

**BERHAMPUR UNIVERSITY**

**UG Course of Studies**

**SUBJECT: ENGLISH**

**(SEMESTER PATTERN)**

**Under the**

**CHOICE BASED CREDIT SYSTEM**

**For**

**Honours and Regular**



**Semester I & II Examination: 2016-17**

**Semester III & IV Examination: 2017-18**

**Semester V & VI Examination: 2018-19**

Published by:  
BERHAMPUR UNIVERSITY  
BHANJA BIHAR  
BERHAMPUR-760007(GANJAM) ORISSA

### *Course Contents of ALL Components in English*

<b>Sl no. of the course</b>	<b>Titles of the papers and other details</b>	<b>Page no.</b>
1	<b>English (Honours) Core Course-Syllabus</b>	3-22
2	<b>English Hons. DSE 1-4</b>	23-28
3	<b>ENGLISH: GENERIC ELECTIVES GE 1 &amp; GE 2 (for other Hons. Students)</b>	29-33
4	<b>Ability Enhancement Course: AEC MIL/Communication (ENGLISH) SECOND SEMESTER</b>	34-37
5	<b>ENGLISH: DISCIPLINE SPECIFIC CORE (1-4) FOR B.A (REGULAR) STUDENTS</b>	38-44
6	<b>ENGLISH 1 &amp; ENGLISH 2 (For Arts and Commerce regular Students)</b>	45-48
7	<b>English Generic Elective 1 &amp; 2 (for Arts-Regular )</b>	49-53
8	<b>English for Regular/Pass students: DSE 1-2</b>	54-57
9	<b>AEEC/Skill Enhancement Course –I: ENGLISH [B.Com (Hons), B.Sc. (Hons), B.A. (Hons) &amp; B.Sc regular]: COMMUNICATIVE ENGLISH</b>	58-60
10	<b>AEEC/Skill Enhancement Course –IV For the students of [only B.A. Regular]: SOFT SKILL DEVELOPMENT</b>	61-62

## CBCS BA Honours Syllabus in English 2016

### Abstract

#### Credit add-up

▶ Core:	70 credits + 14 (Tutorial)	
▶ Discipline Specific Elective:	20 credits + 4 (Tutorial)	
▶ Generic Elective:	20 credits + 4 (Tutorial)	
▶ Ability Enhancement Compulsory Course	04 credits	
▶ Skill Enhancement Course:	04 credits	

Total:	140 credits	
--------	-------------	--

#### Marks add-up

▶ Core courses:	1400 marks	
▶ Discipline Specific Elective:	400 marks	
▶ Generic Elective:	400 marks	
▶ Ability Enhancement Compulsory Course*	100 (50X2)	
marks		
▶ Skill Enhancement Course:	100 (50X2)	
marks		

Total:	2400 marks	
--------	------------	--

**\*Ability Enhancement Compulsory Course no longer contains an English component but is nevertheless a part of CBCS BA Honours syllabus in English and has been included here in order to show the total credit for the B.A Honours programme. However, the students can use Alternative English as AECC in lieu of MIL(Odia or otherwise)**

## English (Honours) Core Course-Syllabus

**Paper Code: Eng-H-CC-1 to 14**

**(1) Core Course 14 papers: 1400 marks**

**(06 credits per paper)**

The students of English Honours are to appear at 14 core papers (Fourteen Hundred marks, each carrying 100 marks) during the three-year-degree course. Questions will be set for 80 marks (eighty) in each paper in the final examination (End -Sem) and 20 marks (twenty) in Mid-Sem (Internal Assessment) Test.

**Core 1: British Poetry and Drama: 14th -17th Century**

**Core 2: British Poetry and Drama: 17th -18th Century**

**Core 3: British Literature: 18th Century**

**Core 4: Indian Writing in English**

**Core 5: Indian Classical Literature**

**Core 6: European Classical Literature**

**Core 7: American Literature**

**Core 8: Popular Literature**

**Core 9: British Romantic Literature**

**Core 10: British Literature: 19th Century**

**Core 11: Women's Writing**

**Core 12: British Literature: Early 20th Century**

**Core 13: Modern European Drama**

**Core 14: Postcolonial Literature**

**ENGLISH  
FIRST SEMESTER  
Core Paper 1**

## **Core 1: British Poetry and Drama: 14th -17th Century**

Full Mark: 100 (80 + 20) Time: 3 hours

The paper seeks to introduce the students to British poetry and drama from the 14<sup>th</sup> to the 17<sup>th</sup> centuries. It offers the students an exploration of certain seminal texts that set the course of British poetry and plays.

### **Unit 1: A historical overview:**

The period is remarkable in many ways: 14th century poetry evokes an unmistakable sense of “modern” and the spirit of Renaissance is marked in the Elizabethan Drama. The Reformation brings about sweeping changes in religion and politics. A period of expansion of horizons: intellectual and geographical.

### **Unit 2:**

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

Sir Philip Sidney: “Leave, O Love, which reaches but to dust”

Edmund Waller: “Go, lovely Rose”

Ben Jonson: “Song: To Celia”

William Shakespeare: “Shall I compare thee to a summer’s day?”

“When to the seasons of sweet silent thought”,

“Let me not to the marriage of true minds.”

**Unit 3:** William Shakespeare: *King Lear*

**Unit 4:** Marlowe: *The Jew of Malta*

### **Suggested Readings:**

Weller Series (OBS): *King Lear*

Edward Albert: *A History of English Literature.*

Harold Bloom: *Shakespeare: The Invention of the Human*

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

### **Pattern of Examination:**

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)  
 Group-A (short questions) 20 marks (10 questions of 2 marks each)  
 Group-B (Annotation) 15 marks (7.5 X 2).Two questions (one annotation out of two from drama & one annotation out of two from poetry).  
 Group-C (Long answers) 45 marks  
 (3 questions out of 6 will be answered, carrying 15 marks each).

**ENGLISH**  
**FIRST SEMESTER**  
**Core Paper 2**

**Core 2: British Poetry and Drama: 17th -18th Century**

Full Mark – 100(80+20) Time: 3 hours

The objective of this paper is to acquaint students with the Jacobean and the 18<sup>th</sup> century British poetry and drama, the first a period of the acid satire and the comedy of humours; and the second a period of supreme satiric poetry and the comedy of manners.

**Unit1**

**A historical overview:**

17th C: Period of the English Revolution (1640–60); the Jacobean period; metaphysical poetry; cavalier poetry; comedy of humours; masques and beast fables, 18th C: Puritanism; Restoration; Neoclassicism; Heroic poetry; Restoration comedy; Comedy of manners

**Unit 2**

John Milton: *Lycidas*

John Donne: “A Nocturnal upon S. Lucie's Day”,” Love’s Deity”

Andrew Marvell: “To His Coy Mistress”

**Unit 3**

Pope: “Ode on Solitude,”

“The Dying Christian to his Soul”

Robert Burns: “A Red Red Rose”

“A Fond Kiss”

**Unit 4**

Dryden: *All for Love*

**Suggested readings:**

1. *Lycidas* - John Milton (Eds. Paul & Thomas), Orient Blackswan
2. The Norton Anthology of English Literature, Vol. B: The Sixteenth Century & The Early Seventeenth Century
3. The Norton Anthology of English Literature: *The Restoration and the Eighteenth Century*

**Pattern of Examination:**

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation) 15 marks (7.5 X 2). Two questions (one annotation out of two from drama & one annotation out of two from poetry).

Group-C (Long answers) 45 marks

(3 questions out of 6 will be answered, carrying 15 marks each).

**ENGLISH**  
**SECOND SEMESTER**  
**Core Paper 3**  
**British Literature: 18th Century**

(100 Marks) (80 marks + 20Marks) Time: 3 hours

The objective of the paper is to acquaint the students with three remarkable forms of literature: Essay, poetry and novel. The period is also known for its shift of emphasis from reason to emotion.

**Unit -1:** A historical overview:

Restoration, Glorious Revolution, Neo-classicism, Enlightenment.

**Unit-2** Daniel Defoe: *Robinson Crusoe*

**Unit-3** Oliver Goldsmith: "A City Night-Piece"  
 "Man in Black"

Samuel Johnson: "Mischiefs of Good Company"  
 "The Decay of Friendship"

**Unit-4** Thomas Gray: "Elegy Written in a Country Churchyard"

**Suggested Readings:**

1. The Norton Anthology of English Literature: The Restoration and the Eighteenth Century
2. History of English Literature- Edward Albert, Oxford University Press, New Delhi.

**Pattern of Examination:**

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)  
 Group-A (short questions) 20 marks (10 questions of 2 marks each)  
 Group-B (Annotation) 15 marks (7.5 X 2). Two questions (one annotation out of two from prose & one annotation out of two from poetry).  
 Group-C (Long answers) 45 marks  
 (3 questions out of 6 will be answered, carrying 15 marks each).

**ENGLISH**  
**SECOND SEMESTER**  
**Core Paper IV**  
**Indian Writing in English**

Though a late developer, Indian writing in English has been the fastest growing branch of Indian literature. It has delivered a rich and vibrant body of writing spanning all genres. As a 'twice born' form of writing, it partakes of both the native and alien perspectives and has an inherent inclination to be postcolonial. This paper attempts to introduce the students to the field of Indian writing in English through some representative works.

(100 marks) (80 +20) Time: 3 hours

**Unit – 1**

A historical overview of Indian writing in English the key points of which are East India Company's arrival in India, Macaulay's 1835 Minutes of Education, India's first war of independence and the establishment of colleges to promote Western education. The focus, in the literary setting, will include Dean Mohammed's travel writing, said to be the first work of Indian English writing, Toru Dutt and Henry Derezio in poetry and Bankim Chandra Chatterjee and Lal Behari Dey in prose fiction.

**Unit 2**

Mulk Raj Anand, *Untouchable*

**Unit 3**



R. Parthasarathy (ed) Ten Twentieth Century Indian Poets. The following poets and their poems are to be studied.

1. Nissim Ezekiel, "Poet, Lover, Bird Watcher"
2. Kamala Das, "A Hot Noon in Malabar"
3. Jayanta Mahapatra, "Indian Summer"
4. A.K. Ramanujan, "Small Scale Reflections on a Great House"

#### **Unit 4**

Raja Rao: *The Serpent and the Rope*

Suggested Readings:

1. Arvind Krishna Mehrotra, *An illustrated History of Indian Literature in English*. Hyderabad: Orient BlackSwan, 2003.
2. R. Parthasarathy, *Ten Twentieth-Century Indian Poets*. Delhi: Oxford University Press, 1975.
3. VinayDharwadkar, *The Historical Formation of Indian-English Literature In Sheldon Pollock (ed.) Literary Cultures in History*. New Delhi: Oxford University Press, 2003.

#### **Pattern of Examination:**

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation) 15 marks (7.5 X 2). Two questions (one annotation out of two from Novel & one annotation out of two from poetry).

Group-C (Long answers) 45 marks

(3 questions out of 6 will be answered, carrying 15 marks each).

**ENGLISH**  
**THIRD SEMESTER**  
**Core Paper V**  
**Indian Classical literature**

This paper aims at creating awareness among the students of the rich and diverse literary culture of ancient India.

Full Marks 100( 20+80) Time : 3 hours

- Unit – 1:** Kalidasa: *Abhijanana Shakuntalam* tr. Chandra Ranjan : The Loom of Time(New Delhi: Penguin, 1989)
- Unit- 2:** Vyasa “The Dicing and The Sequel to Dicing, “The book of the Assembly Hall,” “ The Temptation of Karna”, Book v ‘ The Book of Effort’, in *The Mahabharata*: tr.and ed. J. A.B. Van Buitenen(Chicago: Brill, 1975) pp. 106- 69.
- Unit- 3.** Sudraka, *Mrchhakatika*, tr. M. M. Ramachandra Kale, New Delhi: Motilal Banarasidass, 1962.
- Unit -4:** Ilango Adigal ‘The Book of Banci’, in *Cilappatikaram: The Tale of an Anklet*, tr. R. Parthasarathy (Delhi: Penguin, 2004) Book-3.

**Suggested Topics for background reading:-**

1. The Indian Epic Tradition: Themes and Recision
2. Classical Indian Drama: Theory and practice.3. Alankar and Rasa 4. Dharma and the Heroic Readings, Bharat’s *Natyashastra*, tr. Manmohan Ghosh vol.1. 2 (Calcutta: Granthalaya (1967) Sentiments, pp-. 100-108.
3. Iravati Karve, ‘ Draupadi’, in *Yuganta: The End of an Epoch* ( Hydrabada: Disha 1991), pp 79- 105.
4. J .A.B. Van Buitenen, ‘Dharma and Moksa’. Row W. Perrett ed., *Indian Philosophy*, vol. v,
5. *The Theory of Value: A collection of Readings* (New York: Garland, 2000) pp 30- 40.
6. Vinaya Dharwadkar, “Orientalism and the study of Indian Literature”, in ‘*Orientalism and the postcolonial predicament: perspective on south Asia*. Ed. Carol A. Breckenridge and peter van der veer New Delhi: OUP 1994) pp 158- 95.

**Pattern of Examination:**

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation) 15 marks (7.5 X 2). Two questions (one annotation out of two from drama & one annotation out of two from poetry).

Group-C (Long answers) 45 marks

(3 questions out of 6 will be answered, carrying 15 marks each).

**THIRD SEMESTER**  
**Core Paper VI**  
**European Classical Literature**

The objective of this paper is to introduce the students to European Classical literature, commonly considered to have begun in the 8<sup>th</sup> century BC in ancient Greece and continued until the decline of the Roman Empire in the 5<sup>th</sup> century AD. The paper seeks to acquaint the students with the origins of the European canon.

(100 marks) 80+ 20 Time- 3 hours

**Unit- 1. Background Reading**

- i. Literary Cultures in Augustan Rome
- ii. The Athenian City State.
- iii. The Epic
- iv. Comedy and Tragedy in classical Drama
- v. Catharsis and Mimesis

**Unit- 2.** Homer: *The Iliad*

**Unit- 3.** Euripides: *Hippolytus*

**Unit-4.** Ovid : Selections from *Metamorphoses* ‘Bacchus’ (B- iii) Pyramus and Thisbe. (B- iv)

**Suggested Readings**

1. Aristotle: *Poetics*, tr. by Malcom Heath (London: Penguin, 1996). (Ch. 6-17,23,24 & 26)
2. Plato: *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007)
3. Auerbach, Erich. *Mimesis: The Representation of Reality in Western Literature*. USA: Princeton University Press. 2013.
4. Beye, Charles Rowan. *Ancient Greek Literature and Society*. Ithaca, New York: Cornell University Press. 1987

**Web Resources:**

Most of the texts are available for access on Project Gutenberg  
<https://www.gutenberg.org/>

**Pattern of Examination:**

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation) 15 marks (7.5 X 2). Two questions (one annotation out of two from drama & one annotation out of two from poetry).

Group-C (Long answers) 45 marks

(3 questions out of 6 will be answered, carrying 15 marks each).

**ENGLISH**  
**THIRD SEMESTER**  
**Core Paper VII**  
**American Literature**

This paper seeks to give the students a sense of how the great American themes of self-reliance, individualism, sin and redemption and multiculturalism were shaped through its rich and varied Literature.

(100 marks) 80+ 20 Time- 3 hours

**Unit-1 Back ground Reading**

(a) The American Dream

(b) Social Realism and the American Novel

(c) Folklore and the American Novel

**Unit-2**

Arthur Miller: *All My Sons*

**Unit-3**

Ernest Hemingway: *The Old Man and the Sea*

**Unit-4**

Walt Whitman Selections from "Leaves of Grass"

(a) "O Captain, My Captain"

(b) "Passage to India (Lines 1-68)"

**Suggested Reading**

1. Hector ST. John Crevecoeur, "What is an American" (Letter III) in "Letter From an American", (Letter III) in "Letter from an American Farmer". Harmondsworth: Penguin, 1982), pp.66-105.
2. Toni Morrison, "Playing in the Dark": *Whiteness and Literary Imagination* (London: Picador, 1933) pp. 29-39.

**Pattern of Examination:**

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation) 15 marks (7.5 X 2). Two questions (one annotation out of two from Novel & drama taken together & one annotation out of two from poetry).

Group-C (Long answers) 45 marks

(3 questions out of 6 will be answered, carrying 15 marks each).

**ENGLISH**  
**FOURTH SEMESTER**  
**Core Paper VIII**

**Popular Literature**

Full Marks: 100 (80+20) Time: 3 hours

This paper seeks to introduce the students to genres such as romance, detective fiction, campus fiction, fantasy/mythology, which have a “mass” appeal, and can help us gain a better understanding of the popular roots of literature.

**Unit-1 Background Reading.**

- (a) The Canonical and the Popular
- (b) Caste, Gender and Identity
- (c) Ethics and Education in Children’s Literature
- (d) Sense and Nonsense

**Unit-2**

Lewis Carroll : *Alice in Wonderland*

**Unit-3**

Arthur Conan Doyle : *A Study in Scarlet*

**Unit-4**

Yann Martel: *Life of Pi*

**Suggested Readings**

1. Sumathi Ramaswamy, “Introduction” in *Beyond Appearances: Visual Practices and Ideologies in Modern India* (Sage, Delhi, 2003), pp. xiii-xxix
2. Leslie Fiedler, Towards a Definition of Popular Culture and Europe, ed. C.W.C. Bigsby (Ohio: Bowling Green University Press, 1975)pp. 29-58.

### Web Resources:

- Lev Grossman: “Literary Revolution in the Supermarket Aisle: Genre Fiction is Disruptive Technology”  
<http://entertainment.time.com/2012/05/23/genre-fiction-is-disruptive-technology/>
- Arthur Krystal: “Easy Writers: Guilty pleasures without guilt”  
<http://www.newyorker.com/magazine/2012/05/28/easy-writers>
- Joshua Rothman: “A Better Way to Think About the Genre Debate”  
<http://www.newyorker.com/books/joshua-rothman/better-way-think-genre-debate>
- Stephen Marche: How Genre Fiction Became More Important than Literary Fiction”  
<http://www.esquire.com/entertainment/books/a33599/genre-fiction-vs-literary-fiction/>

### Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Long answers) 60 marks

(4 questions out of 8 will be answered, carrying 15 marks each).

**ENGLISH**  
**FOURTH SEMESTER**  
**Core Paper IX**  
**British Romantic Literature**

Full Marks: 100 (80+20) Time: 3 hours

The paper aims at acquainting the students with the Romantic period and some of its representative writers. At the same time one of the chief objectives of the paper is to give the students with a broad idea of the social as well as historical contexts that shaped this unique upheaval.

### Unit-1 Background Reading

(a) Literature and Revolution

(b) Reason and Imagination

(c) Concept of Nature

(d) The Gothic

(e) The Romantic Lyric

**Unit-2:** William Blake: ‘The Lamb’, ‘The Tyger’

**Unit-3:** Wordsworth: ‘Tintern Abbey’

Coleridge: “Kubla Khan”

**Unit-4:** Shelly “Ode to West Wind”

Keats: “La Belle Dame sans Mercy”

### Suggested Readings

1. Romantic Prose and Poetry, Ed. Harold Bloom and Lionell Trilling (New York, OUP, 1973), pp. 594-611.

### Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation) 15 marks (7.5 X 2). (Two annotation out of Four).

Group-C (Long answers) 45 marks

(3 questions out of 6 will be answered, carrying 15 marks each).

## ENGLISH FOURTH SEMESTER

### Core Paper X

#### British Literature: 19<sup>th</sup> Century

Full Marks: 100 (80+20) Time: 3 hours

The paper seeks to expose students to the literature produced in Britain in the 19<sup>th</sup> century. The focus is mainly on fictional prose and poetry. The 19<sup>th</sup> century embraces three distinct periods of the Regency, Victorian and late Victorian.

### Unit-1 Background Reading

(a) Utilitarianism

(b) The 19<sup>th</sup> Century Novel

(c) Marriage and Sexuality

(d) The Writer and Society

(e) Faith and Doubt

(f) The Dramatic Monologue

### Unit-2

Charlotte Bronte: *Wuthering Heights*

### **Unit-3**

(a) Alfred Tennyson: “Ulysses”

(b) Robert Browning: “The Last Ride Together”

### **Unit -4**

George Eliot: *Silas Marner*

### **Suggested Readings:**

1. Norton Anthology of English Literature, 8th Edition, Stephen Greenblatt (New York: Norton, 2006) Chapter-1
2. A. Reader in Marxist Philosophy, Ed. Howard Salesman and Harry Martel (New York: International Publishers, 1963, pp.186-188;pp. 190-201), 1545-1549.

### **Pattern of Examination:**

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation) 15 marks (7.5 X 2). Two questions (one annotation out of two from Novel & one annotation out of two from poetry).

Group-C (Long answers) 45 marks

(3 questions out of 6 will be answered, carrying 15 marks each).

## **ENGLISH FIFTH SEMESTER Core Paper XI**

### **Women’s Writing**

Full Marks: 100 (80+20) Time: 3 hours

The course aims to acquaint the students with the complex and multifaceted literature by women of the world, reflecting the diversity of women’s experiences and their varied cultural moorings. It embraces different forms of literature: poetry, fiction, short fiction, and critical writings. In certain respects, it interlocks concerns of women’s literary history, women’s studies and feminist criticism.



**Unit-1 Background Reading.**

- (a) The Confessional Mode in Women's writing
- (b) Social Reforms and Women's Rights
- (c) Sexual Politics
- (d) Race, Caste and Gender

**Unit-2:**

- i. Mary Wollstonecraft, *A Vindication of the Rights of Women*. New York, Norton, 1988) Chap-I, pp. 11-19; Chapter 2 , pp.19-38.
- ii. Toni Morrison , "Playing in the Dark": *Whiteness and the Literary Imagination*. Cambridge ; HarvardUP, 1992.

**Unit-3:**

- 1. Emily Dickinson, 'I cannot live with you', 'I am wife'.
- 2. Sylvia Plath: 'Daddy', 'Lady Lazarus'
- 3. Kamla Das: "Mirror"
- 4. Sujata Bhatt: "Voice of the Unwanted Girl"
- 5. Shruti Das: "A New Dawn", "To My Mother"

**Unit-4:**

- 1. Katherine Mansfield , 'Bliss'.
- 2. Mahaswetha Devi ' Draupadi' , Tr. GyatriChakravortySpivak (Calcutta , Seagull, 2002)

**Web Resources:**

- Mary Wollstonecraft, *A Vindication of the Rights of Women*: Introduction  
<http://pinkmonkey.com/dl/library1/vindicat.pdf>
- Sylvia Plath's Collected Poems

[https://monoskop.org/images/2/27/Plath\\_Sylvia\\_The\\_Collected\\_Poems\\_1981.pdf](https://monoskop.org/images/2/27/Plath_Sylvia_The_Collected_Poems_1981.pdf)

- Simone de Beauvoir *The Second Sex*

<http://burawoy.berkeley.edu/Reader.102/Beauvoir.I.pdf>

**Suggested Readings:**

1. Virginia Woolf, *A Room of one's Own*. New York, Harcourt, 1957)  
Chapter 1 & 6
2. Kumkum Sangari and Swadesh Vaid, eds. "Introduction in Recasting Women: Essays in Colonial History (New Delhi): Kali for Women, 1989) pp. 1-25
3. Chandra Talapade Mohanty 'Under Western Eyes" *Feminist Scholarship and Colonial Discourse in Contemporary Post-Colonial Theory: A Reader* ed. Padmini Mongai (New York: Arnold, 1996) pp. 172-198.

**Pattern of Examination:**

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation) 15 marks (7.5 X 2). Two questions (one annotation out of two from Novel & one annotation out of two from poetry).

Group-C (Long answers) 45 marks

(3 questions out of 6 will be answered, carrying 15 marks each).

**ENGLISH**  
**FIFTH SEMESTER**  
**Core Paper XII**

**British Literature: Early Twentieth Century**

This paper aims to familiarize the students with the new literature of Britain in the early decades of the 20<sup>th</sup> century. The course will mainly focus on the modernist canon, founded on Ezra Pound's idea of 'make it new', but will cover war poetry, social poetry of the 1930s and literary criticism.

Full Marks: 100 (80+20) Time: 3 hours

**Unit-1**

**Background reading:**

- (a) Modernism, and Non-European Culture
- (b) Women's Movement in the early 20th Century.
- (c) Psycho Analysis and the Stream of Consciousness
- (d) The Avante Garde

**Unit-2.** Joseph Conrad: *Nostramo*

**Unit-3.** Oscar Wilde: *Picture of Dorian Gray*

**Unit-4.**

1. W B Yeats: "The Lake Isle of Innisfree," "The Cap and Bells," "An Irish Airman Foresees His Death"
2. T S Eliot: "The Love Song of J. Alfred Prufock," "The Hollow Men"

**Suggested Readings**

1. *The English Novel from Dickens to Lawrence*, Raymond Williams, London, Hogarth Press, 1984, pp.9-27.
2. *Norton Anthology of English Literature*, 8th Edition, vol.2, Ed. Stephen Greenblatt (New York, Norton, 2006), pp.2319-2325.
3. *The Modern Tradition*, ed. Richard Ellman, et.al. (Oxford University Press, 1965, pp.571, 578-580, 559-563).

**Pattern of Examination:**

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation) 15 marks (7.5 X 2). Two questions (one annotation out of two from Novel & one annotation out of two from poetry).

Group-C (Long answers) 45 marks

(3 questions out of 6 will be answered, each carrying 15 marks).

**ENGLISH  
SIXTH SEMESTER  
Core Paper XIII  
Modern European Drama**

The aim of this paper is to introduce the students to the best of experimental and innovative dramatic literature of modern Europe.

Full Marks: 100(80+20) Time: 3 hours

**Unit-1**

Background Reading

- (a) European Drama: Realism and beyond
- (b) Tragedy and Heroism in Modern European Drama
- (c) Politics, Social Change and the Stage
- (d) The Theatre of the Absurd

**Unit-2**

Henrik Ibsen: *Pillars of Society*

**Unit-3**

Samuel Beckett: *End Game*

#### **Unit-4**

Bertolt Brecht: *The Caucasian Chalk Circle*

#### **Suggested Readings**

1. Constantin Stanislavski, *An Actor Prepares*, Chapter 8, “Faith and The Sense of Truth”, tr. by Elizabeth Raynolds Hapgood (Harmondsworth: Penguin, 1967, Section 1, 2, 7, 8,9; pp. 121-125, pp 137-146.
2. *Brecht on Theatre: The Development of an Aesthetic*, ed. and translated by John Willet (London, Methuen, 1992), pp.68-76, 121-128.
3. George Steiner, *The Death of Tragedy*, London: Faber, 1995), pp. 303-324.

#### **Pattern of Examination:**

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation)15 marks (7.5 X 2). Two annotations out of four.

Group-C (Long answers) 45 marks

(3 questions out of 6 will be answered, carrying 15 marks each).

## **ENGLISH SIXTH SEMESTER Core Paper XIV**

### **Postcolonial Literature**

This paper seeks to introduce the students to postcolonial literature—a body of literature that responds to the discourses of European colonialism and empire in Asia, Africa, Middle East, the Pacific and elsewhere. By focusing on representative texts situated in a variety of locations, the paper aims to provide the students with the opportunity to think through and understand the layered response – compliance, resistance, mimicry and subversion - that colonial power has provoked from the nations in their search for a literature of their own.

Full Marks: 100 (80+20) Time: 3 hours

#### **Unit-1**

Background Reading

- (a) Decolonization, Globalization and literature
- (b) Literature and Identity Politics
- (c) Region, Race and Gender

(d) Postcolonial literatures and Questions of Form

**Unit-2:** Chinua Achebe : *Arrow of God*(Novel)

**Unit-3:** Manju Kapur: *Difficult Daughters*(Novel)

**Unit-4:** **Poems:**Derek Walcott: “A Far Cry from Africa”,  
David Malouf: “Revolving Days”,

### Web Resources

- Achebe, Chinua “An image of Africa: Racism in Joseph Conrad's Heart of Darkness,” *Research in African Literatures, Vol. 9, No.1, Special Issue on Literary Criticism. (Spring, 1978), pp. 1-15.*  
<http://english.gradstudies.yorku.ca/files/2013/06/achebe-chinua.pdf>
- Achebe, Chinua: “English and the African Writer”  
<https://mrvenglish.wikispaces.com/file/view/English+and+the+African+Writer.pdf>
- Thiong'o, Ngugi Wa. “The Quest for Relevance” from *Decolonising the Mind: The Politics of Language in African Literature*  
[https://www.humanities.uci.edu/critical/pdf/Wellek\\_Readings\\_Ngugi\\_Quest\\_for\\_Relevance.pdf](https://www.humanities.uci.edu/critical/pdf/Wellek_Readings_Ngugi_Quest_for_Relevance.pdf)
- Ashcroft, Bill, Gareth Griffiths, Helen Tiffin. *Post-Colonial Studies: The Key Concepts*. New York: Routledge. 2007.  
<http://staff.uny.ac.id/sites/default/files/pendidikan/else-liliani-ssmhum/postcolonialstudiesthekeyconceptsrouledgekeyguides.pdf>

### Suggested Readings:

1. Franz Fanon: *Black Skin, White Mask*. translated Charles Lam Markmann (London: Pluto Press)
2. Ngugi WaThiong'o, *Decolonizing the Mind, The Language of African Literature*, London: James Curry, 1986, Chapter 1, Section 4-6

4. Gabriel Garcia Marquez, The Nobel Prize Acceptance Speech in *Gabriel Garcia Marques: New Reading*, ed. Bernard McGurik and Richard Cardwell (Cambridge University Press, 1987)

**Pattern of Examination:**

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Long answers) 60 marks

(4 questions out of 8 will be answered, carrying 15 marks each).

**English Hons. DSE 1-4**

**English Hons. DSE 1-4**

**DSE- 1.Literary Theory:** [Paper Code: ENG-H-DSE-1] – 06 credits

**DSE -2. Literary Criticism:** [Paper Code: ENG-H-DSE-2] – 06 credits

**DSE -3. Autobiography:** [Paper Code: ENG-H-DSE-3] – 06 credits

**DSE -4. Project:** [Paper Code: ENG-H-DSE-4] – 06 credits

**ENGLISH**  
**Discipline Specific Elective (DSE -1)**  
**FIFTH SEMESTER**

**Literary Theory**

Full Marks -100 (80+20) Time: 3 hours

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

**Unit -1. Background Reading**

- i. The East and West
- ii. Power, Language and Representation
- iii. The state and Culture

**Unit – 2. Structuralism and Poststructuralism:** with an emphasis on the main critical concepts of Structuralism such as binary opposition, synchrony and diachrony, syntagm and paradigm and of Poststructuralism such as collapse of the binary, difference, mise-en-abym, erasure.



**Web Resources to be used to familiarize the students with the above-mentioned key-concepts:**

- \*Gerard Genette, “Introduction” to *Narrative Discourse* ([https://archive.org/stream/NarrativeDiscourseAnEssayInMethod/NarrativeDiscourse-AnEssayInMethod\\_djvu.txt](https://archive.org/stream/NarrativeDiscourseAnEssayInMethod/NarrativeDiscourse-AnEssayInMethod_djvu.txt)) Or Roland Barthes, “Face of Garbo” and “French Fries” (from *Mythologies*)
- Jacques Derrida, “On the Idea of the Supplement” (from *Of Grammatology*) Or Michel Foucault, “What is an Author?” (<http://artsites.ucsc.edu/faculty/Gustafson/FILM%20162.W10/readings/foucault.author.pdf>) (Either of the two essays can be taught depending on availability)

**Unit 3- Feminism.**

- i. Elaine Showalter, “Twenty years on : A Literature of their own” Revised’ in *A Literature of their own: British women Novelists from Bronte to Lessing* (1977. Rpt. London: Vintage,2003) pp xi-xxxiii.
- ii. Luce Icrigaray, “When the Goods Get Together” (From *This Sex Which is not One*) in *New French Feminisms*, ed.Elaine Marks and Isebelle de. Curtivron (New York, Schocken Books, 1981), 107-110.

**Unit-4. Postcolonial studies**

Edward Said, “The scope of Orientalism” in *Orientalism* (Harmondsworth: Penguin, 1976) pp29-110.

Suggested Readings:-

1. Terry Eagleton, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008)
2. Peter Berry, *Beginning Theory*(Manchester: Manchester University Press, 2002)

**Pattern of Examination:**

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B)

Group-A (10 short questions of 2 marks each covering all units) : 2x10 =20

Group-B (Long answers) 60 marks

(4 questions out of 8 covering all the units will be answered, carrying 15 marks each).

**ENGLISH**  
**FIFTH SEMESTER**  
**Discipline Specific Elective (DSE -2)**

**Literary Criticism**

Objective: English criticism has evolved as a major genre warranting attention as a major component in English studies. Thus, this paper seeks to acquaint the students with the history of English criticism in terms of teaching of certain important texts and the ideas of everlasting significance ingrained in them.

Full Marks -100 (80+20) Time: 3 hours

**Unit-1**

Wordsworth: Preface to Lyrical Ballads.

**Unit-2**

T.S. Eliot: "Hamlet and His Problems."

**Unit 3**

Matthew Arnold: "The Study of Poetry."

**Unit- 4**

Cleanth Brooks: "The Language of Paradox."

**Suggested Readings:**

1. *English Critical Texts* Ed. By D.J. Enright and Chikera
2. *The Mirror and the Lamp* Ed. By M.H. Abraham
3. *Modern Criticism and Theory*: Ed by David Lodge
4. *Symbolism: An Anthology*. Ed. By T.G. West (Methuen, 1980)

**Pattern of Examination:**

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B)

Group-A (10 short questions of 2 marks each covering all units) : 2x10 =20

Group-B (Long answers) 60 marks

(4 questions out of 8 covering all the units will be answered, carrying 15 marks each).

**ENGLISH**  
**SIXTH SEMESTER**  
**Discipline Specific Elective (DSE -3)**

**Autobiography**

Objective: Autobiography has always been a major genre in literature of all times even though it has not received the attention it deserves. This paper seeks to acquaint the students with the technicalities involved in the genesis of biographies in general apart from introducing them to certain biographical pieces of socio-cultural, literary and moral significance.

Full marks: 100 (20+80) Time 3 hours

**Unit-1: Background Reading**

- i. Self and society
- ii. Role of memory in writing autobiography
- iii. Autobiography as rewriting history

**Unit -2:** Jean-Jacques Rousseau's "Confessions, part-1, Book-1, pp 5-43, tr. By Angela Scholar(New York: Oxford University Press, 2000)

**Unit-3:** Mahatma Gandhi's "Autobiography or *The Story of My Experiment with Truth*," Part-1, Chapter- ii to ix, pp. 5- 26 (Ahmadabad: Navajiban Trust, 1993.)

**Unit -4:**

- i. "The Science of Kriya Yoga," *Autobiography of a Yogi*, Paramahansa Yogananda. Ch. -26.
- ii. "Babaji, the Yogi- Christ of Modern India." *Autobiography of a Yogi*, Paramahansa Yogananda. Ch. 33.

**Suggested Readings**

1. James Olney, "A Theory of Autobiography" in *Metaphors of self: the meaning of autobiography* (Princeton: Princeton University Press, 1972) pp 3-50.

2. Linda Anderson, 'Introduction' in *Autobiography*, (London: Routledge, 2001)
3. Mary G. Mason, "The Other Voice": *Autobiographies of Women Writers in Life/ Lines: Theorizing Women's Autobiography*. ed. Bella Brodzki and Celeste Schenk. Ithaca: Cornell University Press, 1988) pp. 19-44.
4. Paramahansa Yogananda. *Autobiography of a Yogi*. New York: The Philosophical library. 1946.

**Pattern of Examination:**

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Long answers) 60 marks

(4 questions out of 8 will be answered, carrying 15 marks each).

**ENGLISH**  
**SIXTH SEMESTER**  
**Discipline Specific Elective (DSE -IV)**  
 Full marks 100 (80+20)

**Project**

1. An Outline of the project Synopsis for midterm shall be submitted. (20 marks)
2. The project work carrying 80 marks shall be in any one of the following categories within not less than three thousand words. (3000)
3. A critical writing in the field of Indian/ British/ American Literature under the supervision of one of the faculty members.

**ENGLISH: GENERIC ELECTIVES**  
**(for other Hons. Students)**

**ENGLISH: GENERIC ELECTIVES**  
(for other Hons. Students)

Paper code	Paper title	No of credits
SEM I-GE- 1-ENG-Other H-1	Language , Literature, and Culture	06
SEM III-GE- 2-ENG- Other H-2	TECHNICAL WRITING: ESSAY, FEATURE, AND CRITICAL APPRECIATION	06

**ENGLISH**  
**FIRST SEMESTER**  
(For the students of other Departments/Hons. courses)  
**Generic Elective 1**  
**English-Paper 1**

**Paper Code: SEM I-GE- 1-ENG-Other H-1**

**Language, Literature, and Culture**

Full Mark – 100(80+20) Time: 3 hours

Objective: The students of other honours (Arts) subjects will benefit immensely from the topics catering to thrust on language, literature and culture. That will help them develop their linguistic competence and socio-cultural awareness.

**Unit1: British and American Poetry:**

William Shakespeare: “All the World’s a Stage”

William Wordsworth: “The Solitary Reaper”

W.B. Yeats: “The Second Coming”

Walt Whitman: “O Captain, My Captain”

Robert Frost: “Stopping by Woods on a Snowy Evening”

## Unit 2: Indian Poetry

R.N. Tagore: “Where the Mind is Without Fear”

Nissim Ezekiel: “Night of the Scorpion”

Kamala Das: “Punishment in Kindergarten”

A.K. Ramanujan: “A River”

## Unit 3: Non-fictional Prose

G.B. Shaw: “Spoken English and Broken English”

Mahatma Gandhi: “Speech on Indian Civilization”

## Unit 4: Short story

Saadat Hasan Manto: “The Dog of Titwal”

R.K. Narayan: “A Snake in the Grass”

## Texts prescribed:

1. *Magic Casements: Anthology of Poetry*. Ed. Ram Narayan Panda. 2007. New Delhi: Trinity Press, 2014.
2. *Macmillan Anthology of Modern English Prose*. Ed. Dilip K. Das, A. Kumari, and K.K. Padhi, Macmillan India Ltd. Sixteenth Century & The Early Seventeenth Century, New Delhi, 2007.

## Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation) 15 marks (7.5 X 2). Two questions (one annotation out of two from prose & one annotation out of two from poetry).

Group-C (Long answers) 45 marks

(3 questions out of 6 will be answered, each carrying 15 marks).

**ENGLISH**  
**THIRD SEMESTER**  
(For the students of other Departments/Hons. courses)

**Generic Elective 2**

**English-Paper 2**

**Paper Code: SEM III-GE-3-ENG- Other H-2**

**Paper title:**  
**TECHNICAL WRITING:**  
**ESSAY, FEATURE, AND CRITICAL APPRECIATION**

Full Mark – 100(80+20) Time: 3 hours

**No. of credits: 06**

Objective: The students of other honours (Arts) subjects will benefit immensely from their engagement with various aspects of technical writing.

**Unit-1**

The students will write an essay on a current topic of National/International/global socio-political significance such as terrorism, globalization, ecology, women's rights, human rights, religious/racial intolerance. (Three topics will be given for the students to choose any one) (1 X 10= 10)

**Unit 2**

The students will write a publication-worthy feature on a place of national/international tourist attraction of their choice or a national/internal celebrity of their choice. (1 X 10= 10)

**Unit -3**

The students will write an essay on a topic of literary significance (Three topics, related to the themes stated below, will be given out of which the students will choose any one) (1 X 10= 10)

- i. Literature and Morality
- ii. Literature and Society
- iii. Literature and Life
- iv. Literature and Culture
- v. Literature and History
- vi. Literature and Biography
- vii. Women in Literature
- viii. Literature and Psychology
- ix. Literature and Philosophy
- x. Marxism and Literature

**Unit -4**



The students will attempt critical appreciation of any one of the following:  
(1 X 10= 10)

- (i) an unknown poem
- (ii) an extract in prose ( either fictional/nonfictional)
- (iii) an extract from a play

**Suggested Reading:**

1. W.R. Goodman: *Quintessence of Literary essays*
2. I.A. Richards: *Practical Criticism*
3. M.H. Abrams: *A Glossary of Literary Terms*

**Pattern of Examination:** As above

**N.B.:** Teaching of all the units shall involve (i) giving the students useful tips towards writing features, essays, and critical appreciation of pieces noted under Unit IV and (ii) engage them in practicing writing the same.

**Ability Enhancement Course: AEC**  
**MIL/Communication (ENGLISH)**  
**SECOND SEMESTER**

**Ability Enhancement Course: AEC**

**MIL/Communication (ENGLISH)**

**SECOND SEMESTER**

**(B.Sc Hons., B.A. Hons., B.Com. Hons. & B.Sc Regular)**

**Paper code: Sem II-AEC-ENG**

**Marks: 50 (40+10)**

**Credits: 02**

This course aims at enhancing the English language proficiency of undergraduate students in humanities, science and commerce streams to prepare them for the academic, social and professional expectations during and after the course. The course will help develop academic and social English competencies in speaking, listening, pronunciation, reading and writing, grammar and usage, vocabulary, syntax, and rhetorical patterns. Students, at the end of the course, should be able to use English appropriately and effectively for further studies or for work where English is used as the language of communication.

### **Unit 1:**

#### **Prose**

1. Nathaniel Hawthorne: "Sir Isaac Newton"
2. A. G. Gardiner: "On Umbrella Morals"
3. Ruskin Bond: "The Night Train at Deoli"
4. Ismat Chughtai: "The Veil"
5. Ram Narayan Panda: "Longing and Striving for Right Action"

#### **Poetry**

1. The Village Schoolmaster - Oliver Goldsmith

2. You and Your Whole Race - Langston Hughes
3. Stopping By Woods on A Snowy Evening - Robert Frost
4. Curfew In The City - Jagannath Prasad Das
5. Of Mountains - Shruti Das

## **Unit-2. Writing**

1. Expanding an Idea
2. Writing a Memo
3. Report Writing
4. Creative Writing
5. News Story
6. Setting in Creative Writing
7. Writing a Business Letter
8. Letters to the Editor
9. Précis Writing
10. CV & Resume Writing
11. Dialog writing
12. Covering Letter
13. Writing Formal Email
14. Elements of Story Writing
15. Note Making
16. Information Transfer
17. Interviewing for news papers

## **Unit 3:**

### Grammar and Usage

1. Simple and Compound Sentences
2. Complex Sentences
3. Noun Clause
4. Adjective Clause
5. Adverb Clause
6. The Conditionals in English
7. The Second Conditional
8. The Third Conditional
9. Words and their features
10. Phrasal Verbs
11. Collocation
12. Using Modals

13. Use of Passives
14. Use of Prepositions
15. Subject-verb Agreement
16. Sentence as a system
17. Common Errors in English Usage

**Examination pattern**

Midterm test [10 marks]

Final Semester Examination 40 marks

**Unit 1:** 3 prose questions (out of six set) and two poetry questions (out of four set) each carrying 03 marks: [ 03x 05 = 15 marks]

**Unit 2** Writing: 03 questions out of six 05 x 03 qns= 15 marks

**Unit 3** Grammar & usage: 10 questions 01x 10 qns = 10 marks

Total 40 marks

Grammar questions must be set in contexts; not as isolated sentences as used for practice in the prescribed textbook.

**Prescribed Texts**

1. *The Widening Gyre: An Anthology of Prose, Poetry and One-Act Plays.* (Ed.) Ram Narayan Panda and Shruti Das. New Delhi; Oxford UP, 2016.
2. *Contemporary Communicative English* by Shruti Das, S. Chand & Co., 2014.
3. *Form and Finnesse: Business Communication and Soft skills.* By Shruti Das, Orient Blackswan, 2016.

**ENGLISH: CORE FOR B.A (REGULAR) STUDENTS-DSC**

<b>Paper code</b>	<b>Paper title</b>	<b>No of credits</b>
<b>SEM I-REG- C-ENG-P-1</b>	<b>TECHNICAL WRITING: ESSAY, FEATURE, AND CRITICAL APPRECIATION</b>	<b>06</b>
<b>SEM II-REG- C-ENG-P-2</b>	<b>Language , Literature, and Culture</b>	<b>06</b>
<b>SEM III-REG- C-ENG-P-3</b>	<b>DRAMA</b>	<b>06</b>
<b>SEM IV-REG- C-ENG-P-4</b>	<b>NOVEL</b>	<b>06</b>

**ENGLISH**  
**FIRST SEMESTER**  
(For the students of Regular B.A. courses)

**Regular-Core English**  
**English-Paper 1**

**Paper Code: SEM I-REG- C--ENG-P-1**

**Paper title:**  
**TECHNICAL WRITING:**  
**ESSAY, FEATURE, AND CRITICAL APPRECIATION**

Full Mark – 100(80+20) Time: 3 hours

**No. of credits: 06**

Objective: The Regular/Pass students of Arts subjects will benefit immensely from their engagement with various aspects of technical writing.

**Unit-1**

The students will write an essay on a current topic of National/International/global socio-political significance such as terrorism, globalization, ecology, women's rights, human rights, religious/racial intolerance. (Three topics will be given for the students to choose any one) (1 X 10= 10)

**Unit 2**

The students will write a publication-worthy feature on a place of national/international tourist attraction of their choice or a national/internal celebrity of their choice. (1 X 10= 10)

**Unit -3**

The students will write an essay on a topic of literary significance (Three topics, related to the themes stated below, will be given out of which the students will choose any one) (1 X 10= 10)

- i. Literature and Morality
- ii. Literature and Society
- iii. Literature and Life
- iv. Literature and Culture
- v. Literature and History
- vi. Literature and Biography
- vii. Women in Literature
- viii. Literature and Psychology
- ix. Literature and Philosophy
- x. Marxism and Literature

#### **Unit -4**

The students will attempt critical appreciation of any one of the following:  
(1 X 10= 10)

- (i) an unknown poem
- (ii) an extract in prose ( either fictional/nonfictional)
- (iii) an extract from a play

#### **Suggested Reading:**

1. W.R. Goodman: *Quintessence of Literary essays*
2. I.A. Richards: *Practical Criticism*
3. M.H. Abrams: *A Glossary of Literary Terms*

**Pattern of Examination:** As above

**N.B.:** Teaching of all the units shall involve (i) giving the students useful tips towards writing features, essays, and critical appreciation of pieces noted under Unit IV and (ii) engage them in practicing writing the same.

**ENGLISH**  
**SECOND SEMESTER**  
(For the students of Regular B.A. courses)  
**Regular Core English 2**  
**English-Paper 2**



**Paper Code: SEM II-REG- C--ENG-P-2**

## **Language, Literature, and Culture**

Full Mark – 100(80+20) Time: 3 hours

Objective: The Regular/Pass students of Arts subjects will benefit immensely from the topics selected from prose and poetry catering to thrust on language, literature and culture. That will help them develop their linguistic competence and socio-cultural awareness.

### **Unit1: British and American Poetry:**

William Shakespeare: “All the World’s a Stage”

William Wordsworth: “The Solitary Reaper”

W.B. Yeats: “The Second Coming”

Walt Whitman: “O Captain, My Captain”

Robert Frost: “Stopping by Woods on a Snowy Evening”

### **Unit 2: Indian Poetry**

R.N. Tagore: “Where the Mind is Without Fear”

Nissim Ezekiel: “Night of the Scorpion”

Kamala Das: “Punishment in Kindergarten”

A.K. Ramanujan: “A River”

### **Unit 3: Non-fictional Prose**

G.B. Shaw: “Spoken English and Broken English”

Mahatma Gandhi: “Speech on Indian Civilization”

### **Unit 4: Short story**

SaadatHasanManto: “The Dog of Titwal”

R.K. Narayan: “A Snake in the Grass”

### **Texts prescribed:**

3. *Magic Casements: Anthology of Poetry*. Ed. Ram Narayan Panda. 2007. New Delhi: Trinity Press, 2014.
4. *Macmillan Anthology of Modern English Prose*. Ed. Dilip K. Das, A. Kumari, and K.K. Padhi, Macmillan India Ltd. Sixteenth Century & The Early Seventeenth Century, New Delhi, 2007.

**Pattern of Examination:**

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation) 15 marks (7.5 X 2). Two questions (one annotation out of two from prose & one annotation out of two from poetry).

Group-C (Long answers) 45 marks

(3 questions out of 6 will be answered, each carrying 15 marks).

**ENGLISH**  
**THIRD SEMESTER**  
**(For the students of Regular B.A. courses)**  
**Regular-Core English**  
**English-Paper 3**

**Paper Code: SEM III-REG- C--ENG-P-3**

**DRAMA**

Full Mark: 100 (80 + 20) Time: 3 hours

Objective: The Regular/Pass students of Arts subjects will benefit immensely from close reading of the plays prescribed for them illustrating various dimensions of dramatic discourse. That will help them develop their linguistic competence and apart from sensitizing them to issues of socio-cultural and moral significance.

**Unit1: British Drama: Tragedy**

Shakespeare: *Julius Caesar*

## **Unit 2: British Drama: Comedy**

Shakespeare: *As You Like It*

## **Unit 3: American Drama**

Tennessee Williams: *Glass Menagerie*

## **Unit 4: Modern Indian Drama**

Girish Karnad: *Hayavadana*

### **Pattern of Examination:**

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation) 15 marks (7.5 X 2). Two questions (Two annotations out of four selected plays).

Group-C (Long answers) 45 marks

(3 questions out of 6 covering all units will be answered, each carrying 15 marks).

**ENGLISH**  
**FOURTH SEMESTER**  
**(For the students of Regular B.A. courses)**  
**Regular-Core English**  
**English-Paper 4**

**Paper Code: SEM IV-REG- C--ENG-P-4**

### **NOVEL**

Full Mark: 100 (80 + 20) Time: 3 hours

Objective: The Regular/Pass students of Arts subjects will benefit immensely from close reading of the novels prescribed for them illustrating various dimensions of fictional discourse. That will help them develop their linguistic competence apart from sensitizing them to issues of socio-cultural and moral significance.

**Unit1: British Novel:**

Thomas Hardy: *Far from the Madding Crowd*

**Unit 2: American Novel**

Ernest Hemingway: *The Old Man and the Sea*

**Unit 3: Indian English Novel**

R.K. Narayan: *Guide*

**Unit 4: World novel in English translation:**

Khuswant Singh: *Train to Pakistan*

**Pattern of Examination:**

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation) 15 marks (7.5 X 2). Two questions (Two short annotations out of four selected novels).

Group-C (Long answers) 45 marks

(3 questions out of 6 covering all units will be answered, each carrying 15 marks).

**ENGLISH 1 & ENGLISH 2****(For Arts and Commerce regular Students)**

<b>Paper code</b>	<b>Paper title</b>	<b>No of credits</b>
<b>SEM I-REG(A&amp;C)-Comp-ENG 1</b>	<b>Drama and One Act Play</b>	<b>06</b>
<b>SEM III-REG(A&amp;C)-Comp-ENG 2</b>	<b>Fiction and Non-fictional Prose</b>	<b>06</b>

## ENGLISH 1 & ENGLISH 2

(For Arts and Commerce regular Students)

Paper code	Paper title	No of credits
SEM I-REG(A&C)-Comp-ENG 1	<b>Drama and One Act Play</b>	<b>06</b>
SEM III-REG(A&C)-Comp-ENG 2	<b>Fiction and Non-fictional Prose</b>	<b>06</b>

### FIRST SEMESTER ENGLISH 1

(For Arts and Commerce Regular Students)

## **English- 1** **Drama and One Act Play**

<b>SEM I-REG(A&amp;C)-Comp-ENG 1</b>
--------------------------------------

This paper seeks to introduce the students of Arts and Commerce to the discourses used in Drama and One-Act Plays. Thus, certain important plays from British, American and Indian drama have been chosen apart from two one-acters from the contemporary period by way of helping the student understand the knowhow of the theatre and develop his linguistic competence as well as cultural awareness.

Full Mark – 100(80+20) Time: 3 hours

### **Unit1: British Drama**

William Shakespeare: *Merchant of Venice*

### **Unit II: Indian English Drama**

Girish Karnad: *Nagamandala*

### Unit III: American Drama

Arthur Miller: *All My Sons*

### Unit IV: One-Act Plays

- i. Cedric Mount: “The Never-never Nest”
- ii. Anton Chekov: “The Swansong”

### Texts prescribed:

1. *The Widening Gyre: An Anthology of Prose, Poetry and One-Act Plays.* (Ed.) Ram Narayan Panda and Shruti Das. New Delhi: Oxford UP, 2016.[for the One Act Plays]
2. Any standard edition of the other plays prescribed.

### Pattern of Examination:

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B)

Group-A (short questions) 20 marks (4 questions of 5 marks each out 8 asked covering all units)

Group-B (4 long questions out of 8 asked will be answered, each carrying 15 marks, covering all units).

## THIRD SEMESTER ENGLISH 2

(For Arts and Commerce regular Students)

### English- 2

### Fiction and Non-fictional Prose

SEM I-REG (A&C)-Comp-ENG 2
----------------------------

Full Mark – 100(80+20) Time: 3 hours

This paper seeks to introduce the students of Arts and Commerce to the discourses used in fiction and non-fictional prose. Thus, certain important texts of fiction and

non-fictional prose have been chosen to be taught by way of helping the student understand the technicalities of fiction and non-fictional prose and develop his linguistic competence as well as cultural awareness.

**No. of credits: 06**

**Unit I:**

Charles Dickens: *David Copperfield*

**Unit II:**

Kamala Markandeya: *A Handful of Rice*

**Unit III:**

Abdul Kalam: *The Wings of Fire*

**Unit IV:**

S. Radhakrishnan: *Religion, Science, & Culture* . [Orient Paperbacks, 2005.]

**Texts prescribed:**

1. Any standard edition of the original texts prescribed.

**Pattern of Examination:**

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B)

Group-A (short questions) 20 marks (4 questions of 5 marks each out 8 asked covering all units)

Group-B (4 long questions out of 8 asked will be answered, each carrying 15 marks, covering all units).



**English Generic Elective 1 & 2  
(for Arts-Regular )**

## English Generic Elective 1 & 2 (for Arts-Regular )

### ENGLISH Generic Elective 1 FIFTH SEMESTER

<b>Paper Code: SEM V-Arts-R- ENG-GE 1</b>
---

#### Popular Literature

Full Marks: 100 (80+20) Time: 3 hours

This paper seeks to introduce the students to genres such as romance, detective fiction, campus fiction, fantasy/mythology, which have a “mass” appeal, and can help us gain a better understanding of the popular roots of literature.

#### **Unit-1 Background Reading.**

- i. The Canonical and the Popular
- ii. Caste, Gender and Identity
- iii. Ethics and Education in Children’s Literature
- iv. Sense and Nonsense

#### **Unit-2**

Lewis Carroll : *Alice in Wonderland*

#### **Unit-3**

Arthur Conan Doyle : *A Study in Scarlet*

#### **Unit-4**

Yann Martel: *Life of Pi*

#### **Suggested Readings**

1. Sumathi Ramaswamy, “Introduction” in *Beyond Appearances: Visual Practices and Ideologies in Modern India* (Sage, Delhi, 2003), pp. xiii-xxix
2. Leslie Fiedler, Towards a Definition of Popular Culture and Europe, ed. C.W.C. Bigsby (Ohio: Bowling Green University Press, 1975)pp. 29-58.

Web Resources:

- Lev Grossman: “Literary Revolution in the Supermarket Aisle: Genre Fiction is Disruptive Technology”  
<http://entertainment.time.com/2012/05/23/genre-fiction-is-disruptive-technology/>
- Arthur Krystal: “Easy Writers: Guilty pleasures without guilt”  
<http://www.newyorker.com/magazine/2012/05/28/easy-writers>
- Joshua Rothman: “A Better Way to Think About the Genre Debate”  
<http://www.newyorker.com/books/joshua-rothman/better-way-think-genre-debate>
- Stephen Marche: How Genre Fiction Became More Important than Literary Fiction”  
<http://www.esquire.com/entertainment/books/a33599/genre-fiction-vs-literary-fiction/>

**Pattern of Examination:**

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Long answers) 60 marks

(4 questions out of 8 will be answered, carrying 15 marks each).

**ENGLISH**  
**Generic Elective 2**  
**SIXTH SEMESTER**

**Paper Code: SEM VI-Arts-R- ENG-GE 2**

**Women’s Writing**

Full Marks: 100 (80+20) Time: 3 hours

The course aims to acquaint the students with the complex and multifaceted literature by women of the world, reflecting the diversity of women’s experiences and their varied cultural moorings. It embraces different forms of literature: poetry,

fiction, short fiction, and critical writings. In certain respects, it interlocks concerns of women's literary history, women's studies and feminist criticism.

### **Unit-1 Background Reading.**

- i. The Confessional Mode in Women's writing
- ii. Social Reforms and Women's Rights
- iii. Sexual Politics
- iv. Race, Caste and Gender

### **Unit-2:**

- i. Mary Wollstonecraft, *A Vindication of the Rights of Women*. New York, Norton, 1988) Chap-I, pp. 11-19; Chapter 2 , pp.19-38.
- ii. Toni Morrison , *Playing in the Dark Whiteness and the Literary Imagination*. Cambridge ; HarvardUP, 1992.

### **Unit-3:**

6. Emily Dickinson, 'I cannot live with you', 'I am wife'.
7. Sylvia Plath: 'Daddy', 'Lady Lazarus'
8. Kamla Das: "Mirror"
9. Sujata Bhatt: "Voice of the Unwanted Girl"
10. Shruti Das: "A New Dawn", "To My Mother"

### **Unit-4:**

3. Katherine Mansfield , 'Bliss'.
4. Mahaswetha Devi ' Draupadi' , Tr. GayatriChakravortySpivak (Calcutta , Seagull, 2002)

### **Web Resources:**

- Mary Wollstonecraft, *A Vindication of the Rights of Women*: Introduction  
<http://pinkmonkey.com/dl/library1/vindicat.pdf>
- [https://www2.warwick.ac.uk/fac/arts/english/currentstudents/pg/masters/modules/femlit/gayatri\\_spivak\\_-\\_draupadi\\_by\\_mahasveta\\_devi.pdf](https://www2.warwick.ac.uk/fac/arts/english/currentstudents/pg/masters/modules/femlit/gayatri_spivak_-_draupadi_by_mahasveta_devi.pdf)
- Sylvia Plath's Collected Poems  
[https://monoskop.org/images/2/27/Plath\\_Sylvia\\_The\\_Collected\\_Poems\\_1981.pdf](https://monoskop.org/images/2/27/Plath_Sylvia_The_Collected_Poems_1981.pdf)

- Simone de Beauvoir *The Second Sex*  
<http://burawoy.berkeley.edu/Reader.102/Beauvoir.I.pdf>
- Shruti Das: “A New Dawn”, “To My Mother”  
<http://www.poemhunter.com/shruti-das/>

### **Suggested Readings:**

1. Virginia Woolf, *A Room of one's Own*. New York, Harcourt, 1957)  
Chapter 1 & 6
2. Kumkum Sangari and Swadesh Vaid, eds. “Introduction in Recasting Women: Essays in Colonial History (New Delhi): Kali for Women, 1989)  
pp. 1-25
3. Chandra Talapade Mohanty ‘Under Western Eyes’ *Feminist Scholarship and Colonial Discourse in Contemporary Post-Colonial Theory: A Reader* ed. Padmini Mongai (New York: Arnold, 1996) pp. 172-198.

### **Pattern of Examination:**

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B+ Group C)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Annotation) 15 marks (7.5 X 2). Two questions (one annotation out of two from Novel & one annotation out of two from poetry).

Group-C (Long answers) 45 marks

(3 questions out of 6 will be answered, carrying 15 marks each).

**English for Regular/Pass students**

**DSE 1-2**

**DSE -1. Literary Criticism: [Paper Code: ENG-REG-DSE-1] – 06 credits**

**DSE -2. Autobiography: [Paper Code: ENG-REG-DSE-2] – 06 credits**

**English for Regular/Pass students**

**DSE 1-2**

**DSE -1. Literary Criticism: [Paper Code: ENG-REG-DSE-1] – 06 credits**

**DSE -2. Autobiography: [Paper Code: ENG-REG-DSE-2] – 06 credits**

**REGULAR B.A. STUDENTS  
DSE ENGLISH  
Discipline Specific Elective (DSE -1)  
FIFTH SEMESTER**

**[Paper Code: ENG-REG-DSE-1]  
Literary Criticism**

Objective: English criticism has evolved as a major genre warranting attention as a major component in English studies. Thus, this paper seeks to acquaint the students with the history of English criticism in terms of teaching of certain important texts and the ideas of everlasting significance ingrained in them.

Full Marks -100 (80+20) Time: 3 hours

**Unit-1**

Wordsworth: Preface to Lyrical Ballads.

**Unit-2**

T.S. Eliot: “Hamlet and His Problems.”

**Unit 3**

Matthew Arnold: “The Study of Poetry.”

**Unit- 4**

Cleanth Brooks: “The Language of Paradox.”

**Suggested Readings:**

1. *English Critical Texts* Ed. By D.J. Enright and Chikera
2. *The Mirror and the Lamp* Ed. By M.H. Abraham
3. *Modern Criticism and Theory*: Ed by David Lodge
4. *Symbolism: An Anthology*. Ed. By T.G. West (Methuen, 1980)

**Pattern of Examination:**

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B)

Group-A (10 short questions of 2 marks each covering all units) : 2x10 =20

Group-B (Long answers) 60 marks

(4 questions out of 8 covering all the units will be answered, carrying 15 marks each).

**ENGLISH  
SIXTH SEMESTER  
Discipline Specific Elective (DSE -2)**

**[Paper Code: ENG-REG-DSE-2]**

**Autobiography**

Objective: Autobiography has always been a major genre in literature of all times even though it has not received the attention it deserves. This paper seeks to acquaint the students with the technicalities involved in the genesis of biographies in general apart from introducing them to certain biographical pieces of socio-cultural, literary and moral significance.

Full marks: 100 (20+80) Time 3 hours

**Unit-1: Background Reading**

- iv. Self and society
- v. Role of memory in writing autobiography



vi. Autobiography as rewriting history

**Unit -2:** Jean-Jacques Rousseau's "Confessions, part-1, Book-1, pp 5-43, tr. By Angela Scholar(New York: Oxford University Press, 2000)

**Unit-3:** Mahatma Gandhi's "Autobiography or *The Story of My Experiment with Truth*," Part-1, Chapter- ii to ix, pp. 5- 26 (Ahmadabad: Navajiban Trust, 1993.)

**Unit -4:**

- iii. "The Science of Kriya Yoga," *Autobiography of a Yogi*, Paramahansa Yogananda. Ch. -26.
- iv. "Babaji, the Yogi- Christ of Modern India." *Autobiography of a Yogi*, Paramahansa Yogananda. Ch. 33.

Suggested Readings

- 5. James Olney, "A Theory of Autobiography" in *Metaphors of self: the meaning of autobiography* (Princeton: Princeton University Press, 1972) pp 3-50.
- 6. Linda Anderson, 'Introduction' in *Autobiography*, (London: Routledge, 2001)
- 7. Mary G. Mason, "The Other Voice": *Autobiographies of Women Writers in Life/ Lines: Theorizing Women's Autobiography*.ed.Bella Brodzki and Celeste Schenk. Ithaca: Cornell University Press, 1988) pp. 19-44.
- 8. Paramahansa Yogananda. *Autobiography of a Yogi*. New York: The Philosophical library. 1946.

**Pattern of Examination:**

Internal Assessment test: 20 marks

Term End Examination: 80 marks (Group A+ Group B)

Group-A (short questions) 20 marks (10 questions of 2 marks each)

Group-B (Long answers) 60 marks

(4 questions out of 8 will be answered, carrying 15 marks each).

## **THIRD SEMESTER**

### **ENGLISH**

**For the students of**

**[B.Com (Hons), B.Sc. (Hons), B.A. (Hons) & B.Sc regular]**

**AEEC/Skill Enhancement Course –I**

**No. of credits: 02**

**Full marks 50 (40+10) Time- 2 hours**

### **COMMUNICATIVE ENGLISH**

#### **Preamble:**

The purpose of this course is to introduce students to the concept, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions. One of the critical links among human beings and an important thread that binds society together is the ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the significance of clear and effective communication has substantially enhanced.

The present course hopes to address some of these aspects through an interactive mode of teaching-learning process and by focusing on various dimensions of communication skills.

While, to an extent, the art of communication is natural to all living beings, in today's world of complexities, it has also acquired some elements of science. It is hoped that after studying this course, students will understand the difference in their personal and professional interactions and hone their skills accordingly.

The recommended readings given at the end are only suggestive; the students and teachers have the freedom to consult other materials on various units/topics given below. Similarly, the questions in the examination will be aimed towards assessing the skills learnt by the students rather than the textual content of the recommended books.

1. **Introduction:** What is Communication, Types and modes of Communication, Barriers, Information Gap Principle
2. **Language of Communication:**  
Factors influencing communication  
Functions of Language
3. **Speaking Skills:**  
Pronunciation: individual words  
Pronunciation: Speaking using correct intonation  
Effective Communication/ Mis- Communication
4. **Writing:**  
Technique of Writing  
Types of Letters: Routine, Good Will, Bad News, Persuasive Reports, Minutes  
Proposals, Advertisements, Brochures

Prescribed Text Books:

1. *Contemporary Communicative English*. by Dr Shruti Das. S. Chand Co, 2014
2. *Form and Finesse: Business Communication and Soft Skills*. by Dr Shruti Das. Blackswan, 2016.
3. *Business English*, Pearson, 2008.

**Pattern of Examination:**

**Group A:**

**20 short questions (each carrying 02 marks) covering all the 04 units will be asked out of which the candidates will answer any TEN. (10 x 1= 10)**

**Group B:**

**The candidates will be asked 6 long answer-type questions (each carrying 10 marks) covering all the 04 units out of which the candidates will answer any THREE. (10x 3= 30)**

## **SIXTH SEMESTER**

**For the students of**

**[only B.A. Regular]**

**AEEC/Skill Enhancement Course –IV**

**No. of credits: 02**

**Full marks 50 (40+10) Time- 2 hours**

### **SOFT SKILL DEVELOPMENT**

#### **Preamble:**

The purpose of this course is to introduce students to the necessity, fundamentals and tools of soft skills which should be integral to personal, social and professional interactions. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the development of soft skills is automatically mandated.

The present course hopes to address some of these aspects through an interactive mode of teaching-learning process and by focusing on various dimensions of soft skills. Some of these are:

The questions in the examination will be aimed towards assessing the skills learnt by the students through and beyond the textual content of the recommended book.

#### **Unit I:**

- i. What are soft skills**
- ii. Kinds of personality**
- iii. Personality Development**

**Unit II:**

- i. Emotional Intelligence and adaptability**
- ii. Cultural Communication**
- iii. Varieties of English: Standard English, American English, Indian English**

**Unit III.**

- i. Team Work and leadership**
- ii. Meetings**
- iii. Problem solving and Negotiation**

**Unit IV**

- i. Interview**
- ii. Curriculum Vitae**
- iii. Making a presentation (PowerPoint and otherwise)**

**Prescribed Text Books:**

4. *Contemporary Communicative English.* by Dr Shruti Das. S. Chand Co, 2014
5. *Form and Finesse: Business Communication and Soft Skills.* by Dr Shruti Das. Blackswan, 2016.

**Pattern of Examination:****Group A:**

**20 short questions (each carrying 02 marks) covering all the 04 units will be asked out of which the candidates will answer any TEN. (10 x 1= 10)**

**Group B:**

**The candidates will be asked 6 long answer-type questions (each carrying 10 marks) covering all the 04 units out of which the candidates will answer any THREE. (10 x 3= 30)**







