

**Curriculum for 3yr./4yr. Degree Course with
Apprenticeship Embedded Degree program
Under National Education Policy 2020**

**B.A. in English with Double Major in
Translation & Digital Humanities**



(Session: 2026-27)

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

STRUCTURE

Semes ter	Course	Course Title	Credit
I	MJ -1.1	Introduction to Literary Studies	4
	MJ -1.2	British Poetry and Drama (14th to 16th c.)	4
	MJ -1.3	Introduction to Indian Writing in English	4
	MJ- 1.4	Introduction to Language and Linguistics	4
	MJ -2.1	Academic and Professional Writing	4
	AEC (Ability Enhancement Courses)	English: Business Communication	4
	VAC (Value Added Course)	Environmental Studies & Disaster Management	3
		TOTAL	27
II	MJ 1.5	British Poetry and Drama (17 and 18 century)	4
	MJ 1.6	British Prose (18 Century)	4
	MJ 1.7	Literary Criticism from Plato to Leavis	4
	MJ- 1.8	Literatures from the World-I	4
	MJ 2.2	Translation and Applied Language Practices	4
	AEC (Ability Enhancement Courses)	English: Word and Presentation skill	4
	VAC (Value Added Course)	Good Citizenship / or any other discipline	3
		TOTAL	27
III	MJ 1.9	The Romantic Revival and English Literature of the Period 4	4
	MJ 1.10	The Victorian Era	4

	MJ 1.11	Modern English Literature (20th Century)	
	MJ- 1.12	Indian Myths and Epics: New Perspectives	
	MJ 2.3	Digitisation, Archiving, and Documentation Practices	4
	MJ -2.4	Public Humanities and Cultural Documentation (Focus: Odisha)	4
	MDC (Multidisciplinary Course)	English / or any other discipline	3
	SEC (Skill Enhancement Course)	English / or any other discipline	3
		TOTAL	30
IV	MJ -1.13	European Classical Literature	4
	MJ- 1.14	Indian Classical Literature	4
	MJ- 1.15	Women's Writings	4
	MJ -2.5	Text Analysis and Computing	4
	MJ -2.6	Digital Culture and Public Communication	4
	MDC (Multidisciplinary Course)	English /or any other discipline	3
	SEC (Skill Enhancement Course)	English /or any other discipline	3
V		TOTAL	26
VI		Internship/Apprenticeship/Industry Training	20
		Internship/Apprenticeship/Industry Training	20
		TOTAL	150

Programme Objectives (POs)

- To provide students with a strong foundation in English language, literature, linguistics, and literary criticism through a multidisciplinary curriculum.
- To develop professional competence in translation studies and applied language practices for academic, cultural, and industry applications.
- To equip students with digital humanities skills, including digitisation, text analysis, digital archiving, and public communication.
- To enhance employability through apprenticeship, internships, professional writing, and industry-oriented skill development.
- To foster ethical values, cultural awareness, critical thinking, and lifelong learning in accordance with the objectives of the National Education Policy (NEP) 2020.

Programme Specific Outcomes (PSOs)

After successful completion of the programme, the graduates will be able to:

- **Remember and explain** the fundamental concepts, theories, and historical developments of English language, literature, linguistics, translation studies, and digital humanities.
- **Understand and interpret** literary, linguistic, and cultural texts from British, Indian, and world traditions using appropriate critical and theoretical perspectives.
- **Apply** translation principles, language skills, and digital humanities tools to solve real-world problems in multilingual communication, documentation, and content development.
- **Analyze** literary texts, digital archives, and cultural data using critical thinking, computational methods, and interdisciplinary approaches.
- **Evaluate** translations, literary works, digital resources, and cultural artefacts by employing established theoretical frameworks, ethical standards, and quality parameters.
- **Create** original translations, digital archives, research projects, academic and professional documents, and public humanities initiatives using appropriate technologies and research methodologies.
- **Demonstrate** professional competence, ethical responsibility, teamwork, leadership, and lifelong learning through apprenticeship, experiential learning, and engagement with academic, cultural, and industry practices.

SEMESTER-I

Major 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: Background

- 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

- **CLO 1:** Identify and recall key literary terms, genres, and theories related to the study of literature.
- **CLO 2:** Explain the relationship between literature and broader social, cultural, and historical contexts, demonstrating an understanding of the significance of various literary forms.
- **CLO 3:** Apply critical and theoretical frameworks to analyze selected literary texts, illustrating their relevance to contemporary and historical issues.
- **CLO 4:** Analyze different literary genres such as poetry, prose, and drama to explore their structural elements, themes, and stylistic features.
- **CLO 5:** 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.

Major I-Paper-II: British Poetry and Drama (14th to the 17th centuries)

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](https://www.internetarchive.org/).

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.

Major 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.

Major I, Paper-IV: 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

- **CLO 1:** Identify and recall fundamental concepts in linguistics, including language evolution, structure, and linguistic signs.
- **CLO 2:** Explain the relationship between language, mental processes, and speech, demonstrating an understanding of how these elements interact in communication.
- **CLO 3:** Analyze various types of language units and writing systems to understand linguistic diversity across cultures.
- **CLO 4:** Assess the role of language in society and how it is shaped by social, cultural, and historical factors.
- **CLO 5:** 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.

Major-II, Paper- I: Academic and Professional Writing (Credit 04)

Course Objectives

- Identify and apply conventions of academic writing, citation, and ethical research communication.
- Produce professional documents, i.e., emails, reports, minutes, and institutional texts.
- Develop content for digital platforms, public communication, and cultural institutions.
- Analyse and create media texts such as news reports, reviews, interviews, and basic scripts.
- Assemble a professional communication portfolio demonstrating workplace and public writing competencies.

Unit 1: Academic Writing Practices

- **Features of academic writing:** Formality, objectivity, evidence-based writing, structure and organisation, fallacies, precision, critical thinking, and hedging.
- **Citation and referencing:** APA, MLA, Chicago Manual of Style, and IEEE Style (latest editions).
- **Summarising and paraphrasing:** Comprehension and sentence-restructuring techniques.
- **Writing for research and institutions:** Research papers, academic proposals and reports, and white papers.

Unit 2: Professional Communication

- **Workplace communication:** Operational clarity, project alignment, professional relationship building, and feedback.
- **Email and official correspondence:** Formal letters, memos, notices, and circulars.
- **Official report writing:** Agendas and minutes.
- **Communication ethics:** Factual accuracy, valuing diverse perspectives, and protecting proprietary information.

Unit 3: Content Development and Digital Writing

- **Writing for websites and digital platforms:** Company and brand messaging, product and service highlights, educational content, blog posts, press releases, and customer success stories.
- **Educational content preparation:** Audience profiling and needs assessment, content structuring, format selection, search engine optimisation, and choice of language.
- **Public communication writing:** Public announcements, campaigns, information about public policies, and CSR write-ups.
- **Writing for cultural institutions:** Digital storytelling, interactive prompts, community outreach, and advocacy.

Unit 4: Media and Journalistic Writing

- **News and feature writing:** Choice of topic, structure and length, the 5Ws and 1H, ABC (Accuracy, Brevity, and Clarity), language and style, sourcing and credibility, and editorial decision-making.
- **Review and interview writing:** Pre-writing, while-writing, and post-writing activities; structuring; and attempts to explain with reference to fact and opinion.
- **Literary and cultural reporting:** Factual reporting, thematic focus, immersive storytelling techniques, perspectives, and voice.
- **Introduction to scriptwriting:** Scriptwriting for film, documentary, and digital media.

Practical Components

- **Preparation of a communication portfolio** consisting of:
 - one formal email;
 - one institutional report;
 - one feature article or review;
 - one digital content piece for a website or social media platform; and
 - a short script (3–5 pages) for a documentary film, interview-based video, or cultural short film based on a local theme, institution, festival, or community practice.
- **Institutional writing exercises**, such as:
 - drafting notices and press releases;
 - preparing event reports;
 - documenting public lectures;

- writing cultural programme summaries; and
- preparing content for newsletters or institutional websites.

Guided Study Visits and Observational Assignments

Students may undertake guided study visits and short observational assignments at nearby establishments such as:

- local newspaper offices;
- publication and printing units;
- media houses;
- community radio stations;
- film or documentary production groups;
- literary and cultural organisations;
- district information offices;
- university publication cells; or
- communication and documentation units of public institutions.

These visits may be linked to apprenticeship exposure in areas such as:

- publishing and editorial assistance;
- media communication;
- cultural reporting;
- institutional documentation;
- digital content development;
- public communication; and
- introductory script preparation for documentary and digital media production.

Course Learning Outcomes

- **CLO 1:** Explain key conventions of academic and professional writing.
- **CLO 2:** Apply appropriate style, tone, citation, and referencing in academic writing.
- **CLO 3:** Produce clear and ethical professional documents, including emails, reports, and minutes.
- **CLO 4:** Analyse and apply writing techniques for digital, journalistic, educational, and public communication.
- **CLO 5:** Create scripts for documentary, interview-based, and cultural digital media projects.
- **CLO 6:** Develop a professional communication portfolio integrating academic, institutional, media, and digital writing practices.

Prescribed Books

- Belcher, W. L. (2019). *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success* (2nd ed.). SAGE Publications.
- Clark, R. P. (2006). *Writing Tools: 50 Essential Strategies for Every Writer*. Little, Brown and Company.
- Graff, G., & Birkenstein, C. (2021). *They Say / I Say: The Moves That Matter in Academic Writing* (5th ed.). W. W. Norton & Company.
- Sanyal, J. (2006). *Indlish*. Viva Books.
- Strunk Jr., W., & White, E. B. (2000). *The Elements of Style* (4th ed.). Longman.
- Swaine, M., Gilbert, H., & Allen, G. (2022). *Writing for Journalists* (4th ed.). Routledge.

Learning Resources

- “Soft Skills” — Prof. Binod Mishra, IIT Roorkee, NPTEL.
- “Developing Soft Skills and Personality” — Prof. T. Ravichandran, IIT Kanpur, NPTEL.
- “Literature, Culture and Media” — Prof. Rashmi Gaur, IIT Roorkee, NPTEL.

- “Film Appreciation” — Prof. Aysha Viswamohan, IIT Madras, NPTEL.
- “Text, Textuality and Digital Media” — Arjun Ghosh, IIT Delhi, NPTEL.
- “Effective Writing” — Prof. Binod Mishra, IIT Roorkee, NPTEL.
- Other Online Resources
- Writing It — Podcast Episodes:
<https://writingit.fireside.fm/episodes>
- Rural India Online — Documentaries:
<https://ruralindiaonline.org/>
- “Stylish Academic Writing” — Steven Pinker, FDP Lecture:
<https://www.youtube.com/watch?v=IE-TTz13P7w>
- “The Philosophy of Professional Writing: Brandon Sanderson’s Writing Lecture”:
https://www.youtube.com/watch?v=MEUh_y1IFZY
- “AI & Student Writing: Perils and Pedagogies” — Dr. Scott Graham:
<https://www.youtube.com/watch?v=9cnfZ5n4ToE>
- “Walking with Dan: Podcasting, Creativity, & AI.”

AEC, Paper I: English: Business Communication (Credits: 4)

Course Objectives

- Develop basic communication skills.
- Improve students’ listening and speaking skills.
- Develop reading and comprehension skills.
- Improve students’ writing skills.
- Strengthen grammar, vocabulary, and pronunciation.

Unit 1: English Language and Communication: Introduction

- Communication: Its importance and factors
- Types of communication
- Verbal and non-verbal communication
- Styles of communication

Unit 2: English Language and Communication: Listening and Speaking

- Types of listening
- Speaking to communicate effectively
- Styles of speaking in various situations
- English pronunciation

Unit 3: English Language and Communication: Reading and Writing

- Reading methods and techniques
- Reading texts to understand meaning
- The writing process
- Writing short and long texts

Unit 4: English Language and Communication: Grammar and Vocabulary

- Grammar
- Sentence structure
- Functions of language

Course Learning Outcomes

- **CLO 1:** Identify the basic principles of communication.
- **CLO 2:** Explain the processes of effective listening and speaking.

- **CLO 3:** Apply reading strategies to understand different types of texts.
- **CLO 4:** Apply appropriate grammar, vocabulary, and pronunciation in communication.
- **CLO 5:** Produce clear, coherent, and well-structured written texts.

Reference Book

Effective Technical Communication by M. Ashraf Rizvi and Priyadarshi Patnaik, MacGraw Hill.

VAC Paper I: Environmental Studies and Disaster Management (Credits: 3)

Course Objectives

- Introduce students to basic environmental concepts.
- Develop awareness of natural resources and biodiversity.
- Explain major types of environmental pollution.
- Introduce the principles of disaster management and preparedness.
- Promote environmental responsibility through field-based learning.

Unit 1: Multidisciplinary Nature of Environmental Studies (8 Periods)

- Definition, scope, and importance of environmental studies
- Need for public awareness
- Environmental Pollution
- Definition of environmental pollution
- Causes, effects, and control measures of:
 - a) Air pollution
 - b) Water pollution
 - c) Soil pollution
 - d) Marine pollution
 - e) Noise pollution
 - f) Radiation pollution

Unit 2: Natural Resources (8 Periods)

Renewable and Non-Renewable Resources

Natural resources and associated problems

a) Forest Resources:

Use and over-exploitation, deforestation, and case studies. Timber extraction, mining, dams, and their effects on forests and tribal people.

b) Water Resources:

Use and over-utilisation of surface and groundwater, floods, droughts, conflicts over water, and dams—their benefits and problems.

c) Mineral Resources:

Use and exploitation, environmental effects of extracting and using mineral resources, and case studies.

d) Food Resources:

World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertiliser and pesticide problems, waterlogging, salinity, and case studies.

e) Energy Resources:

Growing energy needs, renewable and non-renewable energy sources, use of alternative energy sources, and case studies.

Biodiversity

- Introduction and definition
- Biogeographical classification of India
- India as a mega-diverse nation
- Biodiversity hotspots

- Threats to biodiversity
- Endangered and endemic species of India
- Conservation of biodiversity
- In-situ and ex-situ conservation of biodiversity

Unit 3: Disaster Management (8 Periods)

1. Disaster Management

Types of disasters: natural and man-made

Causes and effects of disasters

2. Vulnerability Assessment and Risk Analysis

Vulnerability to various disasters, including:

- Floods
- Cyclones
- Earthquakes
- Heat waves
- Desertification
- Lightning

3. Institutional Framework

Institutional arrangements for disaster management

- National Disaster Management Authority (NDMA)
- State Disaster Management Authority (SDMA)
- Disaster Management Act, 2005
- District Disaster Management Authority (DDMA)
- National Disaster Response Force (NDRF)
- Odisha Disaster Rapid Action Force (ODRAF)

4. Preparedness Measures

Disaster management cycle

Early warning systems

Pre-disaster and post-disaster preparedness

Strengthening of SDMA and DDMA

Community preparedness for:

- Floods
- Cyclones
- Heat waves
- Fire safety
- Lightning
- Snake bites
- Stakeholder participation
- Corporate Social Responsibility (CSR)

5. Survival Skills

Survival skills during and after disasters, including:

- Floods
- Fires
- Earthquakes
- Cyclones
- Lightning

Disaster Management Act, 2005

Compensation and insurance

Unit 4: Social Issues and the Environment (6 Periods)

A. Environmental Issues

- a) Environmental Ethics: Issues and possible solutions.
- b) Environmental Problems: Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents, and nuclear holocausts. Case studies.
- c) Environment (Protection) Act
- d) Air (Prevention and Control of Pollution) Act
- e) Water (Prevention and Control of Pollution) Act
- f) Wildlife Protection Act
- g) Forest (Conservation) Act
- h) Solid Waste Management: Causes, effects, and control measures for urban and industrial waste. Role of individuals in the conservation of natural resources and prevention of pollution.

B. Human Population and the Environment

- Population ecology: Individuals, species, population, and community
- Human population growth
- Population control methods
- Urbanisation and its effects on society

Unit 5: Field Work (15 Periods / 30 Hours)

- Visit to an area to document environmental assets such as rivers, forests, flora, fauna, etc.
- Visit to a local polluted site—urban, rural, industrial, or agricultural.
- Study of common plants, insects, and birds, along with basic principles of identification.
- Study of simple ecosystems such as ponds, rivers, Delhi Ridge, etc.

Course Learning Outcomes

- **CLO 1:** Identify basic concepts and principles of environmental studies.
- **CLO 2:** Explain major environmental problems and their causes.
- **CLO 3:** Describe the importance of natural resources and biodiversity conservation.
- **CLO 4:** Apply basic disaster preparedness and survival skills.
- **CLO 5:** Demonstrate environmental awareness through field-based activities and practices.

SEMESTER-II

Major I, Paper-V: 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*.

Major I, Paper-VI: 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*.
- "Elegy written in a country churchyard" by Thomas Gray

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*.

Major I, Paper-VII: 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-VIII: 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?*

Major II, Paper II: Translation and Applied Language Practices (Credit 04)

Course Objectives

- Explain the key principles and challenges of literary, non-literary, and cultural translation.
- Apply translation strategies to institutional, media, educational, and digital texts.
- Use basic translation technologies such as Unicode tools, OCR, machine translation, and digital workflows.
- Prepare small-scale parallel corpora and aligned bilingual texts.
- Produce a translation portfolio reflecting multilingual and applied language competencies.

Unit 1: Translation Techniques and Practices

Principles of translation: Source-text analysis; linguistic equivalence; formal procedures such as borrowing, calque, transposition, modulation, and adaptation; CAT tools; quality-assurance methods; and register, discourse, and domain-specific features.

Literary and non-literary translation: Genre-specific, aesthetic, artistic, cultural, and emotional values in literary translation; creative adaptation; the concept of knowledge texts; translating objective facts; accuracy in translating specialised terminology in non-literary texts; and audience and target-demographic analysis.

Translation challenges: Cultural nuances and colloquialisms; literary components and stylistic equivalence in literary translation; factual correctness; structural coherence; and handling jargon in non-literary translation.

Cultural translation: Culturemes, domestication and foreignisation, and contextual mapping.

Unit 2: Technology in Translation

Unicode and typing tools: Code points, character encoding schemes, Unicode normalisation, phonetic transliteration, Keyman and keyboard mapping, candidate windows, preparation of common locale data repositories, and introduction to Translation Management Systems (TMS).

OCR awareness: Error tolerance and correction; contextual repair; layout and formatting recognition; metadata recognition; and VLM prompting.

Machine translation tools: Camera translation, document translation, speech-to-text and text-to-speech tools, DeepL Translator, translation memory, AI tools, and back-translation.

Translation software and digital workflows: Glossaries and terminology databases, fuzzy matching, machine translation post-editing (MTPE), continuous localisation, GitHub and CMS, Application Programming Interfaces (APIs), and connectors.

Unit 3: Specialised Translation

Translation and interpreting techniques: Oblique techniques such as transposition, modulation, and adaptation; simultaneous and consecutive interpreting.

Media translation: Multimodality and audiovisual translation; ideology, power, and cultural mediation; and transmedia storytelling.

Educational/pedagogical translation: Contrastive analysis of linguistic features between the source language (SL) and target language (TL); strategic competence; and translation quality assessment (TQA).

Public communication and localisation

Unit 4: Parallel Corpora and Language Resources

Introduction to corpus preparation: Purpose, target domain, representativeness, balance, sampling strategies, data collection and curation, machine readability and sanitisation, transcription, metadata, and annotation.

Bilingual text alignment: Sentence-level and sub-sentence alignment, linguistic discrepancies, and structural transformations.

Annotation basics: Semantic, morphological, and syntactic alignment; annotation separability; inter-annotator agreement (IAA); diffing; and merging.

Corpus applications in language technology: Language modelling, discourse and sentiment mapping, multimodal integration, downstream enterprise applications, and the development of dynamic web corpora.

Practical Components

Translation Portfolio

The portfolio may include:

- **Literary translation:** A poem or short prose passage.
- **Institutional translation:** A notice, circular, or brochure.
- **Cultural translation:** A festival description or folk narrative.
- **Digital translation:** Website or social media content.
- **Audiovisual translation:** Subtitles.
- **Media translation:** A news report or interview.

Preparation of a Mini Parallel Corpus

Students will prepare a small, organised bilingual collection of aligned texts in two languages, such as:

- Odia–English
- Hindi–English
- Odia–Hindi

Suggested Study Visit

Students may visit:

- a translation centre;
- a publication office; or
- a language technology unit.

Suggested Apprenticeship Linkages

- **Translation and Interpreting Services**

Students may gain introductory exposure to translation and interpreting services.

- **Localisation**

For example, if a museum creates an English exhibit description, students may localise it for: Odia-speaking visitors; school students;

tourists; or
digital audiences.

This may involve simplifying terminology, explaining local cultural references, adjusting tone, adding pronunciation support, and adapting the layout for bilingual displays.

- **Language Documentation**

Students may participate in basic language documentation activities.

Corpus Preparation

Example 1: Corpus of Folk Narratives from Western Odisha

Students may collect:

- oral stories;
- transcriptions;
- translations;
- speaker details; and
- audio recordings.

Example 2: Parallel Corpus of Tourism Texts

Students may prepare:

- Odia tourism brochures;
- English translations; and
- aligned bilingual files.

Example 3: Literary Festival Corpus

Students may compile:

- interviews;
- speeches;
- panel summaries;
- press releases; and
- social media content from a literary event.

Course Learning Outcomes

- **CLO 1:** Explain the core principles, theories, approaches, and challenges of literary and non-literary translation.
- **CLO 2:** Apply translation strategies to texts across languages with cultural, contextual, and linguistic sensitivity.
- **CLO 3:** Use translation technologies, including Unicode tools, OCR, and machine translation, to support effective translation practices.
- **CLO 4:** Apply specialised translation skills to texts in media, education, and public communication.
- **CLO 5:** Develop a small parallel corpus using bilingual alignment and annotation techniques.
- **CLO 6:** Create a diversified translation portfolio and demonstrate awareness of professional translation workflows through study visits and apprenticeship exposure.

Prescribed Books

- Kothari, Rita. (2003). *Translating India*. Routledge.
- Trivedi, Harish. *Translation and Transcreation* [Audio recording]. Internet Archive. [Internet Archive recording](#)
- Pöhhacker, Franz. (2022). *Introducing Interpreting Studies* (3rd ed.). Routledge, Taylor & Francis.
- Bellos, David. (2011). *Is That a Fish in Your Ear? Translation and the Meaning of Everything*. Particular Books. [DOI reference](#)
- Palazhchenko, Pavel. *My Years with Gorbachev and Shevardnadze*.

- Hatim, B., & Munday, J. (2008). *Translation: An Advanced Resource Book*. Routledge.
- O'Hagan, M. (Ed.). (2020). *The Routledge Handbook of Translation Technology*. Routledge.

Learning Resources

- “Translation Studies and Theory” — Prof. Mini Chandran, IIT Kanpur, NPTEL.
- TED Translators Program — Real-world exposure.
[TED Translators Program](#)

AEC Paper II: English: Word and Presentation Skills (Credits: 4)

Course Objectives

- Develop basic English language skills.
- Improve students' grammar and vocabulary.
- Develop speaking and presentation skills.
- Improve pronunciation, stress, intonation, and modulation.
- Build confidence in everyday and professional communication.

Unit-1: Grammar and Vocabulary

- Present tense and present continuous tense
- Past tense and past continuous tense
- Present perfect and present perfect continuous tense
- Future tense
- Modals and helping verbs
- Prepositions
- Idioms

Unit-2: Communication Skills

- Meaning of communication
- Process of communication
- Importance of communication
- Types of communication
- Useful phrases for everyday communication
- Techniques of asking questions

Unit-3: Speaking and Presentation Skills

- Speech on a given topic
- Extempore speech
- Qualities of a good speaker
- Effective speaking techniques
- Speech improvement
- Pronunciation practice

Unit-4: Phonetics and Speech Improvement

- Importance of stress in speech
- Intonation and modulation
- Common phonetic difficulties
- Correct pronunciation
- Practice of speech sounds

Course Learning Outcomes

- **CLO 1:** Identify basic English grammar rules and structures.
- **CLO 2:** Explain the meaning and usage of common vocabulary, idioms, and phrases.
- **CLO 3:** Apply appropriate vocabulary and grammatical structures in everyday communication.
- **CLO 4:** Deliver prepared and extempore speeches clearly and confidently.
- **CLO 5:** Demonstrate correct pronunciation, stress, intonation, and voice modulation in speech.

VAC Paper I: Good Citizenship (Credits: 3)

Course Objectives

- Develop responsible and ethical citizens.
- Introduce the basic values of the Indian Constitution.
- Develop a sense of patriotism and national responsibility.
- Promote positive attitudes and healthy work culture.
- Develop professional values and ethical behaviour.

Unit 1: Indian Constitution (1 Credit = 15 Hours)

- Salient values of the Preamble
- Sovereign
- Socialist
- Secular
- Democratic
- Republic
- Justice
- Liberty
- Equality
- Fraternity

Unit 2: Patriotism (1 Credit = 15 Hours)

- Patriotic values
- Ingredients of nation-building
- Concept of good citizenship
- Emotional connection with the country
- Duties of citizens
- Qualities of good citizens

Unit 3: Work Ethics (1 Credit = 15 Hours)

- Punctuality
- Cleanliness
- Law-abidingness
- Rational thinking
- Scientific temper

Course Learning Outcomes

- **CLO 1:** Recall the basic values, principles, and ideals enshrined in the Indian Constitution.
- **CLO 2:** Explain the importance of responsible citizenship, patriotism, and nation-building in a democratic society.
- **CLO 3:** Apply constitutional and ethical values in personal, social, and professional life.

- **CLO 4:** Demonstrate responsible citizenship through punctuality, cleanliness, civic responsibility, and respect for national values.
- **CLO 5:** Analyse the importance of rational thinking and scientific temper in addressing personal and societal issues.
- **CLO 6:** Evaluate the role of ethical values, patriotism, scientific temper, and responsible citizenship in promoting individual development and nation-building.

SEMESTER-III

Core I, Paper-IX: 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-X: 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-XI: 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.

Core-I, Paper-XII: 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 Banarasidass 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*.

Major II, Paper III: Digitisation, Archiving, and Documentation Practices (CREDIT 04)

Course Objectives

- Describe the roles of libraries, archives, museums, and cultural institutions in knowledge preservation.
- Document oral traditions, manuscripts, and community knowledge using appropriate formats and ethics.
- Create fieldnotes and audio-visual documentation for cultural and research purposes.
- Apply basic principles of metadata creation, file organisation, and digital preservation.
- Design and execute a small documentation or archiving project.

Unit 1: Cultural and Knowledge Institutions

Libraries: Hubs of knowledge; tangible and intangible cultural archives; information literacy and intellectual dialogues; institutional convergence (LAM).

Archives: Core archival principles; archival lifecycle; cultural heritage and collective memory.

Museums: Collection ethics; audience engagement; digital technologies; museums and the shaping of societal values and historical narratives.

Literary and Cultural Organisations: Knowledge formation through literary and cultural education; community, cultural and literary memories; curation and representation; public engagement.

Unit 2: Knowledge Preservation and Community Memory

Books and Manuscripts: Codicology; palaeography and material culture; textual editing and philology.

Oral Traditions: Indigenous epistemologies and traditional knowledge; performance theory; historical consciousness; orality and literacy; dynamics of memory change.

Folk Knowledge: Narratives and mythologies; Traditional Ecological Knowledge (TEK); embodied knowledge in rituals, festivals, crafts and material culture; cultural memory and identity construction.

Community Archives: Alternative record formats; sustainability and technology; collaboration with mainstream institutions.

Unit 3: Documentation and Field Practices

Documentation Formats and Templates: PDF, ODF, TXT, TIFF, JPG and PNG; descriptive metadata such as Dublin Core; digitisation specifications.

Fieldnotes and Observation: Observer bias and positionality; methodological choices; community

protocols.

Audio/Video Documentation: Provenance and context; handling analogue carriers; digitisation and technical standards; metadata and annotation.

Ethics of Documentation.

Unit 4: Digital Preservation and Metadata

File Organisation: File naming conventions; directory and field structure; descriptive and technical data; format obsolescence and integrity.

Metadata Preparation: Recognised standards; core metadata types; authenticity and provenance; automation and extraction; validation and consistency.

Digital Archiving Workflows: Ingest/submission; preservation metadata; storage, security and access.

Introduction to Cataloguing: Title and responsibility; edition; material specifics; publication details; physical description; series; notes; ISBN; OAIS model; PREMIS; descriptive schemes; navigational challenges.

Practical Components

Metadata Preparation Exercise – Refer to [Dublin Core Metadata Initiative](#)

Documentation Project

Suggested Study Visit

Archive; museum; manuscript library; or cultural institution.

Suggested Apprenticeship Linkages

Archives; museums; documentation centres; digital preservation projects.

Course Learning Outcomes

- **CLO 1:** Identify the roles of libraries, archives, museums, and cultural institutions.
- **CLO 2:** Explain methods of documenting manuscripts, oral traditions, folk knowledge, and community memory.
- **CLO 3:** Apply ethical field-based documentation methods using appropriate tools and formats.
- **CLO 4:** Analyse metadata and basic digital archiving workflows.
- **CLO 5:** Evaluate digital archives and repositories for research and cultural preservation.
- **CLO 6:** Design a small-scale documentation or digitisation project using appropriate methods and tools.

Prescribed Books

- Zaidi, Nishat & Pue, A. Sean, eds. (2024), *Literary Cultures and Digital Humanities in India*. Routledge.
- Mallik, Anupama et al., eds. (2018), *Digital Hampi: Preserving Indian Cultural Heritage*. Springer.
- Millar, Laura (2017), *Archives: Principles and Practices*, 2nd ed. Facet Publishing.
- Müller, Katja (2024), *Digital Archives and Collections: Creating Online Access to Cultural Heritage*. Berghahn.
- Owens, Trevor (2018), *The Theory and Craft of Digital Preservation*. Johns Hopkins University Press.
- Leggett, Elizabeth R. (2021), *Digitization and Digital Archiving: A Practical Guide for Librarians*, 2nd ed. Rowman & Littlefield.

Learning Resources

- **Database Management System** – Prof. Partha Pratim Das & Prof. Samiran Chattopadhyay, IIT Kharagpur, NPTEL.

- **Voyant Tools Tutorial:** [Voyant Tools](#)
- **Programming Historian:** [Programming Historian](#)
- **Suggested Digital Collections:** Parliament of India Lok Sabha Digital Library ([eParlib](#)); Kala Nidhi Cultural Archives; Bichitra Variorum; Digital Thoreau ([Digital Thoreau](#)); The Canterbury Tales Project; The Victorian Web; British Library – Endangered Archives Programme; Digital South Asia Library.
- **Other Online Resources:** The National Archives UK playlists (YouTube); **Digitization 101 Webinar Series** – [CCAHA Digitization 101](#) (Prioritisation of Collections; File Storage; File Specifications; Metadata; In-House vs. Outsourcing and Quality Control; Equipment Selection).

MAJOR II, Paper IV: Public Humanities and Cultural Documentation (Focus: Odisha) **(CREDIT 04)**

Course Objectives

- Investigate the cultural history, linguistic diversity, and public memory of Odisha.
- Document folk, performing, and storytelling traditions through field-based methods.
- Examine heritage institutions, festivals, tourism, and community practices in public culture.
- Produce community-focused documentation and cultural mapping outputs.
- Engage ethically with communities and institutions in public humanities projects.

Unit 1: Cultural History of Odisha

Regional Diversity: Coastal, Western and Hilly/Tribal regions; syncretic religious traditions; linguistic variations; indigenous tribal heritage; localised art and architecture.

Language and Identity: Historical evolution of Odia identity; language movements and regional nationalism; tribal languages and heteroglossia.

Cultural Movements: Religious and philosophical movements; Jagannath cult; Mahima cult.

Public Memory: Legacy of Kalinga and Ashoka's transformation; maritime glory and cultural expansion; medieval literature and Bhakti movement; Paika Rebellion and anti-colonial resistance; formation of a separate Odisha state.

Unit 2: Folk and Performing Traditions

Folk Songs and Narratives: Mythological performances based on the *Ramayana*, *Mahabharata* and *Puranas* in Pala, Daskathia, Sankirtan, Chhau, Odissi, Ghodanacha, Kendara Gita, Laudi, Dhuduki, Karma Geet, Sambalpuri Lokgita and Geet Khudia; seasonal and agricultural celebrations including Dola, Makar Sankranti, Akshaya Tritiya, Pana Sankranti, Raja, Dashera, Diwali and Manabasa; annual Osha, Brata and Mela.

Theatre Traditions: Bharat Leela, Moghul Tamsa, Danda Nata, Ramaleela, Desia Nata, Raasa Leela, Kaliya Dalan, poetic play (Gitinatya) and modern opera.

Local Festivals: Raja Purnima, Rath Jatra, Dola and Holi, Dashera and Diwali, Raasa Purnima and Baliyatra, Thakurani Parba, Nuakhai, Dhanujatra, Sitalasasthi, Mahashivratri, Magha Mela and Chaiti Parba.

Storytelling Practices: Abolkara Kahani, Shuasari Kahani, Bhagabat Tungji stories, Pothi Bacha, Aimag Kahani and tribal tales.

Unit 3: Heritage and Public Culture

Heritage Institutions: Tangible and intangible heritage; museums, archives and archaeological sites; religious and philosophical heritage of Odisha.

Pilgrimage and Tourism: Golden Triangle of faith; Diamond Triangle; coastal and ecotourism; pilgrimage traditions of Western and Southern Odisha.

Community Participation and Cultural Preservation: Public participation in rural and urban institutions; monument conservation; preservation of cultural and performing arts and crafts.

Unit 4: Contemporary Cultural Institutions

Literary Organisations: Important literary, linguistic and cultural organisations across Odisha, both government and private.

Festivals and Public Culture.

Knowledge Institutions.

Community Media Initiatives.

Practical Components

Community Documentation Project

Cultural Mapping Exercise

Suggested Study Visit

Students may undertake guided visits and apprenticeship-linked activities at nearby:

- Museums
- Archives
- Literary organisations
- Theatre groups
- Cultural festivals
- Community media initiatives
- Pilgrimage centres
- Tourism offices
- Heritage institutions
- Documentation projects

Students may observe and participate in:

- Event documentation
- Cultural reporting
- Oral history collection
- Festival archiving
- Public communication
- Heritage documentation practices

Course Learning Outcomes

- **CLO 1:** Identify key aspects of Odisha's cultural history, language, and identity.
- **CLO 2:** Explain folk, performing, and storytelling traditions of Odisha.
- **CLO 3:** Apply methods to document cultural and community traditions.
- **CLO 4:** Analyse heritage institutions, pilgrimage, tourism, and community participation.
- **CLO 5:** Evaluate contemporary cultural institutions and public culture.
- **CLO 6:** Design community-based documentation and cultural mapping projects and communicate cultural knowledge effectively.

Prescribed Books

- Dash, M. (2024). *The Big Book of Odia Literature*. Penguin.
- Malla, B. (2019). *Discovering Odia Culture*. Black Eagle Books.
- Nayak, J. K., & Mahapatra, A. (2022). *Critical Discourse in Odia*. Routledge.
- Sahoo, S. R. (2024). *Echoes of Odisha: Celebrating Heritage and Culture*. Kindle Edition, Amazon.

Learning Resources

- **Introduction to Cultural Studies** – Prof. Avishek Parui, IIT Madras, NPTEL.
- **Folk and Minor Art in India** – Prof. Shatarupa Thakurta Roy, IIT Kanpur, NPTEL.
- IGNCA YouTube Channel.

- TED Talks on Culture and Storytelling.
- Sahapedia YouTube Channel.

SEMESTER-IV

Major I-Paper-XIII: 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.

Major I-Paper-XIV: 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 1*. 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*.

Major I-Paper-XV: Women's Writings

Course Objectives

- Acquaint students with the complex and multifaceted literature written by women across the world.
- Introduce ideas reflecting the diversity of women's experiences and their varied cultural contexts.
- Familiarize students with literary forms by women authors—poetry, fiction, short fiction and critical writings—while engaging with women's literary history, Women's Studies and feminist criticism.

UNIT I: Women, Rights and Literary Space

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

UNIT II: Women and Fiction

- Charlotte Brontë – *Jane Eyre*

UNIT III: Women, Myth and History

- Pratibha Ray – *Yajnaseni*

UNIT IV: Women's Poetry and Experience

- **Kamala Das:** “An Introduction”, “The Sunshine Cat”
- **Eunice de Souza:** “Women in Dutch Painting”, “Remember Medusa?”
- **Maya Angelou:** “Phenomenal Woman”, “I Know Why the Caged Bird Sings”
- **Sylvia Plath:** “Mirror”, “Barren Woman”

Course Learning Outcomes

- **CLO 1:** Identify major themes, forms and developments in women's writing across different cultural contexts.
- **CLO 2:** Analyse literary representations of gender, identity, sexuality, agency and women's experiences.
- **CLO 3:** Interpret poetry, fiction and critical writings using feminist and women's studies perspectives.
- **CLO 4:** Compare the treatment of women's voices, resistance and social identities across different authors and cultures.
- **CLO 5:** Apply concepts from feminist literary criticism to critically examine selected literary texts.
- **CLO 6:** Develop informed and critical perspectives on the historical and contemporary significance of women's writing.

Prescribed Texts

- Virginia Woolf – *A Room of One's Own*
- Mary Wollstonecraft – *A Vindication of the Rights of Woman* (Introduction)
- Charlotte Brontë – *Jane Eyre*
- Pratibha Ray – *Yajnaseni*
- Maya Angelou – *Poems of Maya Angelou*
- Sylvia Plath – *Collected Poems*
- Eunice de Souza – “Remember Medusa?” and “Women in Dutch Painting”

Suggested Readings

- Toril Moi – *Sexual/Textual Politics*
- Elaine Showalter – *A Literature of Their Own*
- Sandra Gilbert & Susan Gubar – *The Madwoman in the Attic*
- Gill Plain & Susan Sellers – *A History of Feminist Literary Criticism*. Cambridge University Press, 2007.
- Helen Carr – “A History of Women's Writing”
- Mary Eagleton – “Literary Representations of Women”

Major II, Paper V: Text Analysis and Computing (CREDIT 04)

Course Objectives

- Explain foundational concepts of text-as-data, annotation and corpus-oriented reading.
- Apply distant reading approaches and basic computational methods to literary and cultural texts.
- Use digital tools such as Voyant Tools and AntConc for text analysis and visualisation.
- Evaluate digital archives and repositories for research and preservation purposes.
- Carry out a short text analysis assignment by combining computational and interpretive tools.

UNIT I: Introduction to Text Analysis

- Text as data; digital text preparation; annotation and markup basics; corpus-oriented reading.

UNIT II: Distant Reading and Computational Humanities

- Concepts of distant reading; frequency and pattern analysis; topic identification; computational literary studies.

UNIT III: Computational Tools for Text Analysis

- Voyant Tools; AntConc; basic visualisation tools; text analysis workflows.

UNIT IV: Digital Archives and Online Repositories

- Institutional repositories; open-access archives; digital collections; preservation and access.

Practical Components

- Mini text analysis project.
- Digital archive exploration.

Suggested Study Visit

- Digital library; ICT centre; archive digitisation unit; or digital humanities project centre.
- Suggested Apprenticeship Linkages
- Digital humanities labs; research support; text processing; digital archives.

Course Learning Outcomes

- **CLO 1:** Conceptualise text as data for computational analysis.
- **CLO 2:** Apply annotation, markup and corpus-oriented reading techniques.
- **CLO 3:** Use distant reading methods to identify textual patterns and themes.
- **CLO 4:** Operate text analysis tools such as Voyant Tools and AntConc.
- **CLO 5:** Design and execute a mini text analysis project.
- **CLO 6:** Critically evaluate digital archives and repositories.

Prescribed Books

- Feldman, R., & Sanger, J. (2007). *The Text Mining Handbook: Advanced Approaches*. Cambridge University Press.
- Stoltz, D. S., & Taylor, M. A. (2023). *Mapping Texts: Computational Text Analysis for the Social Sciences*. Oxford University Press.
- Walsh, B., & Horowitz, S. (2016). *Introduction to Text Analysis: A Course Book*. Walshbr.com.

Learning Resources

Introduction to Digital Humanities – Prof. Maya Dodd & Dr. Nirmala Menon, FLAME University, Pune, SWAYAM.

Natural Language Processing – Prof. Pawan Goyal, IIT Kharagpur, NPTEL.

Major II Paper VI: Digital Culture and Public Communication (CREDIT 04)

Course Objectives

- Develop digital literacy and accountable participation in online data ecosystems.
- Analyse digital publics, platforms and networked communities.
- Use social media and digital tools for academic, professional and cultural communication.
- Produce podcasts, blogs, videos and digital stories for public communication.
- Develop a digital content portfolio demonstrating ethical and effective digital engagement.

UNIT I: Digital Literacy and Online Culture

Digital Literacy: Information literacy; personal data protection; recognising phishing scams; privacy settings; content creation; technical proficiency.

Online Communication: Respectful collaboration, sharing and networking across digital platforms.

Digital Citizenship: Media and information literacy; safety and security; empathy and prevention of cyberbullying; digital wellness.

Information Ecosystems: Disinformation and misinformation; platform governance and power; media landscapes and journalism; digital resilience.

UNIT II: Digital Public Sphere and Networked Communities

Digital Publics: Digital networks, platforms and algorithmic architectures in shaping the modern public sphere.

Online Participation: Stakeholder engagement through digital platforms; collaboration, design and accessibility.

Public Discourse: Misinformation and the post-truth era; algorithmic mediation and platform power; polarisation and echo chambers.

Platform Cultures: Algorithmic governance and affordances; platform capitalism and commodification; fragmentation and the “post-public sphere.”

UNIT III: Social Media for Learning and Professional Networking

Academic Networking: Scholarly visibility and public intellectualism; digital metrics; post-university and rational discourse.

Professional Communication.

Knowledge Dissemination: Open science and knowledge dissemination; commodification of knowledge; deliberation and civic engagement.

Digital Collaboration: E-governance and citizen co-creation; network governance; knowledge sharing.

UNIT IV: Content Creation and Digital Publishing

Audio/video content creation.

Podcasting basics.

Blogging and digital storytelling.

Public-facing digital communication.

Practical Components

Digital content portfolio.

Podcast/blog/video assignment.

Suggested Study Visit

Media lab; digital content studio; communication office; or cultural media organisation.

Suggested Apprenticeship Linkages

Digital media; content development; educational technology; public communication.

Course Learning Outcomes

- **CO1:** Demonstrate digital literacy and responsible digital citizenship.
- **CO2:** Analyse digital publics and networked communities.
- **CO3:** Use social media for academic and professional networking.
- **CO4:** Create blogs, podcasts, videos and digital stories.
- **CO5:** Develop a digital content portfolio.
- **CO6:** Evaluate the ethical dimensions of digital public communication.

Prescribed Books

- Delfanti, A., & Arvidsson, A. (2019). *Introduction to Digital Media*. Wiley-Blackwell.
- Hartley, J. (2004). *Communication, Cultural and Media Studies: Key Concepts*. Routledge.
- Miller, V. (2020). *Understanding Digital Culture*. 2nd ed. Sage Publications.
- Uzelac, A., & Cvjetičanin, B., eds. (1989). *Digital Culture: The Changing Dynamics*. Culturelink.

Learning Resources

- **Text, Textuality and Digital Media** – Arjun Gosh, IIT Delhi, NPTEL.
- **Online Communication in the Digital Age** – Prof. Rashmi Gaur, IIT Roorkee, NPTEL.

Note: The suggested readings and learning resources are indicative. Teachers may suitably supplement them with additional print, digital, audio-visual and field-based resources according to student needs and local institutional contexts.
