

# M.A. PROGRAMME IN ENGLISH



(Effective from Session 2025-26)  
(Batch: 2025-2027)



**SAMBALPUR UNIVERSITY**  
JYOTI-VIHAR, BURLA, SAMBALPUR, ODISHA-768019



**SEMESTER-WISE COURSE STRUCTURE FOR THE TWO YEARS P.G PROGRAMME  
IN UNIVERSITY P.G DEPARTMENT AND COLLEGES UNDER SAMBALPUR  
UNIVERSITY**

**TO BE EFFECTIVE FROM 2025-2026  
BATCH: 2025-27  
(Ref: letter No: 4873/Acd.-I Dated 21.08.2023)**

**For (Science/ Humanities/Social Sciences/ Commerce)**

<b>Semester</b>	<b>Core Course Credit</b>	<b>Additional Course</b>	<b>Additional Course Credit</b>	<b>Total Credit</b>
First	20	<b>AECC I:</b> Environmental Studies and Disaster management	2	22
Second	20	Inter Dept. Course (IDC) or open elective	3	23
Third	20	<b>AECC II:</b> Entrepreneurship Development	2	22
Fourth (including project of 4 credit)	20	MOOCs one paper	3	23
<b>TOTAL</b>	<b>80</b>		<b>10</b>	<b>90</b>
	<b>Total credit for 2 years course = 90 Credits</b>			
	Furthermore, following non - credit course will be taken by the students			
1. Yuva Sanskar		2. N.C.C/N.S. S/Sports/Performing Arts/Yoga (Of which one has to be opted)		

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# SYLLABUS FOR M.A. IN ENGLISH

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With effect from 2025-27





**Syllabus for M.A. in English**  
**Under Course Credit cum Semester System**  
**With effect from 2025-26 session**

**Pedagogy**

The MA Programme under Course Credit cum Semester System shall comprise 20 Courses, spread over four semesters and carrying a total load of 90 credit hours. The first Semester will consist of four core courses and a two-credit course on Entrepreneurship Development. The Second Semester will consist of four core courses and an Interdepartmental Course of 3 Credit. In the third Semester, the students will pursue four core courses and a 2-credit course on Entrepreneurship Development. The students will take a 3-credit course through MOOC either in the second or third Semester. In addition, students will be assigned a Project Work in the third Semester to be submitted in the fourth Semester. Further, the students will have to opt for non-credit courses on 1. Yuva Sanskar 2. NCC/ Sports/Performing Arts/Yoga and the fourth Semester shall cover Elective Courses. Each course will carry a load of 4 credit hours. Each credit hour will consist of a minimum of 12 classes of 1 hour duration each.

**The learning and teaching method for *Each Semester* will include:**

- |                                     |                  |
|-------------------------------------|------------------|
| 1. Lectures (Blended):              | 4 hours per day  |
| 2. Seminars:                        | 4 hours per week |
| 3. Audio Visual Classes/ Workshops: | 2 hours per week |
| 4. Self-Study/ Library/ Laboratory: | 5 hours per week |

**Evaluation Pattern**

Assessment will be made on the basis of

1. External evaluation
2. Internal Assessment in the form of
  - a) Assignments and Presentations
  - b) Seminars
  - c) Class Tests
  - d) Projects
  - e) Group Discussions

**Semester-wise distribution of courses is given below:**

**CORE COURSES**

**SEMESTER I**

EN-C-411- Literary Theory and Criticism

EN-C-412- Contemporary Theory

EN-C-413- Cultural Studies

EN-C-414- English Poetry I: Medieval to the Long Eighteenth Century

EN-C-415- English Drama I: Elizabethan Drama

### **Add on Course I**

**Course No: ESDM**

**Course Title: Environmental Studies and Disaster Management**

### **SEMESTER II**

EN-C-421- English Literary Essay

EN-C-422- English Poetry II- The Romantics

EN-C-423- English Novel I- Eighteenth Century English Novel

EN-C-424- English Drama II-Restoration to the Modern Period

EN-C-425- English Novel II- Nineteenth Century English Novel

### **Add on Course: II**

Course Title: MOOC Courses on any related topic

### **Add on Course: III**

IDCENG – Interdisciplinary Courses (IDC)

### **Semester III**

EN-C-431- Research Methodology and Publication Ethics

EN-C-432- English Poetry III-Nineteenth Century English Poetry

EN-C-433- English Poetry IV- Twentieth Century English Poetry

EN-C-434- English Novel III-Twentieth Century English Novel

EN-C-435- Contemporary Novel

### **Add on Course IV**

ED- Entrepreneurship Development

## **ELECTIVE COURSES**

### **Semester IV**

This Semester shall comprise Elective Courses (ENG 441 to 445) in five separate Modules carrying a credit load of 20 credit hours in each module. Students will be allowed to take any one of the modules based on their i) Preference and ii) Merit. The Department would notify the available Modules for exercising option. They have to submit their preference a week before the Registration for Semester III. Each of the available modules will have equal number of students ordinarily.

#### ***The four Elective Modules are:***

Elective Module A: *Non-British Novels in English*

Elective Module B: *Comparative Literature and Translation Studies*

Elective Module C: *Linguistics and English Language Teaching*

Elective Module D: *Indian Writing in English and Indian Literature in English Translation*

Elective Module E: *Special Topics*

ENG 441 Modules A, B, C, D & E

ENG 442 Modules A, B, C, D & E

ENG 443 Modules A, B, C, D & E

ENG 444 Modules A, B, C, D & E

## SEMESTER-I

**Course No:** EN-C-411

**Course Title:** Literary Theory and Criticism

**Course Objectives:** This paper will serve as a bridge course and familiarize students with:

1. The conceptual premises of literary appreciation and its shifting paradigms.
2. The works of representative literary critics from the Neo classical to Romantic to Modern period.
3. Critical thinkers from Dryden to Eliot and, theoretical debates that inform contemporary literary and cultural productions.

**Credit Load:** 4 credit hours

### Course Contents:

- Unit I: Dryden: *from* An Essay of Dramatic Poesy  
Johnson: *from* Preface to Shakespeare
- Unit II: Coleridge: *Biographia Literaria*, Chapter XIV  
Rene Wellek: "The Concept of Romanticism in Literary Scholarship" in *Concepts of Criticism* (1963)
- Unit III: Shelley: *from* A Defense of Poetry  
Matthew Arnold: *From* Culture and Anarchy (Chapter I: Sweetness and Light)
- Unit IV: E. M. Forster: *Aspects of the Novel*: Chapter 2, The Story  
Eliot: The Frontiers of Criticism

Source: *Norton Anthology of English Literature*. Eds. Abrams and Greenblatt. 2 vols/7<sup>th</sup>edn

### Recommended Readings:

1. *The Cambridge History of Literary Criticism*. Vol. 3 and Vol. 7
2. Mathew Arnold: "The Function of Criticism at the Present Time"
3. W. K. Wimsatt and M C Beardsley: "Intentional Fallacy"

**Course Learning Outcome (CLO):** At the end of the course students will be familiar with literary criticism from Dryden to Eliot. They will be able to:

- CLO1. Understand the methodologies and modes of interpretation that have informed contemporary literary criticism
- CLO2. Learn the art of critical appreciation of literary texts
- CLO3. Critically evaluate the major schools of literary criticism in light of current theories
- CLO4. Appreciate 'essay' as a form of literary criticism

### Scheme of Examination:

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written test and seminar/home assignment. The written test will be 60

minutes duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

**Division of Marks:** (For semester-end university examination)

1. Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**
2. Four long- answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)

**Course No: EN-C-412**

**Course Title: Contemporary Theory**

**Course Objectives:** This paper is concerned with various theoretical approaches. It aims to familiarize students with:

1. Basic theoretical premises and features of some major theoretical approaches.
2. The representative essays of some major thinkers of the Twentieth Century.
3. Philosophical ideas that help literary interpretation.

**Credit Load: 4** credit hours

**Course Contents:**

Unit I: Russian Formalism and the Bakhtin School

1. Viktor Shklovsky – “Art as Technique”
2. Mikhail Bakhtin - “Discourse in the Novel”

Unit II: Marxist Theories

1. Walter Benjamin – “The Author as Producer”
2. E. Balibar & P. Macherey – “Literature as an Ideological Form”

Unit III: Feminist Theories

1. Elaine Showalter – “Towards a Feminist Poetics”
2. Judith Butler - “Subjects of Sex/ Gender/ Desire”

Unit IV: Poststructuralist Theories

1. Jacques Derrida, “Structure, Sign, and Play in the Discourse of the Human Sciences”
2. Gayatri C Spivak, *from* the Critique of Postcolonial Reason in *The Norton Anthology of Theory and Criticism*

**Recommended Readings:**

1. Jonathan Culler: *Literary Theory* (Very Short Introduction)
2. Cathrine Belsey: *Critical Practice*
3. Lora Mulvey: *Visual Pleasure and Narrative Cinema*
4. Bell hooks: *Feminism is for Everybody*

5. Michel Foucault: "What is an Author?"
6. Paul de Man: "The Resistance to Theory"
7. Roland Barthes: "The Death of the Author"

**Course Learning Outcome (CLO):** At the end of the course students will be familiar with the major literary thinkers of the Twentieth Century. They will be able to:

CLO1. Understand the debates between the different schools of thought.

CLO2. Develop a sophisticated understanding of theoretical approaches for identifying research problems.

CLO3. Independently use theories on their own to literary interpretations of texts.

CLO4. Apply knowledge of critical theories to an understanding of practical problems.

### **Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written test and seminar/home assignment. The written test will be 60 minutes duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

### **Division of Marks:** (For semester-end university examination)

1. Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**
2. Four long- answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)

**Course No: EN-C-413**

**Course Title: Cultural Studies**

**Course Objectives:** This paper is interdisciplinary in nature. It aims to introduce students to various cultural forms and practices, and familiarize them with:

1. Tools to analyse cultural practices, literary representations, identities and power.
2. The process of production of knowledge and the role of social institutions in shaping cultures.
3. The influence of other disciplines on literary studies.

**Credit Load: 4 credit hours**

### **Course Contents:**

Unit I: (i) Raymond Williams: "Culture is Ordinary" (1958) *from* Raymond Williams: Essential Writings Ed. Jim McGuigan:

(ii) Marshall McLuhan: *from* Understanding Media: The Extensions of Man, Chapter One, 'The Medium is the Message'

Unit II: (i) Louis Althusser: *from* Ideology and Ideological State Apparatuses (Norton Anthology of Theory and Criticism)



(ii) Tony Bennett: 'Theories of the Media, Theories of Society'

Unit III: (i) James Clifford: 'Travelling Cultures'

(ii) John Fiske: 'Cultural Studies and the Culture of Everyday Life'

Unit IV: Stuart Hall (i) Encoding, Decoding

(ii) Cultural Studies and its Theoretical Legacies

### **Recommended Readings:**

Chris Barker and Emma A. Jane: *Cultural Studies: Theory and Practice*

Homi K Bhaba: *The Location of Culture*

Claire Burchall and Gary Hall: *New Cultural Studies: Adventures in Theory*

Maja Mikula: *Key concepts in cultural studies*

**Course Learning Outcome (CLO):** At the end of the course students will be familiar with major thinkers in Cultural Studies. They will be able to think critically and will be able to:

CLO1. Analyse how meanings are produced, circulated and exchanged in a variety of contexts.

CLO2. Explore the cultural aspects of race, class, nation, gender, consumption, popular media, environment, etc.

CLO3. Think analytically and question social norms.

CLO4. Prepare for research in the field of literary and cultural studies.

### **Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written test and seminar/home assignment. The written test will be 60 minutes duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

### **Division of Marks:** (For semester-end university examination)

1. Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**

2. Four long- answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)

**Course No: EN-C-414**

**Course Title: English Poetry I: Medieval to the Long Eighteenth Century**

**Course Objectives:** This paper covers English Poetry of Early Modernity. It aims to familiarize students with

1. English poetry of different forms written during the Early Modern period.
2. The cultural contexts that have informed such writings.
3. Literary reinventions of later ages, and influences on later writers.

**Credit Load:** 4 credit hours

**Course Content:**

Unit I: Chaucer: “The Wife of the Bath’s Tale” from *The Canterbury Tales*

Unit II: Metaphysical Poets:

Donne: “The Canonization,” “The Extasie”

Andrew Marvell: “The Garden,” “An Horatian Ode: Upon Cromwell’s Return from Ireland”

George Herbert: “The Altar”, “The Collar”

Henry Vaughan: “The Retreat”, “The Revival”

Unit III: Milton: *Paradise Lost* (Books I, II& IX)

Unit IV: Early Modern Women Poets: Sarah Fyge Egerton “At My Leaving Cambridge, August the 14<sup>th</sup>, Extempore”; Lady Mary Wortley Montagu: “Saturday, The Small-Pox, Flavia”  
Margaret Cavendish: “Earth’s Complaint”, Anne Finch: “The Answer (To Pope’s Impromptu)”

**Recommended Readings:**

1. G.M. Trevelyan: *English Social History*
2. Philip Sidney: “An Apology for poetry”
3. E M W Tillyard: *The English Epic and its Background*
4. Gary F. Waller: *English Poetry of the Sixteenth Century*

**Course Learning Outcome (CLO):** At the end of the course students will be familiar with English poetry of different forms written during the Early Modern period. They will be able to understand

CLO1. The influence of contemporary philosophies on the early poetic forms

CLO2. The social and political concerns of writers of the age and their relevance to us today

CLO3. Distinguish between the social and political concerns of the female and the male poets of the period.

CLO4. Later developments in poetic diction and style

**Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written test and seminar/home assignment. The written test will be 60 minutes duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

**Division of Marks:** (For semester-end university examination)

1. Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**
2. Four long- answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)

**Course No: EN-C-415**

**Course Title: English Drama I: Elizabethan Drama**

**Course Objectives:** This paper covers English Drama of the Elizabethan and Jacobean era. It aims to familiarize students with

1. Canonical English dramatists and theatrical practices of the Elizabethan and Jacobean era
2. Historical and political contexts in which the plays were staged.
3. Later theatrical reinventions and influences on Modern dramatists.

**Credit Load:** 4 credit hours

**Course Contents:**

Unit I: Marlowe: *Doctor Faustus*

Unit II: Shakespeare: *Hamlet*

Unit III: Webster: *The Duchess of Malfi*

Unit IV: Shakespeare: *The Tempest*

**Course Learning Outcome (CLO):**

At the end of the course students will be familiar with English drama written during the Elizabethan and Jacobean era. They will be able to understand

CLO1. The social and political concerns of the dramatists of the age, and their relevance to us today

CLO2. Philosophical ideas that informed the political thoughts of the age

CLO3. Theatrical practices of the Elizabethan and Jacobean era

CLO4. The influences on Modern theatrical reinventions

**Recommended Readings:**

1. Aristotle: *Poetics*
2. Thomas Kyd: *The Spanish Tragedy*
3. Sean McEvoy: *Shakespeare: The Basics*
4. M C Bradbrook: *Themes and Conventions of Elizabethan Tragedy*

**Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written test and seminar/home assignment. The written test will be 60

minutes duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

**Division of Marks:** (For semester-end university examination)

1. Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**
2. Four long- answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)

**ADD ON COURSE: I**

**Course: ESDMH**

**Course Title: Environmental Studies and Disaster Management**

**Credit Load: 2** credit hours

**Scheme of Examination and Division of Marks:** End term + Midterm: 60+40

Details will be provided by the Department offering the course.

**SEMESTER-II**

**Course No: EN-C-421**

**Course Title: English Literary Essay**

**Course Objectives:** In English literary studies the essay occupies a marginal status. By focusing on representative essays and essayists from English belletrist tradition the course gives a preliminary exposure to the variety of essays produced in English.

The learner is expected to acquire a fair idea about the theory and the history of the essay in English exposing herself/himself to its generic features. This will also create in the participant a desire to sample the essay form from other non-British traditions. This paper covers literary English essays. It aims to familiarize students with

1. The theory and the history of the essay in English
2. The representative essays and essayists from English belletrist tradition
3. The generic features of the essay as a form

**Credit Load: 4** credit hours

**Course Contents:**

### Unit I: What is an essay?

1. Theodor Adorno: "The Essay as Form"
2. Scott Russell Sanders: "The Singular First Person"

### Unit II

1. Francis Bacon: "Of Studies"
2. John Donne: "The Physician is Sent For" *Meditation* No 4
3. Abraham Cowley: "Of Avarice"
4. Jonathan Swift: "A Meditation upon a Broom-Stick"

### Unit III

1. Richard Steele: "Introducing the Tatler" *The Tatler* No 1 (12 April 1709)
2. Joseph Addison: "Introducing Mr. Spectator" *Spectator* no 1 (1 Mar 1711)
3. Charles Lamb: "Dream Children: A Reverie"
4. William Hazlitt: "On the Pleasure of Hating"

### Unit IV

1. E. M. Forster: "My Own Centenary"
2. Virginia Woolf: "The Death of the Moth"
3. George Orwell: "Politics and the English Language"
4. Margaret Atwood: "Happy Endings"

### Recommended Readings:

1. Michael de Montaigne, *Essays* (English translation by Donald Frame)
2. Alexander J. Butrym ed. *Essays on the Essay: Redefining the Genre*

**Course Learning Outcome (CLO):** At the end of the course students will be familiar with representative essays and essayists from English belletrist tradition. They will

**CLO1.** Understand the theory and the history of the essay in English

**CLO2.** Be able to identify the social and cultural practices that influenced the generic features of the essay as a form

**CLO3.** Feel encouraged to sample the essay from other non-British traditions

### Scheme of Examination:

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written test and seminar/home assignment. The written test will be 60 minutes duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

### Division of Marks: (For semester-end university examination)

1. Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**
2. Four long- answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter.

**Course No: EN-C-422**

**Course Title: English Poetry II- The Romantics**

**Course Objectives:** This paper covers English Poetry of the Romantic period. It aims to familiarize students with

1. English poetry of different forms written during the period
2. The Social and Political contexts that have informed the writing of the poems
3. Literary innovations based on the poetics of the period

**Credit Load: 4** credit hours

**Course Contents:**

**Unit I**

William Blake: “The Lamb,” “Holy Thursday” (From *Songs of Innocence*), “Human Abstracts,” and “The School Boy” (from *Songs of Experience*)

**Unit II**

Wordsworth: “The World is Too Much With us”, “Ode: Intimations of Immortality,” “Nutting,” “The Old Cumberland Beggar,” “The Leech Gatherer”

**Unit III**

Keats: From *Fall of Hyperion* “La Belle Dame sans Merci: A Ballad”, “Ode to Autumn”, “Bright Star,” “Ode on a Grecian Urn”

**Unit IV**

P B Shelley: “Adonais”

**Recommended Readings:**

1. M H Abrams: *Natural Supernaturalism: Tradition and Revolution in Romantic Literature*
2. P B Shelly’s Odes
3. J S Mill: *What is Poetry?*
4. John Henry Newman: *Apologia Pro Vita Sua*
5. Christina Rossetti: *Goblin Market*

**Course Learning Outcome (CLO):** At the end of the course students will be familiar with English poetry of the Nineteenth Century. They will be able to:

- CLO1. Contextualize Romantic poetry against early modern poetry of the eighteenth century
- CLO2. Understand the social and political concerns of writers of the age, and their relevance to us today
- CLO3. Critically evaluate and compare 19<sup>th</sup> Century poetics and their practice
- CLO4. Approach developments in modern poetry against Romantic poetry

**Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written tests and seminar/home assignments. The written test will be 60 minutes in duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

**Division of Marks:** (For semester-end university examination)

1. Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**
2. Four long-answer type questions, each question will be of 15 marks and there should be an alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)

**Course No:** EN-C-423

**Course Title:** English Novel I- Eighteenth Century English Novel

**Course Objectives:** This paper covers English Novel of the Eighteenth Century. It aims to familiarize students with

1. The rise of the English novel as a genre in the Eighteenth Century.
2. The social and political concerns of writers of the Eighteenth Century, and their relevance to us today.
3. The cultural contexts that have informed such writings.

**Credit Load:** 4 credit hours

**Course Contents:**

Unit I:	Daniel Defoe:	<i>Robinson Crusoe</i>
Unit II	Samuel Richardson:	<i>Pamela</i>
Unit III:	Henry Fielding:	<i>Tom Jones</i>
Unit IV:	Laurence Sterne:	<i>Tristram Shandy</i>

**Course Learning Outcome (CLO):** At the end of the course students will be familiar with early English novels written during the Eighteenth Century. They will be able to understand

CLO1. Different forms of the early novel.

CLO2. Influence of early European explorations on literature of the era.

CLO3. The social and political concerns of writers of the Eighteenth Century, and their relevance to us today

CLO4. The cultural contexts in which the Novel came to be written

**Recommended Readings:**

1. Basil Willey: *The Eighteenth Century Background*
2. G. M. Trevelyan: *English Social History*

**Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written test and seminar/home assignment. The written test will be 60

minutes duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

**Division of Marks:** (For semester-end university examination)

1. Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**
2. Four long- answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)

**Course No:** EN-C-424

**Course Title:** English Drama II-Restoration to the Modern Period

**Course Objectives:** This paper covers English Drama in different forms, from Restoration to the Modern period. It aims to familiarize students with

1. Cultural contexts in which the Restoration plays were staged.
2. Innovative theatrical practices of Modern dramatists
3. Historical and Political contexts which informed the plays from the Restoration to the Modern period.

**Credit Load:** 4 credit hours

**Course Contents:**

Unit I: Congreve: *The Way of the World*

Unit II: Shaw: *Arms and the Man*

Unit III: Osborne: *Look Back in Anger*

Unit IV: Pinter: *Mountain Language*

**Recommended Readings:**

1. Martin Esslin: *The Theatre of the Absurd*
2. Luigi Pirandello: *Six Characters in Search of an Author*
3. Harold Pinter: *The Dumb Waiter*
4. G. B. Shaw: *Pygmalion*

**Course Learning Outcome (CLO):** At the end of the course students will be familiar with English Drama in different forms, from Restoration to the Modern period. They will be able to understand:

CLO1. The cultural contexts that informed the re-emergence of theatres during the



Restoration period

CLO2. Influence of philosophical ideas of the Enlightenment on the drama of the period

CLO3. Realism and Naturalism as theatrical conventions of the 19<sup>th</sup> and 20<sup>th</sup> century

CLO4. Theatre of the Absurd as a modern theatrical reinvention

### **Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written tests and seminar/home assignments. The written test will be of 60-minute duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

### **Division of Marks:** (For semester-end university examination)

1. Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**
2. Four long-answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)

**Course No: EN-C-425**

### **Course Title: English Novel II- Nineteenth Century English Novel**

**Course Objectives:** This paper covers English Novel of the Nineteenth Century. It aims to familiarize students with

1. The social and political concerns of writers of the Nineteenth Century, and their relevance to us today
2. The cultural contexts that have informed such writings
3. Fictional representation of economic exigencies of the 19<sup>th</sup> Century

**Credit Load:** 4 credit hours

### **Course Contents:**

<b>Unit I:</b>	Jane Austen:	<i>Emma</i>
<b>Unit II:</b>	Charles Dickens:	<i>David Copperfield</i>
<b>Unit III:</b>	Thackeray:	<i>Vanity Fair</i>
<b>Unit IV:</b>	George Eliot:	<i>Middlemarch</i>

### **Recommended Readings:**

1. Terry Eagleton: *The English Novel*
2. Mary Wollstonecraft: *A Vindication of the Rights of Women*
3. Oscar Wilde: *The Picture of Dorian Grey*

4. Karl Marx: "The Fetishism of Commodities and the Secret Thereof," from *The Communist Manifesto*: Chapter 1. "Bourgeois and Proletarians"
5. John Stuart Mill: from *On Liberty*, Chapter 3- 'Of Individuality'

**Course Learning Outcome (CLO):** At the end of the course students will be familiar with English novels written during the Nineteenth Century. They will be able to understand:

CLO1. Nineteenth Century novel as a critical commentary on cultural practices of the times

CLO2. The social and political concerns of writers of the Nineteenth Century, and their relevance to us today

CLO3. Realism as an artistic convention and tendency in the Victorian novel

CLO4. The early literary concerns with gender issues

### **Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written tests and seminar/home assignments. The written test will be of 60-minute duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

### **Division of Marks:** (For semester-end university examination)

1. Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**
2. Four long-answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)

## **ADD ON COURSE: II**

**Course Title: MOOC Courses**

**Credit Load: 3 credit hours**

Students will identify course/courses on literary studies of 3 Credits on MOOC/SWAYAM platforms in consultation with the Department. The marks secured will be submitted to the Examination-in-Charge with the department to be included in the final grade sheet.

## **ADD ON COURSE: III (Interdisciplinary Course)**

**Course: IDCENG**

**Course Title: World Literature**

**Credit Load: 3 credit hours**

### **Objectives:**

1. The course aims to familiarize students with universal human issues relating to gender and race.
2. Philosophical and ethical concerns in classical literature relevant to present times.

### **Course Contents:**

**Unit I:** Leo Tolstoy: *The Death of Ivan Ilyich*

**Unit II:** Franz Kafka: *The Metamorphosis* translated by Willa and Edwin Muir

**Unit III:** Ralph Ellison: *Invisible Man*

**Recommended Readings:**

1. Corngold, Stanley (trans. and Ed.) *The Metamorphosis*. Norton Critical Edition, 1996
2. Fanon, Frantz. *The Wretched of the Earth*
3. Walter H Sokel (ed.) *The Myth of Power and the Self: Essays on Franz Kafka*

**Scheme of Examination and Division of Marks:** End term + Midterm: 60+40

### **SEMESTER-III**

**Course No:** EN-C-431

**Course Title:** **Research Methodology and Publication Ethics**

**Course Objectives:** This paper will introduce students to

1. Pursue scholarship based on theory of textuality Writing research papers, review of literature, editing and publishing.
2. The basic principles of research methodology and publication ethics
3. Fundamentals of computer application and digital technology in literary research.

**Credit Load:** 4 credit hours

**Course Contents:**

**Unit I:** Research Methodology and Fundamentals of Research: MLA Style Sheet, Selecting a topic, Compiling a Working Bibliography, Taking Notes

**Unit II:** Research and Publication Ethics, Identifying Research Misconduct and Predatory Publications, Conducting Research, Evaluating Sources, Plagiarism, Outlining, Writing Drafts, Language and Style, Guides to Writing

**Unit III:** Textual Criticism: Aims of Textual Criticism, Critical Editing and Establishing the Text, Critical Editions/Definitive Editions, Function of Bibliography

**Unit IV:** Computer Application in Literary Studies: Computer Fundamentals and Internet Basics— Functional Units of a Computer, Windows Operating System, Word Processing. — Microsoft Word, Editing and Formatting of a Document; Working with Tables, Creating and Printing a Presentation, producing a Slide Show; Editing and Formatting Worksheets; Performing Basic Calculations, Working with Charts;

Creating a database file using Menu-based Windows Software, Using the Internet and the World Wide Web, Mobile Applications.

Concept of e-book, e-library, Internet Archive, Open Library, Search Engines, URLs on Literature, Basics of HTML, web page designing

**Note: Interim Report and Review of Literature on research topic in database format to be submitted as both hardcopy and softcopy as part of the Internal Assessment for Semester IV.**

**Recommended Readings:**

1. *MLA Handbook*, Ninth Edition
2. James Thropeed. *The Aims and Methods of Scholarship in Modern Languages and Literatures*. New York: MLA, 1963.

**Course Learning Outcome (CLO):** At the end of the course students will be familiar with Research Methodology and Computer Application in Literary Studies. They will be able to

**CLO1.** Pursue scholarship based on theory of textuality Writing research papers, review of literature, editing and publishing.

**CLO2.** Understand the ethics of research and apply the basics of research methods to writing a research paper.

**CLO3.** Use technology for research.

**Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written tests and seminar/home assignments. The written test will be of 60-minute duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

In addition, students will be assigned a Project Work for the Fourth Semester. The internal assessment of which will be the Evaluation of Interim Report (20 Marks) at the end of the Third Semester.

**Division of Marks:** (For semester-end university examination)

1. Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**
2. Four long-answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)

**Course No: EN-C-432**

**Course Title: English Poetry III-Nineteenth Century English Poetry**

**Course Objectives:** This paper covers English Poetry of the Victorian era. It aims to familiarize students with

1. English poetry of different forms written during the Nineteenth Century.
2. The Social and Political contexts that have informed the writing of the poems.
3. Impact of art and culture on the poetry of the 19<sup>th</sup> Century.

**Credit Load: 4 credit hours**

**Course Contents:**

**Unit I**

Tennyson: “Lady of Shallot,” “The Lotos-Eaters,” “Ulysses,” “Crossing the Bar”

**Unit II**

Robert Browning: “Porphyria’s Lover,” “Andrea del Sarto,” “The Last Ride Together”

**Unit III**

Elizabeth Barrett Browning: *Sonnets from the Portuguese* No. 28 (“My Letters!”), 43 (“How do I Love Thee?”) and 44 (“Beloved...”)

**Unit IV**

Mathew Arnold: “Scholar Gipsy,” “The Buried Life,” “Dover Beach”

**Recommended Readings:**

1. John Henry Newman: *Apologia Pro Vita Sua*
2. Christina Rossetti: *Goblin Market*
3. Devoney Looser: *The Cambridge Companion to Women’s Writing in the Romantic Period*

**Course Learning Outcome (CLO):** At the end of the course students will be familiar with English poetry of the Nineteenth Century. They will be able to:

- CLO1. Contextualize Victorian poetry against the philosophical and intellectual debates of the times.
- CLO2. Understand the social and political concerns of writers of the age, and their relevance to us today.
- CLO3. Understand the impact of art and culture on the poetry of the 19<sup>th</sup> century
- CLO4. Understand the conflicts between faith and new knowledge.

**Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written tests and seminar/home assignments. The written test will be 60 minutes in duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

**Division of Marks:** (For semester-end university examination)

1. Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**

2. Four long-answer type questions, each question will be of 15 marks and there should be an alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)

**Course No: EN-C-433**

**Course Title: English Poetry IV- Twentieth Century English Poetry**

**Course Objectives:** This paper covers English Poetry of the Twentieth Century. It aims to familiarize students with

1. English poetry of different forms written during the Twentieth Century.
2. The Social and Political contexts that have informed the writing of the poems.
3. Modernity as an idea represented in the poetry of the period.

**Credit Load:** 4 credit hours

**Course Contents:**

**Unit I**

Yeats: "Easter 1916," "A Prayer for My Daughter," "Sailing to Byzantium," "Among School Children," "Leda and the Swan," and "The Circus Animals' Desertion"

**Unit II**

Eliot: "The Waste Land" and "Marina"

**Unit III**

Auden: "Lullaby," "The Unknown Citizen," "Musee des Beaux Arts," "On this Island," "September 1, 1939," "Their Lonely Betters"

**Unit IV**

Larkin: "Next, Please," "Ambulances," "Sad Steps," "Mr Bleaney," "Afternoons," "At Grass," "Aubade"

**Recommended Readings:**

1. G. M. Trevelyan: *English Social History*
2. Theodor W Adorno: "On Lyric Poetry and Society"
3. Ezra Pound: "Hugh Selwyn Mauberley"

**Course Learning Outcome (CLO):** At the end of the course students will be familiar with English poetry of the Twentieth Century. They will be able to:

CLO1. Understand the social and political concerns of writers of the age, and their relevance to us today.

CLO2. Understand modern literary experimentation as an outcome of disillusionment with early belief systems.

CLO3. Approach developments in modern poetry against Romantic poetry

CLO4. Modernity as an idea represented in the poetry of the period

### **Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written tests and seminar/home assignments. The written test will be of 60-minute duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

### **Division of Marks:** (For semester-end university examination)

1. Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**
2. Four long-answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)

**Course No: EN-C-434**

### **Course Title: English Novel III- Twentieth Century English Novel**

**Course Objectives:** This paper covers English Novel of the Twentieth Century. It aims to familiarize students with

1. Different forms of the Modern novel.
2. The social and political concerns of writers of the Twentieth Century, and their relevance to us today.
3. The influence of Modern art and culture on the novel of the period.

**Credit Load:** 4 credit hours

### **Course Contents:**

**Unit I:** James Joyce: *A Portrait of the Artist as a Young Man*

**Unit II:** D.H. Lawrence: *Women in Love*

**Unit III:** Joseph Conrad: *Heart of Darkness*

**Unit IV:** Kingsley Amis: *Lucky Jim*

### **Recommended Readings:**

1. Peter Childs: *Modernism* (New Critical Idiom)
2. Sigmund Freud: *Civilization and its Discontents*
3. James Clifford: "Travelling Cultures"

**Course Learning Outcome (CLO):** At the end of the course students will be familiar with English novels written during the Twentieth Century. They will be able to understand

- CLO1. The social and political concerns of writers of the Twentieth Century, and their relevance to us today
- CLO2. The relation between Modern art and literature
- CLO3. The developments in psychoanalytical practices and new Philosophical ideas that have informed the writings of the Modern novel

### **Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written tests and seminar/home assignments. The written test will be of 60-minute duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

### **Division of Marks:** (For semester-end university examination)

- Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**
- Four long-answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)

**Course No: EN-C-435**

### **Course Title: Contemporary Novel**

**Course Objectives:** This paper covers English Novel of the Contemporary times. It aims to familiarize students with

- The different literary forms, genres and modes of narratives of the twenty first Century.
- The social and political concerns of writers of the current century.
- The moral and ethical implications of the literary writings.

**Credit Load:** 5 credit hours

### **Course Contents:**

<b>Unit I:</b>	Bryan Talbot:	<i>The Tale of One Bad Rat</i>
<b>Unit II:</b>	Monica Ali:	<i>Brick Lane</i>
<b>Unit II:</b>	Kazuo Ishiguro:	<i>Klara and the Sun</i>
<b>Unit III:</b>	Paul Lynch:	<i>Prophet Song</i>

### **Recommended Readings:**

- Mary Shelley: *Frankenstein*
- Michel Foucault: "What is Enlightenment?"
- Amitav Ghosh: *The Great Derangement*
- Margaret Atwood: *Oryx and Crake*



**Course Learning Outcome (CLO):** At the end of the course students will be familiar with English novels written during the Twenty-first Century. They will be able to understand:

**CLO1.** The different literary forms, genres and modes of narratives of the Twenty-first Century

**CLO2.** The social and political concerns of writers of the current century

**CLO3.** The moral and ethical implications concern of literature.

**Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written test and seminar/home assignment. The written test will be 60 minutes duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

**Division of Marks:** (For semester-end university examination)

1. Four long- answer type questions (to be answered in 1000 words each), one each from the 4 units with alternatives: **16x 4 = 64**
2. Two short-answer type questions (to be answered in 500 words each), carrying 8 marks each. There will be one short-answer type question from each unit, out of which the candidates shall answer any two. **8x2 = 16**

**ADD ON COURSE: IV**

**Course: ED**

**Course Title: ED-** Entrepreneurship Development

**Credit Load: 2 credit hours**

**(Course details will be provided by the concerned Department)**

**Division of Marks:** End term + Midterm: 60+40

Details will be provided by the Department offering the course.

## SEMESTER-IV

### Elective Module A: Non-British Novels in English

Course No: EN-NBNE-441

Course Title: Theory of the Novel

**Course Objectives:** This paper will introduce the students to the Theory of the Novel. It aims to familiarize students with

1. Basic theoretical premises and features of some major theoretical approaches.
2. The postcolonial and neo-imperialist contexts relevant to identity politics.
3. The art of characterization.

**Credit Load:** 4 credit hours

#### Course Contents:

- Unit I:** Henry James: “The Art of the Fiction”
- Unit II:** Georg Lukacs: “The Epic and the Novel” and “The Inner Form of the Novel- Chapters 3 and 4 of *The Theory of the Novel*”
- Unit III:** Frederic Jameson, “Third World Literature in the Era of Multinational Capitalism”
- Unit IV:** Wilson Harris, “The Fabric of the Imagination” in *Third World Quarterly*, vol. 12, no. 1, 1990, pp. 175-186.

#### Recommended Readings:

1. Eric Bulson: *The Cambridge Companion to the Novel*

**Course Learning Outcome (CLO):** At the end of the course students will be familiar with the Theory of the Novel. They will be able to

**CLO1.** Develop a sophisticated understanding of theoretical approaches to the Novel as an art form.

**CLO2.** Understand the postcolonial and neo-imperialist contexts relevant to identity politics.

**CLO3.** Perceive World Literature as a product of multinational capitalism.

#### Scheme of Examination:

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written tests and seminar/home assignments. The written test will be of 60-minute duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

#### Division of Marks: (For semester-end university examination)

1. Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**

- Four long-answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)

**Course No: EN-NBNE-442**

**Course Title: Europe, America**

**Course Objectives:** This paper will introduce the students to classic novels from Europe and America. It aims to familiarize students with

- The social, political and historical contexts in which novels were written.
- World literary concerns with gender issues.
- Universal ethical issues.

**Credit Load:** 4 credit hours

**Course Contents:**

<b>Unit I:</b>	Tolstoy:	<i>The Death of Ivan Ilyich</i>
<b>Unit II:</b>	Franz Kafka:	<i>The Trial</i>
<b>Unit III:</b>	Nathaniel Hawthorne:	<i>The Scarlet Letter</i>
<b>Unit IV:</b>	Alice Walker:	<i>The Color Purple</i>

**Recommended Readings:**

- Joe Andrew: *Russian Writers and Society in the Second half of the Nineteenth Century*
- Richard Gray: *A History of American Literature*
- Walter H. Sokel. (Ed.) *The Myth of Power and the Self: Essays on Franz Kafka*

**Course Learning Outcome (CLO):** At the end of the course students will be familiar with novels from Europe and America. They will be able to understand

CLO1. The socio-political and cultural contexts in which the novels were written

CLO2. Universal human issues relating to gender and race

CLO3. Philosophical ethical concerns in classical World Literature

**Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written tests and seminar/home assignments. The written test will be of 60-minute duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

**Division of Marks:** (For semester-end university examination)

- Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**

2. Four long-answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)

**Course No: EN-NBNE-443**

**Course Title: Africa**

**Course Objectives:** This paper will introduce the students to post-independence novels in English from Africa. It aims to familiarize students with

3. Representative novels from different African countries.
4. The social, political and historical contexts in which novels were written.
5. Postcolonial issues relating to race and gender.

**Credit Load:** 4 credit hours

**Course Contents:**

**Unit I:** Chinua Achebe: *Anthills of the Savannah*

**Unit II:** Ayi Kwei Armah: *The Beautiful Ones are Not Yet Born*

**Unit III:** Tayeb Salih: *Season of Migration to the North*

**Unit IV:** J.M. Coetzee: *Disgrace*

**Recommended Readings:**

1. Edward Said: *Culture and Imperialism*
2. Frantz Fanon: *The Wretched of the Earth*
3. Ngugi wa Thiong'o: *Decolonising the Mind: The Politics of Language in African Literature*

**Course Learning Outcome (CLO):** At the end of the course students will be familiar with a broad range of postcolonial novels from African countries. They will be able to understand

CLO1. Post-apartheid issues and oral narrative tradition that inform the themes of the novels

CLO2. Identity issues relating to gender and race

CLO3. Impact of British imperialism on African social life

**Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written tests and seminar/home assignments. The written test will be of 60-minute duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

**Division of Marks:** (For semester-end university examination)

1. Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**

2. Four long-answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)

**Course No:** EN-NBNE-444

**Course Title:** **Latin America and the Caribbean**

**Course Objectives:** This paper will introduce the students to Latin American and Caribbean novels. It aims to familiarize students with

1. The postcolonial and neo-imperialist contexts in which the novels were written.
2. The relevant identity issues of race, gender and class.
3. The innovations in novel writing in the postmodernist tradition.

**Credit Load:** 4 credit hours

**Course Contents:**

**Unit I:** Juan Rulfo: *Pedro Paramo*

**Unit II:** Gabriel Garcia Marquez: *One Hundred Years of Solitude*

**Unit III:** George Lamming: *In the Castle of My Skin*

**Unit IV:** Jamaica Kincaid: *Annie John*

**Recommended Readings:**

1. Sara Castro-Klaren: *A Companion to Latin American Literature and Culture*
2. Allison Donnel: *Twentieth-Century Caribbean Literature*
3. Jean Rhys: *Wide Sargasso Sea*

**Course Learning Outcome (CLO):** At the end of the course students will be familiar with Latin American and Caribbean novels. They will be able to understand

CLO1. The origins of Postmodernist narrative techniques

CLO2. Identity issues relating to race, class, and gender

CLO3. The impact of neo imperialism and capitalism on native South American cultures

**Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written tests and seminar/home assignments. The written test will be of 60-minute duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

**Division of Marks:** (For semester-end university examination)

1. Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**
2. Four long- answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)

**Course No: ENG-C-445**

**Course Title: Project Work**

**Based on the topic assigned in Semester III**

**Division of Marks**

Semester wise work and distribution of marks in % for project			
III Semester (20% Evaluation of Interim Report of the Project Work)			
Back ground of the problem (5%)	Review of Literature (5%)	Objectives (5%)	Methodology (5%)
III Semester (20% Evaluation of Interim Report of the Project Work)			
Project Work (50%)		Viva (30%)	

**Elective Module B: *Comparative Literature and Translation Studies***

**Course No: EN-CLTS-441**

**Course Title: What is Comparative Literature? What is Translation?**

**Course Objectives:** This paper covers the theoretical premises of Comparative Literature and Translation Studies. It aims to familiarize students with

1. Issues in Comparative Literature.
2. Issues in Translation
3. The Discipline of Comparative Literature and Translation Studies in India and the West.

**Credit Load:** 4 credit hours

**Course Contents:**

- Unit I: Issues in Comparative Literature: Selected Essays Wellek: “The Name and Nature of Comparative Literature”  
Sisir Kumar Das: “Why Comparative Literature in India?”
- Unit II: Issues in Translation: Selected Essays  
James Holmes: “The Name and Nature of Translation Studies”  
Walter Benjamin: “The Task of the Translator”

- Unit III: The Discipline of Comparative Literature and Translation Studies in India: Selected Essays:  
 Bharata Muni: "On *Natya* and *Rasa*: Aesthetics of Dramatic Experience";  
 Bhartrhari: "On Syntax and Meaning"; Anandavardhana: "Dhvani: Structure of Poetic Meaning" (all from G. N. Devy (ed.) *Indian Literary Criticism: Theory and Interpretation* Part I), Ganesh Devy: "Translation and Literary History: An Indian View" in Bassnett and Trivedi (eds.) *Post-Colonial Translation*
- Unit IV: The Discipline of Comparative Literature and Translation Studies in the West: Selected Essays:  
 Susann Bassnett, "How Comparative Literature Came into Being" in *Comparative Literature: A Critical Reading*  
 Andre Lefevere, "Translation: Its Genealogy in the West" in *Translation, History & Culture* Eds. Bassnett and Lefevere

### Recommended Readings:

1. Susan Bassnett and Andre Lefevere Ed: *Translation, History, and Culture*
2. G. N. Devy: *Indian Literary Criticism: Theory and Interpretation*
3. Amiya Dev and Sisir Kumar Das: *Comparative Literature: Theory and Practice*

**Course Learning Outcome (CLO):** At the end of the course students will be familiar with the theoretical premises of Comparative Literature and the role of translation in it. They will be able to

- CLO1. Understand Critical issues in Comparative Literature and Translation Studies  
 CLO2. Compare and study the rise of Comparative Literature as a discipline in India and the West  
 CLO3. Apply theoretical knowledge to the study of translated texts and the issues related to the practice of translation

### Scheme of Examination:

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written tests and seminar/home assignments. The written test will be of 60-minute duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

### Division of Marks: (For semester-end university examination)

1. Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**
2. Four long-answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)

**Course No: EN-CLTS-442**

**Course Title: Attitude to Nature in British and Odia Romantic Poetry**

**Course Objectives:** This paper covers the study of romanticism in British and Odia poetry of the nineteenth century. It aims to familiarize students with

1. The consciousness of modernity vis-à-vis the cultural notions of nature.
2. Concept of Romanticism
3. Basic ideas about nature in British and Odia Romantic poetry.

**Credit Load:** 4 credit hours

**Course Contents:**

- Unit I: Basic Ideas about Nature in British Romantic Poetry (1789-1832)  
Unit II: Basic Ideas about Nature in 19<sup>th</sup> and early 20<sup>th</sup> century Odia Poetry  
Unit III: Wordsworth: "Tintern Abbey," Shelley: "To a Skylark," Keats: "To Autumn"  
Unit IV: Radhanath: "Chilika" Baikunthanath: "Nababarasa Sangeeta,"  
Mayadhar Mansingh: "Mahanadire Jyotsna Bihar"

**Recommended Readings:**

1. M H Abrams: *Natural Supernaturalism: Tradition and Revolution in Romantic Literature*

**Course Learning Outcome (CLO):** At the end of the course students will be familiar with the theoretical premises of romanticism in British and Odia poetry of the nineteenth century. They will be able to

- CLO1. Understand the consciousness of modernity vis-à-vis the cultural notions of nature.  
CLO2. Compare and study Odia Romantic poetry against British Romanticism.  
CLO3. Look critically at the influence of British Romantic poets on Odia poetry.

**Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written tests and seminar/home assignments. The written test will be of 60-minute duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

**Division of Marks:** (For semester-end university examination)

1. Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**
2. Four long-answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)



**Course No: EN-CLTS-443**

**Course Title: Attitude to Social Change in British and Odia Novels**

**Course Objectives:** This paper will introduce the students to the nature of social changes in 19<sup>th</sup> century England and Odisha. It aims to familiarize students with

1. The influence of the Industrial Revolution on 19<sup>th</sup> Century English novel.
2. Basic Ideas about the Nature of Social Change in the 19<sup>th</sup> century and Early 20<sup>th</sup> century Odisha
3. Imperialist England that impacted the writing of the Odia novel.

**Credit Load:** 4 credit hours

**Course Contents:**

Unit I: Basic Ideas about the Nature of Social Change in the 19<sup>th</sup> century England

Unit II: Basic Ideas about the Nature of Social Change in the 19<sup>th</sup> century and Early 20<sup>th</sup> century Odisha

Unit III: Charles Dickens: *Hard Times*

Unit IV: Fakir Mohan Senapati: *Six Acres and a Third*

**Recommended Reading:**

Fakir Mohan Senapati: *Atma Jeebana Charita*

**Course Learning Outcome (CLO):** At the end of the course students will be familiar with the social structures in the colonial and imperial contexts, which resulted in the writing of novels of social realism. They will be able to understand

CLO1. The post-Industrial Revolution social structures that resulted in the writing of novels of social realism in England

CLO2. The rise of colonial middle-class culture in 19<sup>th</sup> century Odisha

CLO3. Look critically at the impact of imperialist England on the 19<sup>th</sup> Century Odia novel

**Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written tests and seminar/home assignments. The written test will be of 60-minute duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

**Division of Marks:** (For semester-end university examination)

1. Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**
2. Four long-answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)

**Course No: EN-CLTS-444**

**Course Title: Attitude to Human Suffering in Greek and Sanskrit Drama**

**Course Objectives:** This paper will introduce the students to the grounds of comparison of Sanskrit and Greek classical plays. It aims to familiarize students with

1. The broad philosophical and cultural issues of human suffering in both traditions.
1. Methods of comparison of classical Greek and Sanskrit literary texts.
2. Literary texts as illustrations of East and West poetics.

**Credit Load:** 4 credit hours

**Course Contents:**

- |           |   |
|-----------|---|
| Unit I:   | Basic Ideas about Human Suffering in Ancient Greece |
| Unit II:  | Basic Ideas about Human Suffering in Ancient India  |
| Unit III: | Sophocles: <i>Oedipus the King</i>                  |
| Unit IV:  | Kalidasa: <i>Abhijnana Shakuntalam</i>              |

**Recommended Reading:**

1. Aristotle: *Poetics*
2. Jennifer Wallace: *The Cambridge Introduction to Tragedy*
3. Bharata's *Natyashastra*. Translated by M. M. Ghosh. Vol. 1, 2<sup>nd</sup> Ed. Asiatic Society, Kolkata, 1950.
4. Roy W Perrett. Ed. *Indian Philosophy*, Vol. 5. New York: Garland, 2000

**Course Learning Outcome (CLO):** The students will be oriented towards the study of world literature using the methods of comparison of literary texts. They will be able to

CLO1. Understand the broad philosophical and cultural issues of human suffering in Ancient Greece and India.

CLO2. Understand the concept of Tragedy in the East and the West.

CLO3. Apply the methods of comparison to the study of world literature.

**Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written tests and seminar/home assignments. The written test will be of 60-minute duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

**Division of Marks:** (For semester-end university examination)

1. Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**
2. Four long-answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)

**Course No: EN-C-445**

**Course Title: Project Work**

**Based on the topic assigned in Semester III**

**Division of Marks**

Semester-wise work and distribution of marks in % for project			
III Semester (20% Evaluation of Interim Report of the Project Work)			
Background of the problem (5%)	Review of Literature (5%)	Objectives (5%)	Methodology (5%)
III Semester (20% Evaluation of Interim Report of the Project Work)			
Project Work (50%)		Viva (30%)	

**Elective Module C: *Linguistics and English Language Teaching***

**Course No: EN-LELT-441**

**Course Title: Theoretical Linguistics I**

**Course Objectives:** This paper covers introduction to the Theoretical Linguistics I (phonetics, phonology, morphology and syntax) which aims to

1. Familiarize learners with the fundamental concepts and theories in the field of theoretical linguistics.
2. Provide a comprehensive introduction to the core subfields of linguistics, including phonetics, phonology, morphology, and syntax.
3. Develop learners' ability to analyze and describe the sounds, structures, and rules of natural languages.

**Credit Load: 4 credit hours**

**Unit I: Introduction to Linguistics**

Definition, origin and design features of language; linguistics as a science; human and non-human communication; the concept of linguistic sign; branches of linguistics

**Unit II: Phonetics and Phonology**

Basic concepts in phonetics and phonology; types of phonetics: articulatory, acoustic & auditory; phones, phonemes & allophones; sounds: vowels and consonants; principles of phonemic analysis; levels of distinctive features; syllable structure; phonological rules & processes

### Unit III: Morphology

Basic concepts in morphology; types of morphology; morph, morpheme and allomorph, types of morphemes; grammatical categories; word formation processes

### Unit IV: Syntax

Parts of speech classification; basic syntactic units and their types; IC analysis; competence and performance; innateness hypothesis; universal grammar; phrase structure grammar, TG grammar; principles and parameters; X-bar theory, binding theory; theta theory

### Recommended Readings:

1. Carstairs-McCarthy, A. (2017). *Introduction to English Morphology: words and their structure*. Edinburgh university press.
2. Durant, A., & Lambrou, M. (2009). *Language and media*. London/New York.
3. Fromkin, V., Rodman, R., & Hyams, N. (2018). *An Introduction to Language (w/MLA9E Updates)*. Cengage Learning.
4. Lycan, W. G. (2018). *Philosophy of language: A contemporary introduction*. Routledge.
5. Miller, J. (2016). *Introduction to English syntax*. Edinburgh University Press.
6. Verma, S.K., and N. Krishnaswamy. 1993. *Introduction to Modern Linguistics*. Delhi: Oxford University Press.

**Course Learning Outcomes (CLO):** At the end of the course, learners will

CLO1. Apply phonetic analysis to accurately describe and transcribe speech sounds in different languages.

CLO2. Analyze and explain the phonological patterns and processes in natural languages, including segmental and suprasegmental aspects.

CLO3. Analyze and describe the morphological structures, processes, and word formation strategies in various languages.

CLO4. Identify and explain the syntactic structures and rules governing sentence formation and sentence interpretation.

### Scheme of Examination:

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written tests and seminar/home assignments. The written test will be of 60-minute duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

**Division of Marks:** (For semester-end university examination)

a) Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) 20x1=20

b) Four long-answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10)

**Course No: EN-LELT-442**

**Course Title: Theoretical Linguistics II**

**Course Objectives:** This paper covers Theoretical Linguistics II (semantics, pragmatics, historical linguistics, language universal and typology) which aims to

1. Develop learners' understanding of how meaning is constructed and interpreted in language at the semantic and pragmatic levels.
2. Familiarize learners with the pragmatic aspects of language use, including speech acts, conversational implicature, politeness, and presupposition.
3. Introduce learners to the principles and methods of historical linguistics, enabling them to analyze language change and reconstruct linguistic history.
4. Develop learners' ability to analyse and compare linguistic structures and features across different languages.
5. Provide an overview of language typology, including the study of language universals, cross-linguistic variation, and the classification of languages into typological categories.

**Credit Load: 4 credit hours**

#### **Unit I: Semantics**

Types of meaning; sense and reference; ambiguity; paradigmatic semantic relations; sentence and proposition; predicates, arguments and participant roles; truth value

#### **Unit II: Pragmatics**

Speech acts; entailment, presupposition, and implicature; discourse; politeness; deviation and patterning in literary texts

#### **Unit III: Historical Linguistics**

Sanskrit and Indian grammatical tradition; types of phonetic changes; Grimm's and Verner's Law; reconstruction; language contact & dialect geography

#### **Unit IV: Language Universals and Typology**

Language universals: types and methods; word order typology, relative clauses, complements, causatives, participial and genitival constructions in south Asian languages; India as a linguistic area

### **Recommended Readings:**

1. Campbell, L. (2013). *Historical linguistics*. Edinburgh University Press.
2. Chierchia, G., & McConnell-Ginet, S. (1990). *Meaning and grammar: An introduction to semantics*.
3. Comrie, B. (1989). *Language universals and linguistic typology: Syntax and morphology*. University of Chicago press.
4. Levinson, S. C. (1983). *Pragmatics*. Cambridge university press.
5. Subbarao, K. V. (2008). Typological characteristics of South Asian languages. *Language in South Asia*, 49-78.

**Course Learning Outcomes (CLO):** At the end of the course, learners will

CLO1. Analyze and interpret the meaning of linguistic expressions at the semantic and pragmatic levels, considering factors such as truth conditions, reference, presupposition, implicature, and speech acts.

CLO2. Understand and critically evaluate the principles and methods used in historical linguistics, including language change, language reconstruction, and the comparative method.

CLO3. Analyze and describe language change phenomena, such as sound change, grammaticalization, and language contact, using appropriate historical linguistic frameworks and methodologies.

CLO4. Understand and apply the principles and techniques of language typology, including the identification of linguistic universals and the comparison of typological features across different languages.

### **Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written tests and seminar/home assignments. The written test will be of 60-minute duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

**Division of Marks:** (For semester-end university examination)

- a) Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) 20x1=20
- b) Four long-answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10)

**Course No: EN-LELT-443**

**Course Title: Applied Linguistics I**

**Course Objectives:** This paper covers applied aspects of Linguistics (psycholinguistics, sociolinguistics, stylistics, language planning, and documentation) and

1. Introduce learners to the foundational concepts, theories, and methodologies in the subfields of psycholinguistics, sociolinguistics, stylistics, language planning, and documentation.
2. Develop learners' understanding of the cognitive processes involved in language production, comprehension, and acquisition, as studied in psycholinguistics.
3. Explore the social aspects of language use and variation, including factors such as dialects, sociolects, language attitudes, and language variation in sociolinguistics.
4. Analyze and interpret the stylistic features and variation in language use across different genres, registers, and contexts, as studied in stylistics.
5. Provide an overview of language planning and policy, including the roles of language authorities, language standardization, and language revitalization efforts.
6. Familiarize learners with the principles and methods of language documentation, focusing on the collection, preservation, and analysis of endangered and under-documented languages.

**Credit Load: 4 credit hours**

**Unit I: Psycholinguistics**

Historical overview; rationalism vs. empiricism; brain and language; representation and processing; the Sapir-Whorf hypothesis; pathology and brain functions; experimental methods in psycholinguistics

**Unit II: Sociolinguistics**

Linguistic repertoire: language, dialect, sociolect, idiolect, diglossia, taboo, slang, registers, lingua franca, language and dialect; language contact: bilingualism, multilingualism, code-switching and code-mixing, language maintenance, borrowing, convergence, divergence, pidginization, creolization, loss and gain; landscaping

**Unit III: Stylistics**

Levels of stylistic analysis; stylistic devices; narrative techniques; stylistic analysis: literature, advertising language, political discourse, news and media, scientific and technical writings; stylistics and translation

**Unit IV: Language Planning & Documentation**

Language planning; policies; movements; language endangerment, documentation & revitalization

**Recommended Readings:**

1. Aitchison, J. (2007). *The articulate mammal: An introduction to psycholinguistics*. Routledge.

2. Bradford, R. (1997). *Stylistics*. Psychology Press.
3. Himmelmann, N. P. (2006). Language documentation: What is it and what is it good for. *Essentials of language documentation*, 178(1).
4. Kaplan, R. B., & Baldauf, R. B. (1997). *Language planning from practice to theory* (Vol. 108). Multilingual Matters.
5. Tsunoda, T. (2006). *Language endangerment and language revitalization: An introduction*. De Gruyter Mouton.
6. Wardhaugh, R., & Fuller, J. M. (2021). *An introduction to sociolinguistics*. John Wiley & Sons.

**Course Learning Outcomes (CLO):** At the end of the course, learners will

CLO1. Demonstrate a comprehensive understanding of the foundational concepts, theories, and methodologies in psycholinguistics, sociolinguistics, stylistics, language planning, and documentation.

CLO2. Apply knowledge of psycholinguistic theories and research findings to analyze and interpret cognitive processes involved in language production, comprehension, and acquisition.

CLO3. Analyze and evaluate social aspects of language use and variation, including dialects, sociolects, language attitudes, and language variation in different sociolinguistic contexts.

CLO4. Identify and analyze stylistic features and variations in language use across different genres, registers, and communicative contexts, employing appropriate stylistic analysis methods.

CLO5. Understand and evaluate the principles and strategies involved in language planning and policy, including language standardization, language revitalization, and language policies in multilingual societies.

CLO6. Demonstrate knowledge and understanding of language documentation principles, methods, and ethics, and apply them to the collection, preservation, and analysis of endangered or under-documented languages.

CLO7. Familiarize learners with the pragmatic aspects of language use, including speech acts, conversational implicature, politeness, and presupposition.

CLO8. Introduce learners to the principles and methods of historical linguistics, enabling them to analyze language change and reconstruct linguistic history.

### **Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written tests and seminar/home assignments. The written test will be of 60-minute duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

**Division of Marks:** (For semester-end university examination)



a) Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) 20x1=20

b) Four long-answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10)

**Course No: EN-LELT-444**

**Course Title: Applied Linguistics II**

**Course Objectives:** This paper covers applied aspects of Linguistics II (corpus linguistics, computational linguistics, discourse analysis, SLA & ELT) and

1. Develop learners' understanding of the use of corpora and computational tools for linguistic analysis and research in corpus linguistics and computational linguistics.
2. Explore the application of corpus linguistics and computational linguistics in various linguistic domains, such as language variation, language change, and natural language processing.
3. Examine the theories and research findings related to second language acquisition (SLA) and their implications for English language teaching (ELT) methodologies and practices.
4. Analyze and evaluate different approaches and methods in English language teaching, considering factors such as learner needs, language assessment, and instructional materials.
5. Investigate the role of discourse analysis in understanding and analyzing language use in different contexts, such as conversation, written texts, and institutional discourse.
6. Apply discourse analysis techniques to analyze and interpret discourse features, including discourse structure, coherence, cohesion, and rhetorical strategies.

**Credit Load: 4 credit hours**

### **Unit I: Corpus Linguistics**

Basic concepts in corpus linguistics: types, corpus design, compilation, annotation, sampling; corpus analysis techniques: collocation, concordances, coherence, cohesion, quantitative analysis, frequency analysis, lexicography

### **Unit II: Computational Linguistics**

History of AI; basic characteristics of natural language; knowledge representation; linguistics and NLP; computational models for linguistics; language processing & engineering: tokenizer, named entity recognizer, stemmer, morph analyser, parts of speech tagger, anaphora resolution, parser, semantic labeller, spell checker, speech synthesizer, machine translation

### Unit III: Second Language Acquisition & Teaching

Second language acquisition: theories, social, psychological and linguistic aspects; English language teaching: methods and approaches, testing, evaluation and analysis, computer aided language teaching (CALT)

### Unit IV: Discourse Analysis

Definition; paradigms; scope; principles; cohesion & coherence; theme &rheme; discourse: mode, characteristics & functions; discourse & tenor; discourse & domain; discourse & power; culture & identity; Critical Discourse Analysis (CDA)

#### Recommended Readings:

1. Behera, P., Ojha, A. K., &Jha, G. N. (2018). Issues and challenges in developing statistical POS taggers for Sambalpur. In *Human Language Technology. Challenges for Computer Science and Linguistics: 7th Language and Technology Conference, LTC 2015, Poznań, Poland, November 27-29, 2015, Revised Selected Papers* 8 (pp. 393-406). Springer International Publishing.
2. Ellis, R. (1989). *Understanding second language acquisition* (Vol. 31). Oxford: Oxford university press.
3. McEnery, T. (2019). *Corpus linguistics*. Edinburgh University Press.
4. Mitkov, R. (Ed.). (2022). *The Oxford handbook of computational linguistics*. Oxford University Press.
5. Ojha, A. K., Behera, P., Singh, S., &Jha, G. N. (2015). Training & evaluation of POS taggers in Indo-Aryan languages: a case of Hindi, Odia and Bhojpuri. In *the proceedings of 7th language & technology conference: human language technologies as a challenge for computer science and linguistics* (pp. 524-529).
6. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge university press.
7. Sharma, K., & Sharma, M. (2010). Linguistic discourse analysis: Introduction and structure. *Call for papers*.
8. Van Dijk, T. A. (1993). Principles of critical discourse analysis. *Discourse & society*, 4(2), 249-283.
9. Van Dijk, T. A. (2015). Critical discourse analysis. *The handbook of discourse analysis*, 466-485.

**Course Learning Outcomes (CLO):** At the end of the course, learners will

CLO1. Demonstrate a comprehensive understanding of the theories, concepts, and methodologies in corpus linguistics, computational linguistics, second language acquisition (SLA), English language teaching (ELT), and discourse analysis.

CLO2. Apply corpus linguistics and computational linguistic tools and techniques to analyze and interpret linguistic data, and to conduct research in various linguistic domains.

CLO3. Evaluate and critique SLA theories and research findings, and apply them to understand language learning processes and inform English language teaching practices.

CLO4. Analyze and evaluate different approaches, methods, and techniques in English language teaching, and design instructional materials and activities based on learner needs and language assessment.

CLO5. Utilize discourse analysis frameworks and methodologies to analyze and interpret language use in different contexts, including conversation, written texts, and institutional discourse.

#### **Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written tests and seminar/home assignments. The written test will be of 60-minute duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

#### **Division of Marks:** (For semester-end university examination)

- a) Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.)  $20 \times 1 = 20$
- b) Four long-answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10)

**Course No: EN-C-445**

**Course Title: Project Work**

**Based on the topic assigned in Semester III**

#### **Division of Marks**

Semester wise work and distribution of marks in % for project			
III Semester (20% Evaluation of Interim Report of the Project Work)			
Back ground of the problem (5%)	Review of Literature (5%)	Objectives (5%)	Methodology (5%)
III Semester (20% Evaluation of Interim Report of the Project Work)			
Project Work (50%)		Viva (30%)	

**Elective Module D: *Indian Writing in English and Indian Literature in English Translation***

**Course No: EN-IWEIET-441**

**Course Title: Fiction-I**

**Credit Load: 4 credit hours**

**Course Contents:**

- Unit I: Rabindranath Tagore: *Home and the World*
- Unit II: Gopinath Mohanty: *Paraja*
- Unit III: U. R. Ananth Murthy: *Samskara: A Rite for a Dead Man*
- Unit IV: Bhisham Sahni: *Tamas*

### **Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written tests and seminar/home assignments. The written test will be of 60-minute duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

### **Division of Marks:** (For semester-end university examination)

1. Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**
2. Four long-answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)

**Course No: EN-IWEILET-442**

**Course Title: Fiction-II**

**Credit Load:** 4 credit hours

### **Course Contents:**

- Unit I: Mulk Raj Anand: *Untouchable*
- Unit II: Salman Rushdie: *Midnight's Children*
- Unit III: Amitav Ghosh: *The Shadow Lines*
- Unit IV: Kiran Desai: *The Inheritance of Loss*

### **Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written tests and seminar/home assignments. The written test will be of 60-minute duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

### **Division of Marks:** (For semester-end university examination)

1. Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**
2. Four long-answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)

**Course No: EN-IWEILET-443**

**Course Title: Poetry**

**Credit Load:** 4 credit hours

**Course Contents:**

- Unit I: Kabir: Selections from *Songs of the Saints of India* (Oxford UP, 2004)
- Unit II: Arun Kolatkar: *Jejuri*
- Unit III: Jayanta Mohapatra: *Relationships*
- Unit IV: Kamala Das: “The Freaks”, “My Grandmother’s House”, “A Hot Noon in Malabar”, “The Invitation”, “The Looking-glass”, “The Stone Age”

**Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written tests and seminar/home assignments. The written test will be of 60-minute duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

**Division of Marks:** (For semester-end university examination)

1. Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**
2. Four long-answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)

**Course No: EN-IWEILET-444**

**Course Title: Drama**

**Credit Load:** 4 credit hours

**Course Contents:**

- Unit I: Kalidasa: *Sakuntala* from *Loom of Time* (Penguin Classics)
- Unit II: Girish Karnad: *Tughlaq*
- Unit III: Vijay Tendulkar: *Silence! The Court is in Session*
- Unit IV: Manoranjan Das: *The Wooden Horse*

**Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written tests and seminar/home assignments. The written test will be of 60-minute duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

**Division of Marks:** (For semester-end university examination)

1. Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**
2. Four long-answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)

**Course No: EN-C-445**

**Course Title: Project Work**

**Based on the topic assigned in Semester III**

**Division of Marks**

Semester wise work and distribution of marks in % for project			
III Semester (20% Evaluation of Interim Report of the Project Work)			
Back ground of the problem (5%)	Review of Literature (5%)	Objectives (5%)	Methodology (5%)
III Semester (20% Evaluation of Interim Report of the Project Work)			
Project Work (50%)		Viva (30%)	

**Elective Module E: *Special Topics***

**Course No: EN- SPLT-441**

Course Title: **Travel Narratives**

**Credit Load:** 4 credit hours

**Course Contents:**

- Unit I: George Orwell: *Down and Out in Paris and London*
- Unit II: Paul Theroux: *The Old Patagonian Express*
- Unit III: Elias Canetti: *Voices of Marrakesh*
- Unit IV: Mary Morris: *Nothing to Declare*

**Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written tests and seminar/home assignments. The written test will be of 60-minute duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

**Division of Marks:** (For semester-end university examination)

1. Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**
2. Four long- answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)

**Course No: EN-SPLT-442**

**Course Title:** Women's Autobiographies

**Credit Load:** 4 credit hours

**Course Contents:**

- Unit I: Audre Lorde: *Zami*
- Unit II: Natalia Ginzburg: *Family Sayings*
- Unit III: Sara Suleri: *Meatless Days*
- Unit IV: Maria Campbell: *Halfbreed*

**Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written tests and seminar/home assignments. The written test will be of 60-minute duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

**Division of Marks:** (For semester-end university examination)

1. Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**
2. Four long- answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)

**Course No: EN-SPLT-443**

**Course Title:** Literature and the Political Imagination

**Credit Load:** 4 credit hours

**Course Contents:**

- Unit I: Shakespeare: *The Tempest*
- Unit II: George Orwell: *1984*
- Unit III: Salman Rushdie: *Shame*
- Unit IV: Derek Walcott: *Dream on Monkey Mountain*

**Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written test and seminar/home assignment. The written test will be 60 minutes duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

**Division of Marks:** (For semester-end university examination)

1. Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**
2. Four long- answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)

**Course No: EN-SPLT-444**

**Course Title: Literature and the Urban Experience**

**Credit Load:** 4 credit hours

**Course Contents:**

- Unit I: Charles Dickens: *The Bleak House*
- Unit II: Italo Calvino: *Invisible Cities*
- Unit III: Hanan al-Shaykh: *Beirut Blues*
- Unit IV: Hanif Kureishi: *The Buddha of Suburbia*

**Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written tests and seminar/home assignments. The written test will be 60 minutes duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

**Division of Marks:** (For semester-end university examination)

1. Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**
2. Four long- answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)

**Course No: EN-C-445**

**Course Title: Project Work**

**Based on the topic assigned in Semester III**

**Division of Marks**

Semester wise work and distribution of marks in % for project			
III Semester (20% Evaluation of Interim Report of the Project Work)			
Back ground of the problem (5%)	Review of Literature (5%)	Objectives (5%)	Methodology (5%)
III Semester (20% Evaluation of Interim Report of the Project Work)			



Project Work (50%)	Viva (30%)
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## **Semester IV**

### **ADD ON COURSE(MOOC): II**

**Course No: ENG-Alt. MOOC**

### **Course Title: Short Fiction**

**Course Objectives:** This paper is an alternative to Add on Course No. II of Semester II for students who fail to register/complete MOOC/SWAYAM course. The course covers short fiction in English and English translation. It aims to familiarize students with

1. The short story as a literary genre.
2. A comparative perspective to short fiction from different parts of the world.
3. The devices and techniques that are used to present a complex plot in a relatively limited space.

**Credit Load:** 3 credit hours

### **Course Contents:**

#### **Unit I: Europe, America**

Anton Chekov: "The Lady with the Dog"

Franz Kafka: "A Hunger Artist"

Ernest Hemingway: "Hills like White Elephants"

Leslie Marmon Silko: "Yellow Woman"

#### **Unit II: Latin America, Africa**

Gabriel Garcia Marquez: "A Very Old Man with Enormous Wings"

Jamaica Kincaid: "My Mother"

Chinua Achebe: "Chike's School Days"

Ngugi Wa Thiango: "Minutes of Glory"

#### **Unit III: Asia and the Middle East**

Mulk Raj Anand: "Duty"

Naguib Mahfouz: "The Time and the Place"

Haruki Murakami: "The Elephant Vanishes"

Mohsin Hamid: "Alien Invasion in the G.L.A.C."

**Recommended Readings:**

1. Charles E. May: *The Short Story: The Reality of Artifice*
2. Julie Browns, Ed.: *Ethnicity and the American Short Story*
3. Florence Goyet: *The Classic Short Story, 1870-1925, Theory of a Genre*

**Scheme of Examination:**

The units shall carry a total of 100 marks, out of which 20 marks shall be by way of internal assessment in the form of written tests and seminar/home assignments. The written test will be of 60-minute duration. The semester-end university examination shall be of 3 hours duration, carrying 80 marks.

**Division of Marks:** (For semester-end university examination)

4. Twenty questions of one mark each (question patterns will be of MCQ, Fill in the blanks, True/False, Definition etc.) **20x1=20**
5. Four long-answer type questions, each question will be of 15 marks and there should have alternative in each unit. The distribution of marks will be decided by the paper setter. (Suggested patterns for distribution of 15 marks are 15, 8+7, 7.5+7.5, 5+10, 2+3+10 or 5+5+5 etc.)