

## **DEPARTMENT OF ENGLISH, DARRANG COLLEGE (AUTONOMOUS)**

### **Minutes of the Board of Studies meeting held on 30<sup>th</sup> July, 2025**

The Department of English, Darrang College, held its first meeting of the Board of Studies on 30<sup>th</sup> July, 2025, at 11am. It was held in a blended mode, with either offline or online presence of the Board members. After a welcome speech by the Head of the department, Anuradha Bhattaray, the syllabus, which was sent beforehand to each of the members, was declared 'open for discussion'. The HoD asked the esteemed members for their valuable suggestions, which have been enumerated below for convenience of perusal:

1. Professor Anjali Daimary, head, Dept of English Gauhati University, at first pointed out certain revisions to be made in the Aims of FYUGP and Program Outcomes of the department. She advised the department to shorten the aims and to make the Program Outcomes more specific. She also suggested that the PO could be better expressed through points instead of paragraphs.
2. Professor Debarshi Prasad Nath, dept of Cultural Studies, Tezpur University, being an alumnus of the Dept of English, suggested the construction of a visionary syllabus in the years to come, so that new and progressive trends in literature could be incorporated into it.
3. Dr. Hemjyoti Medhi, Associate Professor, Dept of English, Tezpur University, one of the subject experts, suggested the creation of a learning outcome-based curriculum. She stressed the need to differentiate between program outcome and course outcome. Accordingly, she suggested certain changes in the papers offered in the first and the second semesters. As both papers are exhaustive and comprehensive, a few alterations are to be made in the syllabus structure, if possible. In Paper 1, Dr. Medhi raised the pertinent point of including literary texts corresponding to the historical period, although constraints of time and scope were also pointed out. In Paper 2, inclusion of new digital forms of literary writing was suggested.
4. Dr. Manash Pratim Borah, Associate Professor, Dept of English, Biranga Sati Sadhini Rajyik Vishwavidyalaya, the other subject expert, agreed with the rest of the board members on most of the issues. At the same time, he made two important suggestions. In Paper 1, he expressed concern over the length of Unit 4 and suggested that certain topics could be excluded or that certain changes could be made to the unit. In Paper 2, he suggested the inclusion of the origin and development of the novel as a narrative form.
5. Dr. Sarita Sharma, Editor-in-chief of TAFED's, USA, one of the Board members, suggested that students should be encouraged to be more creative. As students of literature, students should also try their hand at creative writing, even in the form of blogs or other digital writing.
6. For the AEC Alternative English paper, Prof Daimary suggested the inclusion of more non-fictional texts, and to choose texts that would give the students pleasure in reading.

7. Professors Anjali Daimary and Debarshi P. Nath shared similar thoughts on syllabus-framing. They said that syllabus-framing needs time. Experience reveals the gaps in the syllabus, and therefore, a syllabus needs to be revised every three years. Although syllabus-designing needs to take into account recent trends, yet they emphasized the need to keep the conventional topics as well.

8. Dr. Hemjyoti Medhi also suggested that canonical texts cannot be ignored. In order to understand current trends, the students at first need to be acquainted with the past trends. Moreover, she added a syllabus should be structured and specific.

The Department has already started working into the syllabus, and will try to follow the suggestions and advice, as much as is possible within the limited scope of 10%. Overall, it was an enlightening experience for the members of the department.

## **DETAILED SYLLABUS OF THE ENGLISH DEPARTMENT, DARRANG COLLEGE (AUTONOMOUS)**

### **FYUGP ENGLISH**

#### **Aims of FYUGP in English:**

- To understand human life and society as literature is the reflection of the society particularly the nuances which are not represented in other subjects.
- Acquire knowledge about the origin of literatures of the western world and make a comparative analysis with Indian Classical literature.
- To gain knowledge about various cultures and societies by studying European, African, American, Australian and other texts in the syllabus.
- Acquire moral and ethical values by decoding literary texts, characters, themes etc.
- Acquire comprehensive knowledge of the subject matter contained in the texts that are based on different socio-cultural milieu, political events and movements.
- Become sensitive to various issues such as environment, gender and structural hierarchies.
- Develop confidence and life skills by studying about life itself via literature. It helps in grooming their personality. They also acquire competence in the English language.
- opt for diverse career avenues in mass communication, fashion, teaching, law, corporate, intelligent services and environment agencies.
- Transports themselves out of their immediate contexts into imaginary landscapes. Literature helps readers to interact with characters across time and space, thereby generating empathy and sympathetic insight.

#### **Program Outcome:**

This paper on English Literary and Social History aims to enable students to acquaint

themselves with literary and cultural institutions understand the contexts of literature engage with social and political realities that have impacted English literature learn the different trajectories of social and cultural movement analyse the inter-connections between texts, contexts and influences situate modes of reading through an examination of social and cultural embeddedness in the context of English literature.

### **Teaching Learning Process:**

Curriculum delivery

Distribution of syllabi among the teachers in the beginning of the semester.

Distribution is put up on the notice board for the students.

Each teacher prepares individual teaching plan and lesson plan accordingly.

Each new semester begins with an orientation class on the subject matter.

Students are encouraged to feel free to ask questions and to debate on given topics. Thus discussions are held in the class.

Students are encouraged to take a class in the teacher's presence while others comment on the teaching.

### **Teaching Learning Tools:**

Smart Board for film screenings of adapted movies of the prescribed texts.

White/Green Chalk Boards.

Projectors.

Newspaper clippings on relevant topics are brought to the class and discussed.

ICT enabled tools.

### **Evaluation/Assessment:**

- Regular evaluation through CIE- Sessional and Class Tests as well as MCQ, Quiz, Group Discussions and Surprise Tests.
- After each Class Test and Sessional Examination, the student's Answer Scripts are returned after evaluation.
- Thus, the students are made aware of their weak points and accordingly corrective measures are taken.
- Slow learners are taken out from Quartile deviation methods. They are motivated to work harder. Mentoring plays a crucial part in this practice.
- Remedial classes are held. Records of are duly maintained.

- Absentee students in Sessional Examinations on producing valid reasons are allowed to appear in Special Examination for the Absentee Students held at a later date with new set of Question Papers.

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

### **Paper 1**

#### **English CORE**

**Paper code: ENGMJ010104**

**English Literary and Social History**

**(External Evaluation: 60 + Internal Assessment 40): Total Marks 100**

**4 Credits**

**(15 Classes Per Credit)**

**Contact + Non-Contact Classes: Total 60**

### **Unit 1: Medieval to the Renaissance (1 Credit)**

- Feudalism and the Medieval World
- Chaucer, Langland, Gower
- Medieval and Renaissance English Theatre
- Elizabethan and Metaphysical Poetry
- The Print Revolution

### **Unit 2: The Enlightenment to the Nineteenth Century (1 Credit)**

- The Scientific Revolution and the Enlightenment
- Restoration Drama
- Defoe and the Rise of the Novel
- The Industrial Revolution
- Romantic and Victorian Poetry
- Fiction in the Nineteenth Century

### **Unit 3: Modern to the Present (1 Credit)**

- The Contexts of the Modernism: Fiction, Poetry, Drama
- Literature in the Postcolonial World

- The 'Woman' Question and Gender Studies
- Popular Culture and Literature
- Postmodern and Contemporary Literature

#### **Unit 4: Terms & Themes (1 Credit)**

The Anglo Saxons and the Origin of English | Dream Allegory | Courtly Love | The University Wits | The

Reformation and English Literature | Interludes | Moralities & Miracle Plays | Puritanism  
| Darwinism | Suffragette Movement | Bestsellers | social media and Literature

#### **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**

### **English CORE**

**Paper code: ENGMJ020204**

#### **Forms, Genres and Concepts of English Literature**

**(External Evaluation: 60 + Internal Assessment 40): Total Marks 100**

**4 Credits**

**(15 Classes Per Credit)**

**Contact + Non-Contact Classes: Total 60**

#### **Programme Outcome**

This paper on the major forms, genres and concepts of English literature aims 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. Students will also be able to situate and envision the interconnections between these terms, apart from engaging with the variations and departures through the study of these concepts and forms.

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

##### **Unit 1: Forms and Genres in Poetry (1 Credit)**

- The Epic in English and the Western World
- Sonnet Writing and Sonnet Traditions
- Elegies and Traditions of Lament Verse in English
- Lyric Writing Poetic Practice
- Satirical Poetry

##### **Unit 2: Forms and Genres in Fiction (1 Credit)**

- The Novel as Narrative
- The Short Story in English
- Novel as Narrative, its origin and development
- Realism, Naturalism and the Novel
- The Novella in English Literature
- Postmodern Fiction

##### **Unit 3: Forms and Genres in Drama (1 Credit)**

- Tragedy in English Literature
- Comedy: Types and Forms in Comic Theatrical Practice
- Music in the Theatre

- Tragicomedy
- Melodrama

#### **Unit 4: Basic Terms & Themes (1 Credit)**

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

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

#### **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

**Alternative English (AEC)**

**Semester 1**

**Paper code: AECAE010104**

**(External Evaluation: 60 + Internal Assessment 40): Total Marks 100**

**4 Credits**

**(15 Classes Per Credit)**

**Contact + Non-Contact Classes: Total 60**

**Course Objectives:**

The course has been designed to familiarise students with different forms of literature, texts and their contexts. The select texts would enable them to understand literary representations and a writer's engagement with the social, cultural and political milieu.

**Unit 1: Poetry (2 credits)**

Sarojini Naidu: *The Palanquin Bearers*

Robert Frost: *Stopping by Woods on a Snowy Evening*

W. B. Yeats: *No Second Troy*

Eunice de Souza: *Catholic Mother*

**Unit 2: Fiction (2 credits)**

Mahim Bora: *Audition*

Bryan MacMahon: *The Ring*

Ruskin Bond: *Coming Home to Dehra*

Muhammad Yunus: *Towards Creating a Poverty Free World*

## **FYUGP SEMESTER II**

### **AEC (ENGLISH COMMUNICATION)**

**Paper code: AECEC020204**

**TOTAL CREDITS – 4**

**(External Evaluation: 60 + Internal Assessment 40): Total Marks 100**

**(15 Classes Per Credit)**

**Contact + Non-Contact Classes: Total 60**

This introductory course in English Communication is designed to equip students from all disciplines with the basics of English Communication skills both written and spoken in a variety of real-life situations. To this end the graduates are expected to acquire, by the end of this course, a comprehensive knowledge of the theory and practical application of communication, especially in English, and to develop communication skills that are crucial to their personal, social and professional interactions. The communicative ability of the graduates will reflect their acquisition of digital and technological skills imparted through the necessary inclusion of information and communication technology while teaching.

#### **COURSE OUTCOMES:**

After completing the course, the students will be able to:

CO1: Define and describe the process of communication apply it to speak with confidence and clarity in both formal and informal situations.

CO2: Identify and explain the different purposes for listening in both academic and other contexts.

CO3: Apply appropriate conventions of intonation, stress and rhythm to speak English with intelligibility and perform different language functions.

CO4: Distinguish purpose, gist and intent of English when spoken and participate in formal and informal conversations adequately.

CO5: Produce complex structures, idiomatic language and integrate them with nonverbal aspects of communication to clearly articulate facts, ideas and opinions in English.

#### **UNIT I: UNDERSTANDING COMMUNICATION (Credit -1)**

It is important for everyone to understand what communication involves in order to improve communication skills. In this section the aim is to introduce the students to the basics of communication:

- the process of communication
- types of communication: verbal-non-verbal – oral-written communication – formal-informal communication – modern forms of communication
- qualities of effective communication: reading - listening intelligently – thinking and planning – using appropriate language – using appropriate channel – using appropriate

language – intercultural sensitivity – showing empathy – not prejudging – clarity –  
avoiding distractions – showing respect – barriers to effective Communication

## **UNIT 2: LISTENING AND SPEAKING (Credit -1)**

In this unit, students will be acquainted with the attributes of effective speech like confidence, clarity, audibility, appropriate body language, intonation etc. and will acquire practice in listening and speaking in a variety of formal and informal settings. Listening enhances our understanding and enables us to process ideas and arguments better. It sharpens our ability to empathize with others, which is a critical factor in effective communication. Students will be training to acquire the following skills:

- Listening for detailed and specific information
- Understanding the speaker's intent and attitude
- Introducing oneself and others
- Asking for clarification, giving directions/instructions
- Expressing gratitude, making requests, congratulating, apologizing etc.
- Agreeing/disagreeing, sharing opinions etc.

The above skills will be applied in a number of settings like:

- Describing an idea, scenario, picture, etc.
- Group Discussion: Students will learn to articulate their views in group situations and to also be group leader's adept at presenting the views of the group whenever necessary.
- Interviews: Mock interviews will be conducted to equip students with the skills needed to face formal interview situations whether face-to-face, telephonic or the visual mode.
- Oral presentations: Students will also learn to make formal oral presentations using information and communication technology besides the verbal mode of communication.
- Public speaking: Students will be given practice in speaking on given topics before an audience with correct pronunciation, body language etc.
- Interpersonal skills in speaking: Besides the above, various other contexts of interpersonal communication, situations requiring expression of opinions, feelings, and description will be simulated in the classroom so that students can speak with appropriate tone, politeness, gestures and postures.

## **UNIT 3: READING (Credit -1)**

Reading is an essential skill in making communication effective. Reading enables the acquisition of new words and expressions which enriches our vocabulary and tightens our grasp over sentence structure. The development of reading is foundational in building our comprehension skills. To this end, this section uses literary texts drawn from diverse contexts in order to familiarize and orient students with the dynamic use of English.

Texts:

- Shirley Jackson: "The Lottery"
- A.G. Gardiner: "On Saying Please"

In this section, the texts mentioned above will be studied in detail in the context of the following aspects:

- Close-reading, i.e., a reading strategy that involves the careful and detailed examination of the language used (in terms of structure, choice of words, style, etc.) in a particular text as well as the finer details and deeper meanings within it.
- Comprehension, i.e., the ability to understand and process what one reads or listens to
  - Analysis and interpretation of the texts
  - Anticipating, predicting and personalizing the ideas in the text
  - Paraphrasing, i.e., expressing the speech, ideas or thoughts or arguments of others in one's own words
  - Building vocabulary by identifying, learning and using new words and deriving or guessing meaning from context
  - Reading for the main idea or argument in a text in addition to the supporting details
  - Locating specific information in a text

#### **UNIT 4: WRITING (Credit -1)**

Writing skills are as crucial in communication as reading, listening, and speaking. Students will be trained in developing the following skills in writing:

- Generating ideas
- Building sentences and paragraphs

These skills should be taught using the following forms of writing so that these can be used by them in both their day to day and professional lives:

- Memos and circulars
- Agendas and minutes
- PowerPoint Presentation

#### **REFERENCE BOOKS & MATERIALS:**

Alley, Michael. *The Craft of Scientific Writing* (Fourth Edition). Springer, 2018

Bandopadhyay, Debashish, and Malathy Krishnan. *Connect: A Course in Communicative English*. Cambridge University Press, 2018.

Brown, K. & Hood, S. *Academic Encounters: Intermediate to High Intermediate*. Cambridge University Press, 2002.

Doff, A. & Jones, C. *Language in Use: Intermediate Classroom Book*. Cambridge University Press, 2004.

Jones, L. *Cambridge Advanced English: Student's Book*. Cambridge University Press, 1988.

Locker, Kitty O., and Stephen Kyo Kaczmarek. *Business Communication: Building Critical Skills*, Third Edition. McGraw Hill Education, 2017 (rpt).

Soars, J. & Soars, L. *New Headway: Intermediate*. Oxford University Press, 2012.

Tamuli, A. *English Language for Undergraduate Students*. Cambridge University Press, 2019.

Taylor, Shirley. *Communication for Business: A Practical Approach* (Fourth

Edition). Pearson, 2009.

Thaine, C. Cambridge Academic English: B1+ Intermediate Student's Book. Cambridge University Press, 2012.

Turk, Christopher, and John Kirkman. Effective Writing: Improving scientific, technical and business communication, Second Edition. Taylor and Francis, 1989.

## **Grammar and Composition Skills**

**Paper code: SEC010103**

**FYUGP 1st SEMESTER**

**SKILL ENHANCEMENT PAPER**

**CREDITS 3**

**Internal/practical (30)+ External (45)= 75**

### **Course Objectives:**

The objectives of the course are to expose the students to the basics that they require in their day-to-day academic setting at the undergraduate level. The grammar is introduced in context through the text, and further practice is provided through exercises. The course also helps students sharpen their reading and writing skills.

### **Course Outcome:**

The course outcomes of the English Grammar and Composition are as follows:

1. It helps the students produce grammatically correct English.
2. To develop writing skills for academic work.
3. Exposes them to a variety of reading texts.
4. To give them writing exercises.

### **Unit 1**

Introduction to basic grammar.

1. Tenses
2. Modals
3. Determiners, Pronouns, and Noun Phrases
4. Prepositions, Adjectives, and Adverbs

5. Common Errors
6. Word Formation
7. Conditional Clauses, Questions, Indirect Speech
8. Sentences and Varieties of English

### **Unit 2: Reading**

1. Prediction and Previewing Skills
2. Skimming Skill
3. Reading for Comprehension
4. Reading for Details

### **Unit 3: Reading**

1. Application Writing
2. Precis Writing
3. Comprehension Test
4. Letter Writing

### **Reference Books:**

1. *A Higher English Grammar and Composition* by P. H. Dey Sarkar
2. *Good English Grammar and Composition* by Assam Publishing Company
3. *Modern English Grammar* by Assam Publishing Company

## **Introduction to Creative Writing**

**FYUGP 2<sup>nd</sup> Semester**

**Paper code: SEC020203**

**Credits 3**

**Internal/practical (30)+ External (45)= 75**

**Target Group:** Open for all (Arts, Science, Commerce)

**Theory = 2 credits, Practical = 1 credit**

### **Learning Objectives:**

- To introduce the concept of creative writing
- To familiarize students with the different genres of literature
- To acquaint students with the basic principles and techniques involved in the modes of creative writing
- To introduce creative writing for communication
- To prepare students for a professional career in creative writing
- To encourage students to write for publication

### **Course Outcomes:**

The course will explore and hone the creative skills of the students. They will learn and practice the craft elements of writing poetry, fiction and / non-fiction, examine the works of writers in the genres and receive and offer critique in classroom settings/assignments. At the end of the semester, students would be able to use their creative skills for all types of formal communication.

### **Unit wise Syllabus**

#### **THEORY**

##### **UNIT I – (6 hours)**

##### **INTRODUCTION TO CREATIVE WRITING**

Meaning and significance of creative writing, what makes a good piece of creative writing?  
Techniques used in creative writing, Genres of creative writing: poetry, fiction, drama

##### **UNIT II – (8 hours)**

##### **THE ART AND CRAFT OF WRITING**

Poetry and Verse, Images and symbols, Figurative language, Sensory details, Imagery, Vocabulary, Paragraph development, Observe the outside world, Use of imagination, Sentence variety, Creative thinking, Memories

##### **UNIT III – (8 hours)**

##### **MODES OF CREATIVE WRITING**

Poetry: What is good poetry? Why poetry? Reading poetry, Modes of poetry — narrative, dramatic and lyrical, Form and technique

Fiction: What is fiction? What is a good story? Plot, Setting, Character, Dialogue, Point of View, Elements of style.

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

### **Paper 1**

**English CORE (Minor)**

**Paper code: ENGMN010104**

**English Literary and Social History**

**(External Evaluation: 60 + Internal Assessment 40): Total Marks 100**

**4 Credits**

**(15 Classes Per Credit)**

**Contact + Non-Contact Classes: Total 60**

### **Unit 1: Medieval to the Renaissance (1 Credit)**

●

Feudalism and the Medieval World

●

Chaucer, Langland, Gower

●

Medieval and Renaissance English Theatre

●

Elizabethan and Metaphysical Poetry

●

The Print Revolution

### **Unit 2: The Enlightenment to the Nineteenth Century (1 Credit)**

●

The Scientific Revolution and the Enlightenment

●

Restoration Drama

●

Defoe and the Rise of the Novel

●

The Industrial Revolution

●

Romantic and Victorian Poetry

●

Fiction in the Nineteenth Century

### **Unit 3: Modern to the Present (1 Credit)**

- 

The Contexts of the Modernism: Fiction, Poetry, Drama

- 

Literature in the Postcolonial World

- 

The 'Woman' Question and Gender Studies

- 

Popular Culture and Literature

- 

Postmodern and Contemporary Literature

### **Unit 4: Terms & Themes (1 Credit)**

The Anglo Saxons and the Origin of English | Dream Allegory | Courtly Love | The University

Wits | The Reformation and English Literature | Interludes | Moralities & Miracle Plays |

Puritanism | Darwinism | Suffragette Movement | Bestsellers | Social media and Literature

### **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*

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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**

### **English CORE (Minor)**

**Paper code: ENGMN020204**

### **Forms, Genres and Concepts of English Literature**

**(External Evaluation: 60 + Internal Assessment 40): Total Marks 100**

**4 Credits**

**(15 Classes Per Credit)**

**Contact + Non-Contact Classes: Total 60**

#### **Programme Outcome**

This paper on the major forms, genres and concepts of English literature aims 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. Students will also be able to situate and envision the interconnections between these terms, apart from engaging with the variations and departures through the study of these concepts and forms.

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

##### **Unit 1: Forms and Genres in Poetry (1 Credit)**

- The Epic in English and the Western World
- Sonnet Writing and Sonnet Traditions
- Elegies and Traditions of Lament Verse in English
- Lyric Writing Poetic Practice
- Satirical Poetry

##### **Unit 2: Forms and Genres in Fiction (1 Credit)**

- The Novel as Narrative
- The Short Story in English
- Novel as Narrative, its origin and development
- Realism, Naturalism and the Novel
- The Novella in English Literature
- Postmodern Fiction

##### **Unit 3: Forms and Genres in Drama (1 Credit)**

- Tragedy in English Literature
- Comedy: Types and Forms in Comic Theatrical Practice
- Music in the Theatre
- Tragicomedy
- Melodrama

#### **Unit 4: Basic Terms & Themes (1 Credit)**

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

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

#### **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*

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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

## Board of Studies Meeting

1<sup>st</sup> Meeting Held on 30<sup>th</sup> July, 2025

Members Present in the Meeting:

In Person:

1. Anuradha Bhattachary
2. Renuvrita U. Talukdar
3. Debajyoti Sharmas
4. Bridget Bora
5. Himanee Boro
6. Chandrasona Borah

Online:

1. Prof. Anjali Daimari
2. Prof. Debarshi P. Nath
3. Dr. Hemjyoti Medhi
4. Dr. Sarita Sharma
5. Dr. Manas P. Bora
6. Dr. Swapnatee Kakaty

### AGENDA:

1. To finalize the syllabus of FYUGP Arts English Core and AEC 1<sup>st</sup> and 2<sup>nd</sup> Semester.

