

i. BA English

Programme Specific Outcomes

After the completion of the programme, a student will be able to:

1. Understand various literatures and cultures by studying European, African, American, and other texts in the syllabus.
2. Obtain a broader view of the origin of literatures of the world and the possibility of cultural exchange by studying classical literatures.
3. Acquaint themselves with latest developments in the field of literature not only from Britain but also from other parts of the world by reading and analyzing modern English literature.
4. Acquire multidimensional knowledge of the subjects contained in texts that are contextualised in different socio-cultural and political events and movements.
5. Learn about the interrelation of life and literature via the wide variety of optional papers in the syllabus.
6. Explore new ideas and become motivated to undertake comparative studies by means of exposure to various texts from around the world in the curriculum.
7. Hone their moral and ethical values based on literary texts, characters and themes.
8. Access an appropriate platform to carry out extra-literary analyses, viz., discussion of socio-environmental issues, societal inequalities, and structural hierarchies.

Course Outcomes

SL. NO.	SEMESTER	PAPER CODE & TITLE	COURSE OUTCOMES	UNIT/CHAPTER	BLOOM'S TAXONOMY LEVELS
1	I	ENG-HC-1016 Indian Classical Literature	After completion of the course, learners will: <ul style="list-style-type: none"> acquire knowledge about the classical literature of India by reading and understanding texts in English translation. familiarise themselves with diverse classical genres like drama and epic. understand the diversity of the category "literature". 	Kalidasa: <i>Abhijnana Shakuntalam</i>	Remember, Understand, Analyse
				Vyasa: "The Dicing" "The Sequel to Dicing", "The Book of the Assembly Hall", "The Temptation of Karna", "The Book of Effort" in <i>The Mahabharata</i>	Remember, Understand, Analyse
				Sudraka: <i>Mrcchakatika</i>	Remember, Understand, Analyse
				Ilango Adigal: "The Book of Banci" in <i>Cilappatikaram</i>	Remember, Understand, Analyse
2	I	ENG-HC-1026 Western Classical Literature	After completion of the course, learners will: <ul style="list-style-type: none"> become familiar with classical European texts across genres like drama, epic and poetry. 	Homer: <i>The Odyssey</i>	Remember, Understand, Analyse
				Sophocles: <i>Oedipus the King</i>	Remember, Understand, Analyse
				Plautus: <i>The Pot of Gold</i>	Remember, Understand, Analyse

			<ul style="list-style-type: none"> ● obtain an overview of the beginnings of European/English literature. ● acquire tools and methods to carry out literary analyses of texts. ● acquire knowledge of human character and develop moral values. ● form the foundation of studying literature as a mode of cultural exchange 	<p>Ovid: Selections from <i>Metamorphoses</i>; Horace: Satires I:4 in <i>Horace: Satires and Epistles and Persius: Satires</i></p>	Remember, Understand, Analyse
3	II	ENG-HC-2016 Indian Writing in English	<p>After completion of the course, learners will:</p> <ul style="list-style-type: none"> ● become acquainted with the category of Indian Writing in English and its place vis-à-vis British/English as well as global literatures. ● read and understand a variety of Indian texts in English across genres and from different time periods. ● be able to analyse issues of language, gender, nationalism and modernity in the Indian colonial and postcolonial contexts. 	<p>H.L.V. Derozio: “Freedom to the Slave”, “The Orphan Girl”</p>	Remember, Understand, Analyse
				<p>Kamala Das: “Introduction”, “My Grandmother’s House”</p>	Remember, Understand, Analyse
				<p>Nissim Ezekiel: “Enterprise”, “Night of the Scorpion”, “Very Indian Poem in English”</p>	Remember, Understand, Apply, Analyse
				<p>Robin S. Ngangom: “The Strange Affair of Robin S. Ngangom”; “A Poem for Mother”</p>	Remember, Understand, Apply, Analyse,

				Mulk Raj Anand: “The Two Lady Rams”	Remember, Understand, Analyse
				R.K. Narayan: <i>Swami and Friends</i> ; Salman Rushdie: “The Free Radio”	Remember, Understand, Analyse
				Anita Desai: <i>In Custody</i>	Remember, Understand, Analyse
				Shashi Deshpandee: “The Intrusion”	Remember, Understand, Analyse
				Manjula Padmanabhan: <i>Lights Out</i>	Remember, Understand, Analyse
				Mahesh Dattani: <i>Tara</i>	Remember, Understand, Analyse, Evaluate
4	II	ENG-HC-2026 British Poetry and Drama: 14 th to 17 th Centuries	<p>After completion of the course, learners will:</p> <ul style="list-style-type: none"> • understand the beginnings of modern British literature. • develop an awareness of the interconnections between the medieval and the modern. • become acquainted with two major genres of English literature, poetry and drama. • be able to evaluate 	Geoffrey Chaucer: <i>The Wife of Bath’s Prologue</i> Edmund Spenser: Selections from <i>Amoretti</i>	Remember, Understand, Analyse Remember, Understand, Analyse
				John Donne: “The Sunne Rising”, “Batter My Heart”, “Valediction: Forbidding Mourning”	Remember, Understand, Analyse
				Christopher Marlowe: <i>Doctor Faustus</i>	Remember, Understand, Analyse, Evaluate
				William Shakespeare: <i>Macbeth</i>	Remember, Understand, Analyse,

			the socio-historical-cultural aspects of the Renaissance and the Elizabethan period		Create
				William Shakespeare: <i>Twelfth Night</i>	Remember, Understand, Analyse, Evaluate, Create
5	III	ENG-HC-3016 History of English Literature and Forms	After completion of the course, learners will: <ul style="list-style-type: none"> • become familiar with the broad and specific periods of British English literature. • acquire a sense of the historical development of literary forms and genres. • gain an understanding of the contexts in which literary forms and individual texts emerge. • learn to analyse texts by applying interpretive methods as representative of broad generic explorations. 	Poetry from Chaucer to the Present	Remember, Understand, Apply, Analyse, Evaluate
				Drama from Everyman to the Present	Remember, Understand, Apply, Analyse, Evaluate
				Fiction	Remember, Understand, Apply, Analyse, Evaluate
				Non-Fictional Prose	Remember, Understand, Apply, Analyse, Evaluate
6	III	ENG-HC-3026 American Literature	After completion of the course, learners will: <ul style="list-style-type: none"> • become familiar with the main trends of American literature in its social, 	Mark Twain: <i>The Adventures of Huckleberry Finn</i>	Remember, Understand, Analyse, Evaluate
				Edgar Allan Poe: "The Purloined Letter"	Remember, Understand, Analyse

			<p>cultural and historical contexts.</p> <ul style="list-style-type: none"> • get an overview of American society and its evolutionary stages. • gain knowledge about the various generic innovations and developments in American literature. • be able to attempt a comparative analysis of American and British literatures. <p>be able to expand their cultural understanding of the world.</p>	<p>F. Scott Fitzgerald: “The Crack-up”</p>	Remember, Understand, Analyse
				<p>Anne Bradstreet: “The Prologue”</p>	Remember, Understand, Analyse
				<p>Emily Dickinson: “A Bird Came Down the Walk”, “Because I Could not Stop for Death”</p>	Remember, Understand, Analyse, Evaluate
				<p>Walt Whitman: Selections from <i>Leaves of Grass</i>: “O Captain, My Captain”, “Passage to India” (Lines: 1-68)</p>	Remember, Understand, Apply, Analyse
				<p>Langston Hughes: “I too”</p>	Remember, Understand, Analyse
				<p>Robert Frost: “Mending Wall”</p>	Remember, Understand, Analyse
				<p>Sherman Alexie: “Crow Testament”, “Evolution”</p>	Remember, Understand, Analyse
7	III	<p>ENG-HC-3036</p> <p>British Poetry and Drama: 17th and 18th Centuries</p>	<p>period, viz., the shifts from the Puritan Age to the Restoration and Neoclassical Periods.</p> <ul style="list-style-type: none"> • acquire the ability to analyse larger contexts that generated the literature of the period and the effects of 	<p><i>of Malfi</i></p>	
				<p>Aphra Behn: <i>The Rover</i></p>	Remember, Understand, Analyse, Evaluate, Create
				<p>John Dryden: <i>Mac Flecknoe</i></p>	Remember, Understand, Apply, Analyse

			<p>such literature on society.</p> <ul style="list-style-type: none"> gain knowledge about significant phenomenon of the period like the scientific revolution in relation to literary production. 	Alexander Pope: <i>The Rape of the Lock</i>	Remember, Understand, Apply, Analyse
8	IV	ENG-HC-4016 British Literature: The 18 th Century	<p>After completion of the course, learners will:</p> <ul style="list-style-type: none"> acquire knowledge about British literature in the 18th century. learn about the reasons the period is known as the age of reason and rationality. gain insight into the rise of the novel and the development of satire. become acquainted with a particular kind of drama, namely, sentimental comedy. 	Jonathan Swift: <i>Gulliver's Travels</i> (Books III and IV)	Remember, Understand, Analyse
				Samuel Johnson: "London"	Remember, Understand, Analyse
				Thomas Gray: "Elegy Written in a Country Churchyard"	Remember, Understand, Analyse
				Daniel Defoe: <i>Moll Flanders</i>	Remember, Understand, Analyse
				Joseph Addison: "Pleasures of the Imagination", <i>The Spectator</i> , 411	Remember, Understand, Analyse, Evaluate
				Oliver Goldsmith: <i>She Stoops to Conquer</i>	Remember, Understand, Analyse
9	IV	British Romantic Literature	<ul style="list-style-type: none"> become familiar with the Romantic Movement in British literature. be able to comprehend Romanticism's relation with socio-historical developments like industrialism. 	to <i>The Songs of Innocence</i>	
				Robert Burns: "A Bard's Epitaph", "Scots Wha Hae"	Remember, Understand, Analyse
				William Wordsworth: "Tintern Abbey", "Upon Westminster Bridge"	Remember, Understand, Apply, Analyse

			<ul style="list-style-type: none"> understand some key notions of Romanticism, viz., the role of imagination in literature, the poet as an individual, critique of neoclassical ideals, etc. be able to apply the above-mentioned insights in understanding the prescribed texts. be able to evaluate the interrelations between human beings and nature. 	Samuel Taylor Coleridge: “Kubla Khan”, “Dejection: An Ode”	Remember, Understand, Apply, Analyse
				Percy Bysshe Shelley: “Ode to the West Wind”, “Hymn to Intellectual Beauty”, <i>The Cenci</i>	Remember, Understand, Analyse
				John Keats: “Ode to a Nightingale”, “To Autumn”, “On First Looking into Chapman’s Homer”	Remember, Understand, Analyse, Evaluate
				Mary Shelley: <i>Frankenstein</i>	Remember, Understand, Analyse, Evaluate
10	IV	ENG-HC-4036 British Literature: The 19 th Century	<p>After completion of the course, learners will:</p> <ul style="list-style-type: none"> become acquainted with British literature of the middle and later parts of the 19th century. learn about the novel’s coming into its own by reading and analysing pathbreaking novels of the time. become familiar with the significant poetic efforts and achievements of the period. develop human values. 	Jane Austen: <i>Pride and Prejudice</i>	Remember, Understand, Analyse, Evaluate
				Charlotte Brontë: <i>Jane Eyre</i>	Remember, Understand, Analyse
				Charles Dickens: <i>The Pickwick Papers</i> (Chapters: 1, 2, 23, 56, 57)	Remember, Understand, Analyse, Evaluate
				Thomas Hardy: “The Three Strangers”	Remember, Understand, Analyse
				Alfred Tennyson: “The Defence of Lucknow” among the Ruins”	Remember, Understand, Analyse
				Christina Rossetti: “Goblin Market”	Remember, Understand, Analyse

11	V	ENG-HC-5016	<p>After completion of the course, learners will:</p> <ul style="list-style-type: none"> acquire knowledge about socio-politico-economic as well as aesthetic shifts in the world with the breaking of the world wars, through an understanding of 20th century British texts. become familiar with the voice of modernism in arts and literature. get an opportunity to evaluate the chief tenets of modernism, viz., desire to break with the codes and conventions of the past, experiment with new forms and idioms, etc. get acquainted with the ethos of postmodernism through a reading of recent poetic and fictional works. 	Joseph Conrad: <i>Heart of Darkness</i>	Remember, Understand, Analyse
		British Literature: The 20 th Century		Virginia Woolf: <i>Mrs Dalloway</i>	Remember, Understand, Apply, Analyse
		W.B. Yeats: “The Second Coming”, “Sailing to Byzantium”		Remember, Understand, Analyse	
		T.S. Eliot: “The Love Song of J. Alfred Prufrock”; “Journey of the Magi”		Remember, Understand, Apply, Analyse, Evaluate	
		W.H. Auden: “In Memory of W.B. Yeats”		Remember, Understand, Analyse	
		Hanif Kureishi: <i>My Beautiful Laundrette</i>		Remember, Understand, Analyse, Evaluate	
		Phillip Larkin: “Church Going”		Remember, Understand, Analyse	
		Ted Hughes: “Hawk Roosting”		Remember, Understand, Analyse	
		Seamus Heaney: “Casualty”		Remember, Understand, Analyse	
		Carol Ann Duffy: “Standing Female Nude”		Remember, Understand, Analyse, Evaluate	
12		ENG-HC-5026	women from different geographical and socio-cultural settings.	Rassundari Debi: Excerpts from <i>Amar Jiban</i>	Remember, Understand, Analyse
		Women’s Writing		Katherine Mansfield: “Bliss”	Remember, Understand, Analyse

			<ul style="list-style-type: none"> ● get acquainted with the distinct experiences of women articulated in a variety of genres, namely, poetry, novel, short story, and autobiography. ● gain an understanding of the earliest feminist treatises of the western world. ● get an opportunity of reading and analysing texts as a mode of cultural exchange. 	Sylvia Plath: “Daddy”; “Lady Lazarus”	Remember, Understand, Analyse, Evaluate
				Alice Walker: <i>The Color Purple</i>	Remember, Understand, Analyse, Evaluate
				Mahashweta Devi: “Draupadi”	Remember, Understand, Analyse, Evaluate
				Nirupama Bargohain: “Celebration”	Remember, Understand, Apply, Analyse
				Adrienne Rich: “Orion”	Remember, Understand, Analyse
				Eunice De Souza: “Adviceto Women”, “Bequest”	Remember, Understand, Analyse
13	V	ENG-HE-5016	After completion of the course, learners will:	Lewis Carroll: <i>Alice in Wonderland</i>	Remember, Understand, Analyse
		Popular Literature	<ul style="list-style-type: none"> ● be able to understand the nature of popular literature as a genre. ● become equipped to engage with the critical ideas underlying the theorization of popular literature. ● gain insight into the high/low culture debate. ● be able to investigate the move of popular literature from the margins to an important 	Agatha Christie: <i>The Murder of Roger Ackroyd</i>	Remember, Understand, Apply, Analyse, Evaluate, Create
				Durgabai Vyam and Subhash Vyam: <i>Bhimayana: Experiences of Untouchability</i> / Autobiographical Notes on Ambedkar (for visually challenged students)	Remember, Understand, Analyse

			place in the literary and critical consciousness.		
14	V	ENG-HE-5026 Modern Indian Writing in English Translation	<p>After completion of the course, learners will:</p> <ul style="list-style-type: none"> • become familiar with Indian literature written in the regional languages. • be able to explore the diverse cultural and regional contexts of the prescribed texts. • gather insight into socio-political issues of the present times. • be able to carry out comparative studies of texts from different regions and in multiple languages. • delve into the debates surrounding Indian writings in English vis-à-vis Indian writings in the regional languages. 	<p>Premchand: “The Shroud”</p> <p>Ismat Chughtai: “The Quilt”</p> <p>Bhabendranath Saikia: “Celebration”</p> <p>Fakir Mohan Senapati: “Rebati”</p> <p>Rabindra Nath Tagore: “Light, Oh Where is the Light?”, “When My Play was with thee”</p> <p>G.M. Muktibodh: “The Void”, “So Very Far”</p> <p>Amrita Pritam: “I Say Unto Waris Shah”</p> <p>Thangjam Ibopishak Singh: “Dali, Hussain, or Odour of Dream, Colour of Wind”, “The Land of the Half- Humans”</p>	<p>Remember, Understand, Apply, Analyse</p> <p>Remember, Understand, Apply, Analyse</p> <p>Remember, Understand, Apply, Analyse, Evaluate</p> <p>Remember, Understand, Apply, Analyse</p> <p>Remember, Understand, Apply, Analyse, Create</p> <p>Remember, Understand, Apply, Analyse</p> <p>Remember, Understand, Apply, Analyse</p> <p>Remember, Understand, Apply, Analyse</p>

				Dharamveer Bharati: <i>AndhaYug</i>	Remember, Understand, Apply, Analyse
				Hiren Bhattacharyya: “What Is It That Burns inMe?”	Remember, Understand, Apply, Analyse, Evaluate, Create
15	V		After completion of the course, learners will: <ul style="list-style-type: none"> • become familiar with important texts on literary criticism and literary theory. • grasp the differences between literary theory and literary criticism. • understand the shifts in literary interpretations and critical approaches. • become equipped with analytical and interpretive tools to read texts across genres. <p>apply the above-mentioned tools in the theoretical and practical criticism of texts.</p>	Preface to the <i>Lyrical Ballads</i>	Analyse
				S.T. Coleridge: <i>Biographia Literaria</i> (Chapters: IV, XIII and XIV)	Remember, Understand, Apply, Analyse, Evaluate
				Virginia Woolf: “Modern Fiction”	Remember, Understand, Analyse
				T.S. Eliot: “Tradition and the Individual Talent”	Remember, Understand, Analyse
				I.A. Richards: <i>Principles of Literary Criticism</i> (Chapters: 1, 2 and 34)	Remember, Understand, Apply, Analyse
				Cleanth Brooks: “The Language of Paradox”	Remember, Understand, Apply, Analyse
				Terry Eagleton: “Introduction” to <i>Marxism and Literary Criticism</i>	Remember, Understand, Apply, Analyse, Evaluate
				Elaine Showalter: “Twenty Years on: <i>A Literature of</i>	Remember, Understand,

				<i>Their Own Revisited</i>	Analyse, Evaluate
				Toril Moi: "Introduction" to <i>Sexual/Textual Politics</i>	Remember, Understand, Analyse
				Jacques Derrida: "Structure, Sign and Play in the Discourse of the Human Science"	Remember, Understand, Apply, Analyse
				and Power"	Analyse, Evaluate
				Mahatma Gandhi: "Passive Resistance", "Education"	Remember, Understand, Analyse, Evaluate
				Edward Said: "The Scope of Orientalism"	Remember, Understand, Apply, Analyse
				Frantz Fanon: <i>Black Skin, White Masks</i> (Chapter 4)	Remember, Understand, Analyse
16	VI	ENG-HC-6016 Modern European Drama	After completion of the course, learners will: <ul style="list-style-type: none"> • get acquainted with innovative dramatic works of playwrights from different parts of Europe. • develop an understanding of the emergence of avant-garde movements and trends in reference to drama. • learn about dramatic devices and techniques 	Henrik Ibsen: <i>Ghosts</i>	Remember, Understand, Analyse
				Anton Chekhov: <i>The Cherry Orchard</i>	Remember, Understand, Analyse
				Bertolt Brecht: <i>The Caucasian Chalk Circle</i>	Remember, Understand, Analyse
				Samuel Beckett: <i>Waiting for Godot</i>	Remember, Understand, Analyse, Evaluate

			<p>used during the period of modernism in Europe which influenced theatrical practices in other parts of the world.</p> <ul style="list-style-type: none"> ● be able to analyse literary-social-intellectual movements like existentialism, absurdism, nihilism, etc. 		
17	VI	ENG-HC-6026 Postcolonial Literatures	<ul style="list-style-type: none"> ● familiarize themselves with European colonialism since the 15th century. ● learn about the effects of the experience of colonialism around the world. ● get acquainted with texts from postcolonial literatures across the world. ● delve into the conditions of postcolonial peoples and societies. ● acquire an introduction to regional/cultural peculiarities as well as shared experiences of the postcolonial condition. 	<p>Gabriel Garcia Marquez: <i>Chronicle of a Death Foretold</i></p> <p>Bessie Head: “The Collector of Treasures”; Ama Ata Aidoo: “The Girl who Can”</p> <p>Grace Ogot: “The Green Leaves”</p> <p>Shyam Selvadurai: <i>Funny Boy</i></p> <p>Pablo Neruda: “Tonight I can Write”; “The Way Spain Was”</p> <p>Derek Walcott: “A Far Cry from Africa”; “Names”</p> <p>David Malouf: “Revolving Days”; “Wild Lemons”</p> <p>Easterine Kire: <i>When the River Sleeps</i></p>	<p>Remember, Understand, Analyse</p> <p>Remember, Understand, Analyse</p> <p>Remember, Understand, Analyse</p> <p>Remember, Understand, Analyse, Evaluate</p> <p>Remember, Understand, Analyse</p> <p>Remember, Understand, Analyse</p> <p>Remember, Understand, Analyse</p> <p>Remember, Understand,</p>

					Analyse, Evaluate
18	VI	ENG-HE-6036 Partition Literature	<p>After completion of the course,learners will:</p> <ul style="list-style-type: none"> • learn about the far-reaching impact of partition on people. view partition as leading not only to momentary but also continual changes in human lives, emotions and values. • comprehend the trauma and sufferings of people as a result of partitions in the Indian subcontinent. • analyse and evaluate how writers across regions deal with partition and its aftermath. • develop human values like empathy and sensitivity. 	Intizar Husain: <i>Basti</i>	Remember, Understand, Analyse
				Amitav Ghosh: <i>The Shadow Lines</i>	Remember, Understand, Analyse, Evaluate
				Manik Bandhopadhyaya: “The Final Solution”	Remember, Understand, Analyse
				Sa’adat Hasan Manto: “Toba Tek Singh”	Remember, Understand, Analyse, Evaluate
				Lalithambika Antharajanam: “A Leaf in the Storm”	Remember, Understand, Analyse
				Faiz Ahmad Faiz: “For Your Lanes, My Country”	Remember, Understand, Analyse
				Jibananda Das: “I Shall Return to This Bengal”	Remember, Understand, Analyse
				Gulzar: “Toba Tek Singh”	Remember, Understand, Analyse, Evaluate
19	VI	ENG-HE-6066 Writings from North East India	<p>After completion of the course,learners will:</p> <ul style="list-style-type: none"> • understand the latest trends in writings from Northeast India. • learn about the ways in which writers from the 	Mamang Dai: “On Creation Myths and Oral Narratives”	Remember, Understand, Analyse
				Tachyscope: “The Story of Creation”	Remember, Understand, Analyse, Evaluate
				Kynpham Sing Nongkynrih: “U Thlen: The Man-Eating Serpent”	Remember, Understand,

			<p>northeast represent the region in the national/global scenario.</p> <ul style="list-style-type: none"> • be able to analyse region-specific features and concerns of Northeast India. • evaluate the similarities and differences between the various cultures of the northeast. 		Analyse
				Deva Kanta Barua: “And we open the Gates”	Remember, Understand, Analyse, Evaluate
				Ajit Barua: “Lovely is Our Village”, Parts I & II	Remember, Understand, Analyse, Evaluate
				Rajendra Bhandari: “Time Does Not Pass”	Remember, Understand, Analyse
				Homen Borgohain: “Spring in Hell”	Remember, Understand, Analyse, Evaluate
				Temsula Ao: “An Old Man Remembers”	Remember, Understand, Analyse
				Mahim Bora: “Audition”	Remember, Understand, Analyse, Evaluate
				Gopinath Bardoloi: “Reminiscences of Gandhiji”	Remember, Understand, Analyse, Evaluate
				Moji Riba: “Rites, In Passing”	Remember, Understand, Analyse, Evaluate
				Arun Sarma: <i>Aahar</i>	Remember, Understand, Analyse

	VI	ENG-HE-6036 Partition Literature	<p>After completion of the course, learners will:</p> <ul style="list-style-type: none"> learn about the far-reaching impact of partition on people. view partition as leading not only to momentary but also continual changes in human lives, emotions and values. comprehend the trauma and sufferings of people as a result of partitions in the Indian subcontinent. analyse and evaluate how writers across regions deal with partition and its aftermath. develop human values like empathy and sensitivity. 	<p>Intizar Husain: <i>Basti</i></p> <p>Amitav Ghosh: <i>The Shadow Lines</i></p> <p>Manik Bandhopadhyaya: "The Final Solution"</p> <p>Sa'adat Hasan Manto: "Toba Tek Singh"</p> <p>Lalithambika Antharajanam: "A Leaf in the Storm"</p> <p>Faiz Ahmad Faiz: "For Your Lanes, My Country"</p> <p>Jibananda Das: "I Shall Return to This Bengal"</p> <p>Gulzar: "Toba Tek Singh"</p>	<p>Remember, Understand, Analyse</p> <p>Remember, Understand, Analyse, Evaluate</p> <p>Remember, Understand, Analyse</p> <p>Remember, Understand, Analyse, Evaluate</p> <p>Remember, Understand, Analyse</p> <p>Remember, Understand, Analyse</p> <p>Remember, Understand, Analyse, Evaluate</p>
19	VI	ENG-HE-6066 Writings from North East India	<p>After completion of the course, learners will:</p> <ul style="list-style-type: none"> understand the latest trends in writings from Northeast India. learn about the ways in which writers from the 	<p>Mamang Dai: "On Creation Myths and Oral Narratives"</p> <p>Tachyscope: "The Story of Creation"</p> <p>Kynpham Sing Nongkynrih: "U Thlen: The Man-Eating Serpent"</p>	<p>Remember, Understand, Analyse</p> <p>Remember, Understand, Analyse, Evaluate</p> <p>Remember, Understand,</p>

			<p>northeast represent the region in the national/global scenario.</p> <ul style="list-style-type: none"> • be able to analyse region-specific features and concerns of Northeast India. • evaluate the similarities and differences between the various cultures of the northeast. 		Analyse
				Deva Kanta Barua: “And we open the Gates”	Remember, Understand, Analyse, Evaluate
				Ajit Barua: “Lovely is Our Village”, Parts I & II	Remember, Understand, Analyse, Evaluate
				Rajendra Bhandari: “Time Does Not Pass”	Remember, Understand, Analyse
				Homen Borgohain: “Spring in Hell”	Remember, Understand, Analyse, Evaluate
				Temsula Ao: “An Old Man Remembers”	Remember, Understand, Analyse
				Mahim Bora: “Audition”	Remember, Understand, Analyse, Evaluate
				Gopinath Bardoloi: “Reminiscences of Gandhiji”	Remember, Understand, Analyse, Evaluate
				Moji Riba: “Rites, In Passing”	Remember, Understand, Analyse, Evaluate
				Arun Sarma: <i>Aahar</i>	Remember, Understand, Analyse