

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

(Session: 2026-27)



ENGLISH

**School of English, Gangadhar Meher University
Sambalpur, Odisha**

STRUCTURE

Semester	Course		Course Code	Course Title	Credit
I	Core	Major	Major-I-P-I	Introduction to Literary Studies	4
	Core	Major	Major-I-P-II	Introduction to Language and Linguistics	4
	Core	Minor	Minor-I-P-I	Introduction to Language and Linguistics	4
	Multidisciplinary Courses	Multidisciplinary	MDC-I	Professional Writing	3
	Ability Enhancement Courses	Compulsory	AEC-I	Sanskrit/Hindi/Odia	4
	Value Added Courses	Compulsory	VAC-I	EVS	3
II	Core	Major	Major-I-P-III	British Poetry and Drama	4
	Core	Major	Major-I-P-IV	European Classical Literature	4
	Core	Minor	Minor-II-P-I	British Poetry and Drama	4
	Multidisciplinary Courses	Multidisciplinary	MDC-II	Gender and Human Rights	3
	Ability Enhancement Courses	Compulsory	AEC-II	English Communication	4
	Skill Enhancement Courses	Compulsory	SEC-I	Soft Skills	3
III	Core	Major	Major-I-P-V	Indian Classical Literature	4
	Core	Major	Major-I-P-VI	British Poetry and Drama (17 th and 18 th Century)	4
	Core	Major	Major-I-P-VII	British Prose (18 th Century)	4
	Core	Minor	Minor-I-P-II	Indian Classical Literature	4
	Multidisciplinary Courses	Multidisciplinary	MDC-III	Writing for Mass Media	3
	Value Added Courses	Compulsory	VAC-II	Ethics and Values	3
IV	Core	Major	Major-I-P-VIII	The Romantic Revival and English Literature of the	4

				Period	
	Core	Major	Major-I-P-IX	The Victorian Era	4
	Core	Major	Major-I-P-X	The American Literary Renaissance	4
	Core	Minor	Minor-II-P-II	The Romantic Revival and English Literature of the Period	4
	Community Engagement & Services/Field Work /Internship	CES/FW			4
V	Core	Major	Major-I-P-XI	Introduction to Indian Writing in English	4
	Core	Major	Major-I-P-XII	Literary Criticism from Plato to Leavis	4
	Core	Major	Major-I-P-XIII	Modern English Literature	4
	Core	Minor	Minor-I-P-III	Introduction to Indian Writing in English	4
	Skill Enhancement Courses	Compulsory	SEC-II	Translation Skills	3
	Value Added Courses	Compulsory	VAC-III	IKS	3
VI	Core	Major	Major-I-P-XIV	Literatures from the World-I	4
	Core	Major	Major-I-P-XV	Indian Myths and Epics: New Perspectives	4
	Core	Minor	Minor-II-P-III	Indian Myths and Epics: New Perspectives	4
	Skill Enhancement Courses	Compulsory	SEC-III	Introduction to Proofreading and Copyediting	3
	Value Added Courses	Compulsory	VAC-IV	Introduction to Creative Writing	3
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Programme Objectives (POs)

The objectives of the B.A. (Honours) English programme are:

- Provide students with an in-depth knowledge and understanding through core courses that form the foundation of English studies.
- Core courses include Classical Literature, British Literature, Comparative Literature, Indian Literature, American Literature, World Literature, Popular Literature, Translation, Language and Linguistics, and English Language Teaching (ELT).
- Offer specialized and interdisciplinary content through AEC, SEC, VAC, and Community Engagement courses, broadening the students' knowledge base.
- Equip students with tools to apply theoretical frameworks and criticism through the Literary Theory course.
- Demonstrate how research leads to new insights and discoveries through the project component.

Programme Specific Outcomes (PSOs)

- Understand the fundamentals of English Literature and language, especially key concepts in Classical Literature, British Literature, American Literature, Translation, Language and Linguistics, ELT, Media Writing, Editing and Proofreading, Communication Skills, and Professional Writing.
- Develop critical thinking and analytical skills to evaluate literary theories.
- Gain practical experience for advanced literary studies.
- Enhance language proficiency through hands-on learning.
- View English Literature, Language, and Linguistics as a training ground for developing critical thinking and logical reasoning, applicable across diverse fields.
- Appreciate the nuances of the English language, its connotations, and the didactic purposes of literature.
- Recognize the historical, social, and cultural contexts of literary works, making connections between literature and society, and appreciating literature's emotional impact.
- Cultivate an aesthetic and cultural sensitivity towards literature.
- Present a comprehensive view of the cultural and social patterns of specific times and contexts, covering various aspects of human life—rational, irrational, carnal, and emotional.
- Increase awareness of literature written or translated in English-speaking countries like the UK and the USA.
- Deepen the understanding of the history, narrative techniques, drama, and fiction from Britain, America, and India.
- Enhance knowledge of the fundamental tenets of Classical Literature.
- Develop an understanding of 'New Literatures' and distinguish it from terms like Commonwealth Literature.
- Gain insights into world literature and explore relevant issues like feminism, racism, and diasporic experiences.
- Provide job opportunities through skill-based courses.
- Foster creative engagement in activities like scriptwriting and dialogue writing, and encourage students to utilize their creative potential through digital platforms like blogging.
- Engage students with strategies for drafting, revising, writing styles, and analytical skills, fostering their ability to think critically and communicate effectively.
- Demonstrate the ability to comprehend and respond to aural and visual information.
- Understand translation as a valuable tool for bridging linguistic regions.
- Help students develop intellectual flexibility, creativity, and cultural literacy for lifelong learning.

- Acquire foundational skills for pursuing translation as a research area or career.
- Introduce learners to the evolving media landscape, particularly in content production.
- Equip students with skills in reporting, editing, and feature writing for careers in media and journalism.
- Deepen knowledge of English literature for higher studies.
- Prepare students for competitive exams.
- Open pathways to careers as writers, editors, content developers, teachers, and more.

SEMESTER-I

Core I, Paper-I: Introduction to Literary Studies

Course Objectives:

- Introduce students to key questions concerning the nature of literature.
- Provide an understanding of major literary genres and an overview of their formation.
- Serve as a foundational course for students majoring in English, offering a general introduction to literature and fostering deeper engagement throughout the program.
- Enhance students' proficiency in reading, enabling them to respond to texts, draw insights, and appreciate different cultures while relating events and characters to their own lives.
- Expose students to models of good writing and develop their intellectual, spiritual, emotional, and physical potential in a holistic, balanced manner.
- Encourage high social standards through the integration of literature with broader human values.

Unit 1:

- What is literature?
Discuss the relationship between literature and society, life, science, the literary canon, genres, 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: Poems to be studied:

- "Sonnet 130" by William Shakespeare
- "The Skylark" by P.B. Shelley
- "The Human Seasons" 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: Prose to be studied:

- "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 Way to Equal Distribution" by Mahatma Gandhi
- "A Call to Youth" by S. Radhakrishnan

Unit 4: Drama to be studied:

- *Doctor Faustus* by Christopher Marlowe (Act 5)

Course Learning Outcomes:

- **CO1:** Identify and recall key literary terms, genres, and theories related to the study of literature.
- **CO2:** Explain the relationship between literature and broader social, cultural, and historical contexts, demonstrating an understanding of the significance of various literary forms.
- **CO3:** Apply critical and theoretical frameworks to analyze selected literary texts, illustrating their relevance to contemporary and historical issues.
- **CO4:** Analyze different literary genres such as poetry, prose, and drama to explore their structural elements, themes, and stylistic features.
- **CO5:** Evaluate the ethical, cultural, and humanistic values expressed in literary works and assess their relevance to personal, social, and global issues.

Prescribed Texts:

- Hillis Miller, "What Is Literature?" *Canvas*.
- *The Norton Introduction to Literature*. Introduction (1-13).
- Eagleton, Terry. "What Is Literature?" *An Introduction to Literary Theory*, Blackwell Publishing, 1983, 1996.
- *The Widening Arc: A Selection of Prose and Stories*, edited by Asima Ranjan Parhi et al.
- James, Henry. "The Art of Fiction." *Internet Archive*, archive.org/details/art_of_fiction.
- *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., Pearson, 2019.
- Gardner, Janet E., et al. *Literature: A Portable Anthology*. 2nd ed., Bedford/St. Martin's, 2013.
- Shelley, Mary. *Frankenstein* (Case Studies in Contemporary Criticism). Bedford/St. Martin's, 2006.
- Mays, Kelly J. *The Norton Introduction to Literature*. Portable 13th ed., W.W. Norton & Company, 2021.
- Forster, E.M. *Aspects of the Novel*. Harcourt, 1927.

Core I, Paper-II/ Core II, Paper-I
Introduction to Language and Linguistics

Course Objectives:

- The course aims to familiarize students with the subject of linguistics and prepare them for further in-depth study of language-related issues.
- It will provide students with an understanding of language evolution, structure, and the way it functions.
- The course aims to develop students' knowledge of linguistic signs, language structure, the correlation between linguistic and mental processes, language and speech, types of language units, writing systems, linguistic diversity, etc.
- Students will learn how language functions in society and how it is refined and reshaped by multiple factors.

Unit-1: Human Language and Society

- Language and human communication; differences from other forms of communication
- Artificial Intelligence and Human Language

Unit-2: Linguistics and Language

- What is linguistics?
- Development in the History of Linguistic Studies
- Contribution of linguistics to other areas of human inquiry
- Linguistics for jobs

Unit-3: Phonetics

- Phonetics, and Accuracy in pronunciation
- IPA (International Phonetic Alphabet)
- Stress and Intonation
- Morphology

Unit-4: Word Formation Processes

- Nature of sentences and connected Texts
- Syntax and discourse
- Language and Meaning: Semantics

(The teacher needs to introduce learners to these areas without delving too deeply into linguistic inquiry.)

Course Learning Outcomes:

- **CO1:** Identify and recall fundamental concepts in linguistics, including language evolution, structure, and linguistic signs.
- **CO2:** Explain the relationship between language, mental processes, and speech, demonstrating an understanding of how these elements interact in communication.
- **CO3:** Analyze various types of language units and writing systems to understand linguistic diversity across cultures.
- **CO4:** Assess the role of language in society and how it is shaped by social, cultural, and historical factors.
- **CO5:** Apply linguistic knowledge to explore how language is refined and reshaped by various influences in society.

Prescribed Texts:

- Varshney, R.L. *An Introductory Text Book on Linguistics and Phonetics*.
- Jenkins, Jennifer. *Global Englishes: A Resource Book for Students*. 3rd ed., Special Indian Edition, Routledge, 2016.
- Ekmanjian, et al. *An Introduction to Language and Communication*.
- Parhi, A.R. *Indian English through Newspapers*. Concept Publishing Company, 2008.

Suggested Readings:

- Crystal, David. *Linguistics*.
- Parhi, Asima Ranjan. "Localising the Alien: Newspaper English and the Indian Classroom." *English Studies in India*, Springer, 2018. E-book, ISBN: 978-981-13-1525-1.
- Kachru, Braj B. *The Indianization of English*. Oxford University Press.
- Panigrahi, Tanutrushna. *Communicative Competence*. Notion Press Publishing, India, Malaysia, and Singapore.
- Crystal, David. *English as a World Language*.
- Prasad, Tarni. *A Course in Linguistics*. PHI.
- Mathews, P.H. *Linguistics: A Very Short Introduction*. Oxford University Press.

Students are encouraged to refer to online resources for additional learning.

Multidisciplinary Course

MDC-I: Professional Writing

Course Objectives:

- The course aims to teach students to write grammatically correct, clear, and effective prose and apply these skills to workplace writing.
- It seeks to help students develop writing skills and acquire the knowledge to apply these skills in standard workplace document formats.
- The course includes studying writing in various professional contexts, with an emphasis on assessing rhetorical situations and crafting messages to inform and persuade diverse audiences across multiple forms and formats.

Unit-1

- Writing: Definition and Requirement
- Writing Process: Prewriting, Writing, and Post-Writing
- Basic Writing Skills
- Plain English

Unit-2

- Genres of Writing: Persuasive, Expository, Narrative, Descriptive, and Argumentative

Unit-3

- Basic Forms: Letters, Applications, Memos, Notices, and Minutes
- Advanced Forms: Presentations, Proposals, and Reports

Unit-4

- The Elements of Style: Grammar, Usage, and Mechanics

Course Learning Outcomes:

- **CLO 1:** Recall the basic principles of grammar and workplace writing conventions, and demonstrate an understanding of different workplace document formats and rhetorical strategies involved in professional writing.
- **CLO 2:** Apply knowledge of grammar and writing strategies to produce clear, concise, and effective workplace documents, such as emails, reports, and proposals.
- **CLO 3:** Analyse rhetorical situations in professional contexts to determine the most appropriate tone, style, and format for diverse audiences.
- **CLO 4:** Critically assess and revise workplace documents to improve clarity, persuasiveness, and overall effectiveness.
- **CLO 5:** Compose original professional documents that effectively inform and persuade, tailored to specific rhetorical situations and workplace needs.

Prescribed Texts:

- Malone, Michael S. *The Craft of Professional Writing*. 2nd ed.,
- Parhi, Pati, Mohol, et al. *Literature and Art of Communication*. Cambridge University Press, 2019.
- Terk, Natasha. *Professional Writing Skills: A Write It Well Guide*.

Suggested Readings:

- Huddleston, R., and Geoffrey K. Pullum, eds. *A Student's Introduction to English Grammar*. Cambridge University Press, 2005.
- *MLA Handbook for Writers of Research Papers*. 8th ed., Modern Language Association of America, 2021.
- Thill, John V., and Courtland L. Bovee. *Excellence in Business Communication*.
- Zinsser, William. *On Writing Well*.
- *Wharton Communication Program Library*.
- *E-Resources at OSOU*.

Scheme of Evaluation

- **Midterm Test: 20 Marks**
 - 5 x 1 = 5 marks (short answer, short notes, comprehension questions)
 - 5 x 1 = 5 marks (analytical, perspective-based, and critical analysis questions)
 - 5 x 2 = 10 marks (activities, practice tasks, reports, case studies, response papers, assignments, etc.)

The teacher has the flexibility to conduct internal examinations or assess students' learning outcomes through activities, short projects, case studies, etc., with all 20 marks or in parts.

Final Examination: 80 marks

Unit 1: 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

SEMESTER-II

Core I-Paper-III/ Minor-II, Paper-I: British Poetry and Drama

Course Objectives:

- The course seeks to provide students with a historical background of the literature of the time.
- It aims to introduce students to British poetry and drama from the 14th to the 17th centuries.
- **It offers students an exploration of seminal texts that set the course of British poetry and plays.**

Unit 1: A Historical Overview: The period is remarkable in many ways. The 14th-century poetry evokes an unmistakable sense of modernity, while the spirit of the Renaissance is evident in Elizabethan drama. The Reformation brings sweeping changes in religion and politics, marking a period of intellectual and geographical expansion.

Unit 2: Geoffrey Chaucer: *The Wife of Bath's Tale*

Unit 3: Poetry

- Thomas Campion: *Follow Thy Fair Sun, Unhappy Shadow*
- Sir Philip Sidney: *Leave, O Love, which reachest but to dust*

- Edmund Waller: *Go, Lovely Rose*
- Ben Jonson: *Song to Celia*
- William Shakespeare: *Sonnet 18: Shall I compare thee to a summer's day?*

Unit 4: William Shakespeare: *Macbeth*

Course Learning Outcomes:

- **CLO 1:** Recall key literary movements and historical contexts influencing British poetry and drama.
- **CLO 2:** Develop an appreciation for the aesthetic and philosophical dimensions of British poetry and drama.
- **CLO 3:** Apply knowledge of literary analysis to compare and contrast different poetic and dramatic styles across time periods.
- **CLO 4:** Analyse themes, literary devices, and stylistic features in the prescribed texts.
- **CLO 5:** Evaluate major works in terms of their cultural, political, and literary significance.
- **CLO 6:** Create critical essays and comparative studies demonstrating an understanding of the evolution of British poetry and drama.

Prescribed Texts:

- Sanders, Andrews. *The Short Oxford History of English Literature*. Oxford: OUP.
- *Weller Series: Macbeth & Twelfth Night*.
- Loughlin, Marie, Sandra Bell, and Patricia Brace, eds. *The Broadview Anthology of Sixteenth-Century Poetry and Prose*. Broadview Press.
- All prescribed pieces are available as digital copies at [Internet Archive](#).

Suggested Readings:

- Chaudhury, Bibhash, and Basavaraj Naikar. *A History of English Literature: Traversing Centuries*. Orient Blackswan.
- Bloom, Harold. *Shakespeare: The Invention of the Human*. Riverhead Books.
- Roy, Mohit K., ed. *Madness as Method: A Study of Shakespearean Tragic Hero*. *Atlantic Critical Review*, Vol. 5, No.2, April-June 2006, pp.1-10.

Core I-Paper-IV: European Classical Literature

Course Objectives:

- The objective of this course is to introduce students to European Classical literature, which began 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 students with the origins of the European literary canon.
- It provides a historical overview of classical antiquity, including ancient Greece and the rise and decline of the Roman Empire.
- It facilitates discussions on the cultural history of the Greco-Roman world centered around the Mediterranean Sea.

Unit 1: Homer: *Odyssey* (Book I)

Unit 2: Sophocles: *Oedipus the King*

Unit 3: Aristophanes: *Frogs*

Unit 4: Longinus: *On the Sublime*, Chapters 7, 39

Course Learning Outcomes:

- **CLO 1:** Identify foundational texts of European Classical literature and explain their significance.
- **CLO 2:** Demonstrate an understanding of major themes, literary styles, and historical contexts of classical literature.
- **CLO 3:** Compare and contrast literary themes, styles, and historical contexts within classical texts.
- **CLO 4:** Examine the impact of Greco-Roman cultural history on literary production and reception.
- **CLO 5:** Assess the influence of classical literature on later literary traditions and thought.
- **CLO 6:** Develop well-structured critical responses and research-based analyses of European Classical texts.

Prescribed Texts:

- All texts are available for access on [Project Gutenberg](#).
- Available on [Internet Archive](#).

Suggested Readings:

- Ganguly, Amit, and Jay Bansal. *European Classical Literature*.
- Banerjee, Biplob. *Handbook on European Classical Literature*.
- Auerbach, Erich. *Mimesis: The Representation of Reality in Western Literature*. USA: Princeton University Press, 2013.
- Beye, Charles Rowan. *Ancient Greek Literature and Society*. Ithaca, New York: Cornell University Press, 1987.

MDC- II: Gender and Human Rights

Course Objectives:

- This course aims to create basic awareness about equality of opportunity and access to public services, sensitizing students to issues related to justice, civic and social rights, consumer rights, and responsibilities.
- It enhances understanding and sensitivity towards issues related to violence and identity, including linguistic, cultural, ethnic, and religious dimensions.
- Students will critically explore how gender is learned, its implications in everyday life, and its potential for transformation beyond traditional roles.
- The course examines gender within the framework of social institutions and how these institutions contribute to the reinforcement or disruption of gender roles.

Unit 1: Understanding Human Rights

- Meaning and concept of human rights
- Classification of rights: Natural, moral, and legal rights
- Universal Declaration of Human Rights: An overview

Unit 2: Human Rights in the Indian Context

- Human rights in India: Constitutional provisions and legal framework
- Role of the National Human Rights Commission (NHRC)
- Human rights of marginalized and vulnerable groups

Unit 3: Gender Studies and Legal Framework

- Meaning and concept of gender studies
- Theoretical approaches: Liberal, Marxist, and Radical feminism
- Gender and law: Legal rights of women in India

Unit 4: Gender and Society

- Gender in relation to religion, caste, and ethnicity
- Gender and the nation: Representation in decision-making processes
- Gender and the economy: Land rights and workplace issues

Course Learning Outcomes:

- **CLO 1:** Demonstrate a comprehensive understanding of human rights concepts and gender theories in theoretical and practical contexts.
- **CLO 2:** Analyse the impact of human rights frameworks on marginalized and vulnerable groups, particularly in India.
- **CLO 3:** Critique gender roles within different social institutions and assess their influence on societal structures.
- **CLO 4:** Evaluate the legal and policy frameworks that govern gender rights, justice, and workplace dynamics.
- **CLO 5:** Assess the representation of gender in decision-making processes, economic systems, and national governance.
- **CLO 6:** Propose innovative perspectives on gender equality and human rights to contribute to contemporary debates and reforms.

Prescribed Texts:

- *A World of Equals: A Textbook on Gender*, edited by Susie Tharu, A. Suneetha, Uma Maheswari Bhugubanda.
- *Introduction to Women, Gender, Sexuality Studies* by Miliann Kang, Donovan Lessard, Laura Heston, and Sonny Nordmarken.
- *Battered Women and Feminist Lawmaking and the Struggle for Equality* by Elizabeth M. Schneider.

Suggested Readings:

- Jaswal, P. S., and Nishtha Jaiswal. *Human Rights and the Law*. New Delhi: A.P.H. Publishing Corporation, 2010.
- Lauterpacht. *International Law and Human Rights*. Continent: Show String Prince Inc., 1968.
- Agarwal, H.O. *Human Rights*. Central Law Publications, Allahabad.
- Chandra, U. *Human Rights*. Allahabad Law Agency Publications.
- Yasin, Adil-UI, and Archana Upadhyay, eds. *Human Rights*. Akansha Publishing House, New Delhi, 2004.
- Bhasin, Kamala. *Understanding Gender*. New Delhi: Kali for Women, 2000.
- Geetha, V. *Theorizing Feminism Gender*. Kolkata: Bhatkal & Sen, 2000.
- Lips, Hilary M. *Gender: The Basics*. New York: Routledge, 2014.
- Menon, Nivedita. *Seeing Like A Feminist*. New Delhi: Penguin Books, 2012.
- Yadav, C. P., ed. *Encyclopedia of Women's Problems and Their Remedies*. New Delhi: Aninol Publications, 2007.

Scheme of Evaluation

Midterm Test: 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 has the flexibility to conduct internal assessments through activities, short projects, case studies, etc., from all 20 marks/in parts.

Final Examination: 80 Marks

- **Unit 1:** 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

AECC-II: English Communication

Total Marks: 100

Introduction

This course aims to develop students' proficiency in all aspects of language learning, including listening, speaking, reading, writing, grammar, and vocabulary. It is an activity-based, goal-oriented course designed to enhance students' communication skills, ensuring they can effectively express themselves in academic and professional contexts. Instead of fostering mere fluency, the course equips students with structured presentation and expression techniques. Reading exercises promote analytical and comprehension skills, while writing activities focus on sentence structure, paragraph development, and precis writing. The course also integrates interactive learning to build speaking and listening skills.

Course Objectives

- Develop essential communication skills to facilitate collaboration and effective interaction in academic and professional settings.
- Enable students to understand and practice different communication techniques.
- Enhance employability by equipping students with communication skills necessary for various social, academic, and professional situations.
- Strengthen students' ability to speak correctly, fluently, and intelligibly while also improving their listening comprehension.
- Improve reading and comprehension skills through exposure to diverse textual materials.
- Develop effective writing skills for different genres relevant to academic and professional requirements.
- Foster interpersonal skills and cultural awareness to function effectively in diverse social and professional settings.

General Pedagogical Principles

1. **Activity-Based Instruction** – Sessions will incorporate diverse activities tailored to different linguistic proficiency levels, with an emphasis on group work.
2. **Assessment through Periodic Tests** – Skills will be evaluated through oral and written tests focusing on practical applications.
3. **Integration of Technology** – Software and multimedia materials will be used to enhance language learning.
4. **Supplementary Resources** – Instructors will use various supplementary materials to enrich course content.
5. **Teacher Training** – Orientation programs and workshops will be organized to ensure effective course delivery.

Unit I: English Language and Communication: Introduction (9 hours)

- Communication models, types, and factors
- Verbal and nonverbal communication, body language, and bias-free communication
- Styles of communication: formal, informal, and semi-formal

Unit II: English Language and Communication: Listening and Speaking (9 hours)

- Types of listening: active, passive, empathic
- Effective speaking: fluency, accuracy, and clarity
- English pronunciation: vowel and consonant sounds, stress, intonation, and varieties of spoken English

Unit III: English Language and Communication: Reading and Writing (9 hours)

- Reading methods: skimming, scanning, and comprehension
- Writing process: brainstorming, drafting, revising, and editing
- Paragraph writing and academic writing

Unit IV: English Language and Communication: Grammar and Vocabulary (9 hours)

- Grammar in communication: tense, voice, modality, sentence structure

- Vocabulary development and its usage in communication

Course Learning Outcomes:

- **CLO 1:** Identify key communication models, styles, and types, and recognize their relevance in academic and professional settings.
- **CLO 2:** Explain the factors affecting communication, including nonverbal cues and cultural variations in body language.
- **CLO 3:** Demonstrate effective listening techniques and adapt speaking styles based on social, academic, and professional contexts.
- **CLO 4:** Differentiate between various reading and writing techniques, analyzing texts for tone, meaning, and purpose.
- **CLO 5:** Assess the effectiveness of written and spoken communication, identifying areas for improvement.
- **CLO 6:** Develop clear, coherent, and contextually appropriate written and spoken communications for diverse situations.

Suggested Readings:

- Das, Bikram, et al. *An Introduction to Professional English and Soft Skills*. Cambridge University Press, 2009.
- Donsbach, Wolfgang. *A Cognitive Approach to Language Learning*. Oxford University Press, 2008.
- Leech, Geoffrey. *Communicative Grammar of English*. Routledge, 2002.
- Swan, Michael. *Oxford Practical English Usage*. International ed., Oxford University Press, 2016.
- *Teaching the Spoken Language*. Cambridge University Press.
- *21st Century Communication: A Reference Handbook*. SAGE Reference.
- *An Anthology of English Prose 1400–1900*. Cambridge University Press, 2015.
- *The Oxford Essential Guide to Writing*. Oxford University Press, 2000.
- Parhi, A. R. *Indian English through Newspapers*. Concept, 2008.
- Panigrahi, T. T. *Communicative Competence*. Notion Press.

Scheme of Evaluation

Midterm Test: 20 Marks

- Short answer, short notes, comprehension questions (5x1 = 5)
- Analytical, perspective-based, and critical-analysis questions (5x1 = 5)
- Activity/practice/reports/case studies/assignments (5x2 = 10)

The teacher has the flexibility to conduct internal assessments through activities, short projects, case studies, etc., within the 20 marks allocation.

Final Examination: 80 Marks

- **Unit 1:** 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

SKILL ENHANCEMENT COURSE: ENGLISH

SEC I: Soft Skills

Course Objectives:

- This paper seeks to introduce English Honours students to the areas of Soft Skills, including positive attitude, communication skills (reading, writing, speaking, listening), emotional intelligence, teamwork, and leadership.
- It aims to equip students with the necessary skills to thrive in the job-oriented world, preparing them to meet the demands of professional environments.

Unit 1: Introducing Yourself

- Introduction to Soft Skills
- Self-Discovery and Developing Positive Attitude
- Forming Values and Improving Perception

Unit 2: Developing Communication Skills

- Effective Communication Skills Basics (Reading, Writing, Speaking, Listening)
- Business Communication Skills (Letter, Report, Memos)
- Advanced Communication Skills (Presentation, Speech, Debate, Group Discussion)

Unit 3: Emotional Intelligence

- Body Language, Etiquette, and Manners
- Pre-Interview Preparation Technique: Writing CV/Resume
- Characteristics of Job Interviews and Answering Strategies

Unit 4: Teamwork and Leadership

- Aspects of Team Building
- Skills and Need for Teamwork
- Characteristics and Role of Team Leader

Course Learning Outcomes:

- **CLO 1:** Understand the core principles of Soft Skills to navigate complex social situations, achieve goals, and succeed in professional life.
- **CLO 2:** Demonstrate the ability to respond to unexpected events with agility, resilience, and clear communication.
- **CLO 3:** Enhance communication and interpersonal skills to effectively interact with others, build strong relationships, and convey ideas.
- **CLO 4:** Embrace continuous learning and self-improvement to establish oneself as a reliable and trustworthy communicator.
- **CLO 5:** Promote appreciation and inclusivity of diverse perspectives and backgrounds, instilling a sense of responsibility and commitment to shared goals.

Prescribed Texts:

- Dhanavel, S.P. *English and Soft Skills*. Orient Blackswan.
- Alex, Dr. K. *Soft Skills: Know Yourself and Know the World*. S. Chand.
- Mitra, Barun K. *Personality Development and Soft Skills*. Oxford.
- Kumar, Sanjay, and Pushpa Lata. *Communication Skills*. Oxford.

SEMESTER-III**Core I-Paper-V/ Minor-I-Paper-II: Indian Classical Literature****Course Objectives:**

- This course aims to create awareness among students of the rich and diverse literary culture of ancient India.
- It seeks to engage students with different genres of classical literature and explore their scope.
- It introduces the Indian Epic tradition and delves into the theory and practice of Sanskrit Classical drama, while exploring Indian aesthetic theories such as Alankar and Rasa.
- It enables students to understand the concept of Dharma and the heroic in Indian Classical Drama.

Unit 1: Introduction to Indian Classical Literature

- Overview of Indian Classical Literature and its historical context.
- Introduction to genres such as Epic Literature, Drama, and Aesthetics.

Unit 2: Selections from Epic Literature

- Vyasa: *The Dicing* and *The Sequel to Dicing*
- *The Book of the Assembly Hall*
- *The Temptation of Karna*

Unit 3: Sanskrit Drama

- Kalidasa: *Abhijnanasakuntalam* (Act IV)

Unit 4: Aesthetics and Maxims

- Bharata's *Natyashastra*, Chapter VI on Rasa Theory

Course Learning Outcomes:

- **CLO 1:** Identify major texts, themes, and philosophical perspectives in Indian Classical Literature.
- **CLO 2:** Examine how literary traditions in Sanskrit literature shaped historical and cultural narratives.
- **CLO 3:** Assess the impact of literary forms such as epic poetry, drama, and aesthetic theories in Indian tradition.

- **CLO 4:** Develop comparative analyses and critical essays linking Indian Classical Literature with contemporary perspectives.
- **CLO 5:** Interpret key passages from Indian Classical Literature to understand their ethical, philosophical, and socio-political dimensions.
- **CLO 6:** Explore the influence of Indian Classical Literature on later literary and artistic traditions.

Prescribed Texts:

- Van Buitenen, J.A.B. (Tr.). *The Mahabharata*. Chicago: Brill, 1975, pp. 106-169.
- Kalidasa. *Abhijnanasakuntalam*. Tr. M.R Kale, Motilal Banarasi Dass, New Delhi.
- Bharata. *Natyashastra*. English Translation by M.M. Ghosh, Asiatic Society, Kolkata, 1950.
- Kundu, Tanmoy, and Ujjwal Kr. Panda, editors. *Indian Classical Literature: Critical Essays*. 2024.

Suggested Readings:

- Sahitya Akademi. *Kalidasa: Critical Edition*.
- Choubey, B.B. *New Vedic Selection, Vol I*. Bharatiya Vidya Prakashan, New Delhi.
- Wilson, H.H. (Tr.). *Rig Veda*.
- Ghosh, M.M. *Bharata, Natyashastra*, Tr. 2nd edn. Calcutta: Granthalaya, 1967, chap. 6, pp. 100–118.
- Van Buitenen, J.A.B. *Dharma and Moksa*, in Perrett, Roy W. (Ed.), *Indian Philosophy*, vol. V. Garland, 2000, pp. 33-40.
- Dharwadkar, Vinay. *Orientalism and the Study of Indian Literature*, in Breckenridge, Carol A., & van der Veer, Peter (Eds.), *Orientalism and the Postcolonial Predicament*. OUP, 1994, pp. 158–195.
- Hajela, S. & Sharma, R. (Eds.). *Pedagogy and Indian Poetics: The Case of Michael Henchard*. *Dialogue*, Vol VI, No.1, June 2010, pp. 90-94.
- Panda, Haldhar. *Universals of Poetics*.

Core I, Paper-VI: British Poetry and Drama (17th and 18th Century)

Course Objectives:

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

Unit 1: Poetry of the 17th Century

- John Milton: *Lycidas*
- John Donne: *A Nocturnal upon S. Lucie's Day*
- Andrew Marvell: *To His Coy Mistress*

Unit 2: Jacobean Drama

- Ben Jonson: *Volpone*

Unit 3: 18th Century Poetry

- Alexander Pope: *Ode on Solitude*, *Summer*, *Sound and Sense*, *The Dying Christian to his Soul*
- Robert Burns: *A Red Red Rose*, *My Heart's in the Highlands*

Unit 4: Restoration Drama

- John Dryden: *All for Love*

Course Learning Outcomes:

- **CLO 1:** Recall key poets, dramatists, and their contributions to British poetry and drama of the 17th and 18th centuries.
- **CLO 2:** Explain the social, historical, and philosophical contexts of the works covered in the syllabus.
- **CLO 3:** Apply knowledge of poetic forms and dramatic structures to analyse works from the 17th and 18th centuries.
- **CLO 4:** Analyse the themes, techniques, and stylistic features of British poetry and drama in the prescribed texts.
- **CLO 5:** Evaluate the significance of satiric poetry, the comedy of manners, and the evolution of literary movements in the context of their time.
- **CLO 6:** Create critical essays and comparative studies that demonstrate an understanding of the stylistic elements and thematic concerns of 17th and 18th-century British literature.

Prescribed Texts:

- Jonson, Ben. *Volpone*.
- Dryden, John. *All for Love*.
- Milton, John. *Lycidas*. Edited by Paul and Thomas, Orient Blackswan.
- Pope, Alexander. *Selected Poetry*. Edited by Pat Rogers, Oxford World's Classics.
- Burns, Robert. *Complete Poems and Songs of Robert Burns*.
- *Seventeenth-Century Poetry: An Annotated Anthology*. Edited by Robert Cummings.

Suggested Readings:

- Chowdhury, Arup Kumar, and Manabendra Goswami. *A History of English Literature: Traversing the Centuries*. 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*.

Core I, Paper-VII: British Prose (18th Century)

Course Objectives:

- The objective of the paper is to acquaint students with two remarkable forms of literature: Essay and novel.
- It will make 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: The Essay Form

- Joseph Addison: *On Giving Advice, Reflections in Westminster Abbey*
- Richard Steele: *Recollections, On Long-Winded People*

Unit 2: The Novel

- Daniel Defoe: *Robinson Crusoe*

Unit 3: Prose

- Oliver Goldsmith: *A City Night-Piece, On National Prejudices*
- Samuel Johnson: *Domestic Greatness Unattainable, The Decay of Friendship*

Unit 4: Satire in Prose

- Jonathan Swift: *Gulliver's Travels* (Book-I)

Course Learning Outcomes:

- **CLO 1:** Recall key prose works, authors, and thematic concerns of 18th-century British literature.
- **CLO 2:** Explain the historical and cultural contexts of the 18th-century prose, focusing on the essay and novel forms.
- **CLO 3:** Apply critical thinking to identify and interpret shifts in literary style, such as the rise of the novel and the evolution of the essay form.
- **CLO 4:** Analyse the role of reason and emotion in the prose works studied, and evaluate their impact on literary development.
- **CLO 5:** Assess the cultural and social significance of the interplay between reason and emotion in 18th-century British prose.
- **CLO 6:** Develop well-structured critical essays and research-based analyses exploring the major themes and stylistic features of 18th-century British prose.

Prescribed Texts:

- Alden, Raymond Macdonald. *Readings in English Prose of the Eighteenth Century*. Houghton Mifflin Company, 1911.
- Defoe, Daniel. *Robinson Crusoe*.
- Goldsmith, Oliver. *A City Night-Piece* and *On National Prejudices*.
- Johnson, Samuel. *Domestic Greatness Unattainable* and *The Decay of Friendship*.

- McGowan, Ian, editor. *The Macmillan Anthology of English Literature: The Restoration and Eighteenth Century*. Macmillan.
- Swift, Jonathan. *Gulliver's Travels*.

Suggested Readings:

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

MDC- III: Writing for Mass Media

Course Objectives:

- The aims of this course are to enable students to understand the social institution known as the Mass Media and how they can develop writing skills for the mass media in order for it to achieve its role in society.
- Through this course, students will be introduced to the basic concepts of writing for the Mass Media.
- Students will be able to highlight the various principles of effective media writing and demonstrate how these can be applied to various media platforms.
- To explore how to write effectively for media houses with innovation.

Unit 1:

- What is mass media and journalistic writing?
- History of journalistic writing in English India.
- India, English for mass media, the prospect of Indian English, media communication with society, market, and government agencies.

Unit 2:

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

Unit 3:

- Writing for the Electronic Media, advertisement caption writing, and taglines (print and electronic), email, blogs, social networking, Internet Journalism, podcasting.

Unit 4:

- Use of technology in media: AI, IT, and ICT, etc.

Course Learning Outcomes:

- **CLO 1:** Understand the role of mass media in society and the evolution of journalistic writing, particularly in India.
- **CLO 2:** Demonstrate the ability to write effectively for the print media, including news stories, features, and editorials.
- **CLO 3:** Apply the principles of effective writing for electronic media, including advertisements, emails, blogs, and podcasting.
- **CLO 4:** Analyse how technological advancements such as AI, IT, and ICT impact media writing and communication.
- **CLO 5:** Critically evaluate the role of English in Indian mass media and its impact on communication across various media platforms.
- **CLO 6:** Produce innovative media content that reflects the evolving trends in mass communication.

Prescribed Texts:

- Parthasarathy, Rangaswamy. *Journalism in India: From the Earliest Times to the Present Day*. Sterling.
- Tulsi, and Madan. *Media and Communication: A Handbook for Students*.
- Parhi, Asima Ranjan. *Indian English through Newspapers*. Concept, 2008.
- Nayar, Deepak. *Modern Mass Communication: Concepts and Processes*.
- Paxson, Peyton. *Mass Communications and Media Studies*.
- Rao, Raja. "Preface to *Kanthapura*" and "The Caste of English." *Awakened Consciousness: Studies in Commonwealth Literature*, edited by C.D. Narasimhaiah.

Suggested Readings:

- McLaren, Stephen. *Easy Writer*.
- Labru, G. L. *Indian Newspaper English*. B R Publishing House.
- Dubey, Vinod. *Newspaper English in India*. Bahri Publications.
- Dutta, and A. R. Parhi. "Prospect of Electronic Media as Curriculum in Non-Native Contexts." *I-Manager's Journal on English Language Teaching*, 2014, <https://files.eric.ed.gov/pdf>.
- Ahmed, Aijaz. "Disciplinary English: Third-Worldism and Literature."
- Narasimhaiah, C. D., editor. *Awakened Consciousness: Studies in Commonwealth Literature*. Sterling.
- Parhi, A. R. "Towards the Anti-Canon: A Brief Focus on Newspaper English in India." *Studies in Humanities and Social Sciences*, Indian Institute of Advanced Study, Shimla, vol. XIII, no. 1, Summer 2006, pp. 143-155, <http://14.139.58.200>, ias.ac.in/journals.
- Koul, Omkar N. *English in India: Theoretical and Applied Issues*. Creative Publishers.

Scheme of Evaluation

- **Midterm test: 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 student's learning outcomes through activities, short projects, case studies, etc. from all 20 marks/in parts.
- **Final Examination: 80 marks**
 - **Unit 1:** 1 long answer question + 2 short note/analysis (15+05) = 20 marks
 - **Unit 2:** 1 long answer question + 2 short note/analysis (15+05) = 20 marks
 - **Unit 3:** 1 long answer question + 2 short note/analysis (15+05) = 20 marks
 - **Unit 4:** 1 long answer question + 2 short note/analysis (15+05) = 20 marks

SEMESTER-IV

Core I, Paper-VIII/ Minor-II, Paper-II: The Romantic Revival and English Literature of the Period

Course Objectives:

- The course aims at acquainting 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: Introduction to Romantic Poets

- William Blake: "The Chimney-Sweeper" (from *Songs of Innocence*), "London", "A Poison Tree" (from *Songs of Experience*), "The Tiger"

Unit 2: Romantic Reflections on Nature

- William Wordsworth: "Tintern Abbey"
- Samuel Taylor Coleridge: "Kubla Khan"

Unit 3: Ode and Lyric in Romantic Poetry

- John Keats: "Ode to a Nightingale" and "Ode on Melancholy"
- P.B. Shelley: "Ode to the West Wind" and "To a Skylark"

Unit 4: The Romantic Aesthetic

- William Wordsworth: "Preface" to *Lyrical Ballads* (2nd Edition)

Course Learning Outcomes:

- **CLO 1:** Recall key Romantic poets, major works, themes, and historical contexts shaping the Romantic period.
- **CLO 2:** Describe the socio-political and cultural influences of the Romantic period and how they shaped literary works.

- **CLO 3:** Apply knowledge of Romantic poetry to analyse its reflection of the socio-political changes of the time.
- **CLO 4:** Compare and contrast the use of nature, imagination, and emotion in the works of key Romantic poets.
- **CLO 5:** Critically assess the significance of the Romantic imagination and its influence on later literary movements.
- **CLO 6:** Develop analytical essays and comparative studies exploring the relevance of Romantic literature in contemporary contexts.

Prescribed Texts:

- Blake, William. *Songs of Innocence and of Experience*. Project Gutenberg eBook.
- *Poetry Foundation* (for poems by Samuel Taylor Coleridge, William Wordsworth, John Keats, and Percy Bysshe Shelley).
- Wordsworth, William. *Preface to Lyrical Ballads*. 2nd ed.

Suggested Readings:

- *The Routledge History of Literature in English*.
- Chowdhury, and Goswami. *History of English Literature: Traversing the Centuries*.
- Bowra, C. M. *Romantic Imagination*.
- Ford, Boris, editor. *Pelican Guide to English Literature*. Vol. 5.
- "Nature as Therapy: A Romantic Construct." *Rajiv Gandhi University Research Journal*, vol. 10, no. 1-2, Jan-Dec 2011, pp. 1-10.

Core I, Paper-IX: The Victorian Era

Course Objectives:

- The course seeks to expose students to the literature produced in Britain in the 19th century, also known as the Victorian period.
- The focus of the course is primarily on prose (fictional and non-fictional) and criticism. The 19th century embraces three distinct periods: the Regency, Victorian, and late Victorian.
- The course aims to provide students with an understanding of 19th-century British literature, known not only for the Romantic Movement but also as a witness to major socio-political developments like industrialization, technological advancements, and large-scale urbanization.
- It will allow students to explore the prosaic activities and developments in culture, society, and debate during this time.

Unit 1: Victorian Poetry and Essays

- Charles Lamb: "Old China"
- Alfred, Lord Tennyson: "Ulysses"
- Leigh Hunt: "A Few Thoughts on Sleep"
- Robert Browning: "My Last Duchess"

Unit 2: The Victorian Novel

- Jane Austen: *Pride and Prejudice*

Unit 3: The Industrial Age and its Reflection in Literature

- Charles Dickens: *Hard Times*

Unit 4: Victorian Criticism and Culture

- Matthew Arnold: *Culture and Anarchy* (Chapter 1)

Course Learning Outcomes:

- **CLO 1:** Recall key authors, literary works, themes, and developments of the Victorian era.
- **CLO 2:** Explain the socio-political contexts of the Victorian era and their influence on literature.
- **CLO 3:** Analyze the relationship between Victorian literature, industrialization, and social change in the 19th century.
- **CLO 4:** Compare and contrast the different literary forms (poetry, prose, and novels) and their representations of Victorian society.
- **CLO 5:** Critically evaluate the impact of Victorian literature on modern thought, culture, and literary movements.
- **CLO 6:** Develop well-researched essays and critiques exploring thematic and stylistic elements of Victorian prose and poetry.

Prescribed Texts:

- *Poetry Foundation* (available online).
- *Project Gutenberg* (available online).
- Martin, Brian. *The Nineteenth Century: 1798-1900 (Anthologies of English Literature)*.

Suggested Readings:

- Bate, Jonathan. "Chapters 4 & 5." *A Short Introduction to English Literature*.
- Eagleton, Terry. *The English Novel*.
- Johnson, Leslie. *The Cultural Critics*.
- Killroy, James. *The Nineteenth-Century English Novel*.
- NPTEL Online Course.
- Rodensky, Lisa, editor. *The Oxford Handbook of the Victorian Novel*.

Core I, Paper-X: The American Literary Renaissance

Course Objectives:

- This course focuses on the era of American (specifically United States) literature, often referred to as the American Renaissance, a period of remarkable change and growth in literary sophistication and ambition.

- It will explore how Romanticism, which had influenced Europe since the late 18th century, shaped American literature and inspired its key writers.
- The course will examine how the American Renaissance is synonymous with American Romanticism, particularly Transcendentalism, with Ralph Waldo Emerson as its central thinker.
- Students will analyse the works of major American authors such as Nathaniel Hawthorne, Walt Whitman, Herman Melville, and Emily Dickinson, who engaged with the philosophical and literary movements of their time.

Unit 1: Genesis and Evolution of American Literature

- Defining myths of American Literature: City on a Hill, the Frontier Spirit, the American Dream, Manifest Destiny, E Pluribus Unum

Unit 2: Nathaniel Hawthorne: *The Scarlet Letter*

Unit 3: Transcendentalism and Nature

- Ralph Waldo Emerson: *Nature* (First twenty pages)
- Henry David Thoreau: *Walden* (First twenty pages)

Unit 4: Poetry of the American Renaissance

- Emily Dickinson: “I Died for Beauty,” “I Dwell in Possibility”
- Walt Whitman: “Song of Myself,” “O Captain! My Captain!”

Course Learning Outcomes:

- **CLO 1:** Identify the key authors, literary works, and defining myths of American Literature, such as the American Dream, the Frontier Spirit, and Transcendentalism.
- **CLO 2:** Examine how the Romantic and Transcendentalist movements influenced the works of Emerson, Thoreau, Whitman, and Dickinson.
- **CLO 3:** Investigate how American writers in this period addressed the tension between individualism and the collective American experience.
- **CLO 4:** Critically assess the philosophical and literary shifts of the American Renaissance and their impact on modern American identity.
- **CLO 5:** Develop comparative analyses or critical essays exploring the interplay between literature, history, and American cultural myths.
- **CLO 6:** Synthesize various literary themes, such as nature, self-reliance, and social reform, in a cohesive analysis of the American Renaissance.

Prescribed Texts:

- *The Norton Anthology of American Literature*. 7th ed., vols. A and B.
- *The Annotated Emerson*. Edited by David Mikics, Belknap-Harvard.
- Hawthorne, Nathaniel. *The Scarlet Letter and Other Writings*. Edited by Leland Person, Norton.
- Whitman, Walt. *Leaves of Grass: First and Death-Bed Editions*. Edited by Karen Karbiener, Barnes & Noble Classics.

- Dickinson, Emily. *The Poems of Emily Dickinson*. Edited by R. W. Franklin, Belknap-Harvard.

Suggested Readings:

- Ford, Boris, editor. *Pelican Guide to English Literature*. Vol. 9: *American Literature*.
- Bode, Carl. *Highlights of American Literature*. USIS.
- Sen, Krishna, and Ashok Sengupta. *A Short History of American Literature*. Orient BlackSwan, 2017.
- Melville, Herman. *Moby-Dick; Or, The Whale*. Edited by Hershel Parker, Norton.
- Lewisohn, Ludwig. *The Story of American Literature*.
- *Norton Anthology of American Literature* (Headnotes on authors and periods).

SEMESTER-V

Core I, Paper-XI/ Minor-I, Paper-III: Introduction to Indian Writing in English

Course Objectives:

- To provide students with an understanding of the evolution of Indian Writing in English, from the period of Western colonization to the 21st century.
- To introduce major movements and figures in Indian Literature in English through selected texts, fostering literary sensibility and emotional engagement.
- To expose students to the artistic and innovative use of language by Indian writers and develop a humanistic perspective through literary appreciation.

Unit 1: Introduction to Indian Writing in English

- 19th Century Indian Renaissance
- Indian Nationalism in the 20th Century
- Independence and Partition

Unit 2: Poetry

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

Unit 3: Drama

- *Final Solutions* – Mahesh Dattani

Unit 4: Short Stories

- “Under the Banyan Tree” – R.K. Narayan

- “The Little Gram Shop” – Raja Rao
- “The Night Train at Deoli” – Ruskin Bond
- “Unaccustomed Earth” – Jhumpa Lahiri

Course Learning Outcomes:

- **CLO 1:** Identify key themes, movements, and authors in Indian Writing in English, understanding their historical and literary significance.
- **CLO 2:** Examine the impact of colonialism, nationalism, and postcolonial identity in Indian English literature, using textual analysis and literary criticism.
- **CLO 3:** Critically assess the use of language, imagery, and socio-political themes in poetry, drama, and short stories by Indian authors.
- **CLO 4:** Develop comparative essays or research projects on the evolution of Indian Writing in English, reflecting on its global relevance and cultural significance.
- **CLO 5:** Investigate how Indian authors have used literature to address themes of nationalism, independence, and identity.
- **CLO 6:** Synthesize various literary themes, such as nationalism, identity, and postcolonialism, in a cohesive analysis of Indian Writing in English.

Prescribed Texts:

- Davidar, David, editor. *A Clutch of Indian Masterpieces: Extraordinary Short Stories from the 19th Century to the Present*.
- *Interminable Tales: The Short Stories*. Cambridge University Press, online publication.
- Gokak, V.K. *The Golden Treasury of Indo-Anglian Poetry*. Sahitya Akademi, 2006.
- Mehrotra, A., editor. *The Oxford India Anthology of Modern Indian Poets*. Oxford University Press, 1993.
- Peeradina, Salem. *Contemporary Indian Poetry in English*. Macmillan, 1972.

Suggested Readings:

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

Core I, Paper-XII: Literary Criticism from Plato to Leavis

Course Objectives:

- To introduce students to the tradition of Western literary criticism from Classical Antiquity to the Early Modern period.
- To guide students through several centuries of critical writing and ideas.
- To help students understand the development of literary criticism over time.
- To prepare students for the companion course on Literary Theory in the subsequent semester.

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

Unit 2: Samuel Johnson: *Preface to Shakespeare*

Unit 3: Matthew Arnold: “The Function of Criticism at the Present Time”

Unit 4: F. R. Leavis: “Under Which King, Bezonian?”

Course Learning Outcomes:

- **CLO 1:** Identify key figures and their critical theories from Classical Antiquity to the Early Modern period.
- **CLO 2:** Explain the main ideas in the prescribed critical texts and their historical context.
- **CLO 3:** Apply critical theories to literary texts from different periods.
- **CLO 4:** Compare and contrast different critical approaches and their impact on literary analysis.
- **CLO 5:** Assess the relevance of various critical perspectives in contemporary literary studies.
- **CLO 6:** Synthesize the concepts learned to generate original critical analyses of literary works.

Prescribed Texts:

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

Suggested Readings:

- Bennett, Andrew, and Nicholas Royle. *An Introduction to Literature, Criticism and Theory*. Available online at BookOblivion.
- *The Norton Anthology of Theory and Criticism*. 2001, 2010, 2018 editions.
- Bressler, Charles E. *Literary Criticism: An Introduction to Theory and Practice*.

Core I, Paper-XIII: Modern English Literature (20th Century)

Course Objectives:

- Provide a historical overview of 20th-century English literature.
- Examine societal, economic, and cultural developments, particularly the First World War, and their effects on literature.
- Introduce the philosophical and scientific movements shaping modern consciousness, including Marx, Freud, Nietzsche, Bergson, and Einstein.
- Familiarize students with modernist literature, focusing on Ezra Pound’s “make it new,” and covering war poetry, social poetry, and literary criticism of the early 20th century.

Unit 1:

- 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”

Unit 2:

- 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”

Unit 3: Virginia Woolf: *Mrs. Dalloway*

Unit 4: T.S. Eliot: “Tradition and Individual Talent”

Course Learning Outcomes:

- **CLO 1:** Identify key figures, themes, and concepts in 20th-century literature.
- **CLO 2:** Describe the societal and intellectual changes that influenced modernist literature.
- **CLO 3:** Interpret modernist texts in the context of their historical and philosophical background.
- **CLO 4:** Analyse the stylistic and thematic features of modernist works.
- **CLO 5:** Critique modernist writers' responses to the crisis of the 20th century and their influence on literature.
- **CLO 6:** Produce original interpretations of modernist works, integrating knowledge of the era's social and intellectual movements.

Prescribed Texts:

- Texts available online at: Poetry Foundation, Project Gutenberg.
- Teachers will guide students in locating additional texts from other valid online sources.

Suggested Readings:

- Ford, Boris, ed. *Pelican Guide to English Literature: The Modern Age*.
- Bate, Jonathan. *English Literature: A Very Short Introduction*. Oxford University Press.
- Faulkner, Peter. *Modernism*. London: Methuen.
- Childs, Peter. *Modernism, New Accents*. Routledge.

SEC- II: Translation Skills

Course Objectives:

- Introduce students to translation as a fundamental communication process.
- Expose students to the meaning, process, and challenges involved in translation.
- Explore translation techniques and the importance of understanding cultural contexts.

Unit 1: What is Translation?

- Translation as a bridge between languages and cultures.
- Overview of translation approaches.

Unit 2: Domestication vs. Foreignization

- Readability vs. faithfulness to the source text.
- Sense translation vs. word-to-word translation.

Unit 3: Problems of Translation

- Cultural gaps, untranslatability, and issues with English appropriating indigenous languages.

Unit 4: How to Read a Translation

- Understanding cultural differences and analysing translated texts.

Course Learning Outcomes:

- **CLO 1:** Define key terms and concepts in translation studies.
- **CLO 2:** Apply translation techniques in translating texts across languages.
- **CLO 3:** Analyse the impact of cultural differences on translation and identify issues such as untranslatability.
- **CLO 4:** Critically evaluate the quality of translations and their alignment with source and target texts.
- **CLO 5:** Produce accurate translations while balancing faithfulness to the source and readability in the target language.
- **CLO 6:** Use MLA Handbook (9th edition) guidelines for citing translated texts and ensuring proper formatting.

Prescribed Texts:

- Munday, Jeremy. *The Routledge Companion to Translation Studies*.
- Chaudhuri, Sukanta. *Translation & Understanding*, Oxford UP.
- Bassnett, Susan. *Translation Studies*.

Suggested Readings:

- *The Literary as Socially Inclusive: A Study of Select Poems* by Parhi & Mohapatra.
- Trivedi, Harish. *Cultural Translation*.
- *Translation and Globalization* by St-Pierre.

Scheme of Evaluation**Midterm Test (20 Marks)**

- 5 × 1 = 5 (Short answer, short notes, comprehension questions)
- 5 × 1 = 5 (Analytical, perspective-based, and critical-analysis questions)

- $5 \times 2 = 10$ (Activity/practice/reports/case studies/response papers/assignments, etc.)
- The teacher will have the flexibility to conduct internal examinations or assess students' learning outcomes through activities, short projects, case studies, etc.

Final Examination (80 Marks)

- **Unit 1:** 1 long answer question + 1 short note/analysis (15 + 5) = 20 marks
- **Unit 2:** 1 long answer question + 1 short note/analysis (15 + 5) = 20 marks
- **Unit 3:** 1 long answer question + 1 short note/analysis (15 + 5) = 20 marks
- **Unit 4:** 1 long answer question + 1 short note/analysis (15 + 5) = 20 marks

SEMESTER-VI

Core-I, Paper-XIV: Literatures from the World-I

Course Objectives:

- Introduce students to the study of world literature through a selection of representative texts from various global regions.
- Broaden the scope of literary study beyond the classic European canon by incorporating texts from countries outside the United States, written in languages other than English but available in English translation.
- Provide students with an understanding of the non-European canon in literary studies.

Unit 1: The idea of world literature: Scope, definition, and debates; Uses of reading world literature

Unit 2: Albert Camus: *The Outsider*

Unit 3: Chimamanda Ngozi Adichie: *Purple Hibiscus*

Unit 4: Pablo Neruda: "Death Alone," "Furies and Suffering," "There's no Forgetting," "Memory"

Course Learning Outcomes:

- **CLO 1:** Identify key themes and concepts related to world literature.
- **CLO 2:** Explain the scope and significance of world literature across cultures.
- **CLO 3:** Analyse global literary texts using diverse critical lenses.
- **CLO 4:** Compare and contrast various world literary traditions.
- **CLO 5:** Critically assess the importance of non-European texts in literary study.
- **CLO 6:** Develop original interpretations of world literary texts, integrating historical and cultural contexts.

Prescribed Texts:

- Texts available online at: Poetry Foundation, Project Gutenberg
- Teachers will guide students to additional texts through other valid online resources.

Suggested Readings:

- Damrosch, David. “What is World Literature?” (Introduction). Link
- Tagore, Rabindranath. *Comparative World Literature*. Link
- Atwood, Margaret. “Stone Mattress” & “Pretend Blood.” Link 1, Link 2
- Paz, Octavio. *Poems*. Link
- Goethe, Johann Wolfgang von. *Weltliteratur. Essays on Art and Literature*.
- Damrosch, David. *What is World Literature?*

Core-I, Paper-XV/ Minor-II, Paper-III: Indian Myths and Epics: New Perspectives

Course Objectives:

- Study the literary aspects of ancient Indian myths and their contemporary relevance, alongside Indian epic literature.
- Explore how Indian mythic and epic narratives are re-imagined in modern contexts and gain an understanding of their role in meaning-making in society.
- Cultivate a basic literacy in Indian mythology, covering key figures, narratives, and their cultural expressions.
- Investigate the intersections of gender, mythology, and literature, challenging Western frameworks of gender and sexuality through Indian epics.

Unit 1:

- A historical and cultural overview of ancient Indian literature, myths, and epics, including their retellings and adaptations
- “Three Hundred Ramayanas” by A.K. Ramanujan
- “Introduction” in *The History of Indian Literature, Volume-I* by Maurice Winternitz

Unit 2:

- “Ancient Ballads of Hindustan-I” (Savitri) by Toru Dutta
- Excerpts 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?”)
- Selections from *Sri Radha* by Ramakanta Rath (Section 1, 5, 13, 19)
- From *Of Sons and Fathers* by Asim Ranjan Parhi (“Another February,” “De-fathered,” “Fathers are but Sons under Stress”)

Unit 3: Drama: *Andha Yug* by Dharamvir Bharati

Unit 4: Novel: *The Forest of Enchantment* by Chitra Banerjee Divakaruni

Course Learning Outcomes:

- **CLO 1:** Recall major myths, figures, and themes from Indian epics and mythology.
- **CLO 2:** Explain the socio-cultural and spiritual significance of Indian myths in ancient and contemporary contexts.
- **CLO 3:** Analyse Indian epics and myths in light of modern interpretations and cultural shifts.
- **CLO 4:** Critically examine the narrative structures and gender representations in Indian mythology.

- **CLO 5:** Assess the role of Indian mythology in shaping societal values and literary traditions.
- **CLO 6:** Synthesize ideas from Indian myths to propose original perspectives on their relevance in modern literature and culture.

Prescribed Texts:

- Ramanujan, A.K. “Three Hundred Ramayanas.”
- Winternitz, Maurice. *The History of Indian Literature, Volume I*. Motilal Banarasi Dass Publishers.
- Schelling, Andrew, editor. *Love and the Turning Seasons*.
- Rath, Ramakanta. *Sri Radha*. Translated by the poet.
- Parhi, Asim Ranjan. *Of Sons and Fathers*.
- Bharati, Dharamvir. *Andha Yug*.
- Divakaruni, Chitra Banerjee. *The Forest of Enchantment*.

Suggested Readings:

- Ramanujan, A.K. “Three Hundred Ramayanas.”
- “*Of Sons and Fathers*.” *Essays in Indian Literature*, vol. 4, no. 330, July-Aug. 2022.
- Biswal, Nanda Kishore. *Pioneer*. Bhubaneswar edition.
- Bordoloi, Mridul, and Santwana Haldar. *Articles on Of Sons and Fathers*.

SEC- III: Introduction to Proofreading and Copyediting

Course Objectives:

- Sharpen students’ writing skills, focusing on structural editing, copyediting, and proofreading techniques.
- Introduce the three-part editing process, emphasizing sentence-level work and proofreading to eliminate errors.
- Train students to avoid common grammar pitfalls and use punctuation with precision.

Unit 1: Editing – Definition and Scope

- Types of editing: developmental editing, copyediting, proofreading, onscreen copyediting, software tools.
- Overview of the editing process: types of editors, interactions between author, editor, and publisher, copyright laws, acknowledgments, legal issues.
- Introduction to editing tools: in-house style, select terms.

Unit 2: Essentials of Language Editing

- Sentence structure, vocabulary, adverb positions, cohesion, and coherence.
- Ambiguity, transitional shifts, paragraphing, punctuation, capitalization, spelling standardization, titling, and subtitling.

Unit 3: Style Guides and Content Editing

- MLA Handbook (9th edition), APA, CMS, and other style sheets.
- Typography, content editing, checking for factual accuracy, references.

Unit 4: Proofreading

- Overview and methods of proofreading.
- Common errors: capitalization, apostrophes, hyphens, commas, subject-verb agreement, noun-pronoun agreement, spelling variations.
- Proofreading practice.

Course Learning Outcomes:

- **CLO 1:** Define key concepts in proofreading, copyediting, and editing techniques.
- **CLO 2:** Apply editing principles to real-world writing, including structural editing and proofreading errors.
- **CLO 3:** Analyse sentence structure, vocabulary choice, and grammatical errors in writing.
- **CLO 4:** Evaluate the quality and clarity of written content through editing and proofreading techniques.
- **CLO 5:** Demonstrate proficiency in editing and proofreading by revising drafts into polished final copies.
- **CLO 6:** Implement MLA Handbook (9th edition) guidelines for citation, referencing, and formatting in edited texts.

Prescribed Texts:

- Butcher, Judith. *Butcher's Copy Editing*. Cambridge UP, 2006.
- Phillips, Angus, and Michael Bhaskar, editors. *The Oxford Handbook of Publishing*. Oxford UP, 2019.
- Parhi, Pati, Das, et al. *Literature and Art of Communication*. Cambridge UP, 2019.

Suggested Readings:

- *The Chicago Manual of Style*, 15th Edition. University of Chicago, 2003.
- Clark, Giles, and Angus Phillips. *Inside Book Publishing*. Routledge, 2020.
- Critchley, William. *The Pocket Book of Proofreading*. 2007.

Scheme of Evaluation

Midterm Test (20 Marks)

- $5 \times 1 = 5$ (Short answer, short notes, comprehension questions)
- $5 \times 1 = 5$ (Analytical, perspective-based, and critical-analysis questions)
- $5 \times 2 = 10$ (Activity/practice/reports/case studies/response papers/assignments, etc.)
- The teacher will have the flexibility to conduct internal examinations or assess students' learning outcomes through activities, short projects, case studies, etc.

Final Examination (80 Marks)

- **Unit 1:** 1 long answer question + 1 short note/analysis (15 + 5) = 20 marks
- **Unit 2:** 1 long answer question + 1 short note/analysis (15 + 5) = 20 marks
- **Unit 3:** 1 long answer question + 1 short note/analysis (15 + 5) = 20 marks
- **Unit 4:** 1 long answer question + 1 short note/analysis (15 + 5) = 20 marks

VAC-IV: Introduction to Creative Writing

Course Objectives:

- Equip students with the fundamental skills of creative writing, incorporating imaginative elements and constructing original literary works.
- Prepare students for professional engagement in creative writing, including poetry, fiction, and non-fiction.
- Enhance students' career prospects by fostering employable creative and expressive skills.
- Develop the ability to critically engage with various literary genres and forms of creative writing.
- Build confidence in presenting and critiquing both personal and peer creative work within collaborative learning environments.

Unit 1: Genres of Creative Writing

- The creative process – the art of literary composition.
- Introduction to literary genres.
- Genres of creative writing – Poetry.
- Genres of creative writing – Prose (short fiction, autobiography, memoir, essay).

Unit 2: Elements of Creative Writing

- The short story: origin, development, and recent trends.
- Poetry: poetic genres across the centuries, recent trends.
- Edgar Allan Poe on the short story.
- William Wordsworth – “Preface” to *Lyrical Ballads*.

Unit 3: Creative Non-Fiction

- Creative non-fiction: origin and development of the autobiography, recent trends.
- Creative non-fiction: origin and development of the memoir, recent trends.
- The essay: origin, development, and recent trends.
- Creative writing in India: problems and perspectives.

Unit 4: Project

- Students shall compose a poem/short story/fictional passage/non-fiction essay of about 2000 words.
- The project will be completed under the supervision of a faculty member from the Department.

Course Learning Outcomes (CLOs):

After completing this course, students will be able to:

- **CLO 1:** Recall and define fundamental concepts, genres, and forms of creative writing.

- **CLO 2:** Explain the principles of poetry, fiction, and non-fiction, and interpret key literary ideas.
- **CLO 3:** Employ creative techniques to produce original works in poetry, prose, and non-fiction.
- **CLO 4:** Examine and differentiate the structural and stylistic elements of diverse creative texts.
- **CLO 5:** Critically assess their own writing and that of peers, providing constructive feedback based on literary principles.
- **CLO 6:** Compose original literary works and a polished final project that demonstrate coherence, creativity, and artistic expression.

Suggested Readings:

- Atwood, Margaret. *Negotiating with the Dead: A Writer on Writing*. Cambridge University Press, 2002.
- Bell, Julia, and Paul Magrs. *The Creative Writing Coursebook*. Macmillan, 2001.
- Eagleton, Terry. *How to Read a Poem*. Blackwell, 2007.
- Harper, Graeme. *Discovering Creative Writing*. Routledge, 2020.
- Minot, Stephen. *Three Genres: The Writing of Poetry, Fiction, and Drama*. Pearson, 2006.
- Morley, David. *The Cambridge Introduction to Creative Writing*. Cambridge University Press, 2007.
