

**STATE MODEL SYLLABUS FOR UNDER
GRADUATE
COURSE IN ENGLISH
(Bachelor of Arts Examination)**

**UNDER
CHOICE BASED CREDIT SYSTEM**



Skills



Employability



Entrepreneurship

Course structure of UG English Honours

Semester	Course	Course Name	Credits	Total marks
I	AEC-I	AEC-I	04	100
	C-I	British Poetry and Drama: 14th to 17th Centuries	06	100
	C-II	British Poetry and Drama: 17th and 18th Century	06	100
	GE-I	Academic Writing and Composition	06	100
			22	
II	AEC-II	AEC-II	04	100
	C-III	British Prose: 18th Century	06	100
	C-IV	Indian Writing in English	06	100
	GE-II	Gender and Human Rights	06	100
			22	
III	C-V	British Romantic Literature	06	100
	C-VI	British Literature 19 th Century	06	100
	C-VII	British Literature: Early 20th Century	06	100
	GE-III	Nation, Culture, India	06	100

	SEC-I	SEC-I	04	100
			28	
IV	C-VIII	American Literature	06	100
	C-IX	European Classical Literature	06	100
	C-X	Women's Writing	06	100
	GE-IV	Language and Linguistics	06	100
	SEC-II	SEC-II	04	100
			28	
Semester	Course	Course Name	Credits	Total marks
V	C-XI	Modern European Drama	06	100
	C-XII	Indian Classical Literature	06	100
	DSE-I	Literary Theory	06	100
	DSE-II	World Literature	06	100
			24	
VI	C-XIII	Postcolonial Literatures	06	100
	C-XIV	Popular Literature	06	100

	DSE-III	Partition Literature	06	100
	DSE-IV	Writing for Mass Media	06	100
	OR			
	DSE-IV	Dissertation	06	100*
			24	

ENGLISH

HONOURS PAPERS:

Core Course -14 papers

Discipline Specific Elective - 4 papers (3 + 1 paper or Project)

Generic Elective for Non English students - 4 Papers. In case the University offers 2 subjects with two papers each in GE, then papers 1 and 2 will be the GE paper

Marks per paper – Midterm : 20 marks, End term : 80 marks, Total – 100 marks

Credit per paper – 6

Project (Hard Copy-80, Presentation-20)

Core Paper I

BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES

Introduction:

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

UNIT 1: Historical overview

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

UNIT 2: Geoffrey Chaucer

- (i) *The Pardoner’s Tale*

UNIT 3: Spenser: “Sonnet 34 (Amoretti)”

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

UNIT 4: Shakespeare

- (i) *Macbeth*

Text Books

- Texts as prescribed in Units 2,3,4

Reference Books

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

Core Paper II

BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURY

Introduction:

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

UNIT 1: Historical overview

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

UNIT 2: Milton: “Lycidas”

- Andrew Marvell: ‘To His Coy Mistress’
- Alexander Pope: “Ode On Solitude”
- Aphra Behn: “I Led my Silvia to a Grove”
- Robert Herrick: “His Return to London”

UNIT 3: Ben Jonson

- Volpone*

UNIT 4: Dryden

- All For Love*

Text Books

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

Reference Books

- *Routledge History of Literature in English*. Ronald Carter & John Mc Rae. London:

Routledge, 1997

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

Core Paper III

BRITISH PROSE: 18TH CENTURY

Introduction:

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

UNIT 1: Historical overview: Restoration, Glorious Revolution, Neo-classicism, And Enlightenment.

UNIT 2: Mary Wollstonecraft

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

UNIT 3: Joseph Addison: Essays

- (i) "Friendship," "Good Nature," "Six Papers on Wit"
(From *Joseph Addison: Essays and Tales*, <<http://www.biblioteca.org.ar/libros/167707.pdf>>)

UNIT 4: Samuel Johnson

- (i) "Narratives of Travellers Considered," and "Obstructions of Learning"
from *Samuel Johnson's Essays* < <http://www.johnsonessays.com/>>

Text Books

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

Reference Books

- *Routledge History of Literature in English*. Ronald Carter & John Mc Rae. London: Routledge, 1997

- Norton Anthology of English Literature. Vol 2 (Head notes on the periods and authors featured in the paper)
- *English Literature* by Jonathan Bate (Ch. 4 “The Study of English”)
- *Pelican Guide to English Literature*. Ed. Boris Ford. Vol 4. *From Dryden to Johnson*
O.M. Myres, “Introduction” to *The Coverley Papers*

Core Paper IV

INDIAN WRITING IN ENGLISH

Introduction:

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

UNIT 1: Historical overview

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

UNIT 2:

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

UNIT 3: R.K Narayan

- (i) *The Guide*

UNIT 4: Mahesh Dattani

- (i) *Final Solutions*

Text Books

- Texts prescribed in Units 2, 3, 4.

Reference Books

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

Core Paper V

BRITISH ROMANTIC LITERATURE

Introduction:

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

UNIT 1: Historical overview

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

UNIT 2:

- (i) Thomas Gray: “Elegy Written in a Country Churchyard,”
(ii) William Blake: “A Poison Tree” and “Chimney Sweeper”

UNIT 3:

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

UNIT 4:

- (i) William Wordsworth's *Preface to the 2nd edition of Lyrical Ballads*

Text Books

- Texts prescribed in Units 2, 3, 4

Reference Books

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

Core Paper VI

BRITISH LITERATURE 19TH CENTURY

Introduction:

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

UNIT 1: Historical overview

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

UNIT 2: Poetry

- (i) Tennyson; "Break, Break, Break", Robert Browning, "My Last Duchess"
(ii) Criticism: Matthew Arnold: "The Study of Poetry"

UNIT 3: Jane Austen

- (i) *Pride and Prejudice*

UNIT 4: Charles Dickens

- (i) *Hard Times*

Text Books:

- Texts prescribed in Units 2, 3, 4

Reference Books:

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

Core Paper VII

BRITISH LITERATURE: EARLY 20TH CENTURY

Introduction:

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

UNIT 1: Historical overview

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

UNIT 2: Poetry

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

UNIT 3:

- (i) Virginia Woolf: *Mrs. Dalloway*

UNIT 4:

- (i) J M Synge *Ryders to the Sea*

Text Books

- Texts prescribed in Units 2, 3, 4

Reference Books:

- *Pelican Guide to English Literature: Vol. 7. The Modern Age* (ed.) Boris Ford

- *Routledge History of Literature in English*. Ronald Carter & John Mc Rae. London: Routledge, 1997
- *English Literature*. Jonathan Bate (Ch. 5 “Periods and Movements”)
- *Modernism*. Critical Idiom. By Peter Faulkner
- *Modernism*. New Critical Idiom. By Peter Childs
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Core Paper VIII

AMERICAN LITERATURE

Introduction:

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

UNIT 1: Historical overview

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

UNIT 2:

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

UNIT 3:

- (i) Arthur Miller: *The Death of a Salesman*

UNIT 4:

- (i) Ernest Hemingway: *A Farewell to Arms*

Text Books

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

Reference Books:

- *Pelican Guide to English Literature*. Vol. 9. *American Literature*. Ed. Boris Ford
- *Highlights of American Literature*. Dr. Carl Bode (USIS)
- *A Short History of American Literature*, Krishna Sen and Ashok Sengupta. Orient BlackSwan, 2017
- *The Story of American Literature*. By Ludwig Lewisohn
- *Norton Anthology of American Literature*. (Head notes on authors and periods to be read)

Core Paper IX

EUROPEAN CLASSICAL LITERATURE

Introduction:

This paper seeks to introduce the students to European Classical literature, commonly considered to have begun in the 8th century BC in ancient Greece and continued until the decline of the Roman Empire in the 5th century AD. The paper seeks to acquaint the students with the founding texts of the European canon.

UNIT 1: Historical Review

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

UNIT 2: Epic poetry

- (i) Homer: *Odyssey* (Book I)

UNIT 3: Tragedy:

- (i) Sophocles: *Oedipus the King*

UNIT 4: Criticism:

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

Text Books

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

Reference Books:

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

Core Paper X

WOMEN'S WRITING

Introduction:

The paper seeks to acquaint the students with the works of women writers from different

cultures and nations in various genres. Further, it seeks to make them critically aware of the issues relating to the workings of patriarchy, issues of gender, and relations of desire and power.

UNIT 1: Virginia Woolf

- (i) “Chapter 1” from *A Room of One’s Own*

UNIT 2: Charlotte Bronte

- (i) *Jane Eyre*

UNIT 3:

- (i) Kamala Das, ‘An Introduction’, ‘The Sunshine Cat’
- (ii) Sylvia Plath, ‘Mirror’, ‘Barren Woman’
- (iii) Eunice de Souza, ‘Women in Dutch Painting’, ‘Remember Medusa’
- (iv) Shanta Acharya, ‘Homecoming’, ‘Shringara’

UNIT 4:

- (i) Ashapura Devi, *The Distant Window*

Text Books

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

Reference Books:

- Toril Moi, *Sexual/Textual Politics*
- Elaine Showalter, *A Literature of Their Own*
- Sandra Gilbert and Susan Gubar, *The Mad Woman in the Attic*
- *The Distant Window*, Prachi Prakashan, Tr. Anima Bose, 1997
- Helen Carr, ‘A History of Women’s Writing’ in *A History of Feminist Literary Criticism* by Gill Plain and Susan Sellers
- Mary Eagleton, ‘Literary Representations of Women’ in *A History of Feminist Literary Criticism* by Gill Plain and Susan Sellers

Core Paper XI

MODERN EUROPEAN DRAMA

Introduction:

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

UNIT 1: Historical Review

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

UNIT 2: Henrik Ibsen

- (i) *Ghosts*

UNIT 3: Eugene Ionesco

- (i) *Chairs*

UNIT 4: Bertolt Brecht

- (i) *Life of Galileo*

Text Books

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

Web Resources

- Ionesco: <http://www.kkoworld.com/kitablar/ejen-ionesko-kergedan-eng.pdf>
- Ibsen: <http://www.gutenberg.org/files/8121/8121-h/8121-h.htm>

Reference Books:

- Constantin Stanislavski, *An Actor Prepares*, Chap. 8,
- 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1,2, 7,8,9, pp. 121-5, 137-46.
- Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. And tr. John Willet (London: Methuen, 1992) pp.68-76, 121-8.
- George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303-24.
- Raymond Williams, *Drama from Ibsen to Brecht*
- Jean Genet, *Reflections on Theatre* (London: Faber & Faber) Chapter 2: "The Strange World Urb..." pp. 63-74.
- *Theatre of Absurd*. Martin Esslin

Core Paper XII

INDIAN CLASSICAL LITERATURE

(Training of teachers essential for teaching this course)

Introduction:

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

UNIT 1: Introduction to the history and genesis of Indian Classical Literature

UNIT 2: Sanskrit Drama –1

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

UNIT 3: Sanskrit Drama-2

- (i) *Mrcchakatika* by Sudraka, Act I, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962)

UNIT 4: Aesthetics and Maxims

- (i) Bharata's *Natyasastra*, Chapter VI on Rasa theory

Text Books

- Texts prescribed in units II,III, IV

Reference Books:

- Kalidasa. Critical Edition. Sahitya Akademi
- Bharata's *Natyashastra*. English Translation by M.M. Ghosh. Vol 1. 2nd edition. Asiatic Society, Kolkata, 1950. Ch. 6 "Sentiments". Pp. 158-95
- J.A.B. Van Buitenen, "Dharma and Moksa" in Roy W. Perrett. Ed. *Indian Philosophy*. Vol 5, *Theory of Value: A Collection of Readings*. New York: Garland, 2000. Pp. 33-40
- Vinay Dharwadkar, "Orientalism and the Study of Indian Literature", *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*. Ed. Carol A. Breckenridge and Peter Van der Veer. New Delhi: OUP, 1994. Pp. 158-95
- Haldhar Panda, *Universals of Poetics*

Core Paper XIII

POSTCOLONIAL LITERATURES

Introduction:

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

UNIT 1:

- (i) Postcolonialism: Elleke Boehmer (From *Literary Theory and Criticism* Ed. Patricia Waugh)
- (a) The post in Postcolonial,
 - (b) Movements and theories against Empire
 - (c) Leading Postcolonial Thinkers (Frantz Fanon, Edward Said, Gayatri Spivak, Homi Bhabha)

UNIT 2: Raja Rao

- (i) *Kanthapura*

UNIT 3: Jean Rhys

- (i) *Wide Sargasso Sea*

UNIT 4: Athol Fugard

- (i) *Blood Knot*

Text Books

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

Reference Books:

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

Core Paper XIV

POPULAR LITERATURE

Introduction:

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

UNIT 1: Introduction to the concept

- (i) What is popular literature?
- (ii) Debate between popular and high cultures (‘high brow’ v/s ‘low brow’)
- (iii) What is Genre fiction?
- (iv) Debate between genre fiction and literary fiction

Essays for discussion:

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

UNIT 2: Children’s Literature

- (i) Lewis Carroll: *Alice in Wonderland*

UNIT 3: Detective Fiction

- (i) Arthur Conan Doyle: *The Hound of the Baskervilles*

UNIT 4: Campus Fiction

- (i) Chetan Bhagat: *Five Point Someone*

Text Books

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

Reference Books

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

Discipline Specific Elective Paper-I

LITERARY THEORY

Introduction:

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

UNIT 1:

- (i) New Criticism (“Language of Paradox” by Cleanth Brooks)

UNIT 2:

- (i) Marxist Criticism (Terry Eagleton: “Literature and Ideology” from *Marxism and Literary Criticism*)

UNIT 3:

- (i) Feminist Criticism (*Second Sex*, Vol 1 Introduction “Facts and Myths”)

UNIT 4:

- (i) Structuralism (“The Nature of Linguistic Sign” by Saussure)

Text Books

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

Reference Books

- Peter Barry, *Beginning Theory*
- Terry Eagleton, *Literary Theory*
- David Lodge, ed. *Twentieth Century Criticism*
- David Lodge, ed. *Modern Criticism and Theory: A Reader*
- Jonathan Culler, “In Pursuit of Signs”
- Tony Bennett, *Formalism and Marxism* (New Accents)

Discipline Specific Elective Paper- II

WORLD LITERATURE

Introduction:

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

UNIT 1: European

- (i) Albert Camus: *The Outsider*

UNIT 2: Caribbean

- (i) V S Naipaul: *A Bend in the River*

UNIT 3: Canadian Short Fiction

- (i) Alice Munroe: “The Bear Came Over the Mountain”, “Face”

UNIT 4: Latin American Poetry

- (i) Pablo Neruda :“Tonight I can Write” and “Every day you play”
- (ii) Octavio Paz: “Between going and staying the day wavers” and “Motion”

Text Books

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

Web Resources:

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

Reference Books:

- *Weltliteratur*: John Wolfgang von Goethe in *Essays on Art and Literature* Goethe : The Collected Works Vol.3
- Rabindranath Tagore “World Literature”: *Selected Writings On Literature and Language: Rabindranath Tagore* Ed. Sisir Kumar Das and Sukanta Chaudhuri
- Goethe’s “World Literature Paradigm and Contemporary Cultural Globalization” by John Pizer
“Something Will Happen to You Who Read”: Adrienne Rich, Eavan Boland’ by Victor Luftig .JSTOR iv. *Comparative Literature* University of Oregon.
- “WLT and the Essay” *World Literature Today* Vol. 74, No. 3, 2000. JSTOR Irish University Review, Vol.23 Spring 1, Spring-Summer.
- What is world Literature? (Introduction) David Damrosch
<http://press.princeton.edu/chapters/i7545.html>
- Tagore’s comparative world literature

Discipline Specific Elective Paper- III

PARTITION LITERATURE

Introduction:

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

UNIT 1: Defining partition literature

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

UNIT 2:

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

UNIT 3: Bapsi Sidhwa

- (i) *Ice-candy-man*

UNIT 4:

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

Text Books

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

Reference Books:

- Sukrita P. Kumar, "Narrating Partition" (Delhi: Indialog, 2004)
- Urvashi Butalia, "The Other Side of Silence: Voices from the Partition of India" (Delhi: Kali for Women, 2000)

- Sigmund Freud, “Mourning and Melancholia” in *The Complete Psychological Works of Sigmund Freud*, tr. James Strachey (London: Hogarth Press, 1953) pp. 3041-53.

Discipline Specific Elective Paper- IV

WRITING FOR MASS MEDIA

UNIT 1:

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

UNIT 2:

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

UNIT 3:

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

UNIT 4:

- (i) Email, Blogs, Social networking
- (ii) Internet Journalism

Reference Books

- Rangaswamy Parthasarathy, *Journalism in India: From the earliest times to the present day*, Sterling.
- S V Parasher, *Indian English: Functions and Form*, Bahri Publications.
- Stephen McLaren, *Easy Writer*
- A R Parhi, *Indian English through Newspapers*, Concept Publications.
- G L Labru, *Indian Newspaper English*, B R Publishing House.
- Vinod Dubey, *Newspaper English in India*, Bahri Publications.
- Kachru, Braj: *from Indianization of English*
- Dutta and Parhi, ‘Prospect of Electronic Media as Curriculum in Non-Native Contexts’, *I-Manager’s Journal on English Language Teaching*. (2014)
- Aijaz Ahmed: ‘Disciplinary English: Third-Worldism and Literature’.
- Narasimhaih; C.D. (ed.): *Awakened Consciousness: Studies in Commonwealth Literature*, New Delhi: Sterling.

- Omkar N. Koul: *English in India: Theoretical and Applied Issues*. New Delhi: Creative Publishers.

DSE Paper – IV: Dissertation/ Research Project (College can give this choice only for students with above 60% aggregate marks)

DISSERTATION/ RESEARCH PROJECT

Introduction and Outcome

A project is an individual or collaborative activity that is carefully planned to achieve a particular aim.

An undergraduate project is individual research by students to i. understand in-depth a particular topic or fact in their field of study, and ii. Strengthen their understanding of research processes and methods.

Undergraduate research is inquiry-based learning that involves practical work, and not just listening to classroom teaching and personal reading. Students learn to apply what they study in their courses to appreciate different aspects of their field better by working independently on the projects. At the same time, they contribute something original to the courses they study.

An undergraduate research project is expected to explore specific topics within the field of study of the students. The project should make an original contribution to the discipline in some manner. The results of quality undergraduate research can be presented in seminars and conferences, and published in research journals dedicated specifically to such work or in traditional academic journals with the student as a co-author.

There are many benefits of undergraduate research including, but not limited to, real world applications, research and professional experience, and better relationships between faculty and students. Relating coursework to out-of-class experiences, students train to work and think independently, take responsibility for their own learning, and take initiative to solve problems on their own rather than relying on experts for answers. They also learn to work in collaboration in interdisciplinary research. Most of all, projects help students learn a variety of skill sets to make them confident and competent in their future career.

The research process

Typically, all research answer three questions: *what*, *why* and *how*.

The *what* states the research question to be investigated in a project.

The *why* explains the purpose of the research and also every step undertaken to conduct the research.

The *how* describes the stages of the research procedure.

To understand the process of research and to practically conduct any requires a good background in research methodology. Students may study research methodology before undertaking their projects.

Pattern of examination

Mid-semester assessment

Presentation of the project synopsis

Synopsis to include:

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

Semester final examination

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

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

Reference Books

- John Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications. 2009
- K Samantray, *Academic and Research Writing*. Orient Blackswan. 2015
- Sword, H. *Stylish Academic Writing*. Harvard University Press. 2012

- Norman Denzin, *Sage Handbook of Qualitative Research*. Sage Publications. 2005
- Kothari & Garg, *Research Methodology*. New Age Publishers
- Deepak Chawla & Neena Sondhi. *Research methodology: Concepts & Cases*. Vikas Publishing

Generic Elective Paper I

ACADEMIC WRITING AND COMPOSITION

Introduction:

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

UNIT 1:

- (i) Introduction to the Writing Process: with a focus on Academic Writing

UNIT 2:

- (i) Writing in one's own words: Summarizing and Paraphrasing

UNIT 3:

- (i) Critical Thinking: Synthesis, Analysis, And Evaluation

UNIT 4:

- (i) Citing Resources: Editing, Book and Media Review

Reference Books:

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

Generic Elective Paper II

GENDER AND HUMAN RIGHTS

(Faculty training needed)

Introduction:

This paper seeks to familiarize the students with issues of inequality, and oppression of caste, race and gender.

UNIT 1:

- (i) Unit I and II of *Gender Sensitivity* (UNESCO Module 5)

UNIT 2:

- (i) “Castes in India”: Dr Babasaheb Ambedkar

UNIT 3:

- (i) *We Should All Be Feminists* by Chimamanda Ngozi Adichie,

UNIT 4:

- (i) *Sultana’s Dream* (a novella): Rokeya Sakhawat Hossain

Text Books

- Texts prescribed in Unit I,II,III, IV

Reference Books:

- Babasaheb Ambedkar, *Writings and Speeches*, Vol 1, Compiled by Vasant Moon. Ambedkar Foundation, 2014.
 - Chimamanda Ngozi Adichi- *We Should All Be Feminists*. London: Fourth Estate, 2014.
 - Rokeya Sakhawat Hossain - *Sultana’s Dream*. Penguin Modern Classics, 2005.
- UNESCO- Gender Sensitivity, Zambia, 2000.
http://www.unesco.org/education/mebam/module_5.pdf

Generic Elective Paper III

NATION, CULTURE, INDIA

Introduction:

This paper seeks to introduce students across disciplines to basic ideas about Indian cultural ethos mediated through literature.

UNIT 1:

- (i) *An Autobiography (My Experiments With Truth)* - M.K. Gandhi. Part V, ‘The First Experience’ (Chapters I) to ‘Face to Face with Ahimsa’(Chap XIV)

UNIT 2:

- (i) “Secularism and Its Discontents”- Amartya Sen (from *The Argumentative Indian*)

UNIT 3:

- (i) “Nationalism in India”- Rabindranath Tagore (from *Nationalism*)

UNIT 4:

- (i) “ The Renaissance in India”- Sri Aurobindo (from The Renaissance in India and Other Essays)

Text Books

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

Reference Books:

- A.L. Basham, *Wonder that was India*
- D.D. Kosambi, *Culture and Civilization of Ancient India in Historical Outline*
- Romila Thapar, *Time as a Metaphor in Human History*
- Pawan K. Verma, *The Great Indian Middleclass*

Generic Elective Paper IV

LANGUAGE AND LINGUISTICS

Introduction:

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

UNIT 1:

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

UNIT 2:

- (i) Phonology and Morphology

UNIT 3:

- (i) Syntax

UNIT 4:

- (i) Semantics

Reference Books

- *Introductory book on Linguistics and Phonetics* by R L Varshney

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

GE Tutorial - 4 (20 marks: 1 credit)

Introduction: This paper seeks to reinforce learning of the theory paper by way of engaging the students in remedial teaching and doubt clearing classes.

Scheme of Examination- Internal Assessment will be done by tutors through 10 multiple choice questions (10 x 1 = 10) and very short answer-type questions (5 x 2 = 10)

Course structure of UG English Pass

Semester	Course	Course Name	Credits	Total marks
I	DSC-I	Indian writing in English	06	100
II	DSC-II	Writing for mass media	06	100
III	DSC-III	Postcolonial literatures	06	100
IV	DSC-IV	Popular literature	06	100
V	DSE-I	Academic writing and composition	06	100
VI	DSE-II	Nation, culture, India	06	100

			30	600

ENGLISH Papers for PASS students

Discipline Specific Core – 4 papers
 Discipline Specific Elective – 2 papers

Marks per paper - Midterm : 20 marks, End term : 80 marks, Total – 100 marks

Credit per paper – 6

Teaching hours per paper – 50 hours + 10 hours tutorial

Discipline Specific Core Paper I

INDIAN WRITING IN ENGLISH

Introduction:

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

UNIT 1: (Poetry)

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

UNIT 2: (Short Stories)

- (i) Anita Desai “The Accompanist”,
- (ii) Shiv K Kumar “ A Nun with Love”,
- (iii) Manohar Malgaonkar “ A Pinch of Snuff”

UNIT 3:

- (i) R.K Narayan *The Guide*

UNIT 4:

- (i) Mahesh Dattani *Final Solutions*

Text Books

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

Reference Books:

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

Discipline Specific Core Paper II**WRITING FOR MASS MEDIA****UNIT 1:**

- (i) History of English in India, Brief history of Journalism in English in India, Status of English in India, Raja Rao, Preface to *Kanthapura* and 'The Caste of English' (Awakened Consciousness: Studies in Commonwealth Lit. ed. C.D. Narasimhaiah).

UNIT 2 :

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

UNIT 3:

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

UNIT 4:

- (i) Email, Blogs, Social networking, Internet Journalism

Reference Books

- Rangaswamy Parthasarathy, *Journalism in India: From the earliest times to the present day*, Sterling.
- S V Parasher, *Indian English: Functions and Form*, Bahri Publications.

- Stephen McLaren, *Easy Writer*
- A R Parhi, *Indian English through Newspapers*, Concept Publications.
- G L Labru, *Indian Newspaper English*, B R Publishing House.
- Vinod Dubey, *Newspaper English in India*, Bahri Publications.
- Kachru, Braj: *from Indianization of English*
- Dutta and Parhi, 'Prospect of Electronic Media as Curriculum in Non-Native Contexts', *I-Manager's Journal on English Language Teaching*, 2014
- Aijaz Ahmed: 'Disciplinary English: Third-Worldism and Literature'.
- Narasimhaih; C.D. (ed.): *Awakened Consciousness: Studies in Commonwealth Literature*, New Delhi: Sterling.
- Omkar N. Koul: *English in India: Theoretical and Applied Issues*. New Delhi: Creative Publishers.

Discipline Specific Core Paper III

POSTCOLONIAL LITERATURES

Introduction:

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

UNIT 1: Post colonialism: Elleke Boehmer (From *Literary Theory and Criticism* Ed.

Patricia Waugh)

- (i) The post in Postcolonial,
- (ii) Movements and theories against Empire,
- (iii) Leading Postcolonial Thinkers(Frantz Fanon, Edward Said, Gayatri Spivak, Homi Bhabha)

UNIT 2:

- (i) Raja Rao, *Kanthapura*

UNIT 3:

- (i) Jean Rhys *Wide Sargasso Sea*

UNIT 4:

- (i) Athol Fugard: *Blood Knot*

Text Books

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

Reference Books:

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

Discipline Specific Core Paper IV

POPULAR LITERATURE

Introduction:

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

UNIT 1: Introduction to the concept

- (i) What is popular literature?
- (ii) Debate between popular and high cultures (‘high brow’ v/s ‘low brow’)
- (iii) What is Genre fiction?
- (iv) Debate between genre fiction and literary fiction

Essays for discussion:

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

UNIT 2: Children’s Literature

- (i) Lewis Carroll: *Alice in Wonderland*

UNIT 3: Detective Fiction

- (i) Arthur Conan Doyle: *The Hound of the Baskervilles*

UNIT 4: Campus Fiction

- (i) Chetan Bhagat: *Five Point Someone*

Text Books

- Essays given for discussion under Unit I and Texts prescribed in Units II,III,IV

Reference Books

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

Discipline Specific Elective Paper I

ACADEMIC WRITING AND COMPOSITION

Introduction:

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

UNIT 1:

- (i) Introduction to the Writing Process: with a focus on Academic Writing

UNIT 2:

- (i) Writing in one’s own words: Summarizing and Paraphrasing

UNIT 3:

- (i) Critical Thinking: Synthesis, Analysis, Evaluation

UNIT 4:

- (i) Citing Resources: Editing, Book and Media Review

Reference Books:

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

Discipline Specific Elective Paper II**NATION, CULTURE, INDIA****Introduction:**

This paper seeks to introduce students across disciplines to basic ideas about Indian cultural ethos mediated through literature.

UNIT 1:

- (i) *An Autobiography (My Experiments With Truth)* - M.K. Gandhi. Part V, 'The First Experience' (Chapters I) to 'Face to Face with Ahimsa' (Chap XIV)

UNIT 2:

- (i) "Secularism and Its Discontents"- Amartya Sen (from *The Argumentative Indian*)

UNIT 3:

- (i) "Nationalism in India"- Rabindranath Tagore (from *Nationalism*)

UNIT 4:

- (i) " The Renaissance in India"- Sri Aurobindo (from *The Renaissance in India and Other Essays*)

Text Books

- Texts prescribed in Unit I,II,III,IV

Reference Books:

- A.L. Basham, *Wonder that was India*
- D.D. Kosambi, *Culture and Civilization of Ancient India in Historical Outline*
- Romila Thapar, *Time as a Metaphor in Human History*

- Pawan K. Verma, *The Great Indian Middleclass*

GE Tutorial - 4 (20 marks: 1 credit)

Introduction: This paper seeks to reinforce learning of the theory paper by way of engaging the students in remedial teaching and doubt clearing classes.

Scheme of Examination- Internal Assessment will be done by tutors through 10 multiple choice questions ($10 \times 1 = 10$) and very short answer-type questions ($5 \times 2 = 10$)

SKILL ENHANCEMENT COURSES (SEC)

Optional for SECC I paper

Total Marks- 100

Skill Enhancement Courses (SECC Option-I)

ENGLISH COMMUNICATION

Introduction: This paper intends to build up the four primary skills in students in the academic as well as in the wider domains of use like public offices. The books recommended only provide guidelines for what to teach, and the list is in no way exhaustive. Teachers must be free and resourceful enough to collect teaching materials on their own, and even use newspaper clippings as teaching materials.

This is an activity-based, goal-oriented, functional course in English Communication, which aims to make the students able and efficient communicators by helping them to be self-reflexive about English. This course has a pre-defined context of being supportive and complementary to the core courses in various disciplines. Therefore, unlike most other courses in English Communication on offer, it does not seek to build facile fluency that passes off as communicative competence. Rather, it intends to equip the students with the relevant skills of presentation and expression needed in the academic as well as in the professional domains of communicative use. While reading skills exercises are meant to promote the acquisition of analytical and comprehension skills, writing skills exercises are centered on sentence construction, paragraph development and précis writing. Teachers must be free and flexible enough in relation to teaching materials, using newspaper clippings, non-conventional and multi-media resources in the classroom. There is ample scope to build the speaking and listening skills of students in the way the course is planned with an emphasis on interactive learning and articulation.

UNIT 1: Introduction

- (i) What is communication?
- (ii) Types of communication (Horizontal, Vertical, Interpersonal, Grapevine),
- (iii) Uses of Communication, Inter-cultural communication, Communication today:
- (iv) Distinct features of Indianisation, alternative texts of language learning, global English and English in the print and electronic media in India.

UNIT 2: The Four Skills and Prospect of new material in language learning

- (i) Listening-Passive and active, Speaking effective, intelligibility and clarity
- (ii) Methods and techniques of reading such as skimming, scanning and searching for information; Reading to understand the literal, metaphorical and suggested meaning of a passage,
- (iii) Identifying the tone (admiring, accusatory, ironical, sympathetic, evasive, indecisive, ambiguous, neutral etc.) of the writer and view-points.
- (iv) Cohesive and Coherent writing

UNIT 3: Grammatical and Composition Skills

- (i) Doing exercises like filling in the blanks, correcting errors, choosing correct forms out of alternative choices, joining clauses, rewriting sentences as directed, and replacing indicated sections with single words / opposites / synonyms, choosing to use correct punctuation marks, getting to understand and use formal and informal styles, learning to understand the usages of officialese, sexism, racism, jargon.
- (ii) Learning to understand information structure of the sentence such as topic-focus relationship; strategies of thematization, postponement, emphasis, structural compression (deletion of redundant parts, nominalization, cleft and pseudo-cleft sentences, elliptical structures etc.), Logical Connectors between sentences, Methods of developing a paragraph, structure of an essay and methods of developing an essay

UNIT 4: Exercises in Written Communication

- (i) Précis writing
- (ii) Note-taking skills
- (iii) Writing reports
- (iv) Guidelines and essentials of official correspondence for making enquiries, complaints and replies
- (v) Making representations; writing letters of application for jobs; writing CV, writing letters to the editor and social appeals in the form of letters/pamphlets.

Reference Books:

- *Ways of Reading: Advanced reading Skills for Students of English Literature.* Martin Montgomery et al. London: Routledge, 2007.
- *Applying Communication Theory for Professional Life: A Practical Introduction.* Dainton and Zellely,
<http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0ludHJvX3RvX2NvbW11bmJlYXRpb25fVGhlc3J5LnBkZg%3D%3D&cidReset=true&cidReq=MBA563>
- *Literature and the art of Communication*, Cambridge University Press.
- *Vistas and Visions.* Orient Black Swan (writing and grammar exercises at the end of lessons are recommended) From *Remapping An Anthology for Degree Classes*, ('Writing

Skills'), Orient Black Swan.

- *Indian English through Newspapers* (Chapter 4,5 and 6), Concept, New Delhi,2008.
- *Contemporary Communicative English*, S Chand
- *Technical Communication: A Reader Centred Approach*. P.V. Anderson. Wadsworth, Cengage.

AECC-II Paper

MIL (ALTERNATIVE ENGLISH)

Introduction:

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

UNIT 1: Short Story

- (i) Jim Corbett-The Fight between Leopards
- (ii) Dash Benhur- The Bicycle
- (iii)Dinanath Pathy- George V High School
- (iv) Alexander Baron- The Man who knew too much
- (v) Will f Jenkins- Uneasy Homecoming

UNIT 2: Prose

- (i) Mahatma Gandhi- The way to Equal Distribution
- (ii) S Radhakrishnan- A Call to Youth
- (iii)C V Raman-Water- The Elixir of Life
- (iv)Harold Nicolson- An Educated Person
- (v) Claire Needell Hollander- No Learning without Feeling

UNIT 3:

- (i) Comprehension of a passage and answering the questions

UNIT 4:

- (i) Language exercises-test of vocabulary, usage and grammar

Text Books

All Stories and Prose pieces

Reference Books

- *The Widening Arc: A Selection of Prose and Stories*, Ed. A R Parhi, S Deepika, P Jani, Kitab Bhavan, Bhubaneswar.
- *A Communicative Grammar of English*, Geoffrey Leech.
- *A University Grammar of English*, Randolph Quirk and Sidney Greenbaum

- *Developing Reading Skills*. F. Grellet. Cambridge: Cambridge University Press, 1981.

RAMA DEVI WOMEN'S UNIVERSITY

P. G. COURSE STRUCTURE OF DEPARTMENT OF ENGLISH



RAMA DEVI WOMEN'S UNIVERSITY

BHOI NAGAR, BHUBANESWAR, ODISHA, PIN- 751022

**STATE MODEL SYLLABUS FOR P.G.
COURSE IN ENGLISH**

UNDER CHOICE BASED CREDIT SYSTEM

POST GRADUATE COURSE STRUCTURE

English



Skills



Employability



Entrepreneurship

SEMESTER- I

Hard Core- 101: British Poetry

Hard Core- 102: British Drama

Hard Core- 103: British Fiction

Hard Core- 104: British Non-Fiction Prose

SEMESTER- II

Hard Core- 201: Literary Criticism & Theory

Hard Core- 202: Literature and Gender

Hard Core- 203: Migration Literature

Hard Core- 204: Life Writing

Core Elective- 201

A-American Literature -I

B- Indian Writing in English- I

C- Post Colonial Literature- I

Open Elective- 201: Science and Detective Fiction

SEMESTER- III

Hard Core 301: introduction to Linguistics and ELT

Hard Core 302: Odia Novels in English Translation

Hard Core 303: Literature for Children

Core Elective-1- 301

A-American Literature -II

B- Indian Writing in English- II

C- Post Colonial Literature- II

Core Elective 2- 302

A-American Literature -III

B- Indian Writing in English- III

C- Post Colonial Literature- III

SEMESTER- IV

Hard Core- 401: Writing at Work

Hard Core-402: Dalit Literature

Hard Core- 403: Research Methodology

Core Elective 401

A-American Literature -IV

B- Indian Writing in English- IV

C- Post Colonial Literature- IV

Semester I

Hard Core 101

British Poetry

Skill: Critical Appreciation

Objectives:

- To introduce the students to the different characteristics of a poem: rhyme, rhythm, figures of speech, imagery, tone and meter
- To understand British culture, languages and historic periods through poetry.
- To understand and appreciate poetry as a literary art form.
- To analyse the various elements of poetry and associated literary devices

Unit	Authors and Texts	Credit
Unit I	John Milton: Paradise Lost, Books - 1 and 2	5
Unit II	John Donne: Valediction Forbidding Mourning John Keats: Ode on a Grecian Urn; S T Coleridge: Kubla Khan	5
Unit III	Wordsworth: Prelude: Book I & 2	5
Unit IV	Alfred Tennyson: Ulysses Robert Browning: My Last Duchess	5
Unit V	Siegfried Sassoon: Dreamers, Absolution Wilfred Owen: 1914, Anthem for Doomed Youth W. B. Yeats: Leda and the Swan, A Prayer for my daughter, Sailing to Byzantium	5

Suggested Reading:

- Bowra, Maurice. The Romantic Imagination. OUP
- Grierson, Herbert and J C Smith. A Critical History of English Poetry.

- David Daiches: Poetry and the Modern World: A Study of Poetry in England between 1900 and 1939

Course Outcomes (COs)

- CO1. comprehend varied techniques and forms of poetry
- CO2. appreciate the poem based on its rhythmic pattern and metrics
- CO3. apply the principles of literary appreciation/criticism
- CO4. analyse the poetry based on various elements of poetry
- CO5. develop their own creative/poetic skill

HC 102

British Drama

Skill: Appreciation of Performing arts across culture

Objectives:

The students will:

- get acquainted with the genre of Drama.
- learn the rhetorical aspect of drama
- comprehend changing approaches to theatre and the change in dramatic works
- comprehend main ideas and details in different kinds of dramatic scripts
- explore issues and experiences through a stimulation of their imagination

Unit	Authors and Texts	Credits
Unit I	William Shakespeare: King Lear	5
Unit II	Aphra Behn: the Rover	5
Unit III	Oscar Wilde: The Importance of Being Earnest	5
Unit IV	John Osborne: Look Back in Anger	5
Unit V	Tom Stoppard: Indian Ink	5

Suggested Readings:

- Cohen, Michael. "On Reading 'Hamlet' for the First Time." College Literature, vol. 19, no. 1, 1992, pp. 48–59. JSTOR, JSTOR, www.jstor.org/stable/25111940.
- Bhatia, Nandi. "Reinventing India through a quite witty pastiche": Reading Tom

- Stoppard's Indian Ink." Modern Drama, vol. 52 no. 2, 2009, pp. 220-237. Project MUSE, doi:10.1353/mdr.0.0104
- Bhatia, Nandi. "Anger, Nostalgia, and the End of Empire: John Osborne's Look Back in Anger." Modern Drama, vol. 42 no. 3, 1999, pp. 391-400. Project MUSE, doi:10.1353/mdr.1999.0012
- Social Realistic Projections of Galsworthy's Strife
- https://www.researchgate.net/publication/285626997_Social_Realistic_Projections_of_Galsworthy's_Strife

Course Outcomes (COs)

- CO1. comprehend effectively different imageries and situations
- CO2. understand the varied attitudes, values and ideas transmitted and dramatized in oral form
- CO3. comprehend body language and facial expressions better
- CO4. make critical and rational judgements
- CO5. communicate with and understand others better

HC 103

British Fiction

Skills: Reading and Writing Skill

Objectives:

The students will:

- improve their comprehension skills
- enrich their vocabulary which will further improve their comprehension.
- understand the artistry and utility of English language through a study of the fictions
- Refine their critical faculties necessary for academic and professional life

Unit	Authors and Texts	Credits
Unit I	Jonathan Swift: Gulliver's Travels Book I & 2	5
Unit II	Charles Dickens: A Tale of Two Cities	5
Unit III	D H Lawrence: The Rainbow	5
Unit IV	Doris Lessing: The Grass is Singing	5

Unit V	Kazuko Ishiguru: Never Let Me Go	5
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Suggested Readings:

- David Lodge. Language of Fiction: Essays in Criticism and Verbal Analysis of the English Novel. Routledge Publication. 2002
- E M Foster: Aspects of the Novel. Edward Arnold. 1927.
- Lentz, David B. Novel Criticism: How to Critique Novels like a Novelist. Createspace Independent Pub. 2011.

At the end of the course the students will be able to:

- apply critical and theoretical approaches to the reading and analysis of literary and
- identify, interpret, describe and analyse the critical ideas and themes that appear in literary and cultural texts
- perform research, and critically analyse the texts from different historical periods and genres
- demonstrate a broad understanding as to how different ideas and values inform and impact culture and society
- evaluate and synthesize information from a variety of written and electronic sources.

Hard Core 104

British NON-FICTION / PROSE

Skill: Enhancement of Writing Skill

Objectives:

The students will:

- learn to use language in context and internalize the meaning in context
- be able to express their opinion
- be able to articulate their thoughts and ideas
- be able to organize their thoughts in a logical manner

Unit	Authors and Texts	Credit
Unit I	Francis Bacon - (Essays) - Of Truth, Of Death, Charles Lamb: Dream Children: A Reverie William Hazlitt: On Going on a Journey	5

Unit II	Thomas Moore : Utopia	5
Unit III	Thomas Carlyle: On Heroes, Hero-Worship and the Heroic in History(Hero as Poet)	5
Unit IV	Robert Lynd: On Forgetting, The Pleasure of Ignorance A.G. Gardiner: On Saying Please, On the Rule of the Road	5
Unit V	Mathew Arnold: Culture and Anarchy (Chapter I & 2)	5

Suggested readings:

- Eagleton, Terry. Literary Theory: An Introduction. Blackwell. 1996.
- David Daiches: Critical Approaches to Literature. Prentice-Hall. 1956.

Course Outcomes (COs)

- CO1. think and express critically skills like – narrative skills, analytical skills, expository skills and argumentative skills
- CO2. interpret literary text and understand the significant development in the history of English Literature through prose writers.
- CO3. state facts in plain and precise manner
- CO4. develop their story’s theme using supporting references and factual details in a convincing manner
- CO5. learn to share their ideas and new learnings with reading partners

Semester 2

Hard Core 201

Literary Criticism and Literary Theory

Skill: Critical Thinking Skill

Objectives:

The students will:

- Enable students to analyse/interpret/evaluate a literary work better
- Broaden the understanding of Literary Criticism and formulate a comprehensive understanding and critical approaches to literary works.

Unit	Authors and Texts	Credit
Unit I	Jacques Derrida Deconstruction with reference to “ <i>Structure, Sign and Play</i> ” in the <i>Discourse of the Human Sciences</i>	5

Unit II	Jacques Derrida Deconstruction with reference to “ <i>Structure, Sign and Play</i> ” in the <i>Discourse of the Human Sciences</i>	5
Unit III	Louis Althusser Marxist literary theory with reference to <i>Ideology and the State Apparatuses</i>	5
Unit IV	Jaen-Francoise Lyotard: “Answering the Question What is Postmodernism?” from <i>The Postmodern Condition</i>	5
Unit V	bell hooks: “Black Women and Feminism” from <i>Ain’t I a Woman</i>	5

Suggested Reading:

- Eagleton, Terry. *Criticism and Ideology*. New Left Books. 1976.
- Lodge, David and Nigel Wood, Ed. *Modern Criticism and Theory: A Reader*. Routledge. 2013.

Course Outcomes (COs)

- CO1. locate the changing trends in Literary Criticism and Literary Theory
- CO2. compare/contrast the differences in different schools literary criticism
- CO3. analyse and describe the critical ideas, values and themes
- CO4. apply the various theoretical elements on my given literary text
- CO5. construct a critical write up on any given text

Hard Core 202

Literature and Gender

Skill: Essentialism

Objectives:

The students will

- be introduced the students to the essentialism debate
- enable the students to analyse gender issues and place them in a societal and cultural context.
- Understand the various categories related to gender and the socio-cultural narratives around them

Units	Authors and Texts	Credits
Unit I	Virginia Woolf: <i>Orlando</i>	5

Unit II	Kate Chopin – The Awakening Charlotte Perkins Gilman- The Yellow Wall Paper	5
Unit III	Rabindranath Tagore: The Wife’s Letter. Trans. SupriyaChaudhuri in Rabindranath Tagore: Selected Short Stories, edSukantaChaudhuri BinapaniMohanty: Patadei IsmatChughtai: The Quilt. Translated by M Asduddin	5
Unit IV	AudreLorde: The Cancer Journals. [Introduction & Unit I]	5
Unit V	Elaine Showalter: Towards a Feminist Poetics	

Suggested Readings:

- Sigmund Freud, “Female Sexuality” Sexuality and the Psychology of Love, Touchstone: 1997,184-201.
- Chandra TalpadeMohanty, “Feminist Encounters: Locating the Politics of Experience” Feminist Theory Reader: Local and Global Perspectives
- Hélène Cixous, “The Laugh of the Medusa” Signs, Vol. 1, No. 4 (Summer, 1976), pp. 875-893 Luce
- Lucy Irigary, “When Our Lips Speak Together” Signs, Vol. 6, No. 1, Women: Sex and Sexuality, Part 2 (Autumn, 1980), pp. 69-79

Course Outcomes (COs)

- CO1. describe how women’s lives have been shaped in various geographical settings
- CO2. demonstrate an understanding of the effect of socio-historical and contemporary power dynamics on women’s life and evaluate gender to be a social construct.
- CO3. develop the concepts of class, race and gender as social construct and interpret the thoughts of women lives
- CO4. comprehend the plurality of female experience in relation to gender.
- CO5. determine biases in the construction of gender and patriarchal norms.

HC 203

Migration Literature

Skill: Understanding diverse culture

Objectives:

The students will

- be able to locate and compare varied perspectives

- be able to locate and compare varied perspectives
- be able to trace the history of migration and understand issues related to displacement, cultural hybridity and diasporic issues

Units	Authors and Texts	Credits
Unit I	Amitav Ghosh: <i>The Shadow Lines</i>	5
Unit II	Chinnamada Adicchi: <i>The Americannah</i>	5
Unit III	Manju Kapur: <i>The Immigrant</i>	5
Unit IV	Jhumpa Lahiri: <i>Interpreter of Maladies – Interpreter of Maladies</i> , Mrs Sen, <i>The Third and Final Continent</i>	5
Unit V	Romesh Gunasekera: <i>Reef</i>	5

Suggested Reading:

- Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *Key Concepts in Post-Colonial Studies*
- Bhabha, Homi K. *The Location of Culture*.
- Bidy Martin and Chandra Talpade Mohanty. “*Feminist Politics: What’s Home Got to Do with It?*” *Feminist Studies/Critical Studies*. Ed. Teresa de Lauretis.
- Gisela Brinker-Gabler and Sidonie Smith, eds. *Writing New Identities: Gender, Nation, and Immigration in Contemporary Europe*.
- Salman Rushdie. “*Imaginary Homelands*” in *Imaginary Homelands*.

Course Outcomes (COs)

CO1. put on the leitmotifs of the suggested texts to explore the conscientiousness of association between the ‘homeland’ and the ‘diaspora’.

CO2. understand the contemporary relevance of migration literature

CO3. realize homeland from a diverse prism through the eyes of writers who have lived in a composite culture.

CO4. appreciate the relevance of migration literature

CO5. locate and compare varied perspectives of migration

HC 204

Life Writing

Skill: Reading and Writing Freelancing

Objectives:

The students will

- identify the text structure used in biographies and autobiographies and explain why it is used.
- be able to compare/contrast the use of point of view and text structure in biographies and autobiographies

Units	Authors and Texts	Credits
Unit I	Lytton Strachey: Queen Victoria: A Life	5
Unit II	Mahatma Gandhi, <i>Autobiography or the Story of My Experiments with Truth</i> , Part I, Chapters 1 to 8	5
Unit III	Maya Angelou: <i>I know Why the Caged Bird Sings</i>	5
Unit IV	Jean Sasson: <i>Princess</i>	5
Unit V	Revati: <i>The Truth About Me: A Hijra Life</i>	5

Suggested Reading:

- Anderson, Linda. *Autobiography*. Taylor and Francis. 2011
- Pascal, Ray. *Design and Truth in Autobiography*. Routledge. 1960.
- Smith, Sidonie and Julia Watson. *Reading Autobiography: A Guide of Interpreting Life Narratives*. Print Publication 2002. Minnesota Scholarship Online: August 2015

Course Outcomes (COs)

- CO1. identify the form and characteristics of biography and autobiography and other forms of life writing.
- CO2. compare the strategy used by the writers to narrate his/her life narrative
- CO3. have an insight into how successful people face multiple challenges and the process that create their identity.
- CO4. appreciate the genre for its complexities and intricacies.
- CO5. measure and appraise the selected texts vis -a - vis their context and socio political and cultural background.
- CO6. give a first-hand account into the life of the famous personalities to have a better insight into how their experiences have shaped them as a person. (understanding

A
American Literature -I

Objectives:

The students will

- be aware of the authors and major works that create the nation's unique culture.
- be apprised of the different periods and movements that created the United States' national identity.

Units	Authors and Texts	Credits
Unit 1	Crevecoeur: 'What is an American?' in Letters from an American Farmer	5
Unit II	Thomas Paine: Common Sense	5
Unit III	The Significance of the Frontier in American History	5
Unit IV	Benjamin Franklin: Autobiography	5
Unit V	James Fenimore Cooper: The Last of the Mohicans	5

Suggested Reading

To be provided by the teacher

Course Outcomes (COs)

- CO1. The concerned teacher would provide a reading list at the beginning of the semester.
- CO2. Understand the culture and history of America through major literary works.
- CO3. Discover how American Literature make sense of the world through their works.
- CO4. American dream to be an evolving mythology
- CO5. Demonstrate the concept of the American dream of 19th and 20th century (Apply)

B

Indian Writing in English- I

Skill: Appreciation of Indian Language & Cultural diversity

Objectives:

- To expose students to evolution of Bhakti movements and how it shaped literature through the ages
- To sensitize the students about the pluralistic ethos of socio cultural structure of India.
- To develop compassion, love and universal brotherhood through poetry

Units	Authors and Texts	Credits
Unit I	Bhakti Movement and History of Indian English Literature	5
Unit II	Songs of Saints of India Ravi Das: “Your name” (p 27) Kabir: “Pundit, so well read, go ask God” (p 57) Tulsidas- The Fire Of... (p 163) Guru Nanak – “By Order” (p 79) Surdas – “Radha is lost” (p 107) Mirabai – “I am colored with the color of dusk”	5
Unit III	The Travels of Dean Mahomet [Dedication; Letters: 1,2,3,8, 12, 13,14&15]	5
Unit IV	Toru Dutt – “Our Casuarina Tree” Henry Lois Derozio – Sonnets: “Fair Lady I was but a minstrel boy”; “To the Rising Moon.” R N Tagore – “Paper Boats”; “On the Nature of Love”	5
Unit V	Bankim Chandra: Rajmohan’s Wife	5

Suggested Reading

The concerned teacher would provide a reading list at the beginning of the semester.

Course Outcomes (COs)

- CO1. Demonstrate the various features of Indian Writing in English.
 CO2. Defend the pluralistic aspect of Indian culture and society.
 CO3. Associate Indian culture via the English Language
 CO4. Quote the work of significant Indian writers of poetry and Drama
 CO5. Design in order to demonstrate different Literary cultures in relation to Dharma

C

Postcolonial Literature - I

Skill: Reading and Writing

Objectives:

- To know how Eurocentricism works through narratives of the Orient
- To know how a nation's identity is determined by a critical engagement with colonial modernity
- To be able to grasp concepts of nation and nationalism

Units	Authors and Texts	Credits
Unit I	Partha Chatterjee: The Nation and its Fragments 2 essays “Women and the Nation”; “The Nation and the Woman”	5
Unit II	Ashis Nandy: The Intimate Enemy: The Loss and Recovery of Self in Colonialism The Psychology of Colonialism: Age, Sex and Ideology in British India, The Post-colonial Views of India and the West	5
Unit III	Harish Trivedi: India and Post-colonial Discourse in Interrogating Post-colonialism: Theory: Text and Context. Ed. Harish Trivedi and Meenakshi Mukherjee	5
Unit IV	Nayantara Sahgal: The Schizophrenic Imagination Gayatri Spivak: “Can the Subaltern Speak?”	5
Unit V	Mahatma Gandhi: Passive Resistance and Education, in Hind Swaraj and Other Writings of Anthony J Parel, pp 88-105 B R Ambedkar: Dr Ambedkar's Speech at Mahad, in <i>Poisoned Bread</i> . Ed. Arjun Dangle	5

Suggested Reading:

- Harish Trivedi. “India and Post-colonial Discourse” in Interrogating Post-colonialism: Theory: Text and Context. Ed. Harish Trivedi and Meenakshi Mukherjee
- ArvindMelhotra: History of Indian Literature in England.
- Dennis Walden. “Indo-Anglican Fiction: Narayan and Sahgal.” Postcolonial Literatures in English: English, Language, Theory.

Course Outcomes (COs)

- CO1. Understand how colonial power operated to construct spaces of governance and subjects to govern.
- CO2. get a more detailed knowledge of colonialism.
- CO3. share the analysis of colonial process of knowledge-making to contemporary situations.
- CO4. Critically analyse the text and relate to other spaces and time periods.
- CO5. have a wide and thorough understanding of colonialism 19th and 20th century

Open Elective 201

Science and Detective Fiction

Skill: Reading and Writing

Objectives:

- To expose students to the dystopic vision of the society
- To acquaint the students about the genre of detective and science fiction
- To enable the learners understand the connection between science and literature
- To introduce the students to well-known detective fiction writers and science fiction authors

Units	Authors and Texts	Credits
Unit I	Mary Shelley: Frankenstein	5
Unit 2	Arthur Canon Doyle: The Hound of Baskervilles	5
Unit 3	H G Wells: The Time Machine	5
Unit 4	Wilkie Collins: The Moonstone	5
Unit 5	Margaret Atwood: The Handmaid's Tale	5

Course Outcomes (COs)

- CO1. correlate to concepts in science and Literature to address complex environmental issues
- CO2. understand the elements of detective fiction as a literary genre
- CO3. understand the elements of Science fiction as a literary genre
- CO4. analyse how science and humanities are correlated
- CO5. conceptualize the concepts of time travel and dystopia

Semester III

Hard Core 301

Introduction to Linguistics and ELT

Objectives:

- articulate the students about functions of language and the required skills
- To train the learners theories related to language and Linguistics.

Units		Credits
Unit I	Consonant and Vowel: Classification, Syllable, Word stress, Sentence stress, Rhythm and Intonation	5
Unit II	Language and society with special reference to dialectology, Language, Altitude and linguistic landscape studies, Register, Diaglossia, Code switching, Borrowing, Pidgins Creoles	5
Unit III	Language teaching methods, Syllabus, materials, Techniques of language teaching evaluation	5
Unit IV	Syntax, Semantics, Pragmatics, Discourse analysis	5
		5

Course Outcomes (COs)

- CO1. stimulate intellectual curiosity in the theories of linguistics.
 CO2. Comprehend the complexity of language as a communication system
 CO3. Recapitulate the concepts, theories and methodologies used by linguistics.
 CO4. compose freely and independently in speech and writing.
 CO5. Develop the linguistic aptitude that enables them to be conscious of the cultural and social issues.

Suggested Reading:

Sarbijit Biswas. Language Analysis

RA Hudson. Sociolinguistics

H H Slern. Fundamental concept of Language teaching (O U P)

F R Palmer. Semantics

William B M C Grogor . Linguistics: An Introduction

Hard Core 302

A

Odia Novels in English Translation

Skills: Language skills especially translation

Objectives:

- To be acquainted with writers of Odisha and their works
- To introduce students to Odia classics through translation
- To enable the students to understand the socio-cultural milieu of colonial Odisha

Units	Authors and Texts	Credits
Unit 1	Fakir Mohan Senapati: Six Acres and a Third	5
Unit 2	Gopinath Mohanty: The Ancestors	5
Unit 3	K.C Panigrahi: Born of the Soil	5
Unit 4	Chandrasekhar Rath: Astride the Wheel	5
Unit 5	Nine authors: Basanti	5

Suggested Reading

- Susan Bassnet and Harish Trivedi (eds). *Postcolonial translation: Theory and Practice*. Routledge.1998.
- Paul St. Pierre and PrafullaKar. *In Translation: Reflections, Refractions, Transformations*.Pencraft International. Pencraft International. 2015.

Course Outcome

At the end of the paper the students will be able to:

- be acquainted with the best fiction of Odia in literature in translation
- generate a broad vision of life by engaging in transformative analytical thinking
- appraise writings in vernacular language for their literary value
- demonstrate a high level of proficiency in literary research and in the synthesis of research
- produce original research in the field of translation of literary texts

Hard Core - 303

A

Literature for Children

Objectives:

- To introduce the students to the genre of Children's literature
- To foreground the imaginary world of the children and contrast it with the adult world

Units	Authors and Texts	Credits
Unit I	Lewis Carrol: Alice in the Wonderland	5
Unit II	Ruskin Bond: Dust on the Mountain	5
Unit III	William Saroyan: My Name is Aram	5
Unit IV	Lucy Maud Montgomery: Anne of Green Gables	5
Unit V	Vikram Seth: Beastly Tales from Here and There (The Eagle and the Beetle; The Monkey and the Crocodile	5

Suggested Readings:

Peter Hunt. Criticism, Theory and Children's Literature. Basil Blackwell.

Course Outcome

At the end of the paper the students will be able to:

- Appreciate the value of multicultural and international children's literature in developing an understanding of and appreciation for other cultures through the literary genre
- Interpret literature from a child's point of view and appreciate the psychology of a child
- Recognize how to cognitively engage children with and without disabilities
- Understand the cognitive, social-emotional, and aesthetic development of a child with the emergence of children's literature through ages
- Differentiate values of the adult world and those of the children's world

Core Elective 301

A

American Literature -II

Objectives:

- To make student aware of the authors and major works that create the nation's unique culture.
- To learn about different periods and movements, that created the United States' national identity.

Units	Authors and Texts	Credits
Unit I	Nathaniel Hawthorne: The Scarlet Letter	5
Unit II	Ralph W, Emerson 'The American Scholar', in The Complete Essays and Other Writings of Ralph Waldo Emerson	5
Unit III	Arthur Miller: Death of a Salesman Herman Melville: Barterlby the Scrivener	5
Unit IV	Ernest Hemingway: Farewell to Arms	5
Unit V	Emily Dickinson: Selected Poems: I Measure every grief I Meet, Because I Could Not Stop for Death, My Life had stood –A Loaded Gun,Rearrange a wife's affection, I Taste a Liquor Never Brewed	5

Suggested Reading

Johnson, Paul. A History of American People. New Yourk: Harper Collins. 1999.

Brogan, Hugh. *The Penguin History of the USA*. London: Penguin Books, 2002.

At the end of the paper the students will be able to:

- Comprehend the totality of the American experience
- Understand the culture and history of America through literary works
- Discover how the works of prose, poetry, drama, and the fiction in relation to their historical aqnd cultural contexts
- Develop an understanding of the American dream to be an evolving mythology

- Respect the cultural differences among nations and widen a broader perspective the world as a whole

B

Indian Writing in English- II

Objectives:

- To expose students to evolution of Bhakti movements and how it shaped literature through the ages
- To sensitize the students about the pluralistic ethos of socio cultural structure of India.
- To develop compassion, love and universal brotherhood through poetry.

Units	Authors and Texts	Credits
Unit I	Ramchandra Guha: First two chapters from Makers of Modern India	5
Unit II	Kamala Das: The Freaks, The Sunshine Cat; An Introduction Nissim Ezekiel: Background, Casually Enterprise, Poet, Lover, Bird Watcher A K Ramanujan: A River Of Others, Among Other Things	5
Unit III	Amrita Pritam: Pinjar: The Skeleton (trans. Khushwant Singh)	5
Unit IV	Girish Karnard: Hayavadana	5
Unit V	APJ Abdul Kalam: My Journey	5

Suggested Reading

The concerned teacher would provide a reading list at the beginning of the semester.

Course Outcome

At the end of the paper the students will be able to:

- Demonstrate the various features of Indian Writing in English.
- Defend the pluralistic aspect of Indian culture and society.
- Associate Indian culture via the English Language
- Quote the work of significant Indian writers of poetry and Drama
- Design in order to demonstrate different Literary cultures in relation to Drama

C

Postcolonial Literature - II

Objectives:

- To know how Eurocentricism works through narratives of the Orient
- To know how a nation's identity is determined by a critical engagement with colonial modernity
- To be able to grasp concepts of nation and nationalism

Units	Authors and Texts	Credits
Unit I	Jean Rhys: Wide Sargasso Sea	5
Unit II	Chinua Achebe: Things Fall Apart	5
Unit III	Derek Walcott: Dream on Monkey Mountain	5
Unit IV	Frantz Fanon: Black Skin, White Masks	5
Unit V	NgugiwaThiango: A Grain of Wheat	5

Suggested Reading

- The concerned teacher would provide a reading list at the beginning of the semester.

At the end of the paper the students will be able to:

- thoroughly understand how colonial power operated to construct spaces of governance and subjects to govern.
- to achieve a detailed knowledge of colonialism.
- share the analysis of colonial process of knowledge-making to contemporary situations.
- critically analyse the text and relate to other spaces and time periods.
- have a wide and thorough understanding of colonialism 19th and 20th century.

Core Elective 2

Core Elective

CE 302

A

American Literature – III

Units	Authors and Texts	Credits
Unit 1	Mark Twain: Adventures of Huckleberry Finn	
Unit 2	Tennessee Williams: A Street Car Named Desire	
Unit 3	Scott Fitzgerald: The Great Gatsby	
Unit 4	Harper Lee: To Kill a Mocking Bird	
Unit 5	Walt Whitman: Songs of Myself [1,5,6,14,16]	

Suggested Reading

- Bradbury, Malcolm. The Modern American Novel. Oxford: University Press, 1983. Print.
- Braxton, Joanne M. Black Women Writing Autobiography. Philadelphia: Temple University Press, 1989. Print.
- Gray, Richard. After The Fall: American Literature Since 9/11. Chichester, West Sussex: Wiley Blackwell, 2011. Print.
- Mathews, John T. A Companion to the Modern American Novel 1900-1950. Malden, MA: Wiley Blackwell, 2009. Print.
- Wong, Shawn. Asian American Literature. New York: Harper Collins, 1996. Print.

Course Outcomes (COs)

CO1. Comprehend the totality of the American experience

CO2. Understand the culture and history of America through major literary works

CO3. Discover how the works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts

CO4. Develop an understanding of the American dream to be an evolving mythology

CO5. Respect the cultural differences among nations and widen a broader perspective towards the world as a whole

B

Indian Writing in English – III

Units	Authors and Texts	Credits
Unit 1	BhisamSahani: Tamas	
Unit 2	Khuswant Singh: Train to Pakistan	
Unit 3	Iqbal Poems: A mother's Dream, A Child's prayer Jibananda Das: I Have Seen Bengal's face TaslimaNasreen: Denial	
Unit 4	UrvashiButalia: The Other Side Of Silence (First Three Stories)	
Unit 5	Mahesh Dattani: Dance Like a Man	

Suggested Reading

- Terry Eagleton, Literary Theory: An Introduction (Oxford: Blackwell, 2008).
- Peter Barry, Beginning Theory (Manchester: Manchester University Press, 2002).
- Mehrotra, Arvind Krishna (ed.). A History of Indian Literature in English. New York:

Columbia University Press, 2003. Distributed in India by Doaba Books Shanti Mohan House 16, Ansari Road, New Delhi.

C

Postcolonial Literature- III

Units	Authors and Texts	Credit
Unit 1	Edward Said: Introduction to Orientalism	5
Unit 2	Frantz fanon: "On National Culture" HomiBhaba: "The Other Question"	5
Unit 3	EM Foster: A Passage to India	5
Unit 4	JM Coetzee: Disgrace	5
Unit 5	Salman Rushdie: The Jaguar's Smile	5

Suggested Reading

- Amin, Samir. Imperialism and Unequal Development. New York: Monthly Review Press, 1977.
- Ashcroft, Bill, Gareth Griffin and Helen Tiffin. The Empire Writes Back: Theory and Practice in Post-Colonial Literature. London: Routledge, 1989.
- Bhabha, Homi K, ed. Nation and Narration. London: Routledge, 1990.
- Chatterjee, Partha. "Nationalism as a Problem." Nationalist Thought and the Colonial World: A Derivative Discourse? Tokyo and London, Zed Books for United Nations University.
- Gilbert, Sandra and Susan Gubar. The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination. New Haven: Yale University, 1979.
- Guha, Ranajit. Subaltern Studies: Writings on South Asian History and Society. New Delhi: Oxford University Press, 1983.

- Kachru, Braj B. *The Other Tongue: English Across Cultures*. Chicago: University of Illinois Press, 1982.
- Thiong'o, NgugiWa. *Writers in Politics: A Re-engagement with Issues of Literature and Society*. London: Heinemann, 1981.
- Thiong'o, NgugiWa. "The Language of African Literature." *Decolonizing the Mind: The Politics of Language in African Literature*. London: James Curry, 1981.

Course Outcomes (COs)

The students will be able to

- CO1. Thoroughly understand how colonial power operated to construct spaces of governance and subjects to govern.
- CO2. To achieve a detailed knowledge of colonialism
- CO3. Analysis of colonial process of knowledge-making to contemporary situations.
- CO4. Critically analyse the text, and relate to other spaces and time periods.
- CO5. Have a wide and thorough understanding of colonialism 19th and 20th century.

SEMESTER - IV

Hard Core 401

A

Writing at Work

Skill: Employability

Entrepreneurship

Objectives:

- To train students to be able to communicate professionally
- To teach them the functional as well as aesthetic aspects of language-learning skills
- To teach them situation-specific ventures into communication

Workplace writing in networked environments for management contexts. This paper emphasizes on writing in organizational context which includes management memos, reports, letters, e-mail, resumes (print and online), oral presentations.

Units		Credits
Unit 1	Mechanics of Good Writing: Plain and Bias-free English, Formal and Informal Style; Coherence and Cohesion; Subject-Verb Agreement, Punctuation,	5

	Tense and Aspects	
Unit 2	Writing Paragraphs, Business Letters; Business Reports; Memos Business Proposals	5
Unit 3	Applying for a Job: Writing CV and Covering Letter	5
Unit 4	Writing a book review; writing film review; Do's and Don't of Oral Presentation	5
Unit 5	Writing for the Print Media; Writing for Broadcast	5

Course Outcomes (COs)

- CO1. understand the value of effective communication in organisational context
CO2. equip them with skills of relationship and team building through the tools of communication
CO3. reach out to potential employees through preparation of resume and business letters.
CO4. critically engage with aspects of popular media through review of films and books
CO5. Perform workplace writing in networked environments for management contexts

Suggested Reading

Leech, Geoffery, The Meaning and the English Verb.

Stone, Hurdle. Hurdlestone

Hard Core 402

Dalit Literature

Units	Authors and Texts	Credits
Unit I	JyotiraoPhule: Gulamgiri (English Translation Slavery)	5
Unit II	Gopal Guru: "Dalit Women talk Differently" SharmilaRege "Dalit Feminist Standpoint"	5
Unit III	Bama: Sangati	5
Unit IV	OmprakashValmiki: Joothan	5

Unit V	Baby Kamble: The Prisons We Broke	5
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Suggested reading:

- Limbale, Sharan Kumar. *The Outcaste*. OUP. 2007
- Raj Kumar. *Dalit Personal Narratives: Reading Caste, Nation and Identity*. Orient Blackswan. 2011.

Course Outcomes (COs)

- CO1. interpret the socio-political and historical context in which Dalit literature evolved
- CO2. demonstrate the contemporariness and relevance of Dalit literature
- CO3. illustrate Dalit aesthetics and involve in critical engagement
- CO4. compare and contrast the challenges of Dalit literature with the mainstream literary conventions
- CO5. comprehend gender and marginalisation colour and add meaning to personal narratives of Dalits.

Hard Core 403

Research Methodology

Dissertation

Skill: Writing skills

Objectives:

- To teach students to apply in foundation of research through research questions
- To train students to find the literature gap that exists in Literature gap that exists in any literature.

A) Research Methodology:

1. Meaning of research, objectives of research, types of research; criteria of good research, research problem: definition and importance.

2. Methods of Data Collection: Collection of primary data, observation method, interview method, survey vs. experiment.

3. Different Style Sheets: MLA; APA etc; footnotes, endnotes, citation, references, bibliography; difference between footnote and bibliography entries.

4. Research Paper Writing: Students will be required to write a 1000-word paper using necessary academic paraphernalia as studied in 4 units above. The topic for the paper will be decided in consultation with the teacher concerned

B) DISSERTATION

Each student will prepare a dissertation in about 4000 (approximately) on a topic of Literary and Critical interest, under the supervision of a teacher.

Course Outcomes (COs)

CO1. defend different literary works in order to defend their dissertation

CO2. outline their thoughts to writing

CO3. demonstrate the convention of academic writing correctly

CO4. illustrate data collected from different sources

CO5. formulate research questions correctly

Core Elective 401

A

American Literature (AL)-IV

Objectives:

- Create an awareness of the authors and major works that create the America's as a nation's unique culture.
- To learn about different periods and movements, that created the United States' national identity.

Units	Authors and Texts	Credits
Unit 1	Langston Hughes: 'Madam's Calling Cards', 'Madam and the Census Man', 'The Negro Speaks of Rivers', 'Theme for English B', 'Harlem', in Selected Poem	5
Unit 2	Saul Bellow: The Victim	5
Unit 3	Silko: Ceremony	5
Unit 4	Amy Tan: Where the past Begins: A Writer's Memoir	5
Unit 5	Toni Morrison: The Bluest Eye	5

Course Outcomes (COs)

- CO1. understand the culture and history of America through major literary works.
- CO2. discover how American Literature make sense of the world through their works.
- CO3. comprehend the multicultural aspect of America
- CO4. develop an understanding of the American ethnicity
- CO5. respect the cultural differences among nations and widen a broader perspective towards the world as a whole

Suggested Reading

Duvall, John N. *The Cambridge Companion to American Fiction After 1945*. Cambridge: Cambridge University Press, 2012. Print.

MacGowan, Christopher J. *The Twentieth-Century American Fiction Handbook*. Chichester, West Sussex: Wiley-Blackwell, 2011. Print.

Zilboorg, Caroline. *American Prose and Poetry in the Twentieth Century*. Cambridge: CUP, 2000. Print.

B

Indian Writing in English- IV

Objectives:

- To expose students to different genres of Indian writing in English
- To sensitize the students about the pluralistic ethos of socio cultural structure of India

Units	Authors and Texts	Credits
Unit 1	H. L. V. Derozio: "Freedom to the Slave" "The Orphan Girl" JayantaMahapatra: "The Abandoned British Cemetery at Balasore" "The Captive Air at Chandipur-on-Sea"	5
Unit 2	Kiran Desai: <i>Inheritance of Loss</i>	5
Unit 3	Mahasweta Devi: <i>Breast Stories</i> (3 stories)	5
Unit 4	ChitraBanerjee Divakurani: <i>Palace of Illusions</i>	5
Unit 5	Vijay Tendulkar: <i>Silence! The Court is in session</i>	5

Suggested Reading

- Raja Rao. "Foreword to Kanthapura." New Delhi: OUP, 1989. V-vi.
- Salman Rushdie. "Commonwealth Literature Does Not Exist." In *Imaginary Homelands*. 61-70.
- Meenakshi Mukherjee. "Divided by Common Language." In *The Perishable Empire*. 187-203.
- Bruce King. "Introduction." In *Modern Indian Poetry in English*. 1-10.
- Pankaj Mishra. "R K Narayan". *History of Indian Literature in English*. 193-208

Course Outcomes (COs)

CO1. demonstrate the various features of Indian Writing in English.

CO2. defend the pluralistic aspect of Indian culture and society.

CO3. associate Indian culture via the English Language

CO4. quote the work of significant Indian writers of poetry and Drama (Remember)

CO5. design in order to demonstrate different Literary cultures in relation to Drama(Create)

C

Postcolonial Literatures in English (PoCoL)- IV

Objectives:

- To know how Eurocentricism works through narratives of the Orient
- To know how a nation's identity is determined by a critical engagement with colonial modernity
- To be able to grasp concepts of nation and nationalism
-

Units	Authors and Texts	Credits
Unit 1	Oswald M Mtshali: Sounds of a Cow hide Drum: poems Selected poems: Sounds of the Cow Hide Drum, Portrait of a Loaf of Bread, The Shepherd and his Flock, Men in Chains, Boy on a	5

	Swing, Always a Suspect, Men in a Mielfield	
Unit 2	ChimamandaNgoziAdichie: Two select stories from A Thing Around My Neck: “A Thing Around Your Neck”, “Cell”	5
Unit 3	Joseph Conrad: Heart of Darkness	5
Unit 4	Nadine Gordiner: July’s People	5
Unit 5	Michael Ondaatje: The English Patient	5

- The concerned teacher would provide a reading list at the beginning of the semester.

Suggested Reading:

- Diana Brydon and Helen Tiffin. *Decolonising Fictions*.
- Gilroy, Paul. *The Black Atlantic: Modernity and Double Consiousness*.
- Barbara Bush, *Imperialism and Postcolonialism (History: Concepts, Theories and Practice)*, Longmans, 2006,
- E. J. Hobsbawm, *On Empire: America, War, and Global Supremacy*, Pantheon Books, 2008,
- Edward Said, *Culture and Imperialism*, Vintage Books, 1998,

Course Outcomes (COs)

CO1. understand how colonial power operated to construct spaces of governance and subjects to govern.

CO2. acquire a more detailed knowledge of colonialism.

CO3. share the analysis of colonial process of knowledge-making to contemporary situations.

CO4. critically analyse the text and relate to other spaces and time periods.

CO5. Have a wide and thorough understanding of colonialism 19th and 20th centuries.

RAMA DEVI WOMEN'S UNIVERSITY

Ph.D. COURSE STRUCTURE OF DEPARTMENT OF ENGLISH



RAMA DEVI WOMEN'S UNIVERSITY

BHOI NAGAR, BHUBANESWAR, ODISHA, PIN- 751022

**STATE MODEL SYLLABUS FOR PhD
COURSE IN ENGLISH**

UNDER CHOICE BASED CREDIT SYSTEM

P.G. DEPARTMENT OF - English
Rama Devi Women's University, Vidya Vihar, Bhubaneswar

 **Employability**

 **Skills**

SYLLABUS FOR Ph.D. COURSE-WORK

All the scholars of Ph.D. programme of this Department have to undergo a course work of one semester duration. On successful completion of the course work, the scholars may be eligible for registration for Ph.D. subject to final recommendation of Department Research Committee (DRC). The syllabus structure for coursework is given below:

Papers	Course Title	Credits	Marks	Pass Mark	Remarks	Page No.
Paper-I	Research Methodology and Computer Application (Theory & Practical)	4	100	55%	Subject Specific	2
Paper-II (Elective)	Elective: <i>Subject Specific</i> (Theory)	4	100	55%	Subject Specific	3
Paper-III	Review of Related Literature (Practical)	4	100	55%	Common to all subjects	4
Paper-IV	Research and Publication Ethics (Theory & Practical)	4	100	55%	Common to all subjects	6
--	Total	16	400	55%	--	--

PROGRAM OUTCOMES (POs)

The program will enable students:

- PO1. To develop the ability to engage in critical thinking
- PO2. To develop the ability to engage in interdisciplinary research
- PO3. To apply their knowledge and skills to generate new ideas
- PO4. To promote inquiry and inquisitiveness about new areas of literary research
- PO5. To demonstrate a comprehensive knowledge of research tools and techniques
- PO6. To critically and creatively explore contemporary issues of literary research
- PO7. To develop the ability to conduct ethical research
- PO8. To develop their written and oral communication skills
- PO9. To advance their research careers beyond a doctoral degree into industry experience and teaching
- PO10. To summarise major findings in their research area of specialization

PROGRAMME SPECIFIC OUTCOMES (PSOs)

- PSO1. To encourage a systematic pursuit of knowledge.
- PSO2. To focus on particular areas of interest and gain expertise in that field.
- PSO3. To be exposed to latest trends in literary criticism, theory and research.
- PSO4. To develop an objective, rationale and scientific attitude towards research and scholarship.

Rama Devi Women's University
Bhubaneswar
Department of English

Paper I

RESEARCH METHODOLOGY

FM – 100

Credit 4

Course Outcomes (Cos)

This paper will enable students:

- CO1. To demonstrate the ability to choose appropriate research methods
- CO2. To understand the limitations of research
- CO3. To develop advanced critical thinking skills
- CO4. To demonstrate enhanced writing skills

Unit I: Definition and Scope of Research; Materials and Tools of Research

(i) Print: Books, Journals, International Abstract, International Conference Proceedings, etc.
(ii) Audio-visual resources (iii) Interviewing (iv) Field Studies (v) Web resources; Selection of Topic: (i) Area of Research: Genre, Period, Region, Author, Texts, Approach (ii) Intra-disciplinary/Interdisciplinary (iii) Background Study (iv) Studies of Literatures (v) Framing of Topic-statement

Unit II: Writing Research Proposal/Research Paper/ Thesis

(i) Topic Statement (ii) Abstract, Keywords for Research Paper (iii) Aims and Objectives (iv) Hypothesis (v) Rationale for the Project (vi) Methodology (vii) Key Issues and Arguments (viii) Literature Review/ Review of Scholarships in the area (ix) Socio-cultural Background related to the topic. (x) Work Plan (xi) Chapter Division (xii) Notes and Works Cited; Citation format for print and non-print sources MLA, Chicago Style Manual (iv) Style Format: Spelling, punctuation, italics, abbreviations

Unit III: Mechanics of Writing/ Presentation

Paper margin, spacing, heading and title, page numbers, correction and insertion; Research Proposal, Research Report, Dissertation/Thesis: Citation, Notes, Reference, Bibliography, and Webliography; Introduction to Research Terminologies: Synopsis, abstract, hypothesis, annotated bibliography, review, review article, citation, peer review, refereed publication, catalogue, archives, call number, corporate author, database, blog, listserv, full-text search, wiki, etc.

Unit IV: Computer Application

MS Word: Working with Text, Working with Tables, Graphics and Pages, Document Views and Formatting, and Mail-merge, and Referencing Style.

MS-Office and its application, File handling in window, various versions of MSOffice, Research publishing tool- MS-Word, Adobe acrobat, Graphics tool- MS Excel, MS-Power Point: Creating presentations and adding effects, Subject/field specific tools on www.freeware.com

Use of Internet: Fundamentals and Services – E-mail, FTP, Telnet, WWW

Suggested Readings:

Kate R. Turabian: A Manual for Writers of Term Papers, Theses and Dissertations

Alaine Hamilton: Writing Dissertations

George Thompson: Writing a Long Thesis

James Thorpe, Ed.: The Aims and Methods of Scholarship in Modern Language and Literature, 2nd edition

MAPPING OF COURSE OUTCOMES (Cos) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	1	3	2
CO2	2	3	1	3	1	1	2	2	2	3
CO3	3	2	3	3	1	2	2	3	3	3
CO4	3	1	2	1	2	1	1	3	3	3

Paper II

Introduction to Contemporary Literary Theory

FM - 100

Credit: 4

Course Outcomes (Cos)

This paper will enable students:

- CO1. To appreciate representative writers of important approaches of literary criticism
- CO2. To understand different approaches of literary criticism required for research
- CO3. To promote knowledge of world literature and Indian literature
- CO4. To develop critical ability and writing skills

Unit I: Discourse and Power

Michel Foucault. "Introduction". (by Paul Robinow) and "What is Enlightenment". Foucault, *The Foucault Reader*. Ed. Paul Robinow, Penguin Books. pp. 3-50.

Michael Foucault: *The Archeology of Knowledge*

Unit II: New Historicism and Postcolonial Ecocriticism

Stephen Greenblatt: "Introduction" and "Epilogue" in *Renaissance and Self Fashioning: From More to Shakespeare*

Graham Huggan and Helen Tiffin: "Introduction" in *Postcolonial Ecocriticism: Literature, Animals, Environment*

Joseph Conrad: *Heart of Darkness*

Unit III: Gender Discourse

Judith Butler: "Bodies that Matter"

Margaret Atwood: *The Handmaid's Tale*

Unit IV: Indian Literature

A K Ramanujan: "Is there an Indian way of Thinking?"

Kamala Markandeya: *Nectar in a Sieve*

Suggested Reading:

Dharwadkar, Vinay, Ed. Collected Essays of A. K. Ramanujan. Delhi: Oxford University Press, 1999.

During, Simon, Ed. The Cultural Studies: Reader. London: Routledge, 1993.

Fanon, Frantz. The Wretched of the Earth. London: Penguin Books, 1963.

Zizek, Slavoj. Mapping Ideology. London: Verso, 1994. Agger, Ben. Cultural Studies as Critical Theory. London: The Palmer Press, 1992.

MAPPING OF COURSE OUTCOMES (Cos) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	2	1	3	2	1	1	2	3
CO2	3	3	3	3	3	3	2	2	2	3
CO3	3	2	3	3	2	3	3	2	3	2
CO4	3	2	3	2	3	3	3	3	3	3

Paper III

REVIEW OF RELATED LITERATURE

FM- 100

Credits: 04

Course Outcomes (Cos)

CO1. To learn how to select a topic and find out a research gap.

CO2. To formulate a research question

CO3. To arrive at a hypothesis

CO4. To raise arguments to defend the hypothesis

ACTION PLAN

Each student is required to select a topic on which she has to do intensive review of related studies under the supervision of a faculty member or the supervisor. She has to review adequate research studies related to the problem and prepare a report.

Each student is required to present the review of related studies through Power-Point. All the Ph.D. and P.G. students of the Department shall remain present and participate in the discussion. There will be an open viva-voce test after the presentation. Assessment shall be made on the basis the following criteria:

- 1) Relevance of the reviews
- 2) Finding the research gap
- 3) Standard and quality of writing the review
- 4) Style of presentation
- 5) Answering the question by Examiners
- 6) Clarification of queries raised by the participants

DISTRIBUTION OF MARKS (Total: 50 Marks)

- 1) Report submission : 20 Marks
- 2) Presentation : 20 Marks
- 3) Viva-voce Test : 10 Marks

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Total : 50 marks

MAPPING OF COURSE OUTCOMES (Cos) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	2	1	3	3	3	3
CO2	3	2	3	3	3	2	2	3	3	1
CO3	3	2	3	2	3	3	2	3	2	2
CO4	3	2	3	2	2	3	2	2	3	2

Paper- IV
Research and Publication ethics

Credit 2

FM: 50

Course Outcomes (Cos)

CO1. To learn basic rules of research publication ethics.

CO2. To introduce researchers to the Scientific misconduct: Falsification, Fabrication, and Plagiarism (FFP)

CO3. To identify of publication misconduct, complaints and appeals.

CO4. To learn the use of plagiarism software like Turnitin, Urkund and other open source software tools

A: THEORY

Unit-I: Philosophy and Ethics

- Introduction to Philosophy: definition, nature and scope, concept, branches.
- Ethics: definition, moral philosophy, nature of moral judgment and reactions.

Unit-II: Scientific Conduct

1. Ethics with respect to science and research
2. Intellectual honesty and research integrity
3. Scientific misconduct: Falsification, Fabrication, and Plagiarism (FFP)
4. Redundant Publications: duplicate and overlapping publications.

5. Selective reporting and misrepresentation of data.

Unit-III: Publication Ethics

6. Publication ethics: definition, introduction and importance
7. Best practices/standards setting initiatives and guidelines: COPE, WAME etc.
8. Conflict interest
9. Publication misconduct: definition, concept, problems that lead to unethical behaviour, types.
10. Violation of publication ethics, authorship and contributorship
11. Identification of publication misconduct, complaints and appeals
12. Predatory publishers and journals

B: PRACTICE

Unit-IV: Open Access Publishing

13. Open Access Publications and initiatives
14. Online resource to check publisher copyright and self-achieving policies (SHERPA/RoMEO)
15. Software tool to identify predatory publications developed by SPPU
16. Journal finder/journal suggestion tools viz. Elsevier finder, Springer, Journal suggester etc.

Unit-V: Publication Misconduct

A. Group Discussion

17. Subject Specific ethical issues, FFP, authorship
18. Conflict of interest
19. Complaints and appeals: examples and fraud from India and abroad

B. Software tools

20. Use of plagiarism software like Turnitin, Urkund and other open source software tools

Unit-VI: Database and Research Metrics

A. Databases

21. Indexing databases
22. Citation databases: Web of Science, Scopus. etc.

B. Research Metrics

23. Impact Factor of journal as per Journal Citation Report.
24. Metrics: h-index, g-index, i10 index, altmetrics

REFERENCES

1. Bird, A. (2006). *Philosophy of science*. Rutledge.
2. MacIntyre, A. (1967). *A short history of ethics*. London.
3. P.Chaddah (2018). *Ethics in competitive Research: Do not get scooped; do not get plagiarised*.
4. National Academy of Sciences (2009). *On being a scientist: A guide to responsible conduct in Research* (3rd Ed.), National Academics Press.
5. Resnik, D.B. (2011). What is ethics in research & why is it important. *National Institute of Environmental Health Sciences*, 1-10.
6. Beall, J. (2102). Predatory publishers are corrupting open access. *Nature*, 489 (7415), 179-179.
7. Indian National Science Academy (INSA). *Ethics in science education, research and governance* (2019).

MAPPING OF COURSE OUTCOMES (Cos) WITH POSSIBLE OUTCOMES (POs)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	3	3	3	1	3	1	3	3
CO2	3	3	3	3	3	2	2	2	3	2
CO3	3	3	3	3	3	2	2	2	2	2
CO4	3	2	3	2	2	3	2	3	3	1