

Assam University, Silchar



Department of English

Four Year Undergraduate Programme

**Implemented under NEP 2020
Effective from the Academic Year 2023-24**

**Syllabi of English Courses (Semester I and Semester II)
(for colleges affiliated to Assam University)**

Table 1: Semester-wise list of English DSC Courses

Semester	Course Code	Title of Courses	Credits
I	ENGDSC101	British Poetry (Beginnings to the Twentieth Century)	3
	ENGDSC102	British Drama (Beginnings to the Twentieth Century)	3
II	ENGDSC151	British Fiction (Beginnings to the Twentieth Century)	3
	ENGDSC152	Indian Writing in English	3

Table 2: Semester-wise list of English DSM Courses

Semester	Course Code	Title of Courses	Credits
I	ENGDSM101	British Literature-I (The Elizabethan Period to the Eighteenth Century)	3
II	ENGDSM151	British Literature- I (The Elizabethan Period to the Eighteenth Century)	3

Table 3: Semester-wise list of English SECs

Semester	Course Code	Title of Courses	Credits
I	ENGSEC101	English Communication and Soft Skills	3
II	ENGSEC151	Creative Writing in English	3

Table 4: Semester-wise list of English AECs

Semester	Course Code	Title of Courses	Credits
I	ENGAEC101	Alternative English	2
II	ENGAEC151	English Language and Communication	2

Table 5: Semester-wise list of IDCs

Semester	Course Code	Title of Courses	Credits
I	ENGIDC101	An Introduction to Literary Appreciation	3
II	ENGIDC151	Literature and the Environment	3

SEMESTER I: DSC COURSES
ENGDSC101
British Poetry
(Beginnings to the Twentieth Century)

Course Objectives: The primary objective of this course is to provide students with a comprehensive understanding of the historical development and evolution of British poetry by exploring major works from the Chaucerian Period to the Twentieth Century. The course will introduce students to the essential literary works in the realm of British Poetry of the period. By examining the social, political, and cultural contexts that shaped these literary works, students will gain insight into the unique aspects of British poetry and its role in reflecting and shaping society.

Learning Outcome: After completing this course, the students will be able to engage with the poems at a deeper level, appreciating the historical context, literary techniques, and thematic elements that define each work. Students will be able to identify the major poets of this period and their contributions to the British literary canon and their impact on the larger literary landscape.

Contents:

Unit I: History of British Poetry from the beginnings to the Twentieth Century

1. Chaucer's contribution to British Poetry
2. The Elizabethan Sonnet Tradition
3. The Metaphysical School of Poets
4. Eighteenth century satire
5. Romantic Poetry
6. Victorian Poetry
7. Pre-Raphaelite Poetry
8. Modern Poetry

Unit II: British Poetry: Fourteenth to Seventeenth Centuries

1. Geoffrey Chaucer: *The Nun's Priest's Tale*
2. William Shakespeare: Sonnet Nos. 29 & 130
3. Edmund Spenser: "Amoretti" No.78
4. John Donne: "The Canonization"

Unit III: British Poetry: Seventeenth to Eighteenth Centuries

1. John Milton: *Paradise Lost*, Book 1
2. John Dryden: *Mac Flecknoe*

Unit IV: British Poetry: The Romantics and the Victorians

1. William Wordsworth: "The Daffodils"
2. Percy Bysshe Shelley: "To a Skylark"
3. John Keats: "Ode on a Grecian Urn"
4. Alfred Tennyson: "The Lotos-Eaters"

5. Robert Browning: "My Last Duchess"
6. Christina Rossetti: "When I am dead, my dearest"

Unit V: British Poetry: The Twentieth Century

1. W.B. Yeats: "The Second Coming"
2. T.S. Eliot: "The Hollow Men"
3. W. H. Auden: "The Unknown Citizen"
4. Wilfred Owen: "Strange Meeting"
5. Dylan Thomas: "Fern Hill"

Recommended Reading:

1. Carter, Ronald, and John McRae. *The Routledge History of Literature in English: Britain and Ireland*. 3rd ed., Routledge, 2021.

Scheme of End Semester Examination:

The Core Course will be of 100 marks.

Internal Examination: 30 marks.

End Semester Examination: 70 marks.

End Semester Examination (70 Marks):

Five essay-type questions taking one from each unit (10x5=50)

Five short answer-type questions taking one from each unit (4x5=20).

ENGDSC102 British Drama (Beginnings to the Twentieth Century)

Course Objectives: This course seeks to introduce the students to British Drama in terms of the context, the form, the stage, etc., from the Medieval Period to the Twentieth Century, through a reading of the selected representative texts. The selected texts will also help students

in exploring the British society, culture and politics of the respective periods and in appreciating the role of drama in reflecting the contemporary issues.

Learning Outcome: On completion of the course, the students are expected to be in a position to appreciate the state of affairs as has prevailed in Britain from the Medieval Period to the Twentieth Century, and as those that have been represented in the selected texts. The students, through an engagement with the selected texts, will also gain an understanding of the British life and society in their wider historical context.

Contents:

Unit I: History of British Drama from the Beginnings to the Twentieth Century

1. Medieval Drama
2. Pre-Shakespearean Drama
3. Shakespearean Dramaturgy
4. Restoration Drama
5. Drama of Ideas
6. Absurd Play

Unit II: Medieval and Pre-Shakespearean Drama

1. Anonymous: *Everyman*
2. Christopher Marlowe: *Doctor Faustus*

Unit III: Shakespearean and Post-Shakespearean Drama

1. William Shakespeare: *Macbeth*
2. Ben Jonson: *Volpone*

Unit IV: The Restoration and the Nineteenth Century

1. William Congreve: *The Way of the World*
2. G.B. Shaw: *Arms and the Man*

Unit V: The Twentieth Century

1. J. M. Synge: *Riders to the Sea*
2. Samuel Beckett: *Waiting for Godot*

Recommended Reading:

1. Boulton, Marjorie. *The Anatomy of Drama*. Routledge & Paul, 1960.
2. Bradley, A. C. *Shakespearean Tragedy*. Macmillan, 1905
3. Carter, Ronald, and John McRae. *The Routledge History of Literature in English: Britain and Ireland*. 3rd ed., Routledge, 2021.
4. Nicoll, Allardyce. *The Theory of Drama*. Ayer Co Pub; Reprint edition, 1967.

Scheme of End Semester Examination:

The Core Course will be of 100 marks.
Internal Examination: 30 marks.
End Semester Examination: 70 marks.

End Semester Examination (70 Marks):

Five essay-type questions taking one from each unit (10x5=50)
Five short answer-type questions taking one from each unit (4x5=20).

SEMESTER II: DSC COURSES
ENGDSC151
British Fiction
(Beginnings to the Twentieth Century)

Objective: The primary objective of this course is to provide students with a comprehensive understanding of the historical development and evolution of British fiction by exploring major works from different literary periods. The course will introduce students to the major novelists, their contributions to the British literary tradition, and the broader impact of these works on global literature. By examining the social, political, and cultural contexts that shaped these novels, students will gain insight into the unique aspects of British fiction and its role in reflecting and shaping society.

Learning Outcome: After completing this course, students are expected to develop a solid foundation in the analysis and interpretation of key British novels. They will be able to engage with the texts on a deeper level, appreciating the historical context, literary techniques, and thematic elements that define each work. Students will be able to identify the major authors and their contributions to the British literary canon, as well as the distinguishing characteristics of different literary periods. Additionally, students will hone their critical thinking skills, enabling them to engage in thoughtful discussions and form well-informed opinions about the novels and their impact on the larger literary landscape.

Contents:

Unit I: A Brief History of English Fiction

- Topics:**
1. Origin of English Fiction
 2. Women Novelists of Romantic Period.
 3. Gothic Fiction
 4. Features of Victorian Novel
 5. Stream of Consciousness Novels
 6. Dystopian Novel

Unit II: The Eighteenth Century British Fiction

1. Jonathan Swift: *Gulliver's Travels*, Book I

2. Henry Fielding: *Tom Jones*

Unit III: The Nineteenth Century British Fiction I

1. Jane Austen: *Pride and Prejudice*
2. Emily Bronte: *Wuthering Heights*

Unit IV: The Nineteenth Century British Fiction II

1. Charles Dickens: *Great Expectations*
2. Thomas Hardy: *The Mayor of Casterbridge*

Unit V: The Twentieth Century British Fiction

1. Virginia Woolf: *To the Lighthouse*
2. William Golding: *Lord of the Flies*

Recommended Reading:

1. Carter, Ronald, and John McRae. *The Routledge History of Literature in English: Britain and Ireland*. 3rd ed., Routledge, 2021.
2. Eagleton, Terry. *The English Novel: An Introduction*. Blackwell Publishing, 2005.
3. Kettle, Arnold. *An Introduction to the English Novel* (Vol 1 and 2). Hutchinson University Library, 1954.
4. Showalter, Elaine. *A Literature of Their Own: British Women Novelists from Brontë to Lessing*. Princeton University Press, 1977.
5. Williams, Raymond. *The English Novel from Dickens to Lawrence*. Chatto & Windus, 1970.

Scheme of End Semester Examination:

The Core Course will be of 100 marks.

Internal Examination: 30 marks.

End Semester Examination: 70 marks.

End Semester Examination (70 Marks):

Five essay-type questions taking one from each unit (10x5=50)

Five short answer-type questions taking one from each unit (4x5=20).

ENGDSC152 Indian Writing in English

Course Objectives: The purpose of this course is to familiarize the students with the emergence and growth of Indian Writing in English. The course will highlight issues like representation of culture, identity, history, and gender politics. It will also open before students the rich and diverse output of Indian writing in English and grow their interest to appreciate the underlying

aesthetics of Indian Writing in English.

Learning Outcome: After completion of the course, the students are expected to gain insight into various aspects of Indian Writing in English through representative texts.

Unit I: Context of Indian Literature in English

1. The Nature and scope of Indian English Literature
2. Indian English Poetry during pre-and post-independence period
3. Growth and Development of Indian English Drama
4. Short Story in the Pre- and post- independence Period

Unit II: Indian English Fiction

1. R. K. Narayan: *The English Teacher*
2. Anita Desai: *Cry, The Peacock*

Unit III: Indian English Poetry

1. Toru Dutt: "The Lotus"
2. Kamala Das: "An Introduction"
3. Nissim Ezekiel: "The Night of the Scorpion"

Unit IV: Indian English Drama

1. Mahesh Dattani: *Bravely Fought the Queen*
2. Asif Currimbhoy: *The Refugee*

Unit V: Indian English Short Story

1. Mulk Raj Anand, *The Lost Child*
2. Shashi Deshpande: *The Inner Rooms*

Recommended Readings:

1. M. K. Naik. *A History of Indian English Literature*. Sahitya Akademy, 1982.
2. A. K. Mehrotra (ed.) *An Illustrated History of Indian Literature in English*. Permanent Black, 2003.

Scheme of End Semester Examination:

The Core Course will be of 100 marks.

Internal Examination: 30 marks.

End Semester Examination: 70 marks.

End Semester Examination (70 Marks):

Five essay-type questions taking one from each unit (10x5=50)

Five short answer-type questions taking one from each unit (4x5=20).

SEMESTER I and II: DSM COURSES
ENGDSM101/ENGDSM151
British Literature I
(The Elizabethan Period to the Eighteenth Century)

Course Objectives: The primary objective of this course is to provide students with a comprehensive understanding of the evolution of British literature through exploration of some major works from the Elizabethan Period to the Eighteenth Century. The course will introduce students to the essential literary works of the period. By examining the social, political, and cultural contexts that shaped these literary works, students will gain insight into the unique aspects of British literature and its role in reflecting and shaping society.

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

Contents:

Unit I: History of the Literature of the Period

1. Elizabethan Sonnet Tradition
2. Elizabethan Drama
3. Metaphysical Tradition
4. Influence of Puritan movement upon English life and literature
5. 18th century satire
6. Beginnings of English Novel

Unit II: Elizabethan Poetry

1. William Shakespeare: Sonnet Nos. 29 & 116
2. Edmund Spenser: "Amoretti" No.78

Unit III: Elizabethan Drama

1. William Shakespeare: *As You Like It*

2. William Shakespeare: *Julius Caesar*

Unit IV: Poetry of the Seventeenth and Eighteenth Centuries

1. John Donne: “The Canonization”
2. John Milton: “Me Thought I Saw My Late Espoused Saint”
3. Alexander Pope: “The Dunciad”

Unit V: Eighteenth Century Fiction

1. Daniel Defoe: *Robinson Crusoe*
2. Henry Fielding: *Tom Jones*

Recommended Reading:

1. Carter, Ronald, and John McRae. *The Routledge History of Literature in English: Britain and Ireland*. 3rd ed., Routledge, 2021.

Scheme of End Semester Examination:

The Core Course will be of 100 marks.
Internal Examination: 30 marks.
End Semester Examination: 70 marks.

End Semester Examination (70 Marks):

Five essay-type questions taking one from each unit (10x5=50)
Five short answer-type questions taking one from each unit (4x5=20).

SEMESTER I: SEC ENGSEC101 English Communication and Soft Skills

Course Objectives: The primary objective of this course is to inculcate in the students the need to build up adaptive strategies in multiple situations by developing inter-personal skills, workplace etiquette, relation building and written communication with a view to attaining hard skills subsequently.

Learning Outcome: Students, on the completion of this course, will be able to acquire the

necessary soft skills in English by gaining insight into the finer and subtler aspects of personal and inter-personal relationships especially in a public environment. This syllabus will also improve the capabilities of the students to work and conduct themselves appropriately in the institution and the workplace by being caring, sensitive, tolerant and reciprocal to others.

Unit I

1.1 Listening Skills

- (i) The importance of listening
- (ii) Characteristics of listening
- (iii) Active and Passive listening
- (iv) Word pairs and their difference
- (v) Use of noun suffixes
- (vi) Practical

1.2 Teamwork Skills

- (i) The basics and necessity of teamwork
- (ii) Characteristics of teamwork
- (iii) Teamwork in workplace
- (iv) Use of adjectival suffixes
- (v) Practical

Unit II

2.1 Emotional Intelligence Skills

- (i) Concept and features of Emotional Intelligence Skills
- (ii) Importance of Emotional Intelligence Skills
- (iii) Necessity of identifying different characters in a text
- (iv) Adverbial suffixes
- (v) Words used as adverbs and adjectives
- (vi) Practical

2.2 Assertive Skills

- (i) Concept and features of Assertive Skills
- (ii) How assertiveness is different from aggression
- (iii) Characteristics of an assertive person
- (iv) Reasons for mismatch between education and employment
- (v) Personal Qualities and assertive behaviour
- (vi) Verb and verb suffixes
- (vii) Practical

Unit III

3.1 Learning Skills

- (i) Concept and features of Learning Skills

- (ii) Use of prefixes
- (iii) The necessity to update knowledge and skills
- (iv) Different sources to acquire knowledge
- (v) Importance of role play
- (vi) Practical

3.2 Problem – Solving Skills

- (i) Concept and features of Problem – Solving Skills
- (ii) Prepositions and their use
- (iii) Qualities needed to solve problems
- (iv) Steps involved in problem solving
- (v) Characteristics of effective solution
- (vi) Practical

Unit IV

4.1 Interview Skills

- (i) Importance of Interview Skills
- (ii) Characteristics of different types of interviews
- (iii) Sources of information about jobs
- (iv) Job applications (Cover letter, Resume, Curriculum Vitae)
- (v) Use of conjunctions
- (vi) Practical

4.2 Adaptability Skills

- (i) Concept and features of Adaptability Skills
- (ii) Adaptability as a survival skill in an organisation
- (iii) Organisational Communication
- (iv) Good and bad communication
- (v) Memo writing
- (vi) Voice change and Narration
- (vii) Practical

Unit V

5.1 Non – verbal Communication Skills

- (i) Concept and features of Non-Verbal Communication Skills
- (ii) Importance of Non-Verbal Communication Skills
- (iii) Non-Verbal Communication Skills in an institution/organisation
- (iv) Necessity of understanding people
- (v) Practical

5.2 Written Communication Skills

- (i) Concept and features of Written Communication Skills
- (ii) Different types of written communication
- (iii) Official Letters, Covering letter, Enclosure

- (iv) Use of punctuation
- (v) Correction of sentences
- (vi) Practical

Prescribed Text:

1. Dhanavel, S. P. *English and Soft Skills*. Orient Blackswan Pvt Limited, 2011.

Scheme of End Semester Examination:

The Core Course will be of 100 marks.

Internal Examination and practical: 50 marks (30 marks internal Exam and 20 marks practical).

End Semester Examination: 50 marks.

SEMESTER II: SEC
ENGSEC151
Creative Writing in English

Course Objectives: The primary objective of this course is to enable students to read literature with particular attention to voice, style, form, language and technique. The Craft of creative writing will help students to collaborate and communicate effectively through writing, sharing and revising creative thoughts. The Course is designed to produce skills to create awareness to comprehend creativity in literature.

Learning Outcome: After completing the course the students will be expected to exhibit artistic potential in a significant way with an understanding of the creative process for critical as well as intuitive thinking and problem solving.

Unit I: The Basics of Creative Writing

- i. Defining Creativity
- ii. Measuring Creativity
- iii. Creativity and Resistance
- iv. Role of Imagination and Inspiration in Creative Writing
- v. Practical

Unit II: The Art & Craft of Writing

- i. Tropes and Figures
- ii. Language and Gender
- iii. Varieties of English
- iv. Disordered Language
- v. Practical

Unit III: Modes of Creative Writing

1. Poetry

- i. Definition of Poetry
- ii. Dominant modes of Poetry
- iii. Lyrical, Narrative and Dramatic
- iv. Writing Verse for Children

2. Fiction

- i. Definition of Fiction, Non-Fiction, Short story and the Novel
- ii. Literary & Popular Fiction
- iii. What is Children's Literature?

3. Drama

- i. What is Drama?
- ii. Plot & Characterization
- iii. Verbal and Non-Verbal elements in Drama
- iv. English Language Theatre in India

4. Practical

Unit IV: Writing for the Media

- i. The Print Media
- ii. The Broadcast Media
- iii. The New Media
- iv. Advertising
- v. Practical

Unit V: Preparing for Publication

- i. Revising and Rewriting
- ii. Proof Reading
- iii. Editing
- iv. Submitting Manuscript for Publication

- v. Practical

Prescribed Text:

1. Dev, Anjana Neira, Anuradha Marwah and Swati Pal, *Creative Writing: A Beginner's Manual*. Pearson Education, 2008.

Scheme of End Semester Examination:

The Core Course will be of 100 marks.

Internal Examination and practical: 50 marks (30 marks internal Exam and 20 marks practical).

End Semester Examination: 50 marks.

**SEMESTER I: AEC
ENGAEC101
Alternative English**

Course Objectives: The primary objective of this course is to enhance the ability of the students by providing them with a comprehensive understanding of the basic English Grammar as well as some English literary pieces covering English Poetry, Short Stories and Essays.

Learning Outcome: After completing this course, students will be able to develop the ability to understand the basics of English grammar that may help them to erect a solid foundation in English Language, and subsequently enable them to understand and interpret an English Text. In this way, the students will develop their command over both English language and English literature, simultaneously.

Contents:

Unit I: Grammar I

1. Determiners
2. Prepositions
3. Tenses
4. Subject-Verb Agreement (Concord)
5. Voice

Unit II: Grammar II

1. Direct/indirect speech
2. Tag questions
3. Sentence structure (simple, complex, compound)
4. Synthesis and splitting up of sentence
5. Punctuation

Unit III: Poetry

1. John Donne: "Death Be Not Proud"
2. John Milton: "On His Blindness"
3. William Wordsworth: "Three Years She Grew in Sun and Shower"
4. T. S. Eliot: "Journey of the Magi"

Unit IV: Short Stories

1. O' Henry: "A Service of Love"
2. Ruskin Bond: "The Thief"

Unit V: Essays

1. L.A. Hill: "Principles of Good Writing"
2. Romain Rolland: "Vivekananda: The Great Journey to the West"

Prescribed Texts:

1. Bikram K. Das. *Functional Grammar and Spoken and Written Communication in English*, Orient Blackswan Private Limited, 2006. (For Unit I & Unit II)
2. Forum for English Studies, Department of English, Assam University, Silchar (eds.): *Brookside Musings: A Selection of Poems and Short Stories*. Orient BlackSwan Private Limited, Orient, 2008. (For Unit III & Unit IV)
3. The Board Studies, Department of English, Mizoram University, Aizawl (eds.): *Prose for Our Times*. Orient BlackSwan Private Limited, 2004. (For Unit V)

Scheme of End Semester Examination:

The Core Course will be of 50 marks in End Semester Examination.

There is no Internal Examination.

End Semester Examination: 50 Marks

For Units I & II: 10 objective/ Short answer type questions from each unit (1x20=20)

For Units III, IV & V: One essay type question from each unit (10x3=30)

SEMESTER II: AEC
ENGAEC151
English Language and Communication

Course Objectives: The purpose of this course is to introduce students to the theory, fundamentals, and tools of communication and enable them to develop vital communication skills which should be integral to personal, social, and professional interaction. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the significance of clear and effective communication has been substantially enhanced. The present course is intended to address some of these aspects through an interactive mode of teaching-learning process and by focusing on various dimensions of communication skills.

Learning Outcome: After completing this course, students will be able to express values and skills gained through effective communication. They will acquire the skills of LSRW (Listening, Speaking, Reading, and Writing) and in this way, the students will improve their mediation skills

Contents:

Unit I: Communication: Theory and Types

1. Theory of Communication
2. Types and modes of Communication
3. Verbal and Non-verbal (Spoken and Written)
4. Barriers and Strategies
5. 7 C's of Communication

Unit II: Listening Skills

1. Process of Listening
2. Basic Types of Listening
3. Netiquettes
4. Audio-book Listening & Discussions
5. Note-taking

Unit III: Speaking Skills

1. Components of Speaking
2. Dialogue & Monologue

3. Group Discussion
4. Interview
5. Miscommunication

Unit IV: Reading and Understanding

1. Close Reading
2. Comprehension
3. Summary
4. Paraphrasing
5. Analysis and Interpretation

Unit V: Writing Skills

1. Documenting
2. Summarising
3. Making Notes
4. Report Writing
5. Letter Writing

Recommended Readings:

1. Department of English, University of Delhi. *Fluency in English II*. Oxford University Press, 2006.
2. Mishra, Dr. Gauri, Dr. Ranjana Kaul, Dr. Brati Biswas. *Language through Literature*. Pearson Education, 2016.
3. Sood, S.C. *Developing Language Skills I: Oral Communication and Reading Comprehension, Writing Skills, and Workbook*. Manohar, 2003.
4. University of Delhi. *Language, Literature and Creativity*. Orient Black Swan, 2012.
5. University of Delhi. *Business English*, Pearson Education, 2008.

Scheme of End Semester Examination:

The Core Course will be of 50 marks in End Semester Examination.

There is no Internal Examination.

End Semester Examination: 50 Marks

Ten (10) questions of Five (5) marks taking Two (2) questions from each unit (5x10=50)

SEMESTER I: IDC
ENGIDC101
An Introduction to Literary Appreciation

Course Objectives: The primary objective of the course is to familiarize the students with some basic terminologies used in literary appreciation. In addition, the course will focus on introducing the students to some basic literary texts and what entails their appreciation.

Learning Outcome: After completing the course students will be expected to gain insight into basic literary terminologies which will be helpful to them in appreciating literary texts.

UNIT I: Introduction to literary terms

Lyric, Ode, Sonnet, Novella, Short Story, Plot, Setting, Character, Stream of Consciousness, Allegory, Personification, Irony, Simile, Metaphor, Poetic Voice, Alliteration, Assonance, Satire, Dramatic Monologue, Aphorism, Anecdote, Hyperbole, Onomatopoeia, Elegy, Protagonist, Antithesis, Parody, Soliloquy, Stanza, Catharsis, Synecdoche.

UNIT II: Poetry

1. William Wordsworth: "The Solitary Reaper"
2. John Keats: "Ode on a Grecian Urn"
3. Robert Browning: "The Last Ride Together"

UNIT III: Short Stories

1. Saki: "The Open Window"
2. O' Henry: "The Gift of the Magi"

UNIT IV: Essays

1. Francis Bacon: "Of Studies"
2. Charles Lamb: "Dream Children"

UNIT V: Fiction

1. Daniel Defoe: *Robinson Crusoe*
2. R. K. Narayan: *The Guide*

Recommended Reading:

1. Abrams, M. H. and Geoffrey Galt Harpham, *A Glossary of Literary Terms*. Eleventh edition, Cengage Learning, 2015.

Scheme of End Semester Examination:

The Core Course will be of 100 marks.
Internal Examination: 30 marks.
End Semester Examination: 70 marks.

End Semester Examination (70 Marks):

Seven short answer-type questions (2x7=14) from Unit I
Four essay-type questions from units II, III, IV and V (10x4=40)
Four short answer-type questions taking one each from units II, III, IV and V (4x4=16)

SEMESTER II: IDC
ENGIDC151
Literature and the Environment

Course Objectives: The primary objective of this course is to expose students to the intricate connections between literature and the environment, by analysing works that tackle ecological themes and address pressing environmental concerns. The course will delve into a diverse range of texts, including those from British, American and Indian authors, and will incorporate critical insights from global scholars to offer a well-rounded and cross-cultural understanding of environmental literature. Through this exploration, students will learn to appreciate the power of literature in raising awareness, shaping perspectives, and driving changes related to environmental issues.

Learning Outcome: On the completion of this course, the students are expected to gain the ability to critically analyse and discuss the role of literature in addressing critical environmental issues from a variety of perspectives from different cultural backgrounds. Students will develop a comprehensive understanding of eco-criticism as a critical approach to literature and will be able to apply its principles to the analysis of various texts. Through this process, students will not only become more aware of pressing environmental concerns but also recognize the ways in which literature can inspire, educate, and influence societal attitudes towards the environment.

Contents:

Unit I: Introductory Topics

1. Eco-criticism
2. Eco-feminism

3. Environmental (In) Justice
4. Animal Studies

Unit II: Poetry

1. William Wordsworth: “The World is Too Much with Us”
2. Walt Whitman: “The Voice of the Rain”
3. Pablo Neruda: “Keeping Quiet”
4. Mamang Dai: “The Voice of the Mountain”

Unit III: Short Story

1. Ruskin Bond: “The Cherry Tree”
2. Rabindranath Tagore: “Subha” (“The Dumb Girl”)

Unit IV: Essays

1. Kate Marvel: “We Need Courage, Not Hope, to Face Climate Change”
2. Gerald Durrell: “Vanishing Animals”

Unit V: Novel

1. R. K. Narayan: “The Man-Eater of Malgudi”

Recommended Reading:

1. Buell, Lawrence. *The Future of Environmental Criticism: Environmental Crisis and Literary Imagination*. Blackwell Publishing Ltd, 2005.
2. Garrard, Greg. *Ecocriticism*. Routledge, 2004.
3. Glotfelty, Cheryl and Harold Fromm (eds.). *The Ecocriticism Reader: Landmarks in Literary Ecology*, University of Georgia Press, 1996.
4. Guha, Ramachandra. *Environmentalism: A Global History*. Longman, 2000.
5. Slovic, Scott, Swarnalatha Rangarajan, and Vidya Sarveswaran (eds.). *Routledge Handbook of Ecocriticism and Environmental Communication*. Routledge, 2019.

Scheme of End Semester Examination:

The Core Course will be of 100 marks.

Internal Examination: 30 marks.

End Semester Examination: 70 marks.

End Semester Examination (70 Marks):

Five essay-type questions taking one from each unit (10x5=50)

Five short answer-type questions taking one from each unit (4x5=20).



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