



**Darrang College  
(Autonomous),  
Tezpur-784001**

# **Syllabus for FYUGP**

**Subject: ENGLISH  
Course Type: MINOR**

**Approved by:  
Board of Studies meeting held on 26-12-2025  
&  
Academic Council vide Resolution no. 2 , dated- 29-12-2025**

## FYUGP 1<sup>ST</sup> SEMESTER

### English CORE (Minor)

#### Detailed syllabus of English (Core) Minor for Semester 1

<b>Title of the course</b>	English Literary and Social History
<b>Course Code</b>	<b>ENGMN01014</b>
<b>Total Credit (Theory+Practical)</b>	4 Credits
<b>Contact hours</b>	60 hours
<b>Distribution of Marks</b>	(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
<b>Course Outcomes</b>	<p>This paper on English Literary and Social History aims:</p> <p>CO1: to enable students to acquaint themselves with literary and cultural institutions.</p> <p>CO2: to understand the contexts of literature.</p> <p>CO3: to engage with social and political realities that have impacted English literature.</p> <p>CO4: to learn the different trajectories of social and cultural movement.</p> <p>CO5: to analyse the inter-connections between texts, contexts and influences.</p> <p>CO6: to situate modes of reading through an examination of social and cultural embeddedness in the context of English literature.</p>

<b>Unit</b>	<b>Content</b>	<b>Lecture(L)</b>	<b>Tutorial(T)</b>	<b>Total Hours</b>
<b>Unit 1: Medieval to the Renaissance (1 Credit)</b>	<ul style="list-style-type: none"><li>• Feudalism and the Medieval World</li><li>• Chaucer, Langland, Gower</li><li>• Medieval and Renaissance English</li></ul>	<b>15 L</b>	-	<b>15 hrs</b>

	<p>Theatre and Drama</p> <ul style="list-style-type: none"> <li>• Elizabethan and Metaphysical Poetry</li> <li>• The Print Revolution</li> </ul>			
<p><b>Unit 2: The Enlightenment to the Nineteenth Century</b> <b>(1 Credit)</b></p>	<ul style="list-style-type: none"> <li>• The Scientific Revolution and the Enlightenment</li> <li>• Restoration Drama</li> <li>• Defoe and the Rise of the Novel</li> <li>• The Industrial Revolution</li> <li>• Romantic and Victorian Poetry</li> <li>• Fiction in the Nineteenth Century</li> </ul>	<b>15 L</b>	-	<b>15 hrs</b>
<p><b>Unit 3: Modern to the Present</b> <b>(1 Credit)</b></p>	<ul style="list-style-type: none"> <li>• The Contexts of the Modernism: Fiction, Poetry, Drama</li> <li>• Literature in the Postcolonial World</li> <li>• The ‘Woman’ Question and Gender Studies</li> <li>• Popular Culture and Literature</li> <li>• Postmodern and Contemporary Literature</li> </ul>	<b>15 L</b>	-	<b>15 hrs</b>
<p><b>Unit 4: Terms &amp; Themes</b> <b>(1 Credit)</b></p>	<p>The Anglo Saxons and the Origin of English   Dream Allegory   Courtly Love   The University Wits   The Reformation and English Literature   Interludes   Moralities &amp; Miracle Plays   Puritanism   Darwinism   Suffragette Movement   Bestsellers   Social Media and</p>	<b>15 L</b>	-	<b>15 hrs</b>

	Literature			
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### Recommended Reading:

Andrew Sanders. *The Short Oxford History of English Literature*, Fourth edition, Oxford: OUP, 2004

J. M. Roberts. *The Penguin History of the World*, London: Penguin, 2004

Robert Tombs. *The English and their History*, London: Penguin, 2015

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

Simon Jenkins. *A Short History of England*, London: Profile Books, 2018

## Paper 2

### 2<sup>nd</sup> Semester English (Core) Minor

#### Detailed syllabus of semester 2 English (Core) Minor

<b>Title of the course</b>	Forms, Genres and Concepts of English Literature
<b>Course Code</b>	<b>ENG-MN-02014</b>
<b>Total Credit (Theory+Practical)</b>	4 Credits
<b>Contact hours</b>	60 hours
<b>Distribution of Marks</b>	(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
<b>Course Outcomes</b>	<p>This paper on the major forms, genres and concepts of English literature aims</p> <p>CO1: to enable students to acquaint themselves with the fundamental categories of literary practice, both in terms of their emergence in history and by reference to the way they have evolved in practice.</p> <p>CO2: to situate and envision the interconnections between these terms.</p> <p>CO3: engage with the variations and departures through the study of these concepts and forms.</p>

<b>Unit</b>	<b>Content</b>	<b>Lecture(L)</b>	<b>Tutorial(T)</b>	<b>Total Hours</b>
<b>Unit 1: Forms and Genres in Poetry (1 Credit)</b>	<ul style="list-style-type: none"> <li>• The Epic in English and the Western World</li> <li>• Sonnet Writing and Sonnet Traditions</li> <li>• Elegies and Traditions of Lament Verse in English</li> <li>• Lyric Writing as Poetic Practice</li> <li>• Satirical Poetry</li> </ul>	<b>15 L</b>	-	<b>15 hrs</b>
<b>Unit 2: Forms and Genres in Fiction (1 Credit)</b>	<ul style="list-style-type: none"> <li>• The Novel as Narrative, its origin and development</li> <li>• The Short Story in English</li> <li>• Realism, Naturalism and the Novel</li> <li>• The Novella in English Literature</li> <li>• Postmodern Fiction</li> </ul>	<b>15 L</b>	-	<b>15 hrs</b>
<b>Unit 3: Forms and Genres in Drama (1 Credit)</b>	<ul style="list-style-type: none"> <li>• Tragedy in English Literature</li> <li>• Comedy: Types and Forms in Comic Theatrical Practice</li> <li>• Music in the Theatre</li> <li>• Tragicomedy</li> <li>• Melodrama</li> </ul>	<b>15 L</b>	-	<b>15 hrs</b>
<b>Unit 4: Basic Terms &amp; Themes (1 Credit)</b>	Absurd Drama   Novel of Manners   Comedy of Manners   The Stream of Consciousness Novel   Poetic Drama   Science Fiction   Crime Fiction   Dramatic Monologue   King James Bible and English Prose	<b>15 L</b>	-	<b>15 hrs</b>

and English Prose   The Historical Novel   Autobiography   Biography   The Self-Reflexive Novel   Metafiction   Drama of Ideas   Point of View (PoV)   The Essay   The Periodical Essay   The Personal Essay   Letters by Writers			
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### Recommended Reading:

Chris Baldick. *The Oxford Dictionary of Literary Terms*, Oxford: OUP, 2015

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

Ross Murfin and Supriya Ray. *The Bedford Glossary of Critical & Literary Terms*, Fourth edition, Bedford, 2019

J.A. Cuddon and M.A.R. Habib. *The Penguin Dictionary of Literary Terms and Literary Theory*, Fifth Edition, London: Penguin, 2015

## FYUGP 3rd SEMESTER ENGLISH CORE (MINOR)

### Detailed syllabus of English (Core-Minor) for Paper-3

<b>Title of the course</b>	British Poetry: Chaucer to Romanticism
<b>Course Code</b>	<b>ENGMN03034</b>
<b>Total Credit (Theory)</b>	4 Credits
<b>Contact hours</b>	60 hours
<b>Distribution of Marks</b>	(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
<b>Course Outcomes</b>	<p><b>CO1:</b> This paper will familiarise the students with the chronological order of English Poetry from 14th to early 19th Century.</p> <p><b>CO2:</b> It will help the students to locate the poetic texts within the socio-cultural and</p>

	<p>historical context that generated those texts.</p> <p><b>CO3:</b> The students will be able to understand the difference in the various forms of poetry as well as critically analyse the poems.</p>
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<b>Unit</b>	<b>Content</b>	<b>Lecture(L)</b>	<b>Tutorial(T)</b>	<b>Total Hours</b>
<b>Unit 1: (2 Credits)</b>	<ul style="list-style-type: none"> <li>• Geoffrey Chaucer: From the Prologue to Canterbury Tales. “Introduction”</li> </ul> <p>“The Wife of Bath”</p> <ul style="list-style-type: none"> <li>• Edmund Spenser: “The Merry Cuckow”</li> </ul> <p>“What guyle is this”</p> <ul style="list-style-type: none"> <li>• William Shakespeare: Sonnet 65</li> </ul> <p>Sonnet 116</p> <ul style="list-style-type: none"> <li>• John Donne: “Valediction Forbidding Mourning”</li> </ul>	<b>30 L</b>	-	<b>30 hrs</b>
<b>Unit 2: (2 Credits)</b>	<ul style="list-style-type: none"> <li>• Alexander Pope: “An Epistle to Dr Arbuthnot”</li> </ul> <ul style="list-style-type: none"> <li>• William Blake: “The Lamb”</li> </ul> <p>“The Tyger”</p> <ul style="list-style-type: none"> <li>• William Wordsworth: “Composed upon Westminster Bridge”</li> </ul> <ul style="list-style-type: none"> <li>• John Keats: “Ode to Autumn”</li> </ul>	<b>30 L</b>	-	<b>30 hrs</b>

**Recommended Reading:**

Andrew Sanders. *The Short Oxford History of English Literature*, Fourth edition, Oxford: OUP, 2004

Robert C Evans. *Perspectives on Renaissance Poetry*, New York: Bloomsbury, 2015

CS Lewis. *The Allegory of Love*, Cambridge: CUP, 1936

MH Abrams. *The Mirror and The Lamp*, Oxford: OUP, 1972

Michael Ferber. *Romanticism: A Very Short Introduction*, Oxford: OUP, 2010

## FYUGP 4th SEMESTER

### ENGLISH MINOR

#### Detailed syllabus of English (Core) for Semester 4 paper 4 Minor

<b>Title of the course</b>	British Fiction: Augustan to Victorian
<b>Course Code</b>	<b>ENGMN04044</b>
<b>Total Credit (Theory+Practical)</b>	4 Credits
<b>Contact hours</b>	60 hours
<b>Distribution of Marks</b>	(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
<b>Course Outcomes</b>	<p>At the end of this course, the students would be able to:</p> <p><b>CO1:</b> Identify the evolution and timeline of the British novel from Augustan to Victorian times.</p> <p><b>CO2:</b> Comprehend the fundamentals of traditional fiction such as plot, setting and character as well as the distinction between story and plot</p> <p><b>CO3:</b> Classify the different novelistic forms that fall within the period such as picaresque fiction, the Gothic novel, and the bildungsroman</p> <p><b>CO4:</b> Analyze various social, historical, and literary contexts that may enable a concrete and convincing interpretation of literary texts</p>

	<b>CO5:</b> Create or develop original strategies of interpretation and analyses based on all of the above
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<b>Unit</b>	<b>Content</b>	<b>Lecture(L)</b>	<b>Tutorial(T)</b>	<b>Total Hours</b>
<b>Unit 1: 18<sup>th</sup> century and Romantic Fiction (2 Credits)</b>	<ul style="list-style-type: none"> <li>• Daniel Defoe: <i>Robinson Crusoe</i></li> <li>• Jane Austen: <i>Pride and Prejudice</i></li> </ul>	<b>30 L</b>		<b>30 hrs</b>
<b>Unit 2: Victorian Fiction (2 credits)</b>	<ul style="list-style-type: none"> <li>• Charles Dickens: <i>Great Expectations</i></li> <li>• Thomas Hardy: “The Three Strangers”</li> </ul>	<b>30 L</b>		<b>30 hrs</b>

**Recommended Reading:**

Grahame Smith. *The Novel and Society: Defoe to George Eliot*, B&N Books, 1984

Terry Eagleton. *The English Novel: An Introduction*, Wiley 2004

Barbara Dennis. *The Victorian Novel: Cambridge Contexts in Literature*, Cambridge University Press, 2000

James Kilroy. *The Nineteenth Century English Novel: Family Ideology and Narrative Form*, Palgrave Macmillan, 2007

## ENGLISH CORE (MINOR)

### Detailed syllabus of English (Core) for Paper 5

<b>Title of the course</b>	Life Narratives
<b>Course Code</b>	<b>ENGMN05054</b>
<b>Total Credit (Theory)</b>	4 Credits
<b>Contact hours</b>	60 hours
<b>Distribution of Marks</b>	(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
<b>Course Outcomes</b>	<p><b>CO1.</b> Shows how life writing provides alternatives to existing ways of writing history.</p> <p><b>CO2.</b> Encourages the students to give expression to their lives.</p> <p><b>CO3.</b> Enables them to identify the themes and strategies employed by the writers and critically analyse the texts.</p>

<b>Unit</b>	<b>Content</b>	<b>Lecture(L)</b>	<b>Tutorial(T)</b>	<b>Total Hours</b>
<b>Unit 1: (2 Credits)</b>	<ul style="list-style-type: none"> <li>• Samuel Johnson: “Life of Pope” from <i>The Lives of Poets</i></li> <li>• Franz Kafka: “Letter to my father” dated November 10, 1919</li> <li>• Emily Dickinson: Letters to Mrs. Samuel Bowles (Winter 1858-1859; August 1861)</li> </ul>	<b>24 L</b>	<b>6 T</b>	<b>30 Hours</b>
<b>Unit 2: (2 Credits)</b>	<ul style="list-style-type: none"> <li>• Abdul J Kalam: <i>Wings of Fire</i></li> <li>• Zora Neale Hurston: <i>Barracoon: The Story of the last ‘Black Cargo’</i>.</li> <li>• Jhumpa Lahiri: <i>The Clothing of Books</i></li> </ul>	<b>24 L</b>	<b>6 T</b>	<b>30 Hours</b>

### Recommended Reading:

Kendall. Paul Murray, *The Art of Biography*, Allen & Unwin, 1965

Anderson. Linda, 'Introduction' in *Autobiography* (London: Routledge, 2001)  
 Heilbrun. Carolyn G., 'Introduction' in *Writing a Woman's Life* (New York: Ballantine Books, 1988) pp. 11-31  
 Smith, Sidonie, and Julia Watson. *Reading Autobiography: A Guide for Interpreting Life Narratives*. Univ. Of Minnesota Press, 2010.

Web resources:

<https://oxlifewriting.wordpress.com/what-is-life-writing/>

**FYUGP VI SEMESTER  
 ENGLISH CORE (MINOR)**

**Paper 6**

<b>Title of the course</b>	Northeast Indian Literature
<b>Course Code</b>	<b>ENGMN06064</b>
<b>Total Credit (Theory + Practical)</b>	4 Credits
<b>Contact hours</b>	60 hours
<b>Distribution of Marks</b>	(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
<b>Course Outcomes</b>	<p><b>CO1:</b> To familiarize students with literature dealing with ethnicity, caste, religion, class, emerging from the 8 states of the Northeast India.</p> <p><b>CO2:</b> To make students how folk stories, myths and legends frame the narrative of the region.</p> <p><b>CO3:</b> The Diverse Traditions, history and landscapes specific to each state of the region which find reflection in the representative works.</p> <p><b>CO4:</b> The difficult past: different narratives.</p>

<b>Unit</b>	<b>Content</b>	<b>Lecture(L)</b>	<b>Tutorial(T)</b>	<b>Total Hours</b>
<b>Unit 1: Non Fiction 1 Credit</b>	<ul style="list-style-type: none"> <li>• UdayonMisra: "India's North East: An Illusive Construct"</li> <li>• "Ethnic Unrest in the North-East"by Hiren Gohain</li> <li>• 'A Frontier State and</li> </ul>	<b>12 L</b>	<b>3T</b>	<b>15 hrs</b>

	<p>Nationalism’/‘ The Hills Revolt’ from <i>Strangers of the Mist</i></p> <ul style="list-style-type: none"> <li>• <i>Encounters and Literary Engagements: a Critique of History and literature in Manipur</i>: ThingnamKishan Singh</li> <li>• <i>Mizo Women as Keepers of Knowledge</i>: Laldinpuii</li> </ul>			
<b>Unit 2: Fiction 2 Credits</b>	<ul style="list-style-type: none"> <li>• <i>The Collector’s Wife</i>: Mitra Phukan</li> <li>• <i>Land Where I Flee</i> : PrajwalParajuly</li> <li>• <i>Everything The Light Touches</i>: Janice Pariat</li> </ul>	<b>24 L</b>	<b>6T</b>	<b>30 hrs</b>
<b>Unit3: Poetry 1 Credit</b>	<ul style="list-style-type: none"> <li>• “An Obscure Place”: Mamang Dai</li> <li>• “Stone-people from Lungterok”: TemsulaAo</li> <li>• “The Martyr’s Altar”: Jogmaya Chakma</li> <li>• “After a Couple of days”: Nilmani Phookan</li> <li>• “Everywhere I Go”: Robin S. Ngangom</li> <li>• “The Conquest”: Desmond Kharmawphlang</li> </ul>	<b>12 L</b>	<b>3T</b>	<b>15 hrs</b>

**Recommended Readings:**

Baishya, Amit R. *Contemporary Literature from Northeast India*. Routledge, 2018.

Islam, Baharul. *Literatures from Northeast India: Beyond the Centre-Periphery Debate*. Routledge India, 2022.

Misra, Tilottoma. *The Oxford Anthology of Writings from North-East India*. Oxford University Press, 2011.

**FYUGP 7<sup>TH</sup> SEMESTER**  
**ENGLISH (MINOR)**

**Detailed syllabus of English for Semester 7**

<b>Title of the course</b>	Gender Studies
<b>Course Code</b>	<b>ENGMN07074</b>
<b>Total Credit</b>	4 Credits
<b>Contact hours</b>	60 hours
<b>Distribution of Marks</b>	(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
<b>Course Outcomes</b>	<p>This paper on Gender Studies aims to</p> <ul style="list-style-type: none"> <li>*help in understanding the origin and development of the discipline</li> <li>*enable students to critically analyse the notions and perspectives on gender</li> <li>*equip students with the analytical tools to critique the complexities of gender in society</li> <li>*make students to go for further studies and research in this discipline</li> </ul>

<b>Unit</b>	<b>Content</b>	<b>Lecture(L)</b>	<b>Tutorial(T)</b>	<b>Total Hours</b>
<b>Unit 1: Core concepts (1 Credit)</b>	<ul style="list-style-type: none"> <li>• Sex and gender, gender roles, gender stereotypes, gender identity and marginalization</li> <li>• Patriarchy, masculinity</li> </ul>	<b>15 L</b>	-	<b>15 hrs</b>

	<p>and femininity</p> <ul style="list-style-type: none"> <li>• Intersectionality and identity----</li> <li>• race, class, sexuality, disability</li> <li>• Male gaze</li> </ul>			
<p><b>Unit 2: Feminisms and feminist theories (1 Credit)</b></p>	<ul style="list-style-type: none"> <li>• Waves of feminism, Liberal feminism, Radical feminism, Socialist and Marxist feminism</li> <li>• Post-colonial feminism</li> <li>• French feminism</li> <li>• Gender studies/Women studies</li> </ul>	<b>15 L</b>	-	<b>15 hrs</b>
<p><b>Unit 3: (1 Credit) Global and contemporary issues</b></p>	<ul style="list-style-type: none"> <li>• Gender pay gap</li> <li>• Reproductive rights</li> <li>• Violence against women</li> <li>• LGBTQ issues</li> <li>• Women’s movement</li> <li>• Policy analysis</li> <li>• Social change initiatives</li> </ul>	<b>15 L</b>	-	<b>15 hrs</b>
<p><b>Unit 4: (1 Credit)</b></p>	<p>Marge Piercy: “Barbie Doll”</p> <p>Maya Angelou: “Phenomenal Woman”</p> <p>Mahesh Dattani: <i>Tara</i></p> <p>Alice Walker: <i>The ColourPurple</i></p>	<b>15 L</b>	-	<b>15 hrs</b>

**Recommended Reading:**

- Chris Beasley. *What is Feminism? An Introduction to Feminist Theory*, Sage 2012
- Ann Okley, Temple Smith. *Sex, Gender, Society*, London

- Simon De Beauvoir. *The Second Sex*, London
- Mary John. *Women's Studies in India: A Reader*, ed., Penguin, New Delhi 2008
- Kamala Bhasin. *What is Patriarchy? Kali for Women*, New Delhi. 1993
- Nivedita Menon. *Gender and Politics in India*, OUP, New Delhi 1999

**FYUGP 8<sup>th</sup> SEMESTER**  
**ENGLISH CORE (MINOR)**

<b>Title of the course</b>	Popular Fiction
<b>Course Code</b>	<b>ENGMN08084</b>
<b>Total Credit</b>	4 Credits
<b>Contact hours</b>	60 hours
<b>Distribution of Marks</b>	(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
<b>Course Outcomes</b>	<p>At the end of the course, students will be able to:</p> <p>CO1: Learn about the different forms of PF such as the children's tale, science fiction, crime fiction, adventure story, the western, and romance.</p> <p>CO2: Interrogate different aspects of PF and look at the genre from different perspectives.</p> <p>CO3: Appreciate the 'universal,' time-less quality of PF, and will at the same time come to know about the way different historical and social contexts produce different varieties of PF.</p> <p>CO4: Apply different literary critical insights derived from their work in earlier semesters to interpret and analyze the prescribed texts.</p> <p>CO5: Develop a comprehensive and holistic knowledge of the way PF was conceived and then evolved over the years, they will be able to come up with original, in-depth seminar presentations on general aspects of PF as well as individual works.</p>

<b>Unit</b>	<b>Content</b>	<b>Lecture(L)</b>	<b>Tutorial(T)</b>	<b>Total Hours</b>
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<b>Unit 1: Texts: (1 Credit)</b>	<ul style="list-style-type: none"> <li>• Grimm Brothers, “Hansel and Gretel”</li> <li>• Agatha Christie, “The Blue Geranium”</li> </ul>	<b>12 L</b>	<b>3 T</b>	<b>15 hrs</b>
<b>Unit 2: Texts: (3 Credits)</b>	<ul style="list-style-type: none"> <li>• R.M. Ballantyne: <i>Coral Island</i></li> <li>• Penny Jordan: <i>Marriage without Love</i></li> <li>• J. k Rowling: <i>Harry Potter and the Philosopher’s Stone</i></li> <li>• Satyajit Ray: <i>Sonar Kella</i> (English: <i>The Golden Fortress</i>)</li> </ul>	<b>36 L</b>	<b>9 T</b>	<b>45 hrs</b>

**Recommended reading:**

Katharine Briggs, *The Fairies in Tradition and Literature* (1967). London and New York: Routledge, 2002.

Matthew Schneider-Mayerson. “Popular Fiction: The Advantages of a New Field.” *Studies in Popular Culture*, Fall 2010. Vol. 33. No 1.

Vladimir Propp. *Morphology of the Folk Tale* (1928). Austin: University of Texas Press, 1968

Tony Bennett. *Popular Fiction: Technology, Ideology, Production, Reading*. London: Routledge, 1990.

Christine Berberich. *The Bloomsbury Introduction to Popular Fiction*. London: Bloomsbury, 2014.