

Post Graduate Department of English Berhampur
University



**COURSES OF STUDIES
FOR
THE M.A. in ENGLISH EXAMINATION
(SEMESTER PATTERN)**

**Under the
CHOICE BASED CREDIT SYSTEM**

2024-25

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Introduction:

Department of English was established in the year 1976 in Berhampur University. Berhampur University is the only university in the state which offers comprehensive, interdisciplinary approaches in M.A and Ph. D courses with Linguistics and ELT as Core components and American Literature, Ecocriticism, Eco-linguistics, Translation and Creative Writing as electives. The Course offers Professional and Academic Writing in the CBCT (Allied Elective) paper (designed for inter departmental Elective) and courses in Indian Knowledge System. The course offers a Value added/ Add-on course (non-credit) in each Semester which intends to bring about a wholesome development in the student. The Department also offers a Course on ***Indian Knowledge System and Wisdom through the Ages*** in the 1st Semester.

The prime objective of this Department is to prepare quality researchers and teachers in the field of English Literature and Language rooted in Western as well as Indian Knowledge System, both through teaching and research, to meet the demand of the state as well as the country, in fact to serve the country's ideals of building a Developed India that is, VIKSHIT BHARAT. The objective of the Department is also to enhance the skills of the students so that they can avail myriad job opportunities in the fields of study and also in related fields.

Facilities:

P.G. Department of English has the following facilities for students and research scholars:

Seminar and Library:

Department has an independent Seminar library (Biyotkesh Tripathy Library) and a Seminar Hall with audio-visual system where weekly student's seminar are conducted under the supervision of a Teacher-In-Charge. Department has its own library with about 4000 books and several recorded lectures, journals / newsletters.

Computing facilities:

The department has a computer laboratory equipped with internet facility. Expert teachers help the students use the facilities to learn LSRW Language skills.

Clubs for Learning through Recreation:

- i. ***Movie Club:*** Students are shown contemporary and classic movies periodically to reinforce texts and make them successful Film Critics through experiential learning.
- ii. ***Green Club:*** Students are taken on field visits to experience nature and to clean and green surroundings. This club encourages experiential hands-on learning, by means of outreach programmes, and inculcates in students a sense of Eco sensitivity for a better future for Planet Earth.

Exposure to National and International Academia:

- i. Distinguished lectures (online and Offline) are held regularly
- ii. National and International Conferences and Poetry Festivals are organized at regular intervals

The two-year Master of Arts (English) programme shall comprise FOUR Semesters. Semester I and Semester II shall be taught in the first year, while Semester III and Semester IV shall be taught in the second year of the M. A. Programme. Each semester shall consist of FIVE papers.

Objective:

- i. The course is meant for advanced readers in the field of English Literature in particular and World Literatures in general with an interdisciplinary theoretical approach, inclusive of Indian literatures and Indian Knowledge System, with a view to help them acquire the following:
 - a) Greater flexibility in understanding the cultures of different parts of the world through their literature
 - b) Ability to develop a diachronic understanding of how the English language has been differently handled in different generations as well as different continents and cultures.
 - c) Greater ability to use the English language both professionally and personally at different phases of human experience.
 - d) Greater ability to understand and develop competence in English Linguistics and technicalities of ELT and Translation.
 - e) Ability to understand ecology and sustainability for a better future for Planet Earth
 - f) Preservation and dissemination of Indian Knowledge System for further research and Societal applications.

Visualized outcome of the Programme

- a) With an enhanced worldview through literatures in English, the students can shape into great ambassadors of literary as well as cultural exchange on a global scale.
- b) The course will help promote humanistic ideals while emphasizing the need for sustainability, global peace and ecological well-being.
- c) The course will help the students find employment in different sectors with expertise in English language and enlarged worldview.
- d) Inculcate an understanding of the mind/voice dynamic and its function in Indian Knowledge Systems through translations.
- e) Deeper understanding and appreciation of the rich heritage that resides in Indian Traditions.

Details of Credit

1. Total no. of credits: 86

CC	Core Course	1500 marks (66 credits)	Mandatory with no choice
CE	Core Elective	400 marks (16 credits)	Mandatory with choice Departmentally
AE/CT	Allied Elective	100 marks (4 credits)	Mandatory Inter-Departmentally
VAC and Add on Courses			

2. One credit: One hour of teaching per week.

3. Each paper shall be evaluated out of 100 marks subject to the following division:

- (a) Internal Assessment: 30%
- (b) End-Semester: 70%

Pattern of Examination:

Mid Sem = 30 (Exam=20 + Written Assignment/ Quiz= 05 + Attendance = 05)

End Sem =70

Each paper shall comprise FOUR units out of which One unit will be for. For the term end Examinations, the students shall answer questions from Section “A” and Section “B”.

Section A: 10 marks		
Question 1.	10 questions	10× 1 = 10
OR Question 2	05 questions	05× 02 = 10
Section B: Answer all Questions (04× 15 = 60 marks)		
Unit I		
Q. 3	(a)	
		OR
	(b)	
Unit II		
Q. 4	(a)	
		OR
	(b)	
Unit III		
Q. 5	(a)	
		OR
	(b)	
Unit IV		
Q. 6	(a)	
		OR
	(b)	

Note:

Special Paper programme will be elected from FOUR PAPERS to be taught Under the Third and the Fourth Semesters. Students will choose two Special Paper programmes out of the four offered. The End-Semester examination, in respect of every theory paper, will be of Three hours duration. The Internal Assessment will be made through Mid-Sem Examination in every paper.

Consolidated Chart of Courses of Study (M.A.)

SEMESTER I

Paper code	Title	Marks	Credits
ENGL C101	BRITISH DRAMA: Renaissance to Restoration	100	4
ENGL C102	BRITISH POETRY: 16 th to 19 th Century	100	4
ENGL C103	BRITISH FICTION: 18 th & 19 th Century	100	4
ENGL C104	LITERARY ESSAYS AND THEORY	100	4
ENGL C105	LINGUISTICS	100	4
ENGL C 106	Indian Knowledge System and Wisdom through Ages	100	4

SEMESTER II

Paper code	Title	Marks	Credits
ENGL C201	TWENTIETH CENTURY FICTION	100	4
ENGL C202	SHORT STORIES	100	4
ENGL C203	MODERN DRAMA	100	4
ENGL C204	MODERN POETRY	100	4
ENGL C205	ELT	100	4
ENGL C206	Swayam Course: Online from UGC Portal		2
ENGL VAC 207	SOFT SKILLS	-	Non-Credit

SEMESTER III

Paper code	Title	Marks	Credits	Note
Under CBCT, the students of the Department of English can opt one paper offered by any other department or the parent Department.				
ENGL CT 300	PROFESSIONAL AND ACADEMIC WRITING	100	4	
ENGL C301	MODERN INDIAN LITERATURE	100	4	
ENGL E302	SPECIAL PAPER: AMERICAN LITERATURE I: Philosophy, Poetry and Drama	100	4	A student is allowed to opt for any two Core Electives 302 or 304, and 303 or 305
ENGL E303	SPECIAL PAPER: GREEN STUDIES	100	4	
ENGL E304	SPECIAL PAPER: Translation: Vol. I		4	
ENGL E305	SPECIAL PAPER: Creative Writing: Vol. I		4	
ENGL C306	WOMEN POETS	100	4	
ENGL VAC 307	FILM APPRECIATION	-	Non-Credit	

SEMESTER IV

Paper code	Title	Marks	Credits	
ENGL C401	RACE AND GENDER	100	4	
ENGL C402	RESEARCH METHODS, MATERIALS IN ENGLISH AND DISSERTATION	100	4	
ENGL C403	COMMONWEALTH LITERATURE	100	4	A student is allowed to opt for two Core Electives individually 404 or 406, and 405 or 407
ENGL E404	SPECIAL PAPER: AMERICAN LITERATURE II: Novel	100	4	
ENGL E405	SPECIAL PAPER: ECOLINGUISTICS	100	4	
ENGL E406	SPECIAL PAPER: Translation Vol. II	100	4	
ENGL E407	SPECIAL PAPER: Creative Writing Vol. II	100	4	
ENGL AC 408	Cultural Heritage of South Odisha	-	Non- Credit	

Detailed Syllabus

SEMESTER - ONE

ENGL C101: Paper I

PAPER	Paper code	Title	Marks	Credits
1	ENGL C101	BRITISH DRAMA: Renaissance to Restoration	100	04
Course Outcome: The course seeks to introduce students to the early modern English reflected in literature of the Renaissance and the Elizabethan Age up to the Restoration. It helps students explore certain seminal classical texts of English literature.				
Unit		Topics to be taught		
I		William Shakespeare: <i>Hamlet</i>		1
II		William Shakespeare: <i>Tempest</i>		1
III		Marlowe: <i>Doctor Faustus</i>		1
IV		Congreve: <i>The Way of the World</i>		1

Recommended Reading:

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

ENGL C102: Paper II

PAPER	Paper code	Title	Marks	Credits
II	ENGL C102	BRITISH POETRY: 16 th to 19 th Century	100	04
Course Outcome: This course introduces students to the genesis of British poetry from Renaissance to 19th century. It aims at familiarizing the students with the English poetic tradition, making them read some representative texts and respond to them critically and aesthetically.				
Unit		Topics to be taught		
I		<i>John Milton: Paradise Lost, Book I & II</i>		1
II		<i>William Wordsworth: The Prelude Book I & II</i>		1
III		<i>John Keats: Ode on a Grecian Urn, Ode to Autumn</i> <i>P. B. Shelley: Adonais</i>		1
IV		<i>Alfred Tennyson: In Memoriam</i>		1

Recommended Reading:

- *Routledge History of Literature in English*. Ronald Carter & John Mc Rae. London: Routledge, 1997
- Black, Joseph (Ed.): *The Broadview Anthology of British Literature Concise Edition*, Vol. A. Broadview Press, London, 2007.
- Corns, T N(ed.) *The Cambridge Companion to English Poetry*. Cambridge: University Press, 1973
- Ford, Boris ed. *The Pelican Guide to English Literature*. Vol 3. From *Donne to Marvell* in. Harmondsworth: Penguin Books, 1976.
- Parry, G.: *The Seventeenth Century: The Intellectual and Cultural Context of English Literature*. Harlow: Longman, 1989.
- Sherwood, T. G: *Fulfilling the Circle: A Study of John Donne's Thought*, Toronto, Toronto Press, 1984.

ENGL C103: Paper III

PAPER	Paper code	Title	Marks	Credits
III	ENGL C103	BRITISH FICTION: 18th and 19th Century	100	4
Course Outcome: The course seeks to introduce students to the development of the modern novel as a literary genre. It also exposes them to many subgenres of the novel in 18 th century and 19 th century.				
Unit		Topics to be taught		
I		<i>Richardson: Pamela</i> <i>Henry Fielding: Tom Jones</i>		1
II		<i>J. Swift: Gulliver's Travels</i> <i>Jane Austen: Emma</i>		1
III		<i>George Eliot: The Mill on the Floss</i> <i>Charles Dickens: A Tale of Two Cities</i>		1
IV		<i>Emily Bronte: Wuthering Heights</i> <i>Thomas Hardy: The Mayor of Casterbridge</i>		1

Recommended Reading:

- *English Literature in Context*. Paul Poplawski. Cambridge UP, 2008

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

ENGL C104: Paper IV

PAPER	Paper code	Title	Marks	Credits
IV	ENGL C104	LITERARY ESSAYS AND THEORY	100	4
Course Outcome: The course aims at acquainting students with various concepts of literary criticism. It will improve their ability to read critically and interpret texts while gaining appreciation for different literary genres and theories of interpretation.				
Unit		Topics to be taught		
I		T.S Eliot: Hamlet Arthur Symons: <i>The Symbolist Movement in Literature</i> (Introduction- pp- 01-09)		1
II		Derrida: Structure, Sign and Play in the Discourse of the Human Sciences Ania Loomba: <i>Colonialism/Postcolonialism</i> [Situating Colonial and Postcolonial Studies, pp- 01-103]		1
III		Toni Morrison- <i>Playing in the Dark: Whiteness and the Literary Imagination</i> [Black Matters pp-1-28 only] “Feminist Philosophy” from Stanford Encyclopaedia of Philosophy. Sections 1, 2 & 3 only.		1
IV		Essays in Indian Knowledge System. Sri Aurobindo: Fate & Free Will .M K Gandhi: What is true Civilization? Hind Swaraj		1

Recommended Reading:

- Petru Golban and Estella Antoaneta Ciobanu: Short History of Literary Criticism
https://www.researchgate.net/publication/273443020_A_Short_History_of_Literary_Criticism
- Arthur Symons: The Symbolist Movement in Literature. <http://sul-derivatives.stanford.edu/derivative?CSNID=00000498&mediaType=application/pdf>
- Ania Loomba: Colonialism/Postcolonialism <http://cachescan.bcub.ro/13-07-2016P/558145.pdf>
- Feminist Philosophy. Stanford Encyclopaedia of Philosophy.
<https://plato.stanford.edu/entries/feminist-philosophy/>
- Toni Morrison- Playing in the Dark: Whiteness and the Literary Imagination
https://engl104aucsb.files.wordpress.com/2014/05/playing_in_the_dark_morrison.pdf
- Gayatri C. Spivak: Can the Subaltern Speak?
http://abahlali.org/files/Can_the_subaltern_speak.pdf

- Sri Aurobindo. *The Life Divine*. Pondicherry: Sri Aurobindo Ashram Publication Department, 1970.
- Sri Aurobindo. *Essays on the Gita*. Pondicherry: Sri Aurobindo Ashram Publication Department, 1972.
- Gandhi, Mahatma. *Hind Swaraj or Indian Home Rule*. Ahmedabad: Navajivan Publishing House, 1938.
- Fischer, Louis. *The Life of Mahatma Gandhi*. New York: Harper & Row, 1950.

ENGL C105: Paper V

PAPER	Paper code	Title	Marks	Credits
V	ENGL C105	LINGUISTICS	100	4
Course Outcome: Since language is an unavoidable component of human interaction, this course will advance the knowledge of the students about the basics of development of language both spoken and written in English. The students will understand the nuances of English language spoken globally and improve their LSRW skills.				
Unit		Topics to be taught		
I		Definition of language, Language Change, Language Variation, Register, Pidgin, Creole, Isogloss, Dialect, Idiolect Difference between Englishes (British, American and Indian)		1
II		Phonetics: <i>i.</i> Classification of Speech Sounds, <i>ii.</i> Vowels and Consonants, Problem Sounds for Indian Speakers, <i>iii.</i> Syllable structure, <i>iv.</i> Phonemes and Allophones, <i>v.</i> Supra-segmental features- Stress, Rhythm, Intonation.		1
III		Morphology: Morphemes, Allomorphs, Word Formation, Derivation and Inflection, Borrowing and Coinage. Semantics: Synonymy, Antonymy, Hyponymy, Ambiguity, Compound words		1
IV		Syntax: Phrase, Clause, Sentence Deep Structure, Surface Structure Immediate Constituent (IC) Analysis		1

Recommended Reading:

- Shruti Das. *Contemporary Communicative English*, S. Chand Publications, 2013
- Ferdinand de Saussure. *Course in General Linguistics*
<https://pdfs.semanticscholar.org/cb41/a70d25abce8718dd680894c8c68edfb3ffe5.pdf>
- R. H. Robins. *General Linguistics*, Longman London, 1991
- David Crystal. *Linguistics*, Penguin Books, 1971
- John Lyons. *Language and Linguistics: An Introduction*, CUP, 1981
- John Lyons. *Introduction to Theoretical Linguistics*, CIUP, London, 1968
- A.C. Gimson. *Introduction to the Pronunciation of English*, London, Arnold, 1970

- P. Ladfoged. A Course in Phonetics, Harcourt Brace Jovanovich, 1975
- Noam Chomsky. Syntactic Structure, The Hague, Mouton, 1957
- G.N. Leech. Semantics, Harmondsworth, Penguin, 1971

ENGL C106

PAPER	Paper code	Title	Marks	Credits
VI	ENGL C106	Indian Knowledge System and Wisdom through the Ages	100	4
Course Outcome: The course will leave an indelible imprint on the minds and souls of students as it uncovers the vibrant tapestry of the Indian Knowledge System and wisdom through the ages. It will sensitize the students to the contribution made by the ancient Indians to learning and wisdom.				
Unit		Topics to be taught		
I		Indian Knowledge System: An Overview <ul style="list-style-type: none"> • Importance of Ancient Knowledge • Defining Indian Knowledge System • Caturdasa-Vidyasthana • Historicity of IKS 		1
II		Unique Aspects of IKS <ul style="list-style-type: none"> • Nuances of an Oral Tradition • The Four Vedas • The four divisions of each Veda • Vedangas 		1
III		Wisdom Through the Ages <ul style="list-style-type: none"> • Panchatantra-A treatise on statecraft through stories • Puranas –An Encyclopaedic Work <ol style="list-style-type: none"> Maha-puranas, Upa-Puranas and Sthala-Puranas Contents of the Puranas Issues of Interest in the Puranas 		1
IV		Itihasa as a source of Wisdom: <ul style="list-style-type: none"> • Ramayana: Key Issues and Messages • Mahabharata: A sourcebook for worldly wisdom • Niti-sastras: A collection of snippets of wisdom • Subhasitas: A collection of insights from various texts. 		1

Recommended Reading:

- **Mahadevan, B., Bhat Vinayak Rajat, Nagendra Pavana R.N. (2022)**, “Introduction to Indian Knowledge System: Concepts and Applications”, PHI Learning Private Ltd. Delhi.
- Pride of India: A Glimpse into India’s Scientific Heritage, Sanskrit Bharati, New Delhi.
- Sampad and Vijay (2011). “The Wonder that is Sanskrit”, Sri Aurobindo Society, Puducherry.
- Kapoor Kapil, Singh Avadhesh (2021). “Indian Knowledge Systems Vol – I & II”, Indian Institute of Advanced Study, Shimla, H.P.

SEMESTER TWO

ENGL C201: Paper VI

PAPER	Paper code	Title	Marks	Credits
VI	ENGL C201	TWENTIETH CENTURY FICTION	100	4
Course Outcome: This course examines the work of key novelists of the 20 th century from modernism to postmodernism, introducing the students to complexities in form and technique in representing the socio-cultural aspects of society depicted therein.				
Unit		Topics to be taught		
I		Joseph Conrad: <i>Lord Jim</i> D.H. Lawrence: <i>The Rainbow</i>		1
II		U R Anantha Murthy: <i>Samskara</i>		1
III		James Joyce: <i>A Portrait of the Artist as a Young Man</i> George Orwell: <i>Nineteen Eighty-four</i>		1
IV		Kazuo Ishiguro: <i>The Remains of the Day</i>		1

Recommended Reading:

- *Pelican Guide to English Literature: Vol. 7. The Modern Age* (ed.) Boris Ford
- *Routledge History of Literature in English*. Ronald Carter & John Mc Rae. London: Routledge, 1997
- *English Literature*. Jonathan Bate (Ch. 5 “Periods and Movements”)
- *Modernism*. Critical Idiom. By Peter Faulkner
- *Modernism*. New Critical Idiom. By Peter Childs
- Murthy, U.R. Anantha. *Samskara: A Rite for a Dead Man*. Translated by A.K. Ramanujan. New York: Oxford University Press, 1976.
- Rao, K. Sreenivas. *The Novels of U.R. Anantha Murthy: A Critical Study*. New Delhi: Atlantic Publishers, 1994.

ENGL C202: Paper VII

PAPER	Paper code	Title	Marks	Credits
VII	ENGL C202	SHORT STORIES	100	4
Course Outcome: This course will familiarise students with the craft and stylistic features of short stories, analysing them with a focus on narrative technique to understand ways in which different writers have addressed issues of plot, character, place and theme. To understand human values and ethics inherent in the Indian Knowledge system				
Unit		Topics to be taught		
I		Gabriela Tukan: “What Is a Short Story Besides Short? Questioning Minds in Search of Understanding Short Fiction” Michael Bassler: “Theories and Typologies of the Short Story” [pp 41-64]		1
II		Anton Chekov: The Bet; At Christmas Time Flannery O’Connor: A Good Man is Hard to Find Katherine Mansfield: The Wind Blows; Bank Holiday		1

III	IKS	(Understanding Human Values and Ethics) Stories from <i>The Panchatantra</i> : Book II- Winning of Friends. [All the stories in Book II]		1
IV		Rabindranath Tagore: <i>The Hungry Stone</i> ; <i>The Postmaster</i> S H Manto: <i>Toba Tek Sing</i> Jhumpa Lahiri: <i>The Interpreters of Malady</i> ; <i>A choice of Accommodation</i>		1

Recommended Reading:

- GabrielaTucan: https://www.researchgate.net/publication/276424471_What_is_a_Short_Story_Besides_Short_Questioning_Minds_in_Search_of_Understanding_Short_Fiction
- Michael Bassler: *Theories and Typologies of the Short Story*
https://www.academia.edu/26536661/Basseler_Theories_and_Typologies_of_the_Short_Story_2011_.pdf?auto=download
- <https://www.katherinemansfieldsociety.org/short-stories-by-katherine-mansfield/>
- James Baldwin : *Going to Meet the Man*, Penguin
- Alice Munro: “Boys and Girls” www.giuliotortello.it/shortstories/boys_and_girls.pdf
- Alice Munro -Runaway: <https://www.newyorker.com/magazine/2003/08/11/runaway-4>
- <https://icpla.edu/wp-content/uploads/2014/08/Adichie-CN-The-Thing-Around-Your-Neck.pdf>

ENGL C203: Paper VIII

PAPER	Paper code	Title	Marks	Credits
VIII	ENGL C203	MODERN DRAMA	100	4
Course Outcome: This course will familiarise students with the major trends and experiments of the movement of drama and theatre. The movements like Drama of Ideas, Expressionism, Epic Theatre, the Theatre of the absurd, Off- Off- Broadway and modern Indian theatre will acquaint the students with the great dramatists, topical discussion through dialogues and screen settings and enrich their soft skills				
Unit		Topics to be taught		
I		Osborne: <i>Look Back in Anger</i> Beckett: <i>Waiting for Godot</i>		1
II		G.B. Shaw: <i>Man, and Superman</i> T.S. Eliot: <i>The Cocktail Party</i>		1
III		Girish Karnad: <i>Hayavadana</i> and <i>Fire and the Rain</i>		1
IV		Lorraine Hansbury: <i>A Raisin in the Sun</i> Edward Albee: <i>Who is afraid of Virginia Woolf</i>		1

Recommended Reading:

- Eric Bentley. *The Theory of the Modern Stage*
- <https://neoenglish.wordpress.com/2010/12/16/modern-dramatists/>
- https://www.researchgate.net/publication/308910980_Posthumanism_Cyberculture_Postcolonialism_in_Manjula_Padmanabhan's_Harvest
- Babu, Manchi Sarat. *Indian Drama Today: A Study in the Theme of Cultural Deformity*. New Delhi: Prestige Books. 1997
- Dass, Veena. *Experiment and Innovation in Modern Indian Drama in Translation: The Plays of Mohan Rakesh, Badal Sircar, Vijay Tendulkar and Girish Karnad Studies in Contemporary Indian Drama*. Eds. Sudhakar Pandey and Freya Taraporewala. New Delhi: Prestige Books pp. 64-74. 1990.

- Dharwad Ker, Aparna Bhargava. *Theatres of Independence: Drama, Theory, and Urban Performance in India Since 1947*. Iowa City: University of Iowa Press, 2005.

ENGL C204: Paper IX

PAPER	Paper code	Title	Marks	Credits
IX	ENGL C204	MODERN POETRY	100	4
Course Outcome: This course offers an introduction to modern poetry in English with an emphasis on experimental verse. It discusses the characteristic techniques, concerns, and major practitioners of modern poetry. The authors discussed range from Yeats, Eliot, Stevens to African American Poets and Indian Poets with the poetry of World War One, Imagism, and the Harlem Renaissance.				
Unit		Topics to be taught		
I		W.B. Yeats: Selected Poems: “Among School children”, “Easter 1916”, “The Second Coming”, “Byzantium”, “Sailing to Byzantium”, “The Tower” and “Leda and the Swan”		1
II		Langston Hughes: God, Remember, You and your whole Race. George Santayana: I would I Might Forget That I am I; There May be Chaos Still Around the World Wallace Stevens: Of Modern Poetry, Sunday Morning		1
III		T.S. Eliot: <i>The Wasteland</i>		1
IV		Jayanta Mahapatra: Of Independence Day, The Storm A. K. Ramanujan: Pain, In March, [How can One Write about Bosnia]		1

Recommended Reading:

- Ramazani, Jahan, Richard Ellmann, and Robert O’Clair, eds. *The Norton Anthology of Modern and Contemporary Poetry*. Vol. 1, *Modern Poetry*. New York: W. W. Norton & Company, 2003.
- I would I Might Forget That I am I; There May be Chaos Still Around the World
<https://www.poetryfoundation.org/poets/george-santayana#tab-poems>
- Jayanta Mahapatra: The Life, Of Independence Day, A Kind of Happiness, The Storm
<https://www.poetryfoundation.org/poetrymagazine/browse?contentId=33212>
- A.K. Ramanujan: Pain, In March, Sonnet, [How can One Write about Bosnia]
<https://www.poetryfoundation.org/poetrymagazine/browse?contentId=39003>
- God, Remember, I look at the World, You and your whole Race.
<https://www.poetryfoundation.org/search?query=Langston%20Hughes&refinement=poems>

ENGL C205: Paper X

PAPER	Paper code	Title	Marks	Credits
X	ENGL C205	ELT [English Language Teaching]	100	4
Course Outcome: This course will make the students understand the various skills of English Language teaching and how to teach and evaluate English as a Second language in India. The students will learn to frame graded syllabus under a desired/given curriculum				
Unit		Topics to be taught		
I		a. Curriculum and Syllabus; Syllabus - Diagnosis and Design Curriculum Development b. Methods, Approaches and Techniques of Teaching English as a Second language in India. c. Language Acquisition, Language Learning		1
II		a. Teaching of Skills: <i>i.</i> Listening. <i>ii.</i> Speaking. <i>iii.</i> Reading. <i>iv.</i> Writing b. Teaching of language through literature (Case Study); CMC (Computer Mediated Language).		1
III		Classroom Situation and Teacher Development: a. Teaching in difficult situation b. Teacher Training, Development, c. Use of ICT in classroom		1
IV		Lesson Plan and Lesson Note Preparation, Types of Evaluation/ Assessment		1

Recommended Reading:

- Sinha, S. English Language Teaching: Prospects. Problems and Suggestions, New Delhi: Mangal Deep. 2005
- Richards, J.S. Language Teaching Matrix, Cambridge: CUP,1990
- Richards, J.S. & Roddgers, T.S. Approaches and Methods in Language Teaching, Cambridge: CUP, 2002
- Richards, J.S. Curriculum Development in Language Teaching, New York: CUP, 2001
- Willis, J. A Framework for Task-based learning, New York: Longman, 1996
- Woods, C. Professional Development for Teachers: Teaching and Assessing Skills in Foreign language, Cambridge: CUP,2005
- N.S. Prabhu. Second Language Pedagogy, Oxford ELBS, 1991
- M.L. Tickoo, Teaching and Learning English, Longman, New Delhi, 2003
- Das, Shruti. Contemporary Communicative English. S. Chand, 2014

ENGL VAC 206: SOFT SKILLS

PAPER	Paper code	Title	Marks	Credits
Value Added Course	ENGL VAC 206	Soft Skills		Non-Credit
Course Outcome: This course is designed to enable students to develop and understand interpersonal skills. Students will benefit from learning about effective communication; receiving and providing feedback to achieve goals; and recognizing as well as solving barriers in a professional space while developing an aptitude for critical/creative thinking.				
Unit		Topics to be taught		
I		1. Soft Skills 2. Personality Development		
II		Interviews and Group Discussions		
III		1. Emotional Intelligence 2. Stress Management 3. Time Management		
IV		1. Negotiation Skills 2. Problem Solving		

Recommended Reading:

- Shruti Das, Form and Finesse: Business Communications and Soft Skills, Hyderabad: Orient Blackswan, 2017

Swayam Course from UGC portal -2 Credits

Semester Three

ENGL CT 300: Paper XI

PAPER TO BE OUTSOURCED FOR THE STUDENTS OF OTHER DEPARTMENTS UNDER
CBCT SCHEME

This Allied Elective paper is meant for the students of other Departments and parent Department under the Choice Based Credit Transfer Scheme [Outward]

Paper	Paper code	Title	Marks	Credits
ENG – CTBT II	ENGL CT 300	PROFESSIONAL AND ACADEMIC WRITING	100	04
Course Outcome: This course will make students ready for the competitive outside world. It will hone their writing skills and acquaint them with the various kinds of writing used in academic and professional fields.				
		Topics to be taught		
I		Proposal Writing, Report Writing		1
II		Business Communication, Noting, Drafting, Editing		1

III		Curriculum Vitae, Covering Letter, MS Power Point Presentation, Poster Presentation		1
IV		Script writing, Journal/Diary writing, Preparing Brochures		1

Recommended Reading:

- Shruti Das, Form and Finesse, Hyderabad: Orient Blackswan,2017
- A R Parhi. Indian English Through Newspapers. Concept, 2008.
- J.V. Vilanilam. More Effective Communication, 2000
- E. H. Mc. Grath, Basic Managerial Skills for All, 1999
- P. Sainath. Everybody Loves a Good Drought, 1997
- Robert M. Knight. A Journalistic Approach to Good Writing: The Craft of Clarity
- Judith Butcher, Copy Editing, Cambridge University Press
- Rastogi, Encyclopaedia of Professional Journalism
- N.C. Pant, Modern Journalism: Principles and Practices

ENGL C301: Paper XII

PAPER	Paper code	Title	I K S	Marks	Credits
XII	ENGL C 301	MODERN INDIAN LITERATURE		100	4
Course Outcome: The course will focus on introducing students to the richness and diversity of Indian life and culture reflected in modern Indian literature written in Bhasha languages and also in English.					
Unit		Topics to be taught			
I		<u>The Modern Indian Essay</u> A. K. Ramanujan: "Is there an Indian Way of Thinking? An Informal Essay" from <i>Collected Essays</i> G. N. Devy: introduction to <i>After Amnesia</i> , pp. 1-5, from <i>The G. N. Devy Reader</i>			1
II		<u>The Modern Indian Novel</u> Gopinath Mohanty: <i>Paraja</i> Easterine Kire: <i>Son of the Thundercloud</i>			1
III		<u>Modern Indian Life Writing</u> Milkha Singh: <i>The Race of My Life</i> Urmila Pawar: <i>The Weave of My Life: A Dalit Woman's Memoirs</i>			1
IV		Mahasveta Devi: Draupadi [Tr. By Gayatri Chakravorty Spivak] Hansda Sowvendra Shekhar: "The Adivasi Will Not Dance" from <i>The Adivasi Will Not Dance</i>			1

Recommended Reading:

- A. K. Ramanujan “Is there an Indian Way of Thinking? An Informal Essay” *Collected Essays*, OUP,2013
- “Decolonising the Indian Mind” by Namvar Singh. Tr. Harish Trivedi *Indian Literature*, Vol. 35, No. 5 (151) (Sept.-Oct., 1992), pp.145-156
- Chaudhuri, Amit. *The Picador book of modern Indian literature*. Picador,2001.
- G.N. Devy, *After Amnesia: Tradition and change in Indian Literary Criticism*. Orient Blackswan,2009.
- Kire, Easterine. *When the River Sleeps*. New Delhi: Zubaan, 2014.
- Mahasweta Devi: *Draupadi*
- Namvar Singh and Harish Trivedi. “Decolonising the Indian Mind.” *Indian Literature*, vol. 35, no. 5 (151), 1992, pp. 145–156. *JSTOR*, www.jstor.org/stable/23337172.
- Hansda Sowendra Shekhar. *The Adivasi Will Not Dance: Stories*. 1. Speaking Tiger Books, 2015.
- <https://archive.org/details/parajanovel00maha>
- <http://lucknowbookclub.com/wp-content/uploads/2018/03/Pawar-Urmila-The-Weave-of-My-Life--a-Dalit-Womans-Memoirs-2010.pdf>
- <http://profcohen.net/reli113/uploads/texts/ramanujan.pdf>
- <http://www.gbv.de/dms/goettingen/32767394X.pdf>
- <https://www.scribd.com/document/255297388/The-Race-of-My-Life-by-Milkha-Singh-and-Sonia-Sanwalka#download>
- <https://scroll.in/article/811931/draupadi-mahasweta-devis-memorable-short-story-and-still-chillingly-relevant>
- <https://academiccommons.columbia.edu/doi/10.7916/D86H4V2T/download>
- https://warwick.ac.uk/fac/arts/english/currentstudents/undergraduate/modules/fulllist/special/newlits/the_aktivasi_will_not_dance.pdf

SPECIAL PAPER PROGRAMMES
(CORE ELECTIVES)

Course Outcome - Each special paper programme shall be in TWO papers, each carrying 100 marks. As specified in the consolidated chart of the courses above, One paper each shall be devoted to each special paper programme under Semester Three and similarly in Semester Four.

FOUR SPECIAL PAPER PROGRAMMES are available to the students: namely (i) American Literature (ii) Translation Studies, (iii) Green Studies and (iv) Creative Writing.

The students will be ordinarily taught the American Literature and Green Studies SPECIAL PAPER PROGRAMMES under which they will study TWO theory papers each [each carrying 100 marks] as specified below:

SEMESTER THREE

ENGL E302: Paper XIII (AL)

Paper	Paper code	Title	Marks	Credits
XIII(AL)	ENGL E302	SPECIAL PAPER AMERICAN LITERATURE I: Philosophy, Poetry and Drama	100	04

Course Outcome: This course will acquaint the students with American Literature through a study of selected texts. It will also develop in the student’s the ability to interpret, analyse and evaluate American

Literature in the context of world literatures in English and relate them to the developments in other literatures of the World.				
Unit		Topics to be taught		
I		Emerson: "The American Scholar", "Self-reliance", Thoreau: Civil Disobedience		1
II		Walt Whitman: "Song of Myself" (from <i>Leaves of Grass</i>) Selected Poems of Robert Frost: "The Silken Tent," "Moving," "Mending Wall," "After Apple Picking," "The Gift Outright"		1
III		Eugene O' Neill: <i>Desire Under the Elms</i> A Miller: <i>The Crucible</i>		1
IV		Tennessee Williams: <i>A Streetcar Named Desire</i>		1

Recommended Reading:

- *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
- *The Story of American Literature.* By Ludwig Lewisohn
- *Norton Anthology of American Literature.* (Head notes on authors and periods to be read)

ENGL E303: Paper XIV (GS)

Paper	Paper code	Title	Marks	Credits
XIV(GS)	ENGL E 303	SPECIAL PAPER: GREEN STUDIES	100	04
Course Outcome: This interdisciplinary paper will introduce the students to Ecocriticism, which is one of the most relevant critical theories of the present times. Through ecocritical theories and literary texts students will be trained to approach social issues eco-critically				
Unit		Topics to be taught		
I		i. Introduction to Ecocriticism- Definition, Scope and Importance of Ecocriticism Rachel Carson: "A Fable for Tomorrow" from <i>Silent Spring</i> R W. Emerson: "Nature"		1
II		Indian Indigenous Environmental Knowledge System and Development: Development of the Concept Indigenous Knowledge System, Indigenous Environmental Knowledge System, Types and Characteristics of Indigenous Environmental Knowledge and relevance.[Refer to e-Gyankosh]		1

III		Deep Ecology-Basic Principles - Biocentric Equality – Naess and Sessions – Self Realization Amitav Ghosh: <i>The Hungry Tide</i>	1
IV		Indra Sinha: <i>Animals People</i> Yann Martel: <i>Life of Pi</i>	1

Recommended Reading:

- <https://egyankosh.ac.in/bitstream/123456789/42062/1/Unit-1.pdf>
- https://www.researchgate.net/publication/46472800_Indigenous_Knowledge_Systems_Characteristics_and_Importance_to_Climatic_Uncertainty#full-text
- Amitav Ghosh: *The Great Derangement* London, Penguin 2016
- R. W. Emerson: Nature <https://emersoncentral.com/texts/nature-addresses-lectures/nature2/chapter1-nature/>
- Glotfelty, Cheryl & Harold Fromm. *The Ecocriticism Reader*. Athens: The U of Georgia P, 1996. Print
- Bate, Jonathan. *Romantic Ecology: Wordsworth and the Environmental Tradition*. London: Routledge, 2013. Print
- Devall, Bill and George Sessions. *Deep Ecology: Living as if Nature Mattered*. Salt Lake City, Utah: Peregrine Smith, 1985.
- Berg, Peter. Raymond Dasmann. *Reinhabiting California*. *Resurgence & Ecologist* Vol 7 399-401, Dec 1977
- Andruss, Van. et al. *Home! A Bioregional Reader* edited. Philadelphia. New Society Publishers, 1990. Print
- Garrard, Greg. *Ecocriticism* New Critical Idiom Series. London: Routledge 2004. Print www.barretthonors.asu.edu www.greenschool.org www.centerforgreenschools.org
- Nancy J. Turner, Marianne Boelscher Ignace, Ronald Ignace. 2000. Traditional Ecological Knowledge and Wisdom of Aboriginal Peoples in British Columbia, *Ecological Applications*, Vol. 10, No. 5, pp. 1275-1287, <http://www.jstor.org/stable/2641283>.
- Fikret Berkes, Johan Colding, Carl Folke. 2000. Rediscovery of Traditional Ecological Knowledge as Adaptive Management, *Ecological Applications*, Vol. 10, No. 5 (Oct., 2000), pp. 1251-1262, <http://www.jstor.org/stable/2641280>.
- Paul Sillitoe. 1998a. The Development of Indigenous Knowledge: A New Applied Anthropology, *Current Anthropology*, Vol. 39, No. 2, pp. 223-252, <http://www.jstor.org/stable/10.1086/204722>
- Paul Sillitoe. 1998b. What, Know Natives? Local Knowledge in Development. *Social Anthropology* 6 (2), 203-220
- Seeland, Klaus. 2000. Local Knowledge and the Development Process. *Cross Cultural Research on Indigenous Knowledge of Trees and Forests*. Paper prepared for the ASA Conference on Participating in Development. Approaches to Indigenous Knowledge at the School of Oriental and African Studies. London.
- Sinha, Indra. *Animal's People*. New York: Simon & Schuster, 2007.

ENGL C304: Paper XV

PAPER	Paper code	Title	Marks	Credits
XI	ENGL C306	WOMEN POETS	100	4
Course Outcome: The course seeks to acquaint the students with the works of women poets from different cultures and nations in various themes and styles. Further, it seeks to make them critically				

aware of the issues relating to the workings of patriarchy, issues of gender, and relations of desire and power.				
Unit		Topics to be taught		
I		Sappho: Charaxos and Larichos, One Girl Phillis Wheatley: On Imagination, on being brought from Africa to America, A Hymn to the Evening		1
II		Emily Dickinson: "Hope" is thing with Feathers; Tell all the truth but tell it slant; Because I could not Stop for Death Christina Rossetti: Dreamland; A Better Resurrection; The Three Enemies		1
III		Amrita Pritam: <i>Kunwar virgin, To Waris Shah, The Sear of a Wound</i> Sarojini Naidu: In the Bazaars of Hyderabad, In Salutation to the Eternal Peace		1
IV		Eavan Boland: Witness, My country in Darkness Wisława Szymborska: "Utopia", "On Death, without Exaggeration" Mary Oliver: Wild Geese, Invitation		1

Recommended Reading:

- Sappho: Charaxos and Larichos, One Girl
<https://www.poetryfoundation.org/search?query=Sappho&page=2>
- Phillis Wheatley: On Imagination, On being brought from Africa to America, A Hymn to the Evening <https://www.poetryfoundation.org/search?query=Phillis+Wheatley>
- **Motifs and themes in Emily Dickinson's poems** <http://www.worldscientificnews.com/wp-content/uploads/2019/02/WSN-123-2019-220-233.pdf>
- Christina Rossetti: <https://www.poetryfoundation.org/poets/christina-rossetti#tab-poems>
- Wisława Szymborska: <https://www.nobelprize.org/prizes/literature/1996/szymborska/poetry/>
- Mary Oliver: <https://www.poetryfoundation.org/poets/mary-oliver>
- Pritam, Amrita. *Selected Poems*. Translated by Nirupama Dutt. New Delhi: Penguin Books, 2011.
- Dhawan, R.K., ed. *The Feminist Voice in Indian Literature*. New Delhi: Prestige Books, 2001.

ENGL VAC 307: FILM APPRECIATION

PAPER	Paper code	Title	Marks	Credits
Value Added Course	ENGL VAC 307	Film Appreciation	-	Non-Credit
Course Outcome: Students will be able to understand and approach cinema as cultural texts. They will deconstruct and decipher the various signifiers involved in producing the popular culture of our times wherein cinema acts as a powerful device. They will also be motivated to treat cinema as a distinct language and explore the various narrative styles of prominent filmmakers.				
Unit		Topics to be taught		
I		Brief History of Cinema		

II		The Language of Cinema		
III		1. The Cinema of Satyajit Ray 2. The Cinema of Wong Kar-Wai		
IV		1. Shakespeare in Cinema 2. Cinema and Popular Culture		

Recommended Reading:

Cinema Studies: The Key Concepts. By Susan Hayward

<https://cpb-ap-se2.wpmucdn.com/thinkspace.csu.edu.au/dist/5/1410/files/2015/10/Cinema-Studies-Key-Concepts-1-289afca.pdf>

Recommended Watchlist:

Adaptation of Shakespeare's Tragedies: Maqbool Directed by Vishal Bhardwaj, Omkara Directed by Vishal Bhardwaj, Haider Directed by Vishal Bhardwaj

Adaptations of Romeo and Juliet: 10ml Love Directed by Sharat Katariya, Ram Leela Directed by Sanjay Leela Bhansali, Qayamat se Qayamat Tak Directed by Mansoor Khan, Ek Dooje Ke Liye Directed by K. Balachander,

Aparajito Directed by Satyajit Ray

In The Mood for Love Directed by Wong Kar-Wai

SEMESTER FOUR

(CORE COURSES)

ENGL C401: Paper XVI

paper	Paper code	Title	Marks	Credits
XVI	ENGL C401	RACE AND GENDER	100	04
Course Outcome: This course will introduce students to the intersection between ideology, discrimination and oppression on race and gender principles. It will expose the students to the relationship between oppressed minority status and reading.				
		Topics to be taught		
I		Arundhati Roy: <i>The God of Small Things</i>		1
II		Chinua Achebe: <i>Things Fall Apart</i>		1
III		Alice Walker: <i>The Color Purple</i>		1
IV		Laxminarayan Tripathy: <i>Me Hijra, Me Laxmi!</i>		1

Recommended Reading:

- Michael Awkward. Race, Gender and the Politics of Reading. *Black American Literature Forum*, 1988 – JSTOR
- Mary Eagleton ed. Feminist Literary Theory: A Reader
<http://www.gbv.de/dms/goettingen/183662008.pdf>
- Nikki Sullivan. *A Critical Introduction to Queer Theory* New York Univ Press 2003
- Examining Queer Elements and Ideologies in LGBT Themed Literature: What Queer Literature Can Offer Young Adult Readers
<https://journals.sagepub.com/doi/pdf/10.1177/1086296X15568930>

ENGL C402: Paper XVII

Paper	Paper code	Title	Marks	Credits
XVII	ENGL C402	Research Methods and Dissertation	100	04
Course Outcome: This course intends to introduce the students to the concept of research and with the terminologies associated with research and to highlight the significance of systematic planning and execution of research activity. Also to prepare the student to undertake a research project in order to practice the use of various tools and techniques of research.				
		Topic		
I		<p style="text-align: center;">DISSERTATION FORMAT</p> <p>Abstract or Synopsis is to be considered as a detailed summary of the work with important results highlighting the original contributions in the thesis to be submitted. The full synopsis should be maximum 1500 to 2000 words, excluding appendices</p> <p>Steps to be followed in writing the Dissertation</p> <p>Title of the Dissertation</p> <ul style="list-style-type: none"> • Topic should be interesting and relevant to society • Topic should not be Vast <p>Introduction</p> <ul style="list-style-type: none"> • Should contain brief background of the selected topic. • It must identify the importance of study, its relevance and applicability of results. • It must clearly state the purpose of the study and have an extensive <p>Review of literature.</p> <ul style="list-style-type: none"> • Review of literature will help the researcher to <ul style="list-style-type: none"> • find the gap between the existing tradition and concerned area of research. • focus on theoretical and practical aspects • to plan further research efficiently and in an appropriate manner • The information given in the review should be supported by references <p>Objectives</p> <ul style="list-style-type: none"> • Objectives inform her reader clearly what the researcher plans to do in his/her work. • Objective should start with an action verb and be sufficiently, specific, measurable, achievable, relevant and time bound. <p>Hypothesis</p> <ul style="list-style-type: none"> • A hypothesis is a statement showing expected outcome of research <p>Research Methodology</p>		

		<ul style="list-style-type: none"> • It means a plan of work describing the various aspects of the study in a logical sequence along with the methodologies and theories to be employed with appropriate research design. <p>Chapters: Working design of the Research as described in Methodology</p> <p>Conclusion: Summarizes the arguments and justifies the hypothesis</p> <p>Limitation of the study: Limitation points out strengths and weakness of the research.</p> <p>Scope For further research: Justifies the validity of the research and shows the potential of the research.</p> <p>Works Cited/References</p> <ul style="list-style-type: none"> • Works Cited reflect the source of the research works cited inside the chapters and should occur at the end of each chapter (including Introduction and Conclusion). See Chapter 5 of MLA Handbook 9th edition. <p><u>Research and publication Ethics: [10 marks -Internal]</u></p> <p>Research and Publication Ethics: Philosophy and Ethics, Scientific Conduct Falsification, Fabrication, and Plagiarism (FFP), Redundant Publications, Salami Slicing. Publication Ethics: Standards setting initiatives and guidelines: COPE, DOAJetc. Identification of publication misconduct, complaints and appeals.</p> <p>Major Reference: <i>MLA Handbook for writers of Research papers</i> (9th edition.)</p> <p>Viva Voce and Presentation: [20 Marks]</p>
<p>DISSERTATION = 70 marks</p> <p>Each student will prepare a dissertation in about 60 to 100 Pages (approx.) on a topic of literary and critical interest (Literary texts should be beyond the prescribed syllabus) under the supervision of a teacher</p>		

Recommended Reading:

- MLA Handbook 9th Edition https://www.academia.edu/39175934/MLA_Handbook_NINTH_EDITION
- APA referencing 6th Edition <https://aewintecsitefinity.blob.core.windows.net/sitefinity-storage/docs/default-source/study-at-wintec/apa.pdf>
- A Quick Guide to Harvard Referencing <https://www.canterbury.ac.uk/students/docs/study-skills/resource-1-Harvard-Referencing-Guide.pdf>
- Research Methods Handbook <https://www.cles.org.uk/wp-content/uploads/2011/01/Research-Methods-Handbook.pdf>

ENGL C403: Paper XVIII

Paper	Paper code	Title	Marks	Credits
XVIII	ENGL C403	COMMONWEALTH LITERATURE	100	04
Course Outcome: Commonwealth literature and Postcolonial literature are terms used to describe the literatures of the states under the former British empire. There is growing importance in the world for this kind of literature because of the use of a different kinds of English with almost a common theme. This course will familiarise the students to the existence of literature beyond the British and English narratives.				
		Topics to be taught		
I		Salman Rushdie: <i>Shame</i> Fakir Mohan Senapati: <i>Six Acres and A Third</i>		1
II		Bapsi Sidhwa: <i>Ice Candy Man</i> Khaled Hosseini: <i>The Kite Runner</i>		1
III		Michael Ondaatje: <i>The English Patient</i> Tehmima Anam: <i>The Good Muslim</i>		1
IV		J.M. Coetzee: <i>Disgrace</i> Margaret Atwood: <i>The Handmaid's Tale</i>		1

Recommended Reading:

- L. McLeod. *The Commonwealth Pen: An Introduction to the Literature of the British Commonwealth* Cornell University Press, 1961
- Michael Gorra *After Empire: Scott, Naipaul, Rushdie* University of Chicago Press, 1997
- Ian Baucom *Out of Place: Englishness, Empire, and the Locations of Identity* Princeton University Press, 1999
 - Hena Maes-Jelinek ed. *Commonwealth Literature and The Modern World*
Maes_Commonwealth-Literature-and-the-Modern-World_1975.pdf

ENGL E404: Paper XIX (AL)

Paper	Paper code	Title	Marks	Credits
XIV(AL)	ENGL E404	SPECIAL PAPER: AMERICAN LITERATURE II: Novel	100	4
Course Outcome: This paper seeks to expose the students to American classics and to a specialised genre with a view to help them have a broader critical outlook				
Unit		Topics to be taught		
I		N. Hawthorne: <i>The Scarlet Letter</i> Mark Twain: <i>Huckleberry Finn</i>		1
II		Ernest Hemingway: <i>A Farewell to Arms</i> Herman Melville: <i>Moby Dick</i>		1
III		Harper Lee, <i>To Kill a Mockingbird</i> Ken Kessey: <i>One Flew Over the Cuckoo's Nest</i>		1
IV		James Baldwin: <i>Go Tell it on the Mountain</i> Toni Morrison: <i>Sula</i>		1

Recommended Reading:

- Lewisohn, Ludwig. *The Story of American Literature*. The Modern Library, N. Y.
- Horton, Rod & Herbert W. Edwards. *Backgrounds of American Literary Thought*. 3rd edition.
- Stewart, Randall(ed). *Living Masterpieces of American Literature*. Brown University
- Norton Anthology of American Literature. 8th edition.
- Das, Shruti. *From Margin to the Centre: A Toni Morrison Reader*. Mangalam, 2009.

ENGL E405: Paper XX (GS)

paper	Paper code	Title	Marks	Credits
XX(GS)	ENGL E405	SPECIAL PAPER: GREEN STUDIES: Ecolinguistics	100	04
Course Outcome: This course surveys contemporary literature that address the Anthropocene from the ecolinguistics perspective. It will consider a range of cultural texts that imagine how our present and future worlds are/will be shaped by climate change and other factors affecting our environment and offer ways to approach this paradigm shift's challenges and possibilities through the discourse.				
		Topics to be taught		
I		Introduction: What is Ecolinguistics? Language as Ecosystem (Part 1 Chapter4 <i>The Routledge Handbook of Ecolinguistics</i>) Robin Morris Collin: <i>The Apocalyptic Vision, Environmentalism, and a Wider Embrace</i> (ISL,2006, Vol:13) Green Spirituality: Horizontal Transcendence (Chapter1 Introduction)		1
II		Ecological Ethics in Indian Knowledge System in Jayadeva's: Dasa avatar from <i>Gita Govindam</i> ; and in Mamang Dai's: <i>Small Towns and the River</i>		1
III		Vandana Shiva: <i>Water Wars</i> (Chapter 7: <i>Sacred Waters</i>)		1
IV		Short Stories: Doris Lessing: <i>A Mild Attack of Locusts</i> , Ruskin Bond: <i>Our Trees Still Grow in Dehra</i> , Ernest Hemingway: <i>Big Two-Hearted River</i> , Saki: <i>The Music on the Hill</i>		1

Recommended Reading:

- <https://faculty.washington.edu/mkalton/green%20spir1.htm>
- <https://academic.oup.com/isle/article/13/1/1/733832>
- <https://cws.journals.yorku.ca/index.php/cws/article/viewFile/8884/8061>
- <https://vc.bridgew.edu/cgi/viewcontent.cgi?article=2183&context=jiws>
- http://courseresources.mit.usf.edu/sgs/ang6469/canvas/module_7/read/The_Sacred_Waters.pdf
- <http://www.arvindguptatoys.com/arvindgupta/stayingalive.pdf>
- http://seedbed.org/wp-content/uploads/2013/09/Shiva_Soil_not_Oil.pdf

- http://feministarchives.isiswomen.org/isispub/wia/wia1996-1/WIA19961_10EcoFeminism.pdf
- <https://halshs.archives-ouvertes.fr/halshs-00413983/document>
- Dasavatara Stotra [Jayadeva] : Shruti Das. [Ecopolitics in the Dasāvātāra in Jayadeva's 'Gītagovindam](#). Muse India 80 (Jul-Aug), 10
- <http://www.bhakthi.in/stotras.php?id=161>https://www.academia.edu/37564088/Ecopolitics_in_the_Das%C4%81vat%C4%81ra_in_Jayadevas_G%C4%ABtagovinda%E1%B9%83
- Dai, Mamang. *The Legends of Pensam*. New Delhi: Penguin Books India, 2006.

ENGL E304 & ENGL E406

II. SPECIAL PAPER PROGRAMME Translation Studies

(Total Marks: 200; Credits 08)

Course Outcome: Under this programme a student shall prepare TWO volumes of translation of certain knowledge text (3000 words) and literary work(s) of established Odia poets/dramatists/novelists/short story/autobiography writer(s) into English in a minimum of 10,000 words respectively, under the supervision of a subject expert from among the members of the faculty. The two volumes shall be prepared under Semester Three and Semester IV as specified in the Consolidated Chart below.

However, only candidates with proven ability shall be encouraged to opt for the Translation Studies SPECIAL PAPER PROGRAMME subject to following conditions: *The candidate qualifies in a rigorous selection process including a written test followed by a viva voce test conducted by the Head of the Department which should be unanimously approved by the Staff Council of the Department also subject to the availability and willingness of an internal Supervisor.*

PAPER	Paper code	Title	Marks	Credits
Translation Studies	ENGL E 304	Translation Studies SPECIAL PAPER PROGRAMME	100	04
To ensure that M.A. English students of Berhampur University are well-prepared and fully committed to the rigorous demands of the Translation Studies program this syllabus aims to provide a balance between theoretical knowledge, practical skills, and critical thinking necessary for a successful career in Translation Studies.				
Unit		Topics to be taught		
I		Western Translation Theories, Traditions, Process and Technique.		1
II	IKS	Indian Translation Theories, Traditions, Process and Technique.		1
III		Linguistics, Social and Cultural aspects of Translation. Differences in Administrative, Business, Literature and Mass Media Translations		1
IV		Project/ Practical Translation work of Knowledge Text		1

ENGL E406

PAPER	Paper code	Title	Marks	Credits
Translation Studies	ENGL E 406	Translation Studies SPECIAL PAPER PROGRAMME	100	04
		A student shall prepare a volume of translation of certain literary work(s) of established Odia poets/dramatists/novelists/short story/autobiography writer(s) into English in a minimum of 10,000 words under the supervision of a subject expert from among the members of the faculty. VIVA VOCE and Presentation: 30	70	

ENGL E305 & ENGL E407

SPECIAL PAPER PROGRAMME

Creative Writing

(Total Marks: 200)

Course Outcome: Under this programme a student shall prepare TWO volumes of CREATIVE WRITING in a minimum of 10,000 words under the supervision of a subject expert from among the members of the faculty. The two volumes shall be prepared under Semester Three and Semester IV as specified Consolidated Chart above. However, only candidates with proven ability shall be encouraged to opt for the Translation Studies SPECIAL PAPER PROGRAMME subject to following conditions:

Eligibility: A student must have creative acumen and near native capability in English language. The student must have published creative work in the form of a book from a UGC/ICSSR Recognized National or International Publisher.

- a. The candidate qualifies in a rigorous selection process including a written test followed by a viva voce test conducted by the Head of the Department which should be unanimously approved by the Staff Council of the Department.
- b. Even after a student qualifies in the tests conducted, a subject expert from the Department should be willing to supervise him/her.

PAPER	Paper code	Title	Marks	Credits
Creative Writing	ENGL E 305	Creative Writing SPECIAL PAPER PROGRAMME	100	04

Course Outcome: The creative Writing in English provides understanding, skills and professional knowledge about the art of writing and develops the creative ability of those interested in a professional career as a freelance writer. The curriculum is structured to impart instruction in progressive stages so as 'to ensure that a learner can assimilate information about a writer's art and develop his/her creative ability. This Programme includes training in writing skills in relation to feature articles (women's issues, book reviews. etc), writing short stories, scripts for TV/Radio, and writing poetry.

Unit		Topics to be taught		
I		Introduction to Creative Writing, Folklore and Oral Traditions of India, Cultural Narratives in Fiction, Poetry and Cultural Expression, Non-fiction Writing and Cultural Documentation		1
II		Writing from Indigenous Perspectives, Myth and Modernity, Creative and Cultural Journalism		1
III		Creative writing tradition in ancient, medieval and modern Odisha		1
IV		Practical: <i>Portfolio Submission, Written Assignments</i>		1

ENGL AC 408: CULTURAL HERITAGE OF SOUTH ODISHA

PAPER	Paper code	Title	Marks	Credits
Add-On Course	ENGL AC 406	Cultural Heritage of South Odisha	50	Non-Credit
Course Outcome: The teaching imparted to the P.G. students of Berhampur University on the various dimensions of the literary and cultural heritage of South Odisha will help them to acquire a valuable understanding of the same. They will be inspired adequately to take the positives learnt from the course and use them in future in their personal literary and cultural pursuits and thereby promote the literature and culture of Odisha on a global scale.				
Unit		Topics to be taught		
I		Literary works of Kabi Samrat Upendra Bhanja		
II		Other Litterateurs of South Odisha		
III		Cultural Heritage of South Odisha		
IV		Folk Tradition of South Odisha		

