENGDSM - 451	4	Poetry and Short Stories
VIII	DSC		12	Research Project/Dissertation

SEMESTER VII: ENGDSC401

Shakespeare

Course Objectives:

This course is designed to introduce undergraduate students to the literary brilliance and enduring influence of William Shakespeare through an in-depth study of his sonnets, tragedies, comedies, romances, and historical plays. By engaging with representative texts from each genre, students will explore Shakespeare's mastery of language, structure, and literary form while also situating the texts within the socio-political and cultural contexts of the Elizabethan and Jacobean eras. The course encourages critical engagement with key themes such as love, power, gender, identity, kingship, and fate across different genres. Special emphasis is placed on Shakespeare's poetic innovation in the sonnets, his construction of the tragic hero, comic resolution, and portrayal of historical figures. Through a combination of close reading, and contextual analysis, the course seeks to develop essential skills in interpretation, communication, and critical thinking, aligning with the National Education Policy's goals of holistic and experiential learning.

Learning Outcome:

Upon successful completion of this course, students will be able to critically analyse and interpret Shakespeare's sonnets and dramatic works spanning the genres of tragedy, comedy, and history. They will demonstrate a deep understanding of the thematic and structural elements of Shakespeare's writing, including his use of poetic devices, dramatic conventions, and character development. Students will be able to contextualize the texts within the socio-political and cultural landscape of the Elizabethan and Jacobean periods while also recognising their ongoing relevance in contemporary society. Through close reading, classroom discussion, and creative assignments they will develop skills in textual analysis, effective communication, and cross-cultural interpretation. The course will empower them to engage creatively and analytically with classical literature, connect it with modern issues, and approach texts from diverse critical and cultural perspectives.

Unit 1: Sonnet

Sonnet 18, 65, 127 & 138

Unit 2: Comedy

As You Like It

Unit 3: Tragedy

Hamlet

Unit 4: Romances

The Tempest

Unit 5: Historical Play

Julius Caesar

Recommended Readings:

The New Cambridge Shakespeare or *Arden/New Arden Shakespeare*. Students are expected to use for the prescribed texts.

Stephen Greenblatt, ed., *The Norton Shakespeare*, (Romances & Poems, Tragedies, Comedies). London: W.W. Norton & Co., 1997.

Shakespeare, William. *The Sonnets*. India: Pan Macmillan, 2016.

Suggested Readings:

Hyland, Peter. *An Introduction to Shakespeare*, London: MacMillan, 1996.

Clapp, Larry Ed. *A Complete Critical Analysis of Shakespearean Plays with a Reference to Elizabethan Theatre*. New Delhi: Dominant Publishers and Distributors, 2007.

Boris Ford, Ed. *The Pelican Guide to English Literature*. 'The Age of Shakespeare'. London: Penguin Books Ltd., 1982.

Scheme of Examination:

The Core Course will be of 100 marks.

Internal Examination: 30 marks.

End Semester Examination: 70 marks.

End Semester Examination (70 Marks):

1. STA: To answer 2 questions out of 3 from each unit @ 2 marks per question
(3 questions per unit x 5 units = 15 questions)

2 questions x 5 units x 2marks each = 20 marks

2. Broad Type/Essay Type Answer with “either/or” option:

{like “either (a) or (b)”, “either (a) and (b) or (c) and (d)”, etc.}

To answer 1 question out of 2 from each unit @ 10 marks per question

(1 question x 5 units x 10 marks each = 50 marks)

SEMESTER VII: ENGDSC402

History of English Language and Translation Studies

Course Objectives:

This course offers an overview of the History of English Language from its origin to the present, briefly considers the early development of English Language, external and internal influences that shaped the language through foreign invasions and major dialect variations. This course traces out the evolution of standard English and the significance of English in this globalized world where technology reigns. The primary objective of History of English Language course is to study language change and reasons for change in the English language over the three major periods: Old, Middle, and Modern English. The objective of Translation Studies course will encourage students to think about the nature of English Studies as a discipline, leading to a variety of opportunities and will instil an awareness of English studies as a diverse and dynamic field which includes writing and reading literature in translation. This Course aims to familiarize students with the theory and praxis of translation and provide the students a systematic understanding of the process of translation; and, of different translation types, familiarize the students with the histories of translation in the East and the West. This course also intends to provide the students a critical understanding of the concerns, concepts and issues in translation theory, help the students evaluate translations and enable the students to develop practical translation skills

Learning Outcome:

After completing the History of English Language course, students will formulate a comprehensive understanding of how the English language has evolved, why it changed and how those changes are reflected in its current form. The completion of Translation Studies course will develop students’ practical skills in reading, writing, and reasoning and research skills and enable students to think critically and analytically, and to communicate effectively

in a variety of contexts. This course will promote students' understanding of literary and cultural history and empower students to understand and write about texts, as well as produce original texts and will also train students to apply the skills they have learned in the discipline to a variety of situations.

History of English Language

Marks: 28

Unit I: The Early History of English Language

- The Origin of Language
- The Descent of the English Language
- Old English (Anglo-Saxon) Period
- The Middle English Period
- The Renaissance and After
- Modern English

Unit II: The Evolution of Standard English

- Key influences (Latin, French, Other Languages)
- Early influences (Germanic Roots, Norman Conquest, Great Vowel Shift, Rise of London)
- Standardization (Printing Press, The King James Bible, Dictionaries)
- Global Influence
- Continuous Evolution

Unit III: Translation Studies

Marks: 42

- History of Translation
- Translation Theory
- Rules for English Translation

Unit IV: Key Concepts of Translation Theory

Equivalence, Dialect, fidelity and transparency, decoding and recoding/encoding, transcreation, Source Language, Target Language, types of translation (Jacobson), formal equivalence, dynamic equivalence, illusionist and anti-illusionist mode of translation, code mixing, language variety, CAT Tools,

Unit V: Essays

- "Translation Theory: An Indian Perspective". G. N. Devy
- "From Toward a Science of Translating: with Special Reference to Principles and Procedures Involved in Bible Translating" Eugene Nida
- "Translation as New Writing", Sujit Mukherjee

Recommended Readings:

Frederick. T. Wood, *An Outline History of the English Language*. Laxmi Publications, 2015

Otto Jespersen, *Growth and Structure of the English Language*, OUP, 1993

Das, Bijay Kumar. *A Handbook of Translation Studies*. New Delhi: Atlantic Publishers, 2011

Devy, G. N. "Translation Theory: An Indian Perspective". In *Another Tongue: Essays on Indian English Literature*. Ed. G. N. Devy. Chennai: Macmillan, 1995. 162- 7.

"From Toward a Science of Translating: with Special Reference to Principles and Procedures Involved in Bible Translating" Eugene Nida. (Leiden: E. J. Brill, 1964), 156-60

"Translation as New Writing", Sujit Mukherjee, *Translation as Discovery and Other Essays on Indian Literature in English Translation*. Orient Longman, 1994. Chapter. 6

Suggested Readings:

Albert C Baugh and Thomas Cable, *A History of the English Language*, Pearson, 2001

Lynda Mugglestone, *The Oxford History of English*, OUP UK, 2012

Lawrence Venuti, *Essays in The Translation Studies Reader*, London: Routledge, 2000.

Andre Lefevere, *Translation/History/Culture: A Sourcebook*, London: Routledge, 1992.

Harish Trivedi and Susan Bassnett, *Introduction to Postcolonial Translation: Theory and Practice* (London: Routledge, 1999)

Avadhesh Kumar Singh, "Translation Studies in the 21st Century", *Translation Today*, Vol. 8, Number 1, 2014, pp. 5-45.

Susan Bassnett, *Translation Studies*, London: Routledge, 1998.

Sen, Nabaneeta Dev. "When Women Retell The Ramayana", *Manushi*, Vol. 108, September October 1998. 18-27.

Kapoor, Kapil. "Philosophy of Translation: Subordination or Subordinating: Translating Technical Texts from Sanskrit - Now and Then." *Translation and Multilingualism: Post-colonial Contexts*. Ed. Shantha Ramakrishna. New Delhi: Pencraft International, 1997. 146-166

Scheme of Examination:

The Core Course will be of 100 marks.

Internal Examination: 30 marks

End Semester Examination: 70 marks.

End Semester Examination (70 marks)

1. STA: To answer 2 questions out of 3 from each unit @ 2 marks per question

(3 questions per unit x 5 units = 15 questions)

2 questions x 5 units x 2marks each = 20 marks

2. Broad Type/Essay Type Answer with “either/or” option:

{like “either (a) or (b)”, “either (a) and (b) or (c) and (d)”, etc.}

To answer 1 question out of 2 from each unit @ 10 marks per question

(1 question x 5 units x 10 marks each = 50 marks)

SEMESTER VII: ENGDSC 403**European Classical Literature****Course Objectives:**

This course is intended to familiarise the students with classical European literature in its historical and cultural setting. The course will equip the students with the foundational knowledge of classical Greek and Roman literature through selective readings of several representative texts. This will enable the students to gain a basic understanding of the great European literary tradition that continues to the present day.

Learning Outcome:

After successful completion of the course, the students are expected to develop a comprehensive and thorough understanding of the various themes, concerns, issues and styles that shaped the earliest European texts. In addition, by actively engaging with the selected texts in the course, the students will gain valuable insights into the worldviews and literary tastes of the contemporary audience. Further, the students will be able to appreciate the historical and cultural significance of the selected texts and comprehend their wide-ranging impact on the European literatures of the present era.

Unit I: Classical Greek Drama

Sophocles: Oedipus Rex

Unit II: Greek Epic Drama

Euripides: Medea

Unit III: Classical Roman Comedy

Plautus: The Pot of Gold

Unit IV: Classical Greek Epic

Homer: The Iliad, Book XVIII

Unit V: Classical Roman Narrative Poem

Ovid: The Metamorphoses, Book I

Recommended Readings:

L. Edmunds, *Oedipus*. (London and New York: Routledge, 2006).

Homer, *The Iliad*, translated by Richmond Lattimore (Chicago: University of Chicago Press, 1951).

Plautus, *The Pot of Gold and Other Plays*, translated and introduced by E.F. Watling (Penguin Classics, 1965).

Philip Hardie (ed.), *The Cambridge Companion to Ovid*. Cambridge. Cambridge University Press (2002).

Robin Mitchell-Boyask, *Euripides: Medea*. Translated by Diane Arnson Svarlien. (Hackett Publishing, 2008).

Suggested Readings:

Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007).

P.E. Easterling and B.M.W. Knox (eds.), *The Cambridge History of Classical Literature*, Volume 1 Part 3, 'Philosophy, History and Oratory' (Cambridge: Cambridge University Press, 1989).

Walter Cohen. *A History of European Literature* (Oxford: OUP, 2017).

Maarten De Pourcqand Sophie Levie (Eds.), *European Literary History: An Introduction*. (Oxford & New York: Routledge, 2018).

Donald William Lucas, *The Greek Tragic Poets*. (WW Norton & Co., 1964).

Judith Mossman, *Medea: Introduction, Translation and Commentary*. (Warminster: Aris&Phillips, 2011).

Scheme of Examination:

The Core Course will be of 100 marks.

Internal Examination: 30 marks.

End Semester Examination: 70 marks.

End Semester Examination (70 Marks):

1. STA: To answer 2 questions out of 3 from each unit @ 2 marks per question

(3 questions per unit x 5 units = 15 questions)

2 questions x 5 units x 2marks each = 20 marks

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{like “either (a) or (b)”, “either (a) and (b) or (c) and (d)”, etc.}

To answer 1 question out of 2 from each unit @ 10 marks per question

(2 questions per unit x 5 units = 10 questions)

1 question x 5 units x 10 marks each = 50 marks

SEMESTER VII: ENGDSC 404 (A)**Life Writing: Forms and Traditions****Course Objectives:**

This course aims to introduce students to the diverse forms and traditions of life writing including autobiography, biography, memoir, diary, and testimonial literature. It encourages students to analyse how personal narratives function as literary texts, historical documents, and cultural artifacts while examining the intersection of individual experience with broader social, political, and cultural contexts.

Learning Outcome:

The students will gain comprehensive knowledge of life writing as a literary genre and cultural practice. They will develop skills in close textual analysis, understand the relationship between personal narrative and identity formation, and learn to critically evaluate the ethics and politics of representing lived experience across different cultural and historical contexts.

Unit 1: Introduction to Life Writing: Theory and Forms

What is Life Writing? Forms and Definitions

Biography, Autobiography, Memoir, Diary, Letters, Testimonials

Unit 2: Autobiographies & Memoirs

R.K. Narayan: *My Days*: Chapter 1 (Childhood Days) & Chapter 11 (The Writing Habit)

A.P.J. Abdul Kalam – *Wings of Fire*: Chapter 1 (Orientation) & Chapter 11 (The Final Year)

Unit 3: Letters & Diaries (Shorter Life Narratives)

Jawaharlal Nehru – *Letters from a Father to His Daughter*:

Letter 1: “Book of Nature” & Letter 4: “How Early History was Written”

Anne Frank – *The Diary of a Young Girl*: Entry: 20 June 1942 & Entry: 10 October 1942

Unit 4: Gender and Identity

Rassundari Devi – *Amar Jiban (My Life)*: Chapters: “Learning to Read” & “Domestic and Maternal Reflections”

Maya Angelou – *I Know Why the Caged Bird Sings*:

Chapter 1 – “Early Life in Stamps” & Chapter 15 – “Abuse and Silence”

Unit 5: Testimonial and Political Life Writing

Nelson Mandela – *Long Walk to Freedom*:

Chapter 11: *The Struggle Is My Life* & Chapter 25: *Robben Island – The Dark Years*

L. K. Advani: *A Prisoner’s Scrapbook*: Entry: “The Emergency Begins” (25 June 1975) &

Entry: “Reflections on Democracy” (Aug 1975)

Recommended Readings:

Anderson, Linda. *Autobiography*. Routledge, 2011.

Smith, Sidonie & Watson, Julia. *Reading Autobiography: A Guide for Interpreting Life Narratives*. University of Minnesota Press, 2010.

Suggested Readings:

Arnold, David & Blackburn, Stuart (eds.). *Telling Lives in India: Biography, Autobiography, and Life History*. Indiana University Press, 2004.

Eakin, Paul John. *The Ethics of Life Writing*. Cornell University Press, 2004.
Lejeune, Philippe. *On Autobiography*. University of Minnesota Press, 1989.
Olney, James (ed.). *Autobiography: Essays Theoretical and Critical*. Princeton University Press, 1980.
Yagoda, Ben. *Memoir: A History*. Riverhead Books, 2009.

Scheme of Examination:

The Core Course will be of 100 marks.

Internal Examination: 30 marks.

End Semester Examination: 70 marks.

End Semester Examination (70 Marks):

1. STA: To answer 2 questions out of 3 from each unit @ 2 marks per question

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(2 questions per unit x 5 units = 10 questions)

1 question x 5 units x 10 marks each = 50 marks

SEMESTER VII: ENGDSC 404 (B)

Research Methodology

Course Objectives:

This course aims to introduce students to the fundamentals of research methodology and academic writing. It focuses on developing skills in research design, literature review, data collection methods, and proper documentation techniques following MLA guidelines to prepare students for conducting systematic research in literary and linguistic studies.

Learning Outcome:

The students will gain comprehensive knowledge of research processes and methodologies. They will develop skills in identifying research problems, conducting literature reviews, choosing appropriate research designs, and presenting research findings with proper citation and documentation according to academic standards.

Unit 1:

1. Defining Research Problems and Formulating Questions

- Identifying research gaps
- Developing research objectives and hypotheses
- Literature search strategies
- Theoretical and conceptual frameworks

2. Research Design and Approaches

- Quantitative vs Qualitative research
- Experimental and non-experimental designs
- Case study methodology
- Survey research methods

Unit 2:

1. Ethics in Research and Avoiding Plagiarism

- Understanding academic integrity
- Types of plagiarism and how to avoid them
- Proper attribution and credit
- Informed consent and ethical considerations

2. Data Collection Methods and Sampling

- Primary and secondary data sources
- Sampling techniques: probability and non-probability
- Interviews, questionnaires, observations
- Digital data collection tools

Unit 3:

1. MLA Documentation: Core Elements and In-Text Citations

- Author, Title, Container, Publication details
- In-text citation formats
- Citing multiple authors and corporate authors
- Digital and multimedia sources

2. Quotation and Paraphrasing Techniques

- When to quote vs paraphrase
- Short quotations and block quotations
- Signal phrases and integration
- Maintaining academic voice

Unit 4:

1. Works Cited and Bibliography Preparation

- Alphabetical ordering principles
- Different source types: books, journals, websites
- Cross-references and annotations
- Common abbreviations and formatting

2. Research Paper Structure and Formatting

- Title pages and headers
- Margins, fonts, and spacing
- Headings and subheadings
- Electronic submission guidelines

Unit 5:

1. Advanced Citation Challenges

- Quotations within quotations
- Ellipsis and material omission
- Punctuation with citations
- Alterations and editorial insertions

2. Research Presentation and Publication

- Writing abstracts and summaries

- Conference presentation skills
- Peer review process
- Academic writing conventions

Recommended Readings:

MLA Handbook. 9th Edition. Modern Language Association, 2021.

Griffin, Gabriele (ed.). *Research Methods for English Studies*. Second Edition. Edinburgh University Press, 2013.

Suggested Readings:

Chitragad, Sunita. *Research Methodology in English*. Omega Publishers, 2017.

Johnson, Andrew P. *Academic Writing: Process and Product*. Rowman and Littlefield, 2016.

Booth, Wayne C. *The Craft of Research*. University of Chicago Press, 2016.

Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners*. Sage Publications, 2019.

Walliman, Nicholas. *Research Methods: The Basics*. Routledge, 2017.

Scheme of Examination:

The Core Course will be of 100 marks.

Internal Examination: 30 marks.

End Semester Examination: 70 marks.

End Semester Examination (70 Marks):

1. STA: To answer 2 questions out of 3 from each unit @ 2 marks per question

(3 questions per unit x 5 units = 15 questions)

2 questions x 5 units x 2marks each = 20 marks

2. Broad Type/Essay Type Question with “either/or” option:

{like “either (a) or (b)”, “either (a) and (b) or (c) and (d)”, etc.}

To answer 1 question out of 2 from each unit @ 10 marks per question

(2 questions per unit x 5 units = 10 questions)

1 question x 5 units x 10 marks each = 50 marks

SEMESTER VII & VIII: ENGDSM 401/451

Poetry and Short Stories

Course Objectives:

The primary objective of this course is to provide students with a comprehensive understanding of the evolution of the poetry and the short-story through exploration of some major works from the 19th century to the 21st century. The course will introduce students to some of the essential literary works of the period. By examining the social, political, and cultural contexts that shaped these literary works, students will gain insight into the unique aspects of poetry and short-story and its role in reflecting and shaping society.

Learning Outcome:

On completion of this course, the students will be expected to engage with the texts at a deeper level, appreciating the historical context, literary techniques, and thematic elements that define each work. Students will be expected to identify the major poets and authors of this period and their contributions to the literary canon and their impact on the larger literary landscape.

Unit I: Poetry 1

Wole Soyinka: "Telephone Conversation"

Judith Wright: "Bora Ring"

Unit II: Poetry 2

Temsula Ao: "Blood of Others"

Toru Dutt: "Our Casuarina Tree"

Unit III: Short Story 1

Amrita Pritam: "Stench of Kerosene"

Ruskin Bond: "Death of the Trees"

Unit IV: Short Story 2

Edgar Allan Poe: "The Tell-Tale Heart"

Langston Hughes: "Thank You, Ma'am"

Unit V: Short Story 3

Alice Munro: “The Bear Came Over the Mountain”

Rabindranath Tagore: “The Child’s Return”

Recommended Readings:

Franz Fanon, ‘The Negro and Language’, in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008)

Ngugi wa Thiong’o, ‘The Language of African Literature’, in *Decolonising the Mind* (London: James Curry, 1986)

The Oxford Anthology of Writings from North-East India: Poetry and Essays, edited by Tilottama Misra, New Delhi: Oxford University Press, 2011.

"The Best of Indian Literature: Short Stories" edited by Khushwant Singh

Meenakshi Mukherjee, ‘Divided by a Common Language’, in *The Perishable Empire* (New Delhi: OUP, 2000)

King, Bruce. *Modern Indian Poetry in English*, Oxford University Press, 1987.

Scheme of Examination:

The Core Course will be of 100 marks.

Internal Examination: 30 marks.

End Semester Examination: 70 marks.

End Semester Examination (70 Marks):

1. STA: To answer 2 questions out of 3 from each unit @ 2 marks per question
(3 questions per unit x 5 units = 15 questions)

2 questions x 5 units x 2marks each = 20 marks

2. Broad Type/Essay Type Answer with “either/or” option:

{like “either (a) or (b)”, “either (a) and (b) or (c) and (d)”, etc.}

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(1 question x 5 units x 10 marks each = 50 marks)

SEMESTER VIII: ENGDSC 451

Partition Literature

COURSE OBJECTIVES:

This course will introduce the students to the issue of Partition of India and the different genres of literature written on the theme. It will attempt to sensitize the students to the different perspectives of the historical event which entailed large scale exodus, exile, violence and mental trauma. The paper will enable the students to learn about the variety of interpretations that literary texts on the subject has to offer, and how Partition narratives are markedly different from other sort of written narratives. The course will also attempt to sensitize students about the diverse experience of writers belonging to the eastern and western frontiers including Pakistan.

LEARNING OUTCOME:

The course will enable the students to gain necessary insight into the complex issue of India's partition and its representation in literary texts encompassing different genres. The students will be able to understand the sensibility of the prescribed writers and how they have documented the traumatic historical event. Most importantly, the students can interpret the different texts and relate them to their contexts and experiences.

UNIT I: Introductory Readings

- Chapter 1 of *The Other Side of Silence* (Title of the essay "Beginnings") by Urvashi Butalia
- Introduction to *The Trauma and the Triumph: Gender and Partition in Eastern India* by Jasodhara Bagchi and Subhoranjan Dasgupta
- Chapters 1 and 2 of *The Sylhet Referendum: The Story of a Lost Territory* (Title of the essays "Independence at the Doorstep" and "Seeds of Discord, Sylhet Issue and Referendum") by Tanmay Bhattacharjee

UNIT II: Poems

"I Shall Return to this Bengal": Jibanananda Das

"Toba Tek Singh": Gulzar

I Say unto Waris Shah: Amrita Pritam

UNIT III: Short Stories

“The Final Solution”: Manik Bandopadhyay

“The Wake-Up Call”: Translated by Subhoprasad Nandi Mazumdar

UNIT IV: Fiction I

A Train to Pakistan: Khushwant Singh

UNIT V: Fiction II

The Shadow Lines: Amitav Ghosh

Recommended readings:

The Other Side of Silence: Voices from the Partition of India, by Urvashi Butalia, New Delhi: Penguin Books, 1998

The Trauma and the Triumph: Gender and Partition in Eastern India by Jasodhara Bagchi and Subhoranjan Dasgupta, Kolkata: STREE, 2007

The Sylhet Referendum: The Story of a Lost Territory by Tanmoy Bhattacharjee, Guwahati: Vicky Publishers, 2014

Barbed Wire Fence: Stories of Displacement from the Barak Valley of Assam, Edited by Nirmal Kanti Bhattacharjee and Dipendu Das, New Delhi: Niyogi Books, 2012.

Partition Literature: An Anthology edited by Debjani Sengupta, Delhi: Worldview Publications, 2018.

Scheme of Examination:

The Core Course will be of 100 marks.

Internal Examination: 30 marks.

End Semester Examination: 70 marks.

End Semester Examination (70 Marks):

1. STA: To answer 2 questions out of 3 from each unit @ 2 marks per question
(3 questions per unit x 5 units = 15 questions)

2 questions x 5 units x 2marks each = 20 marks

2. Broad Type/Essay Type Answer with “either/or” option:

{like “either (a) or (b)”, “either (a) and (b) or (c) and (d)”, etc.}

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(1 question x 5 units x 10 marks each = 50 marks)

SEMESTER VIII: ENGDSC 452

GENDER STUDIES

Course Objectives:

The course shall introduce the students to the discipline of Gender Studies and its perspectives and will also provide logical understanding of gender role. It shall also attempt to trace the evolution of Gender Studies and its basic concepts. Further the course attempts to acquaint the students about the various issues related to gender inequality in various literary texts.

Learning Outcome:

At the end of the course, the students shall have a better understanding of the fundamental concepts related to the field of gender studies. They will also have an understanding of the multidisciplinary nature of the discipline. Through the study of the literary texts, the students shall develop new perspective to see and understand their surroundings, thus creating awareness. The study of the literary texts shall give the students an analytical view of the historical background and also a critical review of gender related issues. This course shall also develop reflective thinking and critical sensibility to lived experiences amongst the students. The students can also apply one’s learning to real life situations.

UNIT-1: Basic Concepts

- Gender Studies – Origin and growth
- Meaning, objectives and importance of gender studies
- Features of gender studies
- Concept of Gender Equality

UNIT- 2: Poetry

- Kamala Das: 'An Introduction'
- Judith Wright: 'Woman to Man'

UNIT-3: Fiction I

Margaret Atwood: *The Edible Woman*

UNIT-4: Fiction II

Shyam Selvadurai: *Funny Boy*

UNIT-5: Drama

Girish Karnad: *Nagamandala*

Prescribed texts and recommended readings:

Margaret Atwood (1969). *The Edible Woman*. New York: Anchor Books.

Bhasin, Kamala (1993). *What is Patriarchy?* New Delhi: Kali for Women.

Bhasin, Kamala (2003). *Understanding Gender*. New Delhi: Women Unlimited.

Das, Kamala (2004). *Summer in Calcutta*. New Delhi: Rajinder Paul, 1965. Reprint, Kottayam India: DC Books 2004.

Iyannar, Sivakumar (2024). *Basics of Gender Studies*. Karaikudi: Poocharam Prints.

Karnad, Girish (1990). *Nagamandala: Play with a Cobra*. Oxford University Press.

Kosta, Abhishek (2012). *The Plays of Girish Karnad: A Study in Myths and Gender*. New Delhi: Vedams eBook(P) Ltd.

McAuley, James (1968). 'Some Poems of Judith Wright.' *Australian Literary Studies*, vol. 3, no. 3.

Selvadurai, Shyam (2015). *Funny Boy*. New York: William Morrow.

Scheme of Examination:

The Core Course will be of 100 marks.

Internal Examination: 30 marks.

End Semester Examination: 70 marks.

End Semester Examination (70 Marks):

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{like “either (a) or (b)”, “either (a) and (b) or (c) and (d)”, etc.}

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SEMESTER VIII: ENGDSC 453

British Literature: Post World War II

COURSE OBJECTIVES:

This course will expose the students to the development of a literary trend which reflects the post war socio-economic-political scenario in Britain. The prescribed pieces will help students to critically analyse and link changes in social norms to new literary forms. The course will also attempt to highlight the rise of the middle class, the dangers of despotism, the failure of the education system and the beginning of the end of colonialism. The changing perspectives of literature in the post-war period will be another component for analysis.

LEARNING OUTCOME:

The course will enable the students to understand the change in different spheres of life in Britain in the post-war period. It will also enable the students to grasp the changing role of English in the new world order and understand that changes are so necessary in the aftermath of the great event, and literature is no exception. The students will also engage with the idea of the postmodern as it was slowly beginning to take shape and understand its basic nuances.

UNIT I: Fiction I

Graham Greene: *The Heart of the Matter*

UNIT II: Fiction II

George Orwell: *Nineteen Eighty-Four*

UNIT III: Drama

Harold Pinter: *The Birthday Party*

UNIT IV: Poetry I

W. H. Auden: “Partition”; “The Shield of Achilles”

Dylan Thomas: “Do Not go gentle into that good Night”; “Poem in October”

UNIT V: Poetry II

Philip Larkin: “Church Going”; “The Whitsun Weddings”

Ted Hughes: “Hawk Roosting”; “Thrushes”

Scheme of Examination:

The Core Course will be of 100 marks.

Internal Examination: 30 marks.

End Semester Examination: 70 marks.

End Semester Examination (70 Marks):

1. STA: To answer 2 questions out of 3 from each unit @ 2 marks per question

(3 questions per unit x 5 units = 15 questions)

2 questions x 5 units x 2marks each = 20 marks

2. Broad Type/Essay Type Answer with “either/or” option:

{like “either (a) or (b)”, “either (a) and (b) or (c) and (d)”, etc.}

To answer 1 question out of 2 from each unit @ 10 marks per question

(1 question x 5 units x 10 marks each = 50 marks)

SEMESTER VIII: ENGDSC 454

World Literatures

Course Objectives:

This course aims to introduce students to diverse literary traditions from around the world, fostering an understanding of global literary movements, cross-cultural themes, and the interconnectedness of world literatures. It focuses on developing critical analysis skills through engagement with texts from different continents, genres, and historical periods, while

exploring concepts of translation, diaspora, postcolonialism, and cultural hybridity in contemporary global literary discourse.

Learning Outcome:

Students will develop a comprehensive understanding of world literature as a field of study and gain analytical skills to interpret texts from diverse cultural contexts. They will be able to identify and analyse themes of displacement, identity, cultural encounter, and globalization across different literary traditions, demonstrate knowledge of major theoretical approaches to world literature, and critically evaluate the role of translation and circulation in shaping literary canons.

Unit 1: Postcolonial Narratives and Identity

V.S. Naipaul: *A Bend in the River*

Unit 2: Indigenous Voices and Cultural Resistance

Chinua Achebe: "Dead Men's Path" from *Girls at War and Other Stories* (London: Heinemann, 1972).

Leslie Marmon Silko: "Yellow Woman" from *Storyteller* (New York: Arcade, 1981).

Unit 3: Philosophical Literature and Allegory

Antoine De Saint-Exupéry: *The Little Prince*

Unit 4: African Drama and Political Satire

Wole Soyinka: *Kongi's Harvest*

Unit 5: Global Poetry and Cultural Expression

Judith Wright: "Bora Ring" from *Collected Poems* (Sydney: Angus & Robertson, 2002).

Gabriel Okara: "The Mystic Drum" from *An Anthology of Commonwealth Poetry* (Delhi: Macmillan, 1990).

Mahmoud Darwish: "Identity Card" from *The Butterfly's Burden* (Port Townsend: Copper Canyon, 2007).

Recommended Readings:

Symphony. Edited by Forum for English Studies, Department of English, Assam University, Silchar. Cambridge University Press, 2018.

Damrosch, David. *How to Read World Literature*. Second Edition. Wiley-Blackwell, 2017.

Suggested Readings:

Lawall, Sarah, ed. *Reading World Literature: Theory, History, Practice*. University of Texas Press, 1994.

D'haen, Theo, et al., eds. *World Literature: A Reader*. Routledge, 2012.

Casanova, Pascale. *The World Republic of Letters*. Harvard University Press, 2004.

Moretti, Franco. *Distant Reading*. Verso, 2013.

Spivak, Gayatri Chakravorty. *Death of a Discipline*. Columbia University Press, 2003.

Apter, Emily. *Against World Literature: On the Politics of Untranslatability*. Verso, 2013.

Scheme of Examination:

The Core Course will be of 100 marks.

Internal Examination: 30 marks.

End Semester Examination: 70 marks.

End Semester Examination (70 Marks):

1. STA: To answer 2 questions out of 3 from each unit @ 2 marks per question

(3 questions per unit x 5 units = 15 questions)

2 questions x 5 units x 2marks each = 20 marks

2. Broad Type/Essay Type Answer with “either/or” option:

{like “either (a) or (b)”, “either (a) and (b) or (c) and (d)”, etc.}

To answer 1 question out of 2 from each unit @ 10 marks per question

(1 question x 5 units x 10 marks each = 50 marks)
