**Programme Outcomes: BA**

After completing BA, the students are expected to acquire:

* Acquire the knowledge with facts and figures concerned with the subjects such as History, Geography, Economics, Languages, etc.
* Understand the basic concepts, fundamental principles, and various theories in their concerned subjects.
* Realize the importance of literature in terms of aesthetic, mental, moral, intellectual development of an individual as well as of the society.
* Understand how issues in the social sciences get influenced by the literature and how the literature can provide solutions to the social issues.
* Gain the analytical ability to analyse the literature and social issues to appreciate the strength and to suggest the improvements for better results.
* Appreciate that social issues are no longer permanent and largely depend on the political and the economic changes.
* Convince himself/herself that the study of literature and social sciences are not only helpful to evolve better individual and better society but also helpful to make the life of an individual happier and more meaningful.
* Participate in various social and cultural activities voluntarily.
* Written articles, novels, stories to spread the messages of equality, nationality, social harmony and other human values.
* Emerge as a multifaceted personality who is self-dependent; earning his own bread and butter and also creating opportunities to do so.
* Realize that the pursuit of knowledge is a lifelong process and one can achieve the success only with untiring efforts and positive attitude.
* Develop various communication skills such as reading, listing, speaking, etc., which will be helpful in expressing ideas and views clearly and effectively.

### PROGRAMME SPECIFIC OUTCOME (BA English)

After successful completion of the Programme, BA in English, students are expected to achieve the following outcomes:

* Students will understand and have knowledge about the Indian Classical and European Classical traditions through their reading of a selection of translated texts across genres such as poetry and drama. Their knowledge will encourage them to think about world literatures and the possibility of cultural exchanges.
* They will have the knowledge of the historical development of Indian Writing in English and the challenges faced by the early authors. They will also have knowledge about the partition of India and thus will be able to visualize the past through a revisit to the partition literature.
* The texts and ideas included in the papers covering Modern and Post-Modern English Literature will help the students know and understand the issues and ideas prevailing in the contemporary society. This will help them develop an international outlook.
* Students will acquire knowledge about diverse societies and cultures, political and literary movements as the prescribed texts are contextualized in different socio-cultural events and movements.
* Students will understand and develop knowledge about the interrelation of life with literature through their study of a wide variety of texts and genres of literature.
* Students will develop a broader outlook as they study literatures of India, America and Africa, and some European nations.
* Students will have knowledge about the ideas and themes dealt by the authors, which will encourage them to explore more and more new ideas and motivate them to undertake a comparative study.
* They will acquire knowledge and understanding to go for higher studies.

### COURSE OUTCOME

**BA English (Honours) Syllabus (CBCS)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SEMESTER | PAPER NAME | PAPER CODE | **Course Outcome** | **Unit/ Topics** | **Bloom’s Taxonomy Level** |
| **1st Semester** | **Indian Classical Literature** | **ENG-HC-1016** | On successful completion of this course students are expected to achieve the following learning outcomes:   * Students will gain the knowledge and understanding of Classical Literatures of India in English translation across genres like drama, poetry, the epic narrative as well as short fictional fables. * Students will think about literatures of the world, and the possibility of cultural exchange.   They will be able to evaluate human values | Kalidasa: *Abhijnana*  *Shakuntalam* | Remembering, Understanding,  Evaluating |
| Vyasa: ‘The Dicing’ and ‘The Sequel to Dicing, ‘The Book of the Assembly Hall’, ‘The Temptation of Karna’ | Remembering, Understanding, metacognitive |
| Sudraka: *Mrcchakatika* | Remembering, Understanding |
| Ilango Adigal: ‘The Book of  Banci’, in *Cilappatikaram* | Remembering, Understanding, metacognitive |
| **European Classical Literature** | **ENG-HC-1026** | On successful completion of this course students will achieve the following learning outcomes:   * Students will have knowledge and understanding of European Classical Literatures through representative texts across genres like drama, poetry, and the epic narrative as well. * Students will develop a Critical mind about literatures of the world, and the possibility of cultural exchange Students will enrich their metacognitive knowledge with their understanding of the Classical Theatre   They will be able to evaluate human values and culture | Homer: *The Odyssey* | Remembering, Understanding,  Evaluating |
| Sophocles: *Oedipus the King* | Remembering, Understanding, metacognitive |
| Plautus: *Pot of Gold* | Remembering, Understanding |
| Ovid: *Metamorphoses* | Remembering, Understanding, metacognitive |
| Horace: *Satires and Epistles and Persius:* Satires I: 4 |  |
|  |  |
| SEMESTER | PAPER NAME | PAPER CODE | **Course Outcome** | **Unit/ Topics** | **Bloom’s Taxonomy Level** |
| **2nd Semester** | **Indian Writing in English** | **ENG-HC-2016** | On successful completion of this course students are expected to achieve the following learning outcomes:   * Students will have knowledge and understanding of gender, politics of language, nationalism and modernity pertaining to pre and post-   Independence India.   * Students will learn the place of English Writing in India in the larger field of English Literature. * It enables the students to discuss critically the use of literary forms of the novel, poetry and drama by Indian English writers in distinctive ways against Indian historical and cultural contexts.   They will be able to evaluate human values. | H.L.V. Derozio: ‘Freedom to the Slave’; ‘The Orphan Girl | Remembering, Understanding, Evaluating |
| Kamala Das: ‘Introduction’; ‘My Grandmother’s House’ | Remembering, Understanding, Evaluating |
| Nissim Ezekiel: ‘Enterprise’;  ‘Night of the Scorpion’, ‘Very Indian Poem in English’ | Remembering, Understanding |
| Robin S. Ngangom: ‘The Strange Affair of Robin S.  Ngangom’; ‘A Poem for  Mother’ | Remembering, Understanding, metacognitive |
| Mulk Raj Anand: ‘Two Lady Rams’ | Remembering, Evaluating |
| Anita Desai: In Custody | Remembering, Understanding, Evaluating |
| Shashi Despande: ‘The  Intrusion’ | Understanding |
| Manjula Padmanabhan: Lights Out | Remembering, Understanding, Evaluating |
| Mahesh Dattani: Tara | Remembering, Understanding |
| **British Poetry and Drama: 14th to 17th Centuries** | **ENG-HC-2026** | On successful completion of this course students will achieve the following learning outcomes:   * Students will have the knowledge and understanding of the two major forms in British literature from the 14th to the 17th centuries – poetry and drama.   They will learn the larger contexts of the Renaissance, the nature of the Elizabethan Age and its predilections for certain kinds of literary activities, and the implications of the emergence of new trends.  •They will also have the knowledge and understanding of the seminal issues and preoccupations of the writers with their ages as reflected in the prescribed texts | Geoffrey Chaucer: The Wife of Bath’s Prologue | Remembering, Understanding,  Evaluating |
| Edmund Spenser: Selections from *Amoretti* | Remembering, Understanding, Evaluating |
| John Donne: ‘The Sunne  Rising’; ‘Batter My Heart’;  ‘Valediction: Forbidding Mourning’ | Remembering, Understanding |
| Christopher Marlowe: *Doctor Faustus* | Remembering, Understanding, metacognitive |
| William Shakespeare: *Macbeth* | Remembering, Evaluating, metacognitive |
| William Shakespeare: *Twelfth*  *Night* | Remembering, Understanding,  Evaluating |
| **3rd Semester** | **History of English Literature and Forms** | **ENG-HC-3016** | On successful completion of this course students are expected to achieve the following learning outcomes:   * Students will have knowledge of the development of English Literature and understanding of the different forms of English Literature. * They will gain understanding of the contexts in which literary forms and individual texts emerge.   They will learn to analyze texts as representative of broad generic explorations. | Poetry from Chaucer to the  Present | Remembering, Understanding,  Evaluating |
| Drama from Everyman to the  Present | Remembering, Understanding, Evaluating |
| Fiction from 17th Century to Present | Remembering, Understanding |
| Non Fictional Prose (Life Writing, Essays, Philosophical and Historical Prose, Satire) | Remembering, Understanding |
| **American Literature** | **ENG-HC-3026** | On successful completion of this course students are expected to achieve the following learning outcomes:   * Students will have knowledge and understanding of the main currents of American literature in its social and cultural contexts.   They will understand the historical reflection of the growth of American society and of the way the literary imagination has grappled with such growth and change.   * They will be able to evaluate human values * They will also have knowledge of the   American society from the beginnings of modernism to the present as well as with exciting generic innovations and developments that have tried to keep pace with social changes. | Tennessee Williams: *The Glass Menagerie* | Remembering, Understanding,  Evaluating |
| Mark Twain: *The Adventures of Huckleberry Finn* | Remembering, Understanding, Evaluating |
| Edgar Allan Poe: *The*  *Purloined Letter* | Remembering, Understanding |
| F. Scott Fitzgerald: ‘The Crack-up’ | Remembering, Understanding, metacognitive |
| Anne Bradstreet: ‘The  Prologue’ | Remembering, Evaluating |
| Emily Dickinson: ‘A Bird  Came Down the Walk’; | Remembering, Understanding,  Evaluating |
| ‘Because I Could not Stop for  Death’ |  |
| Walt Whitman: Selections from Leaves of Grass: ‘O Captain, My Captain’; ‘Passage to India’ (lines 1–68) | Remembering, Understanding, Evaluating |
| Langston Hughes: ‘I too’ | Remembering, Understanding |
| Robert Frost: ‘Mending Wall’ | Remembering, Understanding |
| Sherman Alexie: ‘Crow  Testament’; ‘Evolution’ | Remembering, Evaluating, metacognitive |
| **British Poetry & Drama: 17th &18th Centuries** | **ENG-HC-3036** | On successful completion of this course students are expected to achieve the following learning outcomes:  Students will have knowledge and understanding of the diverse kinds of writings that developed in the 17th& 18th Century.   * They will have the knowledge of economic, political and social changes in (primarily) Britain during this period, such as the shifts from the Puritan Age to the Restoration and Neoclassical periods.   They will also understand the larger contexts that generated such literatures as well as the possible impacts of the literature on society. | John Milton: *Paradise Lost: Book I* | Remembering, Understanding, metacognitive |
| • John Webster: *The Duchess of*  *Malfi* | Remembering, Understanding, Evaluating |
| • Aphra Behn: *The Rover* | Remembering, Understanding |
| • John Dryden: *Mac Flecknoe* | Remembering, Understanding |
| • Alexander Pope: *The Rape of the*  *Lock* | Remembering, Understanding, Evaluating |
| **4th Semester** | **British Literature: The 18th Century** | **ENG-HC-4016** | On successful completion of this course students are expected to achieve the following learning outcomes:  •Students will have knowledge and understanding of how reason and rationality dominated the socio political life in the 18th C England.   * They will have the knowledge about the emergence of the English Novel and development of satire as dominant form of poetry.   They will also acquire the knowledge of different kinds of drama namely sentimental comedy. | • Jonathan Swift: *Gulliver’s*  *Travels* (Books III and IV) | Remembering, Understanding,  Evaluating |
| • Samuel Johnson: ‘London’ | Remembering, Understanding, Evaluating |
| • Thomas Gray: ‘Elegy Written in a Country Churchyard’ | Remembering, Understanding, Evaluating |
| • Daniel Defoe: *Moll Flanders* | Remembering, Understanding, Evaluating |
| • Joseph Addison: “Pleasures of the Imagination”, *The*  *Spectator,* 411 | Remembering, Evaluating |
| • Oliver Goldsmith: *She Stoops to Conquer* | Remembering, Understanding, Evaluating |
| **British Romantic Literature** | **ENG-HC-4026** | On successful completion of this course students are expected to achieve the following learning outcomes:   * Students will gain knowledge about the Romantic movement in English through a reading of the poetry of Blake, Burns, Wordsworth,   Coleridge, Shelley, and Keats.   * They will understand the role of imagination in the poetry of the age and the role of the poet in society.   They will understand the relationship between man and nature. | William Blake: ‘The Lamb’, ‘The Chimney Sweeper’, ‘The Tyger’, 'Introduction’ to The  Songs of Innocence | Remembering, Understanding,  Evaluating |
| • Robert Burns: ‘A Bard’s  Epitaph’; ‘Scots Wha Hae’ | Remembering, Understanding, Evaluating |
| • William Wordsworth: ‘Tintern Abbey’; ‘Upon Westminster  Bridge’ | Remembering, Understanding |
| • Samuel Taylor Coleridge:  ‘Kubla Khan’; ‘Dejection: An Ode’ | Remembering, Understanding |
| • Percy Bysshe Shelley: ‘Ode to the West Wind’; ‘Hymn to  Intellectual Beauty’; The Cenci | Remembering, Understanding, Evaluating |
| • John Keats: ‘Ode to a  Nightingale’; ‘To Autumn’; ‘On First Looking into Chapman’s  Homer’ | Remembering, Understanding |
| • Mary Shelley: *Frankenstein* | Remembering, Understanding, analyse |
| **British Literature: The 19th Century** | **ENG-HC-4036** | On successful completion of this course students are expected to achieve the following learning outcomes:  •Students will have knowledge and understanding of how the novel comes into its own through a reading of the representative texts of Jane Austen and Charles  Dickens.   * They will also have knowledge of the ground-breaking efforts of the poets as well as the fiction writers who manage to consolidate and refine upon the achievements of the novelists of the previous era.   They will be able to evaluate human values. | • Jane Austen: *Pride and Prejudice* | Remembering, Understanding,  Evaluating |
| • Charlotte Bronte: *Jane Eyre* | Remembering, Understanding, Evaluating |
| • Charles Dickens: *The Pickwick*  *Papers* (Chapters: 1, 2, 23, 56, 57) | Remembering, Understanding |
| • Thomas Hardy: *The Three*  *Strangers* | Remembering, Understanding, metacognitive |
| • Alfred Tennyson: ‘The Defence of Lucknow’ | Remembering, Understanding, Evaluating |
| • Robert Browning: ‘Love among the Ruins’ | Remembering, Understanding |
| • Christina Rossetti: ‘Goblin  Market’ | Remembering, Understanding, Evaluating |
| **5th Semester** | **British Literature: The 20th Century** | **ENG-HC-5016** | On successful completion of this course students are expected to achieve the following learning outcomes:   * Students will have knowledge and understanding of modernism and modernity in English Literature. * They will have knowledge about and familiarity with modern novelists and poets. * They will also gain knowledge about the ethos of postmodernism through a reading of recent poetic and fictional works.   They will be able to evaluate human values and culture. | • Joseph Conrad: *Heart of*  *Darkness* | Remembering, Understanding,  Evaluating |
| • Virginia Woolf: Mrs Dalloway | Remembering, Understanding, Evaluating |
| • W.B. Yeats: ‘The Second  Coming’; ‘Sailing to Byzantium’ | Remembering, Understanding |
| • T.S. Eliot: ‘The Love Song of J. Alfred Prufrock’; ‘Journey of the Magi’ | Remembering, Understanding, metacognitive |
| • W.H. Auden: ‘In Memory of W.B. Yeats’ | Remembering, Understanding, Evaluating |
| • Hanif Kureshi: My Beautiful  Launderette | Remembering, Understanding |
| • Phillip Larkin: ‘Church Going’ | Remembering, Understanding, analyse |
| • Ted Hughes: ‘Hawk Roosting’ | Remembering, Understanding, Evaluating |
| • Seamus Heaney: ‘Casualty | Remembering, Understanding |
| **Women’s Writing** | **ENG-HC-5026** | On successful completion of this course students are expected to achieve the following learning outcomes:   * Students will acquire knowledge and ability to analyse nineteenth and twentieth century writings by women living in different geographical and socio-cultural settings. * Students will get acquainted with the distinct and varied experiences of women articulated in a variety of genres-poetry, novels, short stories, and autobiography. * Students will understand the contexts from which the texts emerged.   They will also develop the ability to analyse the women writers’ handling of the different genres to articulate their women-centric experiences. | • Mary Wollstonecraft: *A Vindication of the Rights of Woman* | Remembering, Understanding,  Evaluating |
| • Rassundari Debi: Excerpts from Amar Jiban in Susie Tharu and K. Lalita, eds., *Women’s Writing in India,* vol. 1 | Remembering, Understanding, Evaluating |
| • Katherine Mansfield: ‘Bliss’ | Remembering, Understanding |
| • Sylvia Plath: ‘Daddy’; ‘Lady Lazarus’ | Remembering, Understanding, metacognitive |
| • Alice Walker: *The Color Purple* | Remembering, Understanding, Evaluating |
| • Mahashweta Devi: *Draupadi*, tr. Gayatri Chakravorty Spivak | Remembering, Understanding |
| • Nirupama Bargohain: ‘Celebration’ | Remembering, Understanding, analysing |
| • Adrienne Rich: ‘Orion’ | Remembering, Understanding, Evaluating |
| • Eunice De Souza: ‘Advice to Women’; ‘Bequest’ | Remembering, Understanding,  Evaluating |
| **Popular Literature** | **ENG-HE-5016** | On successful completion of this course students are expected to achieve the following learning outcomes:  Over the years popular literature has moved from the margins to earn for itself a fairly important place in the literary and critical consciousness. This paper seeks to highlight the nature of ‘popular’ literature as a genre and the critical ideas underpinning the theorization of popular literature. This will be done through a practical engagement with various texts falling under its ambit.  • Coming of Age • The Canonical and the Popular • Caste, Gender and Identity • Ethics and Education in Children’s Literature • Sense and Nonsense • The Graphic Novel | * Lewis Carroll: Alice in Wonderland |  |
| • Agatha Christie:The Murder of Roger Ackroyd |  |
| • J. K. Rowling: Harry Potter and the Philosopher’s Stone |  |
| • Durgabai Vyam and Subhash Vyam: Bhimayana: Experiences of Untouchability |  |
| **Literary Criticism** | **ENG-HE-5056** | On successful completion of this course students are expected to achieve the following learning outcomes:   * Students will develop theoretical/practical know-ledge for analysing literary texts through a reading of texts beginning from William Wordsworth’s Preface to such Modern and Post-Modern texts as Derrida’s “Structure, Sign and Play in the Discourse of the Human Science” and Fanon’s Black Skin, White Masks.   Students will have knowledge of different Literary Theories such as Marxism and Feminism. | • William Wordsworth: Preface to the Lyrical Ballads (1802) | Remembering, Understanding,  Evaluating |
| • S.T. Coleridge: Biographia Literaria. Chapters IV, XIII and XIV | Remembering, Understanding, Evaluating |
| • Virginia Woolf: “Modern Fiction” | Remembering, Understanding |
| • T.S. Eliot: “Tradition and the Individual Talent” (1919) | Remembering, Understanding, |
| • I.A. Richards: Principles of Literary Criticism Chapters 1,2 and 34. London 1924 | Remembering, Understanding, Evaluating |
| • Cleanth Brooks: “The Language of Paradox” in The Well-Wrought Urn: Studies in the Structure of Poetry (1947) | Remembering, Understanding |
| • Terry Eagleton: Introduction to Marxism and Literary Criticism (University of California Press, 1976) | Remembering, Understanding, Analysing |
| • Elaine Showalter: ‘Twenty Years on: A Literature of Their Own Revisited’, in A Literature of Their Own: British Women Novelists from Bronte to Lessing (1977. Rpt. London: Virago, 2003) pp. xi–xxxiii. | Remembering, Understanding, Evaluating |
| • Toril Moi: “Introduction” in Sexual/Textual Politics (1985. New York and London: Routledge, 2002, 2ndEdn.) pp. 1-18. | Remembering, Understanding |
| • Jacques Derrida: “Structure, Sign and Play in the Discourse of the Human Science”, tr. Alan Bass, in Modern Criticism and Theory: A Reader, ed. David Lodge (London: Longman, 1988) pp. 108–23. | Remembering, Understanding, metacognitive |
| • Michel Foucault: ‘Truth and Power’, in Power and Knowledge, tr. Alessandro Fontana and Pasquale Pasquino (New York: Pantheon, 1977) pp. 109–33. | Remembering, Understanding, |
| • Mahatma Gandhi: ‘Passive Resistance’ and ‘Education’, in Hind Swaraj and Other Writings, ed. Anthony J Parel (Delhi: CUP, 1997) pp. 88–106. | Remembering, Understanding, Evaluating |
| • Edward Said: ‘The Scope of Orientalism’ in Orientalism (Harmondsworth: Penguin, 1978) pp. 29–110. | Remembering, Understanding |
| • Frantz Fanon: Black Skin, White Masks tr. Charles Lam Markmann (Chapter 4 “The So-Called Dependency Complex of Colonized Peoples”) (London: Pluto Press, 1986) pp. 83-108 | Remembering, Understanding, Analysing |
| **6th Semester** | **Modern European Drama** | **ENG-HC-6016** | On successful completion of this course students are expected to achieve the following learning outcomes:   * Students will gain knowledge of the innovative dramatic works of playwrights from different locations in Europe –knowledge about European realistic drama and the Theatre of the Absurd. * They will understand and analyse the contemporary social condition and the innovative experiments carried out in the stage. * They will understand and analyse the trends and dramatic devices and techniques.   They will be able to evaluate human values | • Henrik Ibsen: *Ghosts* | Remembering, Understanding,  Evaluating |
| • Anton Chekhov: *The Cherry*  *Orchard* | Remembering, Understanding, Evaluating |
| • Bertolt Brecht: *The*  *Caucasian Chalk Circle* | Remembering, Understanding |
| • Samuel Beckett: *Waiting for*  *Godot* | Remembering, Understanding, Analysing |
| **Postcolonial Studies** | **ENG-HC-6026** | On successful completion of this course students are expected to achieve the following learning outcomes:   * Students will understand and analyse colonization and decolonization and identity politics through a reading of select novels, short stories and poems. * They will gain knowledge about the effects of colonisation on society and culture.   They will understand how the postcolonial writers treat race and gender in their texts. | • Chinua Achebe: *Things Fall Apart* | Remembering, Understanding,  Evaluating |
| • Gabriel Garcia Marquez:  *Chronicle of a Death Foretold* | Remembering, Understanding, Evaluating |
| • Bessie Head: ‘The Collector of Treasures’ Ama Ata Aidoo: ‘The Girl who can’ | Remembering, Understanding |
| • Grace Ogot: ‘The Green Leaves’ | Remembering, Understanding, |
| • Shyam Selvadurai: *Funny Boy* | Remembering, Understanding, Evaluating |
| • Pablo Neruda: ‘Tonight I can  Write’; ‘The Way Spain Was’ | Remembering, Understanding |
| • Derek Walcott: ‘A Far Cry from  Africa’; ‘Names’ | Remembering, Understanding, Analysing |
| • David Malouf: ‘Revolving Days’;  ‘Wild Lemons’ | Remembering, Understanding, Evaluating |
| • Easterine Kire: *When the River*  *Sleeps* | Remembering, Understanding |
| **Life Writing** | **ENG-HE-6056** | On successful completion of this course students are expected to achieve the following learning outcomes:   * Students will develop the ability to analyse autobiography as a literary genre and the role of memory in writing autobiography. * Students will understand and evaluate how autobiography writers use it as a form of resistance and as a form of rewriting history.   Students will remember and understand the relation between self and society and how society influences life. | •Jean-Jacques Rousseau: Confessions, Part One, Book One, pp. 5-43 | Remembering, Understanding, Evaluating |
| • Maya Angelou: I Know Why the Caged Bird Sings, Chapter 6 | Remembering, Understanding, Evaluating |
| • M. K. Gandhi: *Autobiography* or the Story of *My Experiments with Truth*, Part I Chapters II-  IX, pp.5-26 | Remembering, Understanding |
| • Ismat Chugtai, *A Life in*  *Words: Memoirs*, Chapter 1 | Remembering, Understanding, |
| • Binodini Dasi: *My Story and*  *Life as an Actress*, pp. 61-83 | Remembering, Understanding, Evaluating |
| • Revathi: Truth About Me: A Hijra Life Story, Chapters One to Four | Remembering, Understanding |
| • Richard Wright: Black Boy,  Chapter 1, pp. 9-44 | Remembering, Understanding, Analysing |
| • SharankumarLimbale: The Outcaste, Translated by  Santosh Bhoomkar, pp. 1-39 | Remembering, Understanding, Evaluating |
| **North-East Writing** | **ENG-HE-6066** | On successful completion of this course students are expected to achieve the following learning outcomes:   * Students will gain the knowledge and understanding of Classical Literatures of India in English translation across genres like drama, poetry, the epic narrative as well as short fictional fables. * Students will think about literatures of the world, and the possibility of cultural exchange.   They will be able to evaluate human values | Section I: Oral Narratives   * Mamang Dai: On Creation Myths and Oral Narratives * Tashi Chopel: The Story of Creation * Kynpham Sing Nongkynrih: U Thlen: The Man-Eating Serpent |  |
| Section II: Poetry   * Deva Kanta Barua: ‘And we open the Gates’ * Ajit Barua: ‘Lovely is Our Village’, Parts I & II * Rajendra Bhandari: ‘Time Does Not Pass’ |  |
| Section III: Fiction   * Homen Borgohain: ‘Spring in Hell’ * Temsula Ao: ‘An Old Man Remembers’ * Mahim Bora: ‘Audition’ |  |
| Section IV: Prose   * Gopinath Bardoloi: ‘Reminiscences of Gandhiji’ * Moji Riba: ‘Rites, In Passing’ |  |
| Section V: Drama   * Arun Sarma: Aahar |  |