

**P.G. DEPARTMENT OF ENGLISH, BERHAMPUR UNIVERSITY,
BHANJA BIHAR, BERHAMPUR-760007, GANJAM (ODISHA)**



**COURSE OF STUDIES FOR
M.A. IN ENGLISH EXAMINATION
(SEMESTER PATTERN)**

**Under the
CHOICE BASED CREDIT SYSTEM**

Semester I & II: 2025-26

Semester III & IV: 2026-27

Published by:

**BERHAMPUR UNIVERSITY, BHANJA BIHAR,
BERHAMPUR-760007, GANJAM (ODISHA)**

Principal 31.5.25 *Dean* 31.5.25 *Head of Department* 31.5.25 *Coordinator* 31.5.25 *Officer* 31.5.25

Introduction:

Established in the year 1976, the Post-Graduate Department of English, Berhampur University offers comprehensive, interdisciplinary courses integrating a variety of time-tested as well as futuristic approaches for the students of M.A with Linguistics and ELT as Core components and American Literature, Ecocriticism, Translation and Creative Writing as electives. Additionally, the M.A. Course offers Professional and Academic Writing in the CBCT (Allied Elective) paper (designed for inter-departmental Elective). The course offers a Value added / Add-on course (non-credit) in each Semester which intends to ensure 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 online Swayam Course launched by the UGC has been adopted for the students of the 2nd 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 Systems, both through teaching and research, to meet the linguistic, literary, and cultural demands of the state as well as the country, and thereby contribute to the lofty ideal of building a Developed India visualized as 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. Apart from enhancing the linguistic and literary competence of the students, the Department proposes to inculcate in them respect for moral values, eco- sensitivity, racial/cultural/gender-related tolerance in order to shape them up as ideal, future- ready citizens on a global scale.

Facilities:

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

Seminar and Library:

Department has an independent Seminar library (Biyot Kesh 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.

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 helping 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 world view 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	400marks(16credits)	Mandatory with choice Departmentally

AE/CT	Allied Elective	100marks(4credits)	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

The division of marks in respect of every paper shall be as detailed below:

	Section A:10 marks	
Question1.	10 questions	10× 1 = 10
	Section B: Answer all Questions (04×15=60marks)	
	Unit I	
Q.2	(a)	
	OR	
	(b)	
	Unit II	
Q.3	(a)	
	OR	
	(b)	
	Unit III	
Q.4	(a)	
	OR	
	(b)	
	Unit IV	
Q.5	(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

SEMESTER I

Paper code	Title	Marks	Credits
ENGL C101	BRITISH DRAMA: Renaissance to Restoration	100	4
ENGL C 102	BRITISH POETRY:16 th to 19 th Century	100	4
ENGL C 103	BRITISH FICTION:18 th &19 th Century	100	4
ENGL C 104	PRE-MODERN CRITICISM	100	4
ENGL C 105	LINGUISTICS	100	4
ENGL C 106	Indian Knowledge System and Wisdom through Ages	100	4

SEMESTER II

Paper code	Title	Marks	Credits
ENGL C 201	THE MODERN NOVEL	100	4
ENGL C 202	MODERN CRITICISM AND THEORY	100	4
ENGL C 203	MODERN DRAMA: British and India	100	4
ENGL C 204	MODERN POETRY	100	4
ENGL C 205	ELT [English Language Teaching]	100	4
ENGL C 206	Swayam Course: Online from UGC Portal		2
ENGLVA C 207	SOFTS KILLS	-	No 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 C 301	MODERN INDIAN LITERATURE	100	4	
ENGL E 302	SPECIAL PAPER: AMERICAN LITERATURE I: Poetry, Philosophy	100	4	A student is allowed to opt for any two Core Electives 302 or 305, and 303 or 306
ENGL E 303	SPECIAL PAPER: AMERICAN LITERATURE II: NOVEL	100	4	

ENGL E 304	SPECIAL PAPER: GREEN STUDIES	100	4	
ENGL E 305	SPECIAL PAPER: Translation: Vol. I		4	
ENGL VAC 306	SPECIAL PAPER: Creative Writing: Vol. I		4	
ENGL VAC 307	FILM APPRECIATION	—	Non-Credit	

SEMESTER IV

Paper code	Title	Marks	Credits	Note
ENGL C 401	CLASS, RACE AND GENDER	100	4	
ENGL C 402	RESEARCH METHODOLOGY AND DISSERTATION	100	4	
ENGL C 403	COMMONWEALTH LITERATURE	100	4	A student is allowed to opt for two Core Electives individually 404 or 406, and 405 or 407
ENGL E 404	SPECIAL PAPER: AMERICAN LITERATURE III: DRAMA	100	4	
ENGL E 405	THE POST-MODERN NOVEL	100	4	
ENGL E 406	SPECIAL PAPER: Translation Vol. II		4	
ENGL E 407	SPECIAL PAPER: Creative Writing Vol. II		4	
ENGL AC 408	Cultural Heritage of South Odisha	-	Non- Credit	

Detailed Syllabus

SEMESTER-ONE

ENGL C 101: Paper I

PAPER	Paper code	Title	Marks	Credits
I	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		Marlowe: <i>Doctor Faustus</i>		1
II		William Shakespeare: <i>Hamlet</i>		1
III		Ben Jonson: <i>Volpone</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 C 102: 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 19 th 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		John Milton: <i>Paradise Lost, Book I & II</i>		1
II		William Wordsworth: <i>The Prelude Book I & II</i>		1
III		Odes of John Keats: “To a Nightingale”, “On a Grecian Urn”, “To Autumn”, “To Psyche,” “On Melancholy”		1

IV		Tennyson: <i>In Memoriam</i> : Sections to be taught: “The Prologue”, Sections I, II, VII, IX, XX, XXI, XV, XXVII, XXXI. XXXVII, XLI, XL, L, LVI, LV, LXXIII, XCV and “The Epilogue.”		1
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Recommended Reading:

- *Routledge History of Literature in English*. Ronald Carter & John Mc Rae. London: Routledge, 1997
- Black, Joseph (Ed.): *The Broad view Anthology of British Literature* Concise Edition, Vol. A. Broadview Press, London, 2007.
- Corns, TN (ed.) *The Cambridge Companion to English Poetry*. Cambridge: University Press, 1973
- Ford, Boris. ed. *The Pelican Guide to English Literature*. Vol3. 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:18 th and 19 th 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		Henry Fielding: <i>Tom Jones</i>		1
II		Jane Austen: <i>Emma</i>		1
III		Charles Dickens: <i>Great Expectations</i>		1
IV		Thomas Hardy: <i>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 C 104: Paper IV

paper	Paper code	Title	Marks	Credits
XX(GS)	ENGL C 104	PRE-MODERN CRITICISM	100	04
Course Outcome: as articulated by major pre-modern thinkers, including Aristotle, Samuel Johnson, William Wordsworth, and Matthew Arnold. from classical antiquity through the Enlightenment to early modern perspectives. with attention to changing notions of mimesis, poetic language, imagination, emotion, morality, and cultural function.				
Unit		Topics to be taught		
I		Aristotle: <i>Poetics</i>		1
II		Johnson: <i>A Preface to Shakespeare</i>		1
III		Wordsworth: "Preface to Lyrical Ballads"		1
IV		Arnold: "The Study of Poetry"		1

Recommended Reading:

- *A History of Modern Criticism, 1750-1950*, R. Wellek (vols. I & II, London, 1955; III & IV, London, 1966; V to follow)
- *Samuel Johnson's Literary Criticism*, J. H. Hagstrum (Minneapolis, 1952)
- *The Critical Opinions of Samuel Johnson*, J. E. Brown (Princeton, 1926)
- *Johnson and Augustanism*, The Common Pursuit, F. R. Leavis (London, 1952)
- "Johnson as Critic and Poet", *On Poetry and Poets*, T. S. Eliot (London, 1957)
- *Dr. Johnson on Shakespeare*, ed. with introduction by W. K. Wimsatt (London, 1969)
- "Arnold as Critic", F. R. Leavis (*Scrutiny*, Vol. VII, No. 3, December, 1938)
- *Matthew Arnold*, Lionel Trilling (New York, 1939; rev. ed., 1949)
- *T. S. Eliot and the Idea of Tradition*, Sean Lucy (London, 1960)
- *Aristotle's Art of Poetry*, W. Hamilton Fyfe (Oxford, 1940)
- *Aristotle's Poetics*, Humphry House. Rev. by Colin Hardie (London, 1956)
- *Critical Approaches to Literature*, D. Daiches (London, 1956)
- *Prefaces to Criticism*, W. J. Bate (Doubleday/Mayflower, 1960)
- *The Making of Literature*, R. A. Scott-James (London, 1930)
- *A History of Criticism and Literary Taste in Europe*, George Saintsbury (3 vols., Edinburgh, 1900-4).
- *A History of English Criticism* (a revision of the English chapters of the above), George Saintsbury (Edinburgh, 1911)
- *Literary Criticism: A Short History*, W. K. Wimsatt and Cleanth Brooks (New York, 1957)

ENGL C 105: 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, Dialect		1
II		Phonetics: i. Classification of Speech Sounds ii. Vowels and Consonants iii. Syllable structure iv. Stress, Rhythm, Intonation.		1
III		Morphology: Morphemes, Word Formation, Derivation and Inflection, Semantics: Synonymy, Antonymy, Hyponymy, Ambiguity, Compound words		1
IV		Syntax: Phrase, Clause, Sentence Deep Structure, Surface Structure Immediate Constituent (IC) Analysis		1

Recommended Reading:

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

ENGL C 106

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"> i. Maha-puranas, Upa-Puranas and Sthala-Puranas ii. Contents of the Puranas iii. 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 source book 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 C 201: Paper VI

PAPER	Paper code	Title	Marks	Credits
VI	ENGL C201	THE MODERN NOVEL	100	4
Course Outcome: This course is basically meant to familiarize the students with the themes and the techniques of the modern novel in terms of in-depth analysis of the canonical texts which illustrate the tenets of modernism in the novel.				
Unit		Topics to be taught		
I		E.M. Forster: <i>A Passage to India</i>		1
II		D.H. Lawrence: <i>The Rainbow</i>		1
III		James Joyce: <i>A Portrait of the Artist as a Young Man</i>		1
IV		Joseph Conrad: <i>Heart of Darkness</i>		1

Recommended Reading:

1. Woolf, Virginia. "Modern Fiction". *The Broadview Anthology of British Literature: The Twentieth Century and Beyond*. Ed. Joseph Black. 2006. 227. Print.
2. Fishman, Solomon. "Virginia Woolf on the Novel". *The Sewanee Review* 51.2 (1943): 321–340. *Jstor*. Web. 21 February 2012.
3. Goldman, Mark. "Virginia Woolf and the Critic as Reader". *PMLA* 80.3 (1965): 275–284. *Jstor*. Web. 21 February 2012.
4. Madison, Elizabeth C. "The Common Reader and Critical Method in Virginia Woolf". *Journal of Aesthetic Education* 15.4 (1981): 61–73. *Jstor*. Web. 21 February 2012.
5. Beasley, Rebecca. "On Not Knowing Russian: The Translation of Virginia Woolf and S.S. Kotelianskii". *Modern Humanities Research Association* 108.1 (2013): 1–29. *Jstor*. Web. 21 February 2012.
6. Pound, Ezra, *Make it New*, Essays, London, 1935
7. Childs, Peter (2008). *Modernism*. Routledge. p. 4. ISBN 978-0415415460.
8. Morley, Catherine (March 1, 2012). *Modern American Literature*. EDINBURGH University Press. p. 4. ISBN 978-0-7486-2506-2. Retrieved April 20, 2013.
9. Gillies, Mary Ann (2007). *Modernist Literature*. Edinburgh: Edinburgh University Press. p. 2,3. ISBN 978-0748627646.
10. Aylesworth, Gary (2015), Zalta, Edward N. (ed.), "Postmodernism", The Stanford Encyclopedia of Philosophy (Spring 2015 ed.), Metaphysics Research Lab, Stanford University, retrieved September 12, 2024.
11. Gorodeisky, Keren (2016), Zalta, Edward N. (ed.), *19th Century Romantic Aesthetics*, The Stanford Encyclopedia of Philosophy (Fall 2016 ed.), Metaphysics Research Lab, Stanford University, retrieved September 12, 2024
12. I.A. Richards, *The Philosophy of Rhetoric*, (Oxford University Press: New York and London, 1936).
13. Symons, Arthur. *The symbolist movement in literature*. Robarts - University of Toronto. New York Dutton.
14. Robert Gooding-Williams, "Nietzsche's Pursuit of Modernism" *New German Critique*, No. 41, Special Issue on the Critiques of the Enlightenment. (Spring – Summer, 1987), pp. 95–108.
15. Virginia Woolf. "Mr. Bennett and Mrs. Brown." *Collected Essays*. Ed. Leonard Woolf. Vol. 1. London: Hogarth, 1966. pages 319–337.
16. Eliot, T. S. (November 1923). "'Ulysses,' Order and Myth. Rev. of *Ulysses* by James Joyce". *The Dial*.
17. J. H. Dettmar "Modernism" in *The Oxford Encyclopedia of British Literature* ed. by David Scott Kastan. Oxford University Press, 2006.
18. "Modernism", *The Oxford Companion to English Literature*. Edited by Dinah Birch. Oxford University Press Inc. Oxford Reference Online. Oxford University Press.

11. Cheryl Hindrichs (November 2011). "Late Modernism, 1928–1945: Criticism and Theory". *Literature Compass*. 8 (11): 840–855. Morris Dickstein (August 3, 1997). "An Outsider to His Own Life". *The New York Times* (Book review).

ENGL C 202: Paper VII

PAPER	Paper code	Title	Marks	Credits
IV	ENGL C 202	MODERN CRITICISM 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"		1
II		Derrida: <i>Structure, Sign and Play in the Discourse of the Human Sciences</i>		1
III		Gayatri C. Spivak: Can the Subaltern Speak?		1
IV		Roland Barthes: "From Work to Text"		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
- Brooker, Peter (ed.), *Modernism/Postmodernism* (London: Longman, 1992).
- Butler, Christopher, *Postmodernism: A Very Short Introduction* (Oxford: Oxford University Press, 2002).
- Hutcheon, Linda, *The Poetics of Postmodernism* (London: Routledge & Kegan Paul, 1988)
- Jean-François Lyotard, *The Postmodern Condition* (Manchester: Manchester University Press, 1984), P. 29,
- Jean-François Lyotard, *The Postmodern Explained to Children* (London: Turnaround, 1992), p. 3.
- Joseph Natoli and Linda Hutcheon (eds.), *A Postmodern Reader* (Albany, NY: State University of New York Press, 1993).
- McHale, Brian, *Postmodernist Fiction* (London: Routledge, 1987)
- Terry Eagleton, *The Illusions of Postmodernism* (Oxford: Blackwell, 1996), p. 26.
- Waugh, Patricia (ed.), *Postmodernism: A Reader* (London: Edward Arnold, 1992).
- Zygmunt Bauman, *Postmodernity or Living with Ambivalence*, in Joseph Natoli and Linda Hutcheon (eds.), *A Postmodern Reader*, (New York: State University of New York Press, 1993).
- Eagleton, Terry. "Capitalism, Modernism and Post Modernism," *Modern Criticism and Theory*. Ed. David Lodge, New Delhi: Pearson, 1998.
- Gayatri C. Spivak: Can the Subaltern Speak?
http://abahlali.org/files/Can_the_subaltern_speak.pdf

ENGL C 203: Paper VIII

PAPER	Paper code	Title	Marks	Credits
VIII	ENGL C 203	MODERN DRAMA: British and India	100	4
Course Outcome: This course will familiarize 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>		1
II		Beckett: <i>Waiting for Godot</i>		1
III		Harold Pinter: <i>The Birthday Party</i>		1
IV		Girish Karnad: <i>Hayavadana</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 C 204: 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.				
Unit		Topics to be taught		
I		W.B. Yeats: Selected Poems: "Leda and the Swan" "Easter 1916", "The Second Coming", "Byzantium", "Sailing to Byzantium", "The Tower"		1
II		T.S. Eliot: <i>The Wasteland</i>		1

III		Tagore: <i>Gitanjali</i>		1
IV		Jayanta Mahapatra: "The Whore-house of a Calcutta Street," "The Storm," "Hunger" Nissim Ezekiel: "Night of the Scorpion" "The Patriot" and "The Unfinished Man" Sujata Bhatt: "Voice of the Unwanted Girl," "Search for My Tongue"		1

Recommended Reading:

1. Gammel, Irene. *Baroness Elsa: Gender, Dada and Everyday Modernity*. Cambridge, MA: MIT Press, 2002, 243.
2. Ken Norris, "The Beginnings of Canadian Modernism," *Canadian Poetry: Studies/Documents/Reviews*, No. 11 (Fall/Winter, 1982), Canadian Poetry, UWO.ca, Web, Mar. 25, 2011.
3. Michael Schmidt, *Reading Modern Poetry*. Routledge: London. ISBN 9780415015691
4. Coughlan, Patricia & Davis, Alec eds. *Modernism and Ireland: The Poetry of the 1930s* (Cork University Press, 1995) ISBN 1-85918-061-2
5. Greene, Roland; et al., eds. (2012). "Poetry of England". *The Princeton Encyclopedia of Poetry and Poetics* (4th rev. ed.). Princeton, NJ: Princeton University Press. pp. 420–428. ISBN 978-0-691- 15491-6.
6. Jones, Peter (ed.). *Imagist Poetry* (Penguin, 1972).
7. Kenner, Hugh. *The Pound Era*. (Faber & Faber, 1973).
8. Perloff, Marjorie. *The Poetics of Indeterminacy*. (Northwestern University Press, 1999). ISBN 0-8101-1764-9
9. Redman, Tim. *Ezra Pound and Italian Fascism*. (Cambridge: Cambridge University Press, 1991).
10. Weinberger, Eliot. *The New Directions Anthology of Classical Chinese Poetry*. (New Directions Publishing Corporation, 2004). ISBN 0-8112-1605-5 Introduction, with translations by William Carlos Williams, Ezra Pound, Kenneth Rexroth, Gary Snyder, and David Hinton.
11. Longenbach, James (1997). *Modern Poetry after Modernism*. Oxford University Press. 9 ISBN 978- 0-19-510178-2.
12. Schmidt, Michael, ed. (1999). *The Harvill Book of Twentieth-Century Poetry in English*. Harvill Press. pp. xxvii–xxxiii. ISBN 978-1-86046-735-6.
13. Bloom, Harold (2010) [1986]. "Introduction". In Bloom, Harold (ed.). *Contemporary Poets*. Bloom's modern critical views (revised ed.). New York: Infobase Publishing. p. 7. ISBN 978-1604135886.

ENGL C 205: Paper X

PAPER	Paper code	Title	Marks	Credits
X	ENGL C 205	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 b. Methods, Approaches and Techniques of Teaching English as a Second language in India.		1
II		a. Teaching of Skills: <i>i.</i> Listening. <i>ii.</i> Speaking. <i>iii.</i> Reading. <i>iv.</i> Writing		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, 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. & Rodgers, 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

ENGL C 206 Swayam Course from UGC portal-2 Credits.

ENGL VAC 207: SOFTSKILLS

PAPER	Paper code	Title	Marks	Credits
Value Added Course	ENGL VAC 207	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:

- G. Sudha Rao & M. Hariharan, *Soft Skills: Enhancing Employability Skills*, 2018.
- Shiv Khera, *You Can Win*, 1998.
- Evan Pellett, *Cracking the Code to a Successful Interview*, 2016

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 – CTBTII	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.				

Unit		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:

- 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 C 301: Paper XII

PAPER	Paper code	Title	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 translated into English.				
Unit		Topics to be taught		
I		U.R. Anantamurty: <i>Samskara</i>		1
II		Gopinath Mohanty: <i>Paraja</i>		1
III		Kamla Das: <i>My Story</i>		1
IV		Mahasveta Devi: "Draupadi" [Tr. By Gayatri Chakravorty Spivak]		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 Namwar 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_ adivasi_will_not_dance.pdf
- Mahapatra, Khageswar (2010). *Odia Landscape & Literary Efflorescence*. Bhubaneswar: Trupti. ISBN 978-93-80758-06-0.
- Masica, Colin (1991). *The Indo-Aryan Languages*. Cambridge Language Surveys. Cambridge: Cambridge University Press. ISBN 978-0-521-29944-2
- Mishra, K. C. (2003) [1978]. "Oriya". In Suniti Kumar Chatterji (ed.). *The Cultural Heritage of India. Vol. V: Languages and Literatures*. Calcutta: The Ramakrishna Mission, Institute of Culture. pp. 561–577. ISBN 81-85843-06-6.
- Mohanty, Prasanna Kumar (2007). *The History of: History of Oriya Literature* (Oriya Sahitya Adya Aitihāsika Gana).

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 PROGRAMME under which they will study TWO theory papers each [each carrying 100 marks] as specified below:

ENGL E 302: Paper XIII(AL)

Paper	Paper code	Title	Marks	Credits
XIII(AL)	ENGL E302	SPECIAL PAPER AMERICAN LITERATURE I: Poetry, Philosophy	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, analyses and 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", "Oversoul"		1
II		Thoreau: <i>Walden</i>		1
III		Walt Whitman: "Song of Myself" (from <i>Leaves of Grass</i>)		1
IV		Selected Poems of Robert Frost: "The Silken Tent," "Moving," "Mending Wall," "After Apple Picking," "The Gift Outright," "Birches," "Road Not Taken"		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)

ENGLE 303: Paper XIV (AL)

Paper	Paper code	Title	Marks	Credits
XIV(AL)	ENGL E 303	SPECIAL PAPER: AMERICAN LITERATURE II: Novel	100	4
Course Outcome: This paper seeks to expose the students to American classics and to a specialized 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>		1
II		Mark Twain: <i>Huckleberry Finn</i>		1

III		Herman Melville: <i>Moby Dick</i>		1
IV		Ernest Hemingway: <i>A Farewell to Arms</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.

ENGL E 304: Paper XV (GS)

Paper	Paper code	Title	Marks	Credits
XIV(GS)	ENGLE304	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		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		Amitav Ghosh: <i>The Hungry Tide</i>	1	
IV		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
- Glotfelty, Cheryll & 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.eduwww.greenschool.orgwww.centerforgreenschools.Org
- Nancy J. Turner, “Marianne Boelscher Ignace, Ronald Ignace. 2000. Traditional Ecological Knowledge and Wisdom of A boriginal 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](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 VAC 307: FILM APPRECIATION

PAPER	Paper code	Title	Marks	Credits
Value Added Course	ENGLVA C 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 film makers.				
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 C 401: Paper XVI

Paper	Paper code	Title	Marks	Credits
XVI	ENGL C 401	CLASS, RACE AND GENDER	100	04
Course Outcome: This course will introduce students to the intersection between ideology, Discrimination and oppression on class, race, and gender principles. It will expose the students to the relationship between oppressed minority status and reading.				
Unit		Topics to be taught		
I		Mulk Raj Anand: <i>Untouchable</i>		1
II		Chinua Achebe: <i>Things Fall Apart</i>		1
III		Alice Walker: <i>The Color Purple</i>		1
IV		Arundhati Roy: <i>The God of Small Things</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 C 402: Paper XVII

Paper	Paper code	Title	Marks	Credits
XVII	ENGL C 402	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		

		<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 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>
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		<p>• 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> <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> <p>• 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> <p><u>Research and publication Ethics:</u> [10marks-Internal]</p> <p>Research and Publication Ethics: Philosophy and Ethics, Scientific Conduct Falsification, Fabrication, and Plagiarism (FFP), Redundant Publications, Salami Slicing.</p> <p>Publication Ethics: Standards setting initiatives and guidelines: COPE, DOAJ etc.</p> <p>Identification of publication misconduct, complaints and appeals.</p> <p>Major Reference: <i>MLA Handbook for writers of Research papers</i> (9thedition.)</p> <p>Viva Voce and Presentation: [20 Marks]</p>
<p style="text-align: center;">DISSERTATION=70marks</p> <p style="text-align: center;">Each student will prepare a dissertation in about 60 to 100Pages (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://aewintecsitemfinity.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 C 403: Paper XVIII

Paper	Paper code	Title	Marks	Credits
XVIII	ENGL C 403	COMMONWEALTH LITERATURE	100	04
Course Outcome: Common wealth 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 familiarize the students to the existence of literature beyond the British and English. narratives.				
Unit		Topics to be taught		
I		Salman Rushdie: <i>Shame</i>		1
II		Fakir Mohan Senapati: <i>Six Acres and A Third</i>		1
III		Bapsi Sidhwa: <i>Ice Candy Man</i>		1
IV		Tahmima Anam: <i>The Good Muslim</i>		1

Recommended Reading:

- L.McLeod. *The Common wealth 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 E 404: Paper XIX(AL)

Paper	Paper code	Title	Marks	Credits
XIII(AL)	ENGL E 404	SPECIAL PAPER AMERICAN LITERATURE III: Drama	100	04
Course Outcome: This course will acquaint the students with American Drama through a study of selected texts. It will also develop in the student's the ability to interpret, analyses and evaluate American Drama. 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		Eugene O'Neill: <i>Desire Under the Elms</i>		1
II		Tennessee Williams: <i>A Streetcar Named Desire</i>		1
III		Arthur Miller: <i>Death of a Salesman</i>		1
IV		Sam Shepard: <i>Curse of the Starving Class</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 Sen Gupta. 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 E 405: Paper XX

PAPER	Paper code	Title	Marks	Credits
VII	ENGL E 405	THE POST-MODERN NOVEL	100	4
Course Outcome: This course is basically meant to familiarize the students with the themes and the techniques of the post-modern novel in terms of in-depth analyses of the canonical texts of post-modernist fiction which illustrate the tenets of post-modernism in the novel.				
Unit		Topics to be taught		
I		William Golding: <i>Lord of the Flies</i>		1
II		Thomas Pynchon: <i>Gravity's Rainbow</i>		1
III		Anthony Burgess: <i>A Clockwise Orange</i>		1
IV		Kurt Vonnegut: <i>Slaughterhouse-Five</i>		1

Recommended Reading:

1. Linda Hutcheon (1988) *A Poetics of Postmodernism*. London: Routledge, pp. 202-203.
2. Leal, Carissa M. (2017-08-10). *The Progression of Postmodern Irony: Jennifer Egan, David Foster Wallace and the Rise of Post-Postmodern Authenticity* (Thesis).
3. Paula Geyh (2003) "Assembling Postmodernism: Experience, Meaning, and the Space In-Between". *College Literature* 30:2, 1-29.
4. *"Modernism and Post-Modernism History - HISTORY"*. www.history.com. Retrieved 2020-10-20.
5. Keiser, Graciela (1995). *"Modernism/Postmodernism in 'The Library of Babel': Jorge Luis Borges's Fiction as Borderland"*. *Hispanófila* (115): 39–48. *ISSN 0018-2206. JSTOR 43807005*.
6. Lewis, Barry. *Postmodernism and Literature // The Routledge Companion to Postmodernism*. NY: Routledge, 2002.
7. McHale, Brian (2004-06-19). *McHale, Brian. Postmodernist Fiction. Methuen, 1987. p. 66. ISBN 9780203393321. Retrieved 2014-06-21.*
8. Hopper, Keith (2009), *Flann O'Brien: A Portrait of the Artist as a Young Post-Modernist*, 2nd edn. Cork University Press, Cork, Ireland (ISBN 9781859184479).
9. *Postmodern American Fiction: An Anthology* Archived December 25, 2006, at the [Wayback Machine](http://www.archive.org), Chapter 6: Technoculture, p. 510.
10. Sponsler, Claire (1992). "Cyberpunk and the Dilemmas of Postmodern Narrative: The Example of William Gibson". *Contemporary Literature*. **33** (4): 625–44. doi:10.2307/1208645. *ISSN 1548-9949. JSTOR 1208645*.

11. *"Hypertext fiction: The latest in postmodern literary theory"*. Findarticles.com. Retrieved 2014-06-21.
12. McHale, Brian. *Postmodernist Fiction*. London: Routledge, 1987 and "Constructing Postmodernism" New York: Routledge, 1992.
13. Pöhlmann, Sascha Nico Stefan. (24 October 2006). *"Gravity's Rainbow"*. *The Literary Encyclopedia*. Retrieved 17 March 2013.
14. Maltby, Paul. *Dissident Postmodernists: Barthelme, Coover, Pynchon*. Philadelphia: University of Pennsylvania Press, 1991.
15. John Barth. "Very Like an Elephant: Reality vs. Realism" *Further Fridays*. Boston: Little, Brown and Company, 1995.
16. Hutcheon, Linda. *A Poetics of Postmodernism: History, Theory, Fiction*. NY: Routledge, 2004.
17. Barth, John. "Postmodernism Revisited." *Further Fridays*. Boston: Little, Brown and Company, 1995.
18. Graham Allen. *Intertextuality*. Routledge, 2000. [ISBN 0-415-17474-0](#).
19. Mary Orr. *Intertextuality: debates and contexts*. Wiley-Blackwell, 2003. [ISBN 0-7456-3121-5](#).
20. *The Penguin Dictionary of Literary Terms and Literary Theory*. J.A.Cuddon. [ISBN 0-14-051363-9](#)
21. Patricia Waugh. *Metafiction: the theory and practice of self-conscious fiction*. Routledge, 1984 [ISBN 0-203-13140-1](#), [ISBN 978-0-203-13140-4](#).
22. Jensen, Mikkel (2016-01-02). *"Janus-Headed Postmodernism: The Opening Lines of Slaughterhouse-Five"*. *The Explicator*. 74 (1): 8–11. doi:10.1080/00144940.2015.1133546. ISSN 0014-4940. S2CID 162509316.
23. *Postmodern American Fiction: A Norton Anthology*. Ed. Paula Geyh, Fred G. Leebron, and Andrew Levy. New York: W. W. Norton & Company, 1998.
24. *Storming the Reality Studio: A Casebook of Cyberpunk and Postmodern Fiction*. Ed. Larry McCaffery. Duke University Press, 1994.
25. *Virtual Geographies: Cyberpunk at the Intersection of Postmodern and Science Fiction*. Ed. Sabine Heuser. [ISBN 90-420-0986-1](#)
26. Ercolino, Stefano, *The Maximalist Novel: From Thomas Pynchon's Gravity's Rainbow to Roberto Bolano's 2666*. Bloomsbury, 2014
27. LeClair, Tom, *The Art of Excess: Mastery in Contemporary American Fiction* University of Illinois Press, 1989.
28. Currie, Mark. *Postmodern Narrative Theory*. NY: Palgrave, 1998.
29. Hoffmann, Gerhard. *From Modernism to Postmodernism: Concepts and Strategies of Postmodern American Fiction: Postmodern Studies 38; Textet Studies in Comparative Literature*.
 30. Jameson, Fredric (1991). *Postmodernism, or, the Cultural Logic of Late Capitalism* (ISBN 0-8223-1090-2)
 31. Lyotard, Jean-François (1984) *The Postmodern Condition: A Report on Knowledge* (ISBN 0-8166-1173-4)
 32. Lyotard, Jean-François (1988). *The Postmodern Explained: Correspondence 1982–1985*. Ed. Julian Pefanis and Morgan Thomas. (ISBN 0-8166-2211-6).

ENGL E 305 & ENGL E 406
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 305 & ENGL E 406	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		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

Recommended Readings:

- Susan Basnett, *Translation Studies*, 1980
- Sanjiv Kumar, *Desire and Defiance: Indian English and Indian Literature in English Translation*, 2015
- Christina Schaffner, *The Sociolinguistics of Translation*, 2012.

ENGL E 406

PAPER	Paper code	Title	Marks	Credits
Translation Studies	ENGL E 406	Translation Studies SPECIAL PAPER PROGRAMME	100	04
		<p>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.</p> <p style="text-align: center;">VIVA VOCE and Presentation: 30</p>	70	

ENGL E 306 & ENGL E 407

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 306 & ENGL E 407	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	ENGLA C 408	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		