

COURSES OF STUDIES

FOR

THREE YEAR DEGREE COURSE

IN

ARTS HONOURS

DEPARTMENT OF ENGLISH

Choice Based Credit System (CBCS)

First & Second Semester Examination –2023-24

Third & Fourth Semester Examination –2024-25

Fifth & Sixth Semester Examination –2024-25



**GOVERNMENT AUTONOMOUS COLLEGE, PHULBANI,
KANDHAMAL**

DISTRIBUTION OF MARKS/QUESTION PATTERN

1. For CORE, DSE & GE Course:

Mid Semester: 20 marks (From Unit-2)

Pattern: Two long questions with alternatives of 10 marks = $2 \times 10 = 20$ marks

End Semester: 80 marks (All units)

Pattern: Four long questions of 14 marks = $4 \times 14 = 56$
marks Four short notes/annotation/analysis of 6 marks
with internal choice = $4 \times 6 = 24$ marks

2. For MIL (Alt. Eng.) [AECC]

Mid Semester: 20 marks (From Unit-1)

Pattern: Four short questions with alternatives of 5 marks = $4 \times 5 = 20$ marks

End Semester: 80 marks (All units)

Pattern: Ten short questions of 4 marks to be set from unit 1 &
2 covering all prescribed stories and prose pieces = $10 \times 4 = 40$
marks An unknown passage with 5 questions of 4 marks = $5 \times 4 = 20$
marks Ten bit questions of 2 marks from grammar/
vocabulary and usages = $10 \times 2 = 20$ marks

3. For Communication English (SEC-I) (Special Course)

Mid Semester: 20 marks (From Unit-1)

Pattern: One long question of 10 marks = $1 \times 10 = 10$
marks Two short notes of 5 marks = $2 \times 5 = 10$ marks

End Semester: 80 marks (All units)

Pattern: Forty short questions of 1 mark = $40 \times 1 = 40$
marks Twenty short questions of 2 marks = $20 \times 2 = 40$ marks

PROGRAM OUTCOMES:

1. **Effective Communication:** The capacity of expressing critical ideas in writing and oratory skills.
2. **Self-directed learning:** The students will be inspired to work towards the upgradation of their knowledge and skill.
3. **Literary Appreciation and Analysis:** Graduates of our program will be equipped with the ability to critically analyze literary works, exploring their historical, cultural, and thematic aspects. They will appreciate the diversity of literary genres, periods, and traditions. It will make students critically involved with literary texts by processing information and identifying patterns.
4. **Cultural and Historical Context:** Our students gain a deep understanding of the historical and cultural contexts in which literary works are produced. This knowledge enhances their interpretation of literature and its relevance to society.
5. **Social Interaction:** The students will be able to effectively interact with peers, faculty, and management and they will be able to develop holistic cognizance in order to appreciate the beauty of everyday life.
6. **Research and Writing Skills:** We instill in our student strong research and writing skills. They will be able to conduct independent research, synthesize information, and produce well-structured, scholarly papers and essays.
7. **Ethics and Professional Values:** The student will be made capable of discerning the moral conundrums found in everyday life and it will help them to choose the right path in life. We emphasize the importance of ethical research and professional values, ensuring that students uphold the highest standards of academic integrity and ethical conduct.

PROGRAM SPECIFIC OUTCOMES:

1. **Literary Acumen:** Students will get a comprehensive idea of English Literature and will further enable them to judge literary quality of any literary text and to find relevance and continuities of the past and present as well as identify disjuncture in these traditions.
2. **Cultural Integration:** Students will be aware of the importance of the coexistence of different cultural perspectives and be tolerant to views different from their own.
3. **Academic Writing:** Skills of interpretation, analysis, appreciation of literature as well as writing and presentation skills that would eventually help in careers like journalism and media, publishing, research and teaching will be inculcated in the students.
4. **Interdisciplinary Knowledge:** Our graduates will have the ability to connect literature with other fields, demonstrating the interdisciplinary nature of the subject.
5. **Cultural and Historical Insight:** Students will acquire a profound understanding of the historical and cultural contexts that inform literary works. This contextual awareness enhances their interpretative skills and enables them to appreciate literature's social significance.
6. **Advanced Language Proficiency:** Our program ensures that students attain an advanced level of proficiency in the English language, allowing them to engage in scholarly discourse, research, and creative expression with utmost fluency and precision.
7. **Global and Diverse Perspectives:** We encourage a global and diverse approach to the study of literature, fostering an appreciation for multicultural narratives and diverse voices within the literary world.
8. **Interdisciplinary Connections:** Our program highlights the interdisciplinary nature of literary studies, encouraging students to explore connections between literature and other academic disciplines.

SYLLABI FOR CBCS COURSE

Sem	CORE COURSE (14)	Ability Enhancement Compulsory Course (AECC)(2)	Ability Enhancement Elective Course (AEEC)(2) (Skill Based)	Elective: Discipline Specific DSE(4)	Elective: Generic (GE) (4)
I	CORE-I	AECC- IAECC-III(EV-I)			GE-IA
	CORE-II				
II	CORE-III	AECC- IIAECC-III(EV-II)			GE-1B
	CORE-IV				
III	CORE-V	AECC-III(EV-III)	SEC-I		GE-2A
	CORE-VI				
	CORE-VII				
IV	CORE-VIII	AECC-III(EV-IV)	SEC-II		GE-2B
	CORE-IX				
	CORE-X				
V	CORE-XI	AECC-III(EV-V)		DSE-I	
	CORE-XII			DSE-II	
VI	CORE-XIII	AECC-III(EV-VI)		DSE-III	
	CORE-XIV			DSE-IV /Project	

YEAR & SEMESTER-WISE PAPERS & CREDITS AT A GLANCE

Three-Year (6-Semester) CBCS Programme (B.A.Hons) (English Department)				
Yr.	Sl.No.	Course Structure	Code	Credit Points
FIRST YEAR	SEMESTER-I			
	1	British Poetry and Drama: 14 th to 17 th Centuries	C-1.1	6
	2	British Poetry and Drama: 17 th and 18 th Century	C-1.2	6
	3	Academic Writing and Composition	GE-1.3	6
	4	MIL (Alternative English) (For Arts & Commerce Stream)	AECC-1.4	4
	5	Ethics & Values (Unit-I)	AECC-1.5	1
	SEMESTER-II			
	6	British Prose: 18 th Century	C-2.1	6
	7	Indian Writing in English	C-2.2	6
	8			
9	MIL (Alternative English) (For Arts & Commerce Stream)	AECC-2.4	4	
10	Ethics & Values (Unit-II)	AECC-2.5	1	
SECOND YEAR	SEMESTER-III			
	11	British Romantic Literature	C-3.1	6
	12	British Literature: 19 th Century	C-3.2	6
	13	British Literature: Early 20 th Century	C-3.3	6
	14	Language and Linguistics	GE-3.4	6
	15	Communicative English (For Arts & Commerce Stream)	AECC-3.5	4
	16	Ethics & Values (Unit-III)	AECC-3.6	1
	SEMESTER-IV			
	17	American Literature	C-4.1	6
	18	European Classical Literature	C-4.2	6
	19	Women's Writing	C-4.3	6
	20			
21	Communicative English (For Science Stream)	AECC-4.5	4	
22	Ethics & Values (Unit-IV)	AECC-4.6	1	
FINAL YEAR	SEMESTER-V			
	23	Modern European Drama	C-5.1	6
	24	Indian Classical Literature	C-5.2	6
	25	Literary Theory	DSE-5.3	6
	26	World Literature	DSE-5.4	6
	27	Ethics & Values (Unit-V)	AECC-5.5	1
	SEMESTER-VI			
	28	Postcolonial Literatures	C-6.1	6
	29	Popular Literature	C-6.2	6
	30	Partition Literature	DSE-6.3	6
31	Project Work / Writing for Mass Media	DSE-6.4	6	
32	Ethics & Values (Unit-VI)	AECC-6.5	1	

Notes:

- C- Core Course
- GE- Generic Elective Course
- DSE- Discipline Specific Elective Course
- AECC- Ability Enhancement Compulsory Course
- SECC- Skill Enhancement Compulsory Course (Skill Based)
- For a 6 credit course, the total teaching hours are: Minimum-50 Hours, Maximum-65 Hours

SEMESTER-I

C-1.1: BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES

Full Marks – 100

Mid Sem - 20/1hr

End Sem – 80/3hrs

Objectives:

The paper seeks to introduce the students to British poetry and drama from the 14th to the 17th century. It helps the students to explore certain seminal texts from the early modern period, covering the genesis of modern English poetry and the Renaissance that set British poetry and drama on their glorious course to greatness.

UNIT-I: Historical overview

The period is remarkable in many ways: 14th century poetry evokes an unmistakable sense of “modern” and the spirit of Renaissance is marked in the Elizabethan Drama. The Reformation brings about sweeping changes in religion and politics. A period of expansion of horizons: intellectual and geographical.

UNIT- II: Geoffrey Chaucer

The Pardoner’s Tale

UNIT- III: Spenser: “Sonnet 34 (Amoretti)”

- i. Shakespeare: ‘That time of the year...’ (Sonnet 73)
- ii. Ben Jonson: “Song to Celia”
- iii. John Donne: “Sunne Rising”

UNIT- IV: Shakespeare

Macbeth

Text Books:

1. Texts as prescribed in Units 2, 3, 4

Reference Books:

- ❖ *The Pelican Guide to English Literature*. Ed. Boris Ford. Vol 1
- ❖ *The Age of Chaucer English Literature in Context*. Paul Poplawski. Cambridge UP, 2008
- ❖ *Routledge History of Literature in English*. Ronald Carter & John McRae. London: Routledge, 1997
- ❖ *Shakespeare for Beginners* by Brandon Toropov
- ❖ *English Literature* by Jonathan Bate (Ch. 7 “Shakespeare and the Dramatic Literature”)

Course Outcome:

1. British Poetry and Drama (14th to 17th century): Students will be able to understand the range, significance and scope of English Literature and the growth and evolution of the Language, Renaissance and Elizabethan drama.
2. An enlightened study of Shakespeare’s tragedy, a prominent dramatist in the history of English literature.

C-1.2: BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURY

Full Marks – 100

Mid Sem – 20/1hr

End Sem – 80/3hrs

Introduction:

The Introduction of this paper is to acquaint students with the Jacobean and the 18th century British poetry and drama, the first a period of the acid satire and the comedy of humours, and the second a period of supreme satiric poetry and the comedy of manners.

UNIT-I: Historical overview

- a. 17th C: Period of the English Revolution (1640–60); the Jacobean period; metaphysical poetry; cavalier poetry; comedy of humours; masques and beast fables
- b. 18th C: Puritanism; Restoration; Neoclassicism; Heroic poetry; Restoration comedy; Comedy of manners

UNIT- II: Milton: “Lycidas”

- i. Andrew Marvell: ‘To His Coy Mistress’
- ii. Alexander Pope: ‘Ode on Solitude’
- iii. Aphra Behn: ‘I Led my Silviato a Grove’
- iv. Robert Herrick: ‘His Return to London’

UNIT-III: Ben Jonson

Volpone

UNIT-IV: Dryden

All For Love

TextBooks:

1. Texts prescribed in units 2,3,4 (All the texts are freely available on the sites such as www.poetryfoundation.org, www.bartleby.com, http://www.poemhunter.com etc. In addition, the following anthologies may be consulted.)

Reference Books:

- ❖ *Routledge History of Literature in English*. Ronald Carter & John McRae. London: Routledge, 1997
- ❖ Black, Joseph (Ed).: *The Broadview Anthology of British Literature Concise Edition*, Vol. A. Broadview Press, London, 2007.
- ❖ Corns, T N (ed.) *The Cambridge Companion to English Poetry*. Cambridge: University Press, 1973
- ❖ Ford, Boris ed. *The Pelican Guide to English Literature*. Vol 3. From Donne to Marvell. Harmondsworth: Penguin Books, 1976.
- ❖ Parry, G.: *The Seventeenth Century: The Intellectual and Cultural Context of English Literature*. Harlow: Longman, 1989
- ❖ Sherwood, T.G: *Fulfilling the Circle: A Study of John Donne's Thought*, Toronto, Toronto Press, 1984.

Course Outcome:

1. British Poetry and Drama (17th to 18th century): A better understanding of English Poetry and drama of the 17th and 18th centuries, and close reading of some specific texts, enable students to examine the themes and structures and scope of Neoclassicism and Restoration.
2. A better understanding of humor, satire through Comedy of Humors and Comedy of Manners in various genres.

GE-1.3: ACADEMIC WRITING AND COMPOSITION

Full Marks – 100

MidSem – 20/1hr

EndSem – 80/3 hrs

Introduction:

This paper seeks to train the students in the basic writing skills required for writing competently in the academic context.

UNIT- I:

Introduction to the Writing Process: with a focus on Academic Writing

UNIT-II:

Writing in one's own words: Summarizing and Paraphrasing

UNIT-III:

Thinking: Synthesis, Analysis, And Evaluation

UNIT-IV:

Citing Resources: Editing, Book and Media Review as per MLA and APA citation.

Reference Books:

- ❖ Liz Hamp-Lyons and Ben Heasley, *Study Writing: A Course in Writing Skills for Academic Purposes* (Cambridge UP, 2006)
- ❖ Ilona Leki, *Academic Writing: Exploring Processes and Strategies*. New York: CUP, 2nd edn, 1998
- ❖ Stanley Fish, *How to Write a Sentence and How to Read One*. Harpar Perennial. 2011.
- ❖ *Literature and the art of Communication*, Cambridge University Press
- ❖ Gerald Graff and Cathy Birkenstein, *They Say/ I Say: The Moves That Matter in Academic Writing*. New York: Norton, 2009

Course Outcome:

1. Language Proficiency: Our program guarantees that students achieve a high level of linguistic proficiency, enabling them to communicate fluently, creatively, and persuasively in both written and spoken English.
2. Research and Writing Skills: We instill in our student strong research and writing skills. They will be able to conduct independent research, synthesize information, and produce well-structured, scholarly papers and essays.
3. Effective Communication: Students will develop strong communication skills, enabling them to present their ideas persuasively and engage in academic and professional discourse effectively.

**AECC-1.4 :MIL(ALTERNATIVE ENGLISH)
(FOR ARTS & COMMERCE STREAM)**

**Full Marks – 100
Mid Sem -20/1hr
End Sem –80/3hrs**

Introduction:

The paper is focused upon developing one fundamental skills of Language learning; reading which needs a thorough rethink and revision. In order to build a strong base for acquisition of the communication skills, suitable reading content is selected from diverse areas in prose form. This would boost the learner's competence in expressive and comprehension skills. The well researched language exercises in the form of usage, vocabulary and grammar is the other area that should attract the teacher and learner to work out for giving decent shape to the mastery of English language.

UNIT- I: Short Story

- a. Jim Corbett-The Fight between Leopards
- b. Dash Benhur-The Bicycle
- c. Dinanath Pathy- George V High School
- d. Alexander Baron-The Man who knew too much
- e. Will F Jenkins- Uneasy Homecoming

UNIT-II: Prose

- a. Mahatma Gandhi-The way to Equal Distribution
- b. SRadhakrishnan-A Call to Youth
- c. CV Raman-Water-The Elixir of Life
- d. Harold Nicolson- An Educated Person
- e. Claire Needell Hollander- No Learning without Feeling

UNIT-III:

Comprehension of a passage and answering the questions

UNIT-IV:

Language exercises - test of vocabulary, usage and grammar

Text Books:

1. All Stories and Prose pieces

Reference Books:

- ❖ *The Widening Arc: A Selection of Prose and Stories*, Ed. AR Parhi, S Deepika, P Jani, Kitab Bhavan, Bhubaneswar.
- ❖ *A Communicative Grammar of English*, Geoffrey Leech.
- ❖ *A University Grammar of English*, Randolph Quirk and Sidney Greenbaum
- ❖ *Developing Reading Skills*. F. Grellet. Cambridge: Cambridge University Press, 1981.

Course Outcomes:

1. Comprehensive Language Proficiency: Our program ensures that students develop advanced proficiency in the English language, enabling them to express themselves fluently, creatively, and analytically, both in writing and verbally.
2. Literary Appreciation and Analysis: Graduates of our program will be equipped with the ability to critically analyze literary works, exploring their historical, cultural, and thematic aspects. They will appreciate the diversity of literary genres, periods, and traditions.
3. Cultural and Historical Context: Our students gain a deep understanding of the historical and cultural contexts in which literary works are produced. This knowledge enhances their interpretation of literature and its relevance to society.
4. Global Perspectives: We encourage an exploration of literature from a global perspective, promoting cultural diversity and inclusivity.
5. Interdisciplinary Knowledge: Our graduates will have the ability to connect literature with other fields, demonstrating the interdisciplinary nature of the subject.

AECC-1.5 (EV-I): ETHICS & VALUES

UNIT-I: Issues Relating to Women

**End Sem – 25 Marks
Full Marks – 25 Marks**

1.1 Introduction:

General introduction on Ethics and Values, Gender equality as an essential precursor to social progress, the present scenario, Desirable gender related values

1.2 Women and Family:

Pre-natal sex selection, Gendered practices in the family, Gender based division of labour in the family, Marriage and women, Marriage and women's consent, Child marriage, Practice of dowry, Women and family violence

1.3 Women and Work:

Women's work: The Invisible hands, Exploitation of women at work, Gender Stereotyping at work, Glass Ceiling, Women and pay gap, Sexual Harassment of women at work, Working women and role conflict

1.4 Women, Community and Society:

Violence against women in public spaces, Gender sensitive language and communication, Gendered language, Sexist Language, Gender neutral language, Women and property Rights, Women's property Rights in Indian Laws, The functionality of Women's Property Rights.

Course Outcomes:

1. An elaborate study of untold and unheard miseries and struggle of women in patriarchal society.
2. Students will be able to learn the necessity of gender equality and women empowerment in the current society.
3. Sensitization of students towards the usage of gender neutral language and the rights of women.

SEMESTER-II

C-2.1: BRITISH PROSE: 18TH CENTURY

Full Marks – 100
Mid Sem -20/1hr
End Sem –80/3hrs

Introduction:

The Introduction of the paper is to acquaint the students with a remarkable, newly evolved form of literature: the essay. The period is also known for its shift of emphasis from reason to emotion

UNIT-I: Historical overview:

Restoration, Glorious Revolution, Neo-classicism And Enlightenment.

UNIT-II: Mary Wollstonecraft

"The Rights and Involved Duties of Mankind Considered" (Chapter 1, *A Vindication of the Rights of Women*)

UNIT-III: Joseph Addison: Essays

"Friendship," "Good Nature," "Six Papers on Wit"

(From *Joseph Addison: Essays and Tales*, <<http://www.biblioteca.org.ar/libros/167707.pdf>>)

UNIT- IV: Samuel Johnson

"Narratives of Travellers Considered," and "Obstructions of Learning" from *Samuel Johnson's Essays*

<<http://www.johnsonessays.com/>>

Text Books:

1. Texts prescribed in Units 2, 3, 4. Web sources are indicated against the texts in brackets.

Reference Books:

- ❖ *Routledge History of Literature in English*. Ronald Carter & John McRae. London: Routledge, 1997
- ❖ Norton Anthology of English Literature. Vol 2 (Headnotes on the periods and authors featured in the paper)
- ❖ *English Literature* by Jonathan Bate (Ch. 4 "The Study of English")
- ❖ *Pelican Guide to English Literature*. Ed. Boris Ford. Vol 4. *From Dryden to Johnson* O.M. Myres, "Introduction" to *The Colverley Papers*

Course Outcome:

1. British Prose (18th century): An enhanced comprehension of Glorious revolution and Enlightenment.

C-2.2: INDIAN WRITING IN ENGLISH

Full Marks – 100

Mid Sem -20/1hr

End Sem –80/3hrs

Introduction:

Indian writing in English has been the fastest growing branch of Indian literature in the last one hundred years. It has produced a rich and vibrant body of writing spanning all genres. As a 'twice born' form of writing, it partakes of both the indigenous and the foreign perspectives and has an inherent tendency to be postcolonial. This paper seeks to introduce the student to the field through a selection of representative poems, novel and play.

UNIT-I: Historical overview

Indian writing in English, the key points of which are East India Company's arrival in India, Macaulay's 1835 Minutes of Education, India's first war of independence and the establishment of colleges to promote Western education and the evolution of Indian writing in English in 20th century.

UNIT-II:

- i. Sarojini Naidu "The Bangle Sellers",
- ii. A.K. Ramanujan "Obituary",
- iii. Jayanta Mahapatra "Grandfather",
- iv. Nissim Ezekiel "Night of the Scorpion"

UNIT-III: R.K Narayan

The Guide

UNIT- IV: Mahesh Dattani

Final Solutions

Text Books:

1. Texts prescribed in Units 2, 3, 4.

Reference Books:

- ❖ Mehrotra, Arvind Krishna. *Concise History of Indian Literature in English*, Permanent Black, 2010.
- ❖ K. Srinivas Ayenger. *A History of Indian Writing in English*
- ❖ M.K. Naik. *History of Indian Writing in English*
- ❖ Vinay Dharwadker. "The Historical Formation of Indian English Literature" in Sheldon Pollock (ed) *Literary Cultures in History*
- ❖ *Modern Indian Drama: Issues and Interventions* (ed) Lakshmi Subramanyam

Course Outcome:

1. Indian Writing in English: Students will be able to trace the origin and evolution of Indian Writing in English in Colonial and Postcolonial India.

**AECC-2.4 :MIL(ALTERNATIVE ENGLISH)
(FOR SCIENCE STREAM)**

**Full Marks – 100
Mid Sem – 20/1hr
End Sem – 80/3hrs**

Introduction:

The paper is focused upon developing one fundamental skills of Language learning; reading which needs a thorough rethink and revision. In order to build a strong base for acquisition of the communication skills, suitable reading content is selected from diverse areas in prose form. This would boost the learner's competence in expressive and comprehension skills. The well researched language exercises in the form of usage, vocabulary and grammar is the other area that should attract the teacher and learner to work out for giving decent shape to the mastery of English language.

UNIT- I: Short Story

- a. Jim Corbett- The Fight between Leopards
- b. Dash Benhur- The Bicycle
- c. Dinanath Pathy- George V High School
- d. Alexander Baron- The Man who knew too much
- e. Will F. Jenkins- Uneasy Homecoming

UNIT-II: Prose

- a. Mahatma Gandhi- The way to Equal Distribution
- b. S. Radhakrishnan- A Call to Youth
- c. C. V. Raman- Water- The Elixir of Life
- d. Harold Nicolson- An Educated Person
- e. Claire Needell Hollander- No Learning without Feeling

UNIT-III:

Comprehension of a passage and answering the questions

UNIT-IV:

Language exercises- test of vocabulary, usage and grammar

Text Books:

1. All Stories and Prose pieces

Reference Books:

- ❖ *The Widening Arc: A Selection of Prose and Stories*, Ed. A. R. Parhi, S. Deepika, P. Jani, Kitab Bhavan, Bhubaneswar.
- ❖ *A Communicative Grammar of English*, Geoffrey Leech.
- ❖ *A University Grammar of English*, Randolph Quirk and Sidney Greenbaum
- ❖ *Developing Reading Skills*. F. Grellet. Cambridge: Cambridge University Press, 1981.

Course Outcomes:

6. Comprehensive Language Proficiency: Our program ensures that students develop advanced proficiency in the English language, enabling them to express themselves fluently, creatively, and analytically, both in writing and verbally.
7. Literary Appreciation and Analysis: Graduates of our program will be equipped with the ability to critically analyze literary works, exploring their historical, cultural, and thematic aspects. They will appreciate the diversity of literary genres, periods, and traditions.
8. Cultural and Historical Context: Our students gain a deep understanding of the historical and cultural contexts in which literary works are produced. This knowledge enhances their interpretation of literature and its relevance to society.
9. Global Perspectives: We encourage an exploration of literature from a global perspective, promoting cultural diversity and inclusivity.
10. Interdisciplinary Knowledge: Our graduates will have the ability to connect literature with other fields, demonstrating the interdisciplinary nature of the subject.

**AECC-2.5 (EV-II): ETHICS & VALUES
UNIT-II: Values and Good Citizenship**

2.1 Indian Constitution:

**End Sem – 25 Marks
Full Marks – 25 Marks**

2.2 Patriotism:

Patriotic value and ingredients of nation building, Concept of Good citizenship, Emotional connection with the country, Duties of citizens and Qualities of good citizens

2.3 Volunteerism:

Concept of facets of Volunteerism and Leadership, Building a better society through Volunteerism, Blood Donation, Social Work, Helping the Aged, Environmental Protection

2.4 Work Ethics:

Punctuality, Cleanliness, Law abidingness, Rational Thinking and Scientific Temper.

Course Outcomes:

1. Creating social awareness among the students.
2. It will enable the students to apply ethical principles in decision making.
3. This will improve their quality of life and will also ensure their positive participation towards the holistic development of the society as well as nation.

SEMESTER-III

C-3.1: BRITISH ROMANTIC LITERATURE

Full Marks – 100

Mid Sem -20/1hr

End Sem –80/3hrs

Introduction:

The paper aims at acquainting the students with the Romantic period and some of its representative writers. The students will be able to sample some seminal works of the Romantic age which gave expression to the key ideas of the period such as return to nature, subjectivity, desire for personal freedom and the defiance of classicism-imposed restrictions on poetic form.

UNIT-I: Historical overview

The period otherwise known as The Romantic Revival; The Age of Revolution as it owes its origin to the epoch-making French Revolution of 1789. The emphasis on the organic relationship between man and Nature, individual liberty and unbridled desire free from the shackles of classicism made this period unique— Romanticism vs Classicism

UNIT-II:

- i. Thomas Gray: "Elegy Written in a Country Churchyard,"
- ii. William Blake: "A Poison Tree" and "Chimney Sweeper"

UNIT-III:

- i. William Wordsworth's "Tintern Abbey"
- ii. S.T. Coleridge: "Kubla Khan,"
- iii. John Keats: "Ode to a Nightingale,"
- iv. P.B. Shelley: "Ode to the West Wind,"

UNIT-IV:

William Wordsworth's Preface to the 2nd edition of *Lyrical Ballads*

Text Books:

1. Texts prescribed in Units 2, 3, 4

Reference Books:

- ❖ Paul Poplawski, *English Literature in Context*, "The Romantic Period"
- ❖ *Routledge History of Literature in English*. Ronald Carter & John McRae. London: Routledge, 1997
- ❖ Norton Anthology of English Literature. Vol 2 (Headnotes on the periods and authors featured in the paper)
- ❖ *Pelican Guide to English Literature. Vol 5. From Blake to Byron*. Ed. Boris Ford
- ❖ Maurice Bowra, *The Romantic Imagination*
- ❖ *English Literature*. Jonathan Bate (Ch.5 "Periods and Movements")

Course Outcome:

1. British Romantic Literature: An enlightened understanding of Romantic Revival, Age of Revolution and the slogan "liberty, equality, fraternity" associated with French revolution that led to imagination and "return to nature".

C-3.2: BRITISH LITERATURE: 19TH CENTURY

Full Marks – 100

Mid Sem – 20/1hr

End Sem – 80/3hrs

Introduction:

This paper seeks to introduce the students to the exploits of the 19th century British Literature in prose, especially fiction and cultural criticism. It also includes samples of Victorian poetry.

UNIT-I: Historical overview

The 19th century British literature though mainly famous for the Romantic Movement, was also a witness to major socio-political developments like industrialization, technological advancements and large scale mobilization of people from the rural to the urban centers.

UNIT-II: Poetry

ii. Tennyson; “Break, Break, Break”, Robert Browning, “My Last Duchess”

iii. Criticism: Matthew Arnold: “The Study of Poetry”

UNIT- III: Jane Austen

Pride and Prejudice

UNIT- IV: Charles Dickens

Hard Times

Text Books:

1. Texts prescribed in Units 2, 3, 4

Reference Books:

- ❖ *English Literature in Context*. Paul Poplawski. Cambridge UP, 2008
- ❖ *Routledge History of Literature in English*. Ronald Carter & John McRae. London: Routledge, 1997
- ❖ Norton Anthology of English Literature. Vol 2 (Headnotes on the periods and authors featured in the paper)
- ❖ *English Literature*. Jonathan Bate (Ch. 4 "The Study of English", Ch. 5 "Periods and Movements")
- ❖ Terry Eagleton, *The English Novel*

Course Outcome:

1. An extensive reading of social, political and economic scenario in Victorian England and the impact of the rapid industrialization portrayed in many Victorian writers in various genres.

C-3.3: BRITISH LITERATURE: EARLY 20TH CENTURY

Full Marks –
100 Mid Sem –
20/1hr End Sem –
80/3hrs

Introduction:

The paper aims at acquainting the students with the literature of Britain in the early 20th century, focusing on the modernist canon in poetry, novel, and literary criticism.

UNIT-I: Historical overview

Developments in society and economy, leading to a crisis in western society known as the First World War and the resultant change in the ways of knowing and perceiving. Marx's concept of class struggle, Freud's theory of the unconscious are to be discussed.

UNIT-II: Poetry

- i. T.S. Eliot "Love Song of J. Alfred Prufrock",
- ii. Yeats: "Second Coming",
- iii. Wilfred Owen: "Strange Meeting",
- iv. Siegfried Sassoon, "Suicide in the Trenches"
- v. Criticism: T.S. Eliot: "Tradition and the Individual Talent"

UNIT-III:

Virginia Woolf: *Mrs. Dalloway*

UNIT-IV:

J.M. Synge *Ryder to the Sea*

Text Books:

1. Texts prescribed in Units 2, 3, 4

Reference Books:

- ❖ *Pelican Guide to English Literature: Vol. 7. The Modern Age* (ed.) Boris Ford
- ❖ *Routledge History of Literature in English*. Ronald Carter & John McRae. London: Routledge, 1997
- ❖ *English Literature*. Jonathan Bate (Ch. 5 "Periods and Movements")
- ❖ *Modernism. Critical Idiom*. By Peter Faulkner
- ❖ *Modernism. New Critical Idiom*. By Peter Childs

Course Outcome:

1. British Literature (Early 20th century): An elaborate study of Modernism in poetry, novel and literary criticism.
2. An extensive study of few literary, political, social and psychological theories that accelerated the production of literary canon in Modern Era such as Marx's concept of class struggle, Freud's theory of the unconscious.

GE-3.4: LANGUAGE AND LINGUISTICS

Full Marks – 100
Mid Sem – 20/1hr
End Sem – 80/3hrs

Introduction:

This paper aims to offer the students some fundamental knowledge in Linguistics and English Language Teaching (ELT). It also seeks to acquaint the students with the variety of English that people come in contact with in contemporary times with a special emphasis on Asia and in particular, India.

UNIT- I:

Language : What is Language, Linguistics, Branches and Scope, Applied Linguistics Global Englishes: Who Speaks English today? Standard Language and Language Standards, Language Variation, Postcolonial English, Pidgin and Creole, English in Asia and Europe

UNIT-II:

Phonology and Morphology

UNIT-III:

Syntax

UNIT-IV:

Semantics

Reference Books:

- ❖ *Introductory book on Linguistics and Phonetics* by RL Varshney
- ❖ *Global Englishes: A Resource Book for Students*, Jennifer Jenkins, 3rd Edn, Special Indian Edition, Routledge, 2016
- ❖ *An Introduction to Language and Communication*,
- ❖ AR Parhi, 'Localising the Alien: Newspaper English and the Indian Classroom', *English Studies in India*, Springer, 2018.
- ❖ Adrian Akmajian, R. A. Demers, Ann K Farmer and R. M. Harnish, Prentice Hall of India, 2012
- ❖ David Crystal, *Linguistics*
- ❖ Braj B Kachru, *The Indianization of English* (OUP)
- ❖ David Crystal, *English as a World Language*

Course Outcome:

4. Comprehensive Language Proficiency: Our program guarantees that students achieve a high level of linguistic proficiency, enabling them to communicate fluently, creatively, and persuasively in both written and spoken English.
5. Research and Writing Skills: We instill in our student strong research and writing skills. They will be able to conduct independent research, synthesize information, and produce well-structured, scholarly papers and essays.
6. Effective Communication: Students will develop strong communication skills, enabling them to present their ideas persuasively and engage in academic and professional discourse effectively.
7. It will also enhance linguistic proficiency and develop clear pronunciation.

AEEC-3.5: COMMUNICATIVE ENGLISH

(Enriching Linguistic Knowledge & Communication Proficiency)

(FOR ARTS & COMMERCE STREAM)

Full Marks – 100

Mid Sem – 20/1hr

End Sem – 80/3hrs

UNIT-I: BUSINESS COMMUNICATION AND GRAMMAR

Why English Communication is Essential and How to Improve the Skill?

Introduction to Voice and Accent, Why do we have such different accents?, Accent Training-Consequences, Voice and accent in the Enterprise Industry, Globally Comprehensible Accent, Introduction to Phonetics, International Phonetic Alphabet

Consonant

Sounds Vowels Dip

hthongs

A Few Phonic

Rules Word Stress: Syll

ables

Intonation: Intonation and Stress

Pacing and Chunking : Common Patterns of Pacing, Importance of

Chunking Fluency

Indianisms: Errors relating to Grammar, Vocabulary

UNIT-II: GRAMMAR

English: Spoken Versus Written Communication

Nouns: Kinds of Nouns, Activity 3: Noun Ping-pong, Nouns-Number, Noun-Gender, Countable and Uncountable Nouns

Pronouns: Reflexive Pronouns, Relative Pronouns, Demonstrative Pronouns, Interrogative Pronouns, Indefinite pronouns,

Activity 4: Sentence Auction

Adjectives: Activity 5: Picture perfect, Positioning of adjectives, Comparative Degrees of Adjectives, Order of Adjectives

Adverbs : Kinds of Adverb, Degree of Comparison, Word Order with Adverbs, Activity 6: Relay

Race Prepositions: Activity 7: Treasure Hunt, Activity 8: Route Map, Prepositions with Adjectives, Nouns and Verbs

Conjunctions: Coordinating conjunctions, Subordinating Conjunctions, Correlative Conjunctions, Connecting Adverbs, Ac

tivity 9: The Socks Story

Verbs: Verb Classification, List of irregular verbs, Activity 10: Word Search

Subject and verb agreement, Activity 11: Tossed Word Salad, Activity 12: The Sentence Pageant Determiners and Modifiers : Kinds of determiners, The Definite and the Indefinite Article, Definite Article: The, Activity 13:

Proof Reading

Tenses : Reference Table, Present Tense, Activity 14: Instruction Manual, Activity 15: Commentary, Past

Tense, Activity 16: The Chain List, Activity 17: Transcription, Future Tense, Activity 18: This Week for You,

Activity 19: Verb Grand Prix

Punctuation: Forms of Punctuation

UNIT-III: READING COMPREHENSION

Reading – A 7 Step Process, Techniques to enhance students' reading skills, Types of reading skills, Skimming, Scanning, Extensive reading, Intensive reading, Three levels of Reading, Improving your reading speed, Reading Comprehension Practice Exercises

Text Books:

1. Communicative English – Odisha State Higher Education Council, Bhubaneswar

Course Outcome:

8. Language Mastery: Our program guarantees that students achieve a high level of linguistic proficiency, enabling them to communicate fluently, creatively, and persuasively in both written and spoken English.
9. Research and Writing Skills: We instill in our student strong research and writing skills. They will be able to conduct independent research, synthesize information, and produce well-structured, scholarly papers and essays.
10. Effective Communication: Students will develop strong communication skills, enabling them to present their ideas persuasively and engage in academic and professional discourse effectively.

AECC-3.6(EV-III): ETHICS & VALUES
UNIT-III: Issues of Drug, Tobacco and Alcohol Addiction

End Sem – 25 Marks
Full Marks – 25 Marks

3.1 Extent of the Problem:

Extent of Drug and Tobacco addiction and alcoholism in India, Myths associated with them, Health hazards associated with them and how they have become silent killers

3.2 Socio-economic impact:

Socio-economic impact of Drug and Tobacco addiction and alcoholism:

Loss of physical and mental strength, Loss of character, Loss of family ties and relationship, Loss of earning and livelihood potentials, Loss of societal respect and dignity etc

3.3 Law to Address this Problem:

Silent features of social legislations such as NDPS Act, 1985 and COTPA Act, 2003, Mechanism and Government Schemes for prevention, deaddiction and rehabilitation

3.4 Role of Stake -holders:

Provision of Tobacco free campus and role of students, Role of students in their family and immediate surroundings, Role of NGOs and other agencies.

Course Outcome:

1. Morality: Students will be able to choose the right path in their life through proper guidance and teaching of relevant law and regulation in the present society.
2. It will further help them to adopt healthy lifestyle.

SEMESTER-IV

C-4.1: AMERICAN LITERATURE

Full Marks – 100
Mid Sem – 20/1hr
End Sem – 80/3hrs

Introduction:

This is a survey paper providing an overview of canonical authors from American Literature in the established genres.

UNIT-I: Historical overview

Genesis and evolution, and the defining myths of American Literature—city on a hill, the frontier spirit, the American Dream, manifest destiny, *e pluribus unum*

UNIT-II:

- i. Walt Whitman: "Out of the Cradle Endlessly Rocking",
- ii. Robert Frost: "Stopping by the Woods in a Snowy Evening",
- iii. Emily Dickinson: "Because I could not stop for death"
- iv. Maya Angelou: "I Know Why the Caged Birds Sing"

UNIT-III:

Arthur Miller: *The Death of a Salesman*

UNIT-IV:

Ernest Hemingway: *A Farewell to Arms*

Text Books:

1. Texts prescribed in Units 2, 3, 4 (All texts are available on the Internet.)

Reference Books:

- ❖ *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
- ❖ *The Story of American Literature*. By Ludwig Lewisohn
- ❖ *Norton Anthology of American Literature*. (Head notes on authors and periods to be read)

Course Outcome:

1. American Literature: Students will be able to read canonical writings of American author that will provide them a chance to study the genesis and evolution of American literature.
2. An enlightened study of tragic myth, spirituality and existential crisis in American Dream through representative texts.

C-4.2: EUROPEAN CLASSICAL LITERATURE

Full Marks – 100
Mid Sem – 20/1hr
End Sem – 80/3hrs

Introduction:

This paper seeks 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. The paper seeks to acquaint the students with the founding texts of the European canon.

UNIT- I: Historical Review

Classical Antiquity: ancient Greece, the rise and decline of the Roman Empire; Geographical space: cultural history of the Greco-Roman world centered on the Mediterranean Sea

UNIT- II: Epic poetry

Homer: *Odyssey* (Book I)

UNIT- III: Tragedy

Sophocles: *Oedipus the King*

UNIT- IV: Criticism

Aristotle: *Poetics* (Chapters: 6, 7, 8)

Text Books:

1. Texts prescribed in Units 2, 3, 4 (All texts are available for free access on Project Gutenberg <https://www.gutenberg.org/>)

Reference Books:

- ❖ H.D.F. Kitto, *Form and Meaning in Greek Drama*
- ❖ H.D.F. Kitto, *The Greeks*
- ❖ Eric Auerbach, *Mimesis: The Representation of Reality in Western Literature*
- ❖ Gilbert Murray, *A History of Ancient Greek Literature*, Andesite Press, 2017.
- ❖ *Classicism: A Very Short Introduction* OUP

Course Outcome:

1. European Classical Literature: An extensive understanding of Greek and Roman Culture, literature, art and Classical Antiquity.

C-4.3: WOMEN'S WRITING

Full Marks – 100
Mid Sem – 20/1hr
End Sem – 80/3hrs

Introduction:

The paper seeks to acquaint the students with the works of women writers from different cultures and nations in various genres. Further, it seeks to make them critically aware of the issues relating to the workings of patriarchy, issues of gender, and relations of desire and power.

UNIT- I: Virginia Woolf

“Chapter I” from *A Room of One's Own*

UNIT- II: Charlotte Bronte

Jane Eyre

UNIT- III:

- a. Kamala Das, ‘An Introduction’, ‘The Sunshine Cat’
- b. Sylvia Plath, ‘Mirror’, ‘Barren Woman’
- c. Eunicede Souza, ‘Women in Dutch Painting’, ‘Remember Medusa’
- d. (iv) Shanta Acharya, ‘Homecoming’, ‘Shringara’

UNIT- IV:

Ashapura Devi, *The Distant Window*

Text Books:

1. Texts prescribed in Units 1, 2, 3, 4

Reference Books:

- ❖ Toril Moi, *Sexual/Textual Politics*

- ❖ Elaine Showalter, *A Literature of Their Own*
- ❖ Sandra Gilbert and Susan Gubar, *The Mad Woman in the Attic*
- ❖ *The Distant Window*, Prachi Prakashan, Tr. Anima Bose, 1997

- ❖ Helen Carr, 'A History of Women's Writing' in *A History of Feminist Literary Criticism* by Gill Plain and Susan Sellers
- ❖ Mary Eagleton, 'Literary Representations of Women' in *A History of Feminist Literary Criticism* by Gill Plain and Susan Sellers

Course Outcome:

1. Women's Writing: Students will be able to study the voices of women reflected in different cultures and nations in various genres that portrays their struggle, desire and experiences in patriarchal society through various representative texts.

AEEC-4.5: COMMUNICATIVE ENGLISH

(Enriching Linguistic Knowledge & Communication Proficiency)

(FOR SCIENCE STREAM)

Full Marks – 100

Mid Sem – 20/1hr

End Sem – 80/3hrs

UNIT-I: BUSINESS COMMUNICATION AND GRAMMAR

Why English Communication is Essential and How to Improve the Skill?

Introduction to Voice and Accent, Why do we have such different accents?, Accent Training-Consequences, Voice and accent in the Enterprise Industry, Globally Comprehensible Accent, Introduction to Phonetics, International Phonetic Alphabet

Consonant

Sounds Vowels Dip

hthongs

A Few Phonic

Rules Word Stress: Syll

ables

Intonation: Intonation and Stress

Pacing and Chunking : Common Patterns of Pacing, Importance of Chunking Fluency

Indianisms: Errors relating to Grammar, Vocabulary

UNIT-II: GRAMMAR

English: Spoken Versus Written Communication

Nouns: Kinds of Nouns, Activity 3: Noun Ping-pong, Nouns-Number, Noun-Gender, Countable and Uncountable Nouns

Pronouns: Reflexive Pronouns, Relative Pronouns, Demonstrative Pronouns, Interrogative Pronouns, Indefinite pronouns, Activity 4: Sentence Auction

Adjectives: Activity 5: Picture perfect, Positioning of adjectives, Comparative Degrees of Adjectives, Order of Adjectives

Adverbs : Kinds of Adverb, Degree of Comparison, Word Order with Adverbs, Activity 6: Relay

Race Prepositions: Activity 7: Treasure Hunt, Activity 8: Route Map, Prepositions with Adjectives, Nouns and Verbs

Conjunctions: Coordinating conjunctions, Subordinating Conjunctions, Correlative Conjunctions, Connecting Adverbs, Activity 9: The Socks Story

Verbs: Verb Classification, List of irregular verbs, Activity 10: Word Search

Subject and verb agreement, Activity 11: Tossed Word Salad, Activity 12: The Sentence Pageant Determiners and Modifiers : Kinds of determiners, The Definite and the Indefinite Article, Definite Article: The, Activity 13: Proof Reading

Tenses : Reference Table, Present Tense, Activity 14: Instruction Manual, Activity 15: Commentary, Past Tense, Activity 16: The Chain List, Activity 17: Transcription, Future Tense, Activity 18: This Week for You, Activity 19: Verb Grand Prix

Punctuation: Forms of Punctuation

UNIT-III: READING COMPREHENSION

Reading – A 7 Step Process, Techniques to enhance students' reading skills, Types of reading skills, Skimming, Scanning, Extensive reading, Intensive reading, Three levels of Reading, Improving your reading speed, Reading Comprehension Practice Exercises

Text Books:

2. Communicative English – Odisha State Higher Education Council, Bhubaneswar

Course Outcome:

communicate fluently, creatively, and persuasively in both written and spoken English.

12. **Research and Writing Skills:** We instill in our student strong research and writing skills. They will be able to conduct independent research, synthesize information, and produce well-structured, scholarly papers and essays.
13. **Effective Communication:** Students will develop strong communication skills, enabling them to present their ideas persuasively and engage in academic and professional discourse effectively.

AECC-4.6 (EV-IV): ETHICS & VALUES

UNIT-IV : Ethical Values for Student Life

End Sem – 25 Marks

Full Marks – 25 Marks

4.1 Extent of the Problem:

Extent of Drug and Tobacco addiction and alcoholism in India, Myths associated with them, Health hazards associated with them and how they have become silent killers

4.2 Socio-economic impact:

Socio-economic impact of Drug and Tobacco addiction and alcoholism:

Loss of physical and mental strength, Loss of character, Loss of family ties and relationship, Loss of earning and livelihood potentials, Loss of societal respect and dignity etc

4.3 Law to Address this Problem:

Silent features of social legislations such as NDPS Act, 1985 and COTPA Act, 2003, Mechanism and Government Schemes for prevention, deaddiction and rehabilitation

4.4 Role of Stake-holders:

Provision of Tobacco free campus and role of students, Role of students in their family and immediate surroundings, Role of NGOs and other agencies

Course Outcomes:

3. Morality: Students will be able to choose the right path in their life through proper guidance and teaching of relevant law and regulation in the present society.
4. It will further help them to adopt healthy lifestyle.

SEMESTER-V

C-5.1: MODERN EUROPEAN DRAMA

Full Marks – 100

Mid Sem – 20/1hr

End Sem – 80/3hrs

Introduction:

The aim of this paper is to introduce the student to the best of experimental and innovative dramatic literature of modern Europe.

UNIT- I: Historical Review

Politics, social change and the stage; text and performance; European Drama: Realism and Beyond; Tragedy and Heroism in Modern European Drama; The Theatre of the Absurd

UNIT- II: Henrik Ibsen

Ghosts

UNIT- III: Samuel Beckett

Waiting for Godot

UNIT- IV: Bertolt Brecht

Life of Galileo

Text Books:

2 Texts prescribed in Units 1, 2, 3, 4

Web Resources:

- ❖ Beckett: <https://resources.saylor.org/wwwresources/archived/site/wp-content/uploads/2011/01/Waiting-for-Godot.pdf>
- ❖ Ibsen: <http://www.gutenberg.org/files/8121/8121-h/8121-h.htm>

Reference Books:

- ❖ Constantin Stanislavski, *An Actor Prepares*, Chap. 8,
- ❖ 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp. 121-5, 137-46.
- ❖ Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68-76, 121-8.
- ❖ George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303-24.
- ❖ Styan, J.L. *Modern Drama in Theory and Practice II: Symbolism, Surrealism, and the Absurd*. Cambridge Univ. Press.

1981

- ❖ Bloom, Harold. *Samuel Beckett's Waiting for Godot*.
- ❖ Raymond Williams, *Drama from Ibsen to Brecht*

- ❖ Jean Genet, Reflections on Theatre (London: Faber & Faber) Chapter 2: "The Strange World Urb..." pp. 63-74.
- ❖ *Theatre of Absurd*. Martin Esslin

Course Outcome:

1. Modern European Drama: An elaborate study of the evolution of Drama in Modern Europe.
2. An enlightened study of theories behind Existential Crisis, The Theatre of Absurd, The role of fate and will power, Modern tragedy through various representative texts.

C-5.2: INDIAN CLASSICAL LITERATURE

Full Marks – 100
Mid Sem – 20/1hr
End Sem – 80/3hrs

Introduction:

This paper seeks to create awareness among the students of the rich and diverse literary and aesthetic culture of ancient India.

UNIT- I:

Introduction to the history and genesis of Indian Classical Literature

UNIT- II: Sanskrit Drama-1

Kalidasa, *Abhijnanasakuntalam*, Act IV, tr. M.R.Kale, Motilal Banarasi Dass, New Delhi

UNIT- III: Sanskrit Drama-2

Mrcchakatika by Sudraka, Act I, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasi Dass, 1962)

UNIT- IV: Aesthetics and Maxims

Bharata's *Natyasastra*, Chapter VI on Rasatheory

Text Books:

1. Texts prescribed in units II, III, IV

Reference Books:

- ❖ Kalidasa. Critical Edition. Sahitya Akademi
- ❖ Bharata's *Natyashastra*. English Translation by M.M. Ghosh. Vol 1. 2nd edition. Asiatic Society, Kolkata, 1950. Ch.6 "Sentiments". Pp. 158-95
- ❖ J.A.B. Van Buitenen, "Dharma and Moksa" in Roy W. Perrett, Ed. *Indian Philosophy*. Vol 5, *Theory of Value: A Collection of Readings*. New York: Garland, 2000. Pp. 33-40
- ❖ Vinay Dharwadkar, "Orientalism and the Study of Indian Literature", *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
- ❖ Haldhar Panda, *Universals of Poetics*

Course Outcome:

1. Indian Classical Literature: Students will be able to study the genesis of rich and diverse literary and aesthetic culture of ancient India through various genres.
2. Students will be able to experience a deep reading of Indian Classics.

DSE-5.3: LITERARY THEORY

Full Marks – 100
Mid Sem – 20/1hr
End Sem – 80/3hrs

Introduction:

This paper seeks to expose the students to the basic premises and issues of major theoretical approaches to literary texts.

UNIT- I:

New Criticism ("Language of Paradox" by Cleanth Brooks)

UNIT-II:

Marxist Criticism (Terry Eagleton: "Literature and Ideology" from *Marxism and Literary Criticism*)

UNIT-III:

Feminist Criticism (*Second Sex*, Vol I Introduction "Facts and Myths")

UNIT-IV:

Structuralism ("The Nature of Linguistic Sign" by Saussure)

TextBooks:

1. Texts prescribed in Units 1, 2, 3, 4

ReferenceBooks:

- ❖ Peter Barry, *Beginning Theory*
- ❖ Terry Eagleton, *Literary Theory*
- ❖ David Lodge, ed. *Twentieth Century Criticism*
- ❖ David Lodge, ed. *Modern Criticism and Theory: A Reader*

- ❖ Jonathan Culler, "In Pursuit of Signs"
- ❖ Tony Bennett, *Formalism and Marxism* (New Accents)

Course Outcome:

1. Literary Theory: Students will be able to understand some major theoretical approach to various literary texts. It will also enable their research quality and provide various perception to study literary texts.

DSE-5.4: WORLD LITERATURE

Full Marks – 100
Mid Sem – 20/1hr
End Sem – 80/3hrs

Introduction:

This paper proposes to introduce the students to the study of world literature through a representative selection of texts from around the world. The idea is 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.

UNIT- I: European

Albert Camus: *The Outsider*

UNIT- II: Caribbean

V.S. Naipaul: *A Bend in the River*

UNIT- III: Canadian Short Fiction

Alice Munroe: "The Bear Came Over the Mountain", "Face"

UNIT-IV: Latin American Poetry

- i. Pablo Neruda: "Tonight I can Write" and "Everyday you play"
- ii. Octavio Paz: "Between going and staying the day wavers" and "Motion"

Text Books

1. Texts prescribed in Units 1, 2, 3, 4

Web Resources:

- ❖ Alice Munro's short Stories <http://www.newyorker.com/magazine/2013/10/21/the-bear-came-over-the-mountain-2>, <http://www.newyorker.com/magazine/2008/09/08/face>
- ❖ Poems of Octavio Paz http://www.poetrysoup.com/famous/poems/best/octavio_paz

Reference Books:

- ❖ *Weltliteratur*: John Wolfgang von Goethe in *Essay 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
- ❖ Goethe's "World Literature Paradigm and Contemporary Cultural Globalization" by John Pizer "Something Will Happen to You Who Read": Adrienne Rich, Eavan Boland by Victor Luftig. JSTORiv. *Comparative Literature* University of Oregon.
- ❖ "WLT and the Essay" *World Literature Today* Vol.74, No.3, 2000. JSTOR Irish University Review, Vol.23 Spring 1, Spring-Summer.
- ❖ What is world Literature? (Introduction) David Damrosch <http://press.princeton.edu/chapters/i7545.html>
- ❖ Tagore's comparative world literature https://www.academia.edu/4630860/Rabindranath_Tagores_Comparative_World_Literature

Course Outcome:

1. World Literature: An enlightened study of the world canon through a representative selection of texts written in different languages other than English from the world.

AECC-5.5 (EV-V) : ETHICS & VALUES

UNIT-V: Vulnerable Sections of Society: Understanding their Issues

End Sem – 25 Marks
Full Marks – 25 Marks

5.1 Extent of the Problem:

Extent of Drug and Tobacco addiction and alcoholism in India, Myths associated with them, Health hazards associated with them and how they have become silent killers

5.2 Socio-economic impact:

Socio-economic impact of Drug and Tobacco addiction and alcoholism:

Loss of physical and mental strength, Loss of character, Loss of family ties and relationship, Loss of earning and livelihood potentials, Loss of societal respect and dignity etc

5.3 Law to Address this Problem:

Silent features of social legislations such as NDPS Act, 1985 and COTPA Act, 2003, Mechanism and Government Schemes for prevention, deaddiction and rehabilitation.

- 5.4 **Role of Stake -holders:**
Provision of Tobacco free campus and role of students, Role of students in their family and immediate surroundings, Role of NGOs and other agencies

Course Outcome:

5. Morality: Students will be able to choose the right path in their life through proper guidance and teaching of relevant law and regulation in the present society.
6. It will further help them to adopt healthy lifestyle.

SEMESTER-VI

C-6.1: POSTCOLONIAL LITERATURES

Full Marks – 100
Mid Sem – 20/1hr
End Sem – 80/3hrs

Introduction:

This paper seeks to introduce the students to postcolonial literature — a body of literature that responds to European colonialism and empire in Asia, Africa, Middle East, the Pacific and elsewhere. The paper aims to provide the students with the opportunity to think through the layered response – compliance, resistance, mimicry, subversion – that is involved in the production of post-independence literature

UNIT- I:

Postcolonialism: Elleke Boehmer (From *Literary Theory and Criticism* Ed. Patricia Waugh)

- a. The post in Postcolonial,
- b. Movements and theories against Empire
- c. Leading Postcolonial Thinkers (Frantz Fanon, Edward Said, Gayatri Spivak, Homi Bhabha)

UNIT-II: Raja Rao

Kanthapura

UNIT- III: Jean Rhys

Wide Sargasso Sea

UNIT- IV: Athol Fugard

Blood Knot

Text Books:

1. Texts prescribed in Units 1, 2, 3, 4

Reference Books:

- ❖ Chinua Achebe: "English and the African Writer" (Available online)
- ❖ Ngugi wa Thiong'o: "The Quest for Relevance" from *Decolonizing the Mind: The Politics of Language in African Literature*
- ❖ Leela Gandhi, *Postcolonial Theory: An Introduction*. OUP, 1998.
- ❖ Bill Ashcroft, Gareth Griffin, Helen Tiffin, *The Empire Writes Back: Theory and Practice of Post-Colonial Literature*.
- ❖ Edward Said. *Orientalism*.

Course Outcome:

1. Postcolonial Literature: A better understanding of the socio-political scenario of Colonial and Postcolonial India and other colonial countries like Asia, Africa, Middle East, and the Pacific and elsewhere. Students will be able to think and read between the lines through post-independence literature.

C-6.2: POPULAR LITERATURE

Full Marks – 100
Mid Sem – 20/1hr
End Sem – 80/3hrs

Introduction:

This paper seeks to introduce the student to genres such as children's literature, detective fiction and campus fiction, which have a "mass" appeal, and can help us gain a better understanding of the popular and folk roots of literature.

UNIT- I: Introduction to the concept

- a. What is popular literature?
- b. Debate between popular and high cultures ('highbrow' v/s 'lowbrow')
- c. What is Genre fiction?
- d. Debate between genre fiction and literary fiction

Essays for discussion:

- Lev Grossman: "Literary Revolution in the Supermarket Aisle: Genre Fiction is Disruptive Technology" <http://entertainment.time.com/2012/05/23/genre-fiction-is-disruptive-technology/>
- Arthur Krystal: "Easy Writers: Guilty pleasures without guilt" <http://www.newyorker.com/magazine/2012/05/28/easy-writers>
- Joshua Rothman: "A Better Way to Think About the Genre Debate" <http://www.newyorker.com/books/joshua-rothman/better-way-think-genre-debate>
- Stephen Marche: "How Genre Fiction Became More Important than Literary Fiction" <http://www.esquire.com/entertainment/books/a33599/genre-fiction-vs-literary-fiction/>

UNIT- II: Children's Literature

Lewis Carroll: *Alice in Wonderland*

UNIT- III: Detective Fiction

Arthur Conan Doyle: *The Hound of the Baskervilles*

UNIT- IV: Campus Fiction

Chetan Bhagat: *Five Point Someone*

Text Books:

1. Essays given for discussion under unit I and Texts prescribed in Units 2, 3, 4

Reference Books:

- ❖ Leslie Fiedler, "Towards a Definition of Popular Literature" in *Super Culture: American Popular Culture and Europe*. E. D. C. W. E. Bigsby. pp. 29-38
- ❖ Leo Lowenthal, *Literature, Popular Culture and Society*
- ❖ Felicity Hughes, "Children's Literature: Theory and Practice" in *English Literary History*. Vol. 45, 1978. pp. 542-61.
- ❖ Raymond Chandler, "The Simple Art of Murder", *Atlantic Monthly*. Dec. 1944 (available at <http://www.en.utexas.edu/amlitprivate/scans/chandlerart.html>)
- ❖ *Popular Fiction: Essays in Literature and History* by Peter Humm, Paul Stigant, Peter Widdowson
- ❖ Sumathi Ramaswamy, "Introduction", in *Beyond Appearances?: Visual Practices and Ideologies in Modern India*. Pp. xiii-xxix

Course Outcome:

1. Popular Literature: An extensive study of the difference of High brow and Low brow literature through various genres of popular literature like children's literature, detective fiction, and campus fiction.

DSE-6.3: PARTITION LITERATURE

Full Marks – 100
Mid Sem – 20/1hr
End Sem – 80/3hrs

Introduction:

This paper seeks to expose the student to some significant writings on Indian partition, which brought untold misery to those who lost lives and homes. The issues of loss, trauma, communalism etc. are explored by the texts.

UNIT- I: Defining partition literature

Ritu Menon and Kamla Bhasin, 'Introduction' from *Borders and Boundaries* (New Delhi: Kali for Women, 1998)

UNIT-II:

W.H. Auden "Partition", Agha Shahid Ali, "Learning Urdu", "The Dawn of Freedom" Faiz Ahmad Faiz

UNIT- III: Bapsi Sidhwa

Ice-candy-man

UNIT-IV:

- i. Sadat Hassan Manto, "Toba Tek Singh" (from *Mottled Dawn*, Penguin India)
- ii. Rajinder Singh Bedi, "Lajwanti" (Trans. Khushwant Singh)
- iii. Lalithambika Antharajanam, "A Leaf in the Storm"

Text Books:

1. Texts prescribed in Units 1, 2, 3, 4
2. (*Mottled Dawn* for Manto and Bedi in UNIT - IV, Penguin India)
3. *Borders and Boundaries*. New Delhi: Kali for Women, 1998

Reference Books:

- Sukrita P. Kumar, "Narrating Partition" (Delhi: Indialog, 2004)
- Urvashi Butalia, "The Other Side of Silence: Voices from the Partition of India" (Delhi: Kalika Women, 2000)
- Sigmund Freud, "Mourning and Melancholia" in *The Complete Psychological Works of Sigmund Freud*, tr. James Strachey (London: Hogarth Press, 1953) pp. 304-53.

Course Outcome:

1. Partition Literature: An elaborate study of some significant writings on Indian partition that reflects the unheard miseries, loss, trauma and communalism of Pre-Independent India.

DSE-6.4: WRITING FORMASSMEDIA

Full Marks – 100
Mid Sem – 20/1hr
EndSem – 80/3hrs

UNIT- I:

History of English in India, Brief history of Journalism in English in India, Status of English in India, Indian writers of English and their treatment of the English language and non-native variety

UNIT-II:

Writing for the Print Media: News Stories, Features, Editorials (The teacher is required to cite examples and use material from mass media)

UNIT-III:

- Writing for the Electronic Media
- Advertisement caption writing and tag lines (print and electronic)

UNIT-IV:

- Email, Blogs, Social networking
- Internet Journalism

Reference Books:

- ❖ Rangaswamy Parthasarathy, *Journalism in India: From the earliest times to the present day*, Sterling.
- ❖ SV Parasher, *Indian English: Functions and Form*, Bahri Publications.
- ❖ Stephen McLaren, *Easy Writer*
- ❖ AR Parhi, *Indian English through Newspapers*, Concept Publications.
- ❖ GLLabru, *Indian Newspaper English*, BR Publishing House.
- ❖ Vinod Dubey, *Newspaper English in India*, Bahri Publications.
- ❖ Kachru, Braj: *from Indianization of English*
- ❖ Dutta and Parhi, 'Prospect of Electronic Media as Curriculum in Non-Native Contexts', I-Manager's *Journal on English Language Teaching*. (2014)
- ❖ Aijaz Ahmed: 'Disciplinary English: Third-Worldism and Literature'.
- ❖ Narasimhaih; C.D. (ed.): *Awakened Consciousness: Studies in Commonwealth Literature*, New Delhi: Sterling.
- ❖ Omkar N. Koul: *English in India: Theoretical and Applied Issues*. New Delhi: Creative Publishers.

Course Outcome:

- Comprehensive Language Proficiency: Our program ensures that students attain an advanced level of proficiency in the English language, allowing them to engage in scholarly discourse, research, and creative expression with utmost fluency and precision.
- Research Competence: We equip our students with the skills required to engage in academic research effectively. They will produce well-documented research papers, grounded in both primary and secondary sources.
- Effective Written and Oral Communication: Graduates will demonstrate the ability to communicate their ideas persuasively through both written and oral forms, preparing them for academic, professional, and public engagements.
- Preparation for Advanced Studies and Careers: The program not only prepares students for advanced studies in English and related fields but also equips them for a variety of careers, including teaching, writing, journalism, publishing, and numerous other professional pathways.

OR

DSE-6.4: DISSERTATION/RESEARCH PROJECT

Full Marks – 100
EndSem Project – 100

College can give this choice only for students with above 60% aggregate marks

Introduction and Course Outcome

A project is an individual or collaborative activity that is carefully planned to achieve a particular aim. An undergraduate project is individual research by students to i. understand in-depth a particular topic or fact in their field of study, and ii. Strengthen their understanding of research processes and methods. Undergraduate research is inquiry-based learning that involves practical work, and not just listening to classroom teaching and personal reading. Students learn to apply

what they study in their courses to appreciate different aspects of their field better by working independently on the projects. At the same time, they contribute something original to the courses they study. An undergraduate research project is expected to explore specific topics within the field of study of the students. The project should make an original contribution to the discipline in some manner. The results of quality undergraduate research can be presented in seminars and conferences, and published in research journals dedicated specifically to such work or in traditional academic journals with the student as a co-author. There are many benefits of undergraduate research including, but not limited to, real world applications, research and professional experience, and better relationships between faculty and students. Relating coursework to out-of-class experiences, student's ability to work and think independently, take responsibility for their own learning, and take initiative to solve problems on their own rather than relying on experts for answers. They also learn to work in collaboration in interdisciplinary research. Most of all, projects help students learn a variety of skill sets to make them confident and competent in their future career.

The research process

Typically, all research answer three questions: *what*, *why* and *how*. The *what* states the research question to be investigated in a project. The *why* explains the purpose of the research and also every step undertaken to conduct the research. The *how* describes the stages of the research procedure. To understand the process of research and to practically conduct any requires a good background in research methodology. Students may study research methodology before undertaking their projects.

PATTERN OF EXAMINATION

MID-SEMESTER ASSESSMENT

Presentation of the project

synopsis Synopsis to include:

- i. Research statement/question and its rationale
- ii. Review of literature stating the validity of the project
- iii. Discussion of the research steps
- iv. Possible conclusion/s
- v. Contribution of the project to the existing body of research
- vi. References

SEMESTER FINAL EXAMINATION

A project of at least 3000 words to be submitted in the following structure:

- Research question - a short statement
- Rationale of the research
- Introduction of the research
- Review of literature relating the review to the research question and the research Introduction
- Data collection and interpretation
- Discussion of the findings; conclusions drawn
- Contribution of the project to the existing body of research
- Directions for future research
- Works cited section

Reference Books

- ❖ John Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications. 2009
- ❖ K. S. Mantray, *Academic and Research Writing*. Orient Blackswan. 2015
- ❖ Sword, H. *Stylish Academic Writing*. Harvard University Press. 2012
- ❖ Norman Denzin, *Sage Handbook of Qualitative Research*. Sage Publications. 2005
- ❖ Kothari & Garg, *Research Methodology*. New Age Publishers
- ❖ Deepak Chawla & Neena Sondhi, *Research methodology: Concepts & Cases*. Vikas Publishing

AECC-6.5 (EV-VI): ETHICS & VALUES

UNIT-VI: Environmental & Techno Ethics

End Sem – 25 Marks

Full Marks – 25 Marks

6.1 Environmental Ethics:

Types of Ecological Values, Environmental Values & Valuing Nature, Equitable use of Resources, Role of Individual in the conservation of resources for future generation, Bio-Ethics-Genetic manipulation in plants and animals for benefits of society and cruelty against animal.

6.2 Promotion of Green Technology:

Goal of Green Technology: Reduce recycling, **Renew** (removal of chemicals),

Refuse and Responsibility.

Green Technology in relation to: Energy and Construction.

6.3 Ethics and Technology:

Ethics and Technology with reference to Science, gadget, machine etc. and interaction with each other,

Agricultural, Industrial, Digital, Globalized Age etc

6.4 Judicious Use of Technology:

Judicious use of Mobile Phones, Electrical machines, Plastics, Television, Computers and their harmful effects

Ethics and Use of Digital Technology: Cyberethics- Crimes and Ethical hacking,

Ethics of social media: WhatsApp, Facebook, Twitter and others

Course Outcome:

1. Preparation for Further Studies and Careers: The program prepares students for advanced studies in English and related fields, as well as for careers in education, writing, journalism, publishing, and more.
2. Critical Thinking and Problem Solving: The program fosters the development of critical thinking skills, allowing students to dissect complex issues, formulate persuasive arguments, and propose innovative solutions.
3. Proficiency in modern technology and AI : Students will be able to upgrade themselves and it will help them immensely to perform better in their personal and professional life.

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