

B.A.(HONOURS)

**CHOICE BASED CREDIT SYSTEM (CBCS)
KHARIAR (AUTONOMOUS) COLLEGE, KHARIAR**



ENGLISH

ACADEMIC SESSION -2018-2021

Semester I
Core- 1
British Poetry and Drama: 14th and 17th Centuries

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

(Unit-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

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-1 MID TERM TEST ONLY)

Unit 2 Chaucer: *The Wife of Bath's Tale* (Part 1, lines 1-490)

Unit 3 The following poems of 14th and 17th century are to be studied.

a) Sr Philip Sidney:

i)“Leave , O Love, which reachest but to dust”,

b) Edmund Waller:

i)“Go, lovely Rose”

c) , Ben Jonson:

i)“Song to Celia”,

d) William Shakespeare: Sonnets:

- I. “Shall I compare thee to a summer's day?”,
- II. ”When to the seasons of sweet silent thought”,
- III. “Let me not to the marriage of true minds.”

Unit 4 William Shakespeare: *King Lear* .

Unit 5 Christopher Marlowe: *Dr. Faustus*

Suggested Readings:

Weller Series (OBS): *King Lear*

Chaudhury & Goswami: *A History of English Literature: Traversing Centuries*. Orient
Blackswan

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

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

King Lear-By W.Turner

History of English Literature-By W.R.Goodman

Shakespearean Tragedy-By A.C.Bradley.

Scheme of Evaluation:

Midterm test:	20 marks
Question from Unit-1-	2x10=20 Marks
Or 10x1=10 marks and 1x10=10 marks	
Total:	20 marks

Final Examination: 80 marks

Unit 2:

- 1 long answer question with suitable alternative= 14x1= 14marks
- 1 short question with suitable alternative= 6x1=6marks

OR

6 Short question= 1x6= 6marks

Unit 3:

- 1 long answer question with suitable alternative= 14x1= 14marks
- 1 short question with suitable alternative= 6x1=6marks

Unit 4:

- 1 long answer question with suitable alternative= 14x1= 14marks
- 1 short question with suitable alternative= 6x1=6marks
- c)

Unit 5:

- 1 long answer question with suitable alternative= 14x1= 14marks
- 1 short question with suitable alternative= 6x1=6marks

Total 80marks

Suitable Alternative may be given

Semester 1
Core- 2
British Poetry and Drama: 17th and 18th Century

The objective of this paper is to acquaint students with the Jacobean and the 18th 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.

(Unit-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

Unit 1 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-1 MID TERM TEST ONLY)

Unit 2

- a) John Milton: Paradise Lost (Book-1)
- b) John Donne:
 - i) *A Nocturnall upon S. Lucie's Day*
 - ii) *,Love's Deity:*

Unit 3

Ben Jonson: *Duchess of Malfi*

Unit 4

- a) Alexander Pope:
 - i) *Ode on Solitude,*
 - ii) *Sound and Sense,*
 - iii) *The Dying Christian to his Soul;*
- b) Robert Burns:
 - i) *A Red Red Rose,*
 - ii) *A Fond Kiss,*
 - iii) *My Heart's in the Highlands*

Unit 5

John Dryden's : *All for Love*

Suggested readings:

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

Scheme of Evaluation:

Midterm test: 20 marks

Question from Unit-1- 2x10=20 Marks

Or 10x1=10 marks and 1x10=10 marks

Total: 20 marks

Final Examination: 80 marks

Unit 2:

- c) 1 long answer question with suitable alternative= 14x1= 14marks
- d) 1 short question with suitable alternative= 6x1=6marks

OR

6 short question= 1x6= 6marks

Unit 3:

- c) 1 long answer question with suitable alternative= 14x1= 14marks
- d) 1 short question with suitable alternative= 6x1=6marks

Unit 4:

- d) 1 long answer question with suitable alternative= 14x1= 14marks
- e) 1 short question with suitable alternative= 6x1=6marks
- f)

Unit 5:

- c) 1 long answer question with suitable alternative= 14x1= 14marks
- d) 1 short question with suitable alternative= 6x1=6marks

Total 80marks

Suitable Alternative may be given

Suggested Readings:

1. *A History of English Literature: Traversing the Centuries* - Chowdhury & Goswami, Orient Blackswan

Scheme of Evaluation:

Midterm test: 20 marks

Question from Unit-1- 2x10=20 Marks

Or 10x1=10 marks and 1x10=10 marks

Total: 20 marks

Final Examination: 80 marks

Unit 2:

- e) 1 long answer question with suitable alternative= 14x1= 14marks
- f) 1 short question with suitable alternative= 6x1=6marks

OR

6 short question= 1x6= 6marks

Unit 3:

- e) 1 long answer question with suitable alternative= 14x1= 14marks
- f) 1 short question with suitable alternative= 6x1=6marks

Unit 4:

- g) 1 long answer question with suitable alternative= 14x1= 14marks
- h) 1 short question with suitable alternative= 6x1=6marks
- i)

Unit 5:

- e) 1 long answer question with suitable alternative= 14x1= 14marks
- f) 1 short question with suitable alternative= 6x1=6marks

Total 80marks

Suitable Alternative may be given

Semester II
Core- 4
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.

(Unit-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

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 Day in prose fiction.

(UNIT-1 MID TERM TEST ONLY)

Unit – 2

Crystallization Mulk Raj Anand, *Untouchable*

Unit 3

Flowering: R. Parthasarathy (ed) *Ten Twentieth Century Indian Poets.*

The following poets and their poems are to be studied.

a) **Nissim Ezekiel,**

(i) "Good Bye Party for Miss Puspa T.S",

(ii) "Poet, Lover, Bird Watcher",

b) **Kamala Das,**

(i) "My Grandmother's House", (ii) "A Hot Noon in Malabar",

c) **Jayanta Mahapatra,**

(i) "Indian Summer", (ii) "A missing Person",

d) **A. K. Ramanujan,**

(i) "Looking for a Cousin on a Swing", (ii) "Small Scale Reflections on a Great House"

Unit 4

Performing: Mahesh Dattani, *The Final Solution*

Unit 5

Maturation: Amitav Ghosh, *Shadow Lines*

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. Vinay Dharwadkar, 'The Historical Formation of Indian-English Literature' in Sheldon Pollock (ed.) *Literary Cultures in History*. New Delhi: Oxford University Press, 2003.

Scheme of Evaluation:

Midterm test: 20 marks

Question from Unit-1- 2x10=20 Marks

Or 10x1=10 marks and 1x10=10 marks

Total: 20 marks

Final Examination: 80 marks

Unit 2:

- g) 1 long answer question with suitable alternative= 14x1= 14marks
- h) 1 short question with suitable alternative= 6x1=6marks

OR

6 short question= 1x6= 6marks

Unit 3:

- g) 1 long answer question with suitable alternative= 14x1= 14marks
- h) 1 short question with suitable alternative= 6x1=6marks

Unit 4:

- j) 1 long answer question with suitable alternative= 14x1= 14marks
- k) 1 short question with suitable alternative= 6x1=6marks
- l)

Unit 5:

- g) 1 long answer question with suitable alternative= 14x1= 14marks
- h) 1 short question with suitable alternative= 6x1=6marks

Total 80marks

Suitable Alternative may be given

Generic Elective-I

Academic Writing and Composition

Semester: 1

This is a generic academic preparatory course designed to develop the students' writing skills from basic to academic and research purposes. The aim of this course is to prepare students to succeed in complex academic tasks in writing along with an improvement in vocabulary and syntax.

(Unit-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

Unit 1 Instruments of writing I

- Vocabulary development: synonyms and antonyms; words used as different parts of speech; vocabulary typical to 'science' and 'commerce'
- Collocation; effective use of vocabulary in context.

(UNIT-1 MID TERM TEST ONLY)

Unit 2 Instruments of writing II

- Syntax: word order; subject-predicate; subject-verb agreement; simple, complex, compound, compound-complex sentences; structure and uses of active and passive sentences
- Common errors in Indian writing

Unit 3 Academic writing I

- What is academic writing?
- The formal academic writing process: the 'what' and the 'how' of writing; use of cohesive and transitional devices in short and extended pieces of writing

Unit 4 Academic writing II

- Paragraph writing: topic sentence, appropriate paragraph development ; expository, descriptive, narrative and argumentative paragraphs
- Extended pieces of writing: process development using comparison-contrast, cause and effect, argumentation, and persuasion

Unit 5 Research writing: writing research papers and projects

- Mechanics of research writing; principles of citation; summarizing and paraphrasing
- Identifying a potential research topic; preparing a synopsis; literature review; data collection and analysis; deriving conclusions from analysis

Pattern of examination

Using texts (500 – 600 words), students will be tested for

- Vocabulary: synonyms, antonyms, words used as different parts of speech
- Word order; subject-predicate; subject-verb agreement

Scheme of Evaluation:

Midterm test: 20 marks
 Question from Unit-1- 2x10=20 Marks
Or 10x1=10 marks and 1x10=10 marks

Total: 20 marks

Final examination [80 marks]

Unit-2 1x10=10 marks
1x10=10 marks

Unit-3 10x2=20 marks

Unit-4 10x2=20 marks

Unit-5 5x2=10 marks
5x2=10 marks

Suitable Alternative may be given

Texts prescribed

1. K Samantray, *Academic and Research Writing: A Course for Undergraduates*, Orient BlackSwan
2. Leo Jones (1998) *Cambridge Advanced English: Student's Book* New Delhi: CUP
3. Stanley Fish (2011) *How to Write a Sentence*

Generic Elective-II

Semester 2

Modern Indian Literature

The paper aims at introducing students to the richness and diversity of modern Indian literature written in many languages and translated into English.

(Unit-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

Unit-I Historical Overview

Background, definition of the subject and historical perspectives will be covered.

(UNIT-1 MID TERM TEST ONLY)

Unit-II The Modern Indian Novel

Fakir Mohan Senapati: *Six Acres and a Third*

Unit-III The Modern Indian Short Story- (*Following stories are to be studied*)

- a) Fakir Mohan Senapati: (i) “Rebati”,
- (b) Rabindra Nath Tagore: (i) “Post Master”
- (c) Premchand: “ (i) The Shroud”,

Unit-IV Modern Indian Life Writing (*Following life stories are to be studied*)

- a) M.K. Gandhi’s Story of *My Experiments with Truth* (First two chapters),
- b) Amrita Pritam’s *The Revenue Stamp* (first two chapters),
- c) *Autobiography* by Rajendra Prasad (chapter six & seven)

Unit-V The Modern Indian Essay

- a) A. K. Ramanujan (i) “Is there an Indian Way of Thinking? An Informal Essay”
Collected Essays, OUP, 2013
- b) Namwar Singh. “Decolonising the Indian Mind” (i) Tr. Harish Trivedi *Indian Literature*, Vol. 35, No. 5 (151) (Sept.-Oct., 1992), pp. 145-156

Suggested Readings:

1. Sisir Kumar Das, *History of Indian Literature 1910–1956, Triumph and Tragedy*, Sahitya Akademi, New Delhi, 2000
2. Amit Chaudhuri, *The Vintage Book of Modern Indian Literature*, 2004
3. M.K. Naik, *A History of Indian English Literature*, Sahitya Akademi, 2004

Scheme of Evaluation:

Midterm test: 20 marks
Question from Unit-1- 2x10=20 Marks
Or 10x1=10 marks and 1x10=10 marks

Total: 20 marks

Semester final examination

[80 marks]

Unit-2	One Long Question	14x1=14 marks
	One short question	06x1=06 marks
Unit-3	One Long Question	14x1=14 marks
	One short question	06x1=06 marks
Unit-4	One Long Question	14x1=14 marks
	One short question	06x1=06 marks
Unit-5	One Long Question	14x1=14 marks
	One short question	06x1=06 marks

Suitable Alternative may be given

Semester II
ABILITY ENHANCEMENT COMPULSORY COURSE-(AECC)

FOR ARTS(Semester-II) SCIENCE & COMMERCE(Semester-I)

Paper: 1 Marks: 50 Credits: 02

This course aims at enhancing the English language proficiency of undergraduate students in humanity, 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-I will be examined for Mid-Term only and from Unit-II and Unit III for Term End Exam.)

Unit-1 Writing

- | | |
|-------------------------------|----------------------------|
| a) Covering Letter | b) C.V. and resume writing |
| C Interviewing for news paper | d) Information transfer |

MID TERM TEST ONLY

Unit 2

Reading Comprehension

- Locate and remember the most important points in the reading
- Interpret and evaluate events, ideas, and information
- Read “between the lines” to understand underlying meanings
- Connect information to what they already know

Book Prescribed

Vistas and Visions: An Anthology of Prose and Poetry. (Ed.)Kalyani Samantray,
Himansu S. Mohapatra, Jatindra K. Nayak, Gopa Ranjan Mishra, Arun Kumar Mohanty.
OBS

Texts to be studied

Prose	a- Decoding Newspapers c- Of Truth	b- The Gold Frame d- Lifestyle English
Poetry	a- Sonnet 46 (Shakespeare) c- The Felling of the Banyan Tree	b- One day I wrote her name

Unit 3

a) Writing, Grammar and Usage

- | | | |
|--------------------------|--------------------|-------------------------|
| 1- Writing a Memo | 2-Creative Writing | 3. News Story |
| 4. Letters to the Editor | 5. Dialog writing | 6. Writing Formal Email |

SEMESTER- IV
Core 8
British Literature: Early 20th Century

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

(Unit-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

Unit 1 (A historical overview): Highlights will include developments in society and economy, leading to a crisis in western society known as the First World War and the resultant change in the ways of knowing and perceiving. Such triggers for the modern consciousness as Marx's concept of class struggle, Freud's theory of the unconscious, Bergson's duree, Nietzsche's will to power and Einstein's theory of relativity are to be discussed.

(UNIT-1 MID TERM TEST ONLY)

Unit -2 (Following poems to be studied)

- | | |
|--------------|---------------------------------------|
| a.T.S. Eliot | “The Love Song of J. Alfred Prufrock” |
| b.W.B. Yeats | “Sailing to Byzantium” |
| c.Ezra pound | “In a Station of the Metro” |
| d.T.E. Hulme | “Autumn” |

Unit 3

War Poetry :

- | | |
|---------------------|---------------------------|
| a- Wilfred Owen | “Dulce Et Decorumest” |
| b- Siegfred Sassoon | “Suicide in the Trenches” |

Social Poetry:

- | | |
|--------------------|-------------------------------------|
| a- W.H Auden | “The Unknown Citizen” |
| b- Stephen Spender | “An Elementary Classroom in a Slum” |
| c- Louis MacNeice | “Prayer before Birth” |

Unit 4 Virginia Woolf: *Mrs. Dalloway*

Unit 5 Literary Criticism: T.S. Eliot, “Tradition and Individual Talent”

SEMESTER- 4

Core 10

Women's writing

Women's writing

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-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

Unit 1: In Defence of A Literature of Their Own

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

UNIT-1 MID TERM TEST ONLY

Unit 2: Desiring Self: Fiction by Women from the Centre

a- Emily Bronte: *Wuthering Heights*

Unit 3: Desiring and Dissenting Self: Fiction by Women from the Periphery

Chudamani Raghavan's- Yamini

Unit 4: Tongues of Flame: Poetry by Women from Across the World

Following poems to be studied

- a- Kamala Das i) "An Introduction" ii) "The Sunshine Cat"
- b- Sylvia Plath i) "Mirror", ii) "Barren Women"
- c- Maya Angelou i) "Phenomenal Woman" ii) "I Know Why the Caged Bird Sings"

Unit 5: Discoursing at Par: Literary Criticism by Women

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

Web Resources:

Virginia Woolf, *A Room of One's Own*

<https://victorianpersistence.files.wordpress.com/2013/03/a-room- of-ones- own-virginia-woolf-1929.pdf>

Mary Wollstonecraft, *A Vindication of the Rights of Women*: Introduction

<http://pinkmonkey.com/dl/library1/vindicat.pdf>

Maya Angelou's Poems

http://www.poemhunter.com/i/ebooks/pdf/maya_angelou_2012_6.pdf

Sylvia Plath's Collected Poems

https://monoskop.org/images/2/27/Plath_Sylvia_The_Collected_Poems_1981.pdf

Margaret Atwood's Poems

<http://www.poemhunter.com/margaret-atwood/poems/>

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

SEMESTER- V
Core 11
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.

(Unit-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

Unit 1: Politics, social change and the stage; text and performance; European Drama: Realism and Beyond; Tragedy and Heroism in Modern European Drama; The Theatre of the Absurd

UNIT-1 MID TERM TEST ONLY

Unit 2: Henrik Ibsen: *Doll's House*

Unit 3: Luigi Pirandello: *Six Characters in Search of an Author*

Unit 4: Eugene Ionesco: *Chairs*

Unit 5: Samuel Beckett: *Waiting for Godot*

Web Resources

Hamletmachine: <http://theater.augent.be/file/13>

Pirandello: <http://www.eldritchpress.org/lp/six.htm>

Ionesco: <http://www.kkoworld.com/kitablar/ejen-ionesko-kergedan-eng.pdf>

Genet: <http://web.mit.edu/jscheib/Public/phf/themaids.pdf>

Ibsen: <http://www.gutenberg.org/files/8121/8121-h/8121-h.htm>

Strindberg: <https://archive.org/details/missjulieotherpl00striala>

Suggested Reading:

Constantin Stanislavski, *An Actor Prepares*, Chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1,2, 7,8,9, pp. 121-5, 137-46.

Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. And tr. John Willet (London: Methuen, 1992) pp.68-76, 121-8.

George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303-314.

Raymond Williams, "Tragedy and Revolution" in *Modern Tragedy*, Rvvd Ed (London: Vorso, 1979) pp. 61-84.

Jean Genet, *Reflections on Theatre* (London:Faber & Faber) Chapter 2: "The Strange World Urb..." pp. 63-74.

Midterm test:

Unit-1	2 questionsx10 marks=	20 marks
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Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note	(14+06) =20 marks
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Unit 3: 1 long answer question+ 1 short note	(14+06) =20 marks
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Unit 4: 1 long answer question+ 1 short note	(14+06) =20 marks
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Unit 5: 1 long answer question+ 1 short note	(14+06) =20 marks
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Total:

80 marks

Suitable Alternative may be given

SEMESTER- V
Core 12
Indian Classical Literature

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

(Unit-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

Unit 1: Vedic Literature

1. Nitisataka- Bhartrhari- 20 verses from the beginning

References: The Sataktraya edited by D.D.Kosambi, Published in Anandashrama series, 127 Poona, 1945, Also English, Translation Published from Ramakrishna Mission, Kalkata.

UNIT-1 MID TERM TEST ONLY

Unit 2: Selections from Epic Lit.

‘Ayodhya Kanda’ (Book II), 1st Canto—The Ramayana of Valmiki. Gita Press Edition.

Unit 3: Sanskrit Drama

Kalidasa, *Abhijnanasakuntalam*, Act IV, tr. M.R Kale, Motilal Banarasi Dass, New Delhi

Unit 4: Sanskrit Drama

Mrcchakatika by Sudraka, 1st Act, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962)

Unit 5: Aesthetics and Maxims

Bharata's Natyasastra, Chapter VI on Rasa theory

References-

English Translation by M.M. Ghosh, Asiatic Society, Kolkata, 1950
Sahitya Darpana of Vishvanatha Kaviraja Chaps- I& II

References-

English Translation by P.V. Kane, Motilal Banarsi Dass, N Delhi

Suggested Reading:

Kalidasa. Critical Edition, Sahitya Akademi

B.B Choubey, New Vedic Selection, Vol 1, Bharatiya Vidya Prakashan, New Delhi

H.H.Wilson (Tr.)- *Rig Veda*

Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol.I, 2 nd edn (Calcutta: Granthalaya, 1967) chap. 6: ‘Sentiments’, pp. 100–18.

J.A.B.Van Buitenen, ‘Dharma and Moksa’, in Roy W. Perrett, ed., Indian Philosophy, vol. V, Theory of Value: A Collection of Readings (New York: Garland, 2000) pp.33–40.

SEMESTER- VI
Core 13
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.

(Unit-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

Unit 1: Concept

- Definition and characteristics: Resistant descriptions, appropriation of the colonizer’s language, reworking colonial art forms & etc.
- Scope and Concerns: Reclaiming spaces and places, asserting cultural integrity, revising history

Prescribed Reading:

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.*

UNIT-1 MID TERM TEST ONLY

Unit 2: Indian

Raja Rao *Kanthapura*

Unit 3: Caribbean and African

Chinua Achebe *Things Fall Apart*

Unit 4:

J M Coetzee: *Life & Times of Michael K*

Unit 5: Criticism

Chinua Achebe “English and the African Writer” and Ngugi wa Thiong’o “The Quest for Relevance” from *Decolonising the Mind: The Politics of Language in African Literature.*

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>

Thiong'o, Ngugi Wa. “The Quest for Relevance” from *Decolonising the Mind: The Politics of Language in African Literature*

https://www.humanities.uci.edu/critical/pdf/Wellek_Readings_Ngugi_Quest_for_Relevance.pdf

Ashcroft, Bill, Gareth Griffiths, Helen Tiffin. *Post-Colonial Studies: The Key Concepts*. New York: Routledge. 2007.

<http://staff.uny.ac.id/sites/default/files/pendidikan/else-liliani-ssmhum/postcolonialstudieskeyconceptskeyguides.pdf>

Suggested Reading:

Ashcroft, Bill, Gareth Griffiths, Helen Tiffin. “Introduction”, *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. London, New York: Routledge, 2nd edition, 2002.

Bhabha, Homi K. *The Location of Culture*. Noida: Atlantic Books. 2012.

Gandhi, Leela. *Postcolonial Theory: An Introduction*. OUP. 1998.

Said, Edward. *Orientalism*. India: Penguin. 2001.

Spivak, Gayatri Chakraborty. *Can the Subaltern Speak?*. UK: Macmillan.1998

<http://planetarities.web.unc.edu/files/2015/01/spivak-subaltern-speak.pdf>

Midterm test:

Unit-1 2 questionsx10 marks= 20 marks

Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Total:

80 marks

Suitable Alternative may be given

SEMESTER- VI

Core 14

Popular Literature

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-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

Unit 1: Introduction to the concept

- What is popular literature?
- Debate between popular and high cultures (‘high brow’ v/s ‘low brow’)
- What is Genre fiction?
- Debate between genre fiction and literary fiction

UNIT-1 MID TERM TEST ONLY

Unit 2: Detective Fiction

Sherlock Holmes: The Hound of the Baskervilles

Unit 3: Romance

Nicholas Sparks: The Notebook

Unit 4: Campus Fiction

Chetan Bhagat: Five Point Someone

Unit 5: Rewriting Mythology

Anuja Chandramouli: Arjuna: Saga of a Pandava Warrior-Prince

Essays for discussion:

- 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/>

Suggested Reading

- Leslie Fiedler, What was Literature? Class, Culture and Mass Society
- Leo Lowenthal, Literature, Popular Culture and Society
- Popular Fiction: Essays in Literature and History by Peter Humm, Paul Stigant, Peter Widdowson

SEMESTER- VI

Discipline Specific Course-III

Research Methodology

Research methodology is a discipline specific course pitched at a higher level than the generic academic preparatory courses. Research is at the core of every university course starting from the UG to the PhD level. This course is designed to develop the fundamentals of research from creating a questioning mechanism in the students' minds leading up to writing research papers and dissertations. Students learn the methodological issues imperative for conducting research and for research documentation. The course also aims to train students in the essentials of academic and research writing skills.

(Unit-5 will be examined for Mid-Term only and from Unit-1 to Unit 4 for Term End Exam.)

Unit 1 Research and the Initial Issues

- Research as systematic investigation
- Searching for and locating research questions; Finding the general background about research problem/question: review of existing literature and applicable theories
- Writing a research synopsis

Unit 2 Literature review

- Selecting review areas based on the research objectives
- Primary, secondary and tertiary sources, and related theory/s (Sources Library)
- Gathering, reading and analysing literature and related theory
- Writing the review with implications for the research question selected

Unit 3 Hypotheses and formulation of research design

- Formulating hypotheses based on research objectives
- Formulation of research design: qualitative
- Data collection tools: surveys, questionnaires, interviews, observation checklists, review checklists, comparison tools, text analysis tools
- Data analysis and interpretation

Unit 4 Results and documentation

- Preparing tables, charts, and graphs to present data; Collating the findings
 - Writing a dissertation; MLA/APA citation: in-text and works cited pages
 - Plagiarism and related problems
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Unit-5 Practical (for Internal Assessment only)

Students will write

1. Literature review of 1000 words on a research question
2. A book review of 500 words.

SEMESTER- V
Discipline Specific Course-I
Literary Theory

1. Literary Theory

Objective

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-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

Unit 1: Overview

- Crisis in literary criticism and the search for a method
- Rise of theory
- What does it mean to theorise?

MID TERM TEST ONLY

Unit 2: New Criticism and Formalism:

With an emphasis on the main critical concepts of NC such as paradox, irony, tension, intentional and affective fallacy, heresy of paraphrase.

(Following essays to be studied)

- a. W.K.Wimsatt Jr. and Monroe Beardsley ” The Intentional Fallacy”.
- b- Viktor Shklovsky, “Art as Device

Unit 3: Structuralism and Poststructuralism:

With an emphasis on the main critical concepts of Structuralism such as binary opposition, synchrony and diachrony,

(Following essays to be studied)

- Roland Barthes, i) “Face of Garbo” ii) “French Fries” (from *Mythologies*)
Jacques Derrida, i) “On the Idea of the Supplement” (from *Of Grammatology*)

Unit 4: Marxism and New Historicism:

With an emphasis on main critical concepts of Marxism and of New Historicism.

(Following essays to be studied)

- Georg Lukacs, i) “On Reification” (from *History and Class Consciousness*)
Raymond Williams, i) “In Memory of Lucien Goldman”

SEMESTER – VI

DSE – IV

A Project work is to be undertaken by the student in consultation with the teachers of the department. The student has to prepare the project under the supervision of a teacher of the department. Further, he/she has to appear a Viva-voce test in the department.

Project Work	- 100 Marks
A) Dissertation	- 75 Marks
B) Viva-voce	- 25 Marks

The project work is to be evaluated by both the Internal & External Examiners and an External Examiner is to be invited to conduct the Project Evaluation and Viva-Voce..

SKILL ENHANCEMENT COURSE
SOFT SKILLS
(Semester- III for Science & Commerce)
(Semester-IV for Arts)

Soft skills are ‘people skills’ that include communication skills, work ethic, positive attitude, emotional intelligence and other personal attributes crucial for success in business or career. Soft skills can be learnt and practiced for personal fulfillment and progress in career. This course provides the soft skills required mainly for professional achievements, and in the process, many of the personal requirements of an individual can be compiled with.

(Unit-1 will be examined for Mid-Term only and from Unit-2 and Unit 3 for Term End Exam.)

Unit 1

Soft skills and why they are important

What are soft skills?

Soft skills in communication; soft skills and intercultural communication

MID TERM TEST ONLY

Unit 2

Soft skills in preparing for a career

1. Competency in Oral and written communication skills: active listening, interactive speaking, reading different types of texts, writing for formal and business contexts
2. Using the Microsoft Office: powerpoint; working online and offline, Telephone and face-to-face etiquette in professional communication

Unit 3

Job-related Soft skills

1. CV Writing, writing job applications; GD Skills and interview taking skills; getting another job
2. Emotional Intelligence; time and stress management; team work and net-working; presentation skills; making meeting work: preparing, executing, following up; negotiation skills and crisis management

Prescribed Reading:

- i. Kalyani Samantray, *Soft Skills for your Career*, OUP
- ii. Himansu S. Mohapatra, *Model of the Middle* (Pieces to read: “ Our Literature Their Literature”, “ Life style English”, “Writing it Right”, “ The Vinglish way to English”)

Suggested Reading:

- i. Jayashri Mohanraj, *Skill Sutras*
- ii. Marian K Woodal, *How to Communicate under Pressure*

Pattern of Examination

Midterm test:

Unit-1 2 questionsx05 marks= 10 marks

Final examination

[40 marks]

Unit-2 One long Answer question- 10x01= 10 marks

 Two short questions 05x02 = 10 marks

Unit-3 One long Answer question- 10x01= 10 marks

 Two short questions 05x02 = 10 marks

Total:

50 marks

Suitable Alternative may be given

