3 Yr. Degree Course
(One Major & Two Minor)
based on NEP-2020
ENGLISH

(Effective from Session 2025-26)

(Batch: 2025-2028)



SAMBALPUR UNIVERSITY

JYOTI-VIHAR, BURLA, SAMBALPUR, ODISHA-768019

COURSE AT A GLANCE (NEP-UG)

SUBJECT: ENGLISH *ACADEMIC SESSION:* **2025-28**

CORE-I COURSE

Course Number	Semester	Course Title	Type of Paper P-Practical NP-Non-practical	Credit Hour	Maximum Weightage of Marks
Paper-I	I	INTRODUCTION TO LITERACY STUDIES	NP	4	100
Paper-II		INTRODUCTION LANGUAGE AND LINGUSITICS	NP	4	100
Paper-III	II	BRITISH POETRY AND DRAMA	NP	4	100
Paper-IV		EUROPEAN CLASSICAL LITERATURE	NP	4	100
Paper-V	III	INDIAN CLASSICAL LITERATURE	NP	4	100
Paper-VI		BRITISH POETRY AND DRAMA (17TH & 18TH century)	NP	4	100
Paper-VII		BRITSH PROSE (18TH century)	NP	4	100
Paper-VIII	IV	THE ROMANTIC REVIVAL AND ENGLISH LITERATURE OF PERIOD	NP	4	100
Paper-IX		THE VICTORIAN ERA	NP	4	100
Paper-X		THE AMARICIAN LITERARY RENAISSANCE	NP	4	100
Paper-XI	V	INTRODUCTION TO INDIAN WRITING IN ENGLISH	NP	4	100
Paper-XII		LITERARY CRITICISM FORM PLATO TO LEAVIS	NP	4	100
Paper-XIII		MODERN ENGLISH LITERATURE	NP	4	100
Paper-XIV	VI	LITERATURES FORM THE WORLD-I	NP	4	100
Paper-XV		INDIAN MYTHS AND EPICS: NEW PERSPECTIVE	NP	4	100
Paper-XVI	VII	LITERERY THEORY AND CRITTICISM	NP	4	100
Paper-XVII		WOMEN'S WRITING	NP	4	100
Paper-XVIII		EMERGING TRENDS IN LITERARY STUDIES	NP	4	100

Paper-XIX		MODERN ENGLISH LITERATUE-II	NP	4	100
Paper-XX	VIII	POST COLONIAL LITERATURE		4	100
Paper-XXI		LITERATURES FORM THE WORLD-II		4	100
Paper-XXII		POST MODERNISM AND LITERARY THEORY		4	100
Paper-XXIII		RESERCH METHODS IN LITERARY STUDIES		4	100

CORE-II/CORE-III COURSE

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

OTHER COURSES

MULTIDISCIPLINARY COURSES (MDC)UNDER NEP-2020

Three courses to be chosen from **baskets of Multidisciplinary courses** for Semester-I/II/III with 3 credits each. Students are advised to choose one course/ Semester from the basket provided. Students are advised to opt for courses outside their discipline. No repetition of courses allowed.

(Ref: University Letter No-3177/Acd. – I, Dated: 15. 07. 2025 & Letter No. 3993/Acd-I Dated: 02.09.2025)

SEMESTER: I

Course No.	Semester	Dept. to Teach	Course Title	Type of Paper P-Practical NP-Non-practical	Credit Hour	Maximum Weightage of Marks
Paper-I	Semester-I	Chemistry	Environmental Chemistry	NP	3	100
		Botany	Gardening and Vermicomposting	NP	3	100
		Economics	Economics in Everyday Life	NP	3	100
		History	History of Education in Modern India	NP	3	100
		Odia	Tulanatmak Sahitya	NP	3	100
		Pol. Sc.	Political Process in India	NP	3	100
		English	Ethical Literature	NP	3	100
		Commerce	Financial Literacy	NP	3	100
		Education	Educational Psychology	NP	3	100

SEMESTER: II

	Semester	Dept. to Teach	Course Title	Type of Paper P-Practical		

Course No.				NP-Non-practical	Credit Hour	Maximum Weightage of Marks
Paper-II	Semester-II	Statistics	Survival Analysis and Biostatistics	NP	3	100
		Zoology	Apiculture	NP	3	100
		Education	Gender and Education	NP	3	100
		Geography/Geology	Climatology	NP	3	100
		Philosophy	Vedic Culture	NP	3	100
		Hindi	Vigyapan Avadharana Aur Prayojanmulak Aayam	NP	3	100
		Home Science	Food and Nutrition	NP	3	100
		Commerce	Fundamentals of Entrepreneurship and E-Commerce	NP	3	100
		Economics	Demography	NP	3	100

SEMESTER: III

Course No.	Semester	Dept. to Teach	Course Title	Type of Paper P-Practical NP-Non-practical	Credit Hour	Maximum Weightage of Marks
Paper-III	Semester-III	Mathematics/Computer Science	Programming in C++	NP	3	100
		Physics	Introduction to Spectroscopy	NP	3	100
		History	Indian Knowledge System	NP	3	100
		Pol. Sc.	Human Rights	NP	3	100
		Sociology	Environmental Issues and Challenges	NP	3	100
		Commerce	Entrepreneurship Development and Start-up	NP	3	100
		Psychology	Health psychology	NP	3	100
		Sanskrit	Philosophy of Bhagavad Gita	NP	3	100
		Botany	Herbarium Preparation	NP	3	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

SKILL ENHANCEMENT COURSES (SEC) UNDER NEP-2020

Three courses to be chosen from the baskets of SEC for Semester-II/V/VI respectively with 3 credits each. Student can opt any one of SEC courses in a particular semester from the basket without repetition.
(Ref: University Letter No-3177/Acd. – I, Dated: 15. 07. 2025) NB: All courses are non-practical (NP) papers.

Sl. No.	Semester	Course title	Credit hour (CH)	Marks
Paper-I	II	Personality Development Or Election studies and public opinion Or Quantitative and Logical Thinking Or Analytical Thinking and Logical Reasoning Or Renewable Energy & Energy Harvesting Or Vermicomposting	3	100
Paper-II	V	Yoga in Everyday Life Or Basics of Museum and Achieves Or Working with Communities Or Fundamentals of data science and data management Or Quantitative and Logical Thinking Or Programming With Mathematica	3	100
Paper-III	VI	Life Skill Education Or Quantitative and Logical Thinking Or Income Tax E-return Filing Or Organic Farming Or Biofertilizer Or Type Setting in Latex	3	100

VALUE AIDED COURSES (VAC) UNDER NEP – 2020

(*Ref: University Letter No-3177/Acd. – I, Dated: 15. 07. 2025)*

Sl No	Semester	Paper	Course title	Credit	Marks

Paper-I	I	PAPER I	Environmental Studies and Disaster Management	3	100
Paper-I	III	PAPER II	Ethics & Values	3	100
Paper-I	V	PAPER III	Understanding Odisha	3	100
Paper-I	VI	PAPER IV	Creative Writing	3	100

Contents

1. Structure and Regulation……..

2. Core Courses (*4 Credits each*)……

3. Multidisciplinary Courses…….

(3** courses to be chosen from **baskets of Multidisciplinary** for Semester-I/II/III with 3 credits each**)

4. Ability Enhancement Courses……..

(Odia and English are the compulsory courses under Semester-I/II respectively with 4 Credits each)

5. Skill Enhancement Courses (SEC)……....

*(**3** courses to be chosen from **baskets of SEC** for Semester-I/II/III respectively with 3 credits each)*

6. Value Added Courses…….....

a. ***Environmental Studies and Disaster management compulsory under Semester-I with 3 Credits***

b. *3 courses to be chosen from **baskets of VAC** for Semester-III/V/VI with 3 credits each*

7. Summer Vocational Course ……

(Students may choose vocational courses after 2nd Semester and 4th Semester for Certificate Course or Diploma Course respectively with 4 credit each opt for exit)

Programme Objectives (POs)

The objectives of the B.A. (Honours) English programme are manifold and start with imparting students with an in-depth knowledge and understanding through the core courses which form the basis of English namely, Classical Literature, British Literature, Comparative Literature, Indian Literature, American Literature, World Literature, Popular Literature, Translation, Language and Linguistics and ELT. The AEC, SEC, VAC and Community Engagement courses are designed for more specialized and/or interdisciplinary content to equip students with a broader knowledge base. Literary Theory course is aimed to equip the students to apply theory and criticism to study literature. The project is expected to give an effect of how research leads to new findings.

Programme Specific Outcomes (PSOs)

- Understanding the basics of English Literature and language; particularly concepts in Classical Literature, British Literature, American Literature, Translation, Language and Linguistics, ELT, Media Writing, Editing and Proofreading, Communication Skills and Professional Writing.
- Learn to think critically and analyze literary theories.
- Gain hands on experience to study Literature further.

- Gain hands on experience to use language further.
- Viewing English (Literature, Language and Linguistics) as a training ground for the mind for developing a critical attitude and the faculty of logical reasoning that can be applied to diverse fields.
- Develop an appreciation of English language, its connotations and interpret and appreciate the didactic purpose of literature.
- Take cognizance of the historical, social and cultural context of each literary work and thereby make connections between literature and society & appreciate literature's ability to stimulate feeling.
- Sensitize students to the aesthetic, cultural and social aspects of literature.
- Present an extensive view of the cultural and social patterns of the society in specific time and situations in which it flourished by covering all walks of human life- rational, irrational, carnal, and emotional.
- Make the students aware of literature written/translated in English speaking countries like UK/ USA
- Develop a more complex understanding of the history, literature, narrative techniques, drama techniques, kind of fiction and drama existing in Britain, America and India.
- Augment the understanding of fundamental tenets of classical literature.
- Develop an understanding of the various connotations of the term 'New Literatures' and the difference from other terms like Commonwealth Literature etc.
- Develop an insight regarding the idea of world literature and the pertinent issues of feminism, racism and diasporic relocations.
- Provide job opportunities through 'skill-based' courses.
- Recreate a response through creative indulgences like script-writing, dialogue writing, and be able to exploit his/her creative potential through online media like blogging.
- Engage students with various strategies of drafting and revising, style of writing and analytical skills, diagnosing and developing scholarly methodologies, use of language as a means of creative expression, will make them effective thinkers and communicators.
- Demonstrate comprehension of and listener response to aural and visual information.
- Comprehend translation as a useful bridge between various linguistic regions.
- Assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning.
- Acquire basic skills to pursue translation as research and career.
- Introduce the learners to the nuances of the changing media scenario in terms of production of media content.

- Inculcate in them the skills of reporting, editing and feature writing in print medium to have a career perspective in media and journalism.
- Deepen knowledge in English literature for higher studies.
- Help the students to prepare for competitive exams.
- Create a possibility to emerge as prospective writers, editors, content developers, teachers etc.

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, 'The Skylark' by P B Shelley, 'At Spring Time' by John Keats, 'The Brook'' by Lord Alfred Tennyson, "Because I could not stop for death" by Emily Dickinson, "Village Song" by Sarojini Naidu, "Love After Love" by Derek Walcott

Unit-3

Prose to be read: "The Bet" by Anton Chekhov, "The Verger" by Somerset Maugham, "The Fight between Leopards" by Jim Corbett, "The Night the Tiger came" by Manoj Das, "The Bicycle" by Dash Benhur, "The Man who Knew Too Much" by Alexander Baron, "The way to Equal Distribution" by Mahatma Gandhi, "A Call to Youth" by S.

Radhakrishnan and "Miseries of the Rich" by G B Shaw

Unit-4

Drama to be read: *Doctor Faustus* by Christopher Marlowe Acr-5, Scene-2, or *As You Like It* by William Shakespeare, Act-II, Scene-VII, (Forest of Arden scene), *Ghasiram Kotwal* (Act-I) by Vijay Tendulkar or One Act play *The Bear* by J.B.
Priestly.

The teacher is supposed to acquaint the learners with the difference in tone, language and setting between a comedy, a tragedy and a tragi-comedy.

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 Widening Arc: A Selection of Prose and Stories, Ed. Asima Ranjan Parhi, S Deepika, Pulastya Jani, Kitab Bhavan, Bhubaneswar, 2016.

"The Art of Fiction" by Henry James (available on the internet archive) *Melodious Songs and Memorable Tales,* Gyanajuga, 2015.

Suggested Readings

- ✓ *Kennedy, X.J. and Dana Gioia. Literature: An Introduction to Fiction, Poetry, and Drama. 11th ed. Portable ed. New York: Longman, 2009.*
- ✓ *Gardner, Janet E. et al ed. Literature: A Portable Anthology, 2nd ed. Bedford/St. Martin's, 2009. ISBN: 978-0-312-46186-7*
- ✓ *Shelley, Mary. Frankenstein (Case Studies in Contemporary Criticism). Ed. Johanna M. Smith. Bedford/St. Martin's, 2000. ISBN: 978-0-312-19126-9* ✓ *Mays, Kelly J. The Norton Introduction to Literature, Portable 13th Edition. ISBN: 978- 0-393-42046-3*
- ✓ *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/georgebernardsh00hendgoog/georgebernardsh00hendgoog_djvu.txt***
- ✓ ***https://archive.org/stream/in.ernet.dli.2015.136479/2015.136479.TheWorksOf-J-B-Priestley_djvu.txt***

Core II Introduction to Language and Linguistics

Course Objectives

- The course aims to familiarise students with the subject of linguistics and prepares them for further in-depth study of language-related issues.
- It will provide students an idea of language evolution, structure, and the way it functions.
- It aims to develop in the students the knowledge of linguistic sign, language structure, correlation of lingual and mental processes, language and speech, the structure of language, types of language units, systems of writing, 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 communications
- 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
Indian English through Newspapers, Concept Publishing Company, New Delhi, 2008 by A R Parhi

Suggested Readings

- ✓ Linguistics by David Crystal
- ✓ "Localising the Alien: Newspaper English and the Indian Classroom", Asima Ranjan Parhi, English Studies in India, Springer, 2018. E Book-ISBN-978-981-13-1525-1. ✓ The Indianization of English (OUP) by Braj B Kachru
- ✓ Communicative Competence by Tanutrushna Panigrahi. Notion Press Publishing, India, Malaysia and Singapore
- ✓ David Crystal, English as a World Language
- ✓ A Course in Linguistics by Tarni Prasad. PHI

- ✓ 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 the students a historical background of the literature of the time.
- It aims to introduce to the students British poetry and drama from the 14th to the 17th centuries.
- It aims to offer the students an exploration of certain 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 "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; both intellectual and geographical. **Unit-2**

Chaucer: "The Wife of Bath's Tale"

Or

"Sir Gawain and the Green Knight" (Part 1, 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: Sonnets: "Shall I compare thee to a summer's day?", "When to the seasons of sweet silent thought", "Let me not to the marriage of true minds."

Unit-4

William Shakespeare: *Macbeth* or *Twelfth Night.*

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

Prescribed Texts

The Short Oxford History of English Literature by Andrews Sanders. Oxford: OUP

Weller Series: *Macbeth* & *Twelfth Night*

The Jew of Malta by Christopher Marlowe *The*

Shoemaker's Holiday by Thomas Dekker

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; Patricia Brace

All prescribed pieces 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 Sanders* by Harold Bloom
- ✓ 'Madness as Method: A Study of Shakespearean Tragic Hero', *Atlantic Critical Review*, Ed. Mohit K. Roy, Delhi,, Vol. 5, No.2, April-June 2006, pp.1-10.

- ✓ *Marlowe: A Critical Study* by J. B. Steane. Cambridge University Press
- ✓ *Critical Essays on Christopher Marlowe* by Emily Carroll Bartels. G.K. Hall

Core IV European Classical Literature

Course Objectives

- The objective of this course is 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. ● It seeks to acquaint the students with the origins of the European canon.
- It aims to provide a historical overview of classical antiquity like ancient Greece, 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)

OR

Virgil *Aeneid* (Book I)

Unit-2

Sophocles *Oedipus the King*

OR

Aeschylus *Prometheus Bound*

Unit-3

Aristophane's *Frogs*

OR

Plautus *Asinaria*

Unit-4

Horace *Ars Poetica* or *Essay on Poetic Theory*

OR

Longinus *On the Sublime*, Chapter 7, 39

Prescribed Texts

All the texts are available for access on Project Gutenberg. https://www.gutenberg.org And in Internet Archive at 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
- ✓ Hand Book On European Classical Literature by Biplab Banerjee
- ✓ Mimesis: The Representation of Reality in Western Literature by Erich Auerbach. USA: Princeton University Press. 2013.
- ✓ Ancient Greek Literature and Society by Charles Rowan Beye, Ithaca, New York: 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: *SamjnanaSukta* Rig Veda X.19, *SivasankalpaSukta* Yajur Veda XXX.I.6 and *PurushaSukta* Yajur Veda XV. XXXI. 1-16

Unit-2 Selections from Epic Literature: Vyasa 'The Dicing' and 'The Sequel to Dicing,' 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', OR 'Ayodhya Kanda' (Book II), 1st Canto of *The Ramayana of Valmiki*

Unit-3

Sanskrit Drama: Kalidasa, *Abhijnanasakuntalam*, Act IV. Or

Bhavabhuti's *Rama's Last Act* (*Uttararamacharita*

Or

*Mrcchakatika*by Sudraka, Act I.

Unit-4

Aesthetics and Maxims: Bharata's *Natyashastra*, Chapter VI on Rasa theory

Sahitya Darpana of Vishvanatha Kaviraja Chaps- I& II

Nitisataka of Bhartrhari 20 verses from the beginning

Prescribed Texts

- ✓ The New Vedic Selection Vol 1, Telang and Chaubey, Bharatiya Vidya Prakashan, New Delhi
- ✓ The Mahabharata: tr. And ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106-69.

The Ramayana of Valmiki. Gita Press Edition.

- ✓ Abhijnanasakuntalam by Kalidasa. tr. M.R Kale, Motilal Banarasi Dass, New Delhi.
- ✓ Rama's Last Act (Uttararamacharita) by Bhavabhuti. tr. Sheldon Pollock (New York: Clay Sanskrit Library, 2007)
- ✓ Mrcchakatikaby by Sudraka, Act I, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962)
- ✓ Bharata's Natyashastra. English Translation by M.M. Ghosh, Asiatic Society, Kolkata, 1950.
- ✓ Sahitya Darpana of Vishvanatha Kaviraja Chaps- I& II. English Translation by P.V. Kane, Motilal Banarsidass, New Delhi.
- ✓ The Satakatraya edited by D.D. Kosambi, Published in Anandashrama Series, 127, Poona, 1945. Also, English Translation published from Ramakrishna Mission, Kolkata

Suggested Readings

- ✓ Kalidasa. Critical Edition, Sahitya Akademi.
- ✓ 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. 100–18.
- ✓ J.A.B. VanBuitenen, '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. 158–95
- ✓ 'Pedagogy and Indian Poetics: The Case of Michael Henchard'. Dialogue. Ed. S. Hajela and R.Sharma. Vol-VI, No.I, June 2010, pp.90-94.
- ✓ Universals of Poetics by Haldhar Panda 16

Core VI British Poetry and Drama (17 and 18 century)

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" or "L'Allegro and Il Penseroso"

John Donne: "A Nocturnal upon S. Lucie's Day", "Love's Deity"

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

Unit-2

Ben Jonson: *Volpone* or *The Alchemist*

Unit-3

Pope: "Ode on Solitude", "Summer", "Sound and Sense", "The Dying Christian to his Soul" Robert Burns: "A Red Red Rose", "A Fond Kiss", "A Winter Night", "My Heart's in the Highlands"

Unit-4

Dryden's *All for Love* or Congreve's *The Old Bachelor*

Prescribed Texts

- ✓ *"Lycidas" by John Milton (Eds. Paul & Thomas), Orient Blackswan*
- ✓ *"L'Allegro and Il Penseroso" by John Milton (Eds. Paul & Thomas), Orient Blackswan*
- ✓ *Seventeenth-Century Poetry: An Annotated Anthology by Robert Cummings (Editor)*
- ✓ *Ben Jonson: Volpone*
- ✓ *Ben Jonson: The Alchemist*
- ✓ *Dryden's All for Love* ✓ *Congreve's The Old Bachelor*
- ✓ *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 - Chowdhury & Goswami, Orient Black swan
- ✓ The Norton Anthology of English Literature, Vol. B: The Sixteenth Century &The Early Seventeenth Century
- ✓ The Norton Anthology of English Literature: The Restoration and the Eighteenth Century

Course VII British Prose (18 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"

Richard Steele: "Recollections", "On Long-Winded People"

Unit-2

Daniel Defoe: *Robinson Crusoe*

Unit-3

Oliver Goldsmith: "A City Night-Piece", "On National Prejudices", "Man in Black"

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

Unit-4

Thomas Gray: "Elegy written in a country churchyard" **Prescribed**

Texts

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

- ✓ "Elegy written in a country churchyard" by Thomas Gray
- ✓ Robinson Crusoe by Daniel Defoe
- ✓ "A City Night-Piece", "On National Prejudices", "Man in Black" by Goldsmith
- ✓ "Expectations of Pleasure frustrated", "Domestic Greatness Unattainable", "Mischiefs of Good Company", "The Decay of Friendship" by Samuel Johnson
- ✓ The Macmillan Anthology of English Literature: The Restoration and Eighteenth Century. Edited by Ian McGowan.

Suggested Readings

- ✓ *A History of English Literature*: Traversing the Centuries - Chowdhury & Goswami, Orient Blackswan
- ✓ *The Norton Anthology of English Literature*: The Restoration and the Eighteenth Century
- ✓ *English Literature*: William J. Long
- ✓

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), 'The Tger'

Unit-2

William Wordsworth: "Tintern Abbey"

Samuel Taylor Coleridge: “Kubla Khan”

Unit-3

John Keats “Ode to a Nightingale” and “Ode on Melancholy”

P.B. Shelley: “Ode to the West Wind” and “To a Skylark” **Unit-4**

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

OR

P.B. Shelley: “A Defence of Poetry”

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, Shelly’s poems)*
- ✓ *“Preface to Lyrical Ballads” by William Wordsworth (2nd Edition)*

- ✓

"A Defence of Poetry" P.B. Shelley (https://www.poetryfoundation.org/articles/69388/a-defence-of-poetry) **Suggested Readings**

- ✓ The Routledge History of Literature in English
- ✓ History of English Literature: Traversing the Centuries: Chowdhury & Goswami
- ✓ Romantic Imagination by C. M. Bowra
- ✓ Pelican Guide to English Literature. Vol.5. Edited by Boris Ford
- ✓ 'Nature as Therapy: A Romantic Construct'. Rajiv Gandhi University Research Journal. Ed.Vol-10, No. 1-2, Jan-Dec 2011. pp.1-10.

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 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 the19th 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 centers.
- It will allow students to explore much of the prosaic activities/developments needed for the time and the culture and society debate.

Unit-1

Charles Lamb: "Old China" Tennyson: "Ulysses"

Leigh Hunt: "A Few Thoughts on sleep" Browning: "My Last Duchess"

Unit-2

Mary Shelly: *Frankenstein*

OR

Jane Austen: *Pride and Prejudice*

Unit-3

Charles Dickens: *Hard Times*

OR

Elizabeth Gaskell: *Mary Barton*

Unit-4

Mathew Arnold: "Culture and Anarchy" (Chapter 1)

OR

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

Prescribed Texts

- ✓ ***Like all prescribed texts these texts are available on line at***
- ✓ *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

- ✓ *Chapter 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 ed 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

Genesis and evolution, and the defining myths of American Literature—city on a hill, the frontier spirit, the American Dream, manifest destiny, *epluribusunum* Edgar Allan Poe: "The Raven" "The Tell-Tale Heart"

Emily Dickinson: "Because I could not stop for death", "The Soul selects her own Society", "I Died for Beauty", "I Dwell in Possibility"

Unit-2

Nathaniel Hawthorne: "The Birth-mark" Or "Young Goodman Brown"

Herman Melville: "Bartleby, the Scrivener" **Unit-3**

Read Ralph Waldo Emerson, from *Nature* (First twenty pages of the text)

Walt Whitman, "Song of Myself"

Unit-4

Henry David Thoreau, from *Walden* (First twenty pages of the text)

Sojourner Truth, "Speech to 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)
- ✓ Leaves of Grass: First and Death-Bed Editions, by Walt Whitman, edited by Karen Karbiener (Barnes & Noble Classics)
- ✓ The Poems of Emily Dickinson, edited by R. W. Franklin (Belknap-Harvard)

Suggested Readings

- ✓ *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 Black Swan, 2017*
- ✓ *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. (Head notes 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
- "Introduction" by Kamala Das
- "The Bus" by Arun Kolatkar
- "The Frog and the Nightingale" by Vikram Seth
- "Her Garden" by Meena Alexander
- "Narcissus" by Easterine Kire

Unit-2

- "The Secret of Work" by Swami Vivekananda
- "India and Greece" & "The Old Indian Theatre" by Jawaharlal Nehru (Selection from The Discovery of India)
- "Religion in a Changing World" by Dr. S. Radhakrishnan (Religion, Science and Culture)
- Passages from *The Autobiography of an Unknown Indian* by Nirad C. Chaudhuri (*Picador Book of Modern Indian Literature* by Amit Chaudhuri

Unit-3

- *Final Solutions* by Mahesh Dattani Or
- *Silence: The Court* by Vijay Tendulkar

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, Salem Peeradina, Macmillan 1972*
- ✓ *The Discovery of India, Jawaharlal Nehru, 1946*
- ✓ *Karma Yoga by Vivekananda, Advaita Ashrama Publication, 2012*
- ✓ *Religion, Science and Culture by Radhakrishnan, Orient Paperback*

Suggested Readings

- ✓ Picador Book of Modern Indian Literature. 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) OR
- Aristotle: The Poetics (Ch. 1, 2, 3, 4)

Unit-2

- Samuel Johnson: *Preface to Shakespeare* OR
- S. T Coleridge: *Biographia Literaria* (Ch. 13 & 14)
-

Unit-3

- William Wordsworth: *"Preface" to Lyrical Ballads*
  OR
- Matthew Arnold: "The Function of Criticism at the Present Time"

Unit-4

- T. S. Eliot: "To Criticize the Critic" OR
- F. R. Leavis: "Under Which King, Bezonian?"

Prescribed Texts

- ✓ *Johns Hopkins Guide to Literary Theory and Criticism. Relevant chapters. Johns Hopkins University Press, US.*
- ✓ *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. Available online at https://bookoblivion.com*

- ✓ *The Norton Anthology of Theory and Criticism 2001, 2010 and 2018*
- ✓ *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 Dolittle "The Mysteries Remain" **Unit-2**
- Wilfred Owen: "Dulce Et Decorumest"
- Siegfred 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

Virginia Woolf: *Mrs. Dalloway* or James Joyce: Stories from *Dubliners* ("The Sisters", "Evelyn", "An Encounter", "Clay", "Two Gallants")

Unit-4

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

Individual Talent" **Prescribed Texts**

- ✓ ***Like all prescribed texts these texts are available online in their respective names at***
- ✓ *https://www.poetryfoundation.org/poems/*
- ✓ *Project Gutenberg https://www.gutenberg.org/*
- ✓ ***Additionally, teachers can help students to locate texts in other online valid websites.***

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. Routledge*

Semester-VI

Core XIV Literatures from the World-I

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/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 non-European canon in literary studies.

Unit-1

The idea of world literature: Scope, definition and debates Uses of reading world literature

Unit-2

- Albert Camus *The Outsider* OR
- Fyodor Dostoevsky *Notes from Underground*

Unit-3

- V S Naipaul *In a Free State* OR
- Chimamanda Ngozi Adichie *Purple Hibiscus*

Unit-4

- Pablo Neruda "Death Alone", "Furies and Suffering", "There's no Forgetting", "Memory"

OR

- Octavio Paz “from San Ildefonso Nocturne”, “Between Going and Staying the Day

  Wavers”, “Humayun’s Tomb”, “Motion”

Prescribed Texts

- ✓ ***Like all prescribed texts these texts are available online in their respective names at***
- ✓ *https://www.poetryfoundation.org/poems/*
- ✓ *Project Gutenberg https://www.gutenberg.org/*
- ✓ ***Additionally, teachers can help students to locate texts in other online valid websites.***

Suggested Readings

- ✓ *The Complete Stories by Franz Kafka:*
- ✓ *http://www.vanderbilt.edu/olli/class materials/Franz_Kafka.pdf*
- ✓ *“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_Lit erature*
- ✓ *Dostoevsky’s Notes from Underground*
- ✓ *http://www.gutenberg.org/files/600/600-h/600-h.htm*
- ✓ *Margaret Atwood’s “Stone Mattress” http://www.newyorker.com/magazine/2011/12/19/stonemattress*
- ✓ *Margaret Atwood’s 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-overthe mountain-2, http://www.newyorker.com/magazine/2008/09/08/face*
- ✓ *Poems of Octavio Paz :http://www.poetrysoup.com/famous/poems/best/octavio_paz*
- ✓ *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 Damrosch*
- ✓ *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.*
- ✓ *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 1, Spring-Summer.*

Core XV Indian Myths and Epics: New Perspectives

Course Objectives

- This course aims to study the literary aspects of the ancient Indian myths and their living values along with the studies of the Indian epic literature.
- While the primary purpose of the course is to make students understand and appreciate how the Indian mythic and epic literature are being re-imagined and re-mapped in the contemporary time, through the reading of primary sources in translation, the course aims to cover the important mythological themes and students will be able to assess the role of mythology as a central component of society and the theories that have been developed to understand its role in meaning-making.
- It demonstrates a basic literacy in the mythology that includes explanations of basic narratives, major figures, and context of the myths, myths' cultural expressions and the relationships between the texts.
- To explore the blurred space of gender and bust the western theoretical frame of gender and sexuality while reading Indian epics in 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

"Three Hundred Ramayanas" by A K Ramanujan

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

"A Passage to India" by Walt Whitman

Unit-2

"Ancient Ballads of Hindustan-I" (Savitri) by Toru Dutta

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, Section 1, 5, 13, 19 ('Come take half of the remainder of my life'), 42.

From *Of Sons and Fathers* by Asim Ranjan Parhi,

"Another February", "De-fathered", "Fathers are but Sons under Stress", "The Historic Burden" and "Crestfallen"

Unit-3 Drama

Vasavadutta by Sri Aurobindo

Unit-4

Shakuntala by Namita Gokhale

Prescribed Texts

- ✓ *A K Ramanujan's essay 'Three Hundred Ramayanas' The History of Indian Literature, Volume-I by Maurice Winternitz (Motilal Banarasidass Publishers, New Delhi)*
- ✓ *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.*
- ✓ *Of Sons and Fathers by Asim Ranjan Parhi Pakhsighara Prakashanee (Published by Bird Nest), Bhubaneswar.*
- ✓ *Plays by Sri Aurobindo: A Survey, S. Krishna Bhatta, Indian literature, Jan-Jun 1974, Sahitya Akademi.*

Suggested Readings

- ✓ *A K Ramanujan's essay 'Three Hundred Ramayanas' The History of Indian Literature, Volume-I by Maurice Winternitz (Motilal Banarasidass Publishers, New Delhi)*
- ✓ *The following essays provide reference material for the poems from Of Sons and Fathers:*
- ✓ *Ajanta Dutt in Indian Literature (UGC CARE), Vol.4, No.330. July-August 2022, Sahitya Akademi, New Delhi page, 180-182. https://www.jstor.org>indilite for the poems from Of Sons and Fathers.*
- ✓ *Mridul Bordoloi, Dibrugarh University Journal of English Studies (UGC CARE), Vol.31. 2022-2023.pp.89-98.www.dujes.co.in for the poems from Of Sons and Fathers.*
- ✓ *Vaisali, the last essay in **BharatiyaManyaprad, An International Journal of Indian Studies**, Ed. Neerja A Gupta, Vice Chancellor,Sanchi University of Buddhist Studies, Vol.-IX,May 2022. ISSN-2321-8444.*
- ✓ *Nanda Kishore Biswal, **Pioneer**, Bhubaneswar edition, 5.1.2023.*
- ✓ *B.Mohanta, **Journal of Extension and Research**, TheGandhigram Rural Institute, Tamilnadu, Vol. XVIII, No. I, 2024.*
- ✓ *R. Swain, **Transcript: Journal of Literature and Cultural Studies**, Research Journal of Bodoland University, Kokrajhar, Assam, Volume 10, December 2022, published in May 2024. Pg. 175-178. Print copy ISSN-2347-1743.e-journal ISSN-2582-9858.*
- ✓ *"Fathers are but Sons under Stress", Review paper on the anthology of poems Of Sons and Fathers, Special Issue of The Odisha Journal of English Studies, Vol.14, Issue–I, 2024(Santwana Haldar).*
- ✓ *"Locating 'Male' in Indian Mythopoeic Cultural Narratives: A Critical Evaluation of Asim Ranjan Parhi's Of Sons and Fathers. Research paper at International Conference in Social Sciences and Humanities in the 21st Century, Organised by ACAVENT, November 24-26, 2023, Vienna, Austria, (Salim and Parhi).*
- ✓ *Preface and Introduction (Suman kumar Ghai and Dinesh Kumar Mali respectively) of Pitaon aur Putron ki, Yash Publications, New Delhi, 2024. Page 7-30.*
- ✓ *Review article, page 291-294 and Research article, Page 310-324 in Byanjana, JuneAugust 2024.*
- ✓ *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 **Literary Theory and Criticism**

Course Objectives

- This course aims to give the students a firm grounding in a major methodological aspect of literary studies known as theory.
- This will expose the students to the development of theory in the last half-century or more which is of critical importance in the academic study of literature.
- This course emphasises that far from being seen as a parasite on the text, theory has been seen as a discourse that provides the conceptual framework for literature.

Unit-1

Crisis in literary criticism and the search for a method

Rise of theory

What does it mean to theorise? **Unit-2**

New Criticism and Formalism: Paradox, irony, tension, intentional and affective fallacy, heresy of paraphrase and of Formalism such as ostranenie, literariness, foregrounding, dominant and deviant

Cleanth Brooks, "The Language of Paradox"

Or

W.K. Wimsatt Jr. and Monroe Beardsley, "The Intentional Fallacy"

Viktor Shklovsky, "Art as Device" Or

Roman Jakobson, "Linguistics and Poetics"

Unit-3

Structuralism and Poststructuralism: Emphasis on the main critical concepts of Structuralism such as binary opposition, synchrony and diachrony, syntagm and paradigm and of Poststructuralism such as collapse of the binary, difference, miseenabym, erasure

Gerard Gennette, "Introduction" to *Narrative Discourse*

(https://archive.org/stream/NarrativeDiscourseAnEssayInMethod/NarrativeDiscourse- An EssayInMethod_djvu.txt)

Or

Roland Barthes, "Face of Garbo" and "French Fries" (from *Mythologies*)

Jacques Derrida, "On the Idea of the Supplement" (from *Of Grammatology*) Or

Michel Foucault, "What is an Author?"

(http://artsites.ucsc.edu/faculty/Gustafson/FILM%20162.W10/readings/foucault.autho r.pdf)
(Either of the two essays can be taught depending on availability)

Unit-4

Marxism and New Historicism: Emphasis on main critical concepts of Marxism such as base, superstructure, ideology, commodification, determination and of New

Historicism such as power, resistance, high-low dialectic

Louis Althusser, "Letters on Art" (from *Lenin and Philosophy and Other Essays*) Or Georg Lukacs, "On Reification" (from *History and Class Consciousness*)

Raymond Williams, "In Memory of Lucien Goldmann" Or

Stephen Greenblatt, "Learning to Curse" (Either of the two essays can be taught depending on availability) **Prescribed Texts**

- ✓ *Modern Literary Theory: A Reader by Patricia Waugh (Anthology Editor), Philip Rice (Anthology Editor)*
- ✓ *Literary Theory: An Anthology, 3rd Edition by Julie Rivkin (Editor), Michael Ryan (Editor)*
- ✓ ***Like all prescribed texts these texts are available online in their respective names at***
- ✓ *https://www.poetryfoundation.org/poems/*
- ✓ *Project Gutenberg https://www.gutenberg.org/*
- ✓ ***Additionally, teachers can help students to locate texts in other online valid websites.***

Suggested Readings

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

Core XVII Women's Writings

Course Objectives

- The course aims to acquaint the students with the complex and multifaceted literature by women of the world.
- It proposes to provide students ideas reflecting the diversity of women's experiences and their varied cultural moorings.

- It has included different forms of literature by women authors: poetry, fiction, short fiction, and critical writings. In certain respects, it interlocks concerns of women's literary history, women's studies and feminist criticism.

Unit-1

In Defence of a Literature of Their Own and Discoursing at Par

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

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

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

Unit 2

Desiring Self: Fiction by Women from the Centre

Charlotte Bronte: *Jane Eyre*

Or

Emily Bronte: *Wuthering Heights* Jean Rhys: *Wide Sargasso Sea*
or

Dorris Lessing: *The Grass is Singing*

Unit 3

Desiring and Dissenting Self: Fiction by Women from the Periphery

Krupabai Satthianadhan: *Saguna* or *Kamala* or
Prativa Ray: *Yajnaseni*

Unit-4

Tongues of Flame: Poetry by Women from Across the World

*Any Four Poets to be read

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

Eunice de Souza "Women in Dutch Painting" & "Remember Medusa?"

Tishani Doshi "Ode to the Walking Woman" & "What the Body Knows"

Maya Angelou "Phenomenal Woman" & "I Know Why the Caged Bird Sings"

Sylvia Plath "Mirror" & "Barren Woman"

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

Prescribed Texts

- ✓ *Virginia Woolf, A Room of One's Own* https://victorianpersistence.files.wordpress.com/2013/03/a- room- of-ones- ownvirginia-woolf-1929.pdf
- ✓ *Mary Wollstonecraft, A Vindication of the Rights of Women: Introduction* http://pinkmonkey.com/dl/library1/vindicat.pdf
- ✓ *Maya Angelou's Poems* http://www.poemhunter.com/i/ebooks/pdf/maya_angelou_2012_6.pdf
- ✓ *Sylvia Plath's Collected Poems* https://monoskop.org/images/2/27/Plath_Sylvia_The_Collected_Poems_1981.pdf
- ✓ *Margaret Atwood's Poems* http://www.poemhunter.com/margaret-atwood/poems/
- ✓ *Eunice de Souza, "Remember Medusa?" & "Women in Dutch Painting"* http://www.poetrynook.com/poem/remember-medusa http://www.gallerie.net/issue14/poetry1.html
- ✓ *Tishani Doshi's Poems* http://www.poemhunter.com/i/ebooks/pdf/tishani_doshi_2012_6.pdf
- ✓ *Simone de Beauvoir, The Second Sex* http://burawoy.berkeley.edu/Reader.102/Beauvoir.I.pdf

Suggested Readings

- ✓ *Toril Moi, Sexual Textual Criticism*
- ✓ *Elaine Showalter, A Literature of Their Own*
- ✓ *Sandra Gilbert and Susan Guber, The Mad Woman in the Attic*
- ✓ *Gill Plain and Susan Sellers, A History of Feminist Literary Criticism. Cambridge University Press. 2007.*
- ✓ *Essays to be read: Helen Carr, "A History of Women's Writing" and Mary Eagleton, "Literary Representations of Women"* https://mthoyibi.files.wordpress.com/2011/09/05-history-of-feminist-literarycriticism_gill-plain-and- sus.pdf

Core XVIII Emerging Trends in Literary Studies

Course Objectives

- This course aims to urge students and teachers to broaden their knowledge and alter the ways in which they read and appreciate literature in the current times.
- New social forces and influences have been changing the ways literature and literary studies are perceived and negotiated. This course will enable students to understand the changing trends in literary studies.
- This course will expose students to the emerging genres of literature

Unit-1

Literary Studies in the New Millenium: Genres, Theories and Styles

Unit-2

Introduction to Life Writing: Definition, evolution and the present models

Introduction to Travel Writings: Definition, historical evolution and forms

Unit-3

Introduction to Literature and Climate Change "The Living Mountain" by Amitav

Ghosh **Unit-4**

Introduction to Literature and the Digital Age: Reading and Writing in the digital media, Digital Humanities and Cyberliterature *Machines Like Me* by Ian McEwan, Jonathan Cape 2019

Prescribed Texts

- ✓ ***Like all prescribed texts these texts are available online in their respective names at***
- ✓ *https://www.poetryfoundation.org/poems/*
- ✓ *Project Gutenberg https://www.gutenberg.org/*
- ✓ ***Additionally, teachers can help students to locate texts in other online valid websites.***

Suggested Readings

- ✓ *The Norton Anthology of Theory and Criticism: Third Edition*
- ✓ *On Life-writing By Zachary Leader, Oxford University Press, 2015*
- ✓ *Encyclopedia of Life Writing, Edited by Margaretta Jolly, Vol-I, Routledge, 2001*
- ✓ *The Cambridge Companion to Travel Writing by Peter Hulme, Tim Youngs*
- ✓ *Cambridge University Press, Nov 21, 2002*
- ✓ *Literature and the Anthropocene by Pieter Vermeulen, Routledge, 2020*
- ✓ *Cambridge Companion to Literature and the Anthropocene by John Parham, Cambridge University Press, 2021*
- ✓ *The Great Derangement by Amitav Ghosh, Chicago University Press, 2016* ✓ *The New Climate WarBy Michael E. Mann, 2021*
- ✓ *"From Metaphors of the Forest to Obscurity of Hastags: Reading Richard Flanagan's The Living Sea of Waking Dreams" in Environmental Activism and Global Media, Springer, Switzerland, 2024. Page 309-324. https://doi.org/10.1007/978-3-031-55408-7. (Munira Salim and Asima Ranjan Parhi)*
- ✓ *Literature in the Digital Age: An Introduction (Cambridge Introductions to Literature) by Adam Hammond, 2016*
- ✓ *A Companion to Digital Literary Studies, edited by Ray Simens and Susan Schreibman. Blackwell Publishing, 2008. [Freely available at http://www.digitalhumanities.org/companion DLS/]*
- ✓ *Literary Studies in the Digital Age: An Evolving Anthology, edited by Kenneth Price and Ray Siemens. MLA Commons, 2013 Freely available: https://dlsanthology.commons.mla.org*

Core XIX **Modern English Literature-II**

Course Objectives

- This course aims to provide students exposure to British literary works of the modern period.
- The course also aims to present to the students the literature of the age which are marked by an anxiety about history, tradition and order and reflect a spirit of self-questioning, a flair for experimentation and a desire for innovation.
- It will expose students to the new writing techniques of the times.

Unit-1

- James Joyce: *A Portrait of the Artist as a Young Man* Or
- Virginia Woolf: *To The Light House* **Unit-2**
- T.S. Eliot: "Burnt Norton" from *Four Quartets* Or
- W.B. Yeats: Selected Poems: "The Lake Isle of Innisfree", When You Are Old", Reconciliation", "A Coat", "Sailing to Byzantium", "Among School Children", "Leda and the Swan", "Byzantium", "Dialogue of Self and Soul"

Unit-3

- G.B. Shaw: *Saint Joan* Or
- Samuel Beckett: *Waiting for Godot* OR
- John Osborne: *Look Back in Anger*

Unit-4

- D. H. Lawrence: *Women in Love* OR
- E.M. Forster: *A Passage to India* Or
- William Golding: *Lord of the Flies*

Prescribed Texts

All the texts are available on the internet sites as well as in prints by all major international publishers in the same names.

Suggested Readings

- ✓ *Boris Ford (ed), Pelican Guide to English Literature: The Modern Age*
- ✓ *Malcolm Bradbury and James McFarlane (eds), Modernism*
- ✓ *G.S. Fraser, The Modern Writer and His World*
- ✓ *Peter Faulkner, Modernism (Critical Idiom: Methuen)*
- ✓ *Peter Childs, Modernism (New Critical Idiom: Routledge)*
- ✓ *Christopher Butler, Modernism (A Very Short Introduction: Oxford)*

Semester-XX

Core XX **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, 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 response – compliance, resistance, mimicry and subversion - that colonial power has provoked from the nations in their search for a literature of their own.
- It also allows the students explore the various tools of postcolonial readings.

Unit-1

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

Chinua Achebe: "English and the African Writer"

Ngugiwa Thiong'o: "The Quest for Relevance" from *Decolonising the Mind: The Politics of Language in African Literature*

Achebe, Chinua *"*An image of Africa: Racism in Joseph Conrad's Heart of Darkness*,"* Scope and Concerns: Reclaiming spaces and places, asserting cultural integrity, revising history

Unit-2

- Raja Rao: *Kanthapura*
- Or
- R K Narayan: *The English Teacher*

Unit-3

- V S Naipaul: *The Mimic Men*

  Or
- Chinua Achebe: *No Longer at Ease*

Unit-4

- Nadine Gordimer: *July's People* Or
- J M Coetzee: *Life & Times of Michael K*

Prescribed Texts

- ✓ *Chinua Achebe: "English and the African Writer"*
- ✓ *Ngugiwa Thiong'o: "The Quest for Relevance" from Decolonising the Mind: The Politics of Language in African Literature*
- ✓ *Achebe, Chinua "An image of Africa: Racism in Joseph Conrad's Heart of Darkness," Research in African Literatures, Vol. 9, No.1, Special Issue on Literary Criticism.*

(Spring, 1978), pp. 1-15.

http://english.gradstudies.yorku.ca/files/2013/06/achebechinua.pdf

- ✓ *Achebe, Chinua: "English and the African Writer"*
- ✓ *https://mrvenglish.wikispaces.com/file/view/English+and+the+African+Writer.pdf*
- ✓ *Thiong'o, Ngugi Wa. "The Quest for Relevance" from Decolonising the Mind: The Politics of Language in African Literature https://www.humanities.uci.edu/critical/pdf/Wellek_Readings_Ngugi_Quest_for_Relevance.pdf*
- ✓ *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/elselilianissmhumpostcolonial studiesthekeyconceptsroutledgekeyguides.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. OUP. 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 XXI Literatures from the World-II

Course Objectives

- This course aims to present a survey of the literatures of the world through some of the major works of literature across the world.
- Students who take this course will increase their awareness of historical cultures; sharpen their critical reading, thinking, and writing skills; and deepen their cultural sensitivity.
- It will expose students to the varieties of literatures from across the globe and will satisfy the core-curriculum requirement.

Unit-1

- Jean-Baptiste Poquelin Moliere: *Tartuffe* Acts I-II (French) Or
- Ueda Akinari: "Bewitched" (Japan)

Or

Alexander S. Pushkin: “The Queen of Spades” (Russia)

Unit-2

- Rabindranath Tagore: “Punishment” (India)
- Mahashweta Devi: “Breast-Giver” (India) Or
- Luigi Pirandello: *Six Characters in Search of an Author* (Italy)

Unit-3

- Gabriel Garcia Marquez: “Death Constant Beyond Love” (Colombia)

- Tadeusz Borowski: “Ladies and Gentlemen, to the Gas Chamber” (Poland) *Or*
- Leo Tolstoy: *The Death of Ivan Ilyich* (Russia)

Unit-4

- Henrik Ibsen: *Hedda Gabler* (Norway) Or
- Franz Kafka: *The Metamorphosis* (Germany)

Prescribed Texts

- ✓ The Norton Anthology of World Literature A-C
- ✓ The Norton Anthology of World Literature D-F
- ✓ All the texts are available on the internet sites as well as in prints by all major international publishers in the same names.

Suggested Readings

- ✓ Reference Guide to World Literature. Publisher St. James Press
- ✓ Damrosch, David. How to Read World Literature. Malden, MA: Wiley-Blackwell, 2009
- ✓ D’haen, Theo. The Routledge Concise History of World Literature. London: Routledge, 2012.
- ✓ Gupta, Suman. Globalization and Literature. Cambridge, UK: Polity Press, 2009.
- ✓ Helgesson, Stefan, and Mads Rosendahl Thomsen. Literature and the World. London: Routledge, 2020.
- ✓ Pizer, John. The Idea of World Literature: History and Pedagogical Practice. Baton Rouge: Louisiana State University Press, 2006.

Core XXII Postmodernism and Literary Theory

Course Objectives

- This course offers an overview of the development of Literary Theory worldwide during after the modernist literary movement.

- It outlines the developed form of theory in the second half of the 20th century and the discussion is on the cultural perspectives regarding theory with a special focus on Marxism, Cultural Studies and Cultural Materialism.
- It exposes students to Feminist aspects of Theory and Queer studies, Postcolonial studies and Ecocriticism.
- The aim of this course is to make the students knowledgeable in the field of Theory that may help them to think critically about literary studies.

Unit-1

Cultural Materialism & New Historicism: Marxist framework of Culture and History, Historiography, Foucauldian notion of Power, Difference with Old Historicism, Stephen Greenblatt, Louis Montrose.

Unit-2

Feminism: The three waves in feminism, Gynocriticism, French Feminism- Ecriture feminine, Sexual Politics, Marxist Feminism, Lesbian Feminism, Backlash, Black Feminism, Dalit Feminism, Postfeminism, Womanism.

Queer Theory: Social constructionism of gender and sexuality, LGBTIQ, Transgender identity

Unit-3

Postmodernism: Critique of Enlightenment and Universalism, Habermas's notion of Modernity as an Incomplete Project, Lyotard's concept of incredulity towards metanarratives, Baudrillard's of Simulation, Simulacra and hyperreality, Brian McHale's ideas concept of Postmodernist literatures.

Unit-4

Postcolonialism: Eurocentrism, Orientalism, Alterity, Diaspora, Hybridity, Uncanny,

Strategic Essentialism, Subaltern Studies, Postcolonial Critique of Nationalism

Eurocentrism: Anthropocentrism, Shallow Ecology vs Deep Ecology, Environmental Imagination, Ecofeminism

Prescribed Texts

- ✓ *Peter Barry: Beginning Theory*
- ✓ *Raman Selden: A Reader's Guide to Contemporary Literary Theory, 5th Edition*
- ✓ *Rice and Waugh: Modern Literary Theory: A Reader*
- ✓ *Bill Ashcroft, Gareth Griffiths and Helen Tiffin: Post Colonial Studies* ✓ *Terry Eagleton: Literary Theory: An Introduction.*

Suggested Readings

- ✓ *Bill Ashcroft, Gareth Griffiths and Helen Tiffin: Post Colonial Studies*
- ✓ *Chris Baldick: Oxford Concise Dictionary of Literary terms 3* ✓ *Hans Bertens: Literary Theory.*

- ✓ *Jonathan Culler: Literary Theory: A Very Short Introduction.*
- ✓ *M H Abrams: A Glossary of Literary Terms*
- ✓ *Margaret Drabble (Editor): The Oxford Companion to English Literature-Sixth Edition* ✓ *Terry Eagleton: After Theory.*
- ✓ *https://www.encyclopedia.com/literature-andarts/language-linguistics-andliteraryterms/literaturegeneral/literary-criticism*

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

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, 9th edition* **Suggested Readings**
- ✓ Literary Research Guide: An Annotated Listing of Reference. Sources in English Literary Studies
- ✓ By James L. Harner