

# **COURSES OF STUDIES**

**FOR**

**THREE YEAR DEGREE COURSE**

**IN**

**ARTS HONOURS**

**ENGLISH**

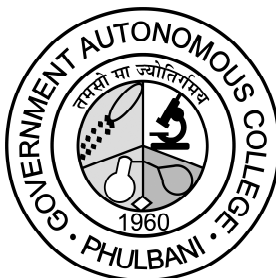
**STUDENT COPY**

**Choice Based Credit System(CBCS)**

First & Second Semester Examination – 2018-19

Third & Fourth Semester Examination – 2019-20

Fifth & Sixth Semester Examination – 2020-21



**GOVERNMENT AUTONOMOUS COLLEGE,  
PHULBANI, KANDHAMAL**

## SYLLABI FOR CBCS COURSE

| Sem | CORE COURSE (14) | Ability Enhancement Compulsory Course (AECC) (2) | Skill based Enhancement Compulsory Course (SECC) (2) | Elective: Discipline Specific DSE (4) | Elective: Generic (GE) (4) |
|-----|------------------|--|--|---------------------------------------|----------------------------|
| I   | CORE-I           | AECC-1   |  |                                       | GE-1<br>(Minor-1)          |
|     | CORE-II          |  |  |                                       |                            |
| II  | CORE-III         | AECC-2   |  |                                       | GE-1<br>(Minor-2)          |
|     | CORE -IV         |  |  |                                       |                            |
| III | CORE-V           |  | SECC-1   |                                       | GE-2<br>(Minor-1)          |
|     | CORE-VI          |  |  |                                       |                            |
|     | CORE-VII         |  |  |                                       |                            |
| IV  | CORE-VIII        |  | SECC-2   |                                       | GE-2<br>(Minor-2)          |
|     | CORE-IX          |  |  |                                       |                            |
|     | CORE-X           |  |  |                                       |                            |
| V   | CORE-XI          |  |  | DSE-1                                 |                            |
|     | CORE-XII         |  |  | DSE-2                                 |                            |
| VI  | CORE-XIII        |  |  | DSE-3                                 |                            |
|     | CORE-XIV         |  |  | DSE-4<br>(Project)                    |                            |

SECC-1 : To be offered by English Department.

SECC-2 : To be offered by Mathematics Department.

GE : Minor-1 and Minor-2 is to be decided by the college Based on Subject.

## **Scheme of Evaluation**

### **For Core English Honours Papers**

**Mid Semester Examination : 20 marks**

Unit I : 02 questions x 10 marks=20 marks

**End Semester Examination: 80 marks**

Unit II: 1 long answer question+ 1 short note/analysis/annotation (14+06) =20 marks

Unit III : 1 long answer question+ 1 annotation/analysis/annotation (14+06) =20 marks

Unit IV : 1 long answer question+ 1 short note/analysis/annotation (14+06) =20 marks

Unit V : 1 long answer question+ 1 short note/analysis/annotation (14+06) =20 marks

### **For Ability Enhancement Compulsory Course Paper (English Communication)**

**Mid Semester Examination : 10 marks**

Writing : 1 question 04 x 01qn= 04 marks

Speaking : 2 questions 03x02 qns = 06 marks

**End Semester Examination: 40 marks**

Unit 1 Reading: 05 questions 03x 05 qns= 15 marks  
(3 prose and two poetry questions)

Unit 2 Writing: 03 questions 05 x 03 qns= 15 marks

Unit 3 Grammar & usage: 10 qns 01x 10 qns = 10 marks

### **For Skill Enhancement Course (SECC-I/SECC-II)**

**Mid Semester Examination : 10 marks**

Unit 1: 02 questions x 05 marks=10 marks

**End Semester Examination: 40 marks**

Unit 2: 1 long answer question+ 2 short notes (10+(5x2) =20 marks

Unit 3: 1 long answer question+ 2 short notes (10+(5x2) =20 marks

**YEAR & SEMESTER-WISE PAPERS & CREDITS AT A GLANCE**

| Three-Year (6-Semester) CBCS Programme (B.Sc. Hons.) (English Hons.) |              |  |          |               |
|--|--------------|--|----------|---------------|
| Yr.  | Sl.No.       | Course Structure   | Code     | Credit Points |
| FIRST YEAR   | SEMESTER-I   |  |          |               |
|  | 1            | British Poetry and Drama 14 <sup>th</sup> -17 <sup>th</sup> Century  | C-1.1    | 6             |
|  | 2            | British Poetry and Drama 17 <sup>th</sup> -18 <sup>th</sup> Century  | C-1.2    | 6             |
|  | 3            | Anthropology(Anthropology-I)/History(History of India-I)/Political Science(Indian Polity-I)  | GE-1.3   | 4+2/6         |
|  | 4            | MIL Communication – Odia / English Communication   | AECC-1.4 | 6             |
|  | TOTAL -      |  |          | 24            |
|  | SEMESTER-II  |  |          |               |
|  | 5            | British Literature: 18 <sup>th</sup> Century   | C-2.1    | 6             |
|  | 6            | Indian Writing in English  | C-2.2    | 6             |
|  | 7            | Economics(Indian Economy–I)/Geography(Industrial Geography/Other related discipline)/Odia(Odia-I)/Philosophy(Systems of Indian Philosophy) | GE-2.3   | 6             |
|  | 8            | Environmental Studies  | AECC-2.4 | 6             |
| TOTAL -  |              |  | 24       |               |
| SECOND YEAR  | SEMESTER-III |  |          |               |
|  | 9            | British Romantic Literature  | C-3.1    | 6             |
|  | 10           | British Literature: 19 <sup>th</sup> Century   | C-3.2    | 6             |
|  | 11           | American Literature  | C-3.3    | 6             |
|  | 12           | Anthropology(Anthropology-II)/History(History of India-II)/Political Science(Indian Polity-II)   | GE-3.4   | 4+2/6         |
|  | 13           | Communicative English  | SECC-3.5 | 6             |
|  | TOTAL -      |  |          | 30            |
|  | SEMESTER-IV  |  |          |               |
|  | 14           | British Literature: Early 20 <sup>th</sup> Century   | C-4.1    | 6             |
|  | 15           | European Classical Literature  | C-4.2    | 6             |
|  | 16           | Women’s Writing  | C-4.3    | 6             |
|  | 17           | Economics(Indian Economy–II)/Geography(Disaster Management/ Other related discipline)/ Odia(Odia-II)/Philosophy(Indian Ethics)             | GE-4.4   | 6             |
|  | 18           | Quantitative and Logical Thinking  | SECC-4.5 | 6             |
|  | TOTAL -      |  |          | 30            |
| FINAL YEAR   | SEMESTER-V   |  |          |               |
|  | 19           | Modern European Drama  | C-5.1    | 6             |
|  | 20           | Indian Classical Literature  | C-5.2    | 6             |
|  | 21           | Literary Theory  | DSE-5.3  | 6             |
|  | 22           | Reading World Literature   | DSE-5.4  | 6             |
|  | TOTAL -      |  |          | 24            |
|  | SEMESTER-VI  |  |          |               |
|  | 23           | Postcolonial Literature  | C-6.1    | 6             |
|  | 24           | Popular Literature   | C-6.2    | 6             |
|  | 25           | Research Methodology   | DSE-6.3  | 6             |
|  | 26           | Project Work   | DSE-6.4  | 6             |
|  | TOTAL -      |  |          | 24            |
| GRAND TOTAL -  |              |  |          | 156           |

**Notes:**

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

## SEMESTER-I

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

Full Marks - 100

Mid Sem – 20/1 hr

End Sem – 80/3 hrs

#### UNIT-I : A historical overview:

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

#### UNIT-II :

Chaucer: *The Wife of Bath's Tale*

#### UNIT-III :

Thomas Campion: “Follow Thy Fair Sun, Unhappy Shadow”, Sir Philip Sidney: “Leave , O Love, which reachest but to dust”, Edmund Waller: “Go, lovely Rose”, Ben Jonson: “Song to Celia”, William Shakespeare: Sonnets: “Shall I compare thee to a summer's day?”, “When to the seasons of sweet silent thought”,  
“Let me not to the marriage of true minds.”

#### UNIT-IV :

William Shakespeare: *King Lear* or *As You Like It*.

#### UNIT-V :

Marlowe: *The Jew of Malta* or Thomas Dekker: *The Shoemaker's Holiday*.

#### **Suggested Readings:**

1. Weller Series (OBS): *King Lear*
2. Chaudhury & Goswami: *A History of English Literature: Traversing Centuries*. Orient Blackswan
3. Harold Bloom: *Shakespeare: The Invention of the Human*
4. Sanders, Andrews: *The Short Oxford History of English Literature*. Oxford: OUP

### C-1.2 : BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES

Full Marks - 100

Mid Sem – 20/1 hr

End Sem – 80/3 hrs

#### UNIT-I: A historical overview :

17<sup>th</sup> C: Period of the English Revolution (1640–60); the Jacobean period; metaphysical poetry; cavalier poetry; comedy of humours; masques and beast fables

18<sup>th</sup> C: Puritanism; Restoration; Neoclassicism; Heroic poetry; Restoration comedy; Comedy of manners

#### UNIT-II :

John Milton: *Lycidas* Or *L'Allegro and Il Penseroso*:

John Donne: *A Nocturnall upon S. Lucie's Day, Love's Deity*: and

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

#### UNIT-III :

Ben Jonson: *Volpone* or *The Alchemist*:

#### UNIT-IV :

Pope: *Ode on Solitude*, *Summer*, *Sound and Sense*, and

Robert Burns: *A Red Red Rose*, *A Fond Kiss*, *A Winter Night*

#### UNIT-V :

Dryden : *All for Love* Or Congreve: *The Old Bachelor*

#### **Suggested Readings:**

1. *A History of English Literature: Traversing the Centuries* – Chowdhury & Goswami, Orient Blackswan
2. *Lycidas* - John Milton (Eds. Paul & Thomas), Orient Blackswan
3. The Norton Anthology of English Literature, Vol. B: The Sixteenth Century & The Early Seventeenth Century
4. The Norton Anthology of English Literature: The Restoration and the Eighteenth Century

**GE-1.3 : ANTHROPOLOGY-I**

**Full Marks-100**

**Mid Sem-20/1hr**

**End Sem Theory-50/3hr**

**UNIT- I**

Anthropology – Nature of the subject, Historical development of the discipline, Sub-disciplines within Anthropology. Relation with other disciplines- History, Political Science, Sociology, Psychology, Economics, Biology, Geology.

**UNIT- II**

Aim and Scope of Social and Cultural Anthropology, Meaning and Definition of Family; Types, feature and function of Family, Meaning and Definition of Marriage; Types of Marriage, Rules of Marriage, Kinship, Kinship Behavior, Lineage, Clan, Descent.

**UNIT- III**

Concepts of society and culture; status and role; groups and institution,

**UNIT- IV**

Definition and Scope of Physical Anthropology, Branches of Physical Anthropology, Man's place in animal kingdom, Anatomical difference between Ape and Man. Major theories of Organic Evolution- Lamarckism, Darwinism, Neo-Darwinism.

**UNIT- V**

Definition and Scope of Archaeological Anthropology; Relationship with other disciplines, Concept of dating: Relative dating – (Study of Stratigraphy, Pollen Analysis, Palaeontology); Absolute dating – (Radiocarbon method, Potassium – Argon method; Thermoluminescence method); Stone Tool types and techniques of tool manufacture.

**PRACTICAL**

**End Sem Practical – 30/3 hrs**

1. **Somatometry**
  - a. Stature
  - b. Sitting height
  - c. Body weight
  - d. Maximum head length
  - e. Maximum head breadth
  - f. Head circumference
  - g. Minimum frontal breadth
  - h. Maximum bizygomatic breadth
  - i. Bigonial breadth
  - j. Nasal length
  - k. Nasal breadth
  - l. Nasal height
2. Typo-technological Analysis of Prehistoric Tools: Identification, Interpretation and Drawings of the tool Types
  - a. Core Tool Types
  - b. Flake Tool Types
  - c. Neolithic Tool Type

**Suggested Readings :**

1. Agarwal, D. P.1984, *Archaeology of India*. New Delhi: Select Book Services Syndicate.
2. Bhattacharya D.K. (1979). *Old Stone Age Tools and Techniques*. Calcutta, K.P. Bagchi Company
3. Bhattacharya, D. K.1990, *An Introduction to Prehistoric Archaeology*. Delhi; Hindustan Publishing Corporation
4. Bhattacharya, D. K.2001. *An Outline of Indian Prehistory*. Delhi: Palaka Prakashan.
5. Carter, J. and B.H. Heath. 1990. *Somatotyping – Development and Application*. Cambridge University Press, Cambridge.
6. Das, B.M. and R. Deka. 1998. *Physical Anthropology Practical*. Kitab Mahal, Allahabad.
7. Ember C. R. et al. (2011). *Anthropology*. New Delhi: Dorling Kindersley
8. Haviland, Prins, Walrath, McBride (2007). *Introduction to Anthropology*. Cengage Learning India Pvt. Ltd., New Delhi
9. Rammi Reddy, V.1987, *Elements of Prehistory*. New Delhi: Mittal Publications.
10. Sankalia H.D. (1964). *Stone Age Tools*. Poona Deccan College
11. Singh I.P. and M.K. Bhasin. 1989. *A Laboratory Manual on Biological Anthropology: Anthropometry*. Kamal-Raj Enterprises, Delhi.
12. Weiner J.S. and J.A. Lourie. 1981. *Practical Human Biology*. Academic Press, New York.

### GE-1.3 : HISTORY OF INDIA-I

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

#### UNIT-I : Reconstructing Ancient Indian History

- (a) Meaning and relevance of History
- (b) Sources for the reconstruction of Ancient Indian History

#### UNIT-II : Pre-historic hunter-gatherers

- (a) Paleolithic cultures- sequence, distribution, technological developments
- (b) Mesolithic cultures- distribution, new development in technology

#### UNIT-III : Beginning of Agriculture

- (a) Neolithic and Chalcolithic Cultures;
- (b) Regional and Chronological distribution, subsistence and pattern of exchange

#### UNIT-IV : The Harappan civilization

- (a) Origin, Town planning, Social and Political organisation
- (b) Religious beliefs and practices, Arts, Decline

#### UNIT-V : Cultures in Transition

- (a) Early Vedic and Later Vedic Culture: Society, Economy, Political System, Religion and Philosophy
- (b) Tamilakam – Sangam Age

#### Suggested Readings :

1. R.S. Sharma, India's Ancient Past, New Delhi, OUP, 2007
2. R.S. Sharma, Material Culture and Social Formations in Ancient India, 1983.
3. D.P. Agrawal, The Archaeology of India, 1985.
4. A.L. Basham, The Wonder that Was India, 1971.
5. Upinder Singh, A History of Ancient and Early Medieval India, 2008.
6. Romila Thapar, Early India from the beginning to 1500, 2002.

### GE-1.3 : INDIAN POLITY - I

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

#### UNIT-I: Landmarks of Freedom Movement Preamble & salient features

#### UNIT-II: Fundamental Rights, Directive principles of state policy

#### UNIT-III: Union Government

President, Prime Minister, Council of Ministers, Union Parliament & Supreme Court of India

#### UNIT-IV: State Government

Governor, Chief Minister, Vidhan Sabha

#### UNIT-V: Local Government

Panchayati Raj & Urban local bodies

#### Suggested Readings :

1. Basu, D.D. (2012) *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.
2. Kashyap, Subhash Chandra(2013) '*Our Political System*' New Delhi: National Book Trust
3. Laxmikanth, M (2015) '*Indian Polity*' New Delhi: Tata McGraw Hill
4. Raghunandan, J. R (2012) *Decentralization and local governments: The Indian Experience*, New Delhi: Orient Black Swan

### AECC-1.4 : ଯୋଗାଯୋଗମୂଳକ ମାତୃଭାଷା- ଓଡ଼ିଆ

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

ୟୁନିଟ୍-୧ : ବିଜ୍ଞାପନ କଳା ଓ ସାହିତ୍ୟ / ବିଜ୍ଞାପନର ଆବଶ୍ୟକତା ଓ ଉପକାରିତା

ୟୁନିଟ୍-୨ : ଗନ୍ଧ- କୃଷ୍ଣଚୂଡ଼ା- ସୁରେନ୍ଦ୍ର ମହାନ୍ତି  
ପାଟଦେଇ- ବୀଣାପାଣି ମହାନ୍ତି  
ବୁଢ଼ାଗଙ୍ଗାବୀ- ଲକ୍ଷ୍ମୀକାନ୍ତ ମହାପାତ୍ର

- ଯୁନିଟ୍-୩ : କବିତା- ଶ୍ରୀରାଧା- ରମାକାନ୍ତ ରଥ  
ପ୍ରତିମା ନାୟକ- ସଜ୍ଜି ରାଉତରାୟ  
ଦୁର୍ଯ୍ୟୋଧନ- ସୀତାକାନ୍ତ ମହାପାତ୍ର
- ଯୁନିଟ୍-୪ : ପ୍ରବନ୍ଧ- ଗାଡ଼ି ଛାଡ଼ିଦେଲା – ଚନ୍ଦ୍ରଶେଖର ରଥ  
ଆମେରିକାରେ ଲୋକଚରିତ୍ର – ଗୋଲୋକ ବିହାରୀ ଧଳ  
ସ୍ବାଧୀନ ଚିନ୍ତା – ବିଶ୍ବନାଥ କର
- ଯୁନିଟ୍-୫ : କାରକ ଓ ବିଭକ୍ତି
- ପୁସ୍ତକ :**
୧. ଯୋଗାଯୋଗର ଭାଷା, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପ୍ରକାଶନ, କଟକ
୨. ଗନ୍ଧ, କବିତା ଓ ପ୍ରବନ୍ଧ – ସଂକଳିତ ପୁସ୍ତକ, କଲେଜ ଛକ, ଫୁଲବାଣୀ

## AEEC-1.4 : ENGLISH COMMUNICATION

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

### UNIT-I : Introduction

1. What is communication?
2. Types of communication
  - Horizontal
  - Vertical
  - Interpersonal
  - Grapevine

### UNIT-II : Language of Communication

1. Verbal : spoken and written
2. Non-verbal
  - Proxemics
  - Kinesics
  - Haptics
  - Chronemics
  - Paralinguistics
3. Barriers to communication
4. Communicative English

### UNIT-III : Reading Comprehension (Prose & Poetry)

- Locate and remember the most important points in the reading
- Interpret and evaluate events, ideas and information
- Read “between the lines” to understand underlying meanings
- Connect information to what they already know

### UNIT-IV : Writing

- Expanding an Idea
- Note Making
- Information Transfer
- Writing a Memo
- Writing Formal Email
- Writing a Business Letter
- Letters to the Editor
- CV & Resume Writing
- Covering Letter
- Report Writing
- News Story
- Interviewing for newspaper

(The above mentioned writing activities are covered in the prescribed text book Vistas and Visions)



**UNIT-V : Language functions in listening and conversation**

1. Discussion on a given topic in pairs
  2. Speaking on a given topic individually
  3. Group Discussion
  4. Interview
  5. Dialogue
- (Practice to be given using the set pieces from the prescribed textbook)

**Grammar and Usage :**

1. Phrasal verbs
2. Collocation
3. Using Modals
4. Use of Prepositions
5. Common Errors in English Usage

(The above mentioned grammar items are covered in the prescribed text book *Vistas and Visions*)

**Book Prescribed :**

1. *Vistas and Visions: An Anthology of Prose and Poetry*. (Ed.) Kalyani Samantray, Himansu S. Mohapatra, Jatindra K. Nayak, Gopa Ranjan Mishra, Arun Kumar Mohanty. OBS

**Texts to be studied (FOR ARTS)**

**Prose**

1. Decoding Newspapers
2. The Gold Frame
3. Of Truth
4. Lifestyle English
5. A Cup of Tea

**Poetry**

1. Lines Composed a few miles above Tintern Abbey
2. Sonnet 46 (Shakespeare)
3. Pigeons
4. Miracles

All grammar and writing activities in the textbook *Vistas and Visions*

**Pattern of Examination :**

Each reading and writing question will invite a 200 words response.

**Mid-Semester Examination :**

Unit I : Preferably short questions on types of communication = 20 marks

**End-Semester Examination :**

Unit II : One long question with choice 1 mark X 10 qns = 10 marks

Two short notes with choice 2 marks X 5 qns = 10 marks

Unit III : Reading skills (2 qns from prose & 2 qns from poetry) 4 marks X 5 qns = 20 marks

Unit IV : Writing 2 marks X 10 qns = 20 marks

Unit V : Grammar & Usage 2 marks X 10 qns = 20 marks

Grammar questions must be set in contexts; not as isolated sentences as used for practice in the prescribed text book.

**Suggested Readings:**

1. *Fluency in English – Part II*, OUP, 2006
2. *Business English*, Pearson, 2008
3. *Communicative English* -E. Suresh Kumar and P. Sreehari
4. *Break Free : Unlock the Powerful Communicator in You*. Rajesh, V. Rupa, 2015
5. *Soft Skills* Shalini Verma, 2009
6. *Language, Literature and Creativity*, Orient BlackSwan, 2013
7. *Language through Literature*. (forthcoming) ed. Gauri Mishra, Dr. Ranajan Kaul, Dr. Brati Biswas

## SEMESTER-II

### C-2.1 : BRITISH LITERATURE : 18TH CENTURY

Full Marks - 100

Mid Sem – 20/1 hr

End Sem – 80/3 hrs

**UNIT-I :** A historical overview: Restoration, Glorious Revolution, Neo-classicism, Enlightenment.

**UNIT-II:** Joseph Addison :  
On Giving Advice  
Reflections in Westminster Abbey  
Defence and Happiness of Married Life  
Richard Steele:  
Recollections  
On Long-Winded People

**UNIT-III :** Daniel Defoe: Robinson Crusoe

**UNIT-IV :** Oliver Goldsmith: A City Night-Piece  
On National Prejudices  
Man in Black

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

**UNIT-V:** Thomas Gray: Elegy written in a country churchyard

#### **Suggested Readings:**

1. *A History of English Literature: Traversing the Centuries* – Chowdhury & Goswami, Orient Blackswan
2. The Norton Anthology of English Literature: The Restoration and the Eighteenth Century

### C-2.2 : INDIAN WRITING IN ENGLISH

Full Marks - 100

Mid Sem – 20/1 hr

End Sem – 80/3 hrs

#### **UNIT-I :**

A historical overview of 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. The focus in the literary setting will include Dean Mohammed's travel writing, said to be the first work of Indian English writing, Toru Dutt and Henry Derezio in poetry and Bankim Chandra Chatterjee and LalBehari Day in prose fiction.

#### **UNIT-II :**

Crystallization : R.K. Narayan, *The Bachelor of Arts* or Mulk Raj Anand, *Untouchable*

#### **UNIT-III :**

Flowering: R. Parthasarathy (ed) *Ten Twentieth Century Indian Poets*. The following poets and their poems are to be studied.

Nissim Ezekiel, "Good Bye Party for Miss Puspa T.S", "Poet, Lover, Bird Watcher", Arun Kolatkar, "The Boat Ride", "Jejuri", Kamala Das, "My Grandmother's House", "A Hot Noon in Malabar", Jayanta Mahapatra, "Indian Summer", "Grass", A. K. Ramanujan, "Looking for a Cousin on a Swing", "Small Scale Reflections on a Great House"

#### **UNIT-IV :**

Performing : Mahesh Dattani, *The Final Solution* Or Manjula Padmanabhan, *The Harvest*

#### **UNIT-V :**

Maturation : Amitav Ghosh, *Shadow Lines* Or Kiran Desai, *The Inheritance of Loss*

#### **Suggested Readings:**

1. Arvind Krishna Mehrotra, *An illustrated History of Indian Literature in English*. Hyderabad: Orient BlackSwan, 2003.
2. R. Parthasarathy, *Ten Twentieth-Century Indian Poets*. Delhi: Oxford University Press, 1975.
3. Vinay Dharwadkar, "The Historical Formation of Indian-English Literature" in Sheldon Pollock (ed.) *Literary Cultures in History*. New Delhi: Oxford University Press, 2003.

### GE-2.3: INDIAN ECONOMY - I

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

#### **UNIT-I : Introduction to Indian Economy**

British Rule: exploitation and under development in India; features of Indian economy – natural resources, infrastructure, population

#### **UNIT-II : Population and Human Development**

Demographic trends and issues; education; health and malnutrition

#### **UNIT-III : National Income in India**

National income: trends, sectoral composition;

#### **UNIT-IV : Economic Planning in India & Recent Changes**

Economic planning: Planning Commission and its functions, Planning exercises in India, Objectives, Strategies and achievements, NITI Ayog

#### **UNIT-V : Current Challenges**

Poverty: definition and estimate, poverty line, poverty alleviation programs; Inequality: income and regional inequality – causes and corrective measures; Unemployment: concepts, measurement, types, causes and remedies; Environmental challenges: Land, water and air

#### **Suggested Books:**

1. U. Kapila (2010): *Indian economy since Independence*. Academic Foundation, New Delhi
2. S. K. Misra and V. K. Puri (Latest Year): *Indian Economy — Its Development Experience*, Himalaya Publishing House, Mumbai
3. S. Chakraborty: *Development Planning: The Indian Experience*. Clarendon Press.
4. R. Dutt and K. P. M, Sundharam (Latest Year): *Indian Economy*, S. Chand & Company Ltd., New Delhi.
5. A. Panagariya (2008): *India: the Emerging Giant*, Oxford University Press, New York
6. S. Acharya and R. Mohan (Eds.) (2010): *India's Economy: Performance and Challenges*, Oxford University Press, New Delhi.
7. I. J. Ahluwalia and I. M. D. Little (Eds.) (1998): *India's Economic Reforms and Development: Essays for Manmohan Singh*, Oxford University Press, New Delhi.

### GE-2.3 : INDUSTRIAL GEOGRAPHY/OTHER RELATED DISCIPLINE

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

#### **UNIT-I :**

Nature, Scope and Subject Matter of Industrial Geography

#### **UNIT-II :**

Types, Geographical Characteristics and Location of Industries: Small and Medium Enterprises, Coal and Iron, Tertiary Industries, Rural based Industries

#### **UNIT-III :**

Mega Industrial Complexes: National Capital Region, Mumbai-Pune Industrial Region, Bengaluru-Tamil Nadu Industrial Region and Chota Nagpur Industrial Region

#### **UNIT-IV :**

Impact of Industrialisation in India: Environmental; Social and Economic

#### **UNIT-V :**

Industrial Policy of India

### GE-2.3 : ଓଡ଼ିଆ (ପ୍ରଥମ ପତ୍ର)

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

ୟୁନିଟ୍-୧ : କୃଷି, ଉଦ୍ଭିଦ, ସମୋଜାରିତ ଶିଳ୍ପ, ଏକପଦୀକରଣ

୧୭

ୟୁନିଟ୍-୨ : କବିତା- ସମୁଦ୍ର କନ୍ୟା- ଭାନୁଜୀରାଓ

|  |    |
|--|----|
| କୁରୁଜା ପାଇଁ ଗୋଟିଏ ସଙ୍ଗୀତ- ସାତାକାନ୍ତ ମହାପାତ୍ର               |    |
| ଜହ୍ନୁରାତି- ଦେବଦାସ ଛୋଟରାୟ                                   | ୧୭ |
| ଯୁନିଟ୍-୩ : ପ୍ରବନ୍ଧ- ପ୍ରତିବେଶୀ- ଚନ୍ଦ୍ରଶେଖର ରଥ               |    |
| ଓଡ଼ିଆ ଓ ଓଡ଼ିଶା- ଚିତ୍ରରଞ୍ଜନ ଦାସ                             |    |
| ସମାଜର ରୀତି ନୀତି ପରିବର୍ତ୍ତନ- ଫକୀର ମୋହନ ସେନାପତି              | ୧୭ |
| ଯୁନିଟ୍-୪ : ଗନ୍ଧ- ଡିମିରିଫୁଲ- ଅଶ୍ୱଳମୋହନ ପଟ୍ଟନାୟକ             |    |
| ଲକ୍ଷ୍ମୀର ଅଭିସାର- ମନୋଜ ଦାସ                                  |    |
| ମାଂସର ବିଳାପ- କାଳିନ୍ଦୀ ଚରଣ ପାଣିଗ୍ରାହୀ                       | ୧୭ |
| ଯୁନିଟ୍-୫ : ଅନୁବାଦର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ              | ୧୭ |
| <b>ପୁସ୍ତକ :</b>  |    |
| ୧. ସର୍ବସାର ବ୍ୟାକରଣ   |    |
| ୨. ବ୍ୟବହାରିକ ବ୍ୟାକରଣ                                       |    |
| ୩. ଗନ୍ଧ, କବିତା ଓ ପ୍ରବନ୍ଧ - ସଂକଳିତ ପୁସ୍ତକ, କଲେଜ ଛକ, ଫୁଲବାଣୀ |    |

### GE-2.3 : SYSTEMS OF INDIAN PHILOSOPHY

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

#### UNIT-I:

Carvaka Materialism;  
Jainism: *Syadvada*; and *Anekantavada*

#### UNIT-II:

Buddhism: The Noble Truths; Doctrine of Dependent Origination; Doctrine of Momentariness

#### UNIT-III:

Samkhya: *Purusa*; and *Prakrti*  
Yoga: *Cittavrtti* and Its *Nirodha*; *Astangika Marga*

#### UNIT-IV:

Nyaya: *Pramanas* (Perception and Inference)  
Vaisheshika: *Padarthas*

#### UNIT-V:

Samkara and Ramanuja: Brahman, Atman, *Jagat* and *Maya*

#### Basic Study Materials :

1. S.C. Chatterji and D.M. Datta, *An Introduction to Indian Philosophy*
2. C.D. Sharma, *A Critical Survey of Indian Philosophy*
3. M. Hiriyanna, *Outlines of Indian Philosophy*
4. R.K. Puligandla, *Fundamentals of Indian Philosophy*
5. S. Radhakrishnan, *Indian Philosophy*, Volumes I and II

### AECC-2.4 : ENVIRONMENTAL STUDIES

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

#### UNIT-I :

**Concept of environment :** Ecology; Ecosystem; types and components of the ecosystem. Ecological adaptations of plants and animals

**UNIT-II :**

**Functional aspects of ecosystem :** Trophic level, food chain, food web, energy flow in the ecosystem, ecological pyramids, Biogeochemical cycles: Water cycle and Nitrogen cycle

**UNIT-III :**

**Environmental Pollution :** Source, causes and concept of air, water, noise, soil, pollution, Sewage & Sewage treatment, green house effect, Acid rain, Ozone layer depletion

**UNIT-IV :**

**Conservation of Natural Resources :** Resources, renewable & non renewable resources; soil, soil erosion and its conservation; Forest, deforestation; afforestation, conservation of Forest

**UNIT-V :**

**Biodiversity and its Conservation :** Introduction, Definition : genetic species and ecosystem diversity, value of biodiversity; consumptive use, productive use, social, ethical and aesthetic values, Biodiversity at global, national and local level, conservation of Biodiversity:- In situ and Ex-situ conservation, Bio-Geographic classification of India

**Suggested Readings :**

1. Shukla, R.S and Chandel, P.S : Plant Ecology and soil science, S. Chand & Company Ltd, New Delhi
2. Sharma, P.D. : Ecology and Environment, Rastogi Publication, Meerut.
3. Singh, J.S. Singh, S.P and Gupta, R.S (2006). Environmental Science, Kalyani Publishers, New Delhi

## **SEMESTER-III**

### **C-3.1 : BRITISH ROMANTIC LITERATURE**

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

**UNIT-I : A Historical Overview:**

The period otherwise known as The Romantic Revival may also be called as The Age of Revolution as it owes its origin to the Epoch making French Revolution of 1789. The emphasis on individual liberty and unbridled desire free from the shackles of classicism made this period unique, intriguing and controversial.

**UNIT-II :**

Robert Burns : “To a Mouse” and “The Cotter’s Saturday Night”  
William Blake : “The Holy Thursday” and “London”

**UNIT-III :**

William Wordsworth : “Tintern Abbey” and “Ode on Intimations of Immortality”  
Samuel Taylor Coleridge : “Kubla Khan” and “Dejection: An Ode”

**UNIT-IV :**

John Keats : “Ode on a Grecian Urn” and “Ode on Melancholy”  
P.B. Shelley : “Ode to the West Wind” and “To a Skylark”

**UNIT-V:**

William Wordsworth : Preface to *Lyrical Ballads* (2<sup>nd</sup> Edition)

**OR**

P.B. Shelley : “A Defence of Poetry”

**Suggested Readings :**

1. *The Routledge History of Literature in English*
2. *History of English Literature: Traversing the Centuries* – Chowdhury & Goswami
3. *Romantic Imagination* by C. M. Bowra
4. *Pelican Guide to English Literature*. Vol.5. Edited by Boris Ford

### C-3.2 : 19TH CENTURY BRITISH LITERATURE

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

#### UNIT-I : A Historical Overview

The 19<sup>th</sup> 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. Much of these prosaic activities/developments needed the medium of prose for its articulation. Politically known as the Victorian period 19<sup>th</sup> century also witnessed what is known as the culture and society debate.

#### UNIT-II : Essays

Charles Lamb: “Old China”  
William Hazlitt: “On Going Journey”  
Leigh Hunt: “A Few Thoughts on sleep”  
R L Stevenson : “Walking Tours”

#### UNIT-III : Novels

Mary Shelly: *Frankenstein* OR R.L .Stevenson: *Dr. Jekyll and Mr. Hyde*

#### UNIT-IV: Novel

Jane Austen: *Pride and Prejudice* OR Elizabeth Gaskell: *Mary Barton*

#### UNIT- V : Criticism

Mathew Arnold: *Culture and Anarchy* (Chapter 1)  
OR

William Hazlitt: “Lectures Chiefly on the Dramatic Literature of the Age of Elizabeth” from *Lectures on English Poets*

#### Suggested Readings :

1. Chapter 4, 5 from a *Short Introduction to English Literature* by Jonathan Bate
2. *The English Novel* by Terry Eagleton
3. *The Cultural Critics* by Leslie Johnson

### C-3.3 : AMERICAN LITERATURE

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

#### UNIT-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-II :

Harriet Jacobs *Incidents in the Life of a Slave Girl* OR “Economy”, “Where I lived, and What I Lived for”, “Reading” and “Pond in Winter” from H D Thoreau’s *Walden*

#### UNIT-III :

*The Pioneers* – James Fennimore Cooper OR *Billy Budd*—Herman Melville

#### UNIT-IV : (Any four poets to be studied)

Walt Whitman: “when I heard the learn’d astronomer”  
“A noiseless patient spider”  
Emily Dickinson: “Success is counted sweetest” and “‘Faith’ is fine invention”  
Robert Frost: “The road not taken” and “Fire and Ice”  
Wallace Stevens: “Thirteen ways of looking at a blackbird” and “Disillusionment of ten o’ clock”  
Rita Dove: “Teach us to number our days” and “Exit”

#### UNIT-V :

*Desire under the Elms*– Eugene O’Neill OR *The Dutchman*—Amiri Baraka

#### Suggested Readings :

1. Lewisohn, Ludwig. *The Story of American Literature*. The Modern Library, N. Y.
2. Horton, Rod & Herbert W.. Edwards. *Backgrounds of American Literary Thought*. 3rd edition.
3. Stewart, Randall(ed). *Living Masterpieces Of American Literature* . Brown University
4. Norton Anthology of American Literature. 8<sup>th</sup> edition.

### GE-3.4 : ANTHROPOLOGY-II

**Full Marks - 100**  
**Mid Sem – 20/1 hr**  
**End Sem Theory – 50/3 hrs**

#### UNIT- I

Concept of tribes and its problematic nature, Characteristics of tribes, Classification and distribution of tribes based on their Economy, Occupation and Religion; Racial elements among the tribes in India, Particularly Vulnerable Tribal Groups (PVTGs).

#### UNIT- II

Concept of Race & UNESCO Statement on Race; A comparative account of various races of the world and India.

Primate origins with special reference to Australopithecines, Homo erectus, Homo sapiens (distribution, features and their Phylogenetic relationships)

#### UNIT- III : PREHISTORIC ARCHAEOLOGY OF INDIA:

Palaeolithic (Kasmir valley and Peninsular India), Mesolithic and Neolithic cultures in India (characteristic features, major tool types, important regions and sites, chronology with stratigraphic evidences)

#### UNIT- IV

Field work tradition in Anthropology; tools and techniques of data collection: Survey method, Observation, Questionnaire, Schedule, Interview, Case study, Life history and Genealogy

#### UNIT- V

Origin, history and development of Anthropology in India, Basic concepts- Great tradition and little tradition, Sanskritization and Westernization, Universalization and Parochialization, Dominant caste, , Nature-Man-Spirit complex.

### PRACTICAL

**End Sem Practical – 30/3 hrs**

Methods and Techniques of Social Anthropology: The practical will include the following techniques and methods in collection of data in Social Anthropology.

1. Observation
2. Interview
3. Questionnaire and Schedule
4. Case study
5. Life history

#### References :

1. Jurmain R., Kilgore L., Trevathan W., Ciochon R.L. (2012). Introduction to Physical Anthropology Wadsworth Publ., USA
2. Haviland, Prins, Walrath, McBride (2007). Introduction to Anthropology. Cengage Learning India Pvt. Ltd., New Delhi
3. Haviland, Prins, Walrath, McBride (2008). Cultural Anthropology. Cengage Learning India Pvt. Ltd., New Delhi
4. Karen O'reilly. (2012). 'Practical Issues in Interviewing' *Ethnographic Methods*. Abingdon: Routledge
5. Agarwal, D. P. 1984, *Archaeology of India*. New Delhi: Select Book Services Syndicate.
6. Bhattacharya, D. K. 1990, *An Introduction to Prehistoric Archaeology*. Delhi; Hindustan Publishing Corporation
7. Bhattacharya, D. K. 2001. *An Outline of Indian Prehistory*. Delhi: PalakaPrakashan.
8. Vidarthy, L.P. and Rai. Applied Anthropology in India.
9. Vidarthy, L.P. and B.N. Sahay . Applied Anthropology and Development in India. New Delhi: National Publishing House

### GE-3.4 : HISTORY OF INDIA-II

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

#### UNIT-I : Economy and Society (300 BC to 300 AD) :

- (a) Urban growth: North India, Central India and the Deccan
- (b) Trade and Trade Routes, Coinage

**UNIT-II : Changing Political Formations :**

- (a) The Mauryan Empire – Expansion and administration
- (b) Kushanas – Kanishka I - achievements
- (c) Satavahanas – Gautamiputra Satakarni

**UNIT-III : Towards Early Medieval India (4th century to 750AD) :**

- (a) Decline of Trade, Currency, Urban Settlement
- (b) Pattern of Administration – Gupta and Vardhanas.

**UNIT-IV : Religion, Philosophy (300 BC – 750 AD) :**

- (a) Brahmanical tradition: Dharma, Varnashrama, Purushartha, Sanskara
- (b) Mahayana Buddhism.
- (c) Tantricism

**UNIT-V : Cultural Developments :**

- (a) A brief survey of literature – Sanskrit, Tamil Literature, Scientific and technical treatises
- (b) Art and Architecture : Mauryan – Stupa, Ashokan Pillar, Post Mouryan, Gandhara School of Art, Guptas – Evolution of temple Architecture

**Suggested Readings :**

1. B. D. Chattopadhyaya, The Making of Early Medieval India, 1994.
2. D. D. Kosambi, An Introduction to the Study of Indian History, 1975.
3. R.S. Sharma, Urban Decay in India, C300-C1000, Delhi, Munshiram Manohar Lal, 1987.
4. Romila Thapar, Asoka and the Decline of the Mauryas, 1997.
5. Susan Huntington, The Art of Ancient India : Buddhist, Hindu and Jain

**GE-3.4 : INDIAN POLITY - II**

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

**UNIT-I:**

Union – State Relationship, Legislative, Administrative & Financial, Recent trends in Indian federation

**UNIT-II: Constitutional Agencies**

Election Commission, Electoral Reforms, Finance Commission

**UNIT-III: National Integration**

Problems & Prospects

**UNIT-IV: Challenges to Democracy**

Caste, Religion, Women empowerment

**UNIT-V:**

Political parties & Party system in India (National & Regional)

**Suggested Readings :**

1. Basu, D.D. (2012) *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.
2. Laxmikanth, M (2015) '*Indian Polity*' New Delhi: Tata McGraw Hill
3. Paul R. Brass (1999) *The Politics of India Since Independence*, Cambridge University Press
4. Fadia, B.L. (2017) *Indian Government and Politics*, Sahitya Bhawan Publication

**SECC-3.5 : COMMUNICATIVE ENGLISH**

(Enriching Linguistic Knowledge & Communication Proficiency)

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

**UNIT-I : BUSINESS COMMUNICATION AND GRAMMAR**

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

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

Consonant Sounds

Vowels

Diphthongs

A Few Phonic Rules

Word Stress: Syllables



Intonation : Intonation and Stress  
Pacing and Chunking : Common Patterns of Pacing, Importance of Chunking  
Fluency  
Indianisms : Errors relating to Grammar, Vocabulary

## **UNIT-II : GRAMMAR**

English: Spoken Versus Written Communication  
Nouns : Kinds of Nouns, Activity 3: Noun Ping-pong, Nouns-Number, Noun-Gender, Countable and Uncountable Nouns  
Pronouns : Reflexive Pronouns, Relative Pronouns, Demonstrative Pronouns, Interrogative Pronouns, Indefinite pronouns, Activity 4: Sentence Auction  
Adjectives : Activity 5 : Picture perfect, Positioning of adjectives, Comparative Degrees of Adjectives, Order of Adjectives  
Adverbs : Kinds of Adverb, Degree of Comparison, Word Order with Adverbs, Activity 6: Relay Race  
Prepositions : Activity 7: Treasure Hunt, Activity 8: Route Map, Prepositions with Adjectives, Nouns and Verbs  
Conjunctions : Coordinating conjunctions, Subordinating Conjunctions, Correlative Conjunctions, Connecting Adverbs, Activity 9: The Socks Story  
Verbs : Verb Classification, List of irregular verbs, Activity 10: Word Search  
Subject and verb agreement, Activity 11: Tossed Word Salad, Activity 12: The Sentence Pageant  
Determiners and Modifiers : Kinds of determiners, The Definite and the Indefinite Article, Definite Article: The, Activity 13: Proof Reading  
Tenses : Reference Table, Present Tense, Activity 14: Instruction Manual, Activity 15: Commentary, Past Tense, Activity 16: The Chain List, Activity 17: Transcription, Future Tense, Activity 18: This Week for You, Activity 19: Verb Grand Prix  
Punctuation : Forms of Punctuation

## **UNIT-III : READING COMPREHENSION**

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

## **SEMESTER-IV**

### **C-4.1 : BRITISH LITERATURE: EARLY 20TH CENTURY**

**Full Marks - 100**

**Mid Sem – 20/1 hr**

**End Sem – 80/3 hrs**

#### **UNIT-I : A historical overview :**

Highlights will include 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. Such triggers for the modern consciousness as Marx's concept of class struggle, Freud's theory of the unconscious, Bergson's duree, Nietzsche's will to power and Einstein's theory of relativity are to be discussed.

#### **UNIT-II :**

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

#### **UNIT-III :**

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

**UNIT-IV :**

Virginia Woolf: *Mrs. Dalloway* **OR**

James Joyce: Stories from *Dubliners* ("The Sisters", "Evelyn", "An Encounter", "Clay", "Two Gallants")

**UNIT-V :**

Literary Criticism: Henry James, "The Art of Fiction" or T.S. Eliot, "Tradition and Individual Talent"

**Suggested Readings:**

1. *Pelican Guide to English Literature: The Modern Age*(ed.) Boris Ford
2. Jonathan Bate, *English Literature: A Very short Introduction*, Oxford Paperback
3. Peter Faulkner, *Modernism*. London: Methuen
4. Peter Childs, *Modernism, New Accents*. Routledge

**C-4.2 : EUROPEAN CLASSICAL LITERATURE**

**Full Marks - 100**

**Mid Sem – 20/1 hr**

**End Sem – 80/3 hrs**

**UNIT-I: A historical overview :**

Classical Antiquity: ancient Greece, the rise and decline of the Roman Empire

Geographical space: cultural history of the Greco-Roman world centered on the Mediterranean Sea

**UNIT-II : Epic poetry :**

Homer *Odyssey* (Book I)

**UNIT-III : Tragedy :**

Sophocles *Oedipus the King*

**UNIT-IV : Comedy :**

Aristophanes *Frogs*

**UNIT-V : Criticism :**

Plato *Republic*, (Book 10) **OR**

Aristotle *Poetics*, Chapter 6,7,8

**Suggested Readings:**

1. Auerbach, Erich. *Mimesis: The Representation of Reality in Western Literature*. USA: Princeton University Press, 2013.
2. Beye, Charles Rowan. *Ancient Greek Literature and Society*. Ithaca, New York: Cornell University Press. 1987

\*All the texts are available for access on Project Gutenberg <https://www.gutenberg.org/>

**C-4.3 : WOMEN'S WRITING**

**Full Marks - 100**

**Mid Sem – 20/1 hr**

**End Sem – 80/3 hrs**

**UNIT-I : In Defence of A Literature of Their Own**

Mary Wollstonecraft: "Introduction" from "A Vindication of the Rights of Women"

**OR**

Sarala Devi: "Narira Dabi" (The Claim of the Woman) Trans. S. Mohanty, Chapters 13 & 17 from the collective novel *Basanti* (The first two in *Lost Tradition: Early Women's Writing from Orissa* and the third in *Indian Literature* No.)

**UNIT-II : Desiring Self: Fiction by Women from the Centre**

Emily Bronte: *Wuthering Heights*

**UNIT-III : Desiring and Dissenting Self: Fiction by Women from the Periphery**

Prativa Ray: *Yajnaseni*

**UNIT-IV: Tongues of Flame : Poetry by Women from Across the World**

Kamala Das "An Introduction" & "The Sunshine Cat"

Shanta Acharya "Homecoming", "Shringara"

Sylvia Plath "Mirror" & "Barren Woman"

Margaret Atwood "This is a Photograph of me" & "The Landlady"

**UNIT-V : Discoursing at Par : Literary Criticism by Women**

Virginia Woolf: "Chapter 1" from *A Room of One's Own*

**OR**

Simone de Beauvoir: "Introduction" from *The Second Sex*

**Web Resources:**

1. Virginia Woolf, *A Room of One's Own* <https://victorianpersistence.files.wordpress.com/2013/03/a-room-of-ones-own-virginia-woolf-1929.pdf>
2. Mary Wollstonecraft, *A Vindication of the Rights of Women*: Introduction <http://pinkmonkey.com/dl/library1/vindicat.pdf>
3. Maya Angelou's Poems [http://www.poemhunter.com/i/ebooks/pdf/maya\\_angelou\\_2012\\_6.pdf](http://www.poemhunter.com/i/ebooks/pdf/maya_angelou_2012_6.pdf)
4. Sylvia Plath's Collected Poems [https://monoskop.org/images/2/27/Plath\\_Sylvia\\_The\\_Collected\\_Poems\\_1981.pdf](https://monoskop.org/images/2/27/Plath_Sylvia_The_Collected_Poems_1981.pdf)
5. Margaret Atwood's Poems <http://www.poemhunter.com/margaret-atwood/poems/>
6. Eunice de Souza, "Remember Medusa?" & "Women in Dutch Painting" <http://www.poetrynook.com/poem/remember-medusa>, <http://www.gallerie.net/issue14/poetry1.html>
7. Tishani Doshi's Poems [http://www.poemhunter.com/i/ebooks/pdf/tishani\\_doshi\\_2012\\_6.pdf](http://www.poemhunter.com/i/ebooks/pdf/tishani_doshi_2012_6.pdf)
8. Simone de Beauvoir *The Second Sex* <http://burawoy.berkeley.edu/Reader.102/Beauvoir.1.pdf>

**Suggested Readings :**

1. Toril Moi, *Sexual Textual Criticism*
2. Elaine Showalter, *A Literature of Their Own*
3. Sandra Gilbert and Susan Gubar, *The Mad Woman in the Attic*
4. Gill Plain and Susan Sellers, *A History of Feminist Literary Criticism*. Cambridge University Press. 2007. Essays to be read: Helen Carr, "A History of Women's Writing" and Mary Eagleton, "Literary Representations of Women" [https://mthoyibi.files.wordpress.com/2011/09/05-history-of-feminist-literary-criticism\\_gill-plain-and-sus.pdf](https://mthoyibi.files.wordpress.com/2011/09/05-history-of-feminist-literary-criticism_gill-plain-and-sus.pdf)

**SECC-4.5 : COMMUNICATIVE ENGLISH (FOR SCIENCE)**

(Enriching Linguistic Knowledge & Communication Proficiency)

**Full Marks - 100**

**Mid Sem – 20/1 hr**

**End Sem – 80/3hrs**

**UNIT-I : BUSINESS COMMUNICATION AND GRAMMAR**

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

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

Consonant Sounds

Vowels

Diphthongs

A Few Phonic Rules

Word Stress: Syllables

Intonation : Intonation and Stress

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

Fluency

Indianisms : Errors relating to Grammar, Vocabulary

**UNIT-II : GRAMMAR**

English: Spoken Versus Written Communication

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

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

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

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

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

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

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

Subject and verb agreement, Activity 11: Tossed Word Salad, Activity 12: The Sentence Pageant  
Determiners and Modifiers : Kinds of determiners, The Definite and the Indefinite Article, Definite Article: The, Activity 13: Proof Reading  
Tenses : Reference Table, Present Tense, Activity 14: Instruction Manual, Activity 15: Commentary, Past Tense, Activity 16: The Chain List, Activity 17: Transcription, Future Tense, Activity 18: This Week for You, Activity 19: Verb Grand Prix  
Punctuation : Forms of Punctuation

### UNIT-III : READING COMPREHENSION

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

## SEMESTER-V

### C-5.1 : MODERN EUROPEAN DRAMA

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

#### UNIT-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-II :

Henrik Ibsen: *Ghosts* OR August Strindberg: *Miss Julie*

#### UNIT-III :

Luigi Pirandello: *Six Characters in Search of an Author* OR Heiner Muller: *Hamletmachine*

#### UNIT-IV :

Eugene Ionesco: *Chairs* OR Jean Genet: *The Maids*

#### UNIT-V :

Samuel Beckett: *Waiting for Godot* OR Bertolt Brecht: *The Good Woman of Szechuan*

#### Web Resources :

1. *Hamletmachine*: <http://theater.augent.be/file/13>
2. Pirandello: <http://www.eldritchpress.org/lp/six.htm>
3. Ionesco: <http://www.kkoworld.com/kitablar/ejen-ionesko-kergedan-eng.pdf>
4. Genet: <http://web.mit.edu/jscheib/Public/phf/themaids.pdf>
5. Ibsen: <http://www.gutenberg.org/files/8121/8121-h/8121-h.htm>
6. Strindberg: <https://archive.org/details/missjulieotherpl00striiala>

#### Suggested Readings :

1. 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.
2. 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.
3. George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303-24.
4. Raymond Williams, "Tragedy and Revolution" in *Modern Tragedy*, Rvdsd Ed (London: Verso, 1979) pp. 61-84.
5. Jean Genet, *Reflections on Theatre* (London: Faber & Faber) Chapter 2: "The Strange World Urb..." pp. 63-74.

### C-5.2 : INDIAN CLASSICAL LITERATURE

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

#### UNIT-I : Vedic Literature

*SamjnanaSukta* Rig Veda X.19

*SivasankalpaSukta* Yajur Veda XXX.I.6

Purusha Sukta Yajur Veda XV.XXXI. 1-16

References: The New Vedic Selection Vol 1, Telang and Chaubey, Bharatiya Vidya Prakashan, New Delhi

**UNIT-II : Selections from Epic Lit.**

Vyasa 'The Dicing' and 'The Sequel to Dicing,' 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', in *The Mahabharata*: tr. And ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106-69 **OR** 'Ayodhya Kanda' (Book II), 1<sup>st</sup> Canto—The Ramayana of Valmiki. Gita Press Edition.

**UNIT-III : Sanskrit Drama**

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

**OR**

Bhavabhuti's *Rama's Last Act (Uttararamacharita)* tr. Sheldon Pollock (New York: Clay Sanskrit Library, 2007)

**UNIT-IV : Sanskrit Drama**

*Mrcchakatika* by Sudraka, 1<sup>st</sup> Act, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962)

**UNIT-V : Aesthetics and Maxims**

- Bharata's *Natyasastra*, Chapter VI on Rasa theory  
References-English Translation by M.M. Ghosh, Asiatic Society, Kolkata, 1950
- Nitisataka of Bhartrhari 20 verses from the beginning  
References- The Sataktraya edited by D.D. Kosambi, Published in Anandashrama Series, 127, Poona, 1945. Also English Translation published from Ramakrishna Mission, Kolkata

**Suggested Readings :**

1. Kalidasa. Critical Edition, Sahitya Akademi
2. B.B Choubey, New Vedic Selection, Vol 1, Bharatiya Vidya Prakashan, New Delhi
3. H.H. Wilson (Tr.)- *Rig Veda*
4. Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol.I, 2<sup>nd</sup> edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
5. J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy*, vol. V, *Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp.33–40.
6. Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95
7. *Universals of Poetics* by Haldhar Panda

**DSE-5.3 : LITERARY THEORY**

**Full Marks - 100**

**Mid Sem – 20/1 hr**

**End Sem – 80/3 hrs**

**Starred texts are to be taught. Questions with alternatives are also to be set from these texts.**

**UNIT-I : Overview**

- Crisis in literary criticism and the search for a method
- Rise of theory
- What does it mean to theorise?

**UNIT-II : New Criticism and Formalism:**

With an emphasis on the main critical concepts of NC such as paradox, irony, tension, intentional and affective fallacy, heresy of paraphrase and of Formalism such as ostranenie, literariness, foregrounding, dominant and deviant

- \*Cleanth Brooks, "The Language of Paradox" Or W.K. Wimsatt Jr. and Monroe Beardsley, "The Intentional Fallacy"
- \*Viktor Shklovsky, "Art as Device"

**UNIT-III : Structuralism and Poststructuralism:**

With an emphasis on the main critical concepts of Structuralism such as binary opposition, synchrony and diachrony, syntagm and paradigm and of Poststructuralism such as collapse of the binary, difference, mise-en-abym, erasure

- \*Gerard Genette, "Introduction" to *Narrative Discourse*  
([https://archive.org/stream/NarrativeDiscourseAnEssayInMethod/NarrativeDiscourse-AnEssayInMethod\\_djvu.txt](https://archive.org/stream/NarrativeDiscourseAnEssayInMethod/NarrativeDiscourse-AnEssayInMethod_djvu.txt))

- Jacques Derrida, “On the Idea of the Supplement” (from *Of Grammatology*) Or Michel Foucault, “What is an Author?” (<http://artsites.ucsc.edu/faculty/Gustafson/FILM%20162.W10/readings/foucault.author.pdf>) (Either of the two essays can be taught depending on availability)

#### UNIT-IV : Marxism and New Historicism:

With an emphasis on main critical concepts of Marxism such as base, superstructure, ideology, commodification, determination and of New Historicism such as power, resistance, high-low dialectic

- \*Louis Althusser, “Letters on Art” (from *Lenin and Philosophy and Other Essays*) Or Georg Lukacs, “On Reification” (from *History and Class Consciousness*)
- Stephen Greenblatt, “Learning to Curse” (Either of the two essays can be taught depending on availability)

#### UNIT-V : Eco-criticism and Eco-feminism:

With an emphasis on main critical concepts of Ecology as environment, balance, food chain and of Eco-feminism as body and its colonisation, patriarchy, woman as a creative principle in harmony with nature

- \*Rachel Carson, “A Fable for Tomorrow” and “The Obligation to Endure” (from *Silent Spring* ([http://library.uniteddiversity.coop/More\\_Books\\_and\\_Reports/Silent\\_Spring-Rachel\\_Carson-1962.pdf](http://library.uniteddiversity.coop/More_Books_and_Reports/Silent_Spring-Rachel_Carson-1962.pdf)))
- \*Mack-Canty, Colleen, “Third-Wave Feminism and the Need to Reweave the Nature/Culture Duality.” *NWSA Journal* 16, no. 3 (2004): 154-179 (from *JSTOR Arts & Sciences VI*)

#### Suggested Readings :

1. Terry Eagleton, *Literary Theory: An Introduction for Foreign Students*
2. David Robey and Anne Jefferson, *Modern Literary Theory*
3. Jonathan Culler, *Literary Theory: A Very Short Introduction*
4. Richard Barry, *Beginning Theory*
5. Tony Bennett, *Formalism and Marxism*
6. Terence Hawkes, *Structuralism and Semiotics*
7. Christopher Norris, *Deconstruction: Theory and Practice*
8. Veenser H. Aram (ed), *The New Historicism Reader*
9. Greg Gerrard, *Eco-Criticism*

### DSE-5.4 : READING WORLD LITERATURE

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

#### UNIT-I : Concept

- The idea of world literature: Scope and definition
- Uses of reading world literature

#### UNIT-II : European

Albert Camus      *The Outsider*

#### UNIT-III : Caribbean and African

V S Naipaul      *In a Free State*

#### UNIT-IV : Canadian Short Fiction

Margaret Atwood      *Stone Mattress*

#### UNIT-V : Latin American Poetry

Pablo Neruda      “Death Alone”, “Furies and Suffering”, “There’s no Forgetting”, “Memory”

**OR**

Octavio Paz      *Staying the Day Wavers*

#### Web Resources:

1. The Complete Stories by Franz Kafka [http://www.vanderbilt.edu/olli/class-materials/Franz\\_Kafka.pdf](http://www.vanderbilt.edu/olli/class-materials/Franz_Kafka.pdf)
2. What is world Literature? (Introduction) David Damrosch <http://press.princeton.edu/chapters/i7545.html>
3. Tagore’s comparative world literature [https://www.academia.edu/4630860/Rabindranath\\_Tagores\\_Comparative\\_World\\_Literature](https://www.academia.edu/4630860/Rabindranath_Tagores_Comparative_World_Literature)
4. Dostoevsky’s *Notes from Underground* <http://www.gutenberg.org/files/600/600-h/600-h.htm>
5. Margaret Atwood’s *Stone Mattress* <http://www.newyorker.com/magazine/2011/12/19/stone-mattress>
6. Margaret Atwood’s *Pretend Blood* <http://www.independent.co.uk/arts-entertainment/books/features/first-lives-club-pretend-blood-a-short-story-by-margaret-atwood-1779529.html>

7. 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>
8. Poems of Octavio Paz [http://www.poetrysoup.com/famous/poems/best/octavio\\_paz](http://www.poetrysoup.com/famous/poems/best/octavio_paz)

**Suggested Readings :**

1. *Weltliteratur*: John Wolfgang von Goethe in *Essays on Art and Literature* Goethe : The Collected Works Vol.3
2. Rabindranath Tagore "World Literature": *Selected Writings On Literature and Language: Rabindranath Tagore* Ed. Sisir Kumar Das and Sukanta Chaudhuri Damrosch
3. Goethe's "World Literature Paradigm and Contemporary Cultural Globalization" by John Pizer
4. "Something Will Happen to You Who Read": Adrienne Rich, Eavan Boland' by Victor Luftig .JSTOR iv. *Comparative Literature* University of Oregon.
5. David Damrosch, *What is World Literature?* Princeton University Press
6. "WLT and the Essay" *World Literature Today* Vol. 74, No. 3, 2000. JSTOR Irish University Review, Vol.23 Spring 1, Spring-Summer.

## SEMESTER-VI

### C-6.1 : POSTCOLONIAL LITERATURE

Full Marks - 100

Mid Sem – 20/1 hr

End Sem – 80/3 hrs

#### UNIT-I : Concept

- Definition and characteristics: Resistant descriptions, appropriation of the colonizer's language, reworking colonial art forms & etc.
- Scope and Concerns: Reclaiming spaces and places, asserting cultural integrity, revising history

**Prescribed Reading:**

1. Achebe, Chinua "An image of Africa: Racism in Joseph Conrad's *Heart of Darkness*," *Research in African Literatures*, Vol. 9, No.1, Special Issue on Literary Criticism. (Spring, 1978), pp. 1-15.

#### UNIT-II : Indian

Raja Rao *Kanthapura*

#### UNIT-III : Caribbean and African

V S Naipaul *The Mimic Men*

#### UNIT-IV : South African

Nadine Gordimer: *July's People*

#### UNIT-V : Criticism

Chinua Achebe "English and the African Writer"

**Web Resources :**

1. Achebe, Chinua "An image of Africa: Racism in Joseph Conrad's *Heart of Darkness*," *Research in African Literatures*, Vol. 9, No.1, Special Issue on Literary Criticism. (Spring, 1978), pp. 1-15. <http://english.gradstudies.yorku.ca/files/2013/06/achebe-chinua.pdf>
2. Achebe, Chinua: "English and the African Writer" <https://mrvenglish.wikispaces.com/file/view/English+and+the+African+Writer.pdf>
3. Thiong'o, Ngugi Wa. "The Quest for Relevance" from *Decolonising the Mind: The Politics of Language in African Literature* [https://www.humanities.uci.edu/critical/pdf/Wellek\\_Readings\\_Ngugi\\_Quest\\_for\\_Relevance.pdf](https://www.humanities.uci.edu/critical/pdf/Wellek_Readings_Ngugi_Quest_for_Relevance.pdf)
4. Ashcroft, Bill, Gareth Griffiths, Helen Tiffin. *Post-Colonial Studies: The Key Concepts*. New York: Routledge. 2007. <http://staff.uny.ac.id/sites/default/files/pendidikan/else-liliani-ssmhum/postcolonialstudiesthekeyconceptsrouledgekeyguides.pdf>

**Suggested Readings :**

1. Ashcroft, Bill, Gareth Griffiths, Helen Tiffin. "Introduction", *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. London, New York: Routledge, 2<sup>nd</sup> edition, 2002.
2. Bhabha, Homi K. *The Location of Culture*. Noida: Atlantic Books. 2012.
3. Gandhi, Leela. *Postcolonial Theory: An Introduction*. OUP. 1998.
4. Said, Edward. *Orientalism*. India: Penguin. 2001.

5. Spivak, Gayatri Chakraborty. *Can the Subaltern Speak?*. UK: Macmillan. 1998  
<http://planetarities.web.unc.edu/files/2015/01/spivak-subaltern-speak.pdf>

## C-6.2 : POPULAR LITERATURE

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

### UNIT-I : Introduction to the concept

- What is popular literature?
- Debate between popular and high cultures ('high brow' v/s 'low brow')
- What is Genre fiction?
- Debate between genre fiction and literary fiction

#### Essays for discussion:

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

### UNIT-II : Detective Fiction

Sherlock Holmes: *The Hound of the Baskervilles*

### UNIT-III : Romance

Shobha De: *Socialite Evenings*

### UNIT-IV : Campus Fiction

Chetan Bhagat: *Five Point Someone*

### UNIT-V : Rewriting Mythology

Amish Tripathi: *The Immortals of Meluha*

#### Suggested Readings :

1. Leslie Fiedler, *What was Literature? Class, Culture and Mass Society*
2. Leo Lowenthal, *Literature, Popular Culture and Society*
3. *Popular Fiction: Essays in Literature and History* by Peter Humm, Paul Stigant, Peter Widdowson

## DSE-6.3 : RESEARCH METHODOLOGY

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

### UNIT-I : Research and the Initial Issues

- Research as systematic investigation
- Searching for and locating research questions; Finding the general background about research problem/question: review of existing literature and applicable theories
- Refining the research problem/question; formulating its rationale and objectives
- Writing a research synopsis

### UNIT-II : Literature review

- Selecting review areas based on the research objectives
- Primary, secondary and tertiary sources, and related theory/s (sources: library, databases, online sources, previous research, archives, media, social/psychological/political/educational contexts, and such others)
- Gathering, reading and analysing literature and related theory
- Writing the review with implications for the research question selected

### UNIT-III : Hypotheses and formulation of research design

- Formulating hypotheses based on research objectives
- Formulation of research design: qualitative, quantitative, combinatory; steps in research design
- Theory application



- Data collection tools: surveys, questionnaires, interviews, observation checklists, review checklists, comparison tools, text analysis tools
- Data analysis and interpretation

**UNIT-IV : Results and documentation**

- Preparing tables, charts, and graphs to present data; Collating the findings
- Testing hypotheses; Generalisation of results
- Writing a dissertation; MLA/APA citation: in-text and works cited pages
- Plagiarism and related problems

**UNIT-V : Practical (for Internal Assessment)**

Students will write i. literature review of 1000 words on a research question and ii. a book review of 500 words.

***Texts prescribed :***

1. K Samantray, *Academic and Research Writing*. Orient Blackswan (2015)
2. Kothari & Garg, *Research Methodology*. New Age Publishers
3. Deepak Chawla & Neena Sondhi. *Research methodology: Concepts & Cases*. Vikas Publishing

**DSE-6.4 :PROJECT WORK**

**Full Marks - 100**  
**End Sem Project – 100**

Topics to be announced by the HOD.

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