

**Syllabus for B.A. (Hons.) English Programme in Accordance with
the UGC - Learning Outcomes based Curriculum Framework
(LOCF), to be effective from AY 2021-22**



Learn Lead Serve

B.A. HONS. ENGLISH PROGRAMME

FACULTY OF ARTS, COMMUNICATION AND INDIC STUDIES

SRI SRI UNIVERSITY

BIDYADHARPUR, ARILO, CUTTACK - 754006

ODISHA, INDIA

B.A. HONS. ENGLISH PROGRAMME

Programme Outcomes: On successful completion of the programme, the students will be able to:

- Demonstrate a systematic, extensive and coherent understanding of English literature as well as language
- Help students build skills of analytical and interpretive argument, and become careful and critical readers
- Develop critical temper to interpret and analyse literary works
- Develop the spirit of scholarly inquiry and research aptitude
- Exhibit ability to present ideas and information clearly, logically, and critically, both in oral and written format
- Nurture the skill of using language as a means of creative expression which will make them effective thinkers and communicators, attributes that are crucial for choosing careers in an information-intensive society
- Grasp the complexity of language as a communication system shaped by cognitive, biological, cultural, and social factors
- Acquire the technical vocabulary and theoretical tools of the field, necessary to read published linguistic research
- Acquaintance with the various career avenues open to graduates in English literature and language studies programme in the global platform, such as professional writing, translation, teaching English at different levels, mass media, journalism, aviation communication and personality development
- Evaluate the linguistic-cultural richness of the country
- Realize the importance of literature in terms of aesthetic, mental, moral, intellectual development of an individual and accordingly of the society
- Determine how issues related to the society can get influenced by literature and also how literature can provide possible solutions to address the social issues
- Assess that the study of literature is not merely helpful to evolve better as an individual but also to contribute effectively for the betterment of the society at large
- Demonstrate critical understanding about the ways of the world and realize one's role within communities to effect change

COURSE STRUCTURE:

SEMESTER	COURSE CODE	TITLE OF THE COURSE	TYPE OF COURSE	CONTACT HOURS PER WEEK			CREDITS			EXAMINATION SCHEME		TOTAL
				THEORY	PRAC TICAL	TOTAL	THEORY	PRAC TICAL	TOTAL	INTERNAL	END SEMESTER	
SEMESTER 1												
1ST SEM	BAE-101	BRITISH LITERATURE 14th - 17th CENTURY	CORE-1	05		05	05		05	40	60	100
1ST SEM	BAE-102	BRITISH LITERATURE 17th - 18th CENTURY	CORE-2	05		05	05		05	40	60	100
1ST SEM	BAE-103	ACADEMIC WRITING & COMPOSITION	GENERIC ELECTIVE	05		05	05		05	40	60	100
1ST SEM	BAE-104	COMMUNICATION SKILLS IN ENGLISH	AECC	04		04	04		04	40	60	100
1ST SEM	BAE -105	SOFT SKILLS FOR CAREER BUILDING	SECC	04		04	04		04	40	60	100
1ST SEM	BAE-106	HAPPINESS CONNECT		03	01	04	03	01	04			100
SEMESTER 2												
2ND SEM	BAE-201	BRITISH LITERATURE - 18th CENTURY	CORE-3	05		05	05		05	40	60	100
2ND SEM	BAE-202	INDIAN WRITING IN ENGLISH	CORE-4	05		05	05		05	40	60	100
2ND SEM	BAE-203	MODERN INDIAN LITERATURE	GENERIC ELECTIVE	05		05	05		05	40	60	100
2ND SEM	BAE-204	ENVIRONMENTAL STUDIES	AECC	04		04	04		04	40	60	100
2ND SEM	BAE-205	BASIC SANSKRIT	GENERIC ELECTIVE	04		04	04		04	40	60	100
SEMESTER 3												
3RD SEM.	BAE-301	BRITISH POETRY AND ITS CRITICISM: 19TH CENTURY	CORE-5	05		05	05		05	40	60	100

3RD SEM.	BAE-302	BRITISH PROSE WRITINGS: 19TH CENTURY	CORE-6	05		05		05	05	40	60	100
3RD SEM.	BAE-303	AMERICAN LITERATURE	CORE-7	05		05	05		05	40	60	100
3RD SEM.	BAE-304	LANGUAGE, LITERATURE AND CULTURE	GENERIC ELECTIVE	05		05		05		40	60	100
3RD SEM.	BAE-305	TRANSLATION STUDIES	SECC	04		04	04		04	40	60	100

SEMESTER 4

4th SEM	BAE-401	BRITISH LITERATURE : THE EARLY 20TH CENTURY	CORE-8	05		05		05		40	60	100
4th SEM	BAE-402	EUROPEAN CLASSICAL LITERATURE	CORE-9	05		05	05		05	40	60	100
4th SEM	BAE-403	WOMEN'S WRITING	CORE-10	05		05	05		05	40	60	100
4TH SEM	BAE-404	LANGUAGE AND LINGUISTICS	GENERIC ELECTIVE	05		05	05		05	40	60	100

SEMESTER 5

5TH SEM.	BAE-501	MODERN EUROPEAN DRAMA	CORE-11	05		05	05		05	40	60	100
5TH SEM.	BAE-502	INDIAN CLASSICAL LITERATURE	CORE-12	05		05	05		05	40	60	100
5TH SEM.	BAE-503	LITERARY THEORY	DISCIPLINE SPECIFIC ELECTIVE (DSE)	05		05	05		05	40	60	100
5TH SEM.	BAE-504	READING WORLD LITERATURE	DISCIPLINE SPECIFIC ELECTIVE (DSE)	05		05	05		05	40	60	100

SEMESTER 6

6TH SEM	BAE-601	POSTCOLONIAL LITERATURE	CORE-13	05		05	05		05	40	60	100
6TH SEM	BAE-602	POPULAR LITERATURE	CORE-14	05		05	05		05	40	60	100
6TH SEM	BAE-603	PARTITION LITERATURE	DISCIPLINE SPECIFIC ELECTIVE (DSE)	05		05	05		05	40	60	100

6TH SEM	BAE-604	RESEARCH METHODOL OGY	DISCIPLIN E SPECIFIC ELECTIVE (DSE)	*	*	*	*	*	06	*	*	100
TO BE SELECTED ANYTIME FROM 1ST TO 6TH SEM												
		MIND MANAGEM ENT	ADD-ON/ GENERIC ELECTIVE	04		04	04		04	40	60	100
Anytime from 1 st - 6 th Sem		HAPPINESS AND FULLFILMEN T	ADD-ON/ GENERIC ELECTIVE	04		04	04		04	40	60	100
		NCC	GENERIC ELECTIVE									
TOTAL CREDITS & MARKS									143			3000

*** For Research Methodology BAE 604 (6 credits)**

For 100 Marks / 6 credits, Practical Evaluation in terms one literature review of 1000 words based on a research question, followed by a book review of 500 words for the Internal Assessment, the Semester End Assessment would be carried out in the form of a field project to be undertaken by the student, based on which a Field Project Report (4000-5000 words including references) would be submitted by the student.

SEMESTER I

CORE 1: BRITISH LITERATURE: 14TH TO 17TH CENTURY (BAE 101)

Course Level Learning Outcomes

The students are able to:

- understand the tradition of English literature from 14th to 17th centuries.
- develop a clear understanding of Renaissance Humanism that forms the basis of the texts suggested.
- engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts.
- appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time.

Course Content

Unit 1: A Historical Overview:

Social and Political Background of the 14th century; Poetry of the Age; Renaissance and Reformation; Elizabethan Drama.

Unit 2: Geoffrey Chaucer: The Nun's Priest's Tale **OR** Sir Gawain and the Green Knight (Part 1, lines 1-490)

Unit 3: Medieval Poetry:

Thomas Campion "Follow Thy Fair Sun, Unhappy Shadow"

Sir Philip Sidney "Leave, O Love, which reachest but to dust"

Edmund Waller "Go, lovely Rose"

Ben Jonson "Song to Celia"

William Shakespeare Sonnets - "Shall I compare thee to a summer's day?", "When to the seasons of sweet silent thought", "Let me not to the marriage of true minds"

Unit 4: **William Shakespeare:** Macbeth

OR

Christopher Marlowe: The Jew of Malta

Unit 5: **William Shakespeare:** Twelfth Night

OR

Thomas Dekker: The Shoemaker's Holiday

Suggested Readings:

1. Weller, Phillip. *Macbeth*. New Delhi: Orient BlackSwan, 2015.
2. Weller, Phillip. *Twelfth Night*. New Delhi: Orient BlackSwan, 2015.
3. Chaudhury Aditi, Goswami Rita. *A History of English Literature: Traversing Centuries*. Orient BlackSwan, 2014.
4. Bloom, Harold. *Shakespeare: The Invention of the Human*. USA: Penguin, 1999.
5. Sanders, Andrews. *The Short Oxford History of English Literature*. Oxford: OUP, 2005.
6. Blamires, Harry. *A Short History of English Literature*. United Kingdom, Taylor & Francis, 2020.
7. Hudson, William Henry. *An Outline History of English Literature*. India, Atlantic Publishers & Distributors, 1999.
8. *A Companion to Medieval Poetry*. Germany, Wiley, 2010.
9. Pickering, James H.. *Literature*. United States, Macmillan, 1990.
10. *A Companion to Shakespeare's Sonnets*. United Kingdom, Wiley, 2010.
11. Marlowe, Christopher. *The Jew of Malta: with related texts*. Indianapolis, Hackett Publishing Company, 2009.
12. Logan, Robert A.. *The Jew of Malta: A Critical Reader*. United Kingdom, Bloomsbury Academic, 2013.
13. Dekker, Thomas. *The Shoemaker's Holiday*. United Kingdom, University of California Press, 1967.
14. Dekker, Thomas. *The Shoemaker's Holiday*. United Kingdom, Bloomsbury Publishing, 2014.

CORE 2: BRITISH LITERATURE: 17TH TO 18TH CENTURY (BAE 102)

Course Level Learning Outcomes

The students are able to:

- identify the major characteristics of the Comedy of Humours, Comedy of Manners and Mock-Heroic poetry
- demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries
- examine critically key themes in representative texts of the period, including Humours, Sin, Transgression, Love, Pride, Revenge, Sexuality, and Human follies
- show their appreciation of texts in terms of poetic devices, plot-construction, socio-cultural contexts and genre of poetry and drama
- analyze literary devices, forms and techniques in order to appreciate and interpret the texts.

Course Content

Unit 1: A Historical Overview

Social and Political Background of the 17th Century: The Jacobean Period; Period of the English Revolution; Metaphysical Poetry; Cavalier Poetry; Puritanism;

Restoration Period; Drama of the Age, Glorious Revolution; 18th Century
Neoclassicism.

- Unit 2:** **John Milton:** Lycidas **OR** L'Allegro and Il Penseroso
John Donne: A Nocturnall upon S. Lucie's Day, Love's Deity
Andrew Marvel: To His Coy Mistress; The Garden; A Dialogue between the Soul and
the Body
- Unit 3:** **John Dryden:** All for Love **OR** **William Congreve:** The Old Bachelor
- Unit 4:** **Alexander Pope:** Ode on Solitude, Summer, Sound and Sense, The Dying Christian
to his Soul

Robert Burns: A Red Red Rose, A Fond Kiss, A Winter Night, My Heart's in the Highlands

Unit 5: Francis Bacon: Of Studies, Of Truth, Of Marriage and Single Life, Of Travel

Suggested readings:

1. Chaudhury Aditi, Goswami Rita: *A History of English Literature: Traversing Centuries*, Orient BlackSwan, 2014
2. Paul A, Thomas, C T (Eds.). *John Milton Lycidas*. Orient Blackswan, 2010.
3. Greenblatt, Stephen. *The Norton Anthology of English Literature Vol. B: The Sixteenth Century & The Early Seventeenth Century*. Norton, 2018.
4. Abrams, M. H. *The Norton Anthology of English Literature: The Restoration and the Eighteenth Century*. Norton, 2004.
5. Ford, Boris. (Ed.) *The Pelican Guide to English Literature Vol. 1-8*, Penguin Books, England.
6. Abrams, M.H. *A Glossary of Literary Terms*. Harcourt College Publishers, Singapore.
7. Brooks, Cleanth, and Robert Penn Warren. *Understanding Poetry*. 1st ed. New York: Holt Rinehart & Winston, 1938. Print.
8. David Daiches, *A Critical History of English Literature*, Vol. IV. The Romantics to the Present Day (Secker & Warburg, 1975
9. Upham, A.H. *Typical Forms of English Literature*. Oxford University Press.
10. John Hayward: *English Verse*, Penguin Books: London, 1985.
11. Bennett, John. *Five Metaphysical Poets*. Cambridge University Press, U.K.
12. Butt, John. *The Augustan Age*. London 1950
13. Lovelock Julian (ed.), *Donne: Songs and Sonnets, A Casebook*, The Macmillan Press Ltd, London, 1973

SEMESTER II

CORE-3: BRITISH LITERATURE 18TH CENTURY (BAE 201)

Course Level Learning Outcomes

The students are able to:

- a. explain and analyze the rise of the critical mind
- b. trace the development of Restoration Comedy, anti-sentimental drama and urban outlook
- c. examine and analyze the form and function of satire in the eighteenth century
- d. appreciate and analyze the formal variations of Classicism
- e. map the relationship between the formal and the political in the literature of the neo-classical period

Unit 1: A Historical Overview

Social and Political Background of the 18th Century: An Age of Prose and Reason; Periodical Essay; Satire; Rise of English Novels; Enlightenment; Precursors of Romanticism; Poetry of the Age.

- Unit 2: Joseph Addison:** On Giving Advice
Reflections in Westminster Abbey
Defence and Happiness of Married Life
- Richard Steele:** Recollections
On Long-Winded People
- Unit 3: Daniel Defoe:** Robinson Crusoe **OR** Moll Flanders
- Unit 4: Oliver Goldsmith:** **Any Three Essays out of Four** from The Citizen of the World

Samuel Johnson: Any Three Essays out of the following Four

Expectations of Pleasure frustrated

Domestic Greatness Unattainable

Mischiefs of Good Company

The Decay of Friendship

Unit 5: Thomas Gray: Elegy written in a country churchyard OR The Progress of Poesy

Suggested Readings:

1. Chaudhury Aditi, Goswami Rita. *A History of English Literature: Traversing Centuries*. Orient Blackswan, 2014.
2. Abrams, M. H. *The Norton Anthology of English Literature. The Restoration and the Eighteenth Century*. Norton, 2004.
3. Hume, David. "On Personal Identity" (1739). In *A Treatise of Human Nature*. Edited by L.A. Selby-Bigge. Oxford: Clarendon, 1978, Book I, Part 4, Section 6.
4. Locke, John. *Essay Concerning Human Understanding* (1689). Edited by Alexander Campbell Fraser. New York: Dover, 1959.
5. Montagu, Lady Mary Wortley. Selected poems. Available on the World Wide Web at: <http://etext.lib.virginia.edu/toc/modeng/public/MonWork.html>
6. Pope, Alexander. "Essay on Man" (1887). In *The Poems of Alexander Pope*. Edited by John Butt. New Haven: Yale University Press, 1963.
7. Robinson, Mary. *Sappho and Phaon* (1796). In *Selected Poems*. Edited by Judith Pascoe. Peterborough, Ont.: Broadview, 2000.
8. Smith, Adam. *The Theory of Moral Sentiments* (1759). Edited by Knud Haakonssen. Cambridge: Cambridge University Press, 2002.
9. Swift, Jonathan. *Selected poems*. Edited by Pat Rogers. New York: Penguin Books, 1993.
10. Thomson, James. *The Castle of Indolence* (1748). Edited by James Sambrook. Oxford: Clarendon, 1986.
11. Voltaire, François Marie Arouet De. *Letters Concerning England* (1733). Translated by Leonard Tancock. Reprint edition. New York: Penguin, 1995.
12. Warton, Thomas. *The Pleasures of Melancholy* (1745). London: R. Dodsley, 1747.
13. Wilmot, John. "A Satire on Reason and Mankind." In *The poems of John Wilmot, Earl of Rochester*. Edited by Keith Walker. Oxford: Blackwell, 1984.
14. Wollstonecraft, Mary. *A Vindication of the Rights of Woman*. Edited by Miriam Brody. New York: Penguin, 1992.
15. Wordsworth, William. "The Prelude, 1799." In *The Prelude: 1799, 1805, 1850*. Edited by Stephen Gill et. al. New York: Norton, 1977.
16. Young, Edward. *Night Thoughts* (1741). Edited by Stephen Cornford. Cambridge: Cambridge University Press, 1987.

CORE 4: INDIAN WRITING IN ENGLISH (BAE-202)

Course Level Learning Outcomes

The students are able to:

- Explore the initiation of English education in India leading to IWE
- appreciate the historical trajectory of various genres of IWE from colonial times till the present

- critically engage with Indian literary texts written in English in terms of colonialism/post-colonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in IWE
- approach IWE from multiple positions based on historical and social locations

Course Content

Unit 1: A Historical Overview

The East India Company's arrival in India, Macaulay's 1835 Minutes of Education, India's first war of independence, Establishment of colleges to promote Western education; Dean Mohammed's travel writing; Toru Dutt and Henry Derozio in poetry; Bankim Chandra Chatterjee and Lal Behari Day in prose fiction.

Unit 2: **Dean Mohammed's** Travel writing
 OR
 Bankim Chandra Chattapadhyay: Rajmohan's Wife

Unit 3: **Nissim Ezekiel:** Good Bye Party for Miss Puspa T.S., Poet, Lover, Bird
 Watcher
Arun Kolatkar: The Boat Ride, Jejuri,
Kamala Das: My Grandmother’s House, A Hot Noon in Malabar
Jayanta Mahapatra: Indian Summer, Grass,
A. K. Ramanujan: Looking for a Cousin on a Swing, Small Scale
 Reflections on a Great House

Unit 4: **R K Narayan:** The Bachelor of Arts
 OR
Mulk Raj Anand: Coolie

Unit 5: **Mahesh Dattani:** The Final Solution **OR Girish Karnad:** Tughlaq

Suggested Readings:

1. Mehrotra, Arvind Krishna. *A Concise History of Indian Literature in English*. Permanent Black, 2017.
2. Mehrotra, Arvind Krishna. *Illustrated History of Indian Literature in English*. Hyderabad: Orient BlackSwan, 2005.
3. Parthasarathy, R. *Ten Twentieth-Century Indian Poets*. Delhi: OUP, 1975.
4. Dharwadkar, Vinay. *The Historical Formation of Indian-English Literature* in Sheldon Pollock (ed.) *Literary Cultures in History*. New Delhi: Oxford University Press, 2003.
5. Iyengar, K. R. S. 2000. *Indian Writing in English*. Bombay, Asia Publishing House.
6. Kirpal, Viney. 1990. *The New Indian Novel in English: A Study of the 1980s*. New Delhi, Allied Publishers.
7. Naik, M. K. 1989. *A History of Indian English Literature*. New Delhi, Sahitya Akademi.
8. King, Bruce. 2004. *Modern Indian Poetry in English* (Revised Edition). New Delhi, Oxford University Press.
9. Gopal, Priyamvada. 2009. *The Indian English Novel: Nation, History and Narration*. New York, Oxford University Press.
10. Datta, Amresh. 1994. *The Encyclopedia of Indian Literature*. New Delhi: Sahitya Academy.
11. Deshpande G P (ed). 2004. *Modern Indian Drama: An Anthology*. New Delhi: Sahitya Academy.
12. De Souza, Eunice (ed). 2008. *Both Sides of The Sky: Post Independence Indian Poetry in English*. New Delhi: National Book Trust.
13. De Souza, Eunice (ed). 2010. *Early Indian poetry in English: An Anthology 1829-1947*. New Delhi: Oxford University Press.
14. Devy, G N. 1998. *Between Tradition and Modernity: India’s Search for Identity*. Kolkata; Sage Publications.
15. Dharwadker, Vinay and Ramanujan A. K. 2006. *The Oxford Anthology of Modern Indian Poetry*. New Delhi: Oxford University Press.
16. Ezekiel, Nissim and Mukherjee Meenakshi. 1990. *Another India: An Anthology of Contemporary Indian Fiction and Poetry*. New Delhi: Penguin Books.
17. Mukherjee, Meenakshi. 1985. *Realism and Reality: The Novel and Society in India*. Delhi: OUP.

SEMESTER III

CORE-5: BRITISH POETRY AND ITS CRITICISM: 19TH CENTURY (BAE 301)

Course Level Learning Outcomes

The students are able to:

- understand Romanticism as a transition from Neo-classicism and its social, philosophical, intellectual, literary backgrounds including German and French influences
- analyze the main characteristics of Romanticism
- appreciate the canonical poems for theme, language, style, and elements of prosody
- examine the critical texts related to the Romantic poetry

Course Content

UNIT 1: A Historical Overview

Social and Political Background; The Romantic Revival; The Age of Revolution; French Revolution of 1789.

UNIT 2: **William Blake:** The Holy Thursday, London, A Poison Tree and The Chimney Sweeper

UNIT 3: **William Wordsworth:** Tintern Abbey

Samuel Taylor Coleridge: Dejection: An Ode

UNIT 4: **John Keats:** Ode on a Grecian Urn and Ode on Autumn

P.B. Shelley: Ode to the West Wind and To a Skylark

UNIT 5: **William Wordsworth:** Preface to Lyrical Ballads (2nd Edition)

OR

P.B. Shelley: A Defence of Poetry

Suggested Reading:

1. *The Routledge History of Literature in English*
2. *Chowdhury & Goswami History of English Literature: Traversing the Centuries –*
3. *Romantic Imagination* by C. M. Bowra
4. *Pelican Guide to English Literature*. Vol.5. Edited by Boris Ford

CORE-6: BRITISH PROSE WRITINGS: 19TH CENTURY (BAE-302)

Course Level Learning Outcomes

The students are able to:

- identify and analyze the socio-economic-political contexts that inform the Prose writings of the period
- link the rise of the novel to the socio-cultural context
- Explore the transition from Romantic to Victorian in literature and culture

Course Content

Unit 1: A Historical Overview

The 19th century Romantic Movement; Socio -political developments- industrialization, technological advancements and large scale mobilization of people from the rural to the urban centers; Culture and Society of Victorian period.

Unit 2: Essays

Charles Lamb: Old China

William Hazlitt: On Going Journey

Leigh Hunt: A Few Thoughts on sleep

R L Stevenson: Walking Tours

Unit 3: Novel

Mary Shelly: Frankenstein **OR** **Walter Scott:** Rob Roy

Unit 4: Novel

Jane Austen: Pride and Prejudice

OR

Charles Dickens: Great Expectations

Unit 5: Criticism **Mathew Arnold:** Culture and Anarchy (Chapter 1)

OR

William Hazlitt: "Lectures Chiefly on the Dramatic Literature of the Age of Elizabeth" from Lectures on English Poets

Suggested Reading:

1. Chapter 4, 5 from *a Short Introduction to English Literature* by Jonathan Bate
2. *The English Novel* by Terry Eagleton the Cultural Critics by Leslie Johnson

CORE-7: AMERICAN LITERATURE (BAE-303)

Course Level Learning Outcomes

The students are able to:

- Explore the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century)
- understand the historical, religious and philosophical contexts of the American spirit and American Myth in literature
- appreciate the complexity of the origin and reception of American literature, given its European and non-European historical and writing traditions
- appreciate the of American literature in the light of ethnic diversity
- evaluate the nature of human relationships to other life forms in representative literary texts
- relate the African American experience in America (both ante-bellum and post-bellum) to issues of exclusion in societies relevant to their learning experience
- analyze the American mind from global and Indian perspectives and situate the American in the contemporary world

Course Content

Unit 1: Essay

Emerson: The American Scholar **OR** **Crevecoeur:** What is an American

Turner: The Significance of the Frontier **OR** **Thoureau:** Civil Disobedience

Unit 2: Harriet Jacobs: Incidents in the Life of a Slave Girl

OR

Mark Twain: Adventures of Huckleberry Finn

Unit 3: James Fennimore Cooper: The Pioneers

OR

Herman Melville: Billy Budd

Unit 4: Poetry (Four poets to be studied out of Six)

Walt Whitman: When I heard the learn'd astronomer

Emily Dickinson: Success is counted sweetest

Robert Frost: The road not taken

Wallace Stevens: Thirteen ways of looking at a blackbird

Edgar Allan Poe: A Dream Within a Dream

Sylvia Plath: Daddy

Unit 5: Eugene O'Neill: Desire under the Elms

OR

Amiri Baraka: The Dutchman

Suggested Reading

1. Lewisohn, Ludwig, *The Story of American Literature*. The Modern Library, N. Y.
2. Horton, Rod & Herbert W. Edwards, *Backgrounds of American Literary Thought* 3rd Ed.
3. Stewart, Randall (Ed.), *Living Masterpieces of American Literature*, Brown University
4. *Norton Anthology of American Literature*. 8th Edition.

SEMESTER IV

CORE-8: BRITISH LITERATURE: THE EARLY 20TH CENTURY (BAE-401)

Course Level Learning Outcomes

The students are able to:

- trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe; link and distinguish between modernity and modernism
- understand the key concepts of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism
- identify and analyze the use and modernist technique in different genres in early twentieth century British literature

Course Content

Unit 1: A Historical Overview:

Developments in Society and Economy; The First World War and its Impact on Literature; Marx's concept of Class Struggle; Freud's theory of the unconscious; Nietzsche's will to power.

Unit 2:

Poetry (Four poets to be studied out of Six)

T.S. Eliot:	The Love Song of J. Alfred Prufrock
W.B. Yeats:	Sailing to Byzantium
Ezra Pound:	In a Station of the Metro
T. E. Hulme:	Autumn
Hilda Doolittle:	The Mysteries Remain
Dylan	O Make Me A Mask
Thomas:	

Unit 3: War Poetry

Wilfred Owen: Dulce Et Decorum est

Siegfried Sassoon: Suicide in the Trenches

Social Poetry

W.H Auden: The Unknown Citizen

Stephen Spender: An Elementary Classroom in a Slum

Louis MacNeice: Prayer before Birth

Unit 4: Fiction

Virginia Woolf: Mrs. Dalloway

OR

James Joyce: Stories from Dubliners ("The Sisters", "Evelyn", "An Encounter", "Clay", "Two Gallants")

Unit 5: Literary Criticism

T.S. Eliot, "Tradition and Individual Talent"

OR

Henry James, "The Art of Fiction"

Suggested Readings:

1. *Pelican Guide to English Literature: The Modern Age*(ed.) Boris Ford
2. *Jonathan Bate, English Literature: A Very Short Introduction*, Oxford Paperback
3. Peter Faulkner, *Modernism*. London: Methuen
4. Peter Childs, *Modernism, New Accents*. Routledge
5. Georg Lukacs: "The Ideology of Modernism"
6. Malcolm Bradbury and James McFarlane: "The Name and Nature of Modernism" (Ch. 1 of *Modernism: A Guide to European Literature 1890-1930*)
7. David Harvey: "Modernity and Modernism" [in David Harvey: *The Condition of Postmodernity – An Enquiry into the Origins of Cultural Change* (Blackwell)]; also available in Tim Middleton (ed.): *Modernism – Critical Concepts in Literary and Cultural Studies* (Routledge)]
8. *The Bloomsbury Guide to English Literature*, ed. Marion Wynne Davies (New York: Prentice Hall, 1990),
9. Frank Kermode: *The Sense of an Ending: Studies in the Theory of Fiction*
10. Malcolm Bradbury and James McFarlane: *Modernism 1890-1930*
11. D. H. Lawrence: *Selected Literary Criticism*
12. *The Oxford Companion to English Literature*, ed. Margaret Drabble.
13. Tim Middleton (ed.): *Modernism – Critical Concepts in Literary and Cultural Studies* Vols.1- 5 (Routledge)]

CORE-9: EUROPEAN CLASSICAL LITERATURE (BAE-402)

Course Level Learning Outcomes

The students are able to:

- engage with classical literary traditions, Greek and Latin, and historically situate them in their literary, and socio-political-cultural contexts
- evaluate the human and literary values of the classical literature
- comprehend the evolution from tragedy to comedy

Course Content

Unit 1: A Historical Overview

Classical Antiquity: Ancient Greece, the rise and decline of the Roman Empire
Geographical space; Cultural History of the Greco-Roman world centered on the Mediterranean Sea.

Unit 2: Epic Poetry: Homer *Odyssey* (Book I)

OR

Virgil *Aeneid* (Book I)

Unit 3: Tragedy Sophocles *Oedipus the King*

OR

Aeschylus Prometheus Bound

Unit 4: Comedy **Aristophanes** Frogs

OR

Plautus Asinaria

Unit 5: Criticism **Plato** Republic, (Book 10)

OR

Aristotle Poetics, Chapter 6,7,8

OR

Horace Ars Poetica

OR

Longinus On the Sublime, Chapter 7, 39

Suggested Readings:

1. Dover, K. S. *Ancient Greek Literature*. OUP Oxford. 1997.
2. Moses Hadas. *A History of Greek Literature*. Columbia University Press. 1950.
3. Auerbach, Erich. *Mimesis: The Representation of Reality in Western Literature*. USA: Princeton University Press. 2013.
4. Beye, Charles Rowan. *Ancient Greek Literature and Society*. Ithaca, New York: Cornell University Press. 1987
5. Homer *The Iliad*, tr. E.V. Rieu (Harmondsworth: Penguin,1985).
6. Sophocles *Oedipus the King*, tr. Robert Fagles in Sophocles: The Three Theban Plays (Harmondsworth: Penguin, 1984).
7. Plautus *Pot of Gold*, tr. E.F. Watling (Harmondsworth: Penguin, 1965).
8. Ovid. Selections from *Metamorphoses* 'Bacchus', (Book III), 'Pyramus and Thisbe' (Book IV), 'Philomela' (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975).
9. Horace Satires I: 4, in Horace: *Satires and Epistles and Persius: Satires*, tr. Niall Rudd (Harmondsworth: Penguin, 2005).
10. Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.
11. Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007).
12. Horace, *Ars Poetica*, tr. H. Rushton Fairclough, Horace: Satires, Epistles and Ars Poetica (Cambridge Mass.: Harvard University Press, 2005) pp. 451–73.
13. Bentley, Eric. *The Classic Theatre*, Anchor Books. 1958.
14. Trypanis, C. A. *Greek Poetry from Homer to Sappho*. Univ of Chicago Press. 1981.
15. Sutton, D. S. *Ancient Comedy: the War of the Generations: Studies in Literary Themes and Genres*. Twayne Publishers Inc. 1993.

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

CORE-10: WOMEN WRITINGS (BAE-403)

Course Level Learning Outcomes

The students are able to:

- appreciate the representation of female experience in literature
- explain the difference between the feminine and the feminist as opposed to the female and appreciate the role played by socio-cultural-economic contexts in defining woman
- to examine the relationship of women to work and production

Course Content

Unit 1: Mary Wollstonecraft: Introduction, from *A Vindication of the Rights of Women*

OR

Sarala Devi: *Narira Dabi (The Claim of the Woman)*

Unit 2: Charlotte Bronte: *Jane Eyre*

OR

Dorris Lessing: *The Grass is Singing*

Unit 3: Pratiba Ray: *Yajnaseni* **or** **Bama:** *Sangati*

Unit 4: (Any Four out of Six to be studied)

Eunice de Souza: *Women in Dutch Painting & Remember Medusa?*

Maya Angelou: *Phenomenal Woman & I Know Why the Caged Bird Sings*

Sylvia Plath: *Mirror & Barren Woman*

Margaret Atwood: *This is a Photograph of me & The Landlady*

Rita Dove: *I Have Been a Stranger in a Strange Land & Adolescence II*

Alice Walker: *Desire & Expect Nothing*

Unit 5: Virginia Woolf: "Chapter 1" from *A Room of One's Own*

OR

Simone de Beauvoir: "Introduction" from *The Second Sex*

Suggested Reading:

1. Toril Moi, *Sexual Textual Criticism*
2. Elaine Showalter, *A Literature of Their Own*
3. Sandra Gilbert and Susan Gubar, *The Mad Woman in the Attic*
4. Gill Plain and Susan Sellers, *A History of Feminist Literary Criticism*. Cambridge University Press. 2007. Essays to be read: Helen Carr, "A History of Women's Writing" and Mary Eagleton, "Literary Representations of Women" https://mthoyibi.files.wordpress.com/2011/09/05-history-of-feminist-literary-criticism_gill-plain-and-sus.pdf
5. S. Mohanty (Trans.), *The first two in Lost Tradition: Early Women's Writing from Orissa and the third in Indian Literature*
6. Simone de Beauvoir: Introduction to *The Second Sex*
7. Judith Butler: *Gender Trouble*
8. Alexander and Mohanty, eds. 2012. *Feminist Genealogies, Colonial Legacies, Democratic Futures*. New York, Routledge.

9. Devi, Mahasweta, 1997. *Breast Stories*. Trans. by Gayatri Chakravarty Spivak. Kolkata, Seagull.
10. Krishnaraj, Maithreyi. 1987. *Advances in Feminist Scholarship*. Bombay, Research Centre for Women's Studies, S.N.D.T. Women's University.
11. Lionnet, Françoise. *Postcolonial Representations: Women, Literature, Identity*. Ithaca, New York: Cornell University Press, 1995.
12. Mohanty, Chandra. *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*. Durham and London. Duke University Press, 2003.
13. Sunder Rajan. Rajeswari. 2001. *Signposts*. USA: Rutgers University Press.
14. Tharu, Susie and K. Lalitha (Eds). 1997. *Women Writing in India*, Vol 1. Delhi: Oxford University Press.
15. Cora Kaplan, 'Speaking/Writing/Feminism', in *Sea Changes: Essays on Culture and Feminism* (London, Verso, 1986).
16. Jacqueline Rose. 'Femininity and Its Discontents', in Mary Eagleton, *Feminist Literary Theory, A Reader* (Second Edition), (Oxford: Blackwell, 2003).

Web Resources:

1. Virginia Woolf, A Room of One's Own
<https://victorianpersistence.files.wordpress.com/2013/03/a-room-of-ones-own-virginia-woolf-1929.pdf>
2. Mary Wollstonecraft, *A Vindication of the Rights of Women: Introduction*
<http://pinkmonkey.com/dl/library1/vindicat.pdf>
3. Maya Angelou's Poems
http://www.poemhunter.com/i/ebooks/pdf/maya_angelou_2012_6.pdf
4. Sylvia Plath's Collected Poems
5. https://monoskop.org/images/2/27/Plath_Sylvia_The_Collected_Poems_1981.pdf
6. Margaret Atwood's Poems

<http://www.poemhunter.com/margaretatwood/poems/>

- a. Eunice de Souza, "Remember Medusa?" & "Women in Dutch Painting" <http://www.poetrynook.com/poem/remember-medusa>

<http://www.gallerie.net/issue14/poetry1.html>

7. Simone de Beauvoir *The Second Sex*
<http://burawoy.berkeley.edu/Reader.102/Beauvoir.I.pdf>

CORE-11: MODERN EUROPEAN DRAMA (BAE-501)

Course Level Learning Outcomes

The students are able to:

- understand the role of drama in shaping the construct of modernity
- explore how meaning is created through innovations in dramatic techniques
- engage with concepts like realism, naturalism, symbolism, expressionism, the avant Garde, the epic theatre, the theatre of the absurd, etc.

Course Content

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

Unit 2: Henrik Ibsen: *A Doll's House* OR August Strindberg: *Miss Julie*

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

Heiner Muller: *Hamletmachine*

Unit 4: Eugene Ionesco: *Chairs* OR Jean Genet: *The Maids*

Unit 5: Samuel Beckett: *Waiting for Godot* OR Bertolt Brecht: *The Good Woman of Szechuan*

Suggested Reading:

1. Constantin, Stanislavski. tr. Elizabeth Reynolds Hapgood. *An Actor Prepares*. Penguin, 1967.
2. Brecht, Bertolt et al. *Brecht on Theatre: The Development of an Aesthetic*. Methuen, 1992.
3. Steiner, George. *The Death of Tragedy*. Faber, 1995.
4. Williams, Raymond. *Modern Tragedy*, Verso, 1979.
5. Williams, Raymond. *Drama from Ibsen to Brecht*. OUP, 1969.
6. Fischer-Lichte, Erika. *History of European Drama and Theatre*. Routledge, 2002.
7. Auerbach, Erich. *Scenes from the Drama of European Literature*. Univ of Minnesota Press, 1984.
8. Esslin, Martin. *The Theatre of the Absurd*. Vintage Books, 2004.

9. Esslin, Martin. *Pinter the Playwright*. Methuen, 1978.
10. Esslin, Martin. *Brief Chronicles: Essays on Modern Theatre*. Maurice Temple Smith Ltd., 1970.
11. Esslin, Martin. *Mediations: Essays on Brecht, Beckett and the Media*. Methuen, 1981.
12. Esslin, Martin. *An Anatomy of Drama*. Hill and Wang, 1977.
13. Genet, Jean. *Reflections on Theatre*. Faber & Faber, 2009.
14. Donaldson, Ian. (eds.) *Transformations in Modern European Drama*. Palgrave Macmillan UK, 1983.
15. Docherty, Brian. (ed.) *Twentieth-Century European Drama*. Palgrave Macmillan UK, 1994.

Web Resources

1. Hamletmachine: <http://theater.augent.be/file/13>
2. Pirandello: <http://www.eldritchpress.org/lp/six.htm>
3. Ionesco: <http://www.kkoworld.com/kitablar/ejen-ionesko-kergedan-eng.pdf>
4. Genet: <http://web.mit.edu/jscheib/Public/phf/themaids.pdf>
5. Ibsen: <http://www.gutenberg.org/files/8121/8121-h/8121-h.htm>
6. Strindberg: <https://archive.org/details/missjulieotherpl00striiala>

CORE-12: INDIAN CLASSICAL LITERATURE (BAE-502)

Course Level Learning Outcomes:

The students are able to:

- explain the eco-socio-political-cultural context of the age that produced Indian classical literature from early Vedic period till 1100 AD
- appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes
- perceive Indian aesthetics and maxims through close reading of the texts

Course Content

Unit 1:

Nasadiya Sukta Rig Veda X.129

OR

Chhandogya Upanishad 6.1.1- 6.1.7 (Section 1)

Unit 2:

'Ayodhya Kanda' (Book II), 1st Canto—The Ramayana of **Valmiki**

OR

Vyasa 'The Dicing' and 'The Sequel to Dicing,' 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', in The Mahabharata

Unit 3:

Kalidasa: Abhijnanasakuntalam, Act IV

OR

Bhavabhuti: Rama's Last Act (Uttararamacharita)

Unit 4:

Sudraka: Mrcchakatikaby, Act I

OR

Vishakhadatta: Mudrarakshasa

Unit 5: Any Two out of the Four

Bharata: Natyasastra, Chapter VI on Rasa theory

Vishvanatha Kaviraja: Sahitya Darpana Ch. I

Bhartrhari: Nitisataka (First Ten verses)

Kautilya: Arthasastra (Book I, "Concerning Discipline")

Suggested Reading:

1. English Translation by M.M. Ghosh, Asiatic Society, Kolkata, 1950
2. English Translation by P.V. Kane, Motilal Banarsi Dass, N Delhi
3. The Ramayana of Valmiki. Gita Press Edition
4. *The Sataktraya* edited by D.D. Kosambi, Published in Anandashrama Series, 127, Poona, 1945.
5. *Nitishataka* - English Translation published from Ramakrishna Mission, Kolkata
6. *The Mahabharata*: tr. And ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106-69
7. *The New Vedic Selection Vol 1*, Telang and Chaubey, Bharatiya Vidya Prakashan, New Delhi
8. *Kalidasa*. Critical Edition, Sahitya Akademi
9. Tripathi, Rakesh. Swami Vivekananda: The Journal of a Spiritual Entrepreneur, New Delhi: Bloomsbury, 2019
10. B.B Choubey, *New Vedic Selection*, Vol 1, Bharatiya Vidya Prakashan, New Delhi
11. H.H. Wilson (Tr.)- Rig Veda
12. Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol.I, 2 ndedn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
13. J.A.B. Van Buitenen, '*Dharma and Moksa*', in Roy W. Perrett, ed., Indian Philosophy, vol. V, Theory of Value: A Collection of Readings (New York: Garland, 2000) pp.33–40.
14. *Arthasastra*, Kautilya, Penguin 1st Edition, (2000)
15. Vinay Dharwadkar, '*Orientalism and the Study of Indian Literature*', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95
16. *Universals of Poetics* by Haldhar Panda
17. Kalidasa: *Abhijnanasakuntalam*, Act IV, tr. M.R Kale, Motilal Banarasi Dass, New Delhi
18. Bhavabhuti: *Rama's Last Act (Uttararamacharita)* tr. Sheldon Pollock (New York: Clay Sanskrit Library, 2007)
19. Sudraka: *Mrcchakatika* by, Act I, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasi Dass, 1962)
20. Vishakhadatta: *Mudrarakshasa* , MotilalBanarsidass; 6th Ed. (2017)

CORE-13: POSTCOLONIAL LITERATURE (BAE-601)

Course Level Learning Outcomes

The students are able to:

- explore the social-historical-political-economic contexts of colonialism and

post-colonialism primarily as a response to colonialism

- study the impacts of language, culture, economy and habitat of specific groups of people on the corpus of representative texts
- appreciate and analyze the inequality arising out of colonialism and the role played by postcolonial literatures to resist this

Unit 1: Concept

1. Definition and characteristics: Resistant descriptions, appropriation of the colonizer's language, reworking colonial art forms.
2. Scope and Concerns: Reclaiming spaces and places, asserting cultural integrity, revisiting history.

Unit 2: Indian Literature

Raja Rao: Kanthapura

OR

Amitav Ghosh: Shadow Lines

Unit 3: Caribbean and African Literature

V S Naipaul: The Mimic Men

OR

Chinua Achebe: Things Fall Apart

Unit 4: South African Literature

Nadine Gordimer: July's People

OR

J M Coetzee: Life & Times of Michael K

Unit 5: Criticism

Frantz Fanon: The Wretched of the Earth Ch. 1

OR

Bill Ashcroft, Gareth Griffiths and Helen Tiffin: Introduction, *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*

Suggested Reading:

1. Achebe, Chinua "An image of Africa: Racism in Joseph Conrad's *Heart of Darkness*," *Research in African Literatures*, Vol. 9, No.1, Special Issue on Literary Criticism. (Spring, 1978), pp. 1-15.
2. NgugiwaThiong'o: "The Quest for Relevance" from *Decolonising the Mind: The Politics of Language in African Literature*
3. Bhabha, Homi K. *The Location of Culture*. Noida: Atlantic Books. 2012.
4. Gandhi, Leela. *Postcolonial Theory: An Introduction*. OUP. 1998.
5. Said, Edward. *Orientalism*. India: Penguin. 2001.
6. Said, Edward. *Culture and Imperialism*. New York: Vintage, 1991.
7. Ashcroft, Bill, Gareth Griffiths and Helen Tiffin, *The Post-Colonial Studies Reader*, Routledge, USA and Canada, 2003.
8. Ashcroft, Bill, Gareth Griffiths and Helen Tiffin, *Key Concepts in Post-Colonial Studies*, Routledge, New York and London, 1998.
9. Ashcroft, Bill, Gareth Griffiths and Helen Tiffin, *The Empire Writes Back*, 2nd Edition, Routledge, London and New York, 2002.
10. Fanon, Frantz, *Black Skin, White Masks*, Pluto Press, 2008 (New Edition).
11. Fanon, Frantz, *The Wretched of the Earth*, Grove Press, New York, 1963 (originally published in 1961).
12. McLeod, John, *Beginning Postcolonialism*, Manchester University Press, Manchester and New York, 2000.
13. Memmi, Albert, *The Colonizer and the Colonized*, Earthscan Publications Ltd, UK, 2003.

Web Resources

1. Achebe, Chinua "An image of Africa: Racism in Joseph Conrad's *Heart of Darkness*," *Research in African Literatures*, Vol. 9, No.1, Special Issue on Literary Criticism. (Spring, 1978), pp. 1-15.
<http://english.gradstudies.yorku.ca/files/2013/06/achebe-chinua.pdf>
2. Achebe, Chinua: "English and the African Writer"
<https://mrvenglish.wikispaces.com/file/view/English+and+the+African+Writer.pdf>
3. Thiong'o, NgugiWa. "The Quest for Relevance" from *Decolonising the Mind: The Politics of Language in African Literature*
https://www.humanities.uci.edu/critical/pdf/Wellek_Readings_Ngugi_QUEST_for_Relevance.pdf
4. Ashcroft, Bill, Gareth Griffiths, Helen Tiffin. *Post-Colonial Studies: The Key Concepts*. New York: Routledge. 2007.

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

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

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

CORE 14: POPULAR LITERATURE (BAE-602)

Course Level Learning Outcomes

The students are able to:

- engage with debates on high and low culture, canonical and non-canonical literature

- articulate the characteristics of various genres of non-literary fiction
- investigate the role of popular fiction in the literary polysystem of various linguistic cultures

Unit 1: Introduction to the Concept

1. What is popular literature?
2. Debate between popular and high cultures ('high brow' v/s 'low brow')
3. What is Genre fiction?
4. Debate between genre fiction and literary fiction

Unit 2: Detective Fiction **Sherlock Holmes:** The Hound of the Baskervilles
OR
Agatha Christie: Murder on the Orient Express

Unit 3: Political Satire **George Orwell:** Animal Farm **OR** 1984

Unit 4: Campus Fiction **Kingsley Amis:** Lucky Jim
OR
David Lodge: Small World: An Academic Romance

Unit 5: Rewriting Mythology **Amish Tripathi:** The Oath of Vayuputras
OR
Anuja Chandramouli: Arjuna: Saga of a Pandava Warrior-Prince

Essays for Discussion for Unit 1:

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

Suggested Reading

1. Leslie Fiedler, *What was Literature? Class, Culture and Mass Society*
2. Leo Lowenthal, *Literature, Popular Culture and Society*

3. *Popular Fiction: Essays in Literature and History* by Peter Humm, Paul Stigant, Peter Widdowson
4. Chute, Hillary. "Comics as Literature? Reading Graphic Narrative". *PMLA – Publications of The Modern Language Association of America*. 123. 452-465. 2008.
5. Chauhan, Anuja. *The Zoya Factor*. Harper Collins, 2008.
6. Gill, Rosalind & Herdieckerhoff, Elena. "Rewriting the romance: new femininities in chick lit?". *Feminist Media Studies* 6(4). 2006.
7. Herge. *Tintin in Tibet*. Baker and Taylor, 2009.
8. Pawling, Christopher. "Popular Fiction: Ideology or Utopia?". *Popular Fiction and Social Change*. Basingstoke: Macmillan, 1985.
9. Radway, Janice. "The Institutional Matrix, Publishing Romantic Fiction". *Reading the Romance: Women, Patriarchy, and Popular Literature*. London: Verso. 1987.
10. Rowling, J.K. *Harry Potter and the Philosopher's Stone*, Bloomsbury, 2017.
11. Suvin, Darco. "On Teaching SF Critically". *Positions and Presuppositions in Science Fiction*. Kent, Ohio: Kent State University Press. 1989
12. Todorov, Tzevetan. "The Typology of Detective Fiction". *The Poetics of Prose*. Ithaca: Cornell University Press, 1995.
13. Wilson, Edmund. "Who Cares Who Killed Roger Ackroyd?". *The New Yorker*, 20 June 1945.
14. Strinati, Dominic; *An introduction to theories of Popular Culture*. London: Routledge, (1995)
15. Collins, Jim; *How Literary Culture Became Popular Culture* Hall, Stuart; *Critical dialogues in cultural studies*. New York Kaptan.S and Subramanian.V. (2001).

DISCIPLINE SPECIFIC ELECTIVES (ANY FOUR)

DSE-1: LITERARY THEORY (BAE-503)

Course Outcomes:

The students are able to:

- have a historical overview of major literary theorists, particularly of the 20th century
- develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society
- apply various theoretical frameworks and concepts to literary and cultural texts

Course Content

Unit 1: Overview

1. What does it mean to theorise?
2. Search for a method-
3. Rise of theory and crisis in literary criticism

Unit 2: New Criticism and Formalism: Saussure, with an emphasis on the main critical concepts of New Criticism such as paradox, irony, tension, intentional and affective fallacy,

heresy of paraphrase and of Formalism such as ostranenie, literariness, foregrounding, dominant and deviant

Unit 3: Structuralism, Marxism and New Historicism: with an emphasis on main critical concepts of Marxism such as base, superstructure, ideology, commodification, determination and of New Historicism such as power, resistance, high-low dialectic

Unit 4: Post Structuralism, Post-colonialism and Post-modernism: with an emphasis on the main critical concepts of Structuralism such as binary opposition, synchrony and diachrony, syntagm and paradigm and of Post Structuralism such as collapse of the binary, difference, mise-en-abym, erasure

Unit 5: Feminism and Eco-criticism: Three waves of feminism; emphasis on main critical concepts of Ecology as environment, balance, food chain and of Eco-feminism as body and its colonisation, patriarchy, woman as a creative principle in harmony with nature

Prescribed Reading using Web Resources for class discussions:

1. Cleanth Brooks, "The Language of Paradox" Or W.K. Wimsatt Jr. and Monroe Beardsley, "The Intentional Fallacy" – Unit 2

2. Viktor Shklovsky, "Art as Device" Or Roman Jakobson, "Linguistics and Poetics" Unit 2
3. Gerard Genette, "Introduction" to Narrative Discourse (https://archive.org/stream/NarrativeDiscourseAnEssayInMethod/NarrativeDiscourse-AnEssayInMethod_djvu.txt) Unit 3
4. Roland Barthes, "Face of Garbo" and "French Fries" (from Mythologies) Unit 3
5. Jacques Derrida, "On the Idea of the Supplement" (from Of Grammatology) Or Michel Foucault, "What is an Author?" (<http://artsites.ucsc.edu/faculty/Gustafson/FILM%20162.W10/readings/foucault.author.pdf>) Unit 3 (Either of the two essays can be taught depending on availability)
6. Louis Althusser, "Letters on Art" (from Lenin and Philosophy and Other Essays) Unit 4 or
7. Georg Lukacs, "On Reification" (from History and Class Consciousness) Unit 4
8. Raymond Williams, "In Memory of Lucien Goldmann" Unit 4 or
9. Stephen Greenblatt, "Learning to Curse" Unit 4 (Either of the two essays can be taught depending on availability)
10. Rachel Carson, "A Fable for Tomorrow" and "The Obligation to Endure" (from Silent Spring) (http://library.uniteddiversity.coop/More_Books_and_Reports/Silent_Spring-Rachel_Carson-1962.pdf) Unit 5
11. Mack-Canty, Colleen, "Third-Wave Feminism and the Need to Reweave the Nature/Culture Duality." NWSA Journal 16, no. 3 (2004): 154-179 (from [JSTOR Arts & Sciences VI](#)) Unit 5

Suggested Reading:

1. *Literary Theory: An Introduction for Foreign Students* by Terry Eagleton,
2. David Robey and Anne Jefferson, *Modern Literary Theory*
3. Jonathan Culler, *Literary Theory: A Very Short Introduction*
4. Peter Barry, *Beginning Theory*
5. Tony Bennett, *Formalism and Marxism*
6. Terence Hawkes, *Structuralism and Semiotics*
7. Christopher Norris, *Deconstruction: Theory and Practice*
8. Veese H. Aram (ed), *The New Historicism Reader*
9. Greg Gerrard, *Eco-Criticism*
10. *Gregory Castle: The Blackwell Guide to Literary Theory, 2007*
11. *Andrew Bennett and Nicholas Royle: An Introduction to Literature, Criticism and Theory [Third edition]*
12. *M. A. R. Habib: Literary Criticism from Plato to the Present: An Introduction*
13. *David Lodge ed.: Modern Criticism and Theory: A Reader*
14. *Terry Eagleton: Literary Theory: An Introduction*
15. *Hans Bertens: Literary Theory [The Basics series]*

DSE-2: READING WORLD LITERATURES (BAE-504)

Course Outcomes

The students will be able to:

- Grasp the idea of world literature, its Scope and definition

- Distinguish amongst the concepts of ‘national literature’, ‘comparative literature’ and ‘world literature’.
- Understand the uses of reading world literature.
- Recognize the transmission of texts, ‘consumption and production of literary texts’, ‘epistemologies and philosophies across spatio-temporal dimensions’, ‘national delimitations within the context of an international setting’
- Appreciate the connectedness and diversity of human experiences and literary responses to them in different parts of the world.
- Analyze and interpret literary texts from different continents and can contextualize them in their framework and location.
- Address the transformation of the concept from Goethe to Damrosch via Tagore and map other newer researches from different point of views.
- Survey the critique of the concept of “World Literature” also in order to draw a complete picture of it.

Unit 1: Concept, Origin and Critique

Johan Wolfgang (von) Goethe: “On World Literature”

Rabindranath Tagore: “Viswasahitya”

David Damrosch: “What is World Literature?”

Emily Apter: “Introduction” to *Against World Literature: On the Politics of Untranslatability*

Unit 2: European/ Canadian Literature

Albert Camus: *The Outsider*

OR

Lee Maracle: *Bobbi Lee: Indian Rebel*

Unit 3: Caribbean / African Literature

Chimamanda Ngozi Adichie: *Purple Hibiscus*

OR

Jean Rhys: *Wide Sargasso Sea*

Unit 4: Asian Literature

Badal Sircar: *Evam Indrajit*

OR

Kazuo Ishiguro: *An Artist of the Floating World*

Unit 5: Latin American Literature

Jorge Luis Borges: "The Library of Babel"; "The Garden of Forking Paths"; "The Circular Ruins"; "The Aleph"

OR

Octavio Paz: "Humayun's Tomb", "Between What I See and What I Say..."
Pablo Neruda: "Tonight I can write the saddest lines"; "If you forget me".

Suggested Reading:

1. Goethe, John Wolfgang von. "Weltliteratur" in *Essays on Art and Literature, Goethe: The Collected Works* Vol.3
2. Tagore, Rabindranath. "World Literature" in *Rabindranath Tagore: Selected Writings On Literature and Language*: Eds. Sisir Kumar Das and Sukanta Chaudhuri (OUP, 2001)
3. Birus, Hendrik. "The Goethean Concept of World Literature and Comparative Literature." *CLCWeb: Comparative Literature and Culture* 2.4 (2000): <http://docs.lib.purdue.edu/clcweb/vol2/iss4/7>
4. Buck, P. *An Anthology of World Literature*. Macmillan, 1934.
5. Marx, Karl, and Friedrich Engels. "Manifesto of the Communist Party." Trans. Samuel Moore. *Great Books of the Western World*. Ed. Mortimer J. Adler. Encyclopaedia Britannica, 1994.
6. Damrosch, David. *What is World Literature?* Princeton University Press, 2003.
7. Damrosch, David. *How to Read World Literature*. John Wiley & Sons, 2008.
8. D'haen, Theo et al. *World Literature A Reader*. Routledge, 2012.
9. D'haen, Theo et al. *The Routledge Companion to World Literature*. Routledge, 2013.
10. Apter, Emily. *Against World Literature: On the Politics of Untranslatability*. Verso, 2013.
11. Guérard, A. *Preface to World Literature*. Holt. 1940.
12. Pizer, J. *The Idea of World Literature: history and pedagogical practice*. Louisiana State University, 2006.
13. Spivak, G.C. *Death of a Discipline*. Columbia University Press, 2003.

DSE-3: PARTITION LITERATURE (BAE-603)

Course Outcomes

The students are able to:

- explain historical and socio-cultural factors responsible for the Partition of Indian Sub-continent.
- link and analyze literary responses to the partition in different parts of Indian continent and interpret them.

Unit 1: Historical Overview of Partition Literature:

Historical Developments since the introduction of English in Indian Education System, Economic Policies and Practices of the British Raj, Partition of Bengal, Local Self-Government, Indian Political Leadership under British Rule, Partition, Its Aftermath

Unit 2:

Amrita Pritam: Pinjar

OR

Bapsi Sidhwa: Ice Candy Man

Unit 3:

Bhishm Sahni: Tamas

OR

Salman Rushdie: Midnight's Children

Unit 4:

Khushwant Singh: A Train to Pakistan

OR

Larry Collins and Dominique Lapierre: Freedom at Midnight

Unit 5:

Saadat Hasan Manto: Collected Short Stories

OR

Urvashi Butalia: The Other Side of Silence

Suggested Readings

1. Roy, Anjali Gera and Nandi Bhatia (eds.) *Partitioned Lives: Narratives of Home, Displacement, and Resettlement*. Pearson, 2008.
2. Bhalla, Alok (ed.) *Stories about the Partition of India*. Manohar, 2012.
3. Chatterji, Joya. *The Spoils of Partition: Bengal and India, 1947-67*. Cambridge University Press, 2007.
4. Ghosal, Anindita. *Refugees, Borders and Identities: Rights and Habitat in East and North East India*. Routledge, 2020.
5. Dasgupta, Sayantan. *A South Asian Nationalism Reader*. Worldview, 1997.
6. Kabir, Ananya Jahanara. *Partition's Post-Amnesias: 1947, 1971 and modern South Asia*. Women Unlimited, 2013.
7. Saikia, Yasmin. *Women, War and the Making of Bangladesh*. Women Unlimited, 2011.
8. Sengupta, Nitish. *Bengal Divided: The Unmaking of a Nation (1905-1971)*. Penguin India, 2012.
9. Caruth, Cathy. *Unclaimed Experience: Trauma, Narrative, and History*. John Hopkins University Press, 1996.
10. Didur, Jill. *Unsettling Partition: Literature, Gender, Memory*. University of Toronto Press, 2006.
11. Misri, Deepti and Ilan Caspi. *Beyond partition : gender, violence, and representation in postcolonial India*. University of Illinois Press. 2014.
12. Mehta, Rini Bhattacharya and Debali Mookerjee-Leonard (eds.) *The Indian Partition in Literature and Films: History, Politics, and Aesthetics*. Routledge, 2019.
13. Menon, Ritu and Kamla Bhasin. *Borders and Boundaries: Women in India's Partition*. Kali for Women, 1998.
14. Mushirul, Hasan (ed.) *India's Partition: Process Strategy and Mobilization*. OUP, 1997.

DSE-4: RESEARCH METHODOLOGY (BAE-604)

Course Outcomes:

The students are able to:

- Provide proper explanation for technical terms in simple language
- Refer to authentic sources of information and document the same properly
- Develop a simple questionnaire to elicit specific information
- Collect data based on a survey and arrive at inferences using a small sample
- Draft a plan to carry out a piece of research systematically
- Make presentations using power-point

Teaching Plan

- i. **Out 40 classes, students will receive class instruction for 20 hours.**
- ii. **Students will receive individual attention of their Supervisors in the rest 20 hours to prepare reviews, presentations and instructions on writing their dissertation.**

Evaluation

- i. **This paper will be evaluated in a different format as detailed after the course content.**

- ii. **Each Supervisor will remain responsible for plagiarized content. Both the Supervisor and the Supervisee will provide 'Plagiarism free' certificate checking all the research documents submitted and presented.**

Unit 1: Research and the Initial Issues

1. Research as systematic investigation
2. Research related terminology
3. Use of authentic resources for research: primary, secondary, tertiary
4. Use of materials: print, media, online, verbal (e.g. personal interviews)

Unit 2: Literature review

1. Review of existing literature to locate and finalise the research question
2. Refining the research problem/question; formulating its rationale and objectives
3. Providing justifications for the research question and the objectives
4. Review of applicable theories to explore specific research questions

Unit 3: Research design and Data

1. Formulation of research design: qualitative, quantitative, combinatory; steps in research design; Theory application
2. Data collection tools 1: questionnaires, interviews, fieldwork, observation checklists
3. Data collection tools 2: Review checklists, comparison tools, text analysis tools
4. Data analysis and interpretation; Preparing tables, charts, and graphs to present data; Collating the findings

Unit 4: Documentation and Results

1. MLA/APA citation: in-text and works cited pages; Plagiarism and related problems
2. Writing the research project
3. Presentation techniques 1: Preparing the presentation
4. Presentation technique 2: Making the presentation

Unit 5: Practical (for Internal Assessment)

1. Literature review: 1000 words
2. Presentation 1: Literature review
3. Synopsis: 1000 words
4. Presentation 2: Synopsis of the research

Examination pattern

- Students will be distributed proportionately among the members of the faculty, who will supervise their candidates for the written documents and the presentations.
- Each written document, literature review and synopsis, will be assessed by the Supervisor and another member of the Faculty.
- The presentations will be presented before a committee of at least three members of the Faculty, one of whom is the Supervisor.

- a. Literature review: 1000 words
- b. Presentation 1: Literature review

Internal assessment 2

[10+10]

- c. Synopsis: 1000 words
- d. Presentation 2: Synopsis of the research

Final examination: Written research project

[40+20]

There will be no written examination for this paper. Students will write a research project and submit the same to the Supervisor. The Supervisor and an external expert will assess each research project. 40 marks for the research project dissertation and 20 marks for the viva will be there.

For the Internal and the final assessments, the average of the addition of the examiners' marks will be posted as the marks secured by individual candidates.

Texts prescribed

- i. K Samantray, *Academic and Research Writing*. Orient Blackswan (2015)
- ii. Kothari & Garg, *Research Methodology*. New Age Publishers
- iii. [Introducing Research Methodology: A Beginner's Guide to Doing a Research Project](#) 2nd ed. Edition, by Uwe Flick

Suggested Reading

- i. [Qualitative Research: A Guide to Design and Implementation 4th Edition](#), by Sharan B. Merriam (Author), Elizabeth J. Tisdell
- ii. [Doing Your Research Project \(Open Up Study Skills\) 5th Edition](#), by Judith Bell
- iii. Deepak Chawla & Neena Sondhi. *Research methodology: Concepts & Cases*. Vikas Publishing
- iv. [The Essential Guide to Doing Your Research Project 2nd Edition](#), by Zina O'Leary

Generic Elective (any four)

GE-1: ACADEMIC WRITING AND COMPOSITION (BAE-103)

Course Learning Outcomes

The students are able to:

- convey their ideas in English using simple and acceptable English in writing
- understand to recognize and draft different types of writing – e.g. classroom notes, summaries, reports, exploratory and descriptive paragraphs, substantiating etc.
- describe a diagram or elaborate information contained in a graph, chart, table etc.
- write a review of a book or a movie
- write a report on an academic or cultural event that takes place

in a college or university for a journal or a newspaper

Unit 1: Instruments of Writing I

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

Unit 2: Instruments of Writing II

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

Unit 3: Academic writing I

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

Unit 4: Academic writing II

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

Unit 5: Project writing: (writing projects)

1. What's a Project: reading-based, field work-based project: how to pick a topic for the project; background reading
2. Structure of a Project: Title, aim of the project (a short statement), other objectives if any, significance of the Project: why is the project being undertaken, sources/books to be consulted for the study, method: Is it quantitative (field work) or qualitative (text-related), analysis/interpretation, findings, conclusion

Texts prescribed

1. K Samantray, *Academic and Research Writing: A Course for Undergraduates*, Orient BlackSwan
2. Leo Jones (1998) *Cambridge Advanced English: Student's Book* New Delhi: CUP
3. Stanley Fish (2011) *How to Write a Sentence*
4. Krishna Mohan and Meera Banerjee. 1990. *Developing Communication Skills*. Mc Millan India Ltd. New Delhi.
5. Altick, Richard. *The Art of Literary Research. (Revised)*. New York: Norton, 1975.
6. Barzun, Jacques. and Henry C. Graff. *The Modern Researcher. (Fourth Edition)*. San Diego: Harcourt, 1985.
7. Bateson, F.W. *The Scholar-Critic: An Introduction to Literary Research*. London: Routledge, 1972.
8. Foerster, Norman. *Literary Scholarship: Its Aims and Methods*. Chapel- Hill: University of North Carolina, 1941.
9. Modern Language Association of America. *Handbook for Writers of Research Papers. (Fourth Edition)*. New York: MLA, 1995.
10. Perrin, Porter G. *Writer's Guide and Index to English. Fourth Edition*. Chicago: Scott Foresman, 1965.

11. Thorpe, James. *The Aims and Methods of Scholarship in Modern Languages and Literatures*, New York: MLA, 1963.
12. Watson, George. *The Literary Thesis: A Guide to Research*. London: Longman, 1970.
13. Wellek, Rene. and Austin Warren. *Theory of Literature*. New York: Harcourt, 1956.

GE-2: Modern Indian Literature (BAE-203)

Course Learning Outcomes

The students are able to:

- appreciate the historical trajectory of various genres of literature from the post-Independence times till the present
- engage with variety of Indian literary texts written in native Indian languages in terms of colonialism/post colonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in expressing the literary trends of a transitional phase.
- approach Modern Indian Literature from multiple positions based on historical and social locations

Unit 1: Historical Overview

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

Unit 2: The Modern Indian Novel

Shrilal Shukla: Raag Darbari **OR U. R. Ananthamurthy:** Sanskara

Unit 3: The Modern Indian Short Story

Fakir Mohan Senapati: Rebati, Dak Munshi

Premchand: Sadgati, Guru Mantra

OR

Ismat Chughtai: Lihaf, Gharwali

Rajinder Singh Bedi: Grahan, A Father for Sale

Unit 4: Modern Indian Life Writing
M.K. Gandhi: My Experiments with Truth **OR Amrita Pritam:** The Revenue Stamp

Unit 5: The Modern Indian Essay
Premchand: Presidential Address at Lucknow AIPWC 1936
A. K. Ramanujan: Is there an Indian Way of Thinking? An Informal Essay
Namwar Singh: Decolonising the Indian Mind
G. N. Devy: introduction to After Amnesia

Suggested Readings:

1. Sisir Kumar Das, *History of Indian Literature 1910–1956, Triumph and Tragedy*, Sahitya Akademi, New Delhi, 2000
2. Amit Chaudhuri, *The Vintage Book of Modern Indian Literature*, 2004
3. M.K. Naik, *A History of Indian English Literature*, Sahitya Akademi, 2004
4. A. K. Ramanujan: *Is there an Indian Way of Thinking? An Informal Essay Collected Essays*, OUP, 2013
5. Namwar Singh: *Decolonising the Indian Mind*, Tr. Harish Trivedi, Indian Literature, Vol.35, No. 5 (151) (Sept.-Oct., 1992), pp. 145-156
6. G. N. Devy: *introduction to After Amnesia*, pp. 1-5, The G. N. Devy Reader, Orient Blackswan, 2009.
7. Bassnett Susan and Trivedi Harish, "Post-Colonial Writing and Literary Translation" in *Postcolonial Translation: Theory and Practice*. Ed. London: Routledge, 1999.
8. Didier, Coste, *The Poetics and Politics of Literary Translation*, New Delhi, 2011.
9. 7. Lawrence, Venuti, (Edited by) *Translation Studies Reader*, 2012. 8. Mukherjee, Meenakshi . *The Twice Born Fiction: Themes and Techniques of the Indian Novel in English* New Delhi: Heinemann Educational, 1971.
10. Naikar Basavaraj, *Glimpses of Indian Literature in English Translation*, Authorspress, 2008.
11. Rahman, Anisur. *Indian Literature(s) in English Translation - The discourse of resistance and representation in Journal Of Postcolonial Writing* Vol. 43 , Iss. 2, 2007.
12. Trivedi, Harish *Colonial Transactions: English Literature and India*, Manchester University Press, 1993.
13. Spivak, Gayatri Chakravorty. "The Politics of Translation" "The Politics of Translation", in Lawrence Venuti (ed.), *The Translation Studies Reader*. London. New York: Routledge, 2000.

GE-3: LANGUAGE, LITERATURE AND CULTURE (BAE-304)

Course Level Learning Outcomes

The students are able to:

- see literature as a fine form of expression and as a major source of transmitting culture
- use literature for analysis to understand the use of language
- show the understanding of literature in the form of extrapolation (see the relevance of a story, poem, play etc. in their own lives)

- show how cultures and languages are interrelated especially through their presentation of differences.

Unit 1: Language

1. Nature of language
2. Functions of language: transactional, informative, interactional

(use these terms under each category above: Instrumental language, Regulatory Language, Interactional Language, Personal Language, imaginative Language, Heuristic Language, Informative Language)

Unit 2: Language and Literature 1

1. Literature and its language
2. Literary terms, Figures of speech used in literature: simile, metaphor, metonymy, irony, paradox, synecdoche, oxymoron

Unit 3: Language and Literature 2

1. Language used in poetry, fiction and non-fiction
2. Text analysis

Unit 4: Language and culture 1

1. Culture, its implications and interpretations
2. Transmission of culture through language: Culture and society

Unit 5: Language and Culture 2

1. Intercultural and cross-cultural communications
2. Analysis and applications

Suggested Reading

1. Kalyani Samantray, *Pragmatics* (E-Pathsala)
2. Bibhudendra Narayan Patnaik & Kalyani Samantray, *Cross-Cultural and Inter-cultural Communications* ((E-Pathsala)
3. Brown, G & Yule, G. *Discourse Analysis*. CUP
4. Scaglia, B (ed.) *Language, Understood: Examining the Linguistics of Discourse Analysis and Studies*. Webster's Digital Service.
5. Culture and language
<http://www2.lib.nifs-k.ac.jp/HPBU/annals/an46/46-11.pdf>
<http://barthimeous.blogspot.in/2011/03/relationship-between-culture-and.html>
6. *Companion to Literary Forms* by Padmaja Ashok, Orient BlackSwan.2015
7. *Literature and Language* (ed.) Loveleen Mohan, Randep Rana, Jaibir S. Hooda. Orient BlackSwan.
8. Widdowson, H. G., and Kramsch, Claire. *Language and Culture*. Kiribati, OUP Oxford, 1998.
9. Strathern, Andrew J., and Stewart, Pamela J.. *Language and Culture in Dialogue*. United Kingdom, Taylor & Francis, 2020.
10. Kullman, John, et al. *Intercultural Communication: An Advanced Resource Book*. Netherlands, Routledge, 2004.
11. Blake, Norman Francis. *An Introduction to the Language of Literature*. United Kingdom, Macmillan Education, Limited, 1990.
12. Halliday, M. A. K.. *Explorations in the functions of language*. United Kingdom, Edward Arnold, 1973.
13. Halliday, M.A.K.. *Language and Society: Volume 10*. United Kingdom, Bloomsbury Academic, 2009.

GE-4: LANGUAGE AND LINGUISTICS (BAE-404)

Course Level Learning Outcomes

The students are able to:

- recognize/understand the structure and various parts of the language
- understand the existence of language in the form of different dialects based

on a set of established factors

- identify the various functions a language performs and the roles assigned to it
- understand that all languages behave alike and develop a tolerance for other languages
- understand that making errors is a process of learning and not hesitate to use language for the fear of making errors

Unit 1: Language and Human Language

1. Nature and features of Human language; language and human communication; differences from other forms of communications
2. Artificial intelligence and human language

Unit 2: Linguistics as a Science

1. What is linguistics; development in the history of linguistic studies; contribution of linguistics to other areas of human inquiry
2. Linguistics for jobs

Unit 3: Phonetics and Speech

1. Phonetics and accuracy in pronunciation
2. Fluency and contextual speaking

Unit 4: Morphology

1. Morphology and Nature of words
2. Word formation processes

Unit 5: Syntax and Semantics

1. Nature of sentences and connected texts; syntax and discourse
2. Language and meaning: semantics

Suggested Reading

1. *Linguistics: A very short introduction*. P H Mathews. OUP
2. *Language and Linguistics: An Introduction* John Lyons, Cambridge

Ability Enhancement Compulsory Courses (Any Two)**AECC 1- COMMUNICATION SKILLS IN ENGLISH (BAE-104)****Course Level Learning Outcomes**

The students are able to:

- recognize/understand the structure and various aspects of the communication skills
- understand language which binds society together and serves as a crucial medium of interaction as well as interchange of ideas and thoughts
- create academic and social English competencies in speaking, listening, arguing, enunciation, reading, writing and interpreting, grammar and usage, vocabulary, syntax, and rhetorical patterns

Unit 1 Introduction 1. What is communication? 2. Types of communication • Horizontal • Vertical • Interpersonal • Grapevine 3. Uses of Communication

Unit 2 Language of Communication 1. Verbal: spoken and written 2. Non-verbal • Proxemics •

Kinesics • Haptics • Chronemics • Paralinguistics 3. Barriers to communication 4. Communicative English

Unit 3 Reading Comprehension • Locate and remember the most important points in the reading
• Interpret and evaluate events, ideas, and information • Read “between the lines” to understand underlying meanings • Connect information to what they already know

Unit 4 Writing • Expanding an Idea • Note Making • Writing a Memo • Writing Formal Email • Writing a Business Letter • CV & Resume Writing • Covering Letter • Report Writing

Unit 5: Language functions in listening and conversation 1. Discussion on a given topic in pairs 2. Speaking on a given topic individually 3. Group Discussion 4. Interview 5. Dialogue
Grammar and Usage 1. Phrasal Verbs 2. Collocation 3. Using Modals 4. Use of Prepositions 5. Common Errors in English Usage

Suggested Reading

1. Dainton, Marianne, and Zelay, Elaine D.. Applying Communication Theory for Professional Life: A Practical Introduction. United Kingdom, SAGE Publications, 2005.
2. <http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0LudHJvX3RvX2NvbW11bmljYXRpb25fVGhpb3J5LnBkZg%3D%3D&cidReset=true&cidReq=MBA563>
3. Sen, Leena. Communication Skills. India, PHI Learning, 2007.
4. Lata, Pushp, and Kumar, Sanjay. Communication Skills, Second Edition. India, Oxford University Press, 2015.
5. Business Communication (SIE). United States, McGraw-Hill Education.
6. Business Communication, 2nd Edition. India, Vikas Publishing House Pvt Limited, 2010.
7. Foundations Of Business Communication. N.p., McGraw-Hill Education (India) Pvt Limited, 2006.
8. Whitmore, Tracey. How to Write an Impressive CV and Cover Letter: A Comprehensive Guide for Jobseekers. United Kingdom, Little, Brown Book Group, 2017.
9. Pease, Allan, and Pease, Barbara. The Definitive Book of Body Language. United Kingdom, Orion Audiobooks, 2005.
10. Wharton, Tim. Pragmatics and Non-Verbal Communication. N.p., Cambridge University Press, 2009.
11. Beattie, Geoffrey. Rethinking Body Language: How Hand Movements Reveal Hidden Thoughts. United Kingdom, Taylor & Francis, 2016.
12. Verner, Zenobia, and Williams, Patricia. Why Didn't I Think of That? Improving Reading Comprehension. United States, Good Year Books, 2008.
13. Garner, Bryan A.. HBR Guide to Better Business Writing (HBR Guide Series). United States, Harvard Business Review Press, 2013.

AECC 2- ENVIRONMENTAL STUDIES (BAE-204)

Learning Objective:

An interdisciplinary approach to complex environmental problems using basic tools of the natural and social sciences including geosystems, biology, chemistry, economics, political science and international processes

An experience-based understanding of the human and natural environment of the world including water and energy needs, air quality, marine and coastal issues

Course Learning Outcome:

Appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems.

Understand the transnational character of environmental problems and ways of addressing them, including interactions across local to global scales.

Reflect critically about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world.

Understand key concepts from economic, political, and social analysis as they pertain to the design and evaluation of environmental policies and institutions.

MODULE - 1

Unit 1: Introduction to environmental studies

Multidisciplinary nature of environmental studies; Scope and importance; Concept of sustainability and sustainable development.

Unit 2: Ecosystems

What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems: Forest ecosystem

Grassland ecosystem, Desert ecosystem

Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

MODULE - 2

Unit 3: Natural Resources: Renewable and Non-renewable Resources

Land resources and land use change; Land degradation, soil erosion and desertification.

Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.

Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).

Energy resources: Renewable and nonrenewable energy sources, use of alternate energy sources, growing energy needs, case studies.

Unit 4: Biodiversity and Conservation

Levels of biological diversity: genetic, species and ecosystem diversity; Biogeographic zones of India;

Biodiversity patterns and global biodiversity hot spots

India as a mega-biodiversity nation; Endangered and endemic species of India

Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

MODULE - 3

Unit 5: Environmental Pollution

Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution

Nuclear hazards and human health risks, Solid waste management: Control measures of urban and industrial waste.

Pollution case studies.

Unit 6: Environmental Policies & Practices Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture

Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water

(Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International

agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context

MODULE - 4

Unit 7: Human Communities and the Environment, Human population growth: Impacts on environment, human health and welfare. Resettlement and rehabilitation of project affected persons; case studies.
Disaster management: floods, earthquake, cyclones and landslides. Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan. Environmental ethics: Role of Indian and other religions and cultures in environmental conservation. Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

Unit 8: Field work, visit to an area to document environmental assets: river/ forest/ flora/fauna, etc. Visit to a local polluted site---Urban/Rural/Industrial/Agricultural.
Study of common plants, insects, birds and basic principles of identification.
Study of simple ecosystems---pond, river, Delhi Ridge, etc.

Suggested Readings:

- Carson, R. 2002. *Silent Spring*. Houghton Mifflin Harcourt.
- Gadgil, M., & Guha, R. 1993. *This Fissured Land: An Ecological History of India*. Univ. of California Press.
- Gleeson, B. and Low, N. (eds.) 1999. *Global Ethics and Environment*, London, Routledge.
- Gleick, P. H. 1993. *Water in Crisis*. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
- Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. *Principles of Conservation Biology*. Sunderland: Sinauer Associates, 2006.
- Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. *Science*, 339: 36---37.
- McCully, P. 1996. *Rivers no more: the environmental effects of dams* (pp. 29---64). Zed Books.
- McNeill, John R. 2000. *Something New Under the Sun: An Environmental History of the Twentieth Century*.
- Odum, E.P., Odum, H.T. & Andrews, J. 1971. *Fundamentals of Ecology*. Philadelphia: Saunders.
- Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. *Environmental and Pollution Science*. Academic Press.
- Rao, M.N. & Datta, A.K. 1987. *Waste Water Treatment*. Oxford and IBH Publishing Co. Pvt. Ltd.
- Raven, P.H., Hassenzahl, D.M. & Berg, L.R. 2012. *Environment*. 8th edition. John Wiley & Sons.
- Rosencranz, A., Divan, S., & Noble, M. L. 2001. *Environmental law and policy in India*. Tripathi 1992.
- Sengupta, R. 2003. *Ecology and economics: An approach to sustainable development*. OUP.
- Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi.
- Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. *Conservation Biology: Voices from the Tropics*. John Wiley & Sons.
- Thapar, V. 1998. *Land of the Tiger: A Natural History of the Indian Subcontinent*.
- Warren, C. E. 1971. *Biology and Water Pollution Control*. WB Saunders.
- Wilson, E. O. 2006. *The Creation: An appeal to save life on earth*. New York: Norton.

SECC – 1: SOFT SKILLS FOR CAREER BUILDING (BAE- 105)

Course Outcomes

Course Level Learning Outcomes

The students are able to:

- Develop competence for effective communication in a variety of contexts
- Carry themselves with confidence in diverse workplaces
- Meet professional challenges while remaining in harmony with surroundings
- Foster interpersonal relationships in the right manner
- Contribute constructively to workplace environment by demonstrating appropriate conduct

Unit I: Preparing for the Career

Listening Skills – Subskills and Types (Empathetic, Active)

Oral Communication (Informal and Formal Contexts)

Positive Non-Verbal Communication, Managing Negative Expressions

Reading Strategies – Comprehensive, Analytical, Discriminatory, SQ3R

Unit II: Getting the Job

SWOC Analysis

Job Applications, Cover Letters, CVs,

Group Discussion Skills, Personal Interaction and Negotiation

Unit III: Skill Consolidation

Developing Communicative Competence,

Communicating with Peers, Supervisors, and Stakeholders,

Presentation Skills,

Intercultural Communication,

Unit IV: On the Job - I

Written communication: Reports, Meetings, Setting the Agenda, Recording the Minutes, Execution and Follow Up Action for Closure, Time Management

Unit V: On the Job - II

Teamwork and Networking, Influencing Skills, Crisis Management

Handling Public Relations

Reflective Practices: Self-Motivation and Self-Evaluation

Suggested Reading:

1. Dorch, Patricia, What are Soft Skills? New York, Execu Dress Publisher, 2013

2. Kalyani Samantray, Soft Skills for your Career, OUP 2016
3. Klaus, Peggy, et al. The Hard Truth About Soft Skills: Workplace Lessons Smart People Wish They'd Learned Sooner. United Kingdom, HarperCollins, 2008.
4. Wentz, Frederick H.. Soft Skills Training: A Workbook to Develop Skills for Employment. United States, Createspace Independent Pub, 2012.
5. Austin, John. Persuasion Skills: How to Learn All Techniques of the Art of Persuasion, Improve Your Skills, Understand Psychology and Influence People.. N.p., Lara Albanesi, 2021.
6. Glasgow, Helen. 100 Effective Persuasion Techniques: Improve Your Negotiation Skills and Influence Others: All Powerful Tools in One Book. N.p., CreateSpace Independent Publishing Platform, 2017.
7. Gates, Steve. The Negotiation Book: Your Definitive Guide to Successful Negotiating. Germany, Wiley, 2015.
8. Lornamarie. The Power of Words A Compendium of Great Speeches from World Leaders. N.p., Lulu.com, 2018.
9. Abbott, Tina. Social and Personality Development. N.p., Taylor & Francis, 2005.
10. Hurlock, E. B.. Personality Development. India, McGraw-Hill Education, 1976.
11. Morris, Trevor, and Goldsworthy, Simon. PR Today: The Authoritative Guide to Public Relations. United Kingdom, Palgrave Macmillan, 2015.
12. Burton, Lois, and Dalley, Deborah. Developing Your Influencing Skills: How to Influence People by Increasing Your Credibility, Trustworthiness and Communication Skills, Lots of Exercises and Case Studies Free Downloadable. United Kingdom, Universe of Learning Limited, 2010.
13. Perspectives of Communication and Communicative Competence. India, Concept Pub., 2000.

SECC-2: TRANSLATION STUDIES (BAE-305)

Course Learning Outcomes

Students shall be able to:

1. Analyze the basic concepts of translation as a disciplinary study.
2. Comprehend significance of translation in a multilingual and multicultural society like India.
3. Compare the differences between Western concepts and Indian notions about the translational practices.
4. Critically appreciate linguistic elements that seeped in the translational activities and, in the process of translation
5. Assess, evaluate, compare, and review translations.
6. Develop practical aspects of translation, especially skills for future careers in translation in literary and non-literary fields.
7. Use machine translation, and automated translation tools for translating technical documents for prospective vocation in localization field.
8. Debate about differences in approaches between literary and non-literary texts and translatorial functions.
9. Translate texts using different methodologies.

Unit I: Introduction to Translation Studies: Western Concept, Indian Notion

Introducing basic concepts and terms used in Translation Studies; Defining the process of translation (analysis, transference, restructuring); Importance of translation in a multi-lingual and

multi-cultural society like India; Locating the differences in between Western concepts and Indian notions about the translation practice; The 'Cultural Turn' in translation studies; the 'shift' from 'source-text oriented translation theory' to 'target-text oriented translation studies'.

Unit II: Western Translation Theories: From Equivalence to Polysystem

Eugene A. Nida's concepts of "Formal" and "Dynamic Equivalence"; Anthony Pym's idea of "Natural" and "Directional Equivalence"; Hans J. Vermeer and Katharina Reiss's *Skopos Theorie*; Itamar Even-Zohar and Gideon Toury's Polysystem Theory.

Unit III: Translational Practices in India: Pre-colonial; colonial and post-Independence

Terminologies related to the age-old translational practice, i.e., *anuvad*, *rupantar*, *tarjuma*, *mozhimattam*, *chhaya* etc.; concepts like 'retelling', 'change of script or form' in pre-colonial India; P. Lal's idea of 'transcreation'; Sujit Mukherjee's concept of 'Translation as Discovery' and 'Recovery'; Ganesh Devy's 'translating consciousness' etc.

Unit IV: Linguistic Aspects of Translation

Introducing basic concepts and terms used in Translation Studies through relevant tasks, for example: Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, Code mixing / Switching; Exercises in different Types / modes of translation, such as: Different approaches to translation from fidelity to transcreation; Functional / communicative translation; Technical / Official translation as opposed to literary translation.

Unit V: Translation Evaluation and Machine Translation

Parameters & Principles in evaluating a Translation; 'Decoding' and 'Recoding'; 'Loss' and 'Gain' in translation; Problems of 'Untranslatability'; Brief idea about Machine Translation (MT) and Computer assisted Translation (CAT); Types of MT, Process & Mechanism in MT, MT Tools.

Suggested Reading:

Essays:

1. Nida, Eugene "Principles of Correspondence" *Toward a Science of Translating*, Leiden, Holland: E.J.Brill (1964), pp. 156–71.
2. Vermeer, Hans J. "Skopos and Commission in Translational Action" in *Readings in Translation Theory*, ed. and trans. Andrew Chesterman (Helsinki: Oy Finn Lectura Ob, 1989), pp. 173–87.
3. Even-Zohar, Itamar. "The Position of Translated Literature within the Literary Polysystem", *Poetics Today* 11 (1990): 45–51.
4. Toury, Gideon. "The Nature and Role of Norms in Translation", *Descriptive Translation Studies—and Beyond*, Amsterdam and Philadelphia: Benjamins, 1995, pp. 53–69.
5. Dryden, John. "Preface" to Ovid's *Epistles*. London: J Tonson, 1680.
6. Schleiermacher, Friedrich. "On the Different Methods of Translating", Lawrence Venuti (ed.) *The Translation Studies Reader*, New York and London: Routledge, 2001.
7. Kundu, Rindon. "Colonial Politics of Finding Equivalence: Interpreting 'Translation' and anuvad through Nineteenth Century English to Sanskrit/Bengali Dictionaries", *Translation Today*, Vol. 13, No. 2, 2019.

8. Panikkar, Ayyappa. "Towards an Indian Theory of Literary Translation", Ed. Mukherjee, Tutun. *Translation: From Periphery To Centrestage*. New Delhi: Prestige Books, 1998.
9. Phukan, Shibani. "Towards an Indian theory of translation", *Wasafiri*, 18:40, 2003. 27-30, DOI: [10.1080/02690050308589864](https://doi.org/10.1080/02690050308589864)
10. Trivedi, Harish. "In Our Own Time, On Our Own Terms 'Translation' in India", *Translating Others*, Theo Harmans. Manchester: St. Jerome Publishing. 2006.

Books:

1. Bassnett, Susan. *Translation Studies*. London and New York: Methuen & Co. Ltd, 1980.
2. Bassnett, Susan and Harish Trivedi (eds). *Post-Colonial Translation: Theory and Practice*. London and New York: Routledge, 1999.
3. Gentzler, Edwin. *Contemporary Translation Theories*, (2nd Ed) Clevedon and New York, Multilingual Matters, 2001.
4. Mukherjee, Sujit. *Translation as Discovery*, Delhi: Allied Publishers, 1981.
5. ----- *Translation as Recovery*. Ed. Meenakshi Mukherjee. New Delhi: Pencraft International, 2004.
6. Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*, (4th Ed) London and New York: Routledge, 2016.
7. Hutchins, W. J. *Machine Translation: Past, Present, Future*, Wiley. 1986.
8. Arnold, D. *Machine Translation: An Introductory Guide*. NCC Blackwell. 1994.
9. Byrne, Jody. *Technical Translation Usability Strategies for Translating Technical Documentation*. Springer. 2006.
10. House, Juliane. *Translation Quality Assessment: Past and Present*. Routledge. 2014.

Web Sources:

1. Chandran, Mini. "The Practice of Translation in India", Nov, 2016. <https://www.sahapedia.org/the-practice-of-translation-india>
2. Kundu, Rindon. "From the Romans to the Victorians", UGC e-Pg Pathshala PAPER 15: MODULE 02, http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000013EN/P001461/M019437/ET/1487734056Paper15%3BModule02%3BEText.pdf
3. Kundu, Rindon. "Equivalence and Strategies of Translation", UGC e-Pg Pathshala PAPER 15: MODULE 08, http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000013EN/P001461/M019444/ET/1487734506Paper15%3BModule09%3BEText.pdf
4. Saha, Saswati. "Postcolonial Translation", UGC e-Pg Pathshala PAPER 15: MODULE 10, http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000013EN/P001461/M019445/ET/1487734543Paper15%3BModule10%3BEText.pdf

GENERIC ELECTIVE

Happiness Connect- Part I Semester- 1

In the modern society, to achieve work life balance, mere domain knowledge is not sufficient. In this direction, the “Happiness Connect- Part 1” has a significant relevance to the students who want to achieve excellence with a peaceful mind. This course aims to create rational problem solvers in their respective organizations but also create those who are beacons of inspiration to their peers. This course provides insights and educates the students to learn the value of self-control and self-actualized inner happiness, which results in effective learning environment.

OBJECTIVE:

- To instill human values and ethics and cultivate a clean mindset in individuals which in turn reduces the possibility of corruption, crime and injustice in the society.
- To nurture leaders of the next generation with a mindset to serve.
- To instill a healthy mindset that allows students to break free from themselves (addictions, depression, personal problems) and experience true change in their lives.

LEARNING OUTCOMES:

- Students would be in a position to differentiate between Information accumulation and Wisdom.
- Students would be equipped with certain tools of yoga and pranayama which would help them in dealing with their everyday stress.
- Students would be sensitized about their diet and would be encouraged to subscribe a diet which will add efficiency in their daily activities.

UNIT 1: INTRODUCTION TO MIND MANGEMENT

Importance of knowing the mind, Knowledge based education vs wisdom based education, Desire and Self-control, Emotional turmoil: Causes and Cure, Listening: Wisdom to win hearts, Importance and necessity of contemplating, Change in perspective, managing the emotions that arise from the heart and the mind.

UNIT 2: BODY MANGEMENT-YOGA

Relation with mind and body, meaning of Yoga and the importance of healthy body and mind, Body

Management Techniques : Asana, Pranayama, Kriya ; Principles of yogic practice, Meaning of Asana, its types and principles, Meaning of pranayama, its types and principles, Meaning of Kriya and its types and practice.

UNIT 3: MINDFULNESS

The mind and stress, examining our haphazard thinking, the effect of irrational versus mindful thinking, benefits of mindfulness, Is mindfulness and meditation the same? Getting in touch with your authentic self, key components of mindfulness, stress reduction, how is mindfulness different from relaxation.

Practicing self-care, importance of having personal goals, challenging our tendency to avoid challenges, the stories we tell ourselves, developing resilience, an attitude of gratitude.

UNIT 4: INNER-CLEANSING

Understanding stress, indicating factors of the stress, uncovering the meaning attached to stressful thoughts, major sources of stress, stress control and choice, impact of lifestyle and unhealthy stress, stress and illness, stress management and health, roadblocks in managing stress, reflective skills practice, tools for stress management: Breathing exercise, Sudarshan Kriya and other yogic practices.

UNIT 5: THE ART OF PACKAGING YOURSELF

Development of your oratory skills, voice modulation for an engaging dialogue, body language and communication skills, the skillsets necessary for healthy panel discussions. Promoting human values and practicing unbiased social ethics.

UNIT 6: FOOD AND LIFESTYLE

Basics of Ayurveda, Importance of having Sattvic Ayurvedic Food, Workplace productivity which is directly linked to Healthy Sattvic food. Modulation of ailments through food and balanced nutrition and dieting practices, integrating traditional food items with modern food habits, mental health and food types, quality and hygiene of the individual.

GENERIC ELECTIVE

BASIC SANSKRIT (BAE-205)

COURSE OBJECTIVES -

1. To acquaint the students with proper accents in Sanskrit and comparison with English accents (verbal form)
2. To make students proficient in using diacritical marks for properly writing Sanskrit in Roman script.
3. To let the students understand the technical structure of Pada (Sanskrit word) and the logics behind.
4. To acquaint the students with the Syntax in Sanskrit language and comparison with English syntax.
5. To introduce varieties of Sanskrit texts to the students.

LEARNING OUTCOME

1. The students will properly pronounce/recite varieties of Sanskrit texts.
2. The students will correlate and connect their knowledge of English and Sanskrit languages to understand the science of linguistics and interconnections of languages.
3. The students will be proficient in writing Sanskrit texts in Roman Diacritical script.
4. The students will identify and understand the key features of variety of Sanskrit texts.
5. The students will understand and create Simple Sanskrit texts.

Teaching Hours – 4 hours per week.

Total Marks – 100 (75 marks Theory and 25 marks Practical)

Total Credits – 4 (3 credits Theory & 1 Credit Practical)

COURSE STRUCTURE

Unit 1

25 Marks

Introduction to Sanskrit language

Sanskrit Scripts – Knowing Varna, Writing and correct pronunciation of Devanāgarī and Roman Diacritical alphabets.

Sanskrit Varṇamālā (Alphabets) – Its logic, knowing Vedic and Laukika Sanskrit varṇa, their spiritual meanings and effects, origin and types.

Comparison of Sanskrit sounds with sounds in English Language.

Practical – Origin and Efforts of Sanskrit Sounds.

Unit – 2

25 Marks

Sanskrit Pada (Words) – Types – Shabdarupa, Dhaturupa (Introduction to various pada formats).

Structure – Prakriti, Pratyaya, their types and meanings.

Introduction to Sanskrit Etymology. Formation of new Pada. Usage of Prefixes and Suffixes.

Comparison with words structure in English.

Practical - Spoken Sanskrit – Fluency in speaking, writing and thinking in Sanskrit language.

Unit – 3

25 Marks

Sanskrit Sentences – Introduction. Connecting Shabdarupa and Dhaturupa and Forming simple sentences. Understanding Karta(doer/subject) , Visheshana (adjective) and Kriya (verb) in a Sanskrit sentence.

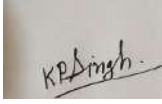
Understanding Karaka (case) and Vibhakti (related suffixes) in Sanskrit sentence. Their types,

meaning and usage. Upapada Vibhakti
Understanding and creating simple sentences in Sanskrit.
Introduction to Types of Sentences (Vachya) – Kartri Vachya, Karma Vachya, Bhava vachya.
Understanding their structure and usage.
Comparison with English language Syntax.
Practical – Understanding Sanskrit writings – short stories, poems, exercises etc.

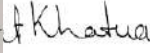
Unit – 4

25 Marks

Introduction to Sanskrit Vangmaya – Vedic and Laukika (Veda, Vedang, Literature, Shastras).
Science and different streams of knowledge in Sanskrit.
Understanding Selected Texts from some Famous Sanskrit writings - Veda Samhita, Upanishad, Epics (Ramayana, Mahabharata, BhagawadGita, Patanjali Yoga Sutram, Abhijnana Shakuntalam etc.)
Introduction to Famous English Translations/Transliterations of Sanskrit Texts.
Interconnections of Sanskrit and English literature.
Practical – Creation of Simple Sanskrit Literature.



Dr. K.P. Singh
(Member BOS)



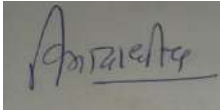
Mr. Amit Khatua
(Member BOS)



Dr. Rakesh Tripathi
(Special Invitee BOS)



Dr. Shilpi Mishra
(Member BOS)



Dr. Vibha Dadheech
(Member BOS)



Guru Ratikant Mohapatra
(Member BOS)

Dr. Kalyani Samantray
(Chairperson BOS)

Prof. B. R. Sharma
(Executive Registrar)