



RAJENDRA UNIVERSITY, BALANGIR, ODISHA

English Syllabus

**Model Curriculum for Three/Four -Year Degree Course
(With Multiple Entry /Exit Options)
Based on NEP-2020**

(Effective from the Academic Sessions 2024-25)



**Odisha State Higher Education Council, Bhubaneswar
Government of Odisha**

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Three Year Degree Course with Single Major and Two Minors

Semester	Core-I	Core-II	Core-III	Multidisciplinary Course	AEC	SEC	VAC	Community Engagement & Services/ Field work /Internship	Total Minimum Credit
I	2X4=8	1X4=4		1X3 =3	1X4=4 Odia	1x3=3 Environmental Studies and Disaster management			22
	Paper-1								
	Paper-2								
II	2X4=8		1X4=4	1X3 =3	1X4=4 English	1X3 =3 Analytical Thinking and Logical reasoning			22
	Paper-3								
	Paper-4								
									44
III	3X4=12	1X4=4		1X3 =3		1X3=3 Research Methodology			22
	Paper-5								
	Paper-6								
	Paper-7								
IV	3X4=12		1X4=4				1X4=4		20
	Paper-8								
	Paper-9								
	Paper-10								
									42
V	3X4=12	1X4=4		1X3 =3		1X3=3 Indian Constitution			22
	Paper-11								
	Paper-12								
	Paper-13								
VI	2X4=8		1X4=4			1X3	1X3=3		18

	Paper-14					=3 Com pute r Appl icati on	Creative Writing		
	Paper-15								
									40
									126

- Students having other Majors may take the following subjects as Minor-I and Minor-II from English Syllabus**

Core-II (Minor-I): Papers- I (First Semester), V (Third Semester), XI (Fifth Semester)

Core-II (Minor-II): Papers- III (Second Semester), VIII (Fourth Semester), XIV (Sixth Semester)

- Students having English Major may take the following subjects as Minor-I and Minor-II**

Core-II (Minor-I): History, Philosophy, Sanskrit, Economics (**Pol Sc & Education only for affiliated colleges**)

Core-III (Minor-II): Odia, Hindi, Political Science, Education (**Sociology & Psychology only for affiliated colleges**)

- For Multidisciplinary courses:** Each year, student can choose one subject from the basket of subjects provided.

SI No	Semester	Department	Course Details
1	1 st	English	Academic Writing
		Philosophy	Philosophy of Bhagavad Gita
		Political Science	Political Process in India
		Physics	Nano Materials and Applications
		Computer Science	Computer Fundamentals
2	2 nd	Odia	Tulanatmaka Sahitya
		History	History of education in Morden India
		Economics	Indian Economy and Society
		Botany	Bio fertilizers and Bio pesticides
		Chemistry	Environment all Chemistry
		Commerce	Organizational Behaviour
3	3 rd	Hindi	Hindi Sahitya Aur Cinema
		Education	Gender and Education
		Geography	Environmental Impact Assessment and Environmental Management Plant
		Statistics	Operation Research
		Zoology	Vermitechnology/ Apiculture/ Sericulture/ Lac Culture / Sustainable Ecotourism

Detail Syllabus of English

Programme Objectives (POs)

The objectives of the B.A. (Honours) English programme are manifold and start with imparting students with an in-depth knowledge and understanding through the core courses which form the basis of English namely, Classical Literature, British Literature, Comparative Literature, Indian Literature, American Literature, World Literature, Popular Literature, Translation, Language and Linguistics and ELT. The AEC, SEC, VAC and Community Engagement courses are designed for more specialized and/or interdisciplinary content to equip students with a broader knowledge base. Literary Theory course aims at equipping the students to apply theory and criticism to the study of literature. The project is expected to give an effect of how research leads to new findings.

Programme Specific Outcomes (PSOs)

- Understanding the basics of English Literature and language; particularly concepts in Classical Literature, British Literature, American Literature, Translation, Language and Linguistics, ELT, Media Writing, Editing and Proofreading, Communication Skills and Professional Writing.
- Learn to think critically and analyze literary theories.
- Gain hands on experience to study Literature further.
- Gain hands on experience to use language further.
- Viewing English (Literature, Language and Linguistics) as a training ground for the mind for developing a critical attitude and the faculty of logical reasoning that can be applied to diverse fields.
- Develop an appreciation of English language, its connotations and interpret and appreciate the didactic purpose of literature.
- Take cognizance of the historical, social and cultural context of each literary work and thereby make connections between literature and society & appreciate literature's ability to stimulate feeling.
- Sensitize students to the aesthetic, cultural and social aspects of literature.
- Present an extensive view of the cultural and social patterns of the society in specific time and situations in which it flourished by covering all walks of human life- rational, irrational, carnal, and emotional.
- Make the students aware of literature written/translated in English speaking countries like UK/ USA

- Develop a more complex understanding of the history, literature, narrative techniques, drama techniques, kind of fiction and drama existing in Britain, America and India.
- Augment the understanding of fundamental tenets of classical literature.
- Develop an understanding of the various connotations of the term ‘New Literatures’ and the difference from other terms like Commonwealth Literature etc.
- Develop an insight regarding the idea of world literature and the pertinent issues of feminism, racism and diasporic relocations.
- Provide job opportunities through ‘skill-based’ courses.
- Recreate a response through creative indulgences like script-writing, dialogue writing, and be able to exploit his/her creative potential through online media like blogging.
- Engage students with various strategies of drafting and revising, style of writing and analytical skills, diagnosing and developing scholarly methodologies, use of language as a means of creative expression, will make them effective thinkers and communicators.
- Demonstrate comprehension of and listener response to aural and visual information.
- Comprehend translation as a useful bridge between various linguistic regions.
- Assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning.
- Acquire basic skills to pursue translation as research and career.
- Introduce the learners to the nuances of the changing media scenario in terms of production of media content.
- Inculcate in them the skills of reporting, editing and feature writing in print medium to have a career perspective in media and journalism.
- Deepen knowledge in English literature for higher studies.
- Help the students to prepare for competitive exams.
- Create a possibility to emerge as prospective writers, editors, content developers, teachers, etc.

Semester-I

Introduction to Literary Studies

- To deal with questions concerning the nature of literature
- To provide an understanding of the major literary genres and it gives an overview of the formation of the same.
- To benefit students with a general introduction to literature as well as induce them for a more serious pursuit going ahead in this programme.
- To improve their proficiency through reading, respond to texts, draw lessons and insights from those, understand and appreciate other cultures and relate to events, characters and their own lives.

Unit-1: Basics of the study of literature

What is literature? Why do we study it? Literature and Society, Literature and Life, Literature and Science, the literary canon, genre, literary theory and criticism

Poetry: Lyric, Sonnet, Ballad, Ode, Elegy, Epic, Mock-Epic, Dramatic monologue

Prose: Novel, Novella, Short Story, Essay, Biography, Autobiography

Drama: Comedy, Tragedy, Tragi-comedy, One- act-play, Epic play

Unit-2: Poetry

Poems to be read: Sonnet no 130 by William Shakespeare, 'The Skylark' by P B Shelley, 'At Spring Time' by John Keats, 'The Brook' by Lord Alfred Tennyson, "Because I could not stop for death" by Emily Dickinson, "Village Song" by Sarojini Naidu, "Love After Love" by Derek Walcott

Unit-3: Short story and Essay

Prose pieces to be read: "The Bet" by Anton Chekhov; "The Verger" by Somerset Maugham; "The Fight between Leopards" by Jim Corbett; "The Night the Tiger came" by Manoj Das; "The Bicycle" by Dash Benhur; "The Man who Knew Too Much" by Alexander Baron; "The way to Equal Distribution" by Mahatma Gandhi; "A Call to Youth" by S. Radhakrishnan and "Miseries of the Rich" by G B Shaw

Unit-4: Drama

Drama to be read: *Doctor Faustus* by Christopher Marlowe Acr-5, Scene-2, *Ghasiram Kotwal* (Act-I) by Vijay Tendulkar

The teacher is supposed to acquaint the learners with the difference in tone, language and setting between a comedy, a tragedy and a tragi-comedy.

Prescribed Texts

Hillis Miller, "What Is Literature?" (Canvas); *The Norton Introduction to Literature*, Introduction (1-13)

“What is literature?” by Terry Eagleton in *An Introduction to Literary Theory*
Blackwell Publication 1983, 1996

The Widening Arc: A Selection of Prose and Stories, Ed. Asima Ranjan Parhi, S Deepika, Pulastya Jani, Kitab Bhavan, Bhubaneswar, 2016.

“The Art of Fiction” by Henry James (available on the internet archive)

Melodious Songs and Memorable Tales, Gyanajuga, 2015.

Suggested Readings

✓ Kennedy, X.J. and Dana Gioia. *Literature: An Introduction to Fiction, Poetry, and Drama*. 11th ed. Portable ed. New York: Longman, 2009.

- ✓ *Gardner, Janet E. et al ed. Literature: A Portable Anthology, 2nd ed. Bedford/St. Martin's, 2009. ISBN: 978-0-312-46186-7*
- ✓ *Shelley, Mary. Frankenstein (Case Studies in Contemporary Criticism). Ed. Johanna M. Smith. Bedford/St. Martin's, 2000. ISBN: 978-0-312-19126-9*
- ✓ *Mays, Kelly J. The Norton Introduction to Literature, Portable 13th Edition. ISBN: 978- 0-393-42046-3*

Paper- II

Introduction to Language and Linguistics

Course Objectives

- To familiarize students with the subject of linguistics and prepares them for further in-depth study of language-related issues.
- To provide students an idea of language evolution, structure, and the way it functions.
- To develop in the students the knowledge of linguistics and its components
- To make the students learn the science of words and sentences

Unit-1: Fundamentals of Language

- What is language? Language in relation to mind, society and culture
- Salient features of human language; language and communication; forms and functions of language
- What is linguistics? Branches of linguistics
- What is applied linguistics? Its branches and applications

Unit-2: Phonetics and Spoken English

- Phonetics, human speech sounds, airstream mechanisms and accuracy in pronunciation
- Phonemes, IPA (Consonant and vowel sounds), Minimal pairs, Initial, medial and final
- Syllables, Consonant clusters, Weak forms, Stress and Intonation, morphophonemics
- Problems of pronunciation and intonation for the Odishan/Indian speakers of English

Unit-3: Semantics and Its Applications

- Semantics and the study of meaning; lexical, phrasal, and clausal meaning
- Semantic properties (Conceptual, cognitive, lexical, cross-cultural, computational, conceptual, connotative, collocative, reflective, affective, social and thematic)
- Semantic relationships (antonym, synonym, homonym, metonymy, class inclusion, part-whole, and case relationships)
- Semantic field: Hyponymy, polysemy, semantic class; use in anthropology, computational semantics and word exegesis.

Unit-4: Morphology and Syntax

- Word formation processes: morpheme, root, stem, derivatives, compounding and hierarchical structure
- Word classes: close and open, content and function words
- What is syntax? Phrase and clause analysis; Types of sentences; coordination and subordination
- Phrase structure rules; simple transformations; Deep and surface structure; structural ambiguities

Norton Critical Edition

The Broadview Anthology of Sixteenth-Century Poetry and Prose. Edited by Marie Loughlin; Sandra Bell; Patricia Brace

All prescribed pieces are available as digital copies at internet archive.
www.archive.org

Suggested Readings

- ✓ *A History of English Literature: Traversing Centuries* by Chaudhury & Goswami. Orient Blackswan
- ✓ *Shakespeare: The Invention of the Human* by Harold Bloom
- ✓ 'Madness as Method: A Study of Shakespearean Tragic Hero', *Atlantic Critical Review*, Ed. Mohit K. Roy, Delhi, Vol. 5, No.2, April-June 2006, pp.1-10.
- ✓ *Marlowe: A Critical Study* by J. B. Steane. Cambridge University Press
- ✓ *Critical Essays on Christopher Marlowe* by Emily Carroll Bartels. G.K. Hall

Paper- IV

European Classical Literature

Course Objectives

- The objective of this course is to introduce the students to European Classical literature, commonly considered to have begun in the 8th century BC in ancient Greece and continued until the decline of the Roman Empire in the 5th century AD.
- It seeks to acquaint the students with the origins of the European canon.
- It aims to provide a historical overview of classical antiquity like ancient Greece, the rise and decline of the Roman Empire
- It will lead to a discussion on the cultural history of the Greco-Roman world centered on the Mediterranean Sea.

Unit-1: Greek and Roman Classical Epic

Homer *Odyssey* (Book I)

Unit-2 : Greek Classical Tragedy

Sophocles *Oedipus the King*

Unit-3: Greek and Roman Classical Comedy

Aristophane's *Frogs*

Unit-4: Greek and Roman Classical Literary Criticism

Longinus *On the Sublime*, Chapter 7, 39

Prescribed Texts

All the texts are available for access on Project Gutenberg. <https://www.gutenberg.org>
And in Internet Archive at www.archive.org with the same titles. Students may be encouraged to browse the sites.

Suggested Readings

- ✓ European Classical Literature by Amit Ganguly and Jay Bansal
- ✓ Hand Book On European Classical Literature by Biplab Banerjee
- ✓ Mimesis: The Representation of Reality in Western Literature by Erich Auerbach. USA: Princeton University Press. 2013.
- ✓ Ancient Greek Literature and Society by Charles Rowan Beye, Ithaca, New York: Cornell University Press. 1987

Semester-III

Indian Classical Literature

Paper-V

Course Objectives

- This course aims at creating awareness among the students of the rich and diverse literary culture of ancient India.
- It purports to engage students with and discuss different genres of classical literature and their scope.
- It will introduce them to the Indian Epic tradition and show how they will assimilate the theory and practice of Sanskrit Classical drama, engage with Indian aesthetic theory such as Alankar and Rasa.
- It will enable students to understand the concept of Dharma and the heroic in Indian Classical Drama.

Unit-1: Vedic Literature

Vedic Literature: *SamjnanaSukta* Rig Veda X.19, *SivasankalpaSukta* Yajur Veda XXX.I.6 and *PurushaSukta* Yajur Veda XV. XXXI. 1-16

Unit-2: Classical Epic Literature

Selections from Epic Literature: Vyasa 'The Dicing' and 'The Sequel to Dicing,' 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort'

Unit-3 : Classical Drama in Sanskrit

Sanskrit Drama: Kalidasa, *Abhijnanasakuntalam*, Act IV.

Unit-4: Dramaturgy and Poetics

Aesthetics and Maxims: Bharata's *Natyashastra*, Chapter VI on Rasa theory

Sahitya Darpana of Vishvanatha Kaviraja Chaps- I& II

Nitisataka of Bhartrhari 20 verses from the beginning

Prescribed Texts

- ✓ The New Vedic Selection Vol 1, Telang and Choubey, Bharatiya Vidya Prakashan, New Delhi
- ✓ The Mahabharata: tr. And ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106-69.
- ✓ The Ramayana of Valmiki. Gita Press Edition.
- ✓ *Abhijnanasakuntalam* by Kalidasa. tr. M.R. Kale, Motilal BanarsiDass, New Delhi.
- ✓ Rama's Last Act (*Uttararamacharita*) by Bhavabhuti. tr. Sheldon Pollock (New York: Clay Sanskrit Library, 2007)
- ✓ *Mrcchakatikaby* by Sudraka, Act I, tr. M.M. Ramachandra Kale (New Delhi: Motilal BanarsiDass, 1962)
- ✓ Bharata's *Natyashastra*. English Translation by M.M. Ghosh, Asiatic Society, Kolkata, 1950.
- ✓ *Sahitya Darpana* of Vishvanatha Kaviraja Chaps- I& II. English Translation by P.V. Kane, Motilal BanarsiDass, New Delhi.
- ✓ The Satakatraya edited by D.D. Kosambi, Published in Anandashrama Series, 127, Poona, 1945. Also, English Translation published from Ramakrishna Mission, Kolkata

Suggested Readings

- ✓ Kalidasa. Critical Edition, Sahitya Akademi.
- ✓ B.B Choubey, New Vedic Selection, Vol 1, Bharatiya Vidya Prakashan, New Delhi
- ✓ H.H. Wilson (Tr.)-Rig Veda

- ✓ Bharata, *Natyashastra*, tr. Manmohan Ghosh, vol. I, 2ndedn. (Calcutta: Granthalaya, 1967) chap. 6: ‘Sentiments’, pp. 100–18.
- ✓ J.A.B. VanBuitenen, ‘Dharma and Moksa’, in Roy W. Perrett, ed., *Indian Philosophy*, vol. V, *Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp.33–40.
- ✓ Vinay Dharwadkar, ‘Orientalism and the Study of Indian Literature’, in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95
- ✓ ‘Pedagogy and Indian Poetics: The Case of Michael Henchard’. *Dialogue*. Ed. S. Hajela and R. Sharma. Vol-VI, No.I, June 2010, pp.90-94.
- ✓ *Universals of Poetics* by Haldhar Panda 16

Paper- VI

British Poetry and Drama (17th and 18th Century)

Course Objectives

- The objective of this course is to acquaint students with the Jacobean and the 18th century British poetry and drama.
- It aims to familiarize students with the period of the acid satire and the comedy of humours.
- It will expose the students to the period of supreme satiric poetry and the comedy of manners.

Unit-1: Poetry of the Puritan Age

John Milton: “*Lycidas*”

John Donne: “*A Nocturnal upon S. Lucie's Day*”, “*Love's Deity*”

Andrew Marvel: “*To His Coy Mistress*”, “*The Garden*”, “*A Dialogue between the Soul and the Body*”

Unit-2: Drama of the Augustan Age

Ben Jonson: *Volpone*

Unit-3 :Neoclassical and Pre-Romantic Age Poetry

Alexander Pope: “*Ode on Solitude*”, “*Summer*”, “*Sound and Sense*”, “*The Dying Christian to his Soul*”

Robert Burns: “*A Red, Red Rose*”, “*A Fond Kiss*”, “*A Winter Night*”, “*My Heart's in the Highlands*”

Unit-4: The Restoration Drama

John Dryden's *All for Love*

Prescribed Texts

- ✓ “*Lycidas*” by John Milton (Eds. Paul & Thomas), *Orient Blackswan*
- ✓ “*L'Allegro and Il Penseroso*” by John Milton (Eds. Paul & Thomas), *Orient Blackswan*
- ✓ *Seventeenth-Century Poetry: An Annotated Anthology* by Robert Cummings (Editor)
- ✓ *Ben Jonson: Volpone*
- ✓ *Ben Jonson: The Alchemist*
- ✓ *Dryden's All for Love*

- ✓ Congreve's *The Old Bachelor*
- ✓ *Selected Poetry: Alexander Pope. Edited with an Introduction and Notes by Pat Rogers. Oxford World's Classics*
- ✓ *Complete Poems and Songs of Robert Burns. by Robert Burns*

Suggested Readings

- ✓ A History of English Literature: Traversing the Centuries - Chowdhury & Goswami, Orient Blackswan
- ✓ The Norton Anthology of English Literature, Vol. B: The Sixteenth Century & The Early Seventeenth Century
- ✓ The Norton Anthology of English Literature: The Restoration and the Eighteenth Century

Paper-VII

British Prose (18th Century)

Course Objectives

The objective of the paper is to acquaint the students with two remarkable forms of literature: Essay and novel.

It will make the students aware of the shift of emphasis from reason to emotion in the literature of the period.

It aims to expose students to the development of prose

Unit-1: Essays of the Restoration Age

Joseph Addison: "On Giving Advice", "Reflections in Westminster Abbey", "Defense and Happiness of Married Life"

Richard Steele: "Recollections", "On Long-Winded People"

Unit-2: 18th Century Adventure

Daniel Defoe: *Robinson Crusoe*

Unit-3: Prose of the Neoclassic Period

Oliver Goldsmith: "A City Night-Piece", "On National Prejudices", "Man in Black"

Samuel Johnson: "Expectations of Pleasure frustrated", "Domestic Greatness Unattainable", "Mischiefs of Good Company", "The Decay of Friendship"

Unit-4: 18th Century Satire

Jonathan Swift's *Gulliver's Travels* (Voyage to Lilliput and A Voyage to Brobdingnag)

Prescribed Texts

- ✓ Readings in English Prose of the Eighteenth Century (Houghton Mifflin Company, 1911), by Raymond Macdonald Alden
- ✓ "Elegy written in a country churchyard" by Thomas Gray
- ✓ *Robinson Crusoe* by Daniel Defoe
- ✓ "A City Night-Piece", "On National Prejudices", "Man in Black" by Goldsmith
- ✓ "Expectations of Pleasure frustrated", "Domestic Greatness Unattainable", "Mischiefs of Good Company", "The Decay of Friendship" by Samuel Johnson
- ✓ The Macmillan Anthology of English Literature: The Restoration and Eighteenth Century. Edited by Ian McGowan

- ✓ Gulliver's Travels

Suggested Readings

- ✓ *A History of English Literature: Traversing the Centuries* - Chowdhury & Goswami, Orient Blackswan
- ✓ *The Norton Anthology of English Literature: The Restoration and the Eighteenth Century*
- ✓ *English Literature*: William J. Long

Semester-IV

Paper- VIII

The Romantic Revival

Course Objectives

- The course aims at acquainting the students with the Romantic period and some of its representative writers.
- Another of its major objectives is to give the students a broad idea of the social as well as historical contexts that shaped this unique upheaval.
- It also aims to define what is romantic revival through the representative texts.

Unit-1: Poets of the Transition

William Blake: “The Holy Thursday”, “The Chimney-Sweeper” (from Songs of Innocence) “London”, “A Poison Tree” (from Songs of Experience), ‘The Tyger’

Unit-2: Early Romantics

William Wordsworth: “Tintern Abbey”

Samuel Taylor Coleridge: “Kubla Khan”

Unit-3: Later Romantics

John Keats “Ode to a Nightingale” and “Ode on Melancholy”

P.B. Shelley: “Ode to the West Wind” and “To a Skylark”

Unit-4: Critical Essays on Poetry

William Wordsworth: “Preface to Lyrical Ballads” (2nd Edition)

Prescribed Texts

- ✓ *The Project Gutenberg eBook of Songs of Innocence and of Experience by William Blake*
- ✓ <https://www.poetryfoundation.org/poems/> (for Coleridge, Wordsworth, Keats, Shelly's poems)
- ✓ “Preface to Lyrical Ballads” by William Wordsworth (2nd Edition)
- ✓ “A Defence of Poetry” P.B. Shelley (<https://www.poetryfoundation.org/articles/69388/a-defence-of-poetry>)

Suggested Readings

- ✓ The Routledge History of Literature in English
- ✓ History of English Literature: Traversing the Centuries: Chowdhury & Goswami
- ✓ Romantic Imagination by C. M. Bowra
- ✓ Pelican Guide to English Literature. Vol.5. Edited by Boris Ford
- ✓ ‘Nature as Therapy: A Romantic Construct’. Rajiv Gandhi University Research Journal. Ed. Vol-10, No. 1-2, Jan-Dec 2011. pp.1-10.

Paper- IX
Course Objectives

The Victorian Era

- The course seeks to expose students to the literature produced in Britain in the 19th century or of the politically known as the Victorian period.
- The focus of the course is mainly on prose (fictional and non-fictional) and criticism. The 19th century embraces three distinct periods of the Regency, Victorian and late Victorian.
- To provide to the students an understanding of the 19th century British literature
- It will allow students to explore much of the prosaic activities

Unit-1: Victorian Poetry

Charles Lamb: “Old China” Tennyson: “Ulysses”
Leigh Hunt: “A Few Thoughts on sleep,”
Browning: “My Last Duchess”

Unit-2: Victorian Novel-1

Mary Shelly: *Frankenstein*

Unit-3: Victorian Novel-2

Charles Dickens: *Hard Times*

Unit-4: Critical Essay

Mathew Arnold: “Culture and Anarchy” (Chapter 1)

Prescribed Texts

- ✓ *Like all prescribed texts these texts are available on line at*
- ✓ <https://www.poetryfoundation.org/poems/>
- ✓ *Project Gutenberg* <https://www.gutenberg.org/>
- ✓ *The Nineteenth Century: 1798-1900 (Anthologies of English Literature)* by Brian Martin

Suggested Readings

- ✓ *Chapter 4, 5 from a Short Introduction to English Literature* by Jonathan Bate
- ✓ *The English Novel* by Terry Eagleton
- ✓ *The Cultural Critics* by Leslie Johnson
- ✓ *The Nineteenth-century English Novel* by James Killroy
- ✓ https://onlinecourses.nptel.ac.in/noc21_hs28/preview
- ✓ *The Oxford Handbook of the Victorian Novel* ed by Lisa Rodensky

Paper- X The American Literary Renaissance
Course Objectives

- To focus the American Renaissance; Genesis and evolution, and the defining myths of American Literature—city on a hill, the frontier spirit, the American Dream, manifest destiny, *epluribusunum*

- To explore how this period begins with the growing influence of Romanticism in USA
- Focuses on American Transcendentalism
- Aims at introducing philosophical movements in various ways in literature

Unit-1: 19th Century American Poetry

Edgar Allan Poe: “The Raven,” “The Tell-Tale Heart”

Emily Dickinson: “Because I could not stop for death”, “The Soul selects her own Society”, “I Died for Beauty”, “I Dwell in Possibility”

Unit-2: 19th Century American Short Story

Nathaniel Hawthorne: “The Birth-mark”

Herman Melville: “Bartleby, the Scrivener”

Unit-3: 19th Century American Essay

Ralph Waldo Emerson, from *Nature* (First twenty pages of the text)

Edgar Allan Poe’s “Fancy and Imagination”

Unit-4: 19th Century American Transcendentalist and Abolitionist Writings

Henry David Thoreau, from *Walden* (First twenty pages of the text)

Sojourner Truth, “Speech to the Women’s Rights Convention”

Prescribed Texts:

- ✓ The Norton Anthology of American Literature, 7th Edition, Volumes A and B.
- ✓ The Annotated Emerson, edited by David Mikics (Belknap-Harvard)
- ✓ The Scarlet Letter and Other Writings by Nathaniel Hawthorne, edited by Leland Person (Norton)
- ✓ Leaves of Grass: First and Death-Bed Editions, by Walt Whitman, edited by Karen Karbiener (Barnes & Noble Classics)
- ✓ The Poems of Emily Dickinson, edited by R. W. Franklin (Belknap-Harvard)

Suggested Readings

- ✓ *Pelican Guide to English Literature. Vol. 9. American Literature. Ed. Boris Ford*
- ✓ *Highlights of American Literature. Dr. Carl Bode (USIS)*
- ✓ *A Short History of American Literature, Krishna Sen and Ashok Sengupta. Orient Black Swan, 2017*
- ✓ *Moby-Dick; Or, The Whale by Herman Melville, edited by Hershel Parker (Norton)*
- ✓ *The Story of American Literature. By Ludwig Lewisohn*

- ✓ *Norton Anthology of American Literature. (Head notes on authors and periods to be read)*

Semester-V
Paper- XI Introduction to Indian Writing in English

Course Objectives

- To give the students an understanding of the evolution of IWE
- It aims to introduce students to major movements and figures of IWE
- To expose students to the artistic and innovative use of language employed by the writers
- To introduce students with the literary genres of IWE

Unit-1: Indian English Poetry

- “Our Casuarina Tree” by Toru Dutt
- “Coromandel Fishers” by Sarojini Naidu
- “Night of the Scorpion” by Nissim Ezekiel
- “Introduction” by Kamala Das
- “The Bus” by Arun Kolatkar
- “The Frog and the Nightingale” by Vikram Seth
- “Her Garden” by Meena Alexander
- “Narcissus” by Easterine Kire

Unit-2: Indian English Essay

- “The Secret of Work” by Swami Vivekananda
- “India and Greece” & “The Old Indian Theatre” by Jawaharlal Nehru (Selection from The Discovery of India)
- “Religion in a Changing World” by Dr. S. Radhakrishnan (Religion, Science and Culture)
- Passages from *The Autobiography of an Unknown Indian* by Nirad C. Chaudhuri (*Picador Book of Modern Indian Literature* by Amit Chaudhuri)

Unit-3: Indian English Drama

- *Final Solutions* by Mahesh Dattani

Unit-4: Indian English Short Story

- Under the Banyan Tree by R.K Narayan
- The Little Gram Shop by Raja Rao
- The Night Train at Deoli by Ruskin Bond
- Unaccustomed Earth by Jhumpa Lahiri

Prescribed Texts

- ✓ *A Clutch of Indian Masterpieces: Extraordinary Short Stories from the 19th Century to the Present* edited by David Davidar

- ✓ *Interminable Tales: The Short Stories*. Published online by Cambridge University Press
- ✓ *The Golden Treasury of Indo-Anglian Poetry* by Gokak V.K, Sahitya Akademi, 2006
- ✓ *The Oxford India Anthology of Modern Indian Poets* by A. Mehrotra. OUP, 1993
- ✓ *Contemporary Indian Poetry in English*, Salem Peeradina, Macmillan 1972
- ✓ *The Discovery of India*, Jawaharlal Nehru, 1946
- ✓ *Karma Yoga* by Vivekananda, Advaita Ashrama Publication, 2012
- ✓ *Religion, Science and Culture* by Radhakrishnan, Orient Paperback

Suggested Readings

- ✓ Picador Book of Modern Indian Literature. Amit Chaudhuri, 2001
- ✓ A Clutch of Indian Masterpieces by David Davidar, Aleph Books, 2016
- ✓ Lahiri, Jhumpa, *Unaccustomed Earth*, Random House India, 2008
- ✓ Collected Plays by Mahesh Dattani, Penguin, India.

Literary Criticism from Plato to F.R. Leaves

Paper- XII

Course Objectives

This course seeks to introduce students to the tradition of Western Literary Criticism from Classical Antiquity to the Early Modern period.

It aims to guide students through several centuries of critical writing.

This paper is to be read in conjunction with a companion course in Literary theory in the following semester.

Unit-1: Greek Classical Criticism

- Aristotle: *The Poetics* (Ch. 1, 2, 3, 4)

Unit-2: 18th and 19th Century Critical Essay

- S. T Coleridge: *Biographia Literaria* (Ch. 13 & 14)

Unit-3 19th Century Critical Essay

- Matthew Arnold: “The Function of Criticism at the Present Time”

Unit-4: 20th Century Critical Essay

- T. S. Eliot: “To Criticize the Critic”

Prescribed Texts

- ✓ *Johns Hopkins Guide to Literary Theory and Criticism. Relevant chapters*. Johns Hopkins University Press, US.
- ✓ *Critical Approaches to Literature* by David Daiches
- ✓ *The Function of Criticism: From Spectator to Post-structuralism* by Terry Eagleton (Chapter on Criticism from Norton Anthology)

Suggested Readings

- ✓ *An Introduction to Literature, Criticism and Theory* by Andrew Bennett and Nicholas Royle. Available online at <https://bookoblivion.com>

- ✓ *The Norton Anthology of Theory and Criticism* 2001, 2010 and 2018
- ✓ *Literary Criticism: An Introduction to Theory and Practice* by Charles E. Bressler

Paper- XIII **Modern English Literature (20th Century)**

Course Objectives

- The course aims to present to the students a historical overview of the era
- It highlights the developments in society and economy, leading to a crisis in western society known as the First World
- To introduce students with Marx's concept of class struggle, Freud's theory of the unconscious, Bergson's *durée*, Nietzsche's will to power and Einstein's theory of relativity.
- This also aims to familiarize the students with the new literature of Britain in the early decades of the 20th century.

Unit-1: The Imagists and the Symbolists

- T.S. Eliot "The Love Song of J. Alfred Prufrock"
- W.B. Yeats "Sailing to Byzantium"
- Ezra Pound "In a Station of the Metro"
- T.E. Hulme "Autumn"
- Hilda Dolittle "The Mysteries Remain"

Unit-2: The Trench Poets

- Wilfred Owen: "Dulce Et Decorum est"
- Siegfried Sassoon: "Suicide in the Trenches"
- W.H Auden: "The Unknown Citizen"
- Stephen Spender: "An Elementary Classroom in a Slum"
- Louis MacNeice: "Prayer before Birth"

Unit-3: Psychological Novel

Virginia Woolf: *Mrs. Dalloway*

Unit-4: Literary Criticism

Henry James, "The Art of Fiction"

Prescribed Texts

- ✓ *Like all prescribed texts these texts are available online in their respective names at*
- ✓ <https://www.poetryfoundation.org/poems/>
- ✓ *Project Gutenberg* <https://www.gutenberg.org/>
- ✓ *Additionally, teachers can help students to locate texts in other online valid websites.*

Suggested Readings

- ✓ *Pelican Guide to English Literature: The Modern Age* (ed.) Boris Ford

- ✓ *Jonathan Bate, English Literature: A Very Short Introduction, Oxford Paperback*
- ✓ *Peter Faulkner, Modernism. London: Methuen*
- ✓ *Peter Childs, Modernism, New Accents. Routledge*

Semester-VI

Paper- XIV

Literatures from the World (I)

Course Objectives

- This paper proposes to introduce the students to the study of world literature through a representative selection of texts from around the world.
- It aims to read beyond the classic European canon by including defining literary texts from other major regions/countries, except the United States of America, written in languages other than English, but made available to the readers in English translation.
- It aims to provide students an idea of non-European canon in literary studies.

Unit-1: Introduction to the world literature

The idea of world literature: Scope, definition and debatesuses of reading world literature

Unit-2: Absurdist fiction

- Albert Camus' *The Outsider*

Unit-3: Postcolonial Novel

- Chimamanda Ngozi Adichie's *Purple Hibiscus*

Unit-4: World Poetry

- Pablo Neruda "Death Alone", "Furies and Suffering", "There's No Forgetting", "Memory"

Prescribed Texts

- ✓ *Like all prescribed texts these texts are available online in their respective names at*
- ✓ <https://www.poetryfoundation.org/poems/>
- ✓ *Project Gutenberg* <https://www.gutenberg.org/>
- ✓ *Additionally, teachers can help students to locate texts in other online valid websites.*

Suggested Readings

- ✓ *The Complete Stories by Franz Kafka:*
- ✓ *Weltliteratur: John Wolfgang von Goethe in Essays on Art and Literature Goethe: The Collected Works Vol.3*
- ✓ *Rabindranath Tagore "World Literature": Selected Writings on Literature and Language: Rabindranath Tagore Ed. Sisir Kumar Das and Sukanta Chaudhuri Damrosch*
- ✓ *Goethe's "World Literature Paradigm and Contemporary Cultural Globalization" by John Pizer*

- To study the literary aspects of the ancient Indian myths and their living values along with the studies of the Indian epic literature.
- To cover the important mythological themes
- To demonstrate basic literacy in the mythology that includes explanations of basic narratives,
- To explore the blurred space of gender

Unit-1: Ancient Indian Literature

A historical and cultural overview on the ancient Indian Literature, myths and epics and their retellings and adaptations

“Three Hundred Ramayanas” by A K Ramanujan

“Introduction” in *The History of Indian Literature, Volume-I* by Maurice Winternitz (Motilal Banarasidas Publishers, New Delhi)

“A Passage to India” by Walt Whitman

Unit-2: Indian English Poetry in Translation

“Ancient Ballads of Hindustan-I” (Savitri) by Toru Dutta

From *Mirabai* translated by Robert Bly, ‘The Dark One Won’t Speak to Me’, ‘You Pressed Mira’s Seal of Love’, ‘Dark One, How Can I Sleep?’, ‘O My Friends, What Can You Tell Me of Love’.

From *Sri Radha* by Ramakanta Rath, Section 1, 5, 13, 19 ('Come take half of the remainder of my life'), 42.

From Gangadhar Meher: Selected Works (Tr & Ed. Madhusudan Pati): Canto-1 of “Tapaswini,”

Unit-3: Indian English Drama

Vasavadutta: A Dramatic Romance by Sri Aurobindo

Unit-4: Indian English Novel

Shakuntala: The Play of Memory by Namita Gokhale

Prescribed Texts

- ✓ *A K Ramanujan’s essay ‘Three Hundred Ramayanas’ The History of Indian Literature, Volume-I* by Maurice Winternitz (Motilal Banarasidass Publishers, New Delhi)
- ✓ *Love and the Turning Seasons*, Ed. Andrew Schelling, page 165-166 and 173-174.
- ✓ *Sri Radha* by Ramakant Rath, translated by the poet, Grass Roots, Bhubaneswar.
- ✓ *Plays by Sri Aurobindo: A Survey*, S. Krishna Bhatta, Indian literature, Jan-Jun 1974, Sahitya Akademi.
- ✓ *Gangadhar Meher: Selected Works*, Ed. Madhusudan Pati, Aryan Books, 2001

Suggested Readings

- ✓ *A K Ramanujan's essay 'Three Hundred Ramayanas' The History of Indian Literature, Volume-I by Maurice Winternitz (Motilal Banarasidass Publishers, New Delhi)*
- ✓ *The following essays provide reference material for the poems from Of Sons and Fathers:*
- ✓ *Ajanta Dutt in Indian Literature (UGC CARE), Vol.4, No.330. July-August 2022, Sahitya Akademi, New Delhi page, 180-182. <https://www.jstor.org>>indilite for the poems from Of Sons and Fathers.*

Four Years' Degree with/without English Major

(Candidates shall be eligible for this course only if they fulfill the criteria of OSHEC and the University)

Semester-VII

Paper- XVI Course Objectives

Literary Theory and Criticism

- This course aims to give the students a firm grounding in a major methodological aspect of literary studies known as theory.
- This will expose the students to the development of theory in the last half-century or more which is of critical importance in the academic study of literature.
- This course emphasizes that far from being seen as a parasite on the text, theory has been seen as a discourse that provides the conceptual framework for literature.

Unit-1: Introduction to literary criticism

What is Literary Criticism? Crisis in literary criticism and the search for a method

Rise of theory

What does it mean to theorize?

Unit-2: New Criticism and Formalism

New Criticism and Formalism: Paradox, irony, tension, intentional and affective fallacy, Heresy of paraphrase and of Formalism such as *ostranenie*, literariness, Foregrounding, dominant and deviant

- Cleanth Brooks, "The Language of Paradox"
- Viktor Shklovsky, "Art as Device"

Unit-3: Structuralism and Poststructuralism:

Emphasis on the main critical concepts of Structuralism such as binary opposition, synchrony and diachrony, syntagma and paradigm and of Poststructuralism such as collapse of the binary, difference, *mise-en-abym*, erasure

- Roland Barthes, "Face of Garbo" and "French Fries" (from *Mythologies*)
- Michel Foucault, "What is an Author?"

(<http://artsites.ucsc.edu/faculty/Gustafson/FILM%20162.W10/readings/foucault.author.pdf>)

Unit-4: Marxism and New Historicism:

Emphasis on main critical concepts of Marxism such as base, superstructure, ideology,

commodification, determination and of New Historicism such as power, resistance, high-low dialectic

- Louis Althusser, “Letters on Art” (from *Lenin and Philosophy and Other Essays*)
- Stephen Greenblatt, “Learning to Curse” (Either of the two essays can be taught depending on availability)

Prescribed Texts

- ✓ *Modern Literary Theory: A Reader* by Patricia Waugh (Anthology Editor), Philip Rice (Anthology Editor)
- ✓ *Literary Theory: An Anthology, 3rd Edition* by Julie Rivkin (Editor), Michael Ryan (Editor)
- ✓ **Like all prescribed texts these texts are available online in their respective names at**
- ✓ <https://www.poetryfoundation.org/poems/>
- ✓ *Project Gutenberg* <https://www.gutenberg.org/>
- ✓ **Additionally, teachers can help students to locate texts in other online valid websites.**

Suggested Readings

- ✓ *Terry Eagleton, Literary Theory: An Introduction for Foreign Students*
- ✓ *David Robey and Anne Jefferson, Modern Literary Theory*
- ✓ *Jonathan Culler, Literary Theory: A Very Short Introduction*
- ✓ *Richard Barry, Beginning Theory*

Paper-XVII Course Objectives

Women's Writings

- The course aims to acquaint the students with the complex and multifaceted literature by women of the world.
- It proposes to provide students ideas reflecting the diversity of women's experiences and their varied cultural moorings.
- It has included different forms of literature by women authors

Unit-1: Essays on Feminism:

In defence of a literature of their own and discoursing at par

- Mary Wollstonecraft: “Introduction” from “A Vindication of the Rights of Women”
- Virginia Woolf: “Chapter 1” from *A Room of One's Own*

Unit 2: Feminist Fiction:

Desiring Self: Fiction by Women from the Centre

- Emily Bronte: *Wuthering Heights*
- Dorris Lessing: *The Grass is Singing*

Unit 3: Feminist Fiction

- Desiring and Dissenting Self: Fiction by Women from the Periphery
- Prativa Ray: *Yajnaseni*

Unit-4: Feminist Poetry: Tongues of Flame

- Kamala Das “An Introduction” & “The Sunshine Cat”

- Tishani Doshi “Ode to the Walking Woman” & “What the Body Knows”
- Maya Angelou “Phenomenal Woman” & “I Know Why the Caged Bird Sings”
- Sylvia Plath “Mirror” & “Barren Woman”

Prescribed Texts

- ✓ *Virginia Woolf, A Room of One's Own*
<https://victorianpersistence.files.wordpress.com/2013/03/a- room- of-ones- own-virginia-woolf-1929.pdf>
- ✓ *Mary Wollstonecraft, A Vindication of the Rights of Women: Introduction*
<http://pinkmonkey.com/dl/library1/vindicat.pdf>
- ✓ *Maya Angelou's Poems*
http://www.poemhunter.com/i/ebooks/pdf/maya_angelou_2012_6.pdf
- ✓ *Sylvia Plath's Collected Poems*
https://monoskop.org/images/2/27/Plath_Sylvia_The_Collected_Poems_1981.pdf
- ✓ *Margaret Atwood's Poems*

Suggested Readings

- ✓ *Toril Moi, Sexual Textual Criticism*
- ✓ *Elaine Showalter, A Literature of Their Own*
- ✓ *Sandra Gilbert and Susan Guber, The Mad Woman in the Attic*
- ✓ *Gill Plain and Susan Sellers, A History of Feminist Literary Criticism. Cambridge University Press. 2007.*

Paper-XVIII

Emerging Trends in Literary Studies

Course Objectives

- This course aims to urge students and teachers to broaden their knowledge and alter the ways in which they read and appreciate literature in the current times.
- New social forces and influences have been changing the ways literature and literary studies are perceived and negotiated. This course will enable students to understand the changing trends in literary studies.
- This course will expose students to the emerging genres of literature

Unit-1: Contemporary Studies in Literature

Literary Studies in the New Millennium: Genres, Theories and Styles

Unit-2: Life Writing and Travel Writing

Introduction to Life Writing: Definition, evolution and the present models

Introduction to Travel Writings: Definition, historical evolution and forms

Unit-3: Environmental Literature

Introduction to Literature and Climate Change “The Living Mountain” by Amitav Ghosh

Unit-4: Digital Humanities

Introduction to Literature and the Digital Age: Reading and Writing in the digital media, Digital Humanities and Cyberliterature *Machines Like Me* by Ian McEwan,

Jonathan Cape 2019

Prescribed Texts

- ✓ *Like all prescribed texts these texts are available online in their respective names at*
- ✓ <https://www.poetryfoundation.org/poems/>
- ✓ *Project Gutenberg <https://www.gutenberg.org/>*
- ✓ *Additionally, teachers can help students to locate texts in other online valid websites.*

Suggested Readings

- ✓ *The Norton Anthology of Theory and Criticism: Third Edition*
- ✓ *On Life-writing By Zachary Leader, Oxford University Press, 2015*
- ✓ *Encyclopedia of Life Writing, Edited by Margaretta Jolly, Vol-I, Routledge, 2001*
- ✓ *The Cambridge Companion to Travel Writing by Peter Hulme, Tim Youngs*
- ✓ *Cambridge University Press, Nov 21, 2002*
- ✓ *Literature and the Anthropocene by Pieter Vermeulen, Routledge, 2020*
- ✓ *Cambridge Companion to Literature and the Anthropocene by John Parham, Cambridge University Press, 2021*
- ✓ *The Great Derangement by Amitav Ghosh, Chicago University Press, 2016*

Paper-XIX

Modern English Literature-II

Course Objectives

- This course aims to provide students exposure to British literary works of the modern period.
- To present to the students the literature of the age
- It will expose students to the new writing techniques of the times.

Unit-1: Modern British Novel (Prose?)

- James Joyce: *A Portrait of the Artist as a Young Man*

Unit-2: Modern British Poetry

- W.B. Yeats: Selected Poems: “The Lake Isle of Innisfree”, When You Are Old”, Reconciliation”, “A Coat”, “Sailing to Byzantium”, “Among School Children”, “Leda and the Swan”, “Byzantium”, “Dialogue of Self and Soul”

Unit-3: Modern British Drama

- John Osborne: *Look Back in Anger*

Unit-4: Modern British Novel

- E.M. Forster: *A Passage to India*

Prescribed Texts

All the texts are available on the internet sites as well as in prints by all major

international publishers in the same names.

Suggested Readings

- ✓ *Boris Ford (ed), Pelican Guide to English Literature: The Modern Age*
- ✓ *Malcolm Bradbury and James McFarlane (eds), Modernism*
- ✓ *G.S. Fraser, The Modern Writer and His World*
- ✓ *Peter Faulkner, Modernism (Critical Idiom: Methuen)*
- ✓ *Peter Childs, Modernism (New Critical Idiom: Routledge)*
- ✓ *Christopher Butler, Modernism (A Very Short Introduction: Oxford)*

Semester-X

Paper- XX

Postcolonial Literatures

Course Objectives

- To introduce the students to postcolonial literature
- To provide the students with the opportunity to think through and understand the layered response – compliance, resistance, mimicry and subversion - that colonial power has provoked from the nations in their search for a literature of their own.
- It also allows the students explore the various tools of postcolonial readings.

Unit-1: Critical Essays on Postcolonialism

Definition and characteristics: Resistant descriptions, appropriation of the colonizer's language, and reworking colonial art forms.

- Chinua Achebe: "English and the African Writer"
- NgugiwaThiong'o: "The Quest for Relevance" from *Decolonising the Mind: The Politics of Language in African Literature*
- Achebe, Chinua "An image of Africa: Racism in Joseph Conrad's Heart of Darkness," Scope and Concerns: Reclaiming spaces and places, asserting cultural integrity, revising history

Unit-2: Postcolonial Indian Novel

- R K Narayan: *The English Teacher*

Unit-3: Postcolonial Caribbean Novel

- V S Naipaul: *The Mimic Men*

Unit-4: Postcolonial African Novel

- J M Coetzee: *Life & Times of Michael K*

Prescribed Texts

- ✓ Chinua Achebe: "English and the African Writer"
- ✓ NgugiwaThiong'o: "The Quest for Relevance" from *Decolonising the Mind: The Politics of Language in African Literature*
- ✓ Achebe, Chinua "An image of Africa: Racism in Joseph Conrad's Heart of Darkness," *Research in African Literatures*, Vol. 9, No.1, Special Issue on Literary Criticism. (Spring, 1978), pp. 1-

Suggested Readings

- ✓ *Ashcroft, Bill, Gareth Griffiths, Helen Tiffin. "Introduction", The Empire Writes Back: Theory and Practice in Post-Colonial Literature. London, New York: Routledge, 2nd edition, 2002.*
- ✓ *Bhabha, Homi K. The Location of Culture. Noida: Atlantic Books. 2012.*
- ✓ *Gandhi, Leela. Postcolonial Theory: An Introduction. OUP. 1998.*
- ✓ *Said, Edward. Orientalism. India: Penguin. 2001.*
- ✓ *Spivak, Gayatri Chakraborty. Can the Subaltern Speak?.UK: Macmillan.1998*
- ✓ <http://planetarities.web.unc.edu/files/2015/01/spivak-subaltern-speak.pdf>

Paper- XXI

Literatures from the World (II)

Course Objectives

- To present a survey of the literatures of the world through some of the major works of literature across the world.
- To increase their awareness of historical cultures; sharpen their critical reading, thinking, and writing skills; and deepen their cultural sensitivity.
- It will expose students to the varieties of literatures from across the globe and will satisfy the core-curriculum requirement.

Unit-1: Theatrical Comedy/ Short Story

- Alexander S. Pushkin: "The Queen of Spades" (Russia)

Unit-2: Short Story/ Play

- Rabindranath Tagore: "Punishment" (India)
- Mahashweta Devi: "Breast-Giver" (India)

Unit-3: Short Story/Novella

- Gabriel Garcia Marquez: "Death Constant Beyond Love" (Colombia)
- Leo Tolstoy: *The Death of Ivan Ilyich* (Russia)

Unit-4: Play/Novella

- Franz Kafka: *The Metamorphosis* (Germany)

Prescribed Texts

- ✓ The Norton Anthology of World Literature A-C
- ✓ The Norton Anthology of World Literature D-F
- ✓ All the texts are available on the internet sites as well as in prints by all major international publishers in the same names.

Suggested Readings

- ✓ Reference Guide to World Literature. Publisher St. James Press
- ✓ Damrosch, David. How to Read World Literature. Malden, MA: Wiley-Blackwell, 2009

- ✓ D'haen, Theo. *The Routledge Concise History of World Literature*. London: Routledge, 2012.
- ✓ Gupta, Suman. *Globalization and Literature*. Cambridge, UK: Polity Press, 2009.
- ✓ Helgesson, Stefan, and Mads Rosendahl Thomsen. *Literature and the World*. London: Routledge, 2020.
- ✓ Pizer, John. *The Idea of World Literature: History and Pedagogical Practice*. Baton Rouge: Louisiana State University Press, 2006.

- To offer an overview of the development of Literary Theory worldwide during and after the modernist literary movement.
- To focus on the cultural perspectives regarding theory with a special focus on Marxism, Cultural Studies and Cultural Materialism.
- It exposes students to Feminist aspects of Theory and Queer studies, Postcolonial studies and Ecocriticism.
- The aim of this course is to make the students knowledgeable in the field of Theory that may help them to think critically about literary studies.

Unit-1: Marxism and New Historicism

Cultural Materialism & New Historicism: Marxist framework of Culture and History, Historiography, Foucauldian notion of Power, Difference with Old Historicism, Stephen Greenblatt, Louis Montrose.

Unit-2: Feminism, Gender Theory

Feminism: The three waves in feminism, Gynocriticism, French Feminism- Ecriture feminine, Sexual Politics, Marxist Feminism, Lesbian Feminism, Backlash, Black Feminism, Dalit Feminism, Postfeminism, Womanism.

Queer Theory: Social constructionism of gender and sexuality, LGBTIQ, Transgender identity

Unit-3: Postmodern Philosophy

Postmodernism: Critique of Enlightenment and Universalism, Habermas's notion of Modernity as an Incomplete Project, Lyotard's concept of incredulity towards metanarratives, Baudrillard's of Simulation, Simulacra and hyperreality, Brian McHale's ideas concept of Postmodernist literatures.

Unit-4: Postcolonialism/Ecocriticism

Eurocentrism, Orientalism, Alterity, Diaspora, Hybridity, Uncanny, Strategic Essentialism, Subaltern Studies, Postcolonial Critique of Nationalism
Eurocentrism: Anthropocentrism, Shallow Ecology vs Deep Ecology, Environmental Imagination, Ecofeminism

Prescribed Texts

- ✓ *Peter Barry: Beginning Theory*
- ✓ *Raman Selden: A Reader's Guide to Contemporary Literary Theory, 5th Edition*
- ✓ *Rice and Waugh: Modern Literary Theory: A Reader*
- ✓ *Bill Ashcroft, Gareth Griffiths and Helen Tiffin: Post Colonial Studies*
- ✓ *Terry Eagleton: Literary Theory: An Introduction.*

Suggested Readings

- ✓ *Bill Ashcroft, Gareth Griffiths and Helen Tiffin: Post Colonial Studies*
- ✓ *Chris Baldick: Oxford Concise Dictionary of Literary terms 3*
- ✓ *Hans Bertens: Literary Theory.*
- ✓ *Jonathan Culler: Literary Theory: A Very Short Introduction.*
- ✓ *M H Abrams: A Glossary of Literary Terms*
- ✓ *Margaret Drabble (Editor): The Oxford Companion to English Literature-Sixth Edition*
- ✓ *Terry Eagleton: After Theory.*
- ✓ <https://www.encyclopedia.com/literature-andarts/language-linguistics-and-literary-terms/literaturegeneral/literary-criticism>

Paper-XXIII

Research Methods in Literary Studies

Course Objectives

- This course aims to acquaint students with the fundamentals of research.
- It will help students to write a 'Research project' in the final semester of the undergraduate programme.
- It will familiarize students with research ethics

Unit-1: Basics of Research

Meaning and objectives of research, Types of research, Parts of research

Unit-2: Selection of a topic

Choosing an area and topic of research, Literature Review, Preparing a research design

Unit-3: Sources of Research/Research Tools

Primary and secondary sources, Plagiarism and Accessing library resources, Bibliographic citations

Unit-4: Research in literary studies: Concepts, trends, movements and theories

Prescribed Texts

- ✓ *Literary Research Guide by James Harner*
- ✓ *The Handbook of Literary Research by Correa et al*

Suggested Readings

- ✓ Literary Research Guide: An Annotated Listing of Reference. Sources in English Literary Studies by James L. Harner

Question Pattern of the Core Papers (Mid-Semester, End-Semester)

- Maximum Marks- 100 (60 + 20 + 20) [Semester End Examination- 60 Marks (100 Marks reduced to 60 for 3 hours duration)]
- Mid-semester Examination is of duration one hour for 20 marks (Section-A shall be compulsory questions having 1 x 5 Marks for short type answers which can be in the form of fill-in the blanks, MCQ or single sentence type. Section-B shall be total 4 questions out of which the student shall answer any 3 questions carrying 5 marks each. (Total 15 Marks). Questions in this section shall be set for Short Composition answers within 100 words each.
- Quiz/Surprise Test (10 Marks), Assignment/Presentation for 05 marks which can be done periodically and record should be maintained properly. For attendance of 95% (5 Marks), 85-94% (4 Marks) and 75-84% (3 Marks) respectively.

ii. Examination Question Pattern for the Term End Examination for 100 reduced to 60.

Question Pattern		Mark Distribution
Part-1: Objective Type	Answer in MCQ/One word/One Sentence (All are compulsory)	$1 \times 10 = 10$
Part-2: Very Short Type	Answer in maximum 50 words (All are compulsory)	$2 \times 9 = 18$
Part-3: Short Type	Answer in about maximum 250 words. Answer any 8 out of 10.	$5 \times 8 = 40$
Part-4: Long Type	Answer in about maximum 800 words (Answer any 4 out of 5 questions)	$8 \times 4 = 32$

Ability Enhancement Course (AEC)

Communication Skills in English

Course Objectives

- Develop in students the required knowledge, skills, and judgement around human communication that facilitate their ability to work collaboratively with others.
- Enable the students to understand and practice different techniques of communication. Through this course, they will familiarize themselves with different types of communication.
- Develop interpersonal skills and the attitudes required for effective functioning in different social and work-related situations.
- Provide cognitive and cultural enrichment through exposure to a variety of humanistic learning experiences.

Unit-I: Language and Communication (9 hours)

I. Communication, its importance and factors that determine communication (sender, receiver, channel, code, topic, message, context, feedback, barriers) models of communication, the information gap principle: given and new information; information overload, redundancy and cliches, the importance of audience and purpose ii. Types of communication: horizontal, vertical, interpersonal, lateral and grapevine iii. Verbal and nonverbal communication, body language and its manifestations in different cultures, written and oral communication, bias-free communication, political correctness. iv. Styles of Communication: formal, informal and semi-formal Note: The topics listed above should be introduced briefly in the theory classes. The reflections of the students' understanding may be assessed by the facilitator through exercises. The teacher/facilitator can refer to the books recommended under 'prescribed readings' for teaching and exercise purposes. He/she can refer to valid and recognised web-resources and additional titles from renowned publishing houses for the same purpose.

Prescribed Texts

- ✓ Communicative English OSHEC Publication. Chapters: Unit-I

Suggested Readings

- ✓ An Introduction to Professional English and Soft Skills by Das et al
- ✓ Soft Skills for Your Career, by Kalyani Samantaray. OUP

Unit-II: Listening and Speaking (9 hours)

Types of listening (active and passive), listening to respond (how, when and why), empathic listening and interactive listening ii. Speaking to communicate effectively: fluency, accuracy, intelligibility and clarity iii. Style of speaking in various situations: formal, informal and semi-formal, tentative and cautionary, simple and plain English iv. English pronunciation: vowel and consonant sounds,

diphthong, IPA, syllable division and primary stress in words, stress shift, sentence rhythm and weak forms, contrastive stress in sentences, intonation: falling and rising tones, varieties of spoken English: Standard Indian, American and British (R.P.); ‘Neutral English’, newspapers, ad captions and their contribution to the shaping of Indian English as a standard language

Note: This unit does not go deep into phonetics. The objective is to train students to refer to a Learners’ Dictionary to find out the correct pronunciation of words. Students will be introduced to phonemic transcription using IPA symbols in theory classes and further practice will be provided during exercises/practices. The teacher/facilitator will include simple questions on phonemic transcription and the marking of stress in words and sentences. The teacher/facilitator can refer to the books recommended under both ‘Texts’ and ‘Suggested Readings’ for teaching and exercise purposes. He/she can refer to valid and recognised web resources and additional titles from renowned publishing houses for the same purpose.

Texts

- ✓ Communicative English OSHEC publication. Chapter-Unit I
- ✓ The Sound of English by www.pronunciationstudio.com

Suggested Readings

- ✓ The Sounds of English Around the World: An Introduction to Phonetics and Phonology Cambridge University Press
- ✓ An Introduction to Professional English and Soft Skills by Das et al.

Unit-III:Reading and Writing (9 hours)

Reading methods and techniques: fluency, accessing meaning, levels of competence, skimming and scanning, global and local reading, silent reading and reading aloud ii. Reading texts to understand literal, metaphorical and suggested meanings (essays, poems and stories), identifying the tone (admiring, accusatory, ironical, sympathetic, ambiguous and neutral etc.) of the writer iii. Writing process: brainstorming, pre-writing, writing and post writing, coherence, cohesion, style, iv. Writing short texts: paragraph writing; writing longer texts: literary writing, academic writing and media writing

Note: This unit will focus on the basic principles of reading and writing as forms of communication. The teacher/facilitator may use reading material from literary texts, media writings, non-fiction prose and other written discourses. He/she needs to adopt caution in selecting the reading materials. Reading and writing are related activities. The insights gained through training in reading can be utilised for effective writing. The teacher/facilitator must refer to the chapters and topics from the books recommended under ‘Prescribed Texts’ for teaching and exercise purposes. From which questions will be set for the examination. He/she can refer to valid and recognised web-resources and additional titles from renowned publishing houses for the same purpose.

Prescribed Pieces/Texts

- ✓ *Communicative English* OSHEC Publication. Chapters:Unit-III

Suggested Readings

- ✓ The Oxford Essential Guide to Writing Oxford University Press 2000.
- ✓ An Introduction to Professional English and Soft Skills Das et al

Unit-IV:Grammar and Vocabulary (9hours)

i. Grammar for meaning, multiplicity of meaning, grammar in communication ii. Stative and dynamic verbs, modals and auxiliaries, tense and time reference, aspect, voice, modality, negation, interrogation; reported questions and tag questions, complex noun phrases, concord phrasal verbs. iii. Sentence structure: simple, compound and complex, clauses, types of sentences: statement, questions, exclamations, commands iv. Functions of language, usage-oriented vocabulary, neutral vocabulary Note: The teaching of grammar and vocabulary in this unit need to be connected to communication teaching. Teachers/Instructors may select other areas of grammar for review depending on the needs. They will identify the grammatical errors commonly made by their students in speech as well as writing. The remediation of these errors may require some explanations of grammar. Instructors should use many grammar and vocabulary related exercises and through them will provide all the grammatical information needed to explain the errors that are identified. The teacher/facilitator can refer to the books recommended under 'suggested readings' for teaching and exercise purposes. He/she can refer to valid and recognized web-resources and additional titles from renowned publishing houses for the same purpose.

Texts

- ✓ Communicative English OSHEC publication. Chapters: Unit-III Communicative Grammar of English by Geoffrey Leech. Routledge publications, 2002
- ✓ Oxford Practical English Usage (International Edition 2016) by Michael Swan

Suggested Readings

- ✓ Writing Skills Remapping: An Anthology for Degree Classes (Orient Black Swan)

Scheme of Evaluation

Internal Examination (20 Marks)

5x1=5 (short answer, short notes, comprehension questions)

5x1=5 (Analytical, perspective-based and critical-analysis questions)

5x2=10 (activity/practice/reports/case studies/response papers/assignments, etc.)

The teacher will have the flexibility of conducting internal examinations or assess the students' learning outcomes through activities, short projects, case studies etc. from all 20 marks/ in parts

Final Examination: 80 marks

Unit1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 2: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Multidisciplinary Course (MDC)

Academic Writing and Composition

The paper seeks to train the students in the basic writing skills required for writing competently in the academic contexts.

Unit-1: Introduction to writing: brainstorming, mapping, topic sentence, thesis statement, unity, coherence and cohesion, use of linking devices

Unit-2: Effective use of Punctuation marks; Summarizing and Paraphrasing

Unit-3: Critical Thinking: Analysis, Evaluation and Data Interpretation

Unit-4: Citing Resources, Editing and Reviewing Techniques

Suggested Reading

Longman Academic Writing Series by Alice Oshima, Ann Hogue, and Lara Ravitch

Value Added Course (VAC)

Creative Writing

Objectives:

- i. To acquaint the learners with ideas related to creative writing including the art, the craft and the basic skills required for a creative writer
- ii. To help learners to understand the principles of creative writing and the distinction between the literary genres
- iii. To explain the differences in writing for various literary and social media
- iv. To hone the creative and critical faculties of learners
- v. To enable learners to put into practice the various forms of creative writing that they have studied through the course

Learning Outcomes:

- i. Distinguish between the literary genres
- ii. Write for various literary and social media
- iii. Critically appreciate various forms of literature
- iv. Make innovative use of their creative and critical faculties
- v. Seek employment in various creative fields

Unit I: Fundamentals of Creative Writing:

- Meaning and Significance of Creative Writing
- Genres of Creative Writing: poetry, fiction, non-fiction, drama and other forms

- Research for Creative Writing

Unit II: Elements of Creative Writing:

- Plot, Setting, Character, Dialogue, Point of View
- Literary Devices and Figurative Language
- Elements of Style
- Grammar and the Structure of Language
- Proof Reading and Editing

Unit III: Traditional Forms of Creative Writing:

- Fiction: short story, novella and novel
- Poetry
- Drama
- Essay
- Fable
- Biography, Memoire and Autobiography
- Travelogues, Diaries, Self-Narrative Writing

Unit IV: New Trends in Creative Writing

- Web Content Writing and Blog Writing
- Script Writing
- Journalistic Writing
- Copywriting
- Graphic Novel
- Flash Fiction

List of References

Atwood, Margaret. *Negotiating with the Dead: A Writer on Writing*. Cambridge: CUP, 2002.

Bell, James Scott. *How to Write Dazzling Dialogue*. CA: Compendium Press, 2014.

Bell, Julia and Magrs, Paul. *The Creative Writing Course-Book*. London: Macmillan, 2001.

Berg, Carly. *Writing Flash Fiction: How to Write Very Short Stories and Get Them Published*. *Then Re-Publish Them All Together as a Book. Houston: Magic Lantern Press, 2015.

Blackstone, Bernard. *Practical English Prosody*. Mumbai: Orient Longman, 1984.

Clark, Roy Peter. *Writing Tools*. US: Brown and Company, 2008.

Earnshaw, Steven (Ed). *The Handbook of Creative Writing*. Edinburgh: EUP, 2007.

Egri, Lajos. *The Art of Dramatic Writing*. NY: Simon and Schuster, 1960.

Gardner, John. *The Art of Fiction*. New York: Vintage, 1991.

Goldberg, Natalie. *Writing Down the Bones*. Boston and London: Shambhala, 1986.

Hamer, Enid. *The Metres of English Poetry*. Booksway, 2014.

King, Stephen. *On Writing: A Memoir of the Craft*. London: Hodder and Stoughton,

- **Examination and Question Patterns for MDC and VAC shall be like the Core Papers (40 + 60)**

N.B: Modalities for the acceptance of courses and recognizing their assessment patterns for MOOC/ ODL and Community Engagement and

Services/ Field work/ Internship (in 4th Semester) shall be decided by the respective institutions as per the guidelines prepared by the Credit/Course Equivalent Committee of the University.
