



SEMESTER I

DSCC	Understanding Literature and Society	L	T	P	C
		4	0	0	4
Pre-requisite: English language competence of 10+2 level					
Course Objectives: <ul style="list-style-type: none">• Enable students to discover the function of literature and its reflection to society.• Make them sensitive and aware of Literature as more than just a historical or cultural artifact.• Make them understand the remarkable changes literature has gone through with regard to its themes and styles.					
Course Outcome: <p>After successful completion of the course, the students will be able to</p> <ul style="list-style-type: none">• Explain basic understanding of literature and its importance.• Discuss how literature has influenced society.• Describe how the historical contexts influence the works of literature.					
Module 1: History of English Literature: An Overview					16 hours
Introduction to literature, its relation to society and the changing course of literature through the history, Forms and genres prominent within the respective periods. The Beginnings of English (Old and Middle English) The Renaissance Restoration to Romanticism					
Module 2: Romantic Period to Contemporary Literature					15 hours
Romantic Period The Nineteenth Century Twentieth Century to Contemporary History of English Literature					
Module 3: Sub-Genres of Novel					15 hours
Social and Cultural Context of the Novel: Rise of the novel in Europe and the emergence of print, the expansion of literacy, and how it travelled to other parts of the world. The emerging sub-genres of the novel: the comic, the picaresque, the historical novel and the realist novel. The linkage of the novel to the colonial project and its influence on world literature.					
Module 4: Introduction to literary terms and concepts					14 hours
Types of figures of speech (metaphor, simile, alliteration, metonymy, synecdoche, personification, apostrophe, oxymoron, hyperbole, pun, alliteration, onomatopoeia anaphora, assonance, euphuism, irony, synecdoche, understatements)					
Total Lecture hours					60 hours
Text Book(s)					
1.	M.H. Abrams, <i>A Glossary of Literary Terms</i> , 8 th Edition. Wadsworth Pub Co, 2004.				
2.	Ronald Carter and John McRae, <i>The Routledge History of Literature in English: Britain and Ireland</i> , 2 nd Edition. Routledge, 2016.				
	Leah Price, <i>The Anthology and the Rise of the Novel: From Richardson to George Eliot</i> .				



3.	Cambridge University Press, 2004.
Reference Books	
1.	Paul Hernadi, "Literature and Evolution." <i>Substance</i> , Vol. 30, No. 1/2, Issue 94/95: 55-71, 2001.
2.	Edward Albert, <i>History of English Literature</i> . 8 th Edition. Oxford University Press, 2017.
3.	Charles I. Glicksberg, <i>Literature and Society</i> . Martinus, 1972.
4.	Andrew Milner, <i>Literature, Culture and Society</i> . NYU, 1996.



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DSCC	Indian Writing in English	L	T	P	C
		4	0	0	4
Pre-requisite: English language competence of 10+2 level					
Course Objectives:					
<ul style="list-style-type: none">To introduce students to major movements and figures of Indian Literature in English through the study of selected literary texts.Enable them to place these texts within the discourse of postcoloniality and understand Indian literary productions in English in relation to the hegemonic processes of colonialism, neo-colonialism, nationalism and globalization.Allow the students to situate this corpus within its various historical and ideological contexts.					
Course Outcome:					
After successful completion of the course, the students will be able to					
<ul style="list-style-type: none">Discuss the evolution of Indian Writing in English.Analyze the study of Indian writing in English from the perspectives of multiple Indian subjectivities.Appraise Indian ethos found in the representative texts.					
Module 1: Indian Writing in English: A Historical Overview					15 hours
Brief history of Indian Writing in English Evolution from pre-independence to contemporary writings Postcolonial writings, Diasporic writings, Indian women Writings					
Module 2: National Independence Movement and Partition Novels					15 hours
Rabindra Nath Tagore, <i>Home and the World</i> (With reference to Amitabh Ghosh, <i>The Shadow Lines</i>)					
Module 3: Dalit Writing					15 hours
Significance of Dalit Literature in Indian context, politics of representation, Dalit women writing Om Prakash Valmiki, <i>Joothan</i>					
Module 4: Indian English Poetry					15 hours
Kamala Das, "My Grandmother's House" Nissim Ezekiel, "Goodbye Party for Miss Pushpa T. S." Jayanta Mahapatra, "Hunger" Mamang Dai, "The Sorrow of Women" Vikram Seth, "The Crocodile and the Monkey" Arun Kolatkar, "The Bus"					
Total Lecture hours					60 hours
Text Book(s)					
1. Rabindra Nath Tagore, <i>Home and the World</i> , Penguin India (New edition), 2005. 2. Amitabh Ghosh, <i>The Shadow Lines</i> , Penguin Modern Classics, 2019. 3. Om Prakash Valmiki's <i>Joothan: A Dalit's Life</i> . Trans. Arun Prabha Mukherjee. Bhatkal & Sen (Latest edition), 2007.					
Reference Books					



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1. K.D. Verma, *The Indian Imagination: Critical Essays on Indian Writing in English*. Palgrave Macmillan, 2000.
2. Meenakshi Mukherjee, *The Perishable Empire*. Oxford University Press, 2002.
3. Sharankumar Limbale and Alok Mukherjee, *Towards an Aesthetic of Dalit Literature: Histories, Controversies and Consideration*. Orient Longman, 2004.
4. Amar Nath Prasad and Bithika Sarkar, *Critical Response to Indian Poetry in English*. Sarup & Son, 2008.
5. Saswati Sengupta, Shampa Roy and Sharmila Purkayastha, *Towards Freedom: Critical Essays on Rabindranath Tagore's GhareBaire, The Home and the World*. Orient Longman, 2007.



SEMESTER II

DSCC	Forms and Approaches to Literature	L	T	P	C
		4	0	0	4
Pre-requisite: English language competence of 10+2 level					
Course Objectives: The objectives of this course are to enable the students to					
<ul style="list-style-type: none">• Introduce students to a variety of genres and critical approaches to literature.• Prepare them for upper-level English courses, in terms of interpretive and analytical skills.• Acquaint them with the intricate interconnectedness between a literary text, author, reader and society.					
Course Outcome:					
After successful completion of the course, the students will be able to					
<ul style="list-style-type: none">• Explain key practices of interpretation by experimenting with a variety of reading methods and engaging with literary critical concepts like form, genre, medium, allusion, pattern, plot, and performance.• Differentiate how the changes in critical approach yield different interpretations of texts.• Apply skills for writing about literature, as well as discovering new techniques for writing in general.					
Module 1: Approaches to Literature and Literary Forms					15 hours
Understanding a novel, novella, and short story and their elements (introduction, rising action, climax, falling action, denouement/conclusion/resolution) Elements of drama, dramatic devices, and types of drama Elements of poetry, alliteration, assonance, figurative language, imagery, rhyme, rhythm, stanza, tone					
Module 2: Reading Novel and Short Stories					15 hours
Charlotte Bronte, <i>Jane Eyre</i> Charlotte P. Gilman, "The Yellow Wallpaper"					
Module 3: Reading Drama					15 hours
Shakespeare, <i>Othello</i> Samuel Beckett, <i>Waiting for Godot</i>					
Module 4: Reading Poetry					15 hours
John Keats, "Ode to a Nightingale" Alfred Lord Tennyson, "The Lady of Shallot" Thomas Gray, "Ode on a Death of a Favorite Cat" Nissim Ezekiel, "Soap" W.B. Yeats, "No Second Troy" H.D., "Sea Rose"					
Total Lecture hours					60 hours
Text Book(s)					
1.	Charlotte Bronte, <i>Jane Eyre</i> . Penguin Classics (Reprint Edition), 2006.				



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2.	William Shakespeare, <i>Othello</i> . Fingerprint, 2017.
3.	Samuel Beckett, <i>Waiting for Godot</i> . Faber & Faber, 2010.
4.	M.H. Abrams and Geoffrey Harpham, <i>A Glossary of Literary Terms</i> . Cengage India Private Limited (11th edition), 2015.
Reference Books	
1.	Sylvan Barnet and William Burto, <i>An Introduction to Literature: Fiction, Poetry, and Drama</i> . Pearson Longman, 2008. K.D. Verma, <i>The Indian Imagination: Critical Essays on Indian Writing in English</i> . Palgrave Macmillan, 2000.
2.	Pamela J. Annas and C. Rosen, <i>Literature and Society: An Introduction to Fiction, Poetry, Drama, Nonfiction</i> . Prentice Hall, 2006.
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DSCC	Children's Literature	L	T	P	C
		4	0	0	4
Pre-requisite: English language competence of 10+2 level					
Course Objectives: <ul style="list-style-type: none">To introduce students to the genre of children's literature through its history and development.To enable them to appreciate how children's literature helps children gain an understanding of diversity from multiple perspectives.To introduce them to a range of critical approaches that reveal complexity, sophistication, and surprises in these seemingly "simple" texts.To make them aware of interrelatedness of local, global, international, and intercultural issues, trends, and systems through the use of children's literature that addresses global issues					
Course Outcome: <p>After successful completion of the course, the students will be able to</p> <ul style="list-style-type: none">Demonstrate their familiarity with major stages in the history and development of children's literature and characteristics of the genre.Identify canonical works in the genre of children's literature and their authors.Analyze and critically interpret children's texts in the genre of children's literature.					
Module 1: Fantasy Fiction					15 hours
Brief history of fantasy fiction as a genre and its characteristics, modern fantasy literature, Lewis Carol's <i>Alice's Adventures in the Wonderland</i>					
Module 2: Comedy and Pathos					15 hours
Charles Dicken's and the "dark corners" of children's literature, understanding comedy and pathos, Charles Dicken's <i>Oliver Twist</i>					
Module 3: Historical Fiction					18 hours
Historical Fiction and Indian national movement in progress, child's psychology and innocence, understanding diversity, equity and inclusion, R. K. Narayan's <i>Swami and Friends</i>					
Module 4: Children's Comics					12 hours
Visual narrative theory and its pedagogical implications, <i>Amar Chitra Katha</i> and <i>The Adventures of Tintin</i>					
Total Lecture hours					60 hours
Text Book(s) <ol style="list-style-type: none">Lewis Carol, <i>Alice's Adventures in the Wonderland</i>. 1st Edition, Mapple Press, 2011.Charles Dickens, <i>Olivers Twist</i>, Illustrated Edition. Wordsworth Pvt, 1992.R. K. Narayan, <i>Swami and Friends</i>, 1st Edition. Indian Thought Publication, 2008.Selected texts from <i>Amar Chitra Katha</i> (Mumbai, Amar Chitra Katha Pvt. Ltd.)Selected texts from <i>The Adventures of Tintin</i> (UK: Egmont)					
Reference Books <ol style="list-style-type: none">Peter Hunt, <i>Understanding Children's Literature</i>, 2nd Edition. Routledge, 2005.Douglas A. Anderson, <i>Tales Before Narnia: The Roots of Modern Fantasy and Science</i>					



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6. | <p><i>Fiction</i>. Del Ray, 2008.</p> <p>Philip Collins, <i>Charles Dickens: The Critical Heritage</i>. Routledge, 1971.</p> <p>Jaydipsih Dodiya, <i>Critical Essays on Indian Writing in English</i>. Sarup & Son, 2008.</p> <p>Michael Farr, <i>Tintin: The Complete Companion</i>. Hodder And Stoughton, 2001.</p> <p>Nilakshi Goswami, "Ideological History, Contested Culture, and the Politics of Representation in Amar Chitra Katha," <i>Status Quaestionis</i>, University of Rome, SQ 20(2021): 219-46, 2022.</p> |
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SEMESTER III

DSCC	Literary Theories: An Overview	L	T	P	C
		4	0	0	4
Pre-requisite: English language competence of 10+2 level					
Course Objectives: The objectives of this course are to enable the students to					
<ul style="list-style-type: none">• Understand different trends in literary theory• Acquaint themselves with some of the most influential thoughts and ideologies of the contemporary world• Analyze, critique and situate literature within a larger context					
Course Outcome:					
After successful completion of the course, the students will be able to					
<ul style="list-style-type: none">• Demonstrate an understanding of the importance of literary theory• Explain key literary theories that will enable them to engage more critically with literary texts• Apply conceptual understanding of fundamental literary concepts which students can apply in their analysis of literature					
Module 1: Introduction to Literary Theory					15 hours
Discussion of the theoretical turn with its brief history and development Literary Theory: Origin, Evolution, and Current Status Similarities and Differences between Literary Theory and Literary Criticism					
Module 2: Marxist Criticism					15 hours
Beginnings and basics of Marxism The concepts of ideology, hegemony and organic intellectuals (with reference to “The Formation of the Intellectuals” and “Hegemony and Separation of Powers”) Key concepts by Louis Althusser (with reference to “Ideology and Ideological State Apparatuses,” <i>Lenin and Philosophy and Other Essays</i>)					
Module 3: Feminist Criticism					12 hours
Origin and development of Anglo-American and French feminisms through writings by representative figures. Analogies from the Indian contexts will also be drawn during class discussions. Extracts from <i>Room of One’s Own</i> , Virginia Woolf Extracts from <i>The Second Sex</i> , Simone de Beauvoir					
Module 4: Structuralism, Poststructuralism, and Deconstruction					18 hours
Development of Structuralism and Poststructuralism Extracts from <i>Course in General Linguistics</i> , Ferdinand de Saussure Michael Foucault, “Truth and Power” in <i>Power/ Knowledge: Selected Interviews and Other Writings</i> Jacques Derrida, “Structure, Sign, and Play in the Discourse of the Human Sciences,” <i>Writing and Difference</i>					
Total Lecture hours					60 hours
Text Book(s)					



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1.	Antonio Gramsci, <i>The Modern Prince and Other Writings</i> , International Publishers & Co, 1989.
2.	Louis Althusser, <i>Lenin and Philosophy and Other Essays</i> , Aakar Books, 2016.
3.	Virginia Woolf, <i>Room's of One's Own</i> . Fingerprint, 2016.
4.	Simone de Beauvoir, <i>The Second Sex</i> . Vintage, 2010.
5.	Ferdinand de Saussure, <i>Course in General Linguistics</i> . Forgotten Books, 2018.
6.	Roland Barthes. <i>Image Music Text</i> , Fontana Press, 1993.
7.	Michael Foucault, <i>Power/ Knowledge: Selected Interviews and Other Writings</i> , 1983.
8.	Jacques Derrida, <i>Writing and Difference</i> , Trans. Alan Bass. Vintage, 2001.
Reference Books	
1.	Leitch, Vincent B, <i>The Norton Anthology of Theory and Criticism</i> . W. W. Norton & Company, Inc, 2001.
2.	Peter Barry, <i>Beginning Theory</i> . Viva Books, 2010.



DSCC	Literature of Diaspora Studies	L	T	P	C
		4	0	0	4
Pre-requisite: English language competence of 10+2 level					
Course Objectives: The objectives of this course are to enable the students to					
<ul style="list-style-type: none"> • Understand the social, cultural, political, and economic implications of the movement and transnational settlement of people around the globe through fiction • Study Diaspora narrative against the backdrop of political, gender, race, religious and identity issues. • Comprehend the differences between the different diasporas 					
Course Outcome:					
After successful completion of the course, the students will be able to					
<ul style="list-style-type: none"> • Demonstrate awareness about the field of Diaspora and Migration literature and theory • Analyze diaspora narrative against the backdrop of political, gender, race, religious and identity issues. • Identify and distinguish the differences between the various diasporas 					
Module 1: Diaspora & Transnationalism					18 hours
Literature of the Diaspora: Characteristic features of Diasporic Literature in English – nostalgia, pain, alienation and identification; issues of racism; literary innovations such as magic realism; allegory, diasporic re-possession/re-writings of history and the nation; outsider/insider view on homeland and host land; hybridity and hyphenation of identities.					
Module 2: Postcolonial Diaspora					12 hours
Development of Indian Diaspora Postcolonial emergence and the concept of global English Arvind Adiga, <i>White Tiger</i>					
Module 3: Trade or Labor Diasporas					15 hours
Indentured history and diaspora poetics Colonialism, oppression and escape V.S. Naipaul, <i>A House for Mr. Biswas</i>					
Module 4: Victim Diaspora					15 hours
Introduction to graphic novels and visual culture Art Spiegelman, <i>The Complete Maus</i>					
Total Lecture hours					60 hours
Text Book(s)					
<ol style="list-style-type: none"> 1. Arvind Adiga, <i>White Tiger</i>, Harper Collins, 2008. 2. V.S. Naipaul, <i>A House for Mr. Biswas</i>, Picador, 2022. 3. Art Spiegelman, <i>The Complete Maus</i>, 2003. 					
Reference Books					
<ol style="list-style-type: none"> 1. Bill Ashcroft, Gareth Griffiths, Helen Tiffin, <i>Post-Colonial Studies: The Key Concepts</i>, Routledge (3rd Edition), 2013. 2. Robin Cohen, <i>Global Diasporas: An Introduction</i>, University of Washington Press, 1997. 					



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| 3. | Mishra, Vijay, <i>The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary</i> , Routledge, 2007.
Homi K. Bhabha, <i>The Location of Culture</i> , Routledge Classics, 2004. |
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MULTIDISCIPLINARY COURSE FOR UG PROGRAM
OFFERED BY THE ENGLISH DEPARTMENT

MDC	Linguistics and the Study of Literature	L	T	P	C
		3	0	0	3
Pre-requisite: English language competence of 10+2 level					
Course Objectives: The objectives of this course are to enable the students to					
<ul style="list-style-type: none">• Understand and use linguistic methods in analyzing novels and poems.• Provide a broad interdisciplinary perspective on work in literature and linguistics.• Recognize the interconnectedness and relevance of linguistic and literature for overall understanding of language.					
Course Outcome:					
After the completion of the course, students would be able to					
<ul style="list-style-type: none">• Explain the fundamental understanding of the basic nature, branches and history of linguistics.• Evaluate the relationship between literature and society.• Demonstrate the application of linguistics on literature and other related disciplines.					
Module 1: An Introduction to Linguistics					14 hours
Definition of Linguistics and an outline of the history of Linguistic. Branches of Linguistics: Phonetics, phonology, morphology, syntax, sociolinguistics, semantics, pragmatics, and stylistics. New trends in Linguistics: ethnolinguistics, psycholinguistics, neurolinguistics and so on.					
Module 2: Understanding Literature					10 hours
Literature and its relation to society Language of literature as an object of enquiry Literary analysis of the novel <i>Kanthapura</i> by Raja Rao					
Module 3: Importance of Linguistics in Literature					12 hours
Relation and differences between Linguistics and Literature Linguistic analysis of the novel <i>Kanthapura</i> Relation between linguistic and literary analysis of the novel					
Module 4: Linguistic Analysis in Poetry					9 hours
“Very Indian Poem in Indian English,” Nissim Ezekiel Linguistic analysis of the poem: contextual level of analysis and extra-textual information Relevant patterns of grammatic and phonological structure (stress, rhyme, intonation, syllable structure, and so on)					



Total Lecture hours		45 hours
Text Book(s)		
1.	John Lyons, <i>Language and Linguistics: An Introduction</i> . Cambridge University Press, 1981.	
2.	Raja Rao, <i>Kanthapura</i> . Penguin, Modern Classics, 2014.	
3.	Paul Simson, <i>Stylistics: A Resource Book for Students</i> . Routledge, 2014.	
Reference Books		
1.	David Crystal, <i>A Dictionary of Linguistics and Phonetics</i> . Blackwell Pub Malden, 2008.	
2.	Nigel Fabb, <i>Linguistics and Literature</i> . Wiley Blackwell, 1997.	
3.	Margaret Drabble, <i>The Oxford Companion to English Literature</i> . Oxford University Press, 2008.	