



DETAILED SYLLABUS

Sl.	Paper Code	Paper Title	Credit	Marks		
				Mid Sem	End Sem	Total
Ist Semester						
1.	HC 101	British Poetry	05	30	70	100
2.	HC 102	British Drama	05	30	70	100
3.	HC 103	British Fiction	05	30	70	100
4.	HC 104	British Non Fiction	05	30	70	100
5.	AC 101	Computer Application Course by e-learning centre	03	20*	30	50
IInd Semester						
6.	HC 201	Literary Terms & Literary Criticism	05	30	70	100
7.	HC 202	Literature & Gender	05	30	70	100
8.	HC 203	Migration Literature	05	30	70	100
9.	HC 204	Life Writings	05	30	70	100
10.	CE 201	Select (ANY ONE)** A. American Literature B. Indian Writing in English C. Postcolonial Literature	05	30	70	100
11.	OE 201 [^]	Science & Detective Fiction	04	X	50	50
IIIrd Semester						
12.	HC 301	Linguistics & ELT	05	30	70	100
13.	HC 302	Odia Novels in English Translation	05	30	70	100
14.	HC 303	Literature for Children	05	30	70	100
15.	CE 301	Select (ANY ONE)** A. American Literature B. Indian Writing in English C. Postcolonial Literature	05	30	70	100
16.	CE 302	Select (ANY ONE)** A. American Literature B. Indian Writing in English C. Postcolonial Literature	05	30	70	100
17.	FI 301 ^{^^}	Field Internship	03	X	50	50
IVth Semester						
18.	HC 401	Writing at Work	05	30	70	100
19.	HC 402	Dalit Literature	05	30	70	100
20.	HC 403	Dissertation	05	X	100	100
21.	CE 401	Select (ANY ONE)** A. American Literature B. Indian Writing in English C. Postcolonial Literature	05	30	70	100
22.	AC 401	Women & Society	03	15	35	50
TOTAL			103	545	1455	2000

Mid Semester – 20 marks (Theory Exam) + 10 Marks (Assignment i.e. Questions / PPT / Research Paper Writing / Report / etc)

* (Mid Sem – 10 Marks + Practical – 10 Marks)

** The student has to take one of the three options offered under Core Electives – American Literature/Indian Writing in English/ Postcolonial Literature. The option opted will be same for all the three (II/III/IV) Semesters.

[^] A student has to opt Open Elective (OE 201) for PG Students other than English. The optional courses are intended to develop specific research or professional interests.

^{^^} To be carried out as per the instruction of the Departmental guidelines.

Paper Code Abbreviations

HC – Hard Core; CE – Core Elective; OE – Open Elective; AC – Allied Course.

Approved by Board of Studies:

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SEMESTER I

Nature of Course	Hard Core
Paper Code	HC 101
Paper Title	British Poetry

Objective:

- To introduce the students to the different characteristics of a poem: rhyme, rhythm, figures of speech, imagery, tone and meter.
- To understand British culture, languages and historic periods through poetry.
- To understand and appreciate poetry as a literary art form.
- To analyse the various elements of poetry and associated literary devices.

Unit	Paper Content	Marks
Unit I	John Milton: Paradise Lost, Books – 1 & 2	14
Unit II	John Donne: Valediction Forbidding Mourning, Death Be not Proud John Keats: Ode on a Grecian Urn; Ode to Nightingale; S T Coleridge: Frost at Midnight, Kubla Khan	14
Unit III	Wordsworth: Prelude: Book I & II	14
Unit IV	Alfred Tennyson: Ulysses Robert Browning: My Last Duchess	14
Unit V	Siegfried Sassoon: Dreamers, Absolution Wilfred Owen: 1914, Anthem for Doomed Youth W. B. Yeats: September 1913, The Wild Swans at Coole, Leda and the Swan, A Prayer for my daughter, Sailing to Byzantium.	14

Suggested Reading:

- Bowra, Maurice. The Romantic Imagination. OUP
- Grierson, Herbert and J C Smith. A Critical History of English Poetry.
- David Daiches: Poetry and the Modern World: A Study of Poetry in England between 1900 and 1939.

Learning Outcomes:

At the end of this paper, students will be able to:

- find the varied techniques and forms of poetry.
- appreciate the poem based on its rhythmic pattern and metrics.
- apply the principles of literary appreciation/criticism.
- analyse the poetry based on various elements of poetry.
- develop their own creative/poetic skill.

Approved by Board of Studies:

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 N. R. Panda 10/7/23
 D. K. Panda 10/7/23
 P. K. Panda 10/07/2023



SEMESTER I

Nature of Course	Hard Core
Paper Code	HC 102
Paper Title	British Drama

Objective:

- Get acquainted with the genre of Drama.
- Learn the rhetorical aspect of drama.
- Comprehend changing approaches to theatre and the change in dramatic works.
- Comprehend main ideas and details in different kinds of dramatic scripts.
- Explore issues and experiences through a stimulation of their imagination.

Unit	Paper Content	Marks
Unit I	William Shakespeare: King Lear	14
Unit II	Bernard Shaw: Saint Joan	14
Unit III	Tom Stoppard: Indian Ink	14
Unit IV	John Osborne: Look Back in Anger	14
Unit V	Caryl Churchill: Top Girls	14

Suggested Readings:

- Cohen, Michael. "On Reading 'Hamlet' for the First Time." College Literature, vol. 19, no. 1, 1992, pp. 48–59. JSTOR, JSTOR, www.jstor.org/stable/25111940.
- Bhatia, Nandi. "Reinventing India through a quite witty pastiche": Reading Tom Stoppard's Indian Ink." Modern Drama, vol. 52 no. 2, 2009, pp. 220-237. Project MUSE, doi:10.1353/mdr.0.0104
- Bhatia, Nandi. "Anger, Nostalgia, and the End of Empire: John Osborne's Look Back in Anger." Modern Drama, vol. 42 no. 3, 1999, pp. 391-400. Project MUSE, doi:10.1353/mdr.1999.0012
- Social Realistic Projections of Galsworthy's Strife
- <https://www.researchgate.net/publication/285626997> Social Realistic Projections of Galsworthy's Strife

Learning Outcomes:

At the end of this paper, students will be able to:

- comprehend effectively different imageries and situations.
- understand the varied attitudes, values and ideas transmitted and dramatized in oral form.
- comprehend body language and facial expressions better.
- make critical and rational judgements.
- communicate with and understand others better.

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SEMESTER I

Nature of Course	Hard Core
Paper Code	HC 103
Paper Title	British Fiction

Objective:

- Improve their comprehension skills.
- Improve their vocabulary which will further improve their comprehension.
- Understand the artistry and utility of English language through a study of the fictions.
- Refine their critical faculties necessary for academic and professional life.

Unit	Paper Content	Marks
Unit I	Jonathan Swift: Gulliver's Travels Book 1 & 2	14
Unit II	Charles Dickens: A Tale of Two Cities	14
Unit III	D H Lawrence: The Rainbow	14
Unit IV	Doris Lessing: The Grass is Singing	14
Unit V	Virginia Woolf: To the Lighthouse	14

Suggested Readings:

- David Lodge. Language of Fiction: Essays in Criticism and Verbal Analysis of the English Novel. Routledge Publication. 2002
- E M Foster: Aspects of the Novel. Edward Arnold. 1927.
- Lentz, David B. Novel Criticism: How to Critique Novels like a Novelist. Createspace Independent Pub. 2011.

Learning Outcomes:

At the end of this paper, students will be able to:

- apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.
- identify, interpret, describe and analyse the critical ideas and themes that appear in literary and cultural texts.
- perform research, and critically analyse the texts from different historical periods and genres.
- demonstrate a broad understanding as to how different ideas and values inform and impact culture and society.
- evaluate and synthesize information from a variety of written and electronic sources.

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SEMESTER I

Nature of Course	Hard Core
Paper Code	HC 104
Paper Title	British Non Fiction

Objective:

- Will learn to use language in context and internalize the meaning in context.
- To express their opinion.
- Articulate their thoughts and ideas.
- Organize their thoughts in a logical manner.

Unit	Paper Content	Marks
Unit I	Francis Bacon - (Essays) - Of Truth, Of Death Charles Lamb: Dream Children: A Reverie William Hazlitt: On Going on a Journey	14
Unit II	Thomas Moore : Utopia Joshep Addison: Sir Roger at Home	14
Unit III	Thomas Carlyle: On Heroes, Hero-Worship and the Heroic in History (Hero as Poet, Hero as Man of Letters)	14
Unit IV	Robert Lynd: On Forgetting, The Pleasure of Ignorance A.G. Gardiner: On Saying Please, On the Rule of the Road	14
Unit V	Mathew Arnold: Culture and Anarchy (Chapter 1)	14

Suggested Readings:

- Eagelton, Terry. *Literary Theory: An Introduction*. Blackwell. 1996.
- David Daiches: *Critical Approaches to Literature*. Prentice-Hall. 1956.

Learning Outcome:

At the end of this paper, students will be able to:

- think and express critically skills like – narrative skills, analytical skills, expository skills and argumentative skills.
- interpret literary text and understand the significant development in the history of english literature through prose writers.
- state facts in plain and precise manner.
- develop their story's theme using supporting references and factual details in a convincing manner.
- learn to share their ideas and new learning's with reading partners.

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SEMESTER I

Nature of Course	Allied Core
Paper Code	AC 101
Paper Title	Computer Application Course by e-learning centre

Details of this course will be given by the e-learning centre.

Approved by Board of Studies:

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SEMESTER II

Nature of Course	Hard Core
Paper Code	HC 201
Paper Title	Literary Terms & Literary Criticism

Objective:

- Enable students to analyse/interpret/evaluate a literary work better.
- Broaden the understanding of Literary Criticism and formulate a comprehensive understanding and critical approaches to literary works.

Unit	Paper Content	Marks
Unit I	Literary Terms Poetry: Conceit, Metonymy, synecdoche, Alliteration, meter, metaphor, simile, personification, allegory, imagery. Prose: Parallelism, Foil characters, foreshadowing, in media Res, irony, satire, vignette, sci-fi, meta narrative, Juxtaposition. Drama: Catharsis, chorus, climax, exposition, denouement, tragedy, comedy, soliloquy, hamartia, deus ex machine.	14
Unit II	Jacques Derrida Deconstruction with reference to "Structure, Sign and Play" in the Discourse of the Human Sciences	14
Unit III	Louis Althusser Marxist literary theory with reference to Ideology and the State Apparatuses.	14
Unit IV	Jaen-Francoise Lyotard: "Answering the Question What is Postmodernism?" from <i>The Postmodern Condition</i> .	14
Unit V	Bell hooks: "Black Women and Feminism" from <i>Ain't I a Woman</i> .	14

Suggested Readings:

- Eagleton, Terry. *Criticism and Ideology*. New Left Books. 1976.
- Lodge, David and Nigel Wood, Ed. *Modern Criticism and Theory: A Reader*. Routledge. 2013.

Learning Outcome:

At the end of this paper, students will be able to:

- locate the changing trends in literary criticism and literary theory.
- compare//contrast the differences in different schools' literary criticism.
- analyse and describe the critical ideas, values and themes.
- apply the various theoretical elements on my given literary text.
- construct a critical write-up on any given text.

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SEMESTER II

Nature of Course	Hard Core
Paper Code	HC 202
Paper Title	Literature & Gender

Objective:

- To introduce the students to the essentialism debate.
- Enable the students to analyse gender issues and place them in a societal and cultural context.
- Understand the various categories related to gender and the socio-cultural narratives around them.

Unit	Paper Content	Marks
Unit I	Virginia Woolf: <i>Orlando</i>	14
Unit II	Kate Chopin – <i>The Awakening</i> Charlotte Perkins Gilman- <i>The Yellow Wall Paper</i>	14
Unit III	Rabindranath Tagore: <i>Bholi</i> Fakir Mohan Senapati: <i>Revati</i>	14
Unit IV	Audre Lorde: <i>The Cancer Journals</i> . [Introduction & Unit I]	14
Unit V	Eliane Showalter: <i>Towards a Feminist Poetics</i>	14

Suggested Readings:

- Sigmund Freud, "Female Sexuality" *Sexuality and the Psychology of Love*, Touchstone: 1997, 184-201.
- Chandra Talpade Mohanty, "Feminist Encounters: Locating the Politics of Experience" *Feminist Theory Reader: Local and Global Perspectives*
- Hélène Cixous, "The Laugh of the Medusa" *Signs*, Vol. 1, No. 4 (Summer, 1976), pp. 875-893 Luce
- Lucy Irigary, "When Our Lips Speak Together" *Signs*, Vol. 6, No. 1, *Women: Sex and Sexuality*, Part 2 (Autumn, 1980), pp. 69-79

Learning Outcome:

At the end of this paper, students will be able to:

- describe how women's lives have been shaped in various geographical settings.
- demonstrate an understanding of the effect of socio-historical and contemporary power dynamics on women's life and evaluate gender to be a social construct.
- develop the concepts of class, race and gender as social construct and interpret the thoughts of women lives.
- comprehend the plurality of female experience in relation to gender.
- determine biases in the construction of gender and patriarchal norms.

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SEMESTER II

Nature of Course	Hard Core
Paper Code	HC 203
Paper Title	Migration Literature

Objective:

- To be able to locate and compare varied perspectives.
- To trace the history of migration and understand issues related to displacement, cultural hybridity and diaspora issues.

Unit	Paper Content	Marks
Unit I	Amitav Ghosh: The Shadow Lines	14
Unit II	Anita Desai: Cry, the Peacock	14
Unit III	Bharati Mukerjee: Wife	14
Unit IV	Jhumpa Lahiri: Interpreter of Maladies – Interpreter of Maladies, Mrs Sen, The Third and Final Continent	14
Unit V	Romesh Gunesequera: Reef	14

Suggested Readings:

- Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *Key Concepts in Post-Colonial Studies*
- Bhabha, Homi K. *The Location of Culture*.
- Bidy Martin and Chandra Talpade Mohanty. "Feminist Politics: What's Home Got to Do with It?" *Feminist Studies/Critical Studies*. Ed. Teresa de Lauretis.
- Gisela Brinker-Gabler and Sidonie Smith, eds. *Writing New Identities: Gender, Nation, and Immigration in Contemporary Europe*.
- Salman Rushdie. "Imaginary Homelands" in *Imaginary Homelands*.

Learning Outcome:

At the end of this paper, students will be able to:

- put on the leitmotifs of the suggested texts to explore the conscientiousness of association between the 'homeland' and the 'diaspora'.
- understand the contemporary relevance of migration literature.
- realize homeland from a diverse prism through the eyes of writers who have lived in a composite culture.
- appreciate the relevance of migration literature.
- locate and compare varied perspectives of migration.

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SEMESTER II

Nature of Course	Hard Core
Paper Code	HC 204
Paper Title	Life Writing

Objective:

- Life writing enables an individual to retain otherwise fleeting emotions and feelings as well as history about one's personal growth and family environment.
- It encompasses everything from the complete life to the day-in-the-life, from the fictional to the factual.
- It embraces the lives of objects and institutions as well as the lives of individuals, families and groups.

Unit	Paper Content	Marks
Unit I	Jawaharlal Nehru, The Discovery of India, Chapters 1-3.	14
Unit II	Mahatma Gandhi, Autobiography or the Story of My Experiments with Truth, Part I, Chapters 1 to 8	14
Unit III	Kamala Das: My Story	14
Unit IV	Simone de Beauvoir: Introduction to The Second Sex	14
Unit V	Maya Angelou: I Know why the Caged Bird Sings	14

Suggested Readings:

- Anderson, Linda. *Autobiography*. Taylor and Francis. 2011
- Pascal, Ray. *Design and Truth in Autobiography*. Routledge. 1960.
- Smith, Sidonie and Julia Watson. *Reading Autobiography: A Guide of Interpreting Life Narratives*. Print Publication 2002. Minnesota Scholarship Online: August 2015

Learning Outcome:

At the end of this paper, students will be able to:

- measure and appraise the selected texts vis -a - vis their context and socio political and cultural background. (evaluating)
- give a first-hand account into the life of the famous personalities to have a better insight into how their experiences have shaped them as a person. (understanding)

Approved by Board of Studies:

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SEMESTER II

Nature of Course	Core Elective
Paper Code	CE 201 – (A)
Paper Title	American Literature

Objective:

- Introduce with the Geography of America with its flora and fauna.
- To make aware of the diversity of ethnic issues.
- To make aware of the features of essay, autobiography and historical romance.

Unit	Paper Content	Marks
Unit I	Crevecoeur: 'What is an American?' in Letters from an American Farmer	14
Unit II	The Significance of the Frontier in American History	14
Unit III	Benjamin Franklin: Autobiography	14
Unit IV	James Fenimore Cooper: The Last of the Mohicans	14
Unit V	Thomas Paine: Common Sense	14

Suggested Readings:

- Bradbury, Malcolm. *The Modern American Novel*. Oxford: Oxford University Press, 1983. Print.
- Braxton, Joanne M. *Black Women Writing Autobiography*. Philadelphia: Temple University Press, 1989. Print.
- Gray, Richard. *After The Fall: American Literature Since 9/11*. Chichester, West Sussex: WileyBlackwell, 2011. Print.
- Matthews, John T. *A Companion to the Modern American Novel 1900-1950*. Malden, MA: WileyBlackwell, 2009. Print.
- Wong, Shawn. *Asian American Literature*. New York: Harper Collins, 1996. Print.

Learning Outcome:

At the end of this paper, students will be able to:

- understand the culture and history of America through major literary works.
- discover how American literature make sense of the world through their works.
- American dream to be an evolving mythology
- demonstrate the concept of the American dream of 19th and 20th century (apply)

Approved by Board of Studies:

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SEMESTER II

Nature of Course	Core Elective
Paper Code	CE 201 – (B)
Paper Title	Indian Writing in English

Objective:

- To introduce the poet of Bhakti Literature and their treatment of Indian theology.
- To acquaint with the early travel narratives.
- To trace the elements of early Indian writing.
- To analyse the history of Indian Literature

Unit	Paper Content	Marks
Unit I	Kabir Poems: 'Go naked if you want', 'Hey Qazi, what's the book you're preaching from?', 'Kabir is done with Stretching thread and weaving', 'Tell me, Ram: what will happen to me?' 'If cast was what the Creator had in mind?', 'Why be so proud of this useless, used-up body?', 'Hey brother, why do you want me to talk?', 'That master weaver, whose skills 'That thief has gone on thieving', 'Pundit, so well-read, go ask God' in Songs of the Saints of India Translated, J,S, Hawley and Mark Juergensmeyer	14
Unit II	Poems of Mira: 'I'm colored with the color of dusk', 'Life without Hari is no life', 'Today your friend is coming', 'I saw the dark clouds burst', 'Hey love bird, crying cuckoo', Murli sounds on the banks of the Jumna', 'The Bil woman tasted them, plum after plum', 'Sister, I had a dream that I wed', 'I have 15 talked to you', 'Go to where my loved one lives', 'Oh, the yogi', 'Let us go to a realm beyond going', in Songs of the Saints of India, tr, J,S, Hawley and Mark Juergensmeyer (New Delhi: Oxford University Press, 2004), pp. 134-140.	14
Unit III	The Travels of Dean Mahomet [Dedication; Letters: 1,2,3,8, 12, 13,14 &15]	14
Unit IV	Bankim Chandra: Rajmohan's Wife	14
Unit V	M K Naik: History of Indian Literature	14

Suggested Readings:

- Amin, Samir. *Imperialism and Unequal Development*. New York: Monthly Review Press, 1977.
- Ashcroft, Bill, Gareth Griffin and Helen Tiffin. *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. London: Routledge, 1989.
- Bhabha, Homi K, ed. *Nation and Narration*. London: Routledge, 1990.
- Chatterjee, Partha. "Nationalism as a Problem." *Nationalist Thought and the Colonial World: A Derivative Discourse?* Tokyo and London, Zed Books for United Nations University.
- Guha, Ranajit. *Subaltern Studies: Writings on South Asian History and Society*. New Delhi: Oxford University Press, 1983.
- Kachru, Braj B. *The Other Tongue: English Across Cultures*. Chicago: University of Illinois Press, 1982.

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- Thiong'o, NgugiWa. "The Language of African Literature." *Decolonizing the Mind: The Politics of Language in African Literature*. London: James Curry, 1981.
- Dodiya Jaydipsinh, Plays of Girish Karnard, New Delhi, Prestige 1999
- de Souza, Eunice. *Nine Indian Women Poets*, Delhi: Oxford University Press, 1997.
- ---Talking Poems: Conversations With Poets. New Delhi: Oxford University Press, 1999.
- Haq, Kaiser (ed.). *Contemporary Indian Poetry*. Columbus: Ohio State University Press, 1990.
- Hogan, P. C., *Colonialism and Cultural Identity: Crises of Tradition in the Anglophone Literatures of India, Africa, and the Caribbean*, State University of New York Press 2000
- King, Bruce Alvin. *Modern Indian Poetry in English: Revised Edition*. New Delhi: Oxford University Press, 1987, rev. 2001. ("the standard work on the subject and unlikely to be surpassed" — Mehrotra, 2003).

Learning Outcome:

At the end of this paper, students will be able to:

- demonstrate the various features of Indian writing in English.(apply)
- defend the pluralistic aspect of Indian culture and society. (evaluate)
- associate Indian culture via the English language (analyze)
- quote the work of significant Indian writers of poetry and drama (remember)
- design in order to demonstrate different literary cultures in relation to dram(create)

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SEMESTER II

Nature of Course	Core Elective
Paper Code	CE 201 – (C)
Paper Title	Post-Colonial Literature

Objective:

- To introduce the major issues and themes of postcolonial theory.
- To explore a wide range of literary, cultural and theoretical texts from India.
- To stimulate and support the study of empire, decolonization and post colonial world across the disciplines.
- To trace the problems and consequences of the decolonization of the country.
- To understand both colonizers and colonized in many concerns like education, politics, geography and culture etc.

Unit	Paper Content	Marks
Unit I	Partha Chatterjee: The Nation and its Fragments (Essays: The Nation and Its Women, Women and Its Nation)	14
Unit II	A P J Abdul Kalam: My Journey, Martin Luther King: I have a dream, Nelson Mandela: Nobel Prize acceptance speech	14
Unit III	Salman Rushdie, " 'Commonwealth Literature' Does Not Exist," Imaginary Homelands: Essays and Criticism 1981-1991: 61-70 Letter of Amitav Ghosh in 2001 to Commonwealth Foundation refusing the Commonwealth Writers Prize for Eurasia Region Ania Loomba, "Situating Colonial and Postcolonial Studies," Literary Theory: An Anthology , 2 nd. Eds Julie Rivkin and Michael Ryan 1100-1111. Aijaz Ahmad. "The Politics of Literary Postcoloniality." Race & Class 36.3 (1995): 1-20	14
Unit IV	Gayatri Spivak: "Can the Subaltern Speak?" Nayantara Sehgal: The Schizophernic Imagination	14
Unit V	Mahatma Gandhi, 'Passive Resistance' and 'Education', in Hind Swaraj and Other Writings, ed. Anthony J Parel (Delhi: CUP, 1997) pp. 88–106. B. R. Ambedkar. 'Dr. Ambedkar's Speech at Mahad', in Poisoned Bread, ed. Aijun Dangle (Hyderabad: Orient Longman, 1992, rpt. 1994), pp. 223-33.	14

Suggested Readings:

- Harish Trivedi. "India and Post-colonial Discourse" in Interrogating Post-colonialism: Theory: Text and Context. Ed. Harish Trivedi and Meenakshi Mukherjee
- Arvind Melhotra: History of Indian Literature in England.
- Dennis Walden. "Indo-Anglican Fiction: Narayan and Sahgal." Postcolonial Literatures in English: English, Language, Theory.

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Learning Outcome:

At the end of this paper, students will be able to:

- identify key questions, authors, and literary forms in postcolonial literature
- think critically about these texts in relation to postcolonial theory
- situate these works in their larger cultural contexts
- develop interpretative skills of close reading
- offer nuanced interpretations, articulate coherent arguments, and develop research skills through your written essays

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10/7/23

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SEMESTER II

Nature of Course	Open Elective
Paper Code	OE 201
Paper Title	Science & Detective Fiction

Objective:

- To motivate students and fully engage them in reading the crime fiction genre;
- To develop and refine critical thinking skills in order to make the most out of the information and experiences that surround students in their daily lives;
- To introduce the problem-solving strategies inherent in investigating and solving a crime;
- To address issues of moral responsibility, race, gender, and the global community.

Unit	Paper Content	Marks
Unit I	Mary Shelley: Frankenstein	14
Unit II	HG Wells: The Time Machine	14
Unit III	Margaret Atwood: The Handmaid's Tale	14
Unit IV	Agatha Christie: The Murder of Roger Ackyord	14
Unit V	Sherlock Holmes: A Study in Scarlet	14

Suggested Readings:

- . Rob, Latham. Science Fiction Criticism. Bloomsbury.

Learning Outcome:

At the end of this paper, students will be able to:

- Correlate to concepts in Science and Literature to address complex environmental issues (problem solving).
- Acquire information about the texts on travel narratives as a popular literary genre and its relevant theories.

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SEMESTER III

Nature of Course	Hard Core
Paper Code	HC 301
Paper Title	Linguistics & ELT

Objective:

- Have a fundamental understanding of the basic nature, branches and history of linguistic inquiry.
- Understand and use methods of logical analysis in analysing the data from a wide variety of languages and dialects.
- Distinguish, evaluate and interpret the methodologies and their results in the context of the overall aim of understanding the nature of language.
- Provide abroad interdisciplinary perspective on work in language to emphasize the connectedness and relevance of work to other fields.
- Acquire the skills of listening, speaking, reading, writing and thinking in an integrated manner.
- Develop interpersonal communication skills and attains basic proficiency - Developing ability to express one's thoughts orally and in writing in a meaningful way in English language.
- Able to interpret/understand instructions and polite forms of expression & respond meaningfully both orally & in writing.

Unit	Paper Content	Marks
Unit I	<p>Linguistics I</p> <p>a. <i>Language and Linguistics</i> – Level of Linguistic Analysis; Descriptive, historical and comparative linguistics.</p> <p>b. <i>History of Linguistics</i> – Early History – The Renaissance – Twentieth Century Linguistics – Europe and America – Saussurean Principles – Later Development – Schools of thought.</p> <p>c. <i>Language and its Structure I: Phonetics</i> – Articulatory Phonetics – The organ of speech – Segmentation: Vowel and Consonants.</p> <p>d. <i>Language and its Structure II: Phonology</i> – Speech and writing – Narrow and Broad Transcription – The Phoneme Theory</p>	14
Unit II	<p>Linguistics II</p> <p>a. <i>Language and its Structure III: Morphology</i> – Emergence of Morphology – Features and Aspects – Lexicon – Word Structure – Morpheme</p> <p>b. <i>Language and its Structure IV: Syntax</i> - Constituent Structures: simple sentence, noun phrase, verb phrase, preposition, adjective and adverb; Argumentative & Thematic structure.</p> <p>c. <i>Language and its Structure V: Semantics</i> – Elements of Meaning – Sources of Meaning – Meaning Relations.</p> <p>d. <i>Language and its Structure VI: Pragmatics</i> – Elements of Pragmatics – Text & its qualities, Discourse & its structure.</p>	14
Unit III	<p>Applied Linguistics</p> <p>a. <i>Sociolinguistics</i>: What is sociolinguistics? – Functions of language</p>	14

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Estd - 1913

	<p>– Concepts: speech community, speech repertoire, speech situation, speech event, speech act. Language Variety & classification: dialects, accents, registers, styles – Native & Non-native varieties – standard & non-standard varieties. Language in contact: (only concepts) - Bilingualism/Multilingualism, Pidgins, Creoles, Diglossia, Code Switching, Code Mixing.</p> <p>b. Psycholinguistics: Innateness hypothesis - Logical problem of language acquisition, Implicit & Explicit knowledge of Grammar; Principles & Parameters of Universal grammar.</p> <p>c. Applied Linguistics: What is applied linguistics? Historical perspective, contrastive analysis, error analysis & methodology; significance of learners' error.</p> <p>d. Stylistics: Definition, Fyre's stylistic levels; Prose style – parataxis – hypotaxis; Difference between linguistic style and literary style.</p>	
Unit IV	<p>Practice Teaching</p> <p>a. Good Teaching: Characteristics of a Good Teacher, Learning how to how teach, Role of a teacher (in general & in classroom) - Factors influencing it, teacher as a decision maker – Types of decision nature of classroom – effective classroom management.</p> <p>b. Observation: Requirement in a classroom – Qualitative methods – Quantitative methods.</p> <p>c. Teaching Plan: Levels – Merits of Planning – Aspects of lesson planning – Learning outcomes – Teaching Aims – Learning content – materials teaching strategies.</p> <p>d. Lesson Planning – Requirement of a lesson plan – contents of a lesson plan – Assessment of the lesson – Overall, teacher's contribution, learner's perspective, Preparation of Lesson Plan (English Chapters from NCERT Books – Class VIII – X will be given for practice.)</p>	14
Unit V	<p>ELT</p> <p>a. Teaching listening: Goals and problems in teaching listening, Listening activity design through text & task, designing types of activities with examples.</p> <p>b. Teaching speaking: Goals and problems in teaching speaking, Speaking activity design through topic, task, & presentations, Pronunciation.</p> <p>c. Teaching reading: What is reading? Beginning reading with phonemic awareness and practical principles; Fluent reading – Characteristics and Implications; Extensive Reading – Principles and Problems.</p> <p>d. Teaching writing: What is writing? Formal and Informal writing, Beginning writing through letters, Fluent writing – Different types of writing tasks – Creative, Instructions, Interpersonal, Description, Responses to review, Persuasion, Information; Process writing.</p>	14

Approved by Board of Studies:

G. K. Jena 10/7/23
 MR. S. K. Mishra 10/7/23
 S. K. Mishra 10/7/23
 MR. S. K. Mishra 10/7/23
 MR. S. K. Mishra 10/7/23
 MR. S. K. Mishra 10/7/23

Suggested Readings:

- Smith, N. V. (2004). Chomsky: Ideas and Ideals. 2nd Edition. Cambridge University Press.
- Pinker, Steven. The Language Instinct
- Fromkin, Rodman and Hyams: An introduction to language
- Rogers, Henry (2000) The Sounds of Language: An Introduction to Phonetics
- William O'Grady (2005): How children learn language. CUP
- Grice, H.P. (1989) Studies in the Way of Words. Harvard University Press.
- Sperber and Wilson, D. (1995, second edition) Relevance: Communication and Cognition
- Zimmermann, T. and Sternefeld, W. (2013). Introduction to Semantics: An Essential Guide to the Composition of Meaning. De Gruyter.
- Rogers, Henry (2000) The Sounds of Language: An Introduction to Phonetics
- Haegeman, L. (2006) Thinking Syntactically.

Learning Outcome:

At the end of this paper, students will be able to:

- improve their speaking ability in English both in terms of fluency and comprehensibility
- give oral presentations and receive feedback on their performance
- increase their reading speed and comprehension of academic articles
- improve their reading fluency skills through extensive reading
- enlarge their vocabulary by keeping a vocabulary journal

Approved by Board of Studies:

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SEMESTER III

Nature of Course	Hard Core
Paper Code	HC 302
Paper Title	Odia Novels in English Translation

Objective:

- Outline the process of literary translation with specific reference to the novels.
- Assess the Odia Novels translated in English.
- To get a glimpse of the regional literatures translated in English.

Unit	Paper Content	Marks
Unit I	Fakir Mohan Senapati: Six Acres and a Third	14
Unit II	Gopinath Mohanty: The Ancestors	14
Unit III	J P Das: A Time Elsewhere	14
Unit IV	Chandrasekhar Rath: Astride the Wheel	14
Unit V	Sarojini Sahoo: The Dark Abode	14

Suggested Readings:

- Susan Bassnet and Harish Trivedi (eds). *Postcolonial translation: Theory and Practice*. Routledge.1998.
- Paul St. Pierre and Prafulla Kar. *In Translation: Reflections, Refractions, Transformations*. Pencraft International. Pencraft International. 2015.

Learning Outcome:

At the end of this paper, students will be able to:

- attain accessibility to regional and international literary forms.
- be able to contextualize the texts.
- develop a comparative perspective to study the texts.
- how well the Odia culture is reflected in Literature.

Approved by Board of Studies:

S. Patra 10/7/23
M. S. Patra 10/7/23
P. Patra 10/7/23
Panda 10/7/2023



SEMESTER III

Nature of Course	Hard Core
Paper Code	HC 303
Paper Title	Literature for Children

Objective:

- Appreciate the value of multicultural and international children's literature in developing an understanding of and appreciation for other cultures through literary genres
- Understand how authors use literary devices to get their message through
- Understand developmentally appropriate practices in which literature can and does support the goals of early childhood education
- Understand how children's books support children's development (cognitive, social, emotional, language and aesthetic development)
- Appreciate how adults scaffold children's thinking through dialogic reading and read aloud activities.

Unit	Paper Content	Marks
Unit I	Lewis Carroll: Alice in the Wonderland Chapters: <i>Down the Rabbit Hole, The Pool of Tears, A Caucus – Race and a Long Tale, The Rabbit sends in a Little Bill, Advice from a Caterpillar, Pig & Pepper, A Mad Tea Party.</i>	14
Unit II	Satyajit Ray: Feluda Chapters: <i>Danger in Darjeelling, Kailash Chowdhury's Jewel, Trouble in Gangtok, A Killer in Kailash.</i>	14
Unit III	Ruskin Bond: Dust on the Mountain (Full Book)	14
Unit IV	William Saroyan: My Name is Aram Chapters: <i>The Summer of the Beautiful White Horse, The Journey of Hanford, The Pomegranate Trees, One of our future poets, You might say, The fifty Yard Dash, A nice old fashioned romance with love lyrics & everything, My cousin Dikran the orator.</i>	14
Unit V	Lucy Maud Montgomery: Anne of Green Gables Chapters: <i>Mrs. Rachel Lynde is Surprised, Matthew Cuthbert is Surprised, Marilla Cuthbert is Surprised, Morning at Green Gables, Anne's History.</i>	14

Suggested Readings:

- Peter Hunt. *Criticism, Theory and Children's Literature*. Basil Blackwell.
- Hahn, Daniel. *The Oxford Companion to Children's Literature*. Oxford: Oxford University Press, 2015. Print.
- Rudd, David. *The Routledge Companion to Children's Literature*. Oxford: Routledge, 2010. Print.
- *Reading the Child in Children's Literature*. London: Palgrave MacMillan, 2013. Print.
- Reynolds, Kimberley. *Children's Literature: A Very Short Introduction*. Oxford: Oxford University Press, 2011. Print.
- Hunt, Peter. *Understanding Children's Literature*. Oxford: Routledge, 2005. Print.

Approved by Board of Studies:

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- Jaques, Zoe. *Children's Literature and the Posthuman: Animal, Environment, Cyborg*. New York: Routledge, 2015. Print. Salem
- Linda C. *Children's Literature Studies: Cases and Discussions*. Santa Barbara: Libraries Unlimited Inc., 2005. Print.

Learning Outcome:

At the end of this paper, students will be able to:

- Appreciate how children's literature help children gain respect and understanding of diversity from multiple perspectives
- Appreciate how promote positive attitude toward literary experiences
- Knowledge and understanding of the interrelatedness of local, global, international and intercultural issues, trends and systems through the use of children's literature that addresses global issues
- Understand how children's books support children's multiple perspectives and empathy while promoting their cognitive, social, emotional, language and aesthetic development.
- Maintains a climate of openness, inquiry, fairness and support.

Approved by Board of Studies:

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Pradeep
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10/07/2023



SEMESTER III

Nature of Course	Core Elective
Paper Code	CE 301 – (A)
Paper Title	American Literature

Objective:

- Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
- Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
- Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods in different regions.
- Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
- Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Unit	Paper Content	Marks
Unit I	Nathaniel Hawthorne: The Scarlet Letter	14
Unit II	Ralph W, Emerson 'The American Scholar', in The Complete Essays and Other Writings of Ralph Waldo Emerson	14
Unit III	Arthur Miller: Death of a Salesman	14
Unit IV	Ernest Hemingway: Farewell to Arms	14
Unit V	Emily Dickinson: Selected Poems: I Measure every grief I Meet, Because I Could Not Stop for Death, My Life had stood –A Loaded Gun, Rearrange a wife's affection, I Taste a Liquor Never Brewed	14

Suggested Readings:

- Bradbury, Malcolm. The Modern American Novel. Oxford: Oxford University Press, 1983. Print.
- Braxton, Joanne M. Black Women Writing Autobiography. Philadelphia: Temple University Press, 1989. Print.
- Gray, Richard. After The Fall: American Literature Since 9/11. Chichester, West Sussex: WileyBlackwell, 2011. Print.
- Matthews, John T. A Companion to the Modern American Novel 1900-1950. Malden, MA: WileyBlackwell, 2009. Print.
- Wong, Shawn. Asian American Literature. New York: Harper Collins, 1996. Print.

Learning Outcome:

At the end of this paper, students will be able to:

- understand the culture and history of America through major literary works.
- discover how American literature make sense of the world through their works.
- demonstrate the concept of the American dream of 19th and 20th century

Approved by Board of Studies:

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SEMESTER III

Nature of Course	Core Elective
Paper Code	CE 301 – (B)
Paper Title	Indian Writing in English

Objective:

- To trace the elements of early Indian writing.
- To analyse the history of Indian Literature

Unit	Paper Content	Marks
Unit I	<ul style="list-style-type: none"> Premchand: 'The Aim of Literature', Presidential Speech given at the First Progressive Writers' Conference, Lucknow, 9 April 1936, tr. Francesca Orsini, in The Oxford India Premchand. http://www.writmirage.com/premchand-literature-life-truth-beauty/ Premchand: The Gift of Cow 	14
Unit II	<ul style="list-style-type: none"> Arun Kotkar: 'Woman', 'Irani Restaurant Bombay', 'Biography', 'Jejuri', in The Oxford Anthology of Twelve Modern Indian Poets, ed. Arvind Krishna Mehrotra (New Delhi: Oxford University Press, 1992). Kamala Das: The Freaks, The Sunshine Cat; An Introduction Asim Ranjan Parhi: Of Sons & Fathers –'Dear Mother' 	14
Unit III	Girish Karnad: Hayavadana	14
Unit IV	Raja Rao: Kanthapura	14
Unit V	Rama Chandra Guha: The Makers of Modern India (First Two chapters)	14

Suggested Readings:

- Terry Eagleton, Literary Theory: An Introduction (Oxford: Blackwell, 2008).
- Peter Barry, Beginning Theory (Manchester: Manchester University Press, 2002).
- Mehrotra, Arvind Krishna (ed.). A History of Indian Literature in English. New York: Columbia University Press, 2003. Distributed in India by Doaba Books Shanti Mohan House 16, Ansari Road, New Delhi.
- Ajanta Dutt, Indian Literature, 2022, Sahitya Akademi, New Delhi. (UGC Care)

Learning Outcome:

At the end of this paper, students will be able to:

- demonstrate the various features of Indian writing in English. (apply)
- defend the pluralistic aspect of Indian culture and society. (evaluate)
- associate Indian culture via the English language (analyze)
- quote the work of significant Indian writers of poetry and drama (remember)
- design in order to demonstrate different literary cultures in relation to dram(create)

Approved by Board of Studies:

G. K. Talwar 10/7/23
 M. S. Talwar 10/7/23
 N. K. Talwar 10/7/23
 Panda 10/07/2023

SEMESTER III

Nature of Course	Core Elective
Paper Code	CE 301 – (C)
Paper Title	Post-Colonial Literature

Objective:

- To introduce the major issues and themes of postcolonial theory.
- To explore a wide range of literary, cultural and theoretical texts from India.
- To stimulate and support the study of empire, decolonization and post colonial world across the disciplines.
- To trace the problems and consequences of the decolonization of the country.
- To understand both colonizers and colonized in many concerns like education, politics, geography and culture etc.

Unit	Paper Content	Marks
Unit I	Jean Rhys: Wide Sargasso Sea	14
Unit II	Chinua Achebe: Things Fall Apart	14
Unit III	Derek Walcott: Dream on Monkey Mountain	14
Unit IV	Frantz Fanon: Black Skin, White Masks	14
Unit V	V S Naipaul: A House for Biswas	14

Suggested Readings:

- Amin, Samir. *Imperialism and Unequal Development*. New York: Monthly Review Press, 1977.
- Ashcroft, Bill, Gareth Griffin and Helen Tiffin. *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. London: Routledge, 1989.
- Bhabha, Homi K, ed. *Nation and Narration*. London: Routledge, 1990.
- Chatterjee, Partha. "Nationalism as a Problem." *Nationalist Thought and the Colonial World: A Derivative Discourse?* Tokyo and London, Zed Books for United Nations University.
- Gilbert, Sandra and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. New Haven: Yale University, 1979.
- Guha, Ranajit. *Subaltern Studies: Writings on South Asian History and Society*. New Delhi: Oxford University Press, 1983.
- Kachru, Braj B. *The Other Tongue: English Across Cultures*. Chicago: University of Illinois Press, 1982.
- Thiong'o, NgugiWa. *Writers in Politics: A Re-engagement with Issues of Literature and Society*. London: Heinemann, 1981.
- Thiong'o, NgugiWa. "The Language of African Literature." *Decolonizing the Mind: The Politics of Language in African Literature*. London: James Curry, 1981.

Learning Outcome:

At the end of this paper, students will be able to:

- identify key questions, authors, and literary forms in postcolonial literature
- think critically about these texts in relation to postcolonial theory
- situate these works in their larger cultural contexts
- develop interpretative skills of close reading
- offer nuanced interpretations, articulate coherent arguments, and develop research skills through your written essays

Approved by Board of Studies:

G. K. Saha
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SEMESTER III

Nature of Course	Core Elective
Paper Code	CE 302 – (A)
Paper Title	American Literature

Objective:

- Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
- Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
- Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods in different regions.
- Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
- Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Unit	Paper Content	Marks
Unit I	Langston Hughes: 'Madam's Calling Cards', 'Madam and the Census Man', 'The Negro Speaks of Rivers', 'Theme for English B', 'Harlem'	14
Unit II	Saul Bellow: The Victim	14
Unit III	Silko: Ceremony	14
Unit IV	Amy Tan: Where the past Begins: A Writer's Memoir	14
Unit V	Toni Morrison: The Bluest Eye	14

Suggested Readings:

- Duvall, John N. The Cambridge Companion to American Fiction After 1945. Cambridge: Cambridge University Press, 2012. Print.
- MacGowan, Christopher J. The Twentieth-Century American Fiction Handbook. Chichester, West Sussex: Wiley-Blackwell, 2011. Print.
- Zilboorg, Caroline. American Prose and Poetry in the Twentieth Century. Cambridge: CUP, 2000. Print.

Learning Outcome:

At the end of this paper, students will be able to:

- understand the culture and history of America through major literary works.
- discover how American literature make sense of the world through their works.
- American dream to be an evolving mythology
- demonstrate the concept of the American dream of 19th and 20th century (apply)

Approved by Board of Studies:

G. Patil
10/7/23

M. R. K.
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S. S.
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SEMESTER III

Nature of Course	Core Elective
Paper Code	CE 302 – (B)
Paper Title	Indian Writing in English

Objective:

- To trace the elements of early Indian writing.
- To analyse the history of Indian Literature

Unit	Paper Content	Marks
Unit I	Anita Desai: Fire on the Mountain	14
Unit II	R K Narayan: My Days	14
Unit III	<ul style="list-style-type: none">• Kamala Das: "Introduction", "My Grandmother's House"• H. L. V. Derozio: "Freedom to the Slave", "The Orphan Girl"• Jayanta Mahapatra: "The Abandoned British Cemetery at Balasore", "The Captive Air at Chandipur-on-Sea"	14
Unit IV	Chitra Devakurani: Palace of Illusions	14
Unit V	Amitav Ghosh: Shadow Lines	14

Suggested Readings:

- Raja Rao. "Foreword to Kanthapura." New Delhi: OUP, 1989. V-vi.
- Salman Rushdie. "Commonwealth Literature Does Not Exist." In Imaginary Homelands. 61-70.
- Meenakshi Mukherjee. "Divided by Common Language." In The Perishable Empire. 187-203.
- Bruce King. "Introduction." In Modern Indian Poetry in English. 1-10.
- Pankaj Mishra. "R K Narayan". History of Indian Literature in English. 193-208

Learning Outcome:

At the end of this paper, students will be able to:

- demonstrate the various features of Indian writing in English.(apply)
- defend the pluralistic aspect of Indian culture and society. (evaluate)
- associate Indian culture via the English language (analyze)
- quote the work of significant Indian writers of poetry and drama (remember)
- design in order to demonstrate different literary cultures in relation to dram(create)

Approved by Board of Studies:

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SEMESTER III

Nature of Course	Core Elective
Paper Code	CE 302 – (C)
Paper Title	Post-Colonial Literature

Objective:

- To introduce the major issues and themes of postcolonial theory.
- To explore a wide range of literary, cultural and theoretical texts from India.
- To stimulate and support the study of empire, decolonization and post colonial world across the disciplines.
- To trace the problems and consequences of the decolonization of the country.
- To understand both colonizers and colonized in many concerns like education, politics, geography and culture etc.

Unit	Paper Content	Marks
Unit I	Oswald M Mtshali: <i>Sounds of a Cowhide Drum</i> - Selected Poems – Sounds of the Cow Hide Drum, Portrait of a Loaf of Bread; The Shepherd and his Flock; Men in Chains; Boy on a Swing; Always a Suspect; Reapers in a Mieliefield	14
Unit II	Chimamanda Adichi: <i>A Thing Around My Neck</i> . (Two Stories) "A Thing Around Your Neck"; "Cell"	14
Unit III	Ngugi waThiong'o: <i>A Grain of Wheat</i>	14
Unit IV	Joseph Conrad: <i>Heart of Darkness</i>	14
Unit V	Nadine Gordimer: <i>July's People</i>	14

Suggested Readings:

- Diana Brydon and Helen Tiffin. *Decolonising Fictions*.
- Gilroy, Paul. *The Black Atlantic: Modernity and Double Consciousness*.
- Barbara Bush, *Imperialism and Post colonialism (History: Concepts, Theories and Practice)*, Longmans, 2006,
- E. J. Hobsbawm, *On Empire: America, War, and Global Supremacy*, Pantheon Books, 2008,
- Edward Said, *Culture and Imperialism*, Vintage Books, 1998,

Learning Outcome:

At the end of this paper, students will be able to:

- identify key questions, authors, and literary forms in postcolonial literature
- think critically about these texts in relation to postcolonial theory
- situate these works in their larger cultural contexts
- develop interpretative skills of close reading
- offer nuanced interpretations, articulate coherent arguments, and develop research skills through your written essays.

Approved by Board of Studies:

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SEMESTER III

Nature of Course	-----
Paper Code	FI 301
Paper Title	Field Internship

Objective:

- To gain first-hand experience by an individual besides comprehending the way of working in an organisation, leading to improve the skill aptitude for a specific job or job role and building research capabilities with learning opportunities.
- To benefit both intern as well as the internship providing organization.
- To understand of the world of work.
- To exposure oneself to emerging technologies.
- To enhance entrepreneurial capabilities.
- To enhance professional competency.

Guidelines:

An internship of 70 - 90 hours duration to be completed in 9 - 14 days.

Internship providing Organisation (IPO) is any organisation, HEI, philanthropic, government organisation, R&D institutions, research labs, enterprises, institution/person of eminence, cooperatives, corporates, publishing houses, government recognised academic institutions (schools/colleges), NGOs, INGOs, Media Houses etc providing an opportunity to the student for Internship during the programme.

An **Internship Supervisor** is any individual who will be nominated by the department for monitoring, supervising, and evaluation of the student during the internship duration. Internship Supervisor will monitor the regularity of the intern at his/her workplace. Students should preferably inform the Internship Supervisor at least one day prior to availing leave during the internship except for emergency. At the end of the internship, the Internship Supervisor will ensure issuing of completion certificates to the intern. Internship offered by the organisation will be followed by one project report and the assessment on the evaluation can be judged based on the innovativeness of that particular project, presentation and attendance by college.

Evaluation

The Department will examine/evaluate the student's performance following its evaluation method. The evaluation of the internship will be carried out at the following stages:

- a) The interns will be evaluated by Internship Supervisor based on their efforts and output.
- b) The interns will be evaluated through Project report or seminar presentation or viva-voce at the department. Marks will be given by the Internship Supervisor along with an expert from another department of the college.

Approved by Board of Studies:

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The intern will be judged on:

- Activity logbook and evaluation report of Internship Supervisor.
- Quality of the intern's report.
- Acquisition of skill sets by the intern.
- Originality and any innovative contribution.
- Significance of the internship.
- Attendance.

Note: Formats of Application, Daily attendance and Project Report will be provided by the Department in soft copy.

Learning Outcome:

At the end of this field internship, students will be able to:

- assess interests and abilities in their field of study.
- learn to appreciate work and its function.
- develop communication, interpersonal and other critical skills in the job.
- acquire employment contacts leading directly to a full-time job.
- enhance their entrepreneurial capabilities and professional competency.

Approved by Board of Studies:

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SEMESTER IV

Nature of Course	Hard Core
Paper Code	HC 401
Paper Title	Writing at Work

Objective:

- Workplace writing in networked environments for management contexts.
- Writing in organizational context which includes management memos, reports, letters, e-mail, resumes (print and online), oral presentations.

Unit	Paper Content	Marks
Unit I	Mechanics of Good Writing: Plain and Bias-free English, Formal and Informal Style; Coherence and Cohesion; Subject-Verb Agreement, Punctuation, Homophones, Homonyms and Homographs	14
Unit II	Writing Paragraphs, Business Reports; Memos; Business Proposals, Notices, Agreement, Bonds, Complaints	14
Unit III	Writing Resumes, Covering Letter, Business Letters, Applications	14
Unit IV	Writing a Book Review; Writing Film Review; Do's and Don'ts of Oral Presentation	14
Unit V	Writing for the Print Media; Writing for Broadcast	14

Suggested Readings:

- Kanungo, *Model Official Noting and Drafting*, A K Mishra Publishers, Pvt, Ltd, 2015
- Bailey, Stephen, *Academic Writing: A Handbook for International Students*, Routledge, 2006.
- McGee Paul, *How to write a CV that really works*, How to Content, 2009.

Learning Outcome:

At the end of this paper, students will be able to:

- Understand the value of effective communication in organisational context
- Equip them with skills of relationship and team building through the tools of communication
- Reach out to potential employess through preparation of resume and business letters.
- Critically engage with aspects of popular media through review of films and books
- Sensitize the students to make their writings bias free.

Approved by Board of Studies:

G. K. Patil 10/7/23
N. R. Patil 10/7/23
S. K. Patil 10/7/23
K. K. Patil 10/7/23

S. Panda
10/07/2023



SEMESTER IV

Nature of Course	Hard Core
Paper Code	HC 402
Paper Title	Dalit Literature

Objective:

- To study the Dalit literature as a new dimension in literature as something newer than used up.
- To study the rise, growth and development of Dalit literature with its consequences on society.
- To analyze the Social condition of Dalit in India and point out the present status.
- To study the different genres of literature of Dalit literature with Marxist oriented approach.

Unit	Paper Content	Marks
Unit I	<ul style="list-style-type: none">• Bheda: Akhila Naik (English Translation by Rajkumar)• Ambedkar: Who were the Shudras?	14
Unit II	Bama: Sangati	14
Unit III	Omprakash Valmiki: Joothan	14
Unit IV	Baby Kamble: The Prisons We Broke	14
Unit V	<ul style="list-style-type: none">• Gopal Guru: "Dalit Women Talk Differently." Gender and Caste, Ed. Anupama Rao.• Sharmila Rege: "A Dalit Feminist Standpoint." Gender and Caste, Ed. Anupama Rao.	14

Suggested Readings:

- Limbale, Sharan Kumar. *The Outcaste*. OUP. 2007
- Raj Kumar. *Dalit Personal Narratives: Reading Caste, Nation and Identity*. Orient Blackswan. 2011.
- Abraham, Joshil K. and Misrahi-Barak, Judith. *Dalit Literatures in India*. (Ed.) New Delhi: Routledge, 2016.
- Basu, Swaraj. *Readings on Dalit Identity: History, Literature and Religion*. New Delhi: Orient BlackSwan, 2016. Kumar, Raj. *Dalit Personal Narratives: Reading Caste, Nation and Identity*. New Delhi: Orient BlackSwan, 2010
- Nagaraj, D.R. *The Flaming Feet and Other Essays: The Dalit Movement in India*. Ranikhet: Permanent Black, 2010.

Learning Outcome:

At the end of this paper, students will be able to:

- Interpret the socio-political and historical context in which Dalit literature evolved (understand)
- Demonstrate the contemporariness and relevance of Dalit literature. (apply)
- Illustrate Dalit aesthetics and involve in critical engagement. (analyze)
- Compare and contrast the challenges of Dalit literature with the mainstream literary conventions. (evaluate)
- Gender and marginalisation colour and add meaning to personal narratives of Dalits. (remember)
- Derive the history and context of Dalit movements in India (create)

Approved by Board of Studies:

G. K. Panda
10/7/23

M. R. Singh
10/7/23

H. R. Singh
10/7/23

K. R. Singh
10/7/23

K. R. Panda
10/07/2023



SEMESTER IV

Nature of Course	Hard Core
Paper Code	HC 403
Paper Title	Dissertation

In this paper, a student is expected to gather knowledge on the following topics (Part A) and then prepare a Dissertation (Part B) under the supervision of a teacher.

PART A - Research Methodology

Meaning of research, objectives of research, types of research; criteria of good research, research problem: definition and importance.
Methods of Data Collection: Collection of primary data, observation method, interview method, survey vs. experiment.
Different Style Sheets: MLA; APA etc; footnotes, endnotes, citation, references, bibliography; difference between footnote and bibliography entries.

PART B - Dissertation

Each student will prepare a dissertation in about 4000 (approximately) on a topic of Literary and Critical interest, under the supervision of a teacher.

The student has to submit an abstract in 200 words. Further after the approval, the student will be allotted with a supervising teacher under whose guidance the dissertation will be written.

The student has to submit 2 copies of the dissertation for evaluation. The dissertation should be hard bound.

Evaluation

The evaluation will be done by an External Examiner appointed by the COE.

Dissertation	: 60 marks
Viva Voce	: 30 marks
PowerPoint Presentation	: 10 marks

Suggested Readings:

- Research Methods in English Studies: Gabriele Griffin Research Methodology: Methods and Techniques:
- C. R. Kothari Research Methods in English:
- M.P. Sinha Academic Writing 1: Paragraph:
- Alice Savage and Mausod Shafiei Academic Writing: A Handbook for International Students
- Stephen Bailey MLA handbook for Writers of Research Papers
- Latest edition The Chicago Manual of Style: Latest edition

Learning Outcome:

At the end of this paper, students will be able to:

- Defend different literary works in order to defend their dissertation (Evaluate)
- Outline their thoughts to writing (Remember)
- Demonstrate the convention of academic writing correctly. (Apply)
- Illustrate data collected from different sources. (Analyze)
- Formulae research questions correctly. (Create)

Approved by Board of Studies:

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SEMESTER IV

Nature of Course	Core Elective
Paper Code	CE 401 – (A)
Paper Title	American Literature

Objective:

- Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
- Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
- Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods in different regions.
- Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
- Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Unit	Paper Content	Marks
Unit I	Mark Twain: Adventures of Huckleberry Finn	14
Unit II	Poems: <ul style="list-style-type: none"> • Langston Hughes: 'Mother to Son'; 'Democracy'; 'Dream Deferred' • Sylvia Plath: 'Mirror'; 'I am Vertical'; 'Tulips' 	14
Unit III	Scot Fitzgerald: The Great Gatsby	14
Unit IV	Harper Lee: To Kill a Mocking Bird	14
Unit V	Walt Whitman: Song of Myself [1,5,6,14,16,24]	14

Suggested Readings:

- Bradbury, Malcolm. The Modern American Novel. Oxford: Oxford University Press, 1983. Print.
- Braxton, Joanne M. Black Women Writing Autobiography. Philadelphia: Temple University Press, 1989. Print.
- Gray, Richard. After The Fall: American Literature Since 9/11. Chichester, West Sussex: WileyBlackwell, 2011. Print.
- Matthews, John T. A Companion to the Modern American Novel 1900-1950. Malden, MA: WileyBlackwell, 2009. Print.
- Wong, Shawn. Asian American Literature. New York: Harper Collins, 1996. Print.
- Wright, Lyle. American Fiction, 1774-1850; American Fiction, 1851-1875; American Fiction, 1876-1900.
- Arvin, F. Newton. Hawthorne. New York: Russell & Russell, 1961. 7. Bell, Millicent, ed. Hawthorne and the Real: Bicentennial Essays. Ohio: Ohio State UP, 2005.

Learning Outcome:

At the end of this paper, students will be able to:

- understand the culture and history of America through major literary works.
- discover how American literature make sense of the world through their works.
- demonstrate the concept of the American dream.

Approved by Board of Studies:

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 6/17/23, 10/17/23, 10/17/23, 10/17/23

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 Panda, 10/17/2023

SEMESTER IV

Nature of Course	Core Elective
Paper Code	CE 401 – (B)
Paper Title	Indian Writing in English

Objective:

- To trace the elements of early Indian writing.
- To analyse the history of Indian Literature

Unit	Paper Content	Marks
Unit I	Bhisam Sahni: Tamas	14
Unit II	Khuswant Singh: Train to Pakistan	14
Unit III	<ul style="list-style-type: none">• Iqbal's poems: A Mother's Dreams (Maa ka Khwab); A Child's Prayer• Jibananda Das: I Have seen Bengal's Face• Taslima Nasreen: Denial	14
Unit IV	Urvashi Butalia: The Other Side of Silence: Voices from the Partition of India (First three stories)	14
Unit V	Manjula Padmanabhan: The Harvest	14

Suggested Readings:

- Lal ,Mohan. *The Encyclopaedia of Indian Literature* (Volume Five (Sasay To Zorgot) Sahitya Akademi, 2006.
- Moss, Joyce & Valestuk, Lorraine, ed., *World Literature and Its Times*, Gale group, New York, 2001.
- Rasheed El-Enany, Naguib Mahfouz: *The Pursuit of Meaning*, Routledge, 1992.
- Zelinsky ,K. *Soviet literature: Problems and People*, Progress Publishers. Moscow. 1970.

Learning Outcome:

At the end of this paper, students will be able to:

- demonstrate the various features of Indian writing in English.(apply)
- defend the pluralistic aspect of Indian culture and society. (evaluate)
- associate Indian culture via the English language (analyze)
- quote the work of significant Indian writers of poetry and drama (remember)
- design in order to demonstrate different literary cultures in relation to dram(create)

Approved by Board of Studies:

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SEMESTER IV

Nature of Course	Core Elective
Paper Code	CE 401 – (C)
Paper Title	Post-Colonial Literature

Objective:

- To introduce the major issues and themes of postcolonial theory.
- To explore a wide range of literary, cultural and theoretical texts from India.
- To stimulate and support the study of empire, decolonization and post-colonial world across the disciplines.
- To trace the problems and consequences of the decolonization of the country.
- To understand both colonizers and colonized in many concerns like education, politics, geography and culture etc.

Unit	Paper Content	Marks
Unit I	Edward Said: Introduction to Orientalism	14
Unit II	Frantz Fanon: "On National Culture" from Wretched of the Earth" Homi Bhaba: "The Other Question" from Location of Culture"	14
Unit III	E M Foster: A Passage to India	14
Unit IV	J M Coetzee: Disgrace	14
Unit V	Salman Rushdie: The Jaguar's Smile	14

Suggested Readings:

- J. A. Hobson, Imperialism: A Study, Cosimo Classics, 2005,
- Leo Blanken, Rational Empires: Institutional Incentives and Imperial Expansion, University Of Chicago Press, 2012
- Robert Bickers/Christian Henriot, New Frontiers: Imperialism's New Communities in East Asia, 1842–1953, Manchester, Manchester University Press, 2000,
- Simon C. Smith, British Imperialism 1750–1970, Cambridge University Press, 1998.

Learning Outcome:

At the end of this paper, students will be able to:

- identify key questions, authors, and literary forms in postcolonial literature
- think critically about these texts in relation to postcolonial theory
- situate these works in their larger cultural contexts
- develop interpretative skills of close reading
- offer nuanced interpretations, articulate coherent arguments, and develop research skills through your written essays.

Approved by Board of Studies:

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10/07/2023



SEMESTER IV

Nature of Course	Allied Core
Paper Code	AC 401
Paper Title	Women & Society

Details of this course will be given by the concerned teaching Department.

Approved by Board of Studies:

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QUESTION PATTERN

SEMESTER I / II / III / IV

Question 1 (From Unit I)

(i) Long Question (10 Marks)
OR
Long Question

(ii) a. Short notes / Annotation / Explanation (4 marks)
OR
b. Short notes / Annotation / Explanation
OR
c. Short notes / Annotation / Explanation

Question 2 (From Unit II)

(i) Long Question (10 Marks)
OR
Long Question

(ii) a. Short notes / Annotation / Explanation (4 marks)
OR
b. Short notes / Annotation / Explanation
OR
c. Short notes / Annotation / Explanation

Question 3 (From Unit III)

(i) Long Question (10 Marks)
OR
Long Question

(ii) a. Short notes / Annotation / Explanation (4 marks)
OR
b. Short notes / Annotation / Explanation
OR
c. Short notes / Annotation / Explanation

Question 4 (From Unit IV)

(i) Long Question (10 Marks)
OR
Long Question

(ii) a. Short notes / Annotation / Explanation (4 marks)
OR
b. Short notes / Annotation / Explanation
OR
c. Short notes / Annotation / Explanation

Question 5 (From Unit V)

(i) Long Question (10 Marks)
OR
Long Question

(ii) a. Short notes / Annotation / Explanation (4 marks)
OR
b. Short notes / Annotation / Explanation
OR
c. Short notes / Annotation / Explanation

Approved by Board of Studies:

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