

ENGLISH LITERATURE
(HONOURS & HONOURS WITH RESEARCH)
SEMESTER- VII

Three core papers: ECC-715; ECC-716; ECC-717

One Discipline Specific Elective: DCE-703

*Or *Dissertation (for Hons. with Research)*

SL. No.	Paper code	Title	Mark	Credits
1	ECC-715	Popular Writing	100	6(5+1)
2	ECC-716	Women's Writing	100	6(5+1)
3	ECC-717	Research Methodology	100	6(5+1)
4	DSE-703	Literature and Cinema or * Dissertation or Project Work	100	6(5+1)

SEMESTER – VII

CORE PAPER ECC-715: POPULAR LITERATURE

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate are thus:

- trace the early history of print culture in England and the emergence of genre fiction and best sellers
- engage with debates on high and low culture, canonical and non-canonical literature
- articulate the characteristics of various genres of non-literary and graphic fiction
- investigate the role of popular fiction in the literary polysystem of various linguistic cultures
- demonstrate how popular literature belongs to its time
- Use various methods of literary analysis to interpret popular literature

Course Content:

Unit 1: Introduction to Popular Literature

Unit 2: Lewis Carroll, *Through the Looking Glass*

Unit 3: Agatha Christie, *The Murder of Roger Ackroyd*

Unit 4: Vishwajyoti Ghosh, *This Side That Side: Restorying Partition*

Unit 5: Daphne du Maurier: *Rebecca*

Unit 6: Durgabai Vyam and Subhash Vyam, *Bhimayana: Experiences of Untouchability*

Suggested Readings:

1. Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby
2. Tzvetan Todorov, 'The Typology of Detective Fiction', in *The Poetics of Prose*
3. Janice Radway. 'The Institutional Matrix, Publishing Romantic Fiction', in *Reading the Romance: Women, Patriarchy, and Popular Literature*
4. Edmund Wilson, 'Who Cares Who Killed Roger Ackroyd?', *The New Yorker*, 20 June 1945.
5. Hillary Chute, "Comics as Literature? Reading Graphic Narrative", *PMLA* 123(2)

SEMESTER – VII
CORE PAPER
ECC-716: WOMEN'S WRITING

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- recognise the importance of gender specificity in literature
- understand and appreciate the representation of female experience in literature
- explain the difference between the feminine and the feminist as opposed to the female
- examine and appreciate the role played by socio-cultural-economic contexts in defining woman
- link the status of woman to social discrimination and social change
- draw a location specific trajectory of female bonding or empowerment
- to understand the complexity of social and biological constructions of manhood and womanhood
- to examine the relationship of women to work and production

Course Content:

Unit 1: Introduction to Women's Writing

Unit 2: (i) Emily Dickinson, I cannot live with you

(ii) Sylvia Plath 'Daddy', 'Lady Lazarus'

Unit 3: Alice Walker, The Color Purple

Unit 4: Margaret Atwood. Epic ReTelling. The Penelopaid

Unit 5: (i) Mahashweta Devi 'Draupadi', tr. Gayatri Chakravorty Spivak

(ii) Katherine Mansfield 'Bliss'

Unit 6: (i) Mary Wollstonecraft, *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38.

(ii) Bassundari Debi Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds.

Suggested Readings:

1. Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
2. Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
3. Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.
4. Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–9

SEMESTER –VII

CORE PAPER

ECC-17: RSEARCH METHODOLOGY

Course Level Learning Outcomes:

Some of the courses learning outcomes that students of this course are required to demonstrate run thus:

- Develop a simple questionable to elicit specific information
- Collect data based on a survey and arrive at inferences using a small sample
- Discuss and draft a plan for carrying out a piece of work systematically
- Refer to authentic sources of information and document the same properly
- Provide proper explanation for technical terms in simple language

Course Content:

Unit 1: Introduction to Research, Types of research

Unit 2: Choosing a research topic,

 Format of a research paper,

 Steps of writing a research paper

Unit 3: Style Manuals and Citations

Unit 4: Materials and tools of Research (Print, audio-visual, field work, web sources),
Literature review

Unit 5: Data Analysis and Interpretation

Unit 6: Research Ethics and Plagiarism

Suggested Readings:

1. Kumar, Ranjit. (2012) Research Methodology: A step-by-step guide for beginners. New Delhi, Vikas.
2. Manuals of style (MLA Style Sheet, APA Style Sheet, Chicago Style Manual etc)
3. Wallace, Michael.(2004). Study Skills, Cambridge: CUP
4. MLA Handbook, 9th Edition by The Modern Language Association of America

SEMESTER – VII
DISCIPLINE SPECIFIC ELECTIVE
DSE-703: LITERATURE AND CINEMA

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- demonstrate a systematic and historically-grounded knowledge of literature and cinema as expressive arts
- identify and illustrate the distinction between literary and cinematic arts of storytelling
- identify and describe the difference between cinematic and literary images
- examine different theories of adaptation and link them to contexts of expression and reception
- organize different sets of activities to identify and make use of skills that distinguish the medium of cinema from that of literature
- present a coherent view of the relationship between written and cinematic texts
- communicate the role of location in adaptation

Course Content:

Literature and Cinema

Unit 1: Background lectures on literature and cinema as expressive arts and the distinction between literary and cinematic arts of storytelling

Unit 2: 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 3: Satyajit Ray, 'What is wrong with Indian Films' in *Our Films their films* pp. 19–24

Unit 4: 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 5: Bapsi Sidhwa, *Ice Candy Man* and its adaptation *Earth* (1998; dir. Deepa Mehta, *Cracking the Earth* Films Incorp.)

Unit 6: Ian Fleming, *From Russia with Love*, and its adaptation: *From Russia with Love* (1963; dir. Terence Young, Eon Productions).

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)

ENGLISH LITERATURE
(HONOURS & HONOURS WITH RESEARCH)
SEMESTER- VIII

Three core papers: ECC-818; ECC-819; ECC-820

One Discipline Specific Elective: DCE-804

*Or *Dissertation (for Hons. with Research)*

Sl. No.	Paper Code	Title	Mark	Credits
1	ECC-818	North East Literature	100	6(5+1)
2	ECC-819	World Literature	100	6(5+1)
3	ECC-820	English Language Theory	100	6(5+1)
4	DSE-804	Science Fiction & Detective Literature Or *Dissection/Project Work	100	6(5+1)

SEMESTER – VIII

CORE PAPER

ECC-818: NORTH-EAST LITERATURE

Course Level Learning Outcomes:

Some of the course learning outcomes that learners of this course, North-east literature are required to demonstrate runs thus:

- Show familiarity with the emergent body of literature being produced by writers from the N.E. states like Manipur, Assam, Meghalaya, Arunachal and Nagaland and as its socio-political-cultural contexts.
- Demonstrate ability to show an understanding of cultural exchange process as represented through literature will have knowledge about the prominent concepts in this body of literature
- Appreciate new work in literature and pursue their interests in it
- Examine different way of reading and using literary texts across wide range of classical authors, genres and periods with comparative perspectives
- Develop ability to pursue research in the field of NE. Indian Literature

Course Context:

Unit 1: Introduction to North East Literature

Unit 2 : M.K. Binodini- Crimson Rainclouds

Unit 3 : Robin Mangang – “Everywhere I go”, “To Pacha”

Mamang Dai- “Hello, Mountain”, “Missing Link”

Unit 4 : Temsula Ao- “The Last Song”

Birendra Kumar Bhattacharyya- “Mrityunjay”

Unit 5 : Indira Goswami- Pages Stained with Blood

Unit 6 : Kalidash C. Barat, “Articulating MArfinality: Emerging Literatures from Northeast India”

Suggested Readings

Baral, K.C. Cultural Forms and Practices in Northeast India, Springer 2023

Das, Nigamanda, Matrix of Redemption: contemporary Multi-Ethnic English Literature from North East India.

Raj Publication, 2011

Misra, Tilotama. The Oxford Anthology of Writings from North-East India; Fiction. Oxford University Press, 2011

Misra, Tilotama. The Oxford Anthology of Writings from North-East India: Poetry and Essays. Oxford University Press, 2011

Ngangom S. Robin & Kynpham S. Nongkynrih (Ed.) Dancing Earth; An Anthology of Poetry from North-East India. Penguin Books.2009

Phuritshabm, Chaoba, Shreema Ningombam & Soibam Haripriya, Tattooed with Taboos: An Anthology of Poetry by Three Women from North_East India, Siroi & Loktakleima Publications. 2011

SEMESTER – VIII

CORE PAPER

ECC-818: WORLD LITERATURES

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- explain the concept of World Literature and its evolution in relation to other related concepts
e.g. national literature, general literature, comparative literature and Vishwa Sahitya.
- appreciate the connectedness and diversity of human experiences and literary responses to them in different parts of the world.
- analyze and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions.
- analyze and interpret literary texts in their contexts and locate them.

Course Content:

Unit 1: Background Lectures on World Literatures

Unit 2: Albert Camus, The Stranger

Unit 3: Anton Chekov, The Cherry Orchard

Unit 4: O.Henry, “The Last Leaf”

Unit 5: (i) Pablo Neruda, Ars Poetica; Discoverers of Chile

(ii) Rainer M Rilke, Duino Elegies,

Unit 6: Gabriel Garcia Marquez, The Chronicle of Death Foretold

Suggested Readings:

1. Rabindranath Tagore, Vishwa Sahitya, Sarkar & Sons, 1993.
2. David Damrosch, How to Read World Literature, Wiley Blackwell, 2002.
3. Lillian Herlands Hornhtin, The Reader’s Companion to World Literature, Penguin, 2002.
4. Frank Magil, Masterpieces of World Literature, Collins Reference, 1991.

SEMESTER-VIII

ECC- 820: ENGLISH LANGUAGE TEACHING

Course Level Learning Outcome:

Some of the course learning outcomes that learners of this course are required to demonstrate are thus:

- distinguish between ESL and EFL contexts and analyse their pedagogical implications.
- describe the scope of SLA and its relevance to classroom practice.
- apply theoretical insights to understand how learners acquire a second language.
- select appropriate teaching methods based on learner needs and instructional objectives.
- employ effective strategies for teaching prose, poetry, fiction, grammar, and vocabulary at various levels.
- apply the principles of micro-teaching to enhance pedagogical skills.
- integrate the teaching of LSRW (Listening, Speaking, Reading, Writing) skills into ELT lesson planning.
- demonstrate understanding of curriculum components, frameworks, and processes.

Course Context:

Unit 1: History of ELT

Unit 2 : Varieties of English (ESL&EFL), Concept of World Englishes

Unit 3 : Scope of SLA, Behaviorist Theory, Universal Grammar Hypothesis, Krashen's Model, Socio-culture Theory (SCT)

Unit 4 : Approaches and Methods in Language Teaching

Grammar Translation Method, Direct Method, Audio Lingual Method, Communicative Language Teaching

Unit 5 : Teaching Methods

Teaching Literature (Prose, Poetry, Short stories, novels), Teaching Grammar & Vocabulary, Principles of Micro Teaching, Teaching the four language skills (LSRW)

Unit 6 : Curriculum

Introduction to Curriculum, Lesson Plan, Testing & Evaluation.

(Diagnostic, Formative, Benchmark and Summative)

Suggested Readings

Brown, H.D. (1980). Principles of Language and teaching: Prentic Hall

Brown H.D. (2004). Language Assessment Principles and Classroom Practices: Longman

Corder S.P. (1982). Error Analysis and Interlanguage : Oxford University Press

Harmer, Jeremy. (2003). The Practice of English Language Teaching: Longman

Krashen, Stephen, D, (2009). Principles and practice in second Language Acquisition: Pergamon Press

Nagaraj, Geetha. (2003). English Language Teaching: Approaches, Methods Techniques: Orient Longman

Richards, J. & T.S. Rodgers. (20010. Approaches and Methods in teaching : A Description and Analysis: Cambridge University Press

Tickoo, ML. (2003). Teaching and Learning English: A source for Teachers and Teacher Trainers: Sangam Books Limited

SEMESTER-VIII

DISCIPLINE SPECIFIC ELECTIC (DSE-804)

DSE-703: SCIENCE FICTION AND DETECTIVE LITERATURE

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- write critically about the two genres: Science Fiction, and Detective Literature
- engage with the philosophical and psychological and social issues that are an intrinsic part to the two genres
- think through the concept of progress, and the role of technology in our life and the interaction between technology and human behaviour
- engage with the social and historical construction of crime
- analyze individual or multiple texts in the two genres in terms of key concepts including genre, implied audience, plot construction, linguistic texture, authorial identity, publication context, and sociocultural context

Course Content:

UNIT 1: Background lectures on Science Fiction and Detective Literature

UNIT 2: Tzvetan Todorov, 'The Typology of Detective Fiction, ' in the Poetics of Prose Darko Suvin, "On the Poetics of the Science Fiction Genre."

UNIT 3: Margaret Atwood, The Handmaid's Tale

UNIT 4: Manjula Padmanabhan, "Escape", "Exile", "2099"

UNIT 5: Arthur Conan Doyle The Hound of the Baskervilles

UNIT 6: Kalpana Swaminathan, The Gardener's Song

Suggested Readings:

1. Suvin, Darko. "On the Poetics of the Science Fiction Genre." *College English* 34, no. 3 (December 1972): 372–82.
2. Charles J. Rzepka, 'Introduction: What is Crime Fiction?', in *Companion to Crime Fiction: Blackwell Companions to Literature and Culture*, eds Charles J Rzepka and Lee Horsley (Oxford: Wiley and Blackwell, 2010) pp.1-9
3. Robert A. Heinlein, 'On the Writing of Speculative Fiction', online at https://mab333.weebly.com/uploads/3/2/3/1/32314601/writing_sf_-01_on_the_writing_of_speculative_ficiton.pdf
4. Joy Palmer, 'Tracing Bodies: Gender, Genre, and Forensic Detective Fiction', *South Central Review*; Vol.18, No.3/4; Whose Body: Recognizing Feminist Mystery and Detective Fiction (Autumn-Winter,2001), pp.54-71.