

Post Graduate Department of English
Berhampur University



**COURSES OF STUDIES
FOR
THE M.A. in ENGLISH EXAMINATION
(SEMESTER PATTERN)**

**Under the
CHOICE BASED CREDIT SYSTEM**

2023

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Introduction:

Department of English was established in the year 1976 in Berhampur University. Berhampur University is the only university in the state which offers comprehensive, interdisciplinary approaches in M.A and M.Phil./ Ph. D courses with Linguistics and ELT as Core components and American Literature, Ecocriticism, Eco-linguistics, Translation and Creative Writing as electives. The Course offers Professional and Academic Writing in the CBCT (Allied Elective) paper (designed for inter departmental Elective). The course offers a Value added/ Add-on course (non-credit) in each Semester which intends to bring about a wholesome development in the student.

The prime objective of this Department was to prepare quality researchers and teachers in the field of English Literature and Language, both through teaching and research, to meet the demand of the state as well as the country. The objective of the Department is also to enhance the skills of the students so that they can avail myriad job opportunities in the fields of study and in related fields as well.

Facilities:

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

Seminar and Library:

Department has an independent Seminar library (Biyotkesh Tripathy Library) and a Seminar Hall with audio-visual system where weekly students seminar are conducted under the supervision of a Teacher-In-Charge. Department has its own library with about 4000 books and several recorded lectures, journals / newsletters.

Computing facilities:

The department has a computer laboratory equipped with internet facility. Expert teachers help the students use the facilities to learn LSRW Language skills.

The two-year Master of Arts (English) programme shall comprise FOUR Semesters. Semester I and Semester II shall be taught in the first year, while Semester III and Semester IV shall be taught in the second year of the M. A. Programme. Each semester shall consist of FIVE papers.

Objective:

- i. The course is meant for advanced readers in the field of English Literature in particular and World Literature in general with an interdisciplinary approach and a view to helping them acquire the following:
 - a) Greater flexibility in understanding the cultures of different parts of the world through their literature
 - b) Ability to develop a diachronic understanding of how the English language has been differently handled in different generations as well as different continents and cultures.
 - c) Greater ability to use the English language both professionally and personally at different phases of human experience.
 - d) Greater ability to understand and develop competence in English Linguistics and technicalities of ELT.
 - e) Ability to understand ecology, sustainability and empathize with the world around

Visualized outcome of the Programme

- a) With an enhanced worldview through literatures in English, the students can shape into great ambassadors of literary as well as cultural exchange on a global scale.
- b) The course will help promote humanistic ideals while emphasizing the need for sustainability, global peace and ecological well-being.
- c) The course will help the students find employment in different sectors with expertise in English language and enlarged worldview.

Details of Credit

1. Total no. of credits: 80

| | | | |
|-------|-----------------|-------------------------|--------------------------------------|
| CC | Core Course | 1500 marks (60 credits) | Mandatory with no choice |
| CE | Core Elective | 400 marks (16 credits) | Mandatory with choice Departmentally |
| AE/CT | Allied Elective | 100 marks (4 credits) | Mandatory Inter-Departmentally |

2. Total no. of credits per semester: 20

3. Total no. of credits per Paper: 04

3. One credit: One hour of teaching per week.

4. One Unit in each paper for Self Study by the student

5. Each paper shall be evaluated out of 100 marks subject to the following division:

- (a) Internal Assessment: 20%
- (b) End-Semester: 80%

Pattern of Examination:

Each paper shall comprise **FOUR units** out of which **One unit** will be for. For the **term end Examinations** the students shall **answer questions from Section “A” and Section “B”**.

| | | |
|---------------|---|-------------|
| | Section A : 20 marks | |
| Question 1. | 10 questions | 10× 2 = 20 |
| OR Question 2 | 05 questions | 05× 04 = 20 |
| | Section B : Answer all Questions (04× 15 = 60 marks) | |
| | Unit I | |
| Q. 3 | (a) | |
| | OR | |
| | (b) | |
| | Unit II | |
| Q. 4 | (a) | |
| | OR | |
| | (b) | |
| | Unit III | |
| Q. 5 | (a) | |
| | OR | |
| | (b) | |
| | Unit IV | |
| Q. 6 | (a) | |
| | OR | |
| | (b) | |

Note:

Special Paper programme will be in FOUR PAPERS to be taught Under the Third and the Fourth Semesters. Students will choose two Special Paper programmes out of the four offered. The End-Semester examination, in respect of every theory paper, will be of **Three hours duration**. The Internal Assessment will be made through **Mid-Sem Examination** in every paper and questions will be set from the section/unit assigned for Self Study.

Consolidated Chart of Courses of Study (M.A.)

SEMESTER I

| Paper code | Title | Marks | Credits |
|------------|--|-------|---------|
| ENGL C101 | BRITISH DRAMA: Renaissance to Restoration | 100 | 4 |
| ENGL C102 | BRITISH POETRY: 16 th to 19 th Century | 100 | 4 |
| ENGL C103 | BRITISH FICTION: 18 th & 19 th Century | 100 | 4 |
| ENGL C104 | LITERARY ESSAYS AND THEORY | 100 | 4 |
| ENGL C105 | LINGUISTICS | 100 | 4 |

SEMESTER II

| Paper code | Title | Marks | Credits |
|------------|---------------------------|-------|------------|
| ENGL C201 | TWENTIETH CENTURY FICTION | 100 | 4 |
| ENGL C202 | SHORT STORIES | 100 | 4 |
| ENGL C203 | MODERN DRAMA | 100 | 4 |
| ENGL C204 | MODERN POETRY | 100 | 4 |
| ENGL C205 | ELT | 100 | 4 |
| ENGL VAC 2 | SOFT SKILLS | - | Non Credit |

SEMESTER III

| Paper code | Title | Marks | Credits | Note |
|---|--|-------|---------|---|
| Under CBCT, the students of the Department of English can opt one paper offered by any other department or the parent Department. | | | | |
| ENGL CT 300 | PROFESSIONAL AND ACADEMIC WRITING | 100 | 4 | |
| ENGL C301 | MODERN INDIAN LITERATURE | 100 | 4 | |
| ENGL E302 | SPECIAL PAPER: AMERICAN LITERATURE I: Philosophy, Poetry and Drama | 100 | 4 | A student is allowed to opt for any two Core Electives 302 or 304, and 303 or 305 |
| ENGL E303 | SPECIAL PAPER: GREEN STUDIES | 100 | 4 | |
| ENGL E304 | SPECIAL PAPER: Translation: Vol. I | | 4 | |
| ENGL E305 | SPECIAL PAPER: Creative Writing: Vol. I | | 4 | |
| ENGL C306 | WOMEN POETS | 100 | 4 | |
| ENGL VAC | FILM | - | Non | |

| | | | | |
|--|--------------|--|--------|--|
| | APPRECIATION | | Credit | |
|--|--------------|--|--------|--|

SEMESTER IV

| Paper code | Title | Marks | Credits | |
|-------------|---|-------|------------|--|
| ENGL C401 | RACE AND GENDER | 100 | 4 | |
| ENGL C402 | RESEARCH METHODS, MATERIALS IN ENGLISH AND DISSERTATION | 100 | 4 | |
| ENGL C403 | COMMONWEALTH LITERATURE | 100 | 4 | A student is allowed to opt for two Core Electives individually 404 or 406, and 405 or 407 |
| ENGL E404 | SPECIAL PAPER : AMERICAN LITERATURE II: Novel | 100 | 4 | |
| ENGL E405 | SPECIAL PAPER : ECOLINGUISTICS | 100 | 4 | |
| ENGL E406 | SPECIAL PAPER : Translation Vol. II | 100 | 4 | |
| ENGL E407 | SPECIAL PAPER : Creative Writing Vol. II | 100 | 4 | |
| ENGL AC 408 | Cultural Heritage of South Odisha | - | Non Credit | |

Detailed Syllabus:

SEMESTER - ONE

ENGL C101: Paper I

| PAPER | Paper code | Title | Remarks | Credits |
|--|------------|---|---------|---------|
| 1 | ENGL C101 | BRITISH DRAMA: Renaissance to Restoration | | 04 |
| Course Outcome: The course seeks to introduce students to the early modern English reflected in literature of the Renaissance and the Elizabethan Age up to the Restoration. It helps students explore certain seminal classical texts of English literature. | | | | |
| Unit | | Topics to be taught | | |
| I | | William Shakespeare: <i>Hamlet</i> | | |
| II | | William Shakespeare: <i>Tempest</i> | | |
| III | | Marlowe: <i>Doctor Faustus</i> | | |
| IV | | Congreve: <i>The Way of the World</i> | | |

Recommended Reading:

- *The Pelican Guide to English Literature*. Ed. Boris Ford. Vol 1
- *The Age of Chaucer English Literature in Context*. Paul Poplawski. Cambridge UP, 2008
- *Routledge History of Literature in English*. Ronald Carter & John Mc Rae. London: Routledge, 1997

- *Shakespeare for Beginners* by Brandon Toropov
- *English Literature* by Jonathan Bate (Ch. 7 “Shakespeare and the Dramatic Literature”)

ENGL C102: Paper II

| PAPER | Paper code | Title | Marks | Credits |
|---|--------------|---|------------|-----------|
| II | ENGL C102 | BRITISH POETRY: 16th to 19th Century | 100 | 04 |
| Course Outcome: This course introduces students to the genesis of British poetry from Renaissance to 19th century. It aims at familiarizing the students with the English poetic tradition, making them read some representative texts and respond to them critically and aesthetically. | | | | |
| Unit | | Topics to be taught | | |
| I | | <i>John Milton: Paradise Lost, Book I & II</i> | | |
| II | | <i>William Wordsworth: The Prelude Book I & II</i> | | |
| III | | <i>John Keats: Ode on a Grecian Urn, Ode to Autumn</i> <i>P. B. Shelley: Adonais</i> | | |
| IV | | <i>Alfred Tennyson: In Memoriam</i> | | |

Recommended Reading:

- *Routledge History of Literature in English*. Ronald Carter & John Mc Rae. London:Routledge, 1997
- Black, Joseph (Ed). : *The Broadview Anthology of British Literature Concise Edition*, Vol. A. Broadview Press, London, 2007.
- Corns, T N(ed.) *The Cambridge Companion to English Poetry*. Cambridge: University Press, 1973
- Ford, Boris ed. *The Pelican Guide to English Literature*. Vol 3. From *Donne to Marvell* in. Harmondsworth: Penguin Books, 1976.
- Parry, G.: *The Seventeenth Century: The Intellectual and Cultural Context of English Literature*. Harlow: Longman, 1989.
- Sherwood, T. G: *Fulfilling the Circle: A Study of John Donne’s Thought*, Toronto, Toronto Press, 1984.

ENGL C103: Paper III

| PAPER | Paper code | Title | Marks | Credits |
|---|--------------|---|------------|----------|
| III | ENGL C103 | BRITISH FICTION: 18th and 19th Century | 100 | 4 |
| Course Outcome: The course seeks to introduce students to the development of the modern novel as a literary genre. It also exposes them to many subgenres of the novel in 18 th century and 19 th century. | | | | |
| Unit | | Topics to be taught | | |
| I | | <i>Richardson: Pamela</i> <i>Henry Fielding: Tom Jones</i> | | |

| | | | | |
|-----|--|--|--|--|
| II | | J. Swift: <i>Gulliver's Travels</i> Jane Austen: <i>Emma</i> | | |
| III | | George Eliot: <i>The Mill on the Floss</i> Charles Dickens: <i>A Tale of Two Cities</i> | | |
| IV | | Emily Bronte: <i>Wuthering Heights</i> Thomas Hardy: <i>The Mayor of Casterbridge</i> | | |

Recommended Reading:

- *English Literature in Context*. Paul Poplawski. Cambridge UP, 2008
- *Routledge History of Literature in English*. Ronald Carter & John Mc Rae. London: Routledge, 1997
- Norton Anthology of English Literature. Vol 2 (Head notes on the periods and authors featured in the paper)
- *English Literature*. Jonathan Bate (Ch. 4 “The Study of English”, Ch. 5 “Periods and Movements”)
- Terry Eagleton, *The English Novel*

ENGL C104: Paper IV

| PAPER | Paper code | Title | Remarks | Credits |
|---|------------|--|---------|---------|
| IV | ENGL C104 | LITERARY ESSAYS AND THEORY | | 4 |
| Course Outcome: The course aims at acquainting students with various concepts of literary criticism. It will improve their ability to read critically and interpret texts while gaining appreciation for different literary genres and theories of interpretation. | | | | |
| Unit | | Topics to be taught | | |
| I | | T.S Eliot : Hamlet Arthur Symons: <i>The Symbolist Movement in Literature</i> (Introduction- pp- 01-09) | | |
| II | | Derrida : Structure, Sign and Play in the Discourse of the Human Sciences Roman Jakobson : “ The Metaphoric and Metonymic Poles”. | | |
| III | | Ania Loomba: <i>Colonialism/Postcolonialism</i> [Situating Colonial and Postcolonial Studies, pp- 01-103] “ Feminist Philosophy ” from Stanford Encyclopedia of Philosophy. Sections 1, 2 & 3 only. | | |
| IV | | Toni Morrison- <i>Playing in the Dark: Whiteness and the Literary Imagination</i> [Black Matters pp-1-28 only] | | |

Recommended Reading:

- Petru Golban and Estella Antoaneta Ciobanu: Short History of Literary Criticism
<https://www.researchgate.net/publication/273443020> A Short History of Literary Criticism

- Arthur Symons: The Symbolist Movement in Literature. <http://sul-derivatives.stanford.edu/derivative?CSNID=00000498&mediaType=application/pdf>
- Ania Loomba: Colonialism/Postcolonialism <http://cachescan.bcub.ro/13-07-2016P/558145.pdf>
- Feminist Philosophy. Stanford Encyclopedia of Philosophy. <https://plato.stanford.edu/entries/feminist-philosophy/>
- Toni Morrison- Playing in the Dark: Whiteness and the Literary Imagination https://eng1104aucsb.files.wordpress.com/2014/05/playing_in_the_dark_morrison.pdf
- Gayatri C. Spivak: Can the Subaltern Speak? http://abahlali.org/files/Can_the_subaltern_speak.pdf

ENGL C105: Paper V

| PAPER | Paper code | Title | Marks | Credits |
|---|------------|---|-------|---------|
| V | ENGL C105 | LINGUISTICS | 100 | 4 |
| <p>Course Outcome: Since language is an unavoidable component of human interaction, this course will advance the knowledge of the students about the basics of development of language both spoken and written in English. The students will understand the nuances of English language spoken globally and improve their LSRW skills.</p> | | | | |
| Unit | | Topics to be taught | | |
| I | | Definition of language, Language Change, Language Variation , Register, Pidgin, Creole, Isogloss, Dialect, Idiolect Difference between Englishes (British, American and Indian). | | |
| II | | Phonetics: <i>i.</i> Classification of Speech Sounds, <i>ii.</i> Vowels and Consonants, Problem Sounds for Indian Speakers, <i>iii.</i> Syllable structure, <i>iv.</i> Phonemes and Allophones, <i>v.</i> Supra-segmental features- Stress, Rhythm, Intonation. | | |
| III | | Morphology : Morphemes, Allomorphs, Word Formation, Derivation and Inflection, Borrowing and Coinage. Semantics: Synonymy, Antonymy, Hyponymy, Ambiguity, Compound words | | |
| IV | | Syntax: Phrase, Clause, Sentence Deep Structure, Surface Structure Immediate Constituent (IC)Analysis | | |

Recommended Reading:

- Shruti Das. Contemporary Communicative English, S.Chand Publications, 2013
- Ferdinand de Saussure. Course in General Linguistics
<https://pdfs.semanticscholar.org/cb41/a70d25abce8718dd680894c8c68edfb3ffe5.pdf>
- R. H. Robins. General Linguistics, Longman London, 1991
- David Crystal. Linguistics, Penguin Books, 1971
- John Lyons. Language and Linguistics: An Introduction, CUP,1981
- John Lyons. Introduction to Theoretical Linguistics, CIUP, London, 1968
- A.C. Gimson. Introduction to the Pronunciation of English, London, Arnold,1970
- P. Ladfoged. A Course in Phonetics, Harcourt Brace Jovanoich, 1975
- Noam Chomsky. Syntactic Structure, The Hague, Mouton, 1957
- G.N. Leech. Semantics, Harmondsworth, Penguin,1971

SEMESTER TWO

ENGL C201: Paper VI

| PAPER | Paper code | Title | Marks | Credits |
|---|------------|---|-------|---------|
| VI | ENGL C201 | TWENTIETH CENTURY FICTION | 100 | 4 |
| Course Outcome: This course examines the work of key novelists of the 20 th century from modernism to postmodernism, introducing the students to complexities in form and technique in representing the socio cultural aspects of society depicted therein. | | | | |
| Unit | | Topics to be taught | | |
| I | | Joseph Conrad: <i>Lord Jim</i> D.H. Lawrence: <i>The Rainbow</i> | | |
| II | | Virginia Woolf: <i>Mrs Dalloway</i> | | |
| III | | James Joyce: <i>A Portrait of the Artist as a Young Man</i> George Orwell: <i>Nineteen Eighty-four</i> | | |
| IV | | Kazuo Ishiguro: <i>The Remains of the Day</i> | | |

Recommended Reading:

- *Pelican Guide to English Literature: Vol. 7. The Modern Age* (ed.) Boris Ford
- *Routledge History of Literature in English.* Ronald Carter & John Mc Rae. London: Routledge, 1997
- *English Literature.* Jonathan Bate (Ch. 5 “Periods and Movements”)
- *Modernism.* Critical Idiom. By Peter Faulkner
- *Modernism.* New Critical Idiom. By Peter Childs

ENGL C202: Paper VII

| PAPER | Paper code | Title | Marks | Credits |
|--|------------|---------------|-------|---------|
| VII | ENGL C202 | SHORT STORIES | 100 | 4 |
| Course Outcome: This course will familiarise students with the craft and stylistic features of short stories, analyzing them with a focus on narrative technique to understand ways in which different writers have addressed issues of plot, character, place and theme. | | | | |

| Unit | | Topics to be taught | | |
|------|--|---|--|--|
| I | | Gabriela Tucan: “What Is A Short Story Besides Short? Questioning Minds In Search Of Understanding Short Fiction” Michael Bassler: “Theories and Typologies of the Short Story” [pp 41-64] | | |
| II | | Anton Chekov: The Bet; At Christmas Time Flannery O’Connor: A Good Man is Hard To Find Katherine Mansfield: The Wind Blows; Bank Holiday | | |
| III | | James Baldwin: Sonny’s Blues; Going to meet the Man John Cheever: The Swimmer Carys Davis: The Quiet Alice Munro: Runaway | | |
| IV | | Rabindranath Tagore: The Hungry Stone; The Postmaster S H Manto: Toba Tek Sing Jhumpa Lahiri: The Interpreters of Malady; A choice of Accommodation | | |

Recommended Reading:

- GabrielaTucan:https://www.researchgate.net/publication/276424471_What_is_a_Short_Story_Besides_Short_Questioning_Minds_in_Search_of_Understanding_Short_Fiction
- Michael Bassler: Theories and Typologies of the Short Story https://www.academia.edu/26536661/Basseler_Theories_and_Typologies_of_the_Short_Story_2011_.pdf?auto=download
- <https://www.katherinemansfieldsociety.org/short-stories-by-katherine-mansfield/>
- James Baldwin : Going to Meet the Man, Penguin
- Alice Munro: “Boys and Girls” www.giuliotortello.it/shortstories/boys_and_girls.pdf
- Alice Munro -Runaway: <https://www.newyorker.com/magazine/2003/08/11/runaway-4>
- <https://icpla.edu/wp-content/uploads/2014/08/Adichie-CN-The-Thing-Around-Your-Neck.pdf>

ENGL C203: Paper VIII

| PAPER | Paper code | Title | Marks | Credits |
|---|------------|---|-------|---------|
| VIII | ENGL C203 | MODERN DRAMA | 100 | 4 |
| Course Outcome : This course will familiarise students with the major trends and experiments of the movement of drama and theatre. The movements like Drama of Ideas, Expressionism, Epic Theatre, the Theatre of the absurd, Off- Off- Broadway and modern Indian theatre will acquaint the students with the great dramatists, topical discussion through dialogues and screen settings and enrich their soft skills | | | | |
| Unit | | Topics to be taught | | |
| I | | Osborne: <i>Look Back in Anger</i> Beckett: <i>Waiting for Godot</i> | | |
| II | | G.B. Shaw: <i>Man and Superman</i> | | |

| | | | | |
|-----|--|--|--|--|
| | | T.S. Eliot: <i>The Cocktail Party</i> | | |
| III | | Girish Karnad: <i>Tughlaq</i> Manjula Padmanabhan: <i>Harvest</i> | | |
| IV | | Lorrain Hansbury: <i>A Raisin in the Sun</i> Edward Albee: <i>Who is afraid of Virginia Woolf</i> | | |

Recommended Reading:

- Eric Bentley. *The Theory of the Modern Stage*
- <https://neoenglish.wordpress.com/2010/12/16/modern-dramatists/>
- Posthumanism, Cyberculture & Postcolonialism in Manjula Padmanabhan's «Harvest»
https://www.researchgate.net/publication/308910980_Posthumanism_Cyberculture_Postcolonialism_in_Manjula_Padmanabhan's_Harvest
- Babu, Manchi Sarat. *Indian Drama Today: A Study in the Theme of Cultural Deformity*. New Delhi: Prestige Books. 1997
- Dass, Veena. *Experiment and Innovation in Modern Indian Drama in Translation: The Plays of Mohan Rakesh, Badal Sircar, Vijay Tendulkar and Girish Karnad Studies in Contemporary Indian Drama*. Eds. Sudhakar Pandey and Freya Taraporewala. New Delhi: Prestige Books pp. 64-74. 1990.
- Karnad, Girish. *Collected Plays: Tughlaq, Hayavadana, Bali: The Sacrifice, Nagamandala (Play with a Cobra)*. Vol. One. Oxford: Oxford UP, 2005.

ENGL C204: Paper IX

| PAPER | Paper code | Title | Marks | Credits |
|---|------------|---|-------|---------|
| IX | ENGL C204 | MODERN POETRY | 100 | 4 |
| <p>Course Outcome: This course offers an introduction to modern poetry in English with an emphasis on experimental verse. It discusses the characteristic techniques, concerns, and major practitioners of modern poetry. The authors discussed range from Yeats, Eliot, Stevens to African American Poets and Indian Poets with the poetry of World War One, Imagism, and the Harlem Renaissance.</p> | | | | |
| Unit | | Topics to be taught | | |
| I | | <p>W.B. Yeats: Selected Poems: “Among School children”, “Easter 1916”, “The Second Coming”, “Sailing to Byzantium”, “The Tower” and “Leda and the Swan”</p> <p>Langston Hughes: God, Remember, You and your whole Race.</p> <p>George Santayana: I would I Might Forget That I am I; There May be Chaos Still Around the World</p> | | |
| II | | T.S. Eliot: <i>The Wasteland</i> | | |
| III | | Rabindranath Tagore: <i>Gitanjali</i> | | |
| IV | | <p>Wallace Stevens: Of Modern Poetry, Sunday Morning</p> <p>Jayanta Mahapatra: Of Independence Day, The Storm</p> | | |

| | | | | |
|--|--|--|--|--|
| | | A. K. Ramanujan: Pain, In March, [How can One Write about Bosnia] | | |
|--|--|--|--|--|

Recommended Reading:

- Ramazani, Jahan, Richard Ellmann, and Robert O'Clair, eds. *The Norton Anthology of Modern and Contemporary Poetry*. Vol. 1, *Modern Poetry*. New York: W. W. Norton & Company, 2003.
- I would I Might Forget That I am I; There May be Chaos Still Around the World
<https://www.poetryfoundation.org/poets/george-santayana#tab-poems>
- Jayanta Mahapatra: The Life, Of Independence Day, A Kind of Happiness, The Storm
<https://www.poetryfoundation.org/poetrymagazine/browse?contentId=33212>
- A.K.Ramanujan: Pain, In March, Sonnet, [How can One Write about Bosnia]
<https://www.poetryfoundation.org/poetrymagazine/browse?contentId=39003>
- God, Remember, I look at the World, You and your whole Race.
<https://www.poetryfoundation.org/search?query=Langston%20Hughes&refinement=poe ms>

ENGL C205: Paper X

| PAPER | Paper code | Title | Marks | Credits |
|---|------------|---|-------|---------|
| X | ENGL C205 | ELT [English Language Teaching] | 100 | 4 |
| Course Outcome: This course will make the students understand the various skills of English Language teaching and how to teach and evaluate English as a Second language in India. The students will learn to frame graded syllabus under a desired/given curriculum | | | | |
| Unit | | Topics to be taught | | |
| I | | a. Curriculum and Syllabus; Syllabus - Diagnosis and Design, Curriculum Development b. Methods, Approaches and Techniques of Teaching English as a Second language c. Language acquisition, Language learning | | |
| II | | a. Teaching of Skills: <i>i.</i> Listening. <i>ii.</i> Speaking. <i>iii.</i> Reading. <i>iv.</i> Writing b. Teaching of language through literature (Case Study); CMC (Computer Mediated Language). | | |
| III | | Classroom Situation and Teacher Development: a. Teaching in difficult situation b. Designing the classroom – Learned centred, Smart classrooms c. Teacher Training/Development d. Use of ICT in classroom | | |
| IV | | Lesson Plan and Lesson Note Preparation, Evaluation/ Assessment | | |

Recommended Reading:

- Sinha, S. English Language Teaching: Prospects. Problems and Suggestions, New Delhi: Mangal Deep. 2005
- Richards, J.S. Language Teaching Matrix, Cambridge: CUP,1990
- Richards, J.S. & Roddgers, T.S. Approaches and Methods in Language Teaching, Cambridge: CUP, 2002
- Richards, J.S. Curriculum Development in Language Teaching, New York : CUP, 2001
- Willis, J. A Framework for Task-based learning, New York : Longman, 1996
- Woods, C. Professional Development for Teachers : Teaching and Assessing Skills in Foreign language, Cambridge : CUP,2005
- N.S. Prabhu. Second Language Pedagogy, Oxford ELBS, 1991
- M.L. Tickoo, Teaching and Learning English, Longman, New Delhi, 2003
- Das, Shruti. Contemporary Communicative English. S. Chand, 2014

ENGL VAC 2: SOFT SKILLS

| PAPER | Paper code | Title | Marks | Credits |
|--|-------------------|---|--------------|-------------------|
| Value Added Course | ENGL VAC 2 | Soft Skills | - | Non-Credit |
| Course Outcome: This course is designed to enable students to develop and understand interpersonal skills. Students will benefit from learning about effective communication; receiving and providing feedback to achieve goals; and recognizing as well as solving barriers in a professional space while developing an aptitude for critical/creative thinking. | | | | |
| Unit | | Topics to be taught | | |
| I | | 1. Soft Skills 2. Personality Development | | |
| II | | Interviews and Group Discussions | | |
| III | | 1. Emotional Intelligence 2. Stress Management 3. Time Management | | |
| IV | | 1. Negotiation Skills 2. Problem Solving | | |

Recommended Reading:

- Shruti Das, Form and Finesse: Business Communications and Soft Skills, Hyderabad: Orient Blackswan,2017

Semester Three

ENGL CT 300: Paper XI

PAPER TO BE OUTSOURCED FOR THE STUDENTS OF OTHER DEPARTMENTS UNDER CBCT SCHEME

This Allied Elective paper is meant for the students of other Departments and parent Department under the Choice Based Credit Transfer Scheme [Outward]

| Paper | Paper code | Title | Marks | Credits |
|--|-------------|---|-------|---------|
| ENG – CTBT II | ENGL CT 300 | PROFESSIONAL AND ACADEMIC WRITING | 100 | 04 |
| Course Outcome: This course will make students ready for the competitive outside world. It will hone their writing skills and acquaint them with the various kinds of writing used in academic and professional fields. | | | | |
| Topics to be taught | | | | |
| I | | Proposal Writing, Report Writing | | |
| II | | Business Communication, Noting, Drafting, Editing | | |
| III | | Curriculum Vitae, Covering Letter, MS Power Point Presentation, Poster Presentation | | |
| IV | | Script writing, Journal/Diary writing, Preparing Brochures | | |

Recommended Reading:

- Shruti Das, Form and Finesse, Hyderabad: Orient Blackswan, 2017
- A R Parhi. Indian English Through Newspapers. Concept, 2008.
- J.V. Vilanilam. More Effective Communication, 2000
- E. H. Mc. Grath, Basic Managerial Skills for All, 1999
- P. Sainath. Everybody Loves a Good Drought, 1997
- Robert M. Knight. A Journalistic Approach to Good Writing: The Craft of Clarity
- Judith Butcher, Copy Editing, Cambridge University Press
- Rastogi, Encyclopaedia of Professional Journalism
- N.C. Pant, Modern Journalism: Principles and Practices

ENGL C301: Paper XII

| PAPER | Paper code | Title | Marks | Credits |
|---|------------|--------------------------|-------|---------|
| XII | ENGL C 301 | MODERN INDIAN LITERATURE | 100 | 4 |
| Course Outcome: The course will focus on introducing students to the richness and diversity of Indian life and culture reflected in modern Indian literature written in Bhasha languages and | | | | |

| also in English. | | | | |
|------------------|--|---|--|--|
| Unit | | Topics to be taught | | |
| I | | <u>The Modern Indian Essay</u> A. K. Ramanujan: “Is there an Indian Way of Thinking? An Informal Essay” from <i>Collected Essays</i> G. N. Devy: introduction to <i>After Amnesia</i> , pp. 1-5, from <i>The G. N. Devy Reader</i> | | |
| II | | <u>The Modern Indian Novel</u> Gopinath Mohanty: <i>Paraja</i> Easterine Kire: <i>Son of the Thundercloud</i> | | |
| III | | <u>Modern Indian Life Writing</u> Milkha Singh: <i>The Race of My Life</i> Urmila Pawar: <i>The Weave of My Life: A Dalit Woman’s Memoirs</i> | | |
| IV | | Mahasveta Devi: <i>Draupadi</i> [Tr. By Gayatri Chakravorty Spivak] Hansda Sowvendra Shekhar: “The Adivasi Will Not Dance” from <i>The Adivasi Will Not Dance</i> | | |

Recommended Reading:

- A. K. Ramanujan “Is there an Indian Way of Thinking? An Informal Essay” *Collected Essays*, OUP,2013
- “Decolonising the Indian Mind” by Namwar Singh. Tr. Harish Trivedi *Indian Literature*, Vol. 35, No. 5 (151) (Sept.-Oct., 1992), pp.145-156
- Chaudhuri, Amit. *The Picador book of modern Indian literature*. Picador,2001.
- G.N. Devy, *After Amnesia: Tradition and change in Indian Literary Criticism*. Orient Blackswan,2009.
- Kire, Easterine. *When the River Sleeps*. New Delhi: Zubaan, 2014.
- Mahasweta Devi: *Draupadi*
- Namvar Singh and Harish Trivedi. “Decolonising the Indian Mind.” *Indian Literature*, vol. 35, no. 5 (151), 1992, pp. 145–156. *JSTOR*, www.jstor.org/stable/23337172.
- Hansda Sowendra Shekhar . *The Adivasi Will Not Dance: Stories*. 1. Speaking Tiger Books, 2015.
- <https://archive.org/details/parajanovel00maha>
- <http://lucknowbookclub.com/wp-content/uploads/2018/03/Pawar-Urmila-The-Weave-of-My-Life--a-Dalit-Womans-Memoirs-2010.pdf>
- <http://profcohen.net/reli113/uploads/texts/ramanujan.pdf>
- <http://www.gbv.de/dms/goettingen/32767394X.pdf>
- <https://www.scribd.com/document/255297388/The-Race-of-My-Life-by-Milkha-Singh-and-Sonia-Sanwalka#download>
- <https://scroll.in/article/811931/draupadi-mahasweta-devis-memorable-short-story-and-still-chillingly-relevant>
- <https://academiccommons.columbia.edu/doi/10.7916/D86H4V2T/download>

- https://warwick.ac.uk/fac/arts/english/currentstudents/undergraduate/modules/fulllist/special/newlits/the_avidasi_will_not_dance.pdf

**SPECIAL PAPER PROGRAMMES
(CORE ELECTIVES)**

Course Outcome - Each special paper programme shall be in TWO papers, each carrying 100 marks. As specified in the consolidated chart of the courses above, One paper each shall be devoted to each special paper programme under Semester Three and similarly in Semester Four.

FOUR SPECIAL PAPER PROGRAMMES are available to the students: namely (i) American Literature (ii) Translation Studies, (iii) Green Studies and (iv) Creative Writing. The students will be ordinarily taught the American Literature and Green Studies SPECIAL PAPER PROGRAMMES under which they will study TWO theory papers each [each carrying 100 marks] as specified below:

SEMESTER THREE

ENGL E302: Paper XIII (AL)

| Paper | Paper code | Title | Marks | Credits |
|--|------------|--|------------|-----------|
| XIII(AL) | ENGL E302 | SPECIAL PAPER AMERICAN LITERATURE I: Philosophy, Poetry and Drama | 100 | 04 |
| Course Outcome: This course will acquaint the students with American Literature through a study of selected texts. It will also develop in the student's the ability to interpret, analyse and evaluate American Literature in the context of world literatures in English and relate them to the developments in other literatures of the World. | | | | |
| Unit | | Topics to be taught | | |
| I | | Emerson: "The American Scholar", "Self reliance", Thoreau: Civil Disobedience | | |
| II | | Walt Whitman: "Song of Myself" (from <i>Leaves of Grass</i>) Selected Poems of Robert Frost: "The Silken Tent," "Moving," "Mending Wall," "After Apple Picking," "The Gift Outright" | | |
| III | | Eugene O' Neill : <i>Desire Under the Elms</i> A Miller: <i>The Crucible</i> | | |
| IV | | Tennessee Williams: <i>A Streetcar Named Desire</i> | | |

Recommended Reading:

- *Pelican Guide to English Literature*. Vol. 9. *American Literature*. Ed. Boris Ford
- *Highlights of American Literature*. Dr. Carl Bode (USIS)
- *A Short History of American Literature*, Krishna Sen and Ashok Sengupta. Orient

BlackSwan, 2017

- *The Story of American Literature*. By Ludwig Lewisohn
- *Norton Anthology of American Literature*. (Head notes on authors and periods to be read)

ENGL E303: Paper XIV (GS)

| Paper | Paper code | Title | Marks | Credits |
|--|---------------|--|-------|---------|
| XIV(GS) | ENGL E 303 | SPECIAL PAPER: GREEN STUDIES | 100 | 04 |
| Course Outcome: This interdisciplinary paper will introduce the students to Ecocriticism, which is one of the most relevant critical theories of the present times. Through ecocritical theories and literary texts students will be trained to approach social issues eco-critically | | | | |
| Unit | | Topics to be taught | | |
| I | | i. Introduction to Ecocriticism- Definition, Scope and Importance of Ecocriticism | | |
| II | | Rachel Carson: “A Fable for Tomorrow” from <i>Silent Spring</i> R W. Emerson: “Nature” | | |
| III | | Deep Ecology-Basic Principles - Biocentric Equality – Naess and Sessions – Self Realization Amitav Ghosh: <i>The Hungry Tide</i> | | |
| IV | | D.H. Lawrence: <i>Snake</i> Yann Martel: <i>Life of Pi</i> | | |

Recommended Reading:

- Amitav Ghosh: *The Great Derangement* London, Penguin 2016
- R. W.Emerson:Nature <https://emersoncentral.com/texts/nature-addresses-lectures/nature2/chapter1-nature/>
- Glotfelty, Cheryl & Harold Fromm. *The Ecocriticism Reader*. Athens: The U of Georgia P, 1996. Print
- Bate, Jonathan. *Romantic Ecology: Wordsworth and the Environmental Tradition*. London: Routledge, 2013. Print
- Devall, Bill and George Sessions. *Deep Ecology: Living as if Nature Mattered*. Salt Lake City, Utah: Peregrine Smith, 1985.
- Berg, Peter. Raymond Dasmann. *Reinhabiting California*. *Resurgence& Ecologist* Vol 7 399-401, Dec 1977
- Andruss, Van. et al. *Home! A Bioregional Reader* edited. Philadelphia. New Society Publishers, 1990. Print
- Garrard,Greg. *Ecocriticism* New Critical Idiom Series. London: Routledge2004. Print
www.barretthonors.asu.edu www.greenschool.org www.centerforgreenschools.org

ENGL C304: Paper XV

| PAPER | Paper code | Title | Marks | Credits |
|--|----------------------|--|------------|----------|
| XI | ENGL C306 | WOMEN POETS | 100 | 4 |
| <p>Course Outcome: The course seeks to acquaint the students with the works of women poets from different cultures and nations in various themes and styles. Further, it seeks to make them critically aware of the issues relating to the workings of patriarchy, issues of gender, and relations of desire and power.</p> | | | | |
| Unit | | Topics to be taught | | |
| I | | <p>Sappho: Charaxos and Larichos, One Girl</p> <p>Phillis Wheatley: On Imagination, On being brought from Africa to America, A Hymn to the Evening</p> | | |
| II | | <p>Emily Dickinson: “Hope” is thing with Feathers; Tell all the truth but tell it slant; Because I could not Stop for Death</p> <p>Christina Rossetti: Dreamland; A Better Resurrection; The Three Enemies</p> | | |
| III | | <p>Eavan Boland: Witness, My country in Darkness</p> <p>Sylvia Plath: Daddy, Dialogue between Ghost and Priest</p> <p>Sarojini Naidu: In the Bazaars of Hyderabad, In Salutation to the Eternal Peace</p> | | |
| IV | | <p>Wislawa Szymborska: “Utopia”, “On Death, without Exaggeration”</p> <p>Mary Oliver: Wild Geese, Invitation</p> | | |

Recommended Reading:

- **Sappho:** Charaxos and Larichos, One Girl
<https://www.poetryfoundation.org/search?query=Sappho&page=2>
- **Phillis Wheatley:** On Imagination, On being brought from Africa to America, A Hymn to the Evening <https://www.poetryfoundation.org/search?query=Phillis+Wheatley>
- **Motifs and themes in Emily Dickinson's poems** <http://www.worldscientificnews.com/wp-content/uploads/2019/02/WSN-123-2019-220-233.pdf>
- **Christina Rossetti:** <https://www.poetryfoundation.org/poets/christina-rossetti#tab-poems>
- **Wislawa Szymborska:**
<https://www.nobelprize.org/prizes/literature/1996/szymborska/poetry/>
- **Mary Oliver:** <https://www.poetryfoundation.org/poets/mary-oliver>

ENGL VAC 3: FILM APPRECIATION

| PAPER | Paper code | Title | Marks | Credits |
|--------------------|-----------------------|--------------------------|----------|-------------------|
| Value Added | ENGL VAC 3 | Film Appreciation | - | Non-Credit |

| | | | | |
|---|--|--|--|--|
| Course | | | | |
| Course Outcome: Students will be able to understand and approach cinema as cultural texts. They will deconstruct and decipher the various signifiers involved in producing the popular culture of our times wherein cinema acts as a powerful device. They will also be motivated to treat cinema as a distinct language and explore the various narrative styles of prominent filmmakers. | | | | |
| Unit | | Topics to be taught | | |
| I | | Brief History of Cinema | | |
| II | | The Language of Cinema | | |
| III | | 1. The Cinema of Satyajit Ray 2. The Cinema of Wong Kar-Wai | | |
| IV | | 1. Shakespeare in Cinema 2. Cinema and Popular Culture | | |

Recommended Reading:

Cinema Studies: The Key Concepts. By Susan Hayward

<https://cpb-ap-se2.wpmucdn.com/thinkspace.csu.edu.au/dist/5/1410/files/2015/10/Cinema-Studies-Key-Concepts-1-289afca.pdf>

Recommended Watchlist:

Adaptation of Shakespeare's Tragedies: Maqbool Directed by Vishal Bhardwaj, Omkara Directed by Vishal Bhardwaj, Haider Directed by Vishal Bhardwaj

Adaptations of Romeo and Juliet: 10ml Love Directed by Sharat Katariya, Ram Leela Directed by Sanjay Leela Bhansali, Qayamat se Qayamat Tak Directed by Mansoor Khan, Ek Dooje Ke Liye Directed by K. Balachander,

Aparajito Directed by Satyajit Ray

In The Mood For Love Directed by Wong Kar-Wai

SEMESTER FOUR

(CORE COURSES)

ENGL C401: Paper XVI

| paper | Paper code | Title | Marks | Credits |
|--|--------------|--|-------|---------|
| XVI | ENGL C401 | RACE AND GENDER | 100 | 04 |
| Course Outcome: This course will introduce students to the intersection between ideology, discrimination and oppression on race and gender principles. It will expose the students to the relationship between oppressed minority status and reading. | | | | |
| | | Topics to be taught | | |
| I | | Arundhati Roy: <i>The God of Small Things</i> | | |
| II | | Chinua Achebe: <i>Things Fall Apart</i> | | |
| III | | Alice Walker: <i>The Color Purple</i> | | |
| IV | | Laxminarayan Tripathy: <i>Me Hijra, Me Laxmi!</i> | | |

Recommended Reading:

- Michael Awkward. Race, Gender and the Politics of Reading. *Black American Literature Forum*, 1988 – JSTOR
- Mary Eagleton ed. Feminist Literary Theory: A Reader
<http://www.gbv.de/dms/goettingen/183662008.pdf>
- Nikki Sullivan. *A Critical Introduction to Queer Theory* New York Univ Press 2003
- Examining Queer Elements and Ideologies in LGBT Themed Literature: What Queer Literature Can Offer Young Adult Readers
<https://journals.sagepub.com/doi/pdf/10.1177/1086296X15568930>

ENGL C402: Paper XVII

| Paper | Paper code | Title | Marks | Credits |
|--|--------------|--|-------|---------|
| XVII | ENGL C402 | Research Methods and Dissertation | 100 | 04 |
| Course Outcome: This course intends to introduce the students to the concept of research and with the terminologies associated with research and to highlight the significance of systematic planning and execution of research activity. Also to prepare the student to undertake a research project in order to practice the use of various tools and techniques of research. | | | | |
| | | Topic | | |
| I | | Research and the Initial Issues Research as systematic investigation, Searching for and locating research questions; Finding the general background about research problem/question: review of existing literature and applicable theories. Refining the research problem/question; formulating its rationale and objectives. Writing a research synopsis Literature review: Selecting review areas based on the research objectives. Primary, secondary and tertiary sources, and related theory/s (sources: library, databases, online sources, previous | | |

| | |
|--|--|
| | <p>research, archives, media and such others)</p> <p>Hypotheses and formulation of research design: Formulating hypotheses based on research objectives. Formulation of research design: qualitative, quantitative, combinatory; steps in research design- Theory application.</p> <p>Material/Data collection tools: surveys, questionnaires, interviews, observation checklists, review checklists, comparison tools, text analysis tools. Data analysis and interpretation</p> <p>Documentation: MLA/APA citation: in-text and works cited pages</p> <p>Plagiarism and related problems</p> |
| <p>DISSERTATION = 80 marks</p> <p>Each students will prepare a dissertation in about 4000 words (approx.) on a topic of literary and critical interest under the supervision of a teacher</p> | |

Recommended Reading:

- MLA Handbook 9th Edition
https://www.academia.edu/39175934/MLA_Handbook_NINTH_EDITION
- APA referencing 6th Edition <https://aewintecsitefinity.blob.core.windows.net/sitefinity-storage/docs/default-source/study-at-wintec/apa.pdf>
- A Quick Guide to Harvard Referencing <https://www.canterbury.ac.uk/students/docs/study-skills/resource-1-Harvard-Referencing-Guide.pdf>
- Research Methods Handbook <https://www.cles.org.uk/wp-content/uploads/2011/01/Research-Methods-Handbook.pdf>

ENGL C403: Paper XVIII

| Paper | Paper code | Title | Marks | Credits |
|---|------------|--|-------|---------|
| XVIII | ENGL C403 | COMMONWEALTH LITERATURE | 100 | 04 |
| <p>Course Outcome: Commonwealth literature and Postcolonial literature are terms used to describe the literatures of the states under the former British empire. There is growing importance in the world for this kind of literature because of the use of a different kinds of English with almost a common theme. This course will familiarise the students to the existence of literature beyond the British and English narratives.</p> | | | | |
| | | Topics to be taught | | |
| I | | Salman Rushdie: <i>Shame</i> Fakir Mohan Senapati: <i>Six Acres and A Third</i> | | |
| II | | Bapsi Sidhwa: <i>Ice Candy Man</i> Khaled Hosseini: <i>The Kite Runner</i> | | |
| III | | Michael Ondaatje: <i>The English Patient</i> Tehmima Anam: <i>The Good Muslim</i> | | |
| IV | | J.M. Coetzee: <i>Disgrace</i> Margaret Atwood: <i>The Handmaid's Tale</i> | | |

Recommended Reading:

- L. McLeod. *The Commonwealth Pen: An Introduction to the Literature of the British Commonwealth* Cornell University Press, 1961
- Michael Gorra *After Empire: Scott, Naipaul, Rushdie* University of Chicago Press, 1997
- Ian Baucom *Out of Place: Englishness, Empire, and the Locations of Identity* Princeton University Press, 1999
- Hena Maes-Jelinek ed. *Commonwealth Literature And The Modern World* [Maes_Commonwealth-Literature-and-the-Modern-World_1975.pdf](#)

ENGL E404: Paper XIX (AL)

| Paper | Paper code | Title | Marks | Credits |
|---|------------|--|------------|----------|
| XIV(AL) | ENGL E404 | SPECIAL PAPER: AMERICAN LITERATURE II: Novel | 100 | 4 |
| Course Outcome: This paper seeks to expose the students to American classics and to a specialised genre with a view to help them have a broader critical outlook | | | | |
| Unit | | Topics to be taught | | |
| I | | N. Hawthorne: <i>The Scarlet Letter</i> Mark Twain: <i>Huckleberry Finn</i> | | |
| II | | Ernest Hemingway: <i>A Farewell to Arms</i> Herman Melville: <i>Moby Dick</i> | | |
| III | | Harper Lee, <i>To Kill a Mockingbird</i> Ken Kessey: <i>One Flew Over The Cuckoo's Nest</i> | | |
| IV | | James Baldwin: <i>Go Tell it on the Mountain</i> Toni Morrison: <i>Sula</i> | | |

Recommended Reading:

- Lewisohn, Ludwig. *The Story of American Literature*. The Modern Library, N. Y.
- Horton, Rod & Herbert W. Edwards. *Backgrounds of American Literary Thought*. 3rd edition.
- Stewart, Randall(ed). *Living Masterpieces of American Literature*. Brown University
- Norton Anthology of American Literature. 8th edition.
- Das, Shruti. *From Margin to the Centre: A Toni Morrison Reader*. Mangalam, 2009.

ENGL E405: Paper XX (GS)

| paper | Paper code | Title | Marks | Credits |
|--|------------|---|------------|-----------|
| XX(GS) | ENGL E405 | SPECIAL PAPER: GREEN STUDIES: Ecolinguistics | 100 | 04 |
| Course Outcome: This course surveys contemporary literature that address the anthropocene | | | | |

from the ecolinguistic perspective. It will consider a range of cultural texts that imagine how our present and future worlds are/will be shaped by climate change and other factors affecting our environment and offer ways to approach this paradigm shift's challenges and possibilities through the discourse.

| | | Topics to be taught | | |
|-----|--|--|--|--|
| I | | Introduction: Language as Ecosystem (Part 1 Chapter4 <i>The Routledge Handbook of Ecolinguistics</i>) Robin Morris Collin: <i>The Apocalyptic Vision, Environmentalism, and a Wider Embrace</i> (ISL,2006,Vol:13) | | |
| II | | Jayadeva's : Dasaavatar from <i>Gita Govindam</i> ; Green Spirituality: Horizontal Transcendence (Chapter1 Introduction) | | |
| III | | Vandana Shiva: <i>Water Wars</i> (Chapter 7: <i>Sacred Waters</i>) | | |
| IV | | Short Stories: Doris Lessing: <i>A Mild Attack of Locusts</i> , Ruskin Bond: <i>Our Trees Still Grow in Dehra</i> , Ernest Hemingway: <i>Big Two-Hearted River</i> , Saki: <i>The Music on the Hill</i> | | |

Recommended Reading:

- <https://faculty.washington.edu/mkalton/green%20spir1.htm>
- <https://academic.oup.com/isle/article/13/1/1/733832>
- <https://cws.journals.yorku.ca/index.php/cws/article/viewFile/8884/8061>
- <https://vc.bridgew.edu/cgi/viewcontent.cgi?article=2183&context=jiws>
- http://courseresources.mit.usf.edu/sgs/ang6469/canvas/module_7/read/The_Sacred_Water_s.pdf
- <http://www.arvindguptatoys.com/arvindgupta/stayingalive.pdf>
- http://seedbed.org/wp-content/uploads/2013/09/Shiva_Soil_not_Oil.pdf
- http://feministarchives.isiswomen.org/isispub/wia/wia1996-1/WIA19961_10EcoFeminism.pdf
- <https://halshs.archives-ouvertes.fr/halshs-00413983/document>
- Dasavatara Stotra [Jayadeva] : Shruti Das. Ecopolitics in the Dasāvātāra in Jayadeva's 'Gītāgovindam. *Muse India* 80 (Jul-Aug), 10
- <http://www.bhakti.in/stotras.php?id=161>
- https://www.academia.edu/37564088/Ecopolitics_in_the_Das%C4%81vat%C4%81ra_in_Jayadevas_G%C4%ABtagovinda%E1%B9%83

ENGL E304 & ENGL E406

II. Translation Studies SPECIAL PAPER PROGRAMME

(Total Marks: 200)

Course Outcome: Under this programme a student shall prepare TWO volumes of translation of certain literary work(s) of established Odia poets/dramatists/novelists/short story/autobiography writer(s) into English in a minimum of 10,000 words under the supervision of a subject expert from among the members of the faculty. The two volumes shall be prepared under Semester Three and Semester IV as specified in the Consolidated Chart above.

However, only candidates with proven ability shall be encouraged to opt for the Translation Studies SPECIAL PAPER PROGRAMME subject to following conditions:

a. The candidate qualifies in a rigorous selection process including a written test followed by a viva voce test conducted by the Head of the Department which should be unanimously approved by the Staff Council of the Department.

b. Even after a student qualifies in the tests conducted, a subject expert should be willing to supervise him on the texts of his choice.

ENGL E305 & ENGL E407

III. Creative Writing SPECIAL PAPER PROGRAMME

(Total Marks: 200)

Course Outcome: Under this programme a student shall prepare TWO volumes of CREATIVE WRITING in a minimum of 10,000 words under the supervision of a subject expert from among the members of the faculty. The two volumes shall be prepared under Semester Three and Semester IV as specified Consolidated Chart above.

However, only candidates with proven ability shall be encouraged to opt for the Translation Studies SPECIAL PAPER PROGRAMME subject to following conditions:

a. The candidate qualifies in a rigorous selection process including a written test followed by a viva voce test conducted by the Head of the Department which should be unanimously approved by the Staff Council of the Department.

b. Even after a student qualifies in the tests conducted, a subject expert should be willing to supervise him on the texts of his choice.

ENGL AC 406: CULTURAL HERITAGE OF SOUTH ODISHA

| PAPER | Paper code | Title | Marks | Credits |
|---|-------------|--|-------|------------|
| Add-On Course | ENGL AC 406 | Cultural Heritage of South Odisha | 50 | Non-Credit |
| Course Outcome: The teaching imparted to the P.G. students of Berhampur University on the various dimensions of the literary and cultural heritage of South Odisha will help them to acquire a valuable understanding of the same. They will be inspired adequately to take the positives learnt from the course and use them in future in their personal literary and cultural pursuits and thereby promote the literature and culture of Odisha on a global scale. | | | | |
| Unit | | Topics to be taught | | |
| I | | Literary works of Kabi Samrat Upendra Bhanja | | |
| II | | Other Litterateurs of South Odisha | | |
| III | | Cultural Heritage of South Odisha | | |
| IV | | Folk Tradition of South Odisha | | |