

COURSES OF STUDIES

FOR

THREE YEAR DEGREE COURSE

IN

ARTS HONOURS

ENGLISH HONS.

Choice Based Credit System(CBCS)

First & Second Semester Examination – 2021-22

Third & Fourth Semester Examination – 2022-23

Fifth & Sixth Semester Examination – 2023-24



**GOVERNMENT AUTONOMOUS COLLEGE,
PHULBANI, KANDHAMAL**

DISTRIBUTION OF MARKS

Paper with Practical	
Mid Sem (15 Marks)	
Two questions to be answered carrying 1 mark each	2X1 mark = 2 marks
Two questions to be answered carrying 1.5 marks each	2X1.5 marks = 3 marks
Two questions to be answered carrying 2 marks each	2X2 marks = 4 marks
One question to be answered carrying 6 marks each	1X6 marks = 6 marks
End Sem (60 Marks)	
Eight questions to be answered carrying 1 mark each	8X1 mark = 8 marks
Eight questions to be answered carrying 1.5 marks each	8X1.5 marks = 12 marks
Eight questions to be answered carrying 2 marks each	8X2 marks = 16 marks
Four questions to be answered carrying 6 marks each	4X6 marks = 24 marks
Paper without Practical	
Mid Sem (20 Marks)	
Three questions to be answered carrying 1 mark each	3X1 mark = 3 marks
Two questions to be answered carrying 2 marks each	2X2 marks = 4 marks
Two questions to be answered carrying 3 marks each	2X3 marks = 6 marks
One question to be answered carrying 7 marks each	1X7 marks = 7 marks
End Sem (80 Marks)	
Twelve questions to be answered carrying 1 mark each	12X1 mark = 12 marks
Eight questions to be answered carrying 2 marks each	8X2 marks = 16 marks
Eight questions to be answered carrying 3 marks each	8X3 marks = 24 marks
Four questions to be answered carrying 7 marks each	4X7 marks = 28 marks

SYLLABI FOR CBCS COURSE

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

YEAR & SEMESTER-WISE PAPERS & CREDITS AT A GLANCE

Three-Year (6-Semester) CBCS Programme (B.A. Hons) (English Hons.)				
Yr.	Sl.No.	Course Structure	Code	Credit Points
FIRST YEAR	SEMESTER-I			
	1	British Poetry and Drama : 14 th to 17 th Centuries	C-1.1	6
	2	British Poetry and Drama : 17 th and 18 th Century	C-1.2	6
	3	Anthropology/History/Political Science	GE-1.3	6
	4	MIL Communication – Odia / MIL (AE)	AECC-1.4	4
	5	Ethics & Values (Unit-I)	AECC-1.5	1
	SEMESTER-II			
	6	British Prose : 18 th Century	C-2.1	6
	7	Indian Writing in English	C-2.2	6
	8	Economics/Geography/Odia/Philosophy	GE-2.3	6
SECOND YEAR	9	Environmental Studies & Disaster Management	AECC-2.4	4
	10	Ethics & Values (Unit-II)	AECC-2.5	1
	SEMESTER-III			
	11	British Romantic Literature	C-3.1	6
	12	British Literature 19 th Century	C-3.2	6
	13	British Literature : Early 20 th Century	C-3.3	6
	14	Anthropology/History/Political Science	GE-3.4	6
	15	Communicative English	SECC-I-3.5	4
	16	Ethics & Values (Unit-III)	AECC-3.6	1
	SEMESTER-IV			
FINAL YEAR	17	American Literature	C-4.1	6
	18	European Classical Literature	C-4.2	6
	19	Women's Writing	C-4.3	6
	20	Economics/Geography/Odia/Philosophy	GE-4.4	6
	21	Quantitative & Logical Thinking	SECC-II-4.5	4
	22	Ethics & Values (Unit-IV)	AECC-4.6	1
	SEMESTER-V			
	23	Modern European Drama	C-5.1	6
	24	Indian Classical Literature	C-5.2	6
	25	Literary Theory	DSE-5.3	6
FINAL YEAR	26	World Literature	DSE-5.4	6
	27	Ethics & Values (Unit-V)	AECC-5.5	1
	SEMESTER-VI			
	28	Postcolonial Literatures	C-6.1	6
	29	Popular Literature	C-6.2	6
	30	Partition Literature	DSE-6.3	6
	31	Project Work / Writing for Mass Media	DSE-6.4	6
	32	Ethics & Values (Unit-VI)	AECC-6.5	1

Notes:

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

SEMESTER-I

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

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

Introduction:

The paper seeks to introduce the students to British poetry and drama from the 14th to the 17th century. It helps student 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 - I: Historical overview

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

UNIT - II: Geoffrey Chaucer

The Pardoner's Tale

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

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

UNIT - IV: Shakespeare

Macbeth

Text Books:

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

Reference Books:

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

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

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

Introduction:

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

UNIT - I: Historical overview

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

UNIT - II: Milton: “Lycidas”

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

UNIT - III: Ben Jonson

Volpone

UNIT - IV: Dryden

All For Love

Text Books:

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

Reference Books:

- ❖ *Routledge History of Literature in English*. Ronald Carter & John 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.

GE-1.3 : INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY

Full Marks – 100

Mid Sem – 15/1hr

End Sem Theory – 60/3 hrs

End Sem Practical – 25/3 hrs

THEORY

UNIT - I :

History of Physical Anthropology and development of Modern Biological anthropology, aim, scope and its relationship with allied disciplines; Difference in the approaches of modern and traditional Biological Anthropology

UNIT - II :

History and development of understanding human evolution (pre-19th and post-19th Century); Theories of evolution: Lamarckism, Darwinism, Synthetic theory, and Mutation theory

UNIT - III :

Primates: General Characteristics, Distribution and Classification of Non human living primates. Comparative anatomy and behaviour of human and non-human primates

UNIT - IV :

Structure and function of an animal cell; cell theory and cell division (Mitosis and Meiosis), Mendel's Laws of inheritance and its application to man

PRACTICAL

Osteology

Introduction to Anthropology Laboratory: Dry Lab and Wet Lab, Calibration and Standardization of Instruments, Demonstration of Instruments: Anthropometry, Spreading Calliper, Sliding Calliper, Weighing Machine and Steel tape

Somatometry

- | | |
|-------------------------|--------------------------------|
| 1. Stature | 6. Maximum bizygomatic breadth |
| 2. Sitting height | 7. Bigonial breadth |
| 3. Body weight | 8. Morphological facial height |
| 4. Maximum head length | 9. Head circumference |
| 5. Maximum head breadth | 10. Minimum frontal breadth |

Text book recommended :

1. Shukla B.R.K. & Rastogi, S. 1990. *Physical Anthropology & Human Genetics: An Introduction*. Plaka Prakashan. Delhi.
2. Das B.M. 2008. *Outlines of Physical Anthropology*. Kitab Mahal, New Delhi.
3. Sarkar, R. M. 2004. *Fundamentals of Physical Anthropology* (New Edition). Book World. Kolkata.
4. Mukherji, D., D. Mukherjee and P. Bharti and A .Mukhopadhyaya. 2018. *Laboratory Manual for Biological Anthropology: Revised and Enlarged 2nd Edition*. SCHOLAR Booksellers & Publishers, Kolkata.

Suggested Readings :

- ❖ Jurmain R., Kilgore L., Trevathan W., Ciochon R.L. (2012). *Introduction to Physical Anthropology* Wadsworth Publ., USA.
- ❖ Stanford C., Allen J.S. and Anton S.C. (2010). *Exploring Biological Anthropology. The Essentials*. Prentice Hall Publ, USA.

GE-1.3 : HISTORY OF INDIA – I (EARLY TIME TO 1750)

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

UNIT – I: Reconstructing Ancient Indian History

1. Sources of Historical Writings.
2. Vedic Age : Society, Polity and Culture
3. Buddhism and Jainism : Principles and Impact

UNIT – II: Polity and Administration

1. The Mauryan Empire : Conquest and Administration
2. Gupta Society : Land Grants, Peasantry and beginning of Feudal Society
3. Gupta Polity : Conquests and Administration
4. Harshavardhan : Achievements

UNIT – III: Early Medieval Society, Economy and Culture

1. Post Gupta Trade and Commerce
2. Delhi Sultanate : Conquests and Administration
3. Bhakti and Sufi Movements in India
4. Development of Regional Language and Literature

UNIT – IV: India on the Eve of the Advent of the Mughals

1. Sher Shah : Administration and Reforms
2. Mughal Administrative Institutions : Zabt, Mansab and Jagir
3. Religious Tolerance Sulh-i- Kul
4. Mughal Art and Architecture

Suggested Text Books:

1. Upinder Singh, History of Ancient & Early Medieval India.
2. Romila Thappar, The Early India

Reference Reading:

- ❖ Irfan Habib, Medieval India, NBT, New Delhi
- ❖ R.S. Sharma, India's Ancient Past
- ❖ S.A.A. Rizvi, Wonder that was India, Vol.II, Rupa
- ❖ Cultural Heritage of India, Bharatiya Vidyabhaban Series, Vol-1-IV
- ❖ A.L. Basheon (ed), Cultural History of India, OUP, New Delhi, 2011

GE-1.3 : FEMINISM: THEORY AND PRACTICE

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

Introduction: The aim of the course is to introduce students to contemporary debates on feminism and the history of feminist struggles. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. It offers a gendered analysis of Indian society, economy and polity with a view to understanding the structures of gender inequalities. And the last section aims to understand the issues with which contemporary Indian women's movements are engaged with.

UNIT-I: Understanding Feminism

- (i) Feminist theorizing of the sex/gender distinction; Public - Private Debate
- (ii) Understanding Patriarchy and Feminism

UNIT-II: Theories of Feminism

- (i) Liberal and Socialist,
- (ii) Radical feminism and Eco-feminism

UNIT-III: Feminist issues and women's participation: The Indian Experience

- (i) Women's participation in anti-colonial and national liberation movements with special focus on India
- (ii) Social Reforms Movement and position of women in India, History of Women's struggle in Post- Independent India

UNIT-IV: Family in contemporary India and Understanding Woman's Work and Labour

- (i) Family in contemporary India - patrilineal and matrilineal practices. Gender Relations in the Family, Patterns of Consumption: Intra Household Divisions, entitlements and bargaining, Property Rights
- (ii) Understanding Woman's Work and Labour – Sexual Division of Labour, Productive and Reproductive labour, Visible - invisible work – Unpaid (reproductive and care), Underpaid and Paid work,- Methods of computing women's work , Female headed households

Text Books :

1. Bina Agarwal, (2013) 'Gender And Green Governance', Oxford University Press, Oxford,
2. Forbes, Geraldine (1998) 'Women in Modern India'. Cambridge, Cambridge University Press
3. Geetha, V. (2002) 'Gender'. Calcutta, Stree Publications.
4. Geetha, V. (2007) 'Patriarchy'. Calcutta, Stree Publications.
5. Jagger, Alison. (1983) 'Feminist Politics and Human Nature'. U.K, Harvester Press.
6. John, Mary (2008) 'Women studies in India: A Reader', Peguin, New Delhi
7. Lerner, Gerda. (1986) 'Creation of Patriarchy'. New York. Oxford University Press.

Reference Books :

- ❖ Banarjee, Sikata. (2007) 'Ghadiyally, Rehana. (ed.) 'Urban Women in Contemporary India: A Reader'. New Delhi, Sage.
- ❖ Chakravarti, Uma. (1988) 'Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History', Social Scientist, Volume 16, No. 8.
- ❖ Desai, Neera & Thakkar, Usha. (2001) 'Women in Indian Society'. New Delhi: National Book Trust.
- ❖ Gandhi, Nandita & Shah, Nandita. (1991) 'Contemporary Women's Movement in India'. Delhi, Zubaan.
- ❖ Gupta, A and Sinha Smita, (2005) 'Empowerment of women: Language and Other Facets', Mangal Deep, New Delhi.
- ❖ Jayawardene, Kumari. (1986) 'Feminism and Nationalism in the Third World'. London, Zed Books and Conclusion.
- ❖ Nayak, Smita (2016) (eds.) 'Combating Violence Against Women: A Reality in the Making', Kalpaz, Gyan Books Pvt, Ltd, New Delhi
- ❖ Nayak, Smita (2016) (eds.) 'Gender Dynamics: The Emerging Frontiers', Research India Publications, New Delhi.
- ❖ Nayak, Smita, (2016), 'Whither Women: A Shift from Endowment to Empowerment', Edupedia, New Delhi.
- ❖ Rege, Sharmila. (2003) (ed.) 'The Sociology of Gender: The Challenge of Feminist Sociological Knowledge'. New Delhi, Sage.
- ❖ Rowbotham, Shiela. (1993) 'Women in Movements', New York and London, Routledge.
- ❖ Sangari, Kumkum & Chakravarty, Uma.(1999) (eds.) 'From Myths to Markets: Essays on Gender'. Delhi, Manohar.
- ❖ Sarkar, Tanika & Butalia, Urvashi. (1995) (eds.) 'Women and the Hindu Right'. Delhi, Kali for Women.

AECC – 1.4 : MIL COMMUNICATIONS – ODIA

(ଯୋଗାଯୋଗ ଅନୁବିଧି, ରୀତି ଓ ମାଧ୍ୟମ)

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

୧ମ ଏକକ / ୟୁନିଟ୍ – ୧ :

ଯୋଗାଯୋଗର ପରିଭାଷା, ଅନୁବିଧି, ପରିସର ଓ ପ୍ରକାରଭେଦ

୨ୟ ଏକକ / ୟୁନିଟ୍ – ୨ :

ସାକ୍ଷାତକାର, ଭାଷଣ କଳା

୩ୟ ଏକକ / ୟୁନିଟ୍ – ୩ :

ସମ୍ବାଦର ପରିଭାଷା ଓ ସମ୍ବାଦ ପ୍ରସ୍ତୁତି

୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ – ୪ :

ଓଡ଼ିଆ ଭାଷାର ବର୍ଣ୍ଣମାଳା, ବର୍ଣ୍ଣାଶୁଦ୍ଧିର ନିରାକରଣ । (ବନାନ ତୁଟି – ସାଦୃଶ୍ୟଜନିତ ଅଶୁଦ୍ଧି, ଲିଙ୍ଗଗତ ଅଶୁଦ୍ଧି, ସନ୍ଧିଗତ ଅଶୁଦ୍ଧି, ସମାସଗତ ଅଶୁଦ୍ଧି, ବଚନ ଓ ବିଭକ୍ତିଗତ ଅଶୁଦ୍ଧି, ବାକ୍ୟ ବିଧିଜନିତ ଅଶୁଦ୍ଧି, ସମାର୍ଥବୋଧକ ଶବ୍ଦାଶୁଦ୍ଧି, ପ୍ରତ୍ୟୟ ଜନିତ ଅଶୁଦ୍ଧି, ଶବ୍ଦ ସଂଯୋଗାତ୍ମକ ଓ ସ୍ୱରସଙ୍ଗତି ଜନିତ ଅଶୁଦ୍ଧି)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ :

୧. ଯୋଗାଯୋଗ ମୂଳକ ମାତୃଭାଷା (ଓଡ଼ିଆ) – ସାମଲ ବିରଞ୍ଚି ନାରାୟଣ, ସତ୍ୟନାରାୟଣ ବୁକ ଷୋର, କଟକ

୨. ସଂଯୋଗ ଅନୁବିଧି - ସତ୍ୟୋଷ କୁମାର ତ୍ରିପାଠୀ, ନାଳନ୍ଦା, କଟକ
୩. ଭାଷଣ କଳା ଓ ଅନ୍ୟାନ୍ୟ ପ୍ରସଙ୍ଗ - କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ସତ୍ୟନାରାୟଣ ରୁକ୍ ଷ୍ଟୋର, କଟକ
୪. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା - ଓଡ଼ିଶା ରାଜ୍ୟପାଠ୍ୟ ପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
୫. ସମ୍ବାଦ ଓ ସାମ୍ବାଦିକତା - ଚନ୍ଦ୍ରଶେଖର ମହାପାତ୍ର, ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
୬. ନିର୍ଭୁଲ ଲେଖାର ମୂଳସୂତ୍ର - ନୀଳାଦିଭୂଷଣ ହରିଚନ୍ଦନ, ପି.ସି.ଆର ପବ୍ଲିକେସନ, ଭୁବନେଶ୍ୱର
୭. ସର୍ବସାର ବ୍ୟାକରଣ - ନାରାୟଣ ମହାପାତ୍ର ଓ ଶ୍ରୀଧର ଦାସ, ନିୟୁ ଷ୍ଟୁଡେଣ୍ଟସ୍ ଷ୍ଟୋର, କଟକ

ମୂଳ୍ୟ ବିଭାଜନ ପଦ୍ଧତି : (ସବୁଥିରୁ ବିକଳ ପଦ୍ଧତି)

- (କ) ପଢ଼ିବ ମୋଟ ନମ୍ବର - ୧୦୦
- (ଖ) ଅନ୍ତଃପରୀକ୍ଷା - ୨୦ ଓ ମୁଖ୍ୟ ପରୀକ୍ଷା - ୮୦
- (ଗ) ନିର୍ଦ୍ଧାରିତ ପାଠ୍ୟର ସବୁ ଏକକ(ୟୁନିଟ୍)ରୁ ବିକଳସହ ଦୁଇଟି ଲେଖାଏଁ ମୋଟ ୮ଟି ୧୫ନମ୍ବର ବିଶିଷ୍ଟ ଦୀର୍ଘ ପ୍ରଶ୍ନ ପଡ଼ିବ । ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ୪ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (୧୫ x ୪ = ୬୦)
- (ଘ) ନିର୍ଦ୍ଧାରିତ ପାଠ୍ୟର ସବୁ ଏକକରୁ ୧୨ଟି ଅତିସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ପଡ଼ିବ । ସେଥିରୁ ୧୦ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (୧୦ x ୨ = ୨୦)

AECC-1.4 : MIL (ALTERNATIVE ENGLISH)

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

Introduction:

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

UNIT - I: Short Story

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

UNIT - II: Prose

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

UNIT - III:

Comprehension of a passage and answering the questions

UNIT - IV:

Language exercises-test of vocabulary, usage and grammar

Text Books:

1. All Stories and Prose pieces

Reference Books:

- ❖ The Widening Arc: A Selection of Prose and Stories, Ed. A R Parhi, S Deepika, P Jani, Kitab Bhavan, Bhubaneswar.

- ❖ *A Communicative Grammar of English*, Geoffrey Leech.
- ❖ *A University Grammar of English*, Randolph Quirk and Sidney Greenbaum
- ❖ *Developing Reading Skills*. F. Grellet. Cambridge: Cambridge University Press, 1981.

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

UNIT-I : Issues Relating to Women

Full Marks – 25
End Sem – 25/1 hr

1.1 Introduction:

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

1.2 Women and Family:

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

1.3 Women and Work:

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

1.4 Women, Community and Society:

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

SEMESTER-II

C-2.1 : BRITISH PROSE: 18TH CENTURY

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

Introduction:

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

UNIT - I: Historical overview:

Restoration, Glorious Revolution, Neo-classicism And Enlightenment.

UNIT - II: Mary Wollstonecraft

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

UNIT - III: Joseph Addison: Essays

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

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

UNIT - IV: Samuel Johnson

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

Text Books:

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

Reference Books:

- ❖ *Routledge History of Literature in English*. Ronald Carter & John 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*

C-2.2 : INDIAN WRITING IN ENGLISH

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

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 - I: Historical overview

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

UNIT - II:

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

UNIT - III: R.K Narayan

The Guide

UNIT - IV: Mahesh Dattani

Final Solutions

Text Books:

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

Reference Books:

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

GE-2.3 : INDIAN ECONOMY - I

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

UNIT - I: Introduction to Indian Economy and Current Challenges

Basic features of India Economy; Indian Economy as a developing economy; Demographic trends in India - Size and growth of population, Occupational structure, Sex composition, Age structure and demographic dividend; Causes of population growth and population policy; The problem of unemployment and recent policies for employment generation; The problem of inequality in income distribution and its causes, Policies to address inequality.

UNIT - II: Indian Agriculture

Role of Agriculture in Indian Economy; Cause of low productivity, Green Revolution and Land Reforms, Agricultural Finance-Sources and Problems; Agricultural Marketing in India.

UNIT - III: Industrial Development in India

Role of Industrialization in Indian Economy; Small Scale & Cottage Industries: Meaning, Role, Problems and Remedies; Industrial Policies of 1948, 1956, 1977 and 1991; Problems of Industrial Development in India; Industrial Sickness.

UNIT - IV: Service Sector in India

Growth & Contribution to GDP; Composition and relative importance of service sector; Factors determining growth of the sector; ICT and IT – Spread and Policy; Sustainability of services led growth.

Text Book:

1. Misra, S. K. and Puri V. K. *Indian Economy — Its Development Experience*. Himalaya Publishing House, Mumbai

Reference Book:

❖ Dutt R. and Sundharam K. P. M. *Indian Economy*. S. Chand & Company Ltd., New Delhi.

GE-2.3 : GEOGRAPHY OF INDIA

Full Marks – 100

Mid Sem – 15/1hr

End Sem Theory – 60/3 hrs

End Sem Practical – 25/3 hrs

THEORY

UNIT - I:

Physiographic Divisions of India, soil and vegetation, climate (characteristics and classification)

UNIT - II:

Population: Distribution and growth, Demographic structure, Distribution of population by race, religion, language and tribes, urbanisation

UNIT - III:

Mineral and power resources: distribution and utilisation of iron ore, coal, Petroleum, Natural gas, Nuclear Minerals: Irrigation, Cropping pattern, Production & distribution of rice, wheat, Tea, Coffee

UNIT - IV:

Industrial development: Iron and steel, Aluminum, Automobile and Information technology Transport in India: Road, Rail and Airways, Waterways

PRACTICAL

1. Study and interpretation of topographic Maps
2. Cartograms – Pair-Bar diagram, complex bar, wheel diagram
3. Maps drawing – Simple dot maps, Multiple dot maps
4. Practical record and viva-voce

Text Books:

1. Sharma, T.C. (2013) *Economic Geography of India*. Rawat Publication, Jaipur
2. Khullar, D. R. *India: A Comprehensive Geography*

Reading List:

- ❖ Deshpand C. D., 1992: *India: A Regional Interpretation*, ICSSR, New Delhi
- ❖ Johnson, B. L.C., ed. 2001. *Geographical Dictionary of India*, Vision Books, New Delhi
- ❖ Sdyasuk Galina and P. Sengupta (1967): *Economic Regionalisation of India*, Census of India

GE-2.3 : ସାହିତ୍ୟ ଅଧ୍ୟୟନ

Full Marks – 100

Mid Sem – 20/1hr

End Sem – 80/3 hrs

୧ମ ଏକକ / ୟୁନିଟ୍ – ୧ : ଗଙ୍ଗ ସାହିତ୍ୟ

ରେବତୀ – ଫକୀର ମୋହନ ସେନାପତି

ବୁଢ଼ା ଶଙ୍ଖାରି – ଲକ୍ଷ୍ମୀକାନ୍ତ ମହାପାତ୍ର

ଶିକାର – ଭଗବତୀ ଚରଣ ପାଣିଗ୍ରାହୀ

୨ୟ ଏକକ / ୟୁନିଟ୍ – ୨ : ଉପନ୍ୟାସ ସାହିତ୍ୟ

ଶାସ୍ତି – କାହ୍ନୁଚରଣ ମହାନ୍ତି, ପ୍ରେମ୍‌ଚନ୍ଦ୍ର ପରିବର୍ତ୍ତୀ, କଟକ

୩ୟ ଏକକ / ୟୁନିଟ୍ – ୩ : ନାଟକ

ଶେଷ କଥା – ଡକ୍ଟର ନାରାୟଣ ସାହୁ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ

୪ର୍ଥ ଏକକ / ଯୁନିଟ୍ – ୪ : ରମ୍ୟ ରଚନା

ବାଇ ମହାନ୍ତି ପାଞ୍ଜି (ପ୍ରଥମ ବିଭା) – ଗୋପାଳ ଚନ୍ଦ୍ର ପ୍ରହରାଜ

ବରୁଆ – ଗୋବିନ୍ଦ ତ୍ରିପାଠୀ

ସାଧୁ ସଙ୍ଗ – ଚୌଧୁରୀ ହେମକାନ୍ତ ମିଶ୍ର

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ :

୧. କାହ୍ନୁଚରଣ ବିଶେଷାଙ୍କ, କୋଣାର୍କ, ଓଡ଼ିଶା ସାହିତ୍ୟ ଏକାଡେମୀ
୨. ଓଡ଼ିଆ କ୍ଷୁଦ୍ରଗଳ୍ପର ଇତିହାସ – ବୈଷ୍ଣବ ଚରଣ ସାମଲ, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୩. ଓଡ଼ିଆ କଥାସାହିତ୍ୟର କଥା ଓ ରମ୍ୟରଚନା – ମହାପାତ୍ର ନୀଳମଣି ସାହୁ, ଓଡ଼ିଶା ବୁକ୍ ଷୋର, କଟକ
୪. ଶାନ୍ତି – କାହ୍ନୁଚରଣ ମହାନ୍ତି, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୫. ଉପର ସତୁରୀ ଓଡ଼ିଆ ନାଟକ – ହେମନ୍ତ କୁମାର ଦାସ, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ
୬. ଶେଷ କଥା – ନାରାୟଣ ସାହୁ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷୋର, କଟକ

GE-2.3 : INDIAN PHILOSOPHY

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

UNIT – I:

Salient features of Indian philosophy, Carvaka epistemology and metaphysic, Jainism Syadvada and Anekantavada

UNIT – II:

Buddhism- The Four Noble Truths, Doctrine of Dependent origination, No Soul Theory, Nirvana

UNIT – III:

Samkhya- Purusa, Prakrti, Theory of causation Yoga- Astanga Yoga

UNIT – IV:

Nyaya- Theory of Inference, Vaisheshika- Padarthas (Categories)

Prescribed Books:

1. Dutta and Chatterjee: An Introduction to Indian Philosophy

Books for Reference:

- ❖ C.D Sharma: A critical Survey of Indian Philosophy
- ❖ G.C Nayak: Bharatiya Darshana (Odia)
- ❖ B.B. Choudhury: Bharatiya Darshana Ruparekha (Odia Translated book)

AECC-2.4 : ENVIRONMENTAL STUDIES & DISASTER MANAGEMENT

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

UNIT – I (Environment)

The Environment: The Atmosphere, Lithosphere, Hydrosphere, Biosphere

Ecosystem : Energy flow in the ecosystem

Biogeochemical Cycle : Water Cycle, Carbon Cycle, Nitrogen Cycle

Pollution: Water Pollution, Air Pollution, Soil Pollution, Radiation Pollution, Industrial Pollution, Light Pollution, Sound Pollution

Environmental Laws : Water Act 1974, Air Act 1981, The Wildlife Protection Act 1972, The Environment Protection Act 1986, The Forest Conservation Act 1980

UNIT – II (Climate Change & Sustainable Development)

Population Ecology: Individuals, Species, Population, Community

Human Population Growth, Population Control Methods

Urbanization and its effects on Society

Climate Change : Causes, effect, Global Warming, Carbon footprint and environmental protection

Steps taken towards sustainable development : Ban of single-use plastics, Automobile Scrapping Policy, Promotion of Electrical Vehicles

Brief idea on Sustainable Development : Goals (SDGs), Agenda 21 of Rio Earth Summit

UNIT – III (Disaster Management)

Disaster Management : Types of disasters (Natural and Man-made) and their causes and effect

Vulnerability Assessment and Risk Analysis : Vulnerability to various disasters (Flood, Cyclone, Earthquake, Heat waves and Lightning)

Institutional Framework : Institutional arrangements for disaster management (National Disaster Management Authority (NDMA), State Disaster Management Authority (SDMA), District Disaster Management Authority (DDMA), National Disaster Response Force (NDRF) and Odisha Disaster Rapid Action Force (ODRAF)

Preparedness Measures : Disaster Management Cycle, Early warning System, Pre-Disaster and Post-Disaster Preparedness, Strengthening of SDMA and DDMA, Community Preparedness, Stakeholder participation, Corporate Social Responsibility (CSR)

Survival Skills : Survival Skills adopted during and after disaster (Flood, Fire, Earthquake, Cyclone, Lightning)

UNIT – IV

Brief idea on Epidemics and Pandemics

Non-communicable diseases with special reference to Cardiovascular diseases, Cancer, Diabetes, Hypertension and Obesity and their prevention

Communicable diseases with special reference to Covid-19, Flu, Hepatitis, AIDS and Tuberculosis and their transmission

Dynamics of Disease Transmission : Mode of transmission (Direct/Indirect), Events after infection: Immunity (Active vrs Passive, Innate vrs Acquired, Herd Immunity), Incubation Period

Prevention of Epidemics/Pandemics Diseases : Preventing Measures (Quarantine, Sanitization, Personal Protective measures such as hand washing and use of protective devices, Vaccination); Control Measures (Surveillance, Isolation, Contact Tracing)

Life Style management : Diet, Physical Exercise, Yoga and sleeping habit

Role of Different Sectors in Managing Health Disaster : Role of Government (Centre and State), Community, Civil Society, Student mass, NGOs

Books Recommended:

- ❖ Asthana DK and Asthana M : A Text Book of Environmental Studies, S. Chand, New Delhi.
- ❖ Bharucha E : A Text Book of Environmental Studies, New Delhi, UGC.
- ❖ Dash MC and Mishra PC : Man and Environment, McMillan, London.
- ❖ Disaster Management and Mitigation Plan, 2013 of Dept. of Health & Family Welfare, Govt. of Odisha*
- ❖ Mishra DD : *Fundamental Concept in Environmental Studies*, S. Chand, New Delhi.
- ❖ National Policy on Disaster Management, 2009*
- ❖ National Disaster Management Plan, 2019*
- ❖ Odeem EP, *Fundamentals of Ecology*, Natraj Publications.
- ❖ State Disaster Management Plan, 2019 of Government of Odisha*
- ❖ Standard Operating Procedure (SOP) issued by Govt. of India and Govt. of Odisha on Public Health Managements in the websites www.mohfw.gov.in and health.odisha.gov.in*
- ❖ The Disaster Management Act. 2005 of Government of India*

[Note : Star (*) marked Reference, published by the State as well as Central Government are available in the open sources]

AECC-2.5 (EV-II) : ETHICS & VALUES

UNIT-II : Values and Good Citizenship

Full Marks – 25

End Sem – 25/1 hr

2.1 Indian Constitution:

Salient Values of Preamble : Sovereign, Socialist, Secular, Democratic, Republic, Justice, Liberty, Equality and Fraternity

2.2 Patriotism:

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

2.3 Volunteerism:

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

2.4 Work Ethics:

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

SEMESTER-III

C-3.1 : BRITISH ROMANTIC LITERATURE

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

Introduction:

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

UNIT - I: Historical overview

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

UNIT - II:

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

UNIT - III:

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

UNIT - IV:

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

Text Books:

1. Texts prescribed in Units 2, 3, 4

Reference Books:

- ❖ Paul Poplawski, *English Literature in Context*, "The Romantic Period"
- ❖ *Routledge History of Literature in English*. Ronald Carter & John 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")

C-3.2 : BRITISH LITERATURE : 19TH CENTURY

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

Introduction:

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

UNIT - I: Historical overview

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

UNIT - II: Poetry

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

UNIT - III: Jane Austen

Pride and Prejudice

UNIT - IV: Charles Dickens

Hard Times

Text Books:

1. Texts prescribed in Units 2, 3, 4

Reference Books:

- ❖ *English Literature in Context*. Paul Poplawski. Cambridge UP, 2008
- ❖ *Routledge History of Literature in English*. Ronald Carter & John 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*

C-3.3 : BRITISH LITERATURE: EARLY 20TH CENTURY

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

Introduction:

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

UNIT - I: Historical overview

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

UNIT - II: Poetry

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

UNIT - III:

Virginia Woolf: *Mrs. Dalloway*

UNIT - IV:

J M Synge *Ryders to the Sea*

Text Books:

1. Texts prescribed in Units 2, 3, 4

Reference Books:

- ❖ *Pelican Guide to English Literature: Vol. 7. The Modern Age* (ed.) Boris Ford
- ❖ *Routledge History of Literature in English*. Ronald Carter & John 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

GE-3.4 : ARCHAEOLOGICAL ANTHROPOLOGY

Full Marks – 100
Mid Sem – 15/1hr
End Sem Theory – 60/3 hrs
End Sem Practical – 25/3 hrs

THEORY

UNIT - I :

Introduction, Definition and scope of archaeological anthropology; Relation with other disciplines; Methods of studying archaeological anthropology.

UNIT - II :

Methods of Estimation of Time and Reconstruction of the Past; Absolute dating methods: Radiocarbon¹⁴ dating (C¹⁴), Potassium-Argon, Dendochronology, Fission Track Dating; Relative dating methods: Stratigraphy, Palaeontology, Palynology.

UNIT - III :

Geochronology of Pleistocene Epoch; Glacial and Interglacial; Pluviation and Inter Pluviation; Different types of geoclimatic events.

UNIT - IV :

Understanding Culture; Technique of tool manufacture and estimation of their relative efficiency; Classification of tools: primary and combination of fabrication techniques; Earliest evidence of culture in the world: Konso, Olorgesaille, Olduvai Gorge, Pirro Nord, Damanisi, Attirampakkam, Isampur, Kuliana.

PRACTICAL

Typo-technological Analysis of Prehistoric Tools: Identification, Interpretation and Drawings of the tool Types

1. Core Tool Types
2. Flake Tool Types
3. Blade Tool Types
4. Microlithic Tool Type
5. Neolithic Tool Type

Text book recommended :

1. Bhattacharya D.K. (1990). *An introduction to Prehistoric Archaeology, Delhi*, Hindustan Publishing Corporation.
2. Rammi Reddy, V. 1987. Elements of Prehistory, New Delhi: Mittal Publications
3. Sankalia H.D. (1964). *Stone Age Tools*. Poona Deccan College

Suggested Readings :

- ❖ Allchin and Allchin (1993). *The Rise of Civilization of India and Pakistan*. Cambridge University Press
- ❖ Bhattacharya D.K. (1978). *Emergence of Culture in Europe*, Delhi, B.R. Publication.
- ❖ Bhattacharya D.K. (1979). *Old Stone Age Tools and Techniques*. Calcutta, K.P. Bagchi Company
- ❖ Bhattacharya D.K. (1996). *Palaeolithic Europe*. Netherlands, Humanities Press.
- ❖ Champion et al. (1984). *Prehistoric Europe*. New York, Academic Press.
- ❖ Fagan B.M. (1983). *People of Earth: An Introduction*. Boston, Little, Brown & Company.
- ❖ Phillipson D. W. (2005). *African Archaeology*. Cambridge, Cambridge University Press.
- ❖ Renfrew, C. and Paul Bahn Archaeology 1996
- ❖ Sankalia H.D. (1964). *Stone Age Tools*. Poona Deccan College

GE-3.4 : HISTORY OF INDIA II (1750-1950)

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

UNIT – I: Foundation and Expansion of British Rule

1. Battle of Plessey (1757) and Conquest of Bengal
2. Conquest of Mysore and Maharashtra
3. Expansion through Diplomacy: Subsidiary Alliance and Doctrine of Lapse

UNIT – II: Consolidation of British Rule and Indian Responses

1. Peasant & Tribal Resistance against British Rule: Sanyasi Rebellion (1763); Kondh Rebellion in Ghumusar, Santal Rebellion
2. Revolt of 1857: Nature and Significance
3. Land Revenue Settlements: Permanent Settlement, Ryotwari and Mahalwari Settlement

UNIT – III: Social and Cultural Policies

1. Socio-Religious Reform Movements: Brahmo Samaj, Arya Samaj, Theosophical Society, Aligarh Movement.
2. Growth of Press and Education
3. Issues of Caste and Gender: Jyotiba Phule- Women Question and Issues, Depressed Class.

UNIT – IV: Indian National Movement

1. Politics of Moderates and Extremists (1885-1920)
2. Gandhian Mass Movements (Non-Cooperation, Civil Disobedience and Quit India Movements), (1920-1940)
3. Communal Politics and Partition
4. Making of the Democratic Constitution

Suggested Text Books:

1. A.R. Desai, Social Background of Indian Nationalism, Popular, Mumbai

2. Priyadarshi Kar, Comprehensive History of Modern India.

Reference Reading:

- ❖ Sumit Sarkar, Modern India : 1885-1947, Mac Millon.
- ❖ B.R.Mani, Debrahminising History: Dominance and Resistance in Indian Society, Manohar, New Delhi, First Published 2005.
- ❖ Chandra Bharil, Social and Political Ideas of B.R. Ambedkar, Aalekh Publishers, Jaipur, 1977.
- ❖ Sumit Sarkar, Modern India (1885-1947), Mac Millan, Delhi, First Published 1983.
- ❖ Hirendra N.Mukherjee, Gandhi, Ambedkar and the Extirpation of Untouchability, PPT, New Delhi.

GE-3.4 : GOVERNANCE: ISSUES AND CHALLENGES

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

Objectives: This paper deals with concepts and different dimensions of governance highlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalizing world, environment, administration, development. The essence of governance is explored through the various good governance initiatives introduced in India.

UNIT-I: Government and governance: concepts

- (i) Governance: Meaning, Nature and Types
- (ii) Role of State in the Era of Globalisation: State, Market and Civil Society

UNIT-II : Good Governance

- (i) Good Governance
- (ii) Sustainable Development and Governance

UNIT-III: Local Governance

- (i) Democratic Decentralization: Institutions of Local Governance (PRIs),
- (ii) People' Participation in Local Governance & Deepening Democracy

UNIT-IV : Good Governance Initiatives In India

- (i) Public Service Guarantee Acts & Electronic Governance
- (ii) Citizens Charter & Right to Information, Corporate Social Responsibility

Text Books:

1. A Baviskar, ((1995) The Belly of the River: Tribal Conflict Over Development in the Narmada Valley', Delhi, Oxford University Press.
2. A. Parel (2000) (ed) 'Gandhi, Freedom and Self-Rule', New Delhi, Lexington Books.
3. B. Parekh, (1997) 'Gandhi: A Brief Insight', Delhi, Sterling Publishing Company.
4. B. Parekh, (1999) 'Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse', New Delhi, Sage Publication.
5. D. Hardiman, (2003) 'Gandhi in his Time and Ours'. Delhi, Oxford University Press.

Reference Books:

- ❖ R Iyer, (ed) (1993) 'The Essential Writings of Mahatma Gandhi', New Delhi, Oxford University Press.
- ❖ R. Ramashray, (1984) 'Self and Society: A Study in Gandhian Thought', New Delhi, Sage Publication.

SECC-I-3.5 : COMMUNICATIVE ENGLISH

(Enriching Linguistic Knowledge & Communication Proficiency)

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

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

Text Books:

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

AECC-3.6 (EV-III) : ETHICS & VALUES

UNIT-III : Issues of Drug, Tobacco and Alcohol Addiction

Full Marks – 25
End Sem – 25/1 hr

3.1 Extent of the Problem:

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

3.2 Socio-economic impact:

Socio-economic impact of Drug and Tobacco addiction and alcoholism:
Loss of physical and mental strength, Loss of character, Loss of family ties and relationship, Loss of earning and livelihood potentials, Loss of societal respect and dignity etc

3.3 Laws to Address this Problem:

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

3.4 Role of Stake - holders:

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

SEMESTER-IV

C-4.1 : AMERICAN LITERATURE

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

Introduction:

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

UNIT - I: Historical overview

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

UNIT - II:

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

UNIT - III:

Arthur Miller: *The Death of a Salesman*

UNIT - IV:

Ernest Hemingway: *A Farewell to Arms*

Text Books:

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

Reference Books:

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

C-4.2 : EUROPEAN CLASSICAL LITERATURE

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

Introduction:

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

UNIT - I: Historical Review

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

UNIT - II: Epic poetry

Homer: *Odyssey* (Book I)

UNIT - III: Tragedy

Sophocles: *Oedipus the King*

UNIT - IV: Criticism

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

Text Books:

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

Reference Books:

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

C-4.3 : WOMEN'S WRITING

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

Introduction:

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

UNIT - I: Virginia Woolf

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

UNIT - II: Charlotte Bronte

Jane Eyre

UNIT - III:

- 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. (iv) Shanta Acharya, 'Homecoming', 'Shringara'

UNIT - IV:

Ashapura Devi, *The Distant Window*

Text Books:

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

Reference Books:

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

GE-4.4 : INDIAN ECONOMY - II

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

UNIT - I: External Sector in India

Trends, Composition & Direction in exports from and imports of India; Problems of Balance of Payment: Causes of deficit in BOP & measures to correct it; Trade Policy- Export Promotion Vs Import Substitution; Foreign Trade Policy of India; WTO and India.

UNIT - II: Financial Markets in India

Commercial Banking in India- Nationalization of Banks; Lead bank scheme and branch expansion; RBI - Functions, Monetary Policy; Development Banking- IFCI, IDBI, SIDBI and NABARD

UNIT - III: Indian Public Finance

Public Expenditure-Growth and Composition, Causes of Growth of Public Expenditure in India: Tax Revenue of Central and State Governments; Concept of VAT; Deficit Financing in India-Revenue, Budget, Fiscal and Primary Deficits; Purpose and Effects of Deficit Financing; India's Fiscal Policy-Objectives.

UNIT - IV: Current Challenges Facing Indian Economy

Inflation – Causes, Consequences and Anti-inflationary Policy; Poverty – Poverty line and Estimates, Major Poverty Alleviation Programmes; Environmental Degradation – Growth and Environment; Population Growth and Environment; Environment Policy; Economic Reforms- Globalization, Macroeconomic Stabilization, Structural Reforms, and their impact on the Indian Economy; Foreign capital and MNCs-Role and consequences.

Text Book:

1. Misra, S. K. and Puri V. K. *Indian Economy — Its Development Experience*. Himalaya Publishing House, Mumbai.

Reference Book:

- ❖ Dutt R. and Sundharam K. P. M. *Indian Economy*. S. Chand & Company Ltd., New Delhi.
- ❖ Basu, Kaushik (2016): *An Economist in the Real World: The Art of Policy Making in India*, Enguin.

GE-4.4 : HUMAN GEOGRAPHY

Full Marks – 100

Mid Sem – 15/1hr

End Sem Theory – 60/3 hrs

End Sem Practical – 25/3 hrs

THEORY

UNIT - I:

Meaning and scope of Human Geography; Major Themes; Contemporary Relevance and subfields

UNIT - II:

Major races of mankind, their characteristics and distribution, Cultural Realms of the world; Religion and Language of World

UNIT - III:

World distribution of population, world Population Growth, Population Composition; Demographic Transition Theory

UNIT - IV:

Types & Patterns of Rural Settlements; Urban Settlements; Definition, size and functional classification, characteristics, Trends and Patterns of World Urbanization

PRACTICAL

1. Population distribution by multiple dots and population density
2. Decadal Population Growth- Time series graphs, bar diagrams
3. Pie Diagram showing occupational structure and population composition
4. Population Projection by A.P and GP method
5. Practical Record and Viva voce

Text Book:

1. Hussain, Majid (2012) Human Geography. Rawat Publications, Jaipur

Reading List:

- ❖ Hassan, M.I. (2005) Population Geography, Rawat Publications, Jaipur
- ❖ Daniel, P.A. and Hopkins, M.F. (1989) The Geography of Settlement, Oliver & Boyd, London.
- ❖ Johnston R; Gregory D, Pratt G. et al. (2008) The Dictionary of Human Geography, Blackwell Publication.
- ❖ Jordan-Bychkov et al. (2006) The Human Mosaic: A Thematic Introduction to Cultural Geography. W. H. Freeman and Company, New York.
- ❖ Kaushik, S.D. (2010) Manav Bhugol, Rastogi Publication, Meerut.
- ❖ Maurya, S.D. (2012) Manav Bhugol, Sharda Pustak Bhawan. Allahabad.
- ❖ Hussain, Majid (2012) Manav Bhugol. Rawat Publications, Jaipur

GE-4.4 : ପ୍ରାଚୀନ, ମଧ୍ୟଯୁଗ ଓ ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟ

Full Marks – 100

Mid Sem – 20/1hr

End Sem – 80/3 hrs

୧ମ ଏକକ / ୟୁନିଟ୍ – ୧ : ସାରଳା ମହାଭାରତରେ କାହାଣୀ

ସତ୍ୟଆତ୍ମ

ତୁଳସୀବଣ ବାନ୍ଧ

ଗଙ୍ଗା ବୋଇଲେ ଥିବି ଗାଁଗା ବୋଇଲେ ଯିବି

୨ୟ ଏକକ / ୟୁନିଟ୍ – ୨ : ବଳରାମ ଦାସ ଓ ଜଗନ୍ନାଥ ଦାସଙ୍କ କାହାଣୀ

ବଳରାମ ଦାସଙ୍କ ବଉଳା ଅଧ୍ୟାୟ ଓ ମୃଗୁଣୀ ସୁତି

ଜଗନ୍ନାଥ ଦାସଙ୍କ କପୋତ ଉପାଖ୍ୟାନ ଓ ପିଙ୍ଗଳା ଉପାଖ୍ୟାନ

୩ୟ ଏକକ / ୟୁନିଟ୍ – ୩ : ମଧ୍ୟକାଳୀନ ସାହିତ୍ୟ ସ୍ରଷ୍ଟାଙ୍କ ସଂକ୍ଷିପ୍ତ ପରିଚୟ

ଦୀନକୃଷ୍ଣ ଦାସ, କବିସମ୍ରାଟ ଉପେନ୍ଦ୍ର ଭଞ୍ଜ

୪ର୍ଥ ଏକକ / ୟୁନିଟ୍ – ୪ : ଆଧୁନିକ ଯୁଗର ସାହିତ୍ୟ ସ୍ରଷ୍ଟାଙ୍କ ସଂକ୍ଷିପ୍ତ ପରିଚୟ

ରାଧାନାଥ ରାୟ, ଫକୀର ମୋହନ ସେନାପତି, ଗଙ୍ଗାଧର ମେହେର

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ :

୧. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ – ମାୟାଧର ମାନସିଂହ, ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ
୨. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ – ସୂର୍ଯ୍ୟନାରାୟଣ ଦାଶ (୨ୟ ଓ ୩ୟ ଭାଗ), ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ
୩. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ (୧୮୦୩-୧୯୨୦) – ନଟବର ସାମନ୍ତରାୟ, ବାଣୀ ଭବନ, ଭୁବନେଶ୍ୱର
୪. ଆଲୋକ ଓ ଅନ୍ତର କବି ଗଙ୍ଗାଧର – ମଣୀନ୍ଦ୍ର କୁମାର ମେହେର, ପଦାପତି, ଭୁବନେଶ୍ୱର

GE-4.4 : ETHICS: THEORY AND PRACTICE

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

UNIT – I:

Definition, Nature and Scope of Ethics, Distinction between moral and Non-moral action.

UNIT – II:

Distinction between factual and moral judgement, objects of moral judgement.

UNIT – III:

Moral Standards: Hedonism, Mill's Utilitarianism, And Kant's Rigorism.

UNIT – IV:

Environmental Ethics: Anthropocentrism and Non- Anthropocentrism, Deep Ecology

Prescribed Books:

1. J.N. Sinha- A Manual of Ethics
2. Peter Singer- Practical Ethics

Books for Reference:

- ❖ H. Sahoo(ed) Ethics theory and practice

SECC-II-4.5 : QUANTITATIVE AND LOGICAL THINKING

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

I. QUANTITATIVE APTITUDE & DATA INTERPRETATION

UNIT – I :

Whole numbers, Integers, Rational and irrational numbers, Fractions, Square roots and Cube roots, Surds and Indices, Problems on Numbers, Divisibility
Steps of Long Division Method for Finding Square Roots:

UNIT – II :

Basic concepts, Different formulae of Percentage, Profit and Loss, Discount, Simple interest, Ratio and Proportion, Mixture

UNIT – III :

Time and Work, Pipes and Cisterns, Basic concepts of Time, Distance and Speed; relationship among them

UNIT – IV :

Concept of Angles, Different Polygons like triangles, rectangle, square, right angled triangle, Pythagorean Theorem, Perimeter and Area of Triangles, Rectangles, Circles

UNIT – V :

Raw and Grouped Data, Bar Graphs, Pie charts, Mean, Median and Mode, Events and Sample Space, Probability

II. LOGICAL REASONING

UNIT – I :

Analogy basing on kinds of relationships, Simple Analogy; Pattern and Series of Numbers, Letters, Figures.
Coding-Decoding of Numbers, Letters, Symbols (Figures), Blood relations

UNIT – II :

Logical Statements– Two premise argument, More than two premise argument using connectives

UNIT – III :

Venn Diagrams, Mirror Images, Problems on Cubes and Dices

Books Prescribed :

1. Quantitative And Logical Thinking – Odisha State Higher Education Council, Bhubaneswar

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

UNIT-IV : Ethical Values for Student Life

Full Marks – 25

End Sem – 25/1 hr

4.1 Extent of the Problem:

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

4.2 Socio-economic impact:

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

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

4.3 Laws to Address this Problem:

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

4.4 Role of Stake - holders:

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

SEMESTER-V

C-5.1 : MODERN EUROPEAN DRAMA

Full Marks – 100

Mid Sem – 20/1hr

End Sem – 80/3 hrs

Introduction:

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

UNIT - I: Historical Review

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

UNIT - II: Henrik Ibsen

Ghosts

UNIT - III: Eugene Ionesco

Chairs

UNIT - IV: Bertolt Brecht

Life of Galileo

Text Books:

1. 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

C-5.2 : INDIAN CLASSICAL LITERATURE

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

Introduction:

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

UNIT - I:

Introduction to the history and genesis of Indian Classical Literature

UNIT - II: Sanskrit Drama –1

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

UNIT - III: Sanskrit Drama-2

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

UNIT - IV: Aesthetics and Maxims

Bharata's *Natyasastra*, Chapter VI on Rasa theory

Text Books:

1. Texts prescribed in units II,III, IV

Reference Books:

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

DSE-5.3 : LITERARY THEORY

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

Introduction:

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

UNIT - I:

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

UNIT - II:

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

UNIT - III:

Feminist Criticism (*Second Sex*, Vol 1 Introduction "Facts and Myths")

UNIT - IV:

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

Text Books:

1. 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)

DSE-5.4 : WORLD LITERATURE

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

Introduction:

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

UNIT - I: European

Albert Camus: *The Outsider*

UNIT - II: Caribbean

V S Naipaul: *A Bend in the River*

UNIT - III: Canadian Short Fiction

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

UNIT - IV: Latin American Poetry

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

Text Books

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

Web Resources:

- ❖ Alice Munro's short Stories <http://www.newyorker.com/magazine/2013/10/21/the-bearcame-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 https://www.academia.edu/4630860/Rabindranath_Tagores_Comparative_World_Literature

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

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

Full Marks – 25
End Sem – 25/1 hr

5.1 Extent of the Problem:

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

5.2 Socio-economic impact:

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

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

5.3 Laws to Address this Problem:

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

5.4 Role of Stake - holders:

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

SEMESTER-VI

C-6.1 : POSTCOLONIAL LITERATURES

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

Introduction:

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

UNIT - I:

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

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

UNIT - II: Raja Rao

Kanthapura

UNIT - III: Jean Rhys

Wide Sargasso Sea

UNIT - IV: Athol Fugard

Blood Knot

Text Books:

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

Reference Books:

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

C-6.2 : POPULAR LITERATURE

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

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 - 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: Children's Literature

Lewis Carroll: *Alice in Wonderland*

UNIT - III: Detective Fiction

Arthur Conan Doyle: *The Hound of the Baskervilles*

UNIT - IV: Campus Fiction

Chetan Bhagat: *Five Point Someone*

Text Books:

- 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

DSE-6.3 : PARTITION LITERATURE

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

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 - I: Defining partition literature

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

UNIT - II:

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

UNIT - III: Bapsi Sidhwa

Ice-candy-man

UNIT - IV:

- Sadat Hassan Manto, 'Toba Tek Singh' (from *Mottled Dawn*, Penguin India)

- ii. Rajinder Singh Bedi, "Lajwanti" (Trans. Khushwant Singh)
- iii. Lalithambika Antharajanam, "A Leaf in the Storm"

Text Books:

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

Reference Books:

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

DSE-6.4 : WRITING FOR MASS MEDIA

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

UNIT - I:

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

UNIT - II:

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

UNIT - III:

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

UNIT - IV:

- 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.

OR

DSE-6.4 : DISSERTATION/ RESEARCH PROJECT

Full Marks – 100
End Sem Project– 100

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

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

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

UNIT-VI : Environmental & Techno Ethics

Full Marks – 25

End Sem – 25/1 hr

6.1 Environmental Ethics:

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

6.2 Promotion of Green Technology:

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

Refuse and **Responsibility**.

Green Technology in relation to :- Energy and Construction.

6.3 Ethics and Technology:

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

Agricultural, Industrial, Digital, Globalized Age etc

6.4 Judicious Use of Technology:

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

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

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

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