

**Three/Four Yr. Degree Course
(Single Major & Double Minor with Research)
based on NEP-2020**

ENGLISH



**(EFFECTIVE FROM SESSION 2026-27)
(BATCH: 2026-2029)**



SAMBALPUR UNIVERSITY

JYOTI-VIHAR, BURLA, SAMBALPUR, ODISHA-768019

The model curriculum and credit frame work for under graduate programmes as multiple entry and exit option with research and without research of National Education Policy-2020.

- I. **CERTIFICATE COURSE:** One Academic Year (First & Second Semester and Summer Vocational Course and Community Work) **44 CREDITS**
- II. **DIPLOMA COURSE:** Two Academic year (First, Second, Third & Fourth Semester and Summer Vocational Course and Community Work) **86 CREDITS**
- III. **3YR. DEGREE COURSE:** Three Academic Year (First, Second, Third, Fourth, Fifth & Sixth Semester and Community Work) **126 CREDITS**
- IV. **4YR. DEGREE COURSE (HONOURS):** Four Academic Year (First, Second, Third, Fourth, Fifth, Sixth, Seven & Eight Semester and Community Work) **166 CREDITS**
- V. **4YR. DEGREE COURSE (HONOURS WITH RESEARCH):** Four Academic Year (First, Second, Third, Fourth, Fifth, Sixth, Seven & Eight Semester and Community Work) **166 CREDITS**

Type of Course:

- I. **Major (Core-I):** is the subject of main focus and the degree will be awarded in that discipline.
- II. **Minor Stream (Core-II):** helps a student to gain a broader understanding knowledge beyond the major discipline. A student may gather 28 credits from a single subject
- III. **Multidisciplinary U.G. Programme (09 Credits):** Three introductory-level Multidisciplinary Course baskets are offered for students to choose any one from each semester outside of the subject/ discipline/ faculty: A group of related subject i.e., faculty (Arts/ Commerce/ Science). The student can opt three different subject/ course for each semester examination.
- IV. **Ability Enhancement Course (AEC 08 Credits):** Student are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills (not literary skill). Literature and Linguistic courses shall be offered in major core and minor stream. In lieu of Odia, a student may opt for only Sanskrit, Hindi or Urdu.
- V. **Skill Enhancement Course (SEC 09 Credits):** A student has to opt the Skill Enhancement courses from the basket as per the subject available in the institution. The students can opt for any one course for each semester examination and these courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students.

- VI. **Value Added Course (VAC 12 Credits):** The VAC course basket are prearranged for the students to choose for each semester's examination.
- VII. **Summer Internship/Apprenticeship/Summer Project (04 Credits with 120 Hours):** Community Engagement and Services/ Field work/ Internship programme is mandatory for all students of 4th Semester undergraduate Programmes of NEP-2020 carrying 4 credits which shall be completed in 120h (Students admitted in the session 2024-25 onwards) under affiliated colleges of Sambalpur University.
- A. Internship:** A course requiring students to participate in a professional activity or work experience or cooperative education activity with an entity external to the education institution, normally under the supervision of an expert of the given external entity. A key aspect of the internship is induction into actual work situations.
- Internships may be undertaken anywhere in India, subject to institutional approval and compliance with credit requirements.
 - Internships involve working with local industry, government or private organizations, business organizations, artists, crafts persons, NGOS, Private Sector organizations, Government / Public Sector institutions, Industries, MSMEs (Online or Offline) and similar entities to provide opportunities for students to actively engage in on-site experiential learning.
 - **Online / Digital Internship Opportunities:** Internship may also be undertaken in online or hybrid mode through recognized Government of India platforms, subject to institutional approval and fulfilment of credit requirements.
 - Students may undertake internships or field work through their own arrangement, subject to prior approval of the concerned HEI.
- B. Community Engagement and Services/ Field work:** Community Engagement activities shall be conducted through NSS. Students not enrolled under NSS may undertake community engagement projects / field work for 120h duration under the supervision of faculty members.
- After completion of Internship students will collect an internship completion certificate from the organization / competent authority.
 - **Submission of Report and Evaluation:** Students opted for Internship/ Community engagement projects/ Field work are required to submit a report to the Institution for evaluation. Supporting documents like feedback from the host Organisation, geotagged photos and other relevant documents should be submitted with the report.

Table-I: Course Table Structure for Certificate Course: Exit after first Academic Year

One Academic Year: (1st & 2nd Semester and a Summer Vocational Course and Community Work)

Semester	Core-I	Core-II	Core-III	Multidisciplinary	AEC	SEC	VAC	Community Engagement & Field Work	Credit
I	2x4=8	1x4=4		1x3=3	1x4=4		1x3=3		22
II	2x4=8		1x4=4	1x3=3	1x4=4	1x3=3			22
Total	4x8=16	1x4=4	1x4=4	2x3=6	2x4=8	1x3=3	1x3=3		44

Table-II: Course Table Structure for Diploma Certificate Course: Exit after Second Academic Year

Two Academic Year: (1st, 2nd, 3rd & 4th Semester and a Summer Vocational Course and Community Work)

Semester	Core-I	Core-II	Core-III	Multidisciplinary	AEC	SEC	VAC	Community Engagement & Field Work	Credit
I	2x4=8	1x4=4		1x3=3	1x4=4		1x3=3		22
II	2x4=8		1x4=4	1x3=3	1x4=4	1x3=3			22
									44
III	3x4=12	1x4=4		1x3=3			1x3=3		22
IV	3x4=12		1x4=4						20
									42
Total	10x4=40	2x4=8	2x4=8	3x3=9	2x4=8	1x3=3	2x3=6		86

Table-III: Course Table Structure for Three Years Degree Course with Single Major and Two Minor

Semester	Core-I	Core-II	Core-III	Multidisciplinary	AEC	SEC	VAC	Community Engagement & Field Work	Credit
I	2x4=8	1x4=4		1x3=3	1x4=4		1x3=3		22
II	2x4=8		1x4=4	1x3=3	1x4=4	1x3=3			22
									44
III	3x4=12	1x4=4		1x3=3			1x3=3		22
IV	3x4=12		1x4=4					1x4=4	20
									42
V	3x3=12	1x4=4				1x3=3	1x3=3		22
VI	2x4=8		1x4=4			1x3=3	1x3=3		18
									40
Total	15x4=60	3x4=12	3x4=12	3x3=9	2x4=8	3x3=9	4x3=12	1x4=4	126

Note: In case a student opts for NCC and clears 'C' certificate additional 16 credits shall be awarded and total credit shall be 126+16= 142 credits

Table-IV: Course Table Structure for Three Years Degree Course with Double Major

<i>Semester</i>	<i>Core-I</i>	<i>Core-II</i>	<i>Multidisciplinary</i>	<i>AEC</i>	<i>SEC</i>	<i>VAC</i>	<i>Community Engagement & Field Work</i>	<i>Credit</i>
I	2x4=8	2x4=8	1x3=3	1x4=4		1x3=3		26
II	2x4=8	2x4=8	1x3=3	1x4=4	1x3=3			26
								52
III	3x4=12	2x4=8	1x3=3			1x3=3		26
IV	3x4=12	2x4=8					1x4=4	24
								50
V	3x3=12	2x4=8			1x3=3	1x3=3		26
VI	2x4=8	2x4=8			1x3=3	1x3=3		22
								48
Total	15x4=60	12x4=48	3x3=9	2x4=8	3x3=9	4x3=12	1x4=4	150

Table-V: Course Table Structure for Fourth Year Honours without Research

<i>Semester</i>	<i>Core-I</i>	<i>Core-II</i>	<i>Core-III</i>	<i>Multidisciplinary</i>	<i>AEC</i>	<i>SEC</i>	<i>VAC</i>	<i>Community Engagement & Field Work</i>	<i>Credit</i>
I	2x4=8	1x4=4		1x3=3	1x4=4		1x3=3		22
II	2x4=8		1x4=4	1x3=3	1x4=4	1x3=3			22
									44
III	3x4=12	1x4=4		1x3=3			1x3=3		22
IV	3x4=12		1x4=4					1x4=4	20
									42
V	3x3=12	1x4=4				1x3=3	1x3=3		22
VI	2x4=8		1x4=4			1x3=3	1x3=3		18
									40
VII	4x4=16	1x4=4							20
VIII	4x4=16	1x4=4							20
Total	23x4=92	5x4=20	3x4=12	3x3=9	2x4=8	3x3=9	4x3=12	1x4=4	166

Table-VI: Course Table Structure for Fourth Year Honours with Research

<i>Semester</i>	<i>Core-I</i>	<i>Core-II</i>	<i>Core-III</i>	<i>Multidisciplinary</i>	<i>AEC</i>	<i>SEC</i>	<i>VAC</i>	<i>Community Engagement & Field Work</i>	<i>Credit</i>
I	2x4=8	1x4=4		1x3=3	1x4=4		1x3=3		22
II	2x4=8		1x4=4	1x3=3	1x4=4	1x3=3			22
									44
III	3x4=12	1x4=4		1x3=3			1x3=3		22
IV	3x4=12		1x4=4					1x4=4	20
									42
V	3x3=12	1x4=4				1x3=3	1x3=3		22
VI	2x4=8		1x4=4			1x3=3	1x3=3		18
									40
VII	3x3=12	2x4=8							20
VIII	2x4=8							Research 12	20
Total	20x4=80	5x4=20	3x4=12	3x3=9	2x4=8	3x3=9	4x3=12	16	166

COURSE AT A GLANCE (NEP-UG)

SUBJECT: ENGLISH

ACADEMIC SESSION: 2026-29

CORE-I COURSE

Course Number	Semester	Course Title	Type of Paper P-Practical NP-Non-practical	Credit Hour	Maximum Weightage of Marks
Paper-I	Semester-I	INTRODUCTION TO LITERARY STUDIES	NP	4	100
Paper-II		INTRODUCTION LANGUAGE AND LINGUISTICS	NP	4	100
Paper-III	Semester-II	BRITISH POETRY AND DRAMA	NP	4	100
Paper-IV		EUROPEAN CLASSICAL LITERATURE	NP	4	100
Paper-V	Semester-III	INDIAN CLASSICAL LITERATURE	NP	4	100
Paper-VI		BRITISH POETRY AND DRAMA (17 TH & 18 TH century)	NP	4	100
Paper-VII		BRITISH PROSE (18 TH century)	NP	4	100
Paper-VIII	Semester-IV	THE ROMANTIC REVIVAL AND ENGLISH	NP	4	100
Paper-IX		LITERATURE OF THE PERIOD THE VICTORIAN ERA	NP	4	100
Paper-X		THE AMERICAN LITERARY RENAISSANCE	NP	4	100
Paper-XI	Semester-V	INTRODUCTION TO INDIAN WRITING IN ENGLISH	NP	4	100
Paper-XII		LITERARY CRITICISM FROM PLATO TO LEAVIS	NP	4	100
Paper-XIII		MODERN ENGLISH LITERATURE	NP	4	100
Paper-XIV	Semester-VI	LITERATURES FROM THE WORLD	NP	4	100
Paper-XV		INDIAN MYTHS AND EPICS: NEW PERSPECTIVES	NP	4	100
Paper-XVI	Semester-VII	ENGLISH LITERARY ESSAY	NP	4	100
Paper-XVII		CONTEMPORARY THEORY	NP	4	100
Paper-XVIII		CULTURAL THEORY	NP	4	100
Paper-XIX		ELIZABETHAN DRAMA	NP	4	100
Paper-XX	Semester-VIII	EIGHTEENTH CENTURY ENGLISH NOVEL	NP	4	100
Paper-XXI		NINETEENTH CENTURY ENGLISH NOVEL	NP	4	100
Paper-XXII		POSTCOLONIAL LITERATURES	NP	4	100
Paper-XXIII		RESEARCH METHODS IN LITERARY STUDIES	NP	4	100

CORE-II/CORE-III COURSE

Course Number	Semester Core-II/ Core-III	Course Title	Type of Paper P- Practical NP(Non-ractical NP	Credit Hour	Maximum Weightage of Marks
Paper-I	Semester-I/II	INTRODUCTION TO LITERARY STUDIES	NP	4	100
Paper-II	Semester-III/IV	INTRODUCTION TO LANGUAGE AND LINGUISTICS	NP	4	100
Paper-III	Semester-V/VI	BRITISH POETRY AND DRAMA	NP	4	100

ABILITY ENHANCEMENT COURSE (AEC) UNDER NEP-2020

Sl. No.	Semester	Course	Credit hour (CH)	Full Mark
Paper-I	I	Odia/Hindi/Sanskrit/Urdu	4	100
Paper-II	II	English	4	100

MULTIDISCIPLINARY COURSE:

NOTE: THIS IS APPLICABLE FOR STUDENT ADMISSION FOR THE 2026-27 BATCH.

1. A basket of semester wise MDC Courses (**Table-I**) have been approved by Sambalpur University, which will be applicable to all the U.G. programme in the affiliated colleges under Sambalpur University.
2. Students have to opt for one subject in each semester from the semester- wise subject list provided in the basket.
3. During the counselling, students are to be encouraged to opt for courses outside their discipline/faculty. (A Group of related subjects, i.e., Faculty: Science/Arts/Commerce).
4. The students are expected to choose MDC from the subjects other than their major subjects. For example, a Home Science student cannot be allowed to opt MDC from Home Science and have to choose from any other Department.

NOTE: The student cannot opt for a course already chosen in earlier semester. Ex: The subject chosen by a student in the 1st Semester cannot be chosen in 2nd Semester and the subject chosen in 1st & 2nd semester cannot be chosen in 3rd semester.

Table -1: List of MDC Course at UG level

SEMESTER-I

MULTIDISCIPLINARY COURSE (MDC) UNDER NEP-2020

Sl. No.	Department to teach	Semester Course	Type of Paper P- Practical NP-Non-practical	Credit hour (CH)	Full Mark
1.	Chemistry	Environmental Chemistry	NP	3	100
2.	Botany	Gardening and Vermicomposting	NP	3	100
3.	Economics	Economics in Everyday Life	NP	3	100
4.	History	History of Education in Modern India	NP	3	100
5.	Odia	ତୁଳନାତ୍ମକ ସାହିତ୍ୟ	NP	3	100
6.	Political Science	Political Process in India	NP	3	100
7.	English	Ethical Literature	NP	3	100
8.	Commerce	Financial literacy	NP	3	100
9.	Education	Educational Psychology	NP	3	100
10.	Mathematics	Discrete Mathematics	NP	3	100
11.	Sociology	Sociology for Social Workers	NP	3	100
12.	Physics	Biophysics	NP	3	100

SEMESTER-II

MULTIDISCIPLINARY COURSE (MDC) UNDER NEP-2020

Sl. No.	Department to teach	Semester Course	Type of Paper P- Practical NP-Non- practical	Credit hour (CH)	Full Mark
1.	Statistics	Survival Analysis and Biostatistics	NP	3	100
2.	Zoology	Apiculture	NP	3	100
3.	Education	Gender and Education	NP	3	100
4.	Geography/Geology	Climatology	NP	3	100
5.	Philosophy	Vedic Culture	NP	3	100
6.	Hindi	विज्ञापन अवधारणा और प्रयोजनमूलक अध्ययन	NP	3	100
7.	Home Science	Food Science and Nutrition	NP	3	100
8.	Commerce	Fundamentals of Entrepreneurship and E-Commerce	NP	3	100
9.	Economics	Demography	NP	3	100
10.	Mathematics	Introduction to Programming with MATLAB	NP	3	100
11.	Political Science	Indian Administration	NP	3	100
12.	History/Geography	Sustainable Tourism	NP	3	100

SEMESTER-III

MULTIDISCIPLINARY COURSE (MDC) UNDER NEP-2020

Sl. No.	Department to teach	Semester Course	Type of Paper P- Practical NP-Non-practical	Credit hour (CH)	Full Mark
1.	Mathematics/Computer Science	Programming C++	NP	3	100
2.	Physics	Introduction to Spectroscopy	NP	3	100
3.	History/ Sanskrit	Indian Knowledge System	NP	3	100
4.	Political Science	Human Rights	NP	3	100
5.	Botany/Zoology	Environmental issues and Challenges	NP	3	100
6.	Commerce	Entrepreneurship Development and start up	NP	3	100
7.	Psychology	Health Psychology	NP	3	100
8.	Philosophy	Philosophy of Bhagavad Gita	NP	3	100
9.	Botany	Herbarium Preparations	NP	3	100
10.	Education	Educations Thinkers of Modern India	NP	3	100
11.	Sociology	Public Policy	NP	3	100
12.	Library & Information Science	Management of Libraries	NP	3	100

SKILL ENHANCEDMENT COURSE:

NOTE: THIS IS APPLICABLE FOR STUDENT ADMISSION FOR THE 2026-27 BATCH.

1. A basket of Skill Enhanced Course for various disciplines has been approved by the Sambalpur University and will be applicable to all undergraduate programme in the affiliated colleges under Sambalpur University.
2. A student may opt one SEC course form the basket during a particular semester, ensuring no repetition. Details of the SEC courses for each semester are provided in table-2.
3. Artificial Intelligence has been offered as a compulsory course at 2nd semester Skill Enhancement Course.

TABLE-2: LIST OF THE SEC COURSE AT UG LEVEL

SKILL ENHANCEDMENT COURSE (SEC) UNDER NEP-2020			
	SEMESTER-II	Credit hour (CH)	Full Mark
Paper- I	PERSONALITY DEVELOPMENT OR ELECTION STUDIES AND PUBLIC OPINION OR QUANTITATIVE AND LOGIAL THINKING OR ANALYTICAL THINKING AND LOGICAL RESONING OR RENEWABLE ENERGY AND ENERGY HARVESTING OR VERMICOMPOSTING OR PROJECT MANAGEMENT	3	100

SKILL ENHANCEDMENT COURSE (SEC)
UNDER NEP-2020

SEMESTER-V

Paper-II	ARTIFICIAL INTELLIGENCE Compulsory for all (Arts, Science & Commerce)	Credit hour (CH)	Full Mark
		3	100

SKILL ENHANCEDMENT COURSE (SEC)
UNDER NEP-2020

	SEMESTER-VI	Credit hour (CH)	Full Mark
Paper- III	LIFE SKILL EDUCATION OR QUANTITATIVE AND LOGICAL THINKING OR INCOME TAX E-RETURN FILING OR ORGANIC FARMING OR BIOFERTILIZERS OR TYPE SETTING IN LATEX OR FOOD FERMENTATION TECHNIQUES	3	100

VALUE ADDED COURSES (VAC)
UNDER NEP – 2020

1. The student will have to study one VAC course in each semester (I, III, V, VI) irrespective of their disciplines are reflected in Table-3.

TABLE-3: LIST OF THE VAC COURSE AT UG LEVEL

VALUE ADDED COURSES (VAC) UNDER NEP – 2020				
Paper	Semester	Course title	Credit	Marks
PAPER I	Semester-I	Environmental Studies and Disaster Management	3	100
PAPER II	Semester-III	Ethics & Values	3	100
PAPER III	Semester-V	Understanding Odisha	3	100
PAPER IV	Semester-VI	Creative Writing	3	100

Semester-I

Core I Introduction to Literary Studies

Course Objectives

- The course “An Introduction to Literary Studies” deals with questions concerning the nature of literature
- It will provide an understanding of the major literary genres and it gives an overview of the formation of the same.
- This beginner’s course has been designed for students who have opted for a major in English and it will benefit students with a general introduction to literature as well as induce them for a more serious pursuit going ahead in this programme.
- The course will enable students to improve their proficiency through reading, respond to texts, draw lessons and insights from those, understand and appreciate other cultures and relate to events, characters and their own lives.
- It will also to expose students to models of good writing.
- It will develop the potential of students in a holistic, balanced and integrated manner encompassing the intellectual, spiritual, emotional and physical aspects in order to create a balanced and harmonious human being with high social standards.

Unit-1

What is literature? Literature and Society, Literature and Life, Literature and Science, the literary canon, genre, literary theory and criticism.

Poetry: Lyric, Sonnet, Ballad, Ode, Elegy, Epic, Mock-Epic, Dramatic monologue

Prose: Novel, Novella, Short Story, Essay, Biography, Autobiography

Drama: Comedy, Tragedy, Tragi-comedy, one act-play, Epic play

Unit-2

Poems to be read:

Sonnet no 130 by William Shakespeare,

“To a Skylark” by PB Shelley,

“Ode to a Nightingale” by John Keats,

“The Brook” by Alfred Tennyson,

“Because I could not stop for death” by Emily Dickinson,

“Village Song” by Sarojini Naidu,

“Love After Love” by Derek Walcott.

Unit-3

Prose to be read:

“The Bet” by Anton Chekhov,

“The Verger” by Somerset Maugham,

“The Night the Tiger came” by Manoj Das,

“The way to Equal Distribution” by Mahatma Gandhi,

“The Mark on the Wall” by Virginia Woolf

Unit-4

Drama to be read: *As You Like It* by William Shakespeare

Prescribed Texts

Hillis Miller, “What is Literature?” (Canvas); *The Norton Introduction to Literature*, Introduction (1-13)

“What is literature?” by Terry Eagleton in *An Introduction to Literary Theory* Blackwell Publication 1983, 1996

“The Art of Fiction” by Henry James (available on the internet archive)

Suggested Readings

- ✓ **Kennedy, X.J. and Dana Gioia. *Literature: An Introduction to Fiction, Poetry, and Drama*. 11th ed. Portable ed. New York: Longman, 2009.**

- ✓ Gardner, Janet E. et al ed. *Literature: A Portable Anthology*, 2nded. Bedford/St. Martin's, 2009. ISBN: 978-0-312-46186-7
- ✓ Miller, Hillis. "What Is Literature?" (Canvas); *The Norton Introduction to Literature*, Introduction (1-13)
- ✓ Forster, E.M. *Aspects of the Novel*
- ✓ <https://archive.org/stream/in.ernet.dli.2015.136479/2015.136479>.
- ✓ <https://www.thereader.org.uk/featured-poem-the-brook-by-alfredlordtennyson/>
- ✓ https://archive.org/stream/georgebernardsh00hendqooq/georgebernardsh00he_ndqooq_djvu.txt

Core II

Introduction to Language and Linguistics

Course Objectives

- The course aims to familiarise students with the subject of linguistics and prepare them for further in-depth study of language-related issues.
- It will provide students with an idea of language evolution, structure, and the way it functions.
- It aims to develop in students the knowledge of linguistic signs, language structure, correlation of lingual and mental processes, language and speech, the structure of language, types of language units, systems of writing, and linguistic diversity, etc.

Unit 1

Language and Human Language

Language and Society

Nature and features of human language; language and human communication; differences from other forms of communication

Artificial Intelligence and human language

Unit 2

Linguistics and Language

What is linguistics; development in the history of linguistic studies

Contribution of linguistics to other areas of human inquiry

Linguistics for jobs

Unit 3

Phonetics and accuracy in pronunciation

IPA

Stress and Intonation

Morphology

Unit 4

Word formation processes

Nature of sentences and connected texts

Syntax and discourse

Language and meaning: Semantics

Prescribed Texts

An Introductory Text Book on Linguistics and Phonetics by R. L. Varshney

Global Englishes: A Resource Book for Students by Jennifer Jenkins, 3rd Edn, Special Indian Edition, Routledge, 2016

An Introduction to Language and Communication by Ekmajian et al.

Suggested Readings

- ✓ *Linguistics* by David Crystal
- ✓ *The Indianization of English* (OUP) by Braj B. Kachru
- ✓ David Crystal, *English as a World Language*
- ✓ *Linguistics: A Very Short Introduction* by P. H. Mathews. OUP

Students may be encouraged to refer to online resources.

Semester II

Core III

British Poetry and Drama

Course Objectives

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

Unit 1

A Historical Overview

The period is remarkable in many ways. 14th century poetry evokes an unmistakable sense of the “modern,” and the spirit of the Renaissance is evident in the Elizabethan drama. The Reformation brought about sweeping changes in religion and politics. A period of expansion of horizons; both intellectual and geographical.

Unit 2

“Sir Gawain and the Green Knight” (Part I, lines 1–490)

Unit 3

Thomas Campion: “*Follow Thy Fair Sun, Unhappy Shadow*”

Sir Philip Sidney: “*Leave, O Love, Which Reachest but to Dust*”

Edmund Waller: “*Go, Lovely Rose*”

Ben Jonson: “*Song to Celia*”

William Shakespeare: Sonnet: “*Shall I Compare Thee to a Summer’s Day?*”

Unit 4

William Shakespeare: *Macbeth*

Prescribed Texts

The Short Oxford History of English Literature by Andrew Sanders. OUP.

Seventeenth-Century British Poetry, 1603–1660, edited by Rumrich and Chaplin. A Norton Critical Edition.

The Broadview Anthology of Sixteenth-Century Poetry and Prose, edited by Marie Loughlin, Sandra Bell, and Patricia Brace.

All prescribed texts are available as digital copies at internet archive. www.archive.org.

Suggested Readings

- ✓ *A History of English Literature: Traversing Centuries* by Chaudhury & Goswami. Orient Blackswan.
- ✓ *Shakespeare: The Invention of the Human* by Harold Bloom.

Core IV

European Classical Literature

Course Objectives

- The objective of this course is to introduce students to European Classical Literature, commonly considered to have begun in the 8th century BC in ancient Greece and to have continued until the decline of the Roman Empire in the 5th century AD.
- It seeks to acquaint students with the origins of the European literary canon.
- It aims to provide a historical overview of classical antiquity, including ancient Greece and the rise and decline of the Roman Empire.
- It will lead to a discussion on the cultural history of the Greco-Roman world centered on the Mediterranean Sea.

Unit 1

Homer: *Odyssey* (Book I)

Unit 2

Sophocles: *Oedipus the King*

Unit 3

Aristophanes: *Frogs*

Unit 4

Longinus: *On the Sublime*, Chapter 7 and 39

Prescribed Texts

All the texts are available for access on Project Gutenberg at <https://www.gutenberg.org> and Internet Archive at <https://www.archive.org> with the same titles.

Students may be encouraged to browse the sites.

Suggested Readings

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

Semester – III

Core V

Indian Classical Literature

Course Objectives

- This course aims at creating awareness among the students of the rich and diverse literary culture of ancient India.
- It purports to engage students with and discuss different genres of classical literature and their scope.
- It will introduce them to the Indian Epic tradition and show how they will assimilate the theory and practice of Sanskrit Classical drama, engage with Indian aesthetic theory such as *Alankar* and *Rasa*.
- It will enable students to understand the concept of *Dharma* and the heroic in Indian Classical Drama.

Unit – 1

Vedic Literature: *Samjnana Sukta* Rig Veda X.19, *Sivasankalpa Sukta* Yajur Veda XXX.I.6 and *Purusha Sukta* Yajur Veda XV.XXXI.1–16

Unit – 2

Ayodhya Kanda (Book II), 1st Canto of *The Ramayana* of Valmiki

Unit – 3

Mrcchakaṭika by Śūdraka

Unit – 4:

Aesthetics and Maxims: *Bharata's Natyashastra*, Chapter VI on *Rasa* Theory, *Sahitya Darpana* of Vishvanatha Kaviraja, Chapters I & II

Nitisataka of Bhartrhari – 20 verses from the beginning

Prescribed Texts

The New Vedic Selection, Vol. 1, Telang and Choubey, Bharatiya Vidya Prakashan, New Delhi.

The Ramayana of Valmiki: The Complete English translation. Ed. Robert P. Goldman and Sally J. Sutherland Goldman. Princeton University.

Mṛcchakaṭika by Śūdraka tr. M. M. Ramachandra Kale. Motilal Banarsidass, 1962.

Bharata's *Natyashastra*, English Translation by M.M. Ghosh, Asiatic Society, Kolkata, 1950.

Sahitya Darpana of Vishvanatha Kaviraja, Chapters I & II, English Translation by P.V. Kane, Motilal Banarsidass, New Delhi.

The Sataktraya, edited by D.D. Kosambi, Anandashrama Series, 127, Poona, 1945. Also, English Translation published from Ramakrishna Mission, Kolkata.

Suggested Readings

- ✓ B.B. Choubey, *New Vedic Selection, Vol. 1*, Bharatiya Vidya Prakashan, New Delhi.
- ✓ H.H. Wilson (Tr.) – *Rig Veda*.
- ✓ Bharata, *Natyashastra*, tr. Manmohan Ghosh, Vol. I, 2nd edn. (Calcutta: Granthalaya, 1967), Chap. 6: "Sentiments", pp. 100–118.
- ✓ 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.
- ✓ 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. 158–195.
- ✓ *Universals of Poetics* by Haldhar Panda.

Core VI

British Poetry and Drama (17th & 18th Centuries)

Course Objectives

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

Unit 1

John Milton: "Lycidas"

John Donne: "A Nocturnal upon St. Lucy's Day," "Love's Deity"

Andrew Marvell: "To His Coy Mistress," "The Garden," "A Dialogue between the Soul and the Body"

Unit 2

Ben Jonson: *The Alchemist*

Unit 3

Pope: "Summer," "Sound and Sense," "The Dying Christian to his Soul"

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

Unit 4

John Dryden: *All for Love*

Prescribed Texts

"Lycidas" by John Milton (Eds. Paul & Thomas), Orient Blackswan

Seventeenth-Century Poetry: An Annotated Anthology by Robert Cummings (Editor)

Ben Jonson: *The Alchemist*

Dryden's *All for Love*

Selected Poetry: Alexander Pope. Edited with an Introduction and Notes by Pat Rogers.
Oxford World's Classics

Complete Poems and Songs of Robert Burns by Robert Burns

Suggested Readings

- ✓ A History of English Literature: Traversing the Centuries by Chowdhury & Goswami
Orient Blackswan
- ✓ The Norton Anthology of English Literature, Vol. B The Sixteenth Century and Early
Seventeenth Century

- ✓ **The Norton Anthology of English Literature: The Restoration and the Eighteenth Century**

Core VII

British Prose (18th Century)

Course Objectives

- **The objective of the paper is to acquaint the students with two remarkable forms of literature: Essay and Novel.**
- **It will make the students aware of the shift of emphasis from reason to emotion in the literature of the period.**
- **It aims to expose students to the development of prose.**

Unit 1

Joseph Addison: “On Giving Advice,” “Reflections in Westminster Abbey,” “Defence and Happiness of Married Life”

Unit 2

Jonathan Swift: “*The Battle of the Books*,” “*A Modest Proposal*”

Unit 3

Oliver Goldsmith: “*A City Night-Piece*”, “*On National Prejudices*”, “*Man in Black*”

Unit 4

Samuel Johnson: “*Expectations of Pleasure Frustrated*,” “*Domestic Greatness Unattainable*,” “*Mischiefs of Good Company*,” “*The Decay of Friendship*”

Prescribed Texts

***Readings in English Prose of the Eighteenth Century* (Houghton Mifflin Company, 1911) by Raymond Macdonald Alden**

***The Macmillan Anthology of English Literature: The Restoration and Eighteenth Century*, Edited by Ian McGowan.**

Suggested Readings

- ✓ ***A Critical History of English Literature* (Vol. II) by David Daiches**
- ✓ ***The Norton Anthology of English Literature: The Restoration and Eighteenth Century***
- ✓ ***English Literature* by William J. Long**
- ✓ ***Satire: Modern Essays in Criticism* edited by Roland Paulson**

Semester - IV

Core VIII

The Romantic Revival and English Literature of the Period

Course Objectives

- The course aims at acquainting the students with the Romantic period and some of its representative writers.
- Another of its major objectives is to give the students a broad idea of the social as well as historical contexts that shaped this unique upheaval.
- It also aims to define what is romantic revival through the representative texts.

Unit 1

William Blake: “*The Holy Thursday*”, “*The Chimney-Sweeper*” (from *Songs of Innocence*)
“*London*”, “*A Poison Tree*” (from *Songs of Experience*)

Unit 2

William Wordsworth: “*Tintern Abbey*”
Samuel Taylor Coleridge: “*Kubla Khan*”

Unit 3

John Keats: “*Ode on Melancholy*” and “*The Human Seasons*”
P.B. Shelley: “*Ode to the West Wind*” and “*Ozymandias*”

Unit 4

William Wordsworth: “*Preface to Lyrical Ballads*” (2nd Edition)

Prescribed Texts

The Project Gutenberg eBook of *Songs of Innocence and of Experience* by William Blake
<https://www.poetryfoundation.org/poems/> (for Coleridge, Wordsworth, Keats, Shelley’s poems)

“*Preface to Lyrical Ballads*” by William Wordsworth (2nd Edition)

Suggested Readings

- ✓ *The Routledge History of Literature in English*
- ✓ *Romantic Imagination* by C.M. Bowra
- ✓ *Pelican Guide to English Literature*, Vol. 5, Edited by Boris Ford
- ✓ *A Critical History of English Literature Vol. II* by David Daiches

Core IX

The Victorian Era

Course Objectives

- The course seeks to expose students to the literature produced in Britain in the 19th century or of the period politically known as the Victorian period.
- The focus of the course is mainly on prose (fictional and non-fictional) and criticism. The 19th century embraces three distinct periods of the Regency, Victorian and late Victorian.
- The course aims to provide to the students an understanding of the 19th century British literature which is mainly famous for the Romantic Movement, but 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 centres.
- It will allow students to explore much of the prosaic activities/developments needed for the time and the culture and society debate.

Unit 1

Tennyson: “*Ulysses*”

Browning: “*The Grammarian’s Funeral*”

Unit 2

Mary Shelley: *Frankenstein*

Unit 3

Charles Dickens: *Hard Times*

Unit 4

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

Prescribed Texts

All prescribed texts are available online:

<https://www.poetryfoundation.org/poems/>

Project Gutenberg <https://www.gutenberg.org/>

The Nineteenth Century: 1798-1900 (Anthologies of English Literature) by Brian Martin

Suggested Readings

- ✓ Chapters 4, 5 from *A Short Introduction to English Literature* by Jonathan Bate
- ✓ *The English Novel* by Terry Eagleton
- ✓ *The Cultural Critics* by Leslie Johnson
- ✓ *The Nineteenth-Century English Novel* by James Killroy
- ✓ https://onlinecourses.nptel.ac.in/noc21_hs28/preview

✓ *The Oxford Handbook of the Victorian Novel* edited by Lisa Rodensky

Core X

The American Literary Renaissance

Course Objectives

- This course aims to focus on the era of American (specifically United States) literature which literary critics often refer to as the American Renaissance. It marks the beginning of a period of remarkable change and growth in American literary sophistication and ambition.
- The course will explore how this period begins with the growing influence of Romanticism, which had swept through Europe since its beginnings in Germany in the late 18th century and inspired two generations of English writers in the decades since.
- The students will know how the era of the American Renaissance is identical with the era of American Romanticism; the terms are nearly interchangeable. Romanticism in this country took the form of American Transcendentalism, whose key thinker is Ralph Waldo Emerson. The decades that followed brought a succession of major writers — including but not limited to Nathaniel Hawthorne, Walt Whitman, Herman Melville, and Emily Dickinson — who engaged with this philosophical movement in various ways.

Unit 1

Edgar Allan Poe: “*The Raven*”, “*The Tell-Tale Heart*”

Emily Dickinson: “*Because I could not stop for Death*”, “*The Soul Selects Her Own Society*” and “*I Dwell in Possibility*”

Unit 2

Nathaniel Hawthorne: “*The Birth-mark*”

Herman Melville: “*Bartleby, the Scrivener*”

Unit 3

Read Ralph Waldo Emerson, from *Nature*: Chapter 1 (*Nature*), Chapter 2 (*Commodity*), and Chapter 3 (*Beauty*)

Walt Whitman: From *Song of Myself*: Sections 1 to 5

Unit 4

Henry David Thoreau, from *Walden*: “*Where I lived, and what I lived for*”

Sojourner Truth: “*Speech at the Women’s Rights Convention*”

Prescribed Texts

The Norton Anthology of American Literature, 7th Edition, Volumes A and B

The Annotated Emerson, edited by David Mikics (Belknap-Harvard)

The Scarlet Letter and Other Writings by Nathaniel Hawthorne, edited by Leland Person

(Norton)

The Poems of Emily Dickinson, edited by R.W. Franklin (Belknap-Harvard)

All texts are available online.

Suggested Readings

- ✓ *Pelican Guide to English Literature*, Vol. 9: *American Literature*, Edited by Boris Ford
- ✓ *Highlights of American Literature*. Dr. Carl Bode (USIS)
- ✓ *Moby-Dick; Or, The Whale* by Herman Melville, edited by Hershel Parker (Norton)
- ✓ *The Story of American Literature* by Ludwig Lewisohn
- ✓ *Norton Anthology of American Literature* (Headnotes on authors and periods to be read)

Semester – V

Core XI

Introduction to Indian Writing in English

Course Objectives

- The objective of this course is to give the students an understanding of the evolution of Indian Writing in English and appreciate its literature from the period of western colonization to the twenty-first century.
- It aims to introduce students to major movements and figures of Indian Literature in English through the study of selected literary texts, to create literary sensibility and emotional response to the literary texts and to implant a sense of appreciation of literary text.
- This course aims to expose students to the artistic and innovative use of language employed by the writers and to instill values and develop human concern in students through exposure to literary texts.

Unit 1

“*Our Casuarina Tree*” by Toru Dutt

“*Coromandel Fishers*” by Sarojini Naidu

“*Night of the Scorpion*” by Nissim Ezekiel

“*The Bus*” by Arun Kolatkar

“*Hunger*” by Jayanta Mahapatra

Unit 2

“*The Secret of Work*” by Swami Vivekananda

“*India and Greece*” & “*The Old Indian Theatre*” by Jawaharlal Nehru (Selections from *The Discovery of India*)

“*Religion in a Changing World*” by Dr. S. Radhakrishnan (*Religion, Science and Culture*)

“*England*” by Nirad C. Chaudhuri (*Picador Book of Modern Indian Literature* by Amit Chaudhuri)

Unit 3

Final Solutions by Mahesh Dattani

Unit 4

“*Under the Banyan Tree*” by R.K. Narayan

“*The Little Gram Shop*” by Raja Rao

“*The Night Train at Deoli*” by Ruskin Bond

“*Unaccustomed Earth*” by Jhumpa Lahiri

Prescribed Texts

✓ *A Clutch of Indian Masterpieces: Extraordinary Short Stories from the 19th Century to the Present*, edited by David Davidar

✓ *Interminable Tales: The Short Stories*, published online by Cambridge University Press

✓ *The Golden Treasury of Indo-Anglian Poetry* by Gokak V.K., Sahitya Akademi, 2006

✓ *The Oxford India Anthology of Modern Indian Poets* by A. Mehrotra, OUP, 1993

✓ *Contemporary Indian Poetry in English* by Salem Peeradina, Macmillan, 1972

✓ *The Discovery of India* by Jawaharlal Nehru, 1946

✓ *Karma Yoga* by Vivekananda, Advaita Ashrama Publication, 2012

✓ *Religion, Science and Culture* by S. Radhakrishnan, Orient Paperback

Suggested Readings

✓ *Picador Book of Modern Indian Literature* by Amit Chaudhuri, 2001

✓ *A Clutch of Indian Masterpieces* by David Davidar, Aleph Books, 2016

✓ Lahiri, Jhumpa, *Unaccustomed Earth*, Random House India, 2008

✓ *Collected Plays* by Mahesh Dattani, Penguin India

Core XII

Literary Criticism from Plato to Leavis

Course Objectives

- This course seeks to introduce students to the tradition of Western Literary Criticism from Classical Antiquity to the Early Modern period.
- It aims to guide students through several centuries of critical writing.
- This paper is to be read in conjunction with a companion course in Literary theory in the following semester.

Unit 1

Plato: *The Republic* (Book X)

Aristotle: *The Poetics* (Ch. 1–4)

Unit 2

Samuel Johnson: *Preface to Shakespeare*

S.T. Coleridge: *Biographia Literaria* (Ch. 13 & 14)

Unit 3

William Wordsworth: “*Preface to Lyrical Ballads*”

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

Unit 4

T.S. Eliot: “*To Criticize the Critic*”

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

Prescribed Texts

✓ *Johns Hopkins Guide to Literary Theory and Criticism*. Relevant chapters. Johns Hopkins University Press, U.S.

✓ *Critical Approaches to Literature* by David Daiches

✓ *The Function of Criticism: From Spectator to Post-structuralism* by Terry Eagleton (Chapter on Criticism from *Norton Anthology*)

Suggested Readings

✓ *An Introduction to Literature, Criticism and Theory* by Andrew Bennett and Nicholas Royle

✓ *The Norton Anthology of Theory and Criticism*

✓ *Literary Criticism: An Introduction to Theory and Practice* by Charles E. Bressler

Core XIII

Modern English Literature (20th Century)

Course Objectives

- The course aims to present to the students a historical overview of the era.
- It highlights the 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.
- It presents the triggers for the modern consciousness, such as Marx’s concept of class struggle, Freud’s theory of the unconscious, Bergson’s *durée*, Nietzsche’s will to power, and Einstein’s theory of relativity.
- This also aims to familiarize the students with the new literature of Britain in the early decades of the 20th century. The course will mainly focus on the modernist canon, founded on Ezra Pound’s idea of “Make it new”, but will cover war poetry, social poetry of the 1930s, and literary criticism.

Unit 1

T.S. Eliot – “*The Love Song of J. Alfred Prufrock*”

W.B. Yeats – “*Sailing to Byzantium*”

Ezra Pound – “*In a Station of the Metro*”

T.E. Hulme – “*Autumn*”

Hilda Doolittle – “*The Mysteries Remain*”

Unit 2

Wilfred Owen – “*Dulce et Decorum Est*”

Siegfried Sassoon – “*Suicide in the Trenches*”

W.H. Auden – “*The Unknown Citizen*”

Stephen Spender – “*An Elementary Classroom in a Slum*”

Louis MacNeice – “*Prayer before Birth*”

Unit 3

James Joyce: *Stories from Dubliners* – “The Sisters”, “Eveline”, “An Encounter”, “Clay”, “Two Gallants”

Unit 4

Virginia Woolf: *Mrs Dalloway*

Prescribed Texts

All prescribed texts are available online.

Suggested Readings

✓ ***Pelican Guide to English Literature: The Modern Age*, ed. Boris Ford**

✓ **Jonathan Bate, *English Literature: A Very Short Introduction*, Oxford Paperback**

✓ **Peter Faulkner, *Modernism*, London: Methuen**

✓ **Peter Childs, *Modernism*, New Accents Series, Routledge**

Semester – VI

Core XIV

Literatures from the World

Course Objectives:

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

Unit 1

The Idea of World Literature: Scope, definition, and debates. Uses of reading world literature.

Unit 2

Fyodor Dostoevsky – *Notes from Underground*

Unit 3

Chimamanda Ngozi Adichie – *Purple Hibiscus*

Unit 4

Poems:

Pablo Neruda: “Death Alone”, “Furies and Suffering,” “Memory”

Octavio Paz: “From San Ildefonso Nocturne”, “Between Going and Staying the Day Wavers”

Prescribed Texts

All prescribed texts are available online.

Additionally, teachers can help students to locate texts on other valid online websites.

Suggested Readings

- ✓ “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
- ✓ Dostoevsky’s Notes from Underground
<http://www.gutenberg.org/files/600/600-h/600-h.htm>
- ✓ Margaret Atwood – “Stone Mattress”
<http://www.newyorker.com/magazine/2011/12/19/stonemattress>
- ✓ Margaret Atwood – “Pretend Blood”
<http://www.independent.co.uk/artsentertainment/books/features/first-livesclubpretend-blood-a-short-story-by-margaret-atwood-1779529.html>

- ✓ *Alice Munro's Short Stories*: <http://www.newyorker.com/magazine/2013/10/21/thebearcame-overthemountain-2>, <http://www.newyorker.com/magazine/2008/09/08/face>
- ✓ Poems of Octavio Paz: http://www.poetrysoup.com/famous/poems/best/octavio_paz
- ✓ Weltliteratur: Johann Wolfgang von Goethe, in *Essays on Art and Literature*, *Goethe: The Collected Works*, Vol. 3
- ✓ Rabindranath Tagore, "World Literature" – in *Selected Writings on Literature and Language*, Ed. Sisir Kumar Das and Sukanta Chaudhuri
- ✓ Goethe's "World Literature Paradigm and Contemporary Cultural Globalization" – *John Pizer*
- ✓ "Something Will Happen to You Who Read": Adrienne Rich, Eavan Boland – *Victor Luftig (JSTOR)*
- ✓ Comparative Literature – *University of Oregon*
- ✓ *David Damrosch* – *What is World Literature?* (Princeton University Press)
- ✓ "WLT and the Essay" – *World Literature Today*, Vol. 74, No. 3, 2000 (JSTOR)
- ✓ *Irish University Review*, Vol. 23, Spring–Summer Issue

Core XV

Indian Myths and Epics: New Perspectives

Course Objectives

- This course aims to study the literary aspects of ancient Indian myths and their living values, along with the study of Indian epic literature.
- While the primary purpose of the course is to make students understand and appreciate how Indian mythic and epic literature are being re-imagined and re-mapped in contemporary times, through the reading of primary sources in translation, the course also aims to cover important mythological themes. Students will be able to assess the role of mythology as a central component of society and understand the theories developed to interpret its role in meaning-making.
- It demonstrates a basic literacy in mythology, including explanations of basic narratives, major figures, contexts of myths, their cultural expressions, and the relationships between texts.
- To explore the blurred space of gender and bust the Western theoretical frame of gender and sexuality while reading Indian epics through a philosophical, literary, and aesthetic blend not alien to spirituality.

Unit 1

A historical and cultural overview on the ancient Indian Literature, myths and epics and their retellings and adaptations

“Introduction,” *The History of Indian Literature, Volume-I* by Maurice Winternitz (Motilal Banarasidass Publishers, New Delhi)

Unit 2

From *Mirabai*, translated by Robert Bly,

‘*The Dark One Won’t Speak to Me*’,

‘*You Pressed Mira’s Seal of Love*’,

‘*Dark One, How Can I Sleep?*’,

‘*O My Friends, What Can You Tell Me of Love?*’

From *Sri Radha* by Ramakanta Rath,

Sections 1, 5, 13, 19, 42.

Unit 3

Drama

Vasavadutta by Sri Aurobindo

Unit 4

Shakuntala by Namita Gokhale

Prescribed Texts

- *Love and the Turning Seasons*, Ed. Andrew Schelling, page 165–166 and 173–174.
- *Sri Radha* by Ramakant Rath, translated by the poet, Grass Roots, Bhubaneswar.
- *Plays by Sri Aurobindo: A Survey* – S. Krishna Bhatta, *Indian Literature*, Jan–Jun 1974, Sahitya Akademi

Suggested Readings

- ✓ *K. Ramanujan’s* essay ‘Three Hundred Ramayanas’ *The History of Indian Literature, Volume I* by Maurice Winternitz (Motilal Banarsidass Publishers, New Delhi).
- ✓ *Plays by Sri Aurobindo: A Survey* – S. Krishna Bhatta, *Indian Literature*, Jan–Jun 1974, Sahitya Akademi.
- ✓ *Indian English Novelists: An Anthology of Critical Essays* – Madhusudan Prasad.
- ✓ *Indian Literature* – All Volumes by Sisir Kumar Das.

Semester- VII

Core XVI

English Literary Essay

Course Objectives

- In English literary studies the essay occupies a marginal status. By focusing on representative essays and essayists from English belletrist tradition the course gives a preliminary exposure to the variety of essays produced in English.
- The learner is expected to acquire a fair idea about the theory and the history of the essay in English exposing herself/himself to its generic features. This will also create in the participant a desire to sample the essay form from other non-British traditions. This paper covers literary English essays. It aims to familiarize students with
 - a. The theory and the history of the essay in English
 - b. The representative essays and essayists from English belletrist tradition
 - c. The generic features of the essay as a form

Unit I: What is an essay?

Theodor Adorno: *“The Essay as Form”*

Scott Russell Sanders: *“The Singular First Person”*

Unit II

Francis Bacon: *“Of Studies”*

John Donne: *“The Physician is Sent For” Meditation No 4*

Abraham Cowley: *“Of Avarice”*

Jonathan Swift: *“A Meditation upon a Broom-Stick”*

Unit III

Richard Steele: *“Introducing the Tatler” The Tatler No 1 (12 April 1709)*

Joseph Addison: *“Introducing Mr. Spectator” Spectator no 1 (1 Mar 1711)*

Charles Lamb: *“Dream Children: A Reverie”*

William Hazlitt: *“On the Pleasure of Hating”*

Unit IV

E. M. Forster: *“My Own Centenary”*

Virginia Woolf: *“The Death of the Moth”*

George Orwell: “*Politics and the English Language*”

Margaret Atwood: “*Happy Endings*”

Suggested Readings:

- ✓ **Michael de Montaigne, *Essais* (English translation by Donald Frame)**
- ✓ **Alexander J. Butrym ed. *Essays on the Essay: Redefining the Genre***

Core XVII

Contemporary Theory

Course Objectives

This paper is concerned with various theoretical approaches. It aims to familiarize students with:

- a. **Basic theoretical premises and features of some major theoretical approaches.**
- b. **The representative essays of some major thinkers of the Twentieth Century.**
- c. **Philosophical ideas that help literary interpretation**

Unit I

Russian Formalism and the Bakhtin School

Viktor Shklovsky – “*Art as Technique*”

Mikhail Bakhtin - “*Discourse in the Novel*”

Unit II

Marxist Theories

Walter Benjamin – “*The Author as Producer*”

E. Balibar & P. Macherey – “*Literature as an Ideological Form*”

Unit III

Feminist Theories

Elaine Showalter – “*Towards a Feminist Poetics*”

Judith Butler - “*Subjects of Sex/ Gender/ Desire*”

Unit IV

Poststructuralist Theories

Jacques Derrida, “*Structure, Sign, and Play in the Discourse of the Human Sciences*”

Gayatri C Spivak, *from the Critique of Postcolonial Reason in The Norton Anthology of Theory and Criticism*

Recommended Readings:

- ✓ Jonathan Culler: *Literary Theory* (Very Short Introduction)
- ✓ Cathrine Belsey: *Critical Practice*
- ✓ Lora Mulvey: *Visual Pleasure and Narrative Cinema*
- ✓ Bell hooks: *Feminism is for Everybody*
- ✓ Michel Foucault: “What is an Author?”
- ✓ Paul de Man: “The Resistance to Theory”
- ✓ Roland Barthes: “The Death of the Author”

Core XVIII

Cultural Theory

Course Objective:

This paper is interdisciplinary in nature. It aims to introduce students to various cultural forms and practices, and familiarize them with:

- Tools to analyse cultural practices, literary representations, identities and power.
- The process of production of knowledge and the role of social institutions in shaping cultures.
- The influence of other disciplines on literary studies.

Unit I

Raymond Williams: “*Culture is Ordinary*” (1958) *from Raymond Williams: Essential Writings* Ed. Jim McGuigan:

Marshall McLuhan: *from Understanding Media: The Extensions of Man*, Chapter One, ‘*The Medium is the Message*’

Unit II

Louis Althusser: *from Ideology and Ideological State Apparatuses* (Norton Anthology of Theory and Criticism)

Tony Bennett: '*Theories of the Media, Theories of Society*'

Unit III

James Clifford: '*Travelling Cultures*'

John Fiske: '*Cultural Studies and the Culture of Everyday Life*'

Unit IV

Stuart Hall

(i) Encoding, Decoding

(ii) Cultural Studies and its Theoretical Legacies

Recommended Readings:

- ✓ Chris Barker and Emma A. Jane: *Cultural Studies: Theory and Practice*
- ✓ Homi K Bhaba: *The Location of Culture*
- ✓ Claire Burchall and Gary Hall: *New Cultural Studies: Adventures in Theory*
- ✓ Maja Mikula: *Key concepts in cultural studies*

Core XIX

Elizabethan Drama

Course Objectives

This paper covers English Drama of the Elizabethan and Jacobean era. It aims to familiarize students with

- a. Canonical English dramatists and theatrical practices of the Elizabethan and Jacobean era
- b. Historical and political contexts in which the plays were staged.
- c. Later theatrical reinventions and influences on Modern dramatists.

Unit I: Marlowe: *Doctor Faustus*

Unit II: Shakespeare: *Hamlet*

Unit III: Webster: *The Duchess of Malfi*

Unit IV: Shakespeare: *The Tempest*

Recommended Readings:

- ✓ Aristotle: *Poetics*
- ✓ Thomas Kyd: *The Spanish Tragedy*
- ✓ Sean McEvoy: *Shakespeare: The Basics*
- ✓ M C Bradbrook: *Themes and Conventions of Elizabethan Tragedy*

Semester VIII

Core XX

Eighteenth Century English Novel

Course Objectives

This paper covers English Novel of the Eighteenth Century. It aims to familiarize students with

- a. The rise of the English novel as a genre in the Eighteenth Century.
- b. The social and political concerns of writers of the Eighteenth Century, and their relevance to us today.
- c. The cultural contexts that have informed such writings.

Credit Load: 4 credit hours

Course Contents:

Unit I: Daniel Defoe: *Robinson Crusoe*

Unit II: Samuel Richardson: *Pamela*

Unit III: Henry Fielding: *Tom Jones*

Unit IV: Laurence Sterne: *Tristram Shandy*

Suggested Readings: Basil Willey: *The Eighteenth Century Background*

- ✓ G. M. Trevelyan: *English Social History*

Core XXI

Nineteenth Century English Novel

Course Objectives:

This paper covers English Novel of the Nineteenth Century. It aims to familiarize students with

- a. The social and political concerns of writers of the Nineteenth Century, and their relevance to us today
- b. The cultural contexts that have informed such writings
- c. Fictional representation of economic exigencies of the 19th Century

Course Contents:

Unit I: Jane Austen: *Emma*

Unit II: Thackeray: *Vanity Fair*

Unit III: George Eliot: *Middlemarch*

Unit IV: Thomas Hardy: *Tess of the d'Urbervilles*

Suggested Readings:

- ✓ Terry Eagleton: *The English Novel*
- ✓ Mary Wollstonecraft: *A Vindication of the Rights of Women*
- ✓ Oscar Wilde: *The Picture of Dorian Grey*
- ✓ Karl Marx: "The Fetishism of Commodities and the Secret Thereof," from *The Communist Manifesto*: Chapter 1. "Bourgeois and Proletarians"
- ✓ John Stuart Mill: from *On Liberty*, Chapter 3- 'Of Individuality'

Core XXII

Postcolonial Literatures

Course Objectives

This paper seeks to introduce the students to postcolonial literature, a body of literature that responds to the discourses of European colonialism and empire in Asia, Africa, the Middle East, the Pacific, and elsewhere.

- By focusing on representative texts situated in a variety of locations, the course aims to provide the students with the opportunity to think through and understand the layered responses—compliance, resistance, mimicry, and subversion—that colonial power has provoked from nations in their search for a literature of their own.
- It also allows the students to explore the various tools of postcolonial readings.

Unit 1

Definition and characteristics: Resistant descriptions, appropriation of the colonizer's language, reworking of colonial art forms, etc.

Chinua Achebe: *“English and the African Writer”*

Ngũgĩ wa Thiong'o: *“The Quest for Relevance”* from *Decolonising the Mind: The Politics of Language in African Literature*

Unit 2

Raja Rao: *Kanthapura*

Unit 3

V. S. Naipaul: *The Mimic Men*

Unit 4

Nadine Gordimer: *July's People*

Prescribed Texts

✓ Chinua Achebe: *“English and the African Writer”*

✓ Ngũgĩ wa Thiong'o: *“The Quest for Relevance”* from *Decolonising the Mind: The Politics of Language in African Literature*

✓ [Achebe: “English and the African Writer” \(Online PDF\)](#)

✓ [Ngũgĩ wa Thiong'o: “The Quest for Relevance” \(Online PDF\)](#)

✓ 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/elselilianissmhumpostcolonialstudies/keyconcepts/routledgekeyguides.pdf> 18

Suggested Readings

- ✓ Ashcroft, Bill; Gareth Griffiths; Helen Tiffin. *"Introduction," The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. London & New York: Routledge, 2nd Edition, 2002.
- ✓ Bhabha, Homi K. *The Location of Culture*. Noida: Atlantic Books, 2012.
- ✓ Gandhi, Leela. *Postcolonial Theory: An Introduction*. Oxford University Press, 1998.
- ✓ Said, Edward. *Orientalism*. India: Penguin, 2001.
- ✓ Spivak, Gayatri Chakraborty. *Can the Subaltern Speak?* UK: Macmillan, 1998. <http://planetarities.web.unc.edu/files/2015/01/spivak-subaltern-speak.pdf>

Core XXIII

Research Methods in Literary Studies

Course Objectives

- This course aims to acquaint students with the fundamentals of research.
- It will help students to write a 'Research Project' in the final semester of the undergraduate programme.
- It will familiarize students with research ethics.

Unit 1

Meaning and objectives of research, Types of research

Unit 2

Choosing an area and topic of research, Preparing a research design

Unit 3

Primary and secondary sources, Plagiarism and accessing library resources, Bibliographic citations

Unit 4

Research in Literary Studies

Prescribed Texts ✓ *Literary Research Guide* by James Harner

✓ *The Handbook of Literary Research* by Correa et al.

✓ *The Craft of Language and Literary Research* by Qadri

✓ *MLA Handbook*, 8th and 9th editions

Suggested Readings ✓ *Literary Research Guide: An Annotated Listing of Reference Sources in English Literary Studies* by James L. Harner

