

ARYAVART INTERNATIONAL UNIVERSITY

Tilthai, Dharmanagar, North Tripura-799250

Syllabus for BA English

Semester 1

<b>Theory</b>										
Course Code	Topic	L	T	P	Credit	Theory Marks	Internal Marks	Practical Marks	Total Marks	
24EN141	Indian Classical Literature	4	0	0	4	70	30	0	100	
24EN142	Indian Phonetics and Grammar	4	0	0	4	70	30	0	100	
24EN311	Indian Writing in English	4	0	0	4	70	30	0	100	
24EN143	British Poetry and Drama: 14th to 17th Centuries	4	0	0	4	70	30	0	100	
<b>Discipline Specific Elective (DSE-1) (Choose any one)</b>										
24EN211	Modern Indian Writing in English Translation	4	0	0	4	70	30	0	100	
24EN152	Literature of the Indian Diaspora	4	0	0	4	70	30	0	100	
24EN153	British Literature: Post World War II	4	0	0	4	70	30	0	100	
<b>Skill Enhancement Elective-1 (Choose any one)</b>										
24EN161	Academic Writing and Composition	2	0	0	2	70	30	0	100	
24EN423	Literature & Media	2	0	0	2	70	30	0	100	
24EN162	Text and Performance	2	0	0	2	70	30	0	100	
<b>Total</b>					<b>22</b>	<b>420</b>	<b>180</b>	<b>0</b>	<b>600</b>	

विद्याधनं सर्वधनप्रधानं

**Detailed Syllabus**

**INDIAN CLASSICAL LITERATURE**

**Code: 24EN141**

Max Marks: 70

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 Banarasidass, 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:**

1. The Indian Epic Tradition: Themes and Recensions
2. Classical Indian Drama: Theory and Practice
3. Alankara and Rasa
4. Dharma and the Heroic

**Readings:**

1. Bharata, Natyashastra, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
2. Irvati 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.

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**INDIAN PHONETICS AND GRAMMAR**

**Code: 24EN142**

Max Marks: 70

**UNIT-I**

Organs of Speech; Basic Concepts: Phoneme Vowel, Consonant and Syllable.

Place of Articulation; Manner of Articulation; Brief Description of Vowels.

Phonemic transcription of simple words common use in IPA symbols as used in Oxford Advanced Learner's Dictionary by A.S. Hornby (Seventh Edition).

Word stress.

**UNIT-II**

Verbs: Main and auxiliaries, linking (or equative) Intransitive and Transitive, Finite and Non finite.

Verb patterns.

Types of Sentences: Simple, Complex and Compound with particular reference to Nouns, Relatives, Conditional and Co-ordinate clauses.

Phrasal Verbs

**Readings:**

1. A Remedial English Grammar for Foreign Students by F. T. Wood.
2. An Intermediate English Practice Book by S. Pit Corder (Orient Longman).
3. Better English Pronunciation by J. D. O' Connor.
4. Essentials of Communications by D.G. Saxena and Kuntal Tamang (Top Quark).
5. Guide to Patterns and Usage in English by A.S. Hornby (ELBS).
6. Spoken English for India by R. K. Bansal and J.B. Harrison (Orient Longman, 1983).

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**INDIAN WRITING IN ENGLISH**

**Code: 24EN311**

Max Marks: 70

**UNIT I**

Raja Rao: Kanthapura

**UNIT II**

Anita Desai: In Custody

**UNIT III**

Mahesh Dattani: Dance like a Man

**UNIT IV**

Nissim Ezekiel: "Background, Casually", "Enterprise", "Poet, Lover, Birdwatcher"

Kamala Das: "An Introduction", "The Freaks", "The Sunshine Cat"

Agha Shahid Ali: "I See Kashmir from New Delhi", "Lennox Hill", "Farewell"

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**BRITISH POETRY AND DRAMA: 14<sup>TH</sup> TO 17<sup>TH</sup> CENTURIES**

**Code: 24EN143**

Max Marks: 70

1. Geoffrey Chaucer The Wife of Bath's Prologue  
Edmund Spenser Selections from Amoretti:  
Sonnet LXVII 'Like as a huntsman...'  
Sonnet LVII 'Sweet warrior...'  
Sonnet LXXV 'One day I wrote her name...'  
John Donne 'The Sunne Rising'  
'Batter My Heart'  
'Valediction: forbidding mourning'
2. Christopher Marlowe Doctor Faustus
3. William Shakespeare Macbeth
4. William Shakespeare Twelfth Night

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

1. Renaissance Humanism
2. The Stage, Court and City
3. Religious and Political Thought
4. Ideas of Love and Marriage
5. The Writer in Society

**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: BobbsMerrill, 1970) pp. 13–18.

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**MODERN INDIAN WRITING IN ENGLISH TRANSLATION**

**Code: 24EN211**

Max Marks: 70

1. Premchand 'The Shroud', in Penguin Book of Classic Urdu Stories, ed. M. Assaduddin (New Delhi: Penguin/Viking, 2006).  
Ismat Chughtai 'The Quilt', in *Lifting the Veil: Selected Writings of Ismat Chughtai*, tr. M. Assaduddin (New Delhi: Penguin Books, 2009).  
Gurdial Singh 'A Season of No Return', in *Earthy Tones*, tr. Rana Nayar (Delhi: Fiction House, 2002).  
Fakir Mohan Senapati 'Rebati', in *Oriya Stories*, ed. Vidya Das, tr. Kishori Charan Das (Delhi: Srishti Publishers, 2000).
2. 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).  
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).  
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).  
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)
3. Dharamveer Bharati *Andha Yug*, tr. Alok Bhalla (New Delhi: OUP, 2009).
4. G. Kalyan Rao *Untouchable Spring*, tr. Alladi Uma and M. Sridhar (Delhi: Orient BlackSwan, 2010)

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

1. The Aesthetics of Translation
2. Linguistic Regions and Languages
3. Modernity in Indian Literature
4. Caste, Gender and Resistance
5. Questions of Form in 20th Century Indian Literature.

**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.

**LITERATURE OF THE INDIAN DIASPORA**

**Code: 24EN152**

Max Marks: 70

1. M. G. Vassanji: *The Book of Secrets* (Penguin, India)
2. Rohinton Mistry: *A Fine Balance* ( Alfred A Knopf)
3. Meera Syal: *Anita and Me* (Harper Collins)
4. Jhumpa Lahiri: *The Namesake* (Houghton Mifflin Harcourt)

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

1. The Diaspora
2. Nostalgia
3. New Medium
4. Alienation

**Reading:**

1. "Introduction: The diasporic imaginary" in Mishra, V. (2008). *Literature of the Indian diaspora*. London: Routledge
2. "Cultural Configurations of Diaspora," in Kalra, V. Kaur, R. and Hutynuk, J. (2005). *Diaspora & hybridity*. London: Sage Publications.
3. "The New Empire within Britain," in Rushdie, S. (1991). *Imaginary Homelands*. London: Granta Books

**BRITISH LITERATURE: POST WORLD WAR II**

**Code: 24EN153**

Max Marks: 70

1. John Fowles: *The French Lieutenant's Woman*
2. Jeanette Winterson: *Sexing the Cherry*
3. Hanif Kureishi: *My Beautiful Launderette*
4. Phillip Larkin: 'Whitsun Weddings', 'Church Going'
5. Ted Hughes: 'Hawk Roosting', 'Crow's Fall'
6. Seamus Heaney: 'Digging', 'Casualty'
7. Carol Anne Duffy: 'Text', 'Stealing'

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

1. Postmodernism in British Literature
2. Britishness after 1960s
3. Inter-textuality and Experimentation
4. Literature and Counterculture

**Readings:**

1. Alan Sinfield, 'Literature and Cultural Production', in *Literature, Politics, and Culture in Post-war Britain* (Berkley and Los Angeles: University of California Press, 1989) pp. 23–38.
2. Seamus Heaney, 'The Redress of Poetry', in *The Redress of Poetry* (London: Faber, 1995) pp. 1–16.
3. Patricia Waugh, 'Culture and Change: 1960-1990', in *The Harvest of The Sixties: English Literature And Its Background, 1960-1990* (Oxford: OUP, 1997).

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**ACADEMIC WRITING AND COMPOSITION**

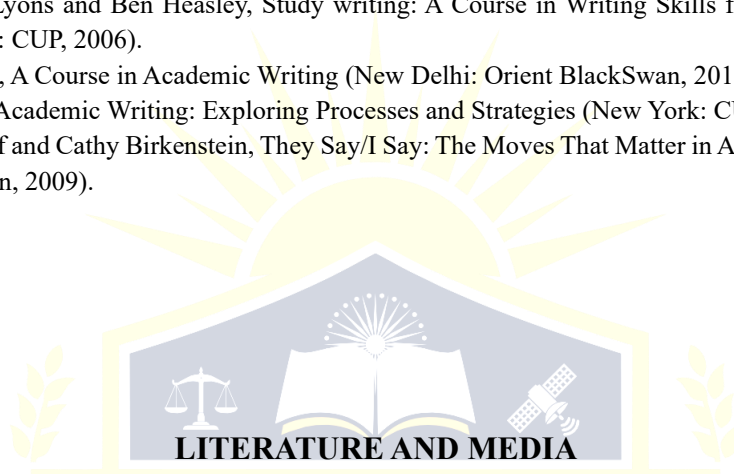
**Code: 24EN161**

Max Marks: 70

1. Introduction to the Writing Process.
2. Introduction to the Conventions of Academic Writing.
3. Writing in one's own words: Summarizing and Paraphrasing.
4. Critical Thinking: Syntheses, Analyses, and Evaluation.

**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 Academic Writing (New York: Norton, 2009).



**Code: 24EN423**

Max Marks: 70

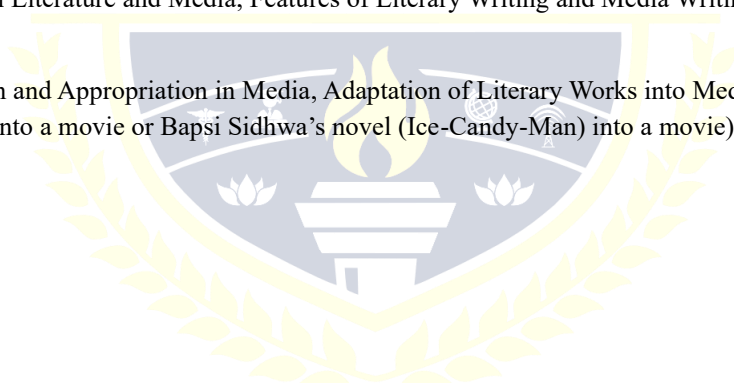
**UNIT I**

Relationship between Literature and Media, Features of Literary Writing and Media Writing

**UNIT II**

Politics of Adaptation and Appropriation in Media, Adaptation of Literary Works into Media Productions: (One Shakespearean play into a movie or Bapsi Sidhwa's novel (Ice-Candy-Man) into a movie)

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TEXT AND PERFORMANCE

Code: 24EN162

Max Marks: 70

- 1. Introduction:** Introduction to theories of Performance; Historical overview of Western and Indian theatre; Forms and Periods: Classical, Contemporary, Stylized, Naturalist.  
Topics for Student Presentations:
  - a. Perspectives on theatre and performance
  - b. Historical development of theatrical forms
  - c. Folk traditions.
- 2. Theatrical Forms and Practices:** Types of theatre, semiotics of performative spaces, e.g. proscenium 'in the round', amphitheatre, open-air, etc.; Voice, speech: body movement, gestures and techniques (traditional and contemporary), floor exercises: improvisation/characterization.  
Topics for Student Presentations:
  - a. On the different types of performative space in practice
  - b. Poetry reading, elocution, expressive gestures, and choreographed movement.
- 3. Theories of Drama:** Theories and demonstrations of acting: Stanislavsky, Brecht; Bharata  
Topics for Student Presentations:
  - a. Acting short solo/ group performances followed by discussion and analysis with application of theoretical perspectives.
- 4. Theatrical Production:** Direction, production, stage props, costume, lighting, backstage support; Recording/archiving performance/case study of production/performance/impact of media on performance processes. Topics for Student Presentations: a. All aspects of production and performance; recording, archiving, interviewing performers and data collection.

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Theory Paper

Total: 100 Marks  
External: 70 Marks  
Internal: 30 Marks

**External: 70 Marks**

- 10 Question (MCQ): 1 marks each (1x10 = 10)  
Answer any 6 out of 8 (Very Short 20-30 Words): 2 marks each (2x6 = 12)  
Answer any 6 out of 8 (Short 50-70 Words): 3 marks each (3x6 = 18)  
Answer any 3 out of 5 (Long 240-300 Words): 10 marks each (5x3 = 30)

**Internal: 30 Marks**

Two Internal Assessment Examinations will be conducted, each carrying 50 marks. The higher of the two scores will be considered for the final assessment.

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Syllabus for BA English

Semester 2

Theory									
Course Code	Topic	L	T	P	Credit	Theory Marks	Internal Marks	Practical Marks	Total Marks
24EN241	American Literature	4	0	0	4	70	30	0	100
24EN242	History of English Literature: 450AD to 1798AD.	4	0	0	4	70	30	0	100
24EN243	British Poetry and Drama: 17th and 18th Centuries	4	0	0	4	70	30	0	100
24EN244	Fundamentals of IT	4	0	0	4	70	30	0	100
Discipline Specific Elective (DSE-2) (Choose any one)									
24EN251	Partition Literature	4	0	0	4	70	30	0	100
24EN252	Travel writing	4	0	0	4	70	30	0	100
24EN253	Autobiography	4	0	0	4	70	30	0	100
Skill Enhancement Elective-2 (Choose any one)									
24EN261	Language and Linguistics	2	0	0	2	70	30	0	100
24EN262	Contemporary India: Women and Empowerment	2	0	0	2	70	30	0	100
24EN263	Gender and Human Rights	2	0	0	2	70	30	0	100
24EN264	Language, Literature and Culture	2	0	0	2	70	30	0	100
<b>Total</b>					<b>22</b>	<b>420</b>	<b>180</b>	<b>0</b>	<b>600</b>

**Detailed Syllabus**

**AMERICAN LITERATURE**

**Code: 24EN241**

Max Marks: 70

1. Tennessee Williams: The Glass Menagerie
2. Toni Morrison Beloved
3. Edgar Allan Poe 'The Purloined Letter'  
F. Scott Fitzgerald 'The Crack-up'  
William Faulkner 'Dry September'
4. Anne Bradstreet 'The Prologue'  
Walt Whitman Selections from Leaves of Grass:  
'O Captain, My Captain'  
'Passage to India' (lines 1-68)  
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

**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.

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**HISTORY OF ENGLISH LITERATURE: 450 AD TO 1798 AD**

Code: 24EN242

Max Marks: 70

**Unit I: Anglo-Saxon Period (450- 1066)**

Old English or Early Middle English Literature, rise of Heroic Poetry, contribution of Beowulf.

**Unit II: Middle English Period to Puritan Age (1066-1660)**

The new writing, from Chaucer to Shakespeare, Mystery and Morality plays, Renaissance and Reformation, Elizabethan literature, Puritanism, age of Milton, contribution of John Dryden and other poets.

**Unit III: The Neoclassical Period (1660-1798)**

The Restoration period, the Augustan Era, age of Johnson, women writers.

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

The Beowulf Manuscript

Aldhelm, Bede, Caedmon

Christian Literature

Battle Poetry

The fourteenth and fifteenth century

Contribution of Geoffrey Chaucer

Background to Renaissance

Works of Shakespeare

The Stuart century

Metaphysical poetry

Augustan Literature

Samuel Johnson's Literary Criticism

**Readings**

1. Greenfield & Calder, "A New Critical History of Old English Literature" New York University Press; Reissue edition
2. Michael Swanton, "English Literature before Chaucer" Longman.
3. Barron, "Medieval English Romance" Longman
4. Andrew Sanders, "The Short Oxford History of English Literature" CLARENDON PRESS , OXFORD
5. K. Crossley Holland, "The Anglo-Saxon World", OUP oxford, 1st edition
6. S.A.J. Bradley, "Anglo-Saxon Poetry" Orion Publishing Group; 2nd edition,
7. Michael Swanton, "Anglo-Saxon Prose" Phoenix; New Edition.
8. B. Stone, "Medieval English Verse" Penguin Classics.
9. Edward Albert, "History of English Literature" Oxford University Press; Revised edition
10. Emile Legouis, "A short History of English Literature" Oxford University Press.
11. David Ddaiches, "A Critical History of English Literature". Vols i-iv, Supernova Publishers; First Edition.

**BRITISH POETRY AND DRAMA: 17<sup>TH</sup> AND 18<sup>TH</sup> CENTURIES**

**Code: 24EN243**

Max Marks: 70

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

**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.

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**FUNDAMENTALS OF IT**

**Code: 24CS101**

Max Marks: 80

**UNIT I**

(6 Hrs)

Introduction to Computers: Characteristics of computers, Evolution of computers, Generation of computers, Block diagram of computer & role of each block, classification of computers, applications of computers.

Input and Output Devices: Keyboard, pointing devices, speech recognition, digital camera, scanners, optical scanners. Classification of output devices, printers, plotters. computer output microfilm (COM), Classification of output devices, devices- monitors, audio output, projectors and terminals.

Primary and Secondary Memory: Memory hierarchy, Random access memory (RAM), types of RAM, Read only memory (ROM), types of ROM. Classification of secondary storage devices, magnetic tape, magnetic disk, optical disk.

**UNIT II**

(6 Hrs)

Number Systems: Introduction to number system, Binary, Octal, Hexadecimal, conversion between number bases, Arithmetic operations on binary numbers.

Alphanumeric- BCD, EBCDIC, ASCII, Unicode.

Computer Software: Software definition, relationship between software and hardware. software categories, system software, application software, utility software.

Computer Languages: Introduction, classification of programming languages, generations of programming languages, features of a good programming language.

**UNIT III**

(10 Hrs)

MS Word: Word processing, MS-Word features, creating saving and opening documents in Word, interface, toolbars, ruler, menus, keyboard shortcut, editing, previewing. printing & formatting a document, advance features of MS Word, find & replace. Using thesaurus, mail merge, handling graphics, tables, converting a Word document into various formats like-text, rich text format, Word perfect, etc.

**UNIT IV**

(10 Hrs)

MS Excel: Worksheet basics, creating worksheet, entering data into worksheet, data, text. dates, alphanumeric values saving & quitting worksheet, opening and moving around in an existing worksheet, Toolbars and menus, Keyboard shortcuts, working with single and multiple workbook, working with formula & cell referencing, Auto sum, coping formulas. absolute and relative addressing, formatting of worksheet, previewing & printing worksheet, Graphs and Charts, Database, macros, multiple worksheets-concepts.

**UNIT V**

(12 Hrs)

Power Point: Creating and viewing a presentation, managing Slide Shows, navigating through a presentation, using hyperlinks, advanced navigation with action setting and action buttons, organizing formats with Master Slides, applying and modifying designs, adding graphics, multimedia and special effects.

Microsoft Access: Planning a database (tables, queries, forms, reports), creating and editing database, customizing tables, linking tables, designing and using forms. modifying database structure, Sorting and Indexing database, querying a database and generating reports.

**Text Book:**

1. Introduction to Computer, Peter Norton's, Tata McGraw Hill Publication

**Reference Books:**

1. Microsoft; 2007/2010 Microsoft Office System; PHI.
2. Microsoft; Microsoft Office 2007/2010: Plain & Simple; PHI.
3. Sanjay Saxena; A First Course in Computers 2003 Edition; Vikas Pub.
4. Computer Fundamentals by P.K. Sinha, BPB Publication.
5. Computer Fundamentals and Programming in C, Reema Thareja, OXFORD University Press.
6. MS-Office, Dr. S.S. Shrivastava, Published by Laxmi Publication.

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**PARTITION LITERATURE**

**Code: 24EN251**

Max Marks: 70

1. Intizar Husain, Basti, tr. Frances W. Pritchett (New Delhi: Rupa, 1995).
2. Amitav Ghosh, The Shadow Lines.
3. a) Dibyendu Palit, 'Alam's Own House', tr. Sarika Chaudhuri, Bengal Partition Stories: An Unclosed Chapter, ed. Bashabi Fraser (London: Anthem Press, 2008) pp. 453–72.  
b) Manik Bandyopadhyay, 'The Final Solution', tr. Rani Ray, Mapmaking: Partition Stories from Two Bengals, ed. Debjani Sengupta (New Delhi: Srishti, 2003) pp. 23–39.  
c) Sa'adat Hasan Manto, 'Toba Tek Singh', in Black Margins: Manto, tr. M. Asaduddin (New Delhi: Katha, 2003) pp. 212–20.  
d) Lalithambika Antharajanam, 'A Leaf in the Storm', tr. K. Narayana Chandran, in Stories about the Partition of India ed. Alok Bhalla (New Delhi: Manohar, 2012) pp. 137–45.
4. a) Faiz Ahmad Faiz, 'For Your Lanes, My Country', in In English: Faiz Ahmad Faiz, A Renowned Urdu Poet, tr. and ed. Riz Rahim (California: Xlibris, 2008) p. 138.  
b) Jibananda Das, 'I Shall Return to This Bengal', tr. Sukanta Chaudhuri, in Modern Indian Literature (New Delhi: OUP, 2004) pp. 8–13.  
c) Gulzar, 'Toba Tek Singh', tr. Anisur Rahman, in Translating Partition, ed. Tarun Saint et. al. (New Delhi: Katha, 2001) p. x.

**Suggested Topics and Readings for Class Presentation Topics**

Colonialism, Nationalism, and the Partition

Communalism and Violence

Homelessness and Exile

Women in the Partition

**Background Readings and Screenings**

1. Ritu Menon and Kamla Bhasin, 'Introduction', in Borders and Boundaries (New Delhi: Kali for Women, 1998).
2. Sukrita P. Kumar, Narrating Partition (Delhi: Indialog, 2004).
3. Urvashi Butalia, The Other Side of Silence: Voices from the Partition of India (Delhi: Kali for Women, 2000).
4. Sigmund Freud, 'Mourning and Melancholia', in The Complete Psychological Works of Sigmund Freud, tr. James Strachey (London: Hogarth Press, 1953) pp. 3041–53.

**Films**

Garam Hawa (dir. M.S. Sathyu, 1974).

Khamosh Paani: Silent Waters (dir. Sabiha Sumar, 2003).

Subarnarekha (dir. Ritwik Ghatak, 1965)

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TRAVEL WRITING

Code: 24EN252

Max Marks: 70

UNIT I

Ruskin Bond: Roads to Mussoorie

UNIT II

William Dalrymple: In Xanadu: A Quest

AUTOBIOGRAPHY

Code: 24EN253

Max Marks: 70

1. Jean-Jacques Rousseau's Confessions, Part One, Book One, pp. 5-43, Translated by Angela Scholar (New York: Oxford University Press, 2000). Benjamin Franklin's Autobiography, pp.5-63, Edited by W. Macdonald (London: J.M. Dent and Sons, 1960).
2. M. K. Gandhi's Autobiography or the Story of My Experiments with Truth, Part I Chapters II to IX, pp. 5-26 (Ahmedabad: Navajivan Trust, 1993). Annie Besant's Autobiography, Chapter VII, Atheism As I Knew and Taught It, pp. 141- 175 (London: T. Fisher Unwin, 1917).
3. Binodini Dasi's My Story and Life as an Actress, pp. 61-83 (New Delhi: Kali for Women,1998). A. Revathi's Truth About Me: A Hijra Life Story, Chapters One to Four, pp. 1-37 (New Delhi: Penguin Books, 2010.)
4. Richard Wright's Black Boy, Chapter 1, pp. 9-44 (United Kingdom: Picador, 1968). Sharankumar Limbale's The Outcaste, Translated by Santosh Bhoomkar, pp. 1-39 (New Delhi: Oxford University Press, 2003)

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

Self and society

Role of memory in writing autobiography

Autobiography as resistance

Autobiography as rewriting history

**Readings:**

1. James Olney, 'A Theory of Autobiography' in Metaphors of Self: the meaning of autobiography (Princeton: Princeton University Press, 1972) pp. 3-50.
2. Laura Marcus, 'The Law of Genre' in Auto/biographical Discourses (Manchester: Manchester University Press, 1994) pp. 229-72.
3. Linda Anderson, 'Introduction' in Autobiography (London: Routledge, 2001) pp.1- 17.
4. Mary G. Mason, 'The Other Voice: Autobiographies of women Writers' in Life/Lines: Theorizing Women's Autobiography, Edited by Bella Brodzki and Celeste Schenck (Ithaca: Cornell University Press, 1988) pp. 19-44.

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**LANGUAGE AND LINGUISTICS**

**Code: 24EN261**

Max Marks: 70

1. Language: language and communication; language varieties: standard and non- standard language; language change. Mesthrie, Rajend and Rakesh M Bhatt. 2008. World English: The study of new linguistic varieties. Cambridge: Cambridge University Press.
2. Structuralism: De Saussure, Ferdinand. 1966. Course in general linguistics. New York: McGraw Hill Introduction: Chapter 3
3. Phonology and Morphology: Akmajian, A., R. A. Demers and R, M. Harnish, Linguistics: An Introduction to Language and Communication, 2nd ed. Fromkin, V., and R. Rodman, An Introduction to Language, 2nd ed. (New York: Holt, Rinehart and Winston, 1974) Chapters 3, 6 and 7
4. Syntax and semantics: categories and constituents phrase structure; maxims of conversation. Akmajian, A., R. A. Demers and R, M Harnish, Linguistics: An Introduction to Language and Communication, 2nd ed. (Cambridge, Mass.: MIT Press, 1984; Indian edition, Prentice Hall, 1991) Chapter 5 and 6.

**CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT**

**Code: 24EN262**

Max Marks: 70

1. Social Construction of Gender (Masculinity and Femininity)  
Patriarchy
2. History of Women's Movements in India (Pre-independence, post-independence)  
Women, Nationalism, Partition  
Women and Political Participation
3. Women and Law  
Women and the Indian Constitution  
Personal Laws(Customary practices on inheritance and Marriage)  
(Supplemented by workshop on legal awareness)
4. Women and Environment  
State interventions, Domestic violence, Female foeticide, sexual harassment  
Female Voices: Sultana's Dream

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**GENDER AND HUMAN RIGHTS**

**Code: EN263**

Max Marks: 70

**UNIT I**

Meaning and Concept of Human Rights; Classification of Rights: Natural, Moral and Legal Rights; Universal Declaration of Human Rights: An Overview; Humanitarian Law

**UNIT II**

Human Rights Movement in India; Role of National Human Rights Commission, State Human Rights Commission, Judiciary, NGO Media; Human Rights of Vulnerable Groups: Children, Women, Refugees, Internally Displaced Population; Emerging Trends of Human Rights

**UNIT III**

Meaning and Concept of Gender Studies; Theoretical Approaches: Liberal, Marxist and Radical; Struggles and Movements for Gender Rights; Gender and Law, Legal Rights of Women

**UNIT IV**

Gender and Society: Religion, Caste and Ethnicity; Gender and the Nation: Representation in the decision making process; Gender and Economy: Land rights and work place; Contemporary Issues: Women in conflict situation, Female Foeticide and infanticide, domestic violence

**LANGUAGE, LITERATURE AND CULTURE**

**Code: EN264**

Max Marks: 70

An anthology of writings on diversities in India

**Theory Paper**

Total: 100 Marks

External: 70 Marks

Internal: 30 Marks

**External : 70 Marks**

10 Question (MCQ): 1 marks each (1x10 = 10)

Answer any 6 out of 8 (Very Short 20-30 Words): 2 marks each (2x6 = 12)

Answer any 6 out of 8 (Short 50-70 Words): 3 marks each (3x6 = 18)

Answer any 6 out of 8 (Long 100-120 Words): 5 marks each (5x6 = 30)

**Internal : 30 Marks**

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Two Internal Assessment Examinations will be conducted, each carrying 50 marks. The higher of the two scores will be considered for the final assessment.

## ARYAVART INTERNATIONAL UNIVERSITY

Tilthai, Dharmanagar, North Tripura-799250

### Syllabus for BA English

#### Semester 3

Theory									
Course Code	Topic	L	T	P	Credit	Theory Marks	Internal Marks	Practical Marks	Total Marks
24EN341	British Romantic Literature	4	0	0	4	70	30	0	100
24EN342	History of English Literature: From 1790 to 1900.	4	0	0	4	70	30	0	100
24EN106	Women's Writing	4	0	0	4	70	30	0	100
24EN343	Twentieth Century British Novel	4	0	0	4	70	30	0	100
24GN101	Environmental Studies	2	0	0	2	70	30	0	100
Discipline Specific Elective (DSE-3) (Choose any one)									
24EN351	Nineteenth Century European Realism	4	0	0	4	70	30	0	100
24EN352	Literary Theory	4	0	0	4	70	30	0	100
24EN353	Literary Criticism	4	0	0	4	70	30	0	100
<b>Total</b>					<b>22</b>	<b>420</b>	<b>180</b>	<b>0</b>	<b>600</b>

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**Detailed Syllabus**

**BRITISH ROMANTIC LITERATURE**

**Code: 24EN341**

Max Marks: 70

**Course Objectives:** The literature of the Romantic period is considered to be the most affective in terms of the ways in which it was able to connect with people across class lines. Product of the revolutionary zeal precipitated by two great revolutions – the French Revolution and the American War of Independence – the highly imaginative, rhetorical, emotive, visionary, metaphysical, epical, sensuous aspects of the works, especially poetry, gave tremendous heft to this literature celebrating Nature in all its beauty, majesty and terror. The Gothic Novel became a dominant genre, which attempted to debunk the structure of rationality by emphasising on the reality of the supernatural.

**UNIT I**

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, Robert Burns ‘A Bard’s Epitaph’, ‘Scots Wha Hae’.

**UNIT II**

William Wordsworth ‘Tintern Abbey’, ‘Ode: Intimations of Immortality’, Samuel Taylor Coleridge ‘Kubla Khan’, ‘Dejection: An Ode’.

**UNIT III**

Lord George Gordon

Noel Byron ‘Childe Harold’: canto III, verses 36–45 (lines 316–405); canto IV, verses 178–86 (lines 1594–674), Percy Bysshe Shelley ‘Ode to the West Wind’, ‘Ozymandias’, ‘Hymn to Intellectual Beauty’, John Keats ‘Ode to a Nightingale’, ‘To Autumn’, ‘On First Looking into Chapman’s Homer’ Mary Shelley Frankenstein.

**UNIT IV**

Jane Austen ‘Pride and Prejudice’, Charles Dickens ‘Hard Times’, Alfred Tennyson ‘The Lady of Shalott’, ‘Ulysses’.

**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). . Samuel Taylor Coleridge, Biographia Literaria, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.

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## HISTORY OF ENGLISH LITERATURE: FROM 1790 TO 1900

Code: 24EN342

Max Marks: 70

**Course Objectives:** The course will enable students to outline the history of English language, explain the development of English language, outline the history of English literature, explain the development of English literature and analyse historical changes in terms of linguistic systems and/or literary developments critically.

### Unit I: The Romantic Age (1790-1837)

Romantic movement, Early Romantics, Romanticism and Revolution, younger romantics, romantic prose and fictions.

### Unit II: Victorian Literature to 1880

The age and its sages, Victorian romantic poetry, contribution of George Eliot, the triumph of the novel.

### Unit III: Late Victorian Literature (1880-1900)

The revival of drama, differentiation, fictions and poetry, aestheticism.

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

The Victorian era  
Bronte novels  
Works of Charles Dickens and George Eliot  
The 19th Century Novel  
Marriage and Sexuality  
The Writer and Society  
19<sup>th</sup> century Poetry and Fictions

### Suggested Readings:

1. William Henry Hudson, "An Outline History of English Literature", Maple Press; New edition (1 August 2012).
2. "A Critical History of English Literature" by Dr. B.R. Mullick {KM Literary Series}.
3. Ronald Carter, "The Routledge History of Literature in English: Britain and Ireland", Routledge; 3rd edition (29 September 2016).
4. John Peck, Martin Coyle, "A Brief History of English Literature", Palgrave Macmillan. 2nd edition 2013.
5. "The Romantic Period: The Intellectual & Cultural Context of English Literature 1789-1830", Robin Jarvis, published by Taylor and Francis.
6. Andrew Sanders, "The Short Oxford History of English Literature", CLARENDON PRESS.
7. "A History of Victorian Literature", James Ali Adams, Blackwell Publishing Ltd (hardback, 2009).
8. "The Victorian Age in Literature", G K Chesterton, Alpha edition.
9. "The Cambridge History of Victorian Literature", Kate Flint, Cambridge University Press.
10. J E Luebering "English Literature from the Restoration Through the Romantic Period", Britannica Educational Pub.
11. Edward Albert, "History of English Literature" Oxford University Press; Revised edition.
12. Emile Legouis, "A short History of English Literature" Oxford University Press.

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**ARYAVART INTERNATIONAL UNIVERSITY**  
**Tilthai, Dharmanagar, North Tripura**

**WOMEN'S WRITING (SHORT STORY)**

**Code: 24EN106**

Max Marks: 70

**Course Objectives:** This course seeks to give learners a detailed understanding of literature by and about women, the diverse themes and issues expressed therein, and the way in which such literature expresses the ideas and aspirations of women around the world.

**UNIT I**

Katherine Mansfield: The Garden Party, The Doll's House.

**UNIT II**

Virginia Woolf: The Mark on the Wall, The Man who loved his Kind.

**TWENTIETH CENTURY BRITISH NOVEL**

**Code: 24EN343**

Max Marks: 70

**Course Objectives:** The aim of the course is to enable the students have a good grasp of the background, influences, novelty and traditions of Twentieth Century English Literature.

**UNIT I**

John Fowles: The French Lieutenant's Woman

**UNIT II**

Muriel Spark: The Prime of Miss Jean Bordie

**ENVIRONMENTAL STUDIES**

**Code: 24GN101**

Max Marks: 70

**Course Objectives:** The course will empower the undergraduate students by helping them to gain in-depth knowledge on natural processes that sustain life, and govern economy, predict the consequences of human actions on the web of life, global economy and quality of human life, develop critical thinking for shaping strategies (scientific, social, economic and legal) for environmental protection and conservation of biodiversity, social equity and sustainable development. This course will also help students acquire values and attitudes towards understanding complex environmental-economic- social challenges, and participating actively in solving current environmental problems and preventing the future ones and adopt sustainability as a practice in life, society and industry.

**UNIT I**

**Introduction to Environmental Studies**

(10 Hrs)

- Multidisciplinary nature of environmental studies; components of environment: atmosphere, hydrosphere, lithosphere, and biosphere.
- Scope and importance; Concept of sustainability and sustainable development
- Emergence of environmental issues: Climate change, Global warming, Ozone layer depletion, Acid rain etc.
- International agreements and programmer: Earth Summit, UNFCCC, Montreal and Kyoto protocols, Convention on Biological Diversity (CBD), Ramsar convention, The Chemical Weapons Convention (CWC), UNEP, CITES, etc

**UNIT II**

**Ecosystems and Natural Resources**

(10 Hrs)

- Definition and concept of Ecosystem
- Structure of ecosystem (biotic and abiotic components); Functions of Ecosystem: Physical (energy flow), Biological (food chains, food web, ecological succession), ecological pyramids and homeostasis.

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- Types of Ecosystems: Tundra, Forest, Grassland, Desert, Aquatic (ponds, streams, lakes, rivers, oceans, estuaries); importance and threats with relevant examples from India
- Ecosystem services (Provisioning, Regulating, Cultural, and Supporting); Ecosystem preservation and conservation strategies; Basics of Ecosystem restoration
- Energy resources: Renewable and non-renewable energy sources; Use of alternate energy sources; Growing energy needs; Energy contents of coal, petroleum, natural gas and bio gas; Agro-residues as a biomass energy source

**UNIT III**

(10 Hrs)

**Biodiversity and Conservation**

- Definition of Biodiversity; Levels of biological diversity: genetic, species and ecosystem diversity
- India as a mega-biodiversity nation; Biogeographic zones of India; Biodiversity hotspots; Endemic and endangered species of India; IUCN Red list criteria and categories
- Value of biodiversity: Ecological, economic, social, ethical, aesthetic, and informational values of biodiversity with examples.
- Threats to biodiversity: Habitat loss, degradation, and fragmentation; Poaching of wildlife; Man-wildlife conflicts; Biological invasion with emphasis on Indian biodiversity; Current mass extinction crisis
- Biodiversity conservation strategies: in-situ and ex-situ methods of conservation (National Parks, Wildlife Sanctuaries, and Biosphere reserves.
- Case studies: Contemporary Indian wildlife and biodiversity issues, movements, and projects (e.g., Project Tiger, Project Elephant, Vulture breeding program, Project Great Indian Bustard, Crocodile conservation project, Silent Valley movement, Save Western Ghats movement, etc)

**UNIT IV**

(9 Hrs)

**Environmental Pollution and Control Measures**

- Environmental pollution (Air, water, soil, thermal, and noise): causes, effects, and controls; Primary and secondary air pollutants; Air and water quality standards
- Nuclear hazards and human health risks
- Solid waste management: Control measures for various types of urban, industrial waste, Hazardous waste, E-waste, etc.; Waste segregation and disposal
- Environmental Impact Assessment and Environmental Management System

**Text Book:**

1. Sanjay Kumar Batra, Kanchan Batra, Harpreet Kaur; Environmental Studies; Taxmann's, Fifth Edition.
2. M.M. Sulphery; Introduction to Environment Management; PHI Learning, 2019
3. S.P. Mishra, S.N. Pandey; Essential Environmental Studies; Ane Books Pvt. Ltd.; Sixth Edition.

**Reference Books:**

1. Asthana, D. K. (2006). Text Book of Environmental Studies. S. Chand Publishing.
2. Basu, M., Xavier, S. (2016). Fundamentals of Environmental Studies, Cambridge University Press, India
3. Bharucha, E. (2013). Textbook of Environmental Studies for Undergraduate Courses. Universities Press.
4. Mahapatra, R., Jeevan, S.S., Das, S. (Eds) (2017). Environment Reader for Universities, Centre for Science and Environment, New Delhi.
5. Masters, G. M., & Ela, W. P. (1991). Introduction to environmental engineering and science. Englewood Cliffs, NJ: Prentice Hall.
6. Odum, E. P., Odum, H. T., & Andrews, J. (1971). Fundamentals of ecology. Philadelphia: Saunders.
7. Sharma, P. D., & Sharma, P. D. (2005). Ecology and environment. Rastogi Publications

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## NINETEENTH CENTURY EUROPEAN REALISM

**Code: 24EN351**

Max Marks: 70

**Course Objectives:** This course examines realism as a mode of representation in 19th century European novels through a comparative study of major French and Russian works from 1835 to 1870. It aims to acquaint students with realism in its historical context, explore connections between aesthetics and contemporary debates, and provide a wider perspective on the novel's rise.

### UNIT I

Ivan Turgenev *Fathers and Sons*, tr. Peter Carson (London: Penguin, 2009).

### UNIT II

Fyodor Dostoyevsky *Crime and Punishment*, tr. Jessie Coulson (London: Norton, 1989).

### UNIT III

Honore de Balzac *Old Goriot*, tr. M.A. Crawford (London: Penguin, 2003).

### UNIT IV

Gustave Flaubert *Madame Bovary*, tr. Geoffrey Wall (London: Penguin, 2002).

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

History, Realism and the Novel Form

Ethics and the Novel

The Novel and its Readership in the 19th Century

Politics and the Russian Novel: Slavophiles and Westernizers

### Suggested Readings:

1. Leo Tolstoy, "Man as a creature of history in *War and Peace*", ed. Richard Ellmann et. al., *The Modern Tradition*, (Oxford: OUP, 1965) pp. 246–54.
2. Honore de Balzac, "Society as Historical Organism", from *Preface to The Human Comedy*, in *The Modern Tradition*, ed. Ellmann et. al (Oxford: OUP, 1965) pp. 265–67.
3. Gustav Flaubert, "Heroic honesty", *Letter on Madame Bovary*, in *The Modern Tradition*, ed. Richard Ellmann et. al. (Oxford: OUP, 1965) pp. 242–3.
4. George Lukacs, "Balzac and Stendhal", in *Studies in European Realism* (London, Merlin Press, 1972) pp. 65–85.

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LITERARY THEORY

Code: 24EN352

Max Marks: 70

**Course Objectives:** The course aims to investigate contemporary cultural and literary theory and sensitize students towards the “theoretical turn” and various theoretical positions, in the Indian context too, through a selection of representative texts and critical traditions.

**UNIT I: Marxism**

- 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 II: Feminism**

- 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 III: Poststructuralism**

- 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 IV: Postcolonial Studies**

- 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).

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LITERARY CRITICISM

Code: 24EN353

Max Marks: 70

**Course Objectives:** This course will enable students to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.

**UNIT I**

William Wordsworth: "Preface to the Lyrical Ballads" (1802).

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

**UNIT II**

Virginia Woolf: "Modern Fiction"

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

"The Function of Criticism" 1920.

**UNIT III**

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

London 1924 and Practical Criticism. London, 1929.

**UNIT IV**

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.

**Theory Paper**

Total: 100 Marks

External: 70 Marks

Internal: 30 Marks

**External: 70 Marks**

10 Question (MCQ): 1 mark each (1x10 = 10)

Answer any 6 out of 8 (Very Short 20-30 Words): 2 marks each (2x6 = 12)

Answer any 6 out of 8 (Short 50-70 Words): 3 marks each (3x6 = 18)

Answer any 6 out of 8 (Long 100-120 Words): 5 marks each (5x6 = 30)

**Internal: 30 Marks**

Two Internal Assessment Examinations will be conducted, each carrying 50 marks. The higher of the two scores will be considered for the final assessment.

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Syllabus for BA English

Semester 4

Theory										
Course Code	Topic	L	T	P	Credit	Theory Marks	Internal Marks	Practical Marks	Total Marks	
24EN441	Modern European Drama	4	0	0	4	70	30	0	100	
24EN442	Postcolonial Literatures	4	0	0	4	70	30	0	100	
24EN443	The Twentieth Century literature	4	0	0	4	70	30	0	100	
24GN201	Human Values and Ethics	2	0	0	2	70	30	0	100	
Discipline Specific Elective (DSE-4) (Choose any one)										
24EN451	Youth Psychology	3	1	0	4	70	30	0	100	
24EN452	Psychology for Health and Wellbeing	3	1	0	4	70	30	0	100	
24EN453	Inter Group Relations	3	1	0	4	70	30	0	100	
Skill Enhancement Elective-3 (Choose any one)										
24EN461	English Language Teaching	2	0	0	2	70	30	0	100	
24GN301	Personality Development Skills	2	0	0	2	70	30	0	100	
24EN462	Technical Writing	2	0	0	2	70	30	0	100	
<b>Total</b>					<b>20</b>	<b>420</b>	<b>180</b>	<b>0</b>	<b>600</b>	



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**Detailed Syllabus**

**MODERN EUROPEAN DRAMA**

**Code: 24EN441**

Max Marks: 70

**Course Objectives:** The course traces the origin of drama, moves on to discuss drama from various parts of the world and then specifically analyses select plays of Henrik Ibsen, Bertolt Brecht, Samuel Beckett and Eugene Ionesco, who have significantly contributed to the growth of European drama and served as the impetus for several dramatic improvisations thereof.

**UNIT I**

Henrik Ibsen Ghosts

**UNIT II**

Bertolt Brecht The Good Woman of Szechuan

**UNIT III**

Samuel Beckett Waiting for Godot

**UNIT IV**

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, 121-8.
3. George Steiner, 'On Modern Tragedy', in "The Death of Tragedy" (London: Faber, 1995) pp. 303-24.

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**ARYAVART INTERNATIONAL UNIVERSITY**  
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**POSTCOLONIAL LITERATURES**

**Code: 24EN442**

Max Marks: 70

**Course Objectives:** The objective of this course is to familiarise the students to postcolonial studies in a globalised world in which more than three-quarters of the people living in the world today have had their lives shaped by the experience of colonialism. The main focus of the course is on literary texts and literary analysis.

**UNIT I**

Chinua Achebe Things Fall Apart

**UNIT II**

Gabriel Garcia Marquez Chronicle of a Death Foretold

**UNIT III**

Bessie Head 'The Collector of Treasures'

Ama Ata Aidoo 'The Girl who can'

Grace Ogot 'The Green Leaves'

**UNIT IV**

Pablo Neruda 'Tonight I can Write'

'The Way Spain Was'

Derek Walcott 'A Far Cry from Africa'

'Names'

David Malouf 'Revolving Days'

'Wild Lemons'

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).

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THE TWENTIETH CENTURY LITERATURE

Code: 24EN443

Max Marks: 70

**Course Objectives:** The course is designed to help students develop an understanding of the structural development of the English language and also to inform them about the various external linguistic influences that have contributed to the making of the language as we now know it to be.

**UNIT I: Ends and Beginnings: 1901-1919**

The new century, fiction and prose writers, Edwardian realists, War poetry and War poets.

**UNIT II: From Post-War to New Beginnings: 1920- 1980**

Modernism, modernist writers, women writers, non-modernism, late capitalism.

Twentieth century dramatists, novels, postmodern theory.

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

Pre-war verse  
The poetry of the Thirties  
The Second World War  
British Literature after WWII  
Post-War playwrights  
Theory of post-modernism  
Internationalization and language  
Metropolitan novelists

**Suggested Readings:**

1. "A History of Modernist Literature", Andrzej Gasiorek , Wiley.
2. "The History of Late Modern English: An Activity-based Approach", by Keith Johnson, Routledge; 1st edition (26 May 2021).
3. "Modern English Literature From Chaucer To The Present Day" by G.H. Mair, Atlantic Publishers and Distributors.
4. "English Literature, Its History and Its Significance for the Life of the English-Speaking World", William J. Long, Good Press.
4. Ronald Carter, "The Routledge History of Literature in English: Britain and Ireland", Routledge; 3rd edition (29 September 2016).
5. Andrew Sanders, "The Short Oxford History of English Literature" CLARENDON PRESS.
6. "A Critical History of English Literature" by Dr. B.R. Mullick {KM Literary Series}.
7. William Henry Hudson, "An Outline History of English Literature", Maple Press; New edition (1 August 2012).
8. "From Puritanism to Postmodernism: A History of American Literature", Richard Ruland, Malcolm Bradbury , Taylor & Francis, (14 April 2016).
9. John Peck, Martin Coyle, "A Brief History of English Literature", Palgrave Macmillan. 2nd edition 2013.
10. Edward Albert, "History of English Literature" Oxford University Press; Revised edition.
11. Emile Legouis, "A short History of English Literature" Oxford University Press.
12. David Daiches, "A Critical History of English Literature". Vols i-iv, Supernova Publishers; First Edition.

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**ARYAVART INTERNATIONAL UNIVERSITY**  
**Tilthai, Dharmanagar, North Tripura**

**HUMAN VALUES AND ETHICS**

**Code: 24GN201**

Max Marks: 70

**Course Objectives:** The objective of the course is to help students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity, which are the core aspirations of all human beings. This course aims to facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of Existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way. This course also highlights plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behaviour and mutually enriching interaction with Nature.

**UNIT I** (10 Hrs)

**Introduction to human values:**

- Understanding the need, Basic guidelines, Process of Value Education.
- Understanding the thought-provoking issues- Continuous happiness and Prosperity.
- Right understanding- relationship and physical facilities, Choice making- choosing, Cherishing and Acting.
- Understanding values- Personal Values, Social values, Moral values and Spiritual values, Self-Exploration and Awareness leading to Self-Satisfaction; Tools for Self-Exploration.

**UNIT II** (10 Hrs)

**Harmony and role of values in family, society and human relations**

- Understanding harmony in the Family- the basic unit of human interaction; Understanding values in human- human relationship; Understanding harmony in the society-human relations.
- Interconnectedness and mutual fulfilment; Coexistence in nature.
- Holistic perception of harmony at all levels of existence-universal harmonious order in society.
- Visualizing a universal harmonious order in society- undivided society (Akhand Samaj), universal order (Sarvabhaum Vyawastha)- from family to world family.

**UNIT III** (11 Hrs)

**Coexistence and role of Indian Ethos:**

- Interconnectedness and mutual fulfilment among the four orders of nature-recyclability and self-regulation in nature.
- Ethos of Vedanta; Application of Indian Ethos in organizations in management; Relevance of Ethics and Values in organizations in current times.

**UNIT IV** (11 Hrs)

**Professional ethics**

- Understanding about Professional Integrity, respect and equality, Privacy, Building Trusting relationships, Co-operation, Respecting the competence of other profession.
- Understanding about taking initiative, Promoting the culture of openness, Depicting loyalty towards goals and objectives.
- Ethics at the workplace: - cybercrime, plagiarism, sexual misconduct, fraudulent use of institutional resources, etc.
- Ability to utilize the professional competence for augmenting universal human order.

**Text Book:**

1. A Textbook on Professional Ethics and Human Values by R S Naagarazan.
2. A Foundation Course in Human Values and Professional Ethics by R.R. Gaur, R. Sangal, G.P. Bagaria.
3. Indian Ethos and Modern Management by B L Bajpai New Royal Book Co., Lucknow., 2004, Reprinted 2008.

**Reference Books:**

1. A N Tripathy, 2003, Human Values, New Age International Publishers
2. Human Values and Professional Ethics by Vaishali R Khosla, Kavita Bhagat
3. I.C. Sharma. Ethical Philosophy of India Nagin & co Julundhar

## YOUTH PSYCHOLOGY

Code: 24EN451

Max Marks: 70

**Course Objectives:** The objective of this course is to study the key concepts; principles approaches; issues and challenges faced by youth and youth development with reference to psychology.

### UNIT I

**Introduction:** Defining youth; Youth across cultures; Formulation of youth identity; Concerns of youth in Indian context.

### UNIT II

**Youth development and Relationships:** Relationship with family members and friends; Romantic relationships; Youth culture: Influence of globalization.

### UNIT III

**Today's Youth:** Issues and challenges: Youth and risk behaviour; Employment and education

### UNIT IV

**Developing Youth:** Positive youth development; Building resources: Hope, Optimism and Resilience.

### Suggested Readings:

1. "Life competencies for Adolescents: Training Manual for Facilitators, Teachers, and Parents". D. Agochia, Sage Publication, 2010.
2. "Social Psychology". R. A. Baron, D. Byrne & G. Bhardwaj, 12th Ed., Pearson, 2010.
3. "Child Development". L. E. Berk, 9 th Ed., Prentice Hall, 2010.
4. "The World's Youth: Adolescence in Eight Regions of the Globe". B. B. Brown & T. S. Saraswathi, Chapters 1&2, Cambridge University Press, 2002.
5. "Positive Psychology: The Science of Happiness and Human Strength". A. Carr, Brunner Routledge, 2004.
6. "Family Ties and Aging". I. A. Connidis, Chapters 8 &10, Sage Publishers, 2010.

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**ARYAVART INTERNATIONAL UNIVERSITY**  
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**PSYCHOLOGY FOR HEALTH AND WELLBEING**

**Code: 24EN452**

Max Marks: 70

**Course Objectives:** The objective of this course is to enable students understand the role of stress in mental disorders, understand the concept of health behaviours and its dimensions and also to understand the concept of exercise and weight control as health enhancing and protective behaviours.

**UNIT I**

**Illness, Health and Well-being:** Continuum and Models of health and illness: Medical, Bio psychosocial, holistic health; health and well-being.

**UNIT II**

**Stress and Coping:** Nature and sources of stress; Effects of stress on physical and mental health; Coping and stress management

**UNIT III**

**Health Management:** Health-enhancing behaviours: Exercise, Nutrition, Health compromising behaviours; Health Protective behaviours, Illness Management

**UNIT IV**

Classification of human strengths and virtues; C Hope and optimism; gainful Employment and Me/We Balance

**Suggested Readings:**

1. Carr, A. (2004). "Positive Psychology: The science of happiness and human strength". UK: Routledge.
2. DiMatteo, M. R. & Martin, L. R. (2002). "Health psychology". New Delhi: Pearson.
3. Forshaw, M. (2003). "Advanced Psychology: Health Psychology". London: Hodder and Stoughton.
4. Hick, J. W. (2005). "Fifty signs of Mental Health. A Guide to understanding mental health". Yale University Press.
5. Snyder, C. R., & Lopez, S. J. (2007). "Positive psychology: The scientific and practical explorations of human strengths". Thousand Oaks, CA: Sage.
6. Taylor, S. E. (2006). "Health psychology", 6th Edition. New Delhi: Tata McGraw Hill.

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## INTER GROUP RELATIONS

Code: 24EN453

Max Marks: 70

**Course Objectives:** The course provides an introduction to social psychological theories and research on intergroup relations related to topics that concern, for instance, prejudice, discrimination, intergroup conflict and peace building.

### UNIT I

**Nature of intergroup relations:** Cooperation vs. competition; Classical study of Robbers cave experiment; Realistic conflict theory.

### UNIT II

**Social categorization and conflict:** In-group vs. out-group; Consequences of social categorization: Cognitive biases & stereotypes, conflict and social categorization.

### UNIT III

**Cultural aspects of intergroup relations:** Social identity, Stereotypes, case studies in the Indian context.

### UNIT IV

**Resolving intergroup conflict:** Intergroup contact; Conflict management strategies

### Suggested Reading:

1. Baron, R. A., Branscombe, N. R., Byrne, D. & Bhardwaj, G. (2009). "Social psychology". New Delhi: Pearson.
2. Keyton, J. (2006). "Communicating groups-building relationships in group effectiveness". New York: Oxford University Press.
3. Smith, P. B., Bond, M. H. & Kagitcibasi, C. (2006). "Understanding social psychology across culture". New Delhi: Sage Publications.
4. Zorsyth, D. R. (2009). "Group dynamics". Broke/Cole: Wadsworth.

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**ENGLISH LANGUAGE TEACHING**

**Code: 24EN461**

Max Marks: 70

**Course Objectives:** The objectives of this course are to enable students to learn and comprehend the written and spoken form of English language, to teach functional English to the learners and to polish their reading skills, writing skills and listening skills.

**UNIT I**

English Language Teaching in India/Kashmir: Past and Present, Grammar Translation Method, Direct Method, Situational Language Teaching, Audio-Lingual and Communicative Method

**UNIT II**

Curriculum and Syllabus Designing: Classical Humanism, Reconstructionism, Progressivism in Curriculum Development, Various Syllabus Designs, Lesson Planning, Testing and Evaluation

**UNIT III**

Language Skills: Productive and Receptive Skills, Reading/Writing/Speaking/Listening (Types and Characteristics), Communication (Verbal and Non-Verbal)

**UNIT IV**

Stylistics: Various Approaches, Analysing literary texts



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**PERSONALITY DEVELOPMENT SKILLS**

**Code: 24GN301**

Max Marks: 70

**Course Objectives:** The course will enable student to understand, analyse develop and exhibit accurate sense of self. Think critically. demonstrate knowledge of personal beliefs and values and a commitment to continuing personal reflection and reassessment.

**UNIT I** (5 hours)

Personality Development, Professional Etiquettes, Art of Social Conversation, Basic Body Language, Meeting and Greeting Skills

**UNIT II** (8 hours)

Leadership and Team-Building Skills, Decision Making and Problem Solving through Effective Communication Strategies. Role plays, Team building

**UNIT III** (8 hours)

Confidence Building Skills Self-Introduction, Self-Awareness, Mock Interviews, Extempore, Group Discussion

**UNIT IV** (4 hours)

**Stress and Time Management**

Stress management - Meaning, types, Impact /Consequences (Mind, Body and Health), Tips for Busting Stress, Case Studies.

Time management- Importance, Techniques. Case Studies.

**Text Book:**

1. "Business Communication" by Asha Kaul- PHL.
2. "Personality Development and Communication Skills-I" by Urmila Rai and S.M. Rai - Himalaya Publishing House.
3. "Communication Skills" by Sanjay Kumar and Pushp Lata, Oxford University Press.
4. "Business Communication" by Meenakshi Raman and Prakash Singh, Oxford University Press.

**Reference Books:**

1. Life Management and Stress Management by Shawn Chhabra
2. Personality Development and Communication Skills-II- by C.B. Gupta
3. Self-Awareness: The Hidden Driver of Success and Satisfaction – Travis Bradberry
4. Business Communication by Hory Sankar Mukherjee, Oxford University Press

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## TECHNICAL WRITING

**Code: 24EN462**

Max Marks: 70

**Courses Objectives:** This course will prepare students to produce instructive, informational, and persuasive documents based on well-defined and achievable outcomes. Technical documents are precise, concise, organized, and based on complex information. The purpose and target audience of each document determine the style that an author chooses, including document layout, vocabulary, sentence and paragraph structure, and visuals, among other factors. To this end, this course will teach processes for analysing writing contexts and producing effective, clean, and reader-centred documents in an efficient manner.

### UNIT I

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

### UNIT II

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 III

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.
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.
5. Daniel G. Riordan, Steven E. Pauley, Biztantra. "Technical Report Writing Today", 8th Edition (2004).

### Theory Paper

Total: 100 Marks  
External: 70 Marks  
Internal: 30 Marks

### External: 70 Marks

10 Question (MCQ): 1 mark each (1x10 = 10)

Answer any 6 out of 8 (Very Short 20-30 Words): 2 marks each (2x6 = 12)

Answer any 6 out of 8 (Short 50-70 Words): 3 marks each (3x6 = 18)

Answer any 6 out of 8 (Long 100-120 Words): 5 marks each (5x6 = 30)

### Internal: 30 Marks

Two Internal Assessment Examinations will be conducted, each carrying 50 marks. The higher of the two scores will be considered for the final assessment.

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## ARYAVART INTERNATIONAL UNIVERSITY

Tilthai, Dharmanagar, North Tripura-799250

### Syllabus for BA English

#### Semester 5

<b>Theory</b>										
Course Code	Topic	L	T	P	Credit	Theory Marks	Internal Marks	Practical Marks	Total Marks	
24EN541	Rhetoric, prosody and Grammar	4	0	0	4	70	30	0	100	
24EN542	English Poetry (1350-1660)	4	0	0	4	70	30	0	100	
24EN543	English Drama (1350-1660)	4	0	0	4	70	30	0	100	
24GN401	Indian Constitution	2	0	0	2	70	30	0	100	
<b>Discipline Specific Elective (DSE-5) (Choose any one)</b>										
24EN551	Science Fiction and Detective Literature	4	0	0	4	70	30	0	100	
24EN552	Literature and Cinema	4	0	0	4	70	30	0	100	
24EN553	World Literatures	4	0	0	4	70	30	0	100	
<b>Skill Enhancement Elective-4 (Choose any one)</b>										
24EN561	Translation Studies	2	0	0	2	70	30	0	100	
24EN562	Creative Writing	2	0	0	2	70	30	0	100	
24EN102	Business Communication	2	0	0	2	70	30	0	100	
<b>Total</b>					<b>20</b>	<b>420</b>	<b>180</b>	<b>0</b>	<b>600</b>	

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**Detailed Syllabus**

**RHETORIC, PROSODY AND GRAMMAR**

**Code: 24EN541**

Max Marks: 70

**Course Objectives:** This course is designed to enable the graduates to acquire, by the end of this course, a comprehensive knowledge of literary devices and their effective use in both academic and non-academic sectors.

**UNIT I**

**Rhetorical Figures of Speech**

- i. Simile
- ii. Metaphor
- iii. Personification
- iv. Alliteration
- v. Assonance
- vi. Interrogation
- vii. Irony
- viii. Onomatopoeia
- ix. Hypallage
- x. Pun
- xi. Oxymoron
- xii. Anti-climax
- xiii. Asyndeton and Polysyndeton
- xiv. Metonymy
- xv. Synecdoche
- xvi. Paradox
- xvii. Euphemism
- xviii. Ellipsis
- xix. Catachresis
- xx. Tautology

**UNIT II**

**Prosody**

- i. Prosody and Verse
- ii. Syllable
- iii. Accent
- iv. Rhythm and Meter
- v. Measure or Foot
- vi. Verses
- vii. Variations in Rhythm and Meter
- viii. Scansions
- ix. Pauses
- x. Stanzas
- xi. Rhyme
- xii. The Sonnet
- xiii. Blank Verse
- xiv. Free Verse

**UNIT III**

**Sentence and Paragraph Structure**

- i. Syntactic structure
- ii. Unity of a paragraph
- iii. Precision of Writing
- iv. Logical arrangements of ideas in Composition

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**UNIT IV**

**Grammar**

- i. Sentence Structure
- ii. Punctuation
- iii. Clauses and Phrases
- iv. List of Homophones/ Homonyms
- v. Rules and list of Conjunctions
- vi. Narration
- vii. 'wh' question

**Recommended reading:**

1. "Elements of English Rhetoric and Prosody"- Bose and Sterling.
2. "The Prosody Handbook: A Guide to Poetic Form" Robert Beum, Karl Shapiro, Dover Publications INC.
3. "Rhetorical Style: The Uses of Language in Persuasion" Jeanne Fahnestock, Oxford University Press, USA.
4. Thompson and Martinet: "Practical English Grammar" (Oxford India; Fourth Edition).
5. John Eastwood: "Oxford Practical Grammar" (OUP Oxford; Updated Edition).
6. "An Intermediate English Practice Book" by S. Pit Corder (Orient Longman).
7. "Guide to Patterns and Usage in English" by A. S. Hornby (ELBS).
8. Geoffrey Leech, Margaret Deuchar, Robert Hoogenraad. "English Grammar for Today" A New Introduction, Macmillan Education UK, 2005.
9. S. V. Parasher, "Indian English: Functions and Forms", Bahri Publications 1991.

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ENGLISH POETRY (1350-1660)

Code: 24EN542

Max Marks: 70

**Course Objectives:** This course explores the sheer variety of ways that major British writers, from the fourteenth through the seventeenth centuries, sought to invent distinctively English literature.

**UNIT I**

Chaucer: (i) Prologue to The Canterbury Tales (Lines 1-42); (ii) "The Words of the Host to the Company"; (iii) Prologue to the Lawyer's Tale

**UNIT II**

Sir Edward Dyer: "My Mind to Me a Kingdom Is"  
Henry Howard Earl of Surrey: "Youth and Age"  
Christopher Marlowe: "The Passionate Shepherd to His Love"  
William Shakespeare: "They that have Power to Hurt and will Do None"  
Thomas Campion: "Fain Would I Wed"  
Sir Philip Sidney: "Let Not Old Age Disgrace My High Desire"  
Edmund Spenser: "One day I wrote her name upon the strand"

**UNIT III**

Donne: "Air and Angles"  
"O! Might those sighs and tears return again"  
"Jealousy"  
"The Autumnal"  
"Sweetest love, I do not go"  
"A Fever"

**Suggested Reading:**

1. "A Guide to Chaucer's Language" by J. D. Burnley.
2. "A Handbook of Literary Terms" by M.H. Abrams.
3. "Captive Victors: Shakespeare's Narrative Poems and Sonnets" by Larry.
4. "S. Champion Chaucer: Sources and Background" by R. P. Miller Edmund Spenser.
5. "Prince of Poets" by Peter Bayley.
6. "How to Read a Poem" by Edward Hirsch (Harvest Books).
7. "Narrative Poems". Ed. J. C. Maxwell Pastoralism in the Poetry of Edmund Spenser.
8. "Poetry in English: An Introduction" by Charles Barber.
9. "Spenser's 'Amoretti': A Critical Study" by D. Gibbs.
10. "The Canterbury Tales, Oxford Guides to Chaucer by Helen Cooper.
11. "The Cambridge Chaucer Companion" by Piero Boitani and Jill Mann.

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ENGLISH DRAMA (1350-1660)

Code: 24EN543

Max Marks: 70

**Course Objectives:** This course will help students in Interpretation and appreciation of selected texts from the genres of poetry, drama, prose and fiction, strengthening skills of note making, summarizing and dialogue writing. The course will also help students understand texts with specific reference to genres, forms and literary terms.

**UNIT I**

William Shakespeare: Othello

**UNIT II**

Ben Jonson: Everyman in His Humour

**UNIT III**

Thomas Middleton: A Chaste Maid in Cheapside

**Suggested Reading:**

1. Barish, Jonas A. "Ben Jonson: A Collection of Critical Essays".
2. Blaim, Maria. "Typicality and Individuality in Ben Jonson's Every Man in His Humour - The Impact of the Four Humours". Bloom,
3. Harold. "William Shakespeare's Othello".
4. Close, John. "The Satirist: or, Every Man in his Humour". Griffiths,
5. Paul and Mark S. R. Jenner. (Ed.). "Londinopolis: Essays in the Cultural and Social History of Early Modern England".
6. Hadfield, Andrew. Ed. "William Shakespeare's Othello: A Routledge Study Guide and Sourcebook".
7. Halliday, F. E. "A Shakespeare Companion 1564-1964". Harrison
8. G. B. Elizabethan. "Plays and Players".
9. Hunter, G. K. "English Drama 1586-1642: The Age of Shakespeare".
10. Keenan, Siobhan. "Traveling Players in Shakespeare's England". Knight.
11. Wilson G. "The Wheel of Fire: Interpretations of Shakespearian Tragedy".
12. Lingis, Alphonso. "A Community of Those Who Have Nothing in Common".
13. McLuskie, Kathleen E. and David Bevington. "A Chaste Maid in Cheapside". Plays on Women.
14. Neill, Michael. "Issues of Death: Mortality and Identity in English Renaissance Tragedy".
15. Nostbakken, Faith. "Understanding Othello: A Student Casebook to Issues, Sources, and Historical Documents".
16. Paster, Gail Kern. "The Ecology of The Passions in A Chaste Maid In Cheapside and The Changeling. Prouty".
17. Charles T. "Studies in the Elizabethan Theatre".

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## INDIAN CONSTITUTION

**Code: 24GN401**

Max Marks: 70

**Course Objectives:** The objective of the *Indian Constitution* course is to provide the students with a foundational understanding of the principles, structure, and functioning of the Indian Constitution. The course emphasizes the rights and duties of citizens, governance frameworks, and the role of the Constitution in shaping the democratic and legal structure of India.

### UNIT I

(07 Hours)

**Introduction to Constitution:** Meaning and importance of the Constitution, salient features of Indian Constitution. Preamble of the Constitution. Fundamental rights- meaning and limitations. Directive principles of state policy and Fundamental duties -their enforcement and their relevance.

### UNIT II

(06 Hours)

**Union Government:** Union Executive- President, Vice-president, Prime Minister, Council of Ministers. Union Legislature- Parliament and Parliamentary proceedings. Union Judiciary-Supreme Court of India – composition and powers and functions.

### UNIT III

(07 Hours)

**State and Local Governments:** State Executive- Governor, Chief Minister, Council of Ministers. State Legislature-State Legislative Assembly and State Legislative Council. State Judiciary-High court. Local Government-Panchayat raj system with special reference to 73rd and Urban Local Self Govt. with special reference to 74th Amendment.

### UNIT IV

(06 Hours)

**Election provisions, Emergency provisions, Amendment of the constitution:** Election Commission of India- composition, powers and functions and electoral process. Types of emergency-grounds, procedure, duration and effects. Amendment of the constitution- meaning, procedure and limitations.

### Text Book:

1. M. V. Pylee, "Introduction to the Constitution of India", 4th Edition, Vikas publication, 2005.
2. Durga Das Basu (DD Basu), "Introduction to the constitution of India", (Student Edition), 19th edition, Prentice-Hall EEE, 2008.

### Reference Books:

1. Merunandan, "Multiple Choice Questions on Constitution of India", 2nd Edition, Meraga publication, 2007.

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SCIENCE FICTION AND DETECTIVE LITERATURE

Code: 24EN551

Max Marks: 70

**Course Objectives:** This course seeks to provide students a brief outline and overview of the historical evolution of the literary phenomena of crime and detective fiction.

**UNIT I**

Wilkie Collins "The Woman in White".

**UNIT II**

Arthur Conan Doyle's "The Hound of the Baskervilles".

**UNIT III**

Raymond Chandler's "The Big Sleep".

**UNIT IV**

H. R. F. Keating "Inspector Ghote Goes by Train".

**Suggested Topics and Readings for Class Presentation Topics:**

Crime across the Media  
Constructions of Criminal Identity  
Cultural Stereotypes in Crime Fiction  
Crime Fiction and Cultural Nostalgia  
Crime Fiction and Ethics  
Crime and Censorship

**Suggested Readings:**

1. J. Edmund Wilson. "Who Cares Who Killed Roger Ackroyd?", The New Yorker, 20 June 1945.
2. George Orwell. "Raffles and Miss Blandish", available at: <[www.george-orwell.org/Raffles\\_and\\_Miss\\_Blandish/0.html](http://www.george-orwell.org/Raffles_and_Miss_Blandish/0.html)>
3. W. H. Auden. "The Guilty Vicarage", available at: <[harpers.org/archive/1948/05/the-guilty-vicarage/](http://harpers.org/archive/1948/05/the-guilty-vicarage/)>
4. Raymond Chandler. "The Simple Art of Murder", Atlantic Monthly, Dec. 1944, available at: <<http://www.en.utexas.edu/amlit/amlitprivate/scans/chandlerart.html>>

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**LITERATURE AND CINEMA**

**Code: 24EN552**

**Max Marks: 70**

**Course Objectives:** This course looks closely into the relationship between cinema and literature, with the help of a few samples of fiction (and other forms) made into films. The course will introduce the various ways in which literature and the moving image diverge as well as correspond through the theory of narrative while being a source of long conflict through much of the history of film studies. The course will involve an understanding of elementary concepts of cinema, cinema history and practice, and the basics of adaptation theory.

**UNIT I**

James Monaco, 'The language of film: signs and syntax', in *How to Read a Film: The World of Movies, Media & Multimedia* (New York: OUP, 2009) chap. 3, pp. 170– 249.

**UNIT II**

William Shakespeare, *Romeo and Juliet*, and its adaptations: *Romeo & Juliet* (1968; dir. Franco Zeffirelli, Paramount); and *Romeo + Juliet* (1996; dir. Baz Luhrmann, 20th Century Fox).

**UNIT III**

Bapsi Sidhwa, *Ice Candy Man* and its adaptation *Earth* (1998; dir. Deepa Mehta, Cracking the Earth Films Incorp.); and Amrita Pritam, *Pinjar: The Skeleton and Other Stories*, tr. Khushwant Singh (New Delhi: Tara Press, 2009) and its adaptation: *Pinjar* (2003; dir. C.P. Dwivedi, Lucky Star Entertainment).

**UNIT IV**

Ian Fleming, *From Russia with Love*, and its adaptation: *From Russia with Love* (1963; dir. Terence Young, Eon Productions)

**Suggested Topics and Readings for Class Presentation Topics:**

Theories of Adaptation  
Transformation and Transposition  
Hollywood and 'Bollywood'  
The 'Two Ways of Seeing'  
Adaptation as Interpretation

**Suggested Readings:**

1. Linda Hutcheon. "On the Art of Adaptation", *Daedalus*, vol. 133, (2004).
2. Thomas Leitch. "Adaptation Studies at Crossroads", *Adaptation*, 2008, vol. 1, no. 1, pp. 63–77.
3. Poonam Trivedi. "Filmi Shakespeare", *Litfilm Quarterly*, vol. 35, issue 2, 2007.
4. Tony Bennett and Janet Woollacott. "Figures of Bond", in *Popular Fiction: Technology, Ideology, Production, Reading*. Ed. Tony Bennet (London and New York: Routledge, 1990).

**Other films that may be used for class presentations:**

1. William Shakespeare. "Comedy of Errors, Macbeth, and Othello and their adaptations"; "Anoor" (dir. Gulzar, 1982), "Maqbool" (dir. Vishal Bhardwaj, 2003), "Omkaara" (dir. Vishal Bhardwaj, 2006) respectively.
2. Jane Austen. "Pride and Prejudice and its adaptations": BBC TV mini-series (1995), Joe Wright (2005) and Gurinder Chadha's "Bride and Prejudice" (2004).
3. Rudaali (dir. Kalpana Lajmi, 1993) and Gangor or 'Behind the Bodice' (dir. Italo Spinelli, 2010).
4. Ruskin Bond. "Junoon" (dir. Shyam Benegal, 1979), "The Blue Umbrella" (dir. Vishal Bhardwaj, 2005), and "Saat Khoon Maaf" (dir. Vishal Bhardwaj, 2011).
5. E. M. Forster. "Passage to India and its adaptation" dir. David Lean (1984).

**Note:**

- a) For every unit, 4 hours are for the written text and 8 hours for its cinematic adaptation (Total: 12 hours)
- b) To introduce students to the issues and practices of cinematic adaptations, teachers may use the following critical material:
  1. Deborah Cartmell and Imelda Whelehan, eds. "The Cambridge Companion to Literature on Screen" (Cambridge: Cambridge University Press, 2007).
  2. John M. Desmond and Peter Hawkes. "Adaptation: Studying Film and Literature" (New York: McGraw-Hill, 2005).
  3. Linda Hutcheon. "A Theory of Adaptation" (New York: Routledge, 2006).
  4. J. G. Boyum. "Double Exposure" (Calcutta: Seagull, 1989).

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5. B. Mcfarlens. "Novel to Film: An Introduction to the Theory of Adaptation" (Clarendon University Press, 1996).

**WORLD LITERATURE**

**Code: 24EN553**

**Max Marks: 70**

**Course Objectives:** This course aims to help enhance students' ability to aesthetically appreciate and effectively interpret literary works, and to help sharpen their skills to write about literary texts effectively, engagingly, and persuasively.

**UNIT I**

V. S. Naipaul. "Bend in the River" (London: Picador, 1979).

**UNIT II**

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).

**UNIT III**

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).

**UNIT IV**

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 Readings for Class Presentation 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).

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TRANSLATION STUDIES

Code: 24EN561

Max Marks: 70

**Course Objectives:** This course aims to extend the methodologies, areas of interest, and conceptual frameworks inside the discipline while testing the traditional boundaries of the notion of “translation” and offering a forum for debate focusing on historical, social, institutional, and cultural facets of translation.

**UNIT I**

Introducing Translation: a brief history and significance of translation in a multi-linguistic and multicultural society like India.

**UNIT II**

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 III**

- a) Introducing basic concepts and terms used in Translation Studies through relevant tasks, for example, Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, and Code mixing / Switching.
- b) Defining the translation process (analysis, transference, restructuring) through critically examining 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)

**Suggested Readings:**

1. Baker, Mona. “In Other Words: A Coursebook on Translation”, Routledge, 2001. (Useful exercises for practical translation and training).
2. 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.
4. Frishberg, Nancy J. “Interpreting: An Introduction”. Registry of Interpreters, 1990.
5. 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.

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**CREATIVE WRITING**

**Code: 24EN562**

Max Marks: 70

**Course Objectives:** This course serves as a versatile and dynamic form of expression, encompassing a range of objectives that goes beyond mere storytelling. Here, we delve into the fundamental objectives that drive creative writers to craft their narratives and explore the depths of human creativity.

**UNIT I**

What is Creative Writing?

**UNIT II**

The Art and Craft of Writing

**UNIT III**

Modes of Creative Writing

**UNIT IV**

Writing for the Media

**UNIT V**

Preparing for Publication

**Suggested Readings**

1. "Creative writing: A Beginner's Manual" by Anjana Neira Dev and Others, Published by Pearson, Delhi, 2009.

**BUSINESS COMMUNICATION**

**Code: 24EN102**

Max Marks: 70

**Course Objectives:** The course aims to enable students to develop new perspectives and equip themselves to meet the demands of a fast-changing world where technology, globalization, and other forces have dramatically changed the practice of business communication in recent years. This course also focuses on enhancing proficiency and competencies in verbal and non-verbal communication skills with a holistic long-term perspective. The course will guide the participants to manage cross-cultural communication, develop technical communication skills, address contemporary skills, issues, and concepts, familiarize the students with the major digital media formats available for business messages, and develop the ability to write press releases and understand how PR bridges the gap between an organization and its clients.

**UNIT I**

(10 Hrs)

**Concepts and Fundamentals:** Introduction to Technical Communication, Need, and importance of communication, channel, Distinction between general and technical communication, nature and features of technical communication, Seven Cs of communication, Types of Technical communication, style in technical communication, technical communication skills, Language as a tool of Communication, History of the development of Technical Communication, Computer Aided Technical Communication

**UNIT II**

(12 Hrs)

**Oral Communication:** Principles of effective oral communication, Introduction of Self and others, Greetings, Handling Telephone Calls Interviews: Meaning & Purpose, Art of interviewing, Types of Interview, Interview styles, Essential, Techniques of interviewing, Guidelines for Interviewer, Guidelines for Interviewee. Meetings: Definition, kind of meetings, agenda, minutes of the meeting, advantages and disadvantages of meetings/ committees, and planning and organization of meetings. Project Presentations: Advantages & Disadvantages, Executive Summary, Charts, Distribution of time (presentation, questions & answers, summing up), Visual presentation, Guidelines for using visual aids, Electronic media (power-point presentation). The technique of conducting Group Discussion and JAM session.

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**UNIT III**

(12 Hrs)

**Written Communication:** Overview of Technical Writing: Definition and Nature of Technical Writing, Basic Principles of Technical Writing, Styles in Technical Writing,  
Note – Making, Notice, E-mail Writing

Writing Letters: Business letters, Persuasive letters- Sales letters and complaint letters Office memorandum, Good news and bad news letters

Report Writing: Definition & importance; categories of reports, Elements of a formal report, style and formatting in report

Special Technical Documents Writing: Project synopsis and report writing, Scientific Article and Research Paper writing, Dissertation writing: Features, Preparation and Elements

Proposal Writing: Purpose, Types, characteristics and structure

Job Application: Types of application, Form & Content of an application, drafting the application, Preparation of resume.

**UNIT IV**

(10 Hrs)

**Soft Skills:** Business Etiquettes – Professional Personality, Workplace Protocols, Cubicle. Non-Verbal Communication: Kinesics and Proxemics, Paralanguage.

Interpersonal Skills

**Language Skills:** Improving command in English, improving vocabulary, choice of words, Common problems with verbs, adjectives, adverbs, pronouns, tenses, conjunctions, punctuations, prefixes, suffixes, and idiomatic use of prepositions. Sentences and paragraph construction, improved spellings, common errors and misappropriation, Building advanced Vocabulary (Synonyms, Antonyms), introduction to Business English.

**Text Book:**

1. Kavita Tyagi and Padma Misra, “Advanced Technical Communication”, PHI, 2011
2. P.D.Chaturvedi and Mukesh Chaturvedi, “Business Communication – Concepts, Cases and Applications”, Pearson, second edition.
3. Rayudu, “C. S.- Communication”, Himalaya Publishing House, 1994.
4. Asha Kaul, “Business Communication”, PHI, second edition.

**Reference Books:**

1. Raymond Murphy, “Essential English Grammar- A self-study reference and practice book for elementary students of English”, Cambridge University Press, second edition.
2. Manalo, E. & Fermin, V. (2007). Technical and Report Writing. ECC Graphics. Quezon City.
3. Kavita Tyagi and Padma Misra, “Basic Technical Communication”, PHI, 2011.
4. Herta A Murphy, Herbert W Hildebrandt, and Jane P Thomas, “Effective Business Communication”, McGraw Hill, seventh edition.

**Theory Paper**

Total: 100 Marks

External: 70 Marks

Internal: 30 Marks

**External: 70 Marks**

10 Question (MCQ): 1 mark each (1x10 = 10)

Answer any 6 out of 8 (Very Short 20-30 Words): 2 marks each (2x6 = 12)

Answer any 6 out of 8 (Short 50-70 Words): 3 marks each (3x6 = 18)

Answer any 6 out of 8 (Long 100-120 Words): 5 marks each (5x6 = 30)

**Internal: 30 Marks**

Two Internal Assessment Examinations will be conducted, each carrying 50 marks. The higher of the two scores will be considered for the final assessment.

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## ARYAVART INTERNATIONAL UNIVERSITY

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### Syllabus for BA English

#### Semester 6

Theory										
Course Code	Topic	L	T	P	Credit	Theory Marks	Internal Marks	Practical Marks	Total Marks	
24EN641	European Classical Literature	4	0	0	4	70	30	0	100	
24EN642	Writings from North East India	4	0	0	4	70	30	0	100	
24DS601	Dissertation	0	0	12	12	0	300	0	300	
<b>Total</b>					<b>20</b>	<b>140</b>	<b>360</b>	<b>0</b>	<b>500</b>	

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**Detailed Syllabus**

**EUROPEAN CLASSICAL LITERATURE**

**Code: 24EN641**

Max Marks: 70

**Course Objectives:** The objective of this course is to make the students familiar with the representative texts belonging to the classical period of Europe and thereby instilling in them a greater consciousness of the rich gamut of the classical tradition that grew in Europe, mainly in the hands of Greek, Roman, and Latin intellectuals. Starting with an Aristotelian concentration, it incorporates a wide range of writings by Homer, Sophocles, Plautus, and Ovid to get the students in touch with a different cultural discourse. The significance of the course rests on the fact that English literature is highly indebted to the classical works of Greece and Rome.

**UNIT I**

Homer. "The Iliad", tr. E.V. Rieu (Harmondsworth: Penguin, 1985).

**UNIT II**

Sophocles Oedipus. "The King", tr. Robert Fagles in Sophocles: "The Three Theban Plays" (Harmondsworth: Penguin, 1984).

**UNIT III**

"Plautus Pot of Gold", tr. E.F. Watling (Harmondsworth: Penguin, 1965).

**UNIT IV**

Ovid Selections from Metamorphoses 'Bacchus', (Book III), 'Pyramus and This be' (Book IV), 'Philomela' (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975). 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.

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WRITINGS FROM NORTH EAST INDIA

Code: 24EN642

Max Marks: 70

**Course Objectives:** This course explores fictional works in English by the people in India's northeast. The course aims to extend the academic focus to this major constituency in the region, especially their shifting historical locations and relations with one another and the other communities in the area as amply embedded and represented in fictional works. The course is designedly interventionist.

**UNIT I**

**Oral Narratives:** Mamang Dai: "On Creation Myths and Oral Narratives"  
Tashi Chopel: "The Story of Creation"  
Kynpham Sing Nongkynrih: "U Thlen: The Man-Eating Serpant"

**UNIT II**

**Poetry:** Deva Kanta Barua: "And we open the gates"  
Ajit Barua: "Lovely is our village", Parts I & II  
Rajendra Bhandari: "Time does not pass"

**UNIT III**

**Fiction:** Homen Borgohain: "Spring in Hell"  
Temsula Ao: "An old man remembers"  
Mahim Bora: "Audition"

**UNIT IV**

**Prose:** Gopinath Bardoloi: "Reminiscences of Gandhiji"  
Moji Riba: "Rites, in passing"

**UNIT V**

**Drama:** Arun Sarma: "Aahar"

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

The Folk in Narrative  
Myths and Legends  
Memory and Telling  
Writing Northeast India

**Theory Paper**

Total: 100 Marks  
External: 70 Marks  
Internal: 30 Marks

**External: 70 Marks**

10 Question (MCQ): 1 mark each (1x10 = 10)  
Answer any 6 out of 8 (Very Short 20-30 Words): 2 marks each (2x6 = 12)  
Answer any 6 out of 8 (Short 50-70 Words): 3 marks each (3x6 = 18)  
Answer any 6 out of 8 (Long 100-120 Words): 5 marks each (5x6 = 30)

**Internal: 30 Marks**

Two Internal Assessment Examinations will be conducted, each carrying 50 marks. The higher of the two scores will be considered for the final assessment.

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